

MINUTES



Noadswood

BOARD: School Improvement Committee

SCHOOL: Noadswood School

DATE: 23 September 2021

TIME: 18:30hrs – 21:00hrs

VENUE: This was a hybrid meeting held at Noadswood and remotely – via Teams

ATTENDED:

Alison Munden	Chair of SIC, trustee, member appointed
Kathryn Marshall	Headteacher (Remote)
Sarah Balson	Parent trustee
Gary O’Flaherty	Trustee, Member appointed
Helen Sanderson	Parent trustee (Remote)
Neil Wright	Parent trustee (Remote)

ATTENDING:

David Crowley	Assistant Headteacher
Helen Loveday	Assistant Headteacher (Remote)
Louise Instone	Clerk (Remote)

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 All present 2.2 Confirmation of Quorum (3 Trustees) 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 –
4	Minutes: To approve the minutes of the last – School Improvement Committee meeting held on – 21 st June 2021 The minutes of the previous meeting on 21 st June 2021 were approved. Unanimously approval – Approved by SB and seconded by GO
5	Matters Arising from the Minutes: See end of minutes, no other matters arising.
6	Correspondence – no correspondence had been received by the Committee.
7	Safeguarding/Child Protection/Exclusions All documents shared at the meeting are available on the GovernorHub Noadswood staff attended safeguarding training on the INSET day with follow ups for the part timers. There has been training on peer on peer abuse.



	<p>Safeguarding audit for Hampshire CC will be taken to the next FGB.</p> <p>Safeguarding team has increased by 2 DSLs</p> <p>Trio meetings also include safeguarding.</p> <p>All trustees are required to read chapter 1 of KCSIE – changes are indicated on the PowerPoint supplied by HLo</p> <p>Safeguarding and CP policies have been updated and are on the website – this now includes non-tolerance of peer on peer abuse.</p> <p>Q Have there been higher incidents of peer on peer abuse?</p> <p>There is an increase in the safeguarding being reported this is partly due to work being done with students and partly because staff respond so students get a positive experience when they report it.</p> <p>Peer on peer abuse can range from name calling, bullying or physical. There has been an increase in reporting but this is because a culture of reporting has been created not necessarily because it has increased.</p> <p>KM explained they received a complaint of peer on peer abuse which has been resolved. A lot of culture work has now been done.</p> <p>We must ensure students are safeguarded 24/7. We have staff trained in dealing with reports of sexual harassment, but we need to ensure this training is passed onto all staff.</p> <p>Safeguarding will be reviewed every half term with the safeguarding trustee.</p> <p>ACTION: All trustees are required to read Chapter 1 of the KCSIE and sign the declaration on the GovernorHub: All Trustees</p>
8	<p>Conversion of the School House and the SEMHRP works/launch of the SEMH RP and impact for students</p> <p>House conversion has not been concluded, due to delay in supplies etc., should be complete for the end of this month.</p> <p>The team is fully staffed and they are working well together. Three students have started and this has been successful in their temporary home.</p> <p>The first CPD session has taken place from the national assembly by Mike, he is planning to support the Redwood Team. The feedback was positive from staff.</p> <p>Trustees were invited to visit the new provision once it is finished and staff and students have settled in.</p>
9	<p>Staffing levels (incl educational support staff)</p> <p>The school is fully staffed, except for some LSAs, we are working hard to recruit these.</p> <p>Q Do you think students with EHCPs will be suffering?</p> <p>LSAs are targeted to care and personal care first to ensure this is covered. There are a high number of EHCP students in year 10 and this is where a gap is being seen.</p>



