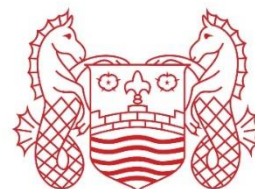


**The Netherhall School and Oakes College
Local Governing Body
Meeting Minutes**



7 December 2020

Governors Present

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

Others Present

Tom Hunter (TH), Daniel Berry (DB), Steve Lewis (SL) Kerrie Jones (KJ Clerk)

	ITEM	ACTION
1.	Acceptance of Apologies for Absence	
	There were no apologies for absence. GM presented item 9 at the start then had to leave the meeting.	
2.	Declarations of Interest with regard to agenda items	
	Here were no declarations of interest.	
3	Agree minutes of last meeting and matters arising not on this agenda	
	The minutes were agreed as a true record subject to the inclusion of RC as an attendee, and will be signed when face to face meetings resume. All actions had been completed: <ul style="list-style-type: none"> • TH had made the agreed amendments to the Pupil Premium Statement and this had been approved by email. Approval is formally recorded here. 	
4.	Impact of lockdown/C19 on attainment	
	TH had prepared a report on Netherhall's response to the impact of Covid-19. Staff have supplied information on a number of key areas which demonstrate the far reaching impact. Q <i>What lessons have been learned during the pandemic?</i> A It has been a steep learning curve. Remote learning has been the key development and this has evolved to reflect differing needs of students and subjects being taught. We have learnt that the most effective remote teaching uses a variety of approaches. Q <i>What did we learn about students who didn't engage and those who perhaps benefited from remote learning?</i> A There were groups of students who didn't engage well during lockdown. We ensured they all had access to IT by the summer but without school structure they still did not engage well. On return to school a split is seen between those students who did not engage, those who have done well with remote learning and a small group who have not gained much. Q <i>Were staff onboard with teaching subjects in the same order?</i> A Staff have adapted though there were issues raised. English would usually benefit from staggered teaching and Maths did not welcome mixed ability groups. Science teachers had initial concerns around equipment needs but since many practicals are unable to be undertaken	

	<p>during this time it is less problematic. There is a benefit to having more control over what is taught.</p> <p>Q <i>Can you please update us on the impact on Pupil Premium students and mitigating actions?</i></p> <p>A Interestingly Y10 and 11 data does not show a large impact on PP. We made a huge effort to source devices for these students and support them to engage. We feel this has contributed to reduced impact when comparing with national figures. However, we suspect there may be a longer term impact and are continuing with the interventions already in place, although some intervention programmes have had to be delayed or cancelled. Catchup funding and after school sessions are aimed primarily at PP students.</p> <p>Q <i>Is attainment data from predicted grades?</i></p> <p>A Yes, we are using the same figures as for previous years to allow comparisons. However, we don't have Progress 8 this year so are comparing with students at the same point as last year and we are not seeing a significant difference.</p> <p>Q <i>How many more data points will you be looking at?</i></p> <p>A The next Y11 data point is at the beginning of the summer term. February mocks will be taken under formal conditions and will be used to adjust predicted grades.</p> <p>Q <i>Is there data to determine whether the devices given to PP students during lockdown are helping them make more progress now they are back in school?</i></p> <p>A Whilst every student who needed a device got one, some were just on loan by external organisations during lockdown. A slight improvement was seen after lockdown but it is difficult to link this to a specific factor such as ownership of a device.</p> <p>Q <i>How important is it to continue ensuring those resources are available to those pupils?</i></p> <p>A It is difficult to measure the impact. Having a device allows inclusivity in setting work and impacts pupils' self-esteem. It can also change the parents' view, and surveys show parents felt supported by school during this time which also correlates with how well children do. We will need to keep checking that students have access and continue to ask what value they are getting.</p>	
5.	SIP - Strategy on a page and SLT targets (DB)	
	<p>The following two documents had been shared with governors:</p> <ul style="list-style-type: none"> • Key Priorities 20-21 • SLT 100 Word Ambitions <p>An ambitious set of targets have been set for this year with a focus on developing staff ownership of priority areas.</p> <p>Q <i>With regards the Y7-8 curriculum renewal priority, how do we know the curriculum is appropriate?</i></p> <p>A We have sought the student view via the student council to ensure they find it engaging and we will monitor this going forward.</p> <p>Q <i>It looks like the pathways chosen for science may not be encouraging them to go on to university; the courses seem more vocational. Is that the case?</i></p> <p>A The pathway offered is applicable for all and it must be remembered that university isn't right for everyone. The courses offered are felt to be the best for both options and are all aspirational.</p> <p>Q <i>Can you explain RBIs?</i></p> <p>A This is the relative behave index – it puts a weighting on each behaviour incident. Dividing by the number of sessions in school can</p>	<p>T&L link to look at further?</p>

