

**CATHAYS HIGH SCHOOL  
FULL GOVERNING BODY COMMITTEE MEETING**

**Date:** Wednesday 20<sup>th</sup> November 2024

**Time:** 6.00pm

**Location:** Microsoft Teams

**ATTENDEES**

[Redacted Attendees List]

**APOLOGIES**

[Redacted Apologies]

AGENDA ITEM	MINUTES & ACTIONS	OWNER
<b>1</b>	<b>APOLOGIES FOR ABSENCE</b>	[Redacted]
	Apologies were received as above and accepted and new parent governors were introduced.	
<b>2</b>	<b>Declaration of Business Interests</b>	[Redacted]
	None were declared	
<b>3</b>	<b>SKIING TRIP TO ITALY</b>	[Redacted]
	[Redacted] presented a PP regarding a skiing trip to Italy planned for February 2026. No questions were raised and Governors approved.	
<b>4</b>	<b>Student Governor presentation: Update on pupil voice</b>	[Redacted]
	Students presented the PP that provided an in-depth update on pupil voice.  [Redacted] thanked the students for the very detailed presentation. [Redacted] commented on how fantastic the PP was and for all the information provided.  [Redacted] thanked [Redacted] for their presentation and asked <ul style="list-style-type: none"> <li>• Were the responses they received back from the questionnaire positive</li> <li>• The total overall percentage of responses across the school</li> </ul> [Redacted] replied that they try to receive responses from the whole school and these are and usually 90%. The surveys are conducted during	

	<p>Welsh Bacc lessons as there is not enough time during tutor time for pupils to complete them properly.</p> <p>■■■■ asks if the surveys are conducted anonymously.</p> <p>■■ explained that the surveys are not entirely anonymous, the names of the students are known to the school but remain confidential. A record of what students' voice is kept in the event that there is a child welfare concern. Occasionally, the school does pick up child protection concerns through the survey. It is made clear to students that those results are monitored, but it is also clear to them that it is a non-judgmental process.</p> <p>■■ asked if the students that take part in the survey answer all of the questions, or are there certain questions that have a lower response rate.</p> <p>■■ replied that the survey cannot be completed unless all the questions have been answered, so it is compulsory that every question has a response. Initially, when the survey was completed during tutor time, it was clear that some students were just blindly clicking responses, which is why this is now completed during Welsh Bacc.</p>	
<b>5</b>	<b>REVIEW AND AGREE COMMITTEE MEMBERSHIP</b>	■■■
	It was agreed that ■■■ would email Governors the Terms of Reference for approval.	
<b>6</b>	<b>APPROVAL OF PREVIOUS MINUTES FROM 25<sup>th</sup> SEPTEMBER</b>	■■■
	The minutes were approved.	
<b>7</b>	<b>APPROVAL OF PREVIOUS MINUTES FROM F&amp;S HELD ON OCTOBER 2<sup>ND</sup></b>	■■■
	The minutes were approved	
<b>8</b>	<b>APPROVAL OF PREVIOUS MINUTES FROM CS&amp;SM HELD ON OCTOBER 16<sup>th</sup></b>	■■■
	The minutes were approved	
<b>9</b>	<b>HEADTEACHER'S REPORT</b>	■■■
	<p>■■■ talked through the report shared prior to the meeting and explained the percentages around the results in Summer 2023 -and outlines the main points in relation to the "All Wales Core Data Set (AWCDS)- KS4 and attendance".</p> <p>The data included a comparative analysis to measure the performance of the pupils in Cathays, relative to 9 other similar schools.</p> <p>■■■ expressed that it was an in-depth report and to thank all the teachers who work in Cathays for the great results, particularly in the current circumstances.</p>	

