



## RICHMOND SCHOOL and SIXTH FORM COLLEGE

### Minutes of the Shadow Governing Meeting

**held on Wednesday 9<sup>th</sup> December 2015 at 4.30pm in School**

Present: Lesley Abbey (LA), Austin Gordon (AG), David Lawrenson - Chair (DL), Andy McCarthy (AM), James Robson- Vice-Chair (JR)

In attendance for all or part of meeting: Dave Clark – Deputy Headteacher (DC), Charlotte Wardle –Deputy Headteacher (CW), Andrew Gardner – Business Manager (AGa), Jenna Potter – Deputy Headteacher (JP), Christopher Gill – Head Boy (CG), Lindsay Christison- Head Girl (LC), Rebecca Frost – NQT of French and German (RF), Matthew Randall –NQT of Chemistry (MR), Lesley Sweeting (Clerk).

Apologies: Andrew Cottrell (AC), Caroline Hall (CH), Judy Hooton (JH), Julie Moody (JM) Ian Robertson – Headteacher (IR).

Item No	Minute	Action
<b>SGB1516:37</b>	<p><b>Welcome and Apologies</b></p> <p>The Chair opened the meeting at 4.30pm and welcomed those present. A particular welcome was extended to the new governor Austin Gordon (AG) and to the Head Boy and Head Girl, Chris Gill (CG) and Lindsay Christison (LC), as well as to the two NQT staff present, Rebecca Frost (RF) and Matthew Randall (MR). These last four being present to provide feedback regarding their experience of this term at Richmond School it was AGREED to take this as the first item on the agenda. Apologies were received from the 5 governors named above and were ACCEPTED.</p>	
<b>SGB1516:38</b>	<p><b>Views of Students and Staff</b></p> <p><b>A. Students</b></p> <p>CG informed governors that he is in A2 studying Business Studies, Economics and Geography. During this term the emphasis has been on completing UCAS applications and CG felt that the form tutor had provided focus and incentive for early completion of personal statements etc. CG found this support very beneficial and submitted his UCAS promptly in October. He has already received five offers and will be deciding which 2 offers to hold over the holiday period.</p> <p>LC informed governors that she is also in A2 studying Politics, Maths and Chemistry and hoping to study Politics at university. She submitted her UCAS application in November and has had two offers so far. She described the move from AS to A2 as a huge jump but said that offers give additional motivation. Form tutors encourage early completion of UCAS so that A2 students can concentrate on work for mock exams. CG and LC met with</p>	

