

Cardinal Newman Catholic School

Minutes of Full Governing Body
Thursday 7 December 2017 at 19.00 hours
Newman College

Attendees	Initials	Role	Attendees	Initials	Role
Tim Williamson	TW	Foundation Governor	James Kilmartin	JK	Head teacher
Carolyn Sheehan	CShe	Co-opted Governor	Kerry Clarke	KC	Local Authority Governor
Fr. John Hull	JH	Foundation Governor	Nick Wells	NW	Foundation Governor
Cathy Atherton	CA	Foundation Governor	Antonella De Santo	ADS	Foundation Governor
Christine Henson	CH	Co-opted Governor	Gerard Silverstone	GS	Foundation Governor
Steve Walsh	SW	Foundation Governor			
In attendance	Initials	Role	In attendance	Initials	Role
Teresa Dee	DT	Cover Clerk	Bernadette Hopper	BH	Prospective Governor
Des McGuckian	DM	Prospective Governor	Roger Galvin	RG	Associate Member
Paul Clingan	PC	Director of Sixth Form	Graham Goldup	GG	Senior Assistant H/T
Claire Jarman	CJ	Deputy Headteacher	Richard Marsh	RM	Lead Teacher
Apologies	Initials	Role	Absent	Initials	Role
Sandra Murphy	SM	Co-opted Governor	Gemma Bond	GB	Parent Governor
Fi Branagh	FB	Associate Member			
Andy Thomas	AT	Clerk			

The quorum is 50% of the current membership of the Full Governing Body, which was 13 at the time of the meeting. The number of Governors attending was 11. The meeting was therefore quorate.

Minute No.	Agenda Item, Discussion and Decisions	Action
1.	<p>Opening Prayer</p> <p>The welcomed all to the meeting and Fr. John Hull opened the meeting with a prayer.</p> <p>Note – A change to the agenda order was agreed with items 6 and 7 being taken before item 5. The minutes are recorded in original agenda order.</p>	

Initials.....

2.	<p>Apologies</p> <p>Apologies for absence had been received from Sandra Murphy, Fi Branagh and Andy Thomas. Apologies in advance for late arrival had been received from Kerry Clarke and Steve Walsh. Gemma Bond was absent from the meeting.</p> <p>Bernadette Hooper was welcomed to her first meeting and Teresa Dee was thanked for stepping in as Clerk for the meeting.</p>																						
3.	<p>Freedom of Information reminder</p> <p>Governors were reminded that business should be conducted in an open way which stands up to public scrutiny and that all non-confidential minutes are to be published on the school's website.</p>																						
4.	<p>Declarations of pecuniary and other interest</p> <p>None</p>																						
5.	<p>Minutes of meeting held on 8 November</p> <p>a) Accuracy</p> <p>The Full Governing Body reviewed and approved the minutes from the meeting held on 8th November subject to the inclusion of the word "informally" to the beginning of the last sentence in point 6.7. The Chair signed the minutes following the amendment as confirmation of their accuracy.</p> <p>b) Matters arising</p> <p>The actions arising from the previous meeting were reviewed. The following actions were taken forward:</p> <table border="1" data-bbox="220 1151 1331 2042"> <thead> <tr> <th>Minute</th> <th>Action</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>5.1</td> <td>Recirculate 12 October minutes.</td> <td>Clerk</td> </tr> <tr> <td>5.3</td> <td>Follow up business interest declaration forms.</td> <td>Clerk</td> </tr> <tr> <td>5.3</td> <td>Business Manager to attend January FGB to update on data protection.</td> <td>B. Mgr</td> </tr> <tr> <td>5.3</td> <td>Update on Single Central Record to be given to Governing Body.</td> <td>MM</td> </tr> <tr> <td>5.3</td> <td>Safeguarding/ Child Protection booklet return to be circulated electronically for governors to complete and return to confirm that booklet read.</td> <td>Clerk</td> </tr> <tr> <td>5.3</td> <td>Governing Body Code of Practice returns</td> <td>Govs./ Clerk</td> </tr> </tbody> </table>	Minute	Action	Responsibility	5.1	Recirculate 12 October minutes.	Clerk	5.3	Follow up business interest declaration forms.	Clerk	5.3	Business Manager to attend January FGB to update on data protection.	B. Mgr	5.3	Update on Single Central Record to be given to Governing Body.	MM	5.3	Safeguarding/ Child Protection booklet return to be circulated electronically for governors to complete and return to confirm that booklet read.	Clerk	5.3	Governing Body Code of Practice returns	Govs./ Clerk	
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		to be followed up.	
	5.3	Link Governor assignments to be enacted.	Govs./ Clerk

6. Newman College

a) Marketing

Paul Clingan and Graham Goldup presented this item commencing with a PowerPoint presentation on the College's marketing initiatives. The following summarises the discussion.

