



Meeting	FCC Full Governing Body	Where	T4, school
Date	Tuesday 19th March 2024	Time	6.30pm
Attendees	Governors: Alex Bond (AB, Chair), Jane Braddy (JBr, co-Vice Chair), Paul Ray (PR, co-Vice Chair), Kathleen Thomas (KT), Michael Mayes (MM), James Barnes (JB), Ruth Long (RL), Liz Holmes (LH), Phil Bevan (PB, Headteacher), Jane Hulse (JH) Additional Attendees: Alex Molton(AM, Clerk), Paul Dipple (PD), Mark Surowiec (MS)		
Apologies	Ruth Long (RL), Mick Mayes (MM) and Samantha Gould (SG)		

Minutes

No	Description	Action
Procedural Matters		
1	Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today Apologies were sent to the meeting and accepted from RL, MM and SG. Gill Day joined the meeting as a potential new community governor.	
2	Standing Item: Notice, Confidentiality and Quorum Requirements The meeting was quorate. AB reminded governors and visitors of the importance of keeping discussed within the meeting confidential.	
3	Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting None were declared at this point in the meeting.	
Ensuring Accountability (governor questions and comments in italics)		
4	Standing Item: Approve minutes of 31st January 2024 and 7th February 2024 The minutes were accepted as a true and accurate record of the meeting.	
5	Standing Item: Any Out of committee activity Governor visits have taken place since the last meeting and been shared via GovernorHub. There have been two Quality of Education meeting reviews and the minutes for these have been shared via GovernorHub. AB confirmed that these meetings will continue to be held as necessary. The committee agreed to create a new folder for link governor visits in order for these to be stored in one location and easily accessible for future reference. To be stored by subject and date rather than governor or subject lead. ACTION: AM to create these folders on GovernorHub. A governor panel meeting took place last week for suspended students who had reached the relevant threshold. PD thanked JH and LH for attending the meetings. LH described how the meetings had been to attend and the overall aims of the meeting. PD reiterated that in most cases there is a high level of parent and student apathy which makes it very challenging to try and get students to re-engage with school. <i>Are there any actions which need to take place as a result of these meetings?</i> PD: Natalie Cox has written the minutes for these meetings and is storing these. There are a number of operational actions which we will take forward. LH explained that parents will also get a letter to confirm the content of the meeting and further agreed actions.	AM
6	Heads Report This was uploaded to GovernorHub ahead of the meeting for governors to review. ACTION: Governors to add any questions on this to GovernorHub. School numbers remain about the same. Attendance levels are a bit lower than last term. Safeguarding this term has been focusing on young people's mental health.	ALL



	<p>There are no significant changes around SEN or PP numbers. PB explained that the main change to the demographic is that we have now taken on a few more Afghan refugees to the school and we have a few more joining us in the near future. This is positive for us as we are given funding and additional support for these students.</p> <p><i>What are the community incidents described in the report?</i> PD: These could be a host of things. We have a student who threatened a member of staff at Watchfield Co-Op. There was also an assault on the S6 bus which was captured on video and PD subsequently met with the parent the same day to deal with this.</p> <p><i>Could these incidents lead to permanent exclusion?</i> PD: Yes, as we would class this as bringing the school into disrepute; the incident on the bus took place in school uniform.</p> <p><i>There is a new place for housing refugees in Faringdon so we may find that children from this group join the school community at some point.</i></p> <p><i>When are we likely to find out about the student numbers for next year?</i> PB: We have had the numbers for first choices and should get more information as places as confirmed with OCC. We should be getting around 260 in each year group (with a maximum of 270). We have had fewer Defence Academy students this year compared to last year.</p> <p><i>Will the student numbers cause us any issues with sustaining staff levels?</i> MS: I am currently planning to run things at a similar level to last year. If we struggle to recruit there are not many places where we can trim things down in staff terms.</p>	
<p>7</p>	<p>Provision for struggling learners – planning PD had provided a report to the meeting.</p> <p>Our biggest challenge is internal truancy. 22 students recorded 8 or more truancy incidents in the first 8 weeks of term for this academic year – this makes up 72% of our truanancies. One of this group is likely to be suspended every day. 55% of these are SEN pupils and 68% are female students so we are focusing in on these groups in particular and working with some Year 7 and Year 8 students on this.</p> <p>There is an 18 week plan: PD will be meeting with Heads of Year to explain the plan for in-school truancy before the holidays. He will be meeting with other staff just after Easter and then meeting with the students themselves and their parents to explain the plan after this.</p> <p>The plan is a reward-based system. Each child will be linked to a member of the SLT with targets each week which may alter over the period. We will be running celebration breakfasts for them and trips for them to attend as long as they improve their attendance levels as required. Their parents will then be invited to attend a celebration assembly in school in they meet their targets.</p> <p>Parents are now receiving a text message if their child does not arrive at a lesson within the first ten minutes. We meet as an SLT at break time to review any students who have not got to lessons and any students with two incidences of lateness or non-attendance will then go to the reflection room for the rest of the day.</p> <p>PD will send parents information about the celebration assemblies and text this out to those parents who do not attend in-school information events.</p> <p>We will need funding for the trips which take place in week 8 and week 18.</p>	



Is part of the problem for these children not being able to access the lesson when they are there?

