

Minutes of the Full Governors Meeting for Springwell Community College held on Wednesday 7 February 2018

Present: Mr I Wingfield (Head) Mr S Pettett Mrs H Cheetham
 Mrs K Bonnett (Chair) Mr C Bonnett Mrs R Matthews
 Mrs M Cauldwell Mr L Garratt Mrs S Swift
 Mrs K Yates

In attendance: Ms S Whitaker, Clerk and Mrs S Liddle, School Business Manager

F0218/537 Governing Board Membership

I. Welcome new Parent Governor – Katie Yates

Mrs Yates was welcomed to her first Governors' meeting.

Mr Sheppard had not sent apologies for absence. Governors agreed that the Clerk would try to speak to Mr Sheppard by telephone and if she has no success, a letter would be sent. **ACTION: CLERK**

Mr Innes' lack of attendance was discussed and it was noted that he is struggling with Wednesday meetings. It was **agreed** that the Chair would speak to Mr Innes and ask him if he could commit to Wednesday meetings. **ACTION: CHAIR**

F0218/538 Apologies for Absence – agree whether to accept

Governors noted and accepted apologies for absence from Mr P Mann.

F0218/539 Declaration of interest in any item on the agenda

Mrs Cheetham, Mr Garratt and Mrs Yates declared an interest in staffing and pay items. It was **agreed** that all would remain in the meeting but that Mrs Cheetham and Mr Garratt would take no part in any voting.

F0218/540 Confirm the agenda

The items on the agenda were moved around in order to discuss the MAT after the minutes of the previous meeting.

Add: Residential Trip to the agenda.

F0218/541 Minutes of the Full Governors' meeting held on 1 November 2017

The previously circulated minutes were **agreed** as a true record of the meeting and were duly signed by the Chair on behalf of the board.

F0218/542 Matters arising from the minutes

The Clerk will chase Mr Mann for his declaration of interest form. **ACTION: CLERK**

The Head will arrange a colour copy of the CIP to be sent to Governors before half-term. **ACTION: HEAD**

F0218/543 Minutes of the Special Full Governors' meeting held on 24 January 2018 – Confidential

The tabled minutes were **agreed** as a true record of the meeting and were duly signed by the Chair on behalf of the board.

F0218/544 Matters arising from the minutes

There were no matters arising from the minutes.

F0218/545 Minutes of the committee meetings

- I. **Strategy committee held on 15 November 2017**
- II. **Resource committee held on 29 November 2017**
- III. **Outcomes committee held on 10 January 2018**
- IV. **Student committee held on 13 December 2017**

Minutes of the committee minutes had been previously circulated for Governors' attention and were duly signed by the Chair on behalf of the board.

- V. **Confidential minutes of the Pay committee held on 13 December 2017 and 15 November 2017**

Mrs Cheetham and Mr Garratt declared an interest in this agenda item.

The confidential minutes were signed by the Chair on behalf of the board. Governors ratified the decisions contained within the minutes.

VI. Minutes for Publication

Governors **agreed** to publish the minutes up to and including the Full Governors' meeting of 1 November 2017. **ACTION: CLERK**

F0218/546 I. New committee structure – consider & approve

Governors **approved** the new committee structure.

II. Terms of reference for new committee structure – consider & approve

Terms of reference were **agreed** for the new committee structure.

III. Agree Committee Membership

Committee membership was **agreed** as the following:

Leadership & Strategy	Education & Curriculum Committee	Pay & Appraisal Committee
Chris Bonnett		Chris Bonnett
Sarah Swift	Roo Matthews	Margaret Cauldwell
Steve Pettett	Margaret Cauldwell	Sarah Swift
Margaret Cauldwell	Steve Pettett	
Kay Bonnett	Lee Garratt	
Roo Matthews	Paul Mann	
Katie Yates	Kay Bonnett	
Helen Cheetham	Sarah Swift	
	Chris Bonnett	
	Katie Yates	

IV. Dates for meetings for the remainder of the academic year – to approve

The previously circulated dates were **ratified** for the remainder of 2017/18.

