

Cowes Enterprise College

Local Governing Body Meeting

Date: Thursday 7<sup>th</sup> December 2017

Time: 3pm

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

**Governors**

David Sword	DS	Chair
Rachel Kitley	RK	Principal
Luke Bower (via Skype)	LB	Governor
Nigel Harley	NH	Governor
Emma Heathcote	EH	Governor
Graham Ivey	GI	Governor
Sue Waters	SW	Governor
Roland White	RW	Governor

**Apologies**

Sean Harrison	SH	Governor
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**Attendees**

David Doherty	DD	Vice Principal
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

No	Key: Decisions, Actions, Support, Q: Governor questions	Action
1	<b>Welcome to Sue Waters</b>	
1.1	DS welcomed Sue Waters to the meeting and advised that Sue's skills and experience with careers, young people with additional needs and finance would complement the existing governors' skills and she is a member of the local community. <b>Governors approved the appointment of Sue Waters as a governor on the Local Governing Body</b>	
2	<b>Apologies for absence</b>	
2.1	<b>Apologies were received and accepted from SH.</b> RW will be late	
3	<b>Declarations of interest and confidential business</b>	
3.1	<b>Q: Do we have up to date list of interests in case anyone has anything to update?</b>	<b>JW</b>
3.2	<b>A: JW will ask governors to update any interests.</b>	
3.3	The report from Jayne McCallum will be treated as confidential as it identifies staff.	
3.4	The verbal report on the critical incident will be part of the confidential minutes.	
4	<b>Minutes and Action Points of the meetings 3<sup>rd</sup> October 2017</b>	
4.1	API: OAT had confirmed that Luke Bowers remains the OAT representative on the LGB	
4.2	AP2: Caterlink had sent a report as requested. Cowes Enterprise College (CEC) give a set subsidy each year. There were a number of early start-up costs they hadn't taken into consideration but Caterlink were confident they will exceed their targets in future, which means CEC will get money back. Some food, particularly convenience foods, had gone up and there had been an overall increase of 4.2%. RM is always consulted on price increases. Future initiatives are introducing a breakfast club which will give increased provision for Free School Meal (FSM) children which Caterlink have trialed in other schools and has worked well. Caterlink are trying to engage sixth formers more as they tend not to buy Caterlink meals. <b>Q: How long do children get to eat their lunch and is that time to have a proper meal?</b> A: They get 35 minutes, and this does give them enough time as they usually get their meal in about 15 mins. <b>Q: Are we confident that seating isn't an issue?</b> A: Yes, there is more seating available now, the tiered seating is pushed back and the tables from outside	

