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| Expect More. Achieve More. | **Chamberlayne College for the Arts**  **Full Governing Board**  **9th January 2020**  **Minutes** |

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| **Name** | **Attending** | **Apologies** | **Absence** |
| Phil Hand “PHA” (Co-opted) Chair | ✔ |  |  |
| 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 Brown “DBR” (Parent) SEN link; Pay Committee | ✔ |  |  |
| Nadia Martin “NMA” (LA) Data link; Careers link |  | ✔ |  |
| Rachael Adams “RAD” (Staff) Pupil Premium link |  | ✔ |  |
| Nick Giles “NGI” (Headteacher) | ✔ |  |  |
| **Also attending** | | | |
| Karen Harrison – Clerk | ✔ |  |  |
| Victoria Keyse “VKE” - Associate Headteacher | ✔ |  |  |

**Quoracy - 6**

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| **Outstanding Action list:** | | |
| **07.11.19** | **19/41/1 Governor training on holding the school to account. PHA to follow up.** | **PHA** |
| **09.01.20** | **20/06 Emma to attend the next FGB on 27th February to present attendance strategies and impact.** | **NGI** |

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| **Item** | **Minutes** | **Actions** |
| **20/01** | **Welcome, apologies and signing of declarations of business and pecuniary interests.** |  |
|  | Apologies were received from Stuart Ramsay, Nadia Martin, Susie Johnson and Rachael Adams. The meeting was quorate.  There were no declarations of interests declared for this meeting. |  |
| **20/02** | **Approve minutes of previous meeting, 7th November 2019.** |  |
|  | 19/36 - governors asked that the word “targets” be replaced with “objectives”.  The minutes were approved subject to the above amendment. |  |
| **20/03** | **Matters arising/Outstanding actions.** |  |
|  | 19/41/1 PHA apologised that he had not actioned the governor training item and agreed to do so.  SRA had asked for a safeguarding breakdown of students by year group, gender, SEN and PP. NGI circulated the breakdown, current for the Autumn term. In total there were 11 Looked After children (6 of whom were in Year 11); 7 on Child Protection Plans; 11 on children in Need and 5 with teams around the family. NGI added that the biggest issue was domestic violence.  **Q: Are all teachers aware of these students?**  **A: Yes, I am very keen that they are all aware.**  C4C recorded the number of times that staff had reported concerns about students to the safeguarding team. There had been 98 reports on 59 students.  NGI had recently attended a Constabulary meeting about knife crime as there had been a Section 48 stop and search policy in the local community. NGI said that the school approach to finding a knife in school would vary depending on the circumstance and described an issue with a penknife to illustrate that. The important thing was the way senior managers dealt with any situation. There was a small amount of cannabis use in Year 11, which was reported to the Police.  All other actions were on this evening's agenda. | **PHA** |
| **20/04** | **CPD Strategy Presentation.** |  |
|  | VKE distributed a document summarising the CPD strategy for this term. She explained that the rationale was to relentlessly drive improvement in the overall quality of education at the school. Last term focused on the Intent, ie. ‘why this, why now’.  **Q: What is the difference between the Quality of Education and Teaching and Learning?**  **A: The Intent, Implementation and Impact of the curriculum is the language now being used. The school were already using WALT (what are we learning today), WILF (what are we learning for) and TIB (this is because).**  **Q: Is this made clear on the boards in every classroom?**  **A: Yes, at the beginning of every sequence of learning.**  **Q: Does this help with children seeing a purpose of learning for their future life?**  **A: Yes, it definitely helps with that. It is possible to gauge intent when you walk into the classroom.**  **Q: How are you moving on from the way you have been working?**  **A: We have taken a step back and studied the curriculum and considered the context of the school and our children. We are tapping into current affairs so that children understand what is going on. The rationale has to be to build on blocks of knowledge. Curriculum leads are looking at their subjects and department teams getting together and sharing best practice.**  VKE said that the SIO visit had found that curriculum intent had been very clear last term.  Following a professional skills audit and staff survey, a new CPD menu was available offering more bespoke training for teachers.  **Q: Are specific training sessions being identified during the performance management process?**  **A: Yes, via the PM process and skills audit.**  Sessions would also be available for middle leaders, to develop their professional knowledge. Sessions would largely be led by in-house experts. The Hospital School would be running sessions around anxiety and stress.  A new educational research based Assessment for Learning policy would be introduced on 5th February. Students were not necessarily responding to marking, therefore not a good use of teacher’s time. The new policy would involve more “live” marking, talking to students whilst they were working to provide specific, targeted feedback. This would also allow teachers more time to plan.  **Q: How will you know that marking is consistent if there is nothing written in the books?**  **A: There will be a thorough assessment piece that will be marked. This would involve “yellow box” marking around a specific piece of work for the student to work on. The important thing is to be able to see progress relative to the starting point.**  **Q: What is your view as Associate Headteacher on where the school is at this point?**  **A: Over the last three years I have kept a timeline and each step has led to sustained improvement. This has been backed up by the SIO. Where practice is not so strong, we have stepped in and set up coaching. We have the basics right and are now refining and trying to get to securely good.**  **Q: How much Grade 4 teaching is there in the school?**  **A: One teacher is sometimes inadequate and strategies are in place.**  **Q: Who picks this up?**  **A: Teachers themselves, middle managers or by drop ins.**  NGI advised that this academic year ended on a Monday. He would like to break up on Friday 17th and the 20th would be an INSET day, but disaggregated across the year. Staff would be required to do five one hour National College webinars. |  |