	<p>show an average number of stages per day and can be compared between years and year groups to assess whether the Behaviour Policy is having an impact</p> <p>The SLT 100 word ambitions has been prepared to share with staff, explaining the leadership approach this year and beyond. It is distilled down into a helpful document to aid communication. It is also helpful for governors.</p> <p>Netherhall staff are asked to be aspirational and work as a team to achieve over the next three years. A distributed leadership approach will build capacity for continual improvement which will be evidenced through CPD and appraisal.</p>	
6.	Principals report (CT)	
	<p>CT had shared his report with governors.</p> <p>He highlighted a few areas and governors asked questions:</p> <ul style="list-style-type: none"> • Roll Up slightly overall if Oakes students are included. There has been a lot of mobility. Higher numbers leaving Y9 are due to students going to CAST. Sometimes some of these students return later in the year. • Exclusions <p><i>Q Are there any particular triggers contributing to exclusions?</i> A Changes in the school day mean there is more control, less opportunity for school mixing and therefore the number of exclusions has reduced. Many of the incidents that have been seen are related to the Covid-19 situation and some individuals are being repeatedly excluded. They are polarised around certain year groups.</p> <p><i>Q The number of physical assaults is already at the same number as the total for last year. What is the context and is this a concern?</i> A There are twelve Y10 boys involved in some sort of feud. The assaults have largely taken place out of school. There are concerns about how this has developed and a possible connection with local gangs. The police have been involved. Of eight cases, three are the same student. Some are undergoing trial managed moves.</p> <p><i>Q Persistent disruptive behaviours seems very low compared with last year?</i> A There is less opportunity for disruptive behaviour as students are confined to year groups. It is a controlled environment. It should also be noted that there is greater commitment from most students to focus on their work and for those who are dis-engaged they may not even be in school. There have also been a large number out of school due to self-isolations</p> • Covid response <p>Netherhall has been very lucky and had just four positive Covid cases so far.</p> <p><i>Q When large numbers are out of school do you switch to online teaching?</i> A If the whole year group is out of school then it is all online. There is a planned strategic response with all departments having plans ready in case of this.</p> <p><i>Q What happens if it's not the whole year group?</i></p> 	

	<p>A In some cases lessons are streamed live. Some teachers have recorded lessons to be shared afterwards. Others have sent work home.</p> <p>Q <i>Is there a way for a 'floating' person to help with the technical side?</i></p> <p>A Whilst that would be fantastic there is just no available capacity.</p> <ul style="list-style-type: none"> • Attendance <p>Q <i>How do you work out whether students are off for genuine reasons? How do you analyse and make any judgements?</i></p> <p>A When students are shielding or self-isolating their attendance doesn't affect these figures as they are coded separately. There are some anomalies to deal with such as families wanting to quarantine early as they are going to travel abroad at Christmas. Nationally attendance is 75-80% so we are doing well.</p> <p>Q <i>Are some pupils not coming in because of concerns for family members and how is this coded?</i></p> <p>A Unless there is a doctor's letter to support the absence this is classed as unauthorised absence.</p> • Personnel <p>There has been a significant turnover of staff this year.</p> <p>Q <i>Are you concerned that there may be even more staff leaving due to the pressure of Covid?</i></p> <p>A Yes, we are already seeing some staff deciding to retire earlier than planned and some wanting to work part time and at the same time it may prove more difficult to recruit.</p> • Complaints and whistleblowing report <p>There have been three Stage 2 complaints this term which were linked to Covid-19, and no whistleblowing</p> • School Improvement Plan <p>Q <i>Has anything been removed from the SIP as there is a huge amount going on?</i></p> <p>A There has been a significant reduction and what is seen now is a distilled down version with a 1 page summary of key areas.</p> • Y7 applications <p>There has been an increase in 1st place applications</p> <p>Q <i>Does this go anyway towards mitigating the gap created by the LA error?</i></p> <p>A It helps take us close to our 180 places but we still need in-year transfers because of the gap created.</p> 	
7.	Safeguarding (SL)	
	<p>Although the annual monitoring report did not need to be submitted to the LA this year, SL prepared a report for governors based on the annual report format. SL has taken over this year as Designated Safeguarding Lead.</p> <p>A safeguarding summary was also supplied. There has been an increase in the number of referrals at the school which is due in part to lockdown but also to the increased number of students at Oakes College and the increasing number of those with safeguarding issues; 40% of Oakes students require additional support. Training has been a priority and the training is now available online.</p> <p>Q <i>What are the particular safeguarding issues with the sixth form?</i></p> <p>A It is predominantly mental health issues with 16-18 year olds, including self-harm and suicide plans, and more time needs to be allocated to them.</p>	SL to forward YouTube link

