



**Chamberlayne College for the Arts  
Full Governing Board  
13th December 2018  
Minutes**

Expect More. Achieve More.

Name	Attending	Apologies	Absence
Phil Hand "PHA" (Co-opted) Chair; Safeguarding link		✓	
Peter Nicol Harper "PNH" (Co-Opted) Vice Chair	✓		
Wyn Jeffery "WJE" (Co-Opted) Chair of Pay Committee	✓		
Mark Jennings "MJE" (Co-Opted)	✓		
Jane Marker "JMA" (Co-Opted) Pupil Premium link, Finance link, Health and Safety link; Pay Committee	✓		
Susie Johnson "SJO" (Co-Opted) Attendance link; Pay Committee		✓	
Stuart Ramsay "SRA" (Co-Opted) Safeguarding Governor	✓		
Dawn Broomfield "DBR" (Parent) SEN link; Pay Committee		✓	
Nadia Martin "NMA" (LA) Data Link	✓		
Rachael Adams "RAD" (Staff) Pupil Premium link	✓		
Nick Giles "NGI" (Headteacher)	✓		
<b>Also attending</b>			
Victoria Keyse (Associate Headteacher)	✓		
Billy Toone (Assistant Headteacher)	✓		
Abigail Shacklock – Clerk	✓		

**Quoracy - 6**

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Item	Minutes	Actions
001	<b>Welcome, apologies and signing of declarations of business and pecuniary interests</b>	
	<p>In the Chair's absence, the Vice Chair welcomed all to the meeting. The Clerk advised of apologies (Phil Hand, Dawn Broomfield) and confirmed that the meeting was quorate.</p> <p>In the Chair's absence, the Vice Chair chaired the meeting.</p> <p>All present confirmed that the revised register of interests was accurate and that there was nothing further to add.</p>	
002	<b>Update from the Assistant Headteacher – Character and Culture changes and impact on behaviour and attendance</b>	
	<p>The Chair welcomed Billy Toone – Assistant Headteacher, Character and Culture (“BTO”) to the meeting.</p> <p>BTO update governors on the introduction of the Character and Culture ‘rebrand’ as follows:</p> <p><b>Behaviours for Learning</b></p> <ul style="list-style-type: none"> <li>a) LORIC was explained to governors, and how students are being consistently supported and challenged on the LORIC strands.</li> <li>b) The school has moved from using behaviour cards to using Character and Culture cards. These allow positive observations, as well as behaviour issues, to be logged.</li> <li>c) Processes implemented in the Internal Exclusion room have been revised to ensure that reflection forms are based upon the LORIC strands.</li> <li>d) LORIC language is being embedded in the behaviour for learning language to facilitate classroom behaviour management.</li> <li>e) The impact of the above is that logged behaviour issues have initially increased since the same time last year. BTO explained that this is to be expected given the newer, more challenging expectations: changing the culture of behaviour will not happen overnight.</li> <li>f) BTO is expecting behaviour issues to decrease next term as the new approach becomes embedded.</li> <li>g) Next steps for the school is to ensure that there is consistency in application of expectations.</li> <li>h) BTO gave an update on the recent, positive, Sex and Relationship Education day where there were sessions run on topics such as knife crime and sex education. Members of staff attending the FGB who were present on the SRE day confirmed that the engagement of students, and quality of sessions, had been ‘inspiring’.</li> </ul>	

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	<p>i) Teacher Governor (“RAD”) updated governors (in her capacity as Head of Character &amp; Culture) on the success of the Family Learning Day for year 7 families. <b>Governors asked what percentage of families were invited.</b> Staff present explained it was approximately 1/3 of the year group, with invites being sent to those families most likely to benefit from support and engagement such as this. Some parents in attendance were anxious initially, but the day was a hugely positive experience for all involved.</p> <p>j) BTO also updated governors on the recent revision days at Itchen College, and the Barclay’s life skills event and how activities such as this are important as they build upon the core skills that the students at Chamberlayne need to have.</p> <p>k) Dedicated Character and Culture lessons are being delivered to KS3 students. These lessons have been well resourced, and the students enjoy them.</p> <p>The Headteacher advised governors that the Heads of Character and Culture are ensuring that the school delivers a much more diverse education to children. He explained that the risk of this approach is that the school swings too far from its core objectives of academic achievement. He assured governors that the school is mindful of achieving the right balance here.</p> <p>BTO explained that the next step is to develop an evidence base that shows the Character and Culture work is having the desired impact. The students are creating portfolios to help in this regard. In the portfolios the students set targets, track epraise points and record positive comments. Any certificates achieved external to the school are also stored here to help prepare for college applications.</p> <p><b>Attendance</b> BTO advised governors that the impact of attendance work has, to date, been limited. He explained that he feels that the school is still ‘breaking the back’ of some students feeling the value of coming into school. He is hopeful that one of the impacts of the introduction of the Character and Culture initiative should be a demonstrable increase in attendance.</p> <p><b>Governors asked if there was a correlation between students being sent to IE and their attendance dropping.</b> BTO explained that there is in some instances, but that this is not a significant trend or issue.</p> <p>The Headteacher summarised by re-iterating that the school will be driving the character and culture initiative for the next few years and that, initially, impact will be hard to measure. However, longer term this will translate into improvements in attendance and attainment.</p>	
<b>003</b>	<b>Approval of previous minutes</b>	
	The minutes of the FGB on 8 <sup>th</sup> November 2018 were approved as an accurate reflection of the meeting.	
<b>004</b>	<b>Matters arising</b>	

