

Minutes of early autumn meeting

Cowes Enterprise College

Local Governing Body

Date:	Thursday 28 th September 2023	Time:	3:00pm – 5:20pm
Location:	Cowes Enterprise College, Crossfield Avenue, Cowes, Isle of Wight, PO31 8HB and Teams^	Clerk:	Kat Pevreall - KP
Committee members	Rachel Richards, Chair and OAT Governors – RR Rachel Kitley, Principal – RK Cheryl Buggy, Community Governor – CB Monique Gallop, Parent Governor – MG John Irvine, Community Governor – JI James Lucas, Parent Governor – JL^ Kristian Parker-Meadows, Staff Governor, KPM	Other attendees:	Danielle Godfrey, Assistant Principal – DG David Sanchez-Brown, Assistant Principal – DSB Claire Slade-Carter, SENCO - CSC
Apologies:	Will Burns, Community Governor – WB Rob Pritchard, Oat Governor - RP		

**In attendance for specific items only*

	Item	Action
1.	Welcome and apologies for absence 1.1. Chair welcomed all to the meeting. Apologies received and accepted from WB and RP.	
2.	Declarations of interest 2.1. None declared.	
3.	Minutes and matters arising 3.1. Minutes from meeting on 6 th July 2023 were agreed as a true record to be signed by the chair.	

	<p>3.2.1 It had been confirmed that Nigel Harley was resigning from the board whilst he was out of the country with the understanding that he would be welcome to join the board again at a later date.</p> <p>3.2.2 The academy had provided further information on pupil mobility and drug and alcohol related suspensions for discussion later in the meeting.</p> <p>3.2.3 The Uniform Policy and the Charging and Remissions Policy had been circulated prior to the meeting.</p> <p>3.2.4 All governor items were on the agenda.</p>	
<p>4.</p>	<p>Reports and Strategy</p> <p>4.1 SEND Information Report</p> <p>4.1.1. The new SENCO was formally introduced to the board.</p> <p>4.1.2. There had been significant work done over the last year to improve adaptive teaching across the academy and this formed the core of day-to-day practice. The SENCO had not been part of the transition process for Y6 to Y7 for this year's new cohort. As part of the transition, in addition to using SATs data, the academy tested students to further understand their ability and needs.</p> <p>4.1.3. The academy reported that it was responsive to the needs of young people, and when putting interventions in place all staff were clear about how that intervention would impact the young person and what changes they should expect to see.</p> <p>4.1.4. SENDIASS was visiting the academy that evening and twenty families were coming in for this.</p> <p>4.1.5. The academy was reviewing the OAT SEND Policy to develop a policy that was student lead. The academy has identified that the stigma attached to SEND was still a barrier and the SENCO was looking at ways in which this could be addressed.</p> <p>4.1.6. Q: Will all pupils be consulted on the policy or just SEND pupils? A: To start there will be a small cohort of SEND students, and then there will be an opportunity for wider student voice across all key stages, both for SEND and non-SEND pupils.</p> <p>4.1.7. Q: A comprehensive list of services that the academy accesses has been provided. Are they all actively engaging with the academy? A: There have been changes to the YMCA service in the last year, and this has impacted the success of the service. The referral process for ADHD and ASD is currently closed which is very challenging. The Youth Trust and CAMHS have long waiting lists of over six months.</p>	

