

**Joyce Frankland Academy
Local Governing Body
Meeting Minutes**



05.12.2023 7pm on site

Adrian Butcher (AB)
Gareth Conduit (GC) (Via Teams)
Claire Denyer (CD)
Richard Haslam (RH)
Jo Palmer (JP)
Tessa Pierre (TP)
Duncan Roberts (DR) (Principal)
Natalie Sanchez (NS)
Margaret Sherwin (MS)

Others Present

James Fitzgerald (Assistant Principal), Kayleigh Daveta and Janet Goldsworthy (GP)

The meeting was quorate throughout.

	ITEM	ACTION
1.	Welcome and Acceptance of Apologies for Absence	
	Mick Garcia absent (family commitment), Lorna Summerfield absent (work commitment) and Tessa Pierre absent (sickness) Apologies were accepted by all present. NS and MS were welcomed as prospective governors and observers at the meeting.	
2.	Declarations of Interest and Notification of Any Other Business	
	None. JG requested that governors inform her of any changes required to the Register of Business Interests prior to publication on the school website.	ALL
3.	Minutes of last meeting and matters arising	
	The minutes of the last meeting on 03.10.2024 were approved with no changes by all governors present.	
4.	SEND update to include SEND information statement and report and SEND policy	
	KD had circulated papers relating to SEND prior to the meeting. Governors are to review the SEND policy and send any comments and approval via email to JG. KD gave an update on SEND data and the approach to SEND at JFAN. The following key points are noted:- <ul style="list-style-type: none"> • Numbers of SEND pupils continue to increase from 117 to 132 with the largest area of need changing from SEMH to SpLD. • A Deputy SENDCo, Kelly Lewis, has recently been appointed to support KD. • The transition of SEND pupils from primary to secondary settings is positive due to good relationships with feeder schools and the success of taster mornings for SEND pupils. • One success has been the improvement in exam access arrangements for SEND pupils with 10 students already having access arrangements in place and another 53 students being tested. All 63 students used 'texthelp' in their exams. • The school is assessing a wider range of pupils for their need which is resulting in less stigma and more awareness of access to services and equipment. 	ALL

	<ul style="list-style-type: none"> • The inclusion boxes which are available in all classrooms have been well received. • The next steps will be to measure the impact of interventions and review which interventions are most effective. • ELSA has been used extensively to assess the need for emotional literacy support. A new intervention called Lexia is to be rolled out soon which addresses the need for those not currently receiving support but who have been identified as having some difficulties with literacy. This enables students to work independently and helps to identify gaps in their learning which can then be revised. • The SEND policy will be approved by email • The SEND statement and report will be shared with governors at a later date. <p>Governors had a number of questions:-</p> <p>Q Is the increase in numbers due to more robust tracking of SEND needs? A Yes but there are also a number of other factors which are contributing to the increase – more primary school pupils coming in with dyslexia and the existence of the ‘right to choose’ pathway. There is a large number of pupils awaiting assessments and the wait time is currently 2 years and 9 months. The numbers of pupils requesting an assessment is reducing.</p> <p>Q Is KD involved in visiting other AL schools? A Yes and the visits are very collaborative and useful. JFAN received a very positive response when AL visited.</p> <p>Q Does the school receive pressure from parents to assess children in order to regain improved exam access arrangements? A Occasionally but this is more down to parental curiosity and the school explains that there is a clear criteria in place to identify those needing support.</p> <p>Governors noted the significant progress being made with SEND students and the enormous amount of work completed which is impacting the progress of SEND pupils and raising the profile of SEND across the school.</p> <p>Governors thanked KD for her hard work and commitment.</p>	ALL KD
5.	Link Governor reports	
	<p>CD had visited the school in relation to both safeguarding and inclusion and the Chair thanked CD for her efforts in covering both areas of focus. Link Governor visit reports for both safeguarding and inclusion had been uploaded to the shared drive prior to the meeting for governors to review.</p> <p>CD’s next safeguarding visit will focus on conversations with pupils and the safeguarding culture within the school.</p> <p>CD commented that KD was working hard to ensure that systems were in place to identify those requiring support and that the impact of this on pupils and workload would only be seen in time.</p>	
6.	Safeguarding and attendance update	
	<p>LG gave a presentation to governors updating them on the current data and trends.</p> <p>Key points of note with regard to attendance:-</p> <ul style="list-style-type: none"> • Attendance is currently 92.28% and indicates an increasing trend. PA (persistent absentees <90%) is currently 19.43% indicating a downwards trend which is encouraging compared to other schools in the trust. • The LA are investigating the increasing parental preference for home schooling. • The alternative provision required in Years 9 and 11 negatively impacts attendance figures as online learning must be recorded as not attending. • Early intervention is the key to improving attendance. • It is important to recognise improving attendance as well as 100% attendance. 	

