



FARINGDON COMMUNITY COLLEGE

Meeting	FCC Full Governing Committee	Where	T4, school
Date	Tuesday 18 th March 2025	Time	6.30pm
Attendees	Governors: Paul Ray (Chair), Jane Braddy (JBr, co-Vice Chair), James Barnes (JB), Gill Day (GD), Jonathan Dennett (JD, Headteacher) Kathleen Thomas (KT), Sarah Church (SC) Additional Attendees: Charlotte Kitching (CK), Rosie Phillips (RP, Clerk)		
Apologies	Samantha Fountain (SF), Jane Hulse (JH), Sam Gould (SG),		

Minutes

No	Description	Action
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</p> <p>The Chair opened the meeting at 18:32, welcoming the committee.</p> <p>Apologies were noted from SF, JH and SG.</p> <p>Thanks were extended to CK who was attending the meeting to provide an update on SEND and Inclusion.</p> <p>It was noted that there were no resignations to share, and that there were no terms of office ending imminently.</p> <p>Governors confirmed that they had no queries regarding the agenda.</p>	-
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements</p> <p>It was noted that the meeting was Quorate.</p>	-
3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</p> <p>The Governors were invited to share any declarations of interest pertinent to the agenda of which there were none.</p>	-
4	<p>Standing Item: Approve minutes of last meeting : 26th November 2024 and Minutes from 28th January 2025</p> <p>The Chair invited the LGC to approve the minutes from November and January's meetings. The committee approved both sets of minutes as true and accurate representations of the respective meetings.</p> <p>Chair to sign both minutes as approved on GovHub – Action PR</p>	PR
5	<p>Standing Item: Actions arising from meeting 28th January 2025</p> <p>The Chair extended thanks to JD and to Governors for discharging their actions.</p> <p>Regarding his action to request a timeline from the Trust for installing CCTV in the communal areas of the toilets and obtain an agreement to use Trust funds for this, JD commented that it was ongoing and should be carried over to the next meeting.</p> <p>Regarding the action for PR and JD to coordinate meetings linked to the SDP for following year, JD</p>	



	<p>noted that this would best be done between PR and the new Headteacher once they were appointed. This action was removed from the actions arising document awaiting the appointment of the new Head.</p> <p>Regarding the new school uniform, JD noted this had not been completed and it was now too late in the year to have a new uniform ready for September. He noted that they could still implement a summer uniform option this year, and that he would update on a change in main uniform at the next LGC. – Action JD</p> <p>JD noted that he had not completed, but would follow up on, his action to share the Health and Safety review model with the LGC. – Action JD</p>	<p style="text-align: center;">JD</p> <p style="text-align: center;">JD</p>
<p style="text-align: center;">6</p>	<p>Standing Item: Any Out of committee activity</p> <p>The Chair shared with the committee that there was a recent report added to GovernorHub from JH’s SEND link Governor visit with CK and directed them to read it if they had not done so already.</p> <p>JB informed the LGC that she would be attending the school later in the week to monitor the SCR.</p> <p>Governors enquired as to how they could find contact details for their link member of staff. JD confirmed that he would add email addresses to list on the link Governor document and send to RP to share with all Governors. – Action JD / RP</p> <p>JD requested that RP send him a list of all the Governors email addresses that he could pass to the relevant members of staff. – Action RP</p> <p>GD noted that she was struggling to access her emails on her new CLT email address. RP confirmed that she would send GD the contact details for Sweethaven so that she could log the issue. – Action RP</p> <p>Governors noted that they found it difficult to use their new Governor email account if their work account also used Outlook as they struggled to have both accounts open simultaneously. RP explained that more than one account could be accessed from the same app or web interface, and Governors asked if she could email instructions on how to do so. – Action RP</p> <p>Governors noted that it could be beneficial, particularly to those who were new to the committee, to conduct monitoring alongside one another or to shadow another Governor’s visit. The Chair suggested they arranged dates to do over the coming terms. – Action All</p>	<p style="text-align: center;">JD / RP</p> <p style="text-align: center;">RP</p> <p style="text-align: center;">RP</p> <p style="text-align: center;">RP</p> <p style="text-align: center;">All</p>
<p style="text-align: center;">6</p>	<p>LGC Headlines</p> <p>The Chair noted that there were no LGC Headlines that needed sharing with the committee.</p>	
<p style="text-align: center;">7</p>	<p>SLT Structure</p> <p>JD commented that there would be a brief update on SLT structure as part of his leadership report and an update on the ongoing Headteacher interviews, later in the meeting.</p>	
<p style="text-align: center;">8</p>	<p>Inclusion and SEND update from CK</p>	