PD: We have met with these students and in many cases it is not a case of them struggling to access the curriculum but there are some where this is the case. With one particular student we have identified that they need further support and they are awaiting a panel meeting to review their additional needs. Another student has also recently received an Educational Psychologist report so we will review the strategies which have been suggested to help them.

It will be much less disruptive to other students who are not truanting.

PD: It also takes up a lot of SLT time and energy to track down students who are truanting in school.

Why is it the SLT who are picking this up?

PD: We are vastly understaffed in terms of pastoral assistants as we only have four across the whole school. I am shortly going to visit another school which is very successfully targeting a lot of the issues which we face but they have two pastoral assistants for each year group.

How do other schools manage to do this?

PD: They have a different staffing structure with more people at a lower level which then saves money which can be redirected to fund more pastoral care. Heads of Subject are then also given responsibility for part of a year group (included in the report).

We have still got the structure for the pupils which we have previously had rather than one fit for purpose for the ones we currently have.

Will any more students be added to the group being targeted?

PD: No, but following discussions with tutors some extras will be added to the text messages which go out to alert parents that their child is not in a lesson when they should be.

Is it possible to also do something with those who are showing warning signs of being possible offenders in the future? Is anything being done to forward plan for those students who may present these kind of issues who are coming up from Year 6 this year?

PD: Richard Evans (RE) asked me to put together a programme which would have the most impact right away but this will put in place some strategies which we can then roll out further across the school as necessary in the longer term.

How can we avoid it seeming like these pupils are being rewarded for bad behaviour?

PD: It is tricky as we do need to incentivise these children in order to encourage them to improve their attendance and make better choices.

Some students find it harder to accept when there are inconsistencies in reprimanding rather than it seeming like students in these situations are being rewarded.

PD: I agree and there is still some work to be done on making sure that our behaviour policy is being implemented consistently across the school.

Where do the students go if they are found truanting?

PD: They are sent to the reflection room for the rest of the day.

Are they then marked as absent?

PD: No, as present in school.

How are we capturing how students feel about truanting in school?

PB: We have spoken with pupils and gathered feedback from them. Most are able to see the benefits of making improvements to this.

PD: We have no plan to particularly explain the plan to the student body at large but it will filter



into our assemblies.

We have a 44% year on year increase in mental health issues for our students. These students need a different environment in which to learn. We propose a 'school within a school' for these students, with a staff house parent, topic teacher, numeracy and literacy teacher and pastoral lead for around 16 pupils.

Are these a different group from the other 22?

PD: Potentially yes, although we might find that there is a crossover with the other group as many of these also have SEN needs.

The aim will be to take these students into this nurturing environment and help them to develop the skills and confidence which they need in order to be able to be reintegrated into the main school. We need a bespoke package for these students and many other schools are already providing this.

PD has visited schools within the Vale Academy Trust (VAT) which are using this within their schools to positive effect.

How long would you anticipate students being in this environment?

MS: It will depend on the individual students and how quickly they are able to make progress.

PD: We will also look to integrate these students in mainstream classes where possible, such as PE or DT.

What is the chance of us getting the bungalow for this space?

PD: It would provide the ideal space, with a lockable door and running water and all of the rooms which we need for this. RE has suggested that this might be possible if the staff who are housed there currently can be rehomed in one of the primary schools.

How does this link to our new classrooms which are being built?

PB: It doesn't as these are to replace the mobile classrooms which we have currently.

What year groups will this include? Will it be linked to the nurture group for Year 7s?

PD: This will be for Years 8-11 with the nurture group remaining in place for the Year 7s.

This is very much needed in school. Is there any thought about the type of days out which will be offered as a reward? Could we make them more educational experiences?

PD: I had not considered this but take this on board as it is a good idea. We have previously worked with a group called Wilderness Pioneers who might be able to provide some suggestions.

It needs to be a layered approach which also reflects what the students are putting in.

PD: We also need to develop our positive awards system and Rachael Wheeler is leading on this.

