



OATHALL COMMUNITY COLLEGE MEETING OF THE FULL GOVERNING BODY

Minutes of a meeting held on 13th June 2022

Present: Brenda Brown (Vice-chair, BB); Carol MacTaggart (CM); Jon Parry (JP); Eddie Rodriguez (ERZ); Nicky Wastie (NW); Richard Carter (CRC); James Horsman (JH)

In attendance: Zoe Froud (ZF); Emma Green (EG)

Minutes: Alison Carter (Clerk to Governors, AC)

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1	<p>APOLOGIES FOR ABSENCE Rowena Chalk (Chair, RC)</p>	
2	<p>DECLARATIONS OF INTEREST none</p>	
3	<p>REPORT FROM ZF – HOMEWORK REVIEW</p> <p>ZF reported to the governors on a homework review that began more than a year ago. She investigated students’ experience of homework using a variety of sources including Student and Parent Voice, Book Looks, aspects of Deep Dives, and conversations with faculty heads. Some inconsistency was seen in the volume, type and quality of homework set. Many students had problems with time management, and felt that a timetable for homework would help. Parents and students sited differences in the way staff use Insight, which sometimes causes conflict at home - students and parents unsure of what homework has been set. Students were found to be unaware of how much homework is expected. Staff workload was another matter for concern, and a need for more differentiation was also observed. ZF has produced a cross-curricular schedule, different for KS3 and KS4. Homework will be collected on the same day of the week as it is set, on a two-week cycle, with more homework in core subjects. Students will always have at least a week to complete a piece of homework, giving them the opportunity to plan. ZF stressed that the new schedule will not constrain teachers in their creative approach to the setting of homework in their subject area.</p> <p>ZF laid out the likely positive outcomes, including reduction in staff workload, consistency, homework linked firmly to curriculum maps, simplicity for all, and more robust QA. She went on to describe how the new schedule will be shared and implemented. There will be a homework information page on the school website, work done on differentiation, and the linking of the Homework Curriculum to student learning journeys.</p> <p>CRC asked if, at the start of the 2-week cycle, homework will be set on material covered in class, or material to be covered later. ZF said that there will be a combination. Faculty heads will plan homework that links to their curriculum map, which may involve flipped learning (in which students are introduced to some material before teaching) or may be set assessment-type homework that specifically follows a set of lessons.</p>	

<p>BB asked how the impact of the new schedule will be monitored. ZF replied that results will be measured as part of the QA procedures already in place. We have data against which to measure progress, and new BromCom data will be used. ERZ added that monitoring the use and positive impact of homework has been a considerable challenge in the past, partly because of the lack of consistency described by ZF. The current system is complicated, the new one far more straightforward. ZF added that the schedule (linked as it is to curriculum maps) will drive teachers to set homework of high quality, eradicating examples of ‘finish this worksheet at home’.</p> <p>BB asked what the main risks of the new system might be. ZF said that homework is a difficult issue in all schools, and there is no perfect solution, but once staff are familiar with the structure and have good access to data and methods, and once there is clear information for all users, the new approach should be effective. ERZ added that as a new and unfamiliar policy, this needs to be communicated clearly.</p> <p>JH asked if students are set group tasks as homework, adding that this can be good preparation for working life. ZF said that such tasks <i>are</i> set, depending on the subject, and the new schedule will allow students time to plan these joint activities.</p> <p>JP asked if recording the completion of homework will change. ZF replied that during the review she noticed how many ‘A3’ grades are assigned for non-completion of homework. A high percentage of these grades are found among lower ability students, seen to be struggling to access the homework that has been set. An improvement in this particular data will indicate the effectiveness of the new approach, and the effectiveness of work on differentiation. ZF and ERZ have met to discuss homework support for students who do not have that at home.</p> <p>CRC asked if ZF predicts any changes, as a consequence of this change, to classroom teaching. ZF said that in the main this will not be the case. Homework will be informed by - and will consolidate - classroom learning. Some small changes may be seen in the timing of lessons e.g. teachers may find they use the first minutes of the fortnightly end-of-cycle lesson to do marking and live modelling work with students. JP asked when the rollout will be complete, and ZF said completion would be by September.</p>	
<p>REPORT FROM EG – SEND ASSESSMENTS</p> <p>EG reported on this year’s review of the school’s SEN register. ERZ asked EG to undertake the review because of markedly higher numbers of students on Oathall’s register, compared with the national average.</p> <p>EG said that it became apparent in the review that there was not enough gradation of need among the students who fall in our most common category (labelled ‘K’ and nationally recorded), meaning that staff did have enough information to be able to carry out their professional duties in supporting the students, and differentiating.</p> <p>EG shared the WS inclusion framework which describes the levels and the nature of needs, and also the school’s recently-created live document showing data on our students. She also shared a piece of work by Southampton University, adopted by WS, which says that identification of need should be ‘universal, targeted and identified’. The Southampton work describes five levels of need from the lowest (1), to EHCP level (5). EG reported how she and her team, including the new Specialist Assessor Gill Garroway, have looked at all students in years 7 to 9 who are currently in the ‘K’ category, and have analysed our data to match each student to one of the five levels. They found that many students are at levels 1 and 2 of the 5-level system, and so do not necessarily warrant the ‘K’ label. Gill is adding the nationally-accepted categories of SEN for each child to our document (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Physical and/or Sensory Needs), plus the interventions</p>	