	<p>Q Do you have a plan to cope with this? A Internal staff are currently supporting students and we have two mental health leads. The plan is to grow expertise from within as they know the students and we are looking at supervision for those staff involved. There are also external volunteer counsellors. More time, money and spaces are needed.</p> <p>There have been three referrals to social care so far but none have reached the required thresholds. It should be noted that the social care system is very stretched.</p> <p>Q What happens after a failed referral? A There is early help available, either a family worker or targeted support (not higher level help)</p> <p>Governors noted the report and thanked SL for all the work he has done since taking over this role. There is to be a Trust audit with Duncan Cooper in January.</p>	Report to future meeting
8.	Three Year Key Priorities update (CJ)	
	<p>CJ shared the 2025 Ambition Planning which has been uploaded to the shared drive. She explained the three stage approach of reflect, explore and decide. In January a working group will meet to reflect on where we are now and take ideas to the 'explore' stage in February when SLT and LGB will consider input from all stakeholders to develop the 2025 ambition and key priorities. In March the 2025 Ambition will be confirmed, with details of key priorities, strategies, goals and measures. By the end of the spring term a one page framework will be drafted and this will inform the 2021-22 school improvement plan.</p> <p>The PowerPoint sets out those to be involved at the various stages and makes clear the time of 2-3 hours each month.</p> <p>Anglian Learning will be a key stakeholder and will provide support as a 'critical friend'</p>	
9.	Committee headline updates	
	<p>Resources Committee 20/21 has started with a significant deficit and low reserves due to the impact of Covid-19 which is incurring additional costs and loss of commercial income. GM has been working on a 5 year plan and asked if any governor sufficiently familiar with Excel would like to learn about it and be involved. SM reported that she is following up on:</p> <ul style="list-style-type: none"> • Recruiting governors with financial skills • Bungalow sale – meeting with Duncan Cooper shortly to discuss • Contacting LA re mis-allocation of Y7s last year. <p>Teaching, Learning and Behaviour Committee The meeting focussed on the quality of teaching, CPD and appraisal systems. Governors were satisfied that systems are robust.</p> <p>Pay Committee NO and EW met as the Pay Committee to review pay recommendations on behalf of the LGB. They approved the recommendations for pay progressions and this was ratified by the LGB.</p>	<p>Governors to confirm with GM re 5 year plan</p> <p>SM to contact LA</p>

10.	Governance items	
	<ul style="list-style-type: none"> Link governor visits - planning & reminders To assist governors with planning link visits, RC and PBS explained their approaches. It is important to be prepared, having done sufficient research and relevant training. PBS is new to the role and described how an initial phone call with the staff member is helpful whilst visits are limited to virtual. A plan for visits throughout the year can then be drawn up with the staff member. Staff reported feeling supported by this approach and this is appreciated by SLT. Training updates NO shared a list of available training. SM suggested training on data interpretation and Ofsted would be helpful. Safer recruitment training is available via EPM (KJ can provide link and login) Governors for Schools are offering staff wellbeing webinars after Christmas 	Upload PowerPoints from RC and PBS to link folder KJ to check NGA logins
11.	Sex and Relationships Policy Review	
	This policy had been reviewed again by Jim Hill following the LGB's previous comments. The policy was now approved.	
12.	AOB	
	Governors thanked RD for his work on H&S; his reports from link visits will be looked at by the Resources Committee	
13.	Date time and venue of next meeting	
	19 Jan 2021 Meeting ended 8.30pm	

Items for Future Meetings	
Meeting	Item
LGB	Trust safeguarding audit report

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
7	Forward YouTube link for safeguarding training	Following the meeting	SL
9	Confirm with GM if able to contribute to 5 year plan		all
9	Contact LA re mis-allocation of places last year		SM
10	Upload PowerPoints from RC and PBS	Following the meeting	KJ
10	Check NGA logins	asap	KJ