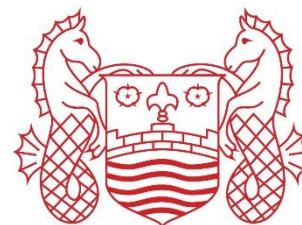


**The Netherhall School and Oakes College  
Local Governing Body  
Meeting Minutes**



23 March 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 (EW), Rachel Calder (RC), Kit Temple (KT) and Claire Jefferey (CJ)

**Others Present**

Kerrie Jones (KJ Clerk)

	<b>ITEM</b>	<b>ACTION</b>
<b>1.</b>	<b>Acceptance of Apologies for Absence</b>	
	There were no apologies.	
<b>2.</b>	<b>Declarations of Interest with regard to agenda items</b>	
	There were no declarations of interest.	
<b>3</b>	<b>Agree minutes of last meeting and matters arising not on this agenda</b>	
	The minutes were agreed as a true record and will be signed when face to face meetings resume.  Actions: SM is still to send NGA information re asking challenging questions.	SM to send challenging questions information
<b>4.</b>	<b>Alternative Provision – Hobbs Centre (DB)</b>	
	The idea of a separate unit at Netherhall for alternative provision was discussed at the last LGB meeting. The proposed Hobbs Centre is an alternative to a managed move or permanent exclusion which provides pastoral care and continuity and reflects our vision and values. Currently options are limited and it is felt that neither TBAP or Academy 21 are appropriate as discussed at the last meeting.  DB explained the report structure at Netherhall. Pastoral Support Plans are put in place when other methods fail. At this point the student is at risk of a permanent exclusion. If the intervention is successful the student may be able to move down in the report system and permanent exclusion is avoided where at all possible. The alternative is a managed move agreed with the LA and parents. If this breaks down or if a managed move is refused then Alternative Provision is an option.  The financial implications for setting up the centre were discussed at the Resources Committee meeting where comparisons with the other options were looked at. It was stressed that funding to provide the required provision is becoming increasingly tight. It is possible to take a 'pick and mix' approach with the available provision but this is very expensive.  The unit will build on the star groups from KS3 and will ensure the students have as close to a school experience as possible whilst also maintaining the separateness of the unit. Lessons will be with	

	<p>experienced teachers and all support and infrastructure will be there. The proposal is now that the unit will run during the normal school day rather than be offset. Attendance will be 4 hr/day teaching plus pastoral care time at beginning and end of day. 15 hours is the minimum time required to teach the core subjects.</p> <p>Governors had a number of questions:</p> <p><b>Q</b> <i>Could we use attendance officers off shore to reduce the cost?</i></p> <p><b>A</b> This would not be viable: we develop personal relationships with the families which is vital, and the tutor is the first point of contact.</p> <p><b>Q</b> <i>Do the pupils in line initially for this provision have EHCPs?</i></p> <p><b>A</b> No they don't as EHCPs are very difficult to obtain and these students would not meet the thresholds. We have 2 students currently who have refused or failed managed moves. One is on Academy 21 and one is starting after Easter. They will stay with this until the Hobbs Centre starts.</p> <p><b>Q</b> <i>Are we receiving inbound managed moves or are we not taking any now?</i></p> <p><b>A</b> It is the fair access cases that Netherhall will not be receiving so many of as we have had a high number in recent years. We may still receive managed move students if we have students going out on a managed move.</p> <p><b>Q</b> <i>Could we take more fair access and fewer managed moves?</i></p> <p><b>A</b> No, these are allocated fairly and it is important that all schools have an even share.</p> <p><b>Q</b> <i>Have the students/families that will be impacted been asked for their views on the Hobbs centre option vs managed moves/A21 etc?</i></p> <p><b>A</b> Yes, we have talked to pupils potentially going into Hobbs and they feel this is the best option.</p> <p><b>Q</b> <i>Is there a difference in teacher availability if the school day is offset?</i></p> <p><b>A</b> 2-5pm would be on an extra timetable whereas in the school day we build into the usual timetable. By delaying the start to Sept and the start of the new academic year this will be possible. Also note that teachers are not obliged to teach outside of the school day.</p> <p><b>Q</b> <i>Would it be possible to provide some detail (perhaps in the next document) about how the challenge of educating a range of ages in this group will be addressed?</i></p> <p><b>A</b> The provision is aimed primarily at KS4. KS3 has star groups and study support. However, there may be an opportunity to teach Y10 and Y11 vertically in Hobbs. We can tailor work to meet the individual needs of the students and will also look at alternative qualifications for them.</p> <p><b>Q</b> <i>Is there any way of sharing this with other secondary school in the Trust?</i></p> <p><b>A</b> Whilst we would like to explore that in the future we must keep the numbers small. CT clarified that we are not currently looking at setting up an independent school for others to buy into. If we can demonstrate the success of this over time the Trust may decide to consider this as an option in the future.</p>	<p>Final proposal to be brought to next LGB with further details including curriculum offered and LA feedback</p>
<p><b>5.</b></p>	<p><b>SEND Report</b></p>	
	<p>The SEND Information Report covers the school's statutory responsibilities and appears on the school website. It is a generic document which describes the types of things we can do.</p>	

