



OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

Minutes of a meeting held on 7th September 2020

<p>Present: Stewart Boyling (SB); Julie Burgess (JB); Penny Canepa-Anson (PCA); Richard Carter (CRC), Rowena Chalk (Chair, RC), 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 Brenda Brown (Vice-chair, BB)</p>
2	<p>DECLARATIONS OF INTEREST None</p>
3	<p>TDH reported on GCSE grades and other results. He reminded the governors of the lack of formal exams due to Covid-19, and described the changing governmental guidance on methods of assessment. He gave a summary of the many parameters used to supply accurate and realistic data to exam boards, and pointed out that where media reports tended to focus on use of mocks grades, in fact a considerable range of evidence was included, including classroom work, homework, progress, and previous testing. It was a challenging process for staff, especially because assessment methods vary widely from subject to subject. TDH reminded the governors that which assessments had been completed also varied across schools.</p> <p>A great deal of remote working had to be done. Data was reviewed by heads of faculty and then at SLT level to identify and deal with anomalies, and the task was then sent back to teaching teams. Information from previous years was used to moderate and create appropriate distributions of grades. The Fischer Family Trust service was employed to further smooth anomalies.</p> <p>Exams staff entered every individual result manually because it proved impossible to link school systems to the systems of the various exam boards.</p> <p>The governors expressed their warm appreciation for the unprecedented work of the exams team.</p> <p>TDH said that although caution had to be taken before drawing conclusions about the cohort, or identifying school improvement, some messages have emerged, and he presented data to the governors showing how Progress 8 scores and Maths & English grades (for instance) - realistically assessed by teachers at the higher end of students' potential – can be seen to show an improving</p>

	<p>school. The school can also take the 2020 grades into account when setting expectations, using a body of data, accurately assessed, on what students might achieve. TDH explained that the cohort was awarded relatively high grades because of the method used; in final (sat) exams any individual student can do worse than expected in any given subject, while this year each they were graded towards the top of their feasible range.</p> <p>No national data will be published and there will be no school-to-school comparisons.</p> <p>Looking at groupings, TDH pointed out that work still needs to be done on narrowing the gender gap and on the achievement of disadvantaged students.</p> <p>JH asked if the lack of ‘blind’ marking this year might have resulted in teacher bias. TDH said that there potential for this, but teachers had been given a great deal of guidance to avoid bias.</p> <p>JH asked if the school might not be able to identify so easily areas in need of improvement from these results (as in previous years) e.g. Maths or English. He asked what the ‘pointers’ might now be. TDH said that results would still be examined subject by subject with the aim of identifying higher and lower performing areas.</p> <p>CRC asked about mock grades and final results, his understanding being that a centre-assessed final grade being lower than a mock grade was not grounds for appeal. He asked if there was data on the number of these outcomes. TDH said that an analysis showed only a tiny number. He added that the school was not asked, in the end, to submit the most recent mocks data. Mocks grades, he said, turned out to be remarkably close to awarded grades. There were only three appeals, reflecting the fairness of teacher assessment.</p> <p>SB asked if these assessment parameters are likely to be used in future. TDH replied that there has been no guidance yet on how the current Year 11s will be awarded grades, though exam boards have recently issued their own guidance with varying degrees of detail. TDH added that if the school was to go through a similar process again, there are a few further types of information it would like to be able to use. ERZ said he is interested to see how the current Year 11 will be influenced in their day-to-day work by the knowledge of how they might later be assessed e.g. how much work they do for mocks. He said that this cohort performed well during June when they returned to school.</p> <p>JH asked if it had been a sobering experience for teachers to be ‘holding in their hands’ the students’ grades. TDH said that teachers had indeed put in huge efforts to do the best they could. PR agreed that there had been many long phone calls and discussions back and forth in faculties. TDH reminded the governors of the challenge of grading a student’s potential while being rigorously realistic.</p> <p>TDH said that he would be returning to future FGBs to ask the governors to help steer future assessment, and asked them to consider what further information they might like to be given. The governors thanked TDH for his report and he left the meeting.</p>	
4	<p>APPROVAL OF MINUTES OF THE MEETING HELD ON 6th July 2020</p> <p>Minutes of the meeting held on 6th July 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>Referring to her question at the July FGB, JB asked about high risk students and what was being</p>	

	done for students unable to return to school. ERZ replied that the number is small (students who have vulnerable family members) and that the school is working with these families to provide learning via Google Classroom.	
6	URGENT MATTERS None	
7	POLICIES AND PROCEDURES The governors approved the HR policy, the Governor expenses policy and the September '20 addendum (Covid-19) to the behaviour policy, all with no amendments. CRC asked how guidance in the behaviour policy is being communicated to parents and students. He gave an example of the guidance not to share water bottles. ERZ said that an overview of risk assessments has been made available to parents, and is available on the Coronavirus section of school website). Letters home have included clear pointers to risk assessments. The governors also approved a new GB Code of Conduct (2020).	
8	Impact of school closure during pandemic (data). CRC said that TDH's presentation has now provided the basis for work on examining the data, but for the time being he does not have a great deal to add.	
9	BUSINESS REPORT Jo Godbolt will provide reports for the October FGB when more information is available. ERZ said that work on the new boilers is nearly completed. Parts are awaited.	
10	ACADEMY/LOCALITY ISSUES RC reported that the Haywards Heath College opening has gone ahead. JH and RC suggested that some governors visit the college, and ERZ agreed to approach the principal.	ERZ
11	CHAIR'S REPORT <u>DBS</u> RC explained the reasoning behind asking all governors, following a lengthy discussion with WS Governor Services on compliance, to visit the HR and confirm that their DBS checks are up to date. She recently discovered that her own was missing from the DBS system. <u>GB profile in school</u> RC has been considering the need to raise the GB's profile in the school community. For this academic year the strands will remain unchanged, but will be refreshed for September 2021. She introduced the idea of governor visits to specific areas e.g. SEND or the Farm. Planning is at an early stage and she will report at the October FGB.	All governors