	<p>have been brought in.</p> <p><b>Q: Where will we be in a year's time and will we get income from Caterlink?</b></p> <p>A: Caterlink are very keen to make a profit and they now cater for nearly all the schools on the island so are more established. RM has a good relationship with the area manager.</p> <p><b>Q: Is there any impact on afternoon learning?</b></p> <p>A: Not that we are aware of.</p> <p><b>DS expressed thanks to Caterlink for their report and was pleased to see improvements and look forward to CEC receiving money back when they make a profit.</b></p>	
4.3	<p>AP3: RW had sent RK the Equality Impact Assessment (EIA) template that the Isle of Wight College use. The intention will be that an EIA will be done on each policy when it is due for renewal. One of the Admin staff will be doing this once the apprentice starts in the new year.</p>	
4.4	<p>AP4: <b>JW to review safeguarding training undertaken by governors.</b></p>	<b>JW</b>
4.5	<p>AP5: DS has reviewed the training needs forms and doesn't think there are any shared training needs.</p> <p><b>DS will work with JW and contact individual governors to see what training is needed.</b></p>	<b>DS/ JW</b>
4.6	<p>AP 6: <b>DS needs to follow up the responses from the Chair review.</b></p>	<b>DS</b>
4.7	<p>AP7: The Finance committee had met and approved the Terms of Reference.</p>	
4.8	<p>AP8: See 3.2 above (JW to chase up governors who had not completed their Annual Forms).</p>	
4.9	<p>AP9: Monitoring visits are to be discussed at agenda item 14.</p>	
4.10	<p>AP10: Sue Waters has been appointed as governor, see item 1.1 above.</p>	
4.11	<p>AP11: <b>DS will write up proposal for mentors for next meeting.</b></p>	<b>DS</b>
4.12	<p>AP12: The Accessibility Plan is for approval at agenda item 15</p>	
4.13	<p>AP13: JW had sent the Admissions policy to OAT for final sign off.</p>	
4.14	<p>AP14: The Behaviour Policy had been slightly amended and is for approval at agenda item 15.</p>	
4.15	<p>AP15: The Lockdown &amp; Emergency Policy is for approval at agenda item 15.</p>	
4.16	<p>AP16: The Pay committee had met twice since the last LGB meeting.</p>	
4.17	<p>AP17: RK advised she had a positive meeting with Isle of Wight Radio and has developed a special relationship whereby they will use oral recordings made by 6<sup>th</sup> formers. This will be free and run by students.</p> <p>RW arrived at 1516</p>	
<b>5</b>	<b>Chair's report.</b>	
5.1	<p>The Chair had nothing to report but asked the Principal to update governors on lunch duties.</p>	
5.2	<p>RK advised that CEC is currently spending £32-35k annually to pay support staff for lunch duties. Pat Waters (PW), OAT consultant, identified this cost is higher than other OAT academies. CEC pays £10 per session of 35 minutes. PW suggested staff should get paid minimum wage for this duty or could opt for Living wage. The previous principal had started consultation, but staff felt it wasn't set up as it should be. RK has now launched a 30-day consultation with time line and consultation stages. RM and RK have met staff and union representatives (internal and external) and has given staff 7 different models as a way forward. RM has had two responses and will do weekly reminders on how to feedback.</p> <p><b>Q: Is it an unpopular move as people are going to lose money?</b></p> <p>A: RK said yes but the duty is not within their contract or permanent.</p> <p><b>Q: How many people will this affect?</b></p> <p>A: 12-13 people a day and some do every day. Unions say CEC should pay redundancy, OAT say not.</p> <p><b>Q: Governors could not defend paying that amount for this duty, what are the financial implications?</b></p> <p>A: If CEC move to national living wage the cost would go down to about £15k per year. These costs were not within the budget, so this will need to be added to this year's expenditure.</p> <p><b>Q: For these staff covering lunch duty, is it a good idea not to have a break?</b></p> <p>A: No, but it is support staff doing this and they are asked to take a break at a different time</p> <p><b>Q: How do other schools cover lunch duty?</b></p>	