and support appropriate for each child. In time this will inform LSA work in classrooms via a plan for each child, with targets and monitoring. Heads of year have had training in identifying need (e.g. if a child's behaviour deteriorates, what need is possibly unmet?).

EG said that this review is a major undertaking and a work in progress.

She showed a table (only years 7-9) of numbers of students newly categorised following the review work, alongside our previous numbers, and national figures. Letters have gone to some parents informing them that their child has been removed from the SEN register following analysis, and will be monitored; other parents have been informed that their child might have to be added, because we find they are at level 4 or 5.

(For year 10, Gill has prioritised the assessment of students' exam access arrangements).

CM asked how the K rating is assigned. EG/ERZ replied that it may be assigned at primary or secondary stage. He reminded the governors of the disparity between national figures and Oathall's, caused by a lack of reassessment of judgements made by primary schools. The effect has been cumulative, he said.

CRC asked if, looking at the children recently reassessed, EG is able give an estimate of reliable SEN figures, particularly the 'K' figure. EG pointed the governors to the figures in her presentation, which show a figure (only drawn from years 7-9) which is much closer to the national average. **CRC asked if this sharp reduction will have any reputational or financial impact.** EG and ERZ said it would not. They went on to say that there have been some conversations with parents whose children (for instance) expect extra time in exams, but who Gill Garraway (with her expertise in the area) can be certain will be better supported via supervised rest breaks, enabling them to use exam time more calmly. Gill has been able to provide clear explanation of her evidence-based approach.

ERZ said that the numbers of access arrangements in place has been increasing nationally, at a time when government is seeking a reduction. This is an additional reason for Oathall's comprehensive review.

CM said that, following the exercise, it will be interesting to be able more easily to identify which students' lack of attainment is the result of their SEN needs (e.g. emotional, social).

EG showed a graph of SEN diagnosis against age of student, which indicates the length of time it can take to identify need. She spoke of the knock-on effect: the years a student may wait for an EHCP (which involves an enormous amount of work and assessment) to be put in place.

BB asked if primary schools are sending good data with children, and if we are in dialogue with them. EG said that the past couple of years, during Covid, have been challenging for schools. But all data provided will be used to inform the analysis of students' needs. EG said that she has approached the local authority about levels of need not being identified early enough. ERZ reminded governors that this problem is nationwide. EG added that recent SEN leadership (mainly primary school staff) forums that she has attended suggest that good practice is now being shared.