	<p>4.1.8. Q: How does this impact the academy’s resources and individual pupils? A: The academy responds to pupils as if they have received the diagnosis they are waiting to be tested for, and if a service is unavailable the academy will take action to support pupils.</p> <p>4.1.9. Q: Are you able to classify a child as SEND without a diagnosis? A: Yes</p> <p>4.1.10. Without an EHCP, a child would not receive additional funding. However, they would still be on the SEND register if the academy felt it was appropriate based on staff knowledge and experience of the child. Children would receive pupil passports immediately and these were circulated to teachers to ensure they had the most up to date information for the child.</p> <p>4.1.11. Q: How do supply teachers know this information? A: Supply teachers have access to Provision Map where we hold this information. However, it is rare that teachers from outside the academy are used as there are five permanently employed cover teachers.</p> <p>4.1.12. CSC left the meeting.</p> <p>4.2. Monitor Provision of Sex and Relationships Education</p> <p>4.2.1. Due to an IT error, the paper for this had not been circulated prior to the meeting but would be made available to governors after the meeting.</p> <p>4.2.2. Last year, RSE had been delivered through the E1M curriculum, and weekly texts had been sent to parents to warn parents of sensitive topics that might be discussed and signpost parents to support. The academy had received training from Anna Murray, a local practitioner.</p> <p>4.2.3. The academy sought feedback from parents. Last year, following feedback, more practical sex education had been introduced in Y8 and it had taken place earlier in the year. Parental feedback had been largely positive. Feedback was also regularly sought from the Equality Committee and Change Committee.</p> <p>4.2.4. For the current academic year, RSE topics would be taught in Life Science in KS3. So far, there had been two learning walks to monitor this, and it was proving a positive change. The curriculum was being taught at a more rapid rate than in previous years which meant that the school could ensure important safety topics were taught earlier in the year.</p>	<p>DG/Clerk</p>
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- 4.2.5.** The letter to parents informing them of their right to withdraw was being sent two weeks earlier this year to ensure that there was time to meet with parents who expressed concerns. There had been one parent query so far about sexuality and gender, the academy had met with the parent, and they were happy for their child to continue.
- 4.2.6.** All staff who were new to teaching Sex Education had received face-to-face CPD with an accredited practitioner on the island. It was a positive experience, in particular the training given around responding to challenging questions.
- 4.2.7.** The previous week, DG had undertaken a whole day training session with All Sorts, a charity supporting LGBT+ young people in the community. DG would be producing a video for staff based on this training and this would also be shared with governors.
- 4.2.8. Q: How does the academy teach safety on social media?**
A: In the second assembly of the year we discussed social media use and signposted to support that young people could access if they found themselves in challenging situations. All children carry signpost safeguarding cards in their blazers which they can take home.
- 4.2.9.** The academy had updated their posters for the safeguarding team to encourage children to feel comfortable approaching the team. Students provided feedback during the development of the posters.
- 4.2.10. Q: Does the academy find that one gender is more affected by social media?**
A: No.
- 4.2.11. Q: How does the academy keep informed on trans+ issues?**
A: The academy is awaiting the government guidance. As an academy, we are inclusive and we abide by the Equality Act. Young people tend to be supportive, and questions more often come from parents.
- 4.2.12. Q: Are parents on board with this message?**
A: We reassure parents that we teach a factual and inclusive curriculum. We often find one conversation reassures them.
- 4.2.13. Q: What support is in place for parents of trans+ students?**
A: There are many good organisations on the island that we can signpost to, and parents are supported through heads of year and pastoral care. The academy has formed a working committee for the Rainbow Flag Award and part of this would include parent workshops. The academy is already meeting a lot of the criteria for this which was reassuring.
- 4.2.14.** DG left the meeting.

4.3. Reports Shared at SPB

- 4.3.1.** The Chair had met with governors over the Summer and governors were keen to have more discussion opportunities during meetings. As such, the documents shared at SPB would also be shared at LGB and governors who had attended SPB would recommend discussion points.
- 4.3.2.** Governors had received the KS5 impact statement and were given the opportunity to ask questions.
- 4.3.3.** DSB left the meeting.
- 4.3.4.** Due to illness and parents evening, many members of SLT were unable to attend the meeting and the Principal would be answer questions on their behalf.
- 4.3.5.** The Principal report that it had been a successful start to the term. Y7s and Y12s had settled in well and Y7 had grown by an entire class at the request of the LA due to oversubscription. Recruitment for sixth form was strong and the academy had achieved the strongest A Level results on the island and were competitive with the south coast.
- 4.3.6.** The education director, Nicola Bull, had visited the academy on Monday and had visited Y7 classes. Y7s had reported that they felt happy and safe, and they were enjoying their start to the year.
- 4.3.7.** The Principal had reviewed the early impact of the KS3 Life Science curriculum and it was proving to be a positive change. This would be monitored carefully.
- 4.3.8.** Hazel Walker had been asked to present at the OAT national conference. The Chair and the Principal would also be in attendance. HW would then attend the next LGB to present.
- 4.3.9.** Despite the change in grade boundaries, Y11 and Y13 results had been good.
- 4.3.10.** Principal's reviews were being held and the schedule had been circulated to governors. Governors were welcome to attend. It was an opportunity for the academy to go through the results in detail and agree action plans for the year.
- 4.3.11. Q: How did Y11 results compare with other secondary schools on the island and in Hampshire?**
A: That information isn't provided in a comparable format, however we are aware that it was a weak year for the island generally and other schools were disappointed.
- 4.3.12. Q: Is attendance still challenging?**
A: Yes, and attendance did impact results, although results were still strong. Y11 attendance was less than 90%. The academy has contacted all Y11 and Y10 parents mapping their child's attainment against their

