

MINUTES



Noadswood

BOARD: School Improvement Committee

SCHOOL: Noadswood School

DATE: Monday 16th November 2020

TIME: 18:30hrs – 21:00hrs

VENUE: Remotely – via Teams

ATTENDED:

Alison Munden (AM)	Chair of SIC
Jade Young (JY)	Vice Chair of SIC
Kathryn Marshall (KM)	Headteacher
Matthew Hewitt (MW)	Deputy Headteacher
David Crowley (DC)	Assistant Headteacher
Helen Loveday (HL)	Assistant Headteacher
Adam Drury (AD)	Staff Trustee
Sarah Balson (SB)	
Gary O’Flaherty (GO)	

ATTENDING: Louise Instone 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 AM
2	Procedural items: 2.1 Apologies for absence Everyone was present 2.2 Confirmation of Quorum The meeting was confirmed as quorate. 2.3 Declarations of interest No pecuniary or personal interests were advised for any agenda item for this meeting.
3	AOB – nothing to be added
4	Minutes: To approve the minutes of the last – School Improvement Committee meeting held on – 28 th September 2020 The minutes of the previous meeting on 28 th September 2020 were approved by Alison Munden and Sarah Balson, currently can’t be signed due to COVID.
5	Matters Arising from the Minutes: Update on actions for the meeting held on 28 th September 2020 No matters were arising from these minutes that aren’t on the Agenda for this meeting.



6	<p>Correspondence – no correspondence had been received by the Committee.</p>
7	<p>Safeguarding/Child Protection: There were no matters the Committee should be aware of. Update of the safeguarding action plan and attendance of vulnerable learners</p> <p>Updated safeguarding action plan was shared on the screen by HL and she explained where Safeguarding currently is:</p> <ul style="list-style-type: none"> Spent autumn term completing statutory jobs. Completing the audit and confirming with Hampshire. Policies have been updated and are on the website including Covid addendums. Updated Safeguarding page on Frog including policies and some training. Next to do is the curriculum audit, looking at ensuring safeguarding is covered on the curriculum, mapping out any cross-curricular work. Safeguarding evening – whilst this can't currently take place, there will be safeguarding bulletins to keep parents/carers up to date. As it is anti-bullying week a message will be going out to parents on this. Nothing major has increased for students regarding safeguarding around the school. Slight increase in reports around body image and food related problems. Spoken to ELSA and Citizenship leader to look at CPD that can be included in lessons. We are bringing forward the lesson "Healthy diet, healthy mind". This is mostly a KS4 issue and we are looking for CPD for Sarah Harwood so she can respond to these issues. <p>AM asked what the timeline would be on the Safeguarding Action Plan? HL confirmed once she had met with CL she will add some dates on. LI was asked to ensure this was a permanent item on the SIC agenda. CL asked can we measure the success of the plan, how do you feel this plan is working and are we getting a safeguarding culture in the school? HL explained examples of when we will know,</p> <ul style="list-style-type: none"> when I can ask any stakeholder about safeguarding and they know the Leads when there is more of the pastoral team in particular doing things quite naturally <p>We field a lot of safeguarding questions from staff but I would like to work towards developing their CPD so it goes through the whole team not just a safeguarding lead CL asked if there were dates planned for this CPD? HL explained she has a meeting in 2 weeks planned with House Leaders. 3 of the House Leaders are DLS trained, but this needs refreshing, hopefully by Dec/Jan. I want to make safeguarding a standalone item on the House Leader meeting agenda.</p>
8	<p>Our Pastoral Team: its work, impact and next steps HL – informed the committee that the Pastoral team are working well. Prior to lockdown there was going to be a restructure but this was paused. This has given more time for discussion of the changes. We will take the first proposal to the P&P committee and then to the FGB.</p>
9	<p>Progress and attainment: class of 2020 and update on class of 2021 DC showed a powerpoint as a recap of how 2020 results went! Results day 2020 - results were based on CAGs, it was a teacher grade which Noadswood standardised to give a fair evidence based grade. OFQUAL were going to standardise then they backtracked and the student could have either grade. League tables and DFE criteria went out of the window. 10 students were unhappy with one their CAGs but in the end no students retook a paper with us. Progress figures don't really exist – likely progress 8 would be around 0.07</p> <p>2021 exams Currently the only amendment to exams, by the Government, in England is a 3 week delay. All exams are continuing and pretty much each exam is continuing in the same way There are some changes in the GCSEs and these are on the website – Change examples</p> <ul style="list-style-type: none"> Maths no changes at all



