



<b>Meeting</b>	FCC Full Governing Body	<b>Where</b>	T4, school
<b>Date</b>	Tuesday 8 <sup>th</sup> October 2024	<b>Time</b>	6.30pm
<b>Attendees</b>	<b>Governors:</b> Paul Ray (Chair), Jane Hulse (JH, Co-Vice Chair), Kathleen Thomas (KT), Gill Day (GD), Jonathan Dennett (JD, executive headteacher) <b>Additional Attendees:</b> Alex Molton (AM, Clerk), Marc Surowiec (MS)		
<b>Apologies</b>	Jane Braddy (JBr, Co-Vice Chair), Samantha Gould (SG)		

## Minutes

No	Description	Action
<b>Procedural Matters</b>		
1	<p><b>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</b></p> <p>PR welcomed governors to the meeting. Apologies were sent to the meeting and accepted from JBr and SG.</p> <p>A new potential community governor, Cheryl Lingard (CL), was in attendance at the meeting, having been invited to attend as an observer. She has recently had her interview with FLT and is waiting for her ID checks etc to go through before being confirmed as a new community governor on the LGC.</p> <p>Governors and staff introduced themselves to the meeting and CL explained her reasons for wanting to join the FCC LGC.</p>	
2	<p><b>Standing Item: Notice, Confidentiality and Quorum Requirements</b></p> <p>PR reminded governors of the confidential nature of the meeting.</p> <p>The meeting was quorate.</p>	
3	<p><b>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</b></p> <p>None were made at this point in the meeting.</p> <p>PR declared that his wife works within the central Trust team, so he will leave the room for any discussions relating to issues which might be identified as a potential conflict of interest.</p>	
4	<p><b>Standing Item: Approve minutes and confidential minutes of 14<sup>th</sup> May 2024</b></p> <p>All actions had been completed before the meeting.</p> <p>The minutes were approved as a true and accurate record of the meeting.</p>	
<b>Ensuring Accountability (<i>governor questions and comments in italics</i>)</b>		
5	<p><b>Standing Item: Any Out of committee activity</b></p> <p>JH is visiting school to carry out her SEND and PPG meetings with staff members tomorrow.</p> <p>PR has met with JD and Richard Evans to look at targets for the forthcoming year for FCC.</p> <p>PR explained the reasons for coming into school to meet with staff. JD suggested that it might be better to link governors with school priorities rather than specific subjects in order to provide triangulation, especially if this was coordinated with meetings with the Trust to look at school priorities.</p> <p><b>ACTION: AM to add to GovernorHub which link governor roles are statutory roles.</b></p>	<b>AM</b>
6	<p><b>Heads Report</b></p> <p>This was uploaded to GovernorHub ahead of the meeting for governors to review.</p>	



JD explained that we have a senior leader out of school at the moment, which is impacting upon SLT capacity, which means that the report is not as detailed as it will be in the future.

JD explained that we have 3 whole school priorities this year, based on meetings with staff and SLT:

- ABC: attendance, behaviour and culture.
- QofE: quality of education.
- CPDL: continuous professional development and learning.

These three key priorities have been communicated to all staff members and governors already. Each area of the key priorities already has set KPIs to measure success. These KPIs will evolve into more specific measureables going forward.

Our new values are Belong, Believe, Aspire, Achieve.

*How much of the report is your own thoughts and how much input have you had into this from others?*

JD: It has been compiled with the whole SLT and we will all contribute to these reports going forward, with updates on our own areas of school improvement.

*Re 'bandwidth', how did you identify areas of best practice and areas for development?*

JD: Through an assessment review, lesson visits and learning walks which show strength and good practice in action. We will look at areas which are going well and how we can replicate these across the school. Every three weeks we have an input to all staff at staff meetings so will share this information then.

*What do you mean by 'the OFSTED comments on the preciseness of support for pupils with SEND?'*

JD: There were some comments on specifically what is the school doing to support particular pupils.

Charlotte is now our Inclusion Champion, so she is leading on supporting SEND/PPG/LAC/refugee children etc. This means we have been able to apply for specific funding for these children for Local Authority, district and county council level.

We have also appointed a HLTA to support our refugee children and Ukrainian students, which has alerted us to pockets of racism and the experiences for these children and families within the local community.

There are over 100 EAL students and 25 different home languages within the school community at the moment.

Our SENCo is currently out of school and lots of her work is currently being picked up by Charlotte.

