

**MINUTES OF A MEETING OF THE NOBEL SCHOOL BOARD OF GOVERNORS**  
**HELD ON 21<sup>st</sup> SEPTEMBER 2016**

**Present:** Martyn Henson (Head Teacher),  
 Graham Blackburn, Julia Marshall, Julia Brettell (Co-Chair) Sue Padfield,  
 Richard Aggus (Co-Chair), Amy Pearson, James Marshall (AM), Emma  
 Bull (AM), Phil Cave, Sheenagh Parsons, Kath Smith, Nick Hoffman, Keith  
 Hopkinson

**Apologies:** Revd Wood, Hilary Rodgers, Craig Temple

*(NB: Governor Challenge, Questions and Monitoring are highlighted in italics)*

1.	<p><b>To receive any apologies and decide whether to give consent for absence.</b></p> <p>Apologies from Keith Hopkinson (late), Craig Temple, Hilary Rodgers and Revd Kojo Wood had been received and consent for absence was given.</p>	
2.	<p><b>To receive notification of any other business.</b></p> <ul style="list-style-type: none"> <li>• Performance Appraisal</li> </ul>	
3.	<p><b>For governors to declare any potential conflicts of interest for items on the agenda</b></p> <p>None</p> <p>Governors signed Disclosure of Pecuniary Interest forms.</p>	
4.	<p><b>Foundation Status</b></p> <p>A Confidential issue was discussed and reported in Part 2 minutes.</p> <p><b>It was proposed that the FGB return to the Instrument of Government in operation prior to 1st September. There were still 18 governors, but no partnership governors in place. The proposal was unanimously agreed.</b></p> <p>The constitution of the FGB was thus:</p> <ul style="list-style-type: none"> <li>• 13 Co-Opted Governors</li> <li>• 1 LA Governor</li> <li>• 2 Parent Governors</li> <li>• 1 Head</li> <li>• 1 Staff Governor</li> </ul> <p>Total – 18</p>	

	<p><b>A formal vote to ratify the decision made by email to delay conversion to Foundation status pending property discussions was then taken and unanimously agreed.</b></p>			
5.	<p><b>Safeguarding</b></p> <p><i>SP reported that she came into school during the summer term and completed the audit of the SCR with the school office. They did note a couple of issues which needed to be resolved. SP has had it confirmed that these issues have now been addressed.</i></p> <p><i>SP was now in a position to complete the checklist and would complete her visit report to upload onto Moodle.</i></p> <p>Actions – the safeguarding actions from previous meetings were all completed. Any governors who had missed the recent safeguarding training needed to make sure they booked onto training.</p>	<p><b>Action 16/40 SP to complete checklist and visit report and upload onto Moodle</b></p> <p><b>Action 16/41 Governors who had missed recent safeguarding training to book onto training</b></p>		
6.	<p><b>Instrument of Government</b></p> <p>Agreed above (item 4)</p>			
7.	<p><b>Governing Board Organisation</b></p> <p>There were 2 vacancies for Co-Opted Governors. If governors had any suggestions, they should let RA know.</p> <p>Pippa Frost was stepping down from the staff co-opted role and the Head was looking for a replacement.</p> <p>The clerk was resigning, effective end of the term, so the FGB would need to look for a replacement. There were 2 options – the clerking service offered by County or a clerk employed by the school.</p> <p>Membership of the Foundation Committee was agreed to be Julia Brettell, Richard Aggus, Revd Kojo Wood, Keith Hopkinson and Hilary Rodgers. JB had drafted TOR and would upload onto Moodle for review. The first meeting was on 30<sup>th</sup> November.</p> <p>A Governor links spreadsheet was circulated based on the new RACE document. The links were agreed as below:</p> <table border="1" data-bbox="311 1955 1035 2009"> <tr> <td>Richard Aggus</td> <td>Leadership &amp; SLT plus H&amp;S</td> </tr> </table>	Richard Aggus	Leadership & SLT plus H&S	<p><b>Action 16/42 JB to upload draft TOR for Foundation Committee onto Moodle</b></p>
Richard Aggus	Leadership & SLT plus H&S			

