



Minutes of the Local Governing Body meeting on 6th December 2022 at 6.30 p.m. in person at school

Governors Present:

Alex Bond (AB) (Community) Chair
Jane Braddy (JB) (Community)
Phil Bevan (PB) (Head Teacher)
Paul Ray (PR) (Community) Vice-Chair
Mirabelle Stobbs (MS) (Community)
Tara Barnes (TB) (Staff)
Kathleen Thomas (KTh) (Staff)
Jane Hulse (JH) (Parent)
James Barnes (JBa) (Parent)
Samantha Gould (SB) (Parent)
Liz Holmes (LH) (Associate)

Guests:

Brian Rutherford (BR), Head of Maths
Paul Dipple (PD), Assistant Headteacher

In attendance:

Alex Molton - Clerk

Apologies:

Mick Mayes (MM) (Community)
Ruth Long (RL) (Community)

In Absentia:

The meeting opened at 6.40 p.m.

	Procedural Matters	
1	Standing Item: Welcome, apologies for absence and acceptance/non-acceptance, resignations, governor recruitment, agenda for today AB welcomed governors and guests to meeting. Apologies were sent and received from MM and RL.	Action
2	Standing Item: Notice, Confidentiality and Quorum Requirements The meeting was declared noted and quorate and attendees were reminded re confidentiality of the matters discussed until they were in the Public forum.	
3	Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting None were made at this point in the meeting.	



	Ensuring Accountability <i>(Governor questions and comments are in italics)</i>	
4	<p>Standing Item: Approve minutes of 6th December 2022 and review Carried Over Items</p> <p>The minutes were approved as a true and accurate record of the meeting.</p>	
5	<p>Standing Item: Any Out of committee activity</p> <p>None.</p>	
6	<p>Governor link roles, responsibilities and visits 2022/23</p> <p>Governors had added themselves to the current spreadsheet to confirm which areas they would like to be the link governor for this year.</p> <p>JB to take on link governor role for Safeguarding.</p> <p>AB to be link governor for PP and DT.</p> <p>SG to be link governor for Arts.</p> <p>KT to take on the role of monitoring the school website to ensure compliance with statutory requirements.</p> <p>ACTION: AM to send KT a guide on what needs to be available on the school website. KT to draft a report on the school website for the next LGB meeting.</p> <p>AM updated the spreadsheet as agreed.</p> <p>Not all of the link governor roles were fulfilled but LH suggested focusing on link governors for areas of concern within FCC, subjects we want to focus on with Ofsted deep dives and areas where we want to draw Ofsted to focus when they visit, in order to better prepare for our imminent visit. PB confirmed that Maths, Science and DT are likely to be focused on during the inspection.</p> <p>ACTION: AB to work up with PB a guide for link governors to use when meeting with subject leaders.</p>	
7	<p>Receive annual Safeguarding report 2021/22</p> <p>PD introduced himself and his background.</p> <p>PD talked through a slideshow which he had prepared for the meeting. The main points covered were as follows:</p> <p>Safeguarding and the role of a governor</p> <p>Safeguarding is at the heart of everything we do and our primary goal is to make students feel safe.</p> <p>PD gave governors guidance and information on the role of safeguarding within the school and some guidance on what safeguarding means.</p> <p>FCC use CPOMS to record safeguarding issues, which is used by most school, although we have only recently started using this. It is a really good way to pick up case studies and for reporting.</p> <p>We have a new Safeguarding Administrator who has made a good start in post and is absorbing much of the administrative work associated with Safeguarding.</p> <p>PD introduced the Safeguarding team:</p> <p>PD is the DSL and Year 10 safeguarding lead.</p> <p>Mark Adams is a DDSL and Year 7 and 9 safeguarding lead.</p> <p>Neil Jukes is a DDSL and Year 8 safeguarding lead.</p> <p>Rachael Wheeler is a DDSL and Year 11 safeguarding lead.</p>	



