

Cowes Enterprise College

Local Governing Body

Date:	Thursday 18 th January 2023
Time:	3pm
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	Will Burns	WB	Community Governor
John Irvine	Jl	Vice Chair – Community Governor	Rob Pritchard	RP	Community Governor
Rachel Kitley	RK	Principal	Tom Harding	TH	Assistant Principal
Cheryl Buggy	CB	Community Governor	Roger Lyon	RL	Assistant Principal
Monique Gallop	MG	Parent Governor (Teams)	Hazel Walker	HW	Vice Principal
James Lucas	JL	Parent Governor	Attendees		
			Adam Brown	AB	Assistant Principal
			Claire Slade-Carter	CSC	SENCo
			Vicky Wells	VW	Vice Principal

Minutes

Part	Key: Decisions, Actions, Support, Q: Governor questions, AP: Action Point	Action
1	Welcome and apologies for absence	
1.1	RR welcomed everyone to the meeting including David Foster (DF), Head of Maths and Michelle Vidovic (MV), Head of PE. Introductions were made all round.	
1.2	Apologies were received and accepted from WB and RP. Apologies were also received from TH, RL and HW.	
2.	Curriculum presentations from two subject leads	
2.1	RK reported that a re-imagined middle leaders (ML) forum had been created to enable sharing of good practice, thinking and learning from each other. MLs will be coming to LGB meetings to share their work.	
2.2.1	DF, Maths Lead, reported that the curriculum needed to be open and accessibility to all from Year 7 to Year 13 and prepare them for post school life. Maths was a real strength at CEC achieving good results. In 2022-23 CEC started using the OAT curriculum created by OAT. For KS3 it gives a broader range of support including lead practitioners, support videos, latest ideas, use of initiatives. At the end of Year 8 students are assessed to see if they continue it into KS4. Generally, AQA is used for KS4 and KS5. There are Foundation and Higher sets. The middle group is encouraged to do as much of the Higher work as possible. Foundation is aimed at 1-2 and Higher is for potential 3 to 9 achievers. Staff try and consult with students and parents as much as possible. This year DF is looking at links between keystages to enable a smoother transition.	
2.2.2	Teaching: teachers have starters of about 6 to 8 questions based on gaps of required learning. This year Maths has started 'goal free problems' giving KS4 students open ended questions.	

2.3.1	<p>Q: How is it going? A: DF said it is going well. There is guidance for teachers.</p> <p>Q: Is that your preparation for students for after school? A: DF said yes, it was preparing students for their future in real life.</p> <p>RK gave thanks and congratulations to DF, last year's results were almost the best in Hampshire.</p> <p>MV, PE Lead, reported that PE results were well below 0 and there was a need to do something. MV had looked at main misconceptions and realised the content of the core curriculum was not matching up with GCSE curriculum. Covid gave an opportunity to tear apart and start again. Students need to have core knowledge before even opting for PE GCSE. MV also looked at the way GCSE is taught in terms of sequencing. When students get personal exercise programme (PEP) it had to be taught very quickly. MV worked with AB on different aspects including answering questions, put in 'do now' starters, cut down practical in Year 11, put in interventions, taking out practical and concentrate on theory and core development. MV has written Year 7 to 11 components. Sports have been linked together and looking at transferable skills. It has been tricky fitting in the island fixtures calendar. Year 9 boys do not now start with football, they now start with dance, which is working well, unless they have an injury, they have to join in. In KS4 MV has put in three routes: team, creative, individual. For students to do higher grades they are depending on doing the sports which can be a challenge not having enough clubs around. CEC tries to make links with local clubs, it is helpful to have 3 minibuses. The biggest barrier is going to the mainland due to cost and the activities are often higher level.</p> <p>Q: Are you hoping for better results this year? A: MV advised that the current data shows closer to 0.</p> <p>Q: Can you measure impact on healthy lifestyles? A: MV said yes, they are working with Hampshire looking at active lifestyles, food, chores and can measure understanding on Show my Homework.</p> <p>Q: Do more boys than girls do GCSE? A: Last year there were more girls, this year more boys.</p> <p>Q: How innovative is this change? A: It is much fresher and aligned with best practice.</p> <p>Governors thanked MV and DF for their valuable presentations.</p>	
3.	<p>Declarations of interest (for items on this agenda) There were no interests declared.</p>	
4 4.1.1 4.2 4.2.1 4.2.2 4.2.3 4.2.4	<p>Minutes and matters arising</p> <p>Minutes of the meeting held on 30th September 2023 were agreed as a true record.</p> <p>Action log / update</p> <p>3.4 Chair and Clerk to discuss NH term of office with OAT: Completed.</p> <p>5.5.45 Principal to provide information on pupil mobility at September meeting: Reported at SPB.</p> <p>5.6.2 Governor to review SCR: MG did review SCR.</p> <p>5.6.4 Principal to provide further information on suspensions related to drugs and alcohol at September meeting: Reported at SPB.</p>	

