



**Helston Community College**  
**Local Governing Body meeting**  
**7<sup>TH</sup> October from 4.30pm**  
**at Main Hall, Helston Community College**

<p><b>1. <u>ATTENDING:</u> Wayne Jenkins, Chris Webb, Barry Drew, David Hearne, Rod van der Lem, Emma Woodley, Chris Leathley, Patrick Foster, Lucy Hosking</b></p> <p><b>In Attendance:</b> Sarah Bayes (Clerk), Kevin Thomas (Link Trustee) Alan Hinchcliffe (Link Trustee), Eugene McFadden (SENCo), Andrew Oates (Safeguarding Assistant Head Teacher)</p> <p><b>Not attending:</b> David Miller</p>		
<p><b>2. <u>APOLOGIES:</u> There were apologies from David Miller</b></p>		
		<b><u>ACTION</u></b>
<b>3.</b>	<b><u>ELECTION OF CHAIR/VICE-CHAIR</u></b>	
<b>3.1</b>	David Hearne had been nominated as Chair of Governors, and was duly elected. Chris Webb was nominated as Vice-Chair of Governors, and was duly elected. The Trust Board extended their thanks to Chris Webb for his work as Chair over the last few years.	
<b>4</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
<b>4.1</b>	The Chair welcomed Alan Hinchcliffe, the new link Trustee, and Lucy Hosking, the new parent governor, to the meeting.  Governors were asked to sign and return the annual Declaration of Interest form to the clerk.	
<b>5.</b>	<b><u>CODE OF CONDUCT</u></b>	
<b>5.1</b>	Governors were asked to sign the Code of Conduct form which was circulated, and then returned to the clerk.	
<b>6.</b>	<b><u>INTERESTS MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u></b>	
<b>6.1</b>	<p><b>Action 12.1</b> - During a recent Chairs meeting, Jo Birnie, Chair of Governors at Mullion presented an NGA guided set of tools for formulating an annual self-review and impact statement for LGBs. The Chair will send out the PowerPoint slides so that a skills audit and the timeline for review can be set up</p> <p>The Action had been deferred as the Chair preferred to discuss this face to face at the meeting, as there needs to be a discussion on how governors assess their roles. Chair will send the NGA document out if governors feel this would be useful.</p>	



6.2	<p>The minutes from the meeting on 24<sup>th</sup> June 2021 were agreed as a true and accurate record.</p> <p>Patrick Foster joined the meeting</p>	
7.	<b><u>FEEDBACK FROM THE TRUST BOARD</u></b>	
7.1	There was no feedback from the trust board.	
8.	<b><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u></b>	
8.1	The Chair explained to those not at the last meeting that Graham Vallender has stepped down for medical reasons. Graham had very much focused on his role as a student champion, and the Chair is keen to expand on this role.	
9.	<b><u>HEADTEACHER'S REPORT</u></b>	
9.1	The Head projected his report	
9.2	On site testing was carried out for students for Lateral Flow Tests. The number of students with positive test results is relatively small compared to other schools. <b><u>What was the take up of the testing? Were there less students in higher years?</u></b> Yes, as they got older the take up was not so high.	
9.3	The Head is disappointed by the student numbers for Yr 12, as there are 20 fewer students than they would like to be financially stable. However, the take up is good of higher prior attaining students. Numbers from outside Helston remained relatively stable. <b><u>Do you get feedback from students as to why they are leaving?</u></b> There are a proportion who say they are joining us but then don't show up to coursing. Some are influenced by where their friends go. <b><u>Are we making any progress with numbers from Mullion?</u></b> They are steady at the moment but would like to recruit more. <b><u>Historically the take up was not so good from Mullion but now we are part of the same MAT has co-operation with recruitment improved?</u></b> Yes, we take Mullion students back to talk to the students at the school. The relationship between the two schools is good. <b><u>As a MAT as a whole, where the expectation is ideally the MAT schools are feeder schools, where numbers are declining is this going to affect HCC?</u></b>	
9.4	No, this will probably affect Mullion more as it is more of a problem on the Lizard. Feeder schools in Helston are steady and with the new house building HCC numbers should stay strong.	
9.5	There are several new members of staff this year. There is still a vacancy for Head of Maths and this is being advertised again. <b><u>Is the maths department fully staffed?</u></b> Yes.	
9.6	There were 8 appeals against exam results which were dealt with by the Head, of which 2 went on to Stage 2; one was rejected, one has still not come back. <b><u>How do these numbers compare to the external exams appeals?</u></b> There would normally be more. Only one student did not get in to their first-choice university. More students are taking gap years than would previously. <b><u>How many students came back after Yr 13?</u></b> 5 stayed on for Yr 14.	
	Racist and diversity incidents have risen significantly. This could be because the anti-bullying policy is now in place so this is being reported more. <b><u>Is it any particular year group?</u></b> No, it is spread throughout. <b><u>Is there support for those affected?</u></b> Yes, we support via our pastoral support team. <b><u>What do we do for the victims?</u></b> The PSAs and inclusion manager work closely with the students. Whoever reports the incident	



	<p>receives feedback. There is a report form for anyone to access through the website or learning portal. The school council had input in the form. Student feedback has been that this is helpful. The Chair is confident the school is doing all it can to minimise these issues. The school has known that some bullying was going on but was not being reported, so the higher numbers are helpful rather than worrying because it can be dealt with.</p>	
10.	<b><u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u></b>	
10.1	<p><b>Safeguarding</b></p> <p>Andrew Oates, the new Safeguarding Assistant Head, introduced himself. He circulated information relating to his first few weeks at the college, and plans for the year. Safeguarding is an area which needs to be worked on.</p> <p>Compulsory workshops are being provided for staff focusing on peer-on-peer abuse. Cornwall safeguarding lead for education is providing resources for this. PSHE is an area where this will be explored.</p> <p>An action plan is being put together from the safeguarding review, plus a review of the Headstart survey. These will be shared with governors once finalised</p> <p><b><u>With regards to training, will staff be offered Trauma Informed Practice training?</u></b> This is external training that we have received previously via the Headstart programme. We are currently working with the Educational Psychology service to provide something similar.</p> <p><b><u>When you have long term absence, what actions are in place to check students are safe while not attending school?</u></b> The attendance officer will do home visits. If there are safeguarding concerns, they will be checked on frequently. If they have external professionals involved, they will be in contact with the school. <b><u>How often do they need to be checked on?</u></b> It depends on the child – the greater the risk the more often they are checked.</p>	
10.2	<p><b>Progress and attainment</b></p> <p>The Head projected the Progress and Attainment data. There has been no national progress data so this is based on attainment.</p> <p>The disadvantaged gap is quite large for 2019 result, but for 2020 and 2021 the gap has closed. This could be because of the teacher assessment methods employed by the College, which were robust but there were fewer exams. There is still an issue with the gap between English and maths <b><u>Is there a correlation between no head of maths and lower maths results?</u></b> No, the trend started before this. KS3 curriculum has now been focused on to create a firm foundation on which to build.</p> <p><b><u>Are you saying we are doing our students a service by not inflating results?</u></b> Yes, results were very robust and fair. Exams were marked consistently. Disadvantaged students were not disadvantaged by the process</p>	
10.3	<p><b>Development plan</b></p> <p>The Head explained that some items have been carried forward as because of Covid they are not completely ready to move to the next phase. <b><u>Is there still to do a lot of work with Community?</u></b> Yes, the school particularly wants to engage boys again with after school enrichment activities, which were impacted by Covid, and wants to make boys feel more engaged with the college. <b><u>Students have said they want to move to different colleges because of the extra activities - is this something we could look at?</u></b> Historically there have been lots of activities offered but limited take up by some student groups. The student voice will be asked what activities they would like to see provided.</p>	