Lisa Foley is a DDSL and Year 12 and 13 safeguarding lead.
Natalie Cocks is the new Safeguarding Administrator.
Gemma Rogan is the Trust Safeguarding Lead.
PD explained to governors the changes to look out for in a child which can indicate a Safeguarding issue. It is important that we really know our children and can recognise changes in them.
The team are currently working on mental health for students and have been looking at exam stress.
We need to really focus on improving our offer for mental health at school and improving the support we offer for children here as what we are currently providing is not enough.
We have previously only allowed access to CPOMS files to a small amount of staff but if we want teacher to be informed and able to understand their students we need to open this up so that they are able to have a 360 approach to teaching.
PD explained the situations which can make students more vulnerable in safeguarding terms. PD suggested that those children who are at risk of being drawn into anti-social or criminal behaviour are some of those we are most worried about at school.

Which of these are the top two vulnerabilities in our school?

PD: SEND and mental health. We have quite a high number of pupils on the SEN register. Overall the students are really pleasant and well behaved but we have about 50 serious outliers, and these often have SEN needs which have not been identified yet, so we need to improve our screening process here to capture these students earlier. These students feel little sense of self-worth and we need to help them to develop better self-confidence and resilience.

Are we doing enough, bearing in mind the complaints we have had? How can we ensure that parents are aware that we are doing everything we can to address SEN concerns at school?

PD: We need to be more parent-facing. We are holding a parent afternoon next week in school to explain the key 4 elements of SEND within the school and how we tackle these. Students themselves have been involved with this. We also need to work more closely with the primary schools as they know which students in year 5 and 6 have been diagnosed with an SEN need. We need to engage with students and ensure they feel listened to. We also need to look at the structure of the team as we are vastly understaffed. We are currently looking for a deputy SENCo to be put into place. We also need to put in place regular monitoring to be clear on the impact we are having on these students.

Do we have fair access to external support agencies and are they working as well as they can be?

PD: The external resources and alternative provision in Oxfordshire are particularly poor. That is why we are looking to set up our own alternative provision within school, which we have started work on but will keep evolving going forward.



We will be holding a safeguarding event in school for all parents in the new year.

PD explained why those students with SEND can be more vulnerable; they can rely more on others, be more vulnerable to exploitation or grooming, find it harder to tell someone, signs might be missed or they might find it harder to understand their experience as abuse

PD summarised the key information about how staff and the school put safeguarding at the heart of everything they do.

KCSiE changes this year:

- Children who have witnessed domestic abuse are now also seen as a victim. This also means within their own relationships (at places outside of their home).
- Sexual harassment and sexual violence between children has been added.
- Peer on peer abuse is now child on child abuse.
- The importance of being professionally curious has been added. Victims may not be ready or know how to tell someone about their experience.
- Young People from the LGBTQ+ community are seen as at greater risk of exploitation or suffering from mental health issues.
- The Human Rights Act, Equality Act and Public Sector Duty are now explicitly linked to safeguarding.
- The terms 'victim' and 'perpetrator' are now used.
- Specific safeguarding areas are now 'all forms of abuse'
- Governors need to have safeguarding training (and PD would like to carry this out at the start of each academic year)
- Schools need to ensure that teaching safeguarding helps to 'prepare pupils for modern life'

FCC safeguarding team and how it operates

PD explained what tasks are carried out on a daily, weekly, termly and annual basis.

The team has about 12 safeguarding notifications each day. These notifications go straight to the head of year and they then set up an action. Going forward, the new Safeguarding Administrator will be the first person looking at these reports and then taking action, which might include taking these staff members out of class to enable them to take actions.

PD pointed out that the site is very open and is very easy for students to leave the site. Staff are tightening up on this but it is hard to manage.

The Safeguarding team meet weekly, termly and annually to discuss issues in school.

Do you still meet with the surgery regularly to share information about students you are concerned about?

PD: I did not realise that this had previously been set up. We usually go through



our school nurse if we need to contact medical services.
JB and JH will put the respective people from their surgeries in touch with PD to get these set up in the future.

Safeguarding developments (term 1 and 2)

Staff have been trained further on the elements which need to be added to CPOMS and what they should be logging. Staff training has also taken place on e-safety, student anxiety, sexual harassment and sexual violence.

We have also been discussing lanyards for the Sixth form so that they can be identified and reminding staff to challenge people on site who are not wearing ID.

We have been improving our administrative procedures.

We have carried out a staff safeguarding survey and one of the elements which came out of the survey was the need for better information. Improvements have been made in the safeguarding information which is provided around school and ensuring this is available easily around school for both students and staff.

We have a new Safeguarding and Child Protection policy.

New CPOMS categories have been set up by Gemma Rogan and we have started data analysis of these.

Is there a prompt to ensure action on cases logged within the system?

PD: When an incident is added this is sent out to the wider safeguarding team. Categorising this helps us to analyse the situation in school more closely and carry out better proactive and reactive work. It also helps in terms of future planning. Also we need to be able to give this information to Ofsted and understand the different safeguarding issues in our school population.

Is the SEND meeting next week open to all parents or just those families which are most concerned about?

PD: We have primarily invited those who we are more in need of support but we will be filming this and sending it out to parents. We can then also show parents that we are taking action.

Attendance procedures have been changed; we have added in an n code which is triggered after students are 10 minutes late for lessons. We can then take action on this by checking classrooms and contacting parents if necessary.

Governors discussed the issue of the site being so open and the challenges that this brings. PB explains that we are currently looking at the possibilities of adding in some kind of fencing across part of the site to make it a safer and more secure site.

TB reiterated that the openness of the site also means it is hard to have a proper idea of when students are truanting.

Safeguarding developments in progress

- Update and trial lockdown procedure



- Parent event
- Strengths and need process (Early help assessment is now called strengths and needs) – dealing with the pushback from social services when we do highlight children we are concerned about. We need to improve our processes here and widening the team will help with this (PD has 5 staff members who are keen to join this team already)
- Categories analysis (CPOMS)

Action points

- Training (National College)
- Links (PACE, Step Out, Catch 22, CEOP, Barnados etc.)
- Safeguarding event in school on 9th January.

What advice do we give parents about children and social media?

PD: We have signed up to an online platform to help develop this further. We would warn parents about online grooming and we have carried out assemblies about this in school to bring this to the attention of the children. I would also advise parents to ensure there is an open dialogue between you and your young people to be able to have these conversations openly.

PD informed governors that we currently have issues with vapes and energy drinks for young people in school. PD explained that these are seen by many as the current 'currency' for those looking to involve young people in criminal activity or county lines.

Do you know what the level of vape use is in school?

TB: High among the students who are in the reflection room. The same is true of energy drinks – we take these from several students here each day.

How can you feed information to governors about the context of the community in which the school is?

PD: In terms of contextual safeguarding we would say that county lines are a concern and we meet with other local agencies to discuss this on a regular basis. We also have lots of concerns about online safety.

Have you done assemblies on this?

PD: Yes, and we have talked about the importance of recognising and respecting protected characteristics. We are also having serious conversations about with those students who are showing themselves to be fans of Andrew Tate as he is of concern with Police. We are asked to log when students are repeatedly talking about him, in the same way as we are with PREVENT. Staff have also been informed about Andrew Tate and been asked to be vigilant about students talking about seeing him online as he an inflammatory character with very strong views about many areas of society.

Could we hear more regularly about the cases logged within the different categories on CPOMS?



	<p>PD: Yes, by term 4 I should be able to share some meaningful data.</p> <p>ACTION: PD to circulate his slides to the LGB to be uploaded to GovernorHub for governor reference.</p> <p>PB explained that having Gemma Rogan working with us is making a huge difference to us in school and she is supporting PDs work hugely. She has an oversight of Safeguarding across all of the schools, which is proving really useful.</p> <p>Support from the Trust SENCo, Gemma and Sarah Gristwood as the new Inclusion lead in the AIT team is also supporting FCC to improve procedures and processes.</p>	
8	<p>Receive the 'Children Who are Looked After (CLA)' report 2021/22</p> <p>To be looked at during the next meeting.</p>	
9	<p>Receive and review finance update</p> <p>PB confirmed we are in deficit compared to the budget due to the pay rises which have been confirmed at a higher level than we had budgeted for.</p> <p>PR and AB explained that there has been problems in getting this information from the Trust about our finances due to a staff loss. PB confirmed that this has now been resourced so these meetings should be reinstated soon.</p> <p>ACTION: PR to request a meeting with the new finance officer.</p> <ul style="list-style-type: none"> - Pay committee report <p>Pay committee has met and agreed with the recommendations as put forward by PB which had been budgeted for. Those that were eligible for progression mostly did so.</p> <ul style="list-style-type: none"> - Student number predictions <p>ARC have flagged up that OCC have highlighted that we might find ourselves down on student numbers next year which would make us around £99k down on the budget. This is based on numbers from the October census this year compared to last year's predicted numbers.</p> <p><i>Are the numbers are in line with what we are predicting?</i></p> <p>PB: Sixth form numbers are slightly below this year but without scrutinising the finances it is hard to know for sure.</p> <p>PR suggested that we are currently predicted to have 95 students in Year 12 and 96 in Year 13. PB confirmed that there are currently 180 in the Sixth form.</p> <p>AB gave a breakdown of the numbers which were presented which might affect the budget for next year. PB suggested it is too early in the year to be unduly concerned about this as we have not carried out any work on setting next year's budget yet and won't have a clearer idea about pupil numbers until places are confirmed in March 2023.</p> <p><i>Is there not an ambition to keep our current students in school for Sixth form?</i></p> <p>PB: Yes.</p> <p><i>Or we could look at trying to attract students from outside of our current LS4 population to join our Sixth form.</i></p>	



	<p>PB: It will grow organically due to the higher numbers of students coming through the school. We are not looking to grow it from being an academic Sixth form at the moment. We are looking to retain numbers at the same rate as we are currently, which naturally results in higher numbers. Potentially we have the capacity to go up to around 250 students and with the 9 form entry coming through this should result in around 225 at our current rate. The Sixth form remains financially viable.</p>	
10	<p>Receive and review risk register 2021/22 To be presented at the next meeting.</p>	
11	<p>Receive and review Single Central record 2021/22 To be presented at the next meeting.</p>	
	<p>Strategic Matters (<i>Governor questions and comments are in italics</i>)</p>	
12	<p>Receive Head teacher's Report PB provided this to governors ahead of the meeting for review. There has only one change in teaching staff this term. Lots of work has taken place within the Trust and support from the AIT is now coming into school. Maths and Science reviews have taken place with Business Studies due to place next term. Charlotte Tribbick (focusing on teaching and learning) and Rachael Wheeler (focusing on inclusion and wellbeing) have been appointed to the SLT as associate heads. Both are temporary posts. Peer coaching is taking place within Trust school Headteachers which is proving very useful. Lots of events and trips have taken place. Futures and aspirations days have been very successful. A GCSE and A-Level celebration evening will take place soon to give awards to those highest achieving students. There have been considerable achievements in PE teams this term.</p> <p><i>It is great to see a Sixth rugby and football team.</i></p> <p>The meeting discussed trips and agreed that any community work which could take place from the school in the future could support enabling those students who cannot afford to go on school trips.</p> <p><i>What is the remit of the Headteacher report?</i> PB: I am happy to provide whatever information which the LGB would find useful.</p> <p><i>It would be good to understand what areas of concern you have and discuss these to provide assistance.</i></p> <p><i>It would be good to see how this reflects on the priorities of the SDP for the</i></p>	



year.

