



FARINGDON

COMMUNITY COLLEGE

Meeting of:	FCC LGC		
Date and time & location:	T4, Faringdon Community College (FCC), Tuesday 13 th of May 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)		
Apologies:	Gill Day (GD), Cheryl Lingard (CL) Samantha Gould (SG)		
Consent to absence:	The LGC consented to the absence of GD, CL and SG		
Others in attendance:	Danielle Masters (DM), Mark Surowiec (MS), Rosie Phillips (RP, Clerk)		
Quorum:	4	Quorum met:	Yes

Minutes

Governor questions and challenge are noted in italics

Item		Action
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</p> <p>The Chair opened the meeting at 18:33 and welcomed all attendees, including Assistant Headteacher Danielle Masters, who provided an overview of her areas of responsibility, noting that she was the lead for mental health, EDI (Equality Diversity and Inclusion) and personal development and ethos for the school. A welcome was also extended to MS who was in attendance to support with answering any Governor questions.</p> <p>Apologies were received and accepted from GD, CL, and SG.</p> <p>The Chair informed the committee that this was JB’s final meeting and thanked him for his support and contribution during his time as a parent Governor. RP confirmed that a parent governor election would need to be arranged and, following some discussion, it was determined that this was best to be held before the end of the academic year, as it could be a lengthy process.</p> <p>RP confirmed that she would contact the Chair and Headteacher out of committee to begin the process. – Action RP</p> <p>There was a discussion regarding additional staff Governors being part of the LGC, led by the Chair. JD noted that he would look to see if any support staff were interested in joining. [out of committee update: the constitution allows for one staff Governor on the LGC and so this action will not be followed up on]</p>	RP
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements</p> <p>It was confirmed that the meeting was quorate.</p>	



3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</p> <p>The Chair invited the committee to share any declarations of interest pertinent to the agenda, of which there were none.</p>	
4	<p>Standing Item: Approve minutes from 18th March 2025</p> <p>The main minutes and the confidential minutes from the meeting held on 18th March 2025 were approved as an accurate record of the meeting. PR confirmed he would sign the minutes on GovernorHub. – Action PR</p>	PR
5	<p>Standing Item: Actions arising from meeting 18th March 2025</p> <p>The Clerk ran through each of the actions arising from the previous meeting, and extended thanks to the committee for discharging their assigned actions.</p> <p>Regarding the action assigned to JD to request a timeline from the Trust for installing CCTV in the communal areas of the toilets and gain an agreement on the funds to use for it, JD updated Governors, informing them that he had received the funding now for the refurbishment to toilets. He clarified that not all toilets would be refurbished, but that updated CCTV would be part of the works for those being upgraded.</p> <p><i>How prone to being vandalised is CCTV at the school?</i> JD confirmed there had been no instances of CCTV being vandalised.</p> <p>Regarding an action on possible changes to the school uniform, JD confirmed that they would not be changing the uniform. It was noted that a recent used uniform sale had been very popular and had raised £1200 for the school and there was appetite to hold another.</p>	
6	<p>Standing Item: Any Out of committee activity</p> <p>The Chair thanked Governors who had undertaken visits and submitted reports ahead of the meeting. Governors were invited to share any comments on their visits.</p> <p><i>Governors noted that the visit conducted focusing on the SCR (Single Central Record) was very reassuring, and that all previous Ofsted concerns had been fully addressed. Governors noted that two random files were selected from the SCR for checking and that both were found to be 100% compliant.</i></p> <p>JB confirmed that she would be visiting soon to conduct a safeguarding learning walk and would submit a report following her visit.</p> <p><i>A Governor shared that whilst visiting the school and waiting in reception she had observed a minor behavioural issue being managed by staff, commenting that it had been reassuring to witness it managed swiftly and calmly, commending Deputy Head Paul Dipple for the way in which he handled the situation.</i></p> <p><i>It was positive during my visit to look at community involvement and it highlighted the increased awareness and positive perception of FCC and the school's achievements locally. Historically, what one would hear about the school locally could be quite negative, so it was nice to hear about our</i></p>	



point' scheme, whereby on a Tuesday staff could nominate which students they wanted to receive triple points, noting that this was popular with the students.