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004a	Clerk to confirm the Head teacher's performance review with the LA. <b>Action closed.</b>	
004b	Clerk to ensure Headteacher's partner's position in a local academy school made clear on the register of pecuniary interests. <b>Action closed.</b>	
004c	Headteacher to liaise with Business Manager to ensure line painting and to improve accessibility before the January FGB. <b>Action not yet due.</b>	Headteacher 17 01 19
004d	The Chair/Clerk to approach SRA to see if he would be willing to take on the role of safeguarding governor. <b>SRA accepted position. Action closed.</b>	
004e	The Headteacher to liaise with the Business Manager to ensure that the actions from the H&S review are resolved for the January FGB. <b>Action not yet due.</b>	Headteacher 17 01 19
	<i>The Headteacher requested that the order of the agenda be revised slightly as he felt this would allow discussions to 'flow' better. <b>Governors agreed.</b></i>	
006	<b>Standards – Progress and attainment</b>	
006a	<b>Year 11 Data Review (Associate Headteacher)</b>	
	<p>The Associate Headteacher distributed copies of recent data and took governors through it. Key points for the current year 11 are as follows:</p> <ul style="list-style-type: none"> <li>a) Data for Year 11 English and Maths cross over is encouraging. It is currently at 53%. For the 2016/17 leavers it was at 30% at the same point in the year (<b>as per previous FGBs, governors agreed to not use 2017/18 leavers as the comparison group given the nuances of that year.</b>)</li> <li>b) P8 is currently predicted as being close to threshold, but this is not enough to meet the school's target. English literature and EBACC subjects are currently bringing down the P8 prediction. <b>Governors asked what is being put in place to address these issues.</b> The Associate Headteacher explained the use and role of Smith Proformas. There was also discussion around this being the first time that the year group has sat the English Literature papers in full: this has been challenging for some.</li> <li>c) <b>Governors asked if teaching is weaker in literature than in English language.</b> VKE assured them that it is not, but that more content is covered in year 10 for language. For literature, confidence building is now important.</li> <li>d) Following the departure of the member of teaching staff in English, the Headteacher is teaching year 11s to ensure they have consistent, strong teaching rather than supply cover.</li> <li>e) The English Literature curriculum has been analysed to make sure the correct proportion of time is given to teaching specific areas.</li> <li>f) <b>Governors asked if the EBACC bucket is affected by 'unfilled' slots.</b> The Associate Headteacher advised that the</li> </ul>	