4.2.5	5.6.7 Principal to provide figures on SEND and suspensions at September meeting: Reported at SPB.	
4.2.6	6.2 Clerk to circulate updated uniform policy: Completed.	
4.2.7	6.4 Charging and Remissions Policy deferred to September meeting: Completed.	
4.2.8	8.1 Governance items deferred to September meeting: Completed.	
4.2.9	4.2.1 RSE document to be circulated to governors after meeting: Completed.	
4.2.10	4.4.5 Principal to confirm whether Cambridge Nationals used in previous academic year: They were new for Year 11; this will be the second year of use. They are not used widely.	
4.2.11	4.5.1 Clerk to circulate intervention menu to governors: Completed	
5.	Governance tasks	
5.1	Review: membership and any vacancies or plans for recruitment. RR advised there was a need for more members as there are some gaps. RP had left OAT but was still doing some consultancy and had agreed to remain as a community governor. RP was a National Director for OAT, he has done strategic academy work, has a great deal of knowledge and expertise. Governors agreed and welcomed Rob Pritchard as a community governor. RR attended the CEC Enrichment Day and the LGBTQ+ group suggested actively seeking a governor to bring diversity to board. CEC is going for a Skittles Award. Clerk to ask LA if they have received any governor applications. The vacancy for a staff governor has been publicised and one expression of interest has been received.	JW
5.2	Governor day is scheduled for 8 th February. RR has sent governors an invitation. The SPB meeting is on the same day so giving an opportunity to come into school and attend the SPB which will focus on Year 11 and 13 outcomes and feature professional challenge. Governors can either visit their link area or subject, shadow a student (Pupil Pursuit) in the morning before the SPB. This may involve attending form time, assembly, looking in depth at something e.g. subjects, student, success centre, their link followed by having time to bring the experiences of the day together. Governors to confirm attendance or not and RK will work with RR to produce schedule for the Governor Day.	RK/RR
5.3	Clerk recruitment. RR expressed her gratitude to JW for taking on interim clerk. From the advert, RR had received two applications, one had been shortlisted, but they were no longer interested as not moving to the island. RR does not think there is any capacity on the island. The alternatives are to investigate clerking services or a virtual clerk, recruitment is difficult. RR to work with RK to find a solution to clerk post. Q: Is the spike in behaviour issues temporary? A: Yes, it is slowing down now.	RK/RR
5.4	Review Governance Development Framework. The check shows amber areas that some governors need to complete mandatory training and complete declarations and confirmations on Governorhub which will then make the website compliant.	Govs
5.5	Present Training and Development Plan, review training log, and update on governor visits through written or verbal reports. Governors who have made visits this year to complete governor monitoring forms which clerk will send to them.	Govs
5.6	Any matter for escalation to the Trust. There had been a request from the Finance group to write to OAT regarding an issue. RK was currently in negotiations with OAT.	
5.7	Confirm completion of statutory annual declarations & confirmations for all governors, and that governance website information has been updated. See item 5.5 above.	

