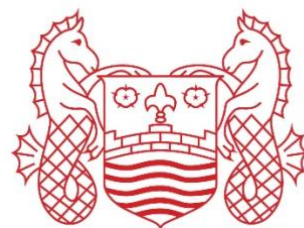


The Netherhall School and Oakes College Local Governing Body Meeting Minutes



20.03.2025 in IT Boardroom 6pm

Governors present

Chris Tooley (CT), Paul Bullen-Smith (PBS Co Chair), Nicky Odgers (NO Co Chair), George Bucknall (GB), Yair Doza (YD), Peter Monteath (PM), Lauren Shields (LS), Ambili Nair (AN) and Rhiannon Harries (RH).

Others Present

Tom Hunter, John Morgan (Trustee Anglian Learning) and Janet Goldsworthy (AGP)

The meeting was quorate throughout.

	ITEM	ACTION
1	Acceptance of Apologies for Absence	
	Apologies accepted by all those present from Heather Edwards (work commitment). The committee welcomed John Morgan from the trust board who was observing.	
2	Declarations of Interest with regard to agenda items	
	None and no changes.	
3.	Minutes of last meeting and matters arising	
	The minutes of the LGB meeting on 29.01.2025 were approved with no changes. JG will upload these to the school website. All the actions from the previous meeting are now completed.	JG
4.	Principal's report	
	CT had circulated a report prior to the meeting. The main thrust of the report is the current financial position of the school which has deteriorated significantly. A saving of £535k is required from next year's budget. The majority of AL schools are experiencing a similar situation. Governors were concerned and had a number of questions – see confidential minutes.	
5.	KS4 post mocks achievement tracking	
	The key points to note are as follows:- - The cohort involved is unusual in that there are no SATS results available due to covid so there are no Progress 8 scores. - The school has to rely on internal measures of progress - Only attainment data is available centrally which is unfortunate as this particular cohort is trending downwards. As a school, any such trend is normally counterbalanced by good progress scores. Q What percentage of total curriculum hours are revision hours? A The average student attends revision classes for 12 additional hours. Revision classes are offered on a pro bono basis by staff and are very well attended.	
6.	Behaviour summary and 'deep dive' data	
	Due to the fact that permanent exclusions are zero, governors asked for data relating to temporary exclusions. The key here is how staff deal with these behaviours. In these situations, a member of staff contacts the parents and asks them to speak to the student presenting a united front and collaboration between the parent and the school. This often de-escalates the issue as the student can see that the parent is supporting the school. The parent often comes into school at this stage to speak with their child. Strong relationships are key but the improvement is difficult to measure as evidence is mostly anecdotal. The RBI measure can be used or the Relative Behaviour Index which uses a weighted index divided by the number of sessions in school for any individual student. Q Have there been any patterns identified? A Year 7 seem to be struggling and although the school was prepared for this, the extent of the behaviour was unexpected. Next year's Year 7 will also be challenging.	

	There will need to individual interventions for individual students and smaller classes which focus on behaviour. Q Are there other trends in this year group? A There are more EHCPs and social interaction with peers is an issue. Relationship building has been a focus. The RBI of PP students is also significantly higher which is also a national trend as PP students typically have attendance issues and suffer from a lack of support from home. Q Are there any anecdotal issues from parents regarding the change in process? A Parents of the other students affected by a student's behaviour often expect a permanent exclusion and often require an explanation of why a restorative meeting is needed etc Q To what extent is this good practice shared across the trust? A Data relating to exclusions is shared across the trust. There appears to be a peak in Years 7 and 9. The key is to use 'belonging' and relational practice which has also been shared across the trust with AL schools all moving towards this approach using 'positive regard'. Q It appears to be the case that each faculty manages its own detentions – how does this work? A The centralised system wasn't working and so the change was made for each faculty to own its own detentions. Improvements could be made in terms of consistency of practice but very few stage 4 detentions have been recorded. In reality, the teacher will email the on-call member of staff and that member of staff then visits the child and provides any necessary teacher support then accompanies the child to Reboot. Q Is there a link here because Reboot numbers have increased? A Probably not as Reboot is also being used as a check in for certain students to provide support and therapy if required. All staff involved in Reboot are ELSA trained. The fact that numbers are increasing is seen as a positive as more students are accessing this early support. Q With this in mind, does Reboot need to be rebranded? A Probably not as it is now providing what it was meant to provide – Restorative Behaviour Therapy. Q Do we know how many Year 7 pupils are neurodivergent? A There is a difference between those who are neurodivergent and those registered as being neurodivergent. Q Is it correct that there have been only 2 students who have been through the mentoring process? A No there are only 2 students who have completed the mentoring process. The data quoted does not show the whole picture. It's important to add that staff culture has changed and is now more calm and rational reflecting that the gradual cultural shift has now been engrained. Q Is the feedback from staff positive? A The feedback from staff via the staff survey indicates an improved positivity in the approach being followed. Staff are more capable of managing any given situation and interestingly, the use of high vis jackets for those on call elicits a culture of collaboration. Q it would be useful to split the RBI data between the different categories of students eg PP, male, female etc A Yes – this can be shown for next time.	
7.	Sixth Form marketing and recruitment	
	RS had circulated a report prior to the meeting for governors to review. Q Is breakeven 150 pupils?	

