



FARINGDON COMMUNITY COLLEGE

Meeting of:	FCC LGC		
Date and time & location:	T4, Faringdon Community College (FCC), Tuesday 8 th of July 2025 at 6:30pm		
Present:	Paul Ray (PR, Chair), Jane Braddy (JBr, co-Vice Chair), Jane Hulse (JH, Co-Vice Chair), James Barnes (JB), Jonathan Dennett (JD, Headteacher) Kathleen Thomas (KT), Samantha Fountain (SF), Sarah Church (SC) Gill Day (GD) Sam Gould (SG) Cheryl Lingard (CL)		
Apologies:	James Barnes (JB), Jane Braddy (JBr)		
Consent to absence:	The LGC consented to the absence of JB & JBr		
Others in attendance:	Lisa Barker (LB, incoming Headteacher), Ben Henley (BH, Observer – incoming parent Governor), Rosie Phillips (RP, Clerk)		
Quorum:	4	Quorum met:	Yes

Meeting Minutes

Governor questions, challenge and support are shown in italics

Item	Minutes	Action
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</p> <p>The chair opened the meeting at 18:34. Apologies were received and accepted from JB and JBr.</p> <p>The Chair extended a warm welcome to incoming Headteacher, Lisa Barker (LB). LB introduced herself to the committee.</p> <p>The Chair also extended a welcome to Ben Henley (BH), the new parent Governor. The committee congratulated BH on his success during the parent Governor elections.</p> <p>The Chair reminded the committee that JB had resigned from the LGC. The committee extended thanks to JB for the work he had done supporting the LGC during his term of office.</p>	
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements</p> <p>The Chair confirmed that the meeting was quorate. He reminded the committee of the strict confidentiality of discussions.</p>	
3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</p> <p>The Chair invited Governors to share any declarations of interest pertinent to the agenda.</p> <p>For transparency with new members of the committee, the Chair reiterated a previously declared interest that his wife works for the Trust as the Operations Director.</p>	



	<p>There were no further interests shared.</p>	
<p style="text-align: center;">4</p>	<p>Standing Item: Approve minutes from 13th May 2025</p> <p>The Chair invited the committee to comment on the minutes of the last meeting, on 13th of May 2025.</p> <p>The committee approved the minutes as a true and accurate representation of proceedings. The Chair confirmed that he would sign the minutes as approved on GovernorHub. – Action PR</p>	<p style="text-align: center;">PR</p>
<p style="text-align: center;">5</p>	<p>Standing Item: Actions arising from meeting 13th of May 2025</p> <p>The Chair ran through the actions arising document, extending thanks to Governors for discharging their actions promptly.</p> <p>He shared an update on vacancies on the LGC, noting that he was conducting an interview alongside Trustee Liz Holmes the following week for a Trust appointment.</p> <p>Regarding an action on CPD, it was decided that Maria Button should be invited to the next meeting to provide an update. The Chair and / or LB to extend the invite. – Action PR / LB</p> <p>The Clerk confirmed she would add an update on CPD by Maria Button to the next agenda. – Action Clerk</p>	<p style="text-align: center;">PR / LB</p> <p style="text-align: center;">Clerk</p>
<p style="text-align: center;">6</p>	<p>Standing Item: Any Out of committee activity</p> <ul style="list-style-type: none"> - Chair to share brief update / key highlights from the recent Chairs forum <p>A Governor shared an update on their visit, focused on careers. She confirmed that she had met with two members of staff and had enjoyed a productive conversation and would be returning to support with the careers fair in November.</p> <p>The Governor shared with the LGC that, since more people worked from home, the school faced greater challenge in securing work experience places for students. She asked Governors to share with her if they were aware of any suitable companies offering work experience.</p> <p>She informed Governor colleagues that the careers policy was due for review in the autumn and that the benchmarking tool demonstrated that FCC was complying with the statutory provision of careers offerings. She noted that, during her visit, they had discussed how the school followed through their careers thread from year 7 to year 11, ensuring that children could understand the links between curriculum choices and future careers.</p> <p><i>Parent Governors commented that there had been a marked improvement in the information shared with parents.</i></p> <p>JD commended his staff for the work they had done improving careers education.</p> <p>The Chair reminded the committee of the importance of visiting the school once each long term to meet with the relevant member of staff for their link area.</p> <p>LB shared that she would be arranging Governor days in the second, fourth and sixth terms of the year to help support Governors in their role and in being able to triangulate what was being said in LGC meetings with what was happening in school.</p>	



