

CAMDEN'S CENTRE FOR LEARNING

GOVERNING BODY

MINUTES OF MEETING

Tuesday 7th February 2017 at 5pm

CO-OPTED (13)	LOCAL AUTHORITY (1)	ASSOCIATE MEMBERS
Tony Burgess, Chair	Adam Kybird	Robert Specterman*
Gaby Thomas		Chris Jackson*
Liz Rattue		Hilary Forbes*
Wendy Eager		
Brenda Maragh (part meeting)		
Rosemary Smith*		
Catherine Getz*		
Sandra Wallman*		
Simone Paul		
STAFF (2)	PARENTS (3)	OTHERS PRESENT
Jeanette Lowe, CCfL Director		Linda Plummer
Ashley Summercorn*		Aron Rename
		Raj Munisami
		Claire Turner
		Graham Watson – Clerk

***Denotes Absence**

	ITEM	ACTION
1.	WELCOME AND APOLOGIES	
1.1	The Chair welcomed those present to the meeting. Apologies were received and noted from Rosemary Smith, Sandra Wallman and Ashley Summercorn.	
1.2	<u>Governing Body Membership and Vacancies</u> The Chair updated governors on governing body membership; <ul style="list-style-type: none"> a) Jackie Poole had not attended a full governing body meeting for 2 years. As no apologies had been forwarded from her during that time and he had been unable to contact her, she was disqualified from governing body with immediate effect, due to non-attendance. b) Councillor Jonny Bucknell had declined to submit to a DBS check. As this was a statutory requirement for governors, he was disqualified from the governing body with immediate effect. c) Maggie Harvey had stepped down as a governor 	

	<p>On behalf of the governing body he thanked them for their contribution and commitment to CCfL and the governing body.</p> <p>There were therefore 7 vacancies on the governing body. Of the 12 current members, 6 were members of staff of CCfL. There was a statutory requirement that the membership of a governing body could not comprise more than one third proportion of governors who were members of staff. Therefore, in order to maintain the required ratio, 3 co-opted staff governors, Gaby Thomas, Liz Rattue and Wendy Eager had agreed to step down on a temporary basis until the statutory ratio was restored.</p> <p>The Chair introduced 3 prospective parent governors, Aron Rename, Raj Munisami and Linda Plummer; and one co-opted governor, Claire Turner. He asked each candidate in turn to give a brief summary of their knowledge, experience and skills.</p> <p>The governing body agreed unanimously to the appointment of the named persons in the above paragraph as governors on the CCfL governing body. Their term of office would commence immediately and would be for a period of 4 years.</p> <p>The Chair reported that, with the appointment of the new governors, there were now 10 non staff governors, and that therefore two of the former co-opted staff governors could now be reinstated immediately. It was agreed that Gaby Thomas and Liz Rattue be reinstated immediately.</p> <p>The governing body presently comprised 16 governors with 3 vacancies.</p> <p>It was agreed that the Clerk would update the governor membership list and arrange for the new governors to attend the Camden induction training.</p>	Clerk
2.	DECLARATION OF INTERESTS IN RESPECT OF ITEMS ON THE AGENDA	
	There were no declarations of interests I respect of items on the agenda.	
3.	MINUTES AND MATTERS ARISING FROM PREVIOUS MEETING HELD ON 6th DECEMBER 2016 (circulated)	
	<p>The minutes of the previous meeting held on 6th December 2016 were approved as a true and accurate record and would be signed by the Chair at the end of the meeting.</p> <p>Matters arising:</p> <p>Item 4.1) The Chair reminded governors that the date of the next full governing body meeting had been changed to 21st March 2017. The Director will forward a revised list of governing body meetings.</p> <p>Item 4.3) The Director reported that all statutory governor information which required to be published was on the school website. The DfE's Edubase database needed to be updated to reflect the change in governing body membership</p> <p>Item 5) The Director noted that there would be a focus on safeguarding in governor sub committees; and Gaby Thomas added that a Safeguarding Report</p>	<p>JL</p> <p>JL</p>

	<p>will be submitted to the next Curriculum, Pastoral and School Improvement Committee.</p> <p>The Director reported that on-site safeguarding training had been arranged for staff and all governors were welcome to attend.</p> <p>The Chair encouraged the new governors to join a sub-committee.</p> <p>Item 6) The Chair reported that the sub committees were picking up issues in the School Improvement Plan (SIP) which were relevant to each committee. The full governing body had a responsibility for keeping the Plan under review. The SIP, together with the Self Evaluation Form (SEF), would be discussed at the next full governing body meeting on 21st March.</p> <p>The minutes were received.</p> <p style="text-align: right;"><i>Brenda Maragh joined the meeting 5.35pm</i></p>	<p>RS/GT All governors</p> <p>CT/AR/RM/LP</p> <p>Chair/JL</p>
4	GOVERNANCE OF THE SCHOOL	
4.1	<p><u>Register of Governors' Interests/Skills Audit</u> (circulated)</p> <p>The Chair urged those governors who had not yet completed Governors' Business Interests forms and Skills Audits to do so and hand in to the clerk at the end of the meeting.</p> <p>The Director will arrange for the new governors to have DBS checks.</p> <p>It was agreed that the governor disqualification form would be sent to all governors.</p> <p>Simone Paul suggested that governors write a brief personal biography for the school website together with a photograph. It was agreed that governors would submit a brief biography to the Director to place on the school website. It was also agreed that photos of each governor be taken at the next full governing body meeting on 21st March for the website.</p>	<p>JL</p> <p>JL</p> <p>All governors</p> <p>JL</p>
4.2	<p><u>Draft Governors' Code of Conduct</u> (circulated)</p> <p>The Chair presented the revised Governors' Code of Conduct. The document was agreed. It was also agreed that the document would be reviewed annually by governors, signed off by the Chair on behalf of the governing body, and recorded in the minutes.</p>	<p>Chair</p>
4.3	<p><u>Draft Standing Orders</u></p> <p>The Chair reported that he needed to undertake further work on the Camden draft document to adapt for the School. Adam Kybird and Simone Paul will assist the Chair in this task. He will present a draft at the next full governing body meeting on 21st March.</p>	<p>Chair/AK/SP</p>
4.4	<p><u>Governing Body Agendas</u></p> <p>The Chair tabled a paper produced by Camden's Clerking Service advising on the content of full governing body agendas. The following points were highlighted,</p>	

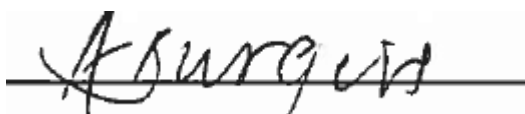
	<ul style="list-style-type: none"> • Apologies for absence to be recorded as accepted or not accepted. In the minutes. • Safeguarding to be made a standing agenda item at all future governing body meetings. • The Governing Body to consider the impact the meeting has had on outcomes for pupils and/or the impact the governing body has had since its last meeting. 	
5.	DIRECTOR'S AND HEADS' REPORT AUTUMN TERM 2016 (circulated)	
5.1	<p>The Director presented her Report, supported by Gaby Thomas and Liz Rattue. For the benefit of the new governors she explained that there were 3 divisions within Camden Centre for Learning (CfL): KS3 PRU; KS4 PRU and the Special School. Separate reports were required for each division as they were subject to individual Ofsted Inspection. Old reports could be accessed on the school website.</p> <p>The following points were highlighted,</p> <p><u>Characteristics of Students on Roll</u></p> <ul style="list-style-type: none"> • There were 76 students on roll. It was projected this number will increase to 90 in the spring term. CCfL has capacity for 100 students; 40 in KS3 and 60 in KS4. Q Why was the column for the numbers on Alternative Education zero? There were currently no students attending alternative education provision. This partly reflected the increased provision at CCf; students felt they had no need to look outside the school for suitable education. Q Did CCfL have links with colleges and Connexions? Connexions staff visited CCfL once a week. They will keep in contact with students after leaving the school and when starting a college course. • 35 students had Education Health Care Plans (EHCs); 51 were eligible for free school meals (FSM); 8 were Looked After Children (LAC) and 11 students were subject to a Child Protection Plan. • Boys comprised 72% of students but there had been an increase in the number of girls, especially at KS4. • There was an increase in the number of students with a statement of Special Educational Needs (SEN) or EHC Plan; with 46% of the school population, compared with 40% and 42% in the autumn of 2015 and 2014 respectively. There were an additional 4 students undergoing EHC assessments. Q Was this because these issues were not being picked up in mainstream education? It was often the case that students were not receiving appropriate support earlier in their education. • There was an increase in the number of students eligible for FSM with 67% being eligible, compared to 56% in 2015 and 61% in 2014. As a 	

	<p>comparator, based on the January 2016 census, only 27% of the whole school population of Camden were eligible for FSM.</p> <ul style="list-style-type: none"> • The number of LAC students was 11%. This compared with 0.8% in Camden as a whole. • The largest ethnicity group remained White British, which reflected the ethnic makeup of Camden as a whole. 	
5.2	<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> • Performance development review meetings were planned for the spring term, All staff had now completed their detailed action plans linked to the whole school objectives. • A programme of coaching had been implemented to support staff in undertaking these reviews. All staff had been allocated a coaching partner to support them in practicing and developing their coaching skills. • During the autumn term there has been a continuing focus on developing the school's assessment processes; and the Learning Communities initiative continued to be embedded across the school. Q Were the Learning Communities thematic? In the second half of term staff could choose 5 different options. Staff worked in groups and shared good practice with other groups. There were selected areas of focus which were largely driven by staff. Staff could test different ideas to see what worked. • A new School Data Manager had recently been appointed. • CCfL continued to have an increasingly complex student profile with a wide range of additional need. An SEN Audit had been carried out which was outlined in Appendix 1 of the Report. 84% of statemented/EHCP students had Social, Emotional and Mental Health as their primary need. 65% of the cohort had more than one additional need. Some students had a combination of multiple needs which made these cases very complex. If an original need was not addressed sufficiently early, a student could often develop additional needs. In KS3 59% of statemented/EHCP students have additional SENs, and 73% in KS4. 	
5.3	<p><u>Quality of Teaching, Learning and Assessment</u></p> <ul style="list-style-type: none"> • There had been a large reduction in the number of exclusions. It was believed that this was partly due to the students being settled in new premises, which had improved general behaviour. The number of exclusions was projected to rise slightly as more students joined CCfL from mainstream education. Q What was the school's procedure in the event of student violence? The school did not permanently exclude students as a matter of policy. The maximum exclusion 	

<p>5.4</p>	<p>period was one day. The school looked at alternative ways of addressing the issue. This could include changing the student's programme to make it more individualised; assistance with anger management, and one to one tuition.</p> <ul style="list-style-type: none"> There was an overall fall in attendance from 79% in 2014/2015 to 75% in autumn 2016. Attendance for students without persistent absence had increased to 99%. However, there was a small cohort with entrenched attendance issues, and there was multi agency involvement in these cases. Q How many students were there with persistent attendance issues? The Director replied that she did not know but would break down this data for future reports. Q What did staff do with the baseline attendance data? Governors were welcome to visit the school and talk to staff to see how the data was used. It was agreed governors would email staff to arrange convenient dates. <p>Outcomes for Learners</p> <ul style="list-style-type: none"> The autumn term progress data was presented for English, Maths and Science. In 2016/17 assessment changed to a new process of assessment without levels. In the Special School 92% of students were making at least expected progress in English. The 8% who were making no progress were mainly persistent absentees. In KS4 89% were making at least expected progress; and in KS3 it was 100%. Y11 were the first cohort to be assessed through examination only. Coursework did not contribute to the final grade. This generally disadvantaged CCfL students and was a challenge to staff. The school was putting in place interventions to support students who had particular difficulties in coping with examinations. Q Why was there a lower percentage of KS3 students making expected and above progress in Science? The main factor seems to have been the introduction of a new curriculum which has increased the level of difficulty and expected attainment. This has been set too high for many CCfL students, many of whom have complex needs. There was also a lack of resources which could be devoted to KS3 Science; and there was a change in Science Teacher. The situation was being monitored. If there was no improvement by half term further measures would be considered. It was agreed that the case study which was attached to the Report would be discussed at the next meeting of the full governing body on 21st March. It was also agreed that governors would also provide feedback on the format of the case study, and also discussed at the next Curriculum, Pastoral and School Improvement Committee <p>The Director informed governors that the Student Review Day was on 24th</p>	<p>JL</p> <p>All governors</p> <p>SLT</p> <p>Chair/JL/Clerk</p> <p>All governors RS</p>
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	February, and all governors were welcome. On behalf of the Governing Body the Chair thanked the Director and Heads for the presentation and their input into the Report.	All governors
6.	REPORTS FROM COMMITTEES (tabled)	
	<u>Buildings and Environment Committee</u> The Chair reported back from the meeting on 31 st January 2017. There were several ongoing building issues. A meeting had been arranged with officers from Camden to discuss. The minutes were received.	
7.	CHAIR'S/GOVERNORS ITEMS	
	. There were no Chair's or Governors' items.	
8.	STAFF ITEMS	
	There were no staff items.	
9.	HEALTH AND SAFETY	
	There were no matters of health and safety to discuss.	
10.	ANY OTHER BUSINESS	
10.1	<u>Governing Body</u> There was no other business.	
10.2	<u>Strategic Management Committee</u> There were no additional issues of PRU governance to be considered.	
11.	CONFIDENTIAL ITEMS	
	There were no confidential items to discuss.	
12.	REVISED MEETINGS SCHEDULE (circulated)	
	The revised meetings schedule was circulated with the papers for information. The next full governing body meeting will be on Tuesday 21 st March 2017 at the KS4 School, Agincourt Road.	

There being no further matters to discuss, the Chair thanked all for attending and for their work throughout the year. The meeting was closed at 7.00pm.

Signed:  Date: 07-02-2017

Tony Burgess, Chair of Camden's Centre for Learning Governing Body