



**MINUTES  
FROM THE MEETING OF THE WEST SOMERSET COLLEGE  
LOCAL GOVERNING BODY  
HELD ON  
TUESDAY 7 FEBRUARY 2023  
at 6.00pm via teams**

Actions outstanding from Meeting on 7 February 2023

| Item Reference | Action  | Person Responsible | Date raised |
|----------------|---|--------------------|-------------|
| 1.3            | ND to raise whether safeguarding admin role will be made permanent with PLE in weekly catch up meeting. | ND                 |             |
|                |   |                    |             |
|                |   |                    |             |
|                |   |                    |             |



Signed.....



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FROM THE MEETING OF THE WEST SOMERSET COLLEGE  
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*Chair: Martina Forster; Headteacher: Nikki Doughty:*

**Members**

|   |                      |      |                |
|---|----------------------|------|----------------|
| ✓ | Martina Forster      | (MF) | Chair          |
| ✓ | Geoff Dibble         | (GD) |                |
| ✓ | Debbie Shelley       | (DS) |                |
| - | Paul Widgery         | (PW) |                |
| ✓ | Natasha Goswell      | (NG) |                |
| ✓ | Nikki Doughty        | (ND) | Head teacher   |
| ✓ | Michelle Butterworth | (MB) |                |
| ✓ | Paul Matcham         | (PM) |                |
| ✓ | Lauren Palmer        | (LP) | Staff Governor |

**In Attendance**

|   |                |      |       |
|---|----------------|------|-------|
| ✓ | Fran Davis     | (FD) | Clerk |
| ✓ | Cat Hargreaves | (CH) |       |
| ✓ | James Morris   | (JM) |       |

**1. Procedural Matters**

PM was welcomed to the meeting and introductions were given.

1.1 Apologies for absence and acceptance/non acceptance.

PW has not been in touch since Feb 22. Having made numerous attempts to contact him but to no avail, it has therefore been decided to remove him off the LGB.



Signed.....

1.2 Declaration of Interest  
None

1.3 Minutes from the last meeting dated 5 October 2022

Minutes were agreed as accurate:

FD to contact PLE to enquire if Safeguarding Administrator post could be made permanent – **Outstanding** ND to raise this with PLE in weekly catch up meeting.

ND

ND to advise staff the name of the Link Governor **Completed.**

FD to contact LW to see if she can promote governance on social media - **Completed.**

ND to forward out SEF to Governors when fully completed - **Completed.**

1.4 Matters arising

None

2 **CEO Reporting requirements**

2.1 Head Teacher Report

ND gave highlights from the report covering:

Staffing

- Appointments/vacancies – some additional new roles at the college have been identified and pleased to report several of these have been filled. The remaining new roles have all been approved and will be advertised shortly.

It was noted that when the leadership team is fully staffed this will enable everyone to fulfil their strategic roles.  
ND agreed we are finally beginning to see the end to an extremely difficult time.

- Applied to participate in the Teach First Development programme and have been chosen to take part, fully funded, in this. They



will be offering tailored mentoring, training and support to develop our leaders.

Governors were in support of this and glad to see a practical approach was being offered. It was hoped this would reduce workload and allow leaders to concentrate on teaching.

It was pleasing to see good quality candidates applying for posts and that help was being provided by the central team.

- PF is supporting on Teaching and Learning and CW with Attendance.
- New software has been purchased to reduce workload and speed up processes.
- As a result of the GGS visit we are going back to basics with some whole staff input and CPD.
- Trust is running subject development days. Have received good feedback so far.

Priority Education Investment Area (PEIA) – This month the Head teachers received an update from the DfE which included the following;

- 24 areas in country and 10 in three tier systems.
- DfE are behind in the timeline.
- The main difference between Opportunity Area and PEIA funding is with the OA there was a large pot of money for schools to spend as they felt was required however with the PEIA they decide on the focus which is Maths (secondary) and Reading (primary). Unfortunately, we do not have an input on this.
- Funding held by DfE.
- Middle schools have been inspected and there will be some impact on focuses from this.

It was asked if the timeline is already falling behind will the plans bear fruition.

ND advised we have asked for specific things such as the 'Thinking Reading' programme and although they are in support of it, it is taking too long to get funds.

It was asked if the PEIA was based on a geographical area or on a specific issue.



