



## Minutes of the Local Governing Body meeting on 6<sup>th</sup> 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	<b>Standing Item: Welcome, apologies for absence and acceptance/non-acceptance, resignations, governor recruitment, agenda for today</b> AB welcomed governors and guests to meeting. Apologies were sent and received from MM and RL.	Action
2	<b>Standing Item: Notice, Confidentiality and Quorum Requirements</b> 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	<b>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</b> None were made at this point in the meeting.	

Date:



Gender:	<p>MPA SEND: -0.81 (11 students)          LPA SEND: -0.65 (28 students)          Boys: 60.42% @ 9-4 inc EM; 36.46% @ 9-5 inc EM;          7+ 15.84%; P8 -0.39; A8 43.75          Girls: 64.81% @ 9-4 inc EM; 35.19% @ 9-5 inc EM;          7+ 23.76%; P8 -0.17; A8 48.31</p> <p>All students have secured a post-16 pathway and this year most students secured there chosen pathway but overall we felt disappointed with the results this year.</p> <p>There was a significant gap between what was achieved at 5+ and what teachers had predicted.</p> <p>We came out at 46.7% overall and had been hoping for high 40s/low 50s.</p> <p>We feel that our 4+ was overall a positive result, which allows students to go ahead to college successfully but we want to be hitting 50/55% at 5+.</p> <p>There is a significant difference between the results of Maths and English.</p> <p>HB had put questions to teachers on return to school on how we might make changes in the future.</p> <p>PB has restructured the senior leadership team which gives HB more time to spend with subject leaders discussing plans for each subject this year.</p> <p>Evaluation frameworks have been reviewed which allows HB to better hold departments to account.</p> <p>We have a Maths department review with Farmors coming over next week.</p> <p>We have a review for Science due to take place next term.</p> <p>HB explained the Teaching and Learning framework and how the school is ambitiously looking to push this standard higher.</p> <p><i>Have we pushed our high achievers enough this year?</i></p> <p>HB: We have done a good job of keeping the students going and enabling them to learn during and post-Covid but we now need to start looking at pushing these higher achievers.</p> <p><i>Where is the discrepancy between the predicted and achieved grades, amongst the higher or lower achievers?</i></p> <p>HB: The biggest drop from predicted results was among girls, then SEN students and then PP students. Bringing teachers back to the resources which are available and encouraging teachers to undertake training which they can access from the exam boards will help to raise standards. We also need to ensure that students are able to access all of the marks that are available to them by knowing how to respond to questions in exams. Want to ensure that the scaffolding is really strong to allow students to achieve.</p> <p><i>How many papers were set to be regraded and how many were?</i></p> <p>HB: We sent a few but very few were returned with different marks. It is very rare to marks to change very much.</p> <p><i>How do our results compare to other schools?</i></p>	
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HB: The DfE has advised schools not to look at each other's data this year as each school has had very different experiences of Covid and lockdowns etc. We are building a good relationship with Farmors and hope to build on this going forward as we share lots of values and ideas about plans for the future.

PB: We have not shared our results as all schools have experienced the last two years so differently but we are pleased with how the students have coped and how we have kept them going through this difficult time. It is also important that the children have achieved what they need to move forward. Our A-level results were good. The current Year 11 is a more dynamic and more active group that last year already which demands more of us as a team. We want to get our students to 55% at least at 5+.

*Are our mock exams robust enough?*

HB: Students have three rehearsals for engaging with the exam process during Year 11. The tricky thing is that where the mocks fall in the year means that we have not taught the entire curriculum yet so this needs to be taken in account when we consider these results.

PB: We are hoping to line up some of our mock exams with Farmors by doing the same papers for mocks this year which will help us to compare data in a more productive way as it gives a bigger picture about what the situation is for the year group overall rather than just our cohort.

*Do we have the opportunity to cross-mark with other schools?*

PB: Yes and this is a good professional development for staff.

*Have we had to change the entrance requirements for 6<sup>th</sup> form as results of the exam results this year?*

HB: We have made some adjustments taking into account the impact of the last few years on students' achievements.

