

**Meeting of Full Governing Board
12th September 2022
4.30pm in School Library**

MINUTES

Governors Present:	Mick Baker, Philip Brown, Matt Hillier, Dick Knight, Millie McDevitt, Hiba Nour, Catherine Packham, Bronagh Shevlin, Bridget Taylor (Chair)
Officers:	Teresa Dee (Clerk)
In Attendance:	Andrea Cumming

	<u>Agenda item</u>	<u>Action</u>
	<p>Safeguarding Training session for Governors Prior to the start of the meeting the school's designated safeguarding lead governor provided a training session to governors covering the board's responsibilities for safeguarding and updates from the Department for Education's keeping children safe in education document.</p> <p>ACTION - All Governors to read section one of "keeping children safe in education"</p>	All
1	<p>Introduction</p> <p>a) Welcome The Chair opened the meeting with a welcome specifically to Hiba Nour who was attending her first meeting as a Co-opted Governor.</p> <p>b) Apologies for Absence Apologies for absence received from Lara Coleman. Jane Dickson and Emma Grose were also absent from the meeting.</p> <p>c) Declarations of Interest Governors were provided with declaration of interests form for completion for the year's register of interest.</p> <p>ACTION - Governors to submit a completed declaration of interest form to the clerk either electronically or in hard copy by 10th October being the date of the next meeting.</p>	All
2	<p>Chair's Update No updates.</p>	
3	<p>Last Meeting Dated 18th July 2022</p> <p>a) Approval of Minutes The Full Governing Body reviewed and approved seven pages of minutes from the meeting held on 18th July 2022. The Chair signed the minutes as confirmation of their accuracy.</p> <p>b) Matters Arising Not Included Elsewhere on Agenda</p> <ul style="list-style-type: none"> • Curriculum learning walks - schedule of learning walks that governors could join to follow. The expectation would be that all governors would attend at least one learning walk during the year tied in with a monitoring visit covering the governor's individual area of responsibility. 	MH

4	<p>Exam Results</p> <p>Governors were provided with a presentation on the summer exam results noting that the results were the first based on actual exams since 2019. A copy of the slides had been included within the meeting pack.</p> <ul style="list-style-type: none"> • Strong passes (grade 5+) in English at 77% (78% in 2019). • Strong passes (grade 5+) in maths at 70% (64% in 2019). • Basics measure being the number of students attaining at least a grade 5 in both English and maths at 64% (59% in 2019). • Attainment 8 score at 56.84. • Two sciences at grade 4+ 84% (75% in 2019). • Brighton & Hove schools had worked well together with robust systems of assessment during 2021. Improved outcomes in 2022 compared to 2021 on both attainment 8 and basics measures against the trend nationally. • 2022 was the first year where the majority (at least 80%) of the year 11 cohort took a languages GCSE. • In 2019 the % of students achieving a standard pass in EBacc subjects was 10.25% in 2022 this had increased to 56%. Strong passes were up from 6% to 42% the highest in the city. There was now a great amount of student interest in doing a language. • 40% of all grades were at grade 7+ and nearly 75% grades were at 5+. • Over 260 grade 9s were achieved being an increase of 30% on 2019. • 70 students achieved 8 or more GCSEs at grade 7 or higher with 12 gaining 8 or more at grade 9. Examples of the top performing students in terms of attainment and progress provided. • Amongst the disadvantaged group of students there were examples of students making over two grades of progress. • Forecasting during the year had been accurate with actual outcomes not far from the predictions. • The progress 8 score had been estimated using data from schools that had submitted results through the 4matrix assessment system at time of analysis that was 455 schools. • In school progress 8 gaps for disadvantaged, boys and SEN all narrowing. • Areas for continued focus included educationally disadvantaged, boys' performance overall and girls in maths and SEN. Interventions being put in place to support narrowing of gaps over full five years. • For year 10 formal assessment had been introduced at end of their year 9 to provide a first estimate of position for teachers. • For year 8 and 9 relative percentiles were being used to measure how students had moved up or down in position within their learning group with the lowest three of four students identified with early interventions being put in place. • For year 7 there were SATS results, these had not been available for a few years. Internal testing (CATS) would continue to be used to assess cognitive ability; these were not based on what a child had learnt. <p><u>Governor comments and questions</u></p> <ul style="list-style-type: none"> • Considering the challenges in science department during the year the outcomes from that department were exceptional. • Was comparator data publicly available. • There seemed to be a lot of testing, how did students feel about that? • Was there a standard way of defining educationally disadvantaged students?
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	<ul style="list-style-type: none"> • Were the results due to a strong cohort? <p><u>Response to governor comment and questions</u></p> <ul style="list-style-type: none"> • The head of science was given credit for the success within the department having taken it over in difficult times with limited experience. • School results become public in November annually with a full set including progress data published in January/February. • More testing had been introduced, that was what they would be assessed on, and it helped students get used to testing. The more experience they had the less would be their anxiety in the final exams. It also helped to identify what access arrangements would be most needed. Those students that really did not like exams could be directed to the more vocational courses when they chose their options. • There was no national definition of educational disadvantaged. The school was picking up those students they were concerned about identifying what the obstacles to learning were. It picked up anyone that might be falling through the net. • The school were refining everything they were doing with performance targets around progress and their personal contribution to progress outcomes. <p>The school team were congratulated on a great set of exam results in 2022.</p>	
5	<p>School Development Plan The Headteacher had provided a copy of the full school development plan for 2022/23 and highlighted three areas that he asked staff to give first focus to being:</p> <ul style="list-style-type: none"> • Attendance - Improve student attendance (particularly in disadvantaged groups). • Culture - Develop behaviour/values and relationships in line with core values. • Literacy - Further develop adaptive teaching with a focus on active engagement and reciprocal reading. <p><u>Comment and questions from governors</u></p> <ul style="list-style-type: none"> • How can governors help the school with the culture? Could they when doing a learning walk, meet with a small group of students to discuss how they are feeling and provide feedback to school leaders? • How will the three core values of creativity, resilience and respect be integrated. • What is the school doing in terms of recognising and celebrating diversity. • In a school that was predominantly white, students might be reluctant to make suggestions on how to d=celebrate diversity. ? • The school leadership had a role in setting an example and setting the direction for the school in terms of diversity. • There had been suggestions of fairs and multi-cultural events coming from the anti-racism school. • It was not always the children that looked different from their peers that necessarily had issues. It was good to approach from a position of strength and enable individuals to embrace own identities. <p><u>Response to governor comment and questions</u></p> <ul style="list-style-type: none"> • The discussions with students as part of the process of learning walks are focussed on the curriculum. It is always useful to have additional questions and other people to engage with. • The first assembly led by the Headteacher had covered respect and resilience, with a part on how to manage their emotions, this was not a one-off activity, other school leaders would be reinforcing messaging throughout the year. • In terms of recognising and celebrating different cultures school leaders wanted to hear from the students. • The RS department were very proactive in identifying cultural situations and festivals that might affect students and raising awareness across the school. 	