- Sixth form students attract lower rate than secondary at around £4k each and funding was received retrospectively on past student numbers.
- Ambitions for the sixth form provision included it being a strong player both locally and nationally. The proximity to BHASVIC made increasing student numbers a particular challenge locally. Marketing was therefore an essential activity for the college and had been successful in attracting students more recently from other local schools.
- Current campaigns included leaflet drops, PPC activity, banners, newspaper advertising and use of social media. Marketing had an attached message to dispel the myth that Newman College was only for Catholics.
- Areas for future activity included how to keep more of Cardinal Newman year 11 post 16, approaching other schools earlier in year 10, more aggressive online marketing and a review of the open evening dates and structure.

Questions and comment from Governors included the following points:
(Answers follow questions)

- How much of Year 11 stay on to sixth form? 60% - around 200 students.
- Were there any barriers for more online advertising to target the students as decision makers? Budget availability is a constraint. To some extent time was an issue as the communications officer was part time. There had been discussions about engaging an apprentice in marketing but the primary market remained own students as it had been found that a greater deal of effort is required to induct and integrate external students.
- How many external students are recruited and what attracts them to Newman College? It used to be around 10 students and had risen to nearer 50. Students were attracted by the smaller sixth form, pastoral support, and intervention and to some extent the rugby and football academies. Some European students had been attracted by the Christian ethos and/or location of the college.
- At open evenings the use of student voice was a strong marketing tool.
- What was the College's unique selling point? The care motto was a reality both pastorally and academically.
- Did School leaders think that caritas and care came across at the open evening? To some extent as the evening ended with a message about care.

The Headteacher commented that marketing should not purely focus on caritas as excellence and together were also part of the Newman motto. The College had a high quality product and one of the key measures was a destination, which is where the College had been particularly successful. i.e. 9 students from one year getting a place at Oxford or Cambridge universities. A key selling point was that the College whilst small enough to have a sense of community was large enough to have a broad curriculum in addition to the positive personal experience.

- As a parent of a Year 11 the social media activity from Newman College was not as evident as some other providers. School leaders commented that there had been a lot of activity on twitter and Facebook, which was linked to the College and separate from the School.
- How about including testimonials on the website? Use of the web was to be considered further.
- Had the School done an analysis of why its own students did not stay on post 16? Every undecided student is interviewed to ask why they had not chose Newman College and responses varied from wanting to do something vocational, having a fresh start, location and friendship groups. Mostly the reasons were course related.

7.24pm – Gerald Silverstone arrived at the meeting.

- The School may be trying to shift opinions too late, some internal fairs and college linked activities for younger students might we worth considering.
- The timing of the open evening seems too early in the cycle, it is the key marketing activity but occurs just when School restarts.
- At a recent Chair of Governors meeting it was suggested that the School does not have other providers in to market their sixth forms and there is a general lack of awareness of post 16 options across the City. The Local Authority representatives were tasked with exploring what a more open market would look like. The Headteacher commented that other organisations are welcomed though it was true that BHASVIC were not invited as students themselves were very aware of that option.

ACTION – Gerald Silverstone and Tim Williamson to support College Leaders in giving more clarity and focus on the marketing plan. Meeting to be arranged between governors, college management and marketing manager for new year.

