



Meeting	FCC Full Governing Body	Where	T4, school
Date	Tuesday 16 th July 2024	Time	6.30pm
Attendees	<p>Governors: Paul Ray (Chair), Jane Hulse (JH, Co-Vice Chair), Kathleen Thomas (KT), James Barnes (JB), Liz Holmes (LH), Mick Mayes (MM), Gill Day (GD), Phil Bevan (PB, outgoing headteacher)</p> <p>Additional Attendees: Alex Molton(AM, Clerk), Paul Dipple (PD), Jonathan Dennett (JD, incoming headteacher)</p>		
Apologies	Jane Braddy (JBr)		

Minutes

No	Description	Action
Procedural Matters		
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today Apologies were sent to the meeting and accepted from JBr.</p> <p>SG was not in attendance at the meeting.</p> <p>LH declared that she will be leaving the LGC at the end of this year. The LGC thanked LH for her support and guidance over many years on the LGC.</p> <p>MM reminded governors that it is also his last meeting as he is getting reposted with his job.</p> <p>AM confirmed that there is an advert out for new community governors which is currently running until 31st July.</p> <p>ACTION: AM to ask for the close date to be extended to the end of September to enable new governors to be appointed at the start of the new academic year.</p>	AM
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements PR reminded governors of the confidential nature of the meeting.</p> <p>The meeting was quorate.</p>	
3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight’s meeting None were made at this point in the meeting.</p> <p>GD confirmed that she has completed her DoIs on GovernorHub.</p>	
4	<p>Standing Item: Approve minutes and confidential minutes of 14th May 2024 All actions had been completed before the meeting.</p> <p>The minutes were approved as a true and accurate record of the meeting.</p> <p>PR explained that we do need more governors to come forward to support the behavioural panel meetings for those children who have reached a certain level of number of days of suspensions. JH has supported some meetings this year but suggested that we need dates to be booked in for these meetings further in advance next year to ensure that governors can be available to attend.</p> <p>ACTION: AM to collate governor availability and send on to PD to enable meetings to be scheduled for next year.</p> <p>PR reminded governors that part of our role is to visit the school during the school day and reminded governors of the need to make contact with subject leads across the school to arrange</p>	



	<p>meetings with them over the year.</p> <p><i>Is there an ideal or expected amount of visits which we are expected to make?</i> PR: Once a term (3 per year) ideally, depending on the link governor role that you have (H&S/Safeguarding are likely to come into school more often than this for example).</p>	
Ensuring Accountability (<i>governor questions and comments in italics</i>)		
5	<p>Standing Item: Any Out of committee activity None were noted.</p>	
6	<p>Heads Report</p> <p>This was uploaded to GovernorHub ahead of the meeting for governors to review.</p> <p>Governors did not have any further questions on the content of the report.</p>	
7	<p>GCSE / A-Level results forecasts</p> <p>PB provided paper copies of the results forecasts for this year.</p> <p>Year 13 This is 68 students.</p> <p>16.67% predicted A/A* 98.48% predicted A*-E</p> <p>These are a lower achieving cohort than last year, affected by both Covid and having a lower starting point. These are the first cohort who took proper GCSEs after Covid.</p> <p>The value added score will change depending on the national picture. Generally it is a healthy forecast for the year group.</p> <p><i>Historically are the professional predictions close to the final grades?</i> PB: Overall yes, although there are always students whose final grades are lower than expected. A smaller cohort means that the percentage for each grade is more changeable.</p> <p><i>What does 'in scope' mean?</i> PB: These are pupils who are included in the cohort but we don't include them in the data – it is likely that they have started part way through the year.</p> <p><i>It will be interesting to see how many students get to their university of choice.</i> PB: That is the key result. We have to look at the trends over a few years in each subject to really understand the subject's results fully.</p> <p>Year 11 This is 259 students.</p> <p>We are expecting 70% to achieve 4+ in English and Maths (was 62/63% last year) and 39% to achieve 5+ (was 40% last year).</p> <p>We have previously had more students at the top of the grades but now we have more in the middle, resulting in a higher 4+ number rather than 5+.</p> <p>Our progress 8 score is heading in the right direction and getting back to pre-Covid results. We are confident that this will be positive again this year.</p> <p>This cohort is much more in line with a national cohort, and consequently lower than previous</p>	



