

# Minutes: Cowes Enterprise College

## Local Governing Body meeting

Date:	9 <sup>th</sup> February 2017
Time:	3.30pm
Location:	Cowes Enterprise College, Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB

Governors	Initials	Responsibility	Apologies	Initials	Responsibility
David Sword	DS	Chair	Karen Baker	KB	Governor
Sean Harrison	SH	Vice Chair			
John Peckham	JP	Principal	<b>Attendees</b>		
Luke Bower	LB	Governor	Jill Wareham	JW	Clerk
Nigel Harley	NH	Governor	David Doherty	DD	Head of School
Graham Ivey	GI	Governor	Christopher Rice	CR	Acting Vice Principal
Victoria Spencer	VS	Governor	Richard Marinelli	RM	Business Director
Roland White	RW	Governor	David Sanchez-Brown	DSB	Assistant Principal

Key	Decisions, Actions, Governor questions	
Part	Item	Action
1	Apologies for absence	
1.1	Apologies were received and accepted from Karen Baker	
2	Declarations of interest and confidential business	
2.1	There were no declarations of interest in relation to items on the agenda.	
3	Minutes and Action Points of the meeting 8 <sup>th</sup> December 2016	
3.1	Minutes of the meeting held on 8 <sup>th</sup> December 2016 were agreed and signed.	1. KB to complete the annual form
3.2	API: One annual form still to be completed.	2. DD to create CEC email address for GI
3.3	AP2: Safeguarding online training to be undertaken by some governors. Clerk reminded governors that data protection should be reviewed at the next meeting.	3. JW to liaise with DS re training record
3.4	AP3: JW to do further research on One Note	4. Data Protection to be an agenda item on next LGB
3.5	AP4: SH and NH have not yet met with RM due to RM's work pressures. DS had met with RM today to go through the budget.	5. JW to further research One Note
3.6	AP5: Risk register still to be updated.	6. SH and NH to meet with RM
3.7	AP6: Monitoring visit form had been sent to governors.	7. RM to give update on risk register at next LGB
3.8	AP7: School calendar still to be shared. DD to send dates of events for year to governors.	8. School calendar to be shared with governors and DD to send out list of events
3.9	AP8: HR figures are on the agenda but would like vacancy and supply figures on next agenda.	
3.10	AP9: DD and DS had a telephone monitoring conversation about Looked After Children and the report of it is attached with the papers	
3.11	API0: Interventions for students will be reported at agenda item 6.	
3.12	API 1: Curriculum proposals are on agenda item 5.	
3.13	API2: Staffing structure could not be provided for this meeting as it will be dependent on the curriculum that governors agree today.	
3.14	Following the development session prior to this meeting it was suggested that	

	governors need two more development sessions both for an hour before the main LGB meetings in March to agree the priorities of the Governor's action plan and in May to look at the vision and ethos of the academy.	to governors.
4	Chair's report	
4.1	The Chair had nothing to report	
5	Curriculum proposals for 2017-18 and staffing implications	
5.1	<p>The proposals were contained in the Principal's report on page 4. Years 7 and 8 currently have seven forms per year. KS4 students are in eight classes per year except in option choices. Generally, students have had the option to choose what subjects they like which has caused some difficulties when, for example, 40 want to do one subject which leads to classes being too small. Governors had a lengthy discussion on the Progress 8 subjects, including Ebacc, which subjects are in which 'bucket', which subjects are counted as 'double' awards and what are the best subjects for each student to take. On a monitoring visit a governor had met with RM to discuss financial status of the curriculum and found that the current KS3 curriculum is most efficient but KS4 and Ebacc were least efficient. The ethos has been to give the pathway that is right for each student to ensure they have the best way forward. The chair felt there were risks attached to a rationalisation of the curriculum which needed to be set out clearly. Changes would have to be put out to parents as soon as possible.</p> <p><b>Q: How many GCSE subjects do students choose?</b> A: Generally nine but some do ten. English counts as two (language and literature) and Maths counts as two. Double science also counts as two.</p> <p><b>Q: Is RE a mandatory subject?</b> A: Students have to study RE every week but do not have to take as a GCSE subject. Governors agreed to the proposals to offer options so that the vast majority of students have to choose at least one Ebacc subject, a small minority may be offered a vocational/practical alternative.</p> <p>Governors also agreed to reduce the number of groups on offer which may mean some subjects have insufficient numbers to run and some students may not be able to study their first choice of subjects.</p> <p>The curriculum offer would not be changing for year 10 children going into year 11 next year.</p>	9. DS requested cost of current and proposed curriculum models.
6	Principal's Report:	
6.1	<p>Attendance data.</p> <p><b>Q: Is there an attendance target set for Cowes?</b> A: The target is the national average.</p> <p><b>Q: Could the SLT clarify why Persistent Absence (PA) is recorded at 85% and 90%?</b> A: The government have changed the PA figure from 85% to 90%. JP advised the PA figures are likely to come down during the course of the year.</p> <p><b>Q: Attendance looks to be on a downward trend at the moment, is this a blip?</b> A: A high percentage of absence is due to illness (flu and stomach bug) so the figure should improve. Attendance is down from last year but the year teams are meeting with students to monitor.</p> <p><b>Q: Have changes to staff made a difference?</b> A: No.</p>	

