



## OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

**Minutes of a meeting held virtually via Zoom on 19<sup>th</sup>  
 July 2021**

<p><b>Present:</b> Brenda Brown (Vice-chair, BB), Julie Burgess (JB); Richard Carter (CRC), Rowena Chalk (Chair, RC), James Horsman (JH); Carol MacTaggart (CM); Jon Parry (JP); Eddie Rodriguez (ERZ), Nicky Wastie (NW)</p> <p><b>In attendance:</b> Faye Hatchard (FHD)</p> <p><b>Minutes:</b> Alison Carter (Clerk to Governors, AC)</p>	
1	<p><b>APOLOGIES FOR ABSENCE</b>          None</p>
2	<p><b>DECLARATIONS OF INTEREST</b>          None</p>
3	<p><b>COLLEGE DEVELOPMENT PLAN UPDATE</b></p> <p>FHD spoke about the recently completed three-year college development plan (stored with these minutes, along with FHD's other presentation material). The new OFSTED framework, she said, has acted as a guide to the CDP's content, without dominating it. It is a fluid document, created by SLT with input from middle leaders and using the limited quality assurance available in a year of Covid (with its lack of exams and other opportunities for data collection). The SLT has had the benefit of the 'fresh eye' of Laura Gyngell and Zoe Froud, both of whom have recent middle leader experience. Any member of the SLT has been able to have an input into any area of focus, rather than adhering to the traditional method of one SLT member being in sole charge of one area of school life. The document's format encourages all staff to take ownership of the investigation, implementation and embedding of the CDP's strategic objectives in their particular area, and already members of staff are commenting positively and beginning work based on the plan.</p> <p>FHD took the governors through specific examples of planned journeys towards the fulfilment of objectives such as increasing confidence in literacy, reviewing the impact of homework and revision, or using management systems to promote inclusion.</p> <p><b>JH asked about homework: to what extent would parents and students be likely to react to any radical change in policy?</b> FHD said that this is a good example of questions to which the CDP seeks to find answers via the investigation and research phase described in the document. There</p>

can be tangible benefits from making significant changes to homework. She expects to be able to report exactly this sort of result at an FGB in the new year. ERZ added that after decades of research into homework, with a variety of results, there is no conclusive answer as to its effectiveness. A school's response must be tailored to the student body, with consideration given to the impact not only on students but also on parents, who form opinions on the sort of school they want for their children via such issues as homework and revision. **JP suggested that the key objectives of homework should be identified and communicated.** FHD agreed, and said that (in keeping with all areas of the CDP) there will not be a 'top-down' approach: many stakeholders, including students (whose views on homework vary greatly) should be involved in the gathering of information.

**CRC referred to the impact measurement column of the CDP. For each impact, how will a score card be produced, against what baseline, who will publish it and to whom will it be circulated?** FHD replied that this is an element of the document to be considered as it comes into use. She gave the example of MFL looking at homework as a way to improve vocabulary. Following a revamp of homework, the faculty has a structured vocabulary learning journey which now shows (as an example of impact measurement) improvements in outcomes between years 7 and 8. She agreed that a baseline is needed for all CDP objectives. She reminded the governors of the severe limits placed on the QA timetable by Covid, and gave the example of a deep dive into year 7 this term having to be cancelled, when Covid cases increased dramatically. ERZ added that key performance indicators do need to be included in the CDP, along with the mechanisms by which measurements are being made, and results included, so that governors who work with SLT have clear and tangible comparisons. He reminded the governors that some elements of impact are hard to measure, especially in the absence of formal measurement such as exams. FHD suggested that an early September leadership meeting looks at this aspect, and ERZ agreed.

FHD described the new tutor time plan in the CDP, and work already done in preparation for the new academic year. She gave examples of tutor time content. A new platform, Votes For Schools, provides weekly resources, including current issues for discussion and core PSHE material. A student voting facility at the end of each session will be available: students can vote (for instance on a social issue). Oathall's opinions (with student quotes) can then be compared with schools nationally who use the package. FHD will report back to the governors on use of this package.