	<p>The Chair provided a brief update on the recent Chair’s forum, noting the following key items were shared:</p> <ul style="list-style-type: none"> • CEO Richard Evans (RE) shared that statutory policies were now almost all updated. • Chairs are to familiarise themselves with changes to the Complaints Policy. • A finance update from Trust COO, Anne Lynn, focused on the expectation of Governors’ role in monitoring budgets. Chairs were informed that LGCs should be provided a summary budget update at all meetings to allow them to offer adequate challenge and support their Heads. • There was recognition from the Trust of the high level of work placed upon Headteachers. • RE led an item on supporting Headteacher wellbeing, noting that the Trust would be centralising policy updates to reduce pressure on Heads. Furthermore, new Headteachers are to be provided with a mentor to support them with the role, and there would be a coaching triad for Heads at the Headteacher meetings. • The Trust would be providing a central calendar which diarised the scheduled events for the whole academic year, to reduce likelihood of clashes and support workload. • The calendar would also be used to spread expectations on Governors more evenly across the year. • Tim Clark, Chair of the Trust’s Resources committee, had discussed Health and Safety and led on an item entitled ‘Keeping our Children safe.’ He had stressed the importance of Health and Safety being a key focus at all LGC meetings, and that all Headteacher reports should contain an update on the progression of Work Nest audit actions and an update on accidents and near misses logged on the Every system. <p>Governors extended thanks to the Chair for his update.</p>	
<p>7</p>	<p>Standing Item: LGC Headlines</p> <ul style="list-style-type: none"> - Mandatory training items, induction for academy Governors - Governor terms / updates on Governor recruitment <p>The Governors were asked to confirm that they had completed the mandatory training that had been shared with the committee. They confirmed that they had.</p> <p>There were no updates regarding Governor terms beyond the resignation of JB, already discussed.</p>	
<p>8</p>	<p>Standing Item: Head’s / Leadership Report</p> <p>JD shared a brief overview of the report, noting that predicted results had improved since the previous year which was positive. Sixth form attendance was also cited as having been successfully improved, now sitting at 94%. He commended the work done by staff on improving attendance and on the quality of education. He was confident that there were many promising indicators for improved results this year, adding that their predictions had been accurate previously.</p>	



How have you positively impacted the number of internal truancies?

JD noted that their internal truancy figures were improving term on term, and this had in part been due to the impact of their culture walks, ensuring staff were welcoming students to class and identifying staff who needed support with that objective. He shared that the Trust Quality of Education review demonstrated that there had been tangible improvements in the areas previously noted as requiring improvement. JD cited the introduction of the 'rebuild room' this academic year as a further reason for improvement, as it provided a safe space for students who could otherwise be tempted to truant; he noted that student voice supported rebuild as a success. He reiterated that their biggest challenge when it came to internal truancy was with girls in year 8 and 9, commenting that this was a commonality nationally and could be attributed in part to challenges with self-esteem and disconnect, fuelled by social media.

LB informed the committee that Deputy Head Paul Dipple would be contacting Stride 360 for support, noting that the organisation had demonstrated a positive impact at some schools in Swindon. She added that they had also discussed redefining what was considered truanting and warned the LGC that they could expect to see an initial spike in the figures as they would be shortening the window to arrive at each lesson before being marked as absent.

Governors queried whether there was changeover time between lessons for students.

LB confirmed there was not, noting that in schools with changeover time they had found that students took advantage of that and would be even later.

JD shared that punctuality had been a key focus and the introduction of a five-minute warning bell had been impactful. He also shared the success of working with a group called Targeted Youths, who had been supporting a key group of boys in years 8, 9 and 10 who had poor attendance.

We should evaluate the progress of those students when they return to lessons, to see if they have improved.

JD agreed, adding that these were students who had missed a significant amount of school and were often self-conscious because of it, so the fact they were returning to lessons in any capacity should be celebrated. He noted they were continuing to support them.

