



EXMOUTH COMMUNITY COLLEGE FULL GOVERNING BOARD MEETING

Meeting 6 – Part I Minutes			
Date/Time	Tuesday 18 th April 2023 4:30pm	Location	Conference Room 1 The Grange
Attendees		Initials	Type of Governor
Mrs M Turgoose (Chair)		MT	Community
Mr A Davis left at 6:00pm		AJD	Principal
Mrs E Lee		EL	Community
Mr P Netherton (Teams) left at 5:56pm		PN	Community
Mrs C Wellington-Smith arrived at 5:30pm		CWS	Parent
Mr R Oates		RO	Parent
Mrs A Phillips		AP	Staff - Teacher
Mr J Hill		JH	Community
Ms E Dymond		ED	Community

Apologies	Initials
Rev P Wales	PW
Dr E McGrath	EM
Mrs L Malton	LMal
Mrs C Fegan	CF
Mrs L Woodward-Drake	LWD
Dr D Wilkerson	DW
Mr G Bowen	GB

Absent without Apology	Initials
None	

In Attendance	Initials	
Mrs N Mann	NM	Governance Professional
Mr D Turner	DT	Deputy Principal
Mrs H Miles left at 5:10pm	HM	Assistant Principal
Mrs L Miszewska left at 4:45pm	LM	Retired Community Governor

Part I		
1.	Thank you and good bye for Lesley Miszewska Governors shared their thanks with LM for her time as Governor since 2002 and for being a chair on various committees and vice-chair to the board in the past.	
2.	To agree between Part 1 and Part 2 of the meeting: Agreed	
3.	To receive and approve apologies for absence: As above and these were accepted.	
4.	Notice: Governors confirmed receipt of notice of the meeting.	
5.	Quorum: Quorate	
6.	Declarations of interest and any changes to Declarations of Interest: There have been no further changes.	

Meeting went into Part II		
4383/15.	Principal's Report – questions from the Board MT noted there is a consistent theme relating to SEND teaching consistency in the classrooms. AJD said it links to continued teacher talking in classrooms and teachers not using other strategies to engage and teach their SEND students.	

	<p>This is not all staff but there is a lack of consistency across the college. There continues to be a challenge with some staff to adapt their teaching strategies and reduce their teacher talk. Some schools have resorted to booklets to ensure consistency. There are some departments within the college using booklets and have been for a while.</p> <p>Question: AP asked how booklets can help with SEND and integration into their teaching. AJD said for some teachers it takes the planning pressure away.</p> <p>Question: AP asked are the booklets differentiated. AJD said some of the booklets are.</p> <p>Question: MT asked if a booklet approach would be favourable. AJD said the quality of teaching has improved across the College without the use of booklets in all department and all staff know what a good lesson looks like. ECC must ensure consistency in reaching this standard with all staff.</p> <p>AJD said many SEND strategies relate to good teaching practice.</p> <p>AJD said CPD has raised staff interest in pedagogy and this should continue to be built on.</p> <p>Question: MT asked what further steps were being taken to ensure that staff are more consistent in their teaching practice, particularly around meeting the needs of SEN students.</p> <p>AJD said that The Leading Improvement in Teaching policy has been reviewed and implemented. There are more staff on informal capability and more professional conversations are taking place.</p> <p>The Easter revision sessions have taken place and AJD thanked all the staff who made them happen.</p> <p>Question: MT asked what the uptake was like. AJD said more students attended in the early part of the week.</p> <p>Question: RO asked has positive feedback been received. AJD said yes students who took the opportunity have reported positively.</p> <p>AJD said the data in his report is from the January mocks and a further set of mocks took place before the Easter break and the data will be shared at the next curriculum meeting.</p> <p>Tom Sherrington has visited and completed many learning walks. It was beneficial to get feedback from someone who has visited many lessons across the world. The focus during the summer term will be on middle leaders taking accountability for teaching and learning within their team, with more ownership of the walk thrus.</p> <p><u>Industrial Strike Action</u> The next union strike days are set for Thursday 27th April and Tuesday 2nd May.</p> <p>AJD has met with union rep, Dan Eynon, and the latest guidance has flexibility for year 11 and 13. Teachers will be able to come in to teach their year 11 and 13 classes and will be paid for this time. Some teachers have expressed to Dan Eynon they are happy to attend for these lessons. AJD will be discussing the logistics and payroll will be completing the calculations for the teacher pay for these lessons.</p> <p>Dan Eynon will be sending a form out to union members to help establish who may be attending on the strike days.</p>	<p>NM to add to curriculum agenda</p>
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	<p><u>Elizabeth Lee Building</u></p> <p>Staff and students have moved into the new building over the past 2 days. AJD has touched base with many staff members and the majority are delighted with the new facilities. There will be hot spot areas to monitor as some changes have been implemented within the teams which has created a central hub for students to go but there is a balance with the noise of a busier office environment.</p> <p>MT has sent an email of thanks to Matt Burrell (DoFR).</p> <p>Governors thanked AJD for his email to Tom Inman to welcome him to the college. AJD said he will ensure the transition is good and robust.</p>	
4384/16.	<p>ESW Review report and SIP report</p> <p>Question: MT asked whether the ESW report has been shared with head of departments. AJD said it has been circulated to all head of department.</p> <p>AJD said ECC are pleased with the quality of the processes for QA. Maurice Hicks (School Improvement Advisor) has worked closely with head of departments and supported the SLT to complete walk thrus. ESW are working with the college in a collaborative way and have completed approx. 100 walk thrus during their review. Staff have been open to the QA process and there has been a significant improvement in the staff culture.</p> <p>ESW have established a good rapport with staff and middle leaders. Their report was extensive and specific. Heads of departments received feedback on the last day and the process was managed well. Matthew Shanks (ESW executive principal and trust leader) fed back to Lisa Malton and AJD. The two issues raised in the review were SEND and formative assessment.</p> <p>Question: MT asked if an agreed plan has been developed with each HoD to move forward with the feedback received. AJD said yes each department had a plan that would be monitored by their SLT link. Some departments are receiving additional support from ESW. A further peer review will take place to review the progress for SEND and formative assessment.</p> <p>Question: JH asked has forward planning been considered for departments with experienced teachers close to retirement. AJD said there is an increasing trend of experienced teachers stepping back from the role, or choosing to retire early, this is a concern as many of these members of staff are committed. ECC must be mindful of the trend.</p> <p>AP said the private sector salaries have raised and will be having an impact on people's decisions.</p> <p>Question: JH asked are there opportunities for a teacher to take a support role to encourage them to continue at the College and be able to share their knowledge. AJD said roles have been considered however it falls back to how such a role would be funded.</p>	
Meeting went into Part II		
4387/13.	<p>Minutes</p> <p>a) <u>To confirm Minutes of Meeting 07.02.23</u> The minutes were signed and agreed as a true and accurate record of the meeting.</p> <p>b) <u>To consider matters arising from the minute</u> There were none.</p>	
4388/14.	<p>Update on current situation to include update on Academy Improvement Plan actions:</p>	