FHD spoke about the leadership and management section of the CDP, and a response to a report finding from Marc Rowland (Durrington Research School PP project) that some students (particularly PP) lack vision and aspiration for their future. This section of the CDP also includes the redefining of how governors work with the various strands of the CDP, now that the single-SLT/single-strand structure has been deliberately broken down. ERZ said that he and RC will work on how the GB/SLT relationship will be redefined, and accountability ensured. FHD referred to the governor's request (at a previous FGB) for the longer-term aims of the school to be made clear in the CDP. She went through a presentation laying out the key opportunities for the school over the coming three years, which have been identified by SLT and middle leaders, and showed examples of planned actions. She reminded the governors that there is a range of unknowns over the longer term (e.g. exam boards' intentions for assessments).

**JP noted the labelling of these headings as ‘opportunities’ and commented that an organisation *can* have both challenges and opportunities, and that this is not necessarily a negative.** He suggested that it is worth labelling them as such (the headings in the ‘Key Opportunities’ document all use ‘opportunities’). FHD said that much discussion had gone into the wording, and that she will take JP’s comment back to the CDP team.

**RC asked how a governor, when questioned by anyone outside the school, might sum up the aspirations and objectives of Oathall and show that the governors share a clear understanding.** ERZ mentioned how the governors previously set the school a challenge, when looking at the one-year CDP (‘20-‘21) to avoid short-term planning, which can risk later questions about how the school has got to a particular point. The ‘higher level’ and fuller version of the CDP gives granular detail, while a single side of A4 on each strategic objective gives context on the current situation at a given time, for each area of focus. Inevitably, some detail has to be included in a CDP, and a short, ‘one-stop’ document can be a challenge to produce. The hope is that the ‘baseline’ CDP document can be used by any member of staff or any governor, to show where the school is at a particular moment.

**JB said she is encouraged by the plan, and that it makes goals clear, but that she would like to see an overall vision and direction. She suggested that a short addition might provide that broad message.** FHD said that there is a plan to add to the website concise statements of vision and direction, in common with practice at other schools. ERZ pointed the governors to the six key statements, formulated by SLT and sitting at the top of the CDP, which he hopes define direction while avoiding a simplistic strapline approach. **JB insisted that perhaps a single sentence may be useful to indicate to the outside world what Oathall’s aims are,** cross-referenced with the full range of CDP material. ERZ agreed that part of the challenge is to reach a point where we feel we have that structure, a structure that is both over-arching and underpinned by workable granular material, all of which directly emanates from the main messages.

FHD added that the CDP is a ‘living’ and dynamic set of directions and its content may change – material may be removed or shifted. It is also important that its users – middle leaders and teachers – find it useful for the creation of faculty plans and delivery of objectives. She reported that faculty leaders have already said that the new streamlined CDP is both workable and exciting.

FHD described how subject leaders have freedom to create their own plans, mirroring the school’s strategic objectives. She showed the governors a Maths faculty development plan with strong links to the CDP. **CRC described the technical methods involved in test outcomes for software development, and drew the governors’ attention to the Maths plan’s expected outcomes. He suggested that KPIs (outcomes) in the plan should include indicators that contribute to those KPIs (e.g. ‘Students are able to access texts in a variety of ways’ might include details of the number of ways, and what they are, and which are important). When the implementation phase is reached, CRC added, unless one knows whether one can assess the actual outcome prior to the outcome being attained, then that assessment has not genuinely been made.** FHD agreed that outcomes must be measurable, but said that this document is the streamlined version, and there will be links to the details of measurement. She repeated her belief that in education it is harder than in other organisations to find ‘solid’ metrics for all outcomes. **CRC agreed that we are dealing with variables, including the children,**