	<ul style="list-style-type: none"> A walk of the school had been undertaken to check that visually the school reflected different cultures. 	
6	<p>Policies and Other Documents for Approval</p> <p>a) Career Education Policy</p> <p>AGREEMENT - The Full Governing Board approved the career education, information advice and guidance policy statement as presented. Three yearly reviews with the Board as approver.</p>	
7	<p>Governance</p> <p>a) Instrument of Government</p> <p>b) The instrument of government setting out the numbers of each governor in each category was reviewed. Noting that there were 16 governor positions it was suggested that this was bigger than necessary to secure the range of skills needed and that a smaller board would likely be more cohesive and dynamic. Currently there were 12 governors in post, there was a proposal to reduce the board by two parent governors and two co-opted governors. Before deciding, the board reviewed the proposed list of link governor responsibilities for the year and consideration was given to the balance of governors with connections to the school and governors independent of the school.</p> <p>AGREEMENT - The Full Governing Board agreed to amend the constitution of the board to include:</p> <ul style="list-style-type: none"> 3 elected parent governors (reduction of 1) 1 local authority governor 1 elected staff member 1 headteacher staff governor 6 co-opted governors (reduction of 3) <p>To achieve the reduction in numbers it was agreed that one co-opted Governor (Philip Brown) would apply for the vacancy of Local Authority Governor.</p> <p>c) Governor Responsibilities From the revised governor responsibilities schedule it was identified that there was a vacancy for a curriculum link governor, one nominations panel member and one member of the headteacher review panel. There was a request for a second governor to support with careers education. It was further noted that the election of Vice Chair of Governors would take place at the next meeting.</p> <p>ACTION - Governors to indicate any additional areas of responsibility that they would be willing to support with and provide nominations for the position of Vice Chair of Governors before the next meeting.</p> <p>d) Code of Conduct for Governing Boards</p> <p>AGREEMENT - The Full Governing Body approved the amended code of conduct for Governing Boards as issued by the National Governors Association noting one addition (13) to the previously adopted version.</p> <p>e) Skills Audit</p> <p>ACTION - Governors were provided with a skills audit form for completion and submission to the clerk before the next meeting.</p>	<p>Govs</p> <p>Govs</p>

	<p>f) Governance Evaluation</p> <p>ACTION - Governors were provided with a governance evaluation form for completion and submission to the clerk before the next meeting.</p>	<p>Govs</p>
<p>8</p>	<p>Any Other Business</p> <p>a) Reporting to Board Finance reporting would be reported at alternate Full Governing Board meetings and via Business Group in between. Climate education to also be reported at alternate meetings.</p> <p>Meeting ended at 6.37pm Date of next meeting 10th October 2022</p>	

Signature

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