



OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

**Minutes of a meeting held virtually via Zoom on 11th
 January 2021**

<p>Present: Stewart Boyling (SB), Brenda Brown (Vice-chair, BB), Julie Burgess (JB); Penny Canepa-Anson (PCA); Richard Carter (CRC), Rowena Chalk (Chair, RC), James Horsman (JH); Carol MacTaggart (CM); Pete Robinson (PR) Eddie Rodriguez (ERZ), Nicky Wastie (NW)</p> <p>In attendance: Toby Houghton (TDH), Jon Parry (JP)</p> <p>Minutes: Alison Carter (Clerk to Governors, AC)</p>	
1	<p>APOLOGIES FOR ABSENCE None</p>
2	<p>DECLARATIONS OF INTEREST None</p>
	<p>RC welcomed CM to the meeting and the governing body, and also Jon Parry (present with a view to being appointed as a co-opted governor). For the benefit of the newcomers the governors introduced themselves. JP also introduced himself and described his particular interest in education. He was placed in the Zoom waiting room while the governors discussed his appointment.</p> <p>There was a brief discussion about a possible conflict of interests, given that JP has a personal relationship with a member of staff and might attend a few of the same meetings or panels as that member of staff. ERZ and RC were able to reassure the governors, citing the professionalism of both individuals, and added that in the event of any conflict, a different member of staff could be brought in.</p> <p>Several governors said that JP would make an excellent addition to the GB for a variety of reasons. The governors unanimously decided to appoint, and JP was invited back into the meeting (19:14hrs)</p> <p>RC reminded the GB of the two vacancies still existing on the GB, and reported that she is in discussion with a potential governor who works in the primary school sector. She felt this person could be a useful addition especially in providing insight into primary schools, given recent challenges in communication between secondaries and primaries. RC and BB will be having further discussions with the candidate and will bring the matter to the next meeting.</p>

3	<p>TDH reported on his recent Strand 2 meetings.</p> <p><u>Strategy and the longer term</u></p> <p>TDH addressed the governors on the subject of strategic planning and the College Development Plan, and shared an example of recent work in creating subject-by-subject 'route maps' or 'learning journeys' for each subject. These show the progression from intent (what the school means to teach each student across their whole five-year career, and what skills the student should acquire) through implementation, to outcomes. Each document, prepared by subject leaders, is designed to be accessible to all stakeholders but is largely school-facing. SLT are able to examine and challenge each subject via these learning journey documents and determine how the programme in each subject area serves the broader aims of the school. TDH also shared a version in an easy-to-understand graphic format. This is designed to be student- and parent-friendly and will be published on the school website and printed for display in faculty areas. It will also be important in future discussions with OFSTED about curriculum focus.</p> <p>JB said she felt the documents give a clear idea of curriculum content, and TDH said that he is pleased with phase one of the project (almost complete), particularly in the way it provides a five-year view, and is also impressed with the work done at subject level. Other governors felt the documents were excellent. CRC added that the accessible format allows faculties to identify any conflicts e.g. assumptions being made by one subject that certain material has been covered in another. TDH agreed and added that in phase two (after return of students to school) subjects will be looked at side by side and links and alignments identified. Learning intentions can also be made uniform across the curriculum. He said that other areas of school life and work (e.g. careers and extra-curricular activities) can be added to the model.</p> <p><u>The current situation in school</u></p> <p>TDH gave a review of how learning is being delivered during the current closure. Whilst in March the hours of teaching were reduced, now the DfE has new expectations and schools must deliver 'core teaching time', namely five hours a day, and must match remote learning to the normal timetable. Use of Google Classroom has been refined and all activities are set via that platform. Google Classroom allows work to be set and sent back to teachers, and for feedback to be given. Sessions are 'time-bonded' which is useful in matching teaching hours to the new DfE demands, and material is available for future reference by students. Live lessons via Teach Stream have been added: this software answers previous safeguarding concerns and teachers have control over admitting and excluding students, and over their live contributions. Year 11 are learning via Teach Stream this week and the rest of the school begins next week. Feedback from students and parents is positive; some teachers are still developing their methods. Teach Stream is not used for all lessons, but is tailored to subject need.</p> <p><u>Support for students in need, and those learning remotely</u></p> <p>LSAs are providing case-by-case support for struggling students, via phone calls and other communications. Distribution of DfE-provided laptops has been better than in the first school closure (during which they were delivered very late to schools) with c.40 laptops now given to students, mainly in the disadvantaged group.</p> <p>Heads and deputy heads of house and inclusion leaders also make pastoral calls to homes.</p>	
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	<p><u>On-site provision</u></p> <p>Last week c.50 students came into school each day, and numbers are rising. These students follow the same curriculum as students learning at home. Some checks have been made with parents classifying themselves as critical workers, and the school has now offered an on-site place to all students who need one. Staff quickly identified and contacted students they consider to be vulnerable or disadvantaged and who require face-to-face teaching, and their attendance and learning is going well. Those with the highest need are working to a special curriculum in a separate room.</p> <p>JP asked about the remote teaching of practical subjects: how are the needs of these subjects addressed? TDH suggested that the two governors who teach subjects with practical elements should comment. PR said that planning had been done for Year 11 in September, and that the focus was currently on core skills with a view to scheduling practical work for a spring return to school e.g. in DT, students are working on cardboard modelling and use of CAD software. Teaching and learning is 'worked around' the limitations. JP asked if the challenge grows as lockdowns lengthen, and PR agreed, but added that preparing for GCSEs this summer has been good. He is more concerned about Year 10 who have potentially lost more of their GCSE preparation time. CM agreed with PR about the disruption to Year 10, and also agreed that it has been possible to plan ahead for Year 11 centre-assessed grading. She said that in Music, use of software at home was providing a musical experience, and students would be presenting composition work via Teach Stream, which provides better interaction and reduces the need for frequent email questions from students to teachers. Take-up of software has been good and CM is pleased with students' progress, though work is still being done to make sure they have the necessary hardware at home. CM feels that students are gaining new skills before returning to physical instruments later.</p> <p>TDH added that the P.E. team have been setting practical work for students studying at home (and this also tends to help with anxiety and stress) as well as working on theory.</p> <p>The governors thanked TDH for his succinct, clear and informative report, and the whole SLT for their tireless work, and TDH left the meeting at 19:45hrs.</p>	
4	<p>APPROVAL OF MINUTES OF THE MEETING HELD ON 14.12.20</p> <p>Minutes of the meeting held on 14th December 2020, and Part II minutes of the same date, were tabled to the meeting and approved as a true record. They will be signed the Chair after the meeting and sent to the clerk.</p>	
5	<p>MATTERS ARISING FROM PREVIOUS MEETINGS</p> <p>None</p>	
6	<p>URGENT MATTERS</p> <p>None</p>	
7	<p>POLICIES AND PROCEDURES</p>	

