

# Joyce Frankland Academy Local Governing Body Meeting Minutes



16.05.2024 7pm on site

## Governors attending

Adrian Butcher (AB)  
Gareth Conduit (GC)  
Claire Denyer (CD)  
Rob Dell (RD)  
Mick Garcia (MG) – arrived 6.30pm  
Richard Haslam (RH)  
Tessa Pierre (TP)  
Nigel Poad (NP) (Chair)

## Others Present

Ian Stoneham (IS) (Vice Principal), Lee Gamble (LG), Simon Brooker (SB), Janet Goldsworthy (Clerk)

The meeting was quorate throughout.

	ITEM	ACTION
1.	<b>Welcome and Acceptance of Apologies for Absence</b>	
	Lorna Summerfield (issue at work), Duncan Roberts (visit to another academy trust). Apologies were accepted by all present.	
2.	<b>Declarations of Interest and Notification of Any Other Business</b>	
	None	
3.	<b>Minutes of last meeting and matters arising</b>	
	The minutes of the last meeting on 21.03.2024 were approved with a change to references to Carver Barracks to read 'investigation of recruitment opportunities for new governors at Carver Barracks'. The minutes will then be uploaded to the school website.  DR will raise the issue of staff neurodiversity with AL and will investigate the low response rate to the student survey and discuss ways to increase this next year.	DR
4.	<b>Sixth Form – update on progress</b>	
	Simon Brooker gave a presentation to governors detailing the progress made to date with the Sixth Form and future plans. Key points of note:- The target is to accept 50 pupils into each of the two year groups in the Sixth Form. There are 3 strands to this:- <ul style="list-style-type: none"> <li>• Focus on the USP</li> <li>• Increase the numbers of students applying</li> <li>• Manage the pipeline</li> </ul> There is a need to be bold and effective in presenting the Sixth Form as different. The Sixth Form has faced this challenge in the past and has overcome it. The challenge is increasing the conversion rate. The solution is to make those students with an offer feel special, valued and appreciated and also to add some friction to leaving the school.  GC has met with SB on a number of occasions and his feedback has always been positive.  Q Can you explain a little more about the advertising campaign? A SB met with Year 11 pupils and explained that as a Sixth Form student at JFAN, it would still be possible to visit friends in Saffron Walden and Cambridge. Q Is there more that can be done to help from the school's perspective?	

	<p>A Compared to other Sixth Forms, JFAN is lacking a contemporary space/cafe/terrace for sixth formers to congregate, eat and socialise so an improved common room would be useful.</p> <p>Q Are you concerned that the distinction between the enhanced offer and the standard offer will create a 2 tier sixth form?</p> <p>A This is a concern but the school also needs to be bold and target the 'key influencers' in the year group so that they will potentially bring others with them. The formation of a 2 tier system would be closely monitored to ensure that this doesn't happen.</p> <p>Q Is there any anecdotal evidence as to why students stay in the Sixth Form?</p> <p>A A survey was completed and students who decided not to stay were asked the reason. The main reasons are location, small size of Sixth Form, need for change and 'grass is greener' and the fact that the size of the Sixth Form limits the range of subjects on offer.</p> <p>Q Could we offer sixth formers a mentorship/leadership scheme for younger year groups?</p> <p>A Students have polarise views on this – some are keen and some not so keen.</p> <p>Q Have we made students aware of the use of these skills to an employer?</p> <p>The lack of communication skills is often lacking when young people start work.</p> <p>A There will be a leadership/mentoring scheme next year – most success is in art/sports volunteering.</p> <p>Q Is it worth thinking about targeting pupils early in Year 10?</p> <p>A This is already done – Year 9s and 10s were invited to the open evening this year.</p>	
<b>5.</b>	<b>Attendance and suspension case studies</b>	
	<p>Governors were given a presentation relating to a number of anonymous case studies of pupils who had attendance issues or who had been suspended. It is clear that attendance, safeguarding and behaviour issues are all linked.</p> <p><b>Attendance</b></p> <p>The fact that the school lost an attendance officer last Autumn Term and the DSL was also absent due to sickness did impact on this area. Attendance within school is currently good but it is an ongoing issue across the region and PAs have significantly increased to around 20% of pupils this year. The introduction of a new Attendance Officer is a good opportunity to review policy and perhaps instigate some new ideas.</p> <p>Q Is following the Attendance Policy time consuming?</p> <p>A Yes the Attendance Officer is well trained but follow ups are labour intensive.</p> <p>Q Does punctuality figure in these numbers?</p> <p>A No</p> <p>Q What is the situation with referrals to Moundwood?</p> <p>A They are currently full and have tried to increase capacity by teaching 50% F2F and 50% online which is not satisfactory as in the majority of cases, these pupils do not have the skills to engage with online learning.</p> <p>Q How does JFAN rate compared to other JFAN schools?</p> <p>A The average attendance rate within AL is 92% and JFAN is 91.9%.</p> <p><b>Suspensions</b></p> <p>The school and AL philosophy is not to suspend pupils as far as possible because a child's life chance drop significantly at that point. Staff are very conscientious at reporting on MyConcern but every record has to be followed up and investigated which takes time and resources.</p> <p>Q Is there any role modelling within peer groups?</p> <p>A Sixth Formers are trained as mentors but need to be trained to report any safeguarding returns.</p> <p>Q Are there any referrals to CAMHS?</p> <p>A Yes but these are normally protracted and there is a lag between the initial contact and any support. For pupils in crisis, the speed of response is woefully slow and inadequate.</p>	

	<p>Q Is there any significant statistic between boys and girls? A No it depends on the cohort.</p> <p>Q When did the school last permanently exclude a pupil? A A few years ago – testament to the pastoral team.</p> <p>Q Is there anything that would help the current situation A An increase in the capacity of pastoral support – this would increase the early intervention possible.</p> <p>Q What is the reaction of other pupils to a suspension? A This generally doesn't register too much with pupils and it is not seen as an accolade.</p>	
<b>6.</b>	<b>Executive Summary and Blueprint: People and Leadership</b>	
	<p>The school had a supportive and collaborative visit from AL and was given feedback relating to the People and Leadership Blueprint:-</p> <ul style="list-style-type: none"> <li>• There is a disconnect between the teaching and learning priorities and department priorities which is borne out by conversations with staff</li> <li>• It is time to build capacity within the middle leaders at the school</li> <li>• Has the school articulated what success looks like? Although aspirations are high, what does this mean for different people and are the actions explicit enough?</li> </ul> <p>The school agreed with this analysis and continues to develop their plans although any move to a coaching culture will be a significant step and required the school to be fully staffed. The focus will be on building middle leader capacity over the next 18 months.</p>	
<b>7.</b>	<b>Student survey feedback</b>	
	<p>IS presented the results from the student survey. It is clear that insufficient pupils completed the survey and efforts will be made for future surveys to increase uptake in order to ensure that data is more meaningful and useful. The school will take the following actions in response to the survey:-</p> <ul style="list-style-type: none"> <li>• Recruitment and retention – right staff need to be employed</li> <li>• Behaviour policy – needs to be simple and consistently applied</li> <li>• Increased opportunities to develop leadership skills for pupils</li> </ul> <p>Q Did all schools have a low response to the AL survey? A It varied. The school need to follow up with Netherhall to learn about how they message effectively with parents and parents need to see the school's response to the student survey.</p>	
<b>8.</b>	<b>Governance</b>	
	<p>The Attendance and Behaviour policies were approved. The SEND policy and statement will be moved forward to the next LGB meeting. The next governor visit day is 24<sup>th</sup> June 2024. NP has a meeting to discuss recruitment opportunities for new governors with Carver Barracks. NP will attend the next AGF and update governors accordingly. DC is happy with the school's progress to date.</p>	
<b>9.</b>	<b>AOB</b>	
	None	
<b>11.</b>	<b>Date and time of next meetings</b>	
	<p>Thursday 27<sup>th</sup> June Thursday 11<sup>th</sup> July Governor visit day - 25<sup>th</sup> June 2024</p>	

The meeting closed at 21.10.

Items for Future Meetings	
Meeting	Item
27 <sup>th</sup> June 2024	SEND link governor visit report

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY

<b>Rolling Action Log</b>			
<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>	<b>UPDATE</b>
Circulate Link Governor Visit policy	ASAP	JG	Outstanding but not yet available – chased KJ January 2024
Review with AL/DC if parents will receive results from survey	July 2024	DR	
Unpick reason for low response to parental survey	July 2024	DR	
Raise neurodiversity of staff with AL/DC	July 2024	DR	
Investigate recruitment opportunities with Carver Barracks	July 2024	NP	

Approved