



FARINGDON COMMUNITY COLLEGE

Meeting	FCC Full Governing Body	Where	T4, school
Date	Tuesday 28 th January 2025	Time	6.30pm
Attendees	Governors: Paul Ray (Chair), Jane Braddy (JBr, co-Vice Chair), Jane Hulse (JH, Co-Vice Chair), Sam Gould (SG), James Barnes (JB), Gill Day (GD), Jonathan Dennett (JD, Headteacher), Mark Suroweic (Deputy Head), Cheryl Lingard (CL), Sarah Church (SC) Additional Attendees: Charlotte Dreyer (CD, Clerk)		
Apologies	Kathleen Thomas (KT), Samantha Fountain (SF)		

Minutes

Governors questions, comments and challenge are shown in italics

No	Description	Action
Procedural Matters		
1	<p>Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office, Agenda for today</p> <p>Chair welcomed governors to the meeting 18:32 and noted this meeting would be CL's first official LGC meeting.</p> <p>Apologies were sent and accepted from KT and SF.</p> <p>Chair confirmed three new governors had joined recently, no resignations and no imminent terms of office coming up.</p> <p>Chair apologised for the change of date due to clerking issues. This had impacted the last meeting which had to be recorded online and typed up; it was noted that the minutes were only received today 28/01/25.</p>	
2	<p>Standing Item: Notice, Confidentiality and Quorum Requirements</p> <p>The meeting was quorate throughout.</p>	
3	<p>Standing Item: Declaration of Interest / Pecuniary Interests for tonight's meeting</p> <p>No declarations of interest were raised.</p>	
4	<p>Standing Item: Approve minutes of 26th November 2024</p> <p>Chair confirmed that the minutes could not be officially signed off today. He instructed all governors to add comments to the previous minutes to be signed off at the next meeting.</p>	All governors
5	<p>Standing Item: Any Out of committee activity</p>	
Ensuring Accountability (<i>governor questions and comments in italics</i>)		
6	<p>LGC Headlines</p> <p>JD shared documents and noted they focus on key priorities discussed following a meeting held with JD, Paul Dipple (PD, Deputy Head), MS, Richard Evans (RE, CEO of CLT), Matthew Evans (ME, SIP for CLT and Headteacher at Farmor's) and Louise Warren (LW, Director of Education for CLT). A separate meeting was held with JD, ME and LW which covered a wide range of topics around FCC including key successes and priorities.</p> <p>JD highlighted the FCC vision "Belong, Believe, Aspire, Achieve" which is communicated throughout the school and in assemblies, noting a coherence with the behaviour system. JD highlighted the confidence of SLT had been noted by visitors. There was a piece of work in progress around internal marketing and rebranding, removing legacy branding which could date back to FLT/FAoS and replacing with the new vision messaging. He noted that FCC were working</p>	



with the Trust (CLT) around the branding of the website, posters, and communication around school.

JD noted the priority around ABC (attendance, behaviour, and culture) and the narrative around school which shaped what was done as leaders as well as key messaging to students to ensure consistency.

JD highlighted that prejudice and discrimination was an issue to be tackled. Practical points had begun, as well as work with OCC and family groups.

JD noted since the last LGC meeting, FCC had three permanent exclusions (PEX) put forward, two were upheld and one was overturned. This had been important as in the past at FCC (prior to JD starting as Headteacher), the correct paperwork and processes had not been in place and previous PEX's did not go through because of this. JD worked with Trustee Liz Holmes reviewing procedures and processes to ensure they were thorough and fit for purpose and noted that it was the right decision for those two students to be permanently excluded.

Governors asked regarding the third student who was not excluded, was this due to issues previously with paperwork?

JD responded this was not the case, the school were able to answer all questions related to this case. He noted that staff were now aware that everything FCC did was robust and the processes were essential. He noted that behaviour needed to be treated as current rather than historical. The three recent PEX's had been for one off serious incidents, but the PEX packs the panel review did include reference to behaviour issues. The process was now robust and staff knew the systems were in place. It was noted that the two students who were PEX had an independent review panel upcoming, though JD commented he could not see a reason these PEX would be overturned.

Governors asked how the student who went through the PEX process but was not excluded is reintegrated?

JD confirmed PD led on this; a thorough plan was put in place with the family. The school proactively contacted the family as they thought they had known the outcome, but this had not been reported to them at that point. A reduced timetable was been setup to tackle issues with lessons, reintegration with staff as well as working with the victim and their family to ensure they felt safe in the process. JD acknowledged it is a challenge, if a student has been to a PEX and the school stated they can come back, what does that mean for the school community. It is an ongoing process, and the student will have this on their record. The panel had noted from the PEX that this was the first serious incident that student had been a part of.

Governor noted a previous PEX they had sat on; documentation was missing and therefore the PEX could not go through. The recent PEX had all the documentation and ran a lot better with many improvements.

Governors queried the prejudice and discrimination, noting feedback picked up that some minorities e.g. asylum pupils or ethnic minorities may feel more or less likely to be sided with by teachers and asked if JD felt the balance was right?

JD responded that FCC had a transparent approach for everything. With any incident, a wide range of statements were taken, and these were cross referenced and correlated. JD felt comfortable that FCC were consistent with these processes and that FCC were fair and equitable. JD separately highlighted there was instances of bullying happening towards the refugee community. Charlotte Kitching (CK, Assistant Head) had employed an interpreter to help those families who may not speak English or speak English well. He noted that issues of prejudice issues were to a degree around this but also included homophobia, disablism and misogyny.

Governors highlighted the busier lunchtimes and change of bells and asked if neurodiversity adjustments and sensory overloads had been considered?



	<p>JD responded that the lunch halls were busier, but different year groups had different areas. Queues were managed, and lunchtime ran smoothly for around 20-25 minutes. In terms of bells, these gave definition to the school day. The only issue reported had sometimes been the length of queues. MS added that there were facilitated areas of the school where students could go and now there was a split lunchtime, there was a space provided for those children that need it.</p> <p>JD noted FCC as being more prominent in local media, Oxford Mail and advertising had been effective.</p> <p>JD highlighted FCC had a very new SLT; MS had been in post just over a year.</p> <p><i>Governors highlighted the site environment and feedback, particularly with the toilets being a key area of concern and asked JD to give details on this.</i></p> <p>JD noted only recently had FCC had a full site team, there had been no site manager since July which had a significant impact. The cleaning contract was currently being reviewed. JD acknowledged that fundamental work needed to happen. There were plans to brighten up the environment and working with the Trust to update photography. JD agreed that the toilets were in a poor condition, the small site team were constantly repairing and addressing the vandalism. There was work happening around that with the installation of CCTV outside and positioning of staff outside the toilets. He noted FCC had a problem with internal truants and typically those are the children causing damage in the toilets. He added that the Trust could fund some toilet improvements but not enough. JD confirmed this was the biggest thing that needed to change in the school. MS commented that the toilets were built as unisex but had now been separated out with girls on the top floor, boys in the middle and unisex on the ground floor. Some safeguarding staff had presence in the toilets at key times to ensure vulnerable students can use the toilets.</p> <p><i>Chair asked if there is any concern about having CCTV in the toilets (not individual cubicles)?</i></p> <p><i>Governors commented that CCTV is used a lot in public toilets. The toilets at FCC are decent height cubicles, if the camera is angled properly this should be fine. Governors acknowledged the time and effort teachers are spending standing outside of toilets and this cannot be good for staff morale.</i></p> <p>JD commented that it was a small number of children responsible for the damage, and fines had been sent to those parents for the vandalism and children knew they will be culpable for the damage. MD added there was a camera in The Wilson Building pointing towards the toilets which had been used before as proof of which students had been in the toilets when vandalism occurred.</p> <p><i>Chair requested JD to ask for a timeline from the Trust and an agreement to use school funds for this.</i></p> <p><i>Governors stated they would be interested to find out the cost of the repairs to the toilets and compare this with the cost to install CCTV.</i></p> <p>JD highlighted the toilets would need refurbishing.</p> <p><i>Governors added that safeguarding wise, it is better to have CCTV than not have it.</i></p>	<p>JD</p>
<p>7</p>	<p>SLT Structure</p> <p>JD confirmed the SLT structure had been shared and noted this was an interim model for this academic year; a new model would be in place from September 2025. Middle leaders will step up to give Assistant and Deputy Heads more capacity to do their roles. This would also give more opportunity to middle leaders and positively impact staff retention.</p> <p><i>Governors raised that FCC have an additional part time Deputy Head?</i></p> <p>JD confirmed FCC have employed Matt Grantham (MG, Deputy Head at Highdown School in Reading). JD and RE identified extra capacity were needed and RE secured MG. They shared his background was curriculum, and he had led on behaviour at Highdown, as well as having worked with behaviour hubs, and were further on their journey than FCC. MG brings his expertise for 2</p>	



	<p>days a week, working with PD on the behaviour strategy, belonging strategy and practical aspects. JD and Deputy Heads also meet every week to plan the week ahead.</p> <p><i>Governors asked MS if he had anything to add regarding this or SLT roles?</i> MS noted that there was real potential to move on as a team, as previously there were not enough opportunities for experienced middle leaders in school to take things forward. He commented that this succession plan was extremely exciting, and the smaller team now felt more dynamic. There was also more cohesion between behaviour and curriculum, and though there were still barriers to be broken down, the team was feeling more unified.</p> <p><i>Chair noted an action from a previous meeting was to have some Assistant and Deputy Heads attend LGC meetings and instructed JD to assist with putting a plan in place for who can come to the next meetings.</i></p> <p><i>Chair queried how much time SLT spend being around the school on duty.</i> JD commented that a plan had been put in place, looking at people on UPS, part of that was about having a 'whole school impact.' A group of staff had been used to support in the reset/isolation room and Caroline Keen (CK*, Pastoral Support) who was running the room was now following up on those on-call issues. MS added that rather than SLT being on call, they would now shadow members, doing shadow walks.</p> <p><i>Chair clarified that SLT are now only used as a point of escalation?</i> JD responded that SLT are on call if they are needed. He noted that CK* was exceptionally good at her role, had strong relationships with the children and sometimes it was easier for non-SLT to help. MS added that if CK* was out and about this brought consistency to those children.</p>	<p>JD</p>
<p>8</p>	<p>Heads Report JD noted at the next LGC meeting he would provide a one-page summary highlighting the key points.</p> <p>MS noted the prediction outlook for year 11's was encouraging so far and that headline figures in English and Maths were at grade 4+. Predictions as a staff body had been reasonably accurate but some variation with the percentage was to be expected. Maths had specifically had a few years of curriculum changes and currently had a joint leadership model with Van Greenwood and Simon Harris who were temporarily co-leading. A new Head of Maths had been appointed and was starting soon. MS highlighted there was no progress 8 measure, as these were the children who were in year 6 in the first year of Covid, so they did not have KS2 results.</p> <p><i>Governors queried if the FFT target is 50?</i> JD confirmed it was FFT 20, and FFT 50 was a new column in the report for next time. FCC had set themselves as FFT 20. MS added that 4+ and 5+ prediction would be significantly above FFT 50 averages.</p> <p><i>Governors asked for more details related to the Epraise system.</i> JD confirmed it was a fantastic system that enabled staff to give awards, accolades, and merits, and it was very intuitive, and those points go home to parents via the app detailing the child's progress and behaviour. It was used at Larkmead (LAR) and was very instrumental in engaging children as they were receiving regular feedback. JD noted the My Child at School, Epraise and Bromcom were all compatible and was being investigated to ensure FCC get the best model. Epraise drives the house system and gave great flexibility and had been well received with parents. It was likely FCC will choose Epraise as King Alfred's (KAS) and LAR also use it.</p> <p><i>Governors asked if Epraise is more visual as My Child at School is very hit and miss and feedback can vary by teacher.</i></p>	<p>JD</p>