	A Yes the 'hook' is getting friendship groups to sign up. A teacher friendly approach is key in ensuring that students feel welcomed and given the option to stay on if at all possible. Q Could faculty heads do more lower down the school in 'selling' the Sixth Form? A There is a representative from Oakes in each of the faculties who attend regular meetings at Oakes College. Oakes teachers also teach lower down the school. Q How is the Oakes curriculum being flexed? A There is a trend towards more vocational studies which will require a change to the core curriculum. There is excitement about this move, especially the offer of health and social care. It is important that the college retains more of its 'middle' students as the very best students tend to go to other colleges. Q Is it true that the offer of A Level physics is to be curtailed? A This isn't possible as the college will then lose many of its maths students as well.	
8.	Link governor visits	
	Key points of note from link governor visit on inclusion:- • TAs are key and great to see a strong model of ownership • The fact that the financial constraints may lead to a lack of TAs is concerning. • The spaces are really welcoming and well used. The next visit will have a focus on students out of lessons. • SEMH need is significant in Years 7 and 8 and the impact of the loss of the nurture group must be monitored closely. • It was great to see the use of the new school dog Bonnie. • There is the possibility of an administration dog which could raise morale. • The SEND system may have to change dramatically. The safeguarding and careers link reports will be discussed at the next meeting.	
9	Governance items	
	The trust now comprises 22 schools and this number will not increase for the moment. It is mainly the DfE who have instigated the growth in the trust. The AL strategy for students is 'Belonging by Design' and for staff, the strategy is 'civic leadership within the community' Q Is there any concern that the trust is holding back on its strategy? A The trust understand that this is a work in progress and will develop over time. Q To what extent does the trust lobby government? A AL is leading on communicating an effective message to the DfE and to parents relating to the financial constraints currently being experienced. Governors and staff present requested that any communications to staff were in video format and not by email. There should be a focus on how the message is communicated.	CT
10	Reasons to be cheerful	
	The toilet refurbishment will begin soon and there is £200k remaining in the budget. £200k funding is being applied for to refurbish science laboratories We are also hoping to gain some match funding from ARM for the IT room. The school will receive CIF funding for new electronic gates and fencing to solve the problem of the safeguarding and blockages at the front of the school The new fundraiser has been a positive in bringing in much needed funding for these projects. Q Can the new fundraiser look into funding SEND provision? A Yes that's a consideration.	
11	AOB	
	The SEND information report needs to have KM's name on it as interim SENDco until the specific date when the old SENDCo returns.	

	The SEND policy will be discussed at the next LGB meeting and the policy uploaded to the website.	
12	Date of next meeting	
	13 th May 2 nd July	

The meeting concluded at 20.10pm.

Items for Future Meetings	
Meeting	Item
LGB	SEND statement and information report to be approved in the Spring Term 2025
	Present full 5 year strategic plan

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
3	Upload minutes of last meeting to website	ASAP	JG
9	Ensure any communications to staff relating to the budget are appropriately communicated	April 2025	CT
10	Fundraiser to explore funding for SEND provision	Ongoing	CT

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE