

**Local Advisory Board Meeting  
Item 3 Wednesday, 16<sup>th</sup> September 2020, 5:30pm via Teams**

<b>Present:</b>	Dr John Storr (JS) Chris J McAree (CJM) Sheila Johnston (SJ) James Porter (JP) Jackie Kirsopp (JK) Beverley Kent (BK) Lorryne Hughes (LH) Gill McLean (GMcL) Diane Harrison (DH)	Chair Headteacher LAB member LAB member LAB member LAB member CEO Staff LAB member LAB member
<b>Together with:</b>	Lucy M Hewson (LMH) Carl Gibson (CG) Lauren Hitchen (LHi) Kath Pigdon (KP) Jim Connolly (JC)	Clerk to WHS LAB Finance Manager Acting Head, Longtown PS Deputy Head Curriculum Leader, Personal Devt
<b>Apologies:</b>	Matthew Aitchison-Rayson (MAR) Lauren Graham (LG) Janine Maidwell (JM)	LAB member LAB member Parent LAB member

Minutes taken by Mrs L M Hewson, Clerk to WHS LAB

**LAB members received presentations on new Behaviour Policy and draft RSE Policy.**

		<b>Minutes</b>
1	Welcome & Apologies	Apologies received from LG, JM and MAR. Welcome to LHi who has joined the LAB as Acting Head at Longtown PS (Feeder school for WHS). CJM will be joining the Longtown LAB to continue to strengthen relationships between the two schools.
2	Declaration of Interest	GMcL seconded to a Trust role until Christmas.
3	Minutes of meeting held on 16 June 2020	Minutes were taken as a true and accurate record.
4	Matters Arising	No Matters arising.
5	September 2020 - welcoming our students back. <ul style="list-style-type: none"> <li>• Public Health advice – an update</li> <li>• School operations</li> <li>• Curriculum Plans</li> </ul>	Head reported that WHS reopened in September. It is running successfully. There have been some 'tweaks' with updating Fire procedures, room cleaning, 'bubbles', but generally has been running very smoothly. Curriculum plans have been adapted to take into account specialist rooms which cannot be used by all year groups. We have planned up to October to take subjects out of their normal rooms. Hopefully we will be able to start practical work in specialist areas in the second half term. There has been a lot of contingency planning for any further lock down or classes having to be taught at home. Year 7 has been surveyed re internet access issues so know which students have weak or no internet signals, and they have all been trained on use of VLE and electronic

	<ul style="list-style-type: none"> <li>• Assessment and accountability</li> <li>• Contingency planning</li> </ul>	<p>systems as have all new starters. Where staff have to self-isolate they are delivering lessons via Teams whilst the class is supervised.</p> <p>The Chair would like to recognize how much work has been done by CJM and SLT.</p> <p>CEO summarised the amount of work carried out over the Summer to get to this position has been incredible. We have adapted and changed the plans for 1500 students to come back through the doors. She reinforces Chair's thanks - CJM and team have done a fantastic job. We need to think about contingency planning if some students are isolating at home and some are in class and how staff teach from home.</p> <p>CJM discussed track and trace and how groups separate out if there are positive cases.</p> <p>Attendance rates started strong (98%) but there has been a drop off and attendance is now around 88-89%. Students' immune systems are lower so there are many 'bugs'. The drop in attendance reflects a national picture.</p> <p><b>LAB member asked about the students in Year 10, whom the staff were struggling to engage with at the end of the last academic year. Have they come back to school?</b></p> <p>Yes, they have. There are only a small handful who have decided to home educate. The students the school felt might not re-engage have done so.</p>
6	Finance Report	<p>CG reported on Finance.</p> <p>Covid 19 has not been kind to WHS.</p> <p>FYF movement from P8 (£82K deficit) to P11 (150K deficit) of £68K downturn. Broken down as follows:</p> <ul style="list-style-type: none"> <li>• NET loss of income from transport of £39K.</li> <li>• Other income – Self generated reduction of £10K.</li> <li>• Lettings income reduction of £13K.</li> <li>• Additional teaching staff costs due to changes of £19K.</li> <li>• Additional NET catering costs of £13K</li> </ul> <p>Lettings and self-generated income will continue to be lower this year.</p> <p>Budget for additional cleaning, staffing changes and costs of portaloos until end of Easter are all adding to current deficit of £24k (originally approved £16k). It will be a very tight budget this year and we will have to keep tight control of income and expenditure lines.</p> <p><b>LAB member asked about teaching ratio and average teaching cost.</b></p> <p><b>Action: CG will share curriculum lead financial planning documents.</b></p> <p>CEO noted that the LAB would receive more benchmarks in reports in future.</p> <p>CEO noted that the Trust has added to reserves this year because of school closures (£170k). Next year this will have been swallowed up, as budgets are tight.</p> <p>We have £80 per student for catch up learning and this will be used to support the Teaching and Learning agenda.</p>

