Joyce Frankland Academy
Local Governing Body
Meeting Minutes

01.02.2024 7pm on site

Governors attending
Gareth Conduit (GC)
Claire Denyer (CD)
Rob Dell (RD)
Richard Haslam (RH)
Tessa Pierre (TP)
Nigel Poad (NP) (Chair)
Lorna Summerfield (LS) (Vice Chair) joined at 8.15pm

Others Present
Ian Stoneham (IS) (Vice Principal), Tamsin Page (Assistant Principal), K Daveta (SENDCo), Janet Goldsworthy (Clerk)

The meeting was quorate throughout.

	ITEM	ACTION
1.	**Welcome and Acceptance of Apologies for Absence**	
	Mick Garcia (No reason given), Duncan Roberts (Compassionate leave)	
2.	**Declarations of Interest and Notification of Any Other Business**	
	None	
3.	**Minutes of last meeting and matters arising**	
	The minutes of the last meeting on 07.12.2023 were approved with no changes by all governors present.	
	Governor visit dates confirmed for 7th March and 25th June 2024. Governors to let NP or JG know if they are attending. A governor requested to have the same food at lunchtime as the students.	**ALL**
	NP will pursue any expressions of interest for the governor vacancy and update the LGB at the next meeting. Governors are keen to diversify the LGB if at all possible.	**NP**
	All governor bios and photos have now been updated on the new school website	
4.	**SEND register and SEND information report to include discussion of inclusion data**	
	KD gave a presentation to the LGB on SEND and inclusion. The key points of note are as follows:- • Working in partnership with other schools in the trust has been invaluable • The peer to peer collaboration and monitoring with other AL schools is very effective • There are 117 students on the SEND register, 15 of whom have an EHCP and 46 of whom have below 90% attendance. • The profile of SEND has been raised amongst staff. • Exams access for SEND has been made more difficult and is an external process reliant on classroom evidence so this has been improved by use of a new form. • Camilla Saunders for AL has visited the school to review processes and procedures • Training has been vital and 2 Tas have completed the ELSA qualification and another TA has become a team leader supervisor. • It is intended that ALL pupils will have access to an 'Inclusive Classroom' box with useful resources for any interested pupil.	

Chair's signature…………………………..   1   Date…………………..

	- Various areas of need have been identified:- - Social Emotional and Mental Health difficulties 38.4% - Autism Spectrum Disorder 14.5% - Moderate Learning Difficulties 2.5% - SPLD – specific learning difficulties 5.12% - Speech Language and Communication Needs 34.2% - The Language Link assessment tool has been used with Years 7 and 8 which produces data to support any needs. Q How do you identify the specific needs? A Various experts will assess pupils using a range of tools – CAT scores, NGRT (literacy), Language Link and working memory tests. For high profile pupils, AL SENDCos have also developed the BOXALL assessment which is a graduated approach used with pupils where support to date has been ineffective. There is a new referral form which is being well used by newer teachers although more experienced teachers require further encouragement. There have also been changes to the OnePlan which has clarified essential SEND information for class teachers. Q Can needs crossover? A Yes there can be up to 3 areas of need. There is also a secondary list for those pupils requiring monitoring but not on the SEND register. Q Are there timelines for short/medium and longer term strategies? A There is a lot to do as the school was supposed to have 2 SENDCos and actions have slipped as a result of having only one SENDCo. Short term targets have already been met but there are no specific dates for the medium and longer term goals. Q The IDSR has 22 SEND pupils in Year 7 and only 4 SEND pupils in Year 11. Why does the number reduce over time? A Support for SEND pupils is generally strong in primary school and during their SATS years and this continues as they transition to secondary school. However, the secondary environment, the range of teachers and the specific classroom provision available at secondary level often improves the outlook for SEND pupils who can then gradually come off the register. Currently, many parents fund private assessments for their sons and daughters so this situation may change in the future. Q What are your thoughts on the transition for SEND pupils from primary to secondary school? A For SEND pupils, JFAN offers additional visit days, smaller class sizes, ASDAN and an alternative curriculum. ECC are aften involved and additional support such as leave early cards and morning wellness groups also exist. Q are there any issues with SEND pupils being stigmatised? A This was an issue historically but pupils and parents are much more accepting these days. Schools are very inclusive, attitudes have changed and SEND pupils often feel empowered. Q How do you monitor the effectiveness of OnePlans? A There is a termly review and teacher feedback is important. Q Is the data from the Microsoft forms analysed to identify trends and thus develop continual and agile provision? A This term, we will be reviewing the wider picture produced from the data. Task 1 will be to ensure that the data is complete and accurate. Task 2 will then be to analyse the data and identify trends. The linked governor will be visiting the school in the Spring Term to monitor SEND provision.	
		RD
5.	**CPD update**	
	TP gave a presentation on embedding, sustaining and refining CPD.	

	The key points of note are as follows:- • The appraisal process has moved from being one of accountability to one of development and is focussed on performance development • Line managers have been decoupled from the appraisal process and appraisal is now centred twice per annum around professional coaching conversations between colleagues who have been specifically paired together • QA is now linked to an Ofsted focus and systems for recording QA have been streamlined • Some staff members have needed additional support which has been provided by members of the SLT. There is a challenge is scaling this up so capacity has been increased by using middle leaders and introducing a 'fun' aspect to the coaching process • A leadership Microsoft form has also been introduced which is creating distributed leadership from the ground up. Any governors wishing to be involved with development leadership within the school to contact TP. • Friday Feedback sessions take the pulse of staff feelings. • Insets are arranged for February and July	
6.	**ISDR**	
	The IDSR is used by the school to sense check and to prompt questions. Ofsted use the ISDR to draw initial conclusions, to gain context and to plot their lines of inquiry. The IDSR has not been a focus for JFAN as the school has recently been Ofsteded and there should be no surprises as a result, bearing in mind that the IDSR relates to last year's data. There is nothing in the IDSR that the school was not expecting. Q In Year 7, SEND pupils represent a third of the total cohort. Is this normal for the school? A This represents a 'levelling out' and possibly a new norm rather than an significant increase in SEND numbers.	
7.	**Behaviour Policy**	
	IS updated the LGB on the current situation regarding behaviour in school which was an issue raised by Ofsted and shared the new inclusion model which draws together key pupil information to ensure that there is a targeted and specific approach to concerns. Key points are as follows:- A range of issues are causing some minor behaviour problems in school. Behaviour systems and processes need improving. The school is implementing training for staff to provide them with the skills to ensure that they are responding to behaviour proactively. Consistency is key and varied approaches to managing behaviour need to be eradicated. Staff are being supported to take responsibility and to be consistent in their application of the behaviour policy. Some staff feel that this new approach is less effective and therefore may feel less likely to engage. There has been some improvement but defiance in class and in school truancy continues to be an issue. Q There is only one sentence on exclusion in the Behaviour Policy and 9 paragraphs on mobile phones – is this correct? A This does not seem right. IS will review. Q Some parents seem to believe that behaviour is still and issue and is not improving. Do you share this view? A No. Whilst there are still pockets of poor behaviour, the reality is that when parents visit the school, they are impressed with behaviour and so there is an issue with parental perceptions. Undoubtedly, there is still work to do in this area and funding alternative provision for pupils with behaviour issues is challenging	

	but the school needs more time to embed the new approach and changing a culture which has been in place for years will not be a quick fix.		
8.	**Governance**		
	Governor training document uploaded to shared drive. NP continues to work on governor recruitment. No AL AGF update as no meeting.		
9.	**AOB**		
	Confidential item – no update available at this time		
11.	**Date and time of next meetings**		
	Thursday 21st March Thursday 16th May Thursday 27th June Thursday 11th July Governor visit days – 7th March and 25th June 2024		

The meeting closed at 21.15.

Items for Future Meetings	
Meeting	**Item**
21st March 2024	SEND link governor visit report Approval of Behaviour Policy

Action Log			
ITEM	**ACTION**	**DEADLINE**	**RESPONSIBILITY**
3	Let NP/JG know if attending governor visit days	ASAP	ALL

Rolling Action Log			
ACTION	**DEADLINE**	**RESPONSIBILITY**	**UPDATE**
Circulate Link Governor Visit policy	ASAP	JG	Outstanding but not yet available – chased KJ January 2024
Circulate dates for governor visits	October 2023	NP	Completed February 2024
Bio and photo for RD	February 2024	JG	Completed February 2024
Add GC to Register of Business Interests for Land Trust	February 2024	JG	Completed February 2024
Follow up with governor application	ASAP	NP	Ongoing