



## OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

**Minutes of a meeting held virtually via Zoom on 4<sup>th</sup>  
 November 2021**

<p><b>Present:</b> Brenda Brown (Vice-chair, BB); Julie Burgess (JB); Rowena Chalk (Chair, RC); 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>          Richard Carter (CRC); James Horsman (JH); Vicky Cobb (VC)</p>
2	<p><b>DECLARATIONS OF INTEREST</b>          None</p>
3	<p><b>CDP REPORT</b>  <b>Quality of Education: literacy. Personal development: tutor time programme.</b></p> <p><u>Quality Assurance</u>          FHD reported on this term's 'kick start' of the Quality Assurance programme, including details of faculty teaching and learning reviews, lesson observations, SLT drop-ins and deep dives (now completed in Maths and English). She provided measures of progress made, comparing 2019 (the last available set of data) with figures from this term, and pointed out positive results and some areas for development, many of which feature in the new CDP areas of focus. CPL events (e.g. twilight sessions on differentiation led by Carly Perou) are supporting the programme. There is evidence of the successful embedding of projects e.g. the DIRT initiative (Directed Improvement and Reflection Time) now yielding good results after four years. Deep dives are providing rich data in a range of areas including attainment, attitude and behaviour. A large number of lesson observations have been in Maths and English (31 in each), and 24 student perception surveys have been completed in both subjects. Lessons have been observed to be following the new curriculum maps.</p> <p>The seven ECTS (Early Career Teachers) are making good progress despite the challenging start in their training caused by Covid, and the stringent two-year ECT programme imposed by the DfE. An external provider recently scored Oathall's ECTs at 100% in their test modules, and judged Oathall to be delivering the programme correctly. The target for ECT engagement across the school is 70% and Oathall is achieving 73%. Mentors have risen to the significant challenge of</p>

	<p>supporting the ECTs, and FHD noted the excellent work of staff, including CM. CM reported that the narrow focus of the ECT programme (behaviour management) can make giving support and feedback to new teachers in all their areas of work (including teaching and learning) challenging. Drop-ins are helping SLT to be visible in school, and often allow SLT members to support staff (especially newer teachers) in behaviour management.</p> <p>FHD showed the governors improved RAG scores from drop-ins (RAG = judgements applied by SLT using a red/amber/green system). <b>JP asked how these scores are allocated</b>, and FHD explained that SLT members visit classrooms and use their experience to assess a lesson from a variety of standpoints, keeping in mind benchmarks such as the Pillars of Learning, and reviewing books. The scores can lead to celebration of good staff performance, and can also allow specific support to be offered. JP was pleased to note that the RAG system is about supporting staff rather than merely flagging problems.</p> <p><u>Tutor time</u></p> <p>FHD reported on the new tutorial programme, which is a central part feature of the CDP. At least twice a term, heads of year will be visiting every tutor group to monitor delivery of a rigorous tutorial programme. Trials have allowed improvements to be made (e.g. to the content of 'Votes for Schools') ready for full delivery starting this week. <b>JP asked what the timetable for T&amp;L reviews is for other faculties beyond Maths and English.</b> FHD replied that every faculty undertakes a half-termly review.</p> <p>The governors thanked FHD for her presentation and she left the meeting at 19:40hrs.</p>	
4	<p><b>ACADEMISATION &amp; THE FEDERATION</b></p> <p>ERZ gave the governors a short history of academisation at national and governmental level, and locally. He explained that the early financial incentives encouraging academisation have largely faded, since the opportunity to academize was extended from schools in need of improvement, to all schools. He described the types of state school, and gave figures for the numbers of schools that are now academies (79.4% nationally). In West Sussex only 55% of secondary schools are academies, and the figure for WS primaries is similar. ERZ explained the nature of a MAT (multi-academy trust), and went on to detail the differences and similarities between maintained and academy schools, covering funding, admissions, accountability, governance structures and other areas.</p> <p><b>JP asked if there are statistics on teachers preferring to apply for posts in an academy over a maintained school. Does one type of school find recruitment easier than the other?</b> ERZ replied that while school leaders and finance staff experience some differences in ways of working and in processes, for teachers and support staff there is no notable difference. Academies can theoretically offer higher rates of pay, but in practice this does not happen often. ERZ has seen no evidence of staff choosing by type of school, although he pointed out that a MAT is able to promote staff internally, and may be assisted in its recruitment processes by geography (e.g. a MAT may include several schools close to each other)</p> <p>JB noted similarities between academisation and changes to the health service, over a similar timescale: some years after the opportunity to switch from Directly Managed Units to Foundation Trusts was offered, the difference - in practice - has almost entirely disappeared. <b>She asked what ERZ feels is coming for the future of schools, in political terms.</b> ERZ reminded the</p>	

