

FGB MINUTES



Noadswood

BOARD: Full Governing Board

SCHOOL: Noadswood School

DATE: Thursday 3rd December 2020

TIME: 19:00hrs – 21:30hrs

VENUE: Remotely – via Teams

ATTENDED:	Catherine Langdon (CL)	Member- Appointed Governor/Chair/Academy Trust Member
	Alison Munden (AM)	Member-Appointed Governor/Academy Trust Member
	Sarah Balson (SB)	Parent Governor / Academy Trust Member
	Kathryn Marshall (KM)	Headteacher Governor
	Chris Blake (CB)	Member-Appointed Governor/Academy Trust Member
	Elaine Huttly (EH)	Staff Governor
	Jade Young (JY)	Member- Appointed Governor
	Lisa Taylor (LT)	Member- Appointed Governor
	Gary O’Flaherty (GO)	Member- Appointed Governor
	David Crowley (DC)	Assistant Headteacher
	Lance Philpott	Clerk

The Code of Conduct for Governors requires governors to be honest and open with regard to conflicts of interest (either real or perceived). Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked * are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item	
1	Welcome and Apologies: Those present were welcomed by the Chair, CL. Best wishes were extended to Louise Instone, the regular clerk, who has recently come out of hospital.
2	Procedural items: 2.1 Apologies for absence Apologies were received from Adam Drury, Tim Sunderland, Neil Cotton and Phil Trevett. 2.2 Confirmation of Quorum The meeting was declared quorate. 2.3 Declarations of interest KM – Chair of Management Committee Greenwood School, Education Centre and PRU GO – Invigilator at Noadswood DC – Governor at Foxhills Infant School LT – Employee of a linked school – Wildground Federation School
3	Any Other Business: DfE update on exams.
4	Minutes: The minutes of the previous meetings on 8/10/20 and 20/10/20 were approved by CL and



	seconded by CB.
5	<p>Matters Arising from the Minutes:</p> <p>Item 6 – Governor link document circulated.</p> <p>Item 7 – COVID rule reiterated regularly.</p> <p>Item 9 – Skills audit nearly finished, and will then be earmarked for training needs.</p> <p>Item 10 – Job description for linked governors can be done next week.</p> <p>Item 12 – Looking to approve ToRs for AC and GPC tonight.</p> <p>Item 15.7 – CL and DC have done some work on the website. Just need to be a little slicker with it. Can anyone help out here? Feedback to KM has been useful enabling the website to achieve compliance. Thanks to all for the support.</p> <p>Item 5 – Governors have completed all required tasks.</p>
6	<p>Correspondence:</p> <p>No correspondence</p>
7	<p>Safeguarding/Child Protection:</p> <p>To note any matters for the Committee to be aware of.</p> <p>KM stated this was a standard item on the agenda to update trustees on any safeguarding/CP matters. There were no significant matters to report.</p>
8	<p>Voting in of new Deputy Chair of Governors:</p> <p>Thanks were offered to CB for all his hard work.</p> <p>Jade Young is happy to take on the role.</p> <p>All in agreement. Seconded by CB.</p> <p>KM thanked JY for the work she has already put in, making a big impact in that time.</p>
9	<p>Approve Audit and GPC ToRs:</p> <p>The GPC has been split into two.</p> <p>Audit ToR looks at finance.</p> <p>GPC ToR looks at H&S, premises etc.</p> <p>The ToRs were approved.</p> <p>KM stated that this approach captures where the school is now.</p>
10	<p>Policies to be agreed:</p> <p>The SEND policy to be approved.</p> <p>KM said the school is following the usual process of using the Hampshire template and adapting it for school.</p> <p>CL was happy to approve. All in agreement.</p>
11	<p>Headteacher's report:</p> <p>The nature of the report and discussion meant the agenda was not strictly followed.</p> <p>KM presented the following:</p> <p>11.1.1 SIP</p> <p>This had been posted earlier. It set out links to school's strategic objectives.</p> <p>It is following a slightly different format due to the nature of the work being done.</p> <p>Still a work in progress.</p> <p>The recent Chairs' meeting was useful to move us on.</p> <p>The objectives are rooted around the current situation (considered as a recovery year) and we continue to tweak them as we progress.</p> <p>The 1st objective was Student Outcomes. KM handed over to DC.</p> <p>DC – DfE guidance has come with their update.</p> <p>Exams will be given generous grading. Results should be in line with previous cohort to avoid grade inflation. This is sensible.</p> <p>The exams aren't going to change, but there will be a 3 week delay to the start of the exam period.</p> <p>Some information will be passed on to Y11 about what topics will be examined to assist with study focus and revision.</p> <p>We should know this for each subject.</p>



