

At a meeting of The Angmering School Governing Body on 21st October 2020 18:00hrs

PRESENT: Mr Fielder (Chair), Mr Cayless (Vice Chair), Mr Liley (HT), Mr Street, Mrs Mitchell, Mrs Hamilton-Street, Mr Hamilton-Street, Mrs Kettink, Mr McLelland, Mrs Thomas, Mr Smith, **Also present:** Mrs Nolan (Clerk)

APOLOGIES: Apologies were received and **accepted** for Mr Barclay, Mr Beaney

DECLARATIONS OF INTEREST

1. There were no declarations of interest

MEMBERSHIP MATTERS

2. Mr Hamilton-Street was welcomed to the board following Chairs Action on behalf of the GB, to co-opt membership to the board as Mr Hamilton-Street has vast experience in Health and Safety and is NEBOSH qualified. Introductions took place around the table.
3. Both Mrs Mitchell and Mr Cayless **accepted** the board's **request** to serve a further term of office.
4. 2 current Co-opted Governor vacancies - the clerk confirmed an advert will be put out this week on the school's website and social media platforms and to the All About Village magazines in the surrounding area.

INSTRUMENT OF GOVERNANCE

5. Governors **approved** the Instrument of Governance with no changes

CHAIRS ACTIONS

6. Chair approved the Remote Learning Policy for immediate use due to one confirmed case of C19 rendering 42 students having to self isolate at home for 10 days.
7. The Chair delivered gifts to the long standing retired governors.
8. The Chair and Headteacher have sought recognition from WSCC for the long service of commitment to the school from both Mr Holmes and Mrs Prior
9. Recruitment of Co-opted Governors - as noted in item 2.

URGENT MATTERS

10. There were no urgent matters

MINUTES and MATTERS ARISING

11. Minutes of the Full Governing Body meeting held 16th September were **approved** and then **signed** by the Chair.
12. **Item 26.** Governors **acknowledged concern** regarding the gap for students with SEN K remaining stagnant over the past 3 years and **resolved** to monitor this closely. Governors agreed to monitor half yearly as a whole group and that link governors monitor closely when meeting with subject leaders. The following governors' are to decide how best to monitor overall **ACTION: NH~S, CMI, DBE.**

- 13. Item 57.** *Governors requested BAME (Black, Asian, and minority ethnic) be included on the next agenda and a report on where the school is with the working group.* Governors noted lack of agenda item, but accept the item was covered in the HT's Report.
- 14. Item 37** *Governors recognise that the IT function is vital business for the success in the current climate, requiring laptops and netbooks - the school's allocation is yet to be received from the government. Governors **resolved** to seek hardware donations.* Chair confirmed a meeting has been scheduled next week with MB to follow up on requirements and will report back to the board in due course. Mrs Thomas informed the board that her employer is willing to make a considerable donation to the school in the form of chromebooks and will pass details to MB and MF (Chair) HT resolved to seek technical specifications required. **ACTION: BT, MF, MB SLI**
- 15.** HT confirmed research ongoing into hire purchase of devices ensuring no liability for schools. Governors were informed the school can do Crowd Funding with a specific need in mind.

BUDGET

- 16.** Governors raised questions about the way which PPG and earmarked funds worked. There are no unallocated funds in the budget. All funding received has been allocated to the budget cost centres as agreed by the Governors prior to being locked into the FMS system.
- 17.** The total amount allocated to Pupil Premium (not including CatchUp Lit & Numeracy and Child looked After) is £244,400. This is shown in the first column 'Budget'. Approximately £195k of this amount is set against specific staff salaries. Some of this is showing under 'Committed' and this is the salary costs for the rest of the year - October to March. Some of this is shown under 'Actual Costs' - April to September. Of the remaining £49.4k, each Year Team Leader has a subsidiary cost centre for ad hoc student expenditure to be used at their discretion. The remaining £44,400 is spent at the direction of PJO. Teaching staff will go to him with specific requests for expenditure from this budget. Eg, Artsmark Award for KS3 PP students.
- 18.** Pupil Premium CatchUp is entirely used to support JBO salary costs (the balance of her salary costs come out of the standard Pupil Premium above)
- .
- 19.** Pupil Premium Child Looked After is used at the direction of JNO - mainly outside tutors and supply teachers that do not generate commitments on FMS.
- 20.** Bursary is basically Pupil premium for Sixth Formers. Some of this pays for part of the Sixth Form CoOrdinators salary (currently LBA). The rest is used to support students on low income with funding to enable them to participate in courses. Students have to request help for specific aspects (i.e. to pay for equipment or travel costs) and they have to provide evidence of household income to qualify.
- 21.** ACRO funds are used by the Business Studies department when students have to set up a business as part of their course work.