CK introduced herself to the committee, noting that she was one of the Assistant Heads and was the school's SEND lead and 'Inclusion Champion.'

CK noted that their biggest focus at present was EAL and their refugees' strategy, informing the Governors that there were twenty-two languages spoken by students at FCC. She shared that, prior to this year, there was no provision in place for those students and no EAL policy, so CK had requested that she could take ownership of this. She informed the committee that she had since written and published an EAL policy which had been shared across the Trust.

CK shared that FCC had appointed an EAL lead, Sabika Mudasir (SM), who could speak Urdu, whom she noted had been a positive appointment and who the children saw as a safe person to go to for support. CK informed Governors that many of their Afghan refugees had come to the school having not been in education for years, and with the impact of trauma, and so required emotional support from SM alongside support in overcoming the language barriers they faced. CK explained that they assessed all their EAL students to gauge their understanding of English, with additional provision implemented to support those who were deemed 'not yet competent' in English. She explained that not all students needed this additional support as some were EAL, but fluent in English, therefore faced no language barrier to their education. She informed the committee that Alice Stober was their MFL (modern foreign languages) teacher and was supporting SM with the additional lessons.

CK stressed that it was important that they also considered the emotional and personal needs of their EAL pupils, not just the educational needs. She informed the committee that they had some Ukrainian students whose parents were still in Ukraine, and many who had suffered trauma in their past. She informed the LGC that, just as SM provided mentoring and emotional support to the Afghan students, Tamara Kryzhanivska (TK) provided mentoring and emotional support to their Ukrainian students.

CK shared that she had found their future careers pathways for year 11 and year 13 students were not always sufficient for their EAL cohort, therefore she had contacted OCC (Oxfordshire County Council) for support, and they now had a migrants' careers representative who came to the school on Wednesdays to support their students with choosing and working towards their future careers.

CK informed Governors that they had created a prayer room for their students and had bought prayer mats to ensure that it met their needs, though added that it was a temporary solution, and she would like in future to invest in improving the facilities. For the time being, she noted it was working well, explaining that the female students would have the first twenty minutes in the room and male students would have the second twenty minutes.

CK noted that she was also looking at how to improve the student reports for their EAL students, informing the committee that, at present, they had basic academic reports, but she recognised that these were insufficient at showing the progress made by the students. She noted that they were also translating all key documents on the website, so that these were accessible to their EAL students and their families. CK shared that she had introduced one-page profiles for all their refugee students, to inform teachers of the students' likes and dislikes, noting that this insight would support them in fostering a sense of belonging for the students.

CK noted that they would be translating the signs around the school, though added that this was currently on hold; she confirmed that she expected this to be completed by the start of the new academic year in September.

The last support system CK noted that she wanted to implement for the refugees was a buddy system. She noted that they did pair them with a fellow student, but to varying degrees of success, and so she wanted to implement a formal system whereby the buddies applied for the position and



went through an interview process, ensuring that they were dedicated to their role in supporting their refugee peers.

CK then progressed to discuss the work she had been doing on SEND, explaining that she had taken ownership of SEND at FCC the previous year had had implemented several changes since. Firstly, she noted that she had brought in evidence-based interventions, noting that it had been difficult to understand what progress was being made beforehand, therefore they had concentrated on training their TAs and had bought training programmes to support them. CK shared that they had three literacy support TAs and one numeracy support TA.

CK informed Governors that one of the issues she discovered when she took over SEND was that parents were not satisfied with communication from the department, therefore she had implemented a policy whereby all communications must be responded to within forty-eight hours. She shared that this new policy had a positive impact in improving relationships between the school and parents.