F0218/547 Appoint External Reviewer for HTPM

The Head advised Governors that Paul Roberts has now retired. Governors considered a proposal that Dick Vasey is invited to undertake the role. Governors **ratified** that the Head would speak to Mr Vasey and ask if he would take up the role at his earliest convenience. **ACTION: HEAD**

F0218/548 Headteacher's Report

The Head spoke to his previously circulated report.

I. Outcomes

	2016 NA	2016	2017 AP3	2017 Results	2018
		Outcomes			Predictions AP1
Progress 8	-0.03	-0.15	-0.32	-0.45	-0.30
% 9-5 (A*-C) EM	35*	N/A	27-34	30	31%
% 9-4 (A*-C) EM	62	47	51-60	53	58%
Attainment 8	45.6*	44.3	37.1	42	44.5

% E Bacc	N/A	11	6	9	11
English Progress	0	-0.21	0.01	-0.85	-0.46
% 4-9 (A*-C) English	74	66	64	61	62
English attainment	10.4<	9.5	7.9	8.3	9.2
Maths Progress	0	-0.33	-0.30	-0.48	-0.30
% 4-9 (A*-C) Maths	68	55	56	64	64%
Maths attainment	9.7<	8.2	6.7	8.0	8.6
E-bacc Attainment	13.6<	12	13	12	13.3
E-bacc Progress	0	-0.06	-0.56	-0.39	+0.07
Open Attainment	15.6<	14.7	11.6	14.2	13.4
Open Progress	0	-0.06	-0.30	-0.28	-0.55
Disadvantaged A8	52.7+	36.8	38.6	36.9	37.6
Disadvantaged A8 Gap	N/A	16	14	11	9.1

**Based on ASCL predictions*

< Expected to fall due to the changes this year. Comparisons between 2016 and 2017 also not possible.

+ National non PP

The highlighted column shows the latest predictions for Year 11 based on Assessment Point 1 which took place in November. While there is an improving trend, It is anticipated that the intervention work taking place with this year group will lead to better outcomes than were achieved in this round of assessments.

The data shows a continued improvement in attainment with a further 5 point increase in the % 4-9 in English and maths percentage and a 2.5 point increase in Attainment 8. This builds in the three year trend in improved outcomes since 2015 when the A-C percentage was 40.*

Progress 8 is also predicted to increase on last year with healthy improvements in the maths, English and E-Bacc Progress 8 slots. There has been a decline in the Open slot, partly due to the removal of the ECDL qualification from the performance tables. The current Progress 8 prediction is however likely to be judged to be below average in the 2019 School Performance Tables, although the in-year improvement we expect to see might be enough to take it in to the average bracket.

	Attainment 8	Progress 8
National 2017	46	-0.03
2017 cohort	42	-0.45
Year 11	44.5	-0.30
Year 10	43.4	-0.27
Year 9	N/A	-0.13
Year 8	N/A	0.06

Year 7	N/A	-0.36
--------	-----	-------

Progress scores for current learners show an improving trend with the exception of Year 7. This is believed to be due to their settling in to their new school and curriculum and is expected to show an improvement in Assessment Point 2. Similarly, Year 10, who are settling in to their GCSE courses are expected to show an improvement in Assessment Point 2.

2. Teaching, learning and assessment

Russ Barr completed a two day review of the college's progress since the last inspection in January. He focused heavily on our systems to evaluate and improve teaching and learning.

In his report, Russ identified many strengths in our work in this area.