	<p>█ commented on how fantastic the results are and asked █ if in his opinion pupils Cathays in receipt of FSM do so well, compared to comparative students in the other 9 schools, because there is less of a stigma attached to FSM.</p> <p>█ replied that potentially this could be true. Data suggests that if around 30% of children in a school receive FSM, then there is less of a stigma attached to that status.</p> <p>█ asked if there is any data on the outcomes of students who aren't on FSM</p> <p>█ replied that in the presentation a bar chart reflects this comparative data: <b>non-FSM students verses FSM students</b>. These students overall tend to perform above the national average, above the LA average and above the average of the schools within the same "family of schools".</p>	
10	<b>ALN progress and ALNET REFORM</b>	█
	<p>█ presented the <b>ALN Autumn update</b> presentation shared prior to the meeting. The main points covered were: -</p> <ul style="list-style-type: none"> <li>● A new system that went live in September 2021.</li> <li>● The implementation period has been extended until summer 2025.</li> <li>● During this time, the ALN system will operate in parallel to the SEN system which will gradually be phased out during the implementation period.</li> <li>● Cathays are fully compliant with the NCOP.</li> </ul> <p>█ asked what the situation is like for those children in school who are on the waiting list for certain diagnosis?</p> <p>█ agreed that that there are significant waiting lists for neurodevelopmental needs. As a school community work is done towards actively identifying these learners. This is achieved by working with both students and parents and via the ALN registers and reviews. Once these learners have been identified a number of factors are considered, for example, how students progress, their engagement, their attendance and how they interact socially. If their needs are significant enough and demonstrate a need to be a part of the ALN provision then this is provided, irrespective of a diagnosis and based on what is seen in school. For children whose needs are not significant, but need some sort of targeted intervention, they will go on the targeted support register. These students will then be able to access a number of support systems like literacy, numeracy and emotional well-being. Their progress will then be monitored closely by █ and the pastoral team though the targeted Support register.</p> <p>█ thanked █ for the detailed report, and commented that the school is lucky to have staff like █ who have such in-depth knowledge of the ALN department.</p>	

	<p>■■■ went on to say that in his report he had referred to budget constraints, this could impact and threaten the level of support the school can offer pupils. ■■■ shared his concerns around the importance of maintaining a balanced budget and how this could impact the provision the school offers, which cannot be guaranteed as situations change according to the budget.</p> <p>■■■ stated that the work done is robust and thanked ■■■ for pointing out the problems around funding, which is a nation-wide issue and not limited to the Cathays community.</p> <p>■■■ asked how pupils and families feedback to the school regarding the provision and how they feel it is going, and if the person-centred interviews are the best way to draw out the experience they are having, or is there any other consultation or pupil voice?</p> <p>■■■ responded that all learners are involved in pupil voice activities and surveys. This is also part of the usefulness of the surveys not being anonymous, as ALN learners can be identified. Once the data is received then it is analysed by staff in the resource base who look for patterns around how students feel about school and about teaching and learning.</p> <p>The person-centred meetings are the main scenarios for in-depth conversations and in-depth parent feedback. There are pupils on the targeted support register who won't have annual meetings but will have an opportunity to meet heads of year on parents evening. ■■■ attends every parent evening so parents can make appointments or drop in to see her.</p> <p>■■■ asked if comparative data is available for ALN learners against peer groups for their attainment, or is there a gap in data?</p> <p>■■■ replied that on a national level this comparative data is unavailable. An internal analysis of the outcomes for ALN learners is carried out, which is presented in September and shared with governors. The performance of ALN learners is analysed yearly and compared to data from non-ALN learners. Over the last year attendance levels between the cohorts is now also looked at, to identify where there is a need for improvement and where to focus the resources.</p> <p>■■■ explained how the new Code of Practice is more significant than the New Curriculum changes as it impacts schools and school budgets noticeably.</p>	
12	<b>SAFEGUARDING UPDATE</b>	■■■
	<p>■■■ talked through her presentation regarding the updates around Safeguarding and the priorities for 2025. The main points were: -</p> <ul style="list-style-type: none"> <li>● 2 new DSPs trained (1 Head of year &amp; 1 non-teaching member of staff)</li> <li>● All essential training for staff completed, including the new cleaning team</li> <li>● Brooke sexual harassment toolkit training for 2 staff members</li> </ul>	