CK noted that a key issue she discovered upon taking over the SEND department was that they were not always meeting the statutory obligations in terms of ensuring all three reviews and the annual appraisal were happening, adding that she was pleased to share that this was now consistently in place. CK shared that the SEMH (social, emotional and mental health) needs of their students were increasing, both in complexity and number, therefore they had employed a counsellor and a full time ELSA (Emotional Literacy Support Assistant) to support the students.

CK continued by noting that she had reinstated TA training, commenting that she felt that TAs had one of the toughest jobs in the school and were not necessarily being rewarded adequately or made to feel they belonged within the school community. She noted that by reinstating their training programme she wanted to demonstrate to the TA's that they believed in them, supported them, and recognised their hard work and value by investing in them.

CK informed the committee that their de-escalation space was complete and had made a significant difference to their students, who had benefited greatly from having a safe space when they became dysregulated. She added that the student council was up and running and had been a success so far. To promote a sense of achievement in their SEND students, CK noted they had introduced 'Star of the week', which the pupils loved and had really enjoyed engaging with.

She noted that there had been a recent SEND review at the school which had not highlighted anything they were not already aware of, which had been a positive. She noted the biggest focus for the school from the review was on Quality First teaching strategies.

CK shared that she wanted to revise their behaviour strategy and their Bromcom language to further inclusivity for their SEND students. She explained that, on Bromcom, one tab for behaviour was 'defiance', however if there was a student with PDA (Pathological Demand Avoidance) they would be defiant; it was one of the key characteristics of their diagnosis, therefore logging it as a behavioural issue was not meeting their SEND. She noted she had discussed with JD the possibility of having a deputy SENDCO at the school to provide additional support due to the high level and complexity of need they were seeing in the students. Further to this, CK noted that she had submitted an application to OCC for an enhanced pathway provision, which would mean OCC would fund a teacher and TA as additional provision for those students who needed it most and were struggling in mainstream school.

CK noted that they needed to be advocates for their ASD (autism spectrum disorder) students, commenting on the need for a regulation space. She explained that they knew from working with the primary schools that their work on the zones of regulation was solid, however they did not have the



same provision at secondary level, and it was impacting their students. CK explained that the students would come from primary school able to recognise when they were feeling dysregulated and needed to remove themselves, but FCC had nowhere for them to go when that happened, and so they were finding more and more students unable to regulate themselves in those moments. CK informed the LGC that they had Lego Therapy available for the students, as well as a Therapy dog.

CK informed the committee that she had brought in a 'writer in residence', Matt Dickinson (MD), who had experience of climbing Everest and was an author and film-maker. She explained that MD was scheduled to come to the school six times across the year and work with a core group of year 8 pupils who were PP, and some of whom were also EAL and SEND.

CK noted that the second aspect of PP support that they had implemented had been mentoring, led by Millie Humphry (MH). She noted that the mentoring had been very successful, with pupils opening up to MH and sharing their circumstances, which had meant the school was then able to identify who needed laptops and other resources provided for them to support in accessing their education.

CK noted that she had also been looking at their provision for students who were from military families, or 'Service Pupil Premium', informing Governors that they had the Trust service pupil lead who was supporting them. She added that they had enlisted the support of the primary service pupil lead to support their year 7 and 8 military cohort, providing them with a safe space to discuss their needs and with an adult who understands their context.

CK informed the LGC that their goal was to have all PP students involved in some form of extra-curricular activity, however they had no extra-curricular lead at the school at present. She noted that they would like to employ someone to take on that role who could push to bring more clubs into the school and have all students attending at least one.

CK shared that they were introducing one-page profiles for their PP students too, supporting the connection between teachers and their students and ensuring students were better understood. She added that she would like to get more PP students on school trips, explaining that though the school supported financially, sometimes parents did not want to ask for support, therefore she was looking to introduce more trips that did not require any money from the families, such as museums.

CK then progressed to discussing their reading and library strategy, noting that they had implemented lots since the start of the year. She informed Governors that they now assessed students three times a year to understand their reading age and implemented a six week programme of intervention for struggling readers.