- *It is clear from a number of joint lesson observations that senior and middle leaders have an accurate and insightful view of what constitutes effective teaching and learning within the school.*
- *Middle leaders are highly engaged in the professional development at faculty level and have a clear idea about the strengths and areas for improvement of individual staff.*
- *The best lessons observed demonstrated detailed planning at individual student level, and had pace and energy which engaged students and allowed them to develop learning*
- *It is clear that a significant amount of work has been undertaken to improve marking and feedback. The work scrutiny and the lesson observations indicated that in the majority of cases, marking and feedback are being provided on a regular basis. Some, although not all, is highly detailed and elicits a response from students that clearly leads to improvement in their work.*

In forming areas for improvement Russ emphasised the link between the quality of teaching and outcomes. He has suggested we work on the following;

- *Ensure that there is an entitlement to high quality teaching and positive outcomes for students in all subject areas by continuing to address underachievement in key subject areas.*
- *Work scrutiny and pupil voice indicate that whilst many teachers mark work regularly, the quality of feedback is inconsistent. Students say that in some subject areas they do not receive individual feedback as often as they would like.*
- *Pupils are not consistently being given opportunities in lessons to reflect on the advice from teachers and improve their work.*

- *Much work has been done to develop revised, detailed and differentiated schemes of work, with on line lessons for teaching staff to access. Whilst this has many benefits and provides the potential for a more consistent delivery, in practice it appears that some staff do not then tailor these lessons for the context of their own groups, or have sufficient ownership of the lesson.*
- *In addition, it is important that challenge or extension work deepens learning rather than simply requiring students to do more.*
- *It is clear that a significant amount of work has been undertaken in relation to Teaching and Learning. Middle leaders were very clear about the raising of expectations and more robust quality assurance. However when asked the question "how have senior leaders improved your teaching and how have you improved teaching in your areas", they were less able to provide an immediate response. It is important that they are fully equipped with the information they need to be able to respond to this - and are encouraged to reflect upon the positive work that has been undertaken with individual members of staff in their own areas.*

Since the last report we have completed a round of progress drop ins and a round of work scrutiny. Teaching was judged to have improved slightly since last year with the progress drop in score improving to 1.86. Teaching was at least good overall with the exception of science where some staff are being supported to improve. The quality of marking and feedback also improved on last year with the score increasing to 1.71 from 1.79 last year.

3. Personal development, behaviour and welfare

Helen Staton presented behaviour and attendance information to governors at the Student Committee meeting on 13 December 2017.

Behaviour data shows a decrease in lower level disruptive behaviour compared with the same time in the previous year. There has however been an increase in more serious disruptive behaviour resulting in the student being removed from the classroom. The number of such events has doubled on the previous year although two thirds of the incidents involve only eight students. Each of these students has a behaviour improvement plan in place and parents have been involved in the formulation of these. Governors have also been involved in two cases and I have held Headteacher Behaviour Improvement meetings with the parents of three more.

Attendance for Term 1 was 95.2%, slightly down on the same time last year (95.4%) but remains above the national average of 94.8%. Since then we have seen an increase in absences due to flu related illness although a similar increase was seen last year due to sickness bugs.

On the last day of Term 1 our Education Attendance Officer undertook home visits in collaboration with the Police Youth Engagement Team. This caused a reaction, positive

and negative, in the community and all parents have been informed of how and why these visits take place.

There have been no permanent exclusions since my last report. Governors held pre-exclusion meetings for two students, one in Year 7 and one in Year 8, in January and both students are still considered to be close to permanent exclusion.

Fixed Term exclusions in Term 1 were higher than at the same point last year. The number of FTE's rose from 2 to 8. The 8 occasions were attributed to 6 students three of whom are no longer with us; two were permanently excluded and one has moved to another school. The remaining 5 are being supported with their behaviour and are at varying stages of the pathway to exclusion. Despite this increase our rate of exclusion continues to compare favourably with the national average.

One reason for our low Fixed Term Exclusion figures is our use of internal seclusion in the Behaviour Improvement Centre as an alternative. Internal seclusion was used 35 times in Term 1, a small increase from 32 in the previous year's first term.

Seven members of staff have been trained and certified in Team Teach, a positive handling programme. Positive handling is only used in the rare occasions when there is no other option but it is important that staff are able to do this decisively and safely. The training was successful in refreshing the skills of those already trained and in increasing the size of the positive handling team through the training of three members of staff who had not previously been trained.