- Geography - reduced fieldwork
- Computer Science – programming project usually under high control – this can now be done in a non supervised way

First half term – fundamentally felt wrong for students to take exams, however subject leaders needed to have a sense of where they are. Blended model of internal assessments from September to November so they have a baseline of where students are working at. Some did a 45 minute paper in class / others eg history taken a specific long answer question for students to answer. Staff to have assessment data for a projected grade entered and the deadline is on Wednesday. Projections will be available after that. Parents evening would usually be before the mocks, we still have mocks coming up in late Jan but also have some external exams that can be talked about at parents evening.

The Impact of Covid, whilst the current situation is far from ideal, is minimal for Noadswood students compared to somewhere like Bolton where schools have been closed.

Impact on disadvantages students during home learning - if they have to share a device between siblings or worse still if parents aren't worried about their education. Closing of gaps over the last decade have been wiped out and this is a worry. Ultimately our provision hasn't been as good as when the students are in school.

Current year 11 are slightly stronger than the last cohort so we would expect an improvement but with everything Covid the only reassurance is that our difference is the same as every other school and in fact ours is less impactful than schools up north.

By the weekend we will have actual figures of where we are and we will continue to monitor them until January mocks.

Any questions?

CL referred to the 57% of year 11 not being on track at the moment and asked what percentage of those are disadvantaged and PP students compared to not and how are we going to address that?

DW explained the data is very old. Staff will say our 'not on track' students is higher than previous years. I have no doubts the disadvantaged will be wider. For example, Head of History reflected her year 10s are not getting some of the things a normal year 10 would have got. We can't compare students this year to 5 years ago, it isn't fair. Our job is to find our students with the biggest gaps and see how we can help them. After school revision is open to everyone but specific students will be encouraged to attend. There will be revision to take home and on Teams which is great for a lot of our families, but this won't be effective for all students. When the new data is in we need to look at how we can close the gap

KM explained we must look at the data robustly but we mustn't depress the data, we must give the students as buoyant message as we can. The learning power of some of our year groups isn't the way we want it to be but year 11 are showing that they have come back well.

AM asked without having data, what is the gut feeling on how well they will catch up?

DW – the year 11s have focused on internal assessment, as they realise how important the data could be. If we start running out of time to teach the fundamentals of the course we will be setting the key content as a half hour video to watch. The worry is the disadvantages students we lose after 3pm.

AM explained there is school recovering support funding that can be applied for to support closing the gap.

KM confirmed they have bought into catchup funding and resources and Nicky Dossett is leading on that working with leaders to see where it should be spend:

1 skills and learning gaps,

2 mentoring around learning power – for students to pull themselves together and focus again.

Need to rebuild learning capacity – this money is ringfenced and once the plan is underway we will be able to feedback on it.

DC – We have got 51 computers in the second batch and we are looking at those most needy families.

'How to support your child GCSE event' we run every year – as reports come out and parents evening – this year it will be run virtually. This is the bigger picture of good revision, key concepts of building on the particular subject. Parents will then have information on how they can help their child.

JY asked if we will have enough good quality data if CAGs are needed?

DW confirmed he could confidently say yes – when were asked for CAGs we were in a good place as every student had done internal papers and mocks. Internals are done and mocks done by the end of January. From everything