CK noted that their reading newsletter was issued three times a year and suggested books for students and parents, and that they were ensuring they promoted reading throughout the school. She added that their next step was to try to implement a magazine or a podcast, run by 6th form to begin with, that promoted reading.

Do you feel that there is enough expectation from teachers for the students to conduct their own research?

CK noted that she did not feel that there was, and that it was one of her priorities for academic year 2025 -26, where she would be evaluating the texts used within the curriculum and how they supported student-led research.

When it comes to research and promoting use of the library, how do you address that there is simply more available – and it is more readily available - online than in books?

CK explained that the use of their library was more focused on fictional than non-fictional reading, and that they had the computer suite to support the students in research. She noted that they were



keen that the library was a welcoming space and promoted as a space to encouraging reading whatever students wanted.

CK progressed to discussing their literacy and numeracy strategy, noting that their policies had now been written, published, and shared and were in line with the work done within the school. She noted that they had produced a 'numeracy across the curriculum' document to demonstrate to students that numeracy was broader than just their maths lessons. She noted that the following academic year she would focus on working with the Heads of Maths and English to push forward their strategies.

Are discussions between FCC and our feeder primaries thorough enough and are we ensuring that we know which year six students are struggling at primary school before they join us?

CK confirmed that students that would require additional support were identified early, both via meetings with the primary school SENDCOs and through the work done by their transitions lead, Pauline Forbes.

Regarding careers work for your Afghan pupils, is it complicated by the fact that they frequently move on to elsewhere and by their immigration status?

CK commented that their Afghan pupils did often move on and therefore the important role they played at FCC was in providing the students with pathways to follow, noting that they always passed any data that they had on those students on to their next school so that hopefully they could pick up the support from that same point.

Do you find some of your refugee students struggle as they have not used a computer before?

CK confirmed that this was a challenge faced by some of their refugees, adding that even those who had used a computer were often unfamiliar with a QWERTY keyboard, which added further challenge. She noted that there were lots of skills for their refugee students to learn.

Will you be adapting the communication sent home, such as newsletters, to support your EAL students?

CK confirmed that they were in the process of translating all communication home to support students and their families, though added it was a time-consuming process and was not completed yet. She extended thanks to SM for her support in translating documents to Urdu.

Urdu is not the most dominant language in Afghanistan; are you finding it is the main dialect of the students joining the school?

CK noted that there were many dialects spoken, however most of the students were fluent in Urdu as well as their other language(s), meaning that translating to Urdu allowed them to best communicate with most of the students. She explained that for their other EAL students, translating to all twenty-two spoken languages was not necessary, reiterating that many were fluent in English.

JD commended the work that CK had been doing, noting that, prior to September, the provisions and support that CK had shared with the committee were not in place at all. He thanked CK for her moral tenacity, and for embodying the 'champion' when she took on the role of 'Inclusion Champion' and improving the school and their provision for their students who needed it most.

The committee extended thanks to CK for attending and for her continued hard work on supporting and improving inclusion at FCC, thanking her for the vast amount of work that she was doing for the school. They noted that they found it useful how CK's presentation included reference to how each aspect of development related to the school's key values of 'Belong, Believe, Aspire, Achieve.'



CK confirmed that she would come back to update the LGC on progress during the next academic year and, in the meantime, SEND link Governor JH could provide updates and monitoring reports following her meetings with CK.

CK exited the meeting at 19:47.

Leadership Report

JD invited the LGC to share any questions or comments on the leadership report.

New Governors raised concerns that they had not been invited to visit the school since joining the LGC and expressed concern that their email to JD and the Chair of Governors went unanswered. *What steps will be taken to ensure governors can regularly visit the school and engage with staff and students? And how will communication with governors be improved?*

JD noted that establishing a link with the relevant member of staff and growing that relationship would improve engagement between the school and the committee and commented that he hoped that, once the link was established, a natural improvement in communication would follow.

The report mentions the need for better monitoring by SLT to ensure that students aren't missing their potential; what systems are in place to track student progress and how are these being used to identify and support underperforming students?

JD explained that at present they reported upon the effort and attitude to learning of the students, however they were currently working with new Assistant Head John Nash to ensure that what they were reporting upon could be measured as, otherwise, the risk was that they were reporting on progress without a clear understanding of what progress meant. He commented that by making it less vague and more meaningful, especially in KS3, they would be able to better identify and support those students who needed it most.

