



CAPA COLLEGE PERFORMANCE COMMITTEE MEETING

Minutes of the meeting held on Friday 22nd January 2021 via video conference

PRESENT	Dr Joanne Butterworth	Claire Nicholson (Principal)
	(Chair)	Lou O'Brien
	Pat Thompson	Fiona McMahon
	Janet Milne	

IN ATTENDANCE Rachael Hughes - Clerk, Enhance Academy Trust
Pauline Truselle (CAPA College)

APOLOGIES

1.00 APOLOGIES FOR ABSENCE & CONSENT

1.01 None.

2.00 DECLARATION OF INTERESTS

2.01 None.

3.00 MINUTES OF THE LAST MEETING

3.01 None.

4.00 MATTERS ARISING

4.01 None. JB reminded Governors of the responsibilities of the Committee.

5.00 POLICIES

5.01 The order of the agenda was changed due to FMc needing to join the meeting later.

5.01 When the LA recommend changes, they can be adopted quite easily. JM suggested that P Bell recommends to us when we should adopt LA Policies.

5.02 LOB reported that CN, AE, LW met to discuss all outstanding Policies. P Bell said yes/no with regards to

CAPA College and Enhance Academy Trust, and any additions as being a sixth form college. We now have bespoke Policy documents, which LW and AE have been through, sent to the Core Team, the Core Team have amended (amendments shown in yellow highlight). The Policies are with Governors simply to agree the changes and ratify. P Bell is to have further correspondence with LoB regarding some further Policies.

- 5.03 All Governors agreed that they had read the circulated Policies. AE
- 5.04 JB would like all Policies to become more consistent in presentation. LOB and CN confirmed that they will be all presented consistently going forwards.
- 5.05 *Attendance Policy* – All agreed the Attendance Policy is to be ratified.
- 5.06 *Admissions Policy* – PT commented that the Policy works really well and covers COVID with clarity. All agreed the Admissions Policy is ratified.
- 5.07 *Code of Conduct* – the Policy had no changes. CN confirmed exactly the same as last year. All agreed the Policy is ratified.
- 5.08 *Equal Opportunities Policy* – the only change is with regards to the Unisex toilets. All agreed the Policy is ratified.
- 5.09 *Exams and External Assessments Policy* – LOB reiterated that the Internal Assessments Policy has to be a separate document. All agreed the Policy is ratified.
- 5.10 *Home & College Agreement* – No changes to this Policy.
- 5.11 **Governor Question:** Is there anything in the policy regarding attendance and behaviour with regards to COVID.
Answer – No, our expectations are as high as normal. PT commented that the bullet point regarding Health & Safety actually covers COVID.
- 5.12 All agreed the Policy is ratified.
- 5.13 *ICT - Staff, Freelance, Volunteer* – **Governor Question** - AE
 2.16 I don't understand the wording. Should it be access to?

Answer – Yes. Policy to be sent back to AE for amendments.

- 5.14 **Governor Question** - Why is cloud highlighted?
Answer: That's just for our amendments.
- 5.15 This Policy is ratified once the amendments have been completed.
- 5.16 *ICT Student Acceptable Usage* - **Governor Question** – the tone seems very dogmatic and unusual.
Answer: This policy hasn't been written from scratch but taken from The Key for School Leaders (an online national information service), that is most likely the reason for the language usage.
- 5.17 **Governor Question** – Why has the part about the lockers been removed? do the students have secure places to keep their devices?
Answer – No, we don't have lockers at Unity.
- 5.18 **Governor Question** – Are there any specific COVID protocols in this policy, or should that be part of the Safeguarding Policy?
Answer – There is an amendment in the Safeguarding policy, which has been updated in light of COVID.
- 5.19 All agreed that the Policy is ratified.
- 5.20 *Internal Assessment Policy* – No changes to this Policy. All agreed that the Policy is ratified.
- 5.21 *Internal Verification – Plagiarism RPL, Grievance* –
Governor Question - are the only changes the removal of RSL and inserting Extended Diplomas?
Answer: Yes
- 5.22 JB commented that there are still a couple of RSL's in the document. CN responded that there are some Year 13's still taking this qualification and the College is in a period of transition with regards to this. All agreed that this policy is ratified.
- 5.23 *SEND Policy – Version 3* **Governor Question** - Page 11, 5.1.1 “Who they call upon specific and targeted support” but it doesn't say who they call upon “for”. “For” to be inserted. AE

