

NEWSTEAD WOOD SCHOOL

Part A Minutes of Local Governing Board Meeting

20th January 2026 at 6.30pm

The meeting was held at the school

Naureen Khalid (NK)	Appointed Governor (Chair)	Present	
Paula Hills (PH)	Appointed Governor	Present	
Paul Norman (PN)	Interim Headteacher	Present	
Steve Penny (SP)	Appointed Governor (Vice Chair)	Present	
Sol Ako-Otchere (SO)	Appointed Governor		Absent
Eileen Xiaoyu Zhang (EXZ)	Parent Governor		Apologies
Jenny Wilkins (JW)	Appointed Governor		Apologies

In attendance: Jo Addison (JA) Hannah Dalton (HD) Amy Norris (AN) Darren Cooley (DC)	Clerk Deputy Headteacher, Quality of Education Director of Safeguarding and Wellbeing Exec. Business Manager, United Learning	Present for items 1-4, 6 & 8 Present for items 1-4 & 6
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Item	Minutes	Action
1	<p>Welcome</p> <p>The Chair opened the meeting at 6.33pm, welcomed all attendees and invited them to introduce themselves.</p> <p>Paul Norman had been appointed Interim Headteacher from the 5th January.</p> <p>Darren Cooley was providing interim financial support until August 2026.</p>	
2	<p>Apologies for Absence and Quorum:</p> <ul style="list-style-type: none"> Apologies for absence had been received from JW and EXZ which were accepted. The meeting was confirmed to be quorate. 	
3	<p>Declaration of Interests:</p> <ul style="list-style-type: none"> No declarations of interest were made in respect of any agenda item. 	
<p><i>NB: The following item was added to the agenda and following items were taken out of order.</i></p>		
	<p>Headteacher's Presentation</p> <p>The presentation had also been delivered to staff on the first day of term.</p> <p>Key points from the presentation were as follows:</p> <ul style="list-style-type: none"> The school lives up to its ethos with wonderful pupils. Newstead is the 4th United Learning school PN has worked at, so he is familiar with the framework. PN has worked in high performing schools so is used to the high expectations of attainment and is aware of the ambitious targets. The 'I teach, we check, you practice' approach is fundamental to meeting these targets. 	

	<ul style="list-style-type: none"> • An open doors and open books policy ensures that staff are used to being observed and engage with feedback. • Staff know where they need to get and the foundations need to be built to support them achieve this. • Pupils should have a sense of belonging, especially in coming back to the 6th Form, their journey through the school should be seen as a seven year one. For this a strong STEM offer in the 6th Form is essential. • PN studied Physics at university and worked in industry before retraining as a teacher. He has worked as a Physics teacher, taking on roles as Head of House, SLT and Sixth Form Lead. PN joined United Learning moving to DHT and HT practising top-down teaching and setting high expectations. • In his previous role PN oversaw the consolidation of schools which were not financially viable. • Since starting, PN has spent time learning about the school. • What matters most to PN are: Service – making sure all have what they need and there is accountability. Democracy – all voices are heard and once decisions are agreed all stand behind them. Psychological Safety – all need to feel confident to speak up and to be supported by clear structures. Best Intentions – all intend to do the best they can. High Expectations – of pupils and staff are clear. Curious not Furious – although staff can be short on time, it is important to take a moment before responding. It is not always obvious what the other person might be carrying. Communication and Comprehension – in an ideal world emails would be banned for a day, but as that is not feasible, staff are reminded of the benefits of talking to people face to face. Advocate – Newstead is a great school, pupils and staff should promote it. Any problems stay in school. Enjoy it. • The focus should be on: Pupil experience, outcomes and attendance. Staff CPD Parental and community engagement. Inspection readiness so the school is calm, confident, and ready to go. Preparation will include compliance, safeguarding, typicality of the day, pupil voice, records and surveys supported by triangulation from external visitors and connected evidence. Clear schemes of work are the key to success. 	
6	<p>Safeguarding - Presented by Amy Norris</p> <ul style="list-style-type: none"> • Staff received CPD training in January on Prevent with slides circulated to those not present. • KCSIE is kept in the forefront through bite size surveys rather than relying on staff reading Safeguarding newsletters. The most recent was on what to do with low level concerns. 	

- An induction on CPOMs was carried out for new staff although it is widely used elsewhere so many are already familiar.
- The single central record (SCR) is up to date.
- There are no Looked After Children (LAC) this year and one pupil in kinship care.
- One pupil will be independently living when their parents move abroad. There is a robust support plan in place following a MASH assessment.

Q: The number of sexual violence incidents is high this year, has that taken the school by surprise?