We have stopped reporting pathways this year; why is that?

JD commented that the pathway was unclear and judging year seven students against GCSE grades was demoralising for some students. He noted that he wanted to conduct a curriculum review, and to review their teaching and learning policy and their assessment policy to ensure that they clearly understood the pathway and roadmap through KS3, to enable them to gain more clarity about why some students were not meeting it.

Why could we not publish pathways in the interim?

JD noted he was unsure and would discuss with members of SLT, though added it was critical that, if they were going to publish pathways in the interim, they ensured they had clarity over what each target meant and that it was supported by meaningful information.

Recognising that it is still in draft form, how will the Teaching and Learning framework address the inconsistencies in practice across different areas of the school?

JD noted that this was a project that was being led by Mark Surowiec (MS), along with support from SLT and middle-leaders, and would ensure that there were ten key certainties in place in every classroom. He noted that these certainties would include things such as how they greeted students, how they asked questions and built challenge for students, and their expectations of students and their learning behaviours. JD shared that MS would be attending a future LGC meeting where he could show them the framework and explain how it would be implemented. JD commended MS on the document, noting that it was a strong framework that brought together a far more research-based focus than was present in prior documents. He noted that they had brought together a team who had been focusing on latest research and reflecting upon what they knew worked for their students.



The February 2025 Culture Walks indicated some significant work needed on classroom culture and behaviour management. How are students and staff being supported to improve pupil behaviour? What role does SLT play in modelling and reinforcing a positive classroom culture?

JD noted that they had introduced culture walks across the school as a refined element of a learning walk, focusing specifically on the beginning of lessons as part of their 'belong' ethos. JD noted the culture walks were conducted with the aim of ensuring that students were welcomed into each class and immediately felt the sense of care and community that they were looking to achieve. JD informed the committee that they conducted 130 culture walks and from which they found only a very small number of staff who were not consistently following expectations, and who were now undergoing training and coaching with Paul Dipple and Abi Jones. He shared that, at the Trust Quality of Education (QofE) review the previous week, Trust reviewers had focused on departments where they had previously not seen as much traction with the culture walks and were pleased to report that all staff were consistently meeting the expectations. JD noted that he was pleased to see the improvement and glad that this was validated by external reviewers too.

Is the expectation set for all the teachers within the department, not just in their own classrooms? It is important to see it modelled throughout the school.

JD confirmed that this was correct and noted that the QofE review had demonstrated an example of this, with positive relations modelled by staff both in and outside of their classrooms, and by SLT.

Ofsted highlighted the need to improve the precision of support for SEND students. What specific changes have been made to support these students, and how are you involving parents in this process? What training or resources are being provided to staff to better support SEND students?

JD referred Governors to CK's earlier SEND update, noting that CK's leadership of SEND, whilst she was not the SENDCO, was making a huge difference to students and the provision provided to them. JD noted that many of the parental complaints received by the school, and some elements of Permanent Exclusions (PEX), were a result of issues not being addressed sooner for students, particularly those with SEND. He noted that it was one of the most important issues that they had to tackle as a school and that it was the biggest barrier to learning and biggest reason behind challenging behaviour exhibited by their students. He noted that the whole school was working towards improving the provision for their SEND students. He reiterated what CK had said, noting that appointing an Assistant SENDCO, focused on SEMH, would be great and would allow them to have a member of the team working with all aspects of their provision, ensuring it was well coordinated. JD commented that, when they managed to get their SEND provision truly right and how they wanted it, it would make the biggest difference to their students not currently accessing lessons. JD commented that he was incredibly proud of the provision that they had, and the work done by CK and the team, noting that it was now a case of coordinating all elements.

It is important that we are promoting the voices of parents of children with SEND. Those parents will have to fight for their children so often throughout their lives, it would be good if we made it clear that we are listening to them.

JD concurred that it was important that they made sure the parents of their SEND students felt heard and validated. He noted that the experience of these parents at FCC had not always been positive, particularly when it came to communication, and so that was one area that CK was keen to change. JD noted that many of the complaints from parents of students with SEND were rooted in the lack of provision, noting that he was hopeful that through better communication with the families they would see that the school was truly doing everything it could for their children.