	<p><b>but that we also measure a population. He added that if we are confident enough to state that we except an outcome, we should be able to say how we anticipate knowing we have succeeded. He referred to the Maths plan example mentioned above, and suggested an example of an addition: ‘as measured by sampling of student access every two weeks’. He drew attention to the usefulness of the phrase ‘as measured by’.</b></p> <p>JP agreed that recording and evidencing should be an important element of the plan.</p> <p>FHD ended by saying that she looks forward to seeing how the CDP is used, and how the governors’ work fits into its delivery. ERZ thanked FHD (and Toby Houghton in absentia) for their hard work, and assured the GB of the need for measurability: supplementary documents may well need to be made available for full visibility, and for all stakeholders.</p> <p>FHD left the meeting at 19:45hrs.</p>	
4	<p><b>APPROVAL OF MINUTES OF THE MEETING HELD ON 21.06.21</b></p> <p>Minutes of the meeting held on 21<sup>st</sup> June 2021, 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><b>MATTERS ARISING FROM PREVIOUS MEETINGS</b></p> <p>None</p>	
6	<p><b>URGENT MATTERS</b></p> <p>None</p>	
7.	<p><b>DECISION ON WHETHER TO RETURN TO FACE-TO-FACE FGB MEETINGS</b></p> <p>There was a discussion of whether the GB should return to face-to-face meetings. The majority of governors felt that, with current uncertainty around increasing Covid cases, and the most recent WS guidance suggesting remaining virtual unless absolutely necessary, a safe approach would be to meet virtually in September and then review month by month.</p>	
	<p>NW left at 19:50 to attend another meeting.</p>	
8.	<p><b>POLICES AND PROCEDURES</b></p> <p>Considered at this meeting:</p> <ul style="list-style-type: none"> <li>• Equality and Diversity policy</li> <li>• HR policy</li> <li>• Behaviour policy</li> <li>• Relationships and Sex Education policy</li> <li>• Mobile Phones policy</li> </ul>	

BB informed the governors of the legal requirement that certain of these policies (and definitely Relationships & Sex Education, and Equality & Diversity) appear on the website. She urged that they be approved in principle at the meeting so that they can be posted on the website and the school brought into compliance. She said that a policies check by OFSTED might cause problems for the school if these ones are not available to view.

RC reported that she and BB will be undertaking a summer review of all school policies for consistency, user-friendliness, up-to-date language and content, and to check that they meet legal criteria and other guidance.

There was wide discussion of some details of the policies. BB and ERZ reminded the governors that much of the material in them is taken directly from WS or other models, and that the content is generated in part by the WS legal team. Making content changes, BB suggested, might bring additional risk to the governors in the case of a challenge.

#### Behaviour Policy

**JP asked about a sentence in the Behaviour policy: ‘Permanent exclusion is very likely if the supply of an illegal drug is involved or the incident involves a second or repeated drug related offence.’ He asked if the addition of ‘very likely’ is deliberate.** ERZ replied that it is – the school was guided in the wording of this section by an independent review panel that advised allowing some room for manoeuvre.

#### Equality & Diversity

JP had questions about the policy. BB and ERZ both suggested that JP could research E&D policies of other schools, along with the 2010 act of parliament on which they are based and (via the Head) and arrange to speak to Jo Godbolt with a view to having an input into future amendments (e.g. listing the ‘protected characteristics’ mentioned in the policy, which JP felt might be usefully included in full).

There was a suggestion that JP might approach Jo Godbolt about some parts of the current version of this policy, once approved ‘in principle’ at the meeting. But the clerk expressed concerns about setting a precedent. She reminded the governors that each policy must either be approved at a FGB meeting, or sent back to the school for amendment, and tabled again back later.

BB informed the governors of a family connection to Sir John Holman, creator of the Gatsby Benchmarks mentioned in the policy.

#### Mobile Phones policy

**CRC said that the GB may want to revisit this approved policy if further home-based learning has to happen due to Covid. He noted that the policy is very much oriented around a school environment.** ERZ added that government is conducting a review, and a ban may be coming in the new year, meaning that a change to the policy will be necessary.