22. The Earmarked funds sit outside of the normal revenue cost centres as this was a decision made by our Governors. However, it is included by County as part of our whole budget figures.
23. There is a note about Covid-19 in the Summary section at the end of the budget. It is not known whether the Government will reimburse us for all the costs and we may need to cover this ourselves.
- 24.

REPORTS TO GOVERNORS

Headteacher's Report (copy attached to minute book)

25. Governors complimented the HT on the clear and informative weekly updates to parents throughout the term.
26. Governors had sight of the report prior to the meeting and raised the following points for discussion:
27. Number of fixed term exclusions for girls had increased during the autumn term, being predominantly down to the lack of social connection and face to face communications during lockdown as well as a lack of control of emotions returning to school - there appears to be same issues across other schools having an increase to the norm on FTE's.
28. Year 7's appear more confident as a whole group due to the segregation of other year groups to maintain year group bubbles and their behaviour in the main is ok.
29. Extra hours for Counselling and the more bespoke roles created for Restorative Justice and Student and Families coordinator have proved successful.
30. MFL support - 9 days have been provided and paid for by WSCC.
31. Science support is not currently available but is being planned for half term 2.
32. Staff absences - no long term absences currently. One member of staff working from home is clinically vulnerable. Staff daily absence is minimal at this moment in time with 2-3 members of staff each day having to self isolate or awaiting covid test results as symptomatic.
33. Parents Consultation Evenings - it has been decided to have a Tutor Feedback afternoon for each parent via telephone or zoom with Academic Reports issued electronically.
34. BLT Behaviour Learning Team meet monthly.
35. Student Attendance - The school is currently sitting above the national average and above WSCC secondary school's average attendance figures. - Year 10 has the lowest attendance figures with the highest SEN K and PPG gap, there are individual students currently on attendance plans.
36. It has been noted that there has been some strange behavior from parents with the odd one or two students claiming repeated covid tests - some parents are using symptoms as excuses for not getting students into school, some of these may have vulnerable family members. The Attendance team are working with each of the families individually to support them and establish attendance expectations.
37. Premises - WSCC working well with the school, Lisa Faulkner has been excellent in

recognising the need for money to update areas of the school in need.

38. Behaviour stages 1-5 were explained -

- a. 1-2 good behaviour
- b. 3 falling below expectation
- c. 4 fixed term exclusions
- d. 5 At risk of permanent exclusion

39. Home Learning - governors were concerned about the expectations of the teachers and students and whether the expectations had been disseminated to parents and students.- HT confirmed that work will be set as a task to complete and submit, some lessons will be videoed and some live streamed via zoom the expectations will be issued when necessary - expectations to parents and students will be sent accordingly.

40. Exams have been pushed back by 3 weeks next year, meaning students will continue to attend school after the spring half term break giving more learning opportunities. AQA and Edexcel have now published more information to enable Subject Leaders to plan their delivery from here on in

Mr Liley was thanked for his report and exited the meeting.

GOVERNING BODY ACTION PLAN

41. Pupil Premium working party action plan and visit report (attached) Link governors felt confident to ask questions and unpick work on good practice, enrichment activities and planning for KS3 and Career development and targets in KS4 when reviewing PPG and Subject Leader visits - DoE award was mentioned as an area where the school may not push or recognise PPG but which may show greater impact and results.

