

Cowes Enterprise College
Local Governing Body Meeting

Date:	Thursday 6 th July 2023
Time:	3.00pm to 5:00pm
Location:	Cowes Enterprise College, Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB and Teams*

Governors	Initials	Role	Apologies	Initials	Role
Rachel Richards	RR	Chair – OAT Governor	Nigel Harley	NH	Community Governor
Rachel Kitley	RK	Principal	James Lucas	JL	Parent Governor
Cheryl Buggy	CB	Community Governor	Kristian Parker-Meadows	KPM	Staff Governor
Monique Gallop	MG	Parent Governor	Rob Pritchard	RP	OAT Governor
John Irvine	JI	Community Governor	Dannii Godfrey	DG	Assistant Principal
Robin Price	RCP	Community Governor	Mark Palmer	MP	Vice Principal
			Tom Harding	TH	Vice Principal
			Hazel Walker	HW	Vice Principal
			Attendees		
			James Milligan	JM	Assistant Principal
			David Sanchez-Brown	DSB	Assistant Principal
			Vicky Wells	VW	Vice Principal
			Richard Marinelli	RM	Business Director
			Adam Brown	AB	Assistant Principal
			Roger Lyon*	RL	Assistant Principal

Quorum is 4

Part		Actions
1.	Welcome and apologies for absence	
1.1	RR welcomed everyone to the meeting. Apologies were accepted from NH, KPM, JL and DG.	
1.2	JM would be joining later in the meeting.	
2.	Declarations of interest	
2.1	No interests were declared in any agenda items.	
2.2	Governors were reminded that new interests should be recorded on GovernorHub.	
3.	Compliance matters	
3.1	OAT had appointed RR as Chair of the LGB for a period of four years.	
3.2	KP had been appointed as the new clerk to the LGB.	
3.3	Emma Heathcote had resigned.	

3.4	NH had sent his apologies for the meeting. He would be studying abroad for a year and the Chair and Clerk would be in contact with OAT to discuss whether he would be able to take a leave of absence or whether he would need to resign for the duration of his time away.	Chair/ Clerk
4.	Minutes and matters arising	
4.1	Minutes of the meeting held on 11 th May 2023 were agreed as a true record.	
4.2	All actions from the previous meeting were included on the agenda and would be discussed under the appropriate item.	
5.	Discussions/Decisions	
5.1	Principal's Report- Verbal	
5.1.1	It had been a busy time for the academy with a large number of trips and activities. Exams for Y11 and Y13 had taken place and the academy was broadly pleased with how they had run.	
5.1.2	The academy had already started events for Y11s due to join sixth form in September. The medics day had already taken place, there would be a trip the following week and further events throughout the Summer.	
5.1.3	The four-year strategy had been finalised subject to feedback from governors. A significant collaborative process for this had taken place since the previous LGB meeting.	
5.1.4	The first Y9 graduation was taking place this year. This was part of a piece of work around developing character in the round.	
5.1.5	Lead OAT practitioners in Science, Maths, History, Computer Science and Art had visited in the previous few weeks, which had provided good support and input.	
5.1.6	There had been a two-day conference for Maritime Futures which was fully funded by the Department for Transport. Education Scotland were looking at ways to implement the same model in Scotland.	
5.1.7	Y6s had been invited to a STEM careers event lead by TH and this had been very positive.	
5.1.8	OAT was in conversations with Centrica about becoming an eco-trust. This would likely result in significant investment in the academy, and the academy would be part of a pilot scheme for this. This would include an investment in solar panels of several hundred thousand pounds.	
5.1.9	The academy was also in conversations with the trust about the vacated nursery building. The proposal was to renovate and extend it to turn it into an alternative provision within the school. This would allow the academy to offer longer term support to children on roll at the academy. It was noted that ILC was currently over PAN, and there would no longer be a primary provision.	
5.1.10	Q: What are the cost implications for this? How many children would be in this provision?	

