

Joyce Frankland Academy

Local Governing Body

Meeting Minutes



06.02.2025 7pm on site

Gareth Conduit (GC)
 Claire Denyer (CD)
 Richard Haslam (RH)
 Tessa Pierre (TP)
 Nigel Poad (NP)
 Duncan Roberts (DR) (Principal)
 Natalie Sanchez (NS)
 Margaret Sherwin (MS)
 Lorna Summerfield (LS)

Others Present

James Fitzgerald (JF) (Assistant Principal), Lee Gamble (LG) and Janet Goldsworthy (JG)

The meeting was quorate throughout.

	ITEM	ACTION
1.	Welcome and Acceptance of Apologies for Absence	
	Mick Garcia absent (unwell), Adrian Butcher absent (work commitment) and Jo Palmer absent (unwell) Apologies were accepted by all present.	
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 05.12.2024 were approved with no changes by all governors present.	
4.	SEND policy approval	
	JG had received no comments via email regarding the SEND policy and the policy was therefore approved by all governors present.	
5.	Inclusion model	
	<p>LG gave a presentation on the school's inclusion model with a February update. Key items of note are as follows:-</p> <ul style="list-style-type: none"> The tracker monitors every child in school. Most pupils are in the blue category which means there are no identified barriers to learning involving key factors. Pupils who are in the red category require more personalised intervention and are overseen by the inclusion panel. Those in the purple, green and amber categories may move from blue for a number of reasons including patterns of behaviour, high level safeguarding issues, anxiety and attendance issues. Pupils in the red category included those with attendance below 50%, those in alternative provision, those with SEND, those requiring home visits and those with medical needs. There were 25 students in the red category last term. This has reduced to 21 pupils as at February 2025. Each pupil in the red category are seen by relevant staff once each week. Generally, families are well engaged and relationships are positive. <p>Q What percentage of pupils on roll are in the red category and how does this compare to other schools?</p>	

	<p>A About 2% of pupils on roll. Other schools don't use the same model for inclusion so it's difficult to compare as schools can choose how they manage SEND pupils. The model is an important tool for working with the most vulnerable pupils and has been updated post inspection to ensure a more consistent approach across the school. AL have been impressed by the current approach and are rolling this out across the trust.</p> <p>Q The numbers in the model increase through the year groups. Is this expected?</p> <p>A Year 11 is cohort with increased need. Year 9 also has increasing needs. There are no pupils in the model in Years 12 and 13.</p> <p>Q Does the school receive additional funding for these pupils?</p> <p>A No not under Essex LA – only for SEND pupils. In Cambridgeshire LA, additional funding is available for these pupils.</p> <p>Q Is there any funding available from the trust?</p> <p>A No.</p> <p>Governor commented that they had found the presentation very interesting and would appreciate being regularly appraised of the progress and approach to inclusion.</p>	
6.	Achievement tracking	
	<p>JF gave a presentation to governors updating them on the current process for the Year 11 mock examinations.</p> <p>Key points of note:-</p> <ul style="list-style-type: none"> • Year 11 is a year group with increased need whose transition years at JFAN were severely interrupted. The year group also did not take SATS in Year 6 and so targets are set from CAT scores in Year 7 using a complex algorithm. • A number of staff are involved in 'narrowing the gap' – Heads of Year, 2 x SSOs, exams officer and sometimes the SENDCo. • Data from mock examinations is used • Target grades for English, Maths and Science are extrapolated to other subjects using an algorithm. • SLT meet with teaching staff to ask what can be provided to support progress. Funding and resources are limited therefore time is 'taken' from other subjects to provide additional support. • This year, Easter School will take place in the first week of the Easter break from 9am to 1pm, funded by donations from NPA and one individual parent. Eleven staff have confirmed that they will support the initiative. <p>Q What will be the likely take up for Easter School?</p> <p>A Staff will be encouraging those who need it to attend.</p> <p>Q Are students own personal ambitions incorporated into the targets with a more 'bottom up' approach to target setting?</p> <p>A Yes in a way through the academic and personal mentoring conversations which take place. The aim is to harness the personal ambition of pupils alongside the school flightpath targets.</p> <p>Q Is the same process happening in Year 10 so that target setting is completed earlier to allow more time for interventions?</p> <p>A Year 10 data is not as robust as it does not cover the whole of the course so caution should be exercised if used. 'Narrowing the Gap' moves to June of each year for Year 10. It is true that assessment could be improved further down the school to provide more summative tracking data and the plan is to roll this out to Years 8 and 9.</p> <p>Q When you have identified the pupils using this approach, how are the interventions targeted?</p>	