10	<p>Update: Year Team Structure and AP/WR/Careers Lead: Update on colleagues and impact for students</p> <p>Horizontal system is now up and running and new Year Leaders are enjoying their roles. Offices have been decorated. Year assemblies are underway for years 7 and 11. Parents are happy with the new email address.</p> <p>The impact for students has been that incidents are followed up much quicker. It is more efficient and that is important for students.</p> <p>Q Why has it sped up?</p> <p>Approximately 90% of incidents are confined to a year group and this system makes it much quicker to deal with.</p> <p>D Rowling has been working on the behaviour plan and policy. DR used feedback from the last trustee behaviour visit along with speaking to Team Leaders, staff and students on their feelings about behaviour. After speaking to SLT he came up with a 5 step behaviour plan, this is in addition to the pivotal plus and restorative conversations. The plan is available on the documents on the GovernorHub and HL explained the reasons behind each step. Having a year leader is meaning they are picking up on key trends a lot quicker.</p>
11	<p>Pupil Premium and Catch Up Premium: Spend, impact and next steps</p> <p>Last year's spend will be reviewed at the next FGB Plan for this year's spend will be discussed at the FGB</p> <p>Research on PP spending strategies is being done and looking to other schools for their ideas. PP money has previously been spent on uniform and music lessons.</p>
12	<p>Attainment of Year 7 students</p> <p>A PowerPoint was shared which is available on the GovernorHub</p> <p>It was explained that KS2 data hasn't been produced by primary schools and therefore there is no data to measure their achievement against.</p> <p>Students will be tested but each school will set a different test and therefore all students will start at a different point. This will affect the progress 8 figure which is the main stay to see how the school has done.</p> <p>The English and Maths department have set SATs papers for the students to take next week. These questions will be unknown and will give some guidance of where the students start. This is a lot of work for the two departments. They will sit these exams in the class in silence.</p> <p>Governors asked SLT to thank the two departments for all their work on this.</p> <p>Q Are these test results just for our school to see?</p> <p>Yes, this is just for the school as there isn't a starting block nationally, this is the best that can be done.</p> <p>The national picture of Year 7 attainment is that mathematics has been suffered due to Covid.</p> <p>There is not a lot of revision being done, this will give a concept as where the students really are.</p>



	<p>SB explained her experience of SATs in year 2 at a primary school is very different, the students do the tests in small groups of students approximately half the class at a time and with adult support.</p> <p>In order to know where the students actually are as individuals, there won't be a lot of revision or support.</p> <p>Q Is there a noticeable difference between students from each primary school?</p> <p>There is, but students aren't set when they come up so staff can see where support is needed. Students need to be taught by subject specialists and then assistance given around the edges. It may not be academic support that's needed, it could be mental wellbeing support.</p> <p>KM suggested they track the data by the primary schools as a partnership activity.</p> <p style="text-align: center;">ACTION: SLT to thank English & Maths Dept for their work on SATs: KM</p> <p style="text-align: center;">ACTION: Look at Year 7 data this year against last year by primary school: DC</p>
13	<p>Pivotal Plus Data/Attendance Data/Violent Incidents Review</p> <p>Attendance is good in all year groups.</p> <p>Covid – students were X coded when they were absent due to Covid and this didn't affect the attendance figures. This has changed, once a positive PCR test is received they are I coded which does affect the attendance figures. In future I codes will be taken out of report to trustees to ensure a clear picture of attendance.</p> <p>Holiday requests – Where front line workers had to work through the pandemic, holidays are being authorised, confirmation is received from employers</p> <p>Governors agreed this was a reasonable stance to take.</p> <p>SLT track Covid positive results and when there are 5 in a year group Public Health England is contacted. They ask questions and offer advice. PHE ask schools to report 10% of everybody that attends the school who are covid positive. Currently a high number of cases in year 9 and 11. Year 11 have had hybrid learning at home, as during lockdown. If year 9 cases increase further they will switch to the same.</p> <p>Q Trustees agreed there are a high number in year 11 and were delighted to see that hybrid teaching was back in place so the students don't miss any learning. Has there been any serious illness?</p> <p>Along with the hybrid teaching, tutors meet with the students to reassure them and to check they are learning well.</p> <p>No serious illness, nothing beyond a heavy cold. Most come straight back once their isolation time is complete.</p> <p>Q Is the school confident they are doing all they can to reduce the spread of Covid, cleaning in place etc.</p> <p>It was explained that the only change is that contact tracing has now stopped as requested by the Government. Everything else is the same and in line with Government guidelines. If the spreading continues there maybe a time when students are strongly encouraged to wear masks.</p> <p>Q Are there any plans to vaccinate students?</p>



	<p>Yes, this is being run by NHS trust and will be students in years 8-11, this will be completed by the end of October.</p> <p>Q Do staff feel safe when the outbreaks are going on, are you confident staff are safe?</p> <p>Yes, there are no changes from previous procedures: windows and doors open, staff wear masks around the classroom, staff stay in the 2-metre box at the front of the classroom, hand sanitisers used when students arrive and leave the classroom.</p> <p>It was agreed that the question of staff feeling safe could be asked at the next Staff Forum in order to check the assumption is correct. Two staff have gone on maternity leave early. Two colleagues have Covid at the moment and are not significantly unwell. One colleague is clinically vulnerable and should she need to work from home that will be put in place.</p> <p>The tracking through pivotal plus continues and there are no violent incidents to report.</p> <p>The students have had a good start to the term. There are 2 students who will be having their own behaviour plan.</p> <p style="text-align: right;">ACTION: SLT to check with staff that they feel Covid safe in school at the next Staff Forum: HL</p>
14	<p>Plan to improve student progress by year group</p> <p>Covid 19 recovery strategies available on the GovernorHub</p> <p>Below are the three principles being followed as the recover strategy.</p> <ol style="list-style-type: none"> 1. High quality teaching 2. Targeted support 3. Wider strategies – goes further than the classroom! Some students are suffering with their mental health <ul style="list-style-type: none"> • Restore relationships, students have not had their normal education for a couple of years. • Basic principles retaught to students. • Having the Year Leaders is a key strategy. • Where are the gaps in education? Specialist teachers will identify this. • We do know the curriculum is there and designed to get to the end point. What bits are missing and how do we pick them up? • GCSE exams may be altered again this year but year 10 onwards they will return to previous years. • We need to see where the gaps are, how do we address that whole school and individuals? Confidence of the students is important, relearning the skills of the classroom. • Need to get back to normality, the clubs are going to be back on. • School must be a safe space for students to speak out. • Trips – we need to start these again and they are coming back online. Disadvantages students don't have trips outside of school. <p>Q Is there anything in the recovery plan to support our less experienced staff? Staff that don't know what normal is like.</p> <p>This is where high quality CPD comes in as well as time for departments to spend time together and support the staff.</p>



After Oct half term when teachers have had time with the students and know them, each student will be categorised:

1. No impact from Covid, they are where they should be in my experience.
2. Little bit of catchup – but this can be done in class or with some extra homework.
3. Moderate catchup – after school work, LSA support, pastoral team.
4. High impact, this can be academic or pastoral. This would be across all subjects not just one subject.

Q Trustees asked if, in the January meeting, they could see where the students fell in each category and how this was addressed.

This was agreed.

ACTION: Add agenda item to the January meeting – Which category did the students fall in between 1 and 4: LI

Q Is the school expecting a lot of students in category 4?

It is expected there will be a pocket of 10-15 students in each year group in category 4. There will be 30/40% in category 1 and 2 and category 3 will have high numbers.

Once the school knows where it is they can then target the intervention. This can then be reviewed at the end of the year to see how well the students and the school are doing. There should obviously be a reduction.

Trustees thanked the school for their work and explained they couldn't think of a better way to address this. Trustees asked for an overview of year groups and impact.

It was explained that the data drop at the end of last year was still very affected by Covid. We need to know what teachers feel now and see the data drop in early November. We can then start the recovery when we know where we are.

Each subject and year group we will be able to analyse concerns then put support in place for the students.

KM explained another angle of the recovery document is the quality of the curriculum and how it is delivered. On the next FGB agenda is Curriculum and impact of how it is delivered. If the curriculum is delivered well we need to ensure that students aren't in group 3 when they don't need to be. We need to remember that some of the students in section 4 would have been there without a pandemic.

Trustees were encouraged to read through the document on the VLE and click on the link to see more.

Recovery fundamentals

- Honest discussions with the students.
- Identifying and addressing the gaps, we need to take our time with this.
- Threshold concept – what is the key part of the curriculum.
- Formative assessments are some of the strongest things you can do to embed learning with stretching questions.
- Thinking outside and inside the classroom, we have got some depts that get thinking outside the classroom on the money. Where are we with asking students to do things from home? Some parents want learning to stay in school, there is a balance to be struck.

Teachers can seed an idea and ask students to go and think about it and talk about it next lesson.



	It was explained to trustees that there are lots of strategies on the PowerPoint for governors to read through.
15	<p>School Improvement Plan: Objectives (any not covered by the previous items) KM explained the student leadership objectives</p> <p>Head boy/girl and deputy are leading the groups.</p> <ul style="list-style-type: none"> • Launch of environment club • Uniform small tweaks • Inclusion whether race issues or LGBT issues, working on an assembly and will address a staff meeting. • Launching a kinder week • Curriculum diversity – meeting Head of English to look at curriculum and doing an audit of diversity and putting forward suggestions so they can be put into KS3 curriculum • Everyone having a voice within the school. Launching a debate club inviting students from different groups. • Team are working on open morning and evenings. <p>KM thought it would be nice to invite them to one of our meetings after Christmas to share how things are going.</p> <p>Trustees would very much welcome them to a meeting.</p> <p style="text-align: right;">ACTION: Invite Head boy/girl to January meeting: KM</p> <p>ACTION: Add presentation from Head boy/girl at the beginning of the January Agenda: LI</p>
16	<p>Governor Visits This will be organised at the FGB and the same programme will be used as previously.</p>
17	<p>Review of Terms of Reference Committee Chair created new TORs in line with the NGA. These are tailored to Noadswood, this does give guidance of what is being covered in the meetings for the sake of governance.</p> <p>KM agreed making them fit for purpose gives clarity and sharpness on the direction of the committee. It is a very useful document.</p> <p>AM asked for any additions/amendments before they are taken to the next FGB for approval.</p>
18	<p>Risk Register Monitoring 1,2,14,32,37 and Risk Register 2021/22 1, Loss of reputation or inability to recruit & retain pupils leading to an unsustainable school. 2, Increased competition from other institutions resulting in recruitment not being achieved. 32, Failure to achieve short or long term enrolment targets resulting in reduced funding allocation.</p> <p>Very pleased with the marketing campaign as we had 204 year 7 students in this years intake. This campaign will continue. There will be open mornings and evenings, SLT will be visiting primary schools with goodie bags. Communication with the community has increased and the school is reaching out. We will continue to work hard and get the same outcome.</p> <p>14, Poor behaviour management impacting on teaching & learning, reputation & retention.</p> <p>The pivotal plus process has been reviewed and revamped, behaviour is continually being addressed.</p> <p>37, Covid 19, progress risk due to staff or students shielding or isolating.</p> <p>Already discussed under item 13.</p> <p>The interim SBM has been going through the risk register to ensure the school is compliant. The risk register will be reviewed at the FGB where proposals for risks to be removed or added will be made.</p>
19	Any other urgent business (AOB):

MINUTES



	As agreed in advance in item 3 above
20	Meeting Dates Thursday 11th November 2021 This will be a hybrid meeting Tuesday 18th January 2022 Thursday 10th March 2022 Thursday 28th April 2022 Thursday 23rd June 2022
	The meeting was adjourned by the Chair at 20.37hrs

Matters arising from the minutes of the School Improvement Committee held on 23rd September 2021

Item	Action	Actionee	Status
7	All trustees are required to read Chapter 1 of the KCSIE and sign the declaration on the GovernorHub	All Trustees	
12	SLT to thank English & Maths Dept for their work on Year 7 SATs	KM	
12	Look at Year 7 data this year against last year by primary school	DC	
13	SLT to check with staff that they feel Covid safe in school at the next Staff Forum	HL	
14	Add agenda item to the January meeting – Which category did the students fall in between 1 and 4	LI	
15	Invite Head boy/girl to January meeting	KM	
15	Add presentation from Head boy/girl at the beginning of the January Agenda	LI	

Matters arising from the minutes of the School Improvement Committee held on 21st June 2021

Item	Action	Actionee	Status
7	Contact Testwood to discuss Kick Start programme	KM	Application has been made to recruit via Kick Start in the Learning Support Dept. To cover the gap the school has asked a Temping Agency to put forward candidates to cover the posts.
10	Include PP & Catch up premium: Spend, Impact and next steps on the next SIC agenda	LI	Complete
13	School to share feedback on attainment of the new Year 7s at the next meeting	DC	Complete

Outstanding items:

Item	Responsible	Status

SIGNED BY:	
DATED:	