	<p>A: OAT have written into contracts of support staff; another model is paying national living wage pro rata and have a break at another time. SLT are around at lunch time. DS had to reschedule a meeting with Peter Shreeve (PS) for 4<sup>th</sup> Feb. PS had raised the issue of lack of communication between governors and staff, and questioned why there isn't a staff representative on the LGB. DS will explain to PS that the LGB recruits members on the basis of the skills and experience they have to offer rather than their representation of any group of stakeholders <b>Communication between governors and staff to be reviewed.</b></p>	<b>DS</b>
<b>6</b>	<b>Report on SMSC (Spiritual, Moral, Social and Cultural) Plan.</b>	
6.1	<p>JH reported that Ofsted were complimentary about SMSC. All academy curriculum maps are underpinned by SMSC and the Special Education Needs and Disabilities (SEND), pastoral programmes and interventions highlight this. There is a real focus on British Values. CEC has good relationship with local PCSOs, there is a dedicated formalized Personal, Social, Health and Careers Education (PSHCE) programme, and CEC has links with external organisations such as the Isle of Wight Local Safeguarding Children's Board (IOWSCB). Enrichment is now called entitlement and at the OAT conference there was an entitlement charter discussed which includes a range of activities that a child would be expected to experience across the year regardless of finance or home barriers. <b>DS welcomed the document for governors and having someone heading up SMSC.</b></p> <p><b>Q: What is drop down time?</b> A: JH advised it is when the normal timetable is collapsed, and students are taught in small groups with bespoke curriculum.</p> <p><b>Q: Are you looking for impact in behaviour and how do you measure this?</b> A: JH said it was sometimes difficult to measure impact although Ofsted commented on it, drop down days can be measured by tracking data. There may need to be broad objectives which are evaluated. RK advised that there are software packages (Sutton Trust types of evaluation) that are a provision map tool which will look at impact for every child by putting in what PSHCE programme they have received and analyse exclusions, attendance, Pupil Premium (PP) or non-PP, boys, girls, etc.</p> <p><b>Q: Is there any flexibility built into the SMSC Plan?</b> A: Yes, it is a working plan so will change and alter where necessary for example if a child experiences bereavement.</p> <p><b>Q: Do we have an ambition to be a Stonewall champion school?</b> A: JH said yes, it would be a goal.</p> <p><b>Q: When would that be?</b> A: JH will have to reflect into the Academy Improvement Plan (AIP).</p> <p><b>Q: When will middle leaders be looking at plans and when will it be embedded?</b> A: JH advised that middle leaders will be doing this in January.</p> <p><b>JH asked to produce a clear map of SMSC provision across the curriculum with clear timelines. JH invited governors to see what was to be done in the academy.</b></p>	<p><b>JH</b> <b>JH</b></p>
<b>7</b>	<b>Actions from Internal Serious Case Review meeting (question to RK) Including safeguarding issues</b>	
7.1 7.2	<p>The Serious Case Review was recorded as part of the confidential minutes.</p> <p>Formal safeguarding report identified an issue around transgender students in CEC and the DSL and a member of the pastoral team attended CAMHS Gender training. The other major issue is mental health. The IOW NHS Mental Health provision is still judged Inadequate. All the pastoral team are trained in Mental Health First Aid which was put on by OAT.</p> <p><b>RK to include safeguarding into the Principal's report at next meeting.</b></p> <p><b>Q: Are we surveying students regularly and are the results fed back to governors?</b> A: Ofsted questionnaire is given to every child once a year and other questions could be added on.</p> <p><b>Governors to be informed when questionnaires are going out to students/staff.</b></p>	<p><b>RK</b> <b>SLT</b></p>