42. Year 7 SSSP (Student Support Safeguarding Panel) meeting (attached) NH-S was extremely impressed with HKN's knowledge of the year 7's so early in the school year. NH-S will continue to attend each year group SSSP meeting currently run over a five week cycle.

43. Skills Audit 2020 (attached) The Chair reported on the skills audit overview and identified training needs especially in the 'Legal' area. He reminded the board of the NGA and Hays online training platforms which the school subscribes to and urged all governors to complete at least one training session per half term. CMI will be the link governor to oversee training and identify any areas for FGB group training. New governors to complete a targeted list within 6 months. **ACTION: CMI & ALL**

44. Link Governor reports new templates (attached) Governors would like to see Headteacher's comments and actions added to the forms and to then be shared with the board after each submission. Governors' **agreed to commit** to one Link visit per half term. Governors' **agreed to review** the template at the end of the year.

45. The Chair introduced his plans to create a virtual workshop to update the GB action plan, discussions followed resulting in SSM taking the lead and updating the existing plan to

ensure the schools development plan and strategic priorities are taken into consideration along with the latest Ofsted Framework - All governors are to contribute once the document has been built during half term by SSM

ACTION: ALL

46. Safeguarding Audit (attached) NH-S reported Children's Services will move into a trust on October 21st as the authority is failing. She reported no other concerns to note.

47. New website update RC has passed his feedback to the HT following a review of the new school website - the Clerk reported in the absence of the HT, that the feedback has been shared with relevant staff requesting any quick fixes and improvements to be made - Governors' were also informed that IT is under extreme pressure at this current time due to various reasons, but reassured the matter is in hand. Governors commented that the publicity work from LED is exceptional and has set the standard.

48. Governor Visits - Tour of the school (attached) Governors acknowledged the reports with no questions.

WASTE TRIAL Report attached from BMc.

49. Governors acknowledged the report with no questions.

POLICIES

50. Remote learning policy was **ratified virtually** on 22.09.20 **Ratified for** minuting purposes **51.**

Lettings Policy 2020 was not ratified, governors felt the policy was incomplete and would like to see a further draft to include:

- i. Intent, what facilities are available for hire including timings and charges
- ii. Legislation
- iii. Health & Safety statement and list of basic expectations for both parties
- iv. Booking procedure and safety procedure instructions

AOB

52. Parent/Carer forum will be held on 10th November 5-6.30pm. Any governor is welcome to attend, however, the school requests that Parent Governors' attend this important meeting to consult regarding the new statutory RSE and Health Education policy and curriculum.

ACTION: BT and GK agreed to attend the meeting

53. The Clerk will issue the LAC (Looked After Children) Policy Statement virtually for approval at the beginning of November **ACTION: CLERK**

NEXT MEETING

Wednesday 25 November 2020

End of meeting 20.17 hrs

Minutes Approved by Chair of Governors Date

Headship Team report to Full Governing Body 21st October 2020

Sections in this report:

1. Overview of the leadership through COVID - Simon Liley
2. Student Behaviour, pastoral care and inclusion - Matt Whatford
3. Teaching & Learning - Anne-Marie Anderson
4. Attendance and welfare - Jo Neville
5. Premises update - Tim Laker
6. Staff Attendance and wellbeing - PJO
7. Summary budget - DDY
8. Black Lives Matter - Anti Racism Group (update) - Anne-Marie Anderson

1. Overview of the leadership through COVID - Simon Liley

Whilst it would be difficult to describe all of our leadership responses to the reopening of the school following lockdown and the summer break, I will cite the following examples as areas which may be of interest to the governing body.

Measures to reduce the risk of transmission of COVID

This has been a real team effort between the Headship Team, union reps, Sites Manager, Cleaning Supervisor, Admin team and ICT support team. The design and implementation of a COVID secure environment which is home to 1500 people each day is a complex operation. Maintaining the systems to ensure people remain safe relies on compliance from all staff and students.

