

Cowes Enterprise College

Local Governing Body Meeting

Date: Monday 26th March 2018

Time: 3pm

Location: Cowes Enterprise College, Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB

Governors

David Sword	DS	Chair
Rachel Kitley	RK	Principal
Nigel Harley	NH	Governor
Emma Heathcote	EH	Governor
Graham Ivey	GI	Governor
Rob Pritchard	RP	Governor
Sue Waters	SW	Governor
Roland White	RW	Governor

Apologies

Luke Bower	LB	Governor
Sean Harrison	SH	Governor

Attendees

Jemma Harding	JH	Vice Principal
Richard Marinelli	RM	Business Director
Christopher Rice	CR	Vice Principal
David Sanchez-Brown	DSB	Assistant Principal
Jill Wareham	JW	Clerk

Minutes

Part	Key: Decisions , Actions , Support , Q: Governor questions	Actions
1	Welcome	
1.1	DS welcome RP to his first meeting as a member of the LGB	
2	Apologies for absence	
2.1	Apologies received and accepted from Luke Bowers and Sean Harrison	
3	Declarations of interest and confidential business	
3.1	There were no declarations of interest or confidential business	
4	Minutes and Action Points of the meetings 8th February 2018	
4.1	Minutes of the meeting held on 8th February 2018 were agreed and signed.	
4.2	AP1: JW will be offering drop in help sessions for governors to complete training online when convenient to them: The drop-ins had begun, and GI had started online safeguarding training.	
4.3	AP2: Contact individual governors to see what training is needed: DS reminded governors to contact DS or JW if there was specific training they required. The online skills audit needed to be completed. JW had sent governors the training plan which included documents that had to be read by governors (taken from OAT governance handbook) some of which were over 100 pages long. Q: Are governors expected to read the documents listed by OAT? A: DS suggested that governors access the School Bus which provides '3 minute read' articles for governors. JW to check with OAT governor services about the expectation of mandatory reading for governors. JW to get governors access to The School Bus.	JW JW
4.4	AP3: RK to feedback summary of staff views and pupils at next meeting: Completed and on agenda	
4.5	AP4: RK and RM have had discussions about risk management, initiated work to do and proposals to come back to LGB: Completed and on agenda.	
4.6	AP5: It was agreed that photos of governors to be updated in the staff room: Photos of EH and RP still to be put up.	JW
4.7	AP6: Request to have LGB meeting minutes in staff room and sent around to all staff. This was agreed: Completed	
4.8	AP7: Governors would like to be invited to attend the Progress Board if their area of responsibility (e.g. SEND) was being discussed Progress Board went well: LB had spent time in the academy last week. Q: How would this visit be reported back to LGB?	