<p><b>SGB1516:38</b> <b>continued</b></p>	<p>the other prefects on 08/12/15 and they want to raise awareness of the importance of mental health in sixth formers and ensure that all students know who the pastoral team are and how to access them. This will be a topic for discussion at the 6<sup>th</sup> form council on 11/12/15.</p> <p><i>GQ: Do you feel well supported as students by the teachers?</i> Answer: The teachers have an 'open door' policy – if they are not in the office they will be in the classroom. E-mails are responded to within a day. They can't always respond instantly – they have other students – but we definitely feel we are a name not a number.</p> <p><i>GQ: Do you have a feel for how the AS students are getting on?</i> Answer: We are just getting the first opinions – some are interested in the 6<sup>th</sup> form council – we need to progress to gather views from the group as a whole.</p> <p><i>GQ: On the student voice survey two or three questions scored low – for example only 36% were positive about tutor time at the start of the day and only 34% agreed or strongly agreed with 'learning for life'. Why do you think this is?</i> Answer: CG said he felt tutor time is an important start to the day but that some students have an 'I'm too old for a tutor' attitude and others don't arrive promptly at school. LC added that the response was partly affected by the survey being done near the end of term when many students had used the benefit of the 40 minutes a day and already completed their personal statements. Those students who don't know what they want to do when they leave or who definitely don't want to apply to university also see the 'learning for life' time as less important.</p> <p><i>GQ: Student mental health has been in the press recently, did this motivate you to look at this issue?</i> Answer: A year 12 student highlighted the issue and pointed to a project at Bedale High School where private time is given for students to talk. There are definitely individuals who are struggling and we are aware of the pressures.</p> <p><i>GQ: Are you receiving the support you need from the pastoral team?</i> Answer: Once students know it is available yes, but the pastoral manager's office in the sixth form centre is not very private. Also dealing with attendance issues takes up a lot of time and as much as the pastoral manager would wish to support us their time is limited.</p> <p><i>GQ: Are there things that could improve the situation?</i> Answer: Maybe a member of staff to deal just with pastoral issues who was not dealing with attendance. If an individual is struggling this can lead to missing college and lateness and if a teacher is dealing with attendance the student may be reluctant to approach them re private pastoral concerns.</p> <p><i>CG and LC were thanked for their input and they left the meeting at 4.50pm</i></p> <p><b>B. Staff</b> Both RF and MR completed their PGCEs at York and are one term into their first posts at Richmond School. MR teaches</p>
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<b>SGB1516:38 continued</b>	<p>Chemistry and Science while RF teaches French and German. They informed governors of the range of support available to them as NQTs, both formal and informal. CW arranges a weekly meeting for NQTs run by a range of staff e.g. Behaviour Management with Steve Speakman; Communicating with Parents with JP.</p> <p>It is also a good forum to get together, discuss how things are going and help each other with issues that are common. Often NQTs stay to chat after the formal meeting. NQTs have a department mentor who observes lessons, discusses planning etc. at a weekly meeting.</p> <p><i>GQ: Do you feel you get the right number of observations?</i>  <i>Answer: We have to have two a term minimum to meet the requirements of NQT – that seems about right.</i></p> <p>The Heads of Departments and SLT members pop in and informally observe too. Both feel the level of support is excellent – it has included a night away in Grinton Lodge with the two days spent in training.</p> <p>They described some of the challenges of being an NQT to the SGB. The step from PGCE to NQT is quite onerous – with a vastly increased workload and less marking and preparation time which means one has to prioritise.</p> <p><i>GQ: How are your relations with the students?</i>  <i>Answer: The vast majority are good. RF said that some classes she sees only twice a fortnight others five times and that makes a difference. Some groups are more challenging than others. Older students see a young, new teacher and some test to see how far they can go. Others are easy to get to know. It is tiring but we were warned that the first year is difficult.</i></p> <p>On the positive side really excellent support is available from the SLT, mentors and department staff who share ideas and tell the NQTs things that won't work. Teachers from other departments also offer friendly help. Both enjoy being tutors and find it very rewarding to have input first thing in the day to their Year 7 groups. MR runs a science club for Year 7 and 8 pupils after school and enjoys the opportunity to do some exciting non-curriculum science with these keen students. It is also very rewarding when a problem student produces good work because 'something clicks'.</p> <p><i>GQ: What was your proudest moment this term?</i>  <i>Answer: RF – a Year 7 group who informed her they loved French because it was well explained in a way that it hadn't been in primary school. MR – a couple of really bright Year 7 pupils completing an end of unit task and only dropping 5 marks, thanking him and proudly taking the test paper home.</i></p> <p><i>GQ: Can you give an example of the professional development you have received to date that has most impact on your practice?</i>  <i>Answer: The behaviour management techniques that we were introduced to are really helpful – simple and easy to incorporate but making a big difference.</i></p> <p><i>GQ: What are you looking forward to over the next two terms?</i></p>
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<b>SGB1516:38 continued</b>	Answer: MR – teaching the Year 8 module on Light. RF – seeing the pupils’ progress, especially Year 7, and the Year 7 French trip. <i>5.10pm the SGB thanked MR and RF who then left the meeting.</i>	
<b>SGB1516:39</b>	<b>Declaration of Interest/Confidential Items</b> There were no declarations of interest with respect to today’s business. Regarding the minutes of SGB Meeting 12/11/15 <b>Confidential Minute SGB1516:36</b> remains confidential and will be filed separately and excluded from the minutes made available for public inspection. Two items of today’s business were deemed confidential and are minuted separately as <b>Confidential Minutes SGB1516:41.4b</b> and <b>SGB1516:48</b> . LA declared an interest in the second item, namely <b>SGB1516:48</b> and left the meeting prior to the discussion.	
<b>SGB1516:40</b>	<b>Minutes of the previous meeting held on 12<sup>th</sup> November</b> <u>i. Approval:</u> The minutes of the Shadow Governing Body held on 12 <sup>th</sup> November including the Confidential Minute of the same date were deemed to be a true record and duly signed by the Chair. <u>ii. Matters Arising:</u> <ul style="list-style-type: none"> <li>• With ref. <b>SGB1516:31</b> due to JH’s absence the update on use and impact of Pupil Premium is deferred to the next SGB.</li> <li>• With ref. <b>SGB1516:32</b> the work of completing the SFVS is ongoing.</li> </ul>	<b>Clerk to file</b>  <b>Clerk to agenda 14/01/16</b>
<b>SGB1516:41</b>	<b>Headteacher’s Report</b> A full written report with appendices was circulated by e-mail and made available to the SGB on Fronter prior to today’s meeting. Due to IR being in attendance at another meeting today the Deputy Headteachers highlighted the following: <u>1. Student Voice (DC)</u> The response figures on the recent student survey were much lower for Key Stage 3 than Key Stages 4 and 5. This is possibly due to their being in school for a shorter time but also perhaps because they can’t use their phones and the computers as easily to respond. Different ways for all students to access future surveys are being explored. <u>2. Aiming High Data (JP)</u> Key Stage 5 data was tabled for both Year 12 and 13 – it was noted that this data is from three weeks ago and is an interim data shot giving an indicator of position prior to the results of the mock exams to be held in January. <u>Year 12:</u> are on the predicted of an overall ALPS of 2. At present the red boxes on the print-out indicate where top grades are down – but this is to be expected at this early stage in courses. The percentage of predicted A and B grades is at 51% which is very positive and is above aspirational target. This reflects better transition this year into Year 12. <i>GQ: Is this year 12 a larger cohort?</i> <i>Answer: Yes – and they are an academically strong cohort with</i>	

