Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 5th December 2023
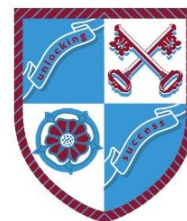
Date	Start Time	End Time
5th December 2023	5:20pm	6:55pm

Present	Apologies for Absence	In Attendance
Colin Swettenham*(Chair of Governors)*	Stephan Muller	Gemma Harvey *(LA Clerk)*
Mike Hartnell *(Headteacher)*	Michelle Dennis	Fran Lansley
Kelly Duncan	Cher Jeffery	Jane Fletcher
Andrew Chapman		Cara Gregory
Jane Burrows		
David James		**Absent**
Alec Payne		Mark Goulty
Chris Pengelly		
Vanessa West		

Item	Subject	Action Lead
	Presentation by C Knight - Filtering and Monitoring	
1.	**Welcome and apologies for absence** All governors were welcomed to the meeting. Apologies were received and accepted from Stephan, Cher and Michelle. Mark was absent so the Chair will contact him to check he has the dates of meetings and all is ok.	
2.	**Declaration of conflict/interest**	

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	There were no declarations of pecuniary interest relating to items on the agenda.	
3.	**Review minutes of meeting held 7th November 2023** The minutes of the FGB meeting had been previously circulated. Governors agreed that the minutes were a true and accurate record of the meetings.	

4.	**Actions from above meeting**
	   • Share the PowerPoint with notes on the Governor site of the safeguarding training.
	   • Next FGB we will discuss the SIP in detail and if it meets its achievements with areas for improvement required, please review and have comments ready to submit or discuss. CLOSED
	Actions from earlier meetings:
	   • Review if any Governor training or courses have been booked/attended, training. ONGOING
	   • Review the training list sent by the training Governor . ONGOING
	   • All Governors to make contact with their subject lead in school by the January FGB. ONGOING
	   • Confirm KCSiE read and Governor responsibilities understood. CLOSED	

5.	**Governance**
	Governor Training update
	
	<u>Pupil premium statement for website to be discussed</u>
	Focus on PP attainment and attendance
	   - Annual review of Pupil Premium statement including evaluation of strategy outcomes shows that the drive to improve educational outcomes and school attendance has to remain a priority, we can only make a difference to our disadvantaged students if they are in both, school and lessons
	   - Proportion of pupil premium eligible pupils is 31%
	   - The strategy covers 2021/22 – 2024/25
	   - PP funding allocation for 2023/24 is £169,740
	   - Recovery premium funding allocation for 2023/24 is £ 25,440
	   - The key challenges to achievement identified in disadvantaged pupils are:
	   • Outcomes
	   • Attendance
	   • Active engagement in learning
	   • Reading for attainment
	   • Promoting equality of opportunity so all pupils can thrive together
	   - The outcomes aimed for by the end of the current plan are:	

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	- Improved attainment among disadvantaged pupils across the curriculum - Disadvantaged pupils to have improved school attendance and reduce amount of persistent absenteeism. - Active engagement in all lessons - Improved reading ages for attainment within all curriculum areas - Promoting equality of opportunity so all pupils can thrive together - Budgeted costs are: - Teaching - £ 38,500. - Targeted academic support - £32,750. - Wider strategies (for example, related to attendance, behaviour, wellbeing) - £54,000 It is discussed the activities are to be updated each term. The statement is agreed by all the governors. <u>Reports of Governor visits</u> To be added to the folder when complete.	
6.	**Headteachers report** <u>SIP update – Challenges</u> Evidence – There is ready to learn, feedback and lots of strategies, so Governors can look for the evidence of this to ensure this is taking place. Pupil voice – This can be used to ask how new students feel, look at the outcomes from their perspective and check it does align with the school opinions. LLP reports – These show Science had relapsed back into the previous teaching style but it is hoped the mock exams and results will show the progress made. Teachers will be able to draw conclusions after the PPE results and make comparison to the previous year, making the progress in KS3 and year 10 is not enough the progress takes to take pave across all 5 years at school. The monitoring and judgments of students can be checked against the actual PPE result. More data is required in year 7/8 and use of revision apps will also generate this. Identify low attainers – Seeing which interventions are helping students with SEND and low attainers will be recognised. Inclusion in practice – There will be a future session to demonstrate what the definition means. It will be monitored if the high attainers are being pushed to their full abilities and have the resources and interventions to support their growth. Case studies will be used to review which extra steps have impact and what may need to change.	

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Consistent application – There are observations around school ensuring the rules are effectively implemented by all staff, and those breaking the rules are challenged.

