

# NEWSTEAD WOOD SCHOOL

## Part A Minutes of Local Governing Board meeting

Held at the school on

Tuesday 26<sup>th</sup> September 2023 at 6.30 p.m.

Naureen Khalid (NK)	Appointed Governor, Chair	Present
Jonathan Capon (JC)	Appointed Governor	Apologies
Ade Fasui (AF)	Appointed Governor	Present
Sol Ade-Otchere (SO)	Appointed Governor	Apologies
Steve Penny (SP)	Appointed Governor	Present
Eileen Xiaoyu Zhang (EXZ)	Parent Governor	Present
Jenny Wilkins (JW)	Appointed Governor	Present

In attendance:

- Alan Blount (AB) - Headteacher
- Helen Le Roux (HLR) - Deputy Headteacher (Academic) - present from 7.13 p.m.
- Sarah Sword (SS) - Deputy Headteacher (Pastoral) - present from 7.13 p.m.
- Mary Rider (MR) - Croydon Education Partnership Clerk

Agenda Item	Minutes	Action No.
1	<p><b>Welcome, Apologies for Absence and Quorum</b></p> <p>The Chair opened the meeting at 6.30 p.m. and welcomed attendees.</p> <p>Apologies had been received from JC (travelling) and SO (work commitment). The apologies were accepted.</p> <p>The meeting was confirmed to be quorate.</p>	
2	<p><b>Membership and Terms of Reference</b></p> <p>The Chair of the LGB is appointed by Trustees. NK has been appointed to the role of Chair.</p> <p>The Vice-Chair is elected by LGB. NK invited nominations/self-nominations.</p> <p>AF informed Governors that she would not be able to take on the role of Vice-Chair as she is due to have a baby and will be moving to Dubai.</p>	

	<p>SP said that he is happy to carry on as Vice Chair.</p> <p>DECISION : Governors unanimously agreed to elect SP to the position of Vice Chair.</p> <p>The following Nominated Governor roles were agreed:</p> <p>AF – SEND          JW – Safeguarding          EXZ – Teaching and Learning          JC – Health &amp; Safety          SO – Finance</p>	
3	<p><b>Declaration of Interests</b>  <b>Register of business and pecuniary interest forms</b></p> <p>NK asked Governors to ensure they complete and return wet-signed paper copies which have to be held in school. If there are no declarations, the form should still be signed.</p> <p>A confidential matter was discussed.</p> <p>Sarah Sword (Pastoral) and Helen Le Roux (Academic) joined the meeting at 7.13 p.m.</p>	
4	<p><b>Governing Board Business</b></p> <ul style="list-style-type: none"> <li>○ DBS Checks</li> <li>○ Code of Conduct</li> <li>○ Governor Visit Protocol</li> <li>○ Chair’s Update</li> <li>○ Governor Training</li> </ul> <p>DBS checks are up to date.</p> <p>There is currently no Governor Visit Protocol. Governors agreed that it would be helpful to have a protocol to know staff as well as Governors. This will be drafted and brought to the next meeting.</p> <p><b>ACTION : NK to draft Governor Visit Protocol.</b></p> <p>Chair’s Update:</p> <p>Training information has been circulated. Safeguarding training is mandatory for all governors, who must do the UL training.</p> <p>Governors were asked to look if there is any other training they wish to undertake, including complaints and exclusions. Some of the other schools may need Governors to sit on an exclusion panel. Governors have to have had exclusion training to be able to sit on panels. This is one way the LGB can give back to other schools.</p>	

	<p>Q : Are Governors sent a link to SEND training?  A : Governors have to ask for it and it will be sent to them – Tracey or Lesley are to join in the training. When done, Governors were asked to report back so that it can be recorded which training has been done.</p>	
5	<p><b>Minutes of Previous Meeting</b></p> <ul style="list-style-type: none"> <li>• Governors to approve the minutes of the LGB meeting held on 16 May 2023.</li> </ul> <p>The Minutes of the previous meeting had not been uploaded to the Governor drive for Governors to review. This will be brought back to the next meeting for Governors to approve.</p>	
6	<p><b>Safeguarding and Compliance</b></p> <ul style="list-style-type: none"> <li>• Governors to confirm they have read KCSIE 2023 and the Safeguarding Policy as part of their annual compliance paperwork</li> <li>• Safeguarding Report</li> <li>• Safeguarding Training</li> <li>• Safeguarding checklist</li> </ul> <p>Governors have to read KCSIE and a checklist has to be completed. This must be completed after the safeguarding training and needs to be recorded at school.</p> <p>Q : Have there been any safeguarding issues you would like to bring to Governors’ attention?  A : Staff had safeguarding at the start of term with a confirmation activity to ensure they have listened as well as attended. The school is ticking off those who have completed the training to make sure 100% have been returned.</p> <p>Q : Have staff done KCSIE as well? Have staff been trained on KCSIE 2023 and read Annex A?  A : Yes, and they also have to complete an online questionnaire and sign to say they have read and understood.</p> <p>There is not much change – peer on peer abuse has been changed to child-on-child abuse. Peer implies equal and abuse between equals but child on child encompasses different ages, including different educational ages. There is a big influence on filtering, and monitoring online safety is much bigger.</p> <p>Another change is children ‘missing’ rather than ‘absent’. After Covid, attendance is a massive issue. Rather than saying children are absent from school they are now shown as missing. This strengthens the narrative with parents; saying a child is missing rather than absent gives a different connotation.</p> <p>Q : Are there any safeguarding issues with the building?  A : There is no RAAC. AB and SS spoke about sending out a questionnaire to students asking if there are any areas where they feel unsafe. This gives an indication of what children are saying.</p>	

	<p>Different safeguarding assemblies have already been held for students. KS4 assemblies focused on anxiety whilst Sixth Form covered the important topic of consent. All students in the Sixth Form have to do a follow up quiz which is quite legally based in terms of sexual harassment. If they don't know what consent is, it gets picked up.</p> <p>Q : Is there any parent involvement?  A : Part of the school development is parental engagement, holding in person curriculum evenings. Safeguarding in an element in all meetings.</p> <p>There is a dedicated hotline for Bromley Y. There is such a big waiting list for support this empowers parents to help the children themselves and there is more emphasis on that. As part of the Trust, we have bought into a scheme that bridges provision while children are waiting for CAMHS – we buy a number of sessions to bridge the gap while holding the child. This has been procured by the Trust and rolled out to all schools in the Trust. Referrals go through Frazer Smith to triage. Students can all go through this service, bypassing the local authority.</p> <p>There are a lot more issues post-Covid relating to wellbeing and some parents are not well equipped to deal with these issues. Trying to put more training in place for parents is very important, with parents using the right language with their child and understanding what the issue is and how to work from a different language.</p> <p>Everything has moved on – AI, chat, GDP. We have to look at how we keep up with that.</p> <p>Q : There is a lack of information going into those missing school – some are emotionally avoiding school and there is the impact of parent mental health; for some parents working from home, it is nice to have children with them. Have you seen that here?  A : Children are losing the role model of seeing someone going out of the door ready for work, losing a sense of purpose from their parents. To be sure children are safe at home we need to have eyes on them on site. Children are missing the social aspect of school, including assemblies, PSHCE, teamwork and teambuilding and communicating with others. Children are not so street wise.</p> <p>There is in-person safeguarding training on 30<sup>th</sup>. We would like the whole team to have the training. We are happy to invite people in from other schools, hosting and offering lunch. There is something powerful about the training being in person and having the whole team together, sharing case studies and scenarios.</p>	
7	<p><b>Headteacher's Report</b></p> <p>The Headteacher's Report was available to Governors in advance of the meeting.</p>	