GS/TW

b) Strategic Plan and data

Four documents relating to key College improvement strategies and analysis of outcomes had been circulated in advance of the meeting and presented on an assumed read basis with questions and comments taken from Governors as follows:

- Could the College give a forecast on student numbers from September? Students tended to hold onto more than one place and decide at a later time that made accurate forecasting challenging. Advance curriculum planning was also difficult and a decision had been made to move to a more supply driven curriculum tailored to strong subjects.
- How was the student score calculated, the low numbers appeared

	<p>disappointing? Surveys were used at set points throughout the year with the same set of questions assessing the student experience and whether they would recommend the college. A score of 7 was good and 5/6 satisfactory.</p> <ul style="list-style-type: none"> • Computer science satisfaction appeared low yet outcomes were good. College leaders acknowledged that there were some anomalies. It was the first time that so much data and been brought together in one place and providing a comprehensive and transparent data set for staff, leaders and governors. • Why were Key stage 5 outcomes poor in English language yet at key stage 4 the results were good? There were different staffing arrangements in the key stage English departments. <p>At this stage there was an online demonstration of the full data including departmental outcomes and analysis, student by student tracking, student voice and review targets. Governors were impressed with the extent of the data and asked for an overall of the main areas for focus. They were advised that there were some large under achieving departments as detailed in the accompanying that were a focus along with outcomes for disadvantaged students. Science was a particular concern and support was being provided including buddying , PIXL work and continuing professional development. Governors commented that they did not wish to have ongoing underperformance in English and Science at Key stage 5 and requested urgent action.</p> <p>The Headteacher reminded Governors that there was a lot to be proud off in the College, Students were positive about their experience, student destinations key measure was very strong and there were many examples of flourishing subjects. The Chair confirmed that this was the case and that Governors wanted the College to continue a trend of improvement.</p> <p>ACTION - Circulate the full Key stage 5 data excel file to Governors and provide an update on action plans for under performing subjects.</p> <p>Graham Goldup and Paul Clingan were thanked for their presentations before leaving the meeting.</p>	PC GG
7.	<p>School Improvement Groups (SIGs)</p> <p>Claire Jarman provided Governors with an overview of how the SIGs had come about and what activities had and were planned to take place. The following summarises the key discussion points:</p> <ul style="list-style-type: none"> • Staff were invited to lead on an area that interested them and in total 24 SIGs had been set up 2 of which had been directed. • The SIGs were a mixture of subject specific, pastoral and cross curriculum areas and some had arisen from the middle leaders training that 25 staff members had been on. • The second SIG sessions had taken place earlier in the day and it was still early in the process to identify impact. Some changes to practice had taken place and staff were motivated by the ownership of their groups and opportunities for self development. • Targeted action research was going on and would be reported on in a market place type of environment with Governors' involvement. • Some examples of work going on in specific groups were provided, i.e. eco group and rewards. 	

	<ul style="list-style-type: none"> The Chair asked if the groups were being provided with the right level of support and were advised that feedback from the day's session would be analysed to see if further support required. <p>ACTION – Feedback from SIG session to be analysed and summary report provided to Governors.</p> <ul style="list-style-type: none"> There were questions about continuity to which the response was that as groups had been established the work could continue without the current leaders. The Chair thanked the School for the Year 11 English and maths revision session for parents and this was supplemented by comments about the confidence in both departments at key stage 4. 	CJ
8.	<p>Headteacher's Report</p> <p>The Headteacher presented his report to Governors on an assumed read basis highlighting some key areas and answering Governor questions. The following summarises discussion:</p> <ul style="list-style-type: none"> The School was currently in a period of pre public examinations for Y11 200 students had recently been taken to the Duke of Yorks Cinema to see the film Wonder. To be able to attend students were required to reach a threshold of positive behaviour points. The Headteacher's report was an aide memoire for governors on some of the important school issues including safeguarding. Governors asked whether a grade had been given to the safeguarding audit and were advised by school leaders that they were not aware of a grading but the report had been positive. Higher levels sickness in the late autumn and early spring terms always impacted on the school's attendance data. To November the data had shown a slowly improving situation and on plan. The longer term goal of the school was to achieve over 97% attendance. Following introduction of awards system the school felt calmer and more purposeful. Ways of enhancing challenge at key stage 3 were being introduced. Governors commented about greater emphasis on homework at key stage 3 and advised that work had started on this area. The new technology (firefly) had created a difficulty in monitoring setting and completion of homework easily as this particular function used in "show my homework" previously was missing. Analysis of progress had shown that attendance was crucial to the success of disadvantaged students. Governors asked how many students were in the disadvantaged group and were advised that there were around 60 to 70 in each year group. Whilst there was an acknowledgement from governors that attendance affected progress there was a suggestion that attitude to learning may be an underlying issue affecting both attendance and progress. School leaders responded that individual students had well matched plans to support them individually. Three students at KS4 with particularly low attendance known as statistical "outliers" were statistically significant in overall school progress data and if 	

