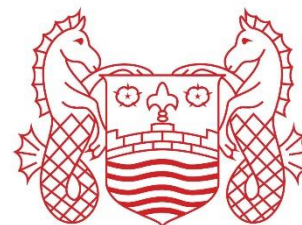


**The Netherhall School and Oakes College  
Local Governing Body  
Meeting Minutes**



17<sup>th</sup> January 2022 via Teams

**Governors Present**

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

**Others Present**

Tom Hunter (TH), Karim Marsaoui (KM), Helen Parfect (HP), Chris Suddick (CS), Gordon Mather (GM) and Janet Goldsworthy (Clerk)

	<b>ITEM</b>	<b>ACTION</b>
<b>1.</b>	<b>Acceptance of Apologies for Absence</b>	
	Apologies were received from Gilles Monniaux that were accepted by governors. SM welcomed JG to her first meeting as clerk and all those present agreed to the recording of the meeting.	
<b>2.</b>	<b>Declarations of Interest with regard to agenda items</b>	
	There were no declarations of interest. JG would email Declaration of Interest and Photo Consent forms to governors for completion.	<b>JG</b>
<b>3</b>	<b>Agree minutes of last meeting and matters arising not on this agenda</b>	
	There were some minor changes to the minutes of the meeting on 27.09.2021 and an update to the item on Pupil Premium had been included. Link Governor roles still needed to be agreed and access to The Key was also discussed. SM requested any other changes to be emailed to herself or JG.  PBS requested clarity over his role as Pupil Premium link governor and NO offered to speak with him separately.  There were no formal minutes from the last LGB meeting on 08.12.2021 as the recording of the meeting could not be found. SM had compiled an action log from the meeting and this was noted by governors.	<b>ALL</b>  <b>NO/PBS</b>
<b>4.</b>	<b>Autumn Term – KS3 – 5 achievement reporting</b>	
	<b>TH and KM joined the meeting.</b>  <b>TH proceeded to go through a detailed presentation on the assessment and target setting for KS3.</b>  Key points of note were the improvement in scores for Years 7 and 8 compared to last year's cohorts which were thought to have been impacted by the new curriculum and the fact that Year 9 (historically impacted by behavioural issues) results were not as good as last year's cohort due to behaviour issues and the new curriculum not yet having impacted.	

**Q** Can you explain what the data is suggesting in terms of positive and negative?

**A** This is difficult to ascertain as this is internal data and as such there is no national data against which it can be compared. What we can say is that the data is usually validated when results are received in Year 11.

**Q** Would it be possible next time for the data to be formatted and labelled in a similar way to that of The Oakes School?

**A** Yes that should be possible.

**TH then proceeded to go through a detailed presentation on the assessment and target setting for KS4.**

Key points of note are that Year 11 are progressing slightly better in terms of attainment than last year's cohort but the issues lie with Year 10, Pupil Premium and SEND. SEND is therefore a key focus moving forward.

**Q** A governor queried how issues with SEND were being addressed?

**A** CT commented that there could be only a small number of SEND pupils which may skew the data if only one of these pupils is underperforming. It was noted that it would be useful to have pupil numbers for each category in future reports.

**Q** Is the fact that females outperform males an NHL issue or is this reflected nationally?

**A** In general, at a national level, females outperform males in attainment but this is not so marked in terms of progress.

**Q** Are there any faculties where the results are especially low?

**A** There are issues in some faculties. The language cohort is now more inclusive and more 'mixed' so results are therefore not as strong as in previous years. Results in media within the technology faculty has been impacted by a maternity leave and quality of cover. A long term sickness within the English faculty has impacted on exam groups.

Governors noted that it was important for them to be aware of the challenges being faced by each of the faculties and the strategies in place to overcome them.

**There then followed a presentation by KM on the assessment and target setting for KS5.**

Key points of note are that an expected level of progress is considered to be zero to 0.3 and that the number of colleges attaining zero is quite small. There has been particular investment in specialist inclusion and mental health support which has impacted significantly on achievement for 17 SEND pupils.

As regards recruitment into the Sixth Form, there has been a large increase in first choice applications thanks to a significant effort to change the application process over the last 5 years.

	<p><b>Q</b> Student wellbeing is a particular strength for the Sixth Form. How are we addressing the level of anxiety faced by students about to sit exams, particularly when they did not sit their GCSE exams in a formal setting?</p> <p><b>A</b> This has been identified as a concern but there is a good pastoral team who are addressing any safeguarding issues and ensuring thorough preparation for exams.</p> <p><b>Q</b> Has the administration around the recruitment process been changed?</p> <p><b>A</b> No this is ongoing</p> <p><b>Q</b> Is it worth reviewing and requesting feedback on the degree to which students understand the content of the subject before starting to study it?</p> <p><b>A</b> The student guidance package is clear on the content of each subject and students are given the option to change/drop subjects at the end of September.</p>	
<b>5.</b>	<b>School Improvement Plan update</b>	
	<p>CT informed governors that this SIP was based on the Bright Futures for All strategy and that it was different to previous SIPs in that it had 9 strands which would be implemented over a period of the next 4 years. CT congratulated the SLT on progress to date in each area in spite of the challenges faced since September due to the pandemic and felt that staff engagement with the process had been excellent.</p> <p><b>Q</b> Some of the papers seemed to be more developed than others. Was there an issue with this?</p> <p><b>A</b> No. Some of the 9 strands had been prioritised and some were time dependant and couldn't yet be progressed. Hard and fast time deadlines had not been set. Measurement was to be around impact and not volume of work.</p> <p><b>Q</b> It wasn't always clear what outcomes were expected?</p> <p><b>A</b> CT explained that each of the 9 strands had an overall goal at the end of 4 year plan but that defining an endpoint for each year would detract from the additional aim of the SIP which was to develop and distribute leadership across the school through coaching, open questions and reflection.</p> <p><b>Q</b> How would governors evaluate holistic success and achievement in order to decide on a focus for Year 2 of the SIP.</p> <p><b>A</b> It was intended that each strand would be brought to life through presentation showing impact and effectiveness monitored via twice yearly progress checks with metrics where this was possible.</p> <p>Governors queried this and commented that measurement need not be numerical in format but that there would need to be agreement on a way of evaluating the SIP's strategies before the end of the year. This would give governors the evidence to evaluate impact and assess next steps for the following year. CT agreed and this is incorporated into the reporting templates which leads are completing for each strand.</p>	<b>SM/CT</b>