	<p><b>Q: Why is attendance of Pupil Premium (PP) and Looked after children (LAC) low?</b> A: Many of these children have very challenging circumstances.</p> <p><b>Q: Illness counts as 3.4% absence, what was the percentage last year?</b> A: That figure is not to hand but can find out and report to the next meeting.</p> <p><b>Q: Could governors be shown trends in absence compared with the same times last year?</b> A: Comparisons can be available at the next meeting.</p>	<p>I0. Attendance data to include comparisons with previous year to be presented at next meeting.</p>
6.2	<p>Exclusions data</p> <p><b>Q: Why are exclusions significantly up from last year?</b> A: This is a concern. The academy expects high standards and won't tolerate abusive behaviour. There are a small number of students who have had a number of days of exclusion. The Island Learning Centre (ILC) is being used to support and SLT is working hard to come up with alternative solutions.</p> <p><b>Q: What happens to those students who go the ILC and return back into school?</b> A: Most students will have individual behaviour plans which include bespoke arrangements. Students are given varying sanctions, staff use data from last term to endeavour to be preventive and there has been training on de-escalation.</p> <p><b>Q: At what stage do parents get involved?</b> A: Usually from a 'Time out' when the academy contact parents. Following an exclusion there is always a meeting with parents.</p> <p><b>Q: The data shows one measure (number of days of exclusions), could governors see number of fixed term exclusions, how many this year compared with last year, internal exclusions and does the data show that behaviour has worsened?</b> A: The information requested can be provided for the next meeting. The sanction of 'Isolation' is different to last year. CR intends to carry out learning walks with a behaviour focus to observe and record behaviour in lessons.</p> <p><b>Q: What is being done for the PP students who accounted for a third of the exclusions shown last year and is now 50%?</b> A: We are aware of this and are working with the ILC specifically.</p> <p><b>Q: Is there a virtual school on the Island?</b> A: Yes, and Southampton and Portsmouth.</p> <p><b>Q: What benefits is that bringing?</b> A: In the case of the Southampton virtual school, there is funding for a teaching assistant (TA) working 1:1 with a student and there is alternative provision for yr 11 students. No specific contributions from other VSS Other evidence is needed to see that behaviour is improving. SH commented that student voice responses showed that behaviour was improving.</p>	
6.3	<p>Academic data</p> <p>The Yr 11 data shows the Progress 8 (P8) scores compared with national figures. Point scores for qualifications have changed this year and the academy is using OAT modelled estimates. Attainment 8 scores are almost at national level and these need to be built on as the cohort this year is more advanced than last year.</p> <p><b>Q: Could the letter grades be converted to figures to enable greater understanding.</b> A: The figure of 49 is equal to a C, 55 is equal to a B-.</p> <p>There are new qualifications for English and Mathematics so the predictions are less secure. Priorities for the academy are tracking groups including disadvantaged, boys,</p>	