	<table border="1"> <tr><td>Keith Hopkinson</td><td>Groups</td></tr> <tr><td>Graham Blackburn</td><td>KS3</td></tr> <tr><td>Katherine Smith</td><td>T&amp;L</td></tr> <tr><td>Craig Temple</td><td>Students</td></tr> <tr><td>Philip Cave</td><td>Curriculum</td></tr> <tr><td>Hilary Rodgers</td><td>KS4</td></tr> <tr><td>Julia Brettell</td><td>Leadership &amp; SLT</td></tr> <tr><td>Rev Kojo Wood</td><td>Community &amp; Engagement</td></tr> <tr><td>Nick Hoffman</td><td>KS5</td></tr> <tr><td>vacancy</td><td></td></tr> <tr><td>vacancy</td><td></td></tr> <tr><td>Sheenagh Parsons</td><td>SEND, PP, CP, Prevent</td></tr> <tr><td>Sue Padfield</td><td>SEND, PP, CP, Prevent</td></tr> <tr><td>Needs allocating</td><td>KS3</td></tr> <tr><td>Amy Pearson</td><td>KS4</td></tr> <tr><td>Julia Marshall</td><td>Governor Training</td></tr> <tr><td>Rebecca Hughes</td><td>Music</td></tr> </table> <p><i>Governors were to refer to RACE to see who they should link with rather than coming in for a Faculty visit. They would then have input to scrutiny meetings regarding relevant areas of RACE.</i></p> <p><i>Governor training – Governors were letting JM know if they had attended training.</i></p> <p><i>RA had completed Head Performance Appraisal training, which had encouraged all Governors to consider taking the course; it helped Governors to think about how objectives are set across the school and how monitoring happens.</i></p>	Keith Hopkinson	Groups	Graham Blackburn	KS3	Katherine Smith	T&L	Craig Temple	Students	Philip Cave	Curriculum	Hilary Rodgers	KS4	Julia Brettell	Leadership & SLT	Rev Kojo Wood	Community & Engagement	Nick Hoffman	KS5	vacancy		vacancy		Sheenagh Parsons	SEND, PP, CP, Prevent	Sue Padfield	SEND, PP, CP, Prevent	Needs allocating	KS3	Amy Pearson	KS4	Julia Marshall	Governor Training	Rebecca Hughes	Music	
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8.	<p><b>Skills Audit</b></p> <p>Some Governors still needed to return the skills audit, the Governors self-review and the Chair's 360 evaluation. They should ensure that there were returned to RA asap.</p> <p>Any Governor not managing to log onto Office 365 should contact the IT help desk, who were very helpful.</p>	<p><b>Action 16/43 Governors to return skills audit, self-review, and Chair's evaluation</b></p>																																		

<p><b>9.</b></p>	<p><b>Policies</b></p> <p>Behaviour for Learning Policy – comments had been made and Governors were happy with the responses. The policy was now ready for approval.</p> <p><i>Q A Governor noted that uniform and equipment breaches by PP students would not necessarily be sanctioned the first time and wondered whether this should also apply to non-PP students, as there could be students who were not properly resourced at home who were not on Pupil Premium. The Head said that there was discretion in the policy and usually the student was referred to student services – the issue was treated with sensitivity. Q Would all staff adopt this stance? Yes.</i></p> <p><b>The policy was ratified by the FGB.</b></p> <p><b>Data protection, equality and H&amp;S policies</b> – governors to review. Governors were to comment by 30<sup>th</sup> September. It was agreed that Governors should look at Moodle at least once a week and acknowledge that they had read the policy and either approved or had a comment within 10 days. This would give an audit trail of approval.</p> <p>Policies should aim to be reviewed before their review date so they were always valid. An appendix could be added, where necessary, to a policy to cover any update before the review date. NR had been doing a lot of work on policies and was now on schedule. Changes were highlighted in policies.</p> <p>The Chair advised that the school had permanently excluded one pupil. The Governors’ Discipline Committee had met and upheld the decision.</p> <p>The Head would chase up review of the Child Protection Policy which needed to be updated in line with the new legislation.</p>	<p><b>Action 16/44</b> <b>Head to chase up review of Child Protection Policy</b></p>
<p><b>10.</b></p>	<p><b>CDM Template</b></p> <p>This was deferred to the Foundation Committee on 30<sup>th</sup> November. PC would look and take a view.</p> <p>(Post meeting note – this was only applicable to Catholic schools and thus not applicable to Nobel).</p>	