<p>4.9</p> <p>4.10</p> <p>4.11</p> <p>4.12</p> <p>4.13</p> <p>4.14</p> <p>4.15</p> <p>4.16</p> <p>4.17</p>	<p>A: The LGB schedule for next year should include reports back from Progress Board and visits from OAT. LB is the OAT Regional Director and will have his own agenda, the LGB can comment and feedback but authority lies with the trust.</p> <p>AP8: JW to produce summary of issues raised at the Progress Board (PB) meeting based on Key performance indicators (KPIs), with succinct statements, whether on track, key reasons if not, key actions, key impact: This action is a reminder for JW.</p> <p>AP9: DS suggested the Aspiring Teaching School programme could be looked at in detail at the Progress Board and DS will come and do monitoring visit: CEC will not be starting to work with the other school until September, but this could be a standing agenda item on PB.</p> <p>API0: Governors requested a glossary of acronyms be appended to the Principal's report: Completed and governors thanked RK for this very useful information.</p> <p>API 1: Could governors have trend data against referral numbers for the next safeguarding report: Completed and on agenda.</p> <p>API2: DS agreed to do LAC and middle management monitoring: DS had completed LAC monitoring visit this morning and will write up the visit form and is due to do Middle management monitoring on 19th April 2018.</p> <p>API3: SW to be added to the list to do SEND with GI and Careers: Completed</p> <p>API4: RP could look at inspection findings to see if all the work CEC is doing is making a difference: RP is happy to do and will focus on areas for improvement.</p> <p>API5: Events to be identified by SLT and sent to JW to send to governors: CR will send JW the calendar when it has been put together.</p> <p>API6: DS and JW to review the LGB action plan and governors were encouraged to do their monitoring visits. Completed and on agenda.</p>	
<p>5</p>	<p>Chair's report</p>	
<p>5.1</p>	<p>DS reported that following David Doherty's departure (reported at the development session prior to this meeting), his roles and responsibilities had been re-allocated to other members of the SLT as shown on the table provided by RK.</p>	
<p>6</p>	<p>Principal's Report to include</p>	
<p>6.1</p>	<p>Recent highlights included the satisfactory conclusion of the lunchtime supervision, strong appointments had been made, the pastoral team had an afternoon planning alternative hopes for tomorrow (PATH) with JH.</p>	
<p>6.2</p>	<p>Outcomes and Quality of Provision</p> <p>LB had spent a significant time in the academy and questioned CR thoroughly. The predicted 2018 outcome of -0.07 for Progress 8 was not yet on target but is an improvement from last predictions and with more interventions would expect to meet targets. Trend shows arrows upwards although there is work to be done with non-disadvantaged and more able students. Attainment is rising except for more able. Basics (5+) is improving. EBacc will improve next year when the curriculum will give more options. Strengths, weaknesses and actions have been identified. Progress 8 is predicted equal to last year with an improvement for disadvantaged students, CR is confident with maths progress. Core interventions are in place (day time) for English, Maths and Science and Pupil Premium (PP) students and those with low predicted progress, there is a focus in tutor time on science flashcards. Mytutor has been bought in for 8-12 weeks, which are online sessions (1:1 with undergraduate students) mainly in English, Maths and Science and Languages. GCSEPod has been introduced this year. Revision plan gives overview on what should be revising and points to relevant podcasts and there has been a big take up since 1st March and the feedback has been positive.</p> <p>Q: How are disadvantaged students identified? A: They are the PP children.</p> <p>Q: Do you feel the interventions are working? A: Yes, in terms of disadvantaged students, they are starting to improve.</p>	

<p>6.3</p>	<p>Q: What is key in making that improvement? A: PP students are prioritised for early intervention. There is also a pack for staff with information about PP students which includes whether they have access to a computer at home, any other barriers to learning, etc.</p> <p>Q: Is this pack available to parents? A: Not at present.</p> <p>Q: How do you know as a parent that this is happening? A: Any child who has behavioural needs already has a passport. The additional pack for staff has quite a lot of confidential information in it. There is a pack for all Year 11 students which includes revision guides, study guides, etc.</p> <p>Q: The More able students downward data trends stand out, is this reflected in actions? A: Most subjects are now covering a different curriculum, so teachers are not wanting to make higher predicted grades. Teachers need support to develop confidence in the new curriculum. Some more able students have been included in intervention groups.</p> <p>Q: Can we be assured that CEC is doing its best for more able? A: There has been a special intervention lunch for most able students.</p> <p>Q: When do you start teaching revision skills? A: There is a big focus in Year 11 this year and will be starting Year 10 and then need to roll out across the year groups. RK said this is an area of priority.</p> <p>6th Form: There is a slight improvement on A Level predicted outcomes from last year. It appears there will be a drop in vocational progress score, but LB said they are looking at drop across the Trust because they are new courses for Year 13. There are about 70 students doing A levels and 20 doing vocational. DSB is working with vocational students and pushing them as much as possible by meeting with students weekly. Interventions are in place over the Easter holidays. DSB is also mapping University offers with predictions.</p> <p>Q: Are vocational subjects more theoretical now and do teachers need more help and training? A: Yes, although grade boundaries will drop if the changes have an impact.</p> <p>Q: Do we use ALPS? Q: Yes, in terms of target setting. Alps is a system which measures progress in 6th form. The reason we don't use it to record and analyse data is because of the cost.</p>	
<p>6.4</p>	<p>Quality of Teaching: DSB did not receive Jane McCallum's (JM) report in time to send to governors but it says there has been a significant shift. Paired observations and moderation exercise of SLT carried out. Coaching model for feedback to teaching staff launched with SLT and Middle Leaders (ML) to ensure consistency. With support of JM, MLs are being inducted into moderation, observation and coaching process. JM observed huge improvement in the 13 lessons she observed. Weaknesses are ensuring improvement to KPI of 80% of teaching is good or better, and appraisal support programme for SLT and MLs is given training and support. Actions include monitoring of quality of T&L then measuring improvements. Evaluate quality of questions, feedback and differentiation and get MLs to drive forward. DSB has created an online teaching and learning hub which all staff can access.</p> <p>Q: Is this approach welcomed by teachers? A: We are all here to teach students so once it is clear to all staff then yes, we can all improve. JH explained it is about giving MLs confidence to have challenging conversations with class teachers making sure there is a consistent model.</p> <p>Q: Are we still grading each individual lesson? A: We don't grade lessons, we coach teachers. There is a Teaching and Learning strategy in place.</p> <p>Q: Have governors seen the strategy? A: No, it is draft at the moment to see if the it works, DSB will bring the T&L strategy to governors at next meeting.</p>	<p>DSB</p>

