

Meeting of Full Governing Body  
9<sup>th</sup> November 2020  
Virtual Meeting via Zoom  
4.15pm for 4.30pm start

**MINUTES**

<b>Governors Present:</b>	Mick Baker, Jane Dickson (Chair), Alison Frost, Les Gunbie, Vanessa Hickey, Matt Hillier, Reg Hook, Dick Knight, Millie McDevitt, Jenny Poore, Bronagh Shevlin, Haydn Stride, Derek Swindells
<b>Officers Present:</b>	Teresa Dee (Clerk)
<b>In Attendance:</b>	Ian Charlesworth, Andrea Cumming, Nick Imrie, Jenny John, Catherine Mockeridge, Liz Uren, Paul Watson

	<u>Agenda item</u>	<u>Action</u>
1	<p><b>Introduction</b></p> <p>a) <b>Welcome</b> The Meeting opened with a welcome from the Chair and a thank you to Jenny John for many years of service as a Governor following her decision to step down as a Co-opted Governor.</p> <p>b) <b>Apologies for Absence</b> Apologies for absence received from Rosie Reekie.</p> <p>c) <b>Declarations of Interest</b> No additional declarations made relating to items on the agenda.</p>	
2	<p><b>Chair's Update</b></p> <p>The Co-Chairs of Governors provided an update on business conducted on behalf of the Governing Body since the last meeting.</p> <ul style="list-style-type: none"> <li>The process for Headteacher Performance Appraisal had been completed including setting of new objectives and making recommendation on pay to the pay panel. An external adviser supported the review panel of three Governors with process.</li> <li>The process for the Clerk's appraisal had been completed.</li> </ul> <p>4.47pm - Dick Knight arrived at the meeting</p>	
3	<p><b>Last Meeting Dated 28<sup>th</sup> September 2020</b></p> <p>a) <b>Approval of Minutes</b> The Full Governing Body reviewed and approved six pages of minutes from the meeting held on 28<sup>th</sup> September subject to the deletion on one sentence in section 2.</p> <p>4.48pm - Haydn Stride arrived at the meeting.</p> <p>b) <b>Matters Arising Not Included Elsewhere on Agenda</b></p> <ul style="list-style-type: none"> <li>Staff Survey - Response had been sent to the staff; a follow up survey would be sent out in January.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Communication - Governors confirmed that communication from the school to parents had been good.</li> <li>• Skills Audit - Not all governors had submitted a form so it had not been possible to provide a summary for the meeting.</li> <li>• School Trips Financials - The Business Manager had provided a written update for Governors, the contents of which were noted. Berlin trip had been rescheduled for February half term and for the Italy trip refunds were being given. The situation regarding travel restrictions for after December remained unclear. Governors advised that the Ghana trip was still being promoted on the website and would require removal.</li> </ul>	
4	<p><b>Headteacher Update</b></p> <p>The Headteacher presented his update to Governors highlighting the following points:</p> <ul style="list-style-type: none"> <li>• Attendance was currently at 93% which was down on last year but above national data.</li> <li>• Government had changed the protocols as part of the lockdown and as such some further staff were working from home.</li> <li>• Year 11 first data drop had been completed and printouts from 4matrix had been circulated in advance of the meeting. Year 11 mocks had commenced.</li> <li>• First set of data going out the following week to parents together with virtual parents evening the following week.</li> </ul> <p>Andrea Cumming provided Governors with an overview of the latest year 11 data.</p> <ul style="list-style-type: none"> <li>• Progress 8 showing as marginally positive for 2021 and where expected at the time of year despite the national lockdown. Nine outliers when removed from the outcomes made a significant impact on outcomes with a +0.18 position.</li> <li>• Boys progress still an area of concern for school leaders. Disadvantaged boys were around a grade below where they needed to be though the progress gap was narrowing. These students were being targeted with various interventions including national tutoring. Year 11's being prioritised for catch up funding interventions.</li> <li>• There was some uncertainty around curriculum with some adjustments made mainly for the large cohort subjects.</li> <li>• It was still not known for certain whether exams would be run in the summer and if centre assessed grades would be used again. Based on lessons last year Heads of Departments had been working on putting more formal assessments into teaching with an additional set of Mocks planned for February with moderation and ground boundaries.</li> </ul> <p>Governors questions and comments</p> <ul style="list-style-type: none"> <li>• Under the progress 8 data the filled slots for girls was at 88.89% , this was lower than boys at 94.89%</li> <li>• Attendance of boys and girls appeared to be similar despite the missing girls.</li> <li>• How were students coping with the unusual situation and extra demands, how were stress levels being judged?</li> <li>• Was the boys performance in line with other schools?</li> <li>• The Progress 8 data for the SEN and pupil premium groups were lower than whole cohort and attendance was low. Could Governors have some information to demonstrate what input there was to support these groups.</li> </ul> <p>Responses to Governor comments and questions</p> <ul style="list-style-type: none"> <li>• There were a number of girls that that had not been in school for over a year, As the girls group overall was lower than boys their absence had a disproportionate effect on</li> </ul>	