	<p>A: The alternative provision would be used for behaviour-based work for children who have not responded to early help. The centre would be for fifteen students taught in one mixed aged group environment to allow for flexibility in their provision. We have looked at staffing and the provision would save money in comparison to the current cost to the school of alternative provision.</p>	
5.1.11	<p>Q: How will all children be safeguarded with this provision onsite? A: It will be a separate building with its own entrance and exit and the pupils in the provision would not enter the site the same way as other students.</p>	
5.1.12	<p>The principal noted that this would be an investment of approximately £250,000 if it went ahead. It was hoped that this provision could open for September 2024.</p>	
5.1.13	<p>Q: Is the objective to save money or improve provision? A: Both. There will be a financial benefit, but the aim is to provide longer term support within the ethos of the school.</p>	
5.1.14	<p>Q: How much does the academy spend on alternative provision currently? A: Approximately £160,000 a year.</p>	
5.1.15	<p>There had been one permanent exclusion since the previous meeting. This was unavoidable following a physical assault and was upheld by governors. There had been a second permanent exclusion which had been rescinded prior to it being brought to a panel of governors. The principal had found an alternative to exclusion for that pupil. The academy had concerns about the level of support given to them by the LA in relation to exclusions, as the LA had not been supportive of an alternative in this case.</p>	
5.1.16	<p>Q: What is the LA's rationale for favouring exclusion in this case? A: The academy does not know for certain. A formal complaint is being made and the Chair of Governors is already aware of this.</p>	
5.1.17	<p>The academy would continue to deliver NPQs for the Isle of Wight.</p>	
5.1.18	<p>The academy was reaching the conclusion of its four-year strategy and as such would be moving into a four-year strategy which would include the Ofsted improvement target. The academy had sent a questionnaire to all stakeholders and had received a response from nearly 500 children and a good number of parents. The draft strategy was shared with all staff at an inset day and the feedback had been used to redraft the document.</p>	
5.1.19	<p>The strategy was based on four main areas, each with three projects which were then broken down into activities to support those projects. The academy planned to move personal development into science to ensure that science and PSHE were appropriately integrated, this would be called Healthy Living.</p>	
5.1.20	<p>Q: Is integrating science and PSHE standard practice? A: No, it's innovative and new. The academy is carefully working with OAT and will ensure that PSHE is not jeopardised. If this seems to be the case, CEC will separate them again.</p>	

5.1.21	<p>Q: PSHE is often an emotive topic for parents, how will this be managed? A: Extremely complex and sensitive topics will be taught by SLT in whole cohort sessions. We do meet with parents who have concerns and usually end up with no parents requesting their child be removed from these lessons. However, the lessons will be discrete.</p>	
5.1.22	<p>Q: Do governors have an opportunity to input into the strategy? A: The strategy is close to a final draft, but it will not be finalised until governors have had input.</p>	
5.1.23	<p>Q: What is the evolution from the previous strategy to this strategy? A: Some elements remain constant, such as quality of teaching and learning and a strong Y7-Y13 curriculum. Some elements are being moved forward into a new iteration. There is a greater focus on attendance and behaviour as there needs to be a sharper focus on this following Covid Student leadership has evolved.</p>	
5.1.24	<p>The principal apologised that there had not been more time for governors to input into the strategy. This was unfortunate and due to time constraints, a change of Chair and a change of clerk.</p>	
5.1.25	<p>Q: How has the feedback from Ofsted influenced the strategy? A: The one target from Ofsted is included in the plan.</p>	
5.5	<p>KPI Report <i>Y11 Progress towards numerical targets</i></p>	
5.5.1	<p>The academy provided the most recent Y10 data. The year group had undertaken assessments in exam conditions in the classroom and 2019 grade boundaries had been used. Low prior attaining students had performed well and progress predictions for the cohort had improved.</p>	
5.5.2	<p>Disadvantaged students who were high prior attainers were all predicted to achieve 5+, moving forward work would be done to push those students to 7+.</p>	
5.5.3	<p>Maths progress was a particular strength for middle and low prior attaining students. Work would be done with high prior attaining students, including a high number of disadvantaged pupils, to raise aspirations.</p>	
5.5.4	<p>Moving into Y11, areas of improvement would be to close the gap between boys' and girls' attainment; improve outcomes for disadvantage high prior attainers across all subjects; and continue to improve adaptive teaching for SEN students.</p>	
5.5.5	<p>The number of students predicted to achieve 9-5 in English and Maths had increased by 8%, and students predicted to achieve 4 or more in English and Maths had increased by 9%.</p>	
5.5.6	<p>On balance, there had been no significant changes in predictions from February to July.</p>	

