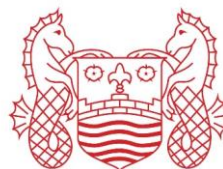


**The Netherhall School and Oakes College
Local Governing Body
Meeting Minutes**



14 July 2022 Library

Governors Present

Shelley Monk (SM Chair), Chris Tooley (CT Principal), Paul Bullen-Smith (PBS), Gilles Monniaux (GM), Ellie Wood (EW), Rachel Calder (RC) and Kit Temple (KT)

Others Present

Janet Goldsworthy (Clerk)

The meeting was quorate throughout.

	ITEM	ACTION
1	Acceptance of Apologies for Absence and thanks	
	Apologies were received from Nicky Odgers and Rob Driscoll that were accepted by all governors present. SM thanked all governors for their contribution to the school this year, in particular KT who is leaving the LGB and wished him luck with his move away from Cambridge.	
2	Declarations of Interest with regard to agenda items	
	There were no declarations of interest.	
3	Agree minutes of last meeting and matters arising	
	There were no amendments to the minutes of 10.05.2022 and the minutes were subsequently approved by all governors present. SM had investigated access to The Key. It was considered to be very useful but expensive. It is felt that there is generally a lack of training and resources for governors. SM to feed this back to AL through KJ. Governors do have access to Learning Link via NGA and JG will send out the new link. It is thought that governors will also have access to The National College training website but are currently unaware as to how to access it. JG to check with KJ.	SM JG JG
4	Principal's Report	
	CT said that the last year had been a positive one and that it had been useful to reflect and compare this report to that of last year. Key points were as follows:- The school can take up to 180 pupils in each year group and up to 192 at a push. Numbers on roll had increased and there are currently 26 pupils on the waiting list who can't be offered places until 1 st September. This bodes well for funding and the increased numbers will feed through to the census in October 2022. Q What is the level of Pupil Premium? A PP numbers have increased by 20 due to students with refugee status and change in circumstances of existing pupils. Q What is the level of English amongst the refugees? A There is a wide range of ability to speak English	

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	<p>Q Have you considered asking the universities whether or not they have any interest in linking up with refugees in schools?</p> <p>A The school is linking with Beats, a local community group, in this respect.</p> <p>Q Persistent Absence (PA) seems to be quite high in comparison to national levels?</p> <p>A This is due to the change in reporting due to covid absence</p> <p>Q The level of exclusions seems to have increased?</p> <p>A A small minority of students are excluded every week. It is believed that this is linked to the pandemic.</p> <p>Q Is it likely that PA will improve next year with disruption due to the pandemic decreasing over time?</p> <p>A PA is already improving. However, it's felt that the behaviour policy doesn't work for about 5% of students who require a personalised approach to learning. Behaviour is an issue in this small group and there are reasons for their behaviour. These students need a tailored intervention which takes into account their individual circumstances.</p> <p>Q How will this tailored approach link with the curriculum?</p> <p>A Some of these students already have an adapted curriculum and there is task adjustment for some pupils. Our approach next year will assume that attendance and safeguarding are closely linked – any student absence will be regarded as a safeguarding issue.</p> <p>Q How are issues of domestic abuse and missing children dealt with?</p> <p>A The police reports state that the school can follow up these instances with students if the school wishes. In 95% of domestic abuse cases, the school raises a case in MyConcern and progress is fed back to the safeguarding team. In missing from school cases, the county council often convenes a meeting to gather information on these students.</p>	
5	<p>Survey outcomes</p> <p>SL joined the meeting at 6.30pm. A report relating to survey outcomes had been circulated prior to the meeting. Governors thanked SL for his report.</p> <p>Key points:-</p> <ul style="list-style-type: none"> • Student responses had increased and the vast majority of tutor groups responded. • Staff responses were down perhaps due to the fact that the AL survey was sent out at a similar time? • Most areas showed a few percentage point differences from last year. • Areas of focus – access to toilets and consistency of application of behaviour policy • Staff wellbeing score is 6.84/10 • Student survey actions will be addressed next academic year <p>Q What do students gain from extra-curricular activities?</p> <p>A Extra-curricular activities keep students engaged and develop student staff relationships which has a knock on positive impact on controlling behaviour.</p> <p>Q How connected do students feel the extra curricular provision is with pride points?</p> <p>A Students are possibly not aware of the connection but this could be raised in open form meetings and students allowed to contribute to ideas to develop this.</p> <p>Q Do we know why there are issues around the consistent application of the behaviour policy?</p> <p>A The policy is lengthy so it may be worth considering an executive summary on the front page as there is some doubt as to whether all staff read the policy thoroughly. In addition, staff feel that they are being consistent in applying the policy but everyone's idea of what the policy says may be different.</p>	

