



CHANTRY ACADEMY

Minutes of the Chantry Academy meeting of the Local Governing Body held at the academy at 5.00pm on Thursday, 14th March 2019.

Present: Andy Baker (AB)
 Miles Cole (MC)
 Rob Croxson (RC)
 Craig D’Cunha (CD) (Principal)
 Aileen Davison (AD)
 Bob Dool (BD) (Chair of Governors)
 Iain Dunnett (ID)
 Louise Mallett (LM)
 Lisa Perkins (LP)

In attendance: Kate Thomas (KT) – Clerk to the Governors

		ACTION
1	<u>APOLOGIES FOR ABSENCE</u>	
1.1	BD welcomed LM to her first meeting as a governor. Apologies for absence were received from Rev’d Robert Hinsley. Governors consented to this absence.	
2	<u>DECLARATIONS OF PECUNIARY INTERESTS</u>	
2.1	No declarations of pecuniary or other interests were made regarding items on the agenda.	
2.2	Governors were reminded of the requirement to update their entries in the Register of Pecuniary Interests. LM confirmed that she had completed a Pecuniary Interests form and returned it to Miss Haywood. Governors were further reminded of the new statutory requirements now required to be declared on the School website (as per Academies Financial Handbook 2018).	
3	<u>MINUTES</u>	

3.1	The minutes of the Local Governing Body meeting held on 13 December 2018 (copy in the Minute Book), having previously been circulated, were confirmed and signed by the Chair.	
3.2	<p><u>Matters Arising from the Minutes</u></p> <p>Governors were asked if they had any matters arising from the minutes, which were not already included on the agenda.</p> <p>The following items were discussed:</p> <p>Item 3.2 - CD advised that elections for another parent governor would be taking place after Christmas. Actioned.</p> <p>Item 3.2 - Governors agreed that Bob Dool would draft up a letter from the governing body to the staff thanking them for their hardwork and support in not only producing a set of good GCSE results but also a good Ofsted inspection. Actioned.</p> <p>Item 3.2 - Governors agreed that doughnuts would also be given to all staff on behalf of the governing body. Actioned.</p> <p>Item 4.1 - MC asked for all papers to be numbered in future for the meeting. Actioned.</p>	
4.	<u>ANY OTHER BUSINESS</u>	
4.1	<p>A governor queried whether School Uniform was a high priority for CA currently? CD replied that there had been a “cull” on School Uniform with students, due to persistent breaches of the policy. CD explained that it was a way of raising expectations of students in their learning and for their future workplace.</p> <p>RC arrived at 5.07pm.</p>	
5.	<u>PRINCIPAL’S REPORT & ACADEMY IMPROVEMENT</u>	
5.1	<p><u>Principal’s Report</u></p> <p>CD presented his Principal’s report and highlighted the following areas:</p> <p><u>Pupil Numbers</u></p> <p>CD was pleased to report that for Year 7 September 2019 CA would be full, with 180 places offered and accepted. CD advised that there was a waiting list for approximately 30 students. CD informed that discussions with the LA had further developed with surveyors visiting the site and the likelihood of the Pupil Admission Number increasing to 210.</p> <p>CD explained that he had a broader discussion with the Trust regarding broadening the mix of students of disadvantaged and non-disadvantaged. CD advised that CA was now a school of choice for the area but the catchment had been narrowed. CD informed that discussions with the Trust centred on how to ensure students from the Trust primary schools could be offered places as a priority in future. CD gave the example of Gusford parents complaining that their children were unable to be placed at CA although attending the same Trust.</p>	