| **20/05** | **LA Review Report.** |  |
|  | The report had been circulated to governors prior to the meeting.  **Q: The feedback seems very similar each term, would it be worth getting a different person to inspect?**  **A: That is because we are on a steady trajectory. This was the annual SIO report which is quite different to the one from the same time last year.**  Governors were encouraged by the report. |  |
| **20/06** | **Inspection Data Summary Report.** |  |
|  | NGI reminded governors that they had seen the data but this now shows it relative to other schools. Pupil movement had been significant in 2017-18 with 59 leaving and had been flagged up an issue; he reassured governors that this had The school context was worth noting.  **Q: The school is in the bottom 20% in many categories. How low into that 20% are we?**  **A: It is difficult to say but previously we were in the bottom 1%. We are considered to be Below Average rather than Well Below Average.**  The average point score in Drama was in the highest 20% in the country. Governors asked for their appreciation to be passed on to the Head of Drama.  NGI said that the progress figure was affected by a small number of students. Some were at Compass, Hospital School or still not attending.  **Q: It is concerning that absence is within the 20% highest in the country amongst similar schools?**  **A: We have made an appointment to focus on attendance and I will ask her to attend the next FGB. Attendance is a real problem and lots of people have been in to look into it. There are high levels of anxiety amongst students and the area has a broad level of deprivation.**  NGI added that Year 7 had average attendance but some were coming from areas of higher deprivation; there was a larger number from ethnic minority backgrounds whose families appear to have a different attitude to education. | **NGI** |
| **20/07** | **New School Development Plan, vision and values.** |  |
|  | The document had been circulated to governors prior to the meeting.  Governors agreed the vision and values. The four key priorities were discussed. The format of the document would help governors to check how the actions against the priorities were progressing. NGI would continue to report back and governors could question, but governors were strongly encouraged to visit the school to check for themselves. Governors agreed and some dates were set.  **Q: Is the library used much?**  **A: Not enough. Priority 3 focuses on the need for there to be a massive improvement in reading. We are advertising for a second in English and part of the role would be to take on reading as a discrete priority.**  To work towards Priority 4, an excellent appointment had been made for the leader of the new Individual Pathway Provision. NGI said they were an ex SEN Officer, who had started on Monday and would be looking at examples of best practice within and outside of the LA. |  |
| **20/08** | **Headteacher’s verbal update.** |  |
|  | **20/08/01 Staff Survey**. This was circulated in simple graph format. The CPD programme had not come out strongly but was now being addressed by VKE. NGI said that the “don’t knows” in the survey were likely to be new staff as the survey was completed after only a couple of weeks of 2 new staff joining. However, it was anonymous. It had been disappointing that a large number of staff felt they did not receive regular feedback on their teaching and on their students’ progress; VKE was addressing that. Some of the questions around behaviour required further information; another survey has been completed and explores further into those issues.  Surveys of students, Year 10 and Year 11 parents were also circulated. NGI said the student survey was pleasing and was a reflection of where the school was.  **20/08/02 Parent Consultation.** NGI would be consulting parents about reducing the time of the school day by 35 minutes every Wednesday. This would allow staff 50 minutes planning time in departments. This would commence in September. There would be “childcare” for those 35 minutes if children could not return home early.  **20/08/03 Korean Students.** There were currently a group of twenty Korean students visiting the school.  **20/08/04 Student Numbers.** Predicted numbers for September were between 170-180. In September 2021 the LA had asked the school to take 240. After that the numbers begin to dip. NGI advised of the challenges in respect of teacher appointments and finance. This would be discussed at the next Resources Committee meeting.  **20/08/05 Year 7.** NGI advised governors that the whole of Year 7 had been re-set in order to ensure stronger learning.. |  |
| **20/09** | **Committee and Governor Visit reports.** |  |
|  | There had not been any since the last FGB. |  |
| **20/10** | **Future of the school.** |  |
|  | The LA and DfE had been negotiating on how much they would each pay towards the refurbishment. Hamwic would not take the school on until that had been agreed. The survey had indicated that £8 million was needed. The current timeframe would see Hamwic taking the school over at the end of July. |  |
| **20/11** | **AOB** |  |
|  | A governor reported that he had observed the new system of lining up before class and had been really impressed. He congratulated the school. |  |