We have a focus on anti-bullying and anti-racism at the moment in relation to some incidents which have taken place within and without school towards Afghan families.

*Are there many EAL students who fall into the category of those not attending school or behaviour issues?*

JD: No, they are not one of the main groups involved.

*Is there capacity for these EAL students to have extra English lessons?*

JD: Charlotte has been leading on providing this extra help for these children.

*In terms of integration, how much of a challenge is it within classrooms, with EAL students needing extra support?*

MS: Charlotte has shared resources with staff about how to specifically support out EAL students.



Most are engaged with school, and we have not really found that they affect the pace of learning within the classroom.

KT explained that a lot of the resources which we use for SEND students can also be really useful for EAL students, such as step by step pictorial instructions to create DT items. Most teachers have heavily scaffolded props available within the classroom already which can help these students. JD explained that it is also possible to arrange subtitles in any language to appear on the board.

Blue Sky has been launched for teaching staff as the format for compiling training and learning records.

We have looked at adding in additional resources into FCC to help to focus more on behaviour within school.

MS agreed that within school our main issues are outside of the classroom with a small but stubborn percentage of students who are disruptive to the school day.

*Is it possible to identify the next emerging '30' students who are likely to replace those disruptive students, in order to be more preventative?*

MS: We are trying to address issues with specific families to break this pattern, as we often find that siblings are often all involved.

JD: We want to hire a Home School Link Worker (HSLW) in order to plan ahead to add in support where we know that this will be needed for those families who have younger siblings who will be coming up to FCC in the coming years.

*A HSLW can help to bridge the gap between behaviour issues within school and social care needs.*

JD explained that we have added into specific meetings to our processes for those pupils who are suspended from school in order to ensure that the paper trail is watertight for those pupils who end up in permanent exclusion.

*How regularly are you planning to have governor panel meetings this year for pupils who are suspended? Can we plan ahead a term to ensure enough governors are available for each meeting?*

JD: Is it triggered by the 5<sup>th</sup> suspension (or earlier), up to 15 days. We will try to hold these regularly and ensure that we give enough notice as possible to allow governors the opportunity to attend.

## **SEND Report**

This had been uploaded to GovernorHub before the meeting for governors to review.

Charlotte had produced the report, but JD explained that as we have not been given specifics about our financial situation Charlotte has been unable to assign funding to specific areas or items for this year yet. Hopefully we will have an update on this very soon.

*What are the main reasons we are losing TAs? What plans are in place to try to retain them in the future?*

MS: The ones we are about to leave are mostly leaving to move to schools closer to where they live.

JD suggested that we also need to look at a career development plan for TAs as in other schools there is a clear progression route to HLTAs, cover supervisors etc.

*Are there any plans to move the SEND department, as they are currently on the first floor, so therefore not accessible to all?*

JD: Not at the moment.

*What happens for those students who need ground floor classrooms due to access issues?*



	JD: For a known disability we will adapt timetables to fit.	
8	<b>Safeguarding Report</b>  This was not available to this meeting so will be looked at during the next meeting.	
9	<b>PPG Report</b>  This was uploaded to GovernorHub ahead of the meeting for governors to review.  <i>Presumably Ofsted would mainly look at the progress 8 score for these students?</i> MS: Yes. Progress above .25 would be considered good for this group.  There were no further questions from governors on the report.	
10	<b>Review of GCSE and A Level results</b>  A breakdown of these was provided to the meeting by MS.  <b>GCSEs</b>  The GCSE group this year were a larger cohort who entered the year at a lower attainment level, and we had a good idea of where they would achieve. The cohort had a smaller number of previously higher attaining students and far more middle achievers.  We had hoped to see an increase in the Progress 8 score for the year group (which was 0.13 last year), which we have seen. Progress for the year group is stable.  MS explained what Progress 8 scores mean, and that we are aiming for students to achieve 0 or above to meet the target which they were expected to achieve when they were assessed at the end of KS2.  Our new Year 7 and Year 10 cohorts had no KS2 SATS assessments and therefore we cannot track back to this data to understand their attainment level.  MS confirmed that there will be no Progress 8 scores for the next two years.  <i>What will you be reporting on next year instead?</i> MS: It will be based on progress against our CAT tests which pupils who didn't sit their KS2 SATS carried out when they joined FCC in Year 7. We will also look at how many students are achieving 4+ and 5+ in English and Maths.  <i>Maths is still not where we would hope that will be, even with new leadership.</i> JD agreed but explained that it takes time to bed in new staff members and we are still waiting to appoint a permanent new Head of Maths.  There were good results from FSM students.  SEN and PP pupils are still not achieving where we would like them to be.  <i>The gender gap seems to have disappeared this year?</i> MS: Yes; we are pleased to see that this also plays out in the data for our current Year 11s.  Hospitality and catering came out with a Progress 8 score of 1.45 which is great to see, especially as these students are often less academically gifted. Business Studies needs some work to improve results this year, but we already knew that this was the case.	