DM noted that she encouraged all staff to employ 'connection before correction' and focus heavily on praising students for what they were doing well first and foremost. She was pleased to share that they had witnessed more staff awarding extra points and focusing on connection and she was keen to maintain the momentum. She noted that JD had been inviting the students with the most points to his office for hot chocolate and a chat, which was a further motivator.

In terms of progressing this, DM informed the committee that they would be launching ePraise in September, to further gamify the points system and make it more appealing to the students. She explained that ePraise was an app-based system whereby the students could track their points and earn badges for meeting clear points thresholds, akin to scouts but digitally.

Regarding personal development and ethos, DM noted that she had led on creating a joined-up approach in sharing messages with students, noting that they held weekly personal development sessions addressing key themes on embedding school values and tackling social issues, such as responding to attitudes toward women and girls. She noted that they were continually enhancing personal development days to offer meaningful content for students and staff, and to support what was being taught in PSHE. She noted that their next steps in personal development were to ensure that their sessions remained relevant and impactful and complimented a strong PSHE curriculum.

JD added that DM had also ensured that the personal development days were manageable and accessible for their students with additional needs, who could find the change from the usual school timetable overwhelming.

Regarding her EDI role, DM noted that she sent out regular messaging on the protected characteristics, to compliment and reinforce what JD spoke about during his assemblies. She noted that they responded daily to any reports of intolerance, racism or abuse and held a reintegration programme for those students involved to support them in making better, kinder choices in future. She noted that this had been powerful thus far. DM added that there would be CPD for all staff on misogyny to help support them in tackling the issue.

DM informed the Governors that they had relaunched the LGBTQ+ group 'Skittles', which had been successful and had provided a great forum for their LGBTQ+ students to feedback to teachers what was happening for their community within the school and lead on how they wanted staff to support.

DM shared that they had hosted a used uniform sale, which was a nice way to be inclusive of all their families, and had been well attended by incoming students' families who would be joining in year 7 in September. She added that she was also working with the SEND department to ensure provision mapping could be used across the whole school, and support and interventions were available to all that needed them. As part of this, she noted that they had been working closely with their feeder schools to ensure that they were aware of any ACEs (Adverse Childhood Experiences) that incoming students may have had that could impact them, to ensure they were supported adequately from day one at FCC.

DM informed the committee that they were planning a Culture Day in July to celebrate diversity and would be inviting community involvement. She stressed that CPD was needed for staff in managing discrimination and being able to challenge it when needed, to further support inclusion for their students.



DM noted that it was important that students knew that they had a voice and were listened to, therefore they had been working with the student council, as well as the 6th form leadership team, and involving them with decisions within the school.

DM shared that she had been working closely with the careers advisor to ensure they were closing gaps in all areas, and noted there was a careers education audit in process across all subjects to ensure it was of a high standard. She noted that they were organising work experience placements for year 10, as well as exposing year 9 pupils – particularly those who were absent or disengaged from learning – to aspiring opportunities, to help them understand what they may like to do post-school and what they needed to do now to get there. DM explained they were prioritising their Pupil Premium (PP) students when it came to work experience. She noted that BMW had attended the school to discuss apprenticeships with year 11, and that they were also looking to strengthen connections with the MOD.

Are the college experience days happening in our sixth form?

DM explained these were usually held at Swindon New College, though they also had taster days for 6th form.

Is there a missed opportunity to signpost colleges in the other direction, such as Abingdon and Witney?

DM explained that it was not signposting a specific college as such, but rather just an opportunity for students to experience college. She added that she would investigate whether, when it came to signposting, they did so in all local geographical areas.

DM informed the LGC that she was passionate about supporting mental health and had completed her Mental Health Lead training, as well as CPD on ACEs and attachment, in order to better support students and staff. She noted that there was now a mental health support worker from OCC working at the school with students who needed one to one support and who would, in time, work more widely with the whole school to support with emotional regulation. She added that supervision was being offered to SLT and middle leaders, noting that these could be intense roles. DM added that they had enrolled year 8 students in the Oxwell survey and would follow up on the feedback, and that there were plans to roll out a safe, moderated mental health support app for students.

