

**CONFIDENTIAL NOTES (Inquorate)**  
**Local Governing Board Meeting**  
**16:00 on Thursday 5 January 2023**

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**PRESENT:** Gosia Klosek (Head of College), Gary Pocock (Ch), Greg Arkus,

**ALSO IN ATTENDANCE:** Jesse White (Interim CEO), Asad Muzammal (Clerk)

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**1. Apologies for Absence and welcome of any new Governors:**

- a. Apologies for absence were received for Helen Priday, Tom Attwood, Pippa Cleary and Justin Warren.

**2. Business Interest and Related Party Transactions Form (annual declaration) and Declarations of pecuniary interest in any of the agenda items:**

- a. Governors noted that GP had provided some leadership consultancy and training workshops to the T4 Trust. The associated cost is below the limit requiring reporting the ESFA for Related Party Contracts. This service was provided in the Autumn term.
- b. There were no declarations of pecuniary interest in today's agenda.
- c. Governors acknowledged that an annual return of Business Interest forms should still be completed even if there are no interest to declare.

**Action 230105/01:** Business Interest forms to be completed and returned to the College. (AM, GP, PC, JWa)

**3. Membership Matters:**

- a. Governors discussed the number of absences from today's meeting. Governors discussed how the college had also struggled to arrange a group of Governors to meet with Ofsted Inspectors during the recent inspection.

Governors discussed how today's meeting is the first contact the LGB had received from the college since the last meeting in the Summer term and some Governors may possibly be feeling disengaged, as the Trust had installed an interim Improvement Board to provide governance and rapid improvement at ArtsX, without any communication or notice to the LGB. GP confirmed that the interim Improvement Board work has now been completed and Governance of the college will revert to the LGB.

**Action 230105/02:** A list of Governors' contact details to be provided to the Chair. (GK, GP)

- b. JWh advised that going forward, the meeting structure will change to once every half-term to termly meetings (three per year).
- c. The Clerk provided details of a potential new Governor candidate, who is an experienced school Governor and has a background of working in the arts. GP said that he would arrange to meet the potential at the college.
- d. Governors noted that the NGA has updated their Governors Code of Conduct template document to clarify the Board's role to advance equality of opportunity for all; and to make clear that Staff and Parent Governors are not to act as representatives of Staff and Parents.

**Agreed:** To adopt the NGA Code of Conduct 2022.

**4. Minutes of the previous meeting and matters arising:**

- a. The actions for an election process to be arranged for two Parent Governor vacancies and for one Staff Governor vacancy was deferred during the installation of the interim Improvement Board. Elections are now planned to take place this term.
- b. In discussing the calendar of college events, GK said that the college recorded the Christmas show and is going to record the Student Showcase event. Links to the online recordings will be made available to Governors.
- c. JWh advised that the safeguarding audit has been completed and reviewed by the internal auditors. The audit recorded no major concerns.

**Action 230105/03:** The Safeguarding Audit report to be sent to the LGB. (GK)

- d. The meeting of the Launch Event working party (JWh, LD, HP, PC and AM) was deferred during the installation of the interim Improvement Board.

**Action 230105/04:** A meeting of the Launch Event working party to be arranged for the Summer term. (JWh)

- e. Governors wished to record their appreciation to JWa for his whole day visit to the college. GK advised that during his visit, JWa reviewed safeguarding documents, the SCR and attended a staff meeting.
- f. The following actions were carried over:

**Action 210819/01:** A Parent Governor election process for two vacancies to be arranged. The vacancies to be promoted on the college website. (GK)

**Action 210819/02:** A Staff Governor Election process to be held (for One vacancy). (GK)

**Action 211209/06:** Job descriptions and lines of reporting for Middle Leaders and CLT to be presented at the next meeting. (JWh)

**Action 220707/05:** A Data Dashboard to be brought to the next meeting. The Dashboard to include a trend analysis for student attendance; staff attendance; numbers of temporary staff and permanent staff; student assessment data and outcomes data; student destinations; and NEET figures. (JWh, GK)

