



Minutes of the Local Governing Body meeting on 20th June 2023 at 6.30 p.m. at school

Governors Present:

Phil Bevan (PB) (Head Teacher)
Alex Bond (AB) (Community) Chair
Paul Ray (PR) (Community) Vice-Chair
Jane Braddy (JB) (Community) Vice-Chair
Ruth Long (RL) (Community)
Mick Mayes (MM) (Community)
Kathleen Thomas (KTh) (Staff)
James Barnes (JBa) (Parent)

Guests:

Claire Ellison (CE, FCC Business Manager)
Bryan Rutherford (BR, Head of Maths)
Joe Bettel (JBe, Deputy Headteacher)
LS

In attendance:

Alex Molton - Clerk

Apologies:

Mirabelle Stobbs (MS) (Community)
Liz Holmes (LH) (Community)
Jane Hulse (JH) (Parent)

In Absentia:

Tara Barnes (TB) (Staff)
Samantha Gould (SB) (Parent)

The meeting opened at 6.40 p.m.

	Procedural Matters	Action
1	Standing Item: Welcome, apologies for absence and acceptance/non-acceptance, resignations, governor recruitment, agenda for today AB welcomed governors and guests to the meeting. Apologies were sent to the meeting and received from JH, LS and MS. TB and SG were in absentia.	
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	Standing Item: Approve minutes of 23rd May 2023 and review Carried Over Items The minutes were approved as a true and accurate record of the meeting.	



5	<p>Standing Item: Any Out of committee activity</p> <p>AB reported that the Finance meeting took place with the FLT Resources Committee where the budget for next year was agreed. There were some questions on our projections for the next few years but governors responded to these fully.</p> <p>Regarding the recent PEX, AB wrote to David Johnston MP and met with him last week to talk through the situation and history of the PEX. He agreed to write to OCC to challenge the basis on which they are requesting Local Governing Bodies to review and overturn Headmasters' decisions.</p> <p>ACTION: AB will feed back on this once he hears back.</p>	AB
6	<p>Receive update on progress in Maths</p> <p>BR gave an update on Maths at FCC.</p> <p><u>Year 11's</u></p> <p>Support has been topic-based revision and more structured revision tasks have been going out to all students on Google Classroom with questions from the Mathswatch website. Results from the mocks were higher than last year. This is particularly significant in level 6 as these are the ones we would hope would achieve level 7 in exam. Level 5 results also went up. There are still some concerns about those working at grade 3 and above which is around the same level as last year.</p> <p>After the mock results Staff got together to agree which areas they were then going to focus on for revision for the actual exams. Structured revision tasks fitted in well with school tasks during term 3. Tasks were set on Google Classroom and supported by a Mathswatch task.</p> <p>Working with Henry Bew the department identified students who would benefit from extra sessions in English and Maths and BR taught these students in extra revision sessions using past papers. BR modelled solutions where the students struggled with achieving the right results. Staff also ran sessions targeted at those achieving grade 5, or those aiming for this result.</p> <p>Grade 5 results look good compared to last year.</p> <p>Grade 7 results are relatively good but there is some nervousness among the students so we have continued to support this.</p> <p>Past papers were used for revision in term 5.</p> <p><i>What % of the target audience attended the extra sessions?</i></p> <p>BR: Not as many as we had hoped – around 60%. Those that committed came along to each session. We should be able to dedicate a bit more time to this next year – there was extra admin involved in changing timetables etc this year which took some extra time.</p> <p><i>Presumably you will be tracking these students' results in particular?</i></p> <p>BR: Yes, absolutely. For lots of our students their results are affected by them lacking confidence rather than the skills required to pass the exams.</p> <p>With now using Sparks Maths staff are able to monitor students better.</p> <p>All of the extra sessions were advertised to parents so they could encourage pupils to attend.</p> <p><i>How was the attendance at the after school sessions?</i></p> <p>BR: Pretty good, around 50%. Our brightest students were also attending extra sessions to revise for exams in Further Maths. The engagement of the students was good; students wanted to be there and tried during the sessions to improve.</p>	



How were the staff to student ratios?