a) Behaviour - 'Active use of behaviour trends to ensure provision is effective within the range of resources available within the college'

DT said this has been an incredibly challenging year and ECC are not alone in these challenges as other schools are being impacted too. Negative points have increased and there are a core group of 44 students that account for a large majority of them.

Question: MT asked if the College was shut for any of years detailed in his report. DT said there were no periods of closure and therefore the trend is increasing.

DT said for the core group, these students are struggling to engage with the curriculum.

The majority of the RTL's are within KS3 and the behaviours of the lower years are causing concern.

Question: MT asked has the behaviour declined or are staff managing the sanctions incorrectly. DT said it is a combination. The class charts system works well when staff follow up with students. Staff are finding time restraints are impacting being able to have the restorative conversations with their students and there is an inconsistency across the College. There has been an increase in staff absence which creates inconsistency for students that are already struggling to engage in their learning. DT, AJD and Human Resources are looking at the relation between staff absence and behaviour.

DT said staff are working hard to engage complex students with their learning but there are a number of factors limiting progression.

DT said developing an alternative route to access the curriculum for these students should be considered as an option.

Question: MT asked are the students disengaged. DT said for some students it is easier to get an RTL than face the challenges they have with their learning.

DT said when the behaviour systems were introduced there was consistency and progress could be seen, however with the number of staff absences it is hard to implement the consistency and students have lost some of their learning.

DT said some of the behaviour students are displaying is new to him and he has not seen this level of behaviour at ECC before.

Question: JH asked if the staff absence has increased as a result of the students' behaviour. DT said it does have a knock on effect.

DT said there is a broad and challenging curriculum at ECC however some students are struggling to access this. DT said when reviewing the core group of students struggling, there may be the option to base the students in one place and bring the teachers to them to help reduce the risk of truanting and increase their engagement. The STEPs area will be cleared following May half term and this may be a suitable space for these students until the end of the summer term to help break the cycle.

Question: MT asked is the percentage of PP students receiving RTLs increasing. DT said it is and this is not what the College wants to be emerging, the behaviour systems have continued to evolve and reviewing the negative points is an aspect to be looked at.

JH said if the KS3 behaviour has declined, as they progress through ECC they will become role models to the younger students joining. DT said it is a concern that the behaviour is escalating for KS3 students, there is a caseload of students DT is managing and if this continues to build and it will become unmanageable. The strength of the system is when there is staff consistency throughout and this has previously been good but has reduced with the staff absence and had an impact on the students' behaviour.

