



OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

Minutes of a meeting held on 9th March 2020

<p>Present: Brenda Brown (Vice-chair, BB), Stewart Boyling (SB), Julie Burgess (JB); Penny Canepa-Anson (PCA); Richard Carter (CRC), Rowena Chalk (Chair, RC), Carl Day (CD), James Horsman (JH), Pete Robinson (PR), Eddie Rodriguez (ERZ), Nicky Wastie (NW)</p> <p>In attendance: Toby Houghton (TDH)</p> <p>Minutes: Alison Carter (Clerk to Governors, AC)</p>	
1	<p>APOLOGIES FOR ABSENCE None.</p>
2	<p>DECLARATIONS OF INTEREST None</p>
3	<p>CDP STRAND 2 LEADERSHIP & MANAGEMENT</p> <p>TDH delivered a report on analysis of mocks results, the nature of the school curriculum and use of data.</p> <p><u>Mocks</u> TDH presented the most recent mocks results and explained how they are compared with results from last year's Year 11 cohort, and what factors influence analysis. He detailed his meetings with heads of Maths and English to discuss work to be done and strategies. He described the revised revision and exam preparation programme which has been in place since December mocks and which concentrates on an offering targeted at the individual student or at particular groups or attainment levels. Revision work is often broken down by specific exam question and individual revision packs are provided. The core subjects of Maths, English and Science now have an after-school session reserved for them so that students have a clarity and revision can be better shaped. Brief, focussed lunchtime sessions focus on key skills with the aim of making often small but significant improvements. Booklets and online resources are produced in-department to allow teachers to target the material.</p> <p>He reported on work that has been done on making marking more consistent in the relatively new grades 1-9 exam format. Jo Grimwood-Read, an experienced exams moderator and new head of English has conducted a marking review that has given teachers increased confidence.</p>

SB asked about the take-up of after-school sessions. TDH said that this has been good, with full classrooms and recent necessity to add a third room. ERZ added that targeted help and parental engagement and understanding have resulted in good attendance.

TDH mentioned the importance of giving attention to option subjects as core subjects are given extra focus in the revision and exam prep programme. **SB asked if homework is reduced in non-core subjects to match this slant,** and TDH said that no, homework is maintained across all subjects at the same level; expectations of time spent on each remain high across the board.

JH asked about how teachers and leadership review the effectiveness of programme such as revision and exam prep: are initiatives sometimes rejected when seen as less effective? TDH replied that each September heads of faculty meet ERZ, TDH, Faye Hatchard and/or Laura Gyngell to look at their programmes, using detailed data analysis. Decisions are then fed into an action plan. Staff are honest about initiatives that have produced fewer results than hoped. He added that, on occasion, professional experience and intuition lead staff to keep going a particular action despite variable tangible outcomes. **JH asked if the bespoke approach is working,** and TDH and ERZ agreed that it is increasingly effective. TDH reminded the governors that classroom work is by far the most important element of teaching and learning, but that extra programmes such as revision bring significant smaller effects. **JH asked if the targeted approach makes it harder for students to 'game' the system, avoiding effort,** and TDH said this can be the case: students get regular feedback and checking on their individual knowledge.

TDH went on to describe collaboration between heads of department. The heads of Maths and English meet regularly often looking at progress at the level of individual students (especially since students struggling in one subject often struggle in the other). He reported on a significant number of students whose Maths entry level has been reviewed and changed, especially following guidance from OFQUAL. Schools have found it hard in some cases to encourage students taking Higher but working at the lower end of its grades, to continue through a paper when they perceive questions to be hard. CRC mentioned the possible stigma of taking Foundation level and TDH agreed – some parents ask for their child to be moved inappropriately to Higher. CRC added that questions at Foundation level require answers that are more accurate than answers at Higher level, and TDH agreed.

SB asked if the soft federation schools are collaborating in revision programmes. TDH said that there is no direct sharing, but revision is discussed at meetings, and the issue of Maths entry tiers has been a particular area of shared thinking.

