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| Meeting of: | Faringdon Community College Local Governing Committee |
| Meeting Location, Date & Time: | FCC in Meeting Room T4 - Tuesday 10th of March 2026 at 6:30pm |
| Chair: | Paul Ray (PR, Chair) |
| Quorum Required: | 4 Quorum Met: Yes |
| Governors Present: | Paul Ray (PR, Chair), Jane Braddy (JBr, Co-Vice Chair) – Arrived at 18.37, Lisa Barker (LB, Headteacher), Sarah Church (SC), Jane Hulse (JH, Co-Vice Chair), Cheryl Lingard (CL), Kathleen Thomas (KT) |
| Apologies Received: | Sam Fountain (SF), Ben Henley (BH), Ann Joseph (AJ), |
| Consent to Absence: | The LGC noted Sam Gould (SG) was absent without consent |
| Others in Attendance: | Maria Button (MB– left at 18.52), Paul Dipple (PD, Deputy Head), Sarah Lonorgan (SL, Clerk) |

Main Meeting Minutes

Governor questions, challenges, and support are shown in italics.

| Item # | Standing Item / Topic | Minutes | Action(s) | Who |
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| 1 | Standing Item: Welcome, Apologies, Resignations, Governor Terms of Office | <ul style="list-style-type: none"> The Chair opened the meeting at 18:33 and thanked governors for their attendance. Apologies were received and accepted, including the later arrival of Jane Braddy. It was noted that SG was absent without apologies. It was further noted that Gillian Day had resigned from the LGC; Kathleen Thomas, staff governor, would be retiring at the end of the school year and Jane Hulse would stand for a second term. | 1. Notify Central team on governor changes | Clerk |
| 2 | Standing Item: Quorum, Declaration of interests, confidentiality and urgent A.O.B. | <ul style="list-style-type: none"> Quorum was met. No declarations of interest were received. A confidential item from the Headteacher was noted to be raised under AOB. | | |
| 3 | Standing Item: Approve the minutes from the 13 th of January 2026 LGC meeting. | <ul style="list-style-type: none"> Governors were invited to comment on the minutes of the last meeting dated 13 January 2026; no comments were received. The minutes were approved as an accurate record, and the Chair agreed to mark the minutes as signed. | | |



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| 4 | <p>Standing Item: Actions arising from the 13 Jan 2026 LGC mtg.</p> | <ul style="list-style-type: none"> All recorded actions from the previous meeting were confirmed as closed. | | |
| 5. | <p>CPD and Introduction to Blue Sky.</p> | <ul style="list-style-type: none"> Maria Button introduced the 'Blue Sky' System to the Governing Body, outlining that the school had previously used 'Blue Sky' from 2014, but had subsequently dropped it for cost reasons, prior to its reintroduction 18 months ago. 'Blue Sky' has since integrated into National College, and was used as a "one-stop shop" for: <ul style="list-style-type: none"> Statutory training and compliance monitoring (e.g., safeguarding, Prevent, fire safety) Appraisal targets (aligned to individual, departmental, and school priorities). Mid-year reviews and full performance reviews. CPD activities (internal sessions and external provision including cost/impact). Staff self-evaluation of their teaching / leadership capability Leadership/personal development to enable teachers to advance to more senior roles (focus on M5/6) Single Central Record and Ofsted Compliance. It was noted that Staff were given two INSET days to complete statutory training modules before September 30, 2025. Non-completion was followed up individually; the only remaining non-completions were staff on maternity leave, who were now returning and catching up. It was further noted that the 'Blue Sky' self-evaluation questionnaires for teachers and leaders informed Appraisal targets (3 per person), personal professional development and school and departmental priorities. MB outlined that CPD sessions with Staff were held monthly, for example, a recent whole-staff CPD session on autism and demand avoidance. <i>What feedback have you had on the system from the teachers - are they finding the functionality simple and using it as a log of their CPD?</i> MB confirmed that Teachers previously found 'Blue Sky' effective, and Staff used it as a CPD diary/log. The interim system (Genie) was less liked and | | |