Our main strategies to reduce the widespread transmission of the virus remain:

- Reducing any close contact between students from different year groups
- Ensuring students and staff wear face coverings in communal areas
- Sanitizing hands and work areas when entering classrooms (and the canteen)
- Providing hand washing facilities in toilet areas, Art, DT and science rooms
- Operating a one-way system to prevent students walking towards one another in corridors
- Ensuring that students 'keep moving' when changing between lessons
- Directing students straight to tutor bases upon arrival at school
- Directing students straight off site at 3:10 and 3:15 (staggered for KS3 and KS4)
- Directing staff to remain 2m from students where possible and 1m+ (where the + indicates an additional level of protection such as a visor) where 2m is not possible
- Operating strict seating plans in all classrooms, including PE changing rooms

Planning for remote learning and potential partial closures

Both the Headship Team and Curriculum Middle Leaders have worked hard to put plans in place to ensure continuity of education in the event that we have large numbers of students working from home. The plans cover small numbers of students who may be isolating because they are close contacts with someone who has a confirmed case of COVID, but also whole year groups who may need to work remotely for short periods of time due to lack of staff availability.

We are utilising Google Classroom as the main way to communicate work to students and also to allow isolating staff to set high quality cover work for their groups. We have collated the details of any students who do not have access to an appropriate internet enabled device at home and are providing them with a Google Chromebook which they can use during any periods of remote learning.

Managing communications with parents and carers

Since the start of lockdown we have been sending a weekly letter from the headteacher to all parents/carers. Initially it was focused on updates about Key Worker School, Y10 and Y12 sessions and managing online learning (as well as celebrating great work from the students). This term we have maintained the system and tried to provide clear and concise information regarding the management of COVID safety in school and the potential impact for families as the term progresses; mainly in terms of isolating students and partial closures.

As a subsection of communication we have had to manage our promotion to Year 6 pupils via mainly remote means this year. We have a Virtual Open Evening on the school website (<https://www.angmeringschool.co.uk/angmeringschool/site/pages/parents/y6transition>), although I have been able to visit four of the main feeder primary schools in person to speak to their pupils.

2. Student Behaviour, pastoral care and inclusion - Matt Whatford

Behaviour

In the main, and in light of the significant gaps that lockdown have provided in children's education and care, students have returned to school extremely well; and behaviour concerns are largely tied to a small minority of vulnerable groups who have struggled with the return to routine and the increase in our behaviour expectations under new policies as a result of the COVID-19 pandemic. This has seen an increase in fixed term exclusions against the same point last year in order to hold the line with our behaviour expectations and make it absolutely clear where students have crossed it, focusing further on how we can aid their transition back into school.

The bulk of these fixed term exclusions have been for persistent refusal to follow COVID restrictions and for verbal abuse or threatening behaviour (89%), highlighting how a lack of structure and boundaries outside of school in the previous six months has impacted on the readiness for school within our vulnerable groups, with PP students accounting for just under 50% of all fixed term exclusions to date.

The most marked shift in fixed term exclusions is in the female population of the school, with 58% of exclusions sitting in this group, compared to 25% at the same stage last year, with more than five times more females being excluded. This has brought the mental health needs of young women into sharp focus in the post-lockdown world and the school's pastoral team are working extensively with these young people to change this behaviour and support them to manage the expectations of school in the current climate.

Three students have had multiple exclusions, also accounting for just under 50% of all exclusions. Two of these young people have either recently undergone assessment or are awaiting assessment for an ECHP due to their challenging Social, Emotional or Mental Health needs and for whom the school is seeking an alternative educational setting as we feel we cannot meet their needs in the long-term. The other young person who is on a phased transition from the APC, having been permanently excluded from her school in year 7, has presented with extreme levels of challenge to all school staff and policies. The school is obliged to support this admission and give this child every chance to succeed,

but are in constant dialogue and review with the APC to determine whether or not this placement will be a long-term success. It is also of note that another young person in year 11 is also on a phased transition from the APC and she has been issued with a fixed term exclusion for abusive behaviour.