6.5	<p>Q: Can governors get a sense of what are common areas of strength in T&L and areas for development? A: DSB can include that at the next meeting.</p>	
6.5	<p>Attendance: This is an area being scrutinised by the Progress Board and will be reported to the next LGB.</p>	
6.6	<p>Q: Is the Attendance Officer role starting in September? A: Yes.</p>	
6.6	<p>Behaviour: Exclusions are quite high and there is a focus on ‘Discipline with Dignity’ and a ‘No Shouting’ academy. There is a drive on repeat offending which is decreasing and there are fewer exclusions but for more days. CEC is proactively looking at alternatives to exclusions and talking with feeder schools in summer term. Permanent Exclusions and Managed Moves are higher than last year partly due to higher expectations of students’ behaviour. Actions to reduce exclusions include continue rigorous approach to behaviour, work with inclusion team to challenge expectations of students/staff and looking at whole child and what could be done by the pastoral team and SENCo. Further training to be identified, particularly with welfare issues. All pastoral team have been trained in mental health first aid, some have done anger management and ELSA. CEC is working with Behaviour Partnership to discuss children moving between schools.</p>	
6.6	<p>Q: One of the issues brought up at exclusion panels is the perception from parents that there is poor communication, how do you involve parents and when you do let parents know? A: Parents are told before the child enters intervention. The Pastoral team need to communicate with parents when a child hits certain criterion.</p>	
6.6	<p>Q: Do students who go for a trial period at another school come back? A: Yes, the premise is it is only a trial. There are two types of managed move, one is with agreement with parents to move permanently to another school and the second is a 6-week trial and the child remains on CEC roll.</p>	
6.6	<p>Q: How successful are trial moves and do you see a difference in the student when they come back? A: There has only been a problem on one occasion and 9 times out of 10 there is a difference in the student’s behaviour. Governors thanked JH for report.</p>	
6.7	<p>Student voice feedback: RK is doing a 15% sample across the academy per month to cover every student which will continue year on year. The overall results are positive with 72% agreeing or strongly agreeing for all except 2 questions and 77% would recommend the academy. PP students answered less positively (not as happy, CEC doesn’t serve them well). KS5 students gave significantly lower answers than Years 7-11 when asked if lessons prepare them well in next steps. Comments on what school could do to improve were not very constructive, although 6th form common room is being moved and there is a bid in for another IT room. Moving forward RK will do weekly PP student voice group to find out if their more negative comments are real or perception and what can be done. Governors could get involved in learning walks to see where PP students are and how they are doing. A 6th Form Cowes charter will be investigated.</p>	
6.7	<p>NH left at 1650. Governors thanked RK for the report and felt that the responses need to be acted upon, so people feel they have been listened to.</p>	
6.8	<p>Staff survey responses:</p>	
6.8	<p>Q: Why did staff do the Kirkland Rowell survey and students do the Ofsted questionnaire? SW left at 1652. A: RK advised they used the Kirkland Rowell staff survey so the data could be compared with national data. There were 87 responses. 62% of staff felt school had improved, 11% felt it was worse. Staff are most happy with Child Protection procedures, clarity/relevance of vision of Principal and relationship with Heads of Department. Staff are least happy with delivery of opportunities for CPD, induction of new staff and target setting for staff. These areas are included in the AIP. Support staff would like</p>	