Question: JH asked are students with behavioural issues identified during transition from year 6 to 7. DT said yes behaviour is discussed during transition, however the primary school setting is different, and many of these students will receive bespoke packages in primary and there is significantly less movement between lessons. When these students move to year 7 there is an increase of responsibility to move between lessons and manage their independence, and for some students they struggle to manage this.

Question: MT asked is the core group of students in KS3. DT said no they are across both key stages.

DT will be asking Heads of departments to review the sets and student combinations for this core group and make appropriate changes if needed.

Question: MT asked have physical assaults increased. DT shared FTS stats with governors.

Question: CWS asked do the students have an understanding of the criteria for negative points and what behaviour may lead to being issued with one. DT said a reset presentation takes place every half term and this details the system and what triggers negatives, RTLs and warnings. The negatives have been centred on the ECC expectations.

DT has been working with the staff to focus on encouraging the positives. The class charts shop area has not been re-launched and DT is considering if a re-launch is achievable.

Question: CWS asked has pupils voice been conducted around what they may like as an incentive. DT said there has been a pupil voice and this will be considered in the development of the re-launch.

DT will be focusing on the behaviour system in a staff meeting.

Question: RO asked are teachers considering RTL for some students to remove them from the classroom and reduce the impact of the learning on the other students. DT said in some instances yes, but it is important to focus on what those students are then receiving when they are outside the classroom. For students in RTL they are encouraged to refocus on their learning through knowledge organisers and online resources.

Question: MT asked was the primary focus of this behaviour system to keep as many students in the classrooms where possible. DT said yes but for some students they are struggling to access the curriculum in a classroom environment.

AP said many students are not worried about the behavioural sanction and for some they would prefer to complete their learning in RTL rather than in a classroom. Since returning from Covid there has been a softer approach to students returning, **Question:** AP asked is a stronger approach being taken to students being in lessons now that phase has ended. DT said yes there is a focus on reducing the variables and supporting students to return to their learning in lessons.

EL stated the Devon PEX figure was 129 prior to Easter.

	<p>b) <u>Attendance</u> - 'Robust implementation of attendance monitoring and interacting with families forming trusted and positive relationships'</p> <p>Attendance has increased by 0.5% and this is a positive move forward. There are rigorous processes in place for attendance with formal meetings and the EWO being involved for some students. The attendance and pastoral teams are working hard to manage students' attendance and the processes associated with it. There are 9 students at Torlands medical provision.</p> <p>JH noted Year 12 attendance is low. DT will be talking to Ash Dyer (New Assistant Principal for KS5) with regards to the dip in attendance for year 12. DT is concerned as these students are the fallout from Covid. AP said the new approach to teaching in post 16 may encourage attendance.</p> <p>The attendance policy has been revised to reflect the new guidance and was approved in February 2023.</p>	
4389/17.	<p>To receive reports from Committees</p> <p>a) <u>Curriculum Minutes 21.03.23</u> (i) <u>To include SEND and PP update</u> The Curriculum minutes were noted and no questions were asked.</p> <p>b) <u>Resources Minutes 07.03.23</u> The Resources minutes were noted and no questions were asked.</p> <p>(i) <u>Latest Management Account</u> The management accounts were noted.</p> <p>c) <u>Link meeting reports</u> The link visits notes were noted.</p> <p>CWS advised a SEND link meeting has taken place in the spring term and the notes will be available at the next FGB meeting.</p>	CWS Action
4390/18.	<p>Approve Term dates 2024-2025 ECC are awaiting draft dates from ESW. Item to be postponed to next meeting.</p>	NM to add to FGB agenda
4391/19.	<p>Risk Register</p> <p>a) <u>Review scores for high risk areas, C1j, E1c, J1f, K1e and K1f and decide if risks are to be accepted, mitigated or reduced</u> No changes were recommended.</p> <p>b) <u>Review scores for areas E1a, E1b, and E1d, and decide if risks are to be accepted, mitigated or reduced</u> No changes were recommended.</p> <p>a) <u>Consider any items for inclusion on the Risk Register</u> - there were none.</p>	
4392/20.	<p>Reports on Training undertaken by Governing Board to include 3 key points and Link Governor reports</p> <ul style="list-style-type: none"> <u>New Governor Training</u> - RO said the training was online and was very informative, giving an overview of expectations and boundaries within the Governor role. <u>Pupil Exclusions</u> – EL said the training was online and offered reassurance that all the necessary processes are completed in line with the guidance. There will be a new Inclusion Officer joining East Devon called Natalie Ellor. 	

4393/21.	Policies for ratification by the full Governing Board Governors Visiting School Policy AGREED: MT proposed the acceptance of the above policy, EL seconded and all Governors were in agreement.	
4394/22.	Review of Meeting EL thanked MT for chairing the governing board and for leading the Governors through the appointment for the new principal.	

Meeting closed at 7:05pm.

Next Full Governing Board Meeting is 16.05.23 at 4:30pm