

MINUTES



Noadswood

BOARD: Full Governing Board

SCHOOL: Noadswood School

DATE: Thursday 27th January 2022

TIME: 19:00hrs – 21:30hrs

VENUE: Remotely – via Teams

ATTENDED: Sarah Balson (SB) Parent Trustee
Kathryn Marshall (KM) Head Teacher
Alison Munden (AM) Trustee – Member appointed
Gary O’Flaherty (GO) Trustee – Member appointed
Helen Sanderson (HS) Parent Trustee
Tim Sunderland (TS) Trustee – Member appointed

ATTENDING: Matt Abbott (MA) Staff representative
Dave Cowley (DC) Assistant Headteacher
Laura Ebblewhite (LE) Staff representative
Helen Loveday (HL) Assistant Headteacher
Steven Pike (SP) Staff representative
Eddie Rollett (ER) Assistant Headteacher
Pippa Smith (PS) Staff representative
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
2	Procedural items: 2.1 Apologies for absence Apologies were received from Neil Cotton and 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	Any Other Business: To consider any urgent items of business that need to be added as AOB for the end of the meeting. <ul style="list-style-type: none">INSET Day 2022 - 2023
4	Minutes: The minutes of the previous meeting on 2 nd December 2021 were approved by all.



	<p>Along with minutes from:</p> <p>EFGB Minutes 24.7.21 – small adjustments made by KM and agreed by GO EFGB Minutes 14.9.21 EFGB Minutes 11.11.21</p> <p>All the above EFGB minutes were approved by the whole board</p>
5	<p>Matters Arising from the Minutes: See the list at end of the minutes.</p>
6	<p>Correspondence: To note any correspondence received by the Trust / Chair. No items were received</p>
7	<p>Safeguarding/Child Protection. To note any matters for the Committee to be aware of. There is nothing of significance that needed to be reported.</p>
8	<p>Chair of Governors to be voted in There was one verbal nomination received from GO. The Clerk asked for a show of hands to vote GO in as Chair of Governors and the whole board present showed their hand and he was voted in.</p> <p>There was nobody present who put their name forward to become vice-chair, this will be revisited at the next meeting.</p>
9	<p>Finance Audit Completion Update The board approved the accounts and trustees report following debrief from HWB attended by GO and TS. AD was thanked for all her work on this, and trustees were also thanked for their support.</p>
10	<p>Policies to be agreed</p> <p>Reserves</p> <p>This policy was approved by all present.</p> <p>Drugs and alcohol</p> <p>KM asked for this to be approved but explained this will be improved to include items like vaping etc. This policy will be reviewed again in 6 months.</p> <p>Trustees asked if these policies were taken from HCC?</p> <p>KM explained they were from a HCC template and are then amended in light of advice from Sam Lock and The Key.</p> <p>This policy was approved by all present.</p> <p>Concerns and complaints</p> <p>A couple of changes were asked for:</p> <ul style="list-style-type: none"> • PA details to be changed from Anna Bendell – page 3, 7 • Page 4 change Clerk to the Governor’s email address, unless someone is monitoring that address within school? <p>This policy was approved by all present</p> <p>Trustees asked for tracked changes in future to minimise reading.</p>
11	<p>Management accounts</p>



	<p>The budget is still being kept a close eye on by the school and by TS on behalf of trustees.</p> <p>Date to be confirmed with AD and TS to review the December accounts.</p>
12	<p>Headteacher’s Report (Verbal) To include: Trusts Strategic Objectives</p> <p>Safeguarding and Attendance (Trust Objective 3)</p> <p>Documents were available on the GovernorHub.</p> <p>KM asked if there were any questions around the attendance year-to-date figures or information on the governor’s scorecard?</p> <p>Trustees reflected attendance is slightly down but they are aware the school is working on ways to address this.</p> <p>KM explained this is a big concern HL is working on an action plan and will present at the next School Improvement meeting.</p> <p>Trustees asked if Covid was affecting the data?</p> <p>KM agreed it is difficult to extract Covid figures out. There was significant absence due to Covid in the last 4/5 weeks of the last term. There is concern around the older year groups particularly. The LA is working on this reviewing SEND and disadvantaged students’ absences. The school is running interventions to try and mitigate this.</p> <p>Exclusions and Alternative Provision (Trust Objective 3)</p> <p>Exclusion data is in the governor’s scorecard and analysis of exclusions.</p> <p>Trustees thanked KM for very clearly presented information.</p> <p>KM explained there is improved and increased analysis of every exclusion and documents are live. As analysis is live response is very quick.</p> <p>Trustees reflected after a recent GDC meeting how the policy is fit for purpose and the quality of the documents received was excellent. It made the process a lot easier.</p> <p>KM thanked Trustees as they have been working hard to get the documents to this point.</p> <p>Health and Safety (Trust Objective 3)</p> <p>The school had a very successful H&S audit at 82% up from pre covid 72% up from 38% 5 years ago. Ray West paid tribute to the team for making improvements during the pandemic. One area we didn’t do well on was governance oversight of H&S. The visits will be scheduled in a timely way.</p> <p>Trustees agreed there is a potential H&S risk if the visits aren’t done. It was agreed they will be done as soon as trustees can get into the school.</p> <p>Strategic Finance update (Trust Objective 4)</p> <p>The school is now cashless but with provision and support in place for those that can’t access this system.</p>



Petty cash has been replaced by a specific credit card to ensure easier tracking.

Budget reports – it continues to be a challenge to bring it in line with the forecast. Staff are meeting about the use of the budget and how we use the reports and what they are for. Some people look at them carefully and some don't.

Reserves expenditure was approved for the recruitment of a Computer Science teacher and a Team Leader for Geography.

Due to Covid supply teacher spend has increased due to a difficult 5 weeks of absence. The school also rotated year groups and collapsed classes in the hall.

Phased returns of unwell colleagues has also mitigated the use of supply teachers.

Curriculum and Assessment Update (Trust Objective 2)

DC shared his presentation – this was covered in depth at the School Improvement Committee meeting.

Improvement plan assessment and progress of students. Data collection was reviewed, and student projections were created from that.

There is a new system of data entry for teaching staff. Data can be added whenever is best for the department. Data is retained each time so amendments can be made not starting from scratch.

The report to parents is now clearer, it can be easily seen if there is a lack of progress. KS4 will continue to have a target grade. Future reports will be colour coded for added clarity.

There will be a synopsis of study so parents will know what is being taught.

There will be 2 comments:

A "wish" (what we would like a student to do to increase the progress)
and

A "star" (what they are doing well)

Trustees asked if there is a process to get feedback making sure that parents understand it and what it means for their child, it would be a good learning loop to check the impact.

It was explained that a working party of 10 parents has given genuine feedback, they are a wide range of parents. Any trustee who is a parent was invited to join the group.

DC now supplies all the data to Team Leaders. There is then discussion within the team about strengths and weaknesses, what are the key groups, what are the key focus students, who are standing out, who is doing well, who is a concern?

KM explained as LM for English they are using this process. Joining the discussion about the discussion and the curriculum and its effectiveness in KS3 from learning walks and then to see who the impact is impacting and the effect of the curriculum on vulnerable students. In real life, it is working and starting to up the quality of the conversations.

When staff are assessing students, we are asking what a student needs to do to demonstrate they are secure in that subject? What can be done differently for a higher or lower ability student? Teaching staff need to know what standards their students need to be at, what is the realistic grade for the lower ability students, they must still have a progress target but relative to their ability.



Assessment Headlines

English and Maths 9-4 and 9-5 scores are looking stronger than the last time exams were taken in 2019.

SEN students are still showing a gap, but the gap is lower than it was.

Boys are doing slightly worse than girls

Higher banded students are performing less well than the middle/lower band students.

The biggest loss of education has been to the disadvantaged students.

There are a few key departments of concern

EBAC entry Hums Sci MFL Ma Eng – entry is low, that is something that needs addressing.

There is a drop in the Progress 8 figures. The reason is 25% of students haven't got a complete bucket 2. There are 50 students with a zero score. Whilst this affects the school's assessment figures it in no way affects the student's exam results.

The reason this has happened is that before the pandemic students were entered for single science exams. However, it was deemed this was not the way forward for some students, some are now taking double science. This will be the best outcome for the students the knock-on effect for the school will be a negative Progress 8 score. This has been discussed with the LA and they have given advice on how the data should be analysed. In terms of data comparison, it will be an unusual year, but this won't happen going forward.

When data drops are in, DC will add them to the GovernorHub.

On 7th February schools will be advised on any changes to exams that will take place. KM reflected exams are likely to go ahead, and league tables are likely to return. There is a strong pattern across Hampshire schools that a huge number of students will be dropping subjects affecting the buckets and Progress 8 scores in a similar way.

Trustees reflected there isn't a concern as it hasn't impacted students' progress, achievements, and opportunities. The school will just have to take the hit on the figures.

Trustees asked if there was a chance this would happen again?

KM explained there has been a lot of work done on the curriculum modelling going forward which is also not this model but future proofing the increasing the EBAC entry.

Eddie Rollett presented on the Curriculum

Structure quality assurance and CPD changes are making a high quality ambitious curriculum for all.

The school is moving to a 2-year KS4 curriculum, students will have an ambitious, broad and balanced KS3 3-year curriculum.

A trustee was concerned that while there was discussion about making this change from a 3-year KS4 curriculum, he wasn't aware the decision had been made. There



was further discussion that it was explained it was decided at a meeting he hadn't attended following a presentation from MH.

Curriculum conversations – how students learn and the best ways to sequence, CPD on effective curriculum conversations. It is important Line Management discussions are operational but also strategic. This includes Line Management walk and meetings to talk about the curriculum and see it in action. Conversations to include what they want to do with the curriculum and what the priorities are. There will be CPD to support colleagues with this.

Historically some departments have underachieved, and this has not been due to the quality of teaching. There is a geography specialist visiting the Department and they are going to do some learning walks to focus on a way to move forward.

Poor assessment grades occur for many reasons and can be a sign there is work to do in the curriculum area. There will be reviews, talking to students, looking through student books, and observing in lessons. Assessment and curriculum are intertwined. When looking at children making progress there needs to be thought about the curriculum content.

Reviewing the meaning of progress – if a student has learned a topic in year 7 but they can't remember it further through their education then they never really learned it.

Progress model – looking at how children are assessed, they should be assessed on the content learned in years 7,8 & 9. It is easy to do with Maths and Science as assessment can be done on concepts. It is more difficult in other subjects. It must be considered what is taught and when it is taught.

DDI – data-driven instructions

Trustees explained they understand the building blocks but how do you get the curriculum to stretch the students at different levels of capability?

It was explained this will be achieved with scaffolding and developing the schemes. How do we enrich? What are the challenges? Every child should be entitled to the same quality curriculum provision. The challenge will come in terms of scaffolding to support students. Some will need more scaffolding to get to the same point, some will need extra activities to stretch them.

DDI – every teacher has a mark book – knowledge organises – what the students need to know and by what time.

Teachers can use retrieval practice –if they can't recall it, they haven't learned it.

LM meeting – getting the team to focus on year 7. What did we want them to learn? What have they learned, what were the issues, staff can then do responsive teaching. In maths, they can't move on if they haven't learned the basics of a subject. No child goes more than 6 weeks without having their learning discussed. Students are tracked with early interventions.

It is easier to stretch the most able with this model because you are aiming all the time at the top rather than the risk of targeting the middle of the class to keep the mass going on together. The scaffolding that you are putting in for those that need it ensures it works. We know it works effectively but there is a lot of work.

With KS3 lasting longer, if you do it the way we are describing it is more knowledge-rich right across the curriculum. We have got patchy curriculum content towards the end of KS3 and we want to enrich it. It will help with that concern.



Trustees reflected they thought this was the right model.

KM explained they are building on the best practice in the primary curriculum.

Trustees asked if the 3-year KS3 change has started with the current year 7s?

KM advised the year 7s aren't aware of the change as they didn't know anything different. We need to make sure the curriculum is fit for purpose and colleagues are working hard on that.

SP agreed the progress model is the way to go forward as Trustees said it goes on in primary education all the time with great effect because one teacher has the students all the time. It is easier to catch students up. At secondary school, we see 250 students. We have 30 children an hour, how do you catch those students up while extending other students. It can be done but staff need the training to give them confidence.

With DDI conversation there would be a strict limit on discussion. There needs to be training before this is launched this is important but it is not without challenge and thinking about being responsive. Modelling good practice and reducing marking.

KM agreed with SP without a good amount of time and CPD on this we will stumble. It is much more straightforward in primary. What will help is care about the way that they set their students. The more robust the setting and option choices flows directly. It is the right direction of travel.

Trustees reflected there is a rolling process starting with the younger students, when will we know it has been a success or a failure and how will we know DDI is working for the school?

There will be better quality outcomes in all years, looking at the quality of student understanding and assessment, making sure students are secure in what they know, we will find this out by talking to students and looking in their books.

Better quality outcomes in all years, looking at the quality of student understanding and assessment, try and make sure they are secure in what they know, will find out looking at books, talking to students. There is far more focus and teachers will be responding quicker.

MH explained in DT they are looking at how to change the rotation system. Going forward looking at seeing them throughout the year to make sure we are going in the same direction. Rather than just seeing them for 7 weeks.

In history keeping the same teacher from Year 7 to Year 8 to understand the progress, maybe other departments could do this too.

Trustees reflected as an Academy, results will be seen in 4/5 years' time.

DC agreed this was the case but with this best practice there will be some quick early wins.

TS explained if these changes are done over time, you will see the changes sooner. If you change a teaching style in one place you will do it in all of them. Has the school looked at data in other schools?

It was explained this system was repurposed from another school. It was explained for students to be knowledge-rich and for knowledge to go to long-term memory the information needs to be gone over again and again. Reviewing books and assessments, little and often will stop students being left behind.



	<p>Inset days</p> <p>It was explained that the school would like permission to have 6 INSET days next year instead of the usual 5.</p> <p>2 in September, beginning of the academic year 1 for Performance Management 1 for Twilights 2 for CPD</p> <p>They would like 2 CPD days in order to have one for curriculum areas and one for whole school input.</p> <p>It is important to have a day for PM to allow for time to set targets and commit to the targets set.</p> <p>The twilights allow for collaboration throughout the year.</p> <p>KM explained this is a formal decision, trustees must make the right decision for the academy. This additional day gives scope to collaborate with other schools. We are trying to balance collaborative pathways along with the needs of individual departments. This will be for one year only.</p> <p>Trustees asked for confirmation that the correct statutory number of days will still be attended in school by students if a 6th day is added? They were glad it was just for one year. Trustees asked for this to be confirmed before they agreed to this proposal.</p> <p>ACTION: KM to advise on whether the statutory number of days required in school for students will still be achieved? KM</p> <p>There was a discrepancy on the number of INSET days this current academic year, KM to clarify the reason at the next meeting.</p> <p>ACTION: KM to clarify the number of INSET days this academic year: KM</p> <p>Student progress update (Trust Objective 1)</p> <p>MAT developments (Confidential item) (Trust Objective 4)</p> <p>This item is recorded in the confidential minutes.</p>
<p>13</p>	<p>Risk Register – monitoring schedule</p> <p>This document is leaner than in previous years.</p> <p>Risks have been reduced from 40 to 14 key risks</p> <p>These will be assigned to each committee to check and ensure they are happy with how the risks are being mitigated. A quick update will be given at FGB.</p> <p>All agreed that was a sensible way forward.</p>
	<p>Reports from Committees and opportunities for questions:</p> <p>Finance Audit & Risk – there was nothing new in there, went through accounts, update of buildings, and RA in detail. Nothing else to raise.</p>



	<p>School Improvement Committee - the minutes are on the GovernorHub it was a large agenda. Assessment, student progress, head boy/deputy head boy and head girl presentations of their focus projects, we will have a future update on their progress. Safeguarding, exclusions, progress, and bucket entries.</p> <p>Pay & Personnel Committee – finalised Head Teacher’s performance review process, adverts for staff and PE teacher for boys for this year – new AHT been recruited and how they are progressing. Negative was support staff appraisals; they hadn’t been completed but work is ongoing to put that right. ECTs are all currently working well.</p>
15	<p>Trustee recruitment and succession planning</p> <p>There is a reduction in Trustees numbers at the moment. Looking to establish an action plan as to how we may go about recruiting more trustees and have a bank of members and planning where they rise up through the experience where they start as committee members and move through the committee chairs/vice-chairs.</p> <ul style="list-style-type: none"> • Look at people who have stood down to see if they could come back • Look at outside agencies. <p>Trustees were asked for their ideas on how to resolve this problem.</p> <ul style="list-style-type: none"> • Advert in a newsletter • On social media • Work with governor recruitment organisations • Public sector companies <p>There was discussion on whether a part-time chair/vice-chair would be OK but it was considered that they are key roles and should be full-time.</p> <p>There was discussion as to whether some things could be stopped to make the load more manageable at the moment. Doing only what is statutory and less aspirational things and visits.</p>
16	<p>Governor visits</p> <p>AM is going to visit Redwood and look at SEN strategic plan (will be ready in April).</p> <p>AM is going to do a visit to cover an item off H&S</p> <p>GO is doing a safeguarding visit and will review the single central records.</p>
17	<p>Governor Training</p> <p>The Governor H&S training has been organised by Carys and will take place on Tuesday 28th June 2022 at 6pm and held at Noadswood School,</p>
18	<p>Any Other Urgent Business (AOB): 18.1 INSET days 2022 -2023</p> <p>Discussed above and will be added to the next meeting.</p>
	<p>Meeting Dates To confirm the following meeting dates: Monday 9th May 2022 Monday 4th July 2022</p>
	<p>The meeting was adjourned by the Chair at 9:30pm</p>
	<p>To identify any matters to be recorded in the Confidential PART B minutes</p>

MINUTES



	MAT Strategy to be added to the confidential minutes.
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Matters arising from the minutes of the Full Governing Board held on 27th January 2022.

Item	Action	Actionee	Status
12	Advise if the statutory number of days required in school for students will still be achieved if there are 6 INSET days for staff.	KM	
12	Clarity on the number of INSET days this year as there appeared to be 6	KM	

Matters arising from the minutes of the Full Governing Board held on 2nd December 2021.

Item	Action	Actionee	Status
8	Anyone willing to become Chair or Vice-chair please contact LI/KM	Trustees	Complete
12	Pupil Premium Strategy to be updated at SIC meeting	AM/LI	Complete
12	School Led Tutoring programme to be updated at the SIC meeting	AM/LI	Complete
12	SEN K Students in year 8, updates to be taken to the SIC meeting	AM/LI	Complete
12	HL to update SIC meeting with attendance intervention outcomes	HL/AM/LI	Complete
16	Trustees to advise LI as to which H&S training sessions they can attend.	Trustees	Complete

Matters arising from the minutes of the Full Governing Board held on 5th July 2021.

Item	Action	Actionee	Status
9	Next SIC Agenda item: Plan to improve student grades by year group	KM/LI	Complete
13	Add updated Consultancy Policy to GovernorHub	KM/LI	Ongoing

Outstanding items:

Item	Responsible	Status

SIGNED BY:	
DATED:	