A: There did seem to be an increase in incidents. Two were from the same student and two others who have all been supported. On reflection the early PSHE session for Year 12 this year covered challenging gender stereotypes and the second on consent. It is important to cover these issues when welcoming male students to the school which causes a shift of dynamic. The sessions will be delivered by the same organisation, with the consent session just before October half term which is typically when some issues have arisen.

Q: Have the number of cases overall gone up this year compared with last year?

A: I think the students know me better and feel more comfortable in coming to me. All staff are vigilant about recording concerns and ensuring they are actioned.

Q: What does physical abuse refer to as there are 15 recorded incidents?

A: They include what could be an indicator e.g. a bruise but staff are now confident to identify concerns and follow them up.

The number of mental health concerns is on the rise in part due to the decrease in the stigma.

Q: How are low mood and anxiety apparent?

A: The categories are provided by United Learning and are sometimes a 'best fit' so the impact of a bereavement may go into that category. It is when pupils seem out of character or inexplicably low.

I advocate for the recording of everything, however small as this strengthens the reporting system. It may be that a pupil needs a check in and no further action is taken, but it is good to see the wider staff body now reporting.

- 4 new referrals have been made, 3 to MASH and 1 to Prevent relating to incidents at home.
- 4 concerns about home are in the assessment stage.
- Filtering and Monitoring is highlighted in KCSIE. The Senso system produces a high number of alerts which are now a screen shot and so less time consuming to review.
- There are three counsellors coming in and the waitlist is manageable. The Bromley Y practitioner provides more practical interventions for issues such as exam anxiety rather than talking therapy.
- The therapy dog is a highlight encouraging younger students to come into the support room.
- A Year 12 PSHE sexual health talk will be delivered next week with a presence during break time for any follow up questions.

	<p>Q: With the staff who missed the Prevent training, how can you be assured they have completed it, is there a quiz?</p> <p>A: Staff complete general safeguarding training which includes Prevent so we did not feel the need to follow up, however a bitesize quiz could be completed at some point. PN noted that TES Edu Care has good back up training courses on Prevent, KCSIE, administering medicines etc. He and DC will explore taking out a subscription for the school.</p> <p>Q: What is your relationship like with outside agencies and parents?</p> <p>A: They are strong. I am a member of the Education Safeguarding Advisory Committee (ESAC) which is relatively new but involves working with other schools to create the agenda for the DSL forum. I am on the Senior Mental Health Lead Forum for Bromley and United Learning. I work with social workers, Bromley Y the LADO and their assistant and am confident of the relationships with local stakeholders. With parents it is more polarised. Some are very grateful; some are more resistant to accept the need for support.</p> <p>Q: How do you deal with the latter?</p> <p>A: We will liaise with head of year and the attendance teams to see if there is another way of approaching it.</p> <p>Q: Due to the catchment and wider radius, do you have to engage with other boroughs?</p> <p>A: I attend the Bromley Forums as it is important to understand the local context, but when we had LACs, I had to attend meetings in their home boroughs. The relationship with the social worker is key.</p> <p>Q: In the report submitted by JW, she noted the anxiety in Year 7 around testing, and this was observed by PH during an open day visit. Is it a part of preparing pupils for the high expectations of Newstead?</p> <p>A: The amount of testing has been stripped back and following feedback from parents, KS3 reporting is now only twice a year in January and July. There are more low stakes quizzes with teachers playing down their importance, that they will not form part of a report. It is often pressure from home and hype from amongst the students themselves. MidYIS testing is used which is a logic baseline test which cannot be revised for and no feedback is given, the data is only used internally to support those with spiky profiles or who need literacy support. There are no end of year exams in KS3 and rewards are not given for attainment but for attitude. The impression the students gave in the meeting with JW was more jokey rather than stressed. Anxiety is often labelled as a negative emotion, but it is normal, particularly in regard to exams, if the impact is wider, affecting sleep and general wellbeing it is more of a concern. AN was thanked for her contribution and she left the meeting.</p>	
8	<p>Teaching and Learning Update – presented by Hannah Dalton</p> <ul style="list-style-type: none"> • HD had taken on the oversight of teaching and learning in September since when there has been a quiet revolution. 	

- There used to be three observations per year, but staff now accept that visits may occur at any time.
- 145 learning walks have been completed so far with every subject in most key stages visited.
- There is an open-door policy which supports a wider structure which works across all subjects.
- There is now a move towards an open book policy. The focus on pride in books has been illuminating, with differences in continuity of presentation seen.
- Teaching and Learning briefings celebrate raise and shine champions which can be applied across subjects to close gaps and raise attainment in KS5 where there are the greatest gains to be made.
- Chunking, academic language, questioning, cold calling and reducing the cognitive load for SEN pupils are all areas of focus.
- Walking, talking mocks have been held so pupils are aware of the requirements of exams with learning walks to follow up. Routines for checking understanding are embedded and staff are now regularly circulating to check work rather than being static.
- Staff were introduced to a carousel of teaching techniques on the Inset day, followed by department time to plan their implementation. A survey following the day was positive with most staff confirming they are likely to implement some of the techniques. It is hoped teachers will be inspired to try new thing.
- A coaching style approach to staff development will be introduced with pairs of staff carrying out observations and discussing their findings.
- External validation is sought to support the work of the school, and a UL review of English was very positive.
- Maths is being supported with CPD and the more experienced staff members sharing good practice with the ECTs. The team teaching A level are stronger.
- There are seven Year 1 ECTs in the school, and three Year 2 ECTs. Most are progressing well and mentoring support is in place for those needing it.
- The leadership team is embedding CPD to make it more enticing and put it into practice. Adaptive teaching, live marking, exam technique and digital efficiency have been foci.
- Department meetings are now focussed on teaching and learning rather than admin, and middle leaders supported with learning walks.
- There is a focus on the curriculum and shared language and routines, with consistency being worked on.
- KS5 teaching has improved, with Chemistry, Physics and Further Maths working actively to improve.
- There is strong ITT and ECT provision, with high numbers in the school most of whom are flourishing, which is confirmed by external validation.
- There has been an upward trend in GCSE results and data is on track to meet targets.
- The SEND gap is bigger as identified by teachers who are not just relying on interventions but ensuring in class teaching is in place to support all pupils.
- Data is being used to adapt teaching
- The responsibility for teaching rests with the school until the exams are sat not relying on study leave.

Q: You identified the Rosenshine Principles, are there also Newsted Principles?

A: We don't refer to the ten principles as they are very wordy and difficult to recall. The Rosenshine Principles are more simple and there is a simple menu below 'I do, we do, you do' which staff are more able to attach to their practice.

Q: Are there any departments where there is more work to be done?

A: English in Key stage 4 has undergone big changes, with texts now unified across all classes for consistency, there are shareable resources and set blocks for teaching Language and Literature, with greater impact from marking and feedback.

There is still work to be done in Key Stage 5 Chemistry and Physics, with some less experienced staff who are having pre-teach sessions with Heads of Department to upskill them.

The Maths team has been strengthened, particularly in KS5 where a high number of students study A level Maths. The results are strong, although less so in Further Maths, although in future all Year 12s will sit the AS level in the summer to determine who should continue in Year 13.

Q: Is there a reason for the lower Further Maths results, is it not usually taken by keen mathematicians?

A: Many degree subjects now ask for Further Maths, so this dictates those who are likely to take it. Students are going against the most elite in that area, so grade boundaries are stretched and it is difficult to achieve highly.

The pace of teaching in Maths and Further Maths is being reviewed to ensure there is a full understanding of the material rather than completing it as early as possible.

Q: Why have there historically been issues with Chemistry?

A: There has not been the same level of expertise as in other departments, and a lack of stability in subject leadership. There are big differences between GCSE where attainment is high and A level which has underachieved in part due to some of the brightest Chemists going to other schools.

Colleagues are working on the scheme of work to ensure there is top-down teaching and more support from the Head of Science.

Q: You mentioned the SEND gap, is there also one for PPG?

A: No, there is less of a gap. There were some pupils at A level last year who were supported with laptops to access work at home, a catch-up club, targeted intervention and HoY mentoring for homework and attendance. The successes come from quality teaching.

The SENDCo presented to the SLT and there was a 2.4% gap which was higher than for SEND. SEND pupils often outperform others at A level.

Q: How do you evaluate the impact of CPD?

A: This has not been clear in the past, but there was a survey following the last Inset day, learning walks and termly evaluation to look at the principles and gains with tracking of learning walks on teams and a workflow for feedback. There have been more positive feedback forms as the impact of CPD is more evident.

Q: For the next meeting, could you provide the Balanced scorecard and IDSR?