Curriculum focus

TDH showed the governors how the new OFSTED inspection framework has influenced the school's approach to shaping the curriculum. OFSTED will no longer look at internal data of any kind. He asked for the governors' comments on a draft set of definitions of curriculum, and explained that the document aims to set out what Oathall intends its students should learn, in the broadest sense, during their time at school. There is a focus, led by OFSTED, on sequencing – how students acquire but also retain knowledge and skills. All subjects, he said, are looking at how the curriculum is delivered over time. Curriculum 'maps' give an illustration at a high level of detail, showing how the sequence matches intention. 'Intention' is a new focus in quality of education.

Looking at the list of points in the document that lays out the school's curriculum aims, **SB asked if preparation for further education should be included, especially since all young people must enter education and training.** TDH pointed out that awareness of 'possible futures' is included, but

	<p>agreed that a mention of FE might be usefully added. JH asked if the list looks markedly different from how such a list might have looked five years ago. ERZ said that the emphasis on ‘broad’ education (the first point in the list) is of note: Oathall has, for instance, kept to a two-year KS4 programme rather than changing to three-years. The school wants to give students the opportunity to continue with a broad education, including e.g. art and music for as long as possible, and this choice conforms to the new OFSTED focus. All school activity is included in the definition of curriculum. JH asked if independent learning (on the list) in a new feature. TDH replied that the Oathall ‘four pillars of learning’ has been encouraging independent learning for some time. JH added that independent learning is crucial for university entry, and that students now often have to be given suitable guidance when they get to university because they are ill-equipped. Other governors agreed, CD pointing out that independent learning ties in with engagement; students develop a desire to ‘learn beyond’ if they are engaged. TDH thanked the governors for their feedback.</p> <p><u>Use of data</u> TDH reported on a meeting with CRC, RC, BB and ERZ at which work began on how the school might look at data in a different way. TDH shared with the governors the relevant data sets identified at the meeting. CRC will now consider these and prepare for the next meeting. He explained his personal approach to selection and analysis of data, which involves starting with what questions one wants answered. In Oathall’s case, he suggested, the questions are (1) what are the strongest influencers of academic achievement? and (b) how does attendance (as a baseline indicator of engagement) effect progress and achievement? CRC will now explore the questions and data and look for correlations. He described how direct correlations can potentially be observed by (e.g.) comparing distance from school with attendance, or even (at a finer level of detail) distance from public transport with attendance. He added that hypotheses or even ‘hunches’ of staff can be tested against the data. CRC will eventually build a ‘balanced score card’ to guide future data use.</p> <p>JH asked about the difference between attainment and achievement. TDH explained that the terms are not fully distinct and are frequently used indistinguishably. Attainment is easier to measure and includes tangible results.</p> <p>The governors thanked TDH warmly for his report and he left the meeting.</p>	
4	<p>APPROVAL OF MINUTES OF THE MEETING HELD ON 10th February 2020</p> <p>Minutes of the meeting held on 10th February 2020 were tabled to the meeting and approved as a true record. Part Two minutes were tabled and the governors agreed them as a true record. They were duly signed by the Chair.</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 following policies were approved by the governors:</p> <ul style="list-style-type: none"> • Curriculum policy • Word processor & laptop policy • Non-exams assessment policy <p><u>Curriculum policy</u> SB asked for clarification on the nature of the ‘super-curriculum’. ERZ said that this describes voluntary activities and learning aimed at KS3 students beyond the formal offering. It is formulated to be accessible. All students are encouraged to benefit from the super-curriculum and results/achievements are recognised.</p> <p><u>Word processor & laptop policy</u> RC asked if this policy is a WS model policy. ERZ replied that it follows OFQUAL guidance.</p>	
8	<p>BUSINESS REPORT</p> <p>RC reported on the finance committee meeting that took place before the FGB with RC, ERZ, BB, CD, JH and Jo Godbolt in attendance. The committee recommended that the Schools Financial Values Standard should be agreed by the GB and that RC should sign the document before sending it to WSCC. The finance meeting included pre-budget working party consideration of the school budget, which looks positive, though ERZ reminded the governors that some surplus will be eroded by salary increases in the coming year.</p> <p>The SLAs (WS) were agreed at the pre-meeting. RC drew the governors’ attention to the increased allowance in the SLA for governor training, now that provision has increased. Several governors agreed that the training has improved.</p> <p>SB asked if cover is in place while one member of the catering team is on long-term absence and one on maternity leave. ERZ confirmed that day-to-day cover is in place.</p> <p>CRC asked about the possible impact of Corvid-19 virus on staffing. ERZ said that if members of staff are unwell or self-isolating there is likely to be a proportionate number of students also absent. He added that the situation- and government guidance - is moving quickly and before the point of multiple absence further guidance will be forthcoming.</p>	
9	<p>ACADEMY/LOCALITY ISSUES</p> <p>ERZ reported on the progress of a possible new secondary school in Burgess Hill.</p> <p>RC asked if ERZ had further information on the opening of the Haywards Heath sixth form site. ERZ replied that the opening is still planned for September 2020. A stakeholder meeting will happen shortly.</p>	
10	<p>CHAIR’S REPORT</p> <p>RC reported on progress in recruiting a new co-opted governor. JB and CRC have both brought forward names, and RC will meet them soon.</p>	AC

	<p>RC suggested that governors might find it easier to have papers emailed to them, rather than using Google Drive. CRC asked if it would be possible to provide papers using both methods, and the clerk agreed that it would generate little extra work.</p>	
<p>11</p>	<p>HEADTEACHER'S REPORT</p> <p><u>Exams</u></p> <p>Year 11 mocks continue in the week of March 9th. Results data will be brought to the governors in due course.</p> <p><u>Year 9 options</u></p> <p>Selections are almost complete. Take-up in the new subject options of Psychology and Health & Social Care is likely to result in two viable classes. This year's three Business classes are likely to reduce to two for September, partly explained by the take-up of Psychology and Health & Social Care. The two new subjects are likely to fall under the Science department, and this will bring with it staffing implications.</p> <p><u>Outside Educational Visits</u></p> <p>The Gambia trip and ski trip were both very successful. ERZ has been able to talk to a group of students who went to Gambia and learned that their experiences have been life-changing and extraordinary. He will bring a report to the next meeting.</p> <p>JH asked for reassurance about how decisions are made to give books and other gifts to local young people in Gambia. ERZ said that the charity which offers the trip manages these issues well. CD agreed that care must always be taken about what is offered.</p> <p><u>Student numbers</u></p> <p>Parents have now been informed of their children's school place. Offer letters bringing Oathall up to PAN have been issued. Numbers will be amended due to offers of independent school places being taken up. We will be planning for nine-form entry this year, teaching and tutor groups.</p> <p><u>Alumni project</u></p> <p>ERZ gave a report on this project and the work of Faye Hatchard and Krista Ferros. There has been a push for students to sign up to the Alumni Association. A profile of each alumnus is stored. Enrichment leaders make contact with alumni who complement their schemes of learning. A Year 11 alumni assembly has been held at which ex-students shared experiences of college etc. Photographs of alumni are up around the school. It has been established that managing the alumni project in-school is preferable to outsourcing.</p> <p><u>Staffing</u></p> <p>Science:</p> <p>ERZ thanked BB for her attendance at a recruitment panel that appointed two science teachers. A new deputy head of science has been appointed internally. There was a strong field. These appointments leave science slightly overstaffed, but capacity is needed for Health & Social Care and Psychology classes starting in September 2020.</p> <p>Premises:</p> <p>The school's first apprentice, Brandon Taylor, has started work in Premises. Nicholas Sinclair was appointed on 09.03.20 as a replacement for Dave Clark, Premises Manager.</p>	

	<p><u>Attendance</u> Attendance on the day of the meeting stood at 94.55%</p> <p><u>Premises</u> Work to replace windows is nearly complete. The effect has been transformative – both in looks and noise reduction. Work on the 1938 building stairwells comes next. PR reported that disruption has not been a problem.</p> <p><u>Soft Federation</u></p> <ul style="list-style-type: none"> • An Imberhorne deputy head has visited Oathall to look at professional learning and development as part of an exchange of visits. A report was circulated to governors. • A February meeting of Mid-Sussex head teachers and Sarah Bideleux of the Access Inclusion Team discussed ways for the schools to cooperate in offering more provision that aims to avoid exclusions. Alternative provision tends to be some distance away. A shared document has been placed on Google Drive creative solutions can be added. ERZ shared with the governors a paper from the meeting on shared practice and peer review. ERZ reported that Mid-Sussex has a lower exclusion rate than other areas in the authority. 	
12	<p>OUTSIDE EDUCATIONAL VISITS NW volunteered to be the governor overseeing outside educational visits and the governing body gratefully took her up on the offer.</p>	
13	<p>SAFEGUARDING BB reported on her termly visit with Sue Watkin and Emma Green, and thanked them for their time. She will bring a report to a future meeting. She spoke of increasing mental health issues among students and the impact of these on attendance and learning. BB described her encounters with students – all chosen by herself – around the school and reported that students were well aware of where to go with safeguarding concerns and what issues might be. BB attended Prevent training (Oathall INSET day Feb 24th) and shared with the governors the particular issues in the local area. BB praised the way staff room safeguarding and welfare noticeboards are kept up to date by support staff.</p>	
14	<p>PUPIL PREMIUM MATTERS ERZ is working on what the new PP ‘champion’ post will involve, and will meet RC and BB in the near future to discuss. The post will aim to ‘pull together’ the many interventions at Oathall, and will be based on a similar post at Downlands.</p>	
15	<p>ATTENDANCE No separate report.</p>	

16	<p>GOVERNORS' VISITS & INDIVIDUAL REPORTS</p> <p>SB has chaired an exclusion panel on 16th January, IPR training and training for admissions appeals. JB will attend curriculum training in the coming week.</p> <p>BB will attend an SEN course on 10.03.20, and in two weeks will attend a 'Women Leading With Confidence' course.</p> <p>RC will shortly attend a conference with the head teacher of St Peter's Ardingly on partnership working.</p> <p>CRC, RC and BB attended the data use meeting mentioned above.</p> <p>RC, BB, CD and JH attended the Finance committee meeting 09.03.20.</p>	
17	<p>ANY OTHER BUSINESS</p> <p>JH asked if there has been any shift or shift in WS school entries from the independent to the state system. ERZ said that he is not aware of any change but has no specific data.</p>	
	<p><i>The meeting closed at 20:25 hrs</i></p>	
	<p>DATE & VENUE OF NEXT MEETINGS</p> <p>Summer term: May 4th; June 8th; July 6th. All in CR1 at 19:00hrs</p>	

Distribution: Governing Body, Leadership Team, Head's PA, WSCC

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
09.03.20	Provide FGB papers via Google Drive and email - ongoing	AC	ongoing	
10.02.20	Consult catering team on small changes in catering for governor events (further healthy options)	RC	Before next event.	
11.11.19	Contact school nursing service to ask who might provide support and information on student mental health.	JB/RC/CD	Sept 2020	
11.11.19	Look into possible further talks/mentoring to tackle student mental health & resilience.	CD	May 2020	
Completed actions				
10.02.20	Include Improvement Partner Ron Searle's report with the minutes.	AC	Before publication.	
10.02.20	Take BB's website check report away to consider actions	ERZ	none	
10.02.20	Switch some governors to receiving NGA magazine electronically	AC	asap	yes
10.02.20	Instrument of government & Scheme of Delegation – edit and store	AC	asap	yes
10.02.20	Visit web pages and bring back comments to the GB.	All governors	March FGB	
10.02.20	Share with FHD a corporate-type staff survey; produce a suggested spreadsheet of questions.	CRC	March FGB	yes