



## CHANTRY ACADEMY

Minutes of the Chantry Academy meeting of the Standards Committee held at the academy at 3.30pm on Thursday, 18<sup>th</sup> May 2017.

Present:           Andy Baker (AB)  
                       Bob Dool (RD) (Chair of Governors)  
                       Lisa Perkins (LP) (Chair of the Committee)

In attendance:  Keith Greenwood (KG) (Vice Principal)  
                       Richard Hanson (RHA) (Senior Vice Principal)  
                       Trudy Stannard (TS) (Vice Principal)  
                       Kate Thomas (KT) (Clerk to the Governors)

<i>Please note the agenda after Item 4, was amended to the following order of items 8, 6, 5, 7, 9, 10 and 11.</i>		
1	<b><u>APOLOGIES FOR ABSENCE</u></b>	<b>ACTION</b>
1.1	Apologies for absence were received from Craig D’Cunha. Governors consented to this absence.	
2	<b><u>DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
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 2016).	
3.	<b><u>MINUTES OF THE LAST MEETING HELD ON THURSDAY, 23 FEBRUARY 2017</u></b>	
3.1	The minutes of the Standards Committee meeting held on 23 February 2017 (copy in the Minute Book), having previously been circulated, were <b>confirmed</b> and signed by the Chair.	
3.2	<b><u>Matters Arising from the Minutes</u></b>	
3.2.1	Item 3.2.4 - CD agreed to pursue mentoring further with TS directly and report back to LP and KT. TS advised that she would organise the	

	mentoring and contact LP and KT accordingly. <b>Action:</b> TS to contact LP and KT to organise mentoring girls.	TS/LP/KT
3.2.2	Item 5.1 - Governors asked CD to bring samples of homework and feedback on the new strategy for the next meeting. Actioned. Governors confirmed that the new homework strategy had been discussed at the recent Link Visit.	
4.	<b><u>ANY OTHER BUSINESS</u></b>	
4.1	<b>Action:</b> TS requested all governors completed a positive message to all the Year 11s prior to their exams.	ALL
	<i>Please note this item was taken after Item 6 Outcomes Report.</i>	
5.	<b><u>EXTERNAL REPORT FROM IAN SEATH ON MIDDLE ABILITY PRIOR ATTAINING BOYS</u></b>	
5.1	<p>RHA presented the report explaining pointing out a further 2 key issues which had been highlighted, the focus on girls and the science issues at KS2.</p> <p><b>A governor questioned how students were unable to explain their targets during the visit with Ian Seath?</b> RHA agreed that it was surprising as students were generally very aware of their targets?</p> <p>RHA advised that the Lead Practitioner for Science was talking to the primaries regarding transition from Year 6 to 7, including how this would feed into homework, and the scheme of work and the reflection of prior learning.</p> <p><b>A governor asked AB what he felt about the report?</b> AB replied that it was an interesting read to show where things were improving and the areas requiring further development. RHA agreed and stated that it had been helpful to have a “health check” on provision with some validated judgements. RHA advised that on an annual basis it was important to have a Teaching and Learning review undertaken externally.</p> <p><b>A governor asked AB if visits from Ian Seath were helpful?</b> AB replied that they were helpful from a personal perspective due to the challenge offered.</p>	
6.	<b><u>OUTCOMES REPORT</u></b>	
6.1	<p>TS presented the Outcomes Report.</p> <p><b>A governor questioned how the gap between the genders were closing? The governor further queried whether it was because boys had accelerated their progress and girls had slowed down in their improvements?</b> TS answered that it was a combination of both. TS</p>	

