



## MEETING OF THE LOCAL GOVERNING BODY

Minutes of the Full Governing Board Meeting held on  
Monday 6 December 2021 at 5.30pm, Microsoft Teams

**Present**

**Governors:**

Mr Mark Coles (MC) - Chair of Governors  
Mr Mark Patterson (MJP) - Principal/Governor  
Mr John Brown (JB) - Foundation Governor  
Mr Paul Askew (PA) - Co-opted Governor  
Mr Alan Winchcombe (AW) - Co-opted Governor  
Mrs Vicky McGregor (VM) - Co-opted Governor  
Mrs Emma Leach (EL) - Parent Governor  
Mr Chris Woodbury (CW) – Staff Governor

**In attendance:**

Miss Anna Nightingale (AN) - Vice Principal  
Mr Simon Cooke (SAC) - Vice Principal  
Mrs Kate Tandy (KMT) - Vice Principal  
Ms Priscilla Solvar-Isida (PS-I) – Assistant Principal/Teaching & Learning  
Miss Francesca Zander (FAZ) – Equality & Diversity Champion  
Miss Gabriella Harris-Clements (GH-C) – Equality & Diversity Champion  
Mrs Debbie Warner (DW) - Clerk to the Governors

1.	Apologies for absence
	Apologies for absences were received and accepted from Brad Panther.
2.	Declarations of Interest
	None declared.
3.	Elections/vacancies
	The Clerk advised governors that a self-nomination for the position of Vice Chair was received by Mike Shaw. All governors were in agreement to his appointment to Vice-Chair.
4.	To approve the minutes of the last meeting (20/09/2021)
	The minutes of the last meeting were considered to be an accurate account of proceedings.
5.	Matters arising
	The Chair confirmed that the action points from the last meeting had either been completed or were in hand. He noted that a review of link governors should be discussed. A discussion followed on link governor responsibilities. The Vice Chair thought it would be useful to have some terms of reference for the link governor responsibilities and governors agreed to prepare an outline of their link governor responsibilities. The Vice Chair to take responsibility as link governor for governor training.  <b>ACTION: LINK GOVERNORS TO PREPARE TERMS OF REFERENCE AND SEND TO THE CLERK</b>
6.	To ensure accountability of the SLT for the educational performance of the school
	<u>6.1 Principal's report</u> The Principal highlighted key points from his report: Covid-19 and staffing issues due to high number of positive cases. SDP is being reviewed and survey has gone to senior staff for their views post Ofsted inspection. Concern over IT standards at the school. Staffing is stable but concern about recruitment in IT. <u>Challenge/questioning:</u> - <b>There is a sense that IT has been an issue for several years which is affecting staff morale; why have governors picked up on it now?</b>

Signed:

Date: 28.2.2022

The school has had to respond to the pandemic which has been the school's main priority. However, this has highlighted the need for reliable IT infrastructure to be in place. It has also been exacerbated by a shortage of 2 members of IT. It has been difficult to recruit in this area.

- **Does the school offer a recruitment bounty?**

**No, but we are at the point where we need to consider all options.**

#### 6.2 To review SDP

The Principal highlighted the key updates on SDP:

Confirmation that the 2-year KS3 curriculum received an endorsement from Ofsted and that it was an ambitious and well adapted, responsive curriculum.

Mission values and key focuses have been considered in depth.

Staff wellbeing and workload continues to be a focus.

Catch up and PP have been populated in SDP.

Literacy across the school is still a work in progress and a long term plan.

Sixth form outcomes and progress to 2021 have been added.

Partnership working.

#### 6.3 Update on Diversity (This item was discussed before the main meeting commenced)

Diversity Champions, Francesca Zander and Gaby Harris-Clements, provided an update with an area of focus around the Equalities Act and support for staff to address issues with more understanding and ease in discussing issues. Aim to achieve Rainbow flag award by the end of the school

year. Progress has been made so with pastoral programme: Race and racism; differences in nationalities; traveller prejudices. Other areas such as students' misconceptions students have been addressed. Black History month has been celebrated.

