

# MINUTES



Noadswood

**BOARD:** School Improvement Committee  
**SCHOOL:** Noadswood School  
**DATE:** 18 January 2022  
**TIME:** 19:00hrs – 21:30hrs  
**VENUE:** This was a meeting held at remotely – via Teams

**ATTENDED:**

Alison Munden	Chair of SIC, trustee, member appointed
Kathryn Marshall	Headteacher, trustee, members appointed
Sarah Balson	Parent trustee
Helen Sanderson	Parent trustee
Neil Wright	Parent trustee

**ATTENDING:**

David Crowley	Assistant Headteacher
Laura Ebblewhite	Assistant Headteacher
Helen Loveday	Assistant Headteacher
Dan Rowling	Assistant Headteacher
Rosie Mitchell	Head girl
Dan Pooley	Head boy
Isaac	Deputy Head Boy
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	<b>Welcome and Apologies:</b> Those present were welcomed by the Chair of the committee.  Chair made a special welcome to Dan, Rosie and Isaac and explained how the meeting runs. Each Committee member introduced themselves to the students.
2	<b>Procedural items:</b> <b>2.1 Apologies for absence</b> Gary O’Flaherty  <b>2.2 Confirmation of Quorum (3 Trustees)</b> The meeting was confirmed as quorate. <b>2.3 Declarations of interest</b> No pecuniary or personal interests were advised for any agenda item for this meeting.
3	<b>AOB – Nothing to be added</b>
4	<b>Minutes:</b> To approve the minutes of the last – School Improvement Committee meeting held on – 11 <sup>th</sup> November 2021 The minutes of the previous meeting on 11 <sup>th</sup> November 2021 were unanimously approved.
5	<b>Matters Arising from the Minutes:</b> See end of minutes, no other matters arising.



	AM explained she will be organising a visit to Redwood now that Covid restrictions are reducing and recommended any other Trustees able to attend during the school day email HL to organise a suitable time.
6	<b>Correspondence</b> – no correspondence had been received by the Committee.
7	<p><b>Head Boy / Girl discussion with Trustees</b></p> <p>KM introduced the students attending the meeting explaining Liv, deputy head girl, is missing from the group. KM explained they are an incredible bunch and have done a fantastic job during these difficult times, they have been more assertive and confident. They have done a range of events and have been incredible along with the prefects who are part of the wider team.</p> <p>Key areas they are working on:</p> <p>First presentation was from Dan</p> <p>Himself, along with the prefects are talking to Mr Rowling &amp; Mrs Loveday to organise more duties for prefects at break and lunchtime. Teachers are already doing duties most days so to open up more areas like the drama studio for students to spend their free time in, they are considering having prefects on duty in that area.</p> <p>Prefects are looking to organise some fundraising events</p> <p>Inclusivity – Dan has attended a staff meeting to talk about inclusive gender identity and security in school to see what changes can be made. Work needs to be done in the community and school. There is a lot more to come on this topic.</p> <p>Dan is working closely with students; he is specifically supporting a student who has some race issues in school. He has a meeting organised with KM and other students to talk through the issue and see what can be put in place around school to deter these derogatory comments. They are considering fund raising for BLM charity.</p> <p>Dan and HL are going to put Q&amp;A boxes around school to try and break down the stigma around certain social groups.</p> <p>Dan was thanked for his presentation.</p> <p>Trustees asked if there were any particular charities they were considering?</p> <p>Dan explained after discussions at the student voice meeting, they will probably support a young people with cancer charity along with small local charities. Breakout Youth LGBTQ are a local charity and are willing to come into school and give out information to help, this is a work in progress.</p> <p>Presentation from Rosie</p> <p>Rosie’s focus is the environment. She is working with Ms McNabb and the eco group researching concerns for their generation. Finding ways to make the school and the community eco-friendly. Planning a fund-raising event in the summer term. Students would like more bins around school and are interested in litter picking. They would like to raise money to purchase more bins. They are working towards the eco group meeting during the school day and involving a rep from each tutor group so everyone’s voice can be heard. They are looking at ways to recycle plastic bottles, pens and wrappers. They would like to organise a special collection of unrecyclable items to make the school a greener place.</p> <p>They are considering having a wildflower and greenery area with herbs that could be used for food tech. Earth day is 22<sup>nd</sup> April, and they want to have a green day in school where students learn more about the environment in their subject areas throughout the day. The tasks will be linked to subjects i.e., English may write poetry and Science may study the effects of global warming. The</p>



