

MINUTES



Noadswood

BOARD: School Improvement Committee

SCHOOL: Noadswood School

DATE: Monday 28th September 2020

TIME: 18:30hrs – 21:00hrs

VENUE: Remotely – via Teams

ATTENDED:

Alison Munden	Chair of SIC
Sarah Balson	Vice Chair of SIC
Kathryn Marshall	Headteacher
Matthew Hewitt	Deputy Headteacher
David Crowley	Assistant Headteacher
Helen Loveday	Assistant Headteacher
Adam Drury	
Jade Young	
Gary O’Flaherty	

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 Vice Chair Sarah Balson
2	Procedural items: 2.1 Apologies for absence Apologies were received from Alison Munden and Adam Drury 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 – 26 th March 2020 The minutes of the previous meeting on 26 th March were approved and signed.
5	Matters Arising from the Minutes: Update on actions/questions agreed at the virtual document review held on 15 th June 2020 No matters were arising from these minutes



6	Correspondence – no correspondence had been received by the Committee.
7	Safeguarding/Child Protection: There were no matters the Committee should be aware of.
8	<p>Risk mitigation work: a review of the first month of term</p> <p>KM advised Governors the Risk Mitigation document was on Frog and were recommended to take a look. KM informed Governors this was a frequently updated document so they should return to it again in the future.</p> <p>KM explained this was worked on prior to the summer holiday and thanked JY and Phil for the Governor support and help in the production of this. JY asked some helpful questions to challenge the Leaderships thinking. JY and Phil will be visiting the school to do a walk about arriving at 9am. They will compare what we have written down on paper to what is happening around school. They will be covert and that helps get a true picture.</p> <p>The first main focus of the risk was Zoning. KM explained the decision was taken to zone the school teaching areas and social zones. Year groups were separate at all times. The school felt this gave them the greatest chance to contact trace. The downside was colleagues moving around the site from zone to zone whilst the students stay in their zone. Staff can no longer start lessons promptly and there has been increased tiredness of colleagues. Colleagues have had to mix in corridors but all staff have been incredible.</p> <p>HL explained the second main focus was regarding behaviour rules. The school has had to remove some of the behaviour bases due to the zoning. The advantage has been that we have been clear that behaviour that breaks safety expectations will mean they will be sent home. The downside has been when the smaller behaviour incidents have occurred we haven't been able to hold students to account. We are quickly reflecting on how we can bring that measure back in but whilst being in a zone it is difficult.</p> <p>SB questioned whether a lot of teaching time is being missed and are there any other options to the zoning? MH explained when students moved, a lesson was 5/6 minutes less now with staff moving it is about 20 minutes less. Time is lost settling the class. Previously staff had time to prepare for students' arrival but now they start the lesson fighting to get the class back on track. Logistics of resources has been another problem teaching 5 different lessons in 5 different locations the resources aren't available as they used to be. Science classes are teaching out of labs. If French teachers don't have dictionaries, children can't go and get a box of books as they can't swap zones.</p> <p>SB asked what the children did while they are waiting for staff to arrive? HL explained they have been great but once they have moved to the next room in their zone they are often not sitting quietly and getting on with their work. Staff are getting there as quickly as we can.</p> <p>SB asked is there a better way? DC explained zoning has not been ideal and it is a strain in our staff. Worst case scenario, if we do get a positive case this is the best way we can identify who this person has been around. Seating plans are very well organised as they have to be for test and trace. Whilst zoning is far from idea, the one-way system hasn't been an option for our school due to the layout.</p> <p>KM explained a school on the IOW had a one-way system but had to send a whole year group home when they had a confirmed case. We would know with more certainty who a student had been in contact with to send much smaller groups home. Ringwood has a one-way system in place in buildings and outside due to the layout. Priestlands is using zoning. Currently this has been the best system but keeping it under review.</p> <p>JY asked how teachers have been coping with the different stages students are at and how are they finding the children have come back. MH explained where students are at will be discussed during the Curriculum section. KM explained there is an issue with the behaviour policy and the support of students when things don't go to plan. Restorative support, processes and facilities aren't possible. KM asked JY for any observations she makes on behaviour whilst touring round the school. We have been as creative as we can to put measure back in but in zones it is a great deal more challenging than normal.</p> <p>SB asked why that was? KM explained the restorative room that had been running was successful but relied on a colleague rota staffing a room, we no longer have a room and we can't mix year groups. Will keep everyone posted.</p>