Is there anything we can do as a LGC to further highlight challenges and push for change from the OCC SEN service which is poorly functioning and not supporting the school?

JD extended thanks to Governors for their support, commenting that CK was doing a lot of work on this, chasing OCC, however they would always appreciate further support and Governors complaining to County on their behalf.



You commented in your report that the 6th form mock exam results had been disappointing; how are you addressing that?

JD noted that they had made 6th form attendance mandatory and were focusing on student work ethic, to in turn improve their student's work rate. He also added that the School Improvement Partners (SIPs) had been focusing on underperforming subjects and had implemented time-limited objectives for change. He noted that they would be monitoring these closely and hoped to see an improvement.

There was a comment in the leadership report that the use of 6th form lessons for 'parking' can be disruptive.

JD clarified that their behaviour management system first used reflections to support and improve behaviour but, after that, students who continued to exhibit challenging behaviour would reach SLT 'parking', meaning some members of SLT would end up with a younger student who had met the threshold for 'parking' sat at the back of their classroom. He noted that some members of SLT, understandably, did not want to have a disruptive student placed in their classroom, however added that they found that the students sent to 'parking' were often well behaved once there.

Can you elaborate on why you think the group of year 8 and 9 girls are displaying such challenging behaviours?

JD noted that it was a national issue and was largely a self-esteem issue faced by girls of that age. He noted that this was influenced heavily by social media and was having a real, tangible impact on their students.

Do you find that this is a phase of poor behaviour you see exhibited by a group in every year 8 and 9 cohort, that they then stop as they progress through the school, or is the challenge specific to these years and, therefore, is the risk that the challenging behaviour will continue throughout their school life?

JD commented that he felt it was a mixture; that being in year 8 and 9 was a challenging time for all girls and that, quite often, behaviour improved once they progressed to year 10 and could choose their options, however the resulting behavioural difficulties were more prominent with these particular cohorts.

Do you feel that there is a correlation between the negative attitudes of men towards women and the rise in self-esteem issues for young girls?

JD shared some information on the OxWell Survey, which looked at the wellbeing of students in specific areas, noting that the data from the survey had demonstrated that girls were being targeted by algorithms on social media that were having a profound impact on their wellbeing, and exposing them to frequent videos of self-harm, risky behaviours and eating disorders, all of which contributed to a self-esteem crisis. Likewise, he noted that their male students were also being targeted by algorithms that were equally damaging to their sense of self. He stressed the importance of ensuring discussions on social media and age restrictions were part of the transition process, as students were spending a significant amount of time on social media and the list of resources the school had to target it was exhaustive.

Does the OxWell survey break down the data to look specifically at neurodiversity?

JD confirmed that it did, as well as by gender identity, adding that sadly those students who were neurodiverse or identified differently exhibited the highest levels of self-harm.

Recognising the complex and varied needs of their students, JD informed Governors that the first time any student was suspended the school would be looking at their SEMH need or SEND and trying to understand whether that student had an identified – or unidentified – SEND profile that may have contributed to their behavioural challenges.



Governors noted an announcement had been issued regarding year 11 revision sessions offered over the Easter holidays.

The timetable for the sessions is limited to specific subjects; is there scope to add maths and science?

JD noted that the sessions were run by teachers who had volunteered their time and therefore they could not force anyone who had not done so to run one. He reassured Governors that there would be other interventions ahead of the exams that covered more subject areas.

When will the exam timetable for year 11 be made available to parents?

JD confirmed that it was already online for parents to access.

JD informed the committee that the day of interviews they had held for the new Headteacher had been positive, and he was confident they would appoint a new Head following the second day. JD shared further context with the LGC on why they were appointing a new Head, noting that his role was split between two schools, FCC and Larkmead and, notionally, he should be spending 20% of the week at Larkmead and the other 80% at FCC. He commented that FCC needed a full-time Headteacher who could dedicate all their time to the school and, having identified that, he had contacted CEO Richard Evans (RE), Director of Education (DofE) Louise Warren (LW), and PR to discuss the move to appoint a full time Headteacher. JD informed the committee that he would not be able to fulfil the role of full-time Headteacher and, at present, they did not have the capacity to move to a Head of School and Executive Head model. JD reassured the Governors that he would still be working with and supporting FCC in a SIP capacity.