	<p>A governor queried the demographic for the next 5-10 years? CD replied that housing was increasing next to the Holiday Inn at Copdock.</p> <p>A governor questioned whether the preferred school would be a priority over distance to the school? CD responded that depending on the Admissions Policy and whether Trust feeder schools could be given priority would resolve the situation. CD explained that CA worked within a cluster of likeminded primaries in the area and the partnership working resulted in positive developments for pupils coming from primary to secondary.</p> <p>CD advised that a 2 phased funding approach was being considered, firstly extending the PAN to 210 then possibly extending it further to 240 students. A governor queried whether funding would be offered to support the increase in numbers? CD replied that funding was given per additional room and proportionate staffing was also included.</p> <p>BD emphasised the importance of local children being offered a place at CA in the future.</p> <p><u>Staff Absence</u> CD informed that staff absence had increased during the year and this had impacted on the behaviour and consistency in the classroom.</p> <p>A governor questioned whether there were any systemic problems regarding the increased level of sickness? CD replied that there were no systemic problems as such, but there were long term absences related to work and non-work related stress. CD advised that despite the Employee Wellbeing Scheme offering all staff support in a range of areas and including 6 counselling sessions, more support was required.</p> <p>A governor queried whether there were any root causes and commonalities traced back to the structure, format and expectations at CA? CD responded that there was one commonality for 3 of the staff, which were absent, but it related to previous occurrences of an illness that HR were not aware of.</p> <p>BD pointed out that the staff survey had not indicated that staff had any serious issues with working at CA. CD agreed and advised that over 50% of the staff had completed the survey compared to other schools in the Trust where only 33% had completed the survey.</p> <p>BD asked for comparative data for staff absence, for the previous year, in order to establish the extent of the increase and any trends. CD agreed to action.</p> <p>CD advised that Exit interviews had been completed. A governor queried how many were covered? CD agreed to investigate and report back. BD asked that further information on staff absence should be collated showing support staff and teaching staff separately. CD</p>	<p>CD</p>
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	<p>agreed to action.</p> <p><u>Outcomes</u></p> <p>CD reminded that the attainment data was based from information gained in October and a more up to date picture would be shown at the next LGB meeting. CD advised that overall expectation was around 50%, which would be the 3rd best set of results at CA. CD reminded that the current Year 11s were the weakest cohort CA had for a very long time.</p> <p>CD explained that Progress 8 was a challenge due to the English result not attaining the grade quality cross over, but further interventions were in place to address the issue. CD informed that there was a real sense of determination from the staff to ensure that outcomes did not dip after a positive Ofsted unlike previous years.</p> <p>CD advised that 20% of the students were persistently absent with approximately 7 students who were at risk of permanent exclusion, but who had been given alternative provision instead.</p> <p>A governor questioned whether CD thought students were more confident now than when taking their mocks in October. CD agreed that the students were more confident.</p> <p><u>Behaviour</u></p> <p>CD informed that the majority of students were well behaved most of the time at CA, but there were a small number that impacted on the overall behaviour data. CD explained that staff absence had also caused changes to cover supervision and inconsistent supply staff led to behaviour issues.</p> <p>CD advised that tolerance of behaviour varied in the class room and more investigation on how consistently the behaviour system was deployed was needed.</p> <p>CD explained that the challenges of the weak provision of SEND at LA level and the lack of alternative provision was a problem for CA's challenging students. CD advised that some young people were arriving at CA having experienced no heating at home and a lack of meals, which in turn impacted on behaviour at CA. CD informed that there were choices to make regarding the highly challenging behaviour, which were to either exclude, which would increase the attendance figures, or to lower expectations at CA.</p> <p>ID commented that there appeared to be a "perfect storm" of issues, both with staff absence and cover, and concerns regarding attendance and behaviour, particularly as there was a distinct lack of services and community support activities for the young people.</p>	<p>CD</p>
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	<p>A governor questioned whether YMCA still supported CA? CD confirmed that they did along with other charities, but the key issues were the impact on lack of funding within the family life that were affecting students.</p> <p>A governor queried whether staffing levels were now sufficient? CD replied that they were not and there was an issue with some staff having a low tolerance threshold. CD added that some of the key staff that were trusted by the students were not currently in school and this had impacted on behaviour too. CD explained that if they were aware of when staff were returning then stabilising actions could be undertaken, but this was not likely when the reason for absence was illness.</p> <p>A governor questioned whether the new Curriculum using the Oracy programme would increase the challenge? CD replied that he hoped that the new approach would lesson the behaviour issues.</p> <p>BD commented that 60% of students having low level disruption as a statistic was worrying. CD agreed but reminded that the consistency of how the system was applied was important to consider.</p> <p>A governor asked whether there was any data looking at the link to those staff absent with mental health issues and whether they were applying the behaviour system effectively? CD agreed to investigate.</p> <p>Governors agreed that the Leader of the Council and the Chief Executive of SCC should be invited to meet with them at CA to discuss the current issues affecting the young people, including the lack of support services from the LA. CD and BD agreed to action</p> <p><u>Continuous Professional Development (CPD)</u> CD was pleased to report that CA had been awarded the Silver Award for training and would hopefully achieve the Gold as a consequence of additional funding for CPD gained from the Ipswich Opportunities Fund.</p> <p>A governor queried how the funding had been used? CD replied that much of the funding had been spent on the new Oracy programme through the organisation Voice 21 (from School 21 based in Stratford) for the Curriculum for all staff.</p> <p>ID left at 6.26pm</p>	<p>CD</p> <p>CD/BD</p>
5.2	<p><u>Academy Improvement Plan (AIP)</u> CD presented the AIP. A governor asked where data on Progress, Results and Students would be included? CD responded that the information would be on the Self Evaluation document.</p> <p>A governor questioned whether due to the fact that a number of grandparents and parents attended CA there was an indication of low social mobility? CD replied that it was not necessarily the case but the</p>	

