



## LGBM2 19/20

MINUTES OF THE LOCAL GOVERNING BODY MEETING HELD  
ON 22<sup>nd</sup> January 2020 AT 6.40 P.M.

**Governors Present:**

Melinda Tilley (MT) (Chairman)  
Paul Ray (PR) (Vice Chair)  
Kevin Turner (KT) (Community)  
Colin Proffitt (CP) (Head Teacher)  
Jane Braddy (JB) (Parent)  
Kathleen Thomas (KTh) (Staff)  
Vanessa Curran (VC) (Parent)  
Christopher Preece (CPre) (Parent)  
Michael Mayes (MM) (Community)  
Malcolm Sperrin (MS) (Parent)  
Gaby Hinsliff (GH) (Community)

**Absent:****Apologies:**

Alex Bond (AB) (Community)

**Additional Attendees:**

Hattie Clay (HC) – Clerk  
Joe Bettle (JB) (Deputy Head)  
Joe Winter (JW) (Deputy Head)  
Brian Rutherford (Maths Lead)  
Mr S Harris (Maths Teacher)  
Miss Galliford (Maths teacher)  
Tina Belcher (Head of Careers)

The meeting opened at 18.35 and was **quorate**.

1	<b>Chairman's remarks</b> MT welcomed all Governors to the meeting.	
2	<b>Apologies for absence</b> Apologies received from Alex Bond.	
3	<b>Welcome new members, visitors or staff presenting</b> MT welcomed Tina Belcher and Brian Rutherford to the meeting, along with Mr Harris and Miss Galliford .	
4	<b>Declaration of any personal or business interests</b> None declared for this meeting	
5	<b>Resignations/vacancies</b> MT announced that Gabby Hinsliff has resigned due to work commitments. MT thanked GT for all of her hard work for the board. MT explained that we had one interested	



	applicant, who was going to be appointed as an associated governor but will now be approached about the role of community Governor.	
6	<p><b>Agree minutes</b> from 20<sup>th</sup> November 2019</p> <p>These were approved and signed</p> <p><b>Review action tracker – No outstanding actions.</b></p>	
7	<p><b>Governor link roles, responsibilities and visits</b></p> <p>MT circulated a list of Governor link roles prior to the meeting. MT requested that Governors have a think about the roles they have currently been allocated and decide whether they would like to make any changes.</p> <p>EH explained the importance of also having subject link roles for Governors, so that they can follow through a subject throughout the school. This gives a broader knowledge of the subjects.</p> <p>MT requested to take over the LAC role from GH</p>	ALL
8	<p><b>Safeguarding</b></p> <p><b>Update on Safeguarding Report</b></p> <p>There was a delay in the release of the Safeguarding Audit as this has now changed. JW is working on this and will share with Governors when this has been completed.</p>	
9	<p><b>Behaviour and attendance</b></p> <p>JW highlighted the main changes to this policy and the reasons behind these changes. There have been a high number of internal exclusions although it was noted that 12 key students made up 44% of these. The number of Fixed Term Exclusions (FTE) have also increased this year.</p> <p><u>Governor Question</u> Are the FTEs mainly the same students as well? A lot of these yes.</p> <p>The proposed changes are to extend the detentions to 4:50/5:30. There is also a proposal to trial a designated, staffed room for internal exclusions and a change of the cut off for attending a governor's panel from 6 FTEs to 10 FTEs.</p> <p><u>Governor Question</u> How is this different to the current policy? The current internal exclusions students sit with a staff member but they may then be required to move around with this staff member and are permitted to go out on lunch, accompanied by a staff member. The new proposal will be that students remain in one room all day. This may be at different times e.g. 9:30-5:30 so that students don't walk into school with their peers.</p> <p><u>Governor Question</u> The policy states that a C2 may result in a detention – why only may? This allows some flexibility in the policy and allows staff a level of autonomy in making a decision.</p>	



	<p><u>Governor Question</u>  <i>Should we be encouraging more internal exclusions to reduce the FTEs?</i>          Ideally yes, but the issue is staffing this. The trend of an increase in FTEs is a national trend and not specific to FCC.</p> <p><u>Governor Question</u>  <i>The behaviour policy lists reasons for permanent exclusions- does this need broadening given the earlier suggestion that flexibility is needed?</i>          Potentially yes, JW will look into this.</p> <p><u>Governor Question</u>  <i>Should this policy contain links to other policies such as the safeguarding policy?</i>          Yes. EH offered to send a list of recommended linked policies.</p> <p>Governors requested that feedback from these changes are reported back to the board. All governors commented that behaviour in the school was generally very good from observations. This was echoed in the student survey, when a high percentage of the students reported feeling safe.</p> <p>The policy was ratified by the board.</p> <p>JW also highlighted to governors that the attendance figures were low compared to last year. There has been an exceptionally high rate of sickness recently.</p>	<p style="text-align: center;">JW</p> <p style="text-align: center;">EH/JW</p>
10	<p><b>Health and Safety</b>          CP explained that remedial work as a result of the recent inspection is all in progress.</p>	
11	<p><b>Subject Leads from Careers and Maths</b></p> <p>Tina Belcher presented the report for Careers</p> <p>She discussed the various events put on by the school for careers, including a Careers fayre in November and college and university trips. The school have been selected as a preferred school for BMW, which comes with a lot of additional support. The school offers individual support for Pupil Premium Pupils and scored very highly in GATSBY benchmarks, obtaining the top score in Oxfordshire.</p> <p><u>Governor Question</u>  <i>How difficult is this to maintain these results as sizes of year groups increase?</i>          It is becoming increasingly difficult, especially in sourcing work experiencing places for every student. The school currently has two week placements, which adds to this pressure as some companies will only take students for a week.</p> <p><u>Governor Question</u>  <i>How does the school manage the provision of careers advice when careers are continuously changing and expanding?</i>          The school are very aware of the ever changing nature of careers and are forging links with local, innovative businesses such as the space centre in Didcot.</p> <p><u>Governor Question</u>  <i>Is there any difficulty in starting careers advice in secondary school when evidence is now suggesting that career goals are being set in year 5/6?</i></p>	



