



# OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

## Minutes of a meeting held on 7<sup>th</sup> March 2022

<p><b>Present:</b> Brenda Brown (Vice-chair, BB); Rowena Chalk (Chair, RC); Carol MacTaggart (CM); Jon Parry (JP); Eddie Rodriguez (ERZ); Nicky Wastie (NW); Richard Carter (CRC); James Horsman (JH); Vicky Cobb (VC).</p> <p><b>In attendance:</b> Laura Griffiths (LGS)</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>REPORT ON THE PP STUDY AND DEEP DIVE EXERCISE</b></p> <p>ERZ introduced LGS as one of two new assistant head teachers recruited in February. Before her appointment she was working in the senior team in an acting capacity.</p> <p>LGS described to governors the improvements in provision for PP students, and then gave a presentation on the Pupil Premium Profile Trial, on which she was the lead.</p> <p>A steering group determined how best to implement the creation and use of student profiles. 24 students were selected for the trial, 12 PP and 12 non-PP. Each was given a mentor with whom they had a lengthy meeting so that a full profile could be built – their home and school life, clubs and interests, who inspires them and who do they feel they can talk to, barriers to learning etc.</p> <p><b>JP asked if all this information was recorded, or if some was gathered informally</b> and LGS said that everything discussed forms part of each student’s profile. The information in the profile was shared with their teachers.</p> <p><b>JH asked if any families find this sort of intervention (the trial) intrusive.</b> LGS said that there were no reactions of this sort. In fact the letter to parents about the trial asked if they had more information that they’d like to add to the profile, and many did want to provide more. Staff were open about the purpose of the trial, and parents understood the potential benefits, and the school’s aim of supporting their child. ERZ added that negative reactions to offers of his sort are very rare, especially when communications from the school are good, as they were in this case. RC agreed that when parents see the school sharing their problems, they are usually keen to support their child’s involvement. LGS added that families of the non-PP students in the trial (who might possibly be expected to query the inclusion of their child in such a study) were also pleased with the idea. Students also, she said, feel very positive about one-to-one attention from staff, and being listened to.</p> <p>Over a year, teaching staff were then able to implement actions, responding to each profile in a wide variety of ways. In January ’22 SLT carried out a week’s Deep Dive into ten students, with</p>

Book Looks, lesson visits, feedback from mentors, reading age assessment and Student Voice sessions, all to measure impact.

Summary trial analysis:

Of the 24 students being monitored, 58% made academic progress.

Of the 24 students taking part in the trial 75% of students made academic progress.

Of the 10 students in the deep dive 90% of students made academic progress.

In feedback, teachers expressed how the information has helped them in lessons.

LGS presented a summary document (stored in school with these minutes) showing that it is clearly PP students who benefit from this type of intervention, rather than the non-PP group.

This bore out her initial hypothesis.

RC reported on the Student Voice sessions she attended, and the difference in levels of communication, with some PP students reluctant to speak. ERZ said that his experience of the trial has reminded him again of the complex challenges that some students have to deal with while also learning, and trying to meet behaviour expectations.

LGS said that resources do not allow the school to provide extra support to all PP students, but that those who will benefit – those showing a lack of progression - can now be pinpointed.

**JH asked about the analysis: would students' grades and reading age have remained static without the trial?** LGS said that no, this would not be the case: of the students not in the trial (a control group) 54% made progress. The figure to focus on is the different rates of progression between all the monitored students, and those included in the trial.

LGS then introduced the idea of changes to the student day that might improve the experience of PP students further. She explained the timetable brought in during Covid, which reduced traffic in school by instigating split breaks and lunchtimes, and pointed out some of its less positive results. Students can find it harder to find a tutor or trusted member of staff, because that staff member is teaching when the student has free time (staff also feel the loss of these opportunities). Prefects are not able to work with younger students to any great extent because KS3 and KS4 have different breaks. The peer support that is a feature of clubs can be lost. Teachers are less able to keep a child behind briefly at the end of a lesson for a chat, because they are moving to another lesson. LGS and her colleagues saw an opportunity (as the trial results emerged) to use a possible change in the timetable to bring about a real impact on student experience and progression. The intention is firstly to return the school to a unified timetable, although challenges to that include the lack of dining and kitchen space for a larger student body. LGS presented a proposal for a new school week, which aims to provide enrichment that will be valuable to all students, and will build on what has been learned in the PP study about how students thrive when they can all access the activities and academic offerings available.