Update on curriculum and staff

We are aiming to be fully staffed with specialists in place for September.

MS has looked at the curriculum model and built this ready for September. We needed to look initially at the options groups for Year 9's (to 10) and Year 11's (to 12) and this has given us a healthy indicator of likely numbers for September (not counting external applicants).

8 There are some gaps in staffing numbers and support staff which need to be filled for September.

MS is well on the way to getting the options groups for Year 9 and 11 ready for September. He has had to upskill rapidly for this as he is using a different system to what he has used previously.

There are some challenges with recruitment:

- We are currently advertising for a new Headteacher.



- We also have a permanent post for an English teacher.
- There will be a gap in MFL and Music.
- Three Maths teachers are being interviewed next week.
- A Head of Year advert will be going out shortly and we are hoping to attract a potential middle leader who we can train up.
- We will need to recruit for a new Assistant Head to replace Henry Bew. We are waiting for the new Headteacher to be recruited as they will want to have some input into this appointment.
- MS has suggested adding in an Arts Technician role to the staff structure to cover a potential gap in music teaching and also help to organise school performances and peripatetic music lessons.
- We also have a PE teacher leaving so will need to recruit for this.
- We are also planning to recruit for a nurture group SEND lead – Charlotte Kitching (CK) is leading on putting this role profile together.
- We may need to recruit for our new ‘school within the school’.
- We are currently recruiting for a new Reflection Room Manager and have had some internal and external candidates for this post.
- We interviewed today for a new Cover Supervisor.
- We need to recruit more Pastoral manager/s.

There is currently a delay in getting adverts on the TES site as our account is not live at the moment but this should be resolved shortly.

Are there any plans to reallocate TAs from the classroom to more pastoral roles?

MS: This is something which we have looked at from a budgeting point of view however we have a rising need in SEND and EHCP students who need individual or further support so we may need to keep all of our current TAs.

We only have four pastoral assistants across the whole school, with two potentially leaving this year, which may mean that we need to recruit three more in order to provide one per year group.

We are now above the national average in numbers of SEN and PP students; do we have enough TAs?

PB: We have enough to meet our statutory demands at the moment and compared to some other schools we are well served by the number of our TAs.

CK has carried out an SEN audit and this shows a real improvement in SEN provision, although this is not down to an increase in staff.

We need to ensure that our curriculum intent is clear and we are Ofsted ready.

MS: We are not in a bad place with this, with curriculum maps in place now. Subject leaders have also worked on putting together a ‘super curriculum’ with links to cultural capital and wider reading/resources.

Subject leaders are already working on creating plans for deep dives by Ofsted in their subjects.

We need to audit departments to find those with the strongest practice and those than need some more support.

When the super curriculums are complete please circulate these to the relevant subject link governor.

Have there been changes in Maths?

MS: The resources have been created but there is work to be done to develop these further.

Can you build in a briefing for governors to your work in order for us to develop an understanding



of where the curriculum is for our subject?

MS: Yes, I will include this.

Inspectors will not expect us to understand the entire curriculum in all areas.

LH: No but it helps to build context about the school as a whole and shows that we can give specific examples about strengths and weaknesses of the school.

Maria and Henry have made great progress on teaching and learning this year.

There have been regular SLT visits to lessons.

Quality of Education reviews took place with colleagues from other schools in January and March, which showed many positives and some areas for development. There is more work to be done on student engagement and questioning. All students have now been given mini white boards and need to show their answers in class in order to encourage engagement.

Our progress 8 score in 2023 was - 0.13. The prediction for this in January was 0.0, with 0.14 predicted from data this term.

We need to do some CPD for staff around student engagement and questioning in class.

We also need to identify those staff who performing less well with support plans and coaching being made available, and then moving towards using competency procedures where necessary.

Will this be a new system, as we have not always seen this with previous weaker staff?

MS: We will ensure the process is followed but there is a specific process to be followed for teachers.

We are continuing to build on the relationships formed with colleagues who have visited for reviews and want to continue to host these and work on the actions which are identified.

Update on progress against Inclusion Priority Plan

A set script is now being followed by the Reception staff with details of Safeguarding procedures at the school and a paper feedback form is given to visitors, which is handed back in to ensure that this takes place every time.

This has created a standardised process for arrivals at school.

PD suggested making this an automated process whereby a feedback form goes to an email address rather than being handed back in via paper.

LH suggested adding details of this as an extra question to the existing process.

The SCR has previously been held by Clare Ellson but PD now has access to this too. This has been audited together with staff from the VAT. JBr will be attending regularly to inspect the SCR.

Further training on the SCR is planned for staff.