- 5.24 **Governor Question:** Page 11 – We have a SEND statement on the website, should this be included in “This Policy links to our Policies on” on page 10. **Answer:** Yes, AE to add as appendix. AE
- 5.25 In light of these changes, this Policy is Ratified.
- 5.26 All Governors agreed that they had read and understood the Sex, Relationships and Education document. JM recommended that the Policy be renamed Relationships and Sex Education, and all agreed. AE to amend. AE
- 5.27 P Trusselle joined the meeting.
- 6.00 PRINCIPALS REPORT**
- 6.01 Update on where we are since the beginning of lockdown 3.0. CN shared information that staff, students and parents have been given.
- 6.02 Remote teaching remains in place. 4 plans developed in September for teaching delivery, Plan D is in place now we are in lockdown again; i.e. all of our students are working remotely.
- 6.03 We now have a full timetable in place (6 lessons per day), due to understanding remote learning better. No one is losing any teaching hours. There has been a seamless transition to live remote-teaching, tutorials, intervention and pastoral care.
- 6.04 Screen breaks are now part of the timetable, to avoid “Zoom fatigue”. This gives staff and students respite breaks. The introduction of 1 hour lunch breaks have been well received by students and staff.
- 6.05 The students will not be able to take part in performances this term. Instead, every week there is a Professional Masterclass Day. Each student will take part in 2 professional masterclasses per week plus 3 independent/well-being lessons.
- 6.06 LOB commented how wonderful the CAPA College provision is for the students. It was easier in some ways to conduct online learning, as the students are older, but CAPA College are making it possible for everyone to take part.
- 6.07 CN made clear that the role is to protect CAPA College students and staff from the external “noise” of news and

social media surrounding COVID. Focus on only what can be controlled, guidelines not speculation, one step at a time, keep calm, clear communication and support for all.

- 6.08 Clear Curriculum Journey at CAPA College. COVID restrictions mean tht the 'route' may change (eg. How we are delivering the curriculum) but the 'destination' remains the same (eg. Qualification outcomes, progression routes)
- 6.09 Exams – a change in landscape again for this year. Consultations are taking place now. Gathering evidence again this year for our students. The Year 2 students are showing great commitment to their courses and the potential grades they can achieve, so that CAPA College has the evidence it needs to award grades later on in the year.
- 6.10 Our students are already securing places at amazing universities.
- 6.11 We have high expectations for students during Plan D. with regards to the interview and audition processes, as going forwards they will be online. We are helping our students develop their professionalism online, just as they would in the studio.
- 6.12 Safeguarding reminder – we are making sure that Safeguarding is at the forefront in everyone's mind, and the differences between classroom and online learning. Pastoral support for students continues but with online 2 to 1 meetings rather than face to face.
- 6.13 **Governor Question** – A lot of the secondary schools doing video lessons don't allow their students to be on view. I know that you insist on that to enable the lessons. Is there a directive from Government that indicates that students must have your videos off?
Answer – No. CN has read about having cameras switched off, the safeguarding risk is that anybody could be behind that camera. The experienced DSL's need to see who is on that call. They are doing practical work; we need to see that the students have not hurt themselves or are doing something improperly. All lessons are recorded with purpose, for Safeguarding reasons and for student development.