<p>years.</p> <p>Behaviour from all students was exemplary during the exam period.</p> <p>The work that we have been doing over the last year with internal and external support and improving assessment has really helped to have an impact and move us closer to where we want to be.</p> <p><i>It doesn't show us which subjects underperformed last year. Are predictions stronger this year, and are students more likely to achieve better results this year?</i></p> <p>PB: There has been steady improvement in Maths this year, and they are predicting a higher progress score than English (which is always more cautious). Each assessment point leading to this point shows that Maths results have been improving across the year.</p> <p><i>We also need to keep an eye on Combined Science and Business Studies results.</i></p> <p>ACTION: PB to upload information about these to GovernorHub, as well as the predicted grades for last year alongside the actual results which were attained.</p> <p><i>Was there any impact of bringing forward the mock exams this year?</i></p> <p>PB: They were previously held in November but this year we did Maths and English mocks in September and then the rest in November. The results were better and the attitude towards the exams was better so we feel that this is beneficial. It gives the students more time to prepare for the actual exam and also revise areas where they are weaker or understand where they have gaps in their knowledge which need to be plugged. We will run this the same this year. Maths will take place at the leisure centre and English in the classrooms.</p>	<p>PB</p>
<p>Safeguarding update</p> <p>PD gave an update:</p> <p>Reflecting on our processes we feel that a new structure to the pastoral team will assist and strengthen pupils' mental health through the school.</p> <p>We are making the changes to match our values of kindness and respect.</p> <p>We want our approach to be student-centred and maximise their learning time.</p> <p>Currently about 9% of the student population go to the reflection room and many of these then return the next day as this is not really having any significant impact upon their behaviour or their learning.</p> <p>8 Studies from MIT, Cambridge University and others all argue that a nurture-based approach is a more successful way of structuring safeguarding at the school.</p> <p>PD has visited a school in London to look at how they have reduced their suspension numbers. He has also visited Larkmead and Highdown in Reading to look at how they have set their safeguarding systems up.</p> <p>The new system gives students a chance to de-escalate during the day within school and re-set. Rather than removing students from the classroom we want to focus on resetting them and settling them back into class.</p> <p>We also want to separate the place where students access nurturing and learning from where they are given punishments.</p> <p>We want to increase the students' sense of belonging and desire to be at school and believe that</p>	



this will make an impact on our suspension numbers.

We are proposing spreading the pastoral team across all key stages rather than having them set up with certain key stages.

A de-escalation mentor will be at the base hub at all times.

Caroline Foster will be leading the team as an Isolation Manager.

We will make a new appointment to help with the literacy and numeracy of students needing extra support. They will be working with small groups of students with the aim of getting these students back into their lessons.

PD will be able to report through the year to governors on the numbers of students who are converted back into the classroom in this way.

We are branding this new space the 'Rebuild Room' as this is where students will have space to de-escalate, regain control and get themselves ready to return to class.

We are also changing the punishment system:

C1 will remain a verbal warning.

C2 will be a verbal warning and 15 minute lunchtime detention.

Staff are being to sign up for two 15 minute detention slots throughout the year (not compulsory).

C3 will remain as after school detentions.

The pastoral team will attend the classroom for disruptive students in the first instance rather than the SLT. These students will then be moved to an alternative classroom within the school.

It may be that for those students who are in a very heightened state of dysregulation they are not placed within another classroom but into another quiet space.

If students are not able to work in an alternative classroom they are given a C4 for an after school detention and parents are called and they are then placed within the Head of Year office. Students are then able to reset and placed back into a lesson as appropriate.

If this fails the student will then be placed with a member of the SLT and issued with a C5.

If this fails students will be placed within the internal suspension room in school and given work to complete (which will be a C6).

C7 will become an external suspension.

Will the punishments also be cumulative?

PD: Yes, we will monitor how behaviour escalates over the term and year and actions taken as appropriate.

PD showed governors classroom posters setting out the new punishment scheme for students.

Statements from students will be collated and kept within Ms Keen's office.

We have also created a space within the Maths block for Year 7s to attend for group or one to one sessions with the Pastoral Support Assistants (PSAs).

How will the PSAs be trained?