**Action 220707/07:** A schedule of Governor visit days to be brought to the next meeting. (GK)

**Action 220707/09:** The analysis of the Staff Wellbeing Survey to be brought to the next meeting. (GK)

**Agreed:** The Minutes of the meeting held on 7 July 2022 were confirmed as a true and accurate record.

**5. Ofsted Briefing:**

- a. JWh presented his notes from the Ofsted briefing with Inspector:
- b. The first day of the inspection had reviewed the Quality of Education. The feedback from Inspectors was that English is not satisfactory or effective. No students had attended the KS5 English lesson that day. The feedback inspectors took from staff is that they appear to be happy and content that students are in college, even if not in their lessons studying literature. JWh said that the CLT would contest this, but this is what had been presented to the Inspectors. GP said that Literature is not only delivered through English, but some texts are also delivered through the creative arts.
- c. Inspectors highlighted that no staff in the college are trained on teaching phonics and gave examples of students who had difficulties decoding words and not receiving the support they require. There was also an example of different handwriting in a student's work, which indicated that different people have had to scribe for the student.
- d. Inspectors agreed that the PSHE curriculum covers the key areas of the National Curriculum and is detailed and coherent, but there is also a lack of progression in some areas and students were not engaged. The recent field trip had helped to address this somewhat. Inspectors commented on observing PSHE delivered through art and mental health learning, but the learning outcomes within some of those sessions were not clear.
- e. The Inspectors said that the relationships between staff and students are strong and commented on staff being very skilled at questioning students on career choices. The Inspectors noted the work experience opportunities for students and that the college had facilitated a careers fair. The Inspectors agreed that the college has ambition to improve in this area. The Inspectors noted that the college has a hairdressing salon that is not currently being used.
- f. The Inspectors agreed that Relationships and Sex Education covers the required areas and is of a good quality but noted that RSE has only been delivered since September. JWh said that there are plans in place to roll out the RSE curriculum to KS5.
- g. During the deep dive on digital media, Inspectors agreed that the subject is well-established at L2 and L3 and it is clear that students had the foundation skills and are motivated.  
In the art session, there was one student with an EHCP who was on his iPad with his headphones on and was not engaged in the lesson. Inspectors found no evidence of progression in his book and the Inspectors queried the level of challenge provided to students.
- h. The Quality of Education was found to be weak. The college's main focus on the performing arts is reasonably secure. PSHE is developing.
- i. Attendance in English lessons is well below attendance in Maths lessons.
- j. Inspectors did not find any evidence of staff training on physical interventions. JWh said that this has since been addressed in the recent INSET day.
- k. It was acknowledged that the CLT are reviewing and updating the Behaviour Policy. Students were found to have lots of leeway in attending classes after lunchtime and some staff are too lenient on students' use of swearing and their use of mobile phones in the classroom. One student arrived late to class and the Inspectors recorded that it took 20 minutes for the lesson to begin. The expectations on behaviour were found to be low across the college and the Behaviour Policy is not being implemented. The Behaviour Policy discusses breaks and leaving the classroom, but a lot of the time this was found to be because

students could not be bothered to stay in class, rather than an incident of bad behaviour. Many of the staff were found to be ignoring some behaviours. Although relationships between staff and students are good, the staff are treated more as a big brother.

- l. Most students felt that bullying is not an issue. Two students did mention issues to the Inspectors, and this may be because KS4 can be more volatile with larger gaps between students' physical development. The relationship between staff and students in KS4 is strong, but there appears to be a lack of respect from students towards staff. Workload expectations are reasonable, but there was very little evidence of marking of students' work.
- m. Staff expressed that they want to have more supervision in the use of assessments.
- n. Safeguarding was found to be effective and there were no concerns.
- o. Many of the improvement areas from the last inspection in 2017 remain:
  - reviewing the curriculum and structure of the day to maximize learning opportunities
  - firmly establishing the explicit teaching of literacy and numeracy skills across the creative curriculum
  - improving pupils' attendance, particularly those with complex needs, to enable them to learn more effectively
  - ensuring that checks on pupils' starting points are accurate, in order to identify any gaps in prior knowledge and understanding

The Inspectors commented on how it appears that the college had collapsed and is having to build up again. The concern is on whether the college is building up again fast enough.

