

**Minutes of the Full Governing Body Meeting held in the School on 20th March
2018 at 6.00pm**

Present: Shaista Ahmed (SA), Tony Atherton (TA), Derek Cross (DC), Liz Currie (ESC), Jane Dixon (JD), Sue Doubell (SB), Stuart Eakin (SE), David Hall (DH), Gareth Harris (GH), Johnathan Hodgson (JH). Malcolm Pinder (MP), Keith Wilson (KW), Nathan Bulley (NDB)

Non-voting: Jody Dunn (JDN), John Flynn (JMF), Peter Roberts (PDR), Simon Taylor (SAT)

Apologies for absence: Zed Aziz (ZA), Debra Glover (DG), Cath Proud (CEP)

- 1) **Declaration of interests:** None
- 2) **Minutes of previous minutes:** All in agreement that they are accurate.
- 3) **Minutes of sub-committee:**

a) **Finance & Resources**

JH ran through the minutes of the F&R meeting held on 6th March highlighting particular points of interest. He also made governors aware that KW attended the meeting as an observer. JH also told governors that the F&R committee is currently undergoing an effectiveness review, all members have been given a checklist to complete.

b) **Curriculum and Staffing**

DC ran through the minutes from C&S meeting held on 13th March. He explained what calibration was and that it seemed a very worthwhile exercise.

PDR addressed governors to a data document and explained that it is a summary of the main points discussed at the C&S meeting and he had agreed to bring this along to the FGB. PDR then talked through the document and reiterated that it is important for all governors to know the information/statistics included.

NDB then informed governors he had received some questions via email about the C&S minutes and would address them now:

Q - In the Minutes, there is a section on "differentiation" and student voice. There is mention of staff giving each student more time, sort of 1:1 is my understanding, which means children perform better. First of all, have I understood that correctly, and secondly (if I have) does that mean there will be more 1:1 teaching if it is proving effective?

A - By differentiation we mean treating students differently according to their individual needs. Teachers can identify when additional work is needed, act on student behavior, body language, facial expressions etc. , as well as occasionally providing more challenging work/more support as needed by each child. It's really about knowing the individuals well.

Q - Am I right in understanding that the school is no longer taking in external year 10 students? I think the Minutes mentioned financial constraints(?). How would the school struggle financially by taking in year 10s from other schools? And when would the test normally take place for year 10s to start in September 2018 (if that's how it works)?

A - This is the wrong way around. The school would gain financially. However, despite the

benefits of this, it is not included in our admissions policy. Also, there have been complaints from other schools about this approach, and we want to send a message of collaboration rather than isolationism. So it's no longer deemed appropriate to continue with this system.

Q - What is the Maths scheme that is mentioned in the minutes which will get us extra cash?

A – For each additional student taking post-16 maths we would get an extra £600 per student. We are introducing core maths, which is equivalent to AS level. This seems popular with students and will meet the criteria for the above funding; however, the method of calculating increases may not be in our favour.

4) Safeguarding

A verbal report was given by SAT on the facts and figures relating to child protection referrals and the current caseload of the counsellor in school. The support provided by the counsellor, school nurse and pastoral team in school continues to be widely used and provides an essential support service for the students and some staff.

An update was given on child protection training – one member of the catering staff requires induction child protection training and one member of the teaching staff requires her safeguarding training refreshing following return from maternity leave. There is one governor (EI) who needs to refresh child protection training.

5) Headteachers Report

NDB asked if everyone had received and read the headteachers report and worked through a couple of questions he had received:

Q- Pupil premium impact – would it be possible to show in future reports what has been reported previously. The report mentions a slightly wider gap and it would be good to be able to see in the table maybe the last 2 reported gaps – so we can see the trend?

A- NDB – I have asked Jeremy, Head of KS3, to include this in the next report.

Q - Behaviour – It is noted that there has been a significant number of school detentions re negative behaviour. It would be good to know: i) is this many more than in previous terms/ years; and ii) how has the new system of negatives and positives been rec'd generally by teachers and pupils – anecdotal feedback from children I know suggests that the negatives are very easily earned.

SAT answered yes, the number of detentions being issued has increased as we anticipated that it would. In 2016-17 197 detentions were issued between September and Feb half term and when you remove the sixth form detentions in order to compare like with like the number has increased to 521 in the same period. In relation to the issue of negatives, the ratio of positives to negatives is 96% so SAT would argue that negatives are not necessarily easily earned. However, SAT would agree that despite guidance being offered as to their issue and statistics being provided to enable subject leaders and faculty leaders to analyse their use, practice can still vary from teacher to teacher so we have do some work to do in developing consistency.

NDB also added that he believed that Classcharts had been largely well received by students and the staff to whom he has spoken.

DC asked how is ClassCharts accessed and would the use of iPads make accessing easier? SAT explained it all depends on the routines the individuals use in the classroom. iPads would facilitate this I'm sure, but just as easy to log on a classroom PC. NDB added that he has known ClassCharts to be used in other schools with no iPads at all, so they are definitely not a necessity. Staff feedback on ClassCharts has been very positive, we just need to establish a more defined benchmark on issuing positives and negatives.

Q - Staff survey results / general staff morale - I am worried about the impact of lots of changes on the staff and I would like to understand what the current staff morale is like? / what the staff survey shows? what the key issues are? / what is being done about it?

A - Louise Daddy, HR Director provided the following the following information.