	<p>JD detailed FCC were looking at a rewards model and house points, linking back to school values. This would be motivational for those staff rewarding house points. Once the system starts he expected it would generate enthusiasm.</p> <p>JD highlighted the latest items on the report were highlighted in red.</p> <p>JD confirmed he was looking at the pastoral support team to coordinate so the right students were receiving the right support. JD highlighted SEMH (social, emotional, mental health) as a big concern and FCC needed to ensure they were meeting the needs of those students.</p> <p>Governors confirmed no further questions.</p> <p>MS left the meeting 19:15. SC joined to observe meeting.</p>	
<p>9</p>	<p>School Development Plan Priorities</p> <p>JD shared the School Development Plan (SDP) and confirmed it was a one-year model. A separate Rapid Improvement Plan was requested by the CLT CEO which it was noted would be detailed in the next agenda point. One document had been created for all stakeholders. JD noted this would look different for next year. Focus points on the document included; drive from Ofsted, previous reviews, self-evaluation, working with all staff, strong SLT away day and reflections from governors. The model would look like LAR and KA'S when it was complete. The three priorities would be shared at the start of the next academic year. JD noted that every member of staff and the school community would be able to see their role in this document and what it meant for them.</p>	
<p>10</p>	<p>Rapid Improvement Plan</p> <p>JD shared the Rapid Improvement Plan (RIP) and noted it could be filtered by different priorities. He recognised the document was big but noted it detailed every task that needed completing and was very thorough. He confirmed that when he came to discuss this document with the Trust, they would focus on those key points. Furthermore, when he reviewed it with SLT, it was filtered by their specific areas, meaning everyone was referring to the same document.</p> <p><i>Governors queried the RAG progress and whether green is highlighted as complete or on track?</i> JD confirmed green was completed successfully, amber was implemented by not there yet, red was not yet started. JD highlighted some things would not be embedded immediately and there were cases where tasks had been completed but JD cannot see impact from the work yet.</p> <p><i>Governors queried the timeframe for this RIP.</i> JD confirmed it was for this academic year and acknowledged there was a lot on there, noting it was aspirational but manageable and reviewed during SLT and line management meetings.</p> <p><i>Governors noted the necessity of SLT being 'on call' and spending significant time pursuing pupils around school, noting their time would be better focused on the RIP.</i> JD responded that for some SLT they were 'on call' four periods in a fortnight but acknowledged more capacity was needed to focus on these tasks. Five SLT members would come together to discuss priorities and feed this back. At the Inclusion team meeting, previously there were 10 people discussing 60 children but now there was a smaller group focusing on six children, which ensured it was more manageable. JD noted the points on the RIP needed to happen quicker to ensure these changes were in place for the next academic year. Next year, he noted, FCC would initiate a three-year plan.</p> <p><i>Governors noted it had previously felt like a fractured SLT so fixing that early on is incredibly positive.</i></p>	



JD agreed and added that it was important to ensure all SLT were accountable for their specific areas and to governors. JD was not able to compare to what was in the previous academic year but there was now confidence in SLT and added that today was the first time all SLT were in school at the exact same time since mid-November. He noted there was a great deal of progress happening especially with the rise of middle leaders. Abigail Jones' Tutor role was brilliant and getting more people involved in working parties to move things forward. Next year when there were structures in place with a coordinated plan and CPD model, the school would feel the benefit of having great people in the right place at the right time. JD noted there was much optimism but there were 30-40 children taking up a lot of SLT time still, though now there was a concerted approach to this.

Governors commented that having a hard line (with the PEX's) has been positive and feedback from the community is that FCC will not tolerate poor behaviour. Text messages are also sent to parents regarding behaviour and though this was potentially considered an unconventional approach, they must be communicated with and this was a guaranteed way in which to engage parents and ensure messages were received.

JD noted the reintegration process; each student comes back to a pastoral support plan from the beginning which includes behaviour contracts. FCC have also been able to get fully funded transport to Meadowbrook College. Each reintegration meeting with parents includes clear information on the school's expectations.

Governors commented that it is positive that processes are being put in place for those students and commented that consistency from staff would also support those students.