BR: They were good, which is better for student morale as they will then not need to wait long for help.

Will this work mean more students are taking Maths at A-level next year?

JBe: The numbers who have selected Maths for next year are far above last year's Year 11s.

BR: We also advertised the Further Maths to those in Year 10 last year which has resulted in more students taking this path and being engaged with this earlier.

Teaching and Learning

Last term staff did learning walks.

We have introduced Sparks Maths with the Year 7s this year – there is instant feedback for students and parents are told if their children are not completing their homework. We found last term that most of our students were coming to lessons ready to learn. We have given student mini whiteboards which helps us to monitor how students are doing – which feels to students like less of a big deal than being asked to answer questions in class.

Learning walks continued in term 3 including one which Arlene did with a colleague from another class, focusing on mastery. Louise Warren also carried out a learning walk. We found that there was lots of good practice and good scaffolding but we picked up that modelling was not consistent across the classrooms.

We found that students were drifting in some cases from the settler task that they were given at the start of the class. Arlene introduced 'I do, we do, you do' modelling, which helps to show students the ways of working out before leaving them to get on with a task.

The department has updated our scheme of works this year which has been helpful. BR modelled how this would work with one of the topics. We have now as a department covered 3/10 of the modules for each year group and will keep on working with this. This sharing of resources among staff has helped us to see how our objectives all fit together. We can see what those students in the set above and below are also working on, which gives staff a much better way of sharing good practice. This term is about finalising this work and identifying students as potential targets for next year in terms of those we want to monitor more closely next year.

BR is now leading on the pedagogy and monitoring for the department.

LS added that many of the issues identified by the department were going to be pulled out across the school next year:

Handing over monitoring to leaders is really useful and you could be an example to other subjects on this.

As a school we also need to give CPD on how to carry out a lesson observation and how to give feedback to colleagues.

Students across the board are worried about being put on the spot in class and this is something that we need to address to work on building their confidence.

Modelling is really important and we need to see this come back. In some subject teachers just don't have the confidence to do this in class.

Routines and settlers was a big part of the student feedback.

Updating schemes of work is also important to whole school.

'Everyone is a leader, everyone is a learner' needs to be part of teaching and learning across the school.

Sharing best practice is something else that we want to look more closely at across



	<p>school next year.</p> <p><i>How is Sparks Maths being used and received?</i> BR: It was rolled out up to Year 11 during term two. We would like more consistency in this but those students who engage do well. With some students we allow them to start their homework in class, which is useful way of us seeing whether they are able to do the work.</p> <p><i>Are you monitoring how long students spend on the homework or how much of it they are completing?</i> BR: We can see how long they are spending on each question and how many answers they are inserting for each question, how much they have completed and how many of the help videos they have watched. We still need to do some work on improving how we monitor this.</p> <p><i>Do you check their books?</i> BR: We are going to ask the students to bring these into class so that we can do this.</p> <p><i>Are there not questions which make them show their working out?</i> BR: There are book check codes which they need to enter when they complete their working out.</p> <p><i>What is happening with staffing for next year?</i> BR: We are losing four teachers and have recruited three to replace them. We have an ECT teacher joining us and a teacher who used to teach PE but has moved across to teach Maths.</p> <p><i>What are your concerns for next year?</i> BR: We are hoping the new scheme of work, new scaffolding and new staff coming in will help everything to embed and re-invigorate Maths in the classroom but there is still some work to be done with monitoring. The current Year 10's are a good year group but a lot of the strategies which we have put in place for the Year 11's this year will also benefit them.</p>	
7	<p>Receive report on end of year curriculum/timetable/staffing update JBe gave a presentation: Principles:</p> <ul style="list-style-type: none"> - To ensure the curriculum is right for our students, our cohort and our area. - Breadth of curriculum – to ensure that non-academic subjects are still important and valued. - Next year there will nine tutor groups throughout the school and five in Year 12 & 13. - It would be a benefit to have 10 tutor groups in each year but with smaller numbers of students. <p><i>Has the school population stabilised now?</i> JBe: Part of the agreement with OCC with us getting the Wilson Building was that we were capped at 270 students per year. Our applications are about the right number for the spaces which we currently have.</p> <p>AB explained that at the recent FLT Resources meeting it was reported that a few local Primary schools are not receiving as many pupils as they expected, which will impact</p>	



on us later on.