- 6.14 LOB wanted it to be clear that video's being switched on had been discussed and agreed with by Governors.
- 6.15 Attendance protocols remain the same – if students are ill we receive a phone call. If there are any technical problems students can report that also, so we can expect those students to be absent from the lesson and are aware of the problem. That is then linked to Technical Support at CAPA College.
- 6.16 If some students can't take part in lessons for other reasons, they are required to view the lessons but have different tasks to undertake.
- 6.17 COVID protocols remain the same.
- 6.18 Vulnerable and Key Worker children were invited into college.
- 6.19 **Governor Question:** How many students are coming into school this term?
Answer: Started with 20, up to approximately 30. Increase due to some students suffering from poor mental health as the lockdown continues.
- 6.20 Those students don't get taught different content, they experience the remote learning in college. A member of staff "roams" on duty around Unity House ensuring those students are ok. The students are in 6 micro-bubbles in their own studios. They stay in those studios for the practical lessons, but also have a classroom base for practical lessons.
- 6.21 In terms of staffing, staff have been on a rota 1 day a week. Each pathway comes in on a different day. Core Team have been in twice a week as have admin staff. 1st Feb increase one extra day for everyone, due to the increase in student numbers.
- 6.22 **Governor Question:** Are the staff ok with this? What has the feedback been?
Answer: Yes, everyone has been happy with 1 day per week. There are not many members of staff in at any one time, and it is a great team and everyone wants to do their bit.
- 6.23 PTr commented that all the students would come in if they could. The staff have enjoyed being "let out" into a nice atmosphere and able to interact with each other.

- 6.24 FMc joined the meeting.
- 6.25 PTr – *Data Headlines*
- 6.26 Student results have been compared against target data. All students have a target for their Diplomas and A Levels; we look at what we currently predicting and how close they are to that target. The target is generated using the DFE L3VA Ready Reckoner. These are then ‘uplifted’ PTR and Pathway Leaders creating highly aspirational targets for students.
- 6.27 Year 1’s first data collection showed that A level’s dance and drama are on target.
- 6.28 Diplomas are slightly under the target, but all above zero so significantly above national average. The reason they are slightly below is because UAL is a brand new qualification launched this term. The launch was delayed for the whole cohort, as we didn’t know what the picture would be with the Year 2’s. There has been some training and standardisation of results and the UAL Representative visited last week. They were more than happy with our procedures. Year 1 looks good and the first data collection has been cautious.
- 6.29 **Governor Question** – Is the UAL very different from the RSL?
Answer – Not really points-wise, but the structure is a lot freer. Formative Assessment all along, and Summative Assessment at the end. BTEC is a harsher structure as the students are graded earlier. The structure of UAL is a freer structure. We like it so far. All students are teacher assessed and formatively marked which is externally moderated.
- 6.30 Year 2 Data – they were all on target. RSL Diploma for MT slightly above at 1.07. Drama is slightly below at 0.15. A Level dance and drama are also slightly below. We have looked at the reasons why. We have had an intervention meeting and discuss all the students below target and what can be done. It could be pastoral support or extra SEN access, need organisational help (Thursday Organisation Drop in now happening).
- 6.31 CN reported that even though we are below some targets, our targets are very aspirational and higher than National Average. The key headlines are that the VA for all pathways and qualifications are that students are ‘significantly above national average.’ This is the key

- 6.32 message. Our aspirational target setting and monitoring drives this outstanding data.
- 6.33 **Governor Question** – Is there anywhere in the data that shows the impact of the interventions you have put in place?
Answer – Yes, we review it. We look at the headline figures for each subject so we can track them all. It is reviewed and where it is identified what we think their support needs to be. In spring 2020 at last data collection there were 5 students significantly below target. When Autumn review was conducted, 3 of those students have withdrawn the course (not left CAPA College), 1 is above and 1 is only slightly below. Therefore, no students are now significantly below target.
- 6.34 A lot of the students that have interventions are not just the ones below target. It also students that we wish to stretch.
- 6.35 The numbers requiring intervention doesn't necessarily drop, this is because new students are added all the time.
- 6.36 **Governor Question** - Could this information be used for Ofsted?
Answer – Yes. The interventions spreadsheet shows all the progress made by each student.
- 6.37 JB commented that this spreadsheet shows how the data is calculated quite clearly.
- 6.38 LOB commented that a Governor needs to have a detailed discussion with PTR regarding the interventions, so we are fully informed. LOB/PTr
- 6.39 Just 1 or 2 students can affect the data either way. PTr commented that they keep a detailed track of students so that it can be explained.
- 6.40 We also look at the deprivation index, so that we can target students from those areas that may be “least likely” to go to University. This isn't a statutory monitoring measure but something that CAPA College are passionate about its importance.
- 6.41 **Governor Question** – Where is that data from? Is it postcode and IMD?
Answer – Yes, there is a link from the Government

Website. The Polar 4 is called officeforstudents.org.uk.