PB suggested focusing on Personal development and Behaviours and Attitudes and reporting on how these are moving forward, as key elements of the SDP for this year.

LH reminded governors that the school needs to be able to show governor challenge against the reports which are provided.

Is it likely that we will be inspected by Ofsted soon?

LH suggested this should take place within the next 12—18 months. PB suggested we should be ready for a visit by Spring next year.

LH informed governors that Ofsted are mainly sending out HMIs rather than Ofsted Inspectors.

Is this a direct response to Covid?

LH: More a response to them getting back on track following Covid.

It feels like we should be getting ourselves into more of an Ofsted-ready state.

The LGB and PB agreed. LH explained that she and Duncan Millard (DM) have just carried out an Ofsted training course for FVP and TEP which would be useful for governors.

ACTION: Ofsted to be added to the next meeting as the main focus for the meeting.

PB confirmed that DM has carried out a training session with SLT and middle leaders at FCC already.

ACTION: PB to ask DM if he would carry out a governor training session for governors in the new year as a separate meeting to the usual LGB.

Should we prepare an Ofsted-ready file?

PB agreed this was sensible.

Governors recognised that it might be tricky to gather enough governors with little notice to meet with the inspectors.

LH reiterated that governors taking part in the inspection should allow time to be briefed by the Trustees and PB to ensure that the key messages are coming through from all places.

How long is the inspection likely to be?

PB: Probably one day but possibly two.

LH confirmed that inspectors will meet on Teams if governors are not available in person.

Why don't we know where we are likely to be rated?

LH: If you know your SEF and are honest about the current state of the school



	and can give inspectors a plan for how improvements will be made this is better than trying to hide the school's weaknesses.	
13	<p>Receive report on Maths way forward</p> <p>BR gave his presentation on the Maths plan.</p> <p>The results from last year were quite disappointing. Even before the results came out we knew there was a lack of enthusiasm at the top of the cohort for the year 11s – partly due to Covid and partly staff absence. We have started revision for the current year 11s early this year.</p> <p>The top results were very down and even the bottom results were lower down than we expected. The cohort seemed to be engaged and appeared to be behaving in lessons. We realised they maybe were not as engaged as we had thought.</p> <p>Staff have started being more visible in and outside the classroom and had a department review just before half term which showed that relationships between staff and students were good. The students felt that the department was a safe space where they felt comfortable but there were areas where they felt we could develop further.</p> <p>Teachers have also got back to circulating around the class again, picking out key individuals and ensuring there is sufficient challenge at the top end of the class – which was one of the issues which came back from lesson observations, learnings walks and student voice.</p> <p>Staff have suggested a programme of monitoring within the department so we can improve consistency and learn from each other's good practice. We are also looking at our roles as a leadership team. Simon leads on KS5, Arlene on KS3 and BR on KS4.</p> <p>Arlene has started some work on consistency, mastery and pedagogy at KS3 to hopefully create some more consistency moving into the KS4 and KS5 years. Simon is leading on staff development and currently looking for an external inset. He has been good at finding training online previously but these will start to be in person more now this is possible.</p> <p>Every staff member except one has been into each other's lessons with members of the SLT to see what each other are doing in classrooms. We have also had a first review of the initial review.</p> <p>We need to develop focusing on targeted students within the classrooms. In terms of outcomes, the current Year 11 did an assessment after half term. Although the content of the assessments were the same as previously this years' cohort seem to be performing at around 15% higher (partly due to starting revision papers earlier in the year).</p> <p>We need to focus more on putting in support for the rest of the year for those students likely to achieve grade 4.</p> <p>It may be that we are entering too many students on the higher paper so we need to look at this too.</p> <p><i>Is there an area of maths were students were clearly performing better or worse?</i></p> <p>BR: We have started using EdExcel Plus to monitor data. On a basic level students seem to be quite well taught. Longer questions at the top of the</p>	



Foundation papers seem to show a slight dip in results. Those questions involving multiple elements of maths seem to make students struggle.

