

MINUTES



Noadswood

BOARD: School Improvement Committee

SCHOOL: Noadswood School

DATE: 21st June 2021

TIME: 18:30hrs – 21:00hrs

VENUE: Remotely – via Teams

ATTENDED:

Alison Munden	Chair of SIC
Jade Young	Vice chair
Kathryn Marshall	Headteacher
Matthew Hewitt	Deputy Headteacher (joined the meeting at 19:22hrs)
David Crowley	Assistant Headteacher
Helen Loveday	Assistant Headteacher
Adam Drury	Staff Representative
Sarah Balson	Parent trustee
Gary O’Flaherty	Member appointed trustee
Catherine Langdon	Chair of Governors

ATTENDING:

Louise Instone	Clerk
Liz Hyland	SENDCO left the meeting at 19:15hrs

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 of the committee with a special welcome to Liz.
2	Procedural items: 2.1 Apologies for absence Apologies were received from Neil Wright 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 – One item to be added <ul style="list-style-type: none">COVID 19 experimental vaccination in schools
4	Minutes:



	<p>To approve the minutes of the last – School Improvement Committee meeting held on – 26th April 2021 The minutes of the previous meeting on 26th April 2021 were unanimously approved.</p>
5	<p>Matters Arising from the Minutes: No matters were arising from these minutes.</p>
6	<p>Correspondence – no correspondence had been received by the Committee.</p>
7	<p>Review SEN provision (Liz Hyland) LH was welcomed to the meeting and provided a presentation on SEN to the Trustees.</p> <p>Success of the last year:</p> <ul style="list-style-type: none"> • Relationships with parents, continuation from previous years and especially important during lockdown. • Nurturing pupils, knowing their needs and how to support them. • Successful transition from primary. • Working closely with outside agencies, including during lockdown. • Arranging Greenwood Private tutoring. • Implementation of school wide reading intervention with Yrs 7 & 8. <p>Challenges of the last year:</p> <ul style="list-style-type: none"> • Ever increasing amount of support being required, 3 year ago 2 students had EHCPs now there are 31. • Difficulty in recruiting the right LSA staff. • Setting up the RP during a pandemic, however, it will be fully staffed in September. • County SEN are very difficult to get hold of, the consequence of this is they have poor relationships with parents. • County SEN are behind with EHCPs and missing deadlines. • Due to Covid, 1:1 sessions in small spaces haven't been able to take place. <p>Hoping to bring back literacy lessons and study skills sessions next academic year. These have been absent due to staff shortages and Covid.</p> <p>LH explained catch up funding has been spent on:</p> <ul style="list-style-type: none"> • Reading Plus, targeting years 7 & 8 • extra support in terms of social wellbeing <p>Going forward in September</p> <ul style="list-style-type: none"> • Development of new RP, including training and oversight of new staff. • De-escalation training will be fed back to staff in September. • Continuing to recruit LSAs • Ensure transition is completed within the Government guidelines. • Continuing to look at other ways to provide support, counsellors, ELSAs etc. <p>As the school is short of LSAs and the EHCP students aren't fully funded for 1 LSA per child the SEND department is looking at smarter ways to support the students and make the finances balance. It was agreed it is hard to keep track of money coming in for EHCP students as 1 LSA is often shared between a few students.</p> <p>There was concern from governors that all the support needed isn't being provided. LH explained each EHCP student has an Annual Review meeting plus another 3 meetings each year to check on progress and that on the whole the needs are being met. If it is discovered some support isn't in place, they work very hard to provide this.</p>



