



CHANTRY ACADEMY

Minutes of the Chantry Academy meeting of the Local Governing Body held at the academy at 5.00pm on Thursday, 24th May 2018.

Present: Andy Baker (AB)
 Miles Cole (MC)
 Rob Croxson (RC)
 Craig D’Cunha (CD) (Principal)
 Aileen Davison (AD)
 Bob Dool (RD) (Chair of Governors)

In attendance: Jake Barnard (JB) – PE Teacher
 Chris Adehokey (CA) – Maths Teacher
 Krissy Quinton (KQ) – Technology Teacher
 Vicky Polevaya (VP) – Science Teacher
 Kate Thomas (KT) – Clerk to the Governors

	<p><u>PRESENTATIONS BY STAFF UNDERTAKING “LEADING ACTIVE LEARNING PROJECTS FOR 2017/18</u></p>	<p>ACTION</p>
	<p>Please note this item was a late addition to the agenda.</p> <p>CD introduced staff members who had been undertaking a “Leading Active Learning” project for 2017/18. CD explained that the project was both an on-going opportunity for staff to work throughout the school and a positive continuous professional development (cpd) opportunity from the Trust.</p> <p><u>Jake Barnard – PE Teacher – Sports Ambassadors</u> JB informed that at the start of the project he had looked at the values and ethos of Chantry Academy (CA) together with students’ aspirations in relation to Sport, both the higher social position and the higher standard of living aspects. JB advised that the Sports Ambassador role appeared to be an ideal focus for the project.</p> <p>JB explained that he had contacted many other schools via social media to ascertain whether a similar role had been introduced. JB advised that 57% of schools feeding back to his enquiry had a similar role in their school.</p> <p>JB informed that he promoted the role of Sports Ambassador and spoke to many students with the aim of becoming an Ambassador. JB</p>	

	<p>advised that he had also targeted those gifted and talented students who always attended clubs and performed sport at high levels outside of the school.</p> <p>JB informed that he appointed 18 Sports Ambassadors from years 8 – 11. JB explained that each ambassador had a badge on his or her blazers and their roles were explained throughout CA.</p> <p>JB advised that Sports Ambassadors supported CA with the following:</p> <ul style="list-style-type: none"> • Helping with parents evenings • Involvement in interviews when recruiting PE staff • Supporting the PE department • Helping to run Extra-Curricular clubs • Attended courses, i.e. sports leadership • Worked with parents, students and outside organisations to help support leadership in sport. <p>JB was pleased to report that the current Year 7 were very “sporty” and were keen on becoming Sports Ambassadors. JB informed that there had been a rise in attendance of the extra curricular clubs, sports ambassadors had at times led their own clubs or in lessons.</p> <p>JB advised that in future the impact of becoming a Sports Ambassador would be looked at by individual student when leaving year 11.</p> <p>A governor asked what the impact of the project had been on JB? JB replied that he had become more organised, improved his communication skills and it had been an opportunity to recognise deserving students in Sport.</p> <p>A governor queried whether students who were attracted to the role were not excelling on the academic side but were in sport? JB replied that there had been a positive effect in lessons already as a result of becoming a Sports Ambassador, but had not as yet, monitored the impact on academic progress.</p> <p>A governor questioned what the ideal number of Sports Ambassadors should be? JB replied that currently the total was 18, but that year 7 could increase the total due to their enthusiasm and interest.</p> <p>A governor queried what the split of boys and girls was within the role? JB replied that it was currently 10 boys and 8 girls but that this was likely to change to more girls due to Year 7.</p> <p>A governor asked whether it was application only to become a Sports Ambassador? JB responded that originally it was but there was a more focused approach through the gifted and talented view.</p> <p>A governor queried whether there was anything JB would do</p>	
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differently in the new year based on last year's experience? JB replied that he would be more explicit regarding the expectations from the students and also set criteria to work to, i.e. an informal contract. JB added that he was aiming to introduce the criteria and contract for the new year.

A governor asked whether there was a "ripple effect" on other students around the Sports Ambassadors? JB confirmed that there was and he had also received staff feedback that were also interested in the ambassadors role for different subjects.

A governor queried how the project had helped JB improve as a leader? JB replied that communication skills had been more fully utilised resulting in working with a broad range of staff members and students and presenting to various audiences.

A governor questioned whether students were able to gain additional accredited coaching qualifications as part of the project? JB responded that the qualifications were offered to students upon reaching year 10.

A governor asked whether CA would be able to host some of the coaching qualification courses? JB confirmed that this was possible particularly at level 1 in general skills.

A governor queried whether students visited the primary schools? JB confirmed that if the primary schools had asked for student support then yes they would work within the primary schools, particularly, for sports days.

RD thanked JB for all his hard work and support in making the project a success for students.

CD introduced the second project which he explained was unusual as there were 3 staff members working together on a group initiative. CD advised that the Science, Technology, Engineering and Maths (STEM) project was led by 3 teachers from 3 different departments:

Chris Adehokey – Maths Teacher
Krissy Quinton – Technology Teacher
Vicky Polevaya – Science Teacher

CD explained that the main theme of the project was to raise aspirations amongst students and increase their STEM skills and career awareness.

KQ informed that for her part in the project, she worked with 30 year 7 students taken from high prior attaining girls and boys and mid prior attaining boys. KQ advised that there had been a careers morning for STEM, which included 5 different careers areas:

	<p>civil engineering, game designer, BT, media and publications and Innovation.</p> <p>KQ explained that the students engaged with the careers morning and were asked via a short questionnaire what type of STEM career they would choose. KQ advised that the results of the project had not as yet been finalised, but already 5 out of 19 had changed their career choice to more STEM related and 12 out of 19 chose to focus more on gaining STEM skills for their career.</p> <p>KQ informed that next year some further STEM career information would be shared with students to increase awareness and engagement.</p> <p>VP advised that some educational visits had been undertaken for students to visit a college and university. VP explained that some of the completed engineering projects had been shared with students to offer an insight into the course content. VP added that at the University the CA students took part in STEM related activities and had received very positive feedback.</p> <p>VP informed that 3 more students now wanted to attend college, 1 wanted to undertake an apprenticeship and 4 had said they wanted to go to university as a result of the project.</p> <p>VP advised that the introduction of an annual event for STEM would be another positive step to engage the interest of students at CA.</p> <p>A governor asked how many students had been involved? VP replied that it was 30 in total with a mix of Pupil Premium funded students and non Pupil Premium.</p> <p>CA advised that he had worked with a group of students who had visited BT to look at Innovations. CA explained that there was a mix of students from high, medium and low prior abilities. CA advised that meeting an apprentice at BT had also helped to engage the CA students and inspire them.</p> <p>A governor questioned whether students had become more engaged in lessons as a result of participating in the project? CA replied that many had become more engaged and more supportive of other students in the class.</p> <p>KQ advised that at the beginning of the project each student was asked what their favourite subject was and then again at the end and KQ stated that 10 related to STEM compared to 6 previously.</p> <p>VP agreed and advised that Students in science had been more engaged, confident and had improved attitudes to their work.</p> <p>A governor queried whether it was a project worth engaging with</p>	
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	<p>Year 7s every year? All agreed it was and would be worth expanding.</p> <p>A governor asked how the project could be maintained in the future? VP replied that the college had been very supportive and had offered further activities for students to participate in as well as the University of Suffolk.</p> <p>A governor queried whether the project was linked to the STEM regional network? KQ confirmed that it was and with the STEM ambassadors network.</p> <p>A governor questioned how the project had helped all 3 individually? KQ replied that the opportunity to work with 2 other colleagues more closely had been very helpful.</p> <p>A governor asked what would happen next year? All advised that further developments with the Further Education providers were required.</p> <p>CD suggested that there might be a STEM careers aspect, which could be brought back to the classroom for one week for Year 7.</p> <p>A governor queried what support was offered to the team throughout the project? VP advised that the senior leadership team had been very helpful and supportive as well as the support staff.</p> <p>A governor asked how the projects were chosen? CD replied that it was normally via a priority within the School Improvement Plan and staff then suggested an area to focus on.</p> <p>A governor questioned whether there were more projects lined up for next year? CD replied that there would be but the applications were submitted in September for an October start. CD added that there was a further project presentation at the next meeting in July.</p> <p>RD thanked the team for all their hard work and support for the project and asked that the governing body were kept informed with updates when appropriate.</p> <p>JB, CA, KQ and VP left the meeting at 5.43pm.</p>	
1	<u>APOLOGIES FOR ABSENCE</u>	
1.1	<p>Apologies for absence were received from Iain Dunnett, Lisa Perkins</p> <p>Governors consented to these absences.</p> <p>RD informed that Clare Barber had recently resigned from the governing body.</p>	
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. Governors were further reminded of the new statutory requirements now required to be declared on the School website (as per Academies Financial Handbook 2017).	
3	<u>MINUTES</u>	
3.1	The minutes of the Local Governing Body meeting held on 27 February 2018 (copy in the Minute Book), having previously been circulated, were confirmed and signed by the Chair upon the following correction: Item 5.1 – should read 29 national consortia not 27.	
3.2	<u>Matters Arising from the Minutes</u> Governors were asked if they had any matters arising from the minutes, which were not already included on the agenda. The following items were discussed:	
3.2.1	Item 8.1 - CD agreed to circulate the link to the updated Strategy document on a termly basis. Actioned. CD agreed to circulate a further update for the July meeting.	CD
3.2.2	Matters arising from the Standards Committee meeting:	
3.2.3	Link Visits – the following actions and recommendations were discussed, responses were highlighted in red. <u>SEND Link visit:</u> 1. Review of SEND Policy 2. Date of last and next SEND drop in session 3. Consider: <ul style="list-style-type: none"> • timing/communications and marketing of SEND sessions • option to pre-book SEND appointments as part of parents evenings • the need for additional support and financing around persistent absence • availability of additional space for SEND work alongside other competing demands • additional support to improve morale of the team <u>Careers Guidance visit:</u> <ul style="list-style-type: none"> • Dedicated CPD time to work with all staff to improve their understanding and up to date knowledge – dates had been added to the calendar for 2018/19 	

	<ul style="list-style-type: none"> • Careers Guidance to be clearly identified in the Academy Improvement Plan and Self Evaluation Form – discussed at senior leadership team meeting – CD to discuss with RD. • Develop a tool for students to help them take ownership and understand what they should be offered, when and how – work undertaken with the Pastoral team to identify an appropriate solution which was manageable for the Tutors. Further expansion of the central record of interventions to include ones that include “student ownership”. • Visits to Higher Education institutions beyond Suffolk – The Network for East Anglian Collaborative Outreach (NEACO) have supported and helped fund trips, more funding to be sought. • Improving the evidence available to demonstrate impact. Further evidence was being updated and reviewed on a regular basis. • Prioritise the development and use of the Alumni Association. Continuing work with Futures First with workshops identified to be established soon. <p><u>Safeguarding Visit:</u></p> <ul style="list-style-type: none"> • Update required regarding the magnetic lock and the gate next to the bike park • Visitor badge return box • Safeguarding update at every Local Governing Body meeting. 	CD/RD
3.2.4	<p>All governors to consider if a second phase visit was required and appropriate for their key area and to contact Sue Haywood to book it in before the end of the Summer Term.</p> <p>RD advised that Careers, Safeguarding and Leadership and Management would be followed up this term on 3rd July 2018.</p> <p>RD asked all governors to contact Sue Haywood to coordinate a suitable date and time for a visit in the Autumn Term.</p>	ALL
4.	<u>ANY OTHER BUSINESS</u>	
4.1	<p><u>Parents Forum</u> – A governor asked for an update on whether the Parent Forum was still meeting? CD replied that it was currently under review due to the number of parents attending decreasing to 3 in total. CD reminded that originally, the establishment of the Parents Forum had been a direct response to CA being judged as Special Measures. CD advised that a different type of forum was now envisaged which would include parents as part of a focus group structure and also for fundraising and community work. CD explained that ultimately, a Parent Teacher Association model was to be further developed.</p> <p>CD asked that parent governors join the new group and advised that Keith Stronach would be the key staff member involved in the group.</p>	PAR GOVs

	<p>RD suggested that parent ambassadors were also a model that worked well in the local primary school.</p> <p><u>Careers Hub</u> - CD informed that a bid had been submitted with the Local Education Partnership (LEP) to become the lead school for a Careers Hub.</p>	
5.	<u>PRINCIPAL'S REPORT & SCHOOL IMPROVEMENT</u>	
5.1	<p>CD presented the Principal's Report and highlighted the following areas:</p> <p>CD was pleased to report that CA was leading on Local Cultural Education Partnerships (LCEP), which was linked, to the vision for Arts. CD added that the initiative was a way of bridging Arts to education.</p> <p>CD explained that there had been a tendering process for the catering company, which was yet to be finalised and awaiting Trust Board approval on 12 June. CD advised that the catering company would work with 4 schools within ALT, Cromwell, CA, Littleport and Highfield.</p> <p>CD reported that the number of students due to join Year 7 was 180 and there were 22 on the waiting list. CD added that the number of students joining and on the waiting list was the highest ever.</p> <p>CD advised that the diversity of students was similar to previous years, with 46% eligible for Pupil Premium (PP) funding. A governor questioned whether all parents were aware of PP funding? CD pointed out that when new students join in year 7, any that were eligible for PP would receive a new blazer, which appeared to highlight to parents quickly and effectively the need to sign up for PP funding. CD advised that in future with the changes to Universal Credit some students would no longer be eligible for PP funding.</p> <p>CD informed that the teacher trainees were overall working well. CD advised that the normal staffing statistics had been left out but would be included at the next meeting.</p> <p>CD was pleased to report that 100% of staff had received additional continuous professional development (CPD) in the last 2 years; 90% of teachers had received CPD in addition to their directed time and 60% of all teachers had received leadership training in the last 2 years.</p> <p>CD advised that for next year he was hoping that support staff would be more involved in the leading active learning projects.</p> <p>A governor asked when the staff survey would be completed? CD replied that he was hoping it would be completed in October when new staff had settled in and the beginning of the new year had fully started.</p>	

CD informed that Exit Interview feedback was not showing any particular patterns, other than only 1 staff member had highlighted that workload pressures and stress were reasons for leaving.

CD explained that the attainment projects for year 11s remained a challenge to predict due to the new exam papers for the majority of subjects. CD advised that the projections had been deliberately conservative.

A governor questioned why English appeared to have dropped compared to Maths? CD replied that it was due to English having 2 subjects, English Literature and English Language. CD added that the current Year 11 cohort performed similarly for both English subjects and therefore predictions would inevitably be lower.

CD advised that the Progress 8 predictions appeared to be zero, as there was improved progress in the EBacc subjects, in particular science.

Teaching and Learning Report

CD advised that the teaching had improved to good and outstanding with very few examples of Requires Improvement (RI) or inadequate teaching. CD explained that it was a very positive picture of the quality of teaching and learning due to the work scrutinies, data, lesson observations, student feedback, etc. CD added that external reports on the quality of teaching and learning had also supported the school's overall very positive picture.

A governor asked how many parents had commented on homework? CD replied that it was 75.

CD reported that positive behaviour points had shown an inconsistency across the year groups. CD explained that staff training had helped to prevent further inconsistency and renewed enthusiasm for the behaviour points was appearing. CD acknowledged that the staff turnover over recent years had resulted in some staff, not receiving the consistent message regarding the behaviour system and awarding of positive points, but that it was now being addressed.

CD highlighted that as always there was a very small number of students with challenging behaviour but that it was important to reward those students that exuded good behaviour, positively.

A governor queried how much the small number of students poor behaviour affected others? CD replied that sometimes the behaviour was outside of lessons but also at times other students were unsettled by poor behaviour.

CD advised that attendance was mainly an issue in Year 11 but would

	<p>be resolved soon. CD was pleased to report that persistent absence had improved and the current attendance rates were better than the previous year.</p> <p>A governor queried whether Book Jam was continuing for another year? CD confirmed that it was continuing for another 2 years.</p> <p>CD confirmed that all staff had been General Data Protection Regulation (GDPR) trained as well as having received training on the Prevent Duty.</p>	
6.	<u>BUDGET UPDATE</u>	
6.1	<p>CD presented the Budget update monitoring report.</p> <p>CD advised that a budget deficit was forecast due to funding given to CA via actual student numbers rather than estimated. CD explained that staffing costs including teacher pensions, pay increments, support staff pay increases and increased National Insurance contributions were all leading to budget issues. CD reassured that there were reserves to cover the increased expenditure but pointed out that it was not a sustainable picture. CD reiterated the need for the current staffing levels to remain in order to deliver the curriculum required at CA.</p>	
7.	<u>ALT</u>	
7.1	RD updated governors regarding the recent ALT governor briefing sessions.	
8.	<u>POLICIES: REVIEW PLAN FOR 2017/18</u>	
8.1	Governors were asked to receive and note the revised Safeguarding Policy in readiness for 1 September 2018. Governors noted that the revised policy had been adopted by ALT at the recent Trust Board meeting.	
11.	<u>DATES OF FUTURE MEETINGS</u>	
11.1	<p>Please note all LGB meetings start at 5pm</p> <p>Tuesday, 10th July 2018 Thursday, 20th September 2018 Thursday, 13 December 2018 Thursday, 7 February 2019 Thursday, 23 May 2019 Thursday, 4 July 2019</p>	

The meeting closed at 7.17pm.

Signed

Date