



**Helston Community College**  
**Local Governing Body meeting**  
**Thursday 11<sup>th</sup> October 2018 from 4.30pm**  
**at MFL Block, HCC**

1.	<p><b>PRESENT</b> : Mr C Webb, Mr W Jenkins, Mr R Van der Lem, Mr D Hearne, Mr B Drew, Mr D Reynolds, Mr G Vallender, Mr M Higgs, Mr C Leathley</p> <p><b>NOT PRESENT</b> Canon D Miller, Prof P Foster, Mrs D Penberthy</p> <p><b>In Attendance:</b> Mrs S Bayes (Clerk), Mrs P Martin (Deputy Head), Mr D Dudley (Assistant Head), Mr K Thomas (Chair of Trustees)</p>	
2.	<p><b>APOLOGIES</b> : Apologies were received and accepted from Canon D Miller</p>	
		<b><u>ACTION</u></b>
3.	<p><b><u>ELECTION OF CHAIR/VICE-CHAIR</u></b></p> <p>The election of Chair and Vice-Chair would take place at the November meeting. The Chair asked governors to seriously consider taking on one of these roles. The clerk would ask for nominations before the next meeting.</p> <p><b>Action:</b> Clerk to ask for Chair/Vice-Chair nominations two weeks before the next meeting</p>	<b>Clerk</b>
4.	<p><b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b></p> <p>New Business and Pecuniary Interest forms were distributed for completion.</p>	
5.	<p><b><u>CODE OF CONDUCT</u></b></p> <p>Governors signed the Codes of Conduct and returned them to the clerk.</p>	
6.	<p><b><u>MINUTES FROM THE PREVIOUS MEETING on June 14<sup>th</sup> AND MATTERS ARISING</u></b></p> <p>The minutes from the meeting of 14<sup>th</sup> June were agreed and signed as a true and accurate record.</p> <p>There were no matters arising.</p>	
7.	<p><b><u>FEEDBACK FROM THE TRUST BOARD</u></b></p>	

	KT informed the governors that there were now 19 schools in the MAT. Simon Cade will now replace Jo Osborne as a Member.	
<b>8.</b>	<b><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS</u></b>	
	<p>The Chair reported that the governing board numbers were at strength and well balanced. There was some discussion over what would happen if all governors' terms of office finished at the same time. The Chair would like to ensure that there are link governors for all faculties and that each nominated link governor maintains contact with chosen faculties. DH agreed to liaise with the clerk to set this up.</p> <p><b>Action: DH and clerk to meet to discuss faculty governors</b></p>	DH/clerk
<b>9.</b>	<b><u>HEADTEACHER'S REPORT</u></b>	
9.1	The Head drew governors' attention to the standard Head Teacher front page produced for the Trust. This had been quite time consuming and complex to produce, but MyConcern, the online safe-guarding programme, should make this slightly easier.	
9.2	Migration out is quite significant; 71 students left during the year, 15 of which went for elective home education. There was also a significant number of Yr 12 students who had finished their one year construction course. <b><u>With regard to students who are home educated does the school have any further responsibility?</u></b> The college has to produce a safeguarding report for County when they leave. Students at the PRU are on dual roll, but when students have been permanently excluded they are taken off our roll. The college tries to be as inclusive as possible, but this can have an effect on results and league tables.	
9.3	Attendance – P16 does not count in the totals. Letters have been sent home graphically showing the number of days absent compared with peers. There are still problems with term time holidays so the college will look at fining repeat offenders this year. The MAT head teachers have agreed a policy of what is allowed and what is not, but every case is looked at individually.	
9.4	<p>Fixed term exclusions – several are Yr 10 repeat offenders. SEN students have their SEN needs taken into account but then have to sanction appropriately.</p> <p>CAMHS figures presented are not for the whole academic year. There is a huge issue with mental health. CAMHS referrals are currently averaging 20 months. A lot of time is given up by staff, including senior leaders, providing pastoral support.</p>	
<b>10.</b>	<b><u>FOCUS ITEMS : POST 16 REVIEW AND DATA</u></b>	
<b>10.1</b>	The provisional Level 3 Value-added figure for A levels was -0.27; the final figure may not change significantly. Drama, English Lit and Law underperformed. A significant number of students had suffered emotional problems in the year. In English Lit all but 2 had emotional problems. If these factors were taken out the figure would be -0.1. This year the result was not expected to be positive but was expected to be less negative. Law is no longer running but year 13 drama is continuing. There is no Drama class in year 12, however.	
<b>10.2</b>	The Post 16 action plan for teachers has been reviewed and has been narrowed down to 5 points which have to be completed regularly across lessons. Subject leaders need to inform SLT of what they are doing differently this year to address issues identified through enhanced exams analysis and returned scripts. The	