When it comes to award points, how do the students know how many points they have?

DM explained that this should be visible on Bromcom (MCAS – My Child at School).

It would be interesting to see how many students access and look at this every day and to determine whether they are truly engaged?

DM noted that she encouraged all tutors to share the points with their tutor groups on a weekly basis, to engage the students, however added that ePraise would help encourage engagement further.

JD noted that the students did use and understand the points system on Bromcom.

A Governor noted that during recent disciplinary panel discussions it had been shared that positive feedback and a focus on positive interactions had been beneficial in encouraging improvements in behaviour.

JD noted that it was about changing the way students viewed themselves and building their self-esteem. He extended thanks to DM for her ongoing hard work and dedication, noting that she embodied the 'Champion' title she had been given.

Governors extended thanks to DM for attending and for sharing her update.



DM left the meeting at 19:18.

Standing Item: Head's / Leadership Report

JD extended thanks to Governors for submitting their questions in advance of the meeting.

What are the top three measurable priorities for the school over the next 12 months, and how will we monitor progress against them?

JD noted that their 'three priorities' document was shared with Governors at the start of the academic year, and that he had re-shared it ahead of this meeting ensuring that new Governor colleagues had oversight.

He reminded Governors of their three prioritised areas of focus:

- How will we nurture belonging, belief, aspiration and achievement to strengthen attendance, behaviour, and culture so that all students actively engage with their learning and embrace opportunities?
- How will we embed high expectations, quality first teaching and effective learning behaviours in every lesson so that every student's progress is accelerated, and their confidence and outcomes improve?
- How will we ensure that all colleagues are actively engaged in our culture of continuous professional development and learning, so that everyone can seek to become the best version of themselves?

JD noted that these priorities were decided upon with SLT and staff input, reflecting upon Governor reports and Ofsted feedback. He added that they had broken down their priorities in a manner which allowed all staff to visualise their role, including how Governors could provide key challenge.

He noted that the theme and focus of their priorities would remain for 2025-26, with the incoming Headteacher keen to build upon progress, and recognising that their priorities are enduring.

How are we ensuring that the new leadership structure, including the incoming Headteacher, maintains momentum and consistency across improvement areas?

JD explained that the three priorities would remain in place, as would the actions in the Rapid Improvement Plan and SDP, ensuring continuity of focus and momentum. He added that consistency should also be achieved due to the remainder of the SLT being in place from 2024/5. He added that the LGC reporting model would continue to frame challenge questions and provide sources of information for the LGC, so that they could continue to support and challenge the SLT effectively. He commented that further development of LGC relationships with SLT and continued engagement with the school would help to support a strong understanding from Governors.

Given the emphasis on ethos and culture, what is being done to ensure that all families—including those harder to reach—understand and engage with 'The FCC Promise' and the school's core values?

JD commented that there was work to be done to embed the school values with parents, and that this was being done through the work of Danielle Masters and Charlotte Kitching, and through messaging, displays, and modelling the values during communication with families. He added that it was also modelled within the prospectus and would be clearly communicated during their open evenings. Regarding the 'FCC Promise', he clarified that this remained an internal document at present.