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| | | <p>less functional.</p> <ul style="list-style-type: none"> • Previously, some staff found it difficult to access additional training, particularly external training. Does this help them if they feel there is a need? LB confirmed that all staff were able to create CPD activities on 'Blue Sky', including internal provision and external courses. It was noted that where external provision incurred a cost, requests were routed to the CPD Lead for approval based on budget availability. The SLT applied clear criteria to ensure value for money, prioritising CPD that aligned directly with whole-school priorities. • LB outlined that requested CPD activity was recorded systematically on BlueSky and CPD approvals were routinely discussed in the Thursday morning SLT calendar meeting alongside absence requests, to balance: <ul style="list-style-type: none"> ○ Cover implications. ○ School operational needs (e.g., trips). • Do you use the 'Blue Sky' system for staff performance? LB confirmed that this was not captured in Blue Sky, rather it was captured in a separate document, and further reinforced that some of the conversation would also be recorded in their teacher and learning objectives at the twice-yearly assessments. • It was noted that the System could be further developed to: <ul style="list-style-type: none"> ○ Embed the School Development Plan (SDP). ○ Align targets to elements of the RAMP process. ○ Incorporate lesson observations more systematically. • MB confirmed that these features would be explored on an ongoing basis. • It was agreed that the Clerk would use the training logs to update staff-related governance training records on Governor Hub. | | |
| 6a. | <p>Standing Item: SLT Report</p> | <ul style="list-style-type: none"> • LB introduced the SLT report and confirmed that she would work through the document page by page, answering questions, as they arose rather than cross-referencing between sections. <p>Safeguarding Data:</p> <ul style="list-style-type: none"> • Are you aware of any specific factors that might account for this rise in | 6a1: Send refresher E-praise notes to parents. | LB |