	<p>Yes, ideally there would be careers advice in primary school but there is just not the capacity to do this at the moment.</p> <p>The maths report was presented by Brian Rutherford, Mr Harris and Miss Galliford .</p> <p>The school continues to work in partnership with local primary schools. The department has also benefited from this partnership and has brought methods from primary over to secondary as an alternative way of teaching. An example of this is the bar method, which is a different method of solving simple algebra equations and overcomes some of the maths anxiety which some students have when faced with an algebra problem.</p> <p>The department use assessments frequently, both formal and informal assessments are used. After a formal end of term assessment, students reflect on their learning and teaching staff also comment on their progress and areas of improvement.</p> <p>Yearly assessments are completed which are based on the old SATS papers. Using the old SATS papers means that results can be easily compared to previous years. Students no longer receive their levels but instead are placed on a “pathway”. Students also have KPI sheets, which are used to track progress throughout the year. These sheets are rag rated by the students and then reviewed by parents.</p> <p>Results are looking positive, with positive progress 8 scores. Staff recently conducted a walking, talking mock exam, where students were in exam conditions with teachers lecturing. This was really positive. Students also have a PiXL maths app available to them, where they can complete assessments. These assessments then highlight areas to focus on.</p> <p>Post 16 maths – the department achieves very good results at A level. Again, there is a big focus on assessment s and feedback.</p> <p>Improvements – the department noted areas for improvement as reducing maths anxiety, improved communication with parents and improving information on the website.</p> <p><u>Governor Question</u>  <i>As the school grows and the breadth of ability grows, is this challenging?</i>          Yes but it is very positive to see some of the less able students really enjoying their maths work as well as some of the more able students going on to study maths at university.</p> <p><u>Governor Question</u>  <i>Do you have an idea of the rate at which you want to see maths outcomes improving for the less able children?</i>          Not really, this has to be measured on a year by year basis as the fluctuation of abilities changes enormously year on year.</p> <p><u>Governor Question</u>  <i>What grades are needed to allow pupils to progress beyond school?</i>          Generally, pupils need a 4+</p>	
12	<p><b>Review of Pupil Achievement Data</b>          JB discussed the Pupil Achievement Data.</p>	



	<p>JB explained that 50% of the current Year 11 had a high prior attainment score. Progress 8 is looking lower than last year, although remains just above average.</p> <p><u>Governor Question</u>  <i>With a high proportion of higher attainers, does this leave less scope for improved results?</i>  Historically this has not been the case, last year also had a high percentage of prior attainers yet had very strong progress 8 scores.</p> <p>Pupil premium results are lower than expected. This will need looking into on an individual basis. The results for EBACC subjects are slightly negative, although at this stage this information is all based on mock results and departmental predictions, for example science is looking low at the moment but after a discussion with science leads it would appear mock papers did not go as well as expected with a lot of simple errors and so students have been given predictions largely based on this.</p> <p>There remains some difficulty with some low engaging students. Mock papers have been sent home with these students, to involve parents in their progress and outcomes.</p>	
13	<p><b>Links with Governor Monitoring Reports</b>  JB completed a SEND and PP monitoring report. No areas of concern raised.</p>	
14	<p><b>Budget</b>  CP noted the high level of supply costs, with an increase in staff sickness and also two staff members on maternity leave. The Teaching Assistant budget is down, mainly due to inability to recruit any suitable candidates. CP plans to purchase some visualizers to be used in classrooms. Some departments already have these and have found them to be very useful.</p> <p>CP is planning more frequent meetings with Academy finance staff, so that he has a better idea of the school's financial position</p>	
15	<p><b>Staffing</b>  MT expressed a wish to convene a pay committee to review the pay scales for senior staff at the school.</p> <p>The Head of the Art department has resigned so a replacement will need to be sought. There is also an advert out for a Biology Teacher and a DT Teacher. There will need to be an advert put out for a Modern Foreign Languages Teacher. CP drew attention to the fact that recruitment was difficult and it may be necessary to be more proactive rather than re-active and get job adverts out earlier. FCC still remains a popular school to work at.</p> <p>Finally, CP announced that he has formally resigned from his post. Governors thanked CP for his work throughout his time at the school and supported him in his decision.</p>	MT/PR
16	<p><b>Good News items</b>  Year 8 beat King Alfred's in the Youth Speaks competition.  Year 11 boys had reached the final of the U16 football County Cup</p>	
17	<p><b>Any other Business</b>  None</p>	
18	<p><b>Dates of next meetings</b>  3<sup>rd</sup> February 2020 Trust Chairs and Finance Governors Meeting  18<sup>th</sup> March 2020</p>	



	6 <sup>th</sup> May 2020 4 <sup>th</sup> June Summer Governors Seminar 10 <sup>th</sup> June 2020 (Approve 2020/21 Budget) 15 <sup>th</sup> July 2020	
--	--	--

*The Meeting closed at 8:45pm*

*[HC 23/01/2020]*