	<p>Governors asked about the plan for EHCP support over the next 5 years?</p> <p>LH explained it is hard to predict what numbers will be in 5 years' time. EHCP requests from parents are mostly supported by County due to the fact they run out of time as they only have 12 weeks to reply before parents can take them to a tribunal. They no longer have time for a panel to discuss the needs of the student.</p> <p>A more accurate assumption of numbers could be made if there could be more liaison with primary schools. However primary schools are stilling writing to Country for EHCPs during mid-year 7.</p> <p>It was considered that even with furlough finishing there will still be a shortage of suitable candidates for LSA positions in September. However, another advert will be placed.</p> <p>Along with LSAs staff's input is also imperative and meetings are held to discuss different strategies that can be used to support the students, along with individual learning plans and emailed information to support the students.</p> <p>Testwood and Rosewood school have been using the government "Kick Start" programme to employ 18-25 year olds. KM was going to contact one of the schools to discuss this further.</p> <p>AM thanked LH for her time and agreed the SEN provision was in a safe pair of hands.</p> <p style="text-align: center;">ACTION: Contact Testwood to discuss Kick Start programme: KM</p>
8	<p>Safeguarding/Child Protection/Exclusions</p> <p>There has been a Covid case in Year 9 and 45 students have been sent home to isolate. The student is quite unwell. No teaching staff were sent home but 6 LSAs were, that only leaves 3 in the school. Statutory support is being provided by those 3 LSAs until the others return. We will discuss the distance of LSAs and students when they return, as they must be kept safe.</p> <p>Attendance Update for Summer term 1 Easter to half term</p> <p>There has been a dip in attendance from Pupil Premium and SEN students, although LAC have continued to have good attendance. There has also been a spike in late arrivals and that wipes out their mark for the entire morning.</p> <p>Focus for Summer term is for Pupil Premium year 9 boys. Houses will put interventions in place and be mindful of the student's individual situations as some students haven't been back to school for quite a while.</p> <p>EBSA – Hampshire have realised we have a large number of students struggling to come into school. They have provided guidance with good practice and how we can respond to this. A lot of the suggestions were already in place, so it is good to know we were doing the right things. This issue is across the waterside not just Noadswood.</p> <p>A further 6 students have been referred to Greenwoods online provision. This is a 6-week intervention online, virtual teaching – Monday – Thursday – Eng. Ma. Sci. and extras if necessary on Friday. Each student has an outreach visit with the focus of returning to school. It is a short intervention looking at things, what is going on and why they feel unable to come back to school. Whilst, long term, it would be preferable if this was an internal provision, we do still keep in touch with the students. It costs £160 per week and the student is signed up for 6 weeks. It is quick and easy to set up and they have a visit on a Friday, where possible a member of Noadswood also joins that meeting.</p>



	<p>Exclusion Data Summer term 1 There were 27 exclusions, impacting 24 students. This has been a test for the Pivotal Plus processes.</p> <p>3 students have been excluded 3 times. On their second return they have had targets set and these have been shared with staff. During that week if they have done something again a return to school meeting was arranged with HL or MH. The year 10 student will be joining an alternative provision and upon her return she will attend an intense 1:1 session to integrate her back into school. If she then has an exclusion the return to school meeting would then be with governors. Referrals have been made for additional support for all 3 students with one having an EHCP process underway. The ELSA will decide what supports needs to be put in place and will put it in place as soon as she can. The Children’s Services referrals take a lot longer and CAMHS has an 18 month waiting list working on a priority list. Some students who have benefitted from ELSA support have now been moved onto support from a Therapeutic Nurse who deals with children who need trauma support.</p> <p>Exclusion data can’t be compared year or year at the moment due to Covid and some of the exception challenges that were faced.</p> <p>The Pivotal Plus system is about holding students to account, setting a culture, making other students aware and working with parents/carers. The system is heading the school in the right direction.</p> <p>Violent incidents</p> <p>This is called “violent incidents” because this is the name of the return that has to be made to County. Fights & pushing & shoving come under this category. It is logged on CPRoMs and filters into the Pivotal Plus system. 11 incidents have been logged and 7 exclusions have taken place.</p> <p>Safeguarding update</p> <p>There continues to be a lot of new publications and guidance.</p> <p>Everyone’s invited are receiving increasing reports on their website of sexual abuse. Stats are shocking. Ofsted are looking at how schools are managing sexual abuse. Noadswood is putting a shortened document together to ensure all procedures are followed which will be included in the whole safeguarding plan. Noadswood systems were put to the test recently after an allegation was received by a female student, no significant action was needed to be taken.</p> <p>Other companies and people Noadswood are liaising with are:</p> <ul style="list-style-type: none"> • Solent Minds • Place2Be • Priya Tew, mental health around food, nutrition and body issues. <p>KM explained Noadswood celebrated diversity week and used it as an opportunity to address some prejudicial language that was being used on a regular basis by some students.</p>
9	<p>Update on Pastoral Team restructure:</p> <p>Interviews taking place this week for a 5th Year Leader, these interviews involve the other 4 Year Leaders.</p> <p>Six applications were received and other staff expressed interest that they would like to develop their skills in this area for the future. Those staff will be used to utilise some student support from September.</p>
10	<p>Pupil Premium and Catch-Up Premium: Spend, impact and next stages</p>