CRC asked if the higher numbers of SEN students at Oathall makes the school, with its child-centred approach, attractive to parents with special needs. How does the school compare with other local schools in this respect? And should this feature of Oathall be recognised? He wondered if the national reference range (about 11% of students) might not necessarily be an appropriate figure to look at. ERZ assured governors that there is no intention to try to work towards a particular figure. EG agreed that no student would be added to the register or removed, to that end.

JH reported some anecdotal evidence that families choose Oathall because of its SEND reputation. He asked if categorising a student at the higher levels of need brings higher costs.

	<p>EG pointed out that the Southampton chart majors on the external support that a school should access at each level once need is identified. There is little increased cost for the school. EG gave a further explanation of how funding (e.g. for an EHCP student) is allocated, and how it is fed into the LSA budget. ERZ explained that the rise in EHCPs has put pressure on LA finances. Oathall sets aside a significant sum of money for sending certain students to the best alternative provision available. The school is pleased not to have permanently excluded students for whom AP was provided, and to have seen them make good progress.</p>	
4	<p>APPROVAL OF MINUTES OF THE MEETING HELD ON 09.05.22 Minutes of the meeting held on 9th May 2022 were tabled to the meeting. They were approved as a true record and signed by the Chair. Part II minutes of the same meeting were tabled and approved as a true record. They were signed by the vice-chair.</p>	
5	<p>MATTERS ARISING FROM PREVIOUS MEETINGS None</p>	
6	<p>URGENT MATTERS None</p>	
7	<p>POLICIES AND PROCEDURES REVIEW</p> <p>The following policies were approved by the governors:</p> <ul style="list-style-type: none"> ● <u> </u> Mobile Phones policy ● Homework policy 	
8	<p>BUSINESS REPORT JP asked about the difference between the cost of tutors and the contribution provided by central government. Is this funded from the school budget? ERZ said that is the case, and the more sessions the schools arranges, the higher the absolute cost. JP asked if this results in a disincentive, and if the school might decide to set a limit. ERZ replied that tutoring is seen as having a high value to students, and is strongly favoured by government. He added that without the government's contribution, this programme would not be possible. The criteria for delivering the tutoring are strict, so delivering sessions is a challenge, and money may be clawed back later if some of the funding is not spent.</p>	
9	<p>ACADEMY/LOCALITY ISSUES No separate report.</p>	
10	<p>CHAIR'S REPORT BB said that RC will bring June and July's reports to the July FGB.</p>	
12	<p>HEADTEACHER'S REPORT</p> <p><u>Exams</u> GCSEs are mostly completed. The behaviour and attitude of candidates has been mature, especially considering the gap in exam experience brought about by Covid. Students not involved in exams have behaved well while the exams are in progress, keeping noise at acceptable levels (e.g. during lunch in the dining hall adjacent to the exams hall). NW and BB reported that this exam series has been well-organised and unusually problem-free, and confirmed the high</p>	

standards of behaviour.

On June 7th there was an unannounced JCQ inspection. Only one minor piece of information had to be subsequently sought out by staff and provided to the inspector, and no other issues arose.

The governors joined BB in asking ERZ to express warm thanks to the exams officer and her team.

Admissions

Numbers for September remain strong, with a waiting list in place. Faye Hatchard and the transition team have visited local primaries. There will be a student induction day on July 6th, and a parents' day a week later.

INSET

The first shared federation INSET day will be held on Monday June 20th, and next year's is being planned.

Staff matters

- A third ECT has been appointed in Science – Angus Graham, a physics specialist. Angus will start in September. ERZ thanked JP for his contribution on the interview panel. Three ECTs in one department will bring significant workload for those involved in their support.
- Lucy Somers will join Oathall from Oxted school as head of the performance faculty, in September
- The school is fully staffed across the board for September.

Premises

- Fire alarm system
- LED lighting
- Extension to plumbing of heating system

These works are likely to be completed by October.

Work on the Albemarle Centre (new ceilings in readiness for new lighting) were completed over half term. Concerns about the presence of residual asbestos, have been resolved.

The creation of a new food tech room (AD10) and IT/computing suite will begin in the coming weeks.

Dining hall and main school entrance.

Oathall may well be asked to accept additional numbers for the next few years, confirming the need for an upgrade of the dining hall and main entrance. New plans have been sent by WS, scaled down for affordability. The project will now move to a feasibility study. ERZ met Leigh Hunnikin, WS Education Capital Programme Manager, to discuss the project. Leigh suggested that the build should be completed in time for September 2024. It may be possible for the school (ERZ, Jo Godbolt, premises team) to manage the project in-house instead, and ERZ has sought approval for this approach. **CM asked if this was the route taken for the building of the Maths and Science block**, and ERZ replied that some project management was brought in-house for that project. **CM asked how long this work might take if done in-house.** ERZ does not yet have a clear projection.

	<p><u>Specialist accommodation</u> The school has answered its own need in some specialist areas with the food room and IT suite, but science remains a concern with high student numbers. ERZ has asked WS about temporary accommodation. Leigh Hunnikin is researching this.</p> <p><u>South of England Show</u> ERZ expressed appreciation for the hard work and efficiency of John Blackholly and his team in taking 80+ students to the show over three days, June 10th-12th including 26 shuttle runs to transport students. The stand was a credit to the school.</p> <p><u>Geography field trips</u> Kim Garrick is in the middle of leading Year 10 trips to the Ashdown Forest, and will lead trips to Brighton (Human Geography) in July. ERZ praised her attention to detail and efficiency in delivering highly successful trips which are of great benefit to the students.</p> <p><u>School information management system</u> The move to BromCom is moving ahead. Many WS schools are now using the system in earnest, and Oathall is able to learn from their experiences. Data has been uploaded, and the next stage is use of a test site. Staff whose work is closest to school information systems will receive training this term. The system goes live after the end of term and therefore hands-on staff training over September 1st and 2nd will be the most valuable.</p> <p><u>Celebration Evening</u> The event will be held for the first time since in some years on July 13th. The special guest (who will speak to students and distribute prizes) is five-times world Muay Thai champion and Oathall alumna Ruth Ashdown.</p>	
12	<p>SAFEGUARDING BB will meet EG on Wednesday June 15th to carry out the annual NSPCC safeguarding audit.</p>	
13	<p>PUPIL PREMIUM MATTERS No separate report.</p>	
14	<p>ATTENDANCE No report.</p>	
15	<p>GOVERNORS' VISITS</p> <p>BB visited school for a Strand meeting on May 27th. She thanked Faye Hatchard for her detailed and helpful responses.</p> <p>Governors asked about the allocation of strands, and ERZ said that news on this will follow assignment of SLT roles and responsibilities.</p>	
16	<p>ANY OTHER BUSINESS</p> <ul style="list-style-type: none"> ● CRC has agreed one adventurous trip in his role as outside visits governor – two days of enrichment trips to Hove Lagoon. ● The clerk reminded governors about the training session on OFSTED, June 20th at 18:30 in the John Rimmer building meeting room. 	

	<ul style="list-style-type: none">The clerk informed the governors that a letter of thanks and appreciation has been sent on their behalf to Roman Riviera, a member of the Oathall cleaning team, and has recently retired after 18 years of service to the school.	
	<i>The meeting closed at 20:40 hrs</i>	
	DATE & VENUE OF NEXT MEETINGS Summer term: July 11 th . Conference room (first floor, stairs opposite reception)	

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

FGB meeting action log

Meeting at which action raised	Details	Who?	Timescale	Completed?
09.05.22	Arrange a 'governor day' visit - tutor time observation & student voice session.	ERZ/RC	When possible	
Actions completed				
09.05.22	Arrange to share cyber security training session with GB	AC	asap	yes
09.05.22	Arrange for Zoe Froud to address the GB about homework at a future FGB	ERZ/RC		yes