We have had a relatively high turnover of Heads over the past few years; are we ensuring in interview that we are looking for someone who will stay longer term and embed the progress we have made this year?

JD confirmed that the candidates that they were interviewing viewed the position as a longer-term role, noting that it had been made clear to them that the school needed continuity in leadership to embed the progress that they had made and continue to build upon it.

Will you not remain as an Executive Head working above the new Headteacher?

JD reiterated that there was not the capacity at present to employ an Executive Head and Head of School model, adding that he would be able to share the details of his new role soon. He noted that there was challenge with an Executive Head role in that the ultimate responsibility lay with the Executive Head and, for FCC, they needed someone present at the school full time and with whom the accountability for the school lay.

How much of your time will be spent at FCC from September?

JD noted that this was still to be confirmed and, once it was, he would share it with the LGC.

Hopefully your new position from September will allow you to share best practice and resources across the schools still.

JD confirmed that it would, adding that he would be able to share best practice across the four secondaries which would be beneficial.

JD provided some insight into the interview process for the new Headteacher, informing the committee that they received nine applicants and shortlisted six who were brought to the first day of interviewing that day. He commented that all six brought to interview were of a good standard. JD informed the LGC that the first day of interviews had involved seven very thorough activities, including several on internal truancy. He noted that of the six candidates, they invited four to the second day of interview, though one had since withdrawn, and commenting that the two not invited were good candidates but not quite strong enough to be Headteachers yet. He shared with Governors that he was confident that they would appoint one of the three remaining candidates following the second day of interviews and would start working with them as soon as possible. He



	<p>noted that he would continue working on the rapid improvement plan for the remainder of the school year and would keep the new Headteacher updated on the progress and ensure that they worked with the school and JD in the lead-up to their handover.</p> <p>Governors extended thanks to JD for his leadership report and the update on the interview process for the new Headteacher.</p>	
10	<p>School Development Plan Priorities</p> <p>JD informed the committee that they were continuing to make progress with their SDP priorities, which was evident both from his Leadership report and from the comprehensive update provided by CK.</p>	
11	<p>Rapid Improvement Plan</p> <p>JD informed the committee that he was meeting fortnightly with RE and LW regarding the school's rapid improvement plan, monitoring it closely to ensure its progression.</p>	
12	<p>Admissions 2026</p> <p>JD confirmed that he had published the admissions information for academic year 2026 – 27 on the website ahead of the deadline and that all the admissions information was up to date.</p>	
13	<p>Update from Chair's forum</p> <p>The Chair provided a brief update from the Chair's forum, noting that the Trust had informed Chairs that they were striving to recruit more Governors, recognising the importance of fully staffed LGCs. CEO Richard Evans (RE) had shared the vision, values and goals of the Trust and their aim to become a 'Beacon of Excellence.' Chairs had been informed that each Headteacher in the Trust was being supported by their School Improvement Partner (SIP), and that each school also now had dedicated finance partners within the central team. The Chair commented that the increase in support from the Trust was a positive.</p> <p>The Chair shared that the Trust were making changes to the PEX process, noting that these would now be managed at Trust level, with PEX panels consisting of a combination of Trustees and Governors.</p> <p>Governors were reminded that several PEX panel training sessions were being held by the Trust and that they could volunteer themselves as panel members by contacting Leah Spiers and by attending a training session.</p> <p>JD was invited to share any comments on PEXs.</p> <p>JD informed the LGC that he and the school as a whole were working hard at establishing bottom lines when it came to behaviour and shared that they had recently taken four students to PEX. He noted that they had recently narrowly avoided two cases of PEX too. Of the four cases mentioned, JD explained that the PEX panel had upheld two cases and had not upheld the other two.</p> <p>JD shared some of the context of one of the recent PEXs that was not upheld, whilst maintaining the anonymity of all involved. He noted that, despite the decision to PEX being overturned by the panel, he had completed a risk assessment and was unable to bring the student back into the school community due to the severity of the incident. JD noted he was now working with the local authority on how to manage education for the student, adding that the local authority was being supportive. He commented that he was unable to share all the details but would do so when it was appropriate.</p>	



