

City of Norwich School – An Ormiston Academy
Local Governing Body

Date: Monday 15th October 2018
Location: City of Norwich School – An
Ormiston Academy, Eaton Road,
Norwich, Norfolk, NR4 6PP

Time: 17:00


Apologies:

Chair – Paul Fisher
Governor - Alan du Rieu

Attendees:

Headteacher – Jo Philpott
Vice Chair of Governors – Christine Brown
Governor – Mark Bloomfield
Governor – Frances Anderson
Governor – David Richardson
Governor – James Montgomery
Deputy Headteacher – Matt Sprake

Clerk: Emma Grafton

Part	Item	Action	Action
1.	Welcome and Introductions A welcome was extended to those present. Everyone introduced themselves to the committee	Chair	
2.	Apologies for absence – to note Alan du Reiu and Paul Fisher have sent their apologies.  EJP gave an update with regard to new governors; prospective community governors being met with over the next few weeks and a new parent governor due to join in the near future. The Steering Committee has been cancelled until a new chair has been appointed. Vacancies on all committees and for chairs of the committees. EJP thanked to all for the time and energy that is being committed to the governing body.	Clerk	
3.	Declarations of interest and confidential business – to note None	Chair	

4.	<p>Review and sign off minutes from previous LGB meeting on 9 July 2018.</p> <p>The Governing Body agreed the content of the minutes from the previous LGB meeting on 9 July 2018. CB signed off the document for filing.</p>	Clerk	
5.	<p>Review and sign off action log from previous LGB meeting on 9 July 2018</p> <p>The Governing Body reviewed the action log from the LGB meeting on 9 July 2018 and commented on the status of each action;</p> <p>The Governing Body agreed that actions are all completed and can be removed from the action log.</p> <p>5.5 There is now a complete ban on mobile phones in school, the policy is that they are not seen and not heard. If a child is seen with a mobile phone then it is confiscated and then has to be collected by an adult. There has been a decline in the numbers of phones being confiscated as the term has been progressing. Repeat offenders are being identified and appropriate further sanctions will be implemented for the small number of students who continue to use their phones. The majority of parents have been supportive of the rule.</p> <p>EJP passed on her thanks to reception team for helping to enforce this policy, and for the de-escalation of situations that have occurred as a result of the new rules.</p> <p>CB asked about if exceptions are made with regard to the use of phones. EJP explained that there are students who are allowed access to their phones in certain areas of the school for medical/welfare reasons.</p> <p>16.1 Governor training – a log of governors training would be kept by the clerk There would be a review of the governor's skills audit as a matter of urgency once all governors were in place. This identifies what levels of expertise that governors have in order to best utilize skills for governance and also to identify any skill gaps.</p> <p>19.1 DR expressed the need for timetabled weeks for monitoring walks, and also the need to link governors to departments. EG will co-ordinate this.</p>	Clerk	<p>Mobile phone update</p> <p>EG</p> <p>EG</p>
6.	<p>Chair's Action</p> <p>There were no actions from the Chair.</p>	Chair	
7.	<p>Confirmation of Chair and Vice Chair</p> <p>Due to governors still being appointed EJP felt that the school is not in a position to do this at present. The Vice Chair would chair this</p>	Chair	

	meeting until a new Chair of Governors is appointed.		
8.	<p>LGB Terms of Reference</p> <p>Within the terms of reference at point 3.3 it states that the membership of the LGB should include at least one representative of Ormiston. At present the school does not have an OAT representative LGB – EJP to raise with OAT.</p> <p>The terms of reference were agreed.</p>	Chair	EJP
9.	<p>Sub Committee draft Terms of Reference:</p> <ul style="list-style-type: none"> • Finance and General Purposes • Teaching and Learning • Co-Curriculum • Steering Group • Strategic Progress Board • Pay Panel • Welfare (behaviour, attendance, safeguarding) <p>The draft Terms of Reference for the sub committees were agreed and would be further examined by the relevant committees.</p>	Chair	
10.	<p>Review of Committee Structure, Membership and voting of Chairs.</p> <p>As the process of recruiting governors is not yet complete it was discussed amongst those present which committees that they would like to be a part of for the upcoming year. Voting of chairs would be decided at each meeting.</p> <p>FGP MB DR JM</p> <p>T&L FA DR JM</p> <p>Co-Curr CB MB RM</p> <p>Welfare CB FA RM</p>	Chair	

11.	<p>Link Governor allocation and process;</p> <ul style="list-style-type: none"> • Process paper The paper in the meeting papers at page 48 describes the process for link meetings. In outline it is expected that there will be 2 meetings per year, one in the Autumn term when exam results are reviewed and the second visit in the late spring to check on progress against targets. • Reporting template The governor will write up a follow up link report, this is then presented to the T&L Committee. • Suggested responsibilities In addition monitoring walks are undertaken by link governors giving them the opportunity to visit lessons and see the school at work. <p>Generally staff governors do not take part in monitoring walks.</p> <p>Until we have all governors in place, it is difficult to allocate individuals to subject areas at present. There was a discussions as to whether core subjects should be covered and if a whole academic year could go by without an area being covered. EJP offered a suggestion that when she meets with faculty leaders talk through exam results and targets, that governors could join these meetings to ensure there is some oversight of individual departments? JM said that he happy to volunteer time to help process get started. MB also stated that he is happy to give time. The link governor structure from last year will be looked at with the aim to fill any gaps.</p> <p>Allocation of link governors</p> <p>As an interim measure the following link governors were suggested:</p> <p>CB – English and MFL DR – Humanities, 6th Form, Social Sciences, Maths (Interim measure only), Science (interim Measure only) JM – Creative Technologies It was also suggested that AdR or RM may wish to be the link governor for Performing Arts.</p>	Chair	
12.	<p>Link Governor Monitoring Plan and objectives</p> <p>EJP explained that the visit should combine a discursive meeting with the Curriculum or Subject Leader and an opportunity to see student work and departmental resources. The meeting will allow the link governor to be more informed of the successes and challenges faced in their given area.</p> <p>The focus of the monitoring walk will be predetermined and link to one or more of the school priorities to allow governors the opportunity to determine how far the school is meeting its aims. The report will be written by the SLT lead for monitoring walks in conjunctions with governors attending. The</p>	Chair	

	report of visit will indicate where the school is meeting the predetermined focus and where further evidence or actions are required.		
13.	<p>Student Story</p> <p>MJS explained that the purpose of a student story was to give insight into the way that decisions taken can affect students in the school. The student story that would be shared at this meeting was [REDACTED] student who began attending CNS for maths lessons when he was a Y6 and took his [REDACTED].</p> <p>[REDACTED] joined the meeting. [REDACTED] was welcomed by the governors. [REDACTED] said that he glad to be here after being asked to attend by [REDACTED]. The governors introduced themselves. When asked what he thought governors did, [REDACTED] that governors made some of the most important decisions in the school. CB said that the governors hold the school to account and also said that it was very important to hear from students within the school.</p> <p>[REDACTED] started CNS, [REDACTED], however last year he came for a visit with his primary school and really enjoyed the maths lesson that he took part in. IR then offered the opportunity for [REDACTED] to attend maths classes with Y11 [REDACTED] was asked how important this was to him. He said that it was one of the best things he has academically done and it had boosted his confidence and social confidence to know that CNS is like a home. The Y11 students were very encouraging and helpful. Sometimes he sees some of the Y11 who were in his maths lessons around the school.</p> <p>DR asked what maths [REDACTED] was now studying. [REDACTED] that he is studying the same as his year group but was progressing his maths further at home. His interest in maths started by undertaking an enrichment program [REDACTED] at home whilst a primary school. [REDACTED] said that he enjoyed work in class, and is given harder problems in class. [REDACTED] is also part of the young musician program at CNS and plays the saxophone. He gets most enjoyment from maths, music and science and how the subjects all relate to each other. [REDACTED] was asked if he looked at other schools before deciding to come to CNS. He said that he didn't look at other schools as CNS is close to home and previous visits had helped him settle. Has joined the CNS jazz band.</p> <p>EJP asked [REDACTED] how he found the transition week. [REDACTED] said that he found it really good, and that getting used to the teachers was good. EJP asked if there was one thing he would change about the transition week what would it be [REDACTED] said that was a very hard question and didn't really know if he'd change anything.</p> <p>MJS asked [REDACTED] what he found to be the hardest subject/challenge, [REDACTED] responded that he found art and history more challenging as they were very different from primary school.</p> <p>CB asked if at this early stage [REDACTED] had any career aspirations. [REDACTED] said something involving music and maths, but music more than maths, he may like to both teach and perform, but at this stage was more interested in the performing side of music.</p> <p>CB asked for [REDACTED] how are he was finding [REDACTED] transition to CNS. [REDACTED] said that he had engaged with [REDACTED] house team and that they</p>	HT	

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	<p>funding ends. EJP said that she was unsure, as without common goal, for instance how to best spend funding (e.g. development of maths for Y11 students), that there may not be a focus for the meetings. Norwich Opportunity Area newsletter to be sent to all governors by EG.</p>		EG
15.	<p>Vision for CNS (long term five years)</p> <p>EJP commented that the Vision was reviewed annually. The vision for this year does not differ greatly from previous year.</p> <p>CB asked if there had been input from the Chair of Governors into the vision. EJP confirmed that the Chair had provided input.</p> <p>JM asked if pupils and parents have sight of the Vision. EJP said that they did as it is on the website. It is rare to get feedback about the vision, however it does drive open evening presentations, and also OFSTED are also interested in the vision.</p>	HT	
16.	<p>RAP – to review and question</p> <p>This provides an overview of self-evaluation. The school is currently grading itself as good in majority of areas and close to outstanding in Leadership and Management and progress.</p> <p>The system has changed the way in which the school self-evaluates. The school is following an OAT model that is more OFStED focused. Action plans produced are based on the overall school objectives.</p> <p>HT and DHT take reports and put them into OFSTED terms.</p> <p>Percentages are calculated from each area that have been self-graded. Evidence is provided to substantiate the grade in the area.</p> <p>Success is measured by success of the disadvantaged groups. Success is linked to the overall objectives of the school which include having the right curriculum, students being ready to learn, homework being completed and students being able to study independently.</p> <p>DR asked if this area should have a focus governor. MJS said that this would be a good idea.</p> <p>MJS summarised that if curriculum is right and students are ready to engage then the school will continue to make progress.</p>	DHT	
17.	<p>Review Exam Results 2018</p> <p>The full results for both GCSEs and A'Levels can be found in the meeting papers, and were fully discussed at the earlier Teaching and Learning Committee meeting.</p> <ul style="list-style-type: none"> GCSE <p>EJP outlined that targets had broadly been reached. There had been significant progress in the 5+ and open bucket areas. In addition focus areas identified for the coming year. These included</p>	HT	

	<p>the following:</p> <ul style="list-style-type: none"> Boys/Girls, there was a greater gender gap than before. SEND K students were underperforming in relation to their peers. Disadvantaged students were underperforming. There was more progress required in MFL and Computing. <p>• A' Level</p> <p>MJS said overall the A'Level results were pleasing with a step forward in the overall progress of students. Boys had overall outperformed girls. The sixth from were clear on which areas needed focus to improve the outcome for girls; HPA, attendance and student anxiety were all a contributing factor.</p> <p>The average grade was a C+. There had been value added for most able students and this was a significant progress area.</p> <p>It had been identified that the Social Sciences faculty needed to bring consistency to results.</p> <p>There was a discussion about the Extended Project within the A'Level results, including the value that higher education institutions place on this piece of work.</p>		
18.	<p>Budget 2018/19 – for review</p> <p>EJP explained that the school was in a more positive financial position than expected. This was due to curriculum led budget planning. EJP highlighted that the budget savings had also been due to the excellent work that CH has done interrogating contracts and gaining best value for money. DfE funding and teacher pay increases were still to be confirmed. OAT have instructed that the school should follow through on teacher pay increases.</p> <p>The KPI give an overview for next 3 years, the school was still waiting for funding confirmation and student number funding confirmation.</p>	HT	
19.	<p>Governor Training and Development</p> <p>CB will arrange to meet with EG to discuss training needs of governors. OAT training is taking place for governors in January 2019.</p>	HT	EG/CB
20.	<p>Skills Matrix</p> <p>At the moment as governors are not at their full complement its is not possible to complete a skills matrix. Once full complement of governors this will be looked at by CB .</p>	HT	
21.	<p>Policies for review:</p> <ul style="list-style-type: none"> OAT Leave of Absence – EJP discussed that this policy needs to be made to fit CNS. There have previously been some anomalies and this updated policy will lead to a consistent approach to all staff absence. Staff absence has a huge impact on the school and the learning of the students. EJP will talk to the Staff Wellbeing Committee about the policy. EJP is confident that this policy will ensure a consistent approach to absence for 	HT	

	<p>all staff. In addition, training has been given to senior staff to support staff absence, and get them returned to work. Provided that no major changes are suggested following EJP taking this policy to the Wellbeing Committee it was approved by LGB.</p> <ul style="list-style-type: none"> • SEND Policy – This was approved. Some minor amendments were needed on p72 and 78 needs where the name of the school needs to be added, there was also a bullet point repeat at paragraph 13.3.1. 		
22.	<p>Agenda items for next meeting</p> <p>None</p>	HT	
23.	<p>Recommendations for OAT</p> <p>None</p>	HT	
24.	<p>Next meeting</p> <ul style="list-style-type: none"> • Monday 10th December 2018 at 17:00 		