	<ul style="list-style-type: none"> • Uniform has been purchased for some Pupil Premium students. • Transport costs have been met. • Prom tickets have been purchased. • Catch-up money has been spent with Greenwood Online provision. • Catch-up money has been spent with external mental health support. • Mentoring for KS4 Pupil Premium students. <p>More strategic planning for spending this Pupil Premium money is planned for the future. This will be included in the 3-year plan and documented. Covid has slowed the spending of this money down.</p> <p>JY is going to liaise with HL and KM to discuss out this money can be spent.</p> <p style="text-align: right;">ACTION: Include this item on the next Agenda: LI</p>
11	<p>Pivotal Plus Data/Attendance Data/Violent Incidents Review This has been previously covered as above</p>
12	<p>Review: outcomes for all vulnerable groups DC – outcomes, this was included in the document available to Governors on the GovernorHub (SIC 21-6-2021)</p>
13	<p>Review: Year 11 TAGs and student progress across the school</p> <p>Year 11 TAGs have been reviewed and submitted.</p> <p>The documents uploaded to the GovernorHub, in meeting papers, listed every single subject. It includes the FFT average for that cohort in that subject against the grade we have submitted then looked at the previous 2 years to give an idea of where we stood with target grades. It is important not to compare grades from previous years as they are not comparable.</p> <p>There was an overall picture of how the school was doing in each subject. Some of the groups are small so this distorts the figures.</p> <p>The grades have gone through the Teacher, Team Leader, Line Manager and to DC, this has been done methodically and with the utmost rigor and professionalism. This has been a huge amount of work for year 11 teachers at a very difficult time. The school can evidence all the grades which are right and fair.</p> <p>Senior Leaders have confidence in the grades given and the overall picture feels, from a data centred point, realist and appropriate. The school has done the year 11 students justice.</p> <p>The school will be asked to submit 5 students’ evidence for 2 GCSEs. There shouldn’t be any concerns.</p> <p>Year 11 appeals: Firstly, the school will check that the data has been entered correctly. If that is correct and the appeal is taken further there is the potential for boards to visit school to look at the processes. In order to try and mitigate against appeals year 11 students are aware of the grade range and their result will be within that. There were no appeals last year.</p> <p>Governors would like to thank all the staff for the work they have done and for clearly explaining the mapping of the results.</p> <p>Vulnerable students</p> <p>The outcome for these students hasn’t been significantly problematic they are lower than the nonvulnerable students and part of that comes with the point that they are vulnerable, it is the schools job to close those gaps. The reason is there is something in their life that has caused them</p>



to find it harder than the average. There is always going to be a gap and the students are lower than our nonvulnerable however the pattern is closer than it has been historically. Key reason is our students have a house leader to identify who was vulnerable and what concessions we can put into place.

Year 7 -10 – this is now the challenge.

Year 10 students have had a huge impact, missed a good chunk of KS4 in year 9 and 10. Waiting to hear what the exam boards and DfE are going to put in place for these students. Will have to assume it will be back to normal but are hoping for a plan from DfE asap.