	<p>Q The national trend is evident but is there a wider issue here? A It is clear that sometimes pupils are not in school because parents are unable to get them into school for a range of reasons. However, the recording of attendance has been reviewed and the Attendance Officer has been well supported such that data is now more accurate. Q Is the AL 'belonging strategy' having an impact? A Yes – there is more kindness and respect shown especially outside the classroom and interventions are less punitive and more 'Lets talk – we miss you' Q Are there any common themes for non-attendance? A Reasons for non-attendance are very individual. Q Are primary schools seeing the same situation regarding attendance? A Yes but the impact of encouraging belonging and developing relationships is key.</p> <p>Key points of note with regard to safeguarding:-</p> <ul style="list-style-type: none"> • Not all safeguarding concerns reported are a top priority but sometimes are reflecting an ongoing situation. • It is positive that staff are reporting early onset of concern. • Mental health and self-harm are the most significant concerns reported. • Parental concerns are increasing and parents are starting to use the Whisper app. • A new type of concern is being reported – behaviour with a safeguarding concern. <p>Q Is there anything more the LGB or the school can do to extend the mentoring scheme which has been very successful with some pupils? A Yes – the mentoring scheme can be a very motivating factor for some pupils eg. Canteen manager mentoring one pupil very successfully. The same idea could be rolled out to the Site Manager. The catering company, Innovate, is offering free cookery sessions to 8-20 pupils each half term. Q There are upwards o 600 safeguarding concerns. What percentage of pupils are affected? A A relatively small percentage of pupils are affected.</p> <p>The numbers of suspensions are reducing and have been since 2022. The number of repeat offenders is also reducing with increased emphasis on education of pupils around the reasons for suspensions and their impact on others.</p> <p>The data on inclusion will be moved forward to another meeting.</p> <p>Governors thanked LG for his work and his presentation.</p>	
7.	<p>Curriculum executive summary and blueprint</p>	
	<p>The blueprint was discussed at the last meeting. JF gave a presentation on the executive summary for the curriculum. It was agreed that the curriculum needs to be broad and balanced but that the school also needs to be pragmatic given the challenges of funding and recruitment.</p> <p>Q Does the curriculum dictate how many hours must be taught for each subject? A No the school can make this decision which will be dependent on staffing and environmental resources and whether or not buildings are fit for purpose. Q Does the curriculum model focus on subject knowledge or concepts/pillars? A Its both. The SLT are comfortable with the progression models being different for each subject although there is uniformity in the templates for curriculum sequencing. Some subjects are secure in this respect and others have more work to do regarding themes and pillars. These subjects may require more scrutiny from SLT. Q Is there a stage when subjects will crossover because students are being prepared for the world of work? A In theory this is a good idea but in practice, this occurs in pockets rather than wholesale crossover.</p>	

	<p>Q Are parents and students exposed to the progression model and do they understand where it comes from and why it is needed? A The documentation needs to be shared with parents on the school website and examples used to enable the ideas to be understood fully by students and parents.</p> <p>Governors were very interested in learning more about the curriculum and this will be discussed in a future meeting.</p>	
8.	Complaints and whistleblowing update	
	There are no Stage 2 complaints currently underway and no whistleblowing incidents.	
9.	Governance items	
	<p>Since the last meeting, there have been 2 new governors interviewed and currently progressing. NP to prepare trust appointed governor applications for AL approval.</p> <p>The dates for proposed governor visits days are 5th or 6th March plus a date in the Summer Term. Governors to email JG with their preferred date.</p> <p>JG mentioned the AL training document which she had shared and asked governors to let her know if they were interested in any governor training.</p>	<p>NP</p> <p>ALL</p> <p>ALL</p>
10.	AOB	
	<p>DR commented that the application for closure of the 6th Form at JFAN had been submitted to the DfE.</p> <p>DR said that the work to add a hump and new signage to the road crossing splitting the school site would be completed over Easter.</p> <p>DR explained that a fence encircling the whole school site had been procured and work on this would begin in the Summer Term.</p> <p>DR expressed his concern regarding birth rates in the area showing that Year 6 numbers on roll are reducing and that the Year 7 intake in September is 15 students under PAN. The increasing costs of transport are also having an impact on numbers on roll.</p>	
11.	Date time and venue of next meetings	
	<p>6th February 27th March 8th May 10th July</p>	

The meeting closed at 21.00pm

Items for Future Meetings	
Meeting	Item
Spring Term 2025	SEND statement and report Curriculum priority 1

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
2	Email JG any amendments to Register of Business Interests	December 2024	ALL
4	Review SEND policy and email JG approval or comments for amendments	06.02.2025	ALL
9	Prepare applications for NS and MS	December 2024	NP
9	Email JG preferred date for governor visit day	December 2024	ALL
9	Let JG know if interested in any governor training	December 2024	ALL

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE
Raise neurodiversity of staff with AL/DC	July 2024	DR	DR to meet with parent in January 2025 and feedback to LGB
Speak to AL re Site Manager key person	Autumn Term 2024	DR	Site Assistant apprenticeship under consideration

Approved