Governors agreed it should be shared with parents that students only have ten minutes to arrive at their next lesson before being marked as absent.

JD agreed, though stressed the students marked absent were not ones arriving just a little late. Though he recognised that some children did dawdle and took longer than staff would like to arrive at lessons, they were not their focus group – those who were absent were making conscious decisions not to go to class.

Will it require more SLT resource to follow up on absences after ten minutes rather than fifteen?

JD noted they would reevaluate how the on-call system worked to support this and shared that they were working on a model for their behaviour system with clear protocols for when SLT involvement was required.

Do you engage those students who were once truant and are now coming to class to understand what changed for them so, where possible, it can be replicated?

JD confirmed that this was part of the role of those staff working with the students. He shared that they had changed the rewards system so that each negative was worth 1 and each positive was worth 1, however the negatives were not taken from the positives, which allowed them clarity on what was working well and what was not. He informed Governors



	that they were seeing fewer students with suspensions, however those who were still exhibiting challenging behaviours were those with the greater, profound needs, and so external bodies were also being engaged to provide support.	
9	<p>Standing Item: School Development Plan Priorities</p> <p>These were discussed in conjunction with the rapid improvement plan under item 10.</p>	
10	<p>Standing Item: Rapid Improvement Plan</p> <p><i>Can you clarify if the rapid improvement plan (RIP) was created for this academic year alone or if it will carry forward into next year?</i></p> <p>JD explained how the RIP had come about, noting that he had been creating the SDP with three key priorities and then was asked by the Trust to create a RIP too. He noted that he had combined the SDP and the RIP and the SDP document could be filtered to show the RIP priorities. He commented that they were in discussion as to whether they continued with this model, commenting that there were certainly benefits of doing so.</p> <p><i>Are the RIP items prioritised?</i></p> <p>JD confirmed that they were, both by timeline and importance. He shared that it was worked on in conjunction with their SIP and the Trust but was largely driven by the school.</p> <p>JD provided the LGC with a brief overview of the priorities from the RIP, noting that the culture walks had been a key item and the impact of which was tangible. Improving punctuality was another focus, which he noted had shown some progression but was not yet where they would like. Their core values of Ready, Respectful and Safe had been well implemented and were impactful, alongside the culture of praise which was also having a positive impact. He highlighted that the connection with students and staff was still rated amber as it was not yet how they would like, however they had made great progress. Similarly, he commented that there was still further work to be done on embedding the zones of regulation across the school.</p> <p>JD commented on the success of the SLT-led inclusion group, noting that they had been focusing on those students with the greatest need and had seen a marked improvement. He praised the work done by Deputy Head Paul Dipple and shared that he would be line managing the Assistant Headteachers next year which would be positive.</p> <p>Regarding Permanent Exclusions (PEX) and suspensions, JD noted a key focus this year was an overhaul of the paperwork to ensure the school was 100% compliant and that the process was thorough. He was pleased to share that evidence from the PEX and suspensions this year demonstrated that they had met this objective.</p> <p><i>A Governor who had supported with a PEX recently commented on the much improved processes.</i></p> <p>Lastly, JD noted that attendance continued to be a focus for all Trust schools and that he was working with the other secondary schools and with Mark Rowland to support their aims.</p> <p>Upon being asked, JD clarified that he and LB would be working collaboratively on setting new objectives for the following year.</p>	
11	SLT Restructure	