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| | | <p>recent safeguarding concerns? LB explained that the safeguarding figures had been reworked, and an addendum had been posted to Governor Hub.</p> <ul style="list-style-type: none">• The updated term-three figures had since come down and were sitting in the region of 114–160 each term, meaning there had been no significant spike, which the governing body acknowledged.• Additional training had been put in place, but it had not had the impact hoped for. Further training and additional checks would be incorporated on an ongoing basis. <p>Pupil Numbers and Admissions:</p> <ul style="list-style-type: none">• <i>Pupil numbers are at 90% capacity and are expected to fall further in September. What steps are being taken to improve this situation?</i> LB explained that the national decline in secondary-age pupils was reflected locally, and FCC’s projected intake for September 2026 was likely to be lower than the current academic year.• It was noted that a smaller cohort would give the school space to strengthen systems and processes and would require a review of staffing needs dependent on final numbers.• LB added that the school was preparing a stronger marketing approach, including targeted social media, improved sixth-form promotion, and outreach to families just outside Swindon. Work to improve the appearance of the site had already begun in reception and would continue across the school. LB emphasised that rebuilding the school’s local reputation would take time but was fully aligned with the school development plan.• Governors discussed how the reduced pupil numbers would affect staffing and the school timetable. LB confirmed that she had already reviewed the structure in the current cohort, as the school now required fewer teaching hours overall, and staffing decisions were being made by matching teaching hours to curriculum needs.• Governors discussed the impact of the new local provision. LB shared that her understanding was that the new school in Grove was already oversubscribed, which was typical when a new building opened, as families | | |
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| | | <p>were often drawn to a modern site regardless of the school’s previous reputation.</p> <ul style="list-style-type: none">• It was noted that the school would be updating the school website to include the 2026/7 Admissions policy ahead of the deadline March 15th, 2026. <p>Curriculum Review – Modern Foreign Languages</p> <ul style="list-style-type: none">• <i>What is the rationale for reducing MFL provision in KS3? Will this lead to even fewer pupils taking languages at GCSE and beyond?</i> It was noted that Year 7 students had four MFL lessons a fortnight, split between two different languages, which meant they effectively studied each language only once a week.<ul style="list-style-type: none">○ LB outlined that at Key Stage 3, many pupils — especially vulnerable learners and those with low reading ability — struggled to learn two languages at the same time, and truancy in MFL was high because students became disengaged.○ Furthermore, pupils often confused content from French and Spanish, and leaders felt it would be more effective for them to study one language well rather than two superficially.○ The expectation was that stronger engagement with a single language would lead to more pupils continuing to GCSE and A level.○ In the longer term, it was noted that the SLT hoped to develop a pathway for more able students to pick up a second language in Year 8, allowing them to study two languages if appropriate, though this would be a two-year development rather than an immediate change.○ <i>How are you choosing the language?</i> LB confirmed that the school would not rotate languages by year group, as pupils would lose prior learning when switching. Instead, languages would be allocated by tutor group, with distinct groups studying French, Spanish, or German. It was noted that the number of groups taking each language would depend on staffing, as not all teachers could teach more than one language. | | |
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| | | <p>Attendance and Internal Truancy</p> <ul style="list-style-type: none">• Attendance has been going up, which is fantastic, but I did notice in year 11, for term three; it had dropped versus prior terms and other years. What is driving this outcome? LB explained these matched national patterns: Year 11 attendance typically dropped mid-year, then rises sharply in Term 5. Reasons were provided for the absence.• LB confirmed the curriculum was fully taught before moving into revision, so the timing of study leave was appropriate.• Internal truancy and suspensions have almost doubled for Year 7 since last term - what has happened? LB confirmed that Year 7 internal truancy and suspensions were driven by three specific pupils, all linked to older students with similar behaviours. All three had safeguarding linked plans in place; family engagement was described as variable.• It was noted that the SLT had increased senior presence in the on-call rota; Letters had been sent to parents of truanting pupils detailing the exact number of internal truancy logs from Term 3 and the boarding off of the Wilson Building ground floor toilets, due to disrepair and misuse had improved behaviour and truancy. It was noted that the toilets were scheduled for full refurbishment over the summer.• The governors recognised the positive improvements in internal truancy and noted that internal truancy had halved in the first week of the new term.• It was further noted that some parents had not logged into e-Praise and were unaware of the truancy logs. LB confirmed that the school would send refresher communication to ensure parents logged in more regularly, with follow-up phone calls where needed. <p>Learning Walks & Lesson Observations</p> <ul style="list-style-type: none">• What is the feedback from the staff regarding the increase in lesson observations?• SLT reported that staff were positive about the process and were pleased to have received regular feedback on teaching and learning. | | |
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| | | <ul style="list-style-type: none"> • LB confirmed she had met with the union representative, and no concerns had been raised. Feedback was noted from KT that staff preferred being observed, as frequent observations reduced anxiety and helped normalise the process. <p>Health and Safety</p> <ul style="list-style-type: none"> • <i>What steps are being taken to complete the high-risk actions from the audits, in particular the DT machinery & ventilation?</i> Governors reviewed the latest Health & Safety updates and noted that several high-risk items had originated from the DT area, with most already actioned or scheduled for action. • <i>At the last meeting, the six high-risk actions identified in the Health and Safety Audit were reported as being in progress. Could you please provide an update on whether these have progressed since then? Are there any key challenges or barriers that are affecting completion?</i> • LB proposed allocating a larger slot at the next meeting for a full Health & Safety briefing, including a presentation from Claire Ellson who was responsible for site safety. • It was noted that the school had experienced some delays in completing actions due to procurement requirements, such as needing multiple quotes, which had been difficult to obtain from contractors. • Governors expressed concern that unresolved high-risk items could pose a risk to staff, pupils, or visitors, and emphasised the need for timely action. • LB confirmed that prioritisation processes were in place and that further clarity would be provided at the next meeting to explain how risks were assessed and sequenced. • Budget pressures were acknowledged, and leaders noted that next year's budget would need to allocate additional resources to ensure essential Health & Safety work could be completed. • It was noted that LB had secured additional oversight support from the Trust to strengthen monitoring and ensure appropriate challenges around Health & Safety decision-making. | <p>6a2: CE to attend the T5 LGC/Clerk to share H&S questions.</p> | |
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| | | <ul style="list-style-type: none">• A governor highlighted difficulties in arranging site visits and audits, noting that previous visits had been disrupted or incomplete. LB confirmed that arrangements were being improved to ensure future visits were properly coordinated. Governors agreed to copy LB directly when site visits were planned.• Governors agreed that Health & Safety should remain a high-priority agenda item, given the potential risks and the need to demonstrate robust oversight.• It was agreed that Claire Ellson would attend the next meeting to explain the prioritisation process and address governor questions directly. The Clerk agreed to share questions from the LGC planner to support preparation. <p>Parent Survey</p> <ul style="list-style-type: none">• It was noted that Parent-survey themes aligned well with the school’s action plan, showing clear “you said, we did” responses.• Concerns included homework inconsistency, challenge for higher-attaining pupils, and communication gaps.• LB confirmed that a new homework strategy would be introduced for September, focusing on consistent weekly homework that reinforced learning, with marking linked to an updated assessment policy.• It was also noted that Parents had requested clearer curriculum information; LB outlined that schemes of work would be updated in Term 6 and curriculum summaries would be sent termly from September.• It was further noted that communication had improved significantly, though the survey (completed early in the year) reflected older practice, but attention needed to be focused on staff contact and clubs and activities. It was agreed that the SLT would set and communicate clear expectations for response times and would publicise weekly clubs more overtly in the weekly digest. | | |
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| <p>6b.</p> | <p>Standing Item: Safeguarding</p> | <ul style="list-style-type: none"> • The Clerk reiterated that the Trust required safeguarding to be a minuted and discussed standing item, separate from the Headteacher’s report. It was noted that the school was compliant with this request. • Governors received an update on safeguarding practice, including CPOMS usage and DSL capacity. The safeguarding link lead reported that liaison with external agencies had improved and that recent safeguarding meetings had been helpful. • What is CPOMS?” CPOMS was described as the electronic safeguarding recording system, replacing the old paper-based method, and allowing secure transfer of safeguarding histories between schools. • LB confirmed that the Lead DSL role had been transferred to Mark Adams, ensuring the lead was consistently on site as staffing arrangements changed. He had begun the required training. • It was further noted that the school was working with the Trust to produce a safeguarding action plan, responding to identified weaknesses in consistency of reporting, training, and follow-up. • When you say you want C-Poms to be tighter, is that about not reporting things, or about reporting them loosely under the wrong heading? • LB confirmed concerns were being logged, but actions were inconsistently recorded and patterns not always recognised. It was noted that the DSL team was considered too large for effective oversight. LB confirmed that she planned to streamline the team and tighten the allocation of cases. • Do you think our MASH (Multi Agency Service Hub) referrals are not tight enough, or are they going too early or too late?” LB confirmed that the school was not making referrals frequently enough, partly because referrals were often returned by MASH. Some referrals also lacked sufficient detail to meet the threshold. • Is there a delay sometimes between what the child may say and how quickly it makes its way through to the MASH referral? LB outlined that staff were prompt in escalating urgent concerns, either via CPOMS or directly to a DSL. Delays tended to occur with more nuanced cases, where staff were unsure whether the threshold was met. • Are teachers able to make that CPOMS entry, or does it wait until the | | |
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| | | <p>end of the day? It was noted that staff were able to report immediately and did so when the concern was clearly urgent. Less urgent concerns were sometimes logged later, which was acceptable provided DSLs were informed when necessary.</p> | | |
| 6c. | Standing Item: SEND | <ul style="list-style-type: none"> It was noted that a SEND Governor monitoring visit was planned for the 16th of March 2026. | | |
| 6d. | Standing Item: Chairs Update | <ul style="list-style-type: none"> The Chair reported that there had been a recent Trust Chairs meeting, where financial pressures and the new Ofsted framework were discussed; details were available for governors on request. An update was provided by the governor on the recent Governance Development session. It was noted that the focus was on school promotion and reputation, including the role governors played in speaking positively about the school. | | |
| 6e. | Standing Item: Governors Reports and Updates to include Careers Link and Sixth Form Monitoring Visits | <ul style="list-style-type: none"> It was noted that the recent 'Frozen' drama performance was exceptional, with lots of positive and spontaneous mentions in the local community. Governors noted that the school's trips and enrichment offer (e.g. Uganda, Iceland) was exceptional and under-used in marketing was agreed that the school should develop a seven-year trip journey to show families the full enrichment offer, including guaranteed trips, purpose and indicative costs, to support both marketing and parental planning. LB confirmed that this would be developed into an e-brochure on the website with updated photos and student comments. Governors also highlighted that Duke of Edinburgh (DofE) outcomes were strong and should be more actively promoted. LB acknowledged missed opportunities to publicise recent DofE events and agreed this needed to improve. Governors stressed the wider value of DofE, including volunteering hours and experiences beyond students' usual comfort zones. LB recognised that personal development activity had been quieter this year due to interim staffing but confirmed it would be driven forward again from September. Governors suggested using alumni and destination stories (e.g., | <p>– 6e1. Include feedback on the Governor Monitoring Template ease of use in the Chairs Report</p> | PR |



