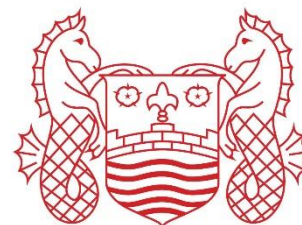


**The Netherhall School and Oakes College
Local Governing Body
Meeting Minutes**



10 May 2021

Governors Present

Shelley Monk (SM Chair), Chris Tooley (CT Principal), Gilles Monniaux (GM), Nicky Odgers (NO), Rob Driscoll (RJD), Paul Bullen-Smith (PBS), Ellie Wood, Rachel Calder (RC), Kit Temple (KT) and Claire Jefferey (CJ)

Others Present

Tracy Coston (Locum Clerk)

	ITEM	ACTION
1.	Acceptance of Apologies for Absence	
	There were no apologies.	
2.	Declarations of Interest with regard to agenda items	
	There were no declarations of interest.	
3	Agree minutes of last meeting and matters arising not on this agenda	
	<p>The minutes were agreed as a true record and will be signed when face to face meetings resume.</p> <p>Actions/matters arising:</p> <ul style="list-style-type: none"> • Covid Risk Assessment: When action is taken it is moved from the right-hand section to the left-hand section to provide a chronological record. It is updated on a fortnightly basis. • Policies: The policies have been sent out and all updates have been completed. 	
4.	SIP update	
	<p>SLT are updating and developing the SIP. Teachers are in the process of assessing grades for Year 11's. The workload is very high, especially with all the other work commitments. All the exam board roles are being carried out by the teachers, as well as teaching. SLT are assessing the new key priorities and the improvement plan. The Leaders of the different sections giving an update on the position now. Q: <i>Are you happy with the updates being so different?</i> A: Yes all is ok and there is so much going on it is important to have reflections and an update of the processes. Governance will be discussed at the July meeting to discuss the ways items are reported to the Governors and if small changes will be made to the reporting of documents. SIP on a page was discussed with the headline reporting. Q: <i>Earlier in the year there was a report about PP and the data shown that there has not been an increase in the gap for disadvantaged students. Is there any intension to take up to try</i></p>	

	<p><i>Summer School?</i></p> <p>A: The Summer School will be launched for Year 6 to Year 7 in the first two weeks of August. Students will be selected, there will be 90 places over the two weeks. All pupil premium children will be invited. Still trying to secure the staffing is not straight forward, the rate of pay is the person's normal salary, which is difficult as it is the same job, but DfE guidance must be followed.</p> <p>Q: <i>How is Summer School funded?</i></p> <p>A: A grant of £48,000 has been received from the DfE and hopefully some of the funding will be left over to put towards further activities next year.</p> <p>Q: <i>Are just Pupil Premium students being focussed on?</i></p> <p>A: Disadvantaged, vulnerable children and pupils are joining from small primary schools as well as Year 6 and 7's.</p> <p>Q: <i>What is the next step with the SIP?</i></p> <p>A: The key priorities are to be realised or well on the way and the new CIP will be formed with the Governors and stakeholders setting the priorities and a more efficient way of reporting it and having more clarification for Governors.</p> <p>Q: <i>Will the new SIP be available for the July meeting?</i></p> <p>A: The SIP will be reported on and the completed targets will be highlighted. New steps with finalised key priorities and in Sept/Oct meeting key priorities and new framework and will mark the start of the new process.</p> <p>The discussions with the teaching staff and parents will inform the priorities to 2025.</p> <p>The explore process is being finished off and conversations will be had with students and the teaching staff and feedback from parents and that will then inform the priorities for the strategic framework for 2025.</p> <p>The following years SIP will form out of the strategic framework and the decide step will be completed before the summer holidays. Hopefully it can be completed at the last LGB meeting of the year.</p> <p>Q: <i>There were a lot more referrals under the safeguarding sessions, is it due to a gap or is that due to anxiety and Covid?</i></p> <p>A: It is a reflection on Steve Lewis (SL) and his organisation of safeguarding has improved. Duncan Cooper has carried out a safeguarding visit and no issues were raised. The increase in numbers is due to the pandemic and they all issues are being addressed. Social media is an issue, and it is a challenge for some pupils to attend school. An increase has been seen through the whole education system.</p> <p>A safeguarding visit is taking place later this week. There is more vigour and reporting and the teachers are learning new issues and the amount of vigour and work that SL does is very impressive and RC is not concerned about the increase in figures.</p>	
5.	Summer 2021 grading	
	<p>Quality Assurance process: Grades are being assessed internally this year and the process is far more complicated this year. A lot of quality assurance is taking place.</p> <p>A policy has been written based on a Trust policy and has been checked and passed by the Trust. It has been passed as the exam policy for just this year. The documents form the whole</p>	