#### HR policies

	<p><b>JB asked about the wording: ‘By signing up to this service agreement the governing body adopts all of the model policies and guidance for people management provided by the local authority’s people management team.’ She asked if the list of ‘underlying’ WS policies will be brought before the GB.</b> AC and ERZ explained that the longer list is routinely adopted - as a whole - by the GB via the ‘umbrella’ document presented at this meeting. There is no option for a GB to adopt some and not others. A GB that chooses to adopt WS model policies is asked to rely on the WS legal team for underlying or more detailed content. In exchange, WS provides support to the GB in case of challenge or conflict.</p> <p><b>JP asked why some school policies and not others mention monitoring arrangements i.e. who reviews and approves the policy, and if that process includes the full governing body.</b> RC replied that the summer review will address this consistency issue.</p> <p>The policies were all approved, with minor amendments for clarity of language and sense.</p>	
9	<p><b>BUSINESS AND BUDGET REPORTS</b></p> <p><b>JB observed that the WSCC catering annual audit shared with the GB gave the school a high score overall, despite significantly low scores in some areas (e.g. cleanliness). JB felt that the scoring system was inadequate, and asked for reassurance that issues raised will be addressed.</b> ERZ gave assurances.</p>	
10.	<p><b>ACADEMY/LOCALITY ISSUES</b></p> <p>No report.</p>	
11.	<p><b>CHAIR’S REPORT</b></p> <p>RC thanked the governors for their input in the recent one-to-ones. It emerged that governors would like a social at least annually.        RC will bring a report of the one-to-ones to the GB at a later date.</p> <p><u>GB vacancies</u></p> <p>The election for a parent governor will be in October, or as soon as possible after that.</p> <p>RC has spoken to an ex-pupil, now a senior social worker practitioner with wide experience in mental health services who works with seriously troubled young people, about the governing body. This individual has expressed a willingness to meet RC and BB to talk further. The GB agreed that RC should invite her to a future meeting.</p>	
12.	<p><b>HEADTEACHER’S REPORT</b></p> <p><u>Students</u></p> <p>Following the school’s submission of year 11 assessments, the exam boards sampled only GCSE material from English and Engineering. No issues have been raised and no further samples requested.</p>	

### Covid

There have been 54 confirmed positive PCR cases in the last five weeks. 65 students are currently self-isolating. The operational impact has been very significant, with many hours lost by staff in contact tracing. As of 19<sup>th</sup> July the school is no longer required to do the contact tracing task; NHS Track and Trace has taken over. The school has been assured that NHS T&T will not be contacting the school unnecessarily.

For the final week of term the school is maintaining all safety measures already in place.

### Transition

The year 6 induction day (when prospective students normally visit the site) had to be cancelled in line with Covid guidance, and has been moved to the first day of the autumn term. The parents evening that usually follows this induction day was moved online, with parents able to meet tutors, and learn all about transition via multiple Teams meetings. The evening was successful, with staff not yet in post attending to meet parents. ERZ thanked FHD for her hard work on this event.

### School Games Day

ERZ thanked Kingsley Morris for organising what promises to be a great (and fully risk-assessed) day on July 20<sup>th</sup>.

### Covid testing centre

The school will once again become a testing centre so that all students can be offered two tests at the start of next term. The centre will this time be in the Albemarle to reduce the impact on the hall and the rest of school premises. The DfE has permitted staggered starts to facilitate testing. Students will have to wait for test results before going to class. ERZ shared the timetable for the first two days of term which will consist of induction, testing and the start of lessons, for each year. By Tuesday 7<sup>th</sup> September all year groups will be in school for lessons. The second round of tests (students will be escorted from lessons) will be completed by the end of the first week of term. Parents have been informed, and also encouraged to check the website, because of the likelihood of changes.

### Site developments

Refurbishment of the humanities corridor is moving ahead quickly. Flooring, lighting and painting are all being done.

Plans for the Albemarle Centre's use as Oathall's Support and Inclusion Centre (our version of alternative provision) are nearly complete, and the centre is expected to open in September. **RC asked how students will move safely between the Albemarle and the main site.** ERZ replied that they will be escorted by staff. The students concerned will spend most of their school day at the Albemarle.