6.	<b>Curriculum Strategy update</b>	
	<p>HP, CS and GM joined the meeting.</p> <p>HP explained that the school had been working on a review of the curriculum in all subjects for the last 2 to 3 years. Stage 1 of the review asked whether or not the curriculum was fit for purpose and whether or not it reflected the school ethos.</p> <p>CS gave a short presentation on the approach taken by the Science Faculty.</p> <p>CS was congratulated by governors on his presentation.</p> <p><b>Q</b> Had there been any feedback from students on the changes so far?</p> <p><b>A</b> The new curriculum had provided a platform for students to celebrate their successes and for staff to explain the real world reasons for the development of certain skills.</p> <p><b>Q</b> How well has the need for IT skills been addressed in the new curriculum?</p> <p><b>A</b> This has been included alongside the need for research skills and within the extra-curricular offer.</p> <p>GM then gave a short presentation on the new curriculum for Humanities.</p> <p>GM was congratulated by governors on his presentation.</p> <p><b>Q</b> What has been the most challenging aspect of re-developing the curriculum?</p> <p><b>A</b> GM said that he had been surprised by how few challenges there had been and that he felt that this was because staff had been given ownership of particular areas and as a result had bought in to the changes.</p>	
7.	<b>Governance items</b>	
	<p><b>Policy reviews</b></p> <p><b>Managing Medical Needs and First Aid, E Safety Policy and ICT policies had been distributed as separate documents prior to the meeting.</b></p> <p>Governors queried the lack of clarity of the AL policies, commenting on the formatting issues, duplicate copy and out of date references.</p> <p>Governors were keen for the IT policy to include reference to gaming alongside the use of social media and to update the reference to the DPA 1998 with Article 15 of the GDPR in item 3.3.4 of the policy.</p> <p>CT said that these were AL policies which were presented to the school wholesale for adoption.</p> <p>It was agreed that SM and JG would feed this back to the governors and clerks forums.</p> <p>SM thanked governors for their feedback on the letter to AL relating to the Covid Recovery Fund. She had received an email from <b>Jon Culpin</b> which gave some feedback around the</p>	<p><b>SM/JG</b></p>

	involvement of AL heads but an official response was awaited along with the receipt of the funds into the school account. There were no further AL governance updates.	
<b>8.</b>	<b>Training opportunities</b>	
	SM requested that if governors were interested in training opportunities to speak to NO or herself. Governor training was also available on ALIS.	<b>ALL</b>
<b>9.</b>	<b>AOB</b>	
	Governors voted to use Zoom as a communication tool as opposed to Teams and CT would send Zoom licence details to SM and JG.	<b>CT</b>
<b>10.</b>	<b>Date time and venue of next meeting</b>	
	TLB – 9 <sup>th</sup> February 2022 Resources – 1 <sup>st</sup> March 2022 LGB 21 <sup>st</sup> March 2022 The meeting ended at 8.20pm.	

<b>Items for Future Meetings</b>	
<b>Meeting</b>	<b>Item</b>
<b>LGB</b>	Link Governor roles Access to The Key
<b>Resources</b>	

<b>Action Log</b>			
<b>ITEM</b>	<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>
2	Email governors to complete Declaration of Interest and Photo Consent forms	ASAP	<b>JG</b>
3	Governors to email SM/JG any further changes needed to minutes of meeting on 27.09.2021	31.01.2022	<b>ALL</b>
3	Arrange meeting to discuss Pupil Premium Link Governor role		<b>NO/PBS</b>
5	Agree how to measure SIP strands	Before end of Spring Term	<b>CT/SM</b>
7	Feed back to AL forums about quality of AL central policies	Next forum	<b>SM/JG</b>
8	Email SM and access ALIS re training opportunities	Ongoing	<b>ALL</b>
9	Email SM and JG licences for Zoom	ASAP	<b>CT</b>

<b>Rolling Action Log</b>			
<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>	<b>UPDATE</b>
CT to place advert in newsletter asking for parents interested in joining the LGB	February 2022	SM/SC	
CJ, GM and KT to forward contact numbers to SM for inclusion within Critical Incident Plan	End of February 2022	CJ,GM,KT,SM	Requested but not received.
Feedback regarding behaviour policy from SM			
Link Governor roles to be agreed		ALL	LGB 21.03.2022
Investigate access to The Key		SM	LGB 21.03.2022

Approved