attendance in the previous year as the academy had found a direct correlation with attendance and attainment.

4.3.13. Q: Has attendance always been an issue for CEC?

A: For two years prior to covid, attendance was above national average in every category and now attendance is below national average in every category.

4.3.14. Q: Are there any changes within the academy that can account for this shift?

A: The academy's practices have not changed, excluding changes due to health and safety during the pandemic, but there has been a culture shift. The relationship between schools and families has become more complex.

4.3.15. The academy was finding that there was more buy-in from the current Y11s than the previous cohort. Partly this was due to difference in cohort, but the current Y11s had also received great provision that the previous year group did not have access to including a better curriculum offer and a strong Y7.

4.3.16. The academy's maritime work continued positively. The academy was currently working with Education Scotland who felt the academy's model was in line with the vision of Education Scotland. The academy had been invited to speak to schools across Scotland, with the Principal presenting at an event all Scottish headteachers had been invited to. The toolkit written by the Principal had gone to Downing Street and the Skills Minister had commissioned it for every industry.

4.3.17. The academy was working towards a Wellbeing Award and a Wellbeing governor would be required as part of that process.

4.3.18. Isle of Wight and Hampshire would no longer be working together as of January, and this was a risk as some services were still delivered through the LA. The IWC had outlined a plan to school leaders, however currently Hampshire provided a lot of services to the island.

4.3.19. JI left the meeting.

4.3.20. There were a small number of children who had returned from the Summer holiday not willing to work with the school. There were plans in place to address this.

4.3.21. Q: Is this across all year groups?

A: Predominantly in Y8 and Y9.

4.3.22. There were national behaviour concerns. Suspensions were high and the school had permanently excluded three students that week.

4.3.23. Q: Are you finding that there is more physical abuse towards adults?

A: Yes, one teacher has been assaulted.

4.4. Risk Register

- 4.4.1. The risk register remained unchanged since the previous meeting and had been circulated to governors. The academy was considering the dissolution of the partnership with Hampshire has a risk and would do everything it could to mitigate that risk.
- 4.4.2. The academy was working quickly and positively with Hampshire for minimum disruption to the Y7 process. The academy was aware that the LA would likely be requesting that CEC take an additional 30 children to Y7 in 2024 as it had this year.
- 4.4.3. JI returned to the meeting.
- 4.4.4. **Q: What is the impact of moving to Cambridge Nationals?**
A: We started to shift towards Cambridge Nationals prior to the end of BTECs but we will not fully know the impact of this until the courses have been completed.
- 4.4.5. **Q: Were any Cambridge Nationals running last year?**
A: The Principal would confirm this.

Principal

4.5. Behaviour Impact Statement

- 4.5.1. There was a supplementary document provided at the meeting that the clerk would circulate after the meeting. It included a comprehensive intervention menu with specific intervention packages depending on the need of the child.
- 4.5.2. There had been a very small number of exclusions in the previous few years and it would be higher this year. There were students who were unwilling to engage in any interventions and were being defiant. If the intervention menu was not in place, it was likely that suspensions in previous years would be much higher.
- 4.5.3. Final Warnings were in place where governors, who chaired the meeting, met with the students and their parent(s). The meeting was an opportunity to talk to the child about their aspirations and how they had ended up in a final warning meeting and encourage them to see the importance of school.
- 4.5.4. **Q: Do you take children who have been permanently excluded from other schools?**
A: Yes, the academy believes in children having second chances and remains optimistic that the child will do well at CEC.
- 4.5.5. The Principal suggested that, when appropriate, governors may also be asked to join reintegration meetings following a suspension.