	<p>The governors discussed the Relationships & Sex Education policy, currently in draft form. CRC shared his observation that though the policy contains a teaching objective in the curriculum appendix around self-examination in the autumn of year 11, this is not reflected in what pupils are expected to know in Appendix 2. CRC suggested that this should be explicitly included, and consideration be given to the timing and content of the curriculum at that point. CRC shared his own experience that at an all-boys school, the matter-of-fact approach to teaching boys to seek urgent medical attention at the earliest opportunity and without embarrassment if they experience symptoms of a testicular torsion was of benefit to his own family. ER thanked CRC for his contribution and said he would liaise with Emma Green on the point.</p>	ERZ
8	<p>BUSINESS REPORT</p> <p>There will be a full set of reports brought to the February meeting.</p>	
9.	<p>ACADEMY/LOCALITY ISSUES</p> <p>No separate report.</p>	
10	<p>CHAIR'S REPORT</p> <p>RC said that she was pleased to have been able to recruit two new governors recently.</p>	
11	<p>HEADTEACHER'S REPORT</p> <p>ERZ gave an account of school life since the special meeting of the GB on January 4th.</p> <p><u>Internet</u> Teach Stream roll-out was disrupted on the day of this meeting by loss of service, but RealSmart (the school's external provider) acted quickly. The school contacted parents quickly to give guidance on how to access Google Classroom via alternative routes.</p> <p><u>Staff</u> The new requirement to deliver the normal timetable remotely, and the addition of Teach Stream, is putting increased pressure on teaching staff.</p> <p><u>On site provision</u> In the first closure a very large number of staff volunteered to come in to school. This time, due to the increased demand on teacher time, only LSAs and TAs only are on site supporting the students with the curriculum. On the day of the meeting 65 students came to school (compared with, in the early days of the spring closure, numbers in single figures). An extra 29 students came in to take BTEC exams today. Oathall will monitor rising numbers of students coming into school, keeping in mind national concerns (particularly seen in Primary schools) and associated Covid risk. But the school is being proactive in inviting those students who are identified as having a need. c.50 families have identified themselves as having at least one critical care worker, but these families do not need their child/children to go to school every day, and some of these students will now be able to learn at home following the help given in school. Several rooms are in use, students arrive in uniform, learning is the clear focus and there is work being done to mix activities for students.</p>	

Remote learning

There is some concern, given the new fuller timetable, about excessive use of PCs at home.

SLT

It has been arranged for at least two members of SLT to be on-site for every school day, although so far this term all SLT members have been present every day.

Exams on site

ERZ explained the changing guidance on whether students should come to school to sit certain vocational (non-GCSE) exams, and the way the decision process was handed to schools. On the day of the meeting a BTEC Animal Care had been sat. There will be another exam on Wednesday 13th. ERZ discussed with the exams officer how to run the exam safely and effectively, was reassured that everything necessary had been taken into consideration, and decided to go ahead. It was felt that, if these exams were delayed until the summer, students might lose out because of a longer gap after their learning, and there was also the chance that the summer exams would not happen. A very small number of students did not feel able to come to school today for the exam.

Covid testing

Oathall is now a registered testing centre. Training has been (and is still being) delivered via a set of seven online modules. ERZ has taken all the training so that he is familiar with the expectations of staff involved. The original plan was to test the whole school twice a week. Now that testing is being carried out on far fewer people, it has become clear how very difficult that would have been. Weekly testing (with the smaller numbers in school) is now seen as sensible and possible.

The hall is arranged according to guidelines, with eight bays. A very large amount of medical waste (disposables) has already been generated. More than 40 staff and more than 40 students had been tested by the day of the meeting, and the system is working efficiently. All results have been negative. The admin around each test generates the most work. Unlike some schools (who are using test results only locally) Oathall is sending data to NHS Test & Trace via a system of registration and individual results barcoding. Each student under 16 must also have a pre-registration form filled in by parents, and consent must be obtained.

Staff are reminding students that a negative test does not necessarily mean they don't have the virus: they may be carrying a low viral load and that load may increase and give a future positive. Use of masks, hygiene and distancing are still being encouraged.

JH asked if there is any ongoing or repeat accreditation process for a testing site. ERZ said there is not. The school has certificates to show its status and the training completed. He described the various staff roles involved in testing (e.g. greeter, test support, data entry) and explained that not all staff need to take all seven training modules.

ERZ said that, as governors may have seen in the news, a registered centre may be asked to deliver tests to other bodies e.g. primary schools.

JH asked if there is separate room for isolation following a positive result, and ERZ confirmed this. **JH asked how it is established that a test centre is complying with guidance.** ERZ replied that comprehensive guidance has been sent, also laying out data protection rules, but apart from that there are no particular checks for compliance.

	<p>JB asked if any of the equipment supplied requires recalibration or other maintenance. ERZ replied that there is no machine-type equipment, only single-use items e.g. gloves and swab kits.</p> <p><u>GCSEs</u> There will be no GCSEs in the summer. Details from government about how grades will be assessed are awaited. A lack of clear information has not been helpful to year 11s who have questions that staff cannot answer. A letter went out to parents last week explaining that details would be shared as soon as available. Staff are focussing on encouraging anxious or doubtful year 11s to continue their studies.</p> <p><u>CDP</u> ERZ asked if the governors had comments on the draft of a one-year plan. RC suggested that a discussion at the next FGB might be sensible, by which time the two new governors will have been able to study the document.</p>	
13	<p>SAFEGUARDING BB will be arranging a suitable time to meet Emma Green and complete an NSPCC audit.</p>	
14	<p>PUPIL PREMIUM MATTERS ERZ reported that the Durrington research project report is awaited. He will bring it to the governors when it is available.</p>	
15	<p>ATTENDANCE ERZ said that the DfE still requires a daily return of attendance figures, now with an additional request for a count of students attending school who have parents in critical jobs.</p>	
16	<p>GOVERNORS' VISITS AND INDIVIDUAL REPORTS</p> <ul style="list-style-type: none"> • CRC reported the January 7th Strand 2 visit with NW. • AC has liaised with Helen Parry and recorded a full list of GB visits in recent months. 	
17	<p>ANY OTHER BUSINESS</p> <ul style="list-style-type: none"> • NW pointed out to the GB the new WS Governor Services training schedule (spring '21). She will liaise with CM and JP about booking new governor training. • RC is chasing up WS Governor Services on the tailored session mentioned in the December meeting. • PCA thanked ERZ and the SLT for their hard work during this stage of the pandemic. As a parent she is seeing the remote learning provision, and is impressed. 	NW
	<p><i>The meeting closed at 20:20 hrs</i></p>	
	<p>DATE & VENUE OF NEXT MEETINGS Spring term: February 8th; March 15th Meetings are virtual until further notice.</p>	

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
16.11.20	Formal thanks to CD	RC	asap	
11.01.21	Liaise with CM & JP on new governor training	NW	asap	
11.01.21	Liaise with Emma Green on additions to the Relationships & Sex Ed policy	ERZ	Before the policy comes before the GB.	
Actions completed				
14.12.20	Distribute draft Sex & Relationships policy to GB for their consideration before Jan FGB	AC	By Jan 4 th deadline	
14.12.20	Ask Helen Parry for record of virtual GB visits during pandemic	AC	By Jan FGB	
14.12.20	Share draft one-year CDP via clerk	ERZ/AC	asap	