5.8	Membership of Pay Committee. MG, CB and JL agreed to join the Pay Committee.	
6.	Reports & strategy	
6.1	Principal's report – to include update on stakeholder surveys	
6.1.1	RK reported that there had been many events and activities including curriculum information and revision support meetings for parents, a month of 6 th form open tours, Remembrance assembly for the whole school, Guinness world record achieved for the most participants taking part in one baking lesson, Women enrichment fair, clubs on offer, The Tempest school production, Mary Rose plus lots of other trips and Mock exams for Year 11 and 13 followed by detailed run of forensic meetings.	
6.1.2	CEC was represented at OAT conference by two students who performed tabletop magic at a dinner, HW presented a workshop, CEC was heralded for adapted teaching being the best in the trust and was ahead of the curve.	
6.1.3	Maritime work has developed at pace; RK received the Maritime legacy award and did an hour-long podcast last week. 20 schools have now signed up. There has been a switch in roles at SLT level as funding for a person is only until the end of this year, so HW has taken over from TH who has returned to Assistant Principal with responsibility for KS3. Significant Government people came to CEC for the day and are looking at rolling out Maritime Futures in England at a national level. Funding for Maritime finishes at the end of this year so looking at what elements to continue with. RK launched Eco Sustainable Future pathway for all keystages and is seeking funding for that.	
6.1.4	Behaviour overall. RK reported there had been seven permanent exclusions (Pex) this year, if continued year on year it would be a significant concern. It is starting to wane. It seems to be a post Covid situation across the whole country. Suspensions are not too high; CEC is dealing with both Pex and suspensions decisively. There had been three pex at one time for one incident. The other four Pex were for persistent disruptive behaviours. In part this is from children joining CEC from other schools. CEC has to accept students from other schools if not full. An OAT team of people spent a day at CEC undertaking an audit on behaviour and reported strong practice, excellent relationships and will use CEC to show excellent practice. A suggestion was to tweak data so middle leaders could be driving improvements in behaviour in their subjects. In response to this CEC found a data package to put in place. CEC has had LA to support and worked with intensively and they also endorsed sound, high quality practice, giving good support in a calm environment. These students are a small percentage of school who have a negative impact on other students. VW has data on other IoW schools which shows they give longer suspensions than CEC. Q: What analysis does CEC do after exclusions to see why these happen? A: RK advised there is lots of support put in before suspensions or exclusions. CEC could check what impact on the peer group of the excluded student when they leave. Relationships with parents can be a challenge. CEC gives support way beyond statutory requirements including intensive work but this needs to be balanced carefully to ensure not taking time away to support all the rest of the children. Pex is very last resort.	
6.2	RR thanked RK for all the work being done by her and CEC and expressed pleasure at being involved on a weekly basis and appreciated it had been hard work for staff. Review Pupil Premium (PP) strategy statement. AB advised that the statutory document showing the strategy for closing the gap between non disadvantaged and disadvantaged	

<p>6.3</p>	<p>students had been published on the website in December. CEC wants to improve teaching and targeted interventions using data linking it to evidence based strategies that work. Behaviour and attendance interventions should be in place based on the same strategy. The final part of the statement shows results from previous year.</p> <p>Presentation on Pupil passports for pupil premium students. This is a new development since September and currently used to target Year 11 students who are not making expected progress. These students have one to one mentoring sessions. Staff want pastoral information shared to all so they can support students better. The PP passport identifies barriers and includes home situations. Teacher around the child meetings are held and specific targets are set. AB will be rolling out to other year groups and the documentation will probably change in its presentation.</p> <p>Q: Is this for all PP students?</p> <p>A: It is for disadvantaged students who are not making expected progress. AB is conscious of some staff who may have six students with a SEND passport and another six with a PP passport.</p> <p>Q: Are you working on case studies?</p> <p>A: Yes, AB is checking to see if staff are using passports properly and doing what is needed.</p> <p>Governors thanked AB for his report.</p>	
<p>6.4</p>	<p>Safeguarding report. This item deferred to next meeting as RL was unable to attend. MG left at 5pm</p>	
<p>6.5</p>	<p>SEND report. CSC reported that she was looking at the strategy. The team lost two staff in the autumn and the posts were reviewed. Behaviour and SEND is quite linked. One vacancy was filled with an LSA specifically for Emotional, Mental and Social issues and who leads on alternative provision. Temporary enhancements have been awarded to two TAs to lead programme of interventions to support KS4 study planning and KS3 students with social and communication difficulties to build social resilience. This runs alongside ELSA and will help to reduce adult influence and put responsibility on students. Access arrangements are being reviewed to ensure they are robust and evidence based. Year 11 is nearly complete and Year 10 is being worked on now so should be well prepared. SEND has taken a lot of building and development. CSC has to meet SEND students and parents three times a year and logistically it is a challenge as there are 350 (26% of whole school) on the register. Nationally there are 13% on K code, CEC has 22%, CEC is in line with national for EHCPs, but CSC thinks this will change in future as more children with EHCPs are coming in September and there are students who are at a level that need an EHCP which requires a lot of work gathering evidence. Anecdotally, the IoW LA is the least likely place to give EHCPs. OAT do not allow their academies to hold a watchlist, but it helps to look at and assess whether a student should be either downgraded or uplifted. CSC works alongside SENDIASS.</p> <p>Q: Why doesn't OAT allow academies to hold a watchlist?</p> <p>A: Because it doesn't fit into their data collection system. The risk is that if there is no watchlist children may drop off the radar.</p> <p>Looking ahead, nationally there needs to be intervention support but it is unlikely there will be funding. CSC is working through the transition period now for Year 6 to 7 children. 1st May there is another OAT visit due.</p>	

