



**MINUTES OF THE CAREW LOCAL GOVERNING BODY MEETING HELD ON  
12 NOVEMBER AT 4.00PM**

Members: Jamie Bean (Chair) – JB  
\*Kirsty Cottrell (Vice-Chair) - KC  
Rob Watkins (Principal) – RW  
\*Stephen Brooks (Staff Governor) – SBr  
Sandra Butcher (Parent Governor) – SBu  
\*Michelle Debique (Governor) - MD  
Ruth Duggan (Governor) – RD  
Jo Lewis (Parent Governor) - JL  
\*Emmett Murphy (Governor) – EM

Also present: Helen Morris (Vice Principal) – HM  
Joe Shepherd (Head of Upper School) – JS  
Lucy Davey (Head of Lower School) - LD  
Sarah Brooks-Watson (OHCAT Management Accountant) – SBW  
Emma Neill – Director of Finance – EN  
Lisa Jewell (Clerk) – LJ

\*Denotes absence

**1. APOLOGIES FOR ABSENCE**

Apologies were received from Kirsty Cottrell, Stephen Brooks, Michelle Debique, and Emmett Murphy. The LGB consented to their absence.

**2. WELCOME AND INTRODUCTIONS**

JB welcomed everyone to the meeting and introductions were made.

**3. DECLARATIONS OF INTEREST**

There were no new declarations of interest. JB asked all Governors who had not already done so to return completed Declaration of Interest forms for this year to the Clerk at the earliest opportunity.

**4. SKILLS AUDIT ANALYSIS**

JB asked all Governors who had not already done so to return completed Skills Audit forms for this year to the Clerk at the earliest opportunity

**5. CONSTITUTION AND APPOINTMENTS**

Nominations for the Chair & Vice-Chair for 2019-20 were invited. JB was proposed and seconded for reappointment as Chair. KC was proposed and seconded for reappointment as Vice-Chair. However as KC was not present it was agreed that she would be invited to continue and if she accepted this would be reported to the next meeting.

It was agreed to RECOMMEND to the Board that JB be appointed Chair and KC be appointed Vice-Chair of the LGB for the academic year 2019-20

**6. MINUTES OF THE LAST MEETING**

The minutes from the previous meeting were **APPROVED** and signed by the Chair as a correct record.

**7. MATTERS ARISING NOT COVERED ELSEWHERE ON THE AGENDA**

Governors noted that these matters had been actioned.  
The New prospectus is at final draft stage.

**8. FINANCE AND FUNDING**

Governors received and **NOTED** the draft, unaudited final accounts for 2018-19. EN explained the meaning of the headlines within the Income & Expenditure sheet and the Balance sheet.

Comprehensive notes to the accounts were provided on page 3 of the management accounts.

JB expressed his concern that such a large sum remained in reserves (£680k) and questioned if the money should be spent on education within the school. EN advised that the reserves equated to 88 days cash in the bank, and OHCAT's target was 90 days but this is aspirational.

JB asked RW to explain the overspend on Educational Visits. RW explained that the School has a programme of educational visits that allow the children to become more adventurous and independent as they move through the school, and this includes residential stays. This year funding has been used to send children to Jamie's Farm, which although a high cost, has a huge beneficial impact on children and is incredibly valuable.

JB asked RW to explain the overspend on Alternative Provision. RW explained that opportunities to use partners to deliver the curriculum are taken as they arise. This year we have started using less expensive providers. Much of this spending is targeted at a small number of pupils, and some of the costs can be recouped through Local Authorities. HM also explained that offsite Alternative provision can be a form of enrichment where pupils are acquiring skills that could not be provided within the school. JB agreed that this was a good use of funds

JB asked about the £300k paid out for supply staff that was not budgeted for RW explained that as pupil numbers have risen additional Teaching Assistant and Teaching Staff have been required. Supply TAs have now been recruited which will reduce the spending on Agency Tas.

Governors received and **NOTED** the period 1 2019-20 Management Accounts Report

SBU asked whether payments from other Boroughs were being received at the correct time. RW replied that this had improved, and EN replied that most other Boroughs were paying in a timely way.

Governors **NOTED** that MD, the Finance and Resources Portfolio holder had reviewed the accounts and had raised the same issues regarding the reserves.

**9. A) PRINCIPAL'S REPORT**

Governors received and **NOTED** the Principal's report

**B) DASHBOARD**

Governors **NOTED** the dashboard content and the headline figures therein.

JB asked if the sixth form absence figures were edited to allow for issues such as attending interviews or visiting colleges. RW said not, and that these figures showed genuine absences, for health and family issues) that were influenced by a small number of students. As the sixth form is small this has a disproportionate effect on the figures.