	<p>MH explained we would need 5 rooms and 5 members of staff because of zoning we can't mix the year groups. He explained Year 11 have been taught in the library but this should be used centrally but it is necessary as a classroom so not used to its full capacity. KM said this will be reviewed after JY and Phils visit.</p>
9	<p>Safeguarding and child protection: updates in KCSIE 2020 HL showed refresher slides from the children protection training that was delivered to staff on the inset day.</p> <p>Slide 2 – this was nothing new but a reminder. The safeguarding reporting system we use is CPOMS. Slide 3 – KCSIE, our bible of information. Available on Frog for staff and Governors to read. Four main changes – addition of mental health concerns, child sexual exploitation, information of allegations against staff and supply teachers. Slide 4 - Mental health wasn't included in safeguarding before, this is an extra level for staff to look out for. There will be staff training on the DFE guidance to ensure best practice. Slide 5 - CCE and CSE safeguarding training already in the CPD calendar to cover this Slide 6 – staff were reminded of their responsibilities when taking an accurate register. Slide 7 – staff were reminded of their responsibilities and how to stay safe on social media.</p> <p>Noadswood needs to organise a Safeguarding Governor in the future.</p> <p>The Child Protection Policy will be updated in the next few days and a Safeguarding audit is due. The policy will include how to communicate with students safely using teams and making phone calls home incase of any future lockdowns/partial lockdowns.</p> <p>SB asked how vulnerable students were identified? HL explained that Hampshire County Council sent a spreadsheet of vulnerable students. However, the pastoral team had already created the same from our CPT children and LAC students etc. House Leaders or SLT contacted those students weekly by phone. Parent/ carers were also contacted regularly. The school published a mobile phone number which was manned between 10am and 2pm as a helpline for parents and students, this was mainly used by parents. If there was another partial/full lockdown this would be reintroduced. Students currently self-isolating are getting a weekly call from their tutor.</p> <p>GO expressed an interest in becoming the Safeguarding Governor. HL & KM said they would be in touch with him about this.</p> <p>JY asked whether Safeguarding concerns had increased since the September return? HL explained there hadn't been much difference at all. Hampshire County Council and Social workers had stepped up during the lockdown so students felt well supported. All students had returned and none were too anxious. Some students had Covid concerns when someone was being tested but no more safeguarding issues than usual.</p> <p>KM explained Social workers used to rely on information from school, as this disappeared during lockdown they had to contact students directly. Students are happy to be in school. Social workers developed online systems, and will continue to do LAC and PEP meetings online reducing the number of times they come into school. They are communicating with students through text and zoom which suits the students.</p>
10	<p>KS4 Outcomes 2020: CAG and next steps</p> <p>DC presented a powerpoint of the results day with pictures of the students celebrating. He explained students had staggered collection points for their results. Students were pleased with the results.</p> <p>DC explained the background of how the results were reached. All teaching staff had to give a Centre Assessed Grade, this was the most likely grade expected for the students, it had to be fair and objective with evidence ie mock results, coursework. SLT took the grade from teachers which had been looked at by team leaders to check that was a likely result.</p>



The Centre Assessed Grades were then to be standardised by Ofqual. In the end the Ofqual standardised model grade was not always used. Students had the choice of the CAG or the Ofqual grade whichever was the highest.

The League Table criteria doesn't exist this year. Progress 8 score would be the usual measure of achievement but this can't be used this year.

Students could appeal their grade or Ofqual grade but it would only be changed if there was an admin error. Students do have the opportunity to take the actual exam in the Autumn term. Initially 10 students questioned their results but we have no students taking the exams in the Autumn, this is testimony to the work our staff did when creating the CAGs.

