

MINUTES



Noadswood

BOARD: School Improvement Committee

SCHOOL: Noadswood School

DATE: 26th April 2021

TIME: 18:30hrs – 21:00hrs

VENUE: Remotely – via Teams

ATTENDED:

Alison Munden	Chair of SIC
Kathryn Marshall	Headteacher
Matthew Hewitt	Deputy Headteacher
David Crowley	Assistant Headteacher
Helen Loveday	Assistant Headteacher
Nicci Dossett	
Adam Drury	Staff Representative
Sarah Balson	Parent trustee
Gary O’Flaherty	Member appointed trustee
Catherine Langdon	Chair of Governors
Neil Wright	Parent trustee

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 the Chair of the committee.
2	Procedural items: 2.1 Apologies for absence Apologies were received and accepted from Jade Young and Sarah Balson 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

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	<ul style="list-style-type: none">• Integrated curriculum financial planning
4	<p>Minutes: To approve the minutes of the last – School Improvement Committee meeting held on – 15th March 2021 The minutes of the previous meeting on 15th March 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>Safeguarding/Child Protection/Exclusions</p> <p>CL & HL are meeting next Tuesday regarding the single central record.</p> <p>After the decision to permanently exclude a student (review pending) KM has had many meetings with staff, parents and students to reflect on lessons learned and the way forward. Concerns regarding the response and support of various agencies including the Police and Inclusion Support have also been followed up. Comments on social media regarding the incident have also all been followed up. Childrens’ services have been contacted regarding those students who have been affected.</p> <p>KM confirmed the Inclusion Support Service, David Harvey, was very reflection and receptive to the complaints raised. School has received very good support from senior police officers in the area. Jamie Thaine, (PCSO) has been incredible support throughout this incident.</p> <p>Single Central Record: this is now sitting with safeguarding and will be headed up by HL who has received training to fulfil this role</p> <p>CL will send a letter of thanks from the governing body to thank PSCO. CL asked what the system was of raising the alarm of a violent incident and had this been tested?</p> <p>DC explained: –</p> <ul style="list-style-type: none">• SLT radio to reception, they will locate rest of SLT• Use of star trekking system (email)• Word of mouth• If lockdown is required bell rings 5 times. <p>Announced lockdown test is planned before the end of this year to test it.</p> <p>KM explained violent incidents between Students/adults and adults/adults must be recorded separately for the LA.</p> <p>AM asked if the policies in place were fit for purpose?</p> <p>HL explained the Safeguarding Child Protection and Behaviour policy has been reviewed in light of the incident. There was nothing missing from the policies.</p> <p>KM explained amendments were made to the lockdown policy. All staff will be made fully aware of the policy and procedures in light of this event.</p> <p>AM asked if school has an external safeguarding auditor or is it all internal?</p> <p>KM thought that was a good idea and asked HL to have a look into it.</p>

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	<p>CL asked if it was worth having a nominate trustee to see the reports?</p> <p>KM agreed to add the violent incidents to the Head teachers report for the FGB</p> <p style="text-align: right;">ACTION: letter of thanks to PCSO from trustees: CL ACTION: look into provision of external safeguarding auditor: HL ACTION: add violent incidents report to Head teachers report for FGB: KM</p>
8	<p>Update on Pastoral Team restructure:</p> <p>KM is working through the salary and roles as requested by trustees at the EFGB. This is being completed with the support of Sam Lock. The team involved are aware this will take time. Once this is complete it will go to the Unions and colleagues involved.</p>
9	<p>School Improvement Plan: Objectives update Assessment (year 11) (2 documents available on the GovenorHub)</p> <p>DC shared his screen with the Assessment for 2021 – Centre Policy document</p> <p>This document explained how grades will be applied fairly to students. This is based on the JCQ regs. Historical data will play a part as to where the grades should be. We will look closely at any unusual trends.</p> <p>External standardisation – we will have external standardisation, we have to submit 5 students work of 2 GCSEs to the exam boards and it is highly likely they will include Eng/Maths.</p> <p>An assessment website has been created so parents/students can see how we are approaching the assessments. We will look at the individual to make sure the results are correct. Team Leaders have created a video for each subject so students can see how each subject will be assessed.</p> <p>Students will be given their current grade ranges on 10th May and we will get feedback from students from this. There will be an individual meeting with each student.</p> <p>Exam Board Materials – these were made public and we have attached the link for students. The government have made these details public so for some of our students they will have the means to find these whilst other students will struggle, by having the link to them we have closed up that inequality.</p> <p>There will be more than one assessment and different ways assessments will be completed to create the grade ranges.</p> <p>Students will have in class assessments up to around 40 minutes, an opportunity for the students to show case the evidence of the grades they should have.</p> <p>Learning Support students – extra time/support is in place and their assessments are in the library</p> <p>Assessment ends around 28th May</p> <p>On 11th May there is a tutor event for students/parents to discuss with tutors the grade ranges. Tutors won't be able to answer subject questions but can help direct to the Team Leader of the Subject Leader.</p> <p>All the results have been put into SISRA, we have got a P8 of 0.43 -1.27 – as we go through this these this will be refined. If our overall scores are round about 0 we are where we should be and therefore when we come to quality assurance the grades are where they need to be.</p>