	<p style="margin: 0;"><i>- Brief update on SLT restructure</i></p> <p>JD provided an update on the restructuring of the SLT, following the resignation of Mark Surowiec (MS) who had secured a Headship at another secondary school.</p> <p>Due to the timing of MS’s resignation, JD explained that they were unable to appoint a replacement by September and therefore they had made some changes, as follows:</p> <ul style="list-style-type: none"> • Introduction of a Quality of Education Champion, covering the teaching and learning elements of MS’s role, led by Danielle Masters. This would be an interim role for one academic year. • The appointment of an Extended Academic Champion, which he noted was a new position and the appointment would work closely with the Quality of Education Champion to create a teaching and learning team. • Julia Nicholls to cover Danielle Masters’ current role on an interim basis, for one year. • Gemma Greenway-Byrne to lead on the personal development programme. <p>LB informed the committee that she had budgeted for the appointment of a new Deputy Head from January 2026, however to appoint for then she would need to advertise at the start of September which would not allow ample time for her to get to know the SLT, therefore her plan was to hire around April or June, once she was confident she would know who would work best with the current team. She noted she was also mindful that she was new in September and so wanted to avoid two new members of SLT at once.</p> <p><i>Could one of the members of SLT mentioned, who are taking on new interim roles, apply for the Deputy Headship if they wanted to?</i></p> <p>LB confirmed that they could.</p> <p><i>The committee commented that it would be great to have the members of SLT attend an LGC meeting next academic year to discuss their roles.</i></p> <p>LB confirmed she would arrange this. – Action LB</p> <p>JD shared that they had also advertised for a new Head of Year and received three internal applicants which was a positive demonstration of the level of talent they had within the school and the passion staff had for the school and their roles. He informed Governors that he was very proud of the FCC team.</p> <p><i>Does the Deputy Head undergo an exit interview?</i></p> <p>JD confirmed that they did and that this would be conducted by either himself or HR.</p> <p><i>Governors suggested it would be useful for a Governor to be a part of the exit interview process.</i></p> <p>JD confirmed that he would investigate whether this could be arranged and discuss with HR the protocol. – Action JD</p>	
12	<p>Site Development</p> <p style="margin-left: 20px;"><i>- Brief update on future site development plans</i></p> <p>JD updated the Governors on site development works, noting that they had two building projects recently signed off by OCC and would be hosting a public planning consultation meeting on the 30th of July 2025 between 1pm and 7pm, at the school gym. Governors were invited to attend if they would like.</p>	



	<p>JD shared that their SENDCo had retired, and they had an interview later in the week for a candidate who, if successful, could start in the role in September.</p>	
15	<p>Behaviour, Inclusion and Equality</p> <ul style="list-style-type: none"> - <i>Review student suspensions and exclusions for the year, considering inclusion and equality</i> <p>JD noted that this information had been shared and covered by the leadership report.</p>	
16	<p>Standing Item: Health and Safety Update</p> <ul style="list-style-type: none"> - <i>Update on any items not included in HT report including update on audit actions from Worknest</i> - <i>Update on use of Every system across school including logging of near misses and incidents</i> - <i>H&S link Governor to update on any visits conducted</i> <p>JD confirmed that the school were using both the Every and Work Nest systems and that their business manager was working through the actions from the Trust audit.</p> <p>The Chair suggested it would be useful for the business manager to attend the first meeting in the autumn to provide an update. The Chair and / or LB to invite the business manager. – Action PR / LB</p> <p>The Clerk confirmed that she would add an update from the business manager on Work Nest and Every to the Health and Safety item for the next agenda. – Action Clerk</p> <p>The Health and Safety link Governor shared their frustration that they had been unable to attend an audit due to one being cancelled, followed by a lack of communication regarding it being rescheduled. JD apologised for the lapse in communication. He shared that there would be a schedule of audits shared at the start of the next academic year and that the Health and Safety link Governor could meet with the business manager to arrange which they should attend and to get an overview of the progress of actions.</p>	<p>PR / LB</p> <p>Clerk</p>
17	<p>Standing Item: Finance update</p> <ul style="list-style-type: none"> - <i>Review and discuss latest management accounts</i> - <i>Update on budget monitoring</i> - <i>Update on budget planning for academic year 2025-26</i> - <i>Review effectiveness of PP and SEND funding</i> - <i>How can PP and SEND funding be used to inform strategic planning for academic year 2025-26</i> <p>JD provided an update on finance and budget monitoring. He clarified that he received a detailed report from his finance business partner, and a summary page for sharing with the LGC, which he had uploaded ahead of the meeting.</p> <p>He explained that there was a positive difference in the finances from their predictions at P8, which was due to several reasons, including but not limited to:</p> <ul style="list-style-type: none"> • Additional Afghan refugee funding. 	



- Receipt of SEND funding owed.
- DFE funding.
- Alternative Provision funding.

JD added that there were also some additional unexpected costs, such as higher agency staff costs and an increase in exam fees.

Why was there uncertainty around SEND funding?

JD explained that the funding discussed was the high needs block funding which was always received retrospectively which made it more difficult to plan.

