

**Meeting of Full Governing Board  
17<sup>th</sup> January 2022  
4.15pm for 4.30pm start via Zoom**

**MINUTES**

<b>Governors Present:</b>	Mick Baker, Philip Brown, Lara Coleman, Jane Dickson, Alison Frost, Les Gunbie, Vanessa Hickey, Matt Hillier, Reg Hook, Dick Knight, Millie McDevitt, Catherine Packham, Bronagh Shevlin, Haydn Stride, Derek Swindells (Chair), Bridget Taylor
<b>Officers Present:</b>	Teresa Dee (Clerk)
<b>In Attendance:</b>	Andrea Cumming, Roshan Dias-Jayasinghe, Loretta Lloyd, Rachel Revereault (for 5a)

	<u>Agenda item</u>	<u>Action</u>
1	<p><b>Introduction</b></p> <p>a) <b>Welcome - New Parent Governor</b> The Chair opened the meeting with a welcome to Catherine Packham as newly appointed Parent Governor.</p> <p>b) <b>Apologies for Absence</b> All Governors present.</p> <p>c) <b>Declarations of Interest</b> The declarations register had been circulated , there were no additional declarations relating to agenda items.</p>	
2	<p><b>Chair's Update</b></p> <p>The Chair of Governors provided an update on business conducted on behalf of the Governing Board since his appointment at the last meeting.</p> <ul style="list-style-type: none"> <li>• Meetings with Head - Two weekly meetings had been agreed with the Headteacher, with a number having been held.</li> <li>• Carol service - attended on behalf of the board and did a reading. The service was recorded and published on YouTube.</li> <li>• Uniform group - attended meetings.</li> <li>• Business Group - attended meeting.</li> <li>• Staff engagement - had met informally with school leaders and newly appointed Head's PA.</li> </ul> <p>The Chair acknowledged the hard work of the Headteacher and his team responding to the demands of the Covid Pandemic and requested that Governors thanks be conveyed to all staff. He further thanked the Vice Chair and Clerk for their support since his appointment.</p>	
3	<p><b>Last Meeting Dated 8<sup>th</sup> November 2021</b></p> <p>a) <b>Approval of Minutes</b> The Full Governing Board reviewed and approved ten pages of minutes from the meeting held on 8<sup>th</sup> November 2021.</p> <p>b) <b>Matters Arising Not Included Elsewhere on Agenda</b></p>	

	<ul style="list-style-type: none"> <li>• Actions arising from 2020/21 - It was noted that outstanding actions from 2020/21 had not been carried forward into 2021/22. There was a specific request for an action around climate education and a follow up on the ten step action plan for school to be reinstated with a FGB discussion as soon as possible.</li> </ul> <p><b>ACTION - Carry forward outstanding actions from 2020/21 to the current actions arising schedule.</b></p> <p><b>ACTION - Agenda item for climate education and ten step action plans for schools at next meeting.</b></p> <ul style="list-style-type: none"> <li>• Uniform working group - Still on course against plan agreed on 8<sup>th</sup> November. The group had been enlarged to include additional staff members and a representative from Higher Education and expert to support with engagement activities. It was anticipated that a draft final policy would be submitted to Governors for approval towards end of the summer term. Relevant elements of the statutory guidance issued in November would also be incorporated into the policy. Purchase of survey software proposed by the uniform group had been approved.</li> <li>• Staff survey - A staff welfare and wellbeing survey to be administered by the Governing Board was also proposed with the link Governor for Human Resources taking a lead.</li> </ul> <p><b>AGREEMENT - The Board agreed and delegated Bridget Taylor to carry out a staff survey.</b></p>	<p>TD</p> <p>TD/DS</p>
4	<p><b>Headteacher's Report/Update</b></p> <p>The Headteacher presented his report to Governors on an assumed read basis providing further explanation of the following points:</p> <ul style="list-style-type: none"> <li>• Data - The first set of data for year 10's had been shared based on one term's work and including group analysis. Overall, the data was positive particularly when taking into account the disjointed classroom learning that this year group had experienced due to covid. There was a gap between boys and girls progress a typical pattern for the school. School leaders were to visit another school with a similar size year group where progress was strong to get an understanding of what they were doing that was having a positive impact. The minus progress 8 scores for disadvantaged and SEND groups were tied in with non-attendance of a small group of students.</li> <li>• Covid - On return after the winter break students took lateral flow tests in school, ongoing weekly testing had been recommended to students. There had been minimal positive cases amongst students with the highest proportion in Year 7 likely due to their later vaccination. The percentage of staff absence was greater than that amongst students, illness from covid amongst the school community has not been severe. Covid mitigations such as ventilation and mask wearing remained in place and an application had been made for HEPA filters through the government procurement process. Teams lessons and SLG learning were available for students isolating at home.</li> <li>• Inset training - the latest inset training had been around emotional coaching.</li> <li>• Building works - A more positive outlook for additional toilet works with plans having been received and meeting with a consultant booked for the following week.</li> <li>• Staffing - changes to staff include the recruitment of a head of science and a head's PA. Further recruitment in computing and science, also teaching assistants (TAs) where the school was finding recruitment a particular challenge. A model using agencies for TA support might be required. Additional pastoral managers appointed bringing the capacity</li> </ul>	