7.3	<p><b>Q: Are incidents of bullying reported here or somewhere else?</b> A: There is a bullying log which could be built into the Principal's report.</p> <p><b>Q: Where are referrals to the LADO reported?</b> A: In the safeguarding report, there have been none this term.</p> <p>Safeguarding Audit</p> <p>JH advised that the safeguarding audit showed nearly all the objectives had been met and OAT came and reviewed it. The next steps include training in response to identified needs.</p> <p><b>Q: Are the actions evident in the AIP?</b> A: Yes, the four programmes are in the AIP. Safeguarding is integral to everything.</p>	
8	<p><b>Receive and approve Pupil Premium report for publishing on website</b></p>	
8.1	<p><b>Q: Do we as governors know what the £10K which is identified as increasing outcomes for disadvantage HAT students, specifically in 5 EBACC pillars is going to do?</b> A: CR advised this is for OAT master classes. Essentially PP funding is supporting the staffing e.g. maths one to one and revision guides, etc.</p> <p><b>Q: Can you track the benefit to these students?</b> A: RK said yes, the plan accounts for every penny that comes in.</p> <p><b>Q: Governors have the direct financial accountability, and need to ask whether the identified areas are correct and is there a contingency for example 10% for anything that comes up that hasn't been planned for?</b> A: RM advised that there isn't a contingency in this plan but could build in next year.</p> <p><b>Q: Why have we decided to spend on the identified areas?</b> A: Ofsted said that any areas that were on last year's plan that showed red on impact should come off the plan, so it is based on an evaluative process developed from past plans.</p> <p><b>Governors agreed the Pupil Premium Strategy Statement 2017/18 be published on CEC's website.</b></p>	
9	<p><b>Receive and approve Year 7 Catch up funding</b></p>	
9.1	<p><b>Q: What is a GL assessment test?</b> A: It is a very detailed reading test and allows drilling down to literacy needs and reading weaknesses. Ofsted identified literacy as an issue. Tests have been done and the bottom 10% have been identified very quickly in Year 7.</p> <p><b>Governors agreed the Y7 Catch up Strategy Spend 2017/18 be published on CEC's website.</b></p>	
10	<p><b>Receive report on Literacy across the academy – deferring to next meeting.</b></p>	
11	<p><b>Principal's Report</b></p>	
11.1	<p>Recent Highlights were listed and there had been some very successful events since the last meeting. Outcomes and Quality of Provision</p> <p>It was agreed to discuss KS4 data. KS5 and KS3 data could be reported at the next meeting.</p>	
11.2	<p>CR advised that the table for Year 11 data highlighted 2017 unvalidated outcomes (validated should be received by January) and 2018 predicted outcomes. There was only one other school on the island that had a slightly higher outcome for Progress 8. Current year prediction is 0.29 based on Attainment 8 scores. The trajectory is looking positive but there is a lot of work moderating predictions. Attainment 8 target is 50.33, the basic scores are 57% but these are being reviewed. EBacc will not change much as most students don't do a modern foreign language (MFL) and limited groups are doing history and geography, but the curriculum is being reviewed for the future.</p> <p>Strengths show further improvement in headline data and looking to go above national in Progress 8. Disadvantaged pupils show improvement, there is stronger progress in English and Maths. Have made</p>	

sensible changes to some courses, e.g. Music and PE to ensure they are suitable for students giving greatest chance of good outcomes. Weakness shows 61 more able students are not predicted to make target so working on that. Maths need moderation but still expecting improvement. Drama, Health and Sports predictions show these areas need support. Support for disadvantaged students has started to get them into intervention groups after school to build up to mocks, and review performance of higher prior attainers. Disadvantaged students are helped with study skills, given resources and helped with revision timetable. Action plans are in place for Computer Science, French and Drama. More students are doing BTECs this year. Now planning interventions following this data drop and there is a weekly RAP meeting of different groups of students each week to come up with individual plans which get middle leaders focused. There is a lot of work with Year 11 including GCSE pod, (revision), revision guides, five steps for creating flashcards, revision plan, which will contribute to successful results.

**Q: Has assessment underpinned these predictions?**

A: CR said the predictions are not based on mock exams, the majority are based on smaller assessments in class, and students have done exam questions. CR has challenged departments on predictions.

**Q: If these are working at grades where do we sit today?**

A: Currently -0.4.

**Q: Bearing in mind over predictions in the past how confident are you that these are achievable?**

A: CR advised this is a staged process, predictions are checked by CR talking to staff, particularly where predictions were much higher last year.

**Q: When are mocks happening?**

A: Mocks are starting tomorrow, and results will be in around second week of January. For next LGB in February the data will be based on mocks.

**Q: LB thinks the predictions are too high, does CR agree with this?**

RK is looking at calendar for next year to decide when the best place to have mocks is.

A: CR does share anxiety that predictions are too high particularly for History and Maths and CR is still checking. Children are doing better in Maths than English.

**Q: Could we have timescales on actions?**

A: CR advised they are all short-term actions.

**Q: Were predictions much more accurate last year?**

A: Ofsted accepted internal prediction of 41% which was accurate.

**Q: How would I know if my child is a higher attainer?**

A: CR said parents do get prediction grades at parents evening.

CR believes Years 9 and 10 predictions are far too optimistic.

**Q: Does the data correlate with teaching in each year groups?**

A: DSB has assessed quality of Teaching & Learning but is not confident to say there is or isn't correlation yet.

Governors noted the KS3 data

6<sup>th</sup> form data to be reviewed at next LGB meeting.

Quality of Teaching and Learning.

11.3

**Q: Is the quality of T&L more than just about lesson observations?**

A: The information in the report is about lesson observations which DSB will compare with previous years. The next round will be moderated against outcomes.

Lesson observations are measured using a coherent strategic process based on 12 criteria. All SLT undertook the 60 lessons observed based on criteria. This then shows where training is needed and what are strengths and areas of support needed and informs performance management targets. Strengths are engagement and basic routines in English, Maths and Science. Red is where areas need support

**Q: What do numbers and colours mean?**

A: Each 12 elements could get a 3-point score (exceeding = 3, good = 2, Requires Improvement (RI) = 1.

This then shows which areas are a training need and can be immediately addressed. **DS commented this gives good picture where strengths and weaknesses are. DSB to show comparisons of**

	<p><b>lesson observations with the last time they were done in his next report.</b></p> <p><b>Q: The table shows that any member of staff with less than 20 points is referred to appraisal support plan, why that threshold?</b></p> <p>A: This threshold means that a teacher without the basics in place will receive the support they need to deliver at the required standard and to meet basic policy expectations.</p> <p><b>Q: Why are all elements weighted equally?</b></p> <p>A: DSB will give Teaching &amp; Learning (T&amp;L) elements more weighting in future.</p> <p><b>Q: Does variability identify any leadership development areas?</b></p> <p>A: DSB has worked a lot with middle leaders and is now looking as a team about what effective T&amp;L is. Subjects need to look at CR's evidence. DSB has put new system in place and is confident that it works. Some middle leaders find it hard to have difficult conversations and Jayne McCallum from OAT has had coaching sessions on how to do that and will return to see how it is working.</p> <p>Attendance.</p> <p>11.4 RK advised there is a downward trend in attendance, not extraordinary difference, but SEN has dropped significantly. RK has introduced a suite of new actions based on Ormiston Sandwell's presentation at OAT conference which showed processes and procedures that can be adapted and will make a difference. This term CEC has bought into the Local Authority Education Welfare Service (EWS).</p> <p><b>Q: Why is SEN showing the most pronounced drop in attendance?</b></p> <p>A: JH needs to look at in more detail to find the reasons why.</p> <p><b>Q: Are these absences across the board or are they in a particular year?</b></p> <p>A: The figures can be broken down into year groups and given to governors. <b>Governors requested the attendance figures be broken down into year groups and to give numbers as well as percentages.</b></p> <p>Behaviour.</p> <p>11.5 Fixed Term Exclusions had increased but there were no other major concerning trends. CEC is being ruthlessly consistent with exclusions.</p> <p><b>Q: There have been three permanent exclusions (PX) already, how many more are at risk?</b></p> <p>A: RK advised there is one student that the Local Authority (LA) has asked CEC to PX but RK wants to try and work with the child. The SEN panel directed CEC to take a child who has already involved himself in three physical instances.</p> <p><b>Q: Could governors have the number of students at risk of PX reported in future?</b></p> <p>A: Yes.</p> <p>Two of the three PX were due to a one-off incident and the other was early in the year for persistent disruption.</p> <p><b>Q: The data shows seven pupils who are repeat offenders, are they most likely to be permanently excluded?</b></p> <p>A: Two students have risk assessments as there is a level of unpredictability about their behaviour. JH advised there are good links with the LA and have had supportive trials, short term managed moves and one managed move. <b>Governors requested report on students at risk of permanent exclusion be included in next report.</b></p> <p>Academy Improvement Plan (AIP) and Self Evaluation (SEF).</p> <p>11.6 <b>Governors requested to see the full AIP and SEF so they could review them.</b></p>	<p><b>DSB</b></p> <p><b>JH</b></p> <p><b>JH</b></p> <p><b>RK</b></p>
12	<b>Receive report from Finance Committee</b>	
12.1	<p><b>Q: Is budget on track?</b></p> <p>A: The overall budget is on track, there are risks including cost of permanent exclusions and staffing lunch duty. NH advised that the Finance committee had gone through the budget papers in detail and was satisfied CEC is meeting targets and is looking forward to an increase in student numbers. Potentially the deficit will be cleared in two years rather than three.</p>	