He noted that by identifying additional alternative provision funding which had been agreed by the Local Authority they were able to address any deficit and support the school reserves, which had been a positive.

Is there a timeframe by which additional funding would need spending?

JD clarified that it would be put into their reserves, which was helpful as they had spent a large sum from their reserves on necessary IT upgrades across the school. He shared that their alternative provision had been reduced for the following year, and they were working with the Trust to support children without the need for alternative provision where possible. For those who did require it, he shared that all but one had an EHCP and that they accessed a variety of provisions, such as online tutoring, college and an equine centre. For the child without an EHCP it had been deemed alternative provision was necessary due to their behaviour challenges.

Could the funding you receive change with the Government looking at reforms surrounding EHCPs?

JD confirmed this was a possibility and that he had met with fellow Heads to look at strategies surrounding how to support children in those instances.

Governors commented on the challenge faced when Local Authorities stated that a school could provide for a child with an EHCP when in fact, the school could not, but there was no other setting to send them to.

JD agreed this was a challenge and that some of the children who accessed alternative provision had been promised specialist schools, however there was no spaces at specialist school for them presently.

JD commended the work of their finance business partner, Sam Bradley, who he noted was incredibly supportive.

Has your budget for next year been approved by the Trust Board?

JD confirmed that it had, and he was pleased to share that it was balanced.

That is great, well done. Do you have a plan for your reserves?

JD noted that they were expecting years 2, 3 and 4 in the financial forecast to be more challenging and therefore they would be cautious about spending their reserves yet.

How do we know that we are accurately recording the spend of our SEND budget?

JD noted that Charlotte Kitching (CK) led on this, and delineated all spending within her SEND



	<p>report, and that the same was done within the PP report. He shared with Governors that they could expect to see a change in the format of reporting, as the Trust was working closely with Mark Rowland, a successful educational lead on pupil premium, who was helping fine-tune their strategy.</p> <p><i>Governors commented on CK's tenacity and her success at ensuring each child entitled to funding received it.</i></p> <p>JD agreed that CK was fantastic at her role.</p>	
<p style="text-align: center;">18</p>	<p>NGA Skills audit</p> <ul style="list-style-type: none"> - <i>Review results of collate audits</i> <p>The Chair extended thanks to those who had completed the skills audit. It was noted that not all Governors had completed it ahead of the meeting and so the dashboard was incomplete.</p> <p>A decision was made that the Clerk would add a review of the skills audit to the next agenda.</p> <p>– Action Clerk</p> <p>Those members of the committee yet to complete the audit were asked to do so and send to the clerk as soon as possible. – Action All</p> <p>The Clerk gave a brief oversight of the use of the skills audit and reminded the committee that there were links to relevant training included in the dashboard. She suggested that Governors review the areas they had personally scored themselves lowest and consider completing the training provided. – Action All</p>	<p style="text-align: center;">Clerk</p> <p style="text-align: center;">All</p> <p style="text-align: center;">All</p>
<p style="text-align: center;">19</p>	<p>Surveys & Monitoring</p> <ul style="list-style-type: none"> - <i>Update from staff survey and actions taken as a result</i> - <i>Update on student survey</i> <p>JD shared an update on the staff survey, noting that they had received 41 responses of a possible 193, and only 16 comments. He noted that some of the comments were that the survey was not issued at a good time of year and that the timing ought to be reviewed. JD clarified that the survey was led by the Trust and therefore the school had no influence over the timing of its release, however, he would feed back to the Trust what staff had said.</p> <p><i>Governors agreed that the timing, just before the Easter break, was not conducive to encouraging high levels of engagement. They also noted that by having the survey at a different time of year to the prior one, the results were not directly comparable.</i></p> <p><i>Governors suggested that perhaps the survey could be issued for an INSET day, so staff were allocated time to complete it.</i></p> <p>JD reiterated that he did not have influence over the timing but supported the suggestion and noted it could be fed back as an option to the Trust.</p> <p><i>A Governor shared that her job was creating patient experience surveys and staff surveys, and that she found one of reasons people did not respond was if they did not see that actions happened because of their previous feedback. She suggested that 'You said, we did' was very helpful to demonstrate that feedback was listened to.</i></p> <p>JD agreed and confirmed that SLT were working on the 'you said, we did' response to the staff survey.</p>	



A thorough conversation regarding the quality of the survey ensued. Consensus from Governors was that the survey was not sufficient with many questions highlighted as being unclear or unable to produce actionable data. Governors highlighted that questions would benefit from being more relevant, and that the response options ought to be clearer, as 'don't know' and 'neutral' were not always relevant to the question asked.