	<p>to six with two working in year 9 being the year group requiring the most support at the moment.</p> <ul style="list-style-type: none"> <li>• Attendance - Not a big difference between year groups attendance with whole school at 90.89% against a national attendance of below 90%. Isolation period reducing to 5 days would help improve this position.</li> <li>• Safeguarding - Update within the Head's report. A page being developed for on the SLG for students to easily find everything to do with safeguarding and to make reporting concerns much easier. The safe and well-being at school survey had been completed with the outcomes from that expected in March/April. There had been more prejudiced based incidents against staff recorded, partly due to one student who was subject of a scheduled multi agency meeting looking at how best to support them going forward. There had also been an increase in reported sexual behaviours following PSHE lessons about these types of behaviour.</li> <li>• School's evaluation form (SEF) - The SEF was available within the meeting pack, school leaders were keen to have attached Governors to each of the areas.</li> </ul> <p>5.07pm - Rachel Revereault arrived at the meeting.</p> <p><u>Comments and questions from Governors</u></p> <ul style="list-style-type: none"> <li>• What was the follow up and next steps for the proposal to have governors linked to the SEF?</li> <li>• Visiting other schools for peer learning would be a valuable exercise.</li> <li>• Would the emotional coaching work be revisited and be part of the core continued professional development (CPD) for staff?</li> <li>• Less experienced governors could pair up with the more experienced undertaking visits looking at the curriculum.</li> </ul> <p><u>Response to Governor comment and questions</u></p> <ul style="list-style-type: none"> <li>• Link governors were in place for several areas already, if governors had an interest in a particular area within the SEF, they could link to that liaising directly with the school lead.</li> <li>• Senior leaders had discussed CPD earlier in the day and agreed a different model for CPD with timing spread put to enable better planning. Towards the end of the year there would be workshops available picking up on some of the earlier themes.</li> </ul>	
5	<p><b>School Development Plan</b></p> <p><b>a) Target A - Quality of Education - Implementation</b></p> <p>The Headteacher introduced this item with a reminder to governors of the process for learning walks, including lesson observations within a whole department at a time of 20 minutes. Language department had been evaluated before the end of autumn term and currently science was being looked at in the first spring half term.</p> <p>Rachel Revéreault (Head of Languages) provided feedback to governors on the curriculum learning walk from the perspective of the languages department. Going into the learning walk the department had a clear idea of areas where there was scope for development, much of which was reflected in the outcomes of the review. Areas and plans for development included:</p> <ul style="list-style-type: none"> <li>• Engagement in the classroom - Mini whiteboards purchased to enable instant feedback to be given and increase engagement.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Challenge and differentiation particular with the higher ability students- the whiteboards would assist teachers with working on at individual levels. A new way of acting on the feedback introduced.</li> </ul> <p><u>Governor comments and questions</u></p> <ul style="list-style-type: none"> <li>• What was the staff feedback and response to the learning walk?</li> <li>• What was the student input to the learning walk?</li> <li>• How did the team feel having a governor present during the process?</li> </ul> <p><u>Response to governor comment and questions</u></p> <ul style="list-style-type: none"> <li>• Initially staff were quite daunted by the process having not had class observations over the past two years. They could see the benefits from the process and were very happy with the new whiteboards. The previous one hour observations had been a very individualised approach whereas the new process was whole department focussed making it easier to accept the judgements.</li> <li>• Two or three students were taken out after the 20 minute observation and interviewed by the people doing the observations.</li> <li>• It was useful for the team to see a governor being part of the process and seeing it from start to finish.</li> </ul> <p>The governor that had observed the learning walk process advised that his role had been to validate the process , not to make judgments on the department. He had gone through the while proocess making comment on each of the areas by way of validation that the process was of value to the school and the department. A written report had been included within the meeting pack. The openness demonstrated by the head of department had been appreciated.</p> <p><b>b) Wellbeing</b> Governors had been provided with a report following a meeting between the school and governor leads for student wellbeing. The meeting had focussed on a document produced by the school that outlined the strategies for student support. A further visit would be to monitor the implementation of the plan, validation that what the school had stated was in place was being delivered.</p>	
6	<p><b>Business Group</b></p> <p><b>a) Report &amp; Recommendations</b> The Business Manger presented the finance report on an assumed read basis highlighting the following issues to Governors.</p> <ul style="list-style-type: none"> <li>• The provider of the schools management information system had approached the school along with all other schools using their service about renewal of the contracts on a three year basis. This was a change to the current contract of one year and had been made with very little notice to enable schools to carry out a tender process as was required by the financial regulations. Legal advice was being sought which would be shared with Governors. In effect there was very little the school could do as it would need to have a management information system in place to continue to operate. Longer term the school could carry out a procurement process, but currently time was limited as the current provider had threatened that the contract would be terminated if the school did not sign up for three years 31<sup>st</sup> March.</li> <li>• The swimming pool had developed a defect following the refurbishment due to the contactor nit suing the specified material. The result would be closure of the</li> </ul>	