This term there will be a focus on religious diversity and festivals and how they are celebrated throughout the year. Foods from around the world have been available through school meals. Work is also taking place around disability awareness, LGBTQ+ to coincide with pride month and gender equality.

A collapsed day is being planned with a focus on equality and inclusion. Each year group looking a different aspects of diversity with external workshops coming in.

#### Challenge/questioning:

- **Working with parents would be useful and are likely to want to be more knowledgeable about the programme**

**It is intended that awareness around the topics is promoted and parents are kept up to date with the issues being discussed.**

- **What engagement are you getting back from the pupils? Is it being well received?**

**Form time programme will be key to deliver these topics and therefore training has been implemented to enable staff to discuss certain topics effectively. So far, feedback has been positive.**

AN added that the new Diversity Champions have been in post for less than a term but had already made remarkable progress in this area.

The Chair acknowledged their enthusiasm for the initiative and thanked them for their informative and forward thinking presentation.

Francesca Zander and Gaby Harris-Clements left the meeting after their presentation to governors.

#### 6.4 Update on quality of teaching (This item was discussed before the main meeting commenced)

PS-I provided governors with an update on teaching and learning for the Autumn term:

Based around 10 features contained in the HAT model (Hingingbrooke about Teaching). PS-I added that a lot of CPD has been conducted in classrooms, allowing departments to develop their own versions of HAT. Recent T&L audit highlighted areas of strength and developmental needs; this has informed the focus for this academic year.

Learning Walks have identified areas for support with first half of this term focused on HAB (Hingingbrooke about Behaviour) to scrutinize attitudes to learning and expectations. There were a few areas of concern: Foundation Learning, Business and one area of English. Peer on Peer pairings are helping to address any areas of concern from the audit.

Push on homework this year. In September Knowledge Organisers were launched and this new initiative is embedding well in the school. Actions are shared with tutors/teachers to keep on improving practice and strive for consistency across the school.

Outcome of work scrutinies were presented to governors.

#### Challenge/questioning:

- **Homework initiative: is this aimed to highlight quantity and quality of homework?**

**Self quizzing homework. Some parents feel there is too much homework but this may be due to previous**

Signed:



Date: 28.02.2022

inconsistencies in the amount of homework across all subjects. Expectation is that each set of homework should not take longer than 20 minutes. The school has also introduced a way to revise as not all students know how to do it effectively and is aimed at making learning stick.

- How did findings from teaching observations align with comments and feedback from the recent Ofsted inspections visit?

There were 5 deep dives and feedback confirmed that the school correctly identifies with areas of strength and areas for development.

- How difficult is it for students to get back into homework and what do they think about it?

Recent audit shows some discrepancies as not all staff were following the homework; this has been revisited to make sure expectations are clear.

- Is there any sense that not all staff are HAT compliant?

From the teaching observations, the school wants to create an open-door culture with the emphasis on feeling supported. Videos have been made by fellow colleagues to share best practice.

#### 6.5 Sixth form governor visit:

PA and MS updated governors on their report of the sixth form visit that took place in September 2021. A streamlined framework since VKR's appointment has led to an improvement in academic performance and attendance. Private study is now more focused. A lack of confidence in the IT infrastructure was picked up by governors during the visit. Meeting with sixth form team shows strong cohesion within the team with a strong structure being extended during form time, although the role of the form tutor is vast. Students have a sense of belonging and enrichment and house system is very positively received. Safeguarding discussions with the SSO shows how critical this support has been during lockdown. The top team work well together with collaborative problem solving and there is a strong operational grip with tutor and SSO focus. Students are very confident and articulate and spoke highly of the school. Some students voiced that they were not aware of all that goes on and there was an element of confusion around sixth form transition.

#### Challenge/questioning:

- **Transition into sixth form - why the confusion**  
Transition this year has been overwhelming for some students and unfortunately, due to the pandemic was conducted on-line, which may have resulted in some elements of the process being lost.
- **A governor noted outcome and progress to 2021, some of the figures needed correction (99% more likely to be 89%)**

The Chair thanked governors for the detailed and informative report and suggested that a follow up is done to ensure that the observations have been addressed.