AM suggested if 2021 grades have been inflated by any schools there will be a big gap next year. AM asked whether having a 3-year KS4 will have helped these students?

DC didn't think the fact that there is a 3-year KS4 was a big advantage because staff will have already carefully planned the course. Year 9 is more of a foundation setting for the subject with Yr 10 and 11 teaching the content. Equally he didn't think it would have hindered their learning either.

KM considered the 3-year KS4 setting has been useful during Covid. KM explained the school is worried about the outcomes and the culture & commitment of the year group. There is concern about the learning power of this year group, it would be good time to explore how we are working as a school as to how we are addressing that.

AM asked if that exploration could be arranged for September.

DC explained, Year 10 are, on paper, massively impacted down from where they should be. Overall attainment 8 though is at the national average.

Year 9 have had slightly less of an impact, although they have started KS4 it is early and they won't have lost a large amount of time to learning the KS4 knowledge they need.

Year 8: In maths half of the students are below where they should be, English is the same. Science it is 70% of the students are lower than they should be. This age group has been significantly impacted.

Year 7: this year group has had significantly less impact.

Two year groups that stand out will be 10s and 8s, year 9 will also be of concern.

AM asked if there is data available from primary/feeder schools to see how the year 6's have been impacted?

DC explained there won't be the classic KS2 CATS, the school will have to do their own exams once the students arrive in September. We will ask the school where the students are in English/Maths. We ask all the questions when we visit asking about where they are as a year group and Eng/Maths. There will have been significant impact in reception and year 1 in reading and maths.

ACTION: School to share feedback on the attainment of the new Year 7s at the next meeting: DC

The school's priority is with Year 10 and what is done to support them. As soon as DfE have released what the exams are going to look like the school can organise some well thought out mocks. We can identify those struggling in 5/6 subjects and need to speak to parents and engage students. The school will be relying on the Team Leaders rather than lots of data drops to identify the struggling students and then come up with suggestions of how we can close the gap in their subject and what support SLT can give them. Teachers will need help and support to nurture the



	<p>students through their final year. This is a national picture, the cohort across the country are likely to perform less well than previous cohorts and that has to be taken into account.</p> <p>AM thanked the senior leaders for their assurances that this will be addressed.</p>
14	<p>Curriculum: Three Year KS3 and forms per year group – Confidential item See Part B Confidential minutes</p>
15	<p>School Improvement Plan: Objectives update All covered in previous items.</p>
16	<p>Governor Visits</p> <p>GO & CL visited on 25th May looking at behaviour, the report is on the GovernorHub.</p> <ul style="list-style-type: none"> • Walked around the school. • Spoke to students. • Spoke to forum of staff members. <p>Found behaviour was good and comments were about minor disruptions but put down to Covid breaks and students coming back into teaching environment.</p> <p>Regarding Pivotal Plus, staff wanted to revisit it and receive a simpler message of the process to be followed and wanted to make it work better for the future. Staff say they have presented ideas to SLT with a range of options that have been taken on board.</p> <p>The students trustees met were really great and a joy. There was positive feedback from both staff and students. There was student concern regarding bullying and how that would be dealt with.</p> <p>DC confirmed there is now a stepped approach to Pivotal Plus for staff and students, but processes still aren't embedded in. There is going to be a flow chart from September.</p> <p>5 step behaviour plan</p> <p>What are you getting wrong - low level disruption.</p> <p>How is that impacted, where does the teacher step in to have those conversations, what went wrong? This will be a 10 minute conversation after school.</p> <p>Then if this escalates the student may need to exit a lesson because they have had a few opportunities and chosen not to follow the rules they will remove the student. Important part is the restorative conversation what went wrong how do we not repeat that.</p> <p>If there is a concern after this student has had the restorative conversation we can look to internal isolations, with work to do the same as the students.</p> <p>If a conversation is missed the House Leader Guidance will collect the student and take them to the teacher. The Team leader should be there and supporting as much as they can.</p> <p>If students are not going to any of this SLT are stepping in as soon as they have time. An exclusion may follow this intervention.</p> <p>Reviewing the Pivotal Plus approach, Dan has done a good job of catching those students. Head of Department training in July will include what those conversation should consist of. This will start in September.</p> <p>KM was delighted with the impact this governor visit has had on the school.</p>
17	<p>Risk Register Monitoring 1,2,14,32,37 and whole school risk assessment</p>