ND confirmed it is on based on a geographical area.  
It was also asked when focus was decided were there any negotiation or discussion on it.  
ND advised PLE is on the board as are other interested parties and we have suggested another focus such as improving services for families and although they have not refused this, equally, we have not had confirmation we could pursue it.

Improving Communication

- We have introduced a communication tracker to track all calls that come into reception and ensure they are returned within 48 hours. Data is showing positive improvements.
- We have set up a Parent / Carer Forum

It was asked how many parents attended the meeting.  
ND advised 5 came to the meeting and the minutes have been published on the website and will go into the Messenger.  
It was asked if parents say if they are coming to the meeting,  
Yes, we do ask them to confirm and what they would like to discuss.

Was anything learnt from the meeting.  
There was some useful feedback and in particular the Sims parents' app was not liked but until there is a viable alternative we have to remain with this. Felt it was a positive meeting. MB agreed it was a really useful thing to do. Very open to being refined and parents were very engaged.  
It was asked if it was a mixture across all year groups.  
Yes we had parents attend from most year groups.

- 3 staff working parties have been set up to focus on reviewing curriculum, the structure of the day & personal development and behaviour policies and procedures.
- ADP review has received positive feedback.

It was asked where staff behaviour, staff surveys and culture are discussed and if there is any feedback



ND advised some culture shift needs to happen with some staff behaviour and gave a couple of examples.  
 It was asked what the transition arrangements are with students as they head towards post 16 education.  
 ND confirmed there was very few staff/student issues that come out of sixth form. However, the transition point is different and there is a training need for tutoring.  
 It was noted that the list of trips available have been brilliant, really good opportunities offered.

2.2 KS4 and KS5 data update.

JM gave an up date:

- Yr 9 summary is based on assessments that have been carried out all year. Based on this information we make a judgement on how students are doing and where support is needed (highlighted in yellow and red).
- Looking at matching up attendance with progress.

It was asked if progress was where it was expected to be.  
 It is in line with what we would expect at this time. JM felt it is interesting to note SEN is being flagged up as we are seeing this throughout all year groups.

- Year 10 is giving a more accurate picture and showing where focus needs to be directed.
- SEN is looking stronger in Yr 10.
- Where progress is slower than would be expected this is being flagged up with line managers and HoD's.
- Sport and French are showing concern.

It was noted that the longer students are at the College the more confident we can be of data accuracy.  
 JM agreed it does become more accurate over time.

- Yr 10 mocks will give a very clear idea of student GCSE outcomes.
- Yr 11 data is more accurate as we have Yr 10 evidence to verify this.



- There has been a discussion on whether to move Yr 10 and 11 assessments/Mock exams as there is a short time period from Yr 10 mocks to the Yr 11 DAP 1.
- Looking at Progress 8 (P8) it is not looking particularly strong. This is reflective of cohort and Covid impact.

It was raised that Maths is still showing slower progress than would be wished for.  
This data was based on Yr 10 mocks however it will be interesting to see the data after the next set. The areas of concern are the two set 2's that JM picked up at the end of last year but this is not reflective of their ability and would expect this to significantly improve.

What percentage of classes are being taught by specialist teachers  
All year 11 classes are taught by specialist teachers.

It was asked what the rationale for yr 11 exams is for being so close together.  
This is a constant discussion but went with January to give more teaching time which would give a better result but now considering whether to move back to November.

Are these the students who did not sit SATS as they could have benefited from the experience of sitting an exam.  
JM advised they did sit SATS. However we do replicate exam conditions for our pupils.

It was encouraging to see Ebacc creeping up.  
JM agreed it is getting stronger with more students being entered down the years by choice.  
Governors look forward to seeing the next round of data as this will be more informative.

- Yr 12 – a similar model to yr 9 and 10 has been used which helps clearly identify what additional support and interventions students need. However, this data is not based on formal exams as mocks are held in the summer.
- Yr 13 Dap 1 data – small cohort numbers which can heavily impact on numbers.



It was asked how WSC compare to national figures. JM expects it to be similar but does not have any specific examples however ND advised we are similar to Trust data.

Governors thanked JM for an informative report.

2.3 Pupil Premium update and Plan

Document is on the website and up to date.

3 **Statutory Reports**

3.1 SEND

Governors thanked CH for a very comprehensive report which was well written and self-explanatory.

