FINAL MINUTES OF THE MEETING HELD AT

**CHAMBERLAYNE COLLEGE FOR THE ARTS**

Thursday 8th February 2018

**GOVERNORS’ FULL GOVERNING BODY MEETING**

**Governors Present:** Phil Hand (Chair), Peter Nicol Harper, Nick Giles (Headteacher), Rachael Adams, Wyn Jeffery, Pamela Davies, Jane Marker, Peter Male

**Apologies:** Mark Jennings, Dawn Broomfield

**Absent:**

**Also attending:** Victoria Keyse (Associate Headteacher), Stephen Smith (Director of Outcomes), Abby Shacklock (Clerk)

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| **Item** |  | **Action** |
| **00A** | **Appointment of co-opted governor**  *The meeting commenced at 1700.*  The Chair asked that this additional agenda item be. **Governors agreed.**  The Chair advised that he has been in discussions with Peter Male (“PMA”), with a view to him being appointed as a co-opted governor. The Chair gave governors a summary of PMA’s background and suitability for the role, including his previous positions and his interest in supporting disadvantaged students. **After discussion, governors agreed to appoint PMA into the role of co-opted governor, pending appropriate safeguarding checks being undertaken.**  *PMA joined the meeting at 1705.* |  |
| **001** | **Welcome, Apologies and Declarations of Interest**  The Chair welcomed all to the meeting.  The Clerk advised of apologies (Mark Jennings, Dawn Broomfield).  The Chair declared his interest in Newport Education Training. There were no further declarations of interest. |  |
| **00B** | **Future Plans**  The Chair asked that, following a recent communication received from the Regional School’s Commissioner, this additional agenda item be included in the meeting. **Governors agreed.**  The Headteacher read out the letter he had received from the Regional School’s Commissioner and explained that an academy order has now been issued, but that no sponsor has been named. The RSC’s states in the letter that Oasis will be part of the decision making process..  The Headteacher advised that TSTC becoming an Oasis Academy was now moving along at pace.  **Governors discussed further the likely implications of the RSC’s communication, and possible next steps**. **Governors agreed that the purpose of this FGB was to focus upon the school improvement, teaching and learning, and outcomes for students. Governors agreed to move on from this agenda item and to convene an EGB on Thursday 1st March to discuss the future of the school plans in more detail. *Action: Clerk to convene and EGB.* Closed.**  *This agenda item was ‘confidential’ during the meeting. The letter and academy order have since been made available to the public and are therefore included in the paperwork that accompanies the governor minutes.* |  |
| **002** | **Progress and Attainment of students (Update from the Director of Outcomes)**  *SSI and VKE joined the meeting at 1730.*  SSI advised governors that current predictions for yr 11s suggest that:   * Grade 5 and 4 English and maths results look to be on track to maintain the standards set by last year’s year 11 cohort. * Progress and attainment for girls is strong. Progress 8 for girls is currently on track to be in line with national average.   However.   * Progress 8 data as a whole is a challenge. One reason for this is progess in science. * SSI and the Headteacher further explained the nuances of this cohort: Ten students who have made strong progress will not be included in the data; one student is in the hospital school and his individual circumstances will limit the amount of progress that he makes; and there are a group of six disenfranchised boys with persistent behavioural issues. * **Governors discussed that there were no surprises here, and this is consistent with the messages that senior leaders have shared with them since the Headteacher came into post.**   **Governors and staff discussed the importance of strong ‘shadow’ data so that they and other stakeholders are clear on the progress and attainment of the cohort as a whole, and of various sub groups.**  The Headteacher explained that he is of the view that this shadow data demonstrates that those students who have good attendance and who work hard in lessons do progress well at Chamberlayne. The school must now continue to enforce effective strategies to address poor behaviour before students reach this stage in their education. The school also needs to find effective strategies to support the disenfranchised group of boys, and to limit the negative impact they have upon peers.  **Governors asked if the poor behaviour of the group of six boys in this cohort has a negative effect on the learning of others.