pool over half term resulting in lost income and a facility enjoyed by the local community. Governors asked that a note be included on the website to alert the school community to the pool closure due to unforeseen maintenance work.

**b) Budget Monitoring**

The budget management monitoring report to end of November 2021 had been provided to the board for information. A list of proposed projects under the categories of teaching & learning, building improvements and financial security/capital was presented for Governors agreement. The total value of the proposed projects was £340k including £180k to repayment of the outstanding loan for the artificial turf pitch and installation of LED lights on the pitch, both which would lead to longer term cost savings.

Governor comment and questions

- Care needed on the getting the right lighting on the pitch so as not to impact on neighbours.
- As £210k expenditure was proposed on the football pitch an approach to the football foundation to fund half would seem reasonable.
- There was an anticipatory duty around disabilities that people might have, with the investment in teaching and learning had consideration been given to adaptations to computers and lighting for better accessibility?
- It would be helpful to link any expenditure with the school development plan and that consideration to SEND related matters be recorded against expenditure plans.

Response to governor comment and questions

- Confirmation would be sought from contractors that pitch not being over lighted.
- The school would look into installation of screen tinting software. Replacement of lights throughout school to LED would be a challenge as it would involve changing all light fittings , this would be a significant change falling under the PFI contract for which an additional margin would be charged on any works. Currently when lights failed, they had been replaced with LED fittings.

**AGREEMENT - The Full Governing Board approved the expenditure as proposed on the report to governors. Total £340k.**

**c) Schools Financial Value Standard (SFVS) - Annual Return**

Completion of SFVS return was with the Business Group. The Clerk reminded Governors that Board approval and submission was required by 31<sup>st</sup> March at the latest.

**7 Other Reports & Recommendations**

**a) Pupil Premium Report and Catch-up**

Loretta Lloyd presented three reports to Governors on an assumed read basis. The reports were pupil premium strategy for 2021-22, covid-19 catch up premium report 2021-22 and summer school 2021 impact report. The following key points were highlighted to governors.

- New template released by department of education for reporting on pupil premium funding and strategy that all schools were required to use.
- Professional development for the school's pupil premium lead would include involvement in an education endowment fund research project.
- Numbers of disadvantaged students within the ever 6 subgroups (been entitled to free school meals in past six years had risen to 21.4%. There were 283 students in