Sport BTEC also needs looking at; we have hired a PE teacher with experience in this area so hope that this will help to make some improvements here.

Other subjects that did particularly well this year were Dance, Music and full course RE.

Positives were:

- Accuracy of predictions
- Stable and sound progress and attainment in Science and English
- Increased progress in Mathematics
- Overall Progress 8 stable with marginal increase to around zero
- Other 'buckets' Progress 8 positive
- Pupil Premium gap narrowed to close to national average
- No gender gap overall

Further areas for development this year are:

- Mathematics attainment and progress
- EHCP progress
- Aim to increase Progress 8 to above zero (though next two years no P8 measure)
- Business, Creative iMedia, Sport BTEC, Health & Social Care

MS provided details of the full RE results. Abby is the subject lead and had identified some students who were near to the grade boundary above, so we paid for these students to have their papers remarked, which increased some of the gradings.

### A-Levels

69% students of KS5 who applied to University got into their first choice University, with 25% going to a Russell Group university.

Value added scores are lower this year than the last two years, with 10% less achieving grades A\*-B.

*Do we need to look at the entry requirements for our 6<sup>th</sup> form to ensure we are getting students who are focused on their academic studies rather than those who are not as serious about studying?*

JD: We do need to look at the size of the 6<sup>th</sup> form and what we offer students. There are also some questions about the financial viability of having a 6<sup>th</sup> form.

*Do we have many students who were accepted for an apprenticeship?*

MS: I am not sure of the figures on these.

JD: Students are certainly aware of this as a possible option post-16.

*Does the availability of apprenticeships mean that students do not see the value of A-levels?*

JD: Possibly but for many having A-levels gives them confidence to apply for an apprenticeship. Different students tend to apply for apprenticeships at different times in their education career.

### New behaviour model

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JD explained that we have a new model in place from this year and less students are now hitting the C3 level.

The 30 disruptive children we have been talking about have remained outliers within this system.



	<b>ACTION: JD to provide statistics to the next LGC meeting on behaviour issues.</b>	<b>JD</b>
<b>12</b>	<p><b>Behaviour policy/procedures for approval</b> These are not yet ready for final approval.</p> <p><b>ACTION: AM to add to the agenda for the next meeting.</b></p>	<b>AM</b>
<b>13</b>	<p><b>Standing Item: Health and Safety Update</b></p> <p>Our annual audit is coming up soon and Claire Ellison is managing this. We do not currently have a site manager or caretaker, so the team is taking on some of these roles at the moment, which is a stretch in capacity.</p>	
<b>Strategic matters</b>		
<b>14</b>	<p><b>Standing Item: Finance</b> PR explained that we should be receiving data this week about the situation at the end of last year.</p>	
<b>15</b>	<p><b>Vision &amp; Values</b></p> <p>Information and ideas have been received from staff, which were shared with governors at the end of last term. JD explained that we are focusing on embedding our new four key values – Belong, Believe, Achieve, Aspire.</p> <p>We are looking at things through a diversity, inclusion and equity perspective, to help to inspire a sense of belonging and a welcoming environment for students, staff and visitors.</p> <p>Rebranding work needs to take place across the school to promote our new values. JD explained that we have a site development plan, and updated displays are a part of these plans. There is lots of refurbishment work to be done around the whole school.</p>	
<b>Other matters</b>		
<b>16</b>	<p><b>AOB</b> AM explained that she has resigned her role as Clerk to the LGC. Governors thanked AM for her support whilst Clerk for the LGC and wished her well for the future.</p>	
<b>17</b>	<p><b>Dates of future meetings</b> JD will invite other members of staff to attend future meetings to give updates on their specific areas.</p> <p>All future meeting dates are available on the GovernorHub calendar.</p>	