5.5.7	There would be work done around parental engagement moving into Y11. The academy was aware that attendance was a significant factor, especially for disadvantaged pupils. 1:1 mentoring would also complement this, and there would be a focus on any students who were struggling to get a positive progress score.	
5.5.8	Additional careers support would be given with a view to raising aspirations. It was noted that many students talked about not having a direction after Y11, which translated into challenges around attendance and motivation. The academy had fast-tracked Y10s into career meetings as a way of combating this, and pastoral interventions were in place including mental health and emotional literacy support.	
5.5.9	<p>Q: Why are English progress scores lower than other subjects? A: In part, this is due to the delivery of the English curriculum. When assessment was carried out in February, teachers were making predictions based on smaller coverage of the course content and so were having to make more assumptions about how students would attain in aspects not yet covered.</p>	
5.5.10	<p>Q: What percentage of the cohort are disadvantaged and how is this defined? A: It is defined by families who have qualified for FSM in the last six years. It is 23.5% of the current cohort. This is typical for the academy.</p>	
5.5.11	<p>Q: What is in place for students who are not disadvantaged but are still struggling? A: The academy analyses data across many groups, of which disadvantaged is one. We identify students who need support and put in place interventions and strategies. This is done on a child-by-child basis.</p>	
5.5.12	<p>Q: Is 23.5% in line with national average for disadvantaged students? A: Yes</p>	
	Y13 Progress towards numerical targets	
5.5.13	Some Y13s would be returning in the summer for job clubs. They would be given support to apply for apprenticeships and be given opportunities to have model interviews.	
5.5.14	Y12 data was looking positive with an average point score of B-.	
5.5.15	JM joined the meeting.	
5.5.16	Every year, the academy had 1:1 meetings with each sixth form student at least three times a year to discuss their progress, work and study regimes. A tutor programme was in place primarily for SEND and disadvantaged students who required extra tuition and support. The academy report that this year, student regimes seemed to be strong for the current Y12s.	
5.5.17	<p>Q: How many students are you expecting in the next Y12 cohort? A: A minimum of 70, but the exact figure won't be known until results day.</p>	
5.5.18	A series of programmes had been run in the Summer term following exams, and prospective students had been invited in. The medics group had been very positive.	

5.5.19	AB left the meeting.	
5.5.20	The academy believed their careers provision to be strong and robust. Student feedback was that they wanted even more opportunities to learn about different careers and the academy was happy to provide this.	
5.5.21	Last year's cohort had an outcome of 0% NEET. This was achieved through work with students to ensure that they knew their destination, providing support for their mental health, and providing the tools they needed to succeed.	
5.5.22	The academy was still building capacity following covid, and next year would provide more opportunities in terms of work placements and careers events.	
5.5.23	The current Y10 was a large cohort, and as such, sessions with the careers advisor had started in early May to ensure that all Y11s had been seen by December to give all students adequate time to apply to their next destination. If students asked for more meetings, they were provided.	
5.5.24	DSB left the meeting <i>Quality of Teaching</i>	
5.5.25	For next year, the academy would be developing a Behaviour for Learning party, which would draw on the expertise of staff members who had strong approaches to behaviour management. This would tie into the long-term plans for a coaching model within the academy.	
5.5.26	Two lead practitioners from OAT, one for teaching and learning and the other for sixth form, had visited and delivered a session to staff on high quality sixth form teaching.	
5.5.27	There had been a cultural shift halfway through the academic year to put the onus on students for taking responsibility for their learning, organisation and book presentation. In addition to this, there had been a drive to ensure that feedback from staff was impactful.	
5.5.28	Q: Does the academy have a high staff turnover? Is there a good mix of new and experienced staff? A: We do not have a high turnover, in the current climate where recruitment is challenging this is a positive. However, the academy recognises that there are certain weaknesses to this, as experienced staff are more expensive and bringing in less experienced staff can be energising. <i>Curriculum areas being supported</i>	
5.5.30	The PE curriculum had been rewritten to ensure it was having a positive impact on KS4 and KS5.	
5.5.31	A new director of humanities had been appointed and was being support by DG, JM and VW.	
5.5.32	Support had been given to ensure that the business curriculum implementation was effective. Similarly, support have been given in Computing and ICT.	

