



Meeting	FCC Full Governing Body	Where	T4, school
Date	Tuesday 3 rd October 2023	Time	6.30pm
Attendees	Governors: Alex Bond (AB, Chair), Jane Braddy (co-Vice Chair), Paul Ray (co-Vice Chair), Kathleen Thomas (KT), Michael Mayes (MM), Jane Hulse (JH), Samantha Gould (SG), James Barnes (JB), Ruth Long (RL), Liz Holmes (LH), Phil Bevan (PB, Headteacher) Additional Attendees: Alex Molton(AM, Clerk)		
Apologies	MS		

Agenda items

No	Description	Action
Procedural Matters		
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</p> <p>AM explained that RL will be late to the meeting. MS was not in attendance – apologies were later found to have been sent to the meeting. AM confirmed that TB has resigned as staff governor so we need to replace her. PB has sent out a notice of governor vacancy to all staff.</p> <p>ACTION: AM to carry out a staff governor election as required.</p> <p>AM had conducted the election for Chair and Vice Chair via email before the meeting. AM announced that AB was duly elected as Chair and PR as Vice Chair. JB also offered to act as a co-Vice Chair. AM highlighted that MM's term is due to expire before the next LGB meeting. MM confirmed that he was happy to stand again as a community governor but explained that due to redeployment he may only be able to do one year of his term.</p>	AM
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements</p> <p>AB reminded governors of the need for confidentiality of items discussed within the meeting. The meeting was quorate.</p>	
3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</p> <p>None were declared at this point in the meeting. AB asked governors to update their declarations of interest on GovernorHub and also tick to agree to the governor Code of Conduct and confirm that they have read and understood KCSiE.</p>	ALL
Ensuring Accountability		
4	<p>Standing Item: Approve minutes of 20th June 2023 and review carried over items</p> <p>The minutes were accepted as a true and accurate record of the meeting. No items had been carried over.</p>	
5	<p>Standing Item: Any Out of committee activity</p> <p>PB explained that the SLT are now carrying out 6 week improvement plans, which is already on the agenda to discuss. The Quality of Education sub-committee has now been formed, consisting of JB, PR, AB, LH, Henry Bew (HB) and Maria Button (MB).</p>	
6	<p>Headteacher's Report</p> <p>PB to upload this to GovernorHub and governors to then review and add questions on this to GovernorHub. ACTION: Governors to respond to this by 17th October.</p>	ALL
7	<p>Review of GCSE / A Level results</p> <p>Results had been posted to GovernorHub before the meeting for governors to review.</p> <p>A-Level: Results were down on predicted and down on last year's results. There was a reduction in higher grades across the Country. Value added was -0.04 in 2019 and 2022 and is currently -0.58 for 2023.</p>	



A*-B: 51.02% in 2019 (national 62.2%)/42.22% in 2023 (52.7%)

A*-C: 82.1% (national 82.1%)/71.85% (national 75.4%)

A*-E: 99.59% in 2019 (national 97.6%)/100% in 2022 (national 98.4%)/99.26% in 2023 (national 97.3)

There were no real stand-out subjects which are outperforming others this year. English Literature has previously performed very highly.

These were the first cohort not to sit GCSEs.

Only 3 students didn't get into their first or second choice University with their results or through clearing and 3 have come back into the Sixth form as Year 14's to re-take their final year.

We need to introduce more rigour in the system and look at smaller cohorts for A-levels.

We will introduce an A-Level mind set with VESPA strategies and focus on regular assessments of knowledge. There will also be a focus on punctuality and attendance with registers being taken for lessons.

Is there a limit on how many students can come back to the Sixth form?

PB: No, they are all entitled to a further funded year so there is no limit.

Will these students then re-apply for university?

PB: Some have deferred places, some are doing retakes to try and get into their University of choice or course of choice. 100% of those who returned to the Sixth form last year were successful so we need to offer this opportunity to everyone and we are fully funded for these courses to continue.

A couple of students will not be coming back to the Sixth form as it was not suitable for them anymore and it was time for them to move on.

How do we structure lessons for those returners? Will they be doing three subjects?

PB: Some of them are but most are not. Some of them are able to join in with Year 12 lessons where possible to try and fill the gaps in their knowledge. Removing them from their peer groups can be useful in this respect in terms of helping them to remain focused on achieving what they need. Some students came through with high Centre Assessed Grades (CAGs) for last year but then received a bit of a shock when they received their final results.

Are they the only year group who didn't sit GCSEs?

PB: Yes; the current Year 13 group sat their GCSEs as usual.