** The Headteacher advised that yes, it does. All of these boys have now attended, with their parent(s), Headteacher behaviour meetings. Three of them are now attending school at twilight hours (2pm – 4pm) where they are being taught in maths, English and science. This should be beneficial for the boys in question, as well as their peers who should experience less disruption in their lessons. **Governors agreed that the school was doing all it could to strike a balance between ensuring *all* students can access their education, to improve behaviour as a whole, and to manage the specific needs of this particular group of boys.**  SSI moved onto explain that while science remains a concern, there have been some very positive actions taken that are already having an effect. There have been three new, strong additions to the teaching team who have been well received by students. This has allowed more students to move up to the 1st set, reducing pressure on the 2nd set. SSI noted that he has seen a ‘shift’ in the science team – there is now a real appetite to drive things forward. **Governors asked for further background on the calibre of the most recent recruits.** It was explained that two of the new recruits were Heads of Department in previous roles, which is helping set expectations across the team. VKE confirmed that these staffing additions, the implementation of actions arising from the recent internal review of science, and the accountability meetings that are taking place are having a positive effect.  The Headteacher advised that the difference in progress and attainment between disadvantaged students and other students is marginal.  The Headteacher reiterated that currently the predictions for year 11 do not reflect the quality of teaching that is now taking place within the school. Year 10 data is testimony to the quality of teaching happening. **Governors agreed with this but felt that it would be useful to see the science department first hand. *Action: Chair and PDA to visit the science department on 1st March 2018.***  **Governors thanked SSI for his time and all his efforts. They stressed to SSI that while they understand the challenges that this year’s year 11 cohort bring, it is essential that the focus on maintaining the best possible outcomes for each individual in this year group continues.** SSI agreed.  *SSI left the meeting at 1745.* | **Governor 01 03 2018** |
| **003** | **Approve Minutes of Previous Meetings and Matters Arising**  The minutes of the EGB on the 8th January 2018 were agreed as a true reflection of the meeting.  The minutes from the FGB on the 14th December 2018 were agreed as a true reflection of the meeting.  Both sets of minutes were signed by the Chair.  The Chair advised that the SET had also met on the 8th January 2018. PHA, NGI and MJE are Directors of SET. |  |
| **004a** | **School Improvement - Headteacher’s report**  The Headteacher apologised for not providing a Headteacher’s report in its usual format. He had instead previously circulated more detailed performance and attainment data (to support SSI’s agenda item), the updated SEF, and the updated SIP.  The Headteacher confirmed that ‘developing’ areas, ‘strengths’ and ‘weaknesses’ remained the same, with big improvements being noted under the developing ‘Leadership’, including middle leadership. *This was discussed further under agenda item 004c School Improvement – SIP.* |  |
| **004b** | **School Improvement – SEF**  **Governors confirmed that they had read the SEF issued prior to the meeting.**  **Governors approved the revised SEF.** |  |
| **004c** | **School Improvement – SIP**  **Leadership**  The Headteacher advised governors that he felt that there is a strong culture of safeguarding at the school that moves beyond ‘tick boxes’. **Governors asked if the number of reports from staff had increased.** The Headteacher advised that yes, they have, and pointed them to the data document circulated prior to the meeting.  **Governors asked how long staff wait before reporting safeguarding concerns.** The Headteacher advised that this tends to happen pretty much immediately and certainly no child goes home until any potential safeguarding concern has been resolved. **Governors acknowledged that this is re-assuring. The Chair has recently been in to look at the single central register and this raised no concerns.**  The Headteacher explained that the quality of teaching continues to improve. SMSC provision is now also being strengthened with timetabled lessons happening each week for each student. The Headteacher explained that one of the main issues at the moment, from an SMSC perspective, is the inability of some children to manage friendship issues. This is exasperated by social media. As a result of the focus on these areas, there have been some successes around e-safety.  **Outcomes**  The Headteacher re-confirmed that outcomes for students are improving. He explained priorities in this area remain:   * Improving attendance * Eradicating unsatisfactory teaching * SEN provision.   The Headteacher updated governors on the new SEN director and assured them that she has brought a new energy to the role, and that her enthusiasm and competence has won her support amongst staff.  The Headteacher explained that next steps include ensuring strong leadership of literacy.  The Headteacher re-iterated that the gaps between disadvantaged and non disadvantaged students are negligible,  **Teaching and Learning**  VKE updated governors on work undertaken to date, including:   * Identification of quality of teaching practices in September – there were some areas of strength but this was inconsistent. * Introduction of the TEEP methodology, giving staff a strong, consistent teaching cycle. It was explained to governors that this was not a quick fix but would ensure strong, sustainable improvements. **Governors confirmed that they are not seeking ‘quick fixes’.** * Key strategies included staff really understanding the needs of each individual students, using strong data to effectively plan, and effectively planning for *all* vulnerable groups. This information should be easily accessible in teacher files that can be referred to by the teacher, and anyone who may drop in on a lesson.   VKE moved on to discuss the quality of marking and feedback. She explained that again, in September, this was inconsistent. There have been training sessions on expected standards, and also how to ‘train’ students how to read, reflect and act on feedback in dedicated time. VKE and the Headteacher advised that there has been some marked improvements. ***Action: Governors to look through a book sample when they visit science on 1st March 2018.***  **Governors asked how students had responded to the requirement to reflect upon marking and feedback.** VKE explained that year 7 and 8 are very familiar with this, from primary school. Other year groups sometimes need more support.  **Governors asked if ‘effective’ teaching was the same as ‘good’ teaching.** There was further discussion around terminology and how assessment of teaching had (and should) move away from ‘grading’ lessons as ‘good’ (or other) in isolation. Instead the school has moved towards assessing teaching against teacher standards. Having one ‘bad’ lesson does not necessarily mean that the teacher is ineffective. Instead, VKE explained, it is important that data and assessment focuses upon ‘typicality’. **Governors asked if this assessment then feeds into performance management.**  VKE confirmed that it now should do.  The Headteacher advised that one member of staff is currently receiving structured management support, and one is receiving tailored coaching and mentoring. Both are currently improving.  **Governors asked how often teachers can expect to be observed.** VKE explained that all staff are expected to operate an ‘open door’ policy when teaching. There is now a culture of staff expecting members of the SLT to drop in.  VKE circulated to governors a teaching and learning pack that she has produced. She referred governors to 4 of the Teaching and Learning policy – where they are referred to - and asked that they get back to her with any queries. ***Action: Governors to read policy and to raise any queries with VKE.***  VKE took governors through the content of the pack.  **Personal Development, Behaviour and Welfare**  The Headteacher advised that fixed term exclusions remain higher than the school would like. However this is a tool that the school has available to them to manage behaviour, and at the moment they do need to use it. **Governors agreed it would be good to see fixed term exclusions reduce, but that what was important was appropriately managing behaviour in the school rather the meeting an arbitrary ‘target’ set by the Local Authority.**  The Headteacher advised that attendance remains weak. He did observe that it has not dropped since December. There has been significant focus on pupil premium and SEN attendance and this has shown an improvement. There are also 10% less persistently absent students than there were this time last year, and attendance is up 1.2%. However, attendance is still 2.3% below the national average.  The Headteacher detailed some strategies to improve attendance. Recently, letters have been issued to 49 families whose attendance is causing concern. Most of these students have shown an improvement in attendance. Those that have not have had their parents invited into Headteacher attendance panels.  **Governors observed that year 9 has the lowest attendance in the year group, and raised some queries with how the progress and attainment data for this year group was presented. After discussion, it was agreed it would be appropriate to ask for a written explanation of progress and attainment for this year group from the Director of Math and Numeracy. *Action: Invite Director of Maths and Numeracy to submit a written explanation of the data.*** | PDA 01 03 18  Clerk 22 03 18 |