5.5.33	<p>JM left the meeting.</p> <p><i>Teachers being supported</i></p>	
5.5.34	<p>ECTs and PGCE students were being supported in ways standard for their career stage. Two classroom teachers were being supported. One as they were returning to work, and the other about quality of teaching.</p> <p><i>Attendance</i></p>	
5.5.35	<p>Attendance remained challenging with 89.5% as the average across all year groups. This was reflective of a low national average. There were challenges not previously seen such as patterns of children not attending on a Friday. This was not specific to a particular cohort but across the school. There were many factors affecting this, one of which was mental health support not being provided in as timely a manner as the academy would like which was affecting children's resilience.</p>	
5.5.36	<p>The academy had joined the attendance hub and would be provided with guidance from schools whose attendance was significantly higher than the national average. This support would start in September.</p>	
5.5.37	<p>Persistent absenteeism was a particular concern with 31.5% of pupils classed as persistently absent in comparison to 7% in 2019.</p>	
5.5.38	<p>The academy was committed to effectively addressing this as part of the new strategy.</p> <p><i>Staff Members and Turnover</i></p>	
5.5.39	<p>Governors were provided with staff turnover figures. It was noted that the academy was taking on more staff than it was losing. This had been budgeted for carefully and was, in part, based on increasing pupil numbers.</p> <p><i>Finance</i></p>	
5.5.40	<p>The academy's YTD actual deficit was £179,465 which was on track with the forecasted deficit of £178,713. The full year forecast of a £126,134 deficit was achievable as the end of the academic year saw a reduction in spend.</p>	
5.5.41	<p>The deficit had been approved by OAT and was the result of an increased spend on alternative provision, supply staff, and energy costs. This increased expenditure was not unique to CEC and was a challenge across OAT. OAT would centrally fund the deficit.</p>	
5.5.42	<p>Q: Were pay increases budgeted for? A: Yes, following the template provided by OAT.</p>	
5.5.43	<p>There was a salary cost that would be permanently funded centrally by OAT, and this had been agreed. This was approximately £45,000 of the deficit.</p>	