PD: We have received some resources from Larkmead to get started with this. We have created



	<p>job specifications to make it clear how staff need to behave and how they can support students. We have also arranged visits to Highdown School for PSAs to see how this works in reality. We have not been able to train staff on all areas before September but this will be captured as part of our inset training on the first day at school in September.</p> <p>PB: The new members of the team are coming into these new posts with full understanding of what the new plans are and have already bought into this new system.</p> <p><i>Does the 15 minute detention start at the beginning of the lunchbreak or from when you locate the student?</i></p> <p><i>What will happen to minimise the risk of further interruption to other lessons from dysregulated students?</i></p> <p>PD: We cannot eliminate the risk completely but we will carry out staff training to ensure that staff feel as prepared as possible for these situations.</p> <p>A key part of this is how the PSAs deem the students to be in terms of how they may behave in another class, but this will take some time to establish.</p> <p><i>What will happen with those students who visit PSAs rather than attending lessons?</i></p> <p>PD: This new system gives really clearly defined roles and makes it clear exactly what their jobs are as PSAs and gives focus to the aim of getting students back into lessons. We have also added a category to CPOMS to show when students are relying too heavily on PSAs and need to be given alternative support and encouraged to make different choices.</p> <p><i>How can this new system help to support the catch up of learning for those students who don't want to be in lessons because they are unable to understand the content of the lessons and the learning?</i></p> <p>PD: The new system will help to identify those students who need support to fill these gaps in their learning. We are also introducing weekly inclusions meetings to also review those higher need children and ensure that we are meeting their needs.</p> <p><i>What about those Year 6s who are coming up in September and are already on reduced timetables?</i></p> <p>PD: Some of these will go straight into this new system. We are already doing some work with those who are coming up in September and building those relationships with the pastoral support team already.</p> <p><i>What are the incentives for students to want to achieve and behave?</i></p> <p>PD: The positive reinforcement system needs to be worked on too to ensure that we are encouraging students to behave well. Our new assistant head will lead on personal development at school and this will come under her remit.</p> <p>Governors thanked PD for giving an update on safeguarding plans.</p> <p>ACTION: PD to give an update on this later on this year.</p> <p><i>Will you add the slides with the C1-C7s on the school website to ensure that parents can then understand what these mean?</i></p> <p>JD: This will be rebranded and sent out to parents as part of the behaviour work for next year.</p>	<p>PD</p>
<p>9</p>	<p>Update on Maths</p> <p><i>Is there any update on the Maths department?</i></p> <p>PB: The Ofsted team did not visit a Maths lesson but did hear about all of the work which has taken place around the curriculum, teaching and learning and assessment.</p> <p>We thought we had appointed a new Head of Maths but they were not able to take up the post so we have now put in place a joint head of department in the interim (the two current deputy heads</p>	



	<p>of Maths). They are already making an impact, with the support of JD. The advert for the Head of department role will go out over the summer holidays, with the candidate ideally starting in January. We have gapped the post and covered this with a cover supervisor internally temporarily, who will step back from the teaching role when we appoint a new Head of department. JD: The timing of the previous head of department leaving also meant that we couldn't have appointed a new head of department so quickly. We will be fully staffed in Maths in September, with two new specialist teachers coming in.</p> <p><i>Is this temporary solution a possible longer term solution if needed?</i> JD: The aim is to appoint for January but we are working with other secondary schools in the area to help to build up and support the current team and develop the subject. We are clear about the support that the team needs and this has already been set up to ensure that the best leadership is there now. The work which the new appointments have done to build confidence within the team already is noticeable and positive.</p> <p>The timetable is really tight for next year and Marc S has done a really good job of putting this together.</p> <p><i>It is reassuring that you have managed to appoint specialists.</i> PB: That is the case across the team. We are almost fully staffed for September with a small gap in Music.</p> <p>PB gave governors details of some elements which were particularly noted by Ofsted during their inspection:</p> <ul style="list-style-type: none"> • SEND work carried out by Charlotte this year • Impact of the SENCo • Exam results are close to national • Use of AP and reintegration timetables • Ambitious curriculum • Work for SEND student has progressed this year • Sixth form leaders are passionate and committed • Good relationships and high expectations for students • Need to develop work experience further • Behaviour overall good and students willing to speak with inspectors • Reflection room doesn't match with our ethos and values • Journey of personal development and wider focus for this – we need a whole school holistic approach • High quality teaching of RE and engagement of students with the subject • Safeguarding is effective and they recognised the journey that safeguarding had been on and the work that had taken place with CPOMS • Recognised that we working on building the students' sense of belonging 	
<p>10</p>	<p>Finance update PR confirmed that we have no current specific figures.</p> <p>At March we had a £230k deficit but there is no reason to think that figures have changed significantly although there will be an impact from the high cost of AP which continues to be used.</p> <p>We have used around half of our reserves this year (around £400k).</p> <p>We are currently using two hours less per week than the maximum we can go to so we could use this to lessen teaching posts next year if necessary.</p>	