<p><b>SGB1516:41 continued</b></p>	<p>a good work ethic.</p> <p>Looking at individual subject areas Art currently looks weak as regards professional predictions and this needs looking at. German is a weak cohort with only 3 students this year. A fuller analysis will be brought to the SGB in early 2016.</p> <p><u>Year 13:</u> The position here is a little more concerning with a current ALPS of 6 with a professional prediction of ALPS 3. (This position is currently similar in Year 11). Staff need to look at what has to happen to move these pupils from the current to where the school wants them to be. The top A and B grades are only at 30% at present with a prediction of 47%. JP and Leslie Richardson are looking at how departments can be quality assured and where things need to be done differently next term. Subjects currently giving cause for concern are Science with Biology as a priority having a current and predicted score of only 7 (which would mean an ALPS of 7 four years running) and both Chemistry and Physics needing to make a sizeable jump forward. Textiles is weak with only a small cohort and Biology is a subject with a pattern of under-performance although this year GCSE results were excellent. There is not a great deal of time before the mock exams and there is a lot of work to be done.</p> <p><i>GQ: Looking at Year 12 and 13 Art and German stand out as concerns in both year groups – is that true?</i></p> <p>Answer: Analysis over the last two years shows both these departments to be weak. German was much more successful in previous years but now tends only to recruit small groups of those who are not necessarily the strongest linguists.</p> <p><i>GQ: The large gaps between current and predicted are worrying – is this because you are moderating against others expectations? How can prediction be improved?</i></p> <p>Answer: In discussion with the Pixel consultant it was suggested that the departments need to use regular small assessed pieces of work in Years 11 to 13 – mini exam work – and built-in, assessed questions at particular points of the lessons as well as re-rehearsal of knowledge learnt some time ago to revise learning. There are questions regarding the accuracy of some current assessment and improving this is a work in progress.</p> <p>Year 11: The deadline for data relating to the mocks for Year 11 was 08/12/15. The current position against the national norm of 0 is minus 0.15 rather than the predicted plus 0.38. Last year the actual was plus 0.19 rather than the too optimistic prediction of 0.6. Academically they are a weak cohort and not all working as hard as they should. They are a biddable group of students but perhaps don't want improved results as much as the staff do. The school has tightened up on support given but the headline figures give cause for anxiety.</p> <p><i>GQ: What is the overall value added?</i></p> <p>Answer: Plus 0.38 would be extremely positive but students need to achieve predicted grades. Staff need to give more thought to predicted grades and assessment is not yet good enough across the board.</p>	
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<p><b>SGB1516:41 continued</b></p>	<p><i>GQ: It is noticeable that in Year 13 low prior attainment groups are progressing better than medium and high attainment ones. Why is this? Is it to do with staff subject knowledge?</i></p> <p>Answer: No. Staff need to look more at individual student level and what is helping or hindering performance. They also need a better understanding of what is needed to get an A or A* in their subject but they need to get students to take more responsibility for their own learning.</p> <p><i>GQ: When do we need to worry?</i></p> <p>Answer: Possibly after the mocks and PPEs in Key Stage 5. In Year 11 resits will be at the departments' discretion. Maths are doing a full 2<sup>nd</sup> PPE on Aiming High 4 Data leading up to Easter. Staff are being cautious in making overly positive predictions and being more realistic.</p> <p><i>GQ: What are your priorities from today?</i></p> <p>Answer: That is dependent on full feedback but Maths is obviously a priority because of its impact on the progress 8 figure. Weak areas of the curriculum are being worked with more closely – some key areas are Digital Photography, Classics and Applied Science. It is a challenge for performance data to make sure SEN and disadvantaged pupils are registered correctly when numbers go to census.</p> <p><b>3. Flight Path to Outstanding – JP</b></p> <p>Appendix 2 was circulated to governors regarding this prior to the meeting. It is an idea from a Challenge Partner that when a school has achieved 'good' comfortably they develop a wider strategy which tracks all areas of the school not just results. The idea is to give time and thought to developing aspirational targets for the next three years in areas such as quality of teaching and learning, quality of middle leadership, enrichment activities etc. rather than working 'hand to mouth' and to move away from the short term to look at longer term milestones. The plan is for the leadership team to review this strategy on a termly basis to gain a better picture and for IR to report to governors on progress.</p> <p><i>GQ: You have targets here for better than expected progress in Maths – how were these decided?</i></p> <p>Answer: A proper discussion was had with Maths staff. To be good 70% need to be making expected and 30% better than expected progress – these baselines are used as a starting point.</p> <p>It was AGREED that governors would look at the strategy outline and come back to the SLT with any questions.</p> <p><b>4. Curriculum and Compulsory English Baccalaureate – DC</b></p> <p>The consultation document on the English Baccalaureate (not to be confused with EBacc) and Richmond school's response to it were circulated as appendices to the Headteacher's report. The proposal for 2020 when the current Year 7 make their Year 10 choices is that 90% will have to have a modern foreign language (MFL) plus History and Geography alongside Maths, English and Science. Schools will be asked to demonstrate an incremental aspiration to that figure and identify the right</p>	<p><b>All governors</b></p>
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<p><b>SGB1516:41 continued</b></p>	<p>students. There would be issues for staffing as there would need to be increased capacity to deliver both MFL and History and Geography. Richmond School's intention is to plan to move students incrementally towards EBacc and as regards the progress 8 measure to ensure that students have all 8 without gaps. One of the proposed changes to the curriculum is in regards to MFL where currently all students study 5 lessons of French in Year 7 and French and German in Year 8 (3 lessons of each) – instead an arbitrary decision would be made for some students to take French and some German to lead to that single GCSE – with 5 lessons in their designated language in Year 7 and then 4 lessons in Year 8 and 9. This would not need as much staffing for MFL – but no decision has yet been made. The school feels that the English Baccalaureate is a poorer curriculum offer which is inappropriate for more than 10% of students.</p> <p>The final point under curriculum is deemed confidential and is minuted separately as <b>Confidential Minute SGB1516:41.4b</b> Governor attention was drawn to the diary dates for the Christmas concerts etc. and also Appendix 5 regarding mentoring which is for information.</p>	
<p><b>SGB1516:42</b></p>	<p><b>Collaboration Update</b></p> <p>Discussions with Wensleydale and Bedale schools regarding collaboration are continuing and there was another meeting in November. It is realised that changes to local A level provision are necessary for the future and proposals have been presented to their governing body for one option to be for Wensleydale to cease running an A level base and link instead to Askham Bryan as a vocational satellite for courses such as Agriculture, Travel and Tourism with Richmond receiving A level students and Bedale and Richmond signposting vocational students to Wensleydale.</p> <p>CW, DC and IR have met recently with Wensleydale and Bedale to discuss practical collaboration in the areas of shared CPD, induction and recruitment of staff etc and the three schools are co-ordinating their CPD days to facilitate this. There is a further meeting of Headteachers and Chairs on 8<sup>th</sup> January at Wensleydale regarding progress.</p> <p>IR as a member of the Swaledale Alliance attended a meeting with the Diocesan Board of Education regarding collaboration with feeder primary schools – however most are CofE and the Board wishes them to collaborate with faith schools.</p>	
<p><b>SGB1516:43</b></p>	<p><b>Feedback from EDA Visit</b></p> <p>The Senior Advisor, Nick Horn, carried out his termly visit on 4<sup>th</sup> December:</p> <ol style="list-style-type: none"> <li>1. The RAISE Online data was confirmed as overall 'good' with the main area of concern being Maths.</li> <li>2. The SEF is a detailed data-driven document and it was advised that there should be an executive summary.</li> <li>3. It is likely that a future Ofsted will have a particular focus on Key Stage 3.</li> </ol> <p>Richmond is in a position to roll out the Raising Achievement</p>	