Governors recognised the long impact of Covid on education for these and later students coming through. PB explained that this should not be taken into account anymore as we are now comparing results to pre-Covid data.

We need to be more mindful of the social, mental and emotional effects of Covid on students.

PB: Yes, this is why we have reintroduced tutor time and PSHE for Year 7 and 8. Many students are not acting their age according to their peer groups and this is certainly linked to Covid. We are offering more pastoral support to those students who need it.

Does this mean that those students who are more mature are at an advantage?

PB: Yes because they are more in line with where we expect them to be for their age. We know the gaps for those who are more disadvantaged, like PPG and SEND students, has got even bigger.

PB described the difference between different groups within the school and the impact that these effects have on achievement.

Do we keep any data on those students who we allow to join the Sixth form even if they have not achieved the grades? Are we doing them a disservice by allowing them in?



PB: Possibly, but from this year we will only be allowing those students in who have achieved the required grades for entry. However it would not have been fair to have not allowed them in this year, given the two years of Covid which they had been through. This is not an excuse for these students, but gives us some context behind why the results are where they are.

We are accelerating our work on emotional, mental health etc. support in school to provide more support.

Very few students this year did not achieve the required grades to join the Sixth form.

Governors recognised that some year groups are just a bit less stable than others and need more support as they move through the school.

RL joined the meeting at 7.05pm.

GCSE results:

Governors recognised that the GCSE the results were very poor this year.

Initially the provisional progress 8 score was -0.51 which is a trigger for Ofsted, but once they had been analysed through the Fisher Family Trust the progress 8 score improved to -0.18 which is better but still concerning.

AB confirmed that the results were analysed in more detail during the Quality of Education committee meeting and minutes for this had been shared with governors.

PB explained we are no longer calling mocks exams in Year 10 'mocks' but will be presenting them as pre-public exams and expecting students to use them as practice for the real exams in a more serious way. We will also then use this data to create a more structured support process where needed. This will also be better for staff wellbeing as these have been brought forward so staff will no longer be marking these over the Christmas holidays.

We need to prepare students for their real exams by giving them lots of opportunities to practice and prepare in advance.

The Year 11s this year had been a real outlier group and we worked really hard to get them to their exams. The middle and lower attainers did worse this year, particularly those with other vulnerabilities.

Should we not be starting to get the exam habits and skills for those still in KS3?

PB: Yes but these are lower stakes years. Also the students have end of KS3 tests at the end of Year 9. Literacy levels are a key factor in performance, even just the ability to read and understand the questions, even in subjects like Maths and Science.

What other things are you doing to help reading?

- For KS3 and Year 10 every lesson starts with reading, except PE. This is a benefit to the SEN students as is a consistent way to start lessons. There have been some challenges with Year 10 who are sometimes out of the habit or don't have books but we can support with this.
- Reading strategies are being sent out through departments.
- Accelerated Reading has been given a boost.
- Targeted revision/reading strategies.

KT explained that the reading start to the lesson is really positive as it starts the lesson more calmly and gives the teacher time to settle and get ready to start the lesson. Students are silent and ready to learn right from the start of the lesson which also saves time.

The Science department has developed ways to encourage and focus more on reading within the lessons. Overall results for combined science is weak; separate sciences are stronger. Literacy is key to giving students access to the questions here.



The rehearsal of writing enough and putting this into an exam framework across all departments will help in all subjects.

PB explained that we are doing much more work on monitoring that reading is taking place in each lesson from an SLT point of view and this is part of the six week development plans too. There is also a focus on reading in tutor time too which will develop through the year.

Reading also feeds into the practice of things like science as the research shows that the whole curriculum does not need to be taught in order for students to know how to answer questions in an exam as long as they can read and understand what is being asked.

There is a focus on reading for purpose, not just for pleasure.

Is FCC supplying a good amount of the reading material for students to access?

PB: Yes, the idea is that there is a library in each classroom; we have bought lots of second hand books for the school for this. We will then look to have subject matter libraries going forward. The reading also helps to prevent those who would be causing disruption at the start of the class.

PB explained that there is also a focus on teachers returning to circulating around the class and we are monitoring this to make sure this is taking place.

We have a standards group as part of SLT and they go out to observe lessons and check what is happening in the classrooms. Feedback has already come back about the pace of lessons and a really passive Year 11. Strategies are being looked at in terms of CPD in relation to this.

What are we doing if staff are not doing what they should be?