A third member of staff has been trained as a Designated Safeguarding lead. This will make it easier to meet the requirement that at least one colleague trained as a safeguarding lead is present at all times.

4. Leadership and management

Following our application to the Two Counties Trust, a discussion took place at the Regional Schools Commissioner's office on February 1. The decision reached was not available at the time of writing. A full consultation with all stakeholders has been carried out and the outcome of this will be discussed at this evening's meeting.

Following on from the budgetary issues I raised in my last report, governors are now involved in the process of making the reductions we need to make in order to balance the budget and address forecasted deficits in 2019-20 and 2020-21. In line with the policy we are following, informal discussions have taken place over proposed new staffing structures. At this evening's meeting a decision will be taken over whether to issue a Section 188 (redundancy) notice.

The most recent information on the 2018 intake shows that the incoming Year 7 will be at our PAN of 170. There are now 168 first choice applications and 16 children within the catchment area are still to submit their application. Netherthorpe have had 255 first choice applications and will not be able to offer places to them all. It is likely that a large

proportion of these will have Springwell as the second choice.

We expect the Local Authority to suggest we take some additional students in order to meet the demand for places locally. This will be confirmed when places are allocated on 1 March.

There continues to be no further news on the Section 106 funding we can expect to receive if new housing developments receive the go ahead.

As mentioned above in the Teaching and Learning section, Russ Barr completed a two day review of the college in January. He feels that our 2017 outcomes will prevent us from being judged to be good and advised us on how to present our improvements since the last inspection in order to secure a requires improvement judgement.

We are currently fully staffed with subject specialist teachers. Katie Addison has returned from our maternity leave has resigned her post with effect from Easter. We agreed with all parties to leave Gemma Johnson in post as Faculty Leader for science until August 31 in order to provide some continuity for the faculty. Claire Fisher will continue to cover for Gemma over the same period as Faculty Leader for humanities. Sam Connah, the examinations and data manager, left at Christmas to take up a promoted post at Sheffield City Council. Sam has been replaced on a temporary basis until 31 August by Kerry Harrison who has recently left a similar post in another school.

A Governor asked how the data is looking following the trial exams and the Head advised that the results are showing a full mark down at the moment. The Head advised that he is going to collect from staff their professional judgement as to where students are predicted to achieve. **A Governor asked whether there will be another data collection** and the Head advised that there will be another one in April. The Head advised that there would have been some content on the trial exams that will not yet have been taught due to the timing of the exam.

The students are being tested in real exam situations in the hall rather than in their classrooms to prepare them for their GCSEs.

A Governor asked about the behaviour in college. The Head reported that two students were brought to Governors for pre-exclusion meetings earlier this year.

The Chair thanked the Head for his informative report.

F0218/549 Redundancy

Mr Garratt and Mrs Cheetham declared an interest in this agenda item.

The Head had previously circulated the S188 notice. Changes were made to the original proposals and as the time has elapsed since the single status process, TA hours can be reconsidered. Additional hours for clubs and reading will be offered after the S188 process. **A Governor asked whether any of the hours are protected** and the Head advised that there are 35 hours which can be taken out.

A Governor asked who has protection in the process and the Head advised that teachers are protected. Some staff who currently have TLRs are leaving and their TLR does not have to be replaced. The full savings will be realised in three years' time.

A Governor asked whether services from Two Counties Trust would affect this process and the Head advised that the college can still buy into services from Two Counties Trust. The Head advised that the SENCO did not feel she could effectively do her job without the SEN support and this post has been added back into the structure.

An admin role had been proposed to reduce to term-time and the Head has received detailed responses regarding the work that goes on during the summer holidays to prepare for the new term and this has been increased back to 52 weeks.

Teachers expressed concern regarding the lack of admin support and this was added back into the structure.

The More-Able Learning Mentor has been added back into the structure as More Able progress was an OfSTED area for improvement.. A TLR will still be removed and other teachers who are having TLRs removed will be given more work including work around the More-Able students.