- p. GP said that the college receiving an Outcome 3 in the Ofsted inspection (that the college remains Good) will usually mean that a full graded inspection can be expected within a couple of years. The Governors and CLT were open with the Inspectors and acknowledged that had the college received a fully graded inspection, then the college may not have met the current grade. The Inspectors agreed with the CLT's self-evaluation.

Governors wished to record their thanks and appreciation to the Headteacher and CLT for their hard work in ensuring that the college received Outcome 3, as without their immense effort the college probably would have received an Outcome 4, which would have triggered an immediate grading inspection and could have put the college in the RI category.

JWh said that the Minutes from the Trust's meetings were instrumental in demonstrating that the leadership know the college. The Inspectors had said on governance that the vision is clear and they acknowledged that the Trust has had issues with the college since taking it over in 2019.

- q. In discussing the work of the interim Improvement Board, Governors agreed that the LGB should have been consulted and informed of such important developments.

**Action 230105/05:** The LGB to receive an update on the rapid improvement work of the interim Improvement Board and an update on the outcome of the Ofsted inspection. (GP)

- r. Governors discussed the four improvement areas from this inspection ([50207245 ofsted.gov.uk](https://www.ofsted.gov.uk/50207245)):
  - In some subjects, leaders are at an early stage of thinking through what they want pupils to know and remember long term. This means that pupils do not routinely achieve as well as they could. Leaders should ensure that across the subjects they plan a well-sequenced bespoke curriculum to meet pupils' needs so that they can reach their potential.
  - No members of staff are skilled in the teaching of phonics. This means that pupils who have difficulty in decoding words are not given the help that they need. Leaders should ensure

that staff gain expertise in the teaching of phonics so that pupils who are behind in their reading can be supported to become fluent and confident readers.

GP said some students were found to be unable to read fluently. The college is planning to quickly introduce a system for teaching students how to decode text. Governors suggested that the college taps into the local Education Business Partner scheme ([Inspire! London education charity - Bringing education and business together \(inspire-edp.org.uk\)](https://inspire-edp.org.uk)), where professionals working in the area visit the college once a week to act as Reading Partners for students to help develop their reading skills.

- Some pupils' behaviours are challenging and their attitudes to learning are weak. Some choose not to attend lessons or not to do the work their teachers set them. This limits pupils from gaining the essential core knowledge that they need to succeed in their future lives. Leaders should ensure that they raise expectations for positive behaviours and attitudes and ensure that staff have the skills to embed policy and practice consistently to bring this about.

GP said that the Inspectors acknowledged the college's proposed changes in the new Behaviour Policy, such as around the use of mobile phones and how bad language will be responded to.

- The new leadership team has made several essential improvements to aspects of the school's work. However, in some areas, such as improving the curriculum and pupils' behaviour, leaders' work has been slower to start. This means that pupils are not achieving well. Leaders should tackle the areas of improvement and take the actions that they have already identified in a more timely fashion.

GP said that the leadership acknowledges that there has been much discussion around areas of improvement, but a lack of urgent action. However, this has also been due to the CLT's focus on ensuring that safeguarding practice was made robust and effective, which was recognised by the Inspectors.

**Action 230105/06:** The Ofsted Action Plan to be brought to the next meeting. (GK)

**6. ArtsX Action Plan:**

- a. Deferred to the next meeting.

**7. Finance Update:**

- a. Deferred to the next meeting.
- b. Governors acknowledged that the T4 Finance & Audit Committee reviews the college's finances regularly and in detail.

**8. Head of College's Report:**

- a. Deferred to the next meeting.

**9. Safeguarding:**

- a. All Governors present confirmed that they had read at least Part 2 of the updated KCSiE Guidance 2022.

GK summarised the changes:

- The term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout the updated Guidance. GK said that the reason for the change is because the word 'peer' was implying potentially discrepancies in age groups between the children who might be

abusing each other and using the word 'child' makes it clear that all parties are children, who may be much older, or younger, or the same age.