- 6.42 **Governor Question** – The data looks incredibly positive. It would be really useful to know, as you have really high targets, how do you set those targets?
Answer – We use the ready reckoner, Level 3 Value Added. We uplift the target grades that come out of that and use the aspirational version of those targets. We found that gave us more challenging targets.
- 6.43 **Governor Question** – Regarding methodology, those grades you analysed are predictions, not current grades?
Answer – It's a current prediction, if they carry on working at this level now, this is what they will come out with. There is a drop in the Drama autumn grade from spring. We made a decision to give realistic/motivational grade predictions. It is motivating them to go for higher grades. They are evidence based and we expect them to stay fairly standard and gradually move up.
- 6.44 **Governor Question** – Does the amount of tracking help the staff team consider any changes when you are interviewing prospective students? Do you find things being raised by this tracker that might make you reconsider which students you take in the first place?
Answer – Not in terms of interviewing prospective students. But we always use data to drive curriculum changes, intervention measures, delivery etc.
- 6.45 **Governor Question** – So you are confirming your earlier decision making?
Yes – Anyone can come to CAPA college and succeed.
- 6.46 *PTTr – Attendance*
Attendance always brilliant. Monitoring remote learning and this attendance is not being reported currently.
- 6.47 **Governor Question** – You have male and female, FSM and SEND. Are there any other groups besides these traditional ones that you have identified? Perhaps families without the right IT? This could have an influence on whether they are attending as much.
Answer – We are adding the background indicators, nothing else really springs to mind. Those students without IT, we have provided students laptops and routers. Year 1's attendance has been 100% the last couple of weeks and Year 2's hasn't been that much

lower. The students we are concerned about we are working with one to one.

- 6.48 *PTr – RESPECT*
It's an umbrella for everything that we do.
- 6.49 This was launched in September, it's nothing new really, it's what we do all the time in lessons.
- 6.50 Student opinion of those on the Drama Pathway was that they understood RESPECT and what it stood for. There was 1 student who remarked that as soon as they walk in the building they notice "respect". The students are all aware of it.
- 6.51 **Governor Question** – who prepares the material for the tutorials?
Answer – A mixture of me and other staff and sometimes students. I have an overview of PSHRE to ensure it is captured. The specialists amongst the staff lead tutorials, sometimes we get in outside speakers covering topics such as consent and eating disorders.
- 6.52 The Respect Agenda aims for our students to become tolerant, empowered, fair and responsible citizens. It's everywhere and every day, not just in Reflect & Respect tutorials. It is embedded in our expectations.
- 6.53 The Reflect tutorials cover the health and wellbeing side of the RHPSE tutorial.
- 6.54 Connect covers the other side of the programme, such as preparing for the wider world. The Respect programme is pulling everything together.
- 6.55 **Governor Question** – Can we help as Governors? Should we have a student Governor on the board?
Answer – I would be careful about that, a lot of content is discussed at Governors that is not appropriate to be discussed in front of students. Where appropriate, on certain agendas, they could come and present at certain points.
- 6.56 JB commented that the opportunity for student leaders to present at meetings occasionally would be valuable.
- 6.57 FMc remarked that we could have a link student for different sections.