	programme for Key Stage 3 in January. Initially the EBacc subjects will be analysed. Meetings will be held in English, Maths, Science and IT etc. to look at where students are underperforming and how and where support can be offered.	
<b>SGB1516:44</b>	<p><b>Safeguarding Update</b></p> <p>The Child Protection Policy has been revised and AC has been involved in the revision of risk assessment regarding radicalisation. A site visit risk assessment is being completed re the Prevent agenda. It was noted that Risedale did very well in a recent inspection regarding progress and attainment but very badly on their response to Prevent. All governors are being asked to do the on-line Prevent training.</p> <p>The Safeguarding Audit for 2015-16 is in the process of being reviewed.</p>	
<b>SGB1516:45</b>	<p><b>Bid for Artificial 3G Surface</b></p> <p>The Football Association has approached the school supporting the ambition to have an artificial pitch. They wish to support Richmond School in becoming a hub for football in the area by match-funding a bid for such a project. The school has approached the Richmond Trustees for a grant/loan of £15k to afford the feasibility study and planning permission. The project will mean additional revenue for the school if it goes ahead. The governors AGREED to feasibility study proceeding.</p>	
<b>SGB1516:46</b>	<p><b>Revised Budget and Revised Financial Forecast</b></p> <p>Governors were provided with both summary and detailed reports prior to today's meeting. AG highlighted the following points:</p> <ul style="list-style-type: none"> <li>• The in year position now stands at minus £421,087 rather than minus £412,609. This is due to unforeseen expenditure of £3,500 to mend the lift and £7,500 to net the gym in line with H&amp;S requirements.</li> <li>• The revenue forecast shows the in year deficit as set to increase over three years. However there is only limited information re future funding at this point in time.</li> <li>• Future income is dependent on student numbers</li> <li>• Discussion will be needed on curriculum costing and other plans to address the future negative budget next term</li> </ul> <p><i>GQ: Is it possible that the target figures for future sixth form numbers are not ambitious enough and that budget figures would improve if sixth form numbers were higher?</i></p> <p>Answer: Pupil numbers are in recovery, after the drop caused by previous negative publicity, and the numbers discussion will be part of the discussion to determine next year's start budget.</p> <p><i>GQ: Why has the £220,000 allocation for supply been forecast to drop substantially in future years?</i></p> <p>Answer: The supply cost for 2015-16 is still a variable as some money, perhaps as much as £80,000, is due back from insurance and has not yet been incorporated – the £220,000 is based on a worst case scenario.</p> <p><i>GQ: Surely if there are 243 pupils in the current Year 11 – if it is possible to retain 50% and add 60 external students then this would result in 181 in Year 12 rather than 150 that the figures</i></p>	



	<p><i>are based on?</i></p> <p>Answer: There is a lag in the pupil numbers used in the budget figures because they are based on the financial rather than the academic year. The 'wish' targets for 6<sup>th</sup> form numbers are ambitious and if realised could bring in additional income.</p> <p>It was AGREED to ACCEPT the Revised Financial Forecast and Revised Budget as tabled and for them to be submitted to NYCC.</p>	<b>AG</b>
<b>SGB1516:47</b>	<p><b>Policies for Review</b></p> <p>The following 5 policies were made available electronically to governors on Fronter prior to the meeting and were duly REVIEWED and APPROVED UNANIMOUSLY.</p> <p><b>a. Child Protection Policy</b>  <b>b. Sex and Relationships Policy</b>  <b>c. Recruitment and Selection Policy</b>  <b>d. Curriculum Policy and Procedures</b>  <b>e. Information Policy</b></p>	
<b>SGB1516:48</b>	<p><b>Confidential Item re Curriculum</b></p> <p>Staff present left for this final item which is minuted separately as <b>Confidential Minute SGB1516:48</b></p>	
<p><i>Note: The colour coding links to the three key roles of governance questioning; RED for 'setting strategic direction'; BLUE for 'holding headteacher to account for educational performance'; GREEN for 'ensuring financial health, probity and value for money'</i></p>		
<p><b>Date of the next meeting is confirmed as Thursday 14<sup>th</sup> January 2016 at 4.30pm</b></p>		

There being no other business the meeting closed at 6.50pm