<p>added that boys had historically needed pushing but many girls were very passive. TS explained that the current year 11 had more girls than boys, the girls were generally very well behaved and there were very few in isolation and excluded, however, they were very passive. TS acknowledged that more work needed to be developed for girls.</p> <p><b>A governor challenged that there was a danger that CA focused on lower attainers and forgot those high attaining students.</b> TS replied that within certain year groups there were very few high attainers, but lower in the school there were a few higher prior-attaining students.</p> <p>TS reported that girls were also involved in the Science, Technology, Engineering and Maths (STEM) projects.</p> <p><b>A governor questioned what was happening in those subjects significantly off track?</b> TS explained that many of the subjects were ones where course work had been delayed and staff were being monitored to ensure that deadlines were achieved.</p> <p><b>A governor queried whether the move to more exam based GCSEs would help eradicate the problem of course work being delayed?</b> TS agreed that it would alleviate the pressure of deadlines.</p> <p><b>A governor challenged whether with the number of interventions in place the number of subjects significantly off track would decrease next year?</b> TS agreed that the number would decrease but that Geography and Science had been problematic, together with the challenges of Maths and English new GCSEs.</p> <p><b>A governor asked whether the reading 10 minutes a day strategy had been received positively at CA?</b> TS replied that although the impact of the strategy had not as yet been monitored directly, the student performance in the English papers would hopefully highlight a positive difference.</p> <p><b>Action:</b> Governors asked TS to feedback regarding Student Voice on student views from Year 11 regarding the number of interventions, and which ones worked and those that were less helpful. TS agreed to also gain similar feedback from staff regarding the Year 11 interventions.</p> <p><b>A governor questioned resilience remaining a factor for Year 11s?</b> RHA confirmed that traditionally there had been a dependency culture at CA and some Year 11s still had resilience issues.</p> <p>TS left the meeting at 5.04pm</p> <p><u>Quality of Teaching Report</u> RHA presented the Quality of Teaching report</p> <p><b>A governor queried why the data on the graph looked worse since</b></p>	<p>TS</p>
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	<p><b>November?</b> RHA replied that there had been more rigour on analysis of data, learning walks and work scrutinies, with concerns being flagged up quickly.</p> <p><b>A governor queried the mixed message from the Outcomes Report compared to the Quality of Teaching report?</b></p> <p><b>Action:</b> RHA to report back to governors at the meeting on 25 May with answers on how the 2 reports should be correlated.</p> <p><b>A governor queried of the percentage 88% of teaching was good or better – what percentage of teachers had been monitored?</b> RHA replied that the percentage reflected the whole of the teaching staff.</p> <p><b>A governor questioned whether on the homework graph the red area meant that homework was not completed?</b> RHA confirmed that it did and that the new homework strategy introduced had helped to prioritise the importance of homework with students. RHA added that students saw a consequence of not completing their homework and parents had been informed. RHA advised that the new homework strategy had resulted in more parents communicating with CA.</p> <p><b>Action:</b> Governors requested that homework data was tracked over time and the number of students involved rather than the number of homework pieces not completed would be helpful.</p>	<p>RHA</p> <p>RHA/CD</p>
7.	<b><u>LINK VISITS</u></b>	
7.1	<p>Governors received link visit reports on the following key areas:</p> <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Teaching &amp; Learning</li> <li>• Behaviour</li> <li>• Special Educational Needs &amp; Disabilities (SEND)</li> </ul>	
	<i>Please note this item was taken after Item 4 on the agenda</i>	
8.	<b><u>BEHAVIOUR AND ATTENDANCE</u></b>	
8.1	<p>KG presented the Behaviour &amp; Attendance report:</p> <p><b>A governor queried what was happening in Years 7 and 8 in terms of behaviour compared to the other years?</b> KG replied that there was a small minority of boys taking up a considerable amount of time. KG explained that as the behaviour system had changed and the number of informal warnings had reduced this had resulted in the number of incidents rising.</p> <p>RHA explained that the expectations of students had been raised and therefore there were fewer informal warnings, which could then result in</p>	

	<p>formal warnings. KG added that the level of tolerance from staff should be taken account of and was monitored by the leadership team.</p> <p><b>A governor asked how it was ensured that staff consistently applied the behaviour strategy?</b> KG responded that there were regular discussions with staff; reminders and the pastoral team also monitored the number of incidents.</p> <p><b>A governor questioned how it was picked up if a staff member had been inconsistent in their application of the behaviour policy?</b> KG replied that team meetings, data trends, etc were reviewed and staff were spoken to directly.</p> <p>RHA and KG advised that the number of incidents was reported but sometimes it was more helpful to view the number of students involved.</p> <p>KG alerted that there were some students with a higher number of behavioural issues due to the lack of alternative provision available to them. KG added that rather than exclude those students their behaviour and support strategies were managed within CA.</p> <p><b>A governor queried why Year 11s showed 13 C2 removals?</b> KG advised that the number reflected the previous system, as the behaviour system had changed mid year.</p> <p>KG informed that from September for a group of Year 10 and 11 students some alternative provision was being considered off site, but which would mean those students would remain on roll at CA.</p> <p><b>A governor questioned whether it was manageable for those students who were trying hard to learn when being disrupted by others?</b> KG replied that it was but at times a difficult situation which, the community and police were also involved in.</p> <p><b>A governor challenged whether the reports were showing that behaviour had improved?</b> KG agreed that the data showed improvements but that some year groups had some highly challenging students who required extensive support.</p> <p><b>A governor queried whether Year 8 students' behaviour was expected to improve in Year 9?</b> TS agreed that it was and the curriculum developments would help.</p> <p>KG advised that the current Year 11 students used to have some real behaviour issues but these had been addressed and had improved in the last 2-3 years.</p> <p><b>Action:</b> KG to reflect the number of students involved in the behaviour issues.</p>	<p><b>KG</b></p>
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	KG left the meeting at 4.25pm	
<b>9.</b>	<b><u>POLICY REVIEW &amp; UPDATES</u></b>	
9.1	There were none to report.	
<b>10.</b>	<b><u>ALT BUSINESS AND REPORTS</u></b>	
10.1	RD reported that there would be an observer coming along to the LGB meeting on 25 <sup>th</sup> May 2017 from Sidegate Primary (Vice Chair) who wants to gain good practice from another governing body.	
<b>11.</b>	<b><u>DATES OF NEXT MEETING</u></b>	
11.1	All meetings start at 3.30pm  <b>Action:</b> RD to liaise with KT regarding dates for next year's meetings.	<b>RD/KT</b>

The meeting closed at 5.42pm.

Signed .....

Date .....