Other support to include, for example in science, formula sheets will be available rather than having to rely on memory.

This is to mitigate content based subjects losing 6 months of school.

League tables won't be published.

The school will still look at achieving fair outcomes to support post 16 transition.

DfE will look at attendance and post 16 destinations.

There will be no Progress 8/Attainment 8 score.

Y11 have just completed internal assessments. There are no pre- Christmas mocks.

All Team Leaders have delivered an internal assessment to suit their subject rather than mocks in the exam hall.

This has enable data drop 1 to be put in place whilst minimizing student stress.

We are now talking to Y11 parents about rigid assessment taking place in the classroom.

If we still use the Progress 8 measurement it gives a bit of a feel for where we are at the moment.

The students know less than the cohort two years ago – due to COVID related loss of school time.

However, this is not peculiar to Noadswood. This is a national situation.

Exams will not be reducing their content by much so we will have to manage student preparation.

As governors you need to know we are confident with our Y11.

The top band are doing well.

The middle band are strong in some areas and will need support in others.

The lower band have students that will need much support so measures are being put in place.

Having no league tables will not change much for us. We feel we are in a better place than others due to our location. There has been limited COVID impact and lots of hard work from the team.

Other schools in more densely populated areas have had a greater COVID impact.

We will be looking at every student to ensure they achieve to their potential.

Questions followed.

AM – Following exam results from 2019, where English results should have been better, it seems results could be depressed for 2 years. Have they got back to a good position? How as governors should we view this?

DC – We use SISRA as a data analysis tool. It give us a Subject Progress Indicator (SPI). It enables a comparison between Noadswood's subjects and other schools.

For English, Claire knows results would have been better this year and SPI gives a good picture of the subject's performance. To support this we moderate with other schools.

Claire is buoyed by the results even though there was no tangible picture of 2020 results.

LT – How are you addressing the middle attainers?

DC – We have a 2 fold approach.

1. Working on getting students into school is a key focus. COVID has had an impact across some subjects e.g. heavy content such as science, history, computer science.
2. House leaders play an important role. They know 50 x Y11. They have SISRA data to identify which students need support in which subject and how to intervene. This intervention is targeted to include ensuring quality teaching and specific after school classes that will have been properly planned. House leaders will liaise with those students identified for support.

This is still not perfect as the hardest to reach can still be a challenge.



KM – So far we have targeted some Y11 students who require academic mentoring. After Christmas we will be engaging ‘Fleet Tutors’ who will be working with a cohort that has gaps in specific subjects.

In addition we will have an attendance tutor to work with Y10/11 to really focus on improving and maintaining positive attendance.

LT – Is there an impact on student morale? Do students feel exams will be cancelled?

DC – I’m not sensing this. The news about exams is clear. They will happen but with a 3 week delay.

Being able to learn outside the classroom has been important. The survey on remote learning e.g. access/broadband capacity, has enabled us to reach out and support families.

Using the FROG site for virtual learning has been effective. We have reinforced this to ensure students access it.

CL – With staff absence you’ve had to use supply. What’s been the effect on Y11 with this lack of consistency?

KM – It would be naïve to say there’s been no impact. At the moment 9 staff are off.

However, as SLT we have put ourselves out in the classroom to support, and mentor cover teachers to deliver the subject as well as possible.

It is, though more than just Y11. All classes are being supported. We are looking at hotspots to where cover is best needed.

We are looking to recruit mid-year so that any gaps can be filled to ensure agency cover is kept to a minimum.