MD asked, via a question submitted before the meeting, what constitutes a low, medium and high behaviour incident and RW defined incidents as:

- Level 0 – incident dealt with by Staff – low level
- Level 1 - incident results in a consequence that is recorded – low level
- Level 2 – incident dealt with by class team – low level
- Level 3 – incident referred to SLT – medium level
- Level 4 – incident referred to SLT or a removal – medium level
- Level 5 – incident results in internal exclusion – high level
- Level 6 – incident results in external exclusion – high level

Governors noted the low rates of staff absence shown on the dashboard

**10. SELF EVALUATION SUMMARY - SEF**

Governors **NOTED** the SEF and JB thanked RW for providing the SEF, which was a detailed and useful document with a well-structured narrative, focused on the OFSTED traffic light system.

JL, portfolio holder for Behaviour, asked for further evidence to support the statements in the SEF that; 'pupils know they matter' and 'Relationships between adults and children are strong'? RW answered that the evidence presented in the two health check reports supports these two statements. Students are asked these questions and their responses are in the reports. The student and parent surveys can also corroborate this data.

HM said that the Student Survey would be changed so that OFSTED questions would be asked, and that from a Safeguarding perspective all children knew who they could go to.

JB mentioned the statement in the SEF 'that all staff have read each child's EHCP' and asked how do we know this and how is it implemented properly? RW explained that staff are given enough time to read annual reviews and then meet parents to agree short term targets to support the EHCP. More work will be done this year on sheets containing all targets for children in each class. This is more difficult in the upper school where classes have different teachers across the curriculum. There are

enhanced EHCP targets in the upper school. RW said that the process aimed to make it as easy as possible for staff to access and use a child's targets.

JB said that this had given him reassurance but asked how the SLT knows that all this information on targets is implemented. RW answered that the Learning Walks carried out every half term are away to check this. Also, each class has a target lesson where progress on targets can be checked. HM and SBu reported that children do talk about their targets.

JB asked how regularly Staff monitoring meetings were are held. JS replied that these were termly unless there was an issue and then they would be half termly. JB asked if this meant that an issue could be missed for a whole term? JS replied no, as meetings were held at the end of the first half term or start of the second, so issues would be picked up then.

JB asked how well staff were informed about the school's curriculum intent. RW referred to the school's 3 pathways, detailed on page 5 of the SEF and explained that SLT and curriculum heads have worked to ensure that these are clear and link into the schemes of work. This is evidenced by the progress and outcomes of students, with year 11 pupils gaining a wide range of qualifications, and the progress of students on to college.

SBu asked when parents get involved in discussions regarding the pathway for their child, and JL asked how much flexibility is there between pathways? RW replied that this decision gets clearer as the pupil moves up the school, but is done around years 10,11 and sixth form. RD explained that much is taught across all three pathways, with the next steps tailored to individual. SBu suggested that this could be discussed at the annual review as it would be beneficial for parents to know which pathway was appropriate for their child.

**ACTION: JB asked that SLT to consider the pros and cons of the pathway setting process and the involvement of parents**

JB noted the high number of LAC (looked after children) in the school and asked who is the designated person, and how are these students doing?

RW replied that HM is the designated person, and that the data on the CLA pupils showed that they were doing well. All LAC below 6<sup>th</sup> form had their own Personal Education Plan to help meet all their needs.

**ACTION: RW said he would provide updates on CLA pupil data**

SBu and JL asked if they could have training to prepare them for an Ofsted interview. RW explained that it was unclear who Ofsted will want to talk to, but RD noted that the training at the Governor Conference had covered issues such as asking challenging questions and portfolios, and inspectors do not expect parent governors to be education specialists

JB asked about the next steps from the EBIs in the Health Check: what is the development plan and how to make sure it happens? RW answered that a commercial package, as recommended by David Scott, has been purchased.

Schemes of work are already part of the line management structure. Sequencing is set by the curriculum as it flows into accreditation, subject leads are confident on this. RW continued that as the school receives a lot of visitors, he did not agree with David Scott's idea of pupils greeting all visitors. However, information such as Schemes of work is already available in each class, also pupils read aloud regularly.

**ACTION: RW to re-check the editing on pages 5 and 6 of the SEF**

#### **11. SUTTON ALLIANCE AND DAVID SCOTT FEEDBACK**

Governors **NOTED** that the two reports that were discussed at the same time as the SEF. RW summarised the two Healthcheck visits. The first was by David Scott who did a deep dive health check and met with SLT and middle leaders, he observed lessons and met with students. He has followed up with coaching for middle leaders. The second Health Check visit was by the Sutton Alliance, they met with RW and the SLT, and observed students in lessons, and carried out deep dives into the review subjects.

#### **12. CAREERS UPDATE**

RD reported that the school's career provision was Gatsby compliant. The work experience offer for Y11 students was good. Career interviews with an external provider were enjoyed and available to all.

#### **13. GOVERNOR VISITS, DEVELOPMENT AND TRAINING**

##### **a. Portfolio management**

##### **i. Ethos, Vision and Strategy**

Governors received and **NOTED** JB's report which described his visit to the school on 8 October 2019. Destination of pupils was discussed, and it was noted that 100% are going on to employment or education. Progress 8 and benchmarking was discussed. It was confirmed that senior and middle leaders have their own development plans. JB highlighted that items within the report marked in bold will be revisited.

##### **ii. Teaching and Learning**

RD's report was received and **NOTED**. JB asked if the single central record was up to date and checked and RD confirmed that a member of staff was regularly checking and keeping this up to date

##### **iii. Health and Safety, Child Protection and Safeguarding**

Governors received and **NOTED** KC's portfolio report

Governors discussed this portfolio area. JB sought reassurance that all staff are up to date with their safeguarding and Prevent training and RW confirmed that safeguarding training is up to date and Prevent training is due for renewal this year.

JB asked about the key issues for contextual safeguarding of pupils. HM explained that the key issue for pupils in this school is delayed independence meaning that they are at increased risk of domestic abuse because they spend most of their time, outside of school, at home. Therefore, issues such as 'county lines' are not as relevant as they are to some mainstream pupils. RW added that as pupils find it

difficult to communicate, they may be less confident in reporting abuse, and so staff ensure that checks are in place.

**Action: HM to circulate a paper on this subject written by EM**

- iv. **HR and Organisational Development**  
Governors received and NOTED EM's portfolio report. RW reported that Staff retention is high; with no staff leaving at Christmas. Two TA's left both for positive reasons, and one former member of staff has been re-recruited.  
JS reported that there is an ongoing action to look at staff workload, but he was confident that this was not an issue, but it is a possible line for OFSTED.
- v. **Business Development and Marketing**  
Governors received and NOTED SBr and SBu's report
- b. Other visit reports**  
RW thanked SBu for her work in School making the Library and for helping at the open morning
- c. Governor training and development**  
Governors had attended the Governor Conference held on the 11 October 2019 and agreed that it was very useful. JB reported that he now attended the Chairs' Panel

#### **14. PAY COMMITTEE RECOMMENDATIONS**

Governors received a verbal report from the Chair on the annual meeting of the Pay Committee, and their recommendations/approvals.

#### **15. POLICIES AND PROCEDURES**

- i) Governors noted the policies and procedures approved by the OHC&AT Board at their meeting on 28 June 2019:
- ii) Governors noted and approved the Carew Academy Curriculum Policy.  
JB asked that the policy should promote the Learning Pathways to the front and centre of the policy. JB also suggested that the policy be amended to make it clear that CA does not teach foreign languages, as currently the policy says that the school teaches all national curriculum subjects.

**Action: RW to amend the Curriculum Policy appropriately.**

#### **16. KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2019**

Governors noted that 'Keeping Children Safe in Education' had been updated with effect from September 2019.

All relevant OHC&AT policies have been amended to reflect the changes.

A summary of the changes had been circulated to Safeguarding Portfolio governors and provided to Governors at the Governor Training Day on 11 October 2019.

#### **17. REVISED PORTFOLIO GOVERNOR GUIDANCE**

Governors noted that the portfolio guidance had been revised and had been circulated. RW reminded Governors that a portfolio visit once a term was suggested.

**Action: JB suggested that in future meetings Governors should go through the SEF and mark items relevant to their portfolio.**

*RD noted that the Governor portfolio of Teaching and Learning did not cover behaviours and suggested that JL should meet with Louise Cooper when Louise, currently on Maternity Leave, is next in School.*

**18. ANY OTHER BUSINESS**

RD reported that planning was underway for the Careers Fair. SBu informed the meeting that the school lent Sutton Council some mic stands for their Remembrance Day service and encouraged all governors to attend the Christmas Shopping Event on 1 December 2019.

**ACTION: RW noted that EM was stepping down as a Governor, and asked the Clerk to check with the Governance Manager that there were currently enough Governors for CA LGB and that all the Portfolios were covered adequately. Also for a template for Portfolio reports could be provided**

**19. DATES OF FUTURE MEETINGS**

Governors noted that meetings would take place on the following dates:

- Tuesday 3 March 2020
- Tuesday 16 June 2020

The meeting closed at 5.50 pm.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Jamie Bean, Chair, Local Governing Body**

SUMMARY OF ACTIONS		
Item	Action	Allocated to
10	For SLT to consider the pros and cons of involving parents in the pathway setting process	RW
10	Provide updates on CLA pupil data	RW
10	Re-check the editing on pages 5 and 6 of the SEF	RW
13	Circulate a paper written by EM on Safeguarding	HM
15	Amend the Curriculum Policy to reflect the importance of the 3 Learning Pathways and clarify the curriculum	RW

18	Clerk to check with the Governance Manager that there were currently enough Governors for CA LGB and that all the Portfolios were covered adequately	LJ
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