	<p>There was a suggestion that SLT give guidance as to how many pride points may be awarded each week and that gentle nudging and encouragement along with guidelines and minimum expectations could be disseminated.</p> <p>Q Would it be useful to have a question around extra-curricular clubs in the staff survey next year?</p> <p>A Yes this can be included.</p>	
6	Review of Academy Improvement Plan (AIP)	
	<p>Governors thanked CT for his hard work in reviewing the AIP</p> <p>A governor requested that a glossary of terms be sent out with documentation for each LGB meeting. It was suggested that a glossary can be found at the following link:-</p> <p>https://alis.anglianlearning.org/index.php?pg=governors_resources&sub=Training#:~:text=Up%20a%20directory-,Glossaries,-and%20acronyms</p> <p>A discussion followed regarding how governors would assess the impact of the actions in the AIP. Although the AIP includes a final column titled 'evidence and impact' and there exist monitoring sheets behind the statements in this column which are discussed at SLT, governors challenged SLT to show more detailed impact of their work. A governor offered to support SLT in clarifying the governor challenge.</p> <p>Q Why has the quality of teaching index fallen from 1.8% to 1.54%?</p> <p>A Grade 1 is considered to be outstanding teaching, Grade 2 is very good, Grade 2.5 is Good, Grade 3 is developing, Grade 4 is concern.</p>	CT/GM/ SM
7	Committee updates	
	<p>Resources – the budget for 2021/2022 is in line with forecasts with the technical deficit at the end of the year compensating for the surplus recorded the year before. The budget for 2022/2023 shows a large overspend linked to inflation and rising energy costs. This is thought to be unrealistic but AL have indicated that this is the budget they would like to submit to the ESFA.</p> <p>Teaching, Learning and Behaviour – there was no update as NO could not attend the meeting.</p>	
8	Risk Register update	
	<p>This had been reviewed for recruitment challenges and subsequent impact on the curriculum and circulated prior to the meeting.</p> <p>Governors thanked CT for his work.</p> <p>Q Are we sure that the curriculum meets the needs of students and how is this reflected in the Risk Register?</p> <p>A The Risk Register is not a tool to measure the quality of the curriculum. It is subjective and simply reflects what is in place in the school with respect to the curriculum to give assurance. The Trust will review the Risk Register and focus on any issues directly with each school.</p> <p>Q Why is there no reference to exit questionnaires?</p> <p>A When the register was completed, no staff had left. It is likely that AL HR will conduct exit interviews in future but this will be confirmed with KJ.</p> <p>Q Are there any courses at risk of not running next year?</p> <p>A Possibly Technology and Food Science</p>	SM
9	Governance items	
	<p>The Attendance Policy had been circulated prior to the meeting and governors approved the policy with no changes.</p>	SM

Commented [SM1]: I am not 100% certain on what Gilles was suggesting. I thought he had proposed to look at the layout and how to show changes to the document to help us with monitoring? Chris, what was your take on this?

Commented [TMC2R1]: I would just leave out the last sentence given that we can't be sure of the detail. I'm also not 100% certain that we want wholesale revisions of documents which are meant for a broader audience tailored specifically for the needs of governors' meetings?

	<p>There were no significant updates from the AL Governance Forum and SM would consider how governance information could be shared with governors more easily next academic year.</p> <p>There are 4 vacancies for trust governors and there had been 2 potential candidates – SM to follow up. SM/JG had been working on recruiting more governors and increasing the diversity of the LGB. SM/NO to attend Parents Evening in September to encourage parents to apply.</p> <p>The existing committee structure is seen by AL to be working well.</p> <p>SM would be stepping down as Chair of Governors at Christmas and resigning as a governor at NHL but continuing as a governor at the new AL primary school, Marleigh. NO and PBS would be taking positions as joint chairs of governors from January 2023. The aim is to make the transition as smooth as possible.</p> <p>There was a query regarding the responsibility for budget approval – SM to check</p> <p>Governors to complete skills audit if not already done.</p> <p>Pupil Premium report to be discussed at September meeting.</p>	<p>SM</p> <p>ALL</p> <p>JG/SM</p>
10	AOB	
	None	
11	Date and time of next meeting	
	Dates of next year's meetings and agenda to be circulated before the start of the year.	JG

Items for Future Meetings	
Meeting	Item
LGB	PP report

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
3	Feedback to KJ lack of training resources	Autumn 2022	SM
3	Send out Learning Link details	September 2022	JG
3	Check access to The National College	September 2022	JG
6	Clarify impact of AIP	July 2022	CT
9	Consider how to share AL governance forum information	Autumn 2022	SM
9	Confirm with AL responsibility for budget approval	July 2022	SM
9	Complete skills audit	July 2022	ALL
11	Circulate dates of next years' meetings once confirmed by SM	September 2022	JG

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Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE
Check with RGL that SEND policy and SEND statement have been reviewed	December 2022	NO	Outstanding
Discuss with CT how updates to the SIP would be formatted.	July 2022	SM	Completed June 2022
Review the Risk Register with a view to the significant recruitment challenges and the potential impact on the curriculum and staffing timetabling	July 2022	CT	Completed June 2022
Produce Register of Business Interests	July 2022	JG	Outstanding
Add contact names to Safeguarding policy	June 2022	SL	Completed June 2022
Upload link to Safeguarding policy to school website	June 2022	SL	Completed June 2022
Feed back to AL forums about quality of AL central policies	Next forum	SM/JG	Outstanding
CT to place advert in newsletter asking for parents interested in joining the LGB	May 2022	SM/SC	Completed June 2022
Investigate access to The Key	July 2022	SM	Completed June 2022

Commented [SM3]: Janet would you be able to check this with Nicky Odgers as we need to ensure we have a clear approach moving forward. 😊

Commented [TMC4]: SL

Commented [SM5]: February 2022 deadline. Responsibility SM /Sarah Casciano

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