From the staff survey I have identified key issues that I would like to focus on addressing, a few of these are:-

- Staff health and well being
- The nature and pace of change
- Recognition and saying thank you
- Communication

Some of the ways we are working towards addressing these are as follows:-

- We have a life coach and a counsellor available for staff
- We have the staff consultative group
- We undertake stress management action planning for anyone experiencing stress
- We have set up a staff well being group, the first meeting took place last week and included both teaching and operational staff. It was also attended by a governor
- It is my intention to draft a Good Health and Well Being Policy over the Easter holidays and then consult with the Staff Consultative Group on the policy. I would hope to have this policy live in time for 01.09.18
- We have introduced thank you cards to the SLT and middle leaders, I would like these to be available to all staff in time
- The new staff buddy system allows staff to meet and keep in touch with people who work in different areas

Q - Curriculum - re the move to optional Modern Foreign Language - I would like to understand at the earliest possible opportunity how many children do decide to opt to take MFL (compared to previous years), and I would request that this is included in the first possible Headteachers report. I can fully understand that this will be popular with children - but as previously expressed I fear that this is because they will simply not take the language and it will impact significantly on this provision in future years.

A - PDR - We have recently had the option results in and in Y9 we have 29 students doing Spanish 29 and 19 doing French, 48 in total, 25% of year group doing a MFL. In Y8 we have 37 doing Spanish and 23 doing French, 60 in total, 33% of the year group. Some students and parents currently doing a compulsory MFL have asked if they can drop their language early and concentrate on other subjects they are stronger in, but of course we are saying no.

KW asked if any students are taking dual MFL- PDR confirmed not.

Governor asked - What impact will this have on staffing? PDR explained we are slightly over-staffed currently, but one member of staff is going on maternity leave which means we will need to appoint cover. We have one person in mind for this. So staffing will balance itself out.

Governor asked - Are there any subjects that are significantly popular? PDR explained Business studies, geography, history are popular. Computer Science has also become popular recently.

Q - KW asked if we are appointing someone as data protection officer for implementing the requirements of the GDPR?

A - PDR explained we are currently doing all we need to ahead of this with the help of a solicitor. Currently carrying out an audit in which they have provided us with a list of questions, we will then provide the answers and they will let us know if and where we have any gaps. Caroline Auld our data manager is managing this and doing a really good job. We may keep the solicitors on a retainer.

NDB asked if there were any further questions about HT report. There were not.

6) Financial Matters

JFM circulated a list of variances report and a list of underspend and overspends for the current year. JMF explained we are monitoring the budgets, particularly what is spent on staffing. We are trying to maintain the underspend until year end. We are forecasting an underspend of £54,000 next year (mainly due to a teacher contingency of £50,000 that we have not needed to use). JMF advised governors to keep this paper for reference.

JMF then moved on to talk through the budget for next year. He explained we will be in a challenging budget position next year but have a list of proposals to help balance the budget. We are currently holding operational vacancies in an attempt to save money and robustly reviewing positions. We are also looking at ways we can increase income, with catering being the obvious one. We are reviewing our whole catering offer, trying to modernize it in an attempt to attract students to stay in and eat on site (sixth form). This will generate extra unrestricted income.

JMF then addressed and circulated hard copies of the academies benchmarks report for information. He did try to send via email but it bounced back as it's so large.

JMF then moved on to talk about the annex and shared copies of tender return summaries, at the request of governors on the F&R committee. JMF explained we went with lowest price but this was still more than planned for in the previous year when the bid to the ESFA was originally submitted. JMF also mentioned we have changed plans to improve catering at the annex in an attempt to make money from the operation; this, however, has an impact on the original mechanical, electrical and monetary costs. What we can't see in document however is the saving we might make, for example on fixing the lift etc.

A company called RPP carried out the tender processes for us.

JMF told governors we currently have £950,000 in reserves and this development will likely take £300,000. There are however potential significant savings to be made in one or two areas that have not yet been factored in- e.g. the lift.

We have had a few issues with the neighbours that we are currently working to resolve.

7) Building Matters

JMF talked through the building matters paper, explaining work completed during February half term. The CIF church annex bid, CIF Cable Replacement, ACM removal and associated electrical Work. CIF Bids 2019/20.

8) Policies for approval

Governor asked that it would be useful if in future we tracked changes.

The policies to be approved are:

Admissions Policy Sixth Form Entry 2018
Child Protection
Home School Agreement Sixth Form
Safeguarding
Student ARUP Policy
Careers Policy

All policies have been updated with guidelines.
Simon Taylor left the meeting after talking governors through changes to Child Protection and Safeguarding.

DC - talked through the Careers education, information, advice and guidance (CEIAG) Policy on the back of his visit the careers team. The main changes were made by the careers leader and including expanding our offering to younger years.
NDB added a comment about careers integration into the curriculum and that we are going for a quality mark. Ross Oxby is leading this and going a good job.

DC asked if some of the careers information discussed could be added to the careers web page.

JH indicated that there was no mention of GDPR in the student ARUP policy, do we need to include? PDR said we are holding off until we will have done the audit but it will be reviewed.

NDB asked governors to confirm they were happy to approve the policies. All voted in favour.

9) Development Session: Vision and Future Direction

A confidential discussion around the future direction of the academy took place.

NDB put up a Powerpoint Presentation and talked through the slides to governors. He explained the vision and asked governors for their thoughts.

10) AOB – None

Meeting closed at 8.40pm.