- 6.58 PTr commented that this would work well with the democracy part of Respect. LOB and PTr to discuss this further. LOB/PTr
- 6.59 LOB commented that this would make governance more visible.
- 6.60 JM commented that student recognition and involvement is very important and is embedded in the ethos of the college. We need to give some very careful thought to how we would proceed with a Student Governor. We need to consider the parameters of how this would be framed and the terms of reference.
- 6.61 JB commented it would be helpful to have one or more students presenting about their experiences. We hear all the time from CN and her staff, but it would be great to hear direct from the students. It could answer LOB's question about meeting the Governing Body and that we are very much functioning and alive, even though they don't see us in college anymore.
- 6.62 PTr commented that students do have a voice, but it is very much shaped and guided. We guide them to be leaders, rather than leave them to it.
- 6.63 JB the idea of the occasional student presentation to Governors could be very useful to us.
- 6.64 CN reported some of the headlines from the Principal's Report.
- 6.65 *Enrichment and Careers* – In lockdown there are some things we have been unable to do, but some things we have instead. Students continue with Young Creative and New Views and Momentum Boys online. Outside of CAPA College we have had 4 students selected for the National Youth Dance Company, 8 students have gained entry onto the National Young Creatives programme, working with staff from the Royal Opera House to develop their choreography.
- 6.66 We develop our students for life after CAPA College through career support. Mock audition week before Christmas was very different to normal to reflect the new audition procedures for Conservatoires and Universities. The students had to prepare recorded audition material. The students are doing those auditions and successes are already coming through. The "big" Conservatories have held the first stage auditions via

recordings, a number of our students are through to the second stage. That's very exciting for us.

- 6.67 JB will forward CN link details of how to create group choreography online. JB
- 6.68 We are not just dealing with "the moment" but arming the students with lifelong skills.
- 6.69 LOB commented that S Selby sent through to her some incredibly powerful work of high quality performances that the students had provided, that is still going on, regardless of whether they are home or at college. The messages that they sent were very moving. CN commented that the outreach work still continues, just online.
- 6.70 With regards to performances, the masterclasses are happening on a weekly basis. Omari Douglas, an actor, just performed in *Wise Children* and *It's A Sin* on Channel 4 tonight. He was fantastic to talk to the students. We've had a wide and diverse mix of speakers for our students to meet. They've been able to ask these successful artists how to break into the business. One of the masterclasses is about successful people in the arts, not necessarily performers, such as a physio from Birmingham Royal Ballet and another speaker will present about producing.
- 6.71 We hope that if might be possible for an end of the year show – perhaps live-streamed.
- 6.72 QA – continues, we have to be very mindful how we do this with staff as they are going above and beyond during COVID. Introduced Spotlight and piloted it on the drama pathway. Essentially a faculty inspection, but done in a very CAPA College way, not heavy handed. We've been popping in and out of lessons and to find out what it is like to be a CAPA college students. Staff felt like they didn't realise it was happening and there was no stress involved.
- 6.73 K James has been delivering the findings with all staff and sharing the positive practice. A positive way of doing QA without it being a scary experience for staff.
- 6.74 We are holding another in a couple of weeks if a Governor would like to be involved. All

- 6.75 **Governor Question** – Will K James’ be videoing what she is delivering to staff? This might be useful as evidence for Ofsted.
Answer – Not the staff training, but we do have a document that the Core Team work through; the observations and workbooks we’ve seen. The work book documents the overview; the strengths and areas for development. The focus is on celebration rather than the negatives.
- 6.76 JB commented that perhaps in April K James could share something with us? CN/KJ
- 6.77 Launching after Easter, an ‘artist-to-teacher’ Teacher Training programme. We have some fantastic freelance staff with amazing experience. We envisage a 12-week programme that the Teachers sign up to, over the course they get a series of seminars and observations.
- 6.78 **Governor Question** – Ofsted was mentioned there, do we know when we might expect them? It could be summer term?
Answer – It should be this year but currently Ofsted inspections are on hold.
- RH to forward the slides from the Ofsted presentation at the SFCA Conference earlier on in the week. RH
- 6.79 LOB commented that they are focussing on the quality of the curriculum.
- 6.80 **Governor Question** - Have you heard any more from the DfE? They might have an indication of Ofsted’s visit.
Answer – CN attended an Ofsted’s nominee course, they had not been told either when Ofsted may be conducting visits. I feel confident that CAPA College is in a good place and if they were to visit. We need to be prepared, my focus after half term is to make sure everyone’s head is in the right place.
- 6.81 **Governor Question** – Can governors be involved in that training? It would refresh our minds.
Answer – Yes, not really changed since we did it before, but I can do a refresher. It’s still the same framework.
- 6.82 JM we know that CAPA College has got the correct plans in place, but Ofsted will ask us, “how do you know?”.