governors that his previous role was at an academy. When he arrived at Oathall, a common topic of discussion in the school and community was whether Oathall would academise; now parents don't ask about this. He said that the current government does view the creation of academies (with their independence from LAs) as its chosen direction. The MAT model, with large numbers of schools within a trust, is also preferred – there is no longer a financial incentive to convert as a single school academy (as Hazelwick did in Crawley – Hazelwick is now the only stand-alone academy in WS). 3000+ students is the minimum seen as viable for a MAT. Oathall may have to make such a choice in the future. Funding for school improvement is likely to be steered towards academies, reducing the involvement of LAs, and in the end this might mean Oathall considers the change. Government cannot force academisation, which is a decision for local GBs in maintained schools. **JB described alliances made between health bodies across the region, and noted that the school's decision would be guided by strategy, looking at not only geography but also values.** ERZ agreed: research would be needed, possibly looking at a 'beauty parade' of MATs.

JB thanked ERZ for a very useful presentation.

ERZ moved on to talk about the soft federation. He described how extremely useful the communications and shared decision-making have been during the pandemic (often occurring more than daily at the most challenging points), and how the four schools had been working increasingly closely before that. He gave a history of the federation: the schools formed an alliance at a time when the future looked uncertain (with issues such as teacher training and the National Funding Formula causing concern). They came together because of similarities, but do not 'trip over' each other geographically. They saw collaboration as a route to school improvement. They wanted to maintain individual identities, and accountability to their own GBs. So far, the federation has been of limited benefit financially – resources are not widely shared, but potential savings have been made through working together. A major advantage has been shared staff development, with leadership programmes run across all the schools. Next year there will be a shared INSET, and the four schools can afford external speakers where they would be unable to do so alone. The NQT+1 programme, one of the first joint initiatives, has reduced the challenge of the replacement ECT two-year programme, because the federation had already been running a two-year programme. Shared work on curriculum development - crucial for a response to the 2019 new OFSTED framework - has been very beneficial. Members of the four GBs have met. There has been useful joint work on safeguarding audits. A modest amount of sharing of staff has been very effective (e.g. a teacher employed part-time by both Oathall and Imberhorne). Our shared SIP (School Improvement Partner) has been able to look at all the schools with a fresh eye. It is hoped that the federation will form tighter bonds by co-employing an educational psychologist, something impossible on an individual basis. This would bring with it the necessity for service level agreements and legally binding arrangements. The school feels ready to take this type of next step.

It is conceivable that, if the political climate and potential financial incentives push the four schools towards academisation, an academy made up of the federation might be the appropriate choice, rather than looking towards large existing MATS. The federation easily has the necessary 3000 students.

**JB asked if there is a memorandum of understanding or similar document for the federation, signed by all parties?** ERZ said there is nothing yet – the current arrangement has worked well so far. But future developments might necessitate documents (e.g. to ensure that all schools

	<p>make their contribution to a shared employee).</p> <p><b>JP asked if, in that circumstance, would the LA step in to provide legal services?</b> ERZ replied that the school could buy such services from WS, or could engage specialist external legal advisers.</p> <p>RC added her experience of the GB's thinking during the period since academies began, and the GB's decision to stay outside the academy framework, and agreed that the success of the federation has confirmed her belief that the right decision was made at the time. She added that there is flexibility in how the four schools proceed from this point.</p> <p>ERZ summed up by asking: what is the question to which academisation is the answer? What is the problem that would be solved?</p> <p>He added that Oathall's maintained status has allowed major premises improvements, funding which would have difficult to attract via bids to the Capital Development Fund on which academies depend. RC reminded the governors of the closure of some academies because of financial difficulty, and said that part of her personal reluctance is around the risk of unforeseen emergencies, with academies lacking a LA to fall back on. She stressed that her reluctance to move towards academisation (in the current circumstances) is a personal opinion, and that the whole GB must consider the matter as things develop.</p>	
5	<p><b>APPROVAL OF MINUTES OF THE MEETING HELD ON 04.10.21</b></p> <p>Minutes of the meeting held on 4th October 2021 were tabled to the meeting and approved as a true record. Part II minutes were tabled and approved as a true record. They will be signed the Chair after the meeting and sent to the clerk.</p>	
6	<p><b>MATTERS ARISING FROM PREVIOUS MEETINGS</b></p> <p>RC left the meeting between 20:30 and 20:40 for technical reasons, and BB chaired.</p> <p>She asked:</p> <ol style="list-style-type: none"> <li>1. Have governors let the clerk know they have read Keeping Children Safe in Education (part one)?</li> <li>2. Have all signed Codes of Conduct been returned?</li> <li>3. Are governors able to attend the November 29<sup>th</sup> morning in school?</li> </ol> <p>AC reported on responses so far, and will send reminders for (1) and (2). Governors are asked to let her know if they can come on November 29<sup>th</sup>.</p> <p><b>JP asked how, given that the GB has been minded not to meet face-to-face for FGBs, the November 29<sup>th</sup> visit will be managed? Are small groups planned, for safety reasons?</b> BB replied that RC and the school will get back to the governors with information, once more planning has been done, and governors can ask questions then. ERZ added that small groups are likely, guided round the school by year 11 prefects. There will be also some collective time with the student wellbeing group, which will be managed in a Covid-friendly way.</p>	
7	<p><b>URGENT MATTERS</b></p> <p>None</p>	