The proposal

- On Tuesday, Wednesday and Thursday school will finish 10 minutes later at 15:20. A 45 minute period of fully timetabled Enrichment time ('period 6') will run 14:35-15:20.
- On Monday and Friday lessons will finish earlier at 14:35.

All students will get the opportunity to:

- Take part in a wide range of activities and experiences.
- Get support and encouragement with homework.
- Learn about finance, business, revision skills, wellbeing, careers, options, college choices etc.

Details of content will depend on the year group's needs (e.g. Maths and English revision for Year 11). Intervention, mentoring & tutoring can take place during this dedicated time. After

school clubs will run alongside these sessions. ERZ added that a careers programme, delivered in this period, will prepare students better for choices, at the right point in their school career. Staff have been initially positive about the extension to the day, expressing enthusiasm for the potential benefits to students. LGS added that support staff who have recently completed tutoring training can deliver sessions during the 45 minute period.

**JH asked if the Young Enterprise scheme can be included**, and LGS said that the 'Tenner Challenge' in the enrichment plan is an element of Young Enterprise.

**BB asked about cost implications, particularly salaries, and the working times of part-time staff such as LSAs.** CM pointed out that the number of contact hours will be very similar to the old timetable. ERZ added that the allocation of PT staff will have to be looked at, but he feels the challenges are minor and the cost implications small.

**RC and VC asked whether this change will mean that students cannot catch buses.** LGS said that the 272 arrives late enough already Tuesday to Thursday, and she is waiting to hear back from the bus company about Mondays and Fridays and the proposal. VC pointed out that the 272 bus is used by the public as well as students. LGS said that in a worse-case scenario it might be a possibility for the school to make some independent provision for transport.

All the governors were impressed by - and enthusiastic about - the proposal, and agreed that (in time) it is likely to contribute to closing the gap between the achievement of PP students and other students, a demand made by OFSTED inspectors, who also like to see how PP funds are spent. BB reminded governors that the narrowing of this gap was the original intention of the government that introduced PP. CM felt that it had the potential to improve mental health, particularly in easing exam stress. Governors liked the fact that the proposal focuses on inclusion, and encourages aspiration among students who traditionally have not engaged with aspirational and extra-curricular activities.

**JH queried the detail of the new enrichment period. He suggested that it might be seen less as inclusive, and more as a tailored, or more 'exclusive' approach, fitted to the preferences of individuals. Is there greater benefit in group learning, he asked. He pointed to the Japanese education system.** CRC said that data supports the school's approach, and that the statistical basis for the study (which measured academic progress) was very carefully considered. It is necessary to prove that an intervention works, and in this case there were two control groups – PP students not in the trial, and also non-PP students not in the trial. A 'second order study' can investigate which attributes of the study are the greatest predictors of progress. We now have a numerical (rather than a speculative) basis for saying that a single intervention has impact. The school can be selective, knowing how something works and also which students to involve.

**CM asked how results of the programme will be measured, if it is put in place.** LGS replied that there will be thorough Deep Dives to establish how successful it is, with accompanying data collection. **JP asked if PP student mentoring will continue, and if there is capacity.** ERZ said that becoming more selective in choosing students in need will allow mentoring to continue. CM reminded the governors that not all PP students have barriers to their learning or struggle academically – the designation is based on disadvantage and financial need.

Some governors stressed the need for good information from primary schools, to aid the process of selecting as soon as possible which PP students receive the support.

RC asked if any students are worried or self-conscious about taking equipment home from school, and LGS said that parents are asked to fetch items such as laptops.