PB: Communication from SLT to staff is clear and we need to be ensuring we are clear on what we are doing and why. Teaching and Learning has picked up pace since MB was appointed to lead on this last year. Key Stage leaders are now together. Pastoral support has been improved, with SEN support all together.

PB explained that we want staff to staff using radical candour – addressing issues in the moment in the correct way. This was absent previously as we have all been very aware of treating each other gently and being mindful of wellbeing post-Covid.

Does the register carry over to Sixth form?

PB: Yes.

I am not sure this being carried out as well.

PB: It is harder to track as students are in and out of school throughout the day. We are monitoring attendance in lessons rather than within school itself.

This is being supported by our work with VAT – Rick, previous head at KA's – is helping us with this. Richard Evans and Rachel Cave are meeting with PB and he then gets everyone to report in. The new QoE committee also helps to support this.

What is our GCSE Progress 8 score?

PB: 0.18. Much different from what is on FFT (-0.5).

Changing the structure of the school day has had a really positive impact in terms of reducing social time where disruptions and more challenging behaviour take place.

Governors recognised that reading results were really good.

Governors discussed the importance of consistency in all staff using the behaviour and achievement points in the same way to ensure that children are being treated fairly and also feel that they are



being rewarded for good things and that there are consequence for not meeting these standards and following the rules.

PB agreed and highlighted that the new Behaviour policy should support this.

Should we expect to see more behaviour points being given out?

PB: More C1s and C2s as this then prevents the higher level bad behaviour.

KT suggested that we need to ensure that the consequences are sustainable for staff too – i.e. if they need to phone parents this can be problematic if they are in a lesson.

Non-GCSEs are consistently low – is this to do with the ability of the cohort or a reflection on the courses?

PB: It is partly to do with the students who tend to take these kinds of courses, which does skew the results. It is also about students taking more than one vocational course and whether we are getting the right groupings.

This is also the case in the progress results.

PB: Yes, and non-academic students should generally be taking these kinds of courses instead as they are more likely to perform well.

How do we compare the data for GCSE and non-GCSE results?

PB: It's just about national standards, not about how we put these together. The results levels are matched now with the equivalent GCSE marks. These students should show higher value added and more progress. The results this year means that the offer and the delivery must not be right at the moment and we need to look at this.

Governors discussed the different results between BTEC PE and GCSE PE, which performs worse.

We need to look at non-GCSE courses in more detail as this is part of what is affecting our results.

PB: It could be that expectations are too low and we should encourage students to do more academic subjects and push themselves.

It is about low attainers, and not necessarily PPG or SEND children.

PB explained that the non-academic courses also do not have the same level of accountability as the academic subjects, with no department leaders.

RE seems to be consistently getting good results and they are very focused in the way that they provide information to students and how they prepare the students for the exams.

PB: Yes and there will be some modelling from these departments for others to copy going forward.

Is there a plan to bring in leadership for the non-academic courses if this is considered necessary?

PB: Yes, if it is thought to be needed, but they go across a range of subjects so there is not necessarily a natural home for them with the leadership team of the school at the moment.

Standing Item: Health and Safety update

AB explained that a number of the actions highlighted in the audit actions are still outstanding. AB has discussed these with Jason and most are relatively simple and are being dealt with.

AB explained that there are some issues raised in the audit which are actually things which we do not need to have so we need to review this again to ascertain the actions that actually need to take place.

The ARC has asked that we are tracking and ensuring that we are completing these actions.

ACTION: Claire Ellison and PB to keep pushing on this at school.

Is the list reducing?

AB: Yes, it is going down.