DC – there is minimal impact for Y11. Where we have concerns over the quality of teaching we are pairing up to ensure support.

CB – Attendance numbers are not good. What are you doing to find out why and what are doing to address this?

KM – The overall figures are the same as last year. It’s still not good but the figure hasn’t plummeted. We have had a hit with Y11 attendance but there have been prior attendance issues. We have addressed this.

1. We have a small group who are vulnerable with mental health issues. We are working with appropriate agencies to provide support.
2. We have a few with long term health issues. We have guidance from their consultants and work with them when they are in.
3. We have some with intermittent attendance. The attendance tutor will work on this, looking for patterns.

JY – Staff employed during COVID may not have been the best quality. What training is in place?

KM – All colleagues staying with us are of the expected quality. Agency colleagues are temporary until they can be replaced. Agency staff have worked hard but they are delivering the quality. SLT have been supporting where required. All have had training/induction as if regular staff.

AM – What is in place to support staff to deliver to the best of their ability? Are you confident staff have support from SLT?

DC – There’s no question the job is demanding. All staff are doing their job but they are tired. They do want the best for the students. SLT are doing everything to reduce pressure where we



can. We have changed our approach and reduced workload where we can to help with the pressure. But it is 'bloody tough'!
Staff know it's tough and we are doing everything we can to mitigate the pressures.

AM – What you are doing is right and great, but the pressure takes its toll. Do we have systems in place either at school or with Hampshire to support the staff? Staff are our best resource so we must look after them.

EH – Staff are exhausted but are doing their best and will continue to do so.

KM – For some colleagues the stress has been too much. We do have a strict mental health risk assessment conversation with them to look at what can be done. Governors need to be aware this in place to support staff.

AM – This is all good but you need to publicise it.

11.1.2 The report moved on.

KM – I would like to draw your attention to a point under Community Objectives.

Zoning arrangements. We are at a point to consult with colleagues about moving from zoning to a one-way system. Zoning will still be in place in some parts of the school but departments will now be able to work alongside each other. The current proposal is to move to de-zoning from Monday 25th January – subject to review and amendment after the holiday. So why not wait until February half term? It coincided with Y11 mocks so avoids any disruption to them. Also de-zoning straight after Christmas with a likely COVID spike on our return would be wrong. If we ask exhausted colleagues to step up to prepare for a January de-zoning in these last two weeks it would also be wrong. Students need assemblies to get the message across. I'm having a meeting with Jade and Phil to look at the details of how to do this.

CL – This will have a massive impact on improving behaviour; it will be a good move.

GO – Agreed with CL.

KM – Difficulties have been experienced during zoning with much challenging behaviour.

CL – There are concerns over the level of cover in the zones. It could lead to a serious incident.

KM – Yes it could. We are advertising for lunchtime supervisors to provide extra 'bodies' at staggered breaks and lunch. Bad weather can exacerbate the situation with less staff to cover more students inside.

EH – Regarding the one-way system, a sanitizing programme in areas not zoned has been 95% effective. The same model will be used across the school. We have done our research to secure the right products to ensure safe sanitizing.

11.1.3 CL then asked KM to report on the Chairs' meeting about the SIP.

KM – This was very useful because Tim challenged us about the flow of information between committees to enable better awareness, cohesion, links and financial support. This puts a different emphasis on the way the committees have worked.

AM – This is a different way to look at how the SIC works. A proposal can be made in one committee that requires funding so the Audit committee can be engaged to support the proposal. Having oversight of what is happening across the school would be useful.



KM – this is a massive point to take away but we feel we have captured the objectives in a covid-esque way. Things are tough but we feel we are ok; that said we need to be outstanding and this means we have to invest money in what we want to do. I have planned with SLT to reframe our thinking to look at how we work towards outstanding. We will not ‘flash’ cash but we can look carefully at investing reserves in long term projects that are really good value for money with real benefits. This is helping us focus on our key objectives. Next time the SIP and SIC will be sharper and more focused.

11.2 Governor Scorecard

KM – We have covered attendance but we do look at this every FGB. Wendy Harper-Jones produces the figures.