Is this because they can't put these topics together?

BR: This is probably something which we did struggle to teach and bridge the gap with following online teaching.

How do we catch this up?

BR: We need to work more on teaching two elements at once. This will be part of our focused work going forward.

At A-level do students tend to go down the physics or more statistics routes?

BR: At A-level everything needs to be applied. Historically this was different as students had to choose from different elements. Now they have to do both statistics and mechanics.

Is it more that students have needed more time to understand?

BR: Sometimes we just have to stand back and teach things in a new way. We no longer start with number as for those students who have previously struggled with this at KS2 this can be very off putting. We now start with geometry.

Is loss of staff an issue?

BR: Compared to other schools not really but we have lost a couple of very skilled staff and for us this was an issue. There was a loss of a lot of experience at A-level but we are now fully staffed with maths specialists.

Has the impact upon other staff been felt?

BR: We have had a few staff off, including one with periods of medium term sickness leave but we had already prepared for this to some extent by sourcing some other teachers who could step in to cover this.

What provision are we offering at this time?

BR: We targeted the top three sets for an additional maths qualification in June last year and the take up for this has been more enthusiastic. We are hoping that subsequently the A-Level take up will be higher. We have previously offered statistics at the end of Year 10 but due to the requirements with catching students up we have not been able to keep offering this. Feedback from students in the top set indicated that this was too much extra work for the students.

Was this taught outside of class?

BR: No it was done as part of allocated maths time. We did explore whether we could do this in connection with the GCSE Astronomy lessons but this was not possible.

How are we going to monitor the actions that have been put into place? How



	<p><i>will governors know if we are on track?</i></p> <p>BR: Focused work has been put into place with certain students. I am also meeting with PB regularly to update him.</p> <p>BR offered to come to the meeting again later in the year to give the LGB an update. AB reassured him that link governors will be starting to come back into school soon too to investigate subjects and provide support.</p> <p>The meeting agreed that term 4 would show a clearer picture of where the students are heading.</p>	
14	<p>Receive update on alternative provision</p> <p>PD to provide this at the next meeting.</p>	
15	<p>Standing Item: Policies:</p> <ul style="list-style-type: none"> • Safeguarding • Lettings policy • Accessibility Plan • School Vision/Ethos and Strategic Aims <p>The Lettings policy was not made available but the rest were added to GovernorHub before the meeting for governors to review. Claire Ellison, the FCC Business Manager, will need to make the Lettings policy school-specific and then this will be brought to the LGB.</p> <p>Governors were happy to approve the Safeguarding and Accessibility Plan (which contains the Equality policy).</p> <p>Governors noted the School Action Plan.</p>	
16	<p>Standing Item: Health and Safety update</p> <p>AB reported that one entry on the incident log was logged as a category 2 but needed to be logged as a category 1.</p> <p>Jason has been working hard to clear the residual H&S issues which had been identified but none of these were seen to be of a serious nature.</p>	
17	<p>School website</p> <p>PB informed governors that we are likely to be getting a new website in due course as the current one is based on a primary school model.</p>	
	Other Matters	
18	<p>Good News Items</p> <p>None were noted which had not already been noted at the meeting.</p>	
19	<p>AOB (as previously notified to the Clerk)</p> <p>KT brought an item to the meeting as an AOB:</p> <p>A staff member had queried whether it might be possible to an adjustment to be made to the school admissions policy to prioritise admission for children of staff members who are out of the catchment area. AM had confirmed that the policy is already set by the Trust Board and so is not something the college can influence.</p> <p>Governors recognised that this might be something to be considered that if there was an issue with staff retention but recognised that this is little which the LGB can do.</p> <p>ACTION: KT to advise the staff member to raise this with the Board.</p>	
20	<p>Next meeting date:</p> <p>ACTION: AM to send out a Doodle poll for a date for an Ofsted training session and next LGB meeting.</p>	



FARINGDON

COMMUNITY COLLEGE

Meeting closed at 9.45pm