	<p>most able and supporting English and Maths.</p> <p><b>Q: Has there been another data capture since December, is this data informed by mocks and are we moving to a higher level of certainty?</b></p> <p>A: Yes, there has been another data capture and the mock exam results are included so there is more certainty in predictions.</p>	
6.4	<p>Interventions</p> <p>Maths is doing replication of last year's interventions with focused periods of 1:1. English has a focus on borderline students particularly boys.</p> <p><b>Q: To what extent have students been involved in interventions and are we seeing their progress is improving?</b></p> <p>A: It is probably too early to see if there is impact yet. We are looking at coordinating interventions in particular subjects by looking at data and working out bespoke packages for individual students. Thanks to Luke Bower, OAT there is an additional £10k available for maths intervention to be used between now and end of this academic year.</p> <p><b>Q: What do we expect of next year's cohort?</b></p> <p>A: Current year 10 are slightly more able as are year 9 cohort.</p> <p><b>Q: Do we know if the re-organisation of schools on the Island has made a change to progress of students?</b></p> <p>A: The perception is that the academy is on an upward trend.</p> <p><b>Q: Do governors get a breakdown of academic data for each subject?</b></p> <p>A: This is normally done for each meeting.</p>	<p>11. CR to produce breakdown of subject data and information on participation, student progress and impact of interventions to next LGB</p>
6.5	<p>Yr 12 and 13 data</p> <p>Year 13 is a small cohort which is looking to be at national average of value added.</p> <p><b>Q: The data shows that Applied General APS is not performing as well as Academic APS in Yr 12, why is this?</b></p> <p>A: Grades have changed this year and this refers to a very small number of entries.</p> <p><b>Q: Could a narrative be produced next time to explain the data produced and could training be offered so governors are able to interrogate the data?</b></p> <p>A: LB offered to do the training for governors at the next LGB.</p>	<p>12. LB to do training on KS5 data at next LGB</p>
6.6	<p>KS3 data</p> <p>Year 7 data shows the cohort are in line with expectations, being about 20% below at this time of the year.</p> <p><b>Q: Why are English (21%) and Maths (35%) data showing below expectations?</b></p> <p>A: Maths has high expectations within the department and the standards are much higher. The data needs to be unpicked to ensure the data is correct.</p> <p><b>Q: The LAC and PP data shows below in all or many areas, could we have a benchmark to put into context in future?</b></p> <p>A: There is only one LAC and numbers within the groups could be identified in the future</p> <p><b>Q: It was felt that this was a good system and showed the range between subjects. Could governors have more contextual information as the current format raises questions about the quality of teaching in different subjects?</b></p> <p>A: Work needs to be done to look at judgements and challenge the departments.</p> <p>Yr 8 data</p> <p><b>Q: The data again raises the question about students who are below in certain subjects. Are English and Maths more accurate in their assessment and monitoring and are all departments following the same format?</b></p> <p>A: Monitoring is much more sophisticated in English and Maths so other subjects need</p>	<p>13. CR to produce benchmark figures and contextual information for all key stage data.</p>

	<p>to learn from them.</p> <p>The average percentage of 'below' gets higher as students go through the keystage and there are fewer children meeting expectations in year 9. English and Maths are priority for immediate support.</p> <p><b>Q: Why are students doing French in year 7 and Spanish in year 8?</b></p> <p>A: By giving them two subjects to try they can then choose French or Spanish as a GCSE option.</p> <p><b>Q: Is there an issue in quality of teaching in KS3?</b></p> <p>A: There have been difficulties with illness, absence and recruitment and tend to have more stability in KS4.</p>	
6.7	<p>Personnel information</p> <p><b>Q: Governors requested vacancy and supply staff data at this meeting and wondered where the information was?</b></p> <p>A: The Principal reported that there was currently one supply teacher and a vacancy in Maths which is covered.</p> <p><b>Q: Do we have any vacancies and if so how many?</b></p> <p>A: The Principal was not anticipating appointing anyone this year so there are no vacancies.</p> <p><b>Q: The data shows absence of 9.3% teaching and 9.6% support, is this correct?</b></p> <p>A: Yes but if broken down into reasons e.g. training, trips, maternity, compassionate leave and take out these it is more like 5.5%. SH suggested it should be no more than 4%.</p> <p><b>Q: Could governors have a narrative as what can be done to reduce this figure and if it is going up or down?</b></p> <p>A: A new system has been introduced so that if a staff member is off sick they have to phone in to explain. It was felt that people are trying their best to attend as they know how tight staffing is.</p>	<p>14. DS requested information on how many lessons were being taught by supply/cover staff</p> <p>15. JP to produce narrative on staff attendance with trends (up or down), capability, comparisons with last year and proposals on how to reduce</p>
6.8	<p>Quality of teaching. This will be an item on the next LGB agenda.</p>	
6.9	<p>Quality of leadership</p> <p>Governors discussed the report on the quality of leadership within the academy which had rag rated all departments based on learning walks, Principal review documents, subject improvement plans and the standard of quality assurance data. Improvements in departments included prioritising year 11 students, quality of interventions, better use of tracking systems. Nine out of 14 subjects were highlighted green, the rest were currently amber.</p> <p><b>Q: Will governors be able to see how much subject leadership will have improved by the next meeting?</b></p> <p>A: One subject, although making rapid improvement, will need to wait till GCSE results, two other subjects are likely to improve rapidly with support plans in place, one will have substantive lead back shortly and one department will need further support and learning from good practice within the academy.</p> <p><b>Q: Is the rag rating based on the leader or the effectiveness of the whole department.</b></p> <p>A: It is a combination of both but mostly based on the leaders.</p> <p><b>Q: If these ratings are linked back to the academic data in the report they do not always tally which begs the question is the leadership not so good or does there need to be more robust tracking data?</b></p> <p>A: We are working with departments to improve the moderation of assessments.</p>	<p>16. Report to include milestones on how leadership is going to improve</p>
6.10	<p>Budget focus on recovery strategy</p>	