	PB had nothing further to add.	
9	<p>Governor Link visits</p> <p>Governors confirmed that they are happy to remain as the same subjects link governors this year but recognised that it might be useful to have a change to give fresh perspectives.</p> <p>RL will take on Science as TB has left.</p> <p>AB asked for the first set of visits to take place this term and reports to be uploaded to GovernorHub for the LGB to review. PB will ask subject leaders to send their SEFs to governors and this will then open up a discussion between the two. It also gives governors a context and some background to each subject before meetings.</p> <p>AB asked governors also to cover the detail of the exams results and how these compare to the national averages.</p> <p>SEN and PPG are key areas for discussion.</p> <p>Governors also need to ask about vocational courses where necessary.</p> <p>ACTION: AM to bring results of the skills audit to the next meeting so we can look at potentially changing around governor roles to allow everyone a chance to try new things and ensure the roles remain fresh.</p>	AM
10	<p>Parent surveys</p> <p>The results of this were uploaded to GH before the meeting.</p> <p>PB explained the highlights in the results:</p> <p><i>A high level of SEN parents felt unhappy with their children's SEN provision.</i></p> <p>PB: We know that there is more work to be done here and that is why we are still focused on it this year.</p> <p><i>Only 23% of the parent population responded to the survey. In a business this would not be considered an acceptable level of response.</i></p> <p>PB suggested we should take advantage of school events to ask parents to complete these forms at these times whilst they are already on site, to encourage better participation.</p> <p>PB suggested that if we did get parents to respond at school events we could also target more specific things for certain areas or year groups.</p> <p><i>Is it more about asking the right questions? Lots of parents seemed to sit in the middle section and be neither very happy or very unhappy with the school.</i></p> <p><i>Is it possible that parents are less inclined to respond as the survey comes from the Trust rather than the school?</i></p> <p>PB agreed that this might make a difference but the survey came from the Trust rather than the school itself. We might have asked different questions.</p> <p>Lots of the areas which have been identified by parents are already part of the six week improvement plans already, so are areas which the college has already identified.</p> <p>A higher percentage of SEN parents have responded to the survey, which the Trust found across the board.</p> <p><i>This can make the lower responses artificially low because we are more likely to get responses from unhappy parents.</i></p> <p><i>These are the types of questions that Ofsted inspectors will ask parents when they come to visit.</i></p> <p><i>These questions are asking parents what they feel about how their child feels about school but it would be useful to know what children actually feel about school themselves, and to gather this information ahead of an Ofsted inspection.</i></p> <p><i>Would it be beneficial to go back to parents after bullying is perceived to have taken place to check in and ensure everyone is happy with the actions which have taken place?</i></p>	



	<p>AB explained that lots of the issues which parents raise with him are to do with communication, or accuracy of information on our systems rather than issue like bullying.</p> <p>PB explained that he meets with parents where bullying is perceived to have taken place.</p>	
Strategic Matters		
11	<p>School Action Plan - 6 week Improvement Plans</p> <p>The QoE committee will be leading on these.</p> <p>Minutes of the first meeting were uploaded to GH ahead of the meeting for governors to review.</p> <p>PB asked governors to read through the minutes and the plans and respond with any concerns via GovernorHub by 17th October.</p> <p>LH suggested governors might want to use areas discussed in the QoE committee meeting to learn about where the subject is at the moment and also use this to start a conversation with subject leaders.</p> <p>HB has set targets moving forward for the Year 8's, which would take us to top 5% of schools in the country if achieved:</p> <p>Targets GCSEs</p> <p>90% of pupils to achieve 4+</p> <p>60% of pupils achieve 5+</p> <p>30% of pupils achieve 7+</p> <p>Targets 'A' levels</p> <p>30% of pupils achieving A*- A</p> <p>60% of pupils achieving A* - B</p> <p>90% of pupils achieving A* - E</p> <p><i>Do the current Year 8s have a high SEN need?</i></p> <p>PB: Progress is really strong in the year group.</p> <p>KT: Behaviour of the year group is really good.</p> <p><i>We need to be mindful that the number of children coming through the Primaries have higher needs and many more EHCPs and this will impact on us in the future.</i></p>	
Other Matters		
12	<p>Good News Items</p> <p>Good attendance at Year 10 parent event.</p> <p>It has been a positive start to the term.</p> <p>Behaviour policy is embedding.</p> <p>The new fence is good and the new school day working really well.</p> <p>180 kids wanting to be involved in the production of Annie this year.</p> <p>Full staff compliment and year groups mainly full.</p> <p>Student engagement has been really good.</p> <p>Deputy Head interviews taking place 17th and 18th October.</p> <p><i>Has the Deputy Head post stayed the same as Jo Bettle was doing?</i></p> <p>PB: Mainly but with a few tweaks; it is still mainly focused on timetable, curriculum etc.</p> <p><i>There has been lots of positive parent comments on school trips this year – about the range of options, links to the curriculum etc.</i></p> <p>PB invited governors to attend the Open Evening on Thursday, 5.30-8pm.</p>	
13	<p>Next meeting dates:</p> <p>Charlotte to attend the next meeting to talk about literacy.</p> <p>New Assistant Heads may attend.</p> <p>Rachel Wheeler to attend to talk about personal development.</p>	



FARINGDON COMMUNITY COLLEGE

	<p>Next meeting 28th November 2023.</p> <p>Future meeting dates as follows: 30th January 2024 (inc. QoE committee) 19th March 2024 14th May 2024 16th July 2024</p>	
14	Close 9.15pm	