3.2 Safeguarding

CH gave highlights from the report on:

- Areas to develop and actions
- Monitoring
- Highest categories of concern - Emotional wellbeing/ mental health.

It was noted there was a lot of work being undertaken to support children which must be causing enormous pressure and time commitment on the team.

CH agreed the numbers are growing however when comparing last autumn and this year the figures are improving. We are also getting responses from pupil surveys that agree with these figures. It will always be time consuming as with new year groups coming into the college and forming new cohorts it does have an impact.

It was noted there are a lot of reports and incidents, indicating you are almost running singlehanded a mini mental health and behavioural service. This is very hard when one person has the responsibility and that is not even their main job. How are you and the team being looked after?

CH advised a document recently compiled, shows what we offer as a whole school. We look at resources available and spread the load across all teams which is working. However we do look after





each other and there is supervision available from the Trust for us and Elsa trained staff.

It was asked if the large proportion of time taken up on this impacts on teaching and subsequently on grades.

CH advised we have an open-door policy for the team, there is always someone to talk to. MyConcern is also a very powerful tool for recording and monitoring. We do work relentlessly to support our pupils but this document has helped enormously as staff can see what is available. Governors want to be sure staff have the necessary support they need. It was noted the Trust do have a network of support that is offered to staff.

It was asked with all the Elsa trained staff is a difference being seen.

CH advised more pupils are being seen earlier and key relationships are being built but not necessarily with teachers, which is really positive.

3.3 Behaviour/exclusions/attendance

ND gave highlights from the reports:

- Attendance was going well but it has dipped a bit however attendance nationally is poor.
- A lot of work is required on re-educating perceptions of good attendance and the potential impact on education from poor attendance.
- Roles and responsibilities more clearly defined in new documents. New deputy head will own this area of work however there is significant need in Yr 9.
- Central Trust team have been helping fast track reports for students with speech and language needs.
- EHCP process takes at least 20 weeks with no guarantee of funding being granted.

It was asked what the relationship is with the middle schools as students should not be arriving at Year 9 without a diagnosis.

ND agreed this has been a problem but we are working together and we have offered the services of our specialists in the Trust Inclusion team to assist. We are meeting with their SENCO about Yr



7 and 8 pupils to discuss how we can help and support.  
Governors were pleased to see this initiative being taken and felt it would be useful for equal funding to be given from each side in support of this.

It was asked whether partial school closures were having an impact on poor attendance.  
ND felt there was not a direct correlation on attendance however there are students with persistent low attendance throughout their school life and this behaviour is very embedded and difficult to undo.

It was asked if there was any other solution other than these partial closures.  
ND felt remote teaching has become a more acceptable practice as we can offer a specialist teacher online instantly whereas we cannot get supply teachers especially in this area. We therefore have to adapt in order to offer teaching and learning whilst ensuring we operate safely.

It was asked if the situation was unique to West Somerset College.  
No, all schools are struggling due to the lack of supply teachers. It is not even possible to prebook them anymore.

It was noted that partial closures undermine the attendance message and asked if it was not possible to substitute a PE lesson with an actual lesson.

It is a tricky situation as you do not want to take a specialist teacher away from those subjects and if it not safe to operate we have to close.

It was asked if Governors should be concerned about the level of staff absence.

ND advised it is better than last year and highlighted some of the issues staff are facing.

It was asked if there is capacity in the central team to help.

We have had a lot of Trust support but all our schools are struggling with recruitment and retention however we have been fortunate with the help offered. We are looking to grow our own teachers by helping students on the teaching career path.

It was asked as there is a large community population of retirees if this could be utilised.



Although we can have volunteers in the school, we cannot have unqualified people teaching.

3      **Search Protocol**

This will be shared with parents and pupils but just needed to have a clear rationale for when we would search. It is to keep our staff and students safe.

It was asked if 7 searches have already taken place.  
ND confirmed there had been. We do have search details in our safeguarding policy but we wished to develop it.  
Governors felt the protocol had been well written.

4      **Policies**

These are both trust policies and are presented for information only.

- 4.1      Safeguarding policy – Governors have noted the contents of the document.
- 4.2      H&S Policy - Governors have noted the contents of the document

4      **Date of next meeting** – 17 May 2023 @ WSC