	<p>JD noted that Paul Dipple (PD) and CK were working hard on ensuring that all students were supported from the very beginning of their time at FCC and that SEND was identified promptly to hopefully minimise these kinds of incidents occurring. He added that the incident had impacted colleagues as well as students.</p> <p>Regarding the two PEX that were upheld, JD shared that both had then gone before independent review panels (IRP) and had been upheld by the IRPs too.</p> <p><i>We are certainly supportive of the work you are doing with students from the beginning; early intervention and maintaining that support for students on a long-term basis is what is needed.</i></p> <p><i>Has there been any communication from other parents regarding the incidents?</i></p> <p>JD noted that there had not been.</p> <p>JD commented that as a school they needed to focus not only on the challenging behaviour of a limited group of students, but also on bystander behaviour, noting that they had difficulties with other students becoming involved in incidents that were not their business, and that they sometimes escalated the issue.</p> <p>JD reminded the LGC that the PEX incidents were isolated and that the vast majority of pupils at FCC were accessing their learning and were well behaved. He noted that he was pleased to share that there had been a significant reduction in the vandalism in the toilets.</p> <p>Governors extended thanks to JD for the update.</p>	
14	<p>Safeguarding</p> <ul style="list-style-type: none"> - Update from any Safeguarding link Governor monitoring / visits (reports to be uploaded to Govhub) - Update on safeguarding audit actions - JD to confirm all staff safeguarding training is in place / highlight any gaps to be followed up on <p>JD confirmed that as they had received an in-depth update from CK which included aspects of safeguarding there was no further update beyond what was included in the Leadership report.</p> <p>The Chair reminded the LGC that JH had also submitted a safeguarding report which was on GovernorHub and invited any questions from the committee, of which there were none.</p> <p>JD confirmed that all staff training was in place.</p> <p>JD informed the committee that they had an upcoming ESAT audit, as well as a Trust Safeguarding review, noting that he would share the outcome of both with the LGC.</p>	
15	<p>Health and Safety Update</p> <ul style="list-style-type: none"> - H&S audit actions update / termly audit update - update on any H&S link Governor visits (reports to be uploaded to Govhub) <p>JD shared that they now had a site manager at the school which had been a positive addition to the team.</p> <p>The Chair asked that they complete a deeper dive on Health and Safety at the next meeting. RP confirmed that she would add this to the next meeting's agenda. – Action RP</p>	RP



15	<p>Finance update</p> <p>JD informed the committee that there was a finance meeting later that week. He shared that the key focus of their last finance meeting had been on accessing alternative provision and securing funding from OCC for it. He noted that CK had secured the funding, but had yet to receive it all.</p> <p>Governors commented on the importance of ensuring that OCC provided the funding they had agreed to, as the school was spending a large sum on money on alternative provision and so, without the funding, could find themselves in a deficit.</p> <p>JD concurred on the importance of securing funding, adding that alternative provision was a key focus of the wider Trust as it was an issue at all of their secondaries.</p>	
16	<p>PP & SEND funding <i>update on effectiveness of PP, and SEND funding</i></p> <p>It was confirmed that CK had provided the update on effectiveness of PP and SEND funding as part of her update on Inclusion on SEND, therefore this item could be skipped.</p>	
17	<p>AOB – as notified to the Chair / Clerk ahead of the meeting</p> <p>It was confirmed that there was no further business that had been identified to either the Chair or the Clerk ahead of the meeting.</p> <p>RP reminded the Governors to confirm their attendance at the Governance Development Forum, which would be happening on 24th March 2025. – Action ALL</p> <p>CL and GD shared their apologies for the May LGC. RP confirmed she would note this. – Action RP.</p> <p>The Chair thanked the LGC for their input and closed the meeting at 20:35.</p>	<p>All</p> <p>RP</p>
18	<p>Dates of future meetings (DONM 13th May)</p>	