Vulnerable/disadvantages students v students there is a gap but it isn't a huge gap and we will make sure that what we feel is appropriate and evidence based are the grades given. We will keep a close eye on it but if there is an off pattern SISRA will let us know.

Assessment Centre Policy – this is the JCQ template, each HOD has signed a declaration to say they are happy with the process.

AM thanked staff for all their work and asked if school has received concerns from parents?

DC confirmed 4 parents have been in contact. Concerns have been if a child has had a difficult lockdown and are still struggling that their assessment work won't be a true reflection of their ability. We have explained the school has to be confident with the evidence we put forward but this will be balanced with the knowledge of the students as individuals.

KM has attended a Webinar with Stone King and ASKEL to quality assure the process at Noadswood, this has also been discussed at the New Forest Headteachers group meeting, every school is running the individual student process.

DC explained parents are also concerned about the fairness of assessments as there isn't an exam timetable. To mitigate that if the History assessment is on a Monday and Tuesday the students on Monday will talk about the assessment to the students taking it on Tuesday, therefore for the next assessment the Tuesday students will take the test first.

Governors asked how standardisation will take place.

SLT have given over meeting times to staff in order for departments to have time together for internal standardisation.

AM asked how appeals will take place.

DC explained staff have taken on a huge amount of work which usually the exam board would do. Students/parents will be given the final grade range and not their final grade. We are hoping the good communication will limit the number of appeals. They can't appeal the teacher grade given, the only thing they can appeal is an administrative error, if they think the grade has been entered incorrectly.

KM explained if there was a dip or spike in grades we would review this before the grades when to the exam board. Therefore the grades will be backed up with the evidence we have for each student.

MH we are confident doing this as we did it last year.

SLT explained as a year 11/13 student it is a tough year but the grade inflations may exist out there are this will devalue the grades, but that is out of our hands. These students will find the A Level they start too challenging if their school has inflated their grades. If a student received a Level 2 or below in English they will not have to retake it but they will if they receive a level 3 they will have to retake at college.

NW asked if there was a formal appeals process and how many appeals were received last year.

DC confirmed there were no appeals last year. The only appeals allowed will be checking for administrative errors.

KM explained colleagues did a superb job in providing the evidence last year. Last year the teaching grade was a starting point as the plan was then to use the algorithm. Lockdown has had a significant impact on these students.



MH explained some students who worked hard over lockdown still may not get as higher grades as the ones who have come back after doing little work and are excelling at the tests. This may cause concern for the students.

NW If you did start to receive appeals is there a flow for documents to follow?

DC in order to mitigate appeals we are giving students/parents a grade range on 10th May and again on 28th May once they have had time to complete more revision and assessments. If, when they pick up their results, they disagree with them, they can email the exams office. DC will double check the grade and let them know if it is an administrative error. If they are still not happy there is a JCQ flow chart that we would talk them through.