A Governor asked how anti-bullying would be covered if there was no anti-bullying co-ordinator and the Head advised that it would be done as a project, possibly by two people rather than one.

A Governor asked whether the posts would be advertised and the Head advised that for some posts interviews would be held and others where a selection criterion is decided upon. This is dependent upon whether the outcome removes a TLR or leads to a redundancy.

A Governor asked when the responses were going to staff and the Head advised on Tuesday with the S188 notice.

Governors **agreed** the following Selection Criteria for Support Staff:

Priority will be given to specific skills, essential qualifications or experience relevant to the needs of the school.

After the above posts have been removed, support staff within the pool identified at risk of compulsory redundancy, will be awarded points as follows:

a) Recognised essential qualifications for the role/establishment

I point will be awarded for qualifications which are identified within the person specification for the post. [Max 3 points]

b) Formal job-related training undertaken.

Points will be awarded for any training undertaken in the last 5 years which is significant i.e. one day or more and additional to training provided in school on inset/ twilight sessions.

1 point will be awarded for each additional training undertaken. [Max 3 points]

c) The delivery or evidence of a discrete area of expertise which is key to the educational experience offered by the school.

The expertise outlined must be unique and contributes to the needs of the organisation. Account will be taken of whether or not the expertise can be provided by sufficient other existing staff.

1 point will be awarded to recognise each discrete expertise. [Max 2 points]

d) Experience of fulfilling a different role in school – or other setting providing a service for children.

The experience outlined must have contributed to the needs of the organisation. Account will be taken of whether or not it can be provided by sufficient other existing staff.

2 points may be awarded to recognise additional experience. [Max 2 points]

Governors **agreed** a further generic tie breaker detailed below:

If this is not sufficient to enable the governors to reach a decision, then last in, first apply which will be interpreted as the total cumulative service on a contract of em (in whatever role) with Derbyshire Local Authority.

In the event that applying one tie breaker does not enable governors to reach a decision, a secondary tie breaker will be applied.

The Head advised that there have been some informal requests from teachers for redundancy and if these applications are formally received, there will be no requirement for compulsory redundancy of teachers.

Selection Criteria was then considered for teaching staff:

Teachers who do not have Qualified Teacher Status within the pool identified at risk of compulsory redundancy will be selected.

After the above posts have been removed teachers within the pool identified at risk of compulsory redundancy, will be awarded points as follows:

a) Secondary Key Stage Taught

Teaching is defined as taking responsibility for lesson preparation, assessment, recording, contribution to reporting – not as supervision, of classes where the children’s learning and progression is determined by other colleague(s).

1 point will be awarded for each Secondary Key Stage (11-18) taught in the last 5 years. [Max 5 points]

b) Successful leadership of CIP priority

1 point for evidence of leading a CIP priority in the last 5 years
2 points for evidence of successfully leading a CIP priority in the last 5 years.
[Max 2 points]

c) Specific Training/ Preparation for leading a CIP priority

1 point for specific training/preparation of the leading a CIP priority, in the last 5 years (this might include being trained as college lead for a strategy or other investment in the staff member so that they may lead development work).
[Max 1 point]

d) The delivery or evidence of a discrete area of expertise in the last 5 years, which is key to the educational experience offered by the college, and is unique/not able to be provided by sufficient other existing staff.
[Max 1 point]

The total number of points attainable is therefore 9 points.

It was **agreed** that points cannot be awarded be awarded in more than one category above for the same activity.

Applying the Criteria

Following selection of an individual, consideration will then be given to the impact of this decision on the curriculum. If an individual is selected and the consequence of his/her selection is that another area of the curriculum would not be able to be delivered, governors would then move to the next person using the criteria identified above.

The employee with the lowest number of points will be initially identified for redundancy.

There is a further generic tie breaker detailed below

If this is not sufficient to enable the governors to reach a decision, then last in, first out, will apply which will be interpreted as the total continuous teaching service with Derbyshire Local Authority.

In the event that applying one tie breaker does not enable governors to reach a decision, a secondary tie breaker will be applied.