	<p>process and have been double checked. Bias must be shown to be avoided. Whole school training as taken place. Two discrete rounds of data-based analysis are being run, if they are different, it is not significant as there are a lot of reasons to explain it.</p> <p>Student by student quality assurance is also taking place. A whole school overview has been run and another one is going to be run. The data will be triple checked before grades are all entered. External processes: The policy has been checked by Duncan Cooper and approved. Submitted data is checked by the Trust and the exam boards. Samples of data will be checked on 23rd June.</p> <p>Q: <i>Children are still completing tests/assessments so how can they be given grades?</i></p> <p>A: The grades are based on information/evidence at the moment to show the level they are currently. Teachers will be about to monitor changes to grades to 8th June, then they will be frozen.</p> <p>Q: <i>The data entry are being entered from where to where?</i></p> <p>A: Teachers enter onto SIMS and then they are uploaded. Hopefully, it will be file upload unlike last year which would eliminate any errors.</p> <p>Q: <i>What scope is there for parents to challenge a grade?</i></p> <p>A: Parents cannot challenge a grade, but a student can apply formally in writing under certain strict conditions. The school is being actively open dealing with students to hopefully reduce the appeals as much as possible and to avoid any doubt as last year no grades could be shared, but this year anticipated grades can be shared, but not the final grades after they have been moderated. The level of protection offered is still not enough, but the aim is to insulate teachers from pupils and teachers will not become personally involved and the SLT will deal with the appeals.</p> <p>Curriculum Statement: A small number of changes have been made. The increase in languages were discussed and alternative languages could be taught but is a risk as a language teacher needs to be employed in alternative languages. It is a longer-term strategic review.</p> <p>Star curriculum: The Star curriculum is only in Year 7 and discussion is taking place whether a most vocation route will be taken if required by students. A sentence will be added to explain in the Curriculum Statement to say they re-join the curriculum. The policy will be sent to SM to send out to Governors. TH to put feedback on the policy and will circulate for agreement.</p>	<p>TH to add feedback to the policy. Circulate for agreement.</p>
6.	<p>Alternative provision: Hobbs proposal</p>	
	<p>The Hobbs proposal is a significant change for students, and it is hoped to start the Hobbs proposal in early June.</p> <p>Q: <i>What does approving mean?</i></p> <p>A: Approving the proposal to start delivering after half term at the Hobbs Centre. There are 2 students currently in mind and 1 after the summer term. Looking to recruit a HLTA to support in the Hobbs Centre and across the school, but this doesn't have to be done straight away.</p> <p>Q: <i>What are the additional costs?</i></p> <p>A: This year the additional costs will be absorbed from Year 11 and 13 staffing this term and next year will be covered in normal staffing costs.</p>	