**ACTION: FOLLOW UP SIXTH FORM MEETING WITH PA/MS AND HEAD OF SIXTH FORM IN SUMMER TERM  
PROGRESS FIGURES FOR SIXTH FORM TO BE CORRECTED - VKR**

#### 6.6 To determine focus for next governor visit:

SAC informed governors that the planned visit on curriculum did not take place as there were not enough governors available. It is likely that any visits in the near future will be conducted online. Governors thought it was evident from the preliminary Ofsted report that a focus on how the school is responding to student voice and feedback and this should have a bearing on any future visit. Suggestions on focus for future visits could be around teacher training and CPD and how this is conducted to enhance the learning experience. Further discussion favoured delaying a decision until the final report has been released but to incorporate student voice into the visit.

**ACTION: PRODUCE SCHEDULE OF GOVERNOR VISITS - SAC  
DECIDE ON NEXT GOVERNOR VISIT AFTER FINAL OFSTED INSPECTION REPORT IS RELEASED – ALL**

#### 6.7 Governor self-evaluation:

A working party on self-evaluation was due to take place at the same time as the curriculum visit. It was decided that the meeting should be convened separately to any governor visit and will try to look at meeting in the Spring term. It was agreed that working party members should be the Principal, Chair, Vice-Chair and PA.

**ACTION: SELF-EVALUATION WORKING PARTY MEETING TO BE ARRANGED IN SPRING TERM**

Signed: 

Date: 28.02.2022

	<p><u>6.8 Update on Autumn term review:</u>  KMT provided an update on exclusion figures which are currently looking low, 13 compared with 31 at same period last year. Impact of September reboot seems to be having a positive impact. Blue room episodes remain constant and there is more work to be done regarding verbal abuse and defiance but there are no patterns of concern. Pleasing to see more positive behaviour in lessons, identified through learning walks. Lesson monitor data demonstrates that not all teachers use the system fully so are being urged to do so. Christmas cheer programme is being rolled out with write up for students who have gone over and above. Student leadership reps have had their first meeting. 2<sup>nd</sup> review of behaviour improvement plan is underway to take the opportunity to reflect on progress. Feedback back about student voice and new initiatives like drop boxes need more time to embed. Personal development needs to be highlighted as there is a good resource but students may not be aware of the depth of support available.</p> <p><u>6.9 Curriculum update:</u>  AN updated governors on likely arrangements for summer 2022 exams. Lots of adaptations for practical subjects. Departments are trying to fill gaps in learning, especially in DT. Literacy is a long-term plan and adaptations in the curriculum are in place. There is to be a greater emphasis on reading and need to embed this further across the school. Funding has been made available for the purchase of reading books. AN gave governors feedback from Ofsted on deep dives in departments. Nurture and nurture light provision and alternative provision is being reviewed and HBK online being introduced.</p> <p><u>Challenge/questioning:</u></p> <ul style="list-style-type: none"> <li>- <b>Is there an opportunity to do an Ofsted consolidation and how things will be taken forward?</b>  <b>The Principal said that there will be a narrative around the report that is sent to parents.</b></li> </ul> <p><u>6.10 SCR update:</u>  At a prior visit, AW had identified a couple of gaps which had been addressed. AW said that Ofsted were satisfied with the document.</p>
7.	To approve policies
	<p><u>7.1 Antibullying policy:</u>  Key changes to ensure reference refer to KCSIE 2021. <b>Governors accepted the policy.</b></p> <p><u>7.2 Behaviour &amp; Attendance</u>  Updated in light of recent guidance. Change in terminology from exclusion to suspension. Removal of out of date Covid restrictions. <b>Governors accepted the policy.</b></p> <p><u>7.3 Supporting students at school with medical needs and conditions</u>  Reflects changes in staff and structure. <b>Governors accepted the policy.</b></p>
8.	AOB/Date of next meeting
	<p>EL has attended complaints and grievances training and do governors receive a log of these complaints. It was agreed that this could be included in the Principal's report.</p> <p><b>ACTION: INCLUDE LOG OF FORMAL COMPLAINTS IN PRINCIPAL'S REPORT</b></p> <p>Date of next meeting confirmed as Monday 28 February, 5.30pm.</p>

Signed:



Date:

28.02.2022