Attendance

- 20% reduction in no of students on Reduced Hours Provision
- 75% of those on RHP have increased no of hours in school over a period of time
- 100% of RHP have involvement from external agencies
- Elective Home Education remains low (no increase from 2021-22) compared to national statistics which show a 7% increase.
- Once current Year 11 leave, the no. of students on both RHP and Alternative Provision decreases significantly
- Robust parental agreement and Risk Assessments in place for all students with RHP
- All alternatives sought in order to minimise EHE
- Holidays taken in term time is increasing.
- Illness in students is similar to last years equivalent figures.
- 558 sessions were lost on the recent storm day as although school was open many parents chose to not send their children to school
- Each SEN student has a TA so they will take on the daily calls to check attendance
- It is discussed with the student the reasons why they may not have attended school and what may be the cause.
- There are managed moved applications received from the local authority, with 7 waiting for spaces in year 7, we will decide which moves can be offered a space and aim to plot to show midyear attendees and the link to behaviours, we also get applications to take total non-attendees, so although we are an inclusive school and can make adjustments, attendance will suffer.

Q – What is the spread across the years of persistent absence, it is balanced?

A – 45% are in year 10, 38% in year 8 and 11, there are 17 students with long term absence and only attend one or two sessions a week, they are in contact with local authority and a social worker, but this impacts this persistent absence figure. Year 7 have the best attendance but there are 4 very low attenders in this year group.

Q – What is the trigger point for persistent absence?

A – 90% and severe is less than 50% attendance, this equates to 19 days so for this year to be persistently absent.

Q – How does absence affect the impact in SEN groups?

A – These groups may already attend less and if from a culture which does not encourage regular school attendance they will also be less likely to access

resources or engage in online learning. Absence in the FSM group on average is double the amount in the non-FSM group.

Q – Should the value of education be pushed as well as or instead of attendance?

A – There is often a barrier with the parents but we do offer them further support as it is known children who are in school more will achieve the better grades.

Q –Are the reasons why absence in year 11 is so high being looked into?

A – Levels will often be similar when in year 10 and 11, so a recuring pattern which we will now focus on preventing in the earlier years in school.

Q – In the mainstream groups how is attendance?

A – We check for pattens or trends or regularly missed days but none to be seen.

- Staff absence policy has been rewritten and shared with all staff informing staff of current systems and changes in policies.
- Staff attendance now part of an automated process which sends emails to staff on their return.
- Use of OH for persistent staff absence
- Percentage attendance (compared to Dec 2022):
  • Teaching Staff 96.14% +2%
  • Support Staff 95.04% +0.53%
  • Overall 95.47% +0.72%

Behaviour

- Suspensions for 2022/23 were higher than previous year (by 1.45%) but were significantly below the Hampshire increase of 7.52%.
- Suspension length remains low, and well below Hampshire and national average. This is because the use of 0.5 days to send home when behaviour has been poor ready to start the next day correctly.
- Suspensions for this year are similar to last year, despite being more than 60 additional students on roll.
- Main reasons are for persistent disruption, however it has been seen there is an increase in days lost due to vaping on site.
- Re-boot the 'Ready to Learn' in summer term 2023, most current issues are with uniform, equipment and use of mobile phones. Often this can be loaned by the school.
- There has been an increase in prejudicial language this year. In particular within KS3, due to social interactions and 'reclaiming' racial language
- Interventions with students using racial language and parental meetings and PLAB forms completed for any students using prejudicial language.

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Curriculum

- Curriculum conversations between all faculty leaders have taken place, indicating three actions they have taken since September, including the impact.
- There have been interactive discussions, subject presentations and sharing of strategies which have proven to work well with improved results.
- Faculty meetings have taken place to discuss embedding consistent practice
- Curriculum conversations happening more frequently and consistently due to single person oversight of all faculties
- Greater evidence trail of monitoring and evaluation, a shared calendar and recording templates
- English/Maths crossover meetings enabling much closer tracking of key students.
- Year 11 tuition has started in English and Maths to start post PPE's
- Greater forensic detail in terms of analysis of data
- PPE Timetable published early the exams officer has a more analytical approach to concessions and accessibility of information
- Student progress meetings across all faculties to be timetabled into the CPD programme from Jan 2024
- Helen Dear is our new LLP and working with the school as per the programme of support to help move back to 'Good'. Staff have found Helen supportive, approachable and knowledgeable.
- Kevin Neil will be joining the Science department 2 days per week in the Spring term to help improve the quality of Teaching and Learning and help the curriculum lead in developing their skills in leadership.

Action - Governors to be aware of the 2022 Activity Survey, Guidance Notes, Summary and feedback to SLT any questions

Action - Governors to familiarise work by reading the Careers Update

Action - Governors to read the careers executive summary

Leadership and management

- The ISDR indicated:
  - Small school
  - High SEND percentage (we are also now above average for EHCP's too)
  - Stability is low - meaning many students coming in and out of the years.
- The current school context shows:
  - Current summary indicating no real change in characteristics this year.

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- Numbers increasing – currently 136 1st choices for September 2024.
- FSM numbers continuing to increase. (+2% from Summer 2023)

<u>SIP Update</u>

- Clear priorities for the year
- Consistency is key
- Detailed SIP indicate key areas, success criteria and evidence.
- Will be reviewed by LLPR in spring term
- Half termly CPD calendar directly linked to SIP sections

Action - Governors to be clear around what they would like to see as evidence

<u>Disadvantaged Students</u>

- Regular learning walks focussing on the lesson through the eyes of our disadvantaged students.
- Whole school CPD session focussing on active engagement in lessons.
- Educational resources supplied to all disadvantaged students who require them; ready to learn equipment, year 11 revision guides.
- Attendance focus group.
- Reduce the amount of lesson time lost for Wave and Time in.
- Curriculum leaders to identify appropriate reading strategies learnt through last years' CPD which will be consistently used within their curriculum areas to focus on reading for attainment.
- Embed new library service.
- Encourage and track attendance at extracurricular activities and whole school events
- SEND relaunch this term with additional support from HIAS
- Currently students with EHCP are identified as a group for attendance intervention strategy
- Status of SEND raised as a whole school responsibility
- Priorities identified for SEND in line with whole school SIP

<u>Safeguarding</u>

- Ongoing high level of concerns being raised with 58 concerns currently open
- Recent visit from Jane Burrows to attend a safeguarding team meeting/supervision
- Mental Health concerns constituting high proportion of all issues raised.
- Filtering & Monitoring expectations have increased significantly with Filtering & Monitoring training for all staff and governors
- Length of time some concerns are open often an indication of the complexity of the case and involvement of external agencies, the average being 25.1 days open

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	- Multiple/additional concerns relating to the same student/concern will be amalgamated into one in order to retain clarity Site - The windows may have been installed incorrectly and it is not sure where in the process of the installation this may have occurred, this could be a risk to students so must be corrected before the warmer summer months. - The cleaning staff have had high amounts of HR issues so it is proposed a third party supplier of staff can be used. Q – What arrangements do other schools have? A – There is a choice of a couple of companies so we will not return to our previous supplier, we will follow the tender process and incorporate our specific request or times to provide better flexibility. This is agreed by the governors.	
7.	**Business cycle** Budget update - Staff 6.5% pay increase to go into pay packets in December and this has been budgeted for - Budget shares are likely to be released in February and we will know more by then around what that looks like moving forward.	
8.	**Policies** Low level concerns – Reviewed by Michelle and Chris. This is agreed by the governors. Resolving workplace issues - Reviewed by David and Mark. This is agreed by the governors. Staff code of conduct – Reviewed by Kelly. A few minor typos have been corrected. This is agreed by the governors. Safeguarding - Reviewed by Jane. This is agreed by the governors. E-safety – Reviewed by Andrew. A few minor points to refer back to Carl before this can be finalised.	
9.	**Future events**	

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	The live link to the school calendar has been shared with all Governors, there is a school production, a school Christmas dinner, end of term activities and a whole school assembly.	
10.	**Next meeting** FGB 9th January 4.15- 5pm, meet your subject leader, followed by 5-6pm Carl Knight to give us a presentation on the monitoring of IT usage **Items for the agenda** Presentation by IT / Technical	
12.	**Close** The Chair of Governors closed the meeting at 6.45pm	

Effective governance

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

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1. Strategic leadership

1a. Setting direction
1b. Culture, values and ethos
1c. Decision-making
1d. Collaborative working with stakeholders and partners
1e. Risk management

2. Accountability

2a. Educational improvement
2b. Rigorous analysis of data
2c. Financial frameworks and accountability
2d. Financial management and monitoring
2e. Staffing and performance management
2f. External accountability

6. Evaluation

6a. Managing self-review and personal skills
6b. Managing and developing the board's effectiveness

Principles and personal attributes

3. People

3a. Building an effective team

5. Compliance

5a. Statutory and contractual requirements

4. Structures

4a. Roles and responsibilities

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