	<p><i>A Governor noted they were pleased to witness the modelling and communication in action during a disciplinary panel, noting that they recognised the impact of the involvement of the whole school community in promoting their ethos and values.</i></p> <p>JD extended thanks to Governors for their positive feedback. He noted that they had a deliberate approach in sharing their values widely, adding that ‘belonging’ was their most important focus, ensuring all children wanted to be at school. He commented that those students with the most challenging behaviours were often those who needed the most support, communication and to be shown clearly that they were wanted in, and belonged within, the school community.</p> <p><i>The 4 values have been in place since the beginning of the academic year, with the first being 'Belong'. The concept of belonging is fundamental to participation and a foundation on which to build attainment and progress; so how is the impact of the 4 values, in particular 'belonging', being measured? Has this improved since September?</i></p> <p>JD noted that one way the impact was measured was via the attendance, behaviour and reward data found in the Leadership report submitted to the LGC, highlighting how he attributed each area of the report to its corresponding value; Belong, Believe, Aspire, Achieve. He noted that the data was a clear measure of their inclusive community and that the data demonstrated progress since September.</p> <p><i>While the summary is clearly detailed and well intentioned, a version with reduced jargon and greater clarity would be welcomed—particularly around acronyms and strategic objectives. A more concise and plain-English version executive summary would support governors in maintaining oversight and contributing effectively.</i></p> <p>JD noted that they would be producing a one-page Self Evaluation Form as an Executive summary, though this was not finalised yet. He explained that the deliberate aim of the SLT report was to ensure that the LGC received a great deal of information about the school so that they were well informed and able to engage. He noted that he had highlighted the updates in red to reduce the required reading while maintaining the context of the year’s development.</p>	
<p>10</p>	<p>Standing Item: School Development Plan Priorities</p> <p>JD noted that he had shared a summary of the SDP which had been submitted to the Trust QofE (Quality of Education) Committee and had received positive feedback. He noted that the committee were impressed by the progress that had been made since September.</p> <p>MS noted that he had the opportunity to discuss the Teaching and Learning framework and the importance of consistency during a Governor visit, and to demonstrate the expectations they had for all lessons. He added that staffing felt stable, and that their focus over the next one to three years needed to be on strengthening the curriculum.</p> <p><i>How is the new structure in the Maths department having an impact?</i></p> <p>MS noted that the new Head of Maths, Francesca DiMio-Smith, had improved teaching greatly via her strong leadership and had reduced inconsistency in teaching standards within the department. He noted that she would support those teachers requiring extra help and development by team-teaching lessons, which had been effective.</p> <p><i>Is consistency of teaching quality a challenge in other departments?</i></p> <p>MS noted that that narrowing the gap in teaching quality across all departments remained a key objective, commenting that the ideal was to have minimal bandwidth between the very best teachers and those in need of the most development. JD added that the teaching and learning framework would be transformational for the school.</p>	



11	<p>Standing Item: Rapid Improvement Plan</p> <p>JD confirmed that the Rapid Improvement Plan continued to be reviewed regularly by the leadership team, and that most of the areas had been covered on the agenda by the Leadership report and through DM's update.</p>	
12	<p>Standing Item: 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 - Review effectiveness of safeguarding policies and procedures <p><i>The safeguarding link Governor shared that she was a Safeguarding deputy in her professional job, which informed her link Governor role. She commented on the positive interactions she witnessed during a monitoring visit, sharing with the LGC that she was pleased to witness strong levels of support and students being aware of which members of staff to reach out to for help.</i></p> <p>It was highlighted for Governors how student-staff relationships had created a safe culture, which was evidenced by a recent sensitive safeguarding disclosure from a student that had been effectively supported.</p> <p>Governors commended JD and the safeguarding team, noting that a student being confident to disclose a safeguarding concern was testament to the school's robust and nurturing safeguarding culture, and the success of its positive relationships with students.</p> <p>JD shared that their recent ESAT Safeguarding review had been incredibly positive, and all their outstanding actions had been completed. He extended thanks to Paul Dipple and the safeguarding team for their work, commending them for consistent, excellent practice.</p>	
13	<p>Standing Item: 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 the CLT Health and Safety review model with the LGC, which was one of his actions carried over from the last meeting. He explained that the Trust conducted six Health and Safety visits a year, with their next due later in the week. He clarified that the next visit was not a full audit but would be a shorter visit focused on compliance. JD informed the Governors that they used a system called Worknest to log actions from the internal and external Health and Safety audits, which were then downloaded onto the Every system, where they logged repairs. This enabled the site manager to work on them. He shared that they were behind on their actions as they had been without a site manager until recently, therefore they were prioritising the whole school Fire Risk Assessment and the replacement of fire doors. Next, he noted they would focus on fixing a broken pipe, servicing the lift in the Wilson Block, and repairing a boiler, which he noted was an unbudgeted repair.</p> <p>JD noted that now there was an appointed site manager he would ensure that there were regular Health and Safety reports to share with the committee. – Action JD</p>	JD
14	<p>Standing Item: Finance update</p> <ul style="list-style-type: none"> - Brief update from the last finance meeting 	