	<p>All governors agreed that ERZ should go ahead with the next stage in implementing the proposed changes to the envelope of the school day – a consultation. The school can define the scope of this consultation, which will include current parents. <b>JP asked that the governors are kept informed of the consultation.</b> ERZ will also ask the advice of Oathall’s Link Advisor. The governors thanked LGS warmly for her presentation and she left the meeting at 19:50.</p>	
4	<p><b>APPROVAL OF MINUTES OF THE MEETING HELD ON 07.02.22</b> Minutes of the meeting held on 7th February 2022 were tabled to the meeting. They were approved as a true record and signed by the Chair.</p>	
5	<p><b>MATTERS ARISING FROM PREVIOUS MEETINGS</b> RC asked ERZ said if he has started mentoring the new West Sussex head teacher mentioned in the February minutes. He said that he is working with the new head at Tanbridge House School.</p>	
6	<p><b>URGENT MATTERS</b> None</p>	
7	<p><b>CONFIRMATION DECISION ON MEETING FACE-TO-FACE IN APRIL</b> The governors decided to hold the April 4<sup>th</sup> meeting face-to-face in school, especially as it includes the visit of the Federation head teachers. They will continue to keep under review how meetings are held.</p>	
8	<p><b>POLICIES AND PROCEDURES REVIEW</b></p> <p><u>Curriculum Structure</u> (discussion document to support the Curriculum Policy) <b>JP asked how common it is for students to be moved to a different set.</b> ERZ replied that movement depends on the faculty and subject (moves in Maths are more common). <b>JP asked whether such a change is difficult for students,</b> and ERZ said that it is always carefully managed. An important goal is making sure during KS3 that students are in the appropriate set ready for the approach to their GCSEs in KS4, when different sets take different exam papers. <b>JP asked if there is resistance from families to moving their child into a lower set,</b> and ERZ agreed that this does happen on occasion, but that often a child can do far better as a high-performing student in a lower set, than struggle at the bottom of a higher one.</p> <p>ERZ reminded the governors of the nine-form structure across all of KS3 from September, and the ‘rolling forward’ of the change to modern languages made this time last year, with a single language studied in years 7 and 8, and two languages offered in year 9.</p> <p><u>Curriculum Policy</u> The policy was approved without change.</p> <p><u>Complaints Policy</u> JP noted that the logging of complaints is not mentioned in the policy. ERZ reassured the governors that all complaints are logged. JP queried a sentence at item 2.11 in the policy, that suggested the governing body would appoint an independent investigator to look into complaints about itself. It was agreed that this is a typo, and the clerk will make the amendment before the policy is stored. The policy was approved.</p>	AC

9	<p><b>BUSINESS REPORT</b></p> <p><u>Utility bills</u> <b>CRC asked if utility bills are higher because of cold weather or because of a rise in unit cost. He understood that the school was on a fixed tariff.</b> ERZ replied that the rise is probably mostly due to the former, and confirmed that the tariff will not be reviewed until the autumn. Other governors pointed out that windows had to be kept open during some stages of the pandemic, which is likely to have had an impact on energy use.</p> <p><u>Finance Committee</u> RC reported on the Finance Committee meeting held before this meeting. She explained the nature of the Schools Financial Value Standard, and recommended that this document is accepted by the full GB.</p> <p><u>Service Level Agreement</u> RC reported on the new WS SLA for 2023, which was discussed at the committee meeting. She detailed an increase in its cost, the services within it from which the GB benefits, and the wide range of services for schools (e.g. buildings and land, insurance). RC and ERZ reported on the information management system to be introduced when the contract for SIMS and FMS expires in the summer. Replacing SIMS is not a Oathall-specific change – 202 schools will use BromCom (the successful bidder), and so will some academies hoping to benefit from the discount secured by WS. BromCom is a cloud-based (rather than server-based) system. The Finance Committee approved the SLA in full, including the higher cost of the BromCom system which must for a time be run alongside other software products.</p> <p><b>JH asked about cyber security. Has there been any evidence of school systems being more vulnerable to attack because of increasing their accessibility?</b> ERZ said that he has not heard of online systems exposing schools more than usual. One school had a serious malware issue, and for this reason cyber-crime insurance has been included in the new SLA.</p> <p><u>Fire detection system</u> Oathall has been applying to WS for improvements to its dated fire system for some time, and work will begin in the summer term. WS recognised the benefits of replacing lighting at the same time, and the whole school will be fitted with LED lighting, bringing down bills and giving better functionality.</p> <p><u>Boilers and pipework</u> The new and more powerful boilers have exposed frailties in some existing pipework, and WS will replace majority of pipes, especially in the 1938 building. <b>JH asked if there is asbestos.</b> ERZ said that if any is found, it will be dealt with appropriately, as at the Albemarle. <b>JH asked if the school has any cladding of the Grenfell type,</b> and ERZ said that the school has none. <b>CRC asked if wi-fi repeaters can be added to the premises improvement project, for when lighting and the fire system are replaced.</b> ERZ said that wi-fi provision is already under review.</p> <p><u>Exams access arrangements</u> JP asked for how many hours the external specialist exams access contractor is likely to be employed. ERZ said that while about 20% of the year group have some need for access arrangements, only a small number require a specialist assessor, and the person will be brought in for a handful of days only.</p>	
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10	<p><b>ACADEMY/LOCALITY ISSUES</b></p> <p>The Federation head teachers met on Friday March 4<sup>th</sup>, and the memorandum of understanding was finalised. It will go to a wider joint committee meeting on March 16<sup>th</sup>, to be held at Oathall. There are early plans being made for a second joint INSET day in 2023.</p>	
11	<p><b>CHAIR'S REPORT</b></p> <p>With regret, RC reported the recent resignation of JB. She and BB will come back to the GB in due course with news of their meetings with new potential governors.</p> <p>JH asked to be reappointed as a co-opted governor, and the governors universally decided to reappoint for another four-year term.</p> <p>The governors discussed the need for a parent governor election, and this will be held as soon as possible in the summer term.</p>	
12	<p><b>HEADTEACHER'S REPORT</b></p> <p><u>Covid, and vaccinations</u></p> <p>There were no problems or protests during the second day of vaccinations, but there was a hiatus when doses ran out and had to be couriered to school. Very few students who planned to be vaccinated, were not.</p> <p>The 24<sup>th</sup> February shift to a 'personal responsibility' phase in Covid guidance did not change the school's actions much, since DfE guidance still asks that children are advised to isolate. This may change on April 1<sup>st</sup> when there will be a review.</p> <p>Staff absence due to Covid has remained low, with five off last week, and two on the day of the meeting. Student absences are declining (alongside a removal of the guidance to test). Daily figures of 60+ have fallen to figures such as 6 off with Covid on the day of the meeting.</p> <p>ERZ reminded the meeting that Covid is still, though, very much present, and the school remains mindful.</p> <p><u>Attendance reporting</u></p> <p>The DfE is reducing the requirement to report attendance figures from daily reports to weekly, as of Thursday March 10<sup>th</sup>. Oathall has also signed up for automated reporting i.e. the DfE drawing data from school information systems. <b>JH asked if this follows a more general shift in government actions on Covid.</b> ERZ said that the DfE asked for data during the pandemic to support the government's own analysis of Covid cases. This data would appear to be less reliable now, but the DfE will continue to need data on attendance.</p> <p><u>Attendance</u></p> <p>Attendance on the day of the meeting stood at 94.2%. <b>VC asked what the 'gold standard' on attendance is.</b> ERZ said that Oathall aims for 96%, and communicates this figure to students. A figure over 95% is very positive; a figure below 90% triggers action. ERZ is pleased with attendance over the pandemic, which is in large part down to the hard work of the pastoral team.</p> <p><u>Year 7 Parent Consultation Evening</u></p> <p>This virtual event was held on Tuesday March 1<sup>st</sup>. Feedback from parents was positive, as it has been with other virtual consultation evenings. The TeachStream software suffered at outage for a short time, and a few parents lost perhaps up to three appointments (though many lost none). The software provider responded very quickly. Staff made contact with parents who had been</p>	