	<p>the data %. Decisions had been made to withdraw students from some subjects as a covid response to lost learning.</p> <ul style="list-style-type: none"> <li>• Attendance might appear as 100% for some students being educated offsite.</li> <li>• Stress levels appeared to be lower than usual with less students affected by the mocks. The focus had been on mocks being a learning exercise.</li> </ul> <p>5.04pm - Jenny Poore left the meeting (internet issues)</p> <ul style="list-style-type: none"> <li>• Nationally boys do not do so well at GCSE and A levels. Last year the boys at the school performed better than nationally. The year 11 cohort did have a higher proportion of boys than girls (176 to 144).</li> <li>• There were regular attendance meeting with the pastoral team and curriculum lead to go through each student with low attendance and agree a plan for each. The next meeting was scheduled for the following week. A full report could be provided at the January Governors' meeting.</li> </ul> <p>5.15pm - Andrea Cumming left the meeting.</p>	
5	<p><b>School Development Priorities</b></p> <p><b>a) Teaching &amp; Learning</b></p> <p>The Headteacher introduced this agenda item and the Heads of Department that had been invited to speak at the meeting in response to Governors interest in the work around decolonisation of the curriculum and focus on diversity issues. Governors had also requested an update on the current approach to teaching and learning.</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• The department had been looking at the role of black history and more diverse history for some time partnering with the University of Sussex to support with finding better teaching resources.</li> <li>• All corridor displays within the department were focused on diverse history issues.</li> <li>• The key stage three curriculum had some flexibility to make it more diverse unlike the GCSE modules which were much more limited.</li> <li>• The history team were building their own knowledge around black and diverse history not having been taught much of it themselves. Resources were also being built up to overcome challenges of normalising diversity within teaching.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>• Work had been undertaken on diversifying text and authors of the text within key stage three with the biggest difficulties around making sure that text from diverse writers was not always about the suffering of diverse groups.</li> <li>• The Key stage 4 curriculum was narrow with the key cornerstone writers very white and male. There were some female writers on the curriculum but their novels tended to be very lengthy causing an issue due to time constraints.</li> <li>• There had been an email exchange with a parent regarding diversity within the GCSE with some good points made about the chosen options. A switch to a different exam board was an option though this would present a risk as the English team would not be so familiar with the text should they change authors.</li> </ul> <p><u>Business and Computing</u></p> <ul style="list-style-type: none"> <li>• The Head of Business and Computing Department talked about her personal experience and the difficulties experienced as a person of colour coming to live in Brighton six years ago.</li> </ul>	

5.28pm - Jenny Poore returned to the meeting

- Examples of the general difficulties that BAME students had spoken about were provided to Governors. These included mistaken identities, being spoken to by teachers in a different manner, mis pronunciation of names and lack of peer understanding of cultural values.

Governor questions and comments

- What were the plans for training around unconscious bias?
- There was a group of former students that had written to the Headteacher about decolonising the curriculum , this group could provide a link for Governors to get more of a young person's perspective on current issues.
- The council training for schools was a bit uncomfortable but useful for opening up of discussions.
- Individuals will have had different experiences ; how would the gathering of views be collected that embraces all people without allowing those with more personal agendas and dissatisfaction to dominate.
- Who would be the researchers from the student body?
- Governors would be looking to support the schools work and to participate where able. It was a huge enterprise and there would not be an answer overnight. The place for overcoming prejudices was within education.
- Plans to understand the school before going down action route was a sensible one. Had the school planned to contact universities about research that they might have done around unconscious bias to support with formulating the questions for research.

Responses to governor comments and questions

- It was a time to get comfortable with being uncomfortable and to get a sense of what the school was like without having a pre-set agenda. An approach similar to that used for the poverty proofing audit was to be used with trained researchers from the student population finding out what life is like for students. Following receipt of response the issues would be drawn out with those informing the action plan. Former students were to be invited to talk about their experiences whilst at the school.
- The Issue that needed reconciling was the making of assumptions and seeing things from others' perspectives.
- The process needed to be gone through first to listen to what people think and deal with any strong feelings at a later stage.
- There would be a mix of students from different groups trained as researchers.
- There had previously been a link with the University of Brighton around unconscious bias. Attempts were being made to form the right approach using questions from the poverty proofing audit.

5.57pm to 6.03pm - Nick Imrie, Ian Charlesworth and Catherine Mockeridge left the meeting

Teaching & Learning

- A curriculum intent document had been published on the SLG under the curriculum tab.
- At the start of term the focus had been avoiding catastrophising the impact of lost learning. A sense of community of learning together had been emphasised.
- Data on engagement demonstrated that many had engaged well particularly those in more creative subjects. What all students had missed out on was the daily interactions with adults, extended reading and individual feedback.