	<p><b><u>Where are we up to with sports clubs?</u></b> Enrichment is now starting up again, with sports clubs, music and a range of other activities. It was acknowledged that it will be important to get Yr 9s involved, who have done no enrichment so far due to Covid.</p>	
11	<p><b><u>FEEDBACK ON GOVERNOR MONITORING VISITS</u></b></p>	
	<p>There had been no governor monitoring visits. EW the Creative Arts faculty governor is meeting the Head of Faculty next week.</p>	
12.	<p><b><u>FOCUS ITEMS AND UPDATES</u></b></p>	
12.1	<p><b>Self-Evaluation/Ofsted</b></p> <p>The Head had prepared a summary SEF document for the governors, which they were happy with. They could refer to the full SEF for the evidence for the SEF statements.</p>	
12.2	<p>The Head shared the Deep Dive document for governors to use when coming in to see their faculties. This is a useful document as it contains questions and challenges the governors can use.</p> <p>Governors are confident that the college is moving in the right direction.</p>	
12.3	<p><b>SEND information report</b></p> <p>Eugene McFadden, SENCo, projected the report.</p> <p><b><u>How do you identify children who have additional needs?</u></b> Some come up from previous schools with SEN files. Staff: will sometimes flag a student they are concerned about. There may be some come to us who start to fail. There is a trigger form for staff to complete. We carry out dyslexic and dyscalculia testing, and also TOMAL testing which tests memory capabilities. We also look at data captures. We are good at picking up ASD and working with the students and parents. We have 37 ASD students on role with 6 on the pathway for diagnosis. <b><u>How do you deal with parents when a report comes back saying there is no ASD?</u></b> We would consider other behaviours and address these. <b><u>Why do we have 18% pupils on SEN RON when national figure is 11%?</u></b> We have a good filtration system where we are picking them up. <b><u>Why is there such a high proportion in Yr 7?</u></b> This is often because a number of students have not been taken off the RON when interventions have ceased at primary school.</p> <p>The Trustee expressed his admiration for what is taking place. <b><u>The SEF says we need to do better with children with additional needs. What is the action being done to help with this?</u></b> When it comes to GCSE time there will be some students who do not complete all exams but they are not off-rolled, which will skew Progress-8 data. We have had no formal exams for 2 years to assess the impact of our work. For the last 4 years everyone with a low reading age has done extra phonics, so we should see the results of this next year and the year after, as our strategies for addressing individual needs at KS3 works through into KS4.</p> <p><b><u>From a Trust perspective it is worrying that the information regarding reading ages is not accurate enough that you need to do testing. Is the data received not sufficient?</u></b></p> <p>The SATs data that comes across should be accurate, but sometimes primary test results do not give a full enough picture, especially with dyslexia. Sometimes a student may have a bad day for SATs which will impact results.</p> <p>Chair reiterated that there is a good feeling of confidence that SEN students' needs are being met.</p>	



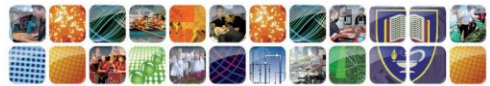
13.	<b><u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u></b>	
13.1	<p>The Chair has had regular meetings with the Head, endeavouring to meet every two or three weeks. Governors need to be that critical friend and need to provide evidence that this is happening. <b><u>As a governing body, what do feel we could do more of than we are not doing?</u></b> Visiting and talking to representatives of various faculties and departments. Governors need to be much more proactive with monitoring visits. QI meetings were very useful. It was agreed that a day of learning walks would be arranged and governors would arrange to meet their faculty heads and other staff linked to their responsibilities. Governors were reminded that they could meet more than once a term. <b><u>Is there a difficulty with this college of getting parents engaged? Can governors work on this?</u></b> The Forum had a good base of 15 -20 parents. CW will go and talk to them at next meeting.</p> <p><b>Action: Learning walks and faculty meetings to be arranged</b></p>	Head/ Governors
14	<b><u>URGENT MATTERS FOR DISCUSSION</u></b>	
	All matters for discussion had been covered.	
15	<b><u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u></b>	
	There were no matters to be raised with the trust board.	
16	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>The Chair and Head would agree dates shortly for the year and distribute them to governors</p> <p><b>Action – future meeting dates to be arranged</b></p>	Head/Chair

<b><u>SUMMARY OF ACTIONS</u></b>		
<b>Action</b>	<b>Responsible Person[s]</b>	<b>Date for Completion</b>
<b>Learning walks to be arranged</b> <b>Governors to meet faculty heads (and other staff linked to their responsibilities)</b> <b>Dates of future meetings to be circulated</b>	<b>Head</b> <b>Governors</b> <b>Head/Chair</b>	

There being no further business, the meeting ended at 7.05pm

# HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT



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