	<p>1, Loss of reputation or inability to recruit & retain pupils leading to an unsustainable school.</p> <p>In the short-term recruitment has gone well, as there will be 205 students joining in September. This is due to focusing on marketing and liaising with primary schools.</p> <p>Future work to mitigate this will be considering a MAT.</p> <p>2, Increased competition from other institutions resulting in recruitment not being achieved.</p> <p>Collaboration work with Applemore in particular and local primary schools.</p> <p>14, Poor behaviour management impacting on teaching & learning, reputation & retention.</p> <p>Put into place the relaunch of the Pivotal Plus system.</p> <p>32, Failure to achieve short or long-term enrolment targets resulting in reduced funding allocation.</p> <p>Short term risk has been mitigated against due to 205 joining in September, but we must respond to fall demographically.</p> <p>37, Covid 19, progress risk due to staff or students shielding or isolating.</p> <p>Support and monitor year 10 students and continue to support the year 9 bubble at home. We have mitigated against it but we still want to do a lot more with year 10 particularly.</p>
18	<p>AOB Covid 19 – experimental vaccinations in schools</p> <p>Noadswood have received a letter from a collective of doctors and concerned educationalists. These are people who have done some good work asking to Government to health check itself. The letter concerns the vaccination of young people below 18 and the part that was interesting was that we might have to run a vaccination programme akin to Lateral Flow testing. We have received no notification that we might be asked to lead/house a vaccination programme, nor would it be our decision to make regarding this.</p> <p>KM read out a letter she proposed to send to this consortium and it was approved by governors.</p>
19	<p>Meeting Dates Dates will be discussed at the next FGB for 2021/22</p>
	<p>Confidential Part B Minutes Item</p>
	<p>The meeting was adjourned by the Chair 21:20hrs</p>

Matters arising from the minutes of the School Improvement Committee held on 22nd June 2021

Item	Action	Actionee	Status
7	Contact Testwood to discuss Kick Start programme	KM	
10	Include, Pupil Premium and Catch-Up Premium: Spend, impact and next stages, on the next Agenda	LI	

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13	School to share feedback on the attainment of the new Year 7s at the next meeting	DC	
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Matters arising from the minutes of the School Improvement Committee held on 26th April 2021

Item	Action	Actionee	Status
7	letter of thanks to PCSO from trustees:	CL	
7	look into provision of external safeguarding auditor	HL	Joint project with Wild Ground and Orchard, going to audit each other
7	add violent incidents report to Head teachers report for FGB:	KM	Ongoing
10	Organisation of various governor school visits	CL/KM/AD	Ongoing
12	Governors to read the Pivotal Plus power point before the next meeting	All	Complete
12	Add Pivotal Plus Data to the next SIC agenda	LI	Complete
12	Add attendance to the next SIC agenda	LI	Complete
13	Invite Liz Hyland to the next SIC meeting	KM	Complete
13	Add Review SEN Provision to the next SIC agenda	LI	Complete
14	Add Review outcomes for all vulnerable groups to next SIC agenda	LI	Complete
15	Make ICFP available to all	AM	Complete
15	Add year 11 grade outcomes to the next SIC agenda	LI	Complete

Outstanding items:

Item	Responsible	Status
Add dates to the Safeguarding Action Plan	CL/HL	
Nicci Dossett to be added to the Governor Behaviour Review Meeting with Go & CL	AD	
SLT to provide Governors with the answers to JY & PT's questions on the report	KM	

SIGNED BY:	
DATED:	