10.3	<p>current Yr 13 has a different dynamic to the previous year with a significant number of Oxbridge applicants.</p>	
10.4	<p>Colleagues from Newquay Tretherras had been in today to review P16. This had been a positive review, but the team had identified a number of areas that could be improved and enhanced. One of the main issues is independent study – checking students are carrying it out on top of homework. The challenge now is to keep P16 at the top of priorities. DDU will see P16 teachers individually every half term.</p>	
10.5	<p><b><u>What is rapid intervention?</u></b> Students who did not get at least an E grade in assessments have had interventions in place. Data showing underperforming students will be highlighted and they will be given specific interventions by Heads of Year. There will be catch-up work available on Google Classroom at all times. First wave intervention needs to take place in the classroom. All P16 teachers will have the same standardised appraisal target. Up until now targets have been more personalised. This is a relatively quick thing to do to embed the action plan. One of the actions is to contact home and log the date/method of contact. This will then show up students who are struggling in more than one subject.</p>	
10.6	<p>It is positive that applied general and tech courses attainment has remained good, despite the introduction of tougher external assessments. <b><u>Is the revised timetable and increased level of contact showing benefits?</u></b> Yes. There is more contact time and higher frequency of contact, so more homework being set and checked. P16 attendance is higher this year than last year. <b><u>In the Ofsted framework what would the self prediction be?</u></b> Requires improvement. <b><u>Are staff aware of that?</u></b> Yes, they are aware of consequences; the message is getting across.</p> <p>D Reynolds left the meeting.</p>	
10.7	<p><b><u>Is staff morale a concern?</u></b> Refusal to grant the removal of four KS4 students from the performance tables' data sapped SLT morale, because we value inclusivity. The first half of the term is always tough. A lot of reflection is required initially, but we are now looking ahead and encouraging positive actions to improve outcomes.</p>	
10.8	<p><b><u>Were the structured conversations encouraging?</u></b> Generally, yes. The process was rigorous. Positives were that subject leaders had looked at exams analysis on line to see the break down of marks awarded for each question. Exam scripts were also requested for use in class, modelling specific answers that were good, average or poor. This is now standard practice. Where there is a history of over-predictions, it is important that subject leaders collaborate with other schools. We have joined a teaching school alliance based in Penrice. Data is instantly shared on results day so that participating schools can see where the strengths lie in different subjects and share good practice.</p>	
10.9	<p>There was discussion amongst governors concerning keeping a closer eye on staff and student morale and reinforcing the role as a critical friend. Complacency is not an option. Whether governors provided enough challenge was also discussed. There are plans in place for moving forward. Post-academisation it may be a good thing to re-evaluate what governors do. <b><u>Could governors attend meetings with the Head and Heads of Faculty?</u></b> Yes, this is possible and would be a natural follow-on from the structured conversations. It would also be a good idea for governors to meet with the SLT to talk about the strategic direction of the curriculum, such as what courses are being run. Governors need to be sure they understand their role in contributing to such decisions. The Head pointed out that the Curriculum plan is brought to governors at the annual November meeting for discussion and approval.</p>	
10.9	<p>The Trust Chair pointed out that governors need to support DDU and make sure the P16 plan is being achieved and the interventions are happening. The P16 governor could be involved with this. It was decided that it would be better to have two P16</p>	