	<p>Governors offered their congratulations to staff and students on the results.</p> <p>The Trust has flagged 15% on some measures, which has given a starting point: to have come up 15% is no mean feat.</p> <p>Q : Year 12 has a maths assessment in the first week. Do other subjects?  A : No, maths is the only department that does a baseline as there is more variability. The assessment is carried out in class altogether. There will be a Bridging Unit assessment across all subjects after half term.</p> <p>Q : Pupil Premium students are half a grade lower than their peers – why is that and what could we do?  A : We only had three PP students with a fourth becoming known after the exams had been sat. Work with PP in Year 11 really improved last year and the work we did got them that far. It is a small sample size so more volatile and still achieved well. One of the children was quite borderline but pulled through; the student who skewed the figures is the one we didn't know about. On an individual level, without our interventions, that one child would not have got the grades to join our Sixth Form, but our work ensured they got the grades and stayed. It's a powerful example of impact and the effect on social mobility. This has made a difference that will impact that student throughout their life.</p> <p>Q : Why are PP grades lower?  A : This is a national trend. From the start of their life, they haven't had as many opportunities with perhaps less aspiration at home, less cultural exposure and less access to learning resources. We use PP funding in a different way; due to a small number of PP there is a smaller pot of money. This allows us to offer them access to school uniform, participate in enrichment week and provide access to resources.</p> <p>Q : These children start their journey in Year 5. Can it ever be mitigated.  A : By six years old these children are already behind and it is an uphill battle. They are mitigated with their surroundings; they might not be supported; they may have a challenging home situation often sharing a bedroom with a sibling with do room and no desk to work at. We open the library later in the day to allow them to work. One of the children was accepted into St Olave's but came back. They feel better here and would be more supported. We work on success on PP; we know them all and are working with them case by case, making sure they are getting what they need to thrive and flourish.</p> <p>Q : Regarding maths, how long have we done the FSNS?  A : This is the second year.</p> <p>Q : Regarding Further Maths, how does that work?  A : We set them for maths from the beginning. There used to be 1-6 sets but this is now 1-3 .</p> <p>We have put in FSMQ to challenge our top students. We have managed to keep our brightest mathematicians; they feed off each other and the retention</p>	
--	---	--

for Sixth Form is driving standards up. Children can refuse to do FSNQ but it is included as part of their maths lesson.

Psychology has always been a popular subject. Psychology is not offered by our other grammar. Sociology is going up in A-Level following the national trend. When we benchmarked what other schools are offering, Sociology was seen but not one we want to offer at this stage. Medicine places are coming back up again.

Seven students have been accepted for Oxbridge.

Q : Is that lower than usual?

A : Yes, but Durham and Warwick are also at the top – Oxbridge is not the be all and end all.

The number of students applying for universities has gone through the roof. We have 56 students applying for Oxbridge with some strong candidates. This is cohort dependent and really fluctuates. Last year's cohort were more into literature whereas this year they are more into science and maths.

There is only one student going into Veterinary Medicine and only one into Natural Sciences. We usually have one or two students going into Dentistry every other year.

Q : How many students gain a normal place and how many contextual?

A : A small number. Where there are harder boundaries, universities have taken students below the required grade – more get in with lower grades. All students with contextual offers got offered something, either an alternative course or a lower offer. If a student has a contextual offer and went through cleaning, they will be offered a Plan B.

Linked with pupil premium, universities are promoting social mobility to retain these students in higher education; many don't go to university and don't take a gap year.

The target two years ago was 86% A\*-B. With the movement of boundaries we were very close last year; that is where we should be hitting. This cohort should be able to get 86%. This will put the school in the top 15% in the country which is where this cohort should be. With that target we have looked to get children to a B and above.

We are pushing the narrative about assessment, not just to keep measuring but how we can use assessment. We have charged Heads of Departments to look at grade boundaries and expectations and to teach to this level of expectation, going back to first principles. We are looking at grade boundaries across all units, making sure internal boundaries are in the right place but also our expectations. We look at how to use those assessments and reporting home to work to that 86%. That is how we bring more students into our Sixth Form, retaining Year 11 into Year 12 and 13. If Year 11s buy into those teachers and get good grades, Year 11s stay.

Q : How consistent is assessment across departments?

A : At last night's discussion on assessments, we check the learning that happened during lesson, refresh teaching and learning, look at how do we assess and how calculated. This is the ownership of whole department. There were good discussions about formative assessment and the balance of grades; some subjects maybe didn't know what an A\* looked like. We are working towards consistency, ensuring students apply to the right university. We have a new Head of Sixth Form who is looking at UCAS versus grades and brings a wealth of knowledge. They are very strong with children and parents. Not everyone is A\*.

Q : There was an issue with English at GCSE – did you query the papers?

A : Yes, a large number of remarks/queries have been received and these are still being processed. In some papers there were no marks at all in certain sections and in there was a case where one whole section of the paper had not been marked.

Q : Have you analysed questions?

A : Yes, all departments go through the questions – this is something that Head of Department has to look at with a question-by-question analysis and we look at trends in papers. Assessments are informing the curriculum. We have met with the lowest performing Heads of Departments – DT, computing and history.