*Were the papers this year as hard as those before Covid?*

HB: Yes, and we expect that exams and specifications will be fully assessed as normal this year.

*Do you think some children learnt better at home during lockdowns than they do in school?*

HB: It is hard to assess this.

TB explained that in her role as Inclusion Manager her experience of students who were in school during lockdown is that those who struggled to access the curriculum in a normal classroom did sometimes find the smaller classrooms a benefit and some have struggled to return to a normal classroom setting.

PB explained that the staff /student ratio was also much higher during Covid which was a benefit to some students.

*What are we doing to help SEN students to look for post-16 pathways?*

HB: Tina, as school careers advisor, is really good at working with these students to look at their individual situation and possible future pathways for



	<p>them. Hopefully governors can be more involved going forward in future aspiration days, where students are able to meet with local employers and learn about different opportunities.</p> <p><i>Are there any other subjects that you are going to be looking at in more detail this year?</i></p> <p>HB: Maths and Science make up such a large chunk of the results overall that we need to start there. We will put together a plan and invite the Head of Maths to come to a future LGB meeting to explain how they are going to address issues which have been identified and monitor progress going forward. We will also look at MFL and Business at some point later in the year as the results here were also lower than expected. Governors should also be holding us to account on attendance and progress against plans for this going forward.</p>	
<b>10</b>	<p><b>Review KS5 Results</b></p> <p>PB presented the results as MB was tied up with helping students to complete UCAS applications.</p> <p>PB reminded governors that these students did not have any experience of doing exams since doing their GCSEs.</p> <p>There were only about 5 students who did not get into their first choice for further study and a couple who decided to redo their Year 13.</p> <p>Our results were better this year than in 2019. 11 students have been accepted to Oxbridge/on Medicine courses.</p> <p>The summary of results was as follows:  A*/A 30.18% (national average 35%)  A*/B 59.4% (national average 62.2%)  A*/C 82.1% (national average 82.1%)  A*/E 100% (national average 98.4%)</p> <p>54 students are going on to University, 33% at a Russell Group University. 77% of students were placed at their first choice University.</p> <p>All Year 13's have a progression route.</p> <p><i>Is it the case that the difference between our results and the national average can be due to just one student?</i></p> <p>PB: Yes it can be.</p> <p>A number of Year 12s were accepted to Sixth Form with level 5 and close</p>	



	<p>monitoring of them will take place with a focus on study skills this year.</p> <p>Priorities for 22/23:</p> <ul style="list-style-type: none"> <li>• Use good practice this year – regular assessments including assessment weeks.</li> <li>• Coursework subjects to manage coursework effectively so students can maximise their grades. Time management is important.</li> <li>• Focus – attendance of registration and lessons.</li> </ul> <p><i>Was there any subject that had issues this year?</i></p> <p>PB: Business studies. The residuals in that subject are lower – students are attaining lower in this subject compared to their other subjects. The subject is an ongoing underperforming subject.</p> <p><i>How big are the classes for Business studies at A-level?</i></p> <p>PB: Bigger than other subjects but there are other subjects with bigger classes which do not have the same issues with results.</p>	
11	<p><b>Receive Head teacher's Report</b></p> <p>PB gave a verbal update:</p> <p>We have got back to being a school! We have a desire and capacity now to move on. It has been an exciting start to the year.</p> <p>TB gave governors some information about the Isolation Room: We don't have everything in place yet for this to work as it needs to and until we have an increase in space we cannot do any more than we are doing. However it is having an impact and teachers are reporting that this is having a positive impact in lessons with less disruption in class. TB informed governors that the isolation room work represents only 0.4% of the entire school population.</p> <p><i>Is staff morale better?</i></p> <p>TB: Yes.</p> <p>KT agreed that overall staff are feeling better but there has been some challenges with the new IT system and staff feeling more stretched with a return to more normal teaching.</p> <p>PB pointed out that there have been other differences between this September and pre-Covid such as the school being bigger. We have a big focus on wellbeing this year, for students and staff.</p> <p><i>Presumably you are seeing the same low-level mental health issues that we are seeing in the medical profession?</i></p> <p>PB: Yes but we are doing all we can to support students where needed.</p> <p><i>Are children no longer being taught in their tutor groups?</i></p>	