	<p>eco club would take care of setting the lessons. The students wouldn't miss out on work, and they would be made aware of what they could be doing at school and at home to help the environment.</p> <p>Trustees thanked Rosie and asked what the 3 top concerns and what are they talking about at eco club?</p> <p>Rosie explained they are disappointed about the amount of rubbish, plastic and litter in and around the community. They are also looking at ways of recycling all the pens that are used in school. They are looking at the science and learning about the amount of fossil fuels, pollution and greenhouse gases used and how more renewable resources can be used.</p> <p>Trustees explained that they are looking at how to school is taking steps to become greener and this is exactly what we are looking for, thank you.</p> <p>Presentation from Isaac</p> <p>Isaac explained in the short term he has been working to improve student voice. Students need to have their say and then see an impact. Aims for student voice to achieve. Subjects that are designated to specific people. They are looking to cultivate the next set of forward-thinking students. When students care they will help out and they have an important role.</p> <p>Creating a culture of kindness – taking the extra step when we talk to others. It starts with each one of us and that is the message I will be sending out. How we will move this forward is still to be decided.</p> <p>Trustees were delighted to hear about student voice and agreed it is very important, creating a structure of subjects sounds like a good idea. Great work creating a kindness culture which we all need.</p> <p>Dan presented on behalf of Olivia – Deputy Head Girl. Olivia's focus is on uniform. Students complain about the uniform and try and change it in their own ways. Olivia is taking their ideas on board whilst trying to create something within the school rules. She is working on colour pallets and hair styles so students can express themselves within the rules.</p> <p>Trustees agreed it is great to see what can be done for students to wear their uniform whilst being identified and feeling part of the school.</p> <p>19:35 students were thanked for their time and left the meeting.</p> <p>KM explained they hold the school to account during meetings and have got clarity about the legacy they want to leave. They have decided and have driven those objectives themselves.</p> <p>Trustees would be delighted to hear from them again on their progress and congratulated those mentoring and coaching the students.</p>
8	<p><b>Safeguarding/Child Protection/Exclusions</b>  <b>Update of Safeguarding Action plan</b></p> <p>Slides were shown on the screen that are available on the GovernorHub regarding behaviour and exclusions.</p> <p><b>Achievements</b>          HL reiterated that a very large proportion of the students get it right. Achievement points are spread across the year groups, historically year 7 pick up more than year 11, however at the current time there isn't a major difference. There does need to focus on the reason year 7 get more than year 11.</p> <p><b>Demerits</b></p>



Year 10 are getting more than year 7. When reviewed the year 10 demerits are issued mainly during unstructured times, behaviour at break and lunch and not exits from lesson. There is a calm start to the school day and there is a nice vibe, external visitors have reflected on this. However, work needs to be done culturally around break and lunchtime. Too many congregate in the toilets and using prefects to open up other areas to support the work with this will be of benefit.

After lockdown and students having a different school routine at home it is taking some of them time to get back into the school day routine. Hoodies are also coming back into school which needs to be addressed.

DR explained that 98% of students are getting behaviour right. There is a culture change needed around students in the toilets at social times, increased staffing has created a short-term change, work will continue on this. As previously mentioned, the school is working with prefects to open up more areas for students to spend time in, so they don't get bored. Poor behaviour is increased at social times. We are looking into compromising with the uniform and are speaking to other schools as to how they model their uniform, this is a work in progress.

### Exclusions

Information was presented from September to December 2021. There were 3 significant exclusions 97 in total.