	<p>The number of students on roll currently is 40 less than originally expected. The budget assumes claw back for 30 students based on October census. If the January census is taken into consideration this will mean further claw back. The bulk of loss is to the studio school.</p> <p><b>Q: Apart from going to the Studio School are there any other trends?</b></p> <p>A: Yes, a number have been taken out to be home educated.</p> <p>The lettings figure of £50k has been reduced to £30k. Attempts to increase lettings are currently hampered by not having suitable staff in place to promote and improve the use of the site. We are discussing this with OAT. The restructure ended up with only one compulsory redundancy. Staffing cost will be 80% of the budget. Governors felt this figure was high and would like to see it reduced to 75%. JP accepted governors' aspirations, but warned that forcing rapid conformity to arbitrary proportions, whilst possible, could not be effected without significant disruption and potentially adverse impact on recruitment and retention of both staff and students. Other cost savings that were proposed are not going to be met due to unplanned costs. Governors discussed and questioned a number of unexpected expenditure items and suggested cost areas that could be reduced. The Principal advised that he didn't think there could be any more cuts this year without affecting students. The curriculum resources have been halved this year and if this area was reduced any more there may be damage to morale. The latest year end forecast is £130k deficit.</p> <p><b>Q: What is OAT's view on the budget situation?</b></p> <p>A: The Principal has written to Paul Nye to advise that Cowes has a recovery plan over two years with the aim of having a balanced budget at end of 2018-19.</p> <p>Governors agreed to support the two year recovery plan and seek approval from OAT.</p> <p>Governors agreed that the limit of £130k deficit at year end 2016-17.</p> <p>Governors expressed a strong desire that this deficit should not be exceeded and required leaders to seek permission should unforeseen circumstances make this a possibility.</p> <p>Governors agreed that there needed to be a contingency plan in place for elements of high risk</p> <p>JP left at 1800</p> <p>LB left at 1800</p> <p>Governors agreed that the academy need to look at ways to increase income and recruitment of students.</p>	
6.10	<p>Pension Fund</p> <p>RM tabled information.</p>	<p>17. RM to email governors with explanation of the pension fund</p>
7	<p>Governor visits reports monitoring Academy Improvement Plan</p>	
7.1	<p>Monitoring visits were noted.</p>	<p>18. Actions from monitoring forms to be sent to relevant staff</p>
8	<p>Policies for approval:</p>	
8.1	<p>Admissions, Behaviour, Charging &amp; Remissions, Disclosure and Barring Service, Drugs, Alcohol, Tobacco, Health &amp; Safety, Pay Policy, Personal Electronic Devices, Sex &amp; Relationships Policy, Special Educational Needs &amp; Disabilities, Staff Grievance Policy, Statement of procedures dealing with Allegations of Abuse against staff, Supporting</p>	

	<p>Students with Medical Needs – including administering medicines, Governors agreed the Drugs, Alcohol, Tobacco Policy with the option B included Governors agreed to postpone the Health &amp; Safety Policy for further review Governors agreed to postpone to Personal Electronic Devices Policy for further review Governors agreed to postpone the Teachers Pay Policy as there was no updated version from OAT. Governors agreed the Admissions Policy (which had been out for consultation with no comments), Behaviour Policy, Charging and Remissions Policy, Disclosure and Barring Service Policy, Sex and Relationships Policy (with the addition of the appendices), Special Educational Needs and Disability Policy, Staff Grievance Policy, Statement of procedures dealing with Allegations of Abuse against staff Policy and Supporting Students with Medical Needs Policy.</p> <p><b>Q: Governors asked about a letter sent to parents advising that OAT is aiming to appoint a new Principal for September?</b> A: The Chair apologised for not advising governors that the letter was going out and that OAT want to involve governors. OAT is responsible for appointing the Principal.</p>	
9	Next meeting:	
9.1	LGB 30 <sup>th</sup> March 2017 at 3pm. Development session to start at 2pm on 30 <sup>th</sup> March 2017.	

## Confidential business

*This section of the minutes is only distributed to those in attendance at the meeting.*

Item no.	Item title	

Signed as a true and accurate record: David Sword .....

Date: ...30<sup>th</sup> March 2017 .....