	<ul style="list-style-type: none"> <li>• All IWB leaders completed the online training for Violence Against Women</li> <li>• Continue to work in partnership with Children’s Services attending meetings for children who are Looked After and those on the Child Protection or Care and Support Plan registers.</li> <li>• Continue to provide support via our Inclusion staff, SafeTy and school-based counsellors.</li> <li>• Continue to work with a range of outside agencies</li> </ul> <p>■ asked how the East Team and the community-based work was structured and what feedback it received.</p> <p>■ replied that Cathays has a link called Nicky. The KS4 boys have interacted positively towards working with him. These pupils had previously declined working with Safe-Ty or with having counselling, but have engaged really well with ■ as an individual. The work is largely in the Community but he has engaged a number of those learners into youth clubs, and has been helpful in working with families, helping them attend meetings and has organised some free tuition at the hubs for core subjects. Some pupils who have poor attendance or poor engagement with interventions at school do particularly well with Nicky, so the experience with East Team is positive.</p> <p>■ also added that it could be helpful to have some work carried out on site to encourage those learners to access some of the school’s specialist support provision like counselling.</p> <p>■ replied that this was excellent feedback.</p>	
<b>11</b>	<b>REVIEW OF THE STRATEGIC EQUALITY PLAN</b>	■
	<p>■ talked through the presentation regarding the end of year review <b>SEP 2023-23</b>. ■ talked about the actions that have been taken to date, followed by this year’s SEP.</p> <p>The main points were: -</p> <ul style="list-style-type: none"> <li>• Priority- Reduce gaps in attainment and attendance between pupils from protected groups</li> <li>• Targets- To improve attendance and punctuality of certain groups (Czech and Slovak Roma)</li> <li>• To improve attendance and punctuality of White British FSM</li> <li>• Continue to work with sport and family learning coordinators specifically designed to engage Czech and Slovak Roma pupils</li> <li>• Continue to utilise Safe-Ty and the School Counsellor to target Czech and Slovak Roma pupils’ wellbeing.</li> <li>• Ensure that Czech and Slovak Roma students have access to extended opportunities</li> <li>• Ensure pupils that are CSR have equal access to enrichment opportunities</li> <li>• Continue to utilise the Learning Support Team</li> <li>• Continue proactively work with families of WBFMSM students</li> </ul>	

	<p>■■ also talked about the New Curriculum development around themes linked to: -</p> <ul style="list-style-type: none"> <li>• Black, Asian &amp; Minority Ethnic audit, in order to maximize opportunities to celebrate diversity and equality across a range of areas.</li> <li>• To build on the work of the Rainbow Alliance LGBTQ+ group and maximizing opportunities to celebrate diversity and equality across a range of areas.</li> </ul> <p>■■ thanked JT for the thorough and comprehensive presentation and update. ■■ mentioned that Governor Services could offer training on anti-discrimination.</p> <p>■■ to add to the next agenda the need to source a Link Governor for Equity &amp; Diversity.</p> <p>■■ mentions that she was previously a board member of an organisation called Diverse Cymru that used to offer quality training. ■■ mentions she can meet up with former board members to enquire if this is something they could offer.</p> <p>■■ expresses his thanks as this would be very helpful.</p> <p>■■ added that she appreciates all the work and detail that has been put into the SEP with information of success criteria and extent of support offered to the students.</p>	
<b>13</b>	<b>POLICIES FROM P&amp;CM</b>	■■
	<ul style="list-style-type: none"> <li>• Complaint's procedure</li> <li>• Food and Fitness</li> <li>• Health and Safety</li> <li>• Media Coverage</li> <li>• Minibus usage</li> <li>• Out of hours school learning</li> </ul> <p>■■ asked if there were any objections to the policies- there were none. The policies were approved and ratified</p>	
<b>14</b>	<b>ANY OTHER BUSINESS</b>	
	None	

<b>DATE OF NEXT FULL GOVERNING BODY COMMITTEE MEETING</b>	
Date	Wednesday 12 <sup>TH</sup> March 2025
Time	6.00pm
Location	Microsoft Teams