We have added in a medical column to the SCR which is not necessary but useful.

We have had improvements in attendance figures and no medical absences are now authorised without evidence of these. Adam Tribbick and Mark Adams have been working on creating processes and procedures for this.

We are currently at 90.3% for attendance, with national levels at 90.4%.

Do all parents get a text message if students are not in school?

PD: Yes.

Improvements have been made in anti-bullying measures but we are carrying out a student voice on this shortly and then a parent voice to get an updated picture.



	<p>We scrutinise all cases on CPOMS to ensure that the actions here have been followed up. PD and Emma have taken on Year 8 CPOMS duties.</p> <p>Regular meetings are taking place with Lynne Hammond, the Safeguarding Lead for FLT.</p> <p>We have opened up CPOMS for tutors so they can see what actions are being taken and help them to understand their tutor group better. We would block these cases where they are considered to be too sensitive to be shared.</p> <p>Induction of new staff needs to improve and we need to ensure ongoing training for all new staff.</p> <p>Annabelle Saxton is going to take on the Neglect Lead role for FCC as the current lead is going on maternity leave shortly.</p> <p>Regular meetings are now taking place with the White Horse Medical Practice which have been really useful, and these will carry on termly.</p> <p>Neglect training and audit has taken place.</p> <p>JBr meets with the Safeguarding team on a termly basis (at least) A central safeguarding training log is now being maintained by the Safeguarding Administrator.</p> <p><i>Is there a clear understanding of child on child abuse and how this is being recorded? Also is PREVENT training being recorded and updated when necessary?</i> PD: You can specifically request child on child abuse incidents by searching on CPOMS. One of the gaps in knowledge was on sexual harassment and assault so we have carried out staff training on this for all staff. We have planned some other sessions on this going forward. A safeguarding briefing is takes place every other Friday. All staff have done their PREVENT training. We include PREVENT information in assemblies and have links with the Police. We have seen an increase in anti-Semitic sentiment at school, with graffiti in toilets etc. This reflects a County picture.</p>	
10	<p>Risk register This was added to GovernorHub before the meeting. The only change is the additional of a risk of a potential downgrade in Ofsted judgement of the school. We have added in more comments about being Ofsted ready.</p>	
<p>Strategic matters</p>		
11	<p>Finance update</p> <p>AB had added a finance report to GovernorHub for governors to review.</p> <p>PR explained that we are in a challenging position, with a deficit of around £300-400k. This is mainly due to costs in our alternative provision, agency staff costs, recruitment fees and upgrades to the IT systems. £165k of this is beyond the budgeting amount for alternative provision so we are trying to manage this for the rest of the year.</p> <p><i>Had we already budgeted for this? What if we need to keep providing this?</i> PB: This was not budgeted for to this extent. We can claim some money back for those students with an EHCP. PD: About £79k of this is spent on taxis to get students to/from alternative provision. <i>Will the £165k continue to increase?</i> PB: No, this will reduce as we stop some programmes or make different plans for the remainder of</p>	



	<p>the year.</p> <p><i>We will need to budget for this properly next year. We will also need to review an annual plan on alternative provision and look at how this is spent and justified, as well as the plans for this for the previous and forthcoming year.</i></p> <p>We are awaiting details of the number of students involved in alternative provision this year.</p> <p>The other large chunk of overspend is to do with IT upgrades but these are planned to come out of reserves in the longer term.</p>	
12	<p>Health and Safety Update</p> <p>AB explained that £160k of remedial work is needed to our fire doors and we are currently in discussions on how much needs to be done now and how much can take place over a longer time. We will look at prioritising these as necessary.</p> <p><i>Is there any funding for this?</i> AB: Not that we have found.</p> <p><i>Are these in the older parts of the school?</i> AB: They are all over the building. Many of them are to do with the smoke protectors on the doors but these are of less priority than those which have been identified in the science block, for example. Jason can carry out some of this work, like fitting new kick plates and closers etc. which will make some cost savings.</p> <p><i>How long until we get the priority list for work needed now?</i> AB: As soon as possible.</p> <p><i>Where has that suggested figure of £165k come from?</i> AB: An external provider but Jason has sourced two more quotes too which are of a similar level.</p>	
Other Matters		
13	<p>AOB:</p> <p><i>When is the new website coming?</i> PB: Next term.</p> <p><i>We need to ensure that our attendance policy on the website includes our school details.</i> ACTION: PD will ask Mark Adams to update this.</p> <p><i>We also need to ensure that any missing policies are uploaded to the new website.</i> MS: Clare is working on these and they will be uploaded when ready.</p>	PD
14	Close 9.35pm	