	<p>we are hearing we understand schools won't lock down. However we feel there is unfairness to the exams continuing with a 3 week delay, as along with the 6 months of lockdown some schools have missed further weeks as they have closed. It doesn't seem right.</p> <p>AM suggested the situation could change and we could have to close ourselves.</p> <p>DW confirmed if that did happen, we can run Teams virtually now but the work behind the scenes is huge, I would have every confidence in our staff.</p> <p>KM agreed we built our ability and confidence using Teams we are now at our most confident and competent. Governors can be confident and grateful in the way staff can switch online if they need to.</p> <p>SB asked if there are places in the timetable where PP students have some time to catch up?</p> <p>DW confirm the vast majority of PP students have private study time as in previous years, groups of 4/5 can delve into a bit of science etc and some after school time. House teams will know their year 11s and will have even more evidence when this data drop comes through.</p> <p>MH explained there isn't a lot of space at the moment to do extra activities as rooms are bubbled to year groups. Covid is definitely holding us back.</p> <p>SB enquired whether after school revision could move to Teams?</p> <p>DW agreed this maybe a sensible idea.</p> <p>MH said the problem with that is everyone isn't home at the same time, some are home at 3.15 and some at 4.15.</p> <p>AM thanked KM, DW and MH for all the work they have been talking to us about and wanted to thank all the leaders.</p> <p>KM also wanted to include thanks to our IT team specifically Luke Wells and Ian Moody for the quality of the work they do.</p>
10	<p>Terms of reference: School Improvement Committee</p> <p>AM asked if ToRs are still fit for purpose?</p> <p>There was a discussion and it was agreed that they were fine for the moment and would be looked at again in the June meeting with a view to having them ready for FGB approval in July ready for next academic year. It was suggested the same cycle could be used for the P&P ToRs</p>
11	<p>School Improvement Plan – Draft – 2020/21 (Three year plan to go to January 2021 meeting)</p> <p>KM explained the journey to create this document.</p> <p>In the Summer GO and AM joined SLT to discuss the plan. The Summer was a good time to review this as the Key performance indicator 3 year cycle was ending and we needed a plan including Covid for returning from lockdown.</p> <p>The plan is in 2 stages - Short Term Plan for this year – 3 Year Plan later in the year.</p> <p>A Proper self-evaluation exercise was carried out with SLT and leadership, this is the first few pages. The red type is staff comments - where they feel we are with the mission of the school.</p> <p>The Mission Statement was written 3 years ago together. We're not changing that but we wanted to review what our staff felt, our culture and what important to them.</p> <p>Work on school culture then fed into our marketing strategy before and throughout lockdown, notion of school being a place when we focus on the individual. We are using a traditional model for a SIP broken it into key areas and objectives. This has been worked on throughout the term with different groups of people. My objectives will flow from this to what myself and SLT are focusing on. A lot of work has gone into this and through each committee. This is something to keep live in each committee as we go.</p> <p>AM agreed it is good to find out what our stakeholders actually want and we are keeping that.</p> <p>It was agreed that CL could drive a Chair's committee meeting to divide up to the SIP and take relevant sections back to each Committee meeting.</p> <p>KM agreed and mentioned that the staff comments are just for interest. It is the SIP that we need to monitor.</p> <p>AM thanked all those involved in creating the document.</p> <p>KM explained there was more school contextual information in there as we have so many new governors, to help new trustees to get a deeper flavour of the school.</p>