6.6	<p>Governors thanked CSC for a very good report.</p> <p>Behaviour Report. VW thanked governors for their time attending suspensions, exclusions, and final warning meetings since September. There has been three years' worth of Pex in a term. VW is seeing the tide turning. Some students who come from other schools have significant behaviour issues. CEC has applied three times to join government behaviour hub but have been declined.</p> <p>Q: What was the reason for applying? A: VW advised it was because CEC wants to reduce suspensions.</p> <p>Q: Does VW believe CEC is stopping the behaviour virus spreading? A: Yes.</p> <p>Q: What is a Toilet pass? A: It is issued for medical reasons.</p> <p>Q: What happens if the toilet pass is incorrectly used? A: The pass is taken away.</p> <p>Q: What reasons are there for students being marked late to lesson? A: CEC does not have bells to call students to class. It is the teachers who mark a student late for lesson.</p> <p>Q: What is classed as Truancy? A: A student is not where they should be.</p> <p>Q: Is there paperwork in place giving reason for intervention. A: Yes, the behaviour log shows why a student has been given a behaviour intervention.</p> <p>Governors thanked VW for her report.</p>	
6.7 6.7.1 6.7.2 6.7.3 6.7.4 6.7.5 6.7.6 6.7.7	<p>Policies</p> <p>Admissions Policy for AY 2025-26.</p> <p>Behaviour including Reasonable Force.</p> <p>Health & Safety – Statement of Intent.</p> <p>Prevent risk assessment.</p> <p>RSE & HE Policy.</p> <p>Risk Management.</p> <p>School Closure</p> <p>Governors noted all above policies.</p>	
7. 7.1 7.2 7.3	<p>7. Committees - receive committee minutes/notes:-</p> <p>7.1 Admissions – 14th November 2023. Two applications for children out of their normal age groups were received, one of which was not discussed at the meeting as RR declared an interest and other had been received after the meeting. Governors agreed to accept the applications subject to any oversubscription criteria. Clerk to inform parents.</p> <p>7.2 Finance working group – 28th November 2023. Governors noted.</p> <p>7.3 SPB – 25th September 2023. Governors noted.</p>	JW
8.	<p>Any other business</p> <p>None</p>	
9.	<p>Future meetings</p> <p>8th February 2024 (Governor Day)</p> <p>8th February 2024 (SPB)</p> <p>21st March 2024 (LGB)</p> <p>2nd May 2024 (SPB & LGB)</p>	

	27 th June 2024 (SPB & LGB)	
10.	Confidential business None.	

Closed 1733

Action Log from 18th January 2024 LGB meeting

Agenda Item	Action	Person(s) Responsible	Status
5.1	Clerk to ask LA if they have received any governor applications.	JW	
5.2	Governors to confirm attendance or not and RK will work with RR to produce schedule for the Governor Day.	Govs RK/RR	
5.3	RR to work with RK to find a solution to clerk post.	RK/RR	
5.4	some governors need to complete mandatory training and complete declarations and confirmations on Governorhub	Govs	
5.5	Governors who have made visits this year to complete governor monitoring forms which clerk will send to them.	Govs	
7.1	Governors agreed to accept the applications subject to any oversubscription criteria. Clerk to inform parents.	JW	