At the beginning of the Autumn term Team leaders would be asked to review their results – but this year it is very difficult. We have compared our school to a large cohort of other schools using SISRA but ultimately we do know that predicting grades is a very difficult thing to do. It is an interesting position we find ourselves in.

Procedure that took place

We were told that Ofqual would be standardising our grades, that was the plan. We can hold our heads high because our process was fair and objective and CAGs were scrutinised. DC showed a bar chart of the average results v the estimated results. The average results were higher than the school estimated. For example our Ofqual German grades were higher than our estimate. The larger subjects like English we had no grades go up which may reflect that Ofqual were suggesting we were being generous, but we have no evidence as they didn't sit the exam.

Looking forward is more important right now. GCSE exams are taking place next Summer and there is some fine tinkering of exams eg Geography, some of the work is being taken away; some Science practical has been taken away; Cambridge Nationals used to need 4 pieces of coursework now it is 3. However, the vast majority of the content remains.

Current year 11s have missed a big chunk of school. Students have come back at different levels. Some students have been working hard at home with a desk, computer with helpful parents and the flip is some students have such an awful home lives or one ipad between 4 students. It is difficult of know the impact that is going to have on their results.

Mocks are being delayed to support students mental health. Teachers are doing internal exams between now and Christmas. Some departments will give students an exam paper while other will give a few questions in silence to give us evidence for levels but for the students it is low risk and not in the big hall. Will be able to see where the support is needed.

We do want to have a set of Mocks penciled in for end Jan Early Feb this is not ideal as students have more illness or Covid may come back. We can't leave it any later to be able to have positive impact and offer support and address any problem that arise. It is not ideal but the best of times.

In 2025 our primary school students won't have had a KS2 score and that was the starting point of the Progress 8 scores. As they haven't done KS2 tests we can't do proper exams with year 7 – we are passing that to our team leaders especially in English and Maths.

SB was pleased the school had managed to produce a fair set of results that everyone was pleased with and that the students could continue their education/career. As a parent I know the year 10s were going to need baby steps. Formative assessment in lessons is being done so that's good as all bases are being covered.

KM We have checked with the other schools in our team of schools, we have collaborated every step of the way with our CAGs and press releases.



	<p>Students will have an assembly in the next few weeks with a timeline for the year 11s. Ultimately the exams may continue as normal but we will do everything we can to support the students.</p> <p>DC when it comes to talking to the year 11s every single children is in the same situation. The students may have slightly less subject knowledge than other years but there will be a fairness as all students will be in the same situation. Our students are not behind anyone else in any other school.</p> <p>SB – having the students know that all students are in the same situation definitely helped home life as students were getting anxious.</p> <p>DC It is a difficult concept to convey to students so that they are not anxious and it is a level playing field.</p>
11	<p>Curriculum planning: C-19 scenarios</p> <p>MH</p> <p>Timeline - March 21st to now and going forward</p> <ul style="list-style-type: none"> • Original thoughts were we would be back in school after Easter. Staff set homework like work for students, keeping them busy but very low key • After Easter Departments set project work using online resources, work was set on the VLE • When it became clear it was going to last even longer Departments started using narrated pointpoints using video lessons that were recorded but not live. • By May Year 10 were accessing school using Teams, lessons were recorded but teaching was through the screen rather than from resources. Very soon after that staff were teaching live lessons through the screen. There was no two way interaction but the chat function was supported by another teacher. <p>Staff had to radically change the way they taught. CPD for Teams was also done remotely as most staff had never used Teams. There was anxiety for staff teaching through a screen and safeguarding issues with cameras being used. With no two-way interaction it was felt this was the safest way staff could deliver lessons.</p> <p>Other schools rushed into live lessons but we took our time to prepare and it paid off.</p> <p>We are addressing this now.</p> <p>Going forward with every child in lessons, KS3 are spending the first half term finishing off last year, KS4 pressing on and filling in the gaps from the summer term. Year 7 and 8 have missed some vital foundation work from the last Summer term so some departments are catching up on that.</p> <p>Teams are assessing what work has been missed and they can leave behind and what lessons are vital.</p> <p>Year 11 have to keep moving forwards.</p> <p>Starting on Friday with some Inset we have asked colleagues to plan for going forward. There may be more disruption, the DFE have described the plan as tiers.</p> <ul style="list-style-type: none"> • Increasing numbers of individuals isolating – unlike children who are off schools sick we are obliged to provide these children with work, we are working on the best way to set work whilst isolating. This is going to be centralised and will be good quality work. The work is being assigned retrospectively – maximum of 14 days isolation, will be provided with the work done in class but no extra teaching. Students will be doing usual class work so they won't miss out.