12.2	<p><b>Q: Are we on track to achieve the forecast and are there any elements of budget at risk?</b> A: Yes, the budget is on track and the risks are noted above.</p> <p>Risk management policy was noted. <b>DS will liaise with RK and RM to identify risks and do analysis.</b></p>	<b>DS/RK/ RM</b>
13	<b>Receive report from Pay Committee.</b>	
13.1	<b>JW to give a summary of Pay Committee outcomes for next LGB</b>	<b>JW</b>
14	<b>Governor business including:</b>	
14.1	Governor Monitoring visits and actions. Deferred to next meeting	
14.2	Update on progress in LGB action plan. DS has reviewed and updated and suggested that governors check through to identify anything missing.	
14.3	Protocols for visits will be circulated. Governors need to be clear why they are visiting, identify key member of staff, RK needs to be informed and agree visit, visit is to learn more and not be judgemental, identify what issues there are, need to be courteous and polite, write up monitoring report, share with staff member, identify key issues and what LGB needs to address, the form to be cleared by RK and finally sent to JW. <b>JW to check for OAT protocol for governor monitoring visits.</b> LB left at 1803.	<b>JW</b>
14.4	Clerk's appraisal to be completed with DS.	
15	<b>Policies for approval:</b>	
15.1	<b>Accessibility Plan was approved by Governors.</b>	
15.2	<b>Behaviour for Learning Policy was approved by Governors</b>	
15.3	<b>Energy Policy was approved by Governors</b>	
15.4	<b>Exams was approved by Governors</b>	
15.5	<b>Lockdown &amp; Emergency Policy was approved by Governors</b>	
15.6	Re-organisation Policy has not changed.	
15.7	<b>Shared Parental Leave Policy - Adoption was approved by Governors</b>	
15.8	<b>Shared Parental Leave Policy - Births was approved by Governors</b>	
15.9	<b>Supporting Attendance Policy (staff) was approved by Governors</b>	
15.10	<b>Teacher's Appraisal was approved by Governors</b>	
15.11	<b>Teacher's Pay Policy was approved by Governors</b>	
15.12	<b>Visitor Policy was approved by Governors</b>	
15.13	<b>Governors agreed to delegate all policies to SLT to review and approve except Admissions, Allegations of Abuse against staff, Anti-bullying, Child Protection including Children Missing Education, Disclosure and Barring, E-Safety, Lockdown, Pay, Personal Electronic Devices, Sex &amp; Relationships, SEND, Visitor policies which have to be approved by the LGB.</b> <b>Governors thanked RK and senior leadership team.</b>	
15.14	RK reminded governors of the School production on Wednesday, Thursday and Friday at 7.30 in evening and asked any governors to contact her if they would like to attend.	
16	<b>Date of meetings for 2017-18</b>	
16.1	Finance Friday 19 <sup>th</sup> January 2018 9am LGB Thursday 8 <sup>th</sup> February 2018 3pm	
	Finance Friday 16 <sup>th</sup> March 2018 9am LGB Thursday 29 <sup>th</sup> March 2018 3pm	
	Finance Friday 11 <sup>th</sup> May 2018 9am LGB Thursday 24 <sup>th</sup> May 2018 3pm	
	LGB Thursday 5 <sup>h</sup> July 2018 3pm	

Chair: David Sword

Date: 8<sup>TH</sup> February 2018