

Governors' Board Meeting
14th November 2019
4:30pm – 6:30pm
Minutes

Attendance: Fr J. Sheehy
Mrs F Brower
Ms S Denny
Ms R Hill

Miss B. Cocken (Vice Principal)
Dr M Hanbury (Co-Principal and Executive Headteacher)

Miss J Thorp (Minutes)

Key: **Governor question/comment** **Response** **Action Required**

1. Apologies and items for AOB

Agreed: The Governing Board received the apologies given by Mr D Williams, Mrs M Atherton, Mr M Lawrenson and Mr N Johnson and consented to these apologies.

Ms Rachel Hill was welcomed to the meeting and proposed as a new Governor. Ms Hill is an employee of Chatsworth High School.

Approved: Ms Rachel Hill was formally elected as a Governor of Chatsworth Futures Governing Board

2. Register of interests

There were no declarations of interest in relation to any agenda items.

Action: Register of Business Interests to be completed by new Governors

3. Minutes of the previous meeting (Appendix A)

Approved: The minutes of the previous meeting dated 26th September 2019 were approved as a correct and accurate record

4. Matters arising from previous meeting minutes

Register of Business Interests to be completed by new Governors – Ongoing. Ms Hill will be required to complete the document

Governors to be invited to read the SAR and respond with comments and feedback by the deadline of Friday 18th October 2019 – The SAR is presented for final approval today

Dr Hanbury to ensure the attendance information is uploaded to the website – The development of the website is an ongoing project. Ms Hill has agreed to support, and it is expected that the website will be fully compliant with statutory requirements by the end of the autumn term. Some students with particular skills in IT will be invited to support.

Q: How much information should the governor profile contain?

A brief overview of skills and experience will suffice

Action: Website to be updated and compliant with statutory requirements by December

Comparison KPI data to be included in the SAR – Complete.

Dr Hanbury to reword the initial paragraph of the safeguarding report and re-present the document to Governors for approval – Complete. Presented for final approval today.

Helen Bramley to produce a Prevent action plan – Complete. The document will be circulated to all Governors.

Action: Prevent Action Plan to be circulated to Governors

A Prevent training session for all staff is scheduled for the 19th November.

Q: How up to date or relevant do Governors feel their Prevent training is?

Ms Denny confirmed that she is Safeguarding and Prevent trained in her current role.

Fr Sheehy has received Prevent training in the last two years

Mrs Brower has received Prevent training

Ms Hill received refresher training for Safeguarding and Prevent in September

Action: Dr Hanbury to check the status of governor training with Mr Williams, Mrs Atherton, Mr Lawrenson and Mr Johnson

It was suggested that the Prevent Action Plan should be added to the agenda for the next Governing Board meeting. Discussing the points contained within the action plan will constitute refresher training for Governors

Action: Prevent Action Plan to be added to the agenda for the next meeting

Governor visits schedule to be presented and discussed at the next meeting – Ms Denny has provided some suggested dates for visits and will attend the Prevent and Diversity Day on the 12th February.

Action: Ms Denny to attend the Prevent and Diversity Day

Mrs Brower will attend the Futures Got Talent event. Mrs Brower will also contact Mrs Bramley to organise learning walk visits.

Action: Mrs Brower to attend the Futures Got Talent event and contact Mrs Bramley to organise learning walks

Mr Lawrenson led a series of annual reviews for leavers on the 1st November.

Dr Hanbury confirmed that a schedule of Governor visits has not yet been produced but will be by the next meeting.

Action: Dr Hanbury to produce a governor visits schedule by the next meeting

Action: Ms Cocken to re-circulate the list of events and activities scheduled throughout the year to Governors

Mr Lawrenson to be involved with the planning of this project – ongoing. Mr Lawrenson has reviewed the risk assessments and remains involved with the planning process. The Facilities Manager has been absent due to paternity leave but has now returned to work. He will be asked to support with health and safety matters in preparation for the launch of 'The Beestro'. Some minor works will be required to ensure the facility is fit for purpose.

Action: Governors to be invited to the opening event

Q: Will Chatsworth Futures process the DBS check for Mrs Brower?

Yes. A new DBS will need to be completed if the current one is not transferrable.

Action: Dr Hanbury to request that Vicky McRae processes the DBS for Mrs Brower

5. Curriculum Offer

Establishments that have received an Ofsted inspection under the new framework since September report that inspectors are heavily focused on the curriculum and the rationale behind it. Staff must be able to articulate what they are delivering and why they are delivering it.

Student files must clearly show which programme of learning they are on and how this is reflected within their individual targets. The learner must be able to express their journey through the pathway and their individual learning programme. Targets must relate back to the component of the individual curriculum programme. Inspectors will want assurance that students are on the right course and are making progress within the curriculum.

Dr Hanbury met with Helen Birkinhead, Headteacher of Chatsworth High School to discuss how curriculum leads could work together to ensure the curriculum for the high school aligns with that of the college links to continue progression.

Mrs Brower highlighted two amendments to the document:

Expectations Whilst on Programme

✚ External learning opportunities to include work placements and support for

✚ Independent Travel if required/appropriate.

Remove the bullet point so that **Independent Travel if required/appropriate** becomes a continuation of the sentence above

Employability - Intent

*They will learn the skills needed for both adult life and employment by developing positive relationships, staying safe and **being** as independent as possible – Change **being** to **becoming***

Governors agreed that the document was well-written and clearly demonstrates how progress will be made throughout the students' time at the college. The rationale behind each programme within the curriculum is clearly set out.

Approved: Governors approved the Curriculum Plan for 2019-20

6. Self-Assessment Report

The draft Self-Assessment Report was circulated to the previous Governing Board meeting for discussion. The final version is now presented for ratification.

A Governor pointed out that the destination data table does not add up in relation to the total number of students compared to the destinations. Dr Hanbury explained that students may be enrolled in dual placements although Ms Denny responded that only the predominant placement should be counted.

Action: Dr Hanbury to check the figures in the destination data table

The following amendments were suggested:

- Page 11, behaviour data table – change from **2019-20** to **2018-19**
- Page 2, second paragraph – amend **co-Principal** to **Co-Principal**
- Page 3, Key Improvements 2018-19 – rewrite the final bullet point to reference Occupational Therapy
- Page 3, Key Improvements 2019-20 – insert **to** into the final bullet point - direct links **to** the Quality Improvement Plan.
- Page 5, paragraph one – insert **part of** into the final section of the first paragraph - how to work effectively as **part of** a team
- Page 8, Outcomes Summary Data – amend **this** to **his** - and he achieved 100% of **his** targets.

A Governor queried whether a reference to sensory work by the Occupational Therapist should be included in the Implementation – Strengths section on page 6. Dr Hanbury agreed to discuss this further with Mrs Bramley

Action: Dr Hanbury to discuss with Mrs Bramley whether there should be a reference to Occupational Therapy in the Implementation – Strengths section.

Approved: Following further detailed review of the document, Governors were happy to approve the SAR subject to the amendments and clarifications listed above

Governors commended the work of Mrs Bramley in relation to the production of this document which provides a clear and factual overview of the improvements made over the past year and future plans.

7. QIP

The QIP has been reviewed and updated to reflect the current position of the college. The updated version has not yet been circulated to Governors but will be in advance of the next meeting.

A number of learning walks have taken place focused on tutorial and transition week. Feedback was positive on the whole and from each learning walk, actions for improvement have been identified.

All learners received a 1:1 meeting last half term.

Q: What was the feedback from the learner voice / student council exercises?

The exercises have been led by Mrs Bramley. There were many suggestions put forward by the learners. As such, a learner voice display has been produced with a 'You Said, We Did' section. Most suggestions were appropriate and easy to address, such as unlimited access to water during the day.

The college has introduced two new lunchtime clubs. The music club is being delivered by the Music Therapist and is progressing well. The Speech and Language Therapist is facilitating a sign-along club.

Students were taken to visit the War Museum for Remembrance Day and fed back that they enjoyed the visit.

Q: How familiar are staff with the QIP - do staff understand the contribution they make to the QIP?

At the moment, staff are familiar with the QIP because it is presented to them in training days. At the last INSET day, Mrs Bramley delivered training on the QIP and the SAR to explain the purpose of the documents and the information contained within them. Staff asked questions and carried out some activities linked to the documents. All staff have received a copy of the mini SAR. The plan is to develop the understanding of staff further at the next training session and as a longer-term measure, staff will be encouraged to get involved in the production of the SAR next year by contributing as a department.

In the future, it would be beneficial for staff to work together as a group to review the progress against the QIP and support to update it throughout the year.

The aim is that staff understand how they are contributing to achieving these priorities. It is important that the document is live document that is regularly revisited to monitor progress of each of the areas.

It was suggested that key themes from the actions and updates of Mrs Bramley could be raised in staff briefings so that staff are receiving constant reminders of the priority areas and work that is taking place to address them.

Action: Key themes from the QIP to be raised in weekly staff briefings

The Mission of the Trust may be updated and linked to the QIP. This will then be sent out to all staff to ensure it remains at the forefront of their minds at all times.

The documents clearly show the direction of travel for Chatsworth and so the next step is to consider how to communicate this to stakeholders.

All stakeholders should have access to these documents and should be able to articulate the journey to Ofsted. There has been a lot of progress made over the past

18 months and it is important that staff understand how much they have contributed to this. Dr Hanbury confirmed that staff are conscious through the appraisal process of how far they have travelled, morale is very high, and staff are engaged and on task. There are now professional conversations taking place and focused initiatives being introduced.

Q: Will this document go on the website?

Yes. It was suggested that the key objectives should be added rather than the detail of the working document

Action: Key objectives to be added to the website.

Governors commended the work of Mrs Bramley and the team in producing such a high quality document

Approved: Governors approved the QIP

8. Strategic Development Plan

The draft plan is presented for discussion today. The QIP relates to the day to day practice of the college and the plans for improvement whereas the Strategic Development Plan sets out the long term vision for the college. The document is in its very early stages of development and will be added to throughout the year in preparation for presentation to the Governing Board for final approval in September.

Q: Does this become the Corporate Development Plan?

Work will be taking place across the Trust in relation to 3-5 year development plans. There will be key long term priorities and the QIP and SAR will then sit beneath this as the one year plan.

The plan will need to include a priority relating to premises as there is a lack of space in the high school with 130 pupils accommodated in a building with capacity for 90. The demand for places is high and the population of pupils with SEND is increasing at a fast pace.

Governors supported the plans to develop this document throughout the year.

9. Policy Review

Ms Hill and Dr Hanbury will be working together to review all policies across the Trust. It is expected that the exercise will be complete by Easter. The idea is to develop Trust-wide policies with appendices attached to reflect the practice in each establishment.

All statutory policies are in place and relevant, but it is important to ensure they are fit for purpose and fully reflect the practice.

10. Accreditation Information

The new BKSB Functional Skills English and Maths assessments are much more challenging as they have been aligned with GCSE and A Level. Last year, there were some learners who did not sit the Functional Skills tests. As they are already registered, they will continue to work towards the exams and sit them in June 2020.

All new learners have been assessed. The baseline results are some way below the level of qualification the students already have and therefore, they will not be enrolled on Functional Skills English and Maths this year but will work towards the next level.

The college will continue with Open Awards for other subjects with the learners who are already enrolled. There will be more focus on completing modules such as health and safety and food hygiene and the more-able employability group will have more individualised modules such as photography if the learner has a particular interest in it.

Q: What is the reaction from the learners in relation to the change of structure?

The BKS tool is daunting for some of the learners but they have been well-supported by staff. The students are aware of the changes and this is an issue of concern for all colleges.

The system has a fundamental flaw for students with learning difficulties. To access and understand the way the maths questions are worded, students must be working at the level of GCSE English which students with learning difficulties are unlikely to achieve. This has been highlighted across mainstream and special colleges. Another issue is that young people with learning difficulties are unable to access apprenticeships as they are required to have achieved Functional Skills Level 2 which is no longer possible for many.

As a result of the assessment changes, the data appears to show that students are regressing but it is important that the college can evidence to Ofsted that the assessments are no longer comparable.

Q: Have the students been affected in terms of their confidence by the changes and the fact that they are now working towards rather than being entered for the actual exam?

Not particularly although the students have found the assessment very challenging

A Governor suggested that it may be beneficial for the college to carry out the assessment again in the first term to verify the accuracy of the data and monitor the students' progress.

Action: Assessments to be carried out again to measure the accuracy of results and monitor progress

The changes to the structure have implications for how students are taught in school and college. Students with SEND can be very sensitive to failure and therefore, staff must work on developing the students' resilience and self-esteem.

11. Observations of Teaching, Learning and Assessment

Formal observations were carried out w/c 4th November. The results of these observations were that 80% (4 lessons) of teaching were good and 20% (1 lesson) was requires improvement. However, within the RI lesson, there were quite a few elements of good teaching and the issues identified are easily rectifiable.

One of the KPIs is to achieve 100% good teaching by December. The policy states that any teacher who receives a judgement of RI must be re-observed within six weeks which will be possible by the end of term. However, the member of staff is scheduled

to have an operation which may impact on the timescales and as such, the college may not achieve the KPI.

The following common strengths were noted:

- All students had relevant individualised targets
- Resources were well-planned and well-used
- Observations of teaching assistants confirmed overall good and excellent practice
- Communication between the teacher and teaching assistant was good
- There was excellent behaviour management noted and good classroom management
- Classrooms and learning were well-organised
- Health and safety within the classrooms was good and rooms were neat and tidy
- There was a lack of planning in the RI session, but all others were detailed, planned and sequenced well.

Action: Lesson plans will be added to the list of common strengths

Learning walks have been taking place regularly and Ms Cocken has been providing support and training in response to the practice observed. The idea is that any issues identified during a learning walk should have been addressed by the next learning walk.

It was noted that staff did not reference when learners had a BSP in place. To address this, each learner will have a pen profile.

The consistency in lesson plans was positive to note but there is further work to do to improve this and Ms Cocken will be working with staff to support throughout the year. Staff are very receptive to the support they are receiving.

As a result of the high-quality support and mentoring in place, classroom practice has developed at a much faster pace than expected with more judgements of Good being received than expected at this stage. The leadership team is confident that the structures and processes are now in place and that these now just need to be embedded.

Teaching assistants are also developing their practice, with high-quality leadership, inspiration and purpose to their role. The team is very effective and staff relationships are excellent. When going into lessons, it is not obvious that teaching assistants are not teachers and staff are not anxious when being observed.

12. Staffing

There is some fine tuning of the timetable required to ensure staff are deployed in the right way. A member of staff has been seconded to work with bespoke timetables which is working well to date.

A member of staff has been recruited on supply, but the college will endeavour to retain her as she is providing excellent quality teaching.

The Occupational Therapist has reduced her working days.

The staffing changes have impacted on the budget although the situation remains manageable at this stage. An in-year deficit of £6,500 is projected this year but the college has reserves to support this, leaving a balance of £26,000. The accounts have been audited by Haines-Watt.

The cost of staffing has been higher than usual this year due to the consultancy work provided by Helen Bramley. This will now start to reduce as the college stabilises and the skills and experience of Ms Cocken increase in terms of her leadership role.

It is also hoped that the college will secure additional student places next year to increase income. However, the lag in further education funding makes it very difficult for colleges to plan effectively.

The college must consider what support is required going forward from Mrs Bramley who has provided ten days of support per month to date. This will reduce to six days per month until Easter delivered in fortnightly blocks of three days and it would be appropriate to reduce this further in the summer term.

The monitoring and support offered to Ms Cocken in her role as Assistant Principal has been vital to date and therefore, Governors were happy to be guided by Ms Cocken in relation to the level of support she feels she requires moving forward. Ms Cocken felt that, as she had not yet completed a full college year as Assistant Principal, she would benefit from some further support until the end of the academic year.

Governors agreed that the development and confidence of Ms Cocken was clear to see as the year has progressed. Her contribution to the leadership of the college is very evident.

13. Chatsworth MAT Development Plan

Trustees will be presented with the plan for discussion and ratification.

14. Any Other Business

There was no other business to discuss.

Summary of actions

Item	Action	Who
2	Register of Business Interests to be completed by new Governors	New Governors
4	Website to be updated and compliant with statutory requirements by December	MH/RH
4	Prevent Action Plan to be circulated to Governors	MH
4	Dr Hanbury to check the status of governor training with Mr Williams, Mrs Atherton, Mr Lawrenson and Mr Johnson	MH

4	Prevent Action Plan to be added to the agenda for the next meeting	MH
4	Ms Denny to attend the Prevent and Diversity Day	SD
4	Mrs Brower to attend the Futures Got Talent event and contact Mrs Bramley to organise learning walks	FB
4	Dr Hanbury to produce a governor visits schedule by the next meeting	MH
4	Ms Cocken to re-circulate the list of events and activities scheduled throughout the year to Governors	BC
4	Governors to be invited to the opening event	MH
4	Dr Hanbury to request that Vicky McRae processes the DBS for Mrs Brower	MH
4	Dr Hanbury to request that Vicky McRae processes the DBS for Mrs Brower	MH
6	Dr Hanbury to check the figures in the destination data table	MH
6	Dr Hanbury to discuss with Mrs Bramley whether there should be a reference to Occupational Therapy in the Implementation – Strengths section.	MH
7	Key themes from the QIP to be raised in weekly staff briefings	BC/MH
7	Key objectives to be added to the website.	MH
10	Assessments to be carried out again to measure the accuracy of results and monitor progress	BC
11	Lesson plans will be added to the list of common strengths	BC