5.5.44	OAT had provided £250,000 to install LEDs for the entire building and had also previously provided funding for solar panels. These would lead to long-term energy savings.	
5.5.45	Q: Why have the numbers fallen in some year groups? A: Greater information can be provided at the next meeting. This is not currently a concern financially.	Princ.
5.5.46	The academy had agreed to take an additional 38 children for next year's Y7 cohort. 30 had been requested by the LA and 8 were the result of successful appeals.	
5.6	Safeguarding	
5.6.1	KCSIE 2023 had been published and there were only a few changes which had been summarised in the report. There would be a push on digital safeguarding for the following academic year. The academy would be using the National College for training requirements for staff, as recommended by OAT.	
5.6.2	There had been some queries on the SCR check, and this would be reviewed by a governor as soon as possible.	MG?
5.6.3	Q: Has a possible change to the use of CPOMs been discussed by SLT? A: In some settings, all staff members have access to CPOMs. We are exploring a different approach where form tutors would have access. However, there is a concern that some members of staff are not in an emotional position to read all CPOMs entries.	
5.6.4	Q: Did the drug and alcohol related suspensions involve bringing substances into school? A: This will be clarified at the next meeting.	Princ.
5.6.5	Q: There have been three permanent exclusions this year, how many were there last year? A: Two	
5.6.6	Q: There have been 66 suspensions this year, how many were there last year? A: 68	
5.6.7	Q: How many of those children have SEND? A: The principal will bring the information to the next meeting.	Princ.
5.6.8	Governors requested that the safeguarding memo to all staff also be distributed to governors in September.	
5.6.9	Q: Has the lockdown drill taken place yet? A: No, it will take place as soon as possible.	
5.6.10	RL left the meeting.	
5.7/5.8 /5.9	The Enrichment Report, EVOLVE Report and SRE Report had been circulated prior to the meeting. There were no questions.	

5.13	Risk Register	
5.13.1	Governors had been provided with the top ten risks from the register. It was noted that the academy had very good support from OAT and did not have significant concerns about the risks listed.	
5.13.2	Q: What process is used for identifying risks? A: Each member of SLT has ownership over a particular area and will identify risks, the register is then produced collaboratively.	
5.13.3	Q: Will the change to the E1M curriculum appear on the risk register? A: Yes	
5.13.4	Q: How is the capital budget used? A: OAT has a premises development plan and allocates funding based on the life cycle of buildings and equipment. There is also a contingency budget in case of unexpected capital costs.	
6.	Policies	
6.1	All OAT academies would be consulting on their admissions policy. A copy of the model letter had been provided to governors with the policy.	
6.2	It was noted that the Uniform Policy shared on GovernorHub had not yet been customised for CEC. This would be done urgently.	Clerk
6.3	The following policies were agreed by all those present: <i>2025/26 Admissions Arrangement and Policy</i> <i>Allegations of Abuse Against Staff</i> <i>Careers Education Information and Guidance</i> <i>Staff Code of Conduct</i> <i>Catering Policy</i> <i>Mandate Fraud Policy</i> <i>Remote Learning and Intervention</i> <i>Visitors Policy</i>	
6.4	The Charging and Remissions Policy would be deferred to the next meeting.	Clerk
7	Documents for Information	
7.1	The committee notes and minutes had been circulated.	
7.1.3	At the most recent SPB there was discussion about an increase in school hours due to the White Paper which had now been withdrawn. The academy felt that the change to school times would not be appropriate at this time and wished to wait for further advice from the government.	
8	Governance	

8.1	All items were deferred to the next meeting.	Clerk
9.	Any other business	
9.1	None.	
11.	Confirm date of next meeting	
11.1	The meeting dates for the following year had been circulated prior to the meeting, some changes to the dates were communicated at the meeting and the new dates were agreed as follows: 25 September (SPB) 28 September (LGB) 30 November (Governor Day and LGB) 18 January (SPB & LGB) 21 March (LGB) 2 May (SPB & LGB) 27 June (SPB & LGB)	
11.2	All governors would have an opportunity to meet with the Chair over the Summer.	
12.	Governors noted that it was RCP's last meeting. He was thanked for his time as governor at CEC.	

Action Log - July 2023

Agenda Item	Action	Person(s) Responsible	Status
3.4	Chair and Clerk to discuss NH term of office with OAT	Chair/Clerk	
5.5.45	Principal to provide information on pupil mobility at September meeting	Principal	
5.6.2	Governor to review SCR	MG?	
5.6.4	Principal to provide further information on suspensions related to drugs and alcohol at September meeting	Principal	
5.6.7	Principal to provide figures on SEND and suspensions at September meeting	Principal	
6.2	Clerk to circulate updated uniform policy	Clerk	
6.4	Charging and Remissions Policy deferred to September meeting	Clerk	
8.1	Governance items deferred to September meeting	Clerk	