11.3 Updates against objectives as relevant at this time

CL – Are exclusions higher than this time last year? How many have been out of the classroom? Is it the result of zoning?

KM – Lower than a year ago. I’m heartened but we do need to improve. Too many exclusions have been due to poor behaviour out of class through lack of supervision. I have pledged to get supervision better. Exclusions are still higher than I would like. Too many incidents of students’ silly behaviour leading to ‘scrapping’ which spills over into the classroom. The climate at break and lunchtime needs to be improved.

JY – There are no exclusions in Y7. Does this mean more input into Y7 could mean better behaviour further up the school? The 5 exclusions in Y8 – were they problematic in Y7? Could the school have done anything different?

KM – An astute point. Key groups for behaviour are Y8 and Y9. There are emotionally vulnerable students with challenging learning behaviour. This is what caused the Y8 exclusions. We are acquiring Social, Emotional and Mental Health (SEMH) resource provision to address this behaviour. We don’t target vulnerable students well enough and need to break the cycle of exclusions to build a positive attitude towards school. The lead LSA will head this initiative and we will use the newly refurbished School House as a base. We have support from county and from capital funds to help with this.

LT – We have this provision at Wildground. It is phenomenal. It helps develop the understanding of children and why they behave in certain ways. It is not a panacea but students have a safe place to retreat to and ‘let off steam’. Supervision was an issue but investing in more cover has made a difference. Has Noadswood the capacity to do this?

KM – No capacity as yet. We have LSAs with the right mindset but staff are not ready yet. We plan for lunchtime supervisors to have this skillset to engage with students to help keep them calm.

CB – There is a correlation between attendance and behaviour. Are there similar patterns at our partner schools?

KM – Other schools that share data show similar patterns. We all share the same plight. It is not peculiar to Noadswood.

AM – it is good to have a perspective on this. Collaboration is great and it can help with morale.

CL – There is a big disparity between boys and girls. What’s in place to close the gap?



KM – Discrete interventions between boys and girls are happening. We had started an intervention programme, but with so much going on it didn't get going. We need to start again in January.

GO – When I visited school staff talked about 'pent up energy' not being released. Lots of 'energy' surfacing as negative behaviour.

DC – The boys just need to play football but a wet day means potential problems. An all-weather area would be nice.

KM – We need to be creative about the use of outdoor space. We can look at bidding for outdoor play areas as well as facilities for vulnerable students

LT – Is investing in play equipment an option?

KM – We are looking at this to address some of the issues but there is a small group that do cause issues and we need to put things in place to meet these needs.

AM – This fits in with Tim's suggestion. What can we invest in wisely that future groups can benefit from? This is not a new issue. Exclusions lead to demoralised students which impacts on performance. We need to throw money at this small group wisely.

11.4 Financial Objectives

11.4.1 KM The most challenging objective is financial leadership, But we are making some steps. I am taking seriously my knowledge as an accounting officer. I've worked on the gaps in my knowledge to ensure the school is well supported.

The Finance Team have led SLT on a tight forecast budget. We have looked at the strategic areas and goals with budget leaders and written more effective targets to tighten things up.

Budgets are exceeding at this time of the year. This has to do with the supply budget. There has been an alternative provision overspend and mistakes have been made coding FSM. The IT subscription budget is over. I will come back to Audit committee with some answers.

Action KM

11.4.2 The external audit is Monday of next week.

The Risk Register is written. This is a standing item.

Medium and high risks have been identified to ensure no rollover.

Alan Davies at HWB has been of help to assist me making avoidable mistakes.

We are behind with the publishing of monthly monitoring but will be back in line in February.

Action KM

11.4.3 Child balance update will be in place for February.

Action KM

11.4.4 CB – What about the Annual Financial Report for Company House?

KM – CL and I have it written.

CL – Chris has started to arrange whole board finance training. Tutors from HWB will come in to lead training in March. Dates to be emailed.