	<p><u>Staff governor</u> RC reminded the governors that PR's term ends in December, and expressed her hope that he would stand again for election.</p> <p><u>Training</u> RC urged governors to check WS communications for dates/revised dates of training sessions.</p>	
12	<p>HEADTEACHER'S REPORT</p> <p><u>Attendance</u> ERZ tabled a SIMs report. Attendance on the day of the meeting stood at 97.8%. He reported that he was asked to provide daily attendance returns to the DofE throughout lockdown, and that this is now required again.</p> <p><u>Year 7 induction (Friday September 4th)</u> The year was split into two halves and students were able to familiarise themselves with premises and with working in core subjects. The year group stands at 240.</p> <p><u>Monday September 7th – first day of term</u> It was decided that all students should come to school on this day, following a lot of planning and preparation and the creation of the new set of risk assessments mentioned above (7). Governors will be provided with a link to these documents. They are a work in progress and will be updated as the school learns about operating under the restrictions.</p> <p><u>Year group bubbles and timetabling</u> Mixing between years is being kept to a minimum via a reimagined school day and staggered breaks and lunches. Smaller queues for canteen services are a helpful result. More students than usual are bringing their own food and the potential impact of this on the catering team will be monitored. The start of the school day has not been staggered – it was felt that the school had enough entrances to maintain safety. Students were asked not to arrive early, and to avoid socialising before tutor time, but many students did arrive early. This is under review. The timetable has been restructured to keep movements to a minimum, but specialist areas (science, DT) are still in use, and movements to and from these areas will also be kept under review. There is still a perception that corridors are busy.</p> <p><u>Staff</u> Staff are being very flexible at a time of year when their workload is always heavy. Some teachers are moving between five classrooms in one day. A dialogue will be maintained with staff to avoid stress or risk of illness, and changes will be made as necessary.</p> <p><u>Face masks</u> The wearing of masks is not mandatory in areas of the country that are not in local lockdown. Staff have observed hardly any masks in use by students.</p> <p><u>Link Advisor</u> ERZ and RC will meet Helen Smith (informally the school's 'Covid' link advisor, in post since March) on September 9th. All schools are having conversations with these advisors.</p>	

	<p><u>Events</u></p> <p>ERZ has been in discussion with local heads about ways to run events e.g. open evenings, while large numbers of people cannot be invited into school. Videos and virtual presentations are among possible methods. Parents’ tours of the school (autumn term) are a particular issue, and ways to offer this are being discussed. WS has been asked for a steer or opinion.</p> <p><u>Teaching and learning</u></p> <p>A ‘recovery curriculum’ is in place, with light-touch assessment, the remodelling of subject content, and efforts to make homework more effective. The virtual curriculum that ran from March to July will be maintained in parallel with in-school teaching, ensuring that if there are local lockdowns there will be no need to start this from scratch. In case of lockdown, it would appear that teachers will be expected to offer both at-home and in-school lessons. Careful thought will be needed about how to achieve this sensibly.</p> <p>RC asked the governors if they feel comfortable meeting face-to-face. There was a discussion, including the statutory need to ensure access to meetings to every governor (e.g. if they isolating). It was decided to hold the next two FGBs virtually, and reconsider at the November FGB.</p> <p>JH asked ERZ what financial support is being made available to schools for Covid-19, particularly in helping some students catch up. He also asked about laptops. ERZ said that Oathall’s share of the new money for schools is likely to be c.£80,000. There will be discussions with heads of faculty about how the funds might best be used. Laptops were released via a convoluted process, via LAs, in late June and then early July. JH mentioned news items about a Job Centre drive to recruit TAs, and asked if these new staff would be a help. ERZ said that TAs would potentially be useful.</p> <p>JH asked about extra-curricular activities and student events missed, especially by Year 11s in the summer term: would there be merit in appointing a member of staff to try to offer some retrospective celebrations? ERZ said that it was hard to plan any such events, adding that no clubs or extra-curricular activities are happening at the moment. Laura Gyngell is looking at what might be possible. He added that JH’s question highlighted the fact that schools are now running in a way that was never intended.</p>	
13	<p>SAFEGUARDING No separate report.</p>	
14	<p>PUPIL PREMIUM MATTERS No separate report.</p>	
15	<p>ATTENDANCE No separate report.</p>	
16	<p>ANY OTHER BUSINESS None</p>	

	<i>The meeting closed at 20:20 hrs</i>	
	DATE & VENUE OF NEXT MEETINGS Autumn term: November 16 th ; December 14 th , virtually	

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

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
07.09.20	Approach Haywards Heath College principal re GB visit	ERZ	Autumn term	
07.09.20	Visit school HR to confirm a current their DBS check.	All governors	Autumn term	