	<p>DB explained that the role of Director of Inclusion is likely to be more strategic but the school is allowing time for the new Director/SENCO to start in post and have time to start driving that forward.</p> <p>Governors requested further detail to the report, such as use of Sound training.</p> <p><b>Q</b> <i>Due to the impact of Covid-19 might you expect to see an increase in students with SEMH difficulties and could you cope with an increase?</i></p> <p><b>A</b> SEMH wouldn't necessarily be included in SEND and maybe under pastoral care. We have finite provision so any increase could present challenges. There is a growing need to respond to mental health issues with limited resources.</p> <p>SEND data and the SEND visit report had also been shared with governors.</p>	<p>DB to add additional detail to the report</p>
<p><b>6.</b></p>	<p><b>Principal's Report Include staffing and admissions updates)</b></p>	
	<p>The report had been shared with governors.</p> <p>Highlighted items:</p> <ul style="list-style-type: none"> <li>• <b>Roll</b> - Slight reduction due to Covid-19 and some parents choosing to home educate. Sept 2021 164 accepted for Y7 and optimistic we will be full. Expect to be contacted by LA to go over PAN. This has been without the benefit of face to face open days. Thanked all the staff involved.</li> <li>• <b>Exclusion data</b> – difficult to compare with previous years because of lockdown. Reason categories have changed recently so difficult to compare. <ul style="list-style-type: none"> <li><b>Q</b> <i>Were there exclusions during remote learning?</i></li> <li><b>A</b> There were a few incidents.</li> </ul> </li> <li>• <b>Attendance</b> – Covid-19 absences don't count. We are above national average for attendance. <ul style="list-style-type: none"> <li><b>Q</b> <i>Are there any particular reasons for PP absences?</i></li> <li><b>A</b> Since there are a small number of PP pupils a few can change the data significantly. Each student is different and there are particular reasons that can be identified.</li> </ul> </li> <li>• <b>Covid response</b> – testing has been well organised. <ul style="list-style-type: none"> <li><b>Q</b> <i>How many students were tested?</i></li> <li><b>A</b> 1020 out of 1080. Some didn't want to be tested. Some failed to complete the form.</li> </ul> </li> <li>• <b>Student wellbeing</b> – there has been a spike in behaviour issues across the Trust. For a minority of pupils, returning to the school environment has been difficult. This may be to do with anxiety, lack of routine and boundaries. Three permanent exclusion letters have been issued which is unprecedented. However, all have accepted managed moves. <ul style="list-style-type: none"> <li><b>Q</b> <i>Are you able to raise concerns with parents?</i></li> <li><b>A</b> Where we had existing concerns we contacted families before the start of term.</li> </ul> </li> <li>• <b>Staff wellbeing</b> – all the issues described impact staff wellbeing and this is reflected in questionnaires. The Oakes has a high level of mental health issues and there are concerns for the staff who support those students.</li> </ul>	