	<ul style="list-style-type: none"> <li>• The first priority for teachers was to identify where the gaps were through formative assessments. It was made clear that summative assessments were not to be used. Base line assessments informed the interventions that the school was currently put in place.</li> <li>• There was an early decision not to narrow the curriculum and to retain the breadth of what was available to students.</li> <li>• Tier one intervention was the identification of gaps with teachers going over the areas again.</li> <li>• Tier two included an analysis of what individual students had missed out on with the catch up funding allocated to Heads of Department to use as they felt most appropriate. Most funding was to be used on additional tutoring.</li> <li>• Focus on disadvantaged students ensuring that all had access to IT if home learning was required during another lockdown.</li> <li>• Adaptations to teaching in a covid safe environment had been required with seating plans facing front and separation of space between students and staff.</li> <li>• Marking was a challenge due to requirements for quarantining work, instead live marking for the whole class with feedback was being given via newly acquired visualisers.</li> <li>• From 1<sup>st</sup> October a government direction came with the expectation for blended learning to be introduced immediately. In response materials were put onto the SLG that were both meaningful and ambitious and tying in with the in class learning.</li> <li>• Some students had been joining live lessons via Teams with communication through the chat function.</li> <li>• Teachers in self isolation had been teaching from home via Teams with cover supervisors in the classroom dealing with classroom management issues. All teachers supplied with laptops and provided with training on using remote lessons in case of lockdown.</li> <li>• Responded to last terms and lessons learnt and determined to stay in touch with all students which would be easier through teas than it had been through email.</li> <li>• Just 20 students left throughout the school that might not be able to access online learning, hard copies of work would be provided in these cases.</li> <li>• The message to year 11 students was that every piece of works counted and might be used to access their final grades if GCSEs did not go ahead.</li> </ul> <p><u>Questions and comments from Governors</u></p> <ul style="list-style-type: none"> <li>• How often do the curriculum intent documents get updated?</li> </ul> <p><u>Responses to Governor Comments and Questions</u></p> <ul style="list-style-type: none"> <li>• The curriculum intent documents were up to date, they would change as departments introduced changes. Each document was individualised by the department.</li> </ul> <p>6.23pm - Liz Uren left the meeting</p>	
6	<p><b>Other Reports from School and Governors</b></p> <p>a) <b>LA Governors Briefing</b></p> <p>Governors noted the contents of the written report from a governor who had attended the Local Authority briefing for Governors. There was a reminder to check regularly on the training available from Governor Support.</p>	
7	<p><b>Reports and Recommendations from Governors</b></p> <p>a) <b>Pay Panel</b></p> <p>The Chair of Pay Panel presented the report to Governors following the meeting of the pay panel and recommended approval of the pay policy.</p>	

	<p><b>AGREEMENT - The Full Governing Body approved the pay policy as presented.</b></p>	
8	<p><b>Policies and Other Documents for Approval</b></p> <p>a) <b>Newly Qualified Teachers (NQT) Policy</b></p> <p><b>AGREEMENT - The Full Governing Body presented the newly qualified teachers policy as presented.</b></p> <p>b) <b>Child Protection Policy including Statement of Procedures for Dealing with Allegations Against Staff</b></p> <p><b>AGREEMENT - The Full Governing Body approved the updated child protection policy as presented.</b></p> <p>c) <b>SEND Information Report</b></p> <p><b>AGREEMENT - The Full Governing Body approved the SEND Information Report as presented.</b></p> <p>d) <b>Complaints Policy</b></p> <p><b>AGREEMENT - The Full Governing Body approved the complaints policy subject to any comments from Governors within the next five days.</b></p> <p>6.37pm - Paul Watson left the meeting.</p>	
9	<p><b>Governance</b></p> <p>a) <b>Governor Recruitment - Update</b></p> <p>There was a vacancy for a SEND link governor, an advertisement for the role was included within the meeting papers. Additionally it was proposed that a nominations committee be formed tasked with overseeing governor recruitment and succession planning. A terms of reference had been provided for approval.</p> <p><b>AGREEMENT - The Full Governing Body approved the formation of a Nominations Committee and the terms of reference for the committee as presented.</b></p>	
10	<p><b>Any Other Business</b></p> <p>a) <b>Emotional Health and Wellbeing Support</b></p> <p>A report on the emotional health and wellbeing provision during lockdown and currently in place had been included within the meeting papers. The contents of this and two additional reports from lower and upper school were noted.</p> <p>b) <b>Link Governor Monitoring</b></p> <p>Governors were advised that monitoring visits should continue though these should be virtual visits.</p> <p>c) <b>Behaviour Policy</b></p> <p>There was a suggestion to add an entry in behaviour policy to the effect that the School would follow latest medical guidance to avoid the need to constantly change the policy. Governors were in agreement with the suggestion.</p> <p>d) <b>Governor Resignation</b></p>	

	<p>It was suggested that the Local Authority be alerted to Jenny John stepping down after a significant time in office.</p> <p>Meeting ended at 6.56pm Date of next meeting - 18<sup>th</sup> January 2021</p>	
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