| **004d(i)** | **Outcomes of external reviews – pupil premium**  **Governors confirmed they had received the pupil premium report, and that they had visited the school to gain assurance around the school’s strategy. This was discussed further under agenda item 004eii** |  |
| **004d (ii)** | **Outcomes of external reviews – Local Authority SIO report**  **Governors confirmed that they had read and received this report and had no further questions.** |  |
| **004e (i)** | **Governor visits – Finance working party**  **Governors confirmed they had received and read the visit report from the finance working party.**  The working party confirmed that they had visited the school and had discussed the SFVS to ensure that it would be ready to be approved in the March FGB. There were no risks or issues to prevent this from happening at this stage.  The working party explained that they have also tried to look at Benchmarking. This has been more problematic as data has not been available, and as more schools switch to being academies it is becoming harder to find similar schools to benchmark against. |  |
| **004e (ii)** | **Governor visits – Pupil Premium**  Jane Marker confirmed that she and Dawn Broomfield had met with the Headteacher to discuss and understand further Pupil Premium and the school’s strategy. **Governors confirmed they had read and received the report from this visit.** Jane Marker confirmed the visit had been useful and had given her assurance around the school’s approach.  **After discussion it was agreed that pupil premium governors would be Jane Marker and, given his experience in this area, Peter Male. This will allow Dawn Broomfield to focus on SEN.** |  |
| **004 e(iii)** | **Governor visits – Safeguarding governor**  This was discussed under agenda item 004c above. The safeguarding governor did not raise any concerns with the single central register. |  |
| **005a** | **Resourcing – SFVS**  This was discussed under agenda item 004e(i) above. **Governors agreed that the FGB on the 22nd March 2018 would have a resources focus, and this would include approving the SFVS.** |  |
| **005b** | **Resourcing – Benchmarking**  This was discussed under agenda item 004e(i) above. **Governors agreed to revisit this at the FGB on 22nd March 2018.** |  |
| **005c** | **Resourcing – PP grant**  **Governors agreed that time would be allocated in the FGB on 22nd March 2018 to review and challenge this appropriately.** |  |
| **005d** | **Resourcing – KS4 outcomes**  **Governors agreed that this would also be discussed fully in the Resources focused FGB on the 22nd March 2018.** |  |
| **006a** | **Governance/clerking matters – Progress with actions from external review of governance**  The clerk circulated an action plan that she had collated based upon work undertaken by governors to date. This was circulated. ***Action: Governors to provide feedback and updates to the Clerk.*** | All 15 03 18 |
| **006b** | **Governance/clerking matters – Recruitment update**  This was covered under agenda item 00A above, with the decision to co-opt Peter Male to the Governing Board. The Chair will continue to pursue appropriate recruitment options. |  |
| **006c** | **Governance/clerking matters – appropriately recording governor visits to the school**  The Chair and Clerk will ensure appropriate processes are put in place. |  |
| **006d** | **Governance/clerking matters – Headteacher’s PMR update**  The Pay committee confirmed that this had taken place, had been positive, and no risks or issues had arisen out of the process. |  |
| **007a** | **Policies**  The following policies were approved by the Governing Board:  Admissions  Safeguarding  Child protection (including the statement of procedures for dealing with allegations of abuse against staff)  The Headteacher confirmed that the equality policy was up to date and published. |  |
| **AOB** | **SLAs**  The Headteacher shared a document detailing the proposed SLA’s between the school and the Local Authority. He explained that they were exactly the same as last year, with the exception of buying into Finance Services. It is the school’s view that this has not proved value for money this year. **There was discussion led by governors on the finance working party who explained that the SLA’s looked reasonable, and that opting out of the finance SLA was sensible. Governors agreed with the SLA’s as proposed by the Headteacher.**  The meeting closed at 1845 |  |