	<p>A Tracking tools are used along with input from the Heads of Year. Governors thanked staff for their commitment in volunteering for Easter School. JG to co-ordinate a collective thankyou from the governors.</p>	JG
7.	ICFP	
	<p>ICFP is Independent Curriculum Financial Planning which takes into account all the lessons required, numbers of teachers, teaching hours, PAN etc and then indicates where there may be capacity in the curriculum and where additional resources are required.</p> <p>Q Does the model included cover? A No not initially.</p> <p>Q Is it the case that the model could show that you can't recruit for the subject that's required? A Yes</p> <p>Q Does the model allow a subject to be dropped from the curriculum? A Not necessarily – it depends on recruitment possibilities and the popularity of the subject. It is a complex process with lots of moving and changing parts.</p> <p>Q How realistic is it to ask a teacher to change subjects/take on a second subject/job share across schools etc? A It is possible and increasingly required.</p> <p>Q Can AL help with issues arising from ICFP? A Yes but there is often a lack of the same subject teachers across the trust.</p> <p>Q Is the spreadsheet supplied by the DfE? No – it has been created by JFAN and will be rolled out across the trust. In future it will be linked to payroll and the budget.</p> <p>Q Is there a trend analysis? A Yes the model can be rolled forward for future years which has been useful given the closure of the JFAN Sixth Form.</p> <p>Governors commented that AI could be a useful tool in supporting curriculum planning and could be further linked to the school site, number of classrooms etc.</p>	
8.	Blueprint and key risks	
	<p>The school has been using the new software package – 4risk which has identified 3 key risks:-</p> <p>Recruitment and retention – it is increasingly difficult to recruit effective teaching staff. Schools are using competitive methods to try to recruit schools, sometimes to the detriment of others and sometimes increasing their pay scales to attract candidates. The mitigation is to ensure AL/JFAN has a USP – wellbeing strategy, free gym sessions, perkbox etc</p> <p>Site access and security – this has always been an issue at JFAN with the split and open nature of the site. The controls include the installation of CCTV, access control and new fencing. The fencing work is planned to be completed by October half term. It will impact the flow of pupils on site because there will be increased perimeter access controls.</p> <p>Falling pupil numbers – local primary village feeder schools are reporting lower intakes which will in turn impact on JFAN intakes. There is also a new secondary school in Bishops Stortford.</p> <p>A risk relating to finance has not been included as the trust asked that schools do not focus on risks to which the trust as a whole are subject. However, it was</p>	

	<p>mentioned that JFAN will be subject to a clawback related to the DfE debt from previous years.</p> <p>Q Are local schools paying above the standard rates of pay? A Yes.</p>	
9.	IDSR	
	<p>IDSR is the Inspection Data Summary Report. This was shared with governors.</p> <p>The key points of note are as follows:-</p> <ul style="list-style-type: none"> • Based on SATS, cohorts are generally in line with the national average on entry to the school in Year 7. • Staff absence is higher in 2022-2023 than in previous years • Attendance is better than the national average • Progress 8 data is below average • Attainment is above the national average in many areas <p>Q Is there any indication as to whether or not these are national trends? A We have no data to support this.</p> <p>Governors asked for a future agenda item to discuss how the school is going to address issues arising from the IDSR.</p>	JG
10.	Governance items	
	<p>NP will be attending the AL Governance Forum on Monday 10th February and will feedback to the LGB at the next meeting.</p> <p>The governor visit day is confirmed as Thursday 6th March.</p>	NP
11.	AOB	
	<p>There is to be a change to the Essex unitary trust.</p> <p>There is currently a public consultation regarding the Ofsted gradings. Governors gave their views on this issue. NP will draft a response on behalf of the LGB and send it round to governors for comment.</p> <p>Q Is the consultation open to everyone and is AL going to respond? A Yes and yes.</p> <p>Q Do parents think the Ofsted reports are useful? A Mixed views were expressed.</p> <p>DR appraised governors of a recent safeguarding incident.</p>	NP
12.	Date time and venue of next meetings	
	<p>27th March 8th May 10th July</p> <p>Governor visit day 6th March</p>	

The meeting closed at 21.00pm

Items for Future Meetings	
Meeting	Item
Spring Term 2025	<p>SEND statement and report</p> <p>Curriculum priority 1</p> <p>How is the school going to address the issues arising from the IDSR?</p>

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
6	Co-ordinate thankyou to staff for Easter School	March 2025	JG
9	Issues arising from IDSR	April 2025	DR
10	Feedback to LGB from ALGF	March 2025	NP
11	Draft response to Ofsted consultation	ASAP	NP

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE
Raise neurodiversity of staff with AL/DC	July 2024	DR	NP to discuss with JC at AL
Speak to AL re Site Manager key person	Autumn Term 2024	DR	Site Team apprenticeship to be advertised in the Summer Term - completed