NW thought the website info looked fantastic and is comprehensive, and suggested a link to the exams website maybe went on the front page on the school website, he also asked if the school tracked the number of visits to the website?

DC explained they use google analytics, but didn't have numbers to hand. Five reminders of where it is and how to use it have been sent round.

AD asked if the negative P8 of -1 was based on all students getting their lowest grade.

DC confirmed it was.

DC confirmed every students results will be look at individually to ensure fairness and an overall picture of the student.

Use of the catch-up premium – Nicci Dossett

National Tutoring Programme, school receives a 75% discount on tutors. This was due to start for PP students after Christmas but this was cancelled due to lockdown.

Tutoring has now restarted – attendance has not been great but once the students see the benefit, attendance will increase. School has had positive feedback on the students Tutors have met. We are working with Teaching Personnel to provide tutors, they also keep track of the students. The tutoring will be of benefit even if only to increase the confidence of the students.

As the National Tutoring Programme money can only be spent on pupil premium students, this wasn't ideal for maths as more of the students weren't PP students. We have employed a PHD student in maths, the students are really enjoying the lessons and the year 11 students have arrived with a list of topics they want to cover.

There are 12 x year 11

There are 23 x year 10s over the 2 week cycle.

It is too early to report back on the impact this is having as yet.

Go Fish mentoring has been in place since Oct half term and have 34 year 11s being mentored. This carried on during lockdown remotely. Students like the 1:1 targeted intervention.

KM thanked ND for setting up the scheme it has been brilliant to get that on board as the logistics are very difficult.

CL it sounds positive that you are able to target the students that need it, those that don't engage do you have a strategy and should they refuse is there the opportunity for a child to take their place?



	<p>ND explained only one student has decline the intervention. I need to find out why she doesn't want to do it and another hasn't returned since lockdown. We will fill the slots with someone else.</p> <p>Curriculum review impact of Covid</p> <p>Over the last 18 months we had planned to review the curriculum. The delay is partly due to wanting consistency for students and also the impact it would have on staff having to replan and rework the lesson plans.</p> <p>Specification has increased since the GCSEs have been revamped – coursework was removed from subject areas.</p> <p>Reduced the number of options from 4 to 3 to allow those foundation subjects time to deliver the new specification.</p> <p>Increasing the KS4 time from 2 years to 3 years has allowed the foundation subjects to have extra time to teach. English/Maths/Science are very strong within the school.</p> <p>Ofsted had been critical of schools that had 3 KS4 years. When students are given an average grade if they fall short of the 8 subjects if you put a 0 into the average the progress measures will look poor very quickly. EBAC which we should be offering for all children is too challenging for some children.</p> <p>We don't start teaching to the exam details in year 9, teachers prepare the children for the spec to start in year 10 year 9 is a foundation year for the subject.</p> <p>We are Introducing citizenship and will prepare students to take the GCSE at the end of year 10, this will be a safety net for those students who in year 11 do not end up completing a course. It will mean they have already banked a GCSE, they can fall back on the citizenship GCSE. It doesn't make a huge difference but makes our results look better. Should the inspectors visit us, in terms of curriculum we would have to justify this. Subject leaders were passionate about moving to a 3 year KS4 and they can describe how they use the extra time so well.</p> <p>Options evening is taking place through Teams tomorrow night. Parents are experienced in this system due to parents' evenings.</p> <p>AM expressed reassurance that subject leaders would have the bases covered if Ofsted came in and agreed in the current circumstances it is wise to stay as we are.</p> <p>MH explained the original change to a 3 year KS4 was made due to the pressure being put on staff and students after the KS4 changes. We didn't change before because the breath at KS3 was important. Some students coast in the last few months at KS3 once they have chosen their options. It becomes more difficult to motivate students.</p> <p>KM if we were inspected tomorrow, it is about all those other cultural aspects, until we shift on some of those just talking about whether KS4 has 2/3 years isn't the point. It is a huge piece of work and the change after the pandemic isn't right for students or staff.</p> <p>MH Ofsted may change their focus in a few months' time and we are not going to make any decisions just under the influence of Ofsted.</p>
10	<p>Governor Visits</p> <p>No visits to report</p> <p>Meetings to be arranged</p> <p>Behaviour & attendance – CL & GO</p> <p>Wellbeing – HS</p> <p>English (CAGs and staffing challenges) – AM, GO, NW</p>



	<p>KM asked if a behaviour & culture visit could be organised and this could include a stakeholder survey (students, colleagues & tutors)</p> <p>Governors agreed this would happen, KM with organise with AD</p> <p style="text-align: right;">ACITON: Organisation of various meetings: AD/KM/CL</p>
<p>11</p>	<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. Risk 32 is also covered in risk 1 as they are similar. Over the next 5 years student numbers are going to fall and we need to keep that in mind when planning marketing. Three schools in this area is becoming unsustainable.</p> <p>Marketing strategy (document available on the GovernorHub). We have looked at branding, updating images, new prospectus, key messages, Houses being an integral part of the school culture. Referring to the cohort as students not pupils. Social media presence, sports day picture updates, staff going into feeder schools.</p> <p>Despite a smaller pot of students this year our intake in September will be at around the 200 mark. We must keep marketing the school and invest in marketing for a longer-term gain.</p> <p>Loss of reputation – can have catastrophic impact on number of students. Any incidents are always communicated to parents in an honest candid way.</p> <p>KM explained the launch of the next marketing strategy - working on aligned vision and values is on hold. Throughout the pandemic we have engaged with the community whether we have got something right or wrong and this has worked well for us.</p> <p>NW asked that while the investment in marketing is focused on online marketing does the school also class in school activities as marketing? Most of the community already know about the school. Is there any evidence of the value?</p> <p>DC agreed the community do know the school. He explained the cost of Facebook adverts is minimal compared to say a postcard drop. The in school activities we do is getting the message out there as to what Noadswood is all about. The transition evening, STEM events year 4 visits for Roman days. Would welcome any feedback in terms of website and marketing, maybe arrange a visit with NW.</p> <p>GO asked with numbers go down and 3 schools locally all fighting for the same students what are the plans to mitigate against this? Amalgamations, evolving into a 6th form colleague, the other 2 schools must be having the same conversations. If there is a local forum between the Heads?</p> <p>GO TO CONFIDENTIAL PART TWO MINUTES</p> <p>2, Increased competition from other institutions resulting in recruitment not being achieved. Covered in risk 1.</p> <p>14, Poor behaviour management impacting on teaching & learning, reputation & retention. Covered in item 12.</p> <p>32, Failure to achieve short or long term enrolment targets resulting in reduced funding allocation. This was dealt with in Risk 1.</p> <p>37, Covid 19, progress risk due to staff or students shielding or isolating. KM explained there isn't anything to update on at the moment. We haven't continued to have any Covid cases in the staff or students. There isn't a huge level of risk at the moment. The only bubble to have had student sent home has been year 10 and we are mindful of that.</p>



12 **School culture and behaviour: plan for unzoning and space during break time/lunch : following on from previous meeting**

KM explained the school is now unzoned and we are following the RA. Whilst it is early days the school has a better feel about it.

- One way system in place
- Other covid rules still in place (masks etc.)
- Marques hired for outdoor space

DC agreed marques are a real success, students can eat outside so classrooms remain as a learning environment. Staff are back in their specialist areas. There hasn't been an increase in behaviour issues since we have unzoned.

HL guided trustees to the GovernorHub and to a Power point called "pivotal plus 29 03". HL shared her screen with the Power point and explained this was shown to staff last week. We still don't have access to a restorative room for managing behaviour. It explains how best to settle students back into school after lockdown. It explains dealing with things as they happen and dealing with them early. The need to unpick what is going on with those students rather than going round in circles. If students keep getting it wrong we will invite a member of trustees to the return to school meeting to explain what is next for the student. HL asked if governors could look through the Power point before the next SIC meeting by which time data will be available.

CL asked if staff are buying into this system and are they being consistent?

HL explained Pivotal plus isn't that different to usual lessons, it's applying tracking from our pastoral team and reporting back on to staff, parents and governors in terms of interventions. It is too early for feedback from staff.

KM agreed it is too early for feedback. Not too much has changed just the tightening up of expectations. When reviewing student files, students had a lot of intervention, a huge amount work has been done on it but you don't see the clarity of building this for the student. It is going to be more about tracking.

HL explained she needs to know that staff are hearing feedback from incidents and are aware of what the next layer of action has been. Students will receive communication after a return to school interview. All information needs pulling together. Before lockdown 1 I presented every Friday morning on a specific student.

CL was concerned that a blanket comment of "this number of you got just x number of demerits" would relay the message that it is Ok to get some demerits and felt that the culture of this is wrong and was a confusing message.

KM explained every kind of transgression is under a demerit. Our colleagues are keen that someone who needs to catch up with their homework but are genially struggling are still rewarded. That situation would be reflected as a demerit and that is difficult, and we want students to be open with us about that.

HL reflected maybe we need to look at how we log different incidents/types of issues in terms of terminology?

MH explained most of these communications are done individually, so the family that are down to 2/3 when they usually get 15 are recognising good behaviour.

AM reflected on the attendance Power point, available on the GovernorHub, and was delighted with the whole school attendance being 92.85% which is higher than the current national average.

HL confirmed being able to visit students in their back gardens has helped as we can now do home visits. HL asked to talk about attendance in more detail at the next meeting.

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	<p>KM agreed being above the national average for attendance confirms the community have trusted the school with its Covid arrangements.</p> <p>HL confirmed the school will continue responding to the students who are struggling and will continue with home visits. We don't have students who haven't returned due to Covid or parents electing to home school their students.</p> <p style="text-align: right;">ACTION: Governors to read the Pivotal Plus power point before the next meeting: ALL ACTION: Add Pivotal Plus Data to the next SIC agenda: LI ACTION: Add attendance to the next SIC agenda: LI</p>
13	<p>Review SEN Provision It was agreed Liz Hyland will be invited to present on this subject at the next meeting.</p> <p style="text-align: right;">ACTION: invite Liz Hyland to the next SIC meeting: KM ACTION: Add Review SEN Provision to the next SIC agenda: LI</p>
14	<p>Review outcomes for all vulnerable groups It was agreed HL with present on this subject at the next meeting.</p> <p style="text-align: right;">ACTION: Add Review outcomes for all vulnerable groups to next SIC agenda: LI</p>
15	<p>AOB Integrated Curriculum & Financial Planning</p> <p>AM explained she had watched a NGA webinar on the subject and recommended other did too. She will make this available for everyone to see.</p> <p>KM explained in terms of ICFP, Sam Ellis had a meeting with SLT. Looked at staff and curriculum spreadsheets then join up with Angie. Documents will be available from the July FGB to help with the budget forecast return approval. MH is also meeting with LT who will be able to feedback to Governors.</p> <p style="text-align: right;">ACTION: Make Webinar available for all: AM</p> <p style="text-align: right;">Action: Add Year 11 Grades to the next SIC agenda: LI</p>
	<p>Meeting Dates It was agreed that the next meeting will be on Monday 21st June 2021</p>
	<p>The meeting was adjourned by the Chair at 2100hrs</p>

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	
7	add violent incidents report to Head teachers report for FGB:	KM	
10	Organisation of various governor school visits	CL/KM/AD	
12	Governors to read the Pivotal Plus power point before the next meeting	All	
12	Add Pivotal Plus Data to the next SIC agenda	LI	
12	Add attendance to the next SIC agenda	LI	

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13	Invite Liz Hyland to the next SIC meeting	KM	
13	Add Review SEN Provision to the next SIC agenda	LI	
14	Add Review outcomes for all vulnerable groups to next SIC agenda	LI	
15	Make ICFP available to all	AM	
15	Add year 11 grade outcomes to the next SIC agenda	LI	

Matters arising from the minutes of the School Improvement Committee held on 15th March 2021

Item	Action	Actionee	Status
8	Documents for the Pastoral Team restructure to be on the GovernorHub by 22 nd March	KM/LI	Complete
13	School culture and behaviour plan for unzoning to be added to the next 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:	