8	<p><b>DECISION ON WHETHER TO MEET FACE-TO-FACE IN DECEMBER</b></p> <p>Several governors felt that high numbers of Covid cases mean that the governors should meet virtually in December, and reconsider in January. Others were neutral. The December meeting will be held via Zoom.</p>	
10	<p><b>POLICIES AND PROCEDURES REVIEW</b></p> <p>The following policies were approved without changes:</p> <ul style="list-style-type: none"> <li>• Security Policy</li> <li>• First Aid policy</li> <li>• Health &amp; Safety policy</li> <li>• Fire Safety policy</li> </ul> <p><b>JP noted an item in the Health &amp; Safety policy, “The Governing Body ... will regularly inspect and monitor the premises.” He asked how and when this is done.</b> RC said that this is usually her task, that she has not been able to make an inspection recently, but always has conversations with business and premises staff when she goes around the school. She will arrange to meet the new Premises Manager and report back to the GB.</p>	
11	<p><b>BUSINESS REPORT</b></p> <p><b>JP asked if the CO<sup>2</sup> monitors mentioned in the report are a legal requirement.</b> ERZ said that the monitors have been provided by the DfE following concern about ventilation in schools during Covid. The monitors can flag up areas where ventilation is insufficient, and schools can then make improvements. Oathall’s Maths and English block, built in 2018, had these monitors fitted already.</p>	
12	<p><b>ACADEMY/LOCALITY ISSUES</b></p> <p>No separate report.</p>	
13	<p><b>CHAIR'S REPORT</b></p> <p><u>Training</u>        RC has completed training in health and safety, and also in the GB’s responsibility to disadvantaged pupils. The latter training was an emotional experience, providing a lot of information about the serious impact of Covid on this group of students.</p> <p><u>Vacancies</u>        RC has spoken to a potential new governor, a former police officer. The individual is busy until Christmas but has suggested that RC approach him again in the new year a new co-opted member has not been found.</p>	

	<p><u>Staffing and pay committee</u>        Today's meeting was postponed because there were insufficient members of the committee available. It should happen next week.</p> <p><u>Headteacher</u>        ERZ's performance management review will be undertaken on November 22<sup>nd</sup>.</p> <p><u>EHCPs</u>        RC has been involved in rejecting one application for an EHCP, and accepting another. The latter student will arrive at Oathall in September.</p> <p><u>Governor monitoring and challenge work</u>        There has been some confusion this term under the new arrangements, in which both SLT and governors have more flexibility and crossover in their areas of CDP work. Governors and SLT members have been unsure how to make the necessary contact. It is proposed that governors remain attached to the 'strand' previously allocated to them, and that from January a new monthly meeting is instigated, during which governors and staff can ask the questions that they may have been unable to ask elsewhere.</p> <p><u>School Link Advisor</u>        ERZ and RC met Karen Furze yesterday for a very successful meeting and learning walk. Karen sees evidence of a strong governance structure at Oathall.</p>	
14	<p><b>HEADTEACHER'S REPORT</b></p> <p><u>Student matters</u></p> <p>As the most recent half term ended, Covid cases among students were rising, especially in year 11. The school could not trace in-school connections between these students. ERZ reported that cases are very much higher in some other schools. The impact on Oathall staff is small. Students and parents are regularly reminded to test, and to report results. On the first day of the half term, 86 students were absent due to Covid, across all year groups. It was expected that cases would fall as positive LF tests led to PCR testing and isolation, and this had proved the case by the day of the meeting, with numbers dropping to 79 (Tuesday) and then 69 (Wednesday). Monitoring of cases continues, as do attempts to trace connections between those infected. The wearing of masks, and other safety measures, may be reintroduced if the situation worsens, and the school continues to consult with local health teams.</p> <p><u>Attendance</u>        Attendance today stands at 94.7%</p> <p><u>Covid vaccinations</u>        The school will host the delivery of vaccinations on November 19<sup>th</sup>. There have been troublesome and sometimes elaborate protests at other schools, some beginning very early in the morning, and risk assessments are being carried out at Oathall. The vaccination site has been</p>	