	<p><i>We also need to look at levels of pupil numbers going forward.</i> JD: 6th form is going to be an area of growth for us next year.</p>	
11	<p>Health and Safety Update PB confirmed that the external H&S audit took place today. Outcomes will be published and a list of necessary actions created.</p> <p><i>We also need to know where we are with outstanding actions from the previous audit and whether there are items on the list which should have been completed.</i> PR: We need to look at this report at the first meeting of the new school year.</p>	
12	<p>Uniform policy PB confirmed that the policy has not been changed but we are looking at adapting the policy to allow parents to purchase items which are non-branded in order to make uniforms more affordable for parents. LH confirmed that the Trust are also working on a policy for this, taking into account Government guidance. PB suggested that there also need to be discussions had with our current uniform provider about the monopoly which they have on this currently.</p> <p><i>We have a good second hand uniform school within the school and there is a good Facebook site for parents which should be advertised more.</i></p> <p><i>Governors recognised that the current policy has not been reviewed for about 10 years so would benefit from being reviewed soon.</i> JD agreed that staff would also support a review of this.</p> <p>MM confirmed that the current policy on the website does not specify that the blazer for school needs to be branded or contain a school badge.</p>	
Strategic matters		
13	<p>Governor roles and recruitment</p> <ul style="list-style-type: none"> - Link governor roles <p>LH suggested setting the roles in accordance with the SEF and school strategic plan for 2024/25.</p> <p>JD agreed that giving the visits a QoE focus across the subjects rather than giving governors a specific subject to focus on might be a better use of time and a good way to develop governors' knowledge of the school.</p> <p>JD hopes to have more senior and middle leaders attending LGC meetings next year.</p>	
14	<p>Vision & Values JD suggested changing the school values to Ambition/Belonging/Courage. All of our other values can then be linked to these three ideas.</p> <p>JD provided a draft version of a visions and values document for 2024/25.</p> <p>JD provided a visions and values document incorporating all of the staff and governor feedback on this:</p> <ul style="list-style-type: none"> • Belonging is a key word which has arisen around our work on attendance and inclusion and we want to work on ensuring that everyone feels that they matter and make a difference. • We need an inclusive focus. • There should be a focus on celebration. • There was feedback from staff on the value of receiving feedback from subject leaders from their learning walks and observations. 	



- Staff wanted to feel listened to and like they were contributing.
- Staff had identified some quick wins such as improving student behaviour and consistent application of uniform policy.

JD will compile staff feedback and governor ideas into a document ready for the first day of term, planned into shorter and longer term priorities. Feedback from governors and pupils has also been incorporated into the strategic plan for 24/25.

ACTION: Governors to send feedback to JD over the summer break or any ideas for further items to be included.

We may be lacking feedback from parents so we need to make sure that this is also included in the plan.

We need to ensure that we incorporate all of our communities within the plan and not just the community of Faringdon.

JD: The new assistant head has a focus on equity and diversity as well as personal development, student leadership, houses and rewards, so she will be looking at this. She has previously led on this at her last school. Charlotte will be leading on inclusion.

We need to ensure that we personalise the reward system to make sure that those who may struggle to gain achievement points are also recognised.

JD: We want to make a more inclusive system so that it is easier for all to achieve at a basic level and further recognition is then given for higher levels of quality rather than quantity.

Other matters

15	AOB Thanks to PB for all of his hard work and good luck in the future!	
16	Dates of future meetings To be confirmed.	