		<p><b>LAB member asked about reducing the projected deficit next year - where could spending be reduced.</b></p> <p>CJM noted that where staff have left, we have replaced where needed and delayed replacing if appropriate and possible.</p> <p>Stationery costs for Art rooms are higher due to using 7 Art rooms instead of 3. These higher costs will continue until at least Christmas.</p> <p><b>LAB member asked if the School/Trust have made representatives to Professional groups.</b></p> <p>Yes, we have let the Treasury know that these costs are more than the Government think they are going to be.</p> <p><b>CG left the meeting.</b></p>
7	<p>2020 Exams Report</p> <ul style="list-style-type: none"> <li>- To discuss/take questions on August reports</li> </ul>	<p>CJM noted that this has been his most difficult period in teaching. A quarter of A level students on results day were battling against wrong grades and there was a wide range of emotions dealing with students, staff and parents. The appeal U-turn from Government was highly confusing. Results week was a very difficult week.</p> <p>There are a very small number of parents who fundamentally disagree with Centre assessed grades for GCSEs. Some parents found it difficult to take on board that what they were told at Parents' evening earlier in the year was not the same as the Centre assessed grade their child received in August. The concrete evidence of them improving did not exist unfortunately.</p> <p>Ofqual guidance was discussed. CEO noted that the CET process was fair and had robustness and integrity. She has huge sympathy for the young people who have been damaged by this process. It is also unacceptable that the process been turned onto schools if there are problems and there are huge national and legal challenges.</p> <p><b>LAB member noted that the process carried out with integrity and fairness even though the rules were flawed, was exactly what he would have expected of the Trust.</b></p>
8	<p>2020/21 SEF / SIP – for approval</p>	<p>This has been reviewed by the LAB already. It has been slightly tweaked with catch up funding, which will come to the next LAB (there will be around £80k). These are all on the website in draft form.</p> <p><b>LAB member asked for SLT structure. CJM to provide.</b></p> <p><b>LAB member asked about virtual learning for those who cannot get into school.</b></p> <p>There are a bank of lessons, half of Year 10 is already recorded. This can be pulled together for the student to be self-supportive. We are arranging a bank of lessons if students have to self-isolate for 2 weeks.</p>

		<p>Year 12 work is available online for revision work as is Year 10. The aim is an online curriculum students can dip in and out of.</p> <p><b>Decision: LAB members approved SIP/SEF. JP proposed this, SJ seconded.</b></p>
9	<p>Pastoral Report</p> <ul style="list-style-type: none"> <li>- Behaviour Report / New Policy</li> </ul>	<p><b>KP joined the meeting.</b></p> <p>KP went through the new Behaviour Policy. At William Howard we have implemented a positive behaviour principle where behaviour that is acceptable is reinforced and celebrated and when behaviour is unacceptable, there is a chance for it to be rectified and corrected. KP displayed the principles. There was a discussion on changing behavior in the long term. Zero tolerance approach does not always mean zero tolerance in some schools. We want to work with students to place expectations on themselves. This means that they are self-regulating and responsible. It is a firm but fair policy with consequences dependent on their normal behavior. The approach is simple. KP went through overview of approach.</p> <p>The teacher makes students aware of what their behaviour is, what the impact is and why it is unacceptable. The Policy ties in the Trust 3 Rs (Respect, Responsibility and Resilience) to demonstrable behaviours. The teachers will give students time to put things right. If students are unwilling to work with us, we will not shy away from the sanctions we can use, which is the last resort. We have not used the sanctions yet and argue we will not need to. There will be visible consequences if behavior is not up to par. The time out will be used well (not sat in silence). KP went through the consequences ie if a student is withdrawn from a lesson they will have to catch up after school (not called detention). We will watch if internal exclusions are on repeat for any student.</p> <p>This is a culture change and it is on the teaching staff to 'own' the behaviour in their classrooms. In the past, the policy was escalated too quickly by some staff. It is now up to staff to build a positive environment and give the students every support. We offer plenty of support to staff. Staff have been brilliant with these changes. We are tracking behavior weekly so support is pro-active and there are different interventions in the guide for students struggling with certain interventions. We will report on this.</p> <p><b>Chair thanked KP very much.</b></p> <p><b>KP left the meeting.</b></p>
10	PD/RSE	<p><b>JC joined the meeting.</b></p> <p>The Statutory guidance on Relationships and Sex Education is the first update in 20 years. So much has happened in the past 20 years re social media, technology etc. This was confirmed and published in 2019. A review of the RSE was lead by Mrs O'Connor and JC. This draft is a result of that review, together with the statutory guidance, Student voice and parental engagement.</p>