	<p>A: They have been reviewed by the SLT and are looking very healthy with strong outcomes, attendance and destinations. They are in line with the language of the new Ofsted framework.</p> <p>Other UL schools have been inspected under the new framework, and a day is booked in early March for a UL team to carry out a monitoring visit in preparation. The UL grids are good and staff already preparing for the visit.</p> <p><i>HD was thanked and left the meeting.</i></p>	
7a	<p>Financial Report</p> <p>Governors noted that they had not see the management accounts for November or December.</p> <p>DC would ensure monthly updates are now circulated.</p> <p><i>The following item is recorded in the Part B Confidential minutes.</i></p>	
7b	<p>Headteacher's Report</p> <p>The role of the previous SBM has been divided up to ensure there is strength and depth.</p> <ul style="list-style-type: none"> - DC will oversee finance, projections, estates, site management, payroll and HR. - PN will oversee the risk register, compliance and IT, and joint managing contracts with DC. - HR will pick up health and safety, systems and suppliers. - It is normal for the HT's PA to oversee the front office so this will be trialled. - JL (DHT) will take on the data protection lead role which fits with his current skills, although additional training will be required. - The finance team will take on the management of facilities hire. <ul style="list-style-type: none"> • There will be ad hoc needs which arise, such as fire evacuation which sat with the HT and SBM who did a hand over before she left. A review of the communications and plans will be carried out, followed by a pre-drill walk through with the team of fire wardens and site team and then a full drill will be carried out. • There has not been a fire evacuation outside of lesson times, or a lock down drill, which will need to be managed carefully with vulnerable pupils. • For the handover of admin and compliance, all exam boards know there is a new head of centre, ECT sign off has been updated, PN has met with the unions, Focal Point sign off updates and credit card applications are underway. • There will be weekly meetings with student leaders, and PN has met with the Head of PA and the DofE operations manager for Bromley to address the low completion rates for the scheme. • PN has held assemblies and been on gate duty to meet students. A meet the Head and team event for parents will be held on Monday February 2nd with questions submitted in advance rather than a town hall q&a to stress the need to move forward not look back. • The SENDCo has presented to the SLT, but there was no development plan with milestones or related CPD which will be developed. 	

	<ul style="list-style-type: none"> • GIAS needs to be updated, but no one has the log in details. • PN has carried out a number of walks and provided a short newsletter to staff. • One member of IT staff was under salaried and about to leave. Their salary has now been matched following benchmarking, and they have tidied their room and seem happier in their role. • A cover supervisor has been appointed on a one-year contract to release SLT from providing cover, which has been very well received by staff. • There have been ongoing disciplinary and grievance issues. A final written warning has been issued to one staff member following HR advice. • The apprentice has not been handing in work, so an investigation has been launched to see whether they are in breach of contract. • It is hoped a focus on HoDs to look at teaching and learning with a coaching programme will be successful. • A survey for pupil engagement in lessons will be impactful in time and forms a core point of the coaching programme. 	
4	<p>Governing Board Business</p> <p>There were no Chairs actions to report.</p> <p>Governors were reminded to send details of any training undertaken to the clerk, The privacy notice required updating as governors are now using Governor Hub.</p> <p>Action: IT to update the privacy notice with regard to Governor Hub.</p>	5
5	<p>Minutes and Matters Arising:</p> <p><u>Minutes</u></p> <p>The minutes of the LGB meeting held on 24th November 2025 were agreed as a true and accurate record of the meeting.</p> <p><u>Update on Actions</u></p> <p>1 – The safeguarding report has been updated. Action closed.</p> <p>2 – The safeguarding lead presented to governors. Action closed.</p> <p>3 – An update on uniform would be presented at a future date. Action open.</p> <p>4 – SP would provide an update on careers which would be circulated to governors after the meeting. Action closed.</p> <p><u>Matters Arising</u></p> <ul style="list-style-type: none"> • There were no matters arising not already covered at the meeting. 	5
9	<p>Policies:</p> <p>The following policies required approval:</p> <ul style="list-style-type: none"> • 16-19 Bursary Policy • Complaints Policy <p>The policies were unanimously approved at the meeting.</p> <p>Governors noted that the DfE have released new guidance for complaints which should be reviewed.</p>	
10	<p>Confidential Matters:</p> <ul style="list-style-type: none"> • Part of Item 7: Finance report 	

12	<p>Any Other Business</p> <p>Mr Flanagan, a music teacher was keen to come to a future meeting and update governors on music and performing arts. It was proposed that governors pose a question for him to answer.</p> <p>There was no other business.</p>	
13	<p>Closure of Meeting</p> <p>Date of next meeting: Governors may consider moving the March meeting to April to ensure the budget is ready for approval.</p> <p>The Chair thanked everyone for attending. The meeting closed at 9.20 pm.</p>	

No.	Action Part A	Who	By	Status
Meeting of 20th January 2026				
5	IT to update the privacy notice with regard to Governor Hub.	HT	ASAP	Open
No.	Action Part A	Who	By	Status
Meeting of 24th November 2025				
1.	AB to remove suicide attempt from the Safeguarding report.	AB	Immediate	Closed
2.	"Safeguarding lead to come into a meeting for ten minutes to talk about safeguarding and the challenge of the school having a nine-mile radius, covering a wide range of safeguarding needs." BF to next meeting.	AB	Next meeting	Closed
3.	AB to keep the Governors updated as to decisions made regarding the new school uniform.	AB	When information available	Open
4.	Careers. SP to send his written report to the Governors once he had received the necessary information from the Careers Lead.	SP	When information available	Closed

Signed: _____ Print Name: _____

Date: _____