<p>10.10</p> <p>10.11</p> <p>10.12</p> <p>10.13</p> <p>10.14</p> <p>10.15</p>	<p>governors. David Hearne volunteered to join Patrick Foster. From the Trustees' perspective, P16 is a key focus and needs to stay.</p> <p>DDu suggested having another P16 review day nearer Christmas, which governors could participate in, to check on progress.</p> <p>Key Stage 4 data</p> <p>It was disappointing that the progress 8 figure was slightly negative. The college had requested that the results of 4 students be removed on medical grounds but these were rejected. Progress 8 figure was in line with the national average. The formula for Progress 8 had changed considerably this year as it was the first year of most subjects having 9-1 results. The Attainment 8 figure was slightly above the LA figure. The national figure is likely to be slightly higher. The EBacc average point score was reasonably high considering students here do not have to take the EBacc (although the government is pressing for this).</p> <p>The English and Maths 4+ results were good but 5+ results could have been better. <b><u>Is 5% below national a huge gap?</u></b> It is a large gap. There was an issue with maths at 5+ rather than English. Choosing the appropriate tier of entry for foundation or higher papers in maths is difficult for grade 4/5 students – in hindsight more students could have been entered for the foundation paper. 5+ seems to be becoming the national measure.</p> <p><b><u>What are Open subjects?</u></b> The non-EBacc subjects. The data showed that there are significant issues in some subjects (although others such as Science and History have done very well). One concern was that predictions were not accurate. PE students had performed well in exams but the practical moderation was marked down. GCSE PE has been removed from our course offer. <b><u>What is the difference between GCSE and BTEC sport?</u></b> Portfolio work contributes to BTEC Sport. The Construction result is not a true indication of progress as last year only a level one course was offered. This year, a level two course is running. There is work to do in VaPA, DT and Computer Science. Offering GCSEs rather than BTECs can cause weaker students to struggle. <b><u>You mention there are issues with assessment of predicted data being inaccurate – is there an issue with teachers being aware of standards?</u></b> Last year there were new 9-1 examinations, no grade boundaries, a few specimen exams only, and the cumulative effect of these changes made it difficult to predict accurately.</p> <p><b><u>Was the 'Meet the Examiner' evening a new offering this year?</u></b> No, it had taken place last year. The same parents tend to come to these meetings and the college needs to get other parents in. <b><u>How do we engage the parents and the students?</u></b> An electronic booking system for parents evenings is being set up, so the college can track who is attending. It was pointed out that on ParentInfo, parents with more than one child only need to log in once to view both children.</p> <p>Only a small number of exam papers have been sent for re-marking this year as examiners have been told to review marking, rather than re-mark the scripts.</p>	
<p>11.</p>	<p><b><u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u></b></p>	
	<p>The Student Champion Governor explained his role within the college, which is to ensure students feel supported. He has focussed on getting to know the younger students and getting involved with student council, and he looks for opportunities to talk to students, eg back stage at concerts. Much time is taken up with transition when Yr 5/6 start coming in from November for taster sessions. Then there are visits to the feeder schools. Yr 7s apply to be mentors to go to the schools to tell</p>	

	<p>Yr 6s what life is like at HCC. He is usually in on the first day of term helping generally. On transition days tries to talk to all the students and is noting loners, those who are scared. <b>Is there anything that has struck you as a concern?</b> We are getting better at transition. It is usually anxiety - not knowing where the toilets are, for example.</p> <p>The student champion governor is also involved in the full student council. He feels more students could be involved but they may not be attending because it is after school. Moving it to a lunch time, as is being done, should grow numbers. Learning issues don't seem to get raised enough at the tutor group level.</p> <p>He is involved with student panels for staff interviews, working with a panel of 10 or 12 students and does practice interviews for P16s and Yr 11s. He is a member of friends@. Goes to open evenings, parents evenings, concerts etc.</p> <p>The role seems to be working well and he is willing to support students in any way he can.</p> <p>The Chair thanked GV for all he is doing in this role.</p>	
<b>12.</b>	<b><u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u></b>	
	<p>Financial situation – The Chair would appreciate more feedback regarding finance. Although this is ultimately the Trustees' responsibility, governors should have visibility as the published accounts are public. Governors had a 3 year plan when finance was handed over to the Trust and are interested in knowing if this is being followed through. P16 funding level is a key issue in the budget. The Head reported that he had seen one budget statement, but felt that it needed to be updated with more recent data and information. Each school has its own budget which is amalgamated in the Trust budget. There should be a monthly budget overview sent to the Head but he has not yet experienced this.</p>	
<b>13.</b>	<b><u>SAFEGUARDING GOVERNOR'S REPORT</u></b>	
13.1	Chair had had a meeting arranged with DLe on Monday but this has been postponed.	
13.2	S157 was ratified just before the summer term. DR and CW attended safeguarding training on Tuesday. This year, there will be an adjustment to the timetable for S157s as the revised version takes effect, resulting in an additional report required in January.	
13.3	Just before the end of the summer term the Chair went through the SCR with the Head and the Personnel Officer	
<b>14.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	The next meeting would be on 15 <sup>th</sup> November.	

The meeting closed at 6.50pm

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