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	<p>number of unfilled slots is 4 out of 79 which could have a not insignificant impact.</p> <p>g) <b>Governors noted that maths is more secure, and asked if maths and English have a similar approach to homework.</b> VKE assured governors that they do, and that students are attending after school enrichment for both subjects. The Headteacher noted that attendance at after school enrichment is significantly better than last year, with 80% of students regularly attending and engaging compared to 30 – 40% the previous year.</p> <p>h) The Associate Headteacher assured governors that this year's year 10s are even further forward than this year's year 11s were when they were in year 10 which is encouraging for next year's GCSE cohort.</p> <p>i) The Associate Headteacher advised that last year science really under predicted and that work is being undertaken to make sure this year's predictions are more accurate.</p> <p>j) The Headteacher advised of one trend that has been noted: high prior attaining boys' writing is negatively impacting the English and humanities predictions. They have the knowledge, but they are not writing enough. Some have been assigned mentors to support. <b>Governors asked if these boys see the issue themselves.</b> The Headteacher confirmed that now they have been spoken to, they do understand what they need to do. <b>Governors asked if there was enough time for these interventions to have impact.</b> The Associate Headteacher confirmed that there is.</p> <p>k) <b>Governors asked if the issues facing these higher attaining boys is part of a bigger picture, with similar observations being made in lower years.</b> The Headteacher advised that there is in part, but that this is also a legacy of the poorer teaching they received when they first started at the school. <b>Governors asked if there was similar focus given to students in lower year groups.</b> The Headteacher advised that there is now a similar level of rigour in tracking progress and attainment and putting in place appropriate interventions when needed. The expectations of all staff and all students has been raised.</p> <p>l) <b>Governors discussed 'disadvantaged' data and noted there is very little difference in the predictions for disadvantaged and non-disadvantaged students.</b></p> <p>m) <b>Governors queried the standard of attainment from different feeder schools.</b> The Headteacher advised that two of the main feeder schools are categorised as 'Requires Improvement'. Positive changes are taking place in these schools, but nevertheless this would have had a knock on effect on childrens' learning as they transitioned to secondary. <b>Governors queried that if children were joining the school as lower prior attainers, then surely it should be easier for Chamberlayne to demonstrate significant progress further down the line.</b> The Headteacher explained that he understood the assumptions made here, but that it was often poor behaviours for learning that was the contributing factor to poorer</p>	
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	<p>attainment and that these could take some time to address.</p> <p>n) <b>Governors asked what the year 11 data looks like once outliers are removed.</b> The Associate Headteacher advised that this analysis is yet to be performed but agreed that this exercise should be undertaken and presented back to governors.</p> <p><b>Governors who work in a school environment queried if all other governors understand the terminology used when discussing data. Governors confirmed they felt reasonably comfortable, but would appreciate access to something like The Key for Governors. After discussion, it was agreed that subscribing to this was too costly, but that governors could be given access to the Key for Leaders. Action: Headteacher to ensure access given to Key for Leaders to Governors.</b></p> <p><b>Governors thanked the Associate Headteacher for the update</b></p>	<p>Headteacher 17 01 19</p>
	<p><i>The agenda items was followed as planned from this point onwards.</i></p>	
<p><b>005</b></p>	<p><b>Strategic Update</b></p>	
<p>005a</p>	<p>Future of the School</p>	
	<p><i>Letter from RSC</i></p> <p>The Headteacher advised of the recent letter from Lord Agnew that outlines that: Chamberlayne is still to become an academy but that the previously identified sponsor is no longer the likely sponsor.</p> <p>The Headteacher explained that two potential academy sponsors have been identified. The School has very little choice which one is ultimately chosen by the RSC. One of the MATs has recently started Due Diligence proceedings, and the other is keen to start shortly. While the due diligence team of the former may take recommendations to their Board before Christmas, it is unlikely that the Board will sit to make a final decision before the New Year.</p> <p><b>Governors asked when the transition to academy status would be likely to happen.</b> The Headteacher explained that this would depend on numerous things, including legalities and finances but that he'd hope to convert for the start of the 2019/20 academic year.</p> <p><b>Governors asked if the academisation was likely to impact on the investment promised by the LA.</b> This was discussed below under 'Buildings'.</p> <p><b>Governors asked what the outcome would be if neither MAT elects to work with the school.</b> The Headteacher confirmed this is a possibility, and that is why he is continuing discussions with other local secondary schools around establishing a co-operative trust. <b>Governors confirmed that they supported the Headteacher continuing in this regard.</b></p>	

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	<p><i>Buildings</i></p> <p><b>There was discussion around positive progress being made with plans for the proposed building work at the school, and the possible impact of academisation on this work.</b> The Headteacher explained why he feels the LA is unlikely to back pulling this investment at the moment, and how improving Chamberlayne feeds into a wider objective that goes beyond education and into investing in the whole Chamberlayne/Weston area for the benefit of the wider community, including students.</p>	
005b	<b>Confidential Item</b>	
<b>007</b>	<b>Governor Vacancies and Recruitment (Clerk)</b>	
007a	Board Vacancies	
	The Clerk advised that there had been no applications for the parent governor vacancy. <b>After discussions, governors agreed to not pursue governor recruitment until there was more clarity on the likely future of governance at the school.</b>	
007b	Safeguarding Governor	
	Stuart Ramsey agreed to take on this position.	
007c	Proposal for a data review link governor	
	Nadia Martin agreed to take on this position.	
<b>008</b>	<b>External Reviews and Moderation of the school</b>	
	The Headteacher confirmed that the School Improvement Offices (Alan Taylor Bennet) had recently visited the school and raised no major concerns/surprises. <b>Action: Clerk to forward the report from the SIO visit.</b>	Clerk 17 01 19
<b>009</b>	<b>Policy Approval</b>	
	<b>Governors agreed with the Headteacher that further amends should be made to the accessibility policy and sex education policy. Action: Policies to be approved at the next FGB.</b>	Clerk 17 01 19
<b>AOB</b>		