	<p>housing market had changed over the years, and statistically most parents did not own their home, they were either renting or using council housing.</p> <p>A governor queried where the actions to address behaviour and attendance were highlighted on the AIP? CD responded that the Curriculum Pastoral System and the establishment of consistent approaches would be the key areas. BD requested that an external audit of the behaviour and attendance system should be undertaken. CD agreed to investigate.</p>	<p>CD</p>
<p>5.3</p>	<p><u>Chantry Curriculum 2019/2023</u></p> <p>CD presented the Chantry Curriculum 2019/23 highlighting the following points:</p> <p>CD explained that the teaching of RE and PSHE was being reviewed and RE was now being considered for teaching in years 9. 10 and 11. CD advised that there were 2 strands to the teaching:</p> <ol style="list-style-type: none"> 1. Ican - linked to aspirations, careers, etc 2. lam – linked to introspect, mental health, etc <p>CD informed that in order to deliver 2 sessions a week to students, they would need to change the school day internally, to a 45 minute form/tutor time and all 5 lessons lasting 60 minutes. CD explained that the new timings had been gained from taking 5 minutes off each lesson for the previously required “movement time”. CD advised that there would be a number of activities offered to students as well as speakers and there would be a specialist team working with them.</p> <p>CD explained that the “intent” of the Curriculum had been reviewed to ensure students had opportunities to experience and achieve success at KS4 and beyond. CD advised that the new changes would improve the students social mobility. CD added that the content would not change, i.e. the GCSE standards focus, but the delivery would change.</p> <p>CD informed that CA would work in partnership with an outstanding High school from London called School 21 who runs an Oracy programme for students, aiming to ensure that all young people participated in lessons fully, and were able to write their answers succinctly. CD advised that The Oaks Primary, who were recently inspected and judged outstanding, had been using the Oracy programme and had benefitted from more confident pupils and greater participation in lessons.</p> <p>A governor questioned whether the programme would be deployed across the Curriculum? CD confirmed that it would be used in all subjects. A governor queried how progress would be measured? CD replied that it would be from written assessments. CD explained that it was envisaged that by the time students reached Year 11 the need for</p>	

Oracy would lessen but the results would be highlighted. CD advised that the other part of the programme was to ensure that all students were able to master a subject and gaps in their learning would be identified and addressed.

A governor questioned how staff would be trained for the new programme. CD replied that Voice 21 would be training staff from 23 April 2019 for 5 days and there would be training days regularly over the next 12 months.

CD pointed out that Halifax Primary had also embraced the programme and had experienced very positive results.

A governor clarified whether training would be phased? CD agreed and advised that the results and impact would be expected after 2 years.

A governor asked whether teachers were positive about the new programme, bearing in mind the level of interventions they were using currently with Year 11s? CD replied that when the programme was launched staff were very positive and more concerned about the aspects of Review and New, rather than Oracy per se.

CD explained that the change in Curriculum design would hopefully lessen the need for interventions, but there may well be more targeted interventions. CD advised that marking should lessen as there would be smaller amounts of written work but a high quality of it.

A governor queried that as students learn how would those be supported that were not happy about participating in the new approach? CD responded that it would be similar to the students who were less engaged now, in that more confidence gaining work was to be done.

BD commented that it was important for governors to be aware of how staff would cope with the cultural change.

A governor asked whether there was any scope for trialling the new Curriculum in a smaller way? CD replied that the difficulty of the new Curriculum was that it was needed across the whole school community and was a cultural shift.

CD reported that CA would be the only school in the country that would have all staff trained in the new Curriculum.

BD asked that the area would be reviewed at meetings particular regarding the impact on the quality of teaching and student progress.

A governor queried whether Year 11s and Year 10s would experience changes in their curriculum? CD replied that there would be elements

	<p>of the curriculum, but a balance of supporting those students through their exams was vital, with Year 11s unlikely to be affected.</p> <p>LP and MC agreed to become link Governors for the new Curriculum.</p>	
5.4	<p><u>Senior Leadership Roles and Responsibilities (with effect from January 2019)</u></p> <p>Governors received and noted the updates to the senior leadership roles and responsibilities with effect from January 2019.</p>	
5.5	<p><u>Staff Survey Results</u></p> <p>CD informed that he had received 34 responses from staff for the survey, which was greater than other schools in the Trust.</p> <p>A governor queried how CA compared to the other schools? CD replied that CA was the highest performing school in the Trust, but CA had significantly low prior attainment compared to the other schools.</p> <p>BD commented that more staff should be encouraged to participate in future and ideally, a survey comparing results with neighbouring high schools would arguably be more helpful.</p> <p>A governor questioned what the next steps were for the survey? CD explained that responses would be collated and distributed to staff, but discussions with the Senior Leadership Team were due first.</p> <p>CD agreed to provide a response to the Staff Survey and a plan of actions for the next meeting.</p>	CD
6.	<u>BUDGET UPDATE</u>	
6.1	<p><u>Budget Update 2018/19</u></p> <p>Governors received the monthly summary report of the Budget for 18/19.</p> <p>CD pointed out that the budget was having to cover the short fall in funding for those students who had joined CA being a considerably higher proportion than those leaving at Year 11.</p> <p>CD advised that the possibility of a 2% pay award, and increased contributions in pension with staffing numbers increasing would require more strategic decisions for staffing efficiencies in the future.</p> <p>A governor questioned whether the Trust top slice percentage had remained the same? CD confirmed that it had not changed and was 4%.</p>	
7.	<u>ALT</u>	
7.1	<p><u>Trust Updates</u></p> <p>BD reported that the CEO, Gary Peile had sadly passed away and</p>	

	<p>wanted to recognise his excellent work and commitment to ALT. BD added that Gary was passionate about young people’s learning and development, a strong character who always supported colleagues, in a considerate and compassionate manner and had left ALT with a strong vision and culture.</p> <p>BD informed that the process to appoint a new CEO was underway and the final week of interviews was week commencing 6 May 2019.</p> <p>A governor questioned whether BD would be on the panel? BD replied that he had been asked but he was a Member and as such he would still be involved in the appointment process</p> <p>BD highlighted the Ofsted inspection of the Trust undertaken in January 2019 with the report now published on the trust website. BD advised the following 3 recommendations:</p> <ul style="list-style-type: none"> • Develop and implement the trust’s approach to providing a consistently high quality curriculum so that all pupils, particularly those who are disadvantaged and potentially highest achieving, can excel. • Ensure that middle leaders work effectively within schools and across the trust to improve the consistency and quality of teaching and learning within their respective areas of responsibility. • Improve the effectiveness of the local governing bodies, so that they hold school leaders more rigorously to account for pupils’ achievement and the quality of teaching and learning. <p>A governor queried whether the development of the curriculum was appropriate for CA? CD replied that the curriculum principles would be used rather than an identical curriculum.</p>	
8.	<u>POLICIES: REVIEW PLAN FOR 2018/19</u>	
8.1	The following policy was adopted by governors: Gifts and Hospitality policy	
9.	<u>DATES OF FUTURE MEETINGS</u>	
9.1	Please note all LGB meetings start at 5pm Thursday, 23 May 2019 Thursday, 4 July 2019	

The meeting closed at 7.01pm.

Signed

Date