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| | | <p>apprenticeships, specialist degrees) in a social-media campaign to highlight student progression.</p> <ul style="list-style-type: none"> • SC confirmed that she had recently conducted a careers link visit with the Careers Lead and reviewed the updated Gatsby Benchmark self-evaluation, highlighting that the framework had become significantly more detailed and demanding over the past year. • It was further noted that the school had a stable careers programme, with strong personal guidance in the upper years, but recognised the need to strengthen curriculum-to-careers links and broaden careers exposure lower down the school. • School leaders had completed an honest appraisal of current performance against the benchmarks, with workplace experience and long-term destination tracking identified as areas requiring further development. • The visit highlighted the need for students to maintain a record of their wider experiences, and the school had explored using ePraise to capture existing activities (e.g., sports leadership, DofE, sixth-form leadership) rather than creating additional workload. • It was noted that Careers provision was expected to recalibrate from September, with careers included in the forthcoming leadership and management review. • SC highlighted that workplace experience remained challenging post-Covid, but there were opportunities to expand partnerships with local employers, including the military. • LB acknowledged that careers input was currently concentrated in Years 11-13 and agreed that provision needed to be strengthened from Year 7 upwards. • SC confirmed that she planned to repeat the Gatsby evaluation later in March/April to assess progress made during the current cycle. • A recent Governor Monitoring Meeting was discussed, and the Chair reiterated the forthcoming Governor Involvement Morning. With a focus on PP/Send. • It was noted that SEND/Safeguarding visits were planned for T4. • It was agreed that improvements/clarity over the CLT Governor Monitoring | | |
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| | | Visit template would be captured within the Chairs T4 report | | |
| 7a | Standing item: T4 Action Plan | <ul style="list-style-type: none"> The T4 action plan was shared. It was noted that this was a live document and actions were completed or in progress | – | |
| 7b. | Standing Item: Health and Safety/Risk Register Update (H&S) | <ul style="list-style-type: none"> It was agreed that this topic would be covered in detail at the T5 LGC Meeting. Further detail was covered in the SLT report | | |
| 7c. | Standing Item: Finance and Budgeting | <ul style="list-style-type: none"> <i>There has been a £58k increase in alternative provision costs in the last month. What steps are being taken to ensure that this does not get out of control?</i> It was noted that AP costs spiked quarterly because invoices were issued in quarterly blocks, causing fluctuations in the budget report. It was further noted that AP spending was now fully included in budget reports to ensure transparency. LB outlined that only students with an EHCP were being placed in AP going forward, except for a small number of historic cases; the school had an agreement with the local authority for funding allocations, and confirmation was pending; and they continued to chase down outstanding AP funding from previous years; £60,000 had been confirmed as owed and was awaiting a purchase order. It was noted that the school planned to recruit a Deputy SENCO with specific responsibility for overseeing AP placements and funding. The Governors agreed that this would strengthen oversight and ensure AP placements were properly funded in the next budget cycle. The Chair reminded governors of the importance of attending the Trust’s next ‘hot topic’ session on Finance, which would be valuable with the process of budget setting commencing in the coming weeks. | | |
| 8 | Standing Item: Policies Review– a) School Website b) RSHE Policy | <ul style="list-style-type: none"> LB confirmed that she was awaiting next steps on the timing of the school website and that the RSHE policy would be updated by the end of March. It was noted that the SLT had concluded that the school’s existing approach to PD days had not been effective, as attendance dropped and behaviour declined whenever they were used. The SLT had agreed to discontinue the PD-day model and instead embed | – | |