#### Pupil Premium Funding

The plan for pupil premium spend for the year has been broken down into categories. Pupil premium needs have never been so great. More students are needing referrals elsewhere, calls from families asking for support. GPs, CAMHS, family support workers are hard to get hold of so families are turning to the school for support. Pupil Premium money is going to be used to fund 3 members of staff who have been employed as follows:

- Admin and pastoral worker (low level)
- Behaviour support officer across the whole team (on the ground support, getting students to lessons, out of the toilets, first response to diffuse situations before they escalate)
- Inclusion support officer

Students now have 3 levels of support:

Acute Level: Anxiety, bereavement, mental Health – Counsellor and ELSA

Level 2: someone to check in with once a week

Level 3: someone to talk to everyone now and then, when they first arrive in year 7, when struggling to make friends

These staff should all be in place by Easter, their roles are currently being fine-tuned. They will have training as needed.

DR reflected these posts will allow the pastoral team more time to use their expertise. Each year leader is attending a mental health first aid course. This will also help the ELSA's workload.

KM explained these posts were created as part of the restructure from last year. Whilst there was a reduction in the number of leaders, we have increased capacity in the pastoral team in other ways. We have had to do this through pupil premium finances as this is only money available. DR joining alongside HL has also increased capacity.

Trustees explained they will review the impact of these 3 posts in the June meeting.

**ACTION: ADD REVIEW IMPACT OF 3 NEW MEMBERS OF STAFF TO THE JUNE AGENDA:  
LI/AM**



	<p>When reviewing the 2% of students with demerits the majority are disadvantaged, have SEN or mental health issues, this is another reason for these new posts.</p> <p>When analysing the exclusions, the 2<sup>nd</sup> half of the autumn term had a smaller number of students being excluded than the 1<sup>st</sup> half. It was less in every year group, except for year 7. The exclusion document lists all exclusions, reasons and actions taken. This document is used as reminders throughout the term to ensure all is being done for each student.</p> <p>Once the new staff are in post, they will work with excluded students 1:1 to address their issues with an aim to reduce the number of repeat exclusions.</p> <p>Trustees reflected when recently using the exclusion and behaviour policies at an exclusion panel meeting, they were fit for purpose and the school was following them. The record keeping the school is doing is excellent. Staff were thanked for all their work on this.</p> <p>KM confirmed over time and from gaining experience they are now confident there are no gaps in the records we are keeping.</p> <p>DR reflected other schools are also coming to us to use our knowledge to support their processes.</p> <p><b>Safeguarding action plan</b>          The plan was added to the GovernorHub for trustees to review          All the pastoral team have attended Deputy DSL refresher training paid for from the pupil premium budget. Staff who missed safeguarding training on the inset day have had theirs along with PREVENT training and peer on peer abuse training. For anyone who has missed this, it can be completed online, and they can then confirm this is completed.</p> <p>Judicium are doing a safeguarding audit and will write a report with an action plan.</p> <p>As previously discussed, the DfE have provided money for Councils and schools to access mental health support team trainees (MHST). They start their training in January and are linked to Southampton University. This will provide another person to support the students' mental health. HL will be the senior leader supporting them.</p> <p>As the Head-boy previously mentioned we are looking at working with a diversity/inclusivity group who will come into school and train some of the staff to make sure all students feel happy and safe while they are in school.</p>
9	<p><b>Pupil Premium Strategy (update from FGB)</b></p> <p><b>Pupil Premium</b> – HL shared the spending spreadsheet on her screen</p> <p>Along with the spend advised above from the Pupil Premium funding of the 3 new members of staff the following is also in progress:</p> <p>Sensory room is underway, office space has been cleared, students are getting to hear about it and already using it as a quiet space. Special seating, lighting and weighted blankets etc are on order. Trustees were invited to visit when they are next in.</p> <p>HL is planning to spend some of the PP money on a Maths/English/Science activity centre weekend at Marwell.</p> <p>At the early stages of planning a grocery store. Planning to open this every week to purchase milk, bread, lunchbox snacks etc all at a reduced cost e.g., 20p for a loaf of bread. Covid closures has evidenced there is definitely a need for this.</p>



	<p>Reviewing pupil premium attendance figures and see how we can get these students in school. The new inclusion officer will be a part of this plan. Starting a breakfast club and even going and collecting students from their home and giving them a breakfast.</p> <p>The list of pupil premium spend was shared with the trustees and this included instrument lessons, revision guides, food tech, CPD around pupil premium and safeguarding, ELSA mental health and counselling.</p>
10	<p><b>School Led Tutoring Programme (update from FGB)</b></p> <p>Finances can only be accessed for this through attending some training and from the DfE. The training is complete. The school cannot access the Academic Mentor route as the school isn't in an area of deprivation as identified by the government.</p> <p>We will receive the money, we will recruit tutors, they can be used for any subject. We will create a programme. Finances will be clawed back if we can't find any tutors.</p> <p>The recovery students identified in the year leaders report will be the ones targeted.</p> <p>It won't be easy to recruit tutors, but everything will be done to employ some.</p>
11	<p><b>Year Leader Reports</b></p> <p><b>Termly year leader reports</b></p> <p>This is a report created by year leaders to reflect on the past term, key pastoral areas and targets for the next term.</p> <p>HL shared a completed report on the screen for Trustees to see.</p> <p>They include</p> <ul style="list-style-type: none"> <li>• Attendance data to compare as the year goes on</li> <li>• Identify key areas of concern and what actions are in place</li> <li>• Admissions, who is arriving and leaving.</li> <li>• Managed moves to and from the school</li> <li>• Step 3 and 4 incidents, highest levels</li> <li>• Who is on report?</li> <li>• Exclusions</li> <li>• Key pupils of concern</li> <li>• Trends from classes being exited and what is in place to mitigate it</li> <li>• Specific students of concern</li> <li>• Truancy</li> <li>• Review rewards by subject</li> <li>• Alternative provision, off-site provision*, who is using them, how long for and impact.</li> <li>• Creates a list of students to focus on.</li> </ul> <p>*The off-site provision is Greenwood or Greenwood online; this ensures medically unwell students can still attend school. As a long-term goal we would like to provide this in house.</p> <p>There will be a decision on key focuses, targets set for attendance, behaviour and progress, these can be reviewed through the year. There will be a report each term for each year group. The document will evolve throughout the year.</p> <p>Trustees agreed this is a very useful document for the school and for trustees to monitor the change from House Leaders to Year leaders.</p>
12	<p><b>SEN K Students in year 8 (update from FGB)</b></p>



	<p><b>SEN K student project</b></p> <p>This is a project looking at how Noadswood is supporting its SEN K students. They don't have an EHCP, and this project is reviewing what is in place? Team leaders have the data on SEN K students, and they have picked a student in their subject and are doing research, looking at behaviour data in lessons and popping in and out to see what engagement and provision there is. Colleagues have been paired up and they are sharing their finding and implanting ideas.</p> <p>SLT are writing a 3-year strategic SEND plan which is building on and tying in with Redwood. It will be a working document for SEND CPD curriculum including interventions and systems, this will be completed by March 2022.</p> <p>GO is currently the Safeguarding link governor and will make contact with HL to discuss this and other items.</p> <p>AM is the SEND link governor, and she will be in contact with HL soon to discuss this and other items along with visiting Redwood.</p> <p>KM recommended AM waited until the 3-year strategic plan was completed and to visit after that, in March sometime.</p> <p style="text-align: right;"><b>ACTION: GO to arrange a visit to HL regarding safeguarding: GO</b>  <b>ACTION: AM to arrange a visit to HL regarding SEND after the 3-year strategic plan is in place, March time: AM</b></p>
13	<p><b>Assessment, Student Progress – update on results Dave Crowley</b></p> <p><b>Document is available on GovernorHub</b></p> <p><b>Summary document will be added to GovernorHub</b></p> <p>Data collection has changed as have the expectations on teachers. This has been simplified, it is all online. There is a target grade and a teacher projected grade. The school doesn't want staff to be taken away from teaching to enter data, it needs to be as simple and efficient as it can be.</p> <p>KS3 and 4 reports spell out where a student should be and whether they are above or below that point. Targets are given as a guidance for parents. There is an end of year target for KS4 so they can focus on that.</p> <p>Some KS3 reports showed that students were below where they should be, and parents reported back that they weren't aware of that fact.</p> <p>There is also now a synopsis of study, so parents know what students are studying in each subject.</p> <p>Reports 2 and 3 will have a wish and a star comment. There is a concern that parents get used to primary school reports which are bespoke to each student. At primary school they are writing 30 reports a year at secondary school they are writing in the 100s per teacher. A fine balance needs to be found.</p> <p>Parents evening was explained. If a student is under their target, it will be vital to speak to parents at parents evening, however, if a student is on target, it isn't really necessary. A parent will never be stopped from attending a parent's evening but when staff are tight on time it is essential to prioritise appointments. This will be indicated on the report as "invite to subject events" therefore if a lot of these are seen for a specific subject on the data this will be looked into.</p> <p>Need to be careful and aware that it may put a student off education if they are reported as below in all or most of their subjects. Some, mostly year 7, parents were concerned that their children wasn't excellent, it was explained that they were doing well but they could be doing better.</p>



Trustees expressed this data can be used to review how well staff are doing at predicting grades, this can be used to develop staff. This data is useful for staff leaders and pupils as well.

Pulling the data from the system is now being completed by DC and not Team Leaders, this will save them a lot of time which gives them more time to review data and look for trends and what can be done to improve.

The PDF has all the data they need, breakdown of data and graphical information, this can then be fed back at a departmental level to SLT and then at student level as to what is going on and what can be done to improve progress.

The review will include:

- Is there a particular class that we are worried about?
- What are the strengths and weakness, what are the actions, what can we do?
- Who are the key focus students, who are you going to win with?

This is a teacher level, year leader, department and SLT will do nothing more than start with these questions:

- where are you?
- are you happy?
- what can we do?

Example: If the data is brilliant but the results are bad, we will then be able to look for the cause of this and we will do the same when the results are better than expected.

We are asking the questions are we happy and secure but reducing the workload at the same time.

Trustees asked what has been the feedback from colleagues from these changes, have they been received well?

It was explained that change always take a bit of time to get used too. Staff have been completing this in SIMS for a while and were used to it. The additional benefit of this system is the data can be entered at any time, they don't have to wait for the SIMS window to open and have it done that week. It has generally been positively received and there will be more to follow.

The work being done after the information is entered is creating meaningful data, when staff know it is being used and useful, they don't mind doing it.

Trustees asked what does it look like when assessing topics?

Teachers need to think, what will the assessment look like; what do we want to get out of it; how many times should be doing end of topic exams – there are two simple things:

1. What is it you need to do to be secure, can be a topic or what have you got to know to be secure in history? Teachers know, if they can demonstrate x y z in year 7, I know they are secure in the subject. All Team Leaders will be able to do that.
2. Bespoke to the student are target grades as a statistic they are useful, if someone is lower this person is someone that will struggle while the person that isn't we would ask what is it that they need to be demonstrating?

It is a strange time, we don't know what scores are across the country, the data we are comparing with is from 2019. We know our CAGs were morally correct. Our raw scores 9-5 in English and Maths are sitting above 2019.





	<ul style="list-style-type: none"> <li>• SEN students are lower than non-SEN not as low as historically, the gap has closed.</li> <li>• Boys doing slightly worse than the girls</li> <li>• Higher banded students are performing less well, it doesn't mean they aren't getting their 5-7 but they aren't getting their 8 and 9s.</li> <li>• Disadvantaged students - they are lower and that is a biggest difference, that's no surprise as the last couple of years has hit them the hardest.</li> </ul> <p>The core subjects are looking very strong along with Foundation subjects, PE, Sports etc.</p> <p>The EBAC entry is still currently a national policy and will be a metric that is looked at. There are currently 16 for the EBAC entry, 30-50% entry level would be a preferable number. This will be a focus for students going into year 9 and below. The curriculum path will be tweaked for the future.</p> <p>A8 is at 4.8 it was 5 in 2019 indicating the students on average are getting less points if looking at the progress 8 measure. The main issue for this reduction is that a decision was made to change the science entries. Before the pandemic students were studying 3 sciences, in order to get the best grades for students this was changed to single entry sciences. The way this is looked at in progress 8 means there are now whole sections without scores, thus reducing the final number.</p> <p>The most important consideration is that this in no way affects the students results, just the progress 8 number.</p> <p>It is pleasing to see the year 11 mock results and predictions. Thus proving going from 3 sciences to 2 sciences was of benefit to the students.</p> <p>KM explained this progress 8 issue won't play out well during this inspection window. They won't dress it up, it was a mistake and putting it right is the right thing to do for the students. This has only been changed because of the pandemic. If the school isn't inspected this year, it won't be an issue. We will continue to invest in the EBAC entry</p> <p>Trustees were grateful to have this explained and were reassured to hear this hasn't impacted on the children's achievements.</p> <p>KM reiterated the reduction is because they aren't being entered in all 3 sciences not because they haven't made progress. The decision to change was student driven. Data going forward to next year won't show the same problem.</p> <p>Trustees were delighted to hear students have made progress in these difficult times and that English, Maths and Science have powered through the pandemic.</p>
14	<p><b>Update on staff wellbeing</b></p> <p>Having the student forum meeting up and running again is helping staff. Staff have a chance to chat and feel they have a voice; meetings are taken back to SLT.</p> <p>The staff who are mental health first aid trained will, in time, be able to take bookings from staff to support their mental health.</p>
15	<p><b>Governor Visits</b> No visits to report</p>
16	<p><b>Statutory Policy Review</b></p> <p><b>Equality Policy (updated version)</b> – taken to GPC committee for approval</p>
17	<p><b>Any other urgent business (AOB):</b> No items were added.</p>

# MINUTES



Noadswood

	<b>Meeting Dates</b> <b>Thursday 10th March 2022</b> <b>Thursday 28th April 2022</b> <b>Thursday 23rd June 2022</b>
	<b>The meeting was adjourned by the Chair at 21:55hrs</b>

## Matters arising from the minutes of the School Improvement Committee held on 18<sup>th</sup> January 2022.

Item	Action	Actionee	Status
8	Review impact of the 3 new members of staff at the June SIC meeting. They were employed using pupil premium funding	LI/AM	
12	GO to arrange a visit to HL regarding safeguarding	GO	
12	AM to arrange a visit to HL regarding SEND after the 3-year strategic plan is in place, March time.	AM	

## Matters arising from the minutes of the School Improvement Committee held on 11<sup>th</sup> November 2021.

Item	Action	Actionee	Status
7	HL to advise Trustees of mop up safeguarding session dates	HL	In train
7	HL to advise Trustees as to where pupil premium will be spent	HL	On this agenda Complete
9	DC to add student results to the GovernorHub when they are available	DC	On this agenda Complete
12	Take updated Equality Policy to the next SIC meeting	LI	Taken to the GPC meeting and approved - Complete
12	Take updated child protection & safeguarding policy to the next FGB meeting	LI	Ongoing

## Matters arising from the minutes of the School Improvement Committee held on 23<sup>rd</sup> September 2021

Item	Action	Actionee	Status
14	Add agenda item to the January meeting – which category did the students fall in between 1 and 4	LI	Complete
15	Invite Head boy/girl to the January meeting	KM	Complete
15	Add presentation form Head boy/girl at the beginning of the January agenda	LI	Complete

## Matters arising from the minutes of the School Improvement

# MINUTES



Noadswood

## Outstanding items:

Item	Responsible	Status

<b>SIGNED BY:</b>	
<b>DATED:</b>	