ERZ shared two architects' draft designs for the redevelopment of the hall, dining and school entrance area. The plans are in no way final versions, and do not contain any level of detail. A chosen draft will go next to costing stage. The current dining hall is about half as large as it should be for the current school roll, but increasing its size has an impact on the main entrance. One plan is to move the main entrance to a point in front of the main hall. ERZ described the

	<p>pros and cons of the two options (stored with these minutes). One feature of the better option is the creation of separate entrance points for students and visitors.</p> <p><u>Staffing</u></p> <p>The school is fully staffed with teachers for September. A few final non-teaching posts should be filled by the end of the week of this meeting, including a DSL (designated safeguarding lead), an assistant head of year, and two enrichment leaders. A two-day comprehensive staff induction was successfully organised by FHD.</p> <p>The school will have seven ECTS (newly qualified teachers) in September, which will have an impact, including the provision of mentors and associated non-contact time (unfunded). Mentors have been given training. Oathall has aligned itself with an appropriate teaching hub partner for this work. There is an ongoing national discussion about the challenges presented by the new ECT framework.</p>	
13.	<p><b>SAFEGUARDING</b></p> <p>BB met Emma Green for the annual NSPCC safeguarding audit. She will share a report in the coming week.</p> <p>‘Keeping Children Safe in Education 2021’ comes into force in September, and covers a range of safeguarding issues in schools. BB encouraged all governors to read part one of this large document (available online) and reminded the GB of their shared responsibility for safeguarding. There are many new areas, covering changes to society and the way young people now live their lives.</p> <p>BB urged the governors to consider arranging safeguarding training for the whole GB. ERZ reminded the GB that they are also welcome to attend INSET on the morning of the September 2<sup>nd</sup>, when Emma Green will provide all-staff safeguarding training.</p>	
14.	<p><b>PUPIL PREMIUM MATTERS</b></p> <p>Circumstances at school have delayed a PP meeting, but when it happens it will cover material raised by Marc Rowland (see 3. above)</p>	
15.	<p><b>ATTENDANCE</b></p> <p>No separate report.</p>	
16.	<p><b>GOVERNORS’ VISITS AND INDIVIDUAL REPORTS</b></p> <ul style="list-style-type: none"> <li>• NW attended a permanent exclusion meeting and a strand meeting with Toby Houghton.</li> <li>• CRC supported an exclusion hearing and found it both interesting and sad. He has also had a useful conversation with a board-level academy governor colleague, which included comparisons of exclusion practice.</li> <li>• BB met Jo Godbolt to discuss the E&amp;D policy, and had conversations with several staff about the Relationships and Sex Education policy.</li> <li>• BB acted (at WS’ request) as an independent governor at another WS school, dealing with a very serious issue.</li> </ul>	



17	<p><b>ANY OTHER BUSINESS</b></p> <p>AC checked that governors are able to view the pdfs sent via email and Google Drive.</p> <p>BB expressed her thanks for the work done by ERZ and his team over this very difficult academic year, and the other governors warmly agreed.</p> <p>RC thanked the governors for their work this year under challenging circumstances, and said she feels that the GB is a tight team, working well together.</p>	
	<i>The meeting closed at 21:10 hrs</i>	
	<p><b>DATE &amp; VENUE OF NEXT MEETINGS</b></p> <p>Autumn term: September 6<sup>th</sup>; October 4<sup>th</sup>; November 4<sup>th</sup>; December 6<sup>th</sup></p> <p>To be held virtually until otherwise decided.</p>	

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

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
24.05.21	Talk to exams officer about clarity in exams policies	ERZ	As time permits	
24.05.21	Share report of Strand 2a	CRC	As time permits	
<b>Actions completed</b>				
21.06.21	Reminder to RC to include SIMS report in Year Planner – every two FGB meetings.	AC	asap	yes
21.06.21	Provide GB with copy of the current Off-site visits policy	AC	asap	yes