unable to talk to them. **BB asked if the school is seeing take-up of virtual appointments from parents who might not had attended face-to-face events.** ERZ said that this is the case, and staff can also call parents to tailor the evening to their needs. CM added that her schedule is unusually full now that these evenings use a remote format, and she had only one free slot this time.

#### Mock exams

To accommodate exams, the KS3 and KS4 timetables have been reversed for the week of the meeting.

#### Staff matters

ERZ thanked RC for her help with the recruitment of two new assistant head teachers, Zoe Froud and Laura Griffiths. They will be full-time in their new roles from September.

#### Maths

As a result of Laura Griffiths' appointment, a vacancy for head of maths has arisen, and interviews should happen on Thursday March 10<sup>th</sup>. The school has struggled to recruit main scale maths teachers, but a promoted post should be more straightforward, and there has been interest.

#### Science

Derek Anderson retires in the summer after long and distinguished service to the school, and it is hoped that a replacement will be recruited on Thursday.

#### Performance

With Zoe Froud's appointment to an assistant head post, a new head of performance has been advertised.

Laura Gyngell (assistant head teacher) is now back following maternity leave.

#### LSAs

Three LSAs have been recruited (2 FTEs). One post replaces Trevor Dore, whose association with Oathall, in various roles including managing the Duke of Edinburgh Award Scheme, goes back over 20 years.

#### HR

Sue Watkin (Senior admin officer & HR) will leave the school at the end of this term after 23 years of service.

#### Premises

ERZ spoke to Leigh Hunnikin (WS Capital Planning) to discuss the project to improve the dining hall, catering and school entrances. ERZ has felt frustrated at the slow pace of progress. A decision has now been made to break the project down into phases. The difficulty of getting all the children through the canteen at lunch and break is the highest priority, and so the first phase will be refurbishing the kitchen and servery. Leigh is keen to make that happen, and the plan is scoped and drawings made. Other phases will happen later. One benefit of this phased approach will be that some spend will appear in future budgets.