<p>It is not on the agenda to extend to other schools at present. There would need to be up to 6 children to keep it effective.</p> <p>Q: <i>How many students do we already have in current external provision?</i></p> <p>A: It is normally 3 or 4 as a maximum, but it is a flexible provision for Key Stage 4 and current year 10 and 11. There is a reasonable amount of support for Key Stage 3, which is lost at Year 11 as alternative provision and the LA don't allow permanent exclusion in Year 11 as it is too disruptive and there needs a provision to work with. The key issue is career advice to help them move to the next stage of education post 16 in vocational courses.</p> <p>Q: <i>How can you manage with different GCSE studies?</i></p> <p>A: The students are already on a narrowed curriculum and there is an option to use online learning and an option to use Zoom to access the foundation subjects being taught at school. Alternative options can be offered as well.</p> <p>Q: <i>How can children get into Hobbs?</i></p> <p>A: Students who have been on behaviour pathways and PSP's or managed moves failed or didn't take them. A permanent exclusion would have to take place if doesn't work so pathway into the Hobbs Centre.</p> <p>Governors will have reports to see the progress and hopefully discuss a successful transition into Post 16. If the provision is beyond Netherhall the Trust would need to agree because of funding issues.</p> <p>Q: <i>What expectation do we have on more managed move pupils refusing a managed move?</i></p> <p>A: Within the city only 30% of managed moves are successful. They are more successful between village colleges, because part of the locality environment. A refused managed moves starts the permanent exclusion system. Any alternative that can be provided is going to be more successful than the alternative.</p> <p>Q: <i>What happens to the student after a failed managed move?</i></p> <p>A: If a managed move fails the pupil returns to the school and that school has to permanently exclude which is costly to the school or the school has to provide alternative provision which costs the school approx. £15,000 per year.</p> <p>Q: <i>How will you define success and when will the result be shared with the Governors? As this is an experiment?</i></p> <p>A: Two measures of success. 1) successfully transition into Post 16 provision 2) academic progress and see where their gaps of learning as they been out on managed move, which is disruptive and fixed term exclusions before the managed move. Most important to see the student graduate from Netherhall and progress to sixth form and not being NEET (Not in Education or Employment or Training). Evidence around December as progress can be measured in mock exams. Attendance is another measure and hopefully it will increase and levels of engagement. RPI (behaviour levels) can be used</p> <p>Q: <i>Set some KPI's so the Governors can see some data during the year.</i></p> <p>A: Maybe a student can talk to the Governors.</p> <p>Q: <i>What is the SLT view on the Hobbs centre and how joining up with SLT activities.</i></p>	
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	<p>A: Haven't asked directly but generally favourably endorsed by SLT. TH said it was a good way to potentially improve the results. Discussions with HP around the new curriculum, as the curriculum has been developed for specific students and fits the Ofsted criteria.</p> <p>Behaviour/Pastoral: CW is very happy as it is targeted at the behaviourally challenged students and they will be more contained.</p> <p>RD reiterated that DB and the team have put so much time and effort and it is absolutely needed, but it will take time and effort for the Hobbs Centre to be developed. It needs at least a year to assess as there is no quick fix, for the complex needs of the students working with expert staff.</p> <p>Q: <i>What is being tracked? Behaviour tracking is a different setting so different to track and post 16 vocational and what measuring against in the past?</i></p> <p>A: Very difficult to track as this is the first time. Success measure is to get into a Post 16 course and children not going NEET (2% of children).</p> <p>There haven't been any students that have attended TBAC that have progressed into Post 16 provision. If one student doesn't end up NEET it will be statistically better.</p> <p>The Governors were in unanimous agreement to move forward to come into place for June.</p>	
7.	SEND report amendments	
	The SEN document has been updated on the website.	
8.	Student and staff wellbeing:	
	<p><u>Student wellbeing and welfare:</u> There has been a high level of support for anxious students who are feeling behind in their studies. The pastoral team have risen to the challenge and DB is very proud of the team supporting the students. Year 11 and 13 have the primary cases but in all years are affected.</p> <p><u>Staff wellbeing</u> has improved and year 11 and 13's finishing and getting through the TAG's will help. Staff wellbeing has been well supported. Staff football and Fizzy Friday for a drink is being organised for staff. In the summer term looking to increase sport and other staff events.</p> <p>Q: <i>Rise is Safeguarding referrals please can you give a couple of examples?</i></p> <p>A: The pastoral team support ranges to giving some space and have a conversation with pastoral team or trusted member of staff right through to mental health assessment and EHA (Early Health Assessment) to access young people's services. Work with lower school children and work around resilience training and Phil Priestly (ex-Police) within time and budget restraints. There is a huge waiting list for mental health referrals, which is very frustrating.</p> <p>The governor's thanked DB for his report.</p>	
9.	Safeguarding	
	<p>The report has been circulated.</p> <p>Q: <i>Why is only one DSL shown?</i></p> <p>A: The report only must state one safeguarding lead, but there are more staff members trained in the school.</p>	