Two committees were **agreed** as follows:

1st committee: Chris Bonnett, Margaret Cauldwell, Steve Pettett

2nd committee: Roo Matthews, Kay Bonnett, Katie Yates

Sarah Swift will be a reserve.

F0218/550 School Improvement Visit Report

The Head spoke to the report from Russ Barr which had been previously circulated for Governors' attention.

A Governor asked how the Head felt about his recommendations. The Head replied that his recommendations for improvement were helpful and it was nice to hear the positive comments about the improvements that the college are making. A Governor said that she considered his response to be that further changes needed to be made to the teaching and learning improvement strategy. The Head said that Mr Barr had recommended changes be made to teaching and learning lines of management as there is currently a disconnect between SLT line managers and the teaching and learning team and this makes it difficult for them to recommend teaching and learning solutions to issues apparent in the data. Mr Barr recognised improvements in marking and feedback. **A Governor asked whether Mr Barr had given any suggestions as to how the teaching and learning outcomes could be improved.** The Head advised that Changes will be made to the structure from September. **A Governor asked whether September is urgent enough** and the Head advised that it will be changed for September in a structured way and informally until then.

A Governor acknowledged that Russ Barr does appear to be the right person to judge the quality of teaching as he has been able to make helpful recommendations. Mr Barr went into five lessons over two days during his inspection and scutinised the college's records of teaching observations. His overall judgement was that senior leaders had accurately judged teaching and learning to continue to require improvement.. The Head advised that Mr Barr visited two lessons in which students did not make good progress and a Governor argued that this was also the case during the Two Counties Trust due diligence visit and the 2016 Ofsted inspection.

A Governor asked whether teachers knew they could be observed and the Head advised that staff were aware that they were in the PDI window and that Mr Barr would be helping with the PDIs.

The Chair summed up by saying that no-one has seen consistently good teaching during their visits into classrooms. Governors **agreed** that every opportunity ought to be taken and changes made as soon as possible. Governors

acknowledged that everyone is working hard but recognised that further changes do need to be made.

A Governor asked whether the report would be shared with staff and the Head advised not but that a staff meeting will take place on the Monday after half-term where the headlines will be shared. A Governor suggested that the report should not be watered down and it should be shared with the staff. Governors also approved that the Head should draw on external expertise wherever necessary.

A Governor said from the report that staff and Governors were unable to answer how teaching has been improved and this needs to be reviewed. The Head advised that verbally Mr Barr said that he was confident it had been done but staff and Governors were unable to articulate it.

F0218/551 Academisation

I. Update on Two Counties Application

The Head advised that the application put in to join the Two Counties Trust was refused by the Headteacher's committee along with two other schools who had also applied to join the Trust.

John Edwards, the RSC has said he did not believe the other two schools who had applied would add sufficient capacity to support the RI schools within the Trust.

Mr Edwards felt that there was insufficient capacity within the Trust to support the schools.

Mr Edwards felt that the top slicing strategy was not financially viable.

Mr Vasey will meet with Mr Edwards on 15 February to look at a way forward. There may still be opportunity for this to happen and the Head advised that the college now needs to be ready for an Ofsted inspection during the summer term.

Mr Vasey's responses were that he has undertaken Due Diligence on the other two schools, one of which he considered to be outstanding. An independent report from Rachael Mortlock from the DfE said that all three schools should be allowed to join the Trust.

A Governor asked whether there would be anything to be gained by speaking to Toby Perkins and the Head replied that he did not believe that Mr Perkins would be able to influence the process.

Mr Vasey advised that he has produced a growth plan for central services which was approved by the DfE recently.

Mr Vasey asked Kevin Hearne, the Financial Officer to speak to the auditors in respect of the top-slicing, who advised him that the MAT is very strong financially.

Governors **agreed** that they would await a reconsideration of the decision and in the meantime, prepare for the next Ofsted inspection as expected. The Head advised that the college could receive a third judgement of RI, but with the results as they are, a judgement of Special Measures could mean forced academisation into a MAT not of Governors' choice.