There will be a great deal of work on the premises next term, and that needs careful management.

Following a security incident the main gate's electronic unlocking device will be changed to match the entry device, which requires people to use their ID, or to call reception. JH reported on a recent visit to school, in which conversations inside reception could be heard in the outer

	<p>area. ERZ said that further isolation of reception staff is a challenge. The current reception area layout is not ideal, and a different plan is included in the premises project.</p> <p><u>Storm Eunice (February 18<sup>th</sup>)</u></p> <p>The school was closed for the day following collaboration in the early morning between local heads. The decision to go ahead with the final night of <i>Matilda</i> was the correct one, ERZ reported, not least because of the distress that would have been caused to both staff and students had it been cancelled. Governors who saw <i>Matilda</i> reported on the exceptionally high standard of the production. JH asked if the show was a ‘stand-out’ for CM, who replied that there have been other great productions, but the fact that students had no opportunity to show their talents during Covid, and the input of new drama staff, made <i>Matilda</i> a remarkable experience. Emails to CM from individual students show the difference that being involved has made to them. CM added that double casting (including encouraging PP students to audition for roles) gave many students – including some who previously lacked confidence – the chance to shine. Students put a remarkable amount of time and effort into rehearsal and other work for the show. JH suggested that the production is a helpful recruiting tool for the school, and ERZ agreed that younger children who saw the Wednesday matinee were enthused by what they might be able to do at Oathall. CM said that she feels the school does have a certain reputation for performing arts. She acknowledged the huge support given by other staff: hands-on assistance and flexibility with finance and timetables.</p> <p><b>RC asked for confirmation that the PTA plans to fund a new lighting rig for the hall</b>, and CM said this is the case.</p> <p><u>Student roll</u></p> <p>ERZ reported that 270 children have been offered places at the school. Some applicants did not get places. <b>BB asked if these families will probably appeal</b>, and ERZ said that a more likely outcome is that losses to independent schools will free up places.</p> <p><b>JH asked if our leavers get the places they want at colleges</b>. ERZ said that a recent Independent Statistical Data Report showed that Oathall students are accepted by colleges of their choice at a high rate.</p> <p>Letters have gone to those children who have been accepted for year 7. The welcome pack sent is now electronic and is delivered to families electronically via a system called Operoo. Parents can fill out forms on the system, or choose a modern language option.</p> <p><u>Teaching and Learning portal</u></p> <p>ERZ introduced the GB to this newly-launched part of the website focussed on staff development, created by Faye Hatchard. He encouraged them to log on and view the broad range of material including ECT/teaching career/leadership content, INSET records, courses available, Oathall pillars of learning, work done by students and more.</p>	
13	<p><b>SAFEGUARDING</b></p> <p>BB met Emma Green recently. It was valuable, she said, to have Jane Newnham (associate safeguarding lead) at the meeting. BB felt that the ethic and cohesion of the safeguarding team are strong. Staff are booking further training. The Open Door policy for reporting safeguarding issues is an improvement, but there is still a shortage of personnel in Social Services. VC added that from a professional view she understood that there are staffing shortages across a lot of services at present.</p> <p>BB will share a report of her meeting with the GB.</p>	

14	<b>PUPIL PREMIUM MATTERS</b> No separate report.	
15	<b>ATTENDANCE</b> No separate report.	
16	<b>GOVERNORS' VISITS</b> BB reported that her strand meeting with JB and Faye Hatchard was very good. A lot of ground was covering including a Deep Dive.	
19	<b>ANY OTHER BUSINESS</b> <ul style="list-style-type: none"> <li>• The GB re-approved their Instrument of Government.</li> <li>• CRC suggested that the GB asks about cybercrime and resiliency at the next meeting.</li> </ul>	
	<i>The meeting closed at 21:00 hrs</i>	
	<b>DATE &amp; VENUE OF NEXT MEETINGS</b> Spring term: Apr 4 <sup>th</sup> . Venue TBA. Summer term: May 9 <sup>th</sup> ; June 13 <sup>th</sup> ; July 11 <sup>th</sup> .	

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

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
07.03.22	Amend one item in the Complaints policy	AC	asap	
<b>Actions completed</b>				
10.01.21	Arrange updating of the Complaints Policy according to changes made to the WS model, and bring it before the GB.	ERZ	For Mar FGB if possible	Yes – presented at March FGB