JD recognised Governors comments and noted that this feedback could be shared with the Trust.

Governors commented that the survey being anonymous allowed respondents to be more open and honest.

JD agreed, though commented that he had constructive, honest conversations with staff and the wellbeing group already.

JD shared some context, noting that the survey had been released shortly after a PEX which had not been upheld and had impacted staff morale significantly.

He shared with the LGC that he had grouped the comments into sections and shown the actions that had since been taken.

Have you shared this with the staff?

JD confirmed he had wanted to share it with the LGC first but would now share with staff.

He highlighted a comment in the survey around removing previous Headteacher's photos, explaining that this was unfortunate as they should have been clearer with staff around what was happening. He explained that they were refreshing the school environment but recognised without the context some staff had been concerned of an erasure of the school's history. Furthermore, he noted that the survey came at a time where he had resigned, but LB had yet to be appointed, therefore there was uncertainty amongst the staff.

Can you please elaborate on the comments about inconsistency in SLT responses to behaviour?

JD noted this related to necessary change around the behaviour system. He noted they had embedded the practice with staff but needed to ensure clear lines of responsibility and that practice was consistent as, understandably, inconsistent practice would cause frustrations.

How do we hold SLT accountable for not being consistent in their approaches.

JD noted this was done via line management, through performance management, and through the previously shared restructuring of SLT and the clear definition of roles, responsibilities and expectations.

Governors commented that it would be useful to understand why some members of SLT were not exhibiting consistent practice and whether they could be supported to upskill in the necessary areas.

Governors commented that it was important that the school had a timeline for supporting anyone not performing in their role to ensure inconsistent practice did not continue.

LB commented that the change to the SLT structure, whereby she would manage the quality of education team and PD would line manage the behaviour and attendance team would support this objective, as PD could hold those members of SLT not meeting expected practice to account.

JD contributed that the new job descriptions for SLT would cement expectations and make success, and lack thereof, visible.



	<p><i>Do we have an induction and mentoring programme for new members of SLT?</i> JD confirmed that they had an induction programme and that mentoring was managed via line management, however added that the Trust was seeking to establish a Deputy and Assistant Head forum to provide further support.</p> <p><i>The staff Governor commented on the historic compulsory CPD for new members of staff, which included school specific structures and practices, commenting that it would be useful to reinstate this.</i></p> <p>JD thanked the LGC for their input on the survey results, reassuring them that he took all responses seriously and acted upon those requiring it.</p> <p>He shared that the student survey had been reissued and therefore the results could be shared at the next LGC meeting. The Clerk confirmed she would add this to the next agenda. – Action Clerk</p>	Clerk
20	<p><i>AOB – as notified to the Chair / Clerk ahead of the meeting</i></p> <p>JD confirmed that he would attend the first LGC meeting of the new academic year in his role as Secondary School Improvement Partner.</p> <p>The Clerk to add item to the next agenda for JD to introduce the SSIP role. – Action Clerk</p> <p>The Chair extended thanks to JD for everything he had done for FCC this year and wished him well in his new position. He extended thanks to LB for joining the meeting and commented that the LGC looked forward to working with her next academic year.</p> <p>JD extended thanks to the committee for their support and challenge and for taking time from their schedules to support the school and conduct visits.</p> <p>The Chair closed the meeting at 20:28.</p>	Clerk
21	<p>Dates of future meetings</p> <p>Meeting 1 – Tuesday 7th of October 2025 6.30pm at school Meeting 2 – Tuesday 25th of November 2025 6.30pm at school Meeting 3 – Tuesday 13th of January 2026 6.30pm at school Meeting 4 – Tuesday 10th of March 2026 6.30pm at school Meeting 5 – Tuesday 5th of May 2026 6.30pm at school Meeting 6 – Tuesday 23rd of June 2026 6.30pm at school</p>	