II. Review Responses of Academy Consultation

The Head had compiled the responses which had been previously circulated to Governors. A Governor asked whether another consultation would have to be done if the college was forced into academisation and the Head confirmed that they would have to. A Governor said the responses were very positive.

F0218/552 Chair's Report

The Chair had nothing to report.

F0218/553 Year 7 intake 2018

Mrs Liddle advised that initial figures suggest that the school will receive at least 170 applications for entry into September 2018.

F0218/554 Ratify SFVS

Governors **ratified** the SFVS return which the SBM will return to the Local Authority. **ACTION: SL TO RETURN**

F0218/555 Approve Pay Policy 2017

Governors **approved** the Pay Policy as written.

F0218/556 Governor Training including:

I. Feedback from other training attended

The Clerk advised that she has retaken her National Clerk to Governors Qualification through Staffordshire LA and passed this.

The Clerk and Chair attended Exclusion Training.

The Clerk and Chair attended Complaints Training.

Mr Bonnett, Mrs Swift and Mrs Bonnett attended Parents Engagement training

II. Identify training needs

New Governor Induction Training will be put on during the Autumn Term.

III. Attendance at in-house training

Training has not been well attended and it was **agreed** that the remainder of the in-house training will be cancelled. **ACTION: CLERK TO CANCEL**

The Chair encouraged all Governors to attend as a minimum Safeguarding training.

F0218/557 Governor Visits

I. Receive & Consider Visit Reports

Mr Bonnett submitted a report following his visit on 30 November 2017 to look at teaching and learning in Modern Foreign Languages covering a variety of areas including marking systems

Links with College Improvement Plan

T5 Secure greater consistency in the marking and feedback provided by teachers

Present:

C Bonnett, Governor

Louise Greaves Faculty Leader: Modern Foreign Languages

The meeting began with a general discussion of where the faculty is currently. At present we are phasing out the teaching of French and German and in future will only offer Spanish as a GCSE option.

It is hoped that the profile of Spanish will be enhanced by future visits to Spain and student exchanges with Spanish students will help our students' development.

The discussion then moved on to work scrutiny where it was explained that in consultation with Mrs Rayner Assistant Head, the process had been standardised across all faculties. Three times a year the Faculty Leader reviews the marking carried out by each teacher of their students' work books and considers the comments made. She then provides each teacher with three areas that each went well and three areas where improvements could be made in the marking. Their review is discussed with each teacher in the faculty and an agreed record of the discussion is made.

Each student's folder has at the front their own target grades for the year and their performance against them is tracked by both the student and the teacher. Where it is felt that students are under performing, a lunchtime revision session is arranged for them.

I was taken to see a Year 11 French class where I observed that the small class size made it easier for the staff to give individual attention to each student than it would be in a larger group.

My visit ended at 12.30pm and I wish to offer my thanks to Mrs Greaves for her time

and help and also her offer to meet again if I needed this.

F0218/558 Correspondence

No correspondence was presented to Governors.

F0218/559 Any Other Business

Governors considered a trip for Years 7, 8 and 9 from 13 June – 16 June 2019 to Barcelona. £493 per student which does not include transport to the airport or meals en-route.

A Governor asked whether Barcelona is a safe place to send the children in light of the issues in Catalonia. The Head advised that they will seek advice from the Home Office.

Governors **agreed** that this will up the profile of languages in college and provide the students with an excitement for learning a modern foreign language. Governors **approved** the trip.

F0218/560 I. What have we achieved tonight that will make a difference to the children?

- ❖ Looked at the detrimental effect that not joining a MAT would have on students
- ❖ Asked the Head to look at teaching

II. What have we achieved tonight that we can let parents know about?

The Barcelona Trip

F0218/561 Date and Time of Next Meeting

There will be a special full Governors meeting on 21 March 2018 for the S188 process in the college hall at 3.00 p.m.

The next Full Governors' meeting will be held on Wednesday 9 May 2018 at 5.00 p.m.