	<p>CL asked about the behavioural part of it and wondered how it is being implemented in terms of COVID as it is harder to manage low level disruption.</p> <p>KM explained Helen will cover this, but CL was right and the reason is due to the impact of zoning and bubbles. Our on call system, is working throughout the day, run by House Leaders and Leadership team.</p> <p>AM asked if any Governor wants anything taking to the Chair's meeting regarding to SIP to let her know.</p>
12	<p>Governor Visits – Autumn 2</p> <p>Cl and GO going to do a review of the behaviour shortly,</p> <p>GO put in dates for AD.</p> <p>GO was keen to confirm that as he is retired he is able to do anytime that fits in with school staff.</p>
13	<p>Statutory Policy Review</p> <p>AM asked whether the policies were based on Hampshire CC templates.</p> <p>KM confirmed they are always used as a base. However, in the case of the behaviour policy when we brought in pivotal training we then put in sections that applied specifically to the working party. They are updated to reflect the current Covid situation. The HCC behaviour policy uses negative language, punishment, sanctions where as we have more of a restorative arrangement for behaviour. The addendum we wrote ourselves to include Covid so students and parents are aware.</p> <p>AM asked if the policies had vast amendments or just current and relevant tweaks?</p> <p>HL confirmed changes were just tweaks. The Covid section is to cover Covid unsafe behaviour, crossing bubbles etc. Our usual restorative practice requires a lot of space that we just don't have at the moment. Nicky Dossett has worked hard over the last week so we can still hold those conversations, this will still need to be reviewed.</p> <p>KM asked if Nicky Dossett would also attend to Governor behaviour review meeting?</p> <p>AD was asked to add Nicky to the meeting.</p> <p>CL asked AD how he felt behaviour was?</p> <p>AD explained it was the toughest it has been since he started at Noadswood because of the position we are in. We are down on a fully functioning behaviour policy at the moment, it is a difficult time.</p> <p>HL confirmed a lot of staff would echo what AD said. School feels completely different – there aren't places we can place children not in lessons. Prior to Covid, if a student needed removing from a lesson they would go to the HoD's class but due to bubbling this isn't possible. As staff are now moving classes instead of students, students are missing their 5 minute walk to reset their behaviour.</p> <p>MH confirmed the lack of movement around the school for students has had an effect. It is now staff moving round lessons which causes stress for them. Also the self-isolating and shielding staff have created a less consistent number of teachers which also creates an impact.</p> <p>HL explained when students were moving classes staff did have a break between lessons but now they are packing resources up and getting to the next lesson so there is no mental down time for teachers. Some have 4/5 periods a day teaching in 4/5 different rooms it is a huge pressure.</p> <p>KM agreed it is relentless at the moment. Students are able to take an unhelpful ownership of bubble space at times. Students stay, they are in the space, adults are coming into the space and have to gain control of the space, it does flip everything on its head. It is tough out there at the moment</p> <p>MH explained they have tried and get staff to spend the first 5 mins of the lesson setting the tone and then start 48/50 mins of high quality teaching. Unfortunately teachers are used to a prompt start.</p> <p>KM explained it takes mindful presence and remember this.</p> <p>AM thanked staff for that feedback and express concern that on the back of this staff are still trying to improve results. She questioned the sustainability of staff moving round classrooms and asked whether there were any strategies in place moving forward?</p> <p>MH explained one of the things that we will look at is deploying staff differently. Next academic year we may look at staff teaching year groups so they can stay in the same areas for say KS3. Fundamental changes may be needed in the next academic year. KM agreed if it looks like it is going to carry on longer, this system isn't sustainable. KM explained during a Heads meeting last week some schools, in the New Year, plan to use bubble zones only for social</p>



	<p>times and use one way systems for students to move around and not colleagues. Noadswood haven't decided what the next plan is yet.</p> <p>MH confirmed that system depends on the children being able to deep clean the classroom at the end of the lesson.</p> <p>KM explained some students are already doing this in Science and IT. It is a big ask but it might be achievable.</p> <p>AD confirmed in his experience of them cleaning down their areas it has been done very well and they have been mature about it.</p> <p>Attendance Exclusions Behaviour (including Covid 19 spec) Examination Contingency Non-examinations</p> <p>The above policies were unanimously approved with a show on hands by Governors.</p>
14	<p>School Risk Assessment review, including feedback from JY & PT after their visit to the school and amendments since lockdown restrictions in place</p> <p>JY has posted her visit report on the Governor Hub</p> <p>JY & PT visited the school on 29th September to see how the RA was being implemented and highlight any areas that could be improved.</p> <p>They were very impressed with all staff and pupils who were working quietly and calmly, great behaviour.</p> <p>Made notes of what we could see relating to covid.</p> <ul style="list-style-type: none"> • A lot of students leaving the classroom very close together – suggested a reminder of the 1m plus rule, allowing some students to exit classrooms in smaller groups, drip feed them out of the doors. • Students were facing forwards and spaced far apart in classrooms. • Only 1 or 2 students were wearing masks • Students were passing personal equipment between each other, students to be reminded not to do this. • Some door and windows were open – some of the classrooms did have them open a little bit but the blinds down, a couple where doors and windows were shut. As the weather gets colder staff could have doors and windows open at lunch and break time. • There was lots of hand sanitisers, but some blended in it might be an idea to have a large sign to draw people's eye to them. • Benches are break time were popular, students need to be reminded to stay apart and benches could be sanitised. • Visited 3 PE lessons – there was some concern. Due to the nature of the lessons staff were getting too close to the students. PE teachers might benefit from wearing masks at some points when they need to get close to a student, might be something to discuss with them. Visited the changing rooms and were really pleased to see the students had been socially distancing. Clothes were quite far apart. • The provision of cleaning wipes for staff and hand gels were in every classroom or office we saw the big tubs of cleaning wipes, all gels were full, checked toilets, gel dispenses were all full in the classrooms • Main hall had a big protective screen where the food is served along with additional hand washing sinks. • Spoke to a student in year 9 outside a classroom she was delightful and told us all about her day at school and how the students are finding it. She confirmed staff put on masks if they move around the classroom and gelled their hands and wiped things down. She said students wiped down desks if they are asked to but didn't necessarily remember without being asked. • Yr 9/10 girls shared a toilet and a recommendation was that, if possible, this should be changed.