		<p>We aim to teach this in a way that meets School aims. WHS teaching of this subject has always been ahead of the game. We have shared this with colleagues in other schools and noted that the content has greater depth.</p> <p>JC went through the aims. We are mindful that they were age appropriate without causing upset and worry. We have expanded on the Statutory requirements for the Academy (which covers KS3 and 4) to include Sixth form as well.</p> <p>We asked students when they thought they should be taught the guidance. There was positive feedback from parents on the focus group on how the policy was going to be taught.</p> <p>There are five different areas of the guidance:</p> <ul style="list-style-type: none"> <li>➤ Families</li> <li>➤ Respectful relationships, including friendships</li> <li>➤ Online and media</li> <li>➤ Being safe</li> <li>➤ Intimate and sexual relationships, including sexual health</li> </ul> <p>It is listed in the Appendices where in the curriculum we plan to teach those 5 subjects in each year group. RSE is for 1 hour each week. There have been visits from Public Health England and CADASS. They are mixed classes for all topics.</p> <p>Parents can remove their child from the Sex education part of the curriculum (though not the reproductive or relationships areas).</p> <p>There was a discussion on the possibility of a student overriding their parent's decision as they have the right to opt in or out. If there are any areas the teachers are unsure of, JC would support and teach this area but this has not happened yet.</p> <p><b>JS thanked JC for the excellent document. It was good to know that parents are happy with this approach.</b>  <b>JC left the meeting.</b></p>
11	2020/21 External Monitoring Programme	Visits from Mark Wilson and training were all curtailed last year. He is coming to WHS 3 times this year. He will examine literacy and behavior to see how it is bedding in, together with Maths. Chair attends for feedback.
12	<p>Reports to note:</p> <ul style="list-style-type: none"> <li>- Estates Report</li> <li>- Safeguarding Report</li> <li>- People Report (HR) (Confidential)</li> </ul>	<p><b>Reports taken as read.</b></p> <p>Estates - Maths Department rooms have been refurbished and it looks great.</p> <p>Safeguarding – taken as read.</p> <p>People – Mr O'Connor is now DSL (Pastoral Asst Head). Safeguarding Level 1 and some Level 3 training has taken place with staff.</p>
14	Governance Development Plan	WHS LAB Work plan Sept 20 covered Pastoral Report – new Behaviour system, PD/SRE and SEF/SIP Approval.

		LAB members are assigned to SIP areas and have meetings with their contact at school. If LAB members visit school for these meetings, please let the Head know. Otherwise, continue to meet via Teams. There has been an application for Parent LAB member (to Trust Board later this month). This was from a contact of LG's.
15	CET update	Two new schools have joined the Trust (Northside and Newtown Primaries). Our theme for this year is 'shaping the future'. We have learnt so much over lockdown especially re IT and moving all our meetings onto Teams. It will be a challenging year but we look forward positively.
16	CPD Plan for 2020-21	Katy Birks to attend future LAB meeting to discuss CPD Plan.
17	Notice of Any Other Business	None.

The meeting finished at 19.40 pm.



Signed.....

**Dr J Storr, Chair, WHS LAB**

Date .....17.11.20.....

**Date of next meeting: Tuesday, 17 November 2020 at 5.30 pm**