	<p>the free schools meal subgroup being 16.9% of students , a rise from 10.6% pre pandemic.</p> <ul style="list-style-type: none"> <li>• 4 matrix data had been recorded on the report to demonstrate the impact of pupil premium funding. Progress 8 scores for year 11 were an improvement on 2019 scores. The gap in terms on learning behaviours was also closing. Improving position regards destinations after secondary education with higher numbers of disadvantaged students going onto sustained employment, education, or training.</li> <li>• Attendance of disadvantaged students remained a key priority for improvement.</li> <li>• New strategies alongside existing successful ones were literacy support for students with lower than average reading, laptops to improve home learning and supporting high prior attaining disadvantaged students with a three year programme.</li> <li>• Pastoral support and counselling service had increased capacity.</li> <li>• Year 11 last year had experienced disrupted learning due to covid with the disadvantaged group affected the most.</li> </ul> <p><u>Governor comments and questions</u></p> <ul style="list-style-type: none"> <li>• When students leave the school has ambitions that they will go into training, apprenticeships and learning but some disappear, that is a worry.</li> <li>• How do students access counselling and what is the wait time?</li> </ul> <p><u>Response to governor comment and questions</u></p> <ul style="list-style-type: none"> <li>• The school have information on destinations , it was published two years in arrears with provisional data provided earlier. The current year's data was not detailed down to student names but numbers not in a placement were very few.</li> <li>• Counselling provision had increased by six hours a week, delivered by YMCA counsellors. It was difficult to evaluate effectiveness the service was provided confidentially.</li> </ul>	
8	<p><b>Policies and Other Documents for Approval</b></p> <p>a) <b>Special Educational Needs and Disability Policy</b> Policy approval postponed to March meeting.</p> <p>b) <b>Behaviour Principles Written Statement (for review by FGB)</b> The clerk advised that the principles of behaviour were required to incorporate into the behaviour policy that was currently being drafted.</p> <p><u>Governor comment and questions</u></p> <ul style="list-style-type: none"> <li>• How would the principles of behaviour be communicated to students?</li> <li>• There was an attachment approach to behaviour connected within the principles which was supported along with the emotional coaching initiatives.</li> <li>• Governors would welcome the opportunity to be involved in development of the behaviour policy.</li> </ul> <p><u>Response to governor comment and questions</u></p> <ul style="list-style-type: none"> <li>• The principles remained unchanged and were based around the stringer learning culture. The policy would be written based on the principles with involvement from staff and students.</li> </ul> <p><b>AGREEMENT - The Full Governing Board approved the behaviour principles written statement as presented.</b></p>	

	<p><b>AGREEMENT - Philip Brown was delegated with the link responsibility for behaviour.</b></p> <p><b>c) Careers Guidance/Education Policy</b></p> <p><b>AGREEMENT/ACTION - The two lead governors for careers were delegated with approval of the updated careers guidance, information advice and guidance policy statement.</b></p>	DS/DK
9	<p><b>Governance</b></p> <p><b>a) Nominations</b></p> <ul style="list-style-type: none"> <li>• <b>Report &amp; Recommendations</b> Governors received an update on business conducted by the nominations panel at and following a meeting held on 13<sup>th</sup> December, notes from the meeting were included within the meeting pack. It was noted that the outcome from the skills audit had been considered by the panel and that one proposed action was that Governors attend the unconscious bias training. This training had become available online via BEEM on 1<sup>st</sup> February.</li> <li>• <b>Nominations Terms of Reference</b></li> </ul> <p><b>AGREEMENT - The Full Governing Board approved the terms of reference for the nominations panel , noting the change from a committee to a panel.</b></p> <p>The Chair reminded governors that a number of terms of office were due to expire in the current calendar year and that his own term as Chair was just to the end of the academic year. Succession planning had become a key priority for the board through the nominations panel. All governors were asked to consider how they could best contribute to effectiveness governance in the future.</p> <p>The Chair postponed discussion on this topic until early in the year when consideration could be given to the challenges of succession planning and renewal.</p> <p>Governors were reminded that a parent governor election would be required in March/April time.</p> <p><b>b) Governance Models</b> The clerk reminded governors of circulated paper relating to models of governance and specifically the benefits and drawbacks of the two main structures being committee and non-committee. Guidance had been provided within the meeting papers to support discussion.</p> <p>Governors were reminded that a parent governor election would be required in March/April time.</p>	
10	<p><b>Any Other Business</b></p> <p><b>a) School Stationery</b> There was comment that the strapline “Education for Life” on the school logo was not very visible when printed on stationery.</p> <p>Meeting ended at 6.53pm Date of next meeting - 7<sup>th</sup> March 2022</p>	

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