JD responded that the zones of regulation worked effectively in both primaries and secondaries, supporting students with how to regulate their behaviour to ensure 'ready, respectful, safe' works for everybody. FCC had done work around stock phrases and depersonalisation which SLT were modelling all the time. The biggest focus, he noted, was on consistency; in-school variation was an issue with children having a powerful sense of right and wrong - if they feel they were not being respected they would push back. He noted there were certain areas where teachers could be drawn into arguments with students and they needed to work on that and not allowing that to happen. He added that consistent messaging comes through assemblies and all communication.

JD highlighted the positivity in the last day of term specifically the house Christmas concert, JD thanked all students, and noted everyone was well behaved and in those four hours no one was reprimanded at all. This was a great expression to staff of how to talk to children and how it works effectively.

Governors praised JD and FCC and stated it shows the positive journey from where FCC has come from. It is empowering for staff as well as it is noticeable what the students are saying.

Admissions for 2025 & 2026

JD confirmed FCC were following the Trust Admissions policy approved by the Trust board and there was no sense of changing the catchment area.

Governors raised the concern that the number of Year 7 entry was down on previous years.

JD agreed that numbers were lower than previously, sitting around 200. From JD's knowledge of local Oxfordshire schools, it did not appear that children were moving to KAS.

Governors highlighted that historically the Year 7 entry was between 260-270.

JD responded that 270 was the planned admission number but he would not know the actual number for the next academic year until 1st March 2025. At that point he could review what primary schools those children were coming from and could also have a conversation with KAS and Carterton Community College to see what is happening there.

Governors queried could this decrease be to do with birth rate?



	<p>JD replied that this could be a factor and it was important to review this as a Trust. Over the last four weeks, JD had visited four primaries in the Trust, meeting with Headteachers to build those links and relationships. He noted that Pauline Forbes, an FCC teacher, was the Transition Lead for the Trust who oversaw building those primary links. These primaries are very keen for FCC to be the secondary school of choice for their school, some of which are two-form entries. For the staffing model, two forms of entry equated to 100 lessons, two and a bit teachers. MS and JD are looking at the curriculum model and will need to review teacher recruitment. FCC cannot afford to be 100 plus lessons spare. Financially, money comes into the school with year lag, so for this academic year the money received was from the previous academic year. JD acknowledged FCC needed to ensure they were not complacent with that cushion and to anticipate a decrease in funding next year. JD also highlighted the need to be wary of which staff to replace when anyone moves on, with an aim to have specialists delivering key subjects. He reiterated that if it did become seven or eight forms (instead of nine), that would leave around 100 periods spare. JD confirmed he will keep governors updated on this.</p>	
<p>12</p>	<p>Governor Link Roles</p> <p>JD shared document related to governor link roles; details were taken from GovernorHub and DfE guidance on governor link roles looking at statutory elements.</p> <p><i>Governors asked if staff training can be added?</i> JD stated it would be dependent on how many people there are for the roles, but someone could combine roles.</p> <p>Governors discussed and assigned themselves to specific areas and JD updated the document. <i>Governors asked whether it would be relevant for KT to take on any of those roles e.g. staff training, as a staff governor KT could see this from both sides.</i> JD asked for a pause on this until he could discuss with KT how she could fit into this.</p> <p>JD noted for Governor visits, the initial meeting would be with the SLT link with a culture walk around the school to see specific areas, strengths, and priorities. There is a plan for a governor morning at FCC in summer 2025. Governor reviews can then be coordinated with school agendas and priorities and JD will ensure SLT link members come to those meetings. At the QofE review, the link will be there to visit lessons, speak to students and staff and this will be reported back to the next LGC meeting using governor triangulation e.g. the Trust SEND review – detailing the findings, how do these compare with the SEND link governor experience to triangulate that model. Governors then get to know the school on a deep dive approach to see things in action. <i>Governors noted this still gives them ownership but with a structure which makes it easier. All details are on GovernorHub, with a tick list which is robust. Any new members of the LGC can access links to where this information is stored on GovernorHub.</i></p> <p>JD noted that triangulation was important as each governor’s role was to support and challenge and this helped all governors do this effectively. JD added that he had restructured the LAR governing committee a few years ago and this was what he wanted to do with FCC too. He noted it was rewarding, especially for staff and students to share their voice.</p> <p>JD to work with Chair on coordinating and mapping out meetings linked to the SDP for next year. Chair and Co-Vice-Chairs confirmed they would be on hand to assist for those meetings.</p> <p>JD noted that FCC were a truly comprehensive school, lots of work had been done with the SLT, KAS and the Trust. KAS are very advanced at extra curriculum work and FCC would like to utilise that to get children out of Faringdon from a careers and experience point of view.</p> <p><i>Governors commented that FCC had some amazing school trips.</i></p>	<p>JD & Chair</p>