Action CB



	<p>In the Audit committee Tim asked Sam Locke to check in again in January to ensure we are doing ok.</p> <p>KM – Sam has been an excellent support.</p> <p>11.4.5 LT – Kathryn, how confident are you that PP numbers are right for the exact funding and that lettings are being paid?</p> <p>KM – Looking at lettings, the only user is New Forest Junior Athletics and they are paying. With PP we experienced errors each time we look at SIMS.</p> <p>LT – My experience is that SIMS is an old system, prone to errors. It requires manual handling and is time consuming.</p> <p>KM – I agree. We are checking manually.</p> <p>11.5 NOR and Admissions We had 161 into Y7. After some excellent work from SLT on marketing and transition we have 186 for September 2021. Could be +/- 10 either way but we are happy with this figure.</p> <p>LT – My primary school appreciates the effort from Noadswood. It looks like it has been worthwhile.</p> <p>11.6 Events for the rest of term There will be virtual Parents’ evenings. The infrastructure is in place and the IT team are ready. This is really all for this term.</p> <p>LT – There has been much about Y11. What about the other years?</p> <p>KM – The current Y8 and Y9 in terms of SEN students need tracking and we will report on them. There is a risk in terms of ‘gappage’ by the time they are in Y11. Particularly the boys.</p>
12	<p>Risk Register: CL – A lot of work has gone into this. It is a sensible document. Thanks to all.</p> <p>KM – We have identified the main risks. On a scale of 1-5 with 5 high, of the 39 risks, any at 3+ will be our focus. These risks will be sent out to committee chairs. Sarah and I thought this would be sensible.</p> <p>CL – Luke and Matt have been patching up the core infrastructure. At the next GP there will be a proposal to update the core infrastructure.</p> <p style="text-align: right;">Action CL</p> <p>KM – Money is available for this in the capital pot so no big hit to the budget.</p>
13	<p>Reports from Committees: <u>13.1 CL – Audit Committee</u> Sam Locke came to AC. We are trying to get everything up to date. The timetable for monthly monitoring is to catch up by February. Outstanding items are being dealt with. Sam is happy we are getting on top. Budget holders are being trained to be more effective. There is an overspend on the supply budget. Kathryn is the chief financial officer and we have discussed it. There is no more risk here than other areas. Thank you Katherine for stepping up in this role.</p> <p>KM – it’s important for me and for the school. My reports to AC do not have the full degree of</p>



	<p>confidence yet so ask for your patience and support as I develop.</p> <p>13.2 <u>AM – SIC</u></p> <p>Safeguarding and CP – the action plan is good.</p> <p>Class routines – looking at restructure.</p> <p>Progress and attainment – Dave gave a presentation on how we’re closing the gap and catching up. Centre band attainment has already been discussed. We haven’t taken our finger off the pulse.</p> <p>Computers already mentioned. We have been able to provide equipment for blended learning.</p> <p>ToR – not a great desire to change anything. We’ll look at tweaking.</p> <p>SIP – when we have specific strategic plans they will go to the right committee.</p> <p>We need to carry out a review of behaviour soon. Gary needs to revisit school to complete his survey.</p> <p style="text-align: right;">Action GO</p>
<p>14</p>	<p>Governor Visits:</p> <p>CL – Gary and I had a virtual meeting with staff about behaviour.</p> <p>We talked about the key issue of lunchtime supervisors.</p> <p>This has been written up and is the Visits folder on Governor Hub (GH).</p> <p>Jade is in next week to look at PP and SEN. Will feedback.</p> <p style="text-align: right;">Action JY</p> <p>Lisa has feedback on Marketing.</p> <p>All reports are on GH.</p> <p>Curriculum visits before the end of term would be good. The order for these may be switched around due to COVID.</p> <p>Generally, visits seem to be working well.</p> <p>AM – Adam is asking for a date for Math’s. Need to look at a time to do this.</p> <p>Does anyone want me to look at any areas?</p> <p>KM – The key area is Maths. The impact of T&L through personnel change needs looking at. An opportunity to discuss department culture and how L&M will be managed through staff transition.</p> <p>AM – Miss Towsey was praised by my daughter. She has made a massive impact on learners.</p> <p>CB – Offered his help to AM.</p>
<p>15</p>	<p>Size of Board and Separation of Members and Trustees:</p> <p>CL – At the moment we are trying to find members sitting separate from trustees as an extra layer of security. Currently 3 people with experience of Noadswood trustees have expressed an interest. Our previous clerk, Jane has put me in touch with 2 others. This would give a blend of people familiar with school and from outside as well.</p> <p>We can’t approve them until we’ve agreed the articles of association.</p> <p style="text-align: right;">Action All Governors</p> <p>KM – We’re checking with our solicitors for redrafting the articles. Currently awaiting quote. The purchase order has gone through. Sarah will lead with Cath to work on this.</p> <p>CL – Once the articles are approved we can start the new year afresh.</p> <p>The size of the governing board is currently 18. It is quite large and can be unwieldy.</p> <p>We can look at making the maximum number of trustees 12. This would be manageable.</p> <p>AM – Reducing numbers can be hard to spread the load, especially if people are working too. It’s about getting a balance. We must be careful not to pare down too much so that the work doesn’t</p>