Q : Why is computing low?

A : The NEA got marked down, there was a misunderstanding regarding coursework. We have a newly qualified teacher who is very good but doesn't have exam experience. We are moderating DT to make sure the new department is going forward.

Q : Do many staff mark?

A : Not many although we can advocate and encourage this. The timelines have changed on marking. The workload is so heavy in such a short window.

In history we are looking at which courses we pick. There is a lot of difference in courses and we have not moved forward in the way others have. The national figure for history is not looking good which results in take-up falling. Geography has gone up while history has gone down.

Literacy and oracy is a Trust wide priority and we will have to make what we do even better.

Q : Are you concerned about the economics teacher leaving?

A : The advert went out but there were either no applications or they were really poor. We have a maths teacher who stepped in who is happy to teach economics.

A confidential matter was discussed.

DT is the department with most changes.

	<p>Q : Are there any other changes in sciences?  A : We are fully staffed at the moment.</p> <p>We have a teacher going on maternity leave in geography and a psychology teacher is relocating.</p> <p>AF left the meeting at 8.02 p.m. The meeting remained quorate.</p>	
8	<p><b>Policy Documentation</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Safeguarding Policy</li> <li>• Sex and Relationships Education Policy</li> <li>• Complaints Policy</li> <li>• Behaviour Policy</li> <li>• Mobile Devices</li> <li>• Electronic Devices</li> <li>• Exclusions</li> <li>• Group Health and Safety Management Policy &amp; Statement of Intent</li> <li>• Missing Pupils</li> <li>• Privacy Notice</li> <li>• Racial Incidents</li> <li>• Visiting Students</li> <li>• Whistleblowing</li> <li>• Records and Retention Policy</li> </ul> <p>There have been minimal changes to all policies.</p> <p>Q : Are these all UL policies?  A : They are all template policies which we adapt, or there is a prescriptive set of guidance notes.</p> <p><b>DECISION : The following policies were all AGREED by Governors:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Safeguarding Policy</li> <li>• Sex and Relationships Education Policy</li> <li>• Complaints Policy</li> <li>• Behaviour Policy</li> <li>• Mobile Devices</li> <li>• Electronic Devices</li> <li>• Exclusions</li> <li>• Group Health and Safety Management Policy &amp; Statement of Intent</li> <li>• Missing Pupils</li> <li>• Privacy Notice</li> <li>• Racial Incidents</li> </ul>	



	<ul style="list-style-type: none"> <li>• Visiting Students</li> <li>• Whistleblowing</li> <li>• Records and Retention Policy</li> </ul> <p><b>DECISION : The Ethos and Values Policy was also AGREED by Governors.</b></p>	
9	<p><b>Complaints</b></p> <p>There is one ongoing complaint which has gone to the stage above Governors and has gone to UL.</p> <p>At the Chair’s Forum, chairs were advised to ask schools to do a yearly report on complaints and recommendations, and the learning to be done.</p> <p>Kathy Oliver logs all of the complaints, looking at what the difference is between a complaint or a concern. The leadership team know to contact Kathy Oliver.</p> <p>There is a recurring theme regarding parking outside of the school. Staff are present outside but have no jurisdiction.</p>	
10	<p><b>Health &amp; Safety</b></p> <p>There was nothing to report under Health &amp; Safety.</p>	
11	<p><b>Any Other Business</b></p> <p>SP will take on the Nominated Governor role for Carbon Neutral.</p>	
12	<p><b>Confidential Items</b></p> <p>Confidential matters were discussed and these are recorded in the Part B Minutes.</p>	
13	<p><b>Closure of Meeting</b></p> <p>The next meeting of the LGB will take place on 28 November 2023.</p> <p>JW advised Governors that she will be abroad for the next meeting but would be able to attend if the meeting were held virtually.</p> <p>The following dates had previously been agreed for LGB meetings for the 2023-2024 academic year:</p> <p>26<sup>th</sup> September 2023  28<sup>th</sup> November 2023  23<sup>rd</sup> January 2024  19<sup>th</sup> March 2024  14<sup>th</sup> May 2024  25<sup>th</sup> June 2024</p> <p>All meetings will start at 6.30 p.m.</p>	

	The meeting closed at 8.07 p.m.	
--	---------------------------------	--

26 09 2023 Newstead Wood School Part A draft minutes v2