Principal/
Clerk

	<p>4.5.6. The LGB agreed that a letter could be sent from the board when children were receiving suspensions that would highlight the interventions available to the child and encourage families to discuss with the academy what an appropriate intervention may be.</p> <p>4.5.7. The LA had developed a contract that would be signed by parents and the child ahead of the final warning meeting. If a parent were to actively refuse to follow the contract it could result in a court order.</p> <p>4.6. Y11 September 2023 GCSE Impact Statement</p> <p>4.6.1. The interventions put in place had improved attainment from original predictions. At SPB, Adam Brown discussed the disadvantaged passports that would be put in place for students, as the gap between disadvantaged and non-disadvantaged students had grown. This would give teachers a clear idea of why a child was disadvantaged and what strategies would be helpful for them.</p> <p>4.7. Mobility Impact Statement</p> <p>4.7.1. The main reason for children leaving the school continued to be EHE. The academy had lost more children than hoped at the beginning of the year, but they would also take more children in as a result.</p> <p>4.7.2.</p>	
5.	<p>Policies</p> <p>5.1. Policy Review</p> <p>5.1.1. Q: The Charging and Remissions Policy stated that cover for the teacher on the trip would be included in the price, do we charge for this cost? A: The Principal was committed to the school paying for any trip that was linked to the curriculum. In reality, staff cover costs were not included as the academy employs its own cover supervisors.</p> <p>5.1.2. Q: How does the academy ensure its inclusive in terms of trips? A: When the academy charges for trips, PP children are able to go for free.</p> <p>5.1.3. The Principal noted that as the budget became more challenging, there may need to be a different approach to this.</p> <p>5.1.4. Q: Is there grant funding you can access? A: The Ocean Youth Trust have permanently funded a trip each year. The academy also has a donation page.</p>	

	<p>5.1.5. Q: Is there someone who actively looks for grants? A: There is someone employed by OAT to look for grants but usually they are large grants.</p> <p>5.1.6. The Child Protection and Safeguarding Policy was approved.</p> <p>5.1.7. The SEND Policy was approved subject to the link governor name being changed to John Irvine.</p> <p>5.2. Confirm prep for 6 week admissions consultation to run 2 Oct–13 Nov 2023. Policy to be consulted for AY 2025-26</p> <p>5.2.1. The consultation would begin on Monday and the paperwork agreed by OAT had been sent. The LGB would need to meet to agree the policy once the consultation had taken place. It was agreed an additional meeting would take place on 16th November at 4pm via teams.</p>	
6.	<p>Governance Tasks</p> <p>6.1. Governor Roles and Committee Membership</p> <p>6.1.1. JI was nominated as Vice Chair and it was unanimously agreed.</p> <p>6.1.2. The following governors would form the Admissions Committee: RR, JI and MG. RR would Chair.</p> <p>6.1.3. MG would join the Finance Working party.</p> <p>6.1.4. Governors discussed governor recruitment. There would be an open evening at the academy after half term, the date was yet to be confirmed.</p> <p>6.1.5. The following link governor roles were agreed: Wellbeing: RR Interim H&S: MG Finance and Risk: MG</p>	
7.	<p>Committee minutes</p> <p>7.1. There were none to discuss.</p>	
8.	<p>Any other business</p> <p>8.1. None.</p>	

Action Log

July 2023

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

September 2023

Agenda Item	Action	Person(s) Responsible	Status
4.2.1.	RSE document to be circulated to governors after meeting	DG/Clerk	
4.4.5.	Principal to confirm whether Cambridge Nationals used in previous academic year	Principal	
4.5.1.	Clerk to circulate intervention menu to governors	Principal/Clerk	