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- Science block – teacher was wearing a mask to go round to students and had hand gel available. Students moving around during lesson time not many were wearing a mask. Shocked at the lack of mask wearing in September, we understand why that was.
- School nurse – delighted to be at Noadswood and she feels very supported and she sang the praises of the SLT team confirming it was such a supportive place to work. She insisted we went in her room for a chat. She knew all the Covid procedures and explained what processes she should follow.
- Breaktime – staff and students moving round the school all staff were wearing masks. Staff have trolleys transporting books around the site and we saw the staff using those.
- Hall - some students queueing up for lunch/snack without social distancing. As soon as a member of staff came on duty that was put right. Students were very compliant.
- Reception – they had everything they needed have some problems with visitors just walking in without using the doorbell. Recommended the doorbell might need a big sign.

There was a calm atmosphere staff and students were making a huge effort to comply with all the rules.

Report concluded with questions for SLT. KM confirmed these have all been addressed and can be answered. KM will advise Governors of the answers.

KM thanked JY & PT for all their work on this and their time.

KM will work through the recommendations gradually. The PE concerns have already been addressed, the department have taken this on board regarding getting close to students. The cleaning and sanitising of PE equipment is going very well. The site team have a rolling programme to improve the signage.

AM asked if there was an update on marquees or a covered space enabling children to social distance outside. KM confirmed SS has been working on this and we are getting quotes and sizes they will be installed very soon, and they will be able to help us support inside outside space. Students are outside on all the dry days. Marques will have distanced seating in them.

JY asked if more students are now wearing masks?

KM confirmed, now it is statutory this has improved, staff remind students all the time, it is so much better but we needed the statutory guidance.

12	<p>AOB None</p> <p>AM has been speaking to LI as to how we record the impact of these meetings. The previous Clerk used to colour code the minutes, LI will look into this.</p> <p>AM thanked each of the senior leaders for their work and reiterated thanks to Luke and Ian from the IT Team.</p>
	<p>Meeting Dates</p> <p>It was agreed that the next meeting will be on 18th January 2021</p> <p>Monday 15th March 2021</p> <p>Monday 26th April 2021</p> <p>Monday 21st June 2021</p>
	<p>The meeting was adjourned by the Vice Chair at 20.40hrs</p>

Matters arising from the minutes of the School Improvement Committee held on 16th November 2021

Item	Action	Actionee	Status
7	Add dates to the Safeguarding Action Plan	CL/HL	
7	Include Safeguarding on every SIC agenda	LI	

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10	Add ToRs review on June's Agenda and ToR's approval on July's FGB Agenda	LI	
11	Arrange a meeting for all Chairs to review and share out the SIP	CL	
11	SIP Governors to let AM know anything they wish her to take to the above meeting	All SIP Governors	
13	Nicky Dossett to be added to the Governor Behaviour Review Meeting with Go & CL	AD	
14	SLT to provide Governors with the answers to JY & PT's questions on the report	KM	

Outstanding items:

Item	Responsible	Status
Nothing outstanding from previous meeting		

SIGNED BY:	
DATED:	