	<p>JD shared that there had been a recent finance meeting between himself, the school business manager, and two members of the Trust's finance team, which focused on the current financial position. He confirmed that their upcoming meeting would focus on preparing the 2025-26 budget and would involve the incoming Headteacher too.</p> <p>JD reminded the committee that under the new structure of CLT, budget approval sat with the Trust Board, but the LGC was expected to retain strategic oversight. The Chair confirmed that, due to this, a scheduled budget setting meeting for June was unnecessary and would be cancelled.</p> <p><i>It would be helpful to see the projected fall in rolls and impact on the budget coming up over next year(s).</i></p> <p>JD confirmed that he would share a budget summary report with the LGC ahead of the next meeting, to allow the Governors a better understanding of the impact of costs upon the school. – Action JD</p> <p><i>A Governor expressed concerns regarding transparency around finances and financial management at Trust level, citing their discomfort that at a previous meeting there was a seeming lack of mechanism to seek money owed by OCC for alternative provision costs.</i></p> <p>JD reassured Governors that they had been receiving some of the finances owed to them by the council for the previous year's alternative provision. He noted that this was being monitored to ensure that they received all money owed to them. JD shared with the LGC that their need for alternative provision was declining due to ongoing review of their internal provision, ensuring that it was of a standard to allow them to keep as many students within the school as possible, whilst meeting their needs. He noted that the plan was that the secondaries in the Trust would each become a 'hub of excellence' in specific areas to allow them to support one another.</p> <p><i>The financial position of the school impacts ability to provide education, and therefore it is imperative Governors can maintain a strategic oversight of the budget.</i></p> <p>JD recognised Governors concerns.</p>	<p style="text-align: center;">JD</p>
<p style="text-align: center;">15</p>	<p>Surveys & Monitoring</p> <ul style="list-style-type: none"> - <i>Update from staff survey and actions taken as a result</i> <p>JD shared that the staff survey results were due back the following day, therefore they could be discussed at the July LGC meeting. RP confirmed that she would add this as an item to the July agenda. – Action RP</p>	<p style="text-align: center;">RP</p>
<p style="text-align: center;">16</p>	<p>AOB – as notified to the Chair / Clerk ahead of the meeting</p> <ul style="list-style-type: none"> - <i>SF has called for discussion on Headteacher recruitment process</i> <p><i>A Governor raised a query surrounding the committee's role in the recent Headteacher recruitment process, noting a lack of communication and clarity around Governors' involvement. They emphasised the importance of the LGC being engaged in such a key leadership appointment. The Governor noted that they felt somewhat sidelined during the process, not necessarily due to intentional exclusion, but from a lack of clear communication about timelines, roles, and opportunities for involvement.</i></p> <p>JD explained that in a MAT (Multi-Academy Trust), the responsibility for recruitment was specified by the SoDA (Scheme of Delegated Authority), and that the CLT SoDA confirmed responsibility for Headteacher recruitment belonged to the CEO, with consultation from Governors. Despite this, JD noted that he recognised communication had not been clearly disseminated to all Governors as expected.</p>	



	<p>The Chair acknowledged that the information regarding the process had not been clearly shared with all Governors as expected and noted that they would ensure greater clarity in communication for future recruitment, apologising for the oversight. He confirmed that the CEO had invited Governors to sit on the recruitment panel, however as he and the two Vice-Chairs had put themselves forward, the remainder of the committee had not been involved. He committed to inviting all committee members to participate in any future recruitment.</p> <p><i>Governors who had sat on the panel agreed that the appointment of the new Headteacher was a positive outcome for the school, and that they had felt their opinions had been valued during the process.</i></p> <p>The Chair extended thanks to all in attendance, before closing the meeting at 20:34.</p>	
17	Dates of future meetings (DONM 8 th of July 2025)	