	<p>get done.</p> <p>CB – We have a good governing body but it may be time for a change. We do need to be mindful of complaints. Boards need to be filled with trustees not involved with the area of the complaint.</p> <p>GO – What’s the pool of possible governors? Useful to have a group of potential recruits so we can keep numbers up.</p> <p>CL – I am mindful of that. JY is looking into future recruitment.</p>
16.	<p>Governor Training:</p> <p>CL – Whole board training already covered.</p> <p>NGA website has given a free trial of ‘Gold membership’. It hasn’t given as much access to sites as I thought we would have.</p> <p>Full membership to the NGA will be available from December 4th and we can then sign up for their e-learning program.</p> <p>On Governor Hub, HCC have a link to click on to access all their training.</p> <p>Juducium offer a suite of training via Katherine’s PA, Anna Bendell, the e-learning administrator. The skills audit can be linked to training.</p> <p>Jade, Gary and I will attend a webinar looking at the integrated curriculum and financial planning.</p> <p style="text-align: right;">Action CL, JY, GO</p>
17.	<p>Headteacher’s Performance Panel:</p> <p>GO – We held the panel on 24th November so it just needs noting that the meeting took place.</p>
18.	<p>Any Other Urgent Business (AOB):</p> <p>As agreed in item 3 above.</p> <p>DC – Referring to the DfE update:</p> <ol style="list-style-type: none"> 1. Exams will be earlier. 2. OFSTED not visiting next term except for safeguarding matters or to visit schools in special measures. 3. There will be no performance tables. Only data on attendance and post 16 destinations. <p>There is a requirement for a 3 hour remote learning provision. We are confident we can deliver this. There will be more details to follow in January.</p> <p>CL – Thanks to Katherine and SLT for all their hard work.</p> <p>Please thank all the staff for their efforts. Governors do recognize the difficult circumstances they are working under.</p> <p style="text-align: right;">Action KM/SLT</p>
19.	<p>Meeting Dates:</p> <p>FGB Meetings for this academic year are as follows: Thursday 28th January 2021 Monday 10th May 2021 Monday 5th July 2021</p>
20.	<p>Confidential Matters:</p> <p>There were no confidential matters.</p>
	<p>The meeting was adjourned by the Chair at 21.25</p>

Matters arising from the minutes of the FGB held on Thursday 3rd December 2020

Item	Action	Actionee	Status
11.4.1	KM at address Audit committee on questions about overspend.	KM	

FGB MINUTES



Noadswood

11.4.2	Monthly monitoring to be back in line for February.	KM	
11.4.3	Child balance update in place for February.	KM	
11.4.4	Dates for whole board finance training to be emailed out.	CB	
12	Propose to update the core infrastructure at the next GPC.	CL	
13.2	Continue with school visit to look at behaviour.	GO	
14	JY to visit school to look at PP and SEN then feedback.	JY	
15	Agree Articles of Association	CL and all	
16	Attend webinar on integrated curriculum and financial planning.	CL, JY, GO	
18	Thank staff for all their hard work this term.	KM/SLT	

Outstanding items:

Item	Responsible	Status

SIGNED BY:	
DATED:	