11.	<p><b>To agree the minutes of the last meeting on 6<sup>th</sup> July 2016</b></p> <p>The minutes were approved.</p> <p><u>Matters Arising:</u></p> <ul style="list-style-type: none"> <li>• Head to review timings of parents' evenings – the Head said that there was an issue with directed time. If they moved the evenings 30 minutes later it would count as trapped time and would count towards directed time. The answer might lie in RACE as there was a requirement for more joined-up and flexible communication between staff and parent.</li> <li>• Font on Moodle has been changed.</li> </ul>	
12.	<p><b>AOB</b></p> <ul style="list-style-type: none"> <li>• Governors signed Code of Conduct and Self-declaration forms. Governors not present at the meeting should sign the forms and send in to school asap.</li> </ul>	<p><b>Action 16/45 Governors not present at meeting to sign forms and send into school asap</b></p>
13.	<p><b>Dates of next meeting</b></p> <p><b>19<sup>th</sup> October at 6pm – Scrutiny Meeting</b></p> <p>The Head would invite both DHTs and David Martin to present on the data and share with Governors how the school was now looking at the data. Material to be sent out before the meeting.</p>	
14.	<p><b>Workshop on RACE</b></p> <p><i>The latest version of RACE (v11) had been circulated. The document would inform scrutiny meetings as to what evidence Governors needed to see and would also inform Governors in their visits and link role.</i></p> <p><i>Governors discussed monitoring of RACE.</i></p> <p><i>Q Asked, the Head explained the function and purpose of panels. One way of monitoring RACE was for one Governor or more to attend panels. It would be a good hands on way of looking at the sort of thing they did and Governors could see the professionalism and seriousness with which they addressed any issues. They were redefining the TOR of panels. It was a wave 3 support and dealt with any child at risk of failure or at risk of exclusion. A panel was chaired by Barry Burningham, and the</i></p>	

*SENCo and data, curriculum, and behaviour staff specialists attended, who could point the students in particular ways.*

The Head gave further information on how issues were addressed at different levels. For Wave 1 students, or the vast majority, issues were dealt with by the form tutor and the class teacher in the particular subject. For wave 2 students, who were failing in a particular subject, it became a Faculty issue. Wave 3 students were the ones where the data showed the student was underachieving in all areas. In year 11, they probably had around 35-40 students in that category. They were not the lower attainers this year. The pastoral system then came into play to look at issues and barriers, and if necessary, it would then go to panel.

*Q Does the student know? They will know that they are getting a lot of support and there is a lot of ongoing discussion. One of the first things the school would do would be to get the parents in. The Panel might deal with 15-20 students across the school. There were around 4-5 students at a serious level. It would be difficult for Governors to take part in serious cases, with students at risk of permanent exclusion, as they would then be compromised and unable to take part in a Discipline Committee. However, Wave 3 could also include students who were refusing school, or had special needs etc. Governors suggested it might be better to have a nominated governor attend panels.*

*The FGB went on to discuss how Governors could monitor RACE through visits. Many of the targets in RACE were binary, ie were achieved or not, and could be verified. Other targets might need more of a discussion from NR, who was in charge of teaching and learning. Governors could come and see the activity in action, and it could then become an agenda item for the Scrutiny Meetings through the year.*

*As an example, the Head referred to GCSE results which were good but would have been better if the 10 lowest attaining students had reached expected progress. Whatever the reason, the students had given up. Getting a U really affected the Value Added for the school, and was not good for the students. Governors should ask questions such as, was the curriculum fit for purpose for those students, what was the school doing about it? What was the school doing differently to make sure it did not happen again? Governors needed to question the reasons behind the data. There was a backstory to each pupil, with wider social context, but questions still needed to be asked. It was the responsibility of Governors to ask what the school was doing about issues, ensuring it was happening and ask strategic questions about the impact, whether it was good enough and what was the next stage. Scrutiny came from monitoring delivery and asking whether the outcome was addressing the issues.*

	<p>The school was using the data more proactively now, and utilising other data earlier such as student and parent feedback. For instance, the PASS survey was done from year 7 and could identify potential school refusers early. They would soon have 3 years' worth of PASS survey data, which would give a 3 year trend across the school. The Head added that it was more about support systems than interventions. They were focusing on need across the school, not just the lower attainers, or C/D borderline students, and putting in support. Progress 8 was a good introduction to schools in this respect. TAs were linked to year groups, and would work with the Head of Year and Student Services and follow students through the school. TA use was reallocated and support redirected to where it was required, to the "not yet's" rather than solely to SEN pupils.</p> <p><i>Governors further discussed how to monitor the "not yet's". This could be done through a range of measures, such as through presentations at meetings by staff, by scrutinising data, by coming in to see in action. The data of students moving out of "not yet" would show the progress.</i></p> <p><i>Each Key Stage Governor could make an appointment with the relevant staff member and ask to talk to a group of students from across the board and look at books. The school carried out a survey of SEN students termly with regards to the support they were getting, if they felt they were improving etc.</i></p> <p><i>Data would give the quantitative information, and Governors could gain qualitative information via pupil interviews etc. Each Governor should aim to do this once a term in their area and report back at the FGB meeting. There was further triangulation with JM as a Governor, as she was dealing with the data on a daily basis.</i></p> <p><i>Governors were no longer linked to Faculties but if through analysis of data and exam information, particular areas were identified for further scrutiny, Governors could come and visit a particular Faculty and do a case study. In the vast majority of cases, students were making good progress; it was about focusing on where they could make a difference.</i></p>	
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