- 6.83 CN you need to evaluate what is the Governor's impact on CAPA College. Governors meetings shouldn't be just about the Principal reading out her Report; you have to challenge me with questions.
- 6.84 FM there is a danger of being obsessed with Ofsted, and that we need to remember to focus on the students. No one really knows when Ofsted will resume, and it is down to lockdown and the pandemic.
- 6.85 LOB commented that she didn't want the Governors to be the weak link of the College.
- 6.86 *SEND* – The provision continues to improve and develop. A Redaway has been a great addition to the team. Our SEND students are achieving and doing well. There are no gaps there in terms of outcomes. There is a bit of an unknown regarding access arrangements due to lockdown..
- 6.87 New students have to be assessed for access arrangements, but the pandemic hit at this time last year. So, the formality of this is pending. At the moment it is not affecting our students but is something that you need to be aware of.
- 6.88 LOB commented how impressed she is with the documentation for all staff members regarding SEND. She has had a meeting with A Redaway this week, the level professionalism with regard to protocols and documentation. The way you can click into teams and find different documents. There is so much support for staff, whether they are freelance or permanent staff.
- 6.89 The process for identifying any students that need support is a lot clearer. A Sheard and A Redaway have done some fantastic training earlier on this year, further training will take place regarding strategies to use that work effectively for SEND students.
- 6.90 **Governor Question** – How often will that happen?
Answer – We will have three sessions this year, effectively 1 a term. It's been really, really useful.
- 6.91 PT thanked CN for sending through the training for staff, it was very useful.
- 6.92 *Safeguarding* – We continue to have our regular Safeguarding meetings with the DSL team, so we are all up to date with student's needs. We speak to all of our

vulnerable students on a day-to-day basis. DSL's continue the pastoral video meetings.

- 6.93 Launching again the student pastoral takeover meetings. We have formalised meetings with 3 students who are the Takeover Team who have been specially selected for the role. They have a weekly session that is available for any student to attend and the Takeover Team deliver the session. There is always a member of the DSL team in that meeting. We had 37 students attend and it was absolutely fantastic. It is a really valuable service for our students. Another positive addition for CAPA College.
- 6.94 **Governor Question** – You said that students are supporting this, who supports the DSL's and the amount of cases you deal with? Are you getting support?
Answer – Wakefield Authority are running staff wellbeing events which we have all be invited to attend. All DSL meeting are in pairs so you have the support of the other person.
- 6.95 **Governor Question** – CN are you getting the support that you want or need, as you are at the top?
Answer – The Team at CAPA College are amazing it is never me on my own. We have fantastic Core Team to discuss things with. Governors are supportive that I am never scared to pick up a phone to. I have spoken to M Randall, The SFCA is a support network too. I've got a close relationship with Charles at LIPA, but also ELAM etc.
- 7.00 RISK ASSESSMENTS**
- 7.01 LOB attended a SFCA training course on Managing Risk and Assurance. LOB has spoken to LW regarding the Risk Register, at each meeting Risk Assessments will be on the agenda and will discuss Risks relevant to that particular meeting. For example, in this committee we will assess the risk of the outcomes not being as good as they should be, or the QA of Teaching and learning is not outstanding when it needs to be. Most of the items on the Risk Register will be discussed at some point during the meeting. It will be on each agenda but may not always be discussed directly. For instance, we have discussed Risks pertaining to the Performance Committee today.

8.00 ANY OTHER BUSINESS

8.01 The minutes of the last Full Governing Body meeting will be distributed shortly. RH

8.02 LOB will be sharing the Governance SAR with everyone to add to.

9.00 NEXT MEETING DATES

Meeting	Date
Full LGB	Friday 5 th February 2021
Production	Friday 26 th February 2021
Full LGB	Friday 12 th March 2021
Performance	Friday 30 th April 2021
Full LGB	Friday 14 th May 2021
Production	Friday 11 th June 2021?
Full LGB	Friday 25 th June 2021

10.00 DBS & CHANGES IN CIRCUMSTANCES

10.01 None.

11.00 AGENDA, MINUTES & RELATED PAPERS – SCHOOL COPY

11.01 **Resolved:** That no minutes be excluded from the copy to be made available at the school in accordance with the Freedom of Information Act.