	<p>taken out the progress gaps of disadvantaged students reduced.</p> <ul style="list-style-type: none"> • In summer term a poverty proofing audit was planned that would identify what it was like for students to be disadvantaged and the every day impact on school life. This big scale project would involve a group of researchers interviewing every student. Governors asked to be kept up to date with this particular initiative. <p>a) Exclusion data</p> <p>The latest exclusion data was the year was circulated. Governors note an increase in both days of exclusion and numbers of students being excluded over a similar period the previous year. Despite the increase in the past term the school was doing well against national data and had received a letter of congratulations from the Local Authority. Governors commented that the prediction of 60 students excluded in the year represented about one a class which seemed quite a lot despite being below national average.</p> <p>b) Pay Policy</p> <p>The Headteacher advised that a pay increment of 2%(usually 1%) for all teachers on grades M1 to M6 had been negotiated locally with unions and the Local Authority had recommended that all schools incorporate this. There had been agreement that the pressure on budgets of the additional 1% would be given consideration by the Local Authority when schools were setting 2018/19 budgets.</p> <p>AGREEMENT – The Full Governing Body approved the pay policy.</p> <p>c) SLT restructuring update</p> <p>The Headteacher provided a verbal update on the senior leadership team restructure proposals advising that some interesting alternatives had been suggested that he would be considering. All staff directly affected by the proposals had been met and all staff advised at a Friday reflection session. The consultation would end on 17th December and by January 10th there would be a first report to Governors.</p>	
<p>9.</p>	<p>Resources Committee report</p> <p>The Chair of Resources presented the committee report to Governors on an assumed read basis and requesting approval of the terms of reference and flexible pay policy..</p> <p>a) Committee TOR</p> <p>AGREEMENT - The Full Governing Body approved the Resources Committee terms of reference as presented.</p> <p>b) Flexible Working Policy</p> <p>There was a discussion about policy monitoring and scheduling for review. It was advised that the Clerk maintained a policy review schedule and that monitoring of implementation of the flexible working policy would fall within the remit of the Resources Committee.</p>	

	<p>AGREEMENT – The Full Governing Body approved the flexible working policy as presented.</p> <p>c) Finance Report The finance report from the Business Manager had been circulated in advance of the meeting and governors commented that they felt it to be useful information in addition to the summary provided in the Headteacher’s report. There was a query regards a negative financial position in a charity account which was thought to be down to incorrect coding and/or timing.</p> <p>d) Pay update Included in Headteacher’s report</p>	
10.	<p>Student Governor Kerry Clarke updated Governors on her findings from research on ways of including students in governance and the various ways that others schools do this. As Cardinal Newman had a number of embedded processes to engage with students she recommended that Governors use current frameworks to obtain feedback and engage students in decision making. Governors supported this proposed method of engagement.</p> <p>ACTION – Kerry Clarke with Gemma Bond to develop a structure of student engagement using current frameworks within school and report to Governors in March 2018.</p>	KC GB
11.	<p>Any other business None</p> <p>Meeting ended at 9.26pm</p>	
12.	Date of next meeting – Thursday 18 January @ 7pm	

Signed.....Chair of Governors

Date.....

Action List

Minute no.	Action	Responsibility	Date
5b	Complete actions arising from November meeting (see body of minutes)	Various	Next meeting
6a	Gerald Silverstone and Tim Williamson to support College Leaders in giving more clarity and focus on the marketing plan.	GW & TW	Next meeting

Initials.....

	Meeting to be arranged between governors, college management and marketing manager in the new year.		
6b	Circulate the full Key stage 5 data excel file to Governors and provide an update on action plans for under performing subjects.	PC	Next meeting
7	Feedback from SIG session to be analysed and summary report provided to Governors.	CJ	Next meeting
10	Kerry Clarke with Gemma Bond to develop a structure of student engagement using current frameworks within school and report to Governors in March 2018.	KC GB	March