

## Minutes

### City Of Norwich School, An Ormiston Academy Local Governing Body – Summer 2019

<b>Date:</b>	<b>Monday 8<sup>th</sup> July 2019</b>
<b>Time:</b>	<b>17:00</b>
<b>Location:</b>	<b>City of Norwich School, An Ormiston Academy</b>

#### Members:

#### Apologies:

David Richardson	DR	Chair (temporary)			
Jo Philpott	EJP	Headteacher	<b>Attendees:</b>		
Frances Anderson	FEA	Governor	Emma Grafton - Clerk	EEG	
Toni Bentley	TB	Governor	Matt Sprake	MJS	
Nicole Kaptein	NK	Governor			
Alan Du Rieu	ADR	Governor			
Ruari MacGibbon	RM	Governor			
James Montgomery	JM	Governor			
Ian Pope-Gardner	IPG	Governor			
Usha Sundaram	US	Governor			

Part	C	Item	Action
1		Welcome and introductions	
1.1		DR, as the temporary chair of LGB, welcomed the governors to the meeting. He extended a warm welcome to NK as it was her first meeting.	
2		Apologies for absence	
2.1		All governors were present at the meeting. US sent her apologies as she would be arriving late for the meeting.	
3		Declarations of interest and confidential business – to note	
3.1		None.	
4		Minutes of previous meeting 18 <sup>th</sup> March 2019 – to agree and sign	
4.1		The Governing Body agreed the content of the minutes from the previous LGB meeting on 18 <sup>th</sup> March 2019. DR signed document for filing.	
5		Action Log from 18 <sup>th</sup> March 2019 – to review and sign	
5.1		The Governing Body reviewed the action log from the LGB meeting on 18 <sup>th</sup> March 2019 and commented on the status of each action:  All items on the action log were tabled for discussion during the meeting. DR signed the document for filing.	
6		Chair's Action	
6.1		DR had visited CNS several times and met with EJP and had also assisted with meetings for students who are not reaching expectation.	

7		Student Story	
7.1		<p>JTF was in attendance at the meeting to present a student story to the governors, due to the vulnerability of the student they were not in attendance. The Student Story was given to governors and is attached at the end of the minutes.</p> <p>The student had attended CNS since September 18. She is now a much happier and more engaged student, though still struggles at times to engage with her peer group due to her early issues at CNS.</p> <p>DR commented that it is encouraging to see a child from difficult background being invested in with both time and effort. The amount of time and effort for one child is incredible, but has been worthwhile to see increased attendance and evidence that the child wants to be a part of CNS. DR expressed his thanks and a well done to all those involved in the case.</p> <p>EJP added that she felt that cases like this were important for governors to see as they may otherwise only see those being excluded and not be aware of interventions that are taking place to ensure that a child is not excluded. A behaviour story may be the manifestation of an unhappy home environment that needs to be acknowledged and addressed at school.</p> <p><b>C</b> RM asked how interventions like this are funded. EJP explained that the funding for cases like this came from various sources including the funding received for looked after children , virtual school support (not in this case) and NOA funding had been used for this student.</p> <p><b>C</b> RM asked how many students are taken out for provision of this kind. EJP said that there were 25 currently using provision. These students were identified by JTF and the pastoral teams as student who would benefit the most from the alternative provision. JTF added that MAP have also been used and have been focused on the very vulnerable students.</p> <p><b>C</b> FA asked if the NOA require the impact to be tracked. It was confirmed that AI will now be tracking the progress of students who have received support from NOA.</p> <p>JTF said that it was invaluable to have the ability to do something different and to reintegrate the student back into the classroom. EJP added that alternative provision benefits all children at CNS in allowing them to learn in a less disrupted environment by helping turnaround the negativity of a student.</p> <p>DR agreed that CNS has to be flexible in looking at the needs of individual students and DR thanked JTF for the insight into the alternative provision being offered.</p>	
8		<p>Sub Committee updates:</p> <ul style="list-style-type: none"> <li>• Finance and General Purposes</li> <li>• Teaching and Learning</li> <li>• Co-Curriculum</li> <li>• Steering Group</li> <li>• Strategic Progress Board</li> <li>• Welfare</li> </ul>	
8.1		<p>FGP</p> <p>DR explained that the FGP meeting had taken place this afternoon. The committee focuses around the work of the Business Manager, CAH. She does an excellent job of managing the resources at CNS. The meeting discussed plans for the future, including the tennis court development and the possibility of the replacement of the mobile classrooms. Budgets continue to be tight and there is not any excess of money. OAT trying to centralise some contracts and there were some concerns about timescale of implementation and that CNS had existing contracts that may need to be honoured.</p>	
8.2		T&L	

