



CHANTRY ACADEMY

Minutes of the Standards Committee of the Local Governing Body of Chantry Academy meeting held at the academy at 6.00pm on Tuesday, 30th January 2018.

Present: Andy Baker (AB)
 Miles Cole (MC)
 Rob Croxson (RC)
 Craig D’Cunha (CD) (Principal)
 Bob Dool (RD) (Chair of Governors)
 Lisa Perkins (LP) (Chair of Committee)

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

1	<u>APOLOGIES FOR ABSENCE</u>	ACTION
1.1	Apologies for absence were received from Rev’d Robert Hinsley, Iain Dunnett, Clare Barber and Aileen Davison. Governors consented to these absences.	
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 18 May 2017 (copy in the Minute Book), having previously been circulated, were confirmed and signed by the Chair.	
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 3.2.1 – TS to contact LP and KT to support the mentoring of girls. LP reported that she had held further discussions regarding using the appropriate communication platform for mentoring in order to ensure appropriate safeguarding measures were taken. CD advised that he would ask Tommy Moseley to respond to LP regarding the final decision.	CD
3.2.2	Item 6.1 – 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. CD reported that TS along with other leadership colleagues would be invited to the next Local Governing Body (LGB) meeting to discuss the feedback from staff and students, regarding Year 11 interventions. KT agreed to include on the agenda for the LGB meeting.	CD KT
3.2.3	Item 6.1 – 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. CD confirmed that the data would be provided within the teaching and learning report for the next LGB meeting. KT to include as an agenda item for the next LGB meeting.	CD KT
3.2.4	Item 8.1 – KG to reflect the number of students involved in the behaviour issues. KT to include as an agenda item for the next LGB meeting.	KT
4.	<u>ANY OTHER BUSINESS</u>	
4.1	No further business was discussed.	
4.2	There was no news to report.	
4.3	There was no Important business raised with the Chair prior to the meeting.	
5.	<u>LINK VISITS</u>	
5.1	Governors confirmed that dates were currently being agreed for visits in the future. RD reminded that visits for Leadership and Management and Safeguarding had already been completed. LP/MC agreed to check whether the Pupil Premium Visit had been undertaken and completed for the Autumn Term.	LP/MC

6.	<u>PUPIL PREMIUM REPORT</u>	
6.1	<p>CD introduced 2 reports; these were the Inspection Summary Data Report (ISDR) and the Pupil Premium Report.</p> <p><u>ISDR</u> CD highlighted that on the ISDR, the term coasting was incorrectly used as there had been some pupil changes, which had resulted in the school no longer being considered as a “coasting school”.</p> <p>CD pointed out that attendance had improved. A governor queried whether CA’s absence data was on a par with National? CD replied that it was not yet but it was an improving picture.</p> <p>CD explained that during 2015 there had been a spike in fixed term exclusions, but fortunately there had been less repeated fixed term exclusions. Governors noted that CD had arrived as the new Principal during 2015.</p> <p>CD highlighted that the disadvantaged students were progressing very well and better than the non-disadvantaged students.</p> <p>A governor commented on Science remaining an issue.</p> <p>A governor challenged how students with higher ability were being challenged, as this appeared to be a key area to improve. CD responded that those higher ability students had been introduced to greater questioning, and had been challenged with a higher order of learning expected of them. CD added that Cagan strategies had been launched with the higher ability students and progress was being monitored closely.</p> <p>A governor clarified whether there were further changes to the GCSEs this year? CD confirmed that all other subjects were new GCSEs apart from the Technologies. CD added that no coursework was required for the new subjects.</p> <p>CD confirmed that the strategies for the Year 11 disadvantaged students had worked well last year and this year similar strategies and some additional ones had been given to students.</p> <p>A governor questioned what other strategies were being used to prevent further slippage in performance? CD explained that middle leadership was being restructured and strengthened to ensure more sustainable strategies could be implemented.</p> <p><u>Pupil Premium (PP) Report</u> CD presented his PP Report and highlighted that 45% of students at CA were PP. CD explained that for KS2, years 7 and 8 showed the new</p>	

	<p>assessment levels and years 9, 10 and 11 were based on the older version.</p> <p>RD pointed out that the attendance for the previous Year 11 was higher. CD responded explaining that attendance overall had improved compared to last year including the dip within the current Year 11, which was caused by a small number of students.</p> <p>CD informed that the key barriers to learning for CA students were:</p> <ul style="list-style-type: none"> • Low levels of literacy • Low prior attainment • A significant number of students were also young carers • Lack of family support and structures • A number of health issues • Lack o positive role models within the community • Lack of level 3 and above qualifications within the family home • Lack of children services • Careers advice was limited <p>CD reported that for many students the strength of their relationship with the staff at CA was key to supporting their learning.</p> <p>A governor questioned whether the zeroes shown for Year 7 maths and Year 8 were cause for concern? CD explained that although the thresholds may not have been met progress was being made towards the grades expected at Year 11. CD advised that an entry level grade had been introduced for those students in the bottom sets of Years 7 and 8 in order to monitor their progress and outcomes. The grades were aimed at students pre-GCSE.</p> <p>A governor queried what other Trusts were doing to monitor students across the school(s). CD explained that some were using a similar method, whilst others used learning ladders.</p> <p>CD pointed out that at lower school the higher prior attainment students were making better progress and this was due to higher expectations from staff of what those students could achieve.</p> <p>CD informed that for Science, students had been given bespoke questions based on their weakest areas and links to revision papers, in order that it was a more joined up approach.</p> <p><u>PP Plan</u> CD circulated the PP Plan to governors.</p> <p>RD requested that the plan showed Red Amber Green (RAG) ratings on the strategies implemented for PP, in order that those strategies used</p>	<p style="text-align: right;">RD</p>
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	<p>effectively were easy to identify and those that were less effective were highlighted and further developed.</p> <p>A governor asked what the leading practitioner funding hoped to achieve? CD replied that it was to support smaller additional groups of PP students access their lessons more easily.</p> <p>A governor challenged whether the Careers Adviser post was a critical intervention to support PP students? CD replied that it was and the outcomes suggested that it was very effective as 99% of students reached their destination in the previous year when using the careers advice. CD advised that the post holder was able to challenge further education providers to support CA students appropriately and also act as the support link when parental support was not available.</p> <p>Actions:</p> <ul style="list-style-type: none"> • CD to request that TS completes the success criteria and impact for all strategies used within the Plan • CD to identify via TS what interventions were used for the 25 young carers who were also PP students. • CD to provide with TS data on non-PP students in order to compare performances. • All above actions to be completed for the next LGB meeting 27 February 2018. 	<p>CD</p> <p>CD</p> <p>CD</p> <p>CD</p>
7.	<u>POLICIES: REVIEW & UPDATES</u>	
7.1	<p><u>Provider Access Policy</u></p> <p>CD informed that from 1 January 2018, all schools should have a policy statement on Provider Access. CD explained that the Trust policy had been amended to reflect CA's requirements.</p> <p>Governors approved the Provider Access Policy and asked CD to ensure that the policy was uploaded to the website.</p>	<p>CD</p>
8.	<u>ALT BUSINESS AND REPORTS</u>	
8.1	Governors were reminded of the recent ALT newsletter and information booklet.	
9.	<u>DATES OF FUTURE MEETINGS</u>	
9.1	<p>Please note all LGB meetings start at 3.30pm</p> <p>Thursday, 3 May 2018</p>	

The meeting closed at 7.22pm.

Signed _____

Date _____