Changing tutor groups into teaching groups has been overall very positive. We plan to continue with this next year except sets in Maths from Y7, English in mixed ability groups from Y9, science in sets from Y8. Almost all students will study two languages. DT and PE will be in mixed tutor-group classes.

Discreet PSHE lessons have been introduced in Y7&8, with one lesson each fortnight. The current structure works well for the vast majority of our students, with 4 options at GCSE – with separate sciences/full course RE.

The 6th form is growing in size.

Alternative provision has been introduced this year, with mixed success. This will be more targeted next year. This year we have run sessions in literacy, numeracy, forest school, sporting and other practical activities.

We have been trying to build students' connection with the school and their confidence.

We want to try and bring across the students' enthusiasm and engagement in some of these areas to other lessons across the curriculum.

When do we confirm to the Year 9s what options that have been given?

JBe: Late June/end of July. We need to secure staffing and numbers before we can confirm.

Was the impact of the literacy and numeracy interventions not as good as expected?

JBe: It's more about the buy-in from the students; we need to engage with more of the pupils who need this support.

Is it the way we advertise the sessions to students? Do they not sound appealing?

JBe: We do not really advertise them as specific subjects although students will know from the teacher running the session what to expect.

Is there some perception that the naughty children are being rewarded for being badly behaved?

JBe: Not as far as I am aware.

Staffing

Two teachers left during the year – History teacher and Maths Deputy Subject Leader.

JBe is leaving at the end of this year.

A Geography teacher is leaving.

3 Maths teachers are leaving.

A Physics teacher is leaving.

Two Spanish teachers are leaving.

A Music teacher and Physics teacher will be on maternity leave for most of next year.

Joining:

3 Maths teachers and increased use of current staff to cover other vacancy.

Two FT and one PT MFL teachers.

DT teacher to fill in the reduction of hours of current DT teacher.

IT/Computer science teacher.



	<p>Two History teachers. Music maternity cover teacher.</p> <p>Still to fill: Deputy Headteacher (notice handed in late), Geography teacher (currently being covered by non-specialist humanity teachers) and Physics maternity cover. Maria will be stepping up as a Deputy Head to support after JBe's departure for two terms. We will be advertising this week and hoping to recruit for January. PB and support staff will be picking up on JBe's tasks for the first long term back. Thanks to JBe for all of his hard work whilst he has been at the school.</p> <p><i>Is it worth us offering a golden hello to staff that are joining the school? This would bypass the finders' fee we end up paying to the agencies for staff.</i> JBe: It might well be worth pursuing this to explore whether they might help to bring staff aboard. Staff recruitment, retainment and wellbeing is one of the largest risks and school priorities for next year.</p> <p><i>Can the LGB do anything to help with things like staff wellbeing?</i> JBe suggested that if the merger with Vale Academy Trust goes through after next year there will be lots of potential to share Alternative Provision with Larkmead and King Alfred's, as well as best practice.</p> <p>JBe also identified Ofsted-readiness and the implications of this as a priority for next year. We are likely to be visited in Spring 2024.</p>	
8	<p>Receive feedback on Student Voice LS gave feedback on the issues which came up during the recent Student Voice.</p> <p>In the future we have plans around building confidence among staff and offering support. We also want to look at being able to provide useful feedback to each other about classes to improve confidence and feeling of value among teachers next year.</p> <p>Why?</p> <ul style="list-style-type: none"> - Good practice, want a full and deep picture of what teaching and learning is like across the school. - Outcomes reflected underperformance at GCSE, particular for those higher attainers. - Challenges and support to accommodate all learners and specifically within HPAs. - Student passivity and resilience. - Subject reviews in Science, Maths and Business Studies. Student voice happened as part of these reviews. - Ofsted-readiness. <p>What?</p> <p>Groups of 6-10 students, mainly those higher prior attainers (HPAs). All seemed happy to be there and understood that their views were valuable. Questions were about questioning, challenge, independence, what works well and what isn't helpful.</p> <p>Outcomes: Non-teaching issues: toilets, attitudes towards groups of students, food, behaviour. We have addressed concerns about toilets by having staff on duty outside toilets during breaks.</p>	



	<p>AB pointed out that we have far less toilets than we should have for the number of students we have. This can impact upon teaching and learning as student either travel around school to visit particular toilets, and are then late for class, or want to go during lesson time.</p> <p>Teaching-related: Educake, one-to-one probing is better than being questioned in front of the whole class. Challenge through circulation, modelling, independence, extra work.</p> <p>Impact:</p> <p>CPD is needed around circulation and what effective circulation looks like. This has been covered in CPD sessions with staff already. It was made really difficult for teachers to do circulation in lessons during Covid and many staff have lost confidence in doing this.</p> <p>We plan to observe circulation, particularly engagement with students during observations, drop ins and learning walks next year.</p> <p><i>It must be nice for staff to get nice feedback from students?</i></p> <p>LS: Yes and I try to give this feedback to teachers directly where possible.</p> <p>Effective Teaching Frameworks need reviewing to reflect how much each department involves circulation as this is a key strategy for next year.</p> <p>Redesign of teaching and learning strategies will take place from September 2023. We need to review these ideas to see how they are working next year.</p> <p>Future:</p> <p>Focus on supporting students, particularly SEND and those with high expectations. Continue to share good practice across whole-school sessions using specific examples of when successful circulation and modelling have been successful.</p> <p>Student voice questions linked to the headings of the redesigned subject strategies. Understand ASD students better.</p> <p>Circulation written into EFTs for department monitoring.</p> <p>Monitoring: observations and learning walks.</p> <p>Environment and relationships are developed and maintained so that expectations can be met.</p> <p><i>One of the things which the children often mention is how different the school and classrooms look to primary school. It would help to make them feel more secure and a better sense of belonging to feel more engaged and at ease in a classroom.</i></p> <p>PB: We do see this in some subjects but there could be some changes in subjects like Science and Maths. There has also been feedback about having a Year 7 area and toilets, as well as a nurture group which we will take on board. It will be good to bring some things back this year which have previously been successful. We now need to train middle leaders and subject leads on how to carry out student voice, as well as governors, who can provide a unique space for students to be truly honest. Much of the work we need to carry out is related to building confidence and a sense of belonging to the school.</p>	
9	<p>Standing Item: Health and Safety update</p> <ul style="list-style-type: none"> - Receive site updates <p>CE provided a works report.</p>	



H&S audit is on 3rd and 4th July.

AB has been carrying out termly inspections with Jason (Site Manager).

What is the focus this year for the audit?

CE: Risk assessments. DT, Art, Science and PE are the focus for subject audit assessments. Also checking that we have completed all of the general work in this like compliance checks.

There is a list of projects due to be completed by the end of the summer term.

There were a range of areas where work still needs to take place. CE explained that some were due to be completed immediately and others over a longer term.

The new fence around the site should be completed before the school returns in September.

What time will students need to be in school?

PB: 8.55am, and after this time the gates will be locked and students will need to go through reception. We are keen to make the site as safe and secure as possible.

Will 6th formers going home go through reception if they leave during the day?

PB: Yes.

Having the fence will also mean that we can open up the site for other uses during the evening.

CE explained that the front door reception will also be made more secure – there will be a doorbell and the receptionist is then able to let them in. This is standard in most other schools.

Will staff have fobs to access the site?

PB: Most will already be in school before the school day begins.

CE explained that there will be a path from the end of the school (Sandhill) to the Wilson Building which will be funded as part of the original planning permission.

PB explained that this will reduce the traffic on Park Road and Fernham Road.

How will this impact on access to the leisure centre during the day?

AB: Not at all as the fence will follow the school site and all of the car parks will be outside of the fencing.

When do we expect feed back on the boiler and air source pumps and whether we will be receiving the money for this?

CE: Not sure of this yet. Our heating system will need to be changed within the next 5 years.

AB explained that we have applied for a grant to find out the most effective heat source for us to use going forward.

CE pointed out that a lot of the works which are needed are on the terrapins. We have agreed to keep patching them up to keep them going until the new building goes up.

How long before the new building will be completed?

CE: Likely 2-3 years.

Lots of the roofing needs to be repaired/replaced.



	<p>Fire alarm system and lighting need to be replaced but these are also eligible for funding.</p> <p>We need to carry out some work to create our new nurture area. PB explained that this will be more aesthetic work which helps to bring students together in one place at school.</p> <p>PB explained that the new reflection room has moved and been changed and feedback on this has been good.</p> <p><i>We will need to put in a computer upgrade within the next few years.</i></p> <p>CE explained that we are also looking at a new Trust-wide phone and broadband service.</p>	
10	<p>Governor Link visits</p> <p>MS has carried out her visit. RL has emailed the staff member but is yet to hear back. JBe is meeting with PB on Friday.</p> <p>ACTION: JBe to put together a report on her therapy dog.</p>	JBe
11	<p>To receive report on Sixth form</p> <p>ACTION: AM to add to the next agenda.</p>	AM
	Strategic Matters (<i>Governor questions and comments are in italics</i>)	
12	<p>School Improvement Plan</p> <p>PB shared the action plan for term 6 and explained the 8 key areas which have been the priorities for this year:</p> <ol style="list-style-type: none"> 1. T&L and Monitoring policy and procedure embedded for September 2. Clarity & Culture of SLT – communicated to all stakeholders 3. Dashboards in place for end of term 6 4. PSHE Curriculum 5. Organisation for September 6. Communication Strategy 7. Inclusion agenda 8. Site Improvements <p>Each of the Assistant and Deputy Heads are leading on monitoring and reporting particular areas next year.</p> <p>PB explained that the aim is for the SIP to be more pacy so that progress is being seen quicker next year.</p> <p>The SLT is meeting as three groups now: Standards group/Culture and Ethos/Growth and Development to try and keep a focus on developments in these specific areas.</p> <p>A new communication strategy has also been added in to the plans for next year as a new PA for PB is starting shortly and will lead on this next year.</p> <p>ACTION: PB to email this document to JBe, PR and AB who have been asked to meet with Duncan Millard.</p>	PB
13	<p>Policies to approve:</p> <ul style="list-style-type: none"> - Uniform <p>PB confirmed that this policy is not yet ready for scrutiny.</p> <p>Governors agreed that it is important not to have only one or two suppliers for school uniform and to offer parents alternatives as much as possible.</p> <p><i>What is the plan for the current situation with regard to students wearing PE kit to school?</i></p>	



	<p>PB: We will keep assessing the situation and asked students to go back to full uniform if necessary. We may look to introduce a summer uniform at some point.</p> <p>To be confirmed with governors out of committee.</p>	
14	<p>Good News Items</p> <p>PB confirmed that the exams have gone really well.</p> <p>Feedback from the Year 7 residential trip was very positive.</p> <p>The school cricket team won the County cup.</p> <p><i>Any feedback from parents evening, which was all online again this year?</i></p> <p>PB: Predominantly it was very positive. We will continue with that next year. We will look to do more training on how to do these for staff next year.</p>	
15	<p>Next meeting dates:</p> <p>3rd October, 6.30pm, T4.</p> <p>ACTION: AM to check previous minutes to ensure when AB's term as Chair runs until and contact governors if a new Chair is needed in September.</p>	AM

Meeting closed at 9.15pm