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| | | <p>PSHCE directly into the curriculum from 2026/27. Under the revised structure, Year 7 would receive a weekly personal-development lesson, and Years 8–11 would have timetabled PSHCE lessons across the year.</p> <ul style="list-style-type: none"> • This shift reflected the view that a consistent, curriculum-based model would provide stronger impact and clearer expectations for students. • It was further noted that the school planned to appoint an internal Head of PSHCE to lead and coordinate this priority area. | | |
| 9. | Standing Item: Governance updates/Training/Compliance | <ul style="list-style-type: none"> • The Clerk confirmed that the training priority for governors remained full compliance on all statutory and trust training elements and attendance at CLT led induction sessions if relevant. • It was noted that just one training record was outstanding across the LGC, and that it would be actioned with immediate effect. | 9. Register for CLT Induction Sessions | All governors |
| 10. | Standing Item: AOB and dates of future LGC meetings, | <ul style="list-style-type: none"> • A confidential AOB item was raised by LB. KT left the room at 8.15 and returned at 8.28. • Under AOB, the following were noted: <ul style="list-style-type: none"> • Parent governor elections – process and timelines to be followed in line with trust policy. • The role of governors as ambassadors for the school in the local community. • Appreciation for staff and governors’ contributions to the meeting, visits, and ongoing work. • Future LGC meeting dates were confirmed as: <ul style="list-style-type: none"> ▪ Meeting 5 – Tue 5 May 2026 6:30pm at school. ▪ Meeting 6 – Tue 23 Jun 2026 6:30pm at school. • The meeting closed at 8:30 pm | | |



Action Summary (Includes carry-overs and actions agreed on 10 March 2026)

| # | Action | Who | Due / Target | Status / Source |
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| 1 | Notify Central team on governor changes | Clerk | Immediate | Completed |
| 6a1: | Send refresher E-praise notes to parents. | LB | Before next LGC | |
| 6a2: | CE to attend the T5 LGC/Clerk to share H&S questions from LGC Agenda planner. | CE/Clerk | Before next LGC | |
| 6e. | Include feedback on the Governor Monitoring Template ease of use in the Chairs Report | PR | By submission deadline | |
| 9. | Register for CLT Induction Sessions | All Governors | ASAP | Link available on Governor Hub |