	<p>PB: Just in Year 8 and 9, which gives us more flexibility in terms of moving children around classes without needing to move their tutor groups. It also helps the children to be more confident in mixing with other children outside of their friendship groups, which is especially important for those who have suffered under Covid.</p> <p>Visible leaders have been in action again and this is having a positive impact on younger year groups.</p>	
12	<p><b>Standing Item: Policies:</b></p> <ul style="list-style-type: none"> <li>Safeguarding: Approve and adopt new Safeguarding and Child Protection Policy</li> <li>Read and confirm KCSiE document Part 1 <b>and</b> appendix</li> </ul> <p>PB explained that the school Safeguarding policy will be brought to the next meeting as the Board has only just approved this Policy.</p> <p><b>ACTION: AM to add to the next meeting agenda. Also to send out the list of policies which the LGB is responsible for.</b></p>	AM
	<b>Other Matters</b> ( <i>Governor questions and comments are in italics</i> )	
13	<p><b>Good News Items</b></p> <p>Lots of good news was already shared with the LGB with exam results!</p>	
14	<p><b>AOB (as previously notified to the Clerk)</b></p> <p>AB informed the LGB that there was an H&amp;S internal audit last week which did not highlight anything of concern. Everything which we had expected to be covered was in good order. We also reviewed the external reviews but did not find anything of concern. There were a number of actions items outstanding from the audit but Jason and the team have worked hard to reduce this list, which doesn't include anything in the higher categories. There is some question as to whether some of the items which have been identified as needing to be done are actually relevant to our own building and setting.</p> <p>Some items on the audits have been dealt with but these have not been ticked off. There have been no changes with items relating to asbestos.</p> <p>The last audit looked at our risk assessments and we have a lot already in place. Some are managed by the Trust and some are not, so document control has been a bit patchy but the Trust has now put these all into one place which can be accessed. The new School Business Manager is leading on managing these for the school now.</p> <p>There have been 8 minor injuries reported so far this year, but there is now a bigger focus on reporting these.</p> <p><i>Is there any pattern to the incidences?</i></p> <p>AB: Not obviously.</p>	



PB explained that there is now much more structure and more organisation in H&S due to the new School Business Manager.

*Should we add a section to the meeting agenda for staff governors to report staff issues?*

KT explained that she lets teaching staff know when she is attending meetings so they can raise issues through her.

TB suggested that support staff feel under pressure as they are understaffed and feel that there is no proper leadership for the TA team. They have also reported concerns to her about consistency of SLT leadership and how behaviour issues are addressed was also a concern.

*Is it likely that these issues about SLT consistency relate to personality differences?*

TB: Yes but there are also issues in terms of consistency across the school and ensuring that everyone knows where they fit in and ensuring that SLT are reacting to issues in the same way.

PB explained that the staff structure review did not include TAs but he has made some adjustments to the structure of the SLT to give clearer lines of reporting and a clarity on what everyone is responsible for.

TB explained that TAs would also prefer permanent timetables to be able to build better relationships with the SEN students rather than being moved around the school.

*Why can't we address this at Trust level and do something to make this change?*

The LGB recognised that this is an issue across the Trust. AB explained that this has been raised at ARC and work is taking place to try and work out why we are not able to recruit and retain TAs. However there are the same issues at schools all over the country.

*What is the scale of the issue?*

AB suggested that we currently have 5 TA vacancies at FCC, with 10 across the Trust as a whole.

TB explained that we used to have TAs linked to specialist areas which allowed them to become subject matter experts. They were then able to better support the class and step in for teachers where needed.

PB agreed that it was vital to get staff in the right places.





	KT reiterated that TAs need to understand the course which they are helping to teach, particularly at GCSE level.	
<b>15</b>	<b>Next meeting dates:</b> Governors agreed to meet next on 29 <sup>th</sup> November 2022.	

Meeting closed at 9.15pm