	<p>JD responded that they do but they were not accessible to all. FCC also needed to ensure every child had that sense of belonging with motivation and aspiration being a key part of that. An element of living in a small town was getting children to think beyond that. <i>Governors commented that there may be opportunities out there but if the students do not feel that they can do it, they may not pursue it. There are also some students who may misbehave in some lessons but excel in others like sport.</i></p> <p><i>Governors asked if there was a plan to review trips as these take up a lot of resource, are difficult for students who cannot afford them, though good for students that can attend.</i></p> <p>JD responded that the board were interested at looking at the number of trips per year. This calendar year there were two ski trips which had taken staff out of school, one of which was a sixth form trip for a week. Timing of trips could be looked at, as well as which year groups were affected and the cost. JD noted there was a discussion to be had. <i>Governors responded that they should be part of that discussion.</i></p> <p>JD confirmed they would be to balance this discussion.</p> <p><i>Governors commented that students do have to have a certain level of attendance to attend some school trips. Children also get a lot out of trips; they are excellent value for money as are done in term time and not during school holidays. There is also a waiting list and subject style trips are usually guaranteed such as Iceland and Belgium which were very educational.</i></p> <p>JD added that he wanted to make sure every child at FCC had at least one memorable experience, or a series of memorable experiences, not dependent on cost, which supported that aspiration. <i>Governors noted that some children have had to get passports to be able to go on trips as the school trip was their first opportunity to leave the country.</i></p> <p>JD queried whether staff training could come off the list as he generated a regular report to analyse the CPD. <i>Chair responded that it would be best to keep it on the list as CPD is a key priority.</i></p>	
<p>13</p>	<p>Standing Item: Health and Safety Update</p> <p>JD confirmed nothing to report. JD noted there does need to be a H&S report coming through to governors and asked what they are used to receiving. <i>Governors responded that in the past they had not received a lot, only a working document, but that was not always shared.</i></p> <p><i>Governors requested that anyone asked to attend a H&S meeting is given enough notice to ensure they can attend as this has been an issue in the past.</i></p> <p>JD added that the previous Vale Academy Trust model (which will become the CLT model) for H&S reviews, the site and premises team and governor are invited to regular visits in the school; JD confirmed he can share this model with governors.</p> <p><i>Governors asked if the H&S is linked to trips?</i></p> <p>JD confirmed H&S on trips was more about monitoring of the accident book and near misses. Governors are there at the review ensure there is a rigorous approach and things are being covered effectively.</p>	<p>JD</p>
Strategic matters		
<p>14</p>	<p>Standing Item: Finance update</p> <p>JD confirmed the finance meeting happened on Friday. <i>Chair confirmed the last full data set was from October and noted it was better than last year when no meetings were happening. There was more funding than expected in the budget which was positive with some areas of additional cost.</i></p>	



FARINGDON COMMUNITY COLLEGE

	<p>ask Claire Ellson (Business Manager) to look at this. <i>Governors noted there is a second-hand Facebook group called "Faringdon Academy of Schools Kit Sharing" which is an informal sharing of old school uniform and is a lot cheaper; this could be shared with parents.</i></p>	
17	<p>Dates of future meetings</p> <p>Next meeting is 18th March.</p> <p>Chair highlighted the Trust Governor Hot Topic 30-minute sessions, dates and details are on GovernorHub.</p> <p>Meeting concluded 20:26.</p>	

DRAFT