<p>Q: <i>In the report there is reference to the very sad news of the suicide of the student in 6th form. What was the follow up from the report?</i></p> <p>A: The procedures are laid down and meeting within 48 hours and recommendations will be made. If the inquest isn't happy there could be a serious case review and it is unlikely in this situation. It could be related to the alternative solution that the student was in. The record keeping of student records was exemplary and nothing to be overconcerned about as relatively straightforward. Letters went out to students and counselling offered. A few students were affected and one maybe consideration Year 13 assessment. The student attended the Phoenix Pilgrim PRU and many students that didn't know her. The student was resitting Year 12.</p> <p>Q: <i>In the Trust review there was a review of policies and are there any actions?</i></p> <p>A: The e-safety policy had to be updated and a response to sexual harassment and abuse policy and the Everyone is Welcome website. A website announcement has to be put out this week. Policies are in place and attend Trust safeguarding meetings and a separate policy about sexual harassment/sexual abuse is going to be produced.</p> <p>Q: <i>In the Trust audit it is identified to explain the rational at each stage.</i> A: There is an electronic recording system the pastoral team would look at what the referral was about and when closed it asks for a rational. Duncan Cooper would like a rational at as many stages as possible and not just closure. Some limitations as the team are dealing with up to 20/30 referrals/updates per day. Duncan Cooper was part of an inquest at another school, and this was identified, and the school needs to be safeguarded. The comparison between Trust Secondary schools of the relative number of concerns was discussed. Netherhall have significantly more referrals of issues. There are spikes in the lockdown but have a larger number. Also have significant amount for Oaks students as the severity is increased. Pastoral issues are very well dealt with the school and getting additional help and self-supervising of staff. Well done with the audit as it went so well and the rational is to protect the staff for their decision making. Cases for MyConcern are discussed every Thursday along with training and the files are updated and the levels of concerns (1-4) could be changed and the rational will be updated and files updated once a fortnight.</p> <p>Q: <i>Training is available but there are budgetary constraints but is there any additional training required.</i></p> <p>A: The department are looking at Mental Health first aiders training and have asked for the Safeguarding Trust agenda to discuss. Duncan Cooper said the CPD websites that AL run would have a safeguarding element to it next year.</p> <p>Q: <i>There is a charity called the Anna Freud Centre and they provide advice for mental health issues. They have a framework for schools to use to support the mental health of students.</i></p> <p>The governors thanked SL for work on the audit and RC can see the robustness of the work done and Duncan Cooper is coming</p>	
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	back to look at other parts of the audit. RC is visiting the Safeguarding team as soon as regulations allow.	
10.	Governance items	
	<ul style="list-style-type: none"> • Risk Register: Section on Covid and the situation has eased and not wearing face masks over the future weeks. Last meeting versions 3 and 4 sent at last meeting and no updates since but can be updated and submitted to the Trust early June. Version 5 to be sent around and has to viewed in its entirety every time. If finance changes need to reach out to designated Governors. Expectation of the Trust that all Governors review the whole Risk Register document as it is the Governors document and then reported back to the Risk Committee. • Committee chair elections: Chair of Governors and Committees are up for re-election and all committee chair's need to be re-elected every 2 years. SM would like to stand for re-election, but very happy for other Governors put themselves forward. Chair/Clerk will facilitate elections at the next meetings. Feedback from committee meetings as to how they are run at next LGB. • Link governor reports: Careers visit by Ellie Wood (EW). EW had a call with DC relating to Careers and assessed the impact over the last 12 months. Meetings with careers counsellors have continued. Comprehensive information on the website and very impressed. A big loss is work experience and placements and less interest in apprenticeships. Challenge is to bring the programme back up. The department is using SWAY and collating lots of information. Recording engagements with students has been challenging. This academic year still suspended and online content needs to be reviewed. Positive comments with Science and English. Careers to be built into the wider curriculum. Benchmarks 4 and 5 were measured again. EW would like to visit the school more often and speak to the students. EW was thanked for her very comprehensive Link Report. RD commented: disappointed that the technology department not included as they work with all the different companies. EW didn't have the opportunity to visit the school. • Social event: Would everyone like to get together and to celebrate the Vice-Chair that has now left and meet face to face. 	<p>SM to amend the RR and send to governors for review.</p> <p>SM to gather feedback from governors on the committees and LGB</p> <p>SM to send an email out to canvass opinion</p>
11.	Policies	
	Curriculum statement – updated Supporting student medical needs - updated	
12.	AOB	
	<p>2025 Strategy: CJ send out an email about next steps for dates to plan in. As part of the 3/5 year strategic framework the role as LGB is to ensure that there is broad engagement from students/staff/community and engagement with potential employers.</p>	<p>CJ to send info about next steps to LGB</p> <p>SM to work with CT/CJ on parent survey</p>

	Parent and carers survey is being sent out shortly and discussed whether 20/25 vision to be included or have a separate sheet	
13.	Date time and venue of next meeting	
	<ul style="list-style-type: none"> • Resources 15 June 2021 • T, L&B 24 June 2021 • LGB 08 July 2021 <p>The meeting ended at 8.10 pm.</p>	

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
5	Add feedback to the Curriculum Statement. Circulate for agreement.		TH/SM
6a	Amend the RR and send to governors for review.		SM
6b	Gather feedback from governors on the committees and LGB		SM
6c	SM to send an email out to canvass opinion on social event		SM