- Half a year/whole year group are at home – whole bubble – absence will be kept as narrow as possible. Staff are in the planning process for this absence
- When staff numbers are depleted up to 6/7 we start to be short – children will go on a rota – staff are planning for that eventually.
- School shut completely March – July everyone was sympathetic it was unrepresented – but this is no longer the case so we have to plan. Planning document that staff are working on where we will talk about – how they are going to deliver that type of learning. Lots of feedback from department thinking for this. Most of our teams are well prepared for this. Teams are asking their staff to identify bits of the curriculum that are best suited to teaching remotely. Swapping the order around, going to keep some back as some are easier to teach online.

Assessment – KS4 this is vital in case of CAG – ability to assess students online. Teaching hasn't moved forward for many years so assessment has been very much as in the past. We are now able to set work for assessment and results can be retained online. Now have new sophisticated system of assessment online. We can avoid using books.

Coaching the staff into new practices and coaching the students how it is work. We are ahead of the game and should schools shut we are ready to go. We have already done a lot of planning for remote teaching going forward. Staff are confidently prepared for lockdown.

KM we got a lot of support from parents as we communicated well with them during lockdown.

MH – we did TEAMs training in 3s while staff were isolating at home it was very challenging. Very rarely do you make such big changes without talking face to face

KM – students didn't make any fuss just got on with it not negative at all, just amazing.

Key individuals were vital

Sarah – as a parent I thought it was a natural process, children were able to see it build up to those full on team lessons.

Marshall it was planned we wouldn't leap forward to do the best for the students in a planned way.

MH – some schools tried to replicate school at home but if you have 2/3 children they don't all have their own kit. You have to ensure that what you don't put in place is unworkable for the family. Pretty full teaching timetable at the end where the recorded lessons could be accessed at other times. Flexibility was important.

SB as a parent communication was excellent – we were able to plan. If lockdown happens again or bubbles have to go home. Younger children aren't that confident in uploading work etc. Is there an opportunity to teach students how to use frog?

MH – staff have been teaching students how to use their dashboard. There are videos on how to download work on a computer and on a phone. Staff are coaching pupils on how to do this on Frog. They can take a photograph of their work and we can feedback on their work. They will be ready for when/if we do need it.

SB what about reporting to parents, I haven't spoken to a teacher since my son started in Year 7?

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	<p>MH – year 7 have missed their parents evening we will have to think how we move forward with this.</p> <p>Dave –we now have Epraise that links in Teams. Parents evenings are powerful and there is a virtual way to go forward. For reports it is low pressure the assessment we are doing in class gives us the ability to run reports. There will be reports before Christmas and that will happen unless we have a lockdown. We will talk about virtual parents evening in the future.</p> <p>SB – some parents only contact the school at parents evening, but it sounds like there is a plan for the future, thank you.</p>
12	<p>AOB</p> <p>None</p>
	<p>Meeting Dates</p> <p>It was agreed that the next meeting will be on 16th November 2020</p> <p>Items to be discussed at the next meeting to include</p> <ul style="list-style-type: none"> • Risk Review including feedback by JY and ?? after their visit to the school • Safeguarding Action plan • HL to update Governors on the work she has done on students who haven't returned to school or their attendance is poor
	<p>The meeting was adjourned by the Vice Chair at 20.17hrs</p>

Matters arising from the minutes of the -NAME OF BOARD or COMMITTEE- held on -ADD DATE-

Item	Action	Actionee	Status

Outstanding items:

Item	Responsible	Status

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SIGNED BY:	
DATED:	