		DR said that the T&L committee met in May. The committee looks at the reports from monitoring walks. Overall during the walks evidence had been seen that many of the focus points for CNS in the past 12 months were being implemented in the classroom. The quality, standard and consistency of homework was discussed. GCSE and A' Level forecast grades were also discussed. DR highlighted the importance for governors to get into CNS to be able to witness what is happening in the classroom and to be able to see teachers and students. DR has produced a guide for governors to aide with monitoring walks and link visits.	
8.3		Co-Curriculum The meeting will be held on 15 Jul 19.	
8.4		Steering Group This group had not happened this year as there had been no Chair of Governors.	
8.5		SPB This meeting looked at grade forecasts and looked at the key focus areas for next year. Overall Meeting chaired by GW from OAT to check the progress of CNS and check data. GW is content with progress that has been made at CNS. The meeting also discussed attendance data and student leavers and starters to ensure that children have not been off-rolled. DR added that no concerns were raised at the meeting. EJP added that the SPB runs to a set agenda so that GW can draw comparisons between OAT academies across the East.	
8.6		Welfare The meeting will be held on 15 Jul 19.	
9		Headteacher's Report	
9.1	C	<p>EJP asked governors for their questions on her report.</p> <p>TB noted that attendance at exams had been positive this year and asked if there had been an issue with examination attendance in previous years. EJP answered that historically there had been an issue. However, during the last 3 years there had been almost 100% attendance. EJP added that historically if a student attend first paper and felt that they had not done well that they lacked the resilience to attend second paper. CNS has worked very hard to ensure that support strategies had been put in place to get students to exams, such as collecting them from home. CNS did not have to employ the strategies this year, as students just came to their exams.</p> <p>FA noted that within the staffing figures that the staff absence figures required converting to a percentage.</p> <p>TB asked in relation to the budget that as staff turnover had been low had this impacted on the ability of CNS to make adjustments to its staffing costs. EJP said that curriculum led planning continued to look for efficiencies in the timetable and an average of a 10% turnover of staff each year has allowed staff to be recruited in the areas that they are needed. The impact on the budget is as effective as it can be. MJS added that work undertaken by NJW had reduced the number of curriculum spares and had ensured that KS5 courses were giving value for money and that KS3 are not unduly impacted to facilitating KS5 courses.</p> <p>DR added that staffing is the only major way to reduce the budget costs, however there are ways of delivering the curriculum that can reduce the budget.</p> <p>MJS added that plan ahead for breadth of subjects offered at KS5 was also essential. An example of this was that 3 Spanish GCSE classes would be running from September 2018, and this should then allow for enough students wanting to study this at A' Level for a course to be put into place.</p>	
9.2		EJP explained that she had included a paper giving details about focus groups and themes, and that	

	<p>she would not always include this for discussion at the LGB. EJP explained that in September each year that SLT identify who the focus groups will be and what the themes will be for the coming academic year. These are separate from the development plan. The groups are identified as those who are underperforming and if their performance improved that this would have a big impact on the overall results of CNS and raise the whole school data to place CNS in the top 25% nationally. High expectations have been set and therefore targets may not be fully met. Data predictions are cautious from staff, so until results are received the full impact of expectations will not be known.</p> <p>The themes are areas that to need to be focused on in order to achieve success with the focus groups. EJP explained that the language area was about subject specific language, and students using the correct language during GCSE exams could lead to improvement in grades. Underpinning this is subject literacy. This focus area will be continued for next the next academic year.</p> <p>The readiness for learning area is still being focused upon.</p> <p>There was a discussion around the meaning of some of the terms used in the meeting papers: P8 referred to the progress 8 measure, which is the added value a student achieves taking their baseline as their KS2 SATs results.</p> <p><b>C</b> DR expressed that the MPA boys forecast was disappointing. EJP explained that there were a minority of underperforming students (35 in total) who were affecting the data. It was explained that students are classified as LPA, MPA and HPA according to their KS2 SATs results.</p> <p>DR added that students were judged on their progress from each key stage. EJP also added that primary schools vary on how much effort they put into their SATs preparation and that there will be some students arriving at CNS whose SATs results may not be an accurate reflection of their ability.</p> <p><b>C</b> JM asked if the MPA boy's underachievement is a national picture. EJP confirmed that this is the case and that predominately boys from white working class backgrounds are the underperforming group and that Oat academies have many of these students in their academies. The bigger picture of GCSE reforms have not helped this group of students.</p> <p>DR agreed that CNS should set challenging targets and that CNS should do everything possible to reach the targets set. EJP said that she felt that the key to unlocking this group is within KS3.</p> <p><b>C</b> DR asked about how CNS caters for students who may wish to follow a non-A' Level path at KS5. MJS acknowledges that this was a huge challenge. CNS currently offered one non-A' Level in health and social care and this was well subscribed. It had been hoped to be able to run a business B-Tec course but there were not enough students interested but A' Level business studies well subscribed. The longer term plan is to offer a bigger choice of non-A' Level qualifications for 2020/21.</p> <p>DR commented that within the readiness for learning area that some of the work was not being sustained in how staff set homework and use this effectively in the lessons that follow.</p> <p>IPG added that up to 75% of students had not done the homework that had been set when he had been on a monitoring walk. DR acknowledged that there was lots of work ongoing to improve this area, however her felt that middle leader support required for this to be a successful area in the future. EJP added that readiness for learning, which included homework is built into the new behavior policy and that she agrees that middle leaders are key to the success of this focus area.</p>	
10	Vision for CNS 2019-2020	
10.1	<p>EJP explained that she would meet with MJS and the CoG and that they would develop a vision and set whole school objectives in line with the vision. At the moment EJP has met MJS and produced the vision that was contained within the meeting papers. The points in bold are the key terminology that is used at CNS. The vision is the broad direction of travel that drives decision making and policy within CNS.</p> <p>JM asked why there was no mention of Ofsted and that if as a school we aspire to be excellent</p>	

		<p>should this not include an aspiration to be outstanding in Ofsted measures. MJS explained that a vision is an overarching statement of intent and if the main drive behind the vision was for an outstanding Ofsted rating then it would require very frequent updates. EJP added that Ofsted is only one measure, and that she was keen that CNS excelled in a 'whole picture' sense. DR commented that if everything in statement was fulfilled then this would ensure that CNS would be measures as outstanding by Ofsted</p> <p>JM clarified his point saying that parents see Ofsted as 'the' benchmark, not as one of the benchmarks.</p> <p>DR added that an Ofsted judgement is at a point in time and that it is not necessarily a measure of consistency in a school and that he believed that it was better to have an undercurrent of excellence rather than striving for excellence at one point every few years.</p> <p>AdR said that as a governor he was looking at for CNs to sustain a good consistent standard, rather than peaking for an inspection.</p> <p>DR also said that to get to be an outstanding school this is achieved by measuring against benchmarks on a regular basis, which was something that CNS does.</p> <p>AdR commented that CNS has a very good reputation in the community.</p> <p>EJP explained that inclusion and community re a greater emphasis in the vision and that CNS was wanting to find a way of ensuring that all children feel that they belong. The curriculum work and the support and intervention strategies are what are needed to ensure that this happens.</p> <p>RM asked if this shift in focus was caused by increased numbers. EJP answered that it is partly caused by numbers and the catchment area for CNS changing to become smaller.</p> <p>EJP also talked about the influence of CNS through its contribution to initial teacher training, leadership and STEM activities. The staff at CNS were working hard at putting CNS into an influential position within the education arena.</p>	
11		KS3 Review	
11.1		<p>EJP explained that there had been 2 pieces of work within the core and non-core subject areas. The quality assurance models that had been used were explained. The outcomes had been fed into the curriculum and the new behaviour policy for the next year. The non-core was lagging slightly behind the core area due to some time lag of the 2 reviews taking place.</p> <p>DR commented that he was happy that this review had been thoroughly examined by the Teaching and Learning Committee.</p>	
12		UNIFROG Feedback	
12.1		<p>MJS explained that there had been a presentation to the current Y12 that highlighted to the students the importance of then planning where their next 3 years of education will be spent. There had been lots of input to both students and parents. CNS now have a platform where students can find out everything that they need to know about university courses and the best institutions for them via UNIFROG. This is a one stop shop for information. Students can start to rank universities and courses using lots of criteria to narrow down their search.</p> <p>DR asked when students would start using UNIFROG. MJS said that they should start using it now, MJS also said that parents have also been made aware of UNIFROG via presentations. MJS suggested that a student who is using UNIFROG could attend the next LGB. Governors responded that this would be very useful.</p> <p>NK asked if staff are able to monitor student's use of UNIFROG. MJS confirmed that this was possible</p> <p>US encouraged CNS to consider university apprenticeships as an option for students. MJS confirmed that CNS was aware of the apprenticeships and JM who leads on Oxbridge applications is also the lead for higher level apprenticeships.</p>	<p>MJS to organise a student to attend the next LGB to talk about their use of UNIFROG</p>
13		MAP C-Card – further discussion with focus on communication plan for parents and implementation plan	

13.1	<p>EJP confirmed that she has spoken with MAP and that they have yet to provide a plan for the implementation of the extended C-Card program. This would be an agenda item for the next meeting.</p> <p>US said that it was puzzling as to why MAO had not provided the information as they had been very keen when they presented to governors. EJP said that MAP had been having some funding issues and their work priorities had changed.</p> <p>DR commented that it was important that the C-Card extension was not rushed.</p>	EEG to add C-Card implementation plan to the agenda
14	Confirm Governor Meetings Timetable 2019-20	
14.1	The confirmed meeting timetable was contained in the papers for the meeting.	
15	Appointment of Chair of Governors for the next academic year	
15.1	<p>The discussion was started by outlining that the appointment of a CoG was very important to support the Headteacher.</p> <p>DR proposed TB to be the CofG, this was seconded by EJP. The nomination was unanimously supported by the governing body.</p> <p>The role of Vice Chair was explained by EJP as a supporting role to the Chair.</p> <p>EJP proposed JM as the Vice-Chair, this was seconded by AdR and unanimously supported by the governing body.</p> <p>DR commented that he was more than happy to help through the coming year to give support to the Chair and Vice-Chair and for them to draw on his experience.</p> <p>EJP offered her wholehearted thanks to DR for the vacuum that he has filled during the current academic year in what was a very unexpected set of circumstances due to the illness of PF.</p>	EEG to inform OAT of the nominations for Chair and Vice-Chair
16	Review of Skills Audit and training requirements for governors	
16.1	<p>The review had highlighted that there were many new governors in post, with gaps in knowledge being across various areas. EEG and TB would have a discussion and formulate a training plan to ensure that the training gaps are addressed early in the new academic year.</p> <p>EEG would confirm to governors the mandatory online training that needs to be completed.</p> <p>Governors were reminded to submit their completed training certificated to EEG.</p>	EEG to inform governors of the mandatory training courses
17	<p>Policies for review:</p> <ul style="list-style-type: none"> <li>• SEND – to approve</li> <li>• Complaints – to note</li> <li>• Procurement (new policy) – to note</li> <li>• Accident, Incident and Near Miss Policy (new policy) – to note</li> </ul>	
17.1	<p>SEND – there were some formatting issues noted by TB. EEG would ensure that these are corrected.</p> <p>Complaints – governors felt that this policy was much clearer. It was noted that the term Head of House not Head of Year should be used in the policy. EEG to correct.</p> <p>Procurement – had been discussed at the FGP meeting – no comments.</p> <p>Accident, Incident and Near Miss Policy – no comments.</p>	EEG to correct formatting errors in the policies
18	Agenda items for next meeting	
18.1	Student Story – UNIFROG C- Card	
19	Recommendations for OAT	
19.1	Election of chair and vice chair.	EEG to inform OAT
20	<p>Date of next meeting:</p> <p>Monday 30th September 2019 at 17:00</p>	



## Item 7 – Student Story

### Background:

Child B lives with her Foster Carers and 2 younger siblings. She was taken into Care just after Christmas 2018. Child B also has an older sibling who has been placed in an out of county children's home. Historically Child B's family has issues with substance abuse, and Child B may have been exposed to this. Child B's mother attends contact infrequently, and often makes promises of gifts that she cannot keep. Before Child B went into care there was significant disruption caused by her behaviour at school and she had extended periods of absence.

Child B is a lower ability pupil with known SEND needs and previous to becoming LAC was entitled to free school meals. Child B has been Fixed Term Excluded from school on one occasion this academic year. Most of Child B's negatives come from Truancy where she has failed to attend her lessons.

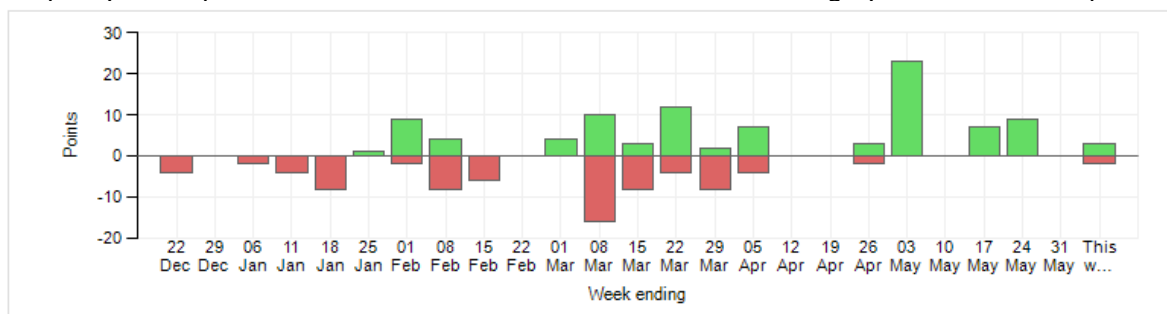
Child B prefers the company of older children and has had several 'crushes' on older male students. Child B does have some friends in her year, but these friendships are weak due to her poor attendance in lessons.

### Behaviour Tracking:

We can see that there is a clear improvement in Child B's presentation at school over time. January was a particularly difficult time for Child B, as she struggled with the fact she was no longer living with her mother. During this time Child B accessed intensive support from her House team and the Inclusion team, she worked either on a 1:1 basis or with a small group. There were times when Child B was unable to access even this, choosing to wander the school corridors with another older student.

Over time Child B started to build positive relationships with more staff, this reduced her reliance on the older student, meaning that we saw an increase in positive behaviour events at the beginning of February. As we moved into the Spring 2 half term, Child B started to attend more of their lessons, this was a challenge for Child B, hence the sudden spike in negative behaviour events; it is worth noting that Child B has never had a negative behaviour event within a lesson, all of the negatives recorded were due to her truanting lessons.

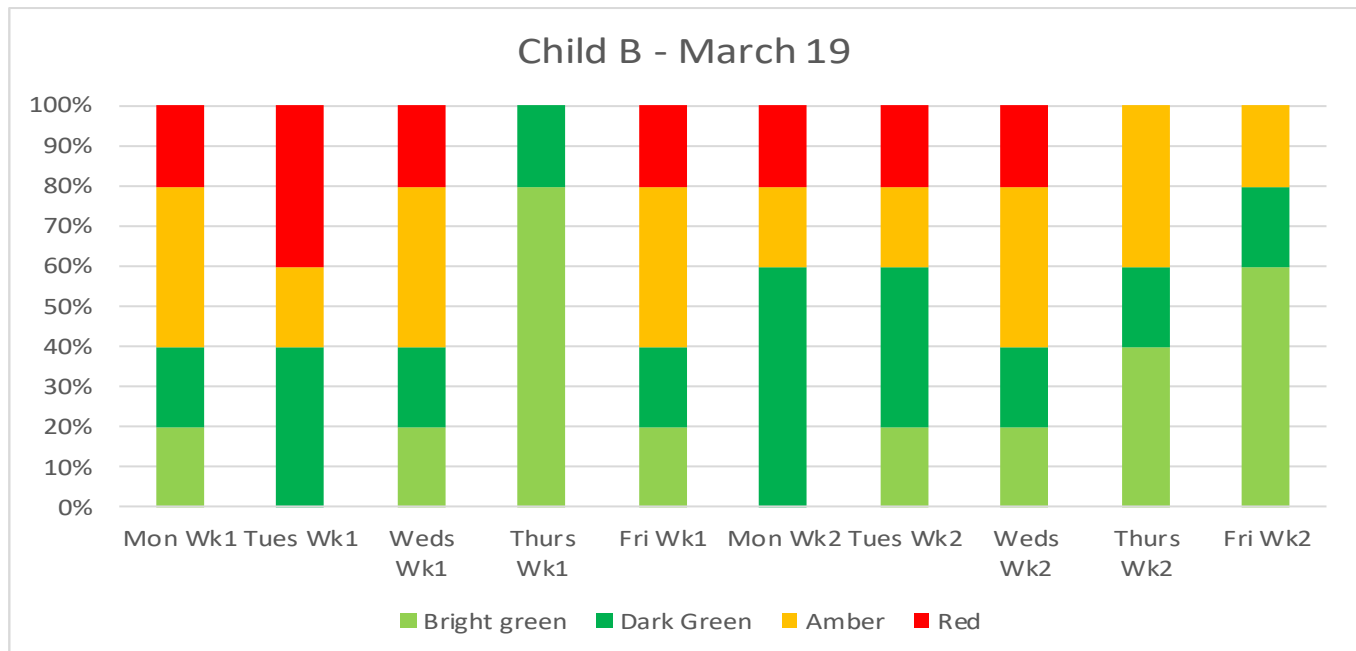
As Child B became more settled with attending lessons, it was decided that their presenting behaviours were now safe and consistent enough that they may be able to access some offsite provision during Summer 1. Child B attended GroWild via the funding that is offered by the Norwich Opportunity Area, it is here that we see negative behaviour events dropping off almost completely, whilst positive behaviour events remained consistent, or even slightly increased in some places.



This academic year Student B has had 27 incidences of Truancy on G4S, these marks make up the vast majority of Child B's negative behaviour events. Only 2 of these have fallen within the 6 week period of Alternative Provision. Both of these events fall in the first week of a new half term, and so could likely be attributed to settling back into the routine of school rather than anything else. Another of the tracking methods we have used with Child B is to 'RAG' rate her timetable with her every half term to track how she feels about each of her lessons. The timetable was rated as follows:

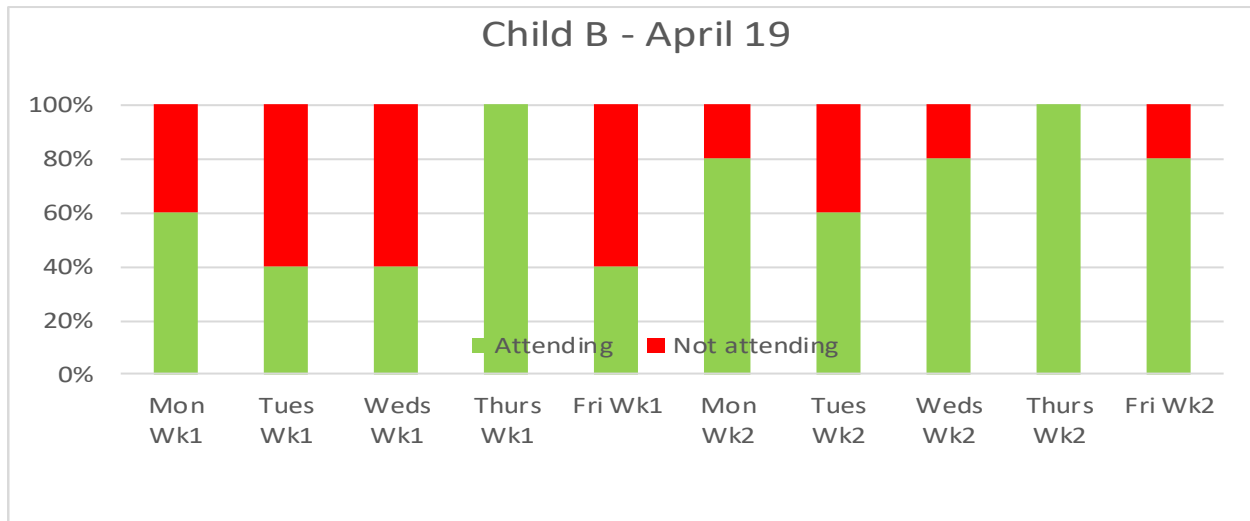
	I'm okay
	I'm okay but I might need some help
	I think I can do it, but I do need help
	I definitely need some help!

During March Child B started to attend their lessons again after the period of intensive support from the Inclusion and Pastoral teams. Whilst not in class, Child B completed work on foundation English and Maths skills and spent time building positive relationships with staff. At this point Child B was unsure about returning to lessons, and was struggling with low confidence due to being aware of how much of the in class learning she had missed. Unlike earlier in the term Child B was now in a position to ask for support, hence the high proportion of amber and dark green lessons.



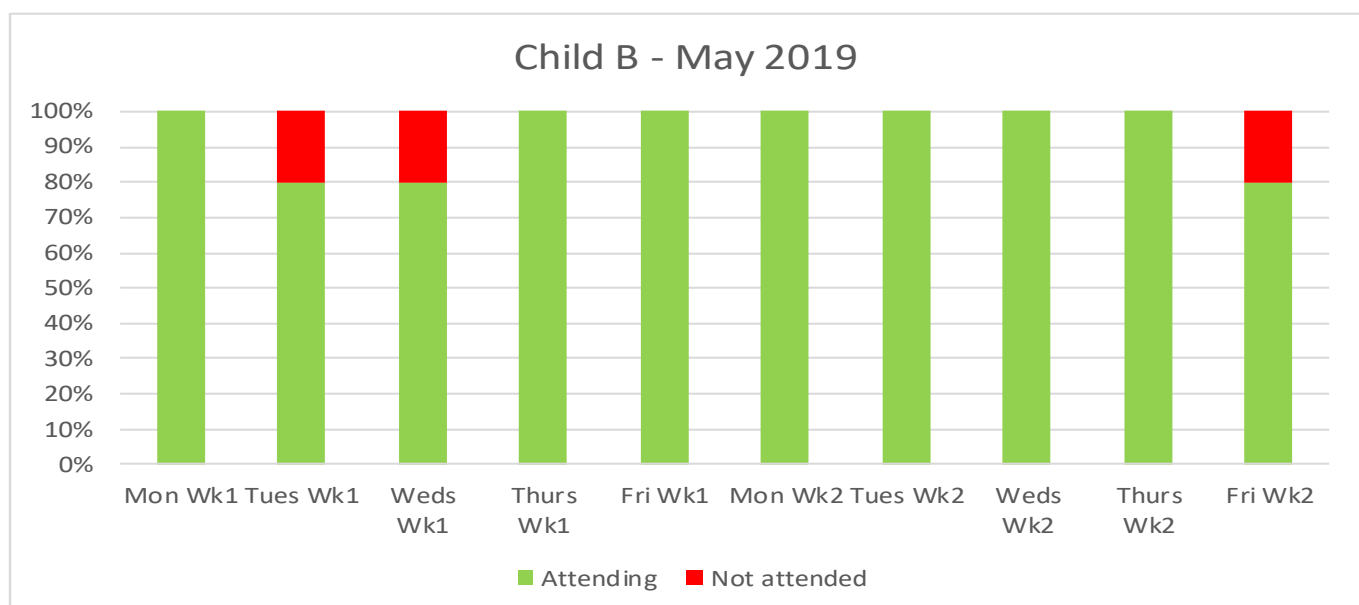
A month later, in the half term before she started to attend GroWild Child B only used bright green and red. On this she indicated that she did not want to attend 15/50 possible lessons over the two weeks. Whilst it should be said that this was an improvement from earlier in the term, it still meant that Child B was not engaging in a third of their lessons. Child B indicated that her hotspot lessons were Maths and Science. We were able to think about reflectively, and Child B offered that she had previously been told off by her Maths teacher whilst truanting another lesson. We were able to offer a restorative session, although knowing that Child B would struggle with the expectation of this, engineered it so that her maths teacher would just happen to pop in and be able to praise Child B for their work. This worked well, and with support Child B was able to return to their Maths lessons. Child B took some more time with Science, and required several attempts to get into the room, but eventually also managed to return to these lessons too.





Another timetable was rated another month later, and this rating fell half way through the GroWild provision and the red lessons had reduced to just 3/50. This amounted to just one subject that Child B did not feel able to attend, and interestingly this was a lesson that she had previously rated in green. This shows us, that Child B has been able to attend all 15 of the lessons that she previously did not feel able to. Due to this only being 3 sessions over the 2 weeks, it was decided that SEND would pick Child B up for one of these sessions, and the other two would be offered as 1:1 mentoring sessions to enable Child B to continue to access support with regards to her emotions and her behaviour whilst at CNS.

Whilst this data shows an improvement in Child B's confidence and willingness to engage at school, it has been commented on by several of Child B's teachers and their pastoral team that Child B's confidence has grown significantly since she has been attending GroWild. It was also discussed how positive this provision had been for Child B at their PEP meeting and how significant her shift in attitude had been.



It is important to remember that Child B is still on a journey in terms of her emotional wellbeing and her schooling; this means that she does not always make the right choices and get into lessons. One of her class teachers reported: 'When present, [Child B] is very keen and engages brilliantly with the classwork. She is very well organised and takes pride in her work'. The teacher also commented that Child B is a student that 'welcomes help and support in lessons. I have noticed that she benefits hugely from one to one support when concepts are broken down in a methodical way'. Adding that as she has become more confident in class 'she seeks reassurance constantly and she responds positively to praise when she gets the correct answers or when she tries hard'.

#### **Student Voice:**

Child B has been very enthusiastic about GroWild since the first session, saying it was the best thing she has done all year. She reports *'I didn't know what GroWild was going to be like, but I thought it might be good'*. She said that she was *'surprised that there was no buildings, that I could make a fire and that there were people from other schools'*. When asked about what she had learnt at GroWild Child B reported *'I learnt how to do an upside down fire, that's when it burns from the bottom up to the top'*; she also said that that *'the biggest difference between CNS and GroWild is that GroWild is more fun than school'*. Child B's favourite thing about GroWild was meeting new people. When asked if she would change anything about GroWild, Child B reported that she would like to go for longer than 6 weeks and that since GroWild *'I have changed my behaviour sometimes, my behaviour is quite good'*.

We then spoke about if there was anything else that had been good about this year, Child B started by telling me that she hated all of school, because it was all *'boring'*. We then thought back about some of the activities that Child B has been able to take part in this year and she changed her mind to say that she had *'enjoyed NCFC Enterprise and Boost'*. Child B recognised that she still found Geography difficult, but that she did enjoy going on the Geography trip to Cromer saying *'I liked having a day out on the Cromer trip, but I didn't like that it was freezing'*. We then started to talk about lessons that Child B did enjoy, she told me that *'my favourite subject is Art'* and we thought about how that had changed as at the beginning of year 7 her favourite subject had been PE. Child B also told me that *'I hated Maths at the start of year 7, but now I would give it an 8/10'*. When I asked her if she was proud of anything this year Child B initially told me that she wasn't proud of anything, but after some thought said *'Actually I am proud that I am not running round all the time'*. We then started to speak about if Child B has found any things particularly helpful at school, and she started to speak about helpful people, she listed a couple of members of the inclusion and house teams and then concluded with *'I can't be bothered to say all of them, there's too many'*.

#### **Parent Voice:**

When I spoke to Child B's carer about the alternative provision that we have been able to offer this year via NOA they reported that *'GroWild really helped to build (Child B)'s confidence in her own abilities'*; and that Child B *'was very positive about her experiences at GroWild and it helped her overcome some problems she was having at school'*. GroWild has also had positive outcomes for Child B outside of school, they said that at GroWild Child B *'felt like she was part of a team and has since built the confidence to join a club which she would have struggled with before GroWild'*. Working in a team has supported (Child B) in building positive relationships with other students'. Building positive relationships is something that Child B as previously really struggled with. Carer concluded that over all *'GroWild was a great experience for (Child B) that developed key skills in a fun and exciting way'*.