	<p><b>Q</b> <i>Have staff had training in supporting the very serious issues?</i></p> <p><b>A</b> Yes they receive training and signposting for external sources of help and advice.</p> <p><b>Q</b> <i>Is there supervision for people such as Helen?</i></p> <p><b>A</b> She has the support of Steve Lewis, Karim Marsaoui, the school safeguarding team and the Trust safeguarding team. Staff wellbeing sessions allow staff to discuss issues.</p> <p><b>Q</b> <i>Do you have mental health first aiders?</i></p> <p><b>A</b> There are some staff trained but it is very expensive.</p> <ul style="list-style-type: none"> <li>• <b>Staffing</b> - the new SENCO was appointed this week.</li> </ul>	
<b>7.</b>	<b>Covid 19 risk assessment (updates)</b>	
	The latest update had been shared. There have only been small changes. Governors noted that the risk assessment is very thorough. They suggested ensuring that actions are updated in the final 'done' column where possible.	
<b>8.</b>	<b>Committee Reports:</b>	
	<ul style="list-style-type: none"> <li>• <b>Resources</b></li> <li>• <b>Teaching, Learning &amp; Behaviour</b></li> </ul> <p>The minutes from the committee meetings had been shared with governors.</p>	
<b>9.</b>	<b>Trust Updates:</b>	
	<ul style="list-style-type: none"> <li>• <b>AGF meeting</b></li> <li>• <b>The Future of Local Governance</b></li> </ul> <p>The minutes of the last Academy Governance Forum meeting and the CEO's paper on 'The Future of Local Governance' had been circulated.</p>	Any comments on the paper to be sent to KJ
<b>10.</b>	<b>Governance</b>	
	<ul style="list-style-type: none"> <li>• <b>Revised TLB Committee ToR (policy additions)</b></li> </ul> <p>The Terms of Reference for the Teaching, Learning and Behaviour Committee had had two policies added to their remit. The section 3.4 on equality targets needs to be removed. The ToR were approved subject to this amendment and any further comments to be received by 29 March.</p> <ul style="list-style-type: none"> <li>• <b>Link reports</b></li> </ul> <p>The SEND visit is reported under item 5. The Pupil Premium visit was reported to the Teaching, Learning and Behaviour Committee and the last H&amp;S visit to the Resources Committee.</p>	Any further comments to be sent to KJ by 29/3/21
<b>11.</b>	<b>Policies</b>	
	<ul style="list-style-type: none"> <li>• <b>Curriculum Statement</b></li> <li>• <b>Supporting Students with Medical Needs (appendices)</b></li> </ul> <p>Governors were asked to provide any feedback on the policies by 29 March.</p>	KJ to send any feedback to staff. Bring back to LGB 10 May
<b>12.</b>	<b>AOB</b>	
	Combined LGB/SLT strategy 2025 meeting planned for 28 April or 5 May at 6-8pm.	CJ to confirm best date
<b>13.</b>	<b>Date time and venue of next meeting</b>	
	10 May 2021 at 6pm	
	The meeting ended at 8pm.	

<b>Items for Future Meetings</b>	
<b>Meeting</b>	<b>Item</b>
<b>LGB 10 May</b>	Final Hobbs Centre proposal Curriculum Statement Supporting Students with Medical Needs (appendices)

<b>Action Log</b>			
<b>ITEM</b>	<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>
3	Send challenging questions information		SM
5	Add additional detail to the SEND report	asap	DB
9	Email any comments on the Future of Governance paper to KJ	29 March	all
10	Email any comments on ToR to KJ	29 March	all
11	Email any comments on policies to KJ	29 March	all
12	Email Governors to confirm best date for LGB/SLT strategy 2025 meeting		CJ