moved from the Albemarle Centre to the John Rimmer building to reduce the risk of protestors gaining access, but students and staff have to enter the school site on foot and by car, so there is inevitably some risk. **JP asked if staff will be given training in dealing with protestors.** ERZ replied that particular staff (e.g. those on reception) are more likely to come into contact with protestors (this has happened elsewhere, with staff handed documents, or facing individuals dressed up as police officers). Consideration will be given to the protection of these staff. There is evidence that the protestors are often not connected to schools; they tend to be outside groups who have learned about vaccination dates.

Flu vaccinations will be given tomorrow. There is a good uptake and the programme is going smoothly.

#### Mock exams

These are approaching. Year 11s appear to be looking forward to sitting some normal examinations, and are feeling positive about the challenge.

#### Remembrance Day

The day will be marked as usual. CM has arranged for student musicians to play the Last Post and Reveille. Five senior prefects will attend a service at St Wilfred's with Zoe Froud, and give a reading.

#### Staff matters

- ERZ thanked JH for his work on the panel recruiting a new head of year 8. Kirsty Altendorff Powell has been appointed, joining Oathall from a head of year post at Millais.
- Pauline Gaston leaves the Maths department at the end of the autumn term to take up a position in the WS Alternative Provision college.
- Tim Streamer will leave Science at Easter to take up a position in Worthing.

#### Premises

Recent approaches to the LA, following the stalling of the project for improvements to the school entrance and dining hall, have borne some fruit. The project is back on the table, and ERZ will continue to update the GB.

#### School Link Advisor

ERZ reminded the governors that as a maintained school Oathall is offered two annual visits by the Link Advisor. West Sussex is thus able to understand the schools it maintains, and Oathall benefits from the process of preparing material for these visits, and delivering learning walks. Karen saw nine lessons, including three or four delivered by ECTs, and ERZ felt that if she had not been made aware that these were EC teachers, Karen would have been unable to perceive a difference. RC added that Karen, observing the high quality of lessons, mentioned that she might

	<p>consider reducing her visits from the usual two to the one offered to 'grade one' schools, but both RC and ERZ felt that two visits are helpful.</p> <p><b>Mental Health</b> Zoe Froud recently hosted an engagement event in school on the development of a joint WS and NHS mental health hub. It is hoped that Oathall will become a hub school. A trained mental health practitioner would work in school with Oathall staff on interventions for mild and moderate problems among students. Zoe has also secured funding to train at the Carnegie Centre so that she can become the school's senior mental health leader. ERZ expressed his appreciation for Zoe's work.</p>	
15	<p><b>SAFEGUARDING</b> BB will meet Emma Green and Sue Watkin on 08/11/21 and will look at the Central Single Records System with Sue. She has recently completed Safeguarding training with WS.</p>	
16	<p><b>PUPIL PREMIUM MATTERS</b> No report. There will be a meeting soon between relevant governors and ERZ.</p>	
17	<p><b>ATTENDANCE</b> No separate report.</p>	
18	<p><b>GOVERNORS' VISITS</b> NW has had her regular CDP session with Toby Houghton. A report will be sent to the clerk later.</p>	
19	<p><b>ANY OTHER BUSINESS</b></p> <ul style="list-style-type: none"> <li>• RC reminded governors to book training (via NW) and recommended the informative new WS online sessions, which are not targeted as much as usual at primary school governors.</li> <li>• RC thanked JB and BB for their informative and thorough report following their CDP work with FHD.</li> <li>• RC urged the governors to come to the Christmas concert (two sessions in the hall for Covid safety) on December 7<sup>th</sup>, and Carols in the Barn, December 14<sup>th</sup>.</li> <li>• BB will be spending two days next week at Chichester College, sitting on a review panel involving a school in that area.</li> </ul>	
	<p><i>The meeting closed at 21:15 hrs</i></p>	
	<p><b>DATE &amp; VENUE OF NEXT MEETINGS</b> Autumn term: December 6<sup>th</sup> (virtual). Spring term: Jan 10<sup>th</sup>; Feb 7<sup>th</sup>; Mar 7<sup>th</sup>; Apr 4<sup>th</sup>.</p>	

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



FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
04.11.21	Send reminder to governors who have still to return a signed Code of Conduct.	AC	asap	yes
04.10.21	Read Part 1 of <i>Keeping Children Safe in Education 2021</i> . Let the clerk know when you have done so.	All governors	asap	
Actions completed				
04.10.21	Find a date for a GB day in school.	RC/AC	As time permits	yes