- The section on Disclosure recognises that the psychology of child abuse is complex and now discusses children not always feeling ready or knowing how to tell someone they are being abused. It could also be that the abuse has become normalised for the child and they do not recognise that there is anything unusual about it, or they might feel ashamed, or they might feel protective of the abuser. GK said that staff at the college invest a lot of time in getting to know the students and families and are usually able to very quickly pick up on a change in a pupil's demeanour or behaviour in the classroom. This is then reported to GK or the DSL to investigate further.
- Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of and the Guidance makes it clear that domestic abuse: • can be psychological, physical, sexual, financial, or emotional • can impact on children through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

The college uses the CPOMS system for recording and tracking of safeguarding issues and this allows the CLT to have oversight of all safeguarding issues in the college.

- Governors should receive appropriate safeguarding and child protection training at induction and then at regular intervals. The training should provide them with the knowledge to ensure their college's safeguarding policies and procedures are effective. GK said that Governors should contact her to receive an electronic link to online training. Governors discussed being involved in the college's annual Safeguarding audit.
- The Guidance now makes it clear that being subjected to harassment, violence and/or abuse, may breach children's rights, as set out in the Human Rights Act.
- The Guidance sets out the significance of the Equality Act 2010 to safeguarding, including that schools and colleges: • must not unlawfully discriminate against pupils because of their protected characteristics • must consider how they are supporting pupils with protected characteristics • must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled pupils to ensure the curriculum provides them with the equal outdoor education opportunities.

The Guidance also looks at the implications of the Public Sector Equality Duty (PSED) for education settings, including the need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

- Online safety additions to the Guidance state that governing bodies and proprietors should regularly review the effectiveness of filters and monitoring systems. They should ensure that the leadership team and relevant staff are: • aware of and understand the systems in place • manage them effectively • know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about: • what systems they have in place to filter and monitor online use • what they are asking children to do online, including the sites they will be asked to access • who from the school or college (if anyone) their child is going to be interacting with online.
- The Guidance has been updated to reflect the extension of the role of virtual school Head to include a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker. Virtual school Heads should identify and engage

with key professionals to help them understand the role they have in improving outcomes for children.

- The Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.
- On safer recruitment, the Guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment. Checks Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.

GK said that online checks being carried will need to be reflected in the job application form. Governors discussed the difficulty in checking candidates' social media accounts if they have been set on private and how this could also be difficult to apply uniformity if some candidates' accounts have privacy settings and others do not. Governors agreed that schools would also need to be wary of unconscious bias when reviewing candidates' social media. For example, in cases where a candidate may express a view or opinion online, which is different to that of the person who is checking their social media. Governors agreed that staff could not be expected to use their own social media accounts to check the social media accounts of potential candidates and it would be impractical to expect schools to set up social media accounts across different platforms and train staff on how to access these.

- Regarding allegations made against/concerns raised in relation to teachers, the Guidance makes it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated. Low level concerns information has been updated to make it clear that a Low-level Concerns Policy should contain a clear procedure for confidentially in sharing concerns. The school can decide whether concerns are initially shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the Headteacher/Principal. The Headteacher should ultimately be informed of all low-level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL. The Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.
- The section on child-on-child sexual violence and sexual harassment provides new information, emphasising: • the importance of explaining to children that the law is in place to protect rather than criminalise them • the importance of understanding intra-familial harms, and any necessary support for siblings following incidents • the need for schools and colleges to be part of discussions with statutory safeguarding partners.

#### **10. Policies & Documents:**

- a. None.

#### **11. LGB Development Plan:**

- a. Deferred to the next meeting.

#### **12. Any other Business:**

- a. Forward Agenda
  - English & Maths Progress Report
  - Policy Review Schedule

- CLT Structure and reporting lines
- Data Dashboard
- Staff Wellbeing Survey
- Launch Event
- Ofsted Action Plan

**Action 230105/07:** Governors absent from today's meeting to confirm to GK that they have read at least Part 2 of the KCSiE Guidance 2022 and that they have read the updated NGA Code of Conduct. (All Governors)

### 13. Date of the next meeting:

■ 16:30 on 8 June

### 14. Any Confidential Items:

a. None

The meeting closed at 18:55

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Chair

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Date

### Decisions

**Agreed:** To adopt the NGA Code of Conduct 2022.

**Agreed:** The Minutes of the meeting held on 7 July 2022 were confirmed as a true and accurate record.

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### Actions

Actions outstanding from previous meetings:

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