6.9	<p>performance management. Lack of resources is partly due to deficit, but some is the need for more efficiency and effectiveness. Governors noted the report and look forward to having regular updates.</p> <p>Academy Improvement Plan and Self-Evaluation update: RK had produced a rag rated risk register which has highlighted areas of higher risks where D Doherty has left and other members of SLT have taken on which will mean the AIP won't be quite as predicted. Some things may have to be taken out, some may have to be given more time. JW to send the risk register to governors electronically. DS expressed his gratitude for the work done on the risk register.</p>	JW
6.10	<p>Finance: The feedback from the Finance Committee was reassuring although there is still a deficit of £40k the budget is in a strong position for the following year and has support from OAT. RM met with LB after the finance meeting to discuss the proposed budget for 2018/19 which shows clearing the deficit by 2019/20. RM and RK will be presenting the budget to OAT on 24th April.</p> <p>Q: What is the self-generated income of £30k? A: RM advised this is income from lettings to clubs and organisations running events.</p> <p>Q: In terms of the expectation of OAT for academies to hold between 3 and 5% surplus, does that include self-generated funds? A: Yes, all academies have to build up reserves of 3-5% over the next three years.</p> <p>Q: Is there any motivation to generate more self-funds? A: Yes, there is a need to look at other self-generated income as well as attracting more children</p> <p>Q: What is the role of the LGB in setting the budget? A: JW advised that according to the Scheme of Delegation the LGB is responsible 'To recommend the first formal budget plan each financial year'. RM advised that the problem is timing as the budget has to go to OAT on 17th April. RP advised that the academy should not sit on surpluses, money should be spent on children right now. Governors agreed that RM will send the first formal budget plan to JW to send to governors.</p>	
6.11	<p>HR: Recruitment and Retention, Staff Absence. Governors noted the report</p>	
6.12	<p>Risk Management: See item 6.8 above</p>	
6.13	<p>Safeguarding: Governors noted the confidential report.</p>	
7	<p>Governor business including:</p>	
7.1	<p>Governor Monitoring visits and actions: Governors noted SW's monitoring report on SEND. JH had met with SENCo who found the visit positive, supportive and the process was as it should be.</p>	
7.2	<p>Update on progress in LGB action plan: The plan had been rag rated, some areas that were red were items for the future, some amber items were termly monitoring visits not being undertaken and if these were causing difficulty to governors could they contact JW or DS to see what could be done to support.</p>	
7.3	<p>Governor's training plan: See item 4.3 above</p>	
8	<p>Policies for approval:</p>	
8.1	<p>Allegations of Abuse: Governors approved the Allegations of Abuse Policy</p>	
8.2	<p>Policies for noting which have been approved by SLT:</p> <p>Attendance Policy: Governors noted the Attendance Policy approved by SLT</p>	
8.3	<p>Exclusions: Governors noted the Exclusions Policy approved by SLT</p>	
8.4	<p>The next Admissions Policy has to be submitted to OAT by 1st November 2018.</p>	
9	<p>Date of meetings for 2017-18</p>	
9.1	<p>Finance Friday 11th May 2018 9am</p>	
	<p>LGB Thursday 24th May 2018 3pm</p>	
	<p>LGB Thursday 5th July 2018 3pm</p>	

Chair:

Date: