

Minutes of the Full Governing Body Meeting
Monday 22nd May 2023 at 6.00pm
In-person meeting

Governors present: Anne Canning, Mark Chapman (*Chair*), Jo Davey (*Co-headteacher*), Pat Dugdale, Rachel Howarth, Lorraine Hudson, Zoe Judge (*Co-headteacher*), Ian Macaulay, Antonia Shortall, Tessa Hauswedell

Staff present: Darrel Barsby, Emily Brooks, Nofer Fari, Florence Herrero, Stewart Hesse, Kirsty Holder, Dave Robson, Kirsten Sullivan

Also present: Sam Murray (*Clerk*)

The Chair welcomed everyone and introductions around the table were made.

1. **Apologies** were received from Reem Al Rasheed and Helen da Silva.

2. **Declaration of interests**

There were no meeting specific declarations of interest made by anyone present. Governors were reminded to complete an annual entry in the register of business interests.

3. **Co-Headteachers' report**

Governors had received a copy of the CoHeadteachers' written report and noted the following points:

Contextual data was outlined including pupil numbers by year group and profile. Updated secondary transfer numbers were highlighted with the main feeder schools. CoHeads described plans for the new Year 7 transition days.

Attendance is 92% and although lower than the school would like it is above national levels. Strategies for improving attendance have been included as part of the Pastoral Review. In response to a governor question about non-attendance, KS confirmed that levels have dropped around the multiple bank holidays and strike days recently, other local schools have reported similar patterns.

Staffing update is provided in the report including data on referrals to Occupational Health and recent recruitment. Recruitment is a problem nationally but there are no significant concerns to report regarding recruitment and retention of staff at Fortismere. Recruitment from the current cohort of early career teachers (ECT) has gone well.

Inclusion includes an update on recent data for suspensions/exclusions, managed moves, alternative provision referrals and in-year fair access admissions. CoHeads reported that there are no Fortismere students currently on managed moves to other schools.

In response to a governor question about referrals to alternative provision, CoHeads described the current providers that the school uses including online provision and how decisions are made about student referrals. HLP is the main provider and the school has rolling places booked on their intensive behaviour improvement programme. Students return to Fortismere with some outreach support from HLP. Updated figures for referrals to the school's own FINCH provision were also highlighted.

Governors noted the figures for suspension of students with SEND (K & EHCP) and requested a breakdown of the numbers in the report.

Action: CoHeads to share a breakdown of the SEND suspensions with governors (JD/ZJ)

CoHeads highlighted the high level of in-year admissions via IYFAP and the impact these have on staff and existing students.

Safeguarding update included data on referrals internally to My Concern and the main categories.

Data for referrals to the school's onsite mental health provision was also included. CoHeads updated governors on the new Trailblazers project that involves NHS staff onsite working directly with a number of students as well as other school resources to support students and families with mental health and wellbeing.

A governor asked if the school felt that there was currently sufficient provision for mental health. KS responded that there are high levels of need among the students but the school does the best it can to provide support despite the limited resources available. KS is confident that students know who to talk to in school if they are worried about something. CoHeads added that the school has never had so much mental health provision onsite but levels of need have not been this high. Reports from providers will allow the school to track the effectiveness of the different services.

Support from the School Police Officer is often limited as officers are frequently called to support colleagues on other police operations across London. MC noted that secondary chairs of governors are meeting with Haringey to share their concerns about this.

Standards update reported that Link governor meetings had taken place last week and the update was discussed in detail.

A mid-term review of the Teaching & Learning policy had taken place. The findings showed that the curriculum is well implemented across departments, there is some variability of application of the T&L policy and the Assessment policy and these continue to be areas for further development. HOD meetings discussed the review findings and worked on department development plans, there will be targeted training at the July INSET day.

Recent SLT progress walks have covered the areas highlighted in the review findings and also saw evidence of the Ofsted improvement points in action. Feedback is given to all staff following the progress walks.

Link governors (AC and IM) gave feedback following their link meeting and reported that it was very positive to see the policy fully embedded and the systematic approach to monitoring and reviewing practice that is in place. Governors also reported the positive cultural shift that has been achieved in this area.

Finance & Resources update was provided to governors including information on: MIS project - work continues on the project which is on track for an early July launch. Site projects - there is a lot of activity across the school site on planned maintenance and repairs. The CoHeads reported that they have seen an increase in vandalism around the school creating more work for the site team.

Director of operations has been appointed and is currently in school one day per week until starting full-time in July 2023.

Community/Partnerships update was shared and CoHeads reported that more opportunities are being created for parents to come into school for reward and celebration events. This term saw the first CoHeadteachers' Awards and plans are in place for the Celebration of Learning events next half-term.

Communications including complaints - data was shared with governors to show the number of formal stage 3 (CoHeads stage = 5) and stage 4 (governor stage = 3) complaints this academic year. Governors considered the number and nature of the complaints but there were no trends or patterns that required further investigation. The Home-School Agreement is being reviewed as part of the Pastoral Review.

4. Student progress - Y11 and Y13 final data

Governors had received detailed data reports for the two-year groups and link governors had discussed this report with their SLT leads.

Year 11 - DB presented the data and highlighted that students have had three progress points over the year and subject data has shown an improvement at each point. Data has been used to identify strengths and gaps in learning and to identify students needing interventions. The report outlines the actions taken since the mock exams to support students.

Final Y11 data compared to Y11 mock exams data is positive and if the trend continues should lead to more grades 7-9. Staff report that students are showing a positive attitude to revision and their exams.

Subject data was highlighted and in response to a governor question about subjects with downward trends, DB explained that in these subjects there are particular reasons for the lower figures such as coursework not yet completed or fieldwork trips remaining. Governors were pleased to see subjects improving. Link governors shared feedback from their meeting and how the in-depth analysis of the data shows that the Assessment policy is working.

Overall, the data is positive and performance is slightly above where it was at the same time last year.

A governor asked how the hard landing would be applied and CoHeads explained that this would be in the grading and distribution of marks and not in the questions.

Year 13 - DR presented the data to governors reminding them that the current Y13 would have entered sixth form with inflated CAG GCSE results and a soft landing.

The latest progress point data shows a slight improvement from the last data set but the ALPs grades have not moved. The areas of concern from this data set are a group of students not engaging despite staff intervention plus a group with attendance/punctuality issues and some inconsistencies between how progress points are used across different subjects.

The report outlined the interventions put in place for the target groups and the impact and improvements made so far. Interventions plans going forward include SLT supporting underperforming subjects, full-time attendance/longer days for some students, extended study room opening hours to 6pm, and weekly meetings with tutors. Work is also ongoing to review and update the model of KS5 assessment.

Overall performance in mocks and the most recent progress point is similar to this time last year. A number of students (20+) are responding well to interventions however, a small cohort (12-15) are not engaging with interventions and it is difficult

to predict how these students will perform. The significant majority of students are working hard, engaging well and highly focused.

5. Pastoral review

Governors had received a detailed summary report on the pastoral review. ZJ presented a brief overview of the report findings and recommendations to the FGB meeting. The rationale for the review was explained (see 1.3 in report). The evidence was gathered over 3 terms by a large, multi-layered team led by ZJ that enabled participation by many members of staff and the school community including students and parents. Link governors (MC and HdaS) had met with ZJ over the course of the review for feedback and updates.

Detailed findings are set out in the report and recommendations under broad areas were presented to governors:

- **Leadership systems** are solid but the split site creates issues and there will be refinement to some structures to mitigate for this. The horizontal system for tutor groups is the most suitable in terms of resources available but also want to ensure the verticality that colleges offer is present in the structure.
- **Tutoring** is critical to good pastoral provision and the role needs to have a high priority. There will be a focus on the role of the tutor and student personal development in year one of the action plan.
- **Behaviour policy and implementation** need to be clearer and more consistent and there will be work to develop new systems and structures to manage the behaviour of SEND students.
- **Attendance** will also be a priority area with a new Team and SLT champion.
- **Pastoral Handbooks** for staff, students and parents will be developed with a new home-school agreement and a focus on home school communications.
- **Sixth form** needs to have their own space with less shared teaching areas to support a sixth form approach to pastoral provision. Larger student numbers will increase the need for more pastoral leadership capacity in the sixth form.

Next steps include the creation of an action plan to cover the reform and development required. The work is extensive and a plan spanning three years of school improvement will be developed (see section 10 in the report).

Communication with the different stakeholder groups including staff, parents and students will be important but CoHeads are hopeful that buy-in will be good as actions are based on what was seen and heard from the school community.

Governors thanked ZJ for a very thorough, detailed, and well-presented review.

In response to a governor question about the role of the tutor, ZJ explained that a job description will be created and the amount of time given to the role will be considered. There will be new robust systems for monitoring tutor time. Governors discussed the importance of the tutor-parent relationship and how effective communication can help to avoid complaints and concerns being escalated. Governors also discussed how the student voice could be captured in relation to tutor time. CoHeads responded that there will need to be a cultural shift so that parents get used to the tutor being the first point of contact and feel confident that in contacting a tutor something will happen.

A governor asked about communicating the review to the school community. CoHeads outlined a comms plan that will start in June with what to expect from September initially. A governor suggested some proactive messaging to parents and carers of SEND students particularly in relation to behaviour management.

Governors were positive about the recommendations and the proposed plan set out in the report. Link governors will continue to meet with ZJ and further updates will be given at future FGB meetings.

6. Budget 2023-24

Governors received a finance report detailing the school's closing budget position for 2022-23 which showed a positive surplus (£272K).

Link governors (MC,AS,RAL) had met with the CoHeads to discuss the proposed budget 2023-24. The proposed budget is balanced but link governors noted the substantial risks in the figures presented including:

- A 2% pay increase for teachers is included in the budget. A higher unfunded pay increase would cause problems.
- Energy costs are kept at current rates.
- Extra DfE funding is uncertain.
- There is very little contingency built into the budget and no room for manoeuvre.

Governors discussed the assumptions and different options and considered the risks but agreed to approve the proposed budget 2023-24 as presented.

Action: Agreed budget to be signed and sent to Haringey

7. Minutes of the last meeting

The minutes of the last meeting held on 24 March 2023 were agreed as an accurate record of the meeting.

7.1 Matters arising

There were no outstanding actions from the last meeting

8. GB Membership

MC is communicating with two people interested in the Co-opted governor vacancy who have site and large-scale project management experience.

New staff governor recruitment will take place in Sept 2023.

9. Policies for approval

The school buys in to the Haringey Schools' HR Service which includes model staffing and HR policies that have been through consultation with recognised trade unions.

Propose: The school would like governor approval to adopt all relevant Haringey HR policies as presented. **Governors agreed to adopt all relevant HR policies.**

10. Chair's Actions

None to report

11. Date of next meeting: Friday 7th July

Part One Meeting closed