It is notable that this means that the overall increase in debits against last year's total at the same point in time is negligible when the debits for fixed term exclusions are removed from the overall total. It is also notable that the proportion of students in the upper echelons of the behaviour system are decreased, with the vast majority in the first stage (83% or 332 students in Oct 2020 vs. 74% or 252 students in Oct 2019) and a smaller proportion at stage 2, with escalating behaviour (10% or 38 students in Oct 2020 vs. 17% or 57 students in Oct 2019). This adds weight to the evidence that it is a small proportion of vulnerable students who are struggling with the return to school and that the system and its lower level sanctions and interventions are managing the behaviours of the vast majority, who are not escalating in the system in the same way; students, in the main, are being picked up for the small things, sanctioned appropriately and then adjusting their behaviour accordingly.

	October 2020	October 2019
Behaviour points (debits)	8635 (885 accounted for by FTEs)	8410(735 accounted for by FTEs)
Fixed term exclusions	19	8
FTE Male/Female split.	7/11	6/2
Behaviour stage 1/2/3/4/5%	83/10/7/1/0	74/17/8/1/0.3

Pastoral care

The school's pastoral team have worked tirelessly to support students to return to school and we are incredibly grateful for their resilience and patience in doing so. There have been some timely, and some might say prescient, new appointments to the team, with minor adjustments to the structure to facilitate this. Lesley Hook has been appointed as joint Student Support Officer for KS3, with an overlapping day on Wednesday with Lauren Cooper to facilitate both doing some targeted proactive intervention. Lorna Smith has taken on the role of Restorative Justice Coordinator, leading the Reintegration Room and follow up to allow for successful reintegration into lessons where there are issues with behaviour and relationships - her dogged determination, compassion and firm boundaries are proving an asset in shifting behaviour patterns and mindsets. Finally, Sarah O'Donnell has taken on the role of Student and Family Support Coordinator, working alongside Lorna and closely with year teams to provide targeted support for children and families in crisis, bridging the gap between external services, families and school.

Inclusion and SEND

Over the course of the last year, the school's inclusive practice has moved on significantly, allowing us to maintain our relationship-driven and inclusive ethos, whilst also following the SEND Code of Practice. The use of Edukey Provision Map has supported this drive, along with Lou Gatford's calm and purposeful leadership of SEND and key appointments to her team. Provision Map now provides us with the conduit to plan and track progress of children with additional needs, both on and off of the SEND Register. This means that we are constantly evaluating provision to determine its efficacy, whilst ensuring that we follow the appropriate legal frameworks with integrity. Every student on the SEND

register has an individualised plan that is accessible to all staff and any student with emerging behaviour, attendance or SEMH (Social, Emotional and Mental Health) needs also has a plan, with all of their individualised provisions attached. These are then regularly reviewed. We also use the system to track communications for every child in order to build a bigger picture of need and are now starting to provide simple one page profiles for quick reference where there is more complex need.

A significant gap that has been identified in our historic provision has been for students who are on the SEND Register at SEN Support (K) level. The appointment of Vicky Lyons to the role of Assistant SENDCo before Christmas 2019 has meant that there has been a complete overhaul of the tracking, systems and understanding of our students at this level, with a high level of academic rigour as the work done here has formed the centrepiece of Vicky's National SENDCo qualification. We hence expect the long term outcomes for this group to improve. We also identified gaps in literacy provision to support the success of our Lexonik intervention and have appointed Kelly Newell on a 0.6 contract to implement targeted literacy interventions to those students who arrive in Year 7 with below national average outcomes and progress. She will run the initial screening process for dyslexia, as well as the LEAP intervention (the entry-level equivalent to Lexonik) and has begun on improving our provision for children who have EAL (English as an Additional Language). Finally, we are very pleased this year to be able to offer small group English to students in KS3, giving them a much more targeted experience of teaching and learning to cover the specific gaps that place them at risk of under-achieving.

3. Teaching & Learning - Anne-Marie Anderson

Our focus this year moves to 'Knowing your students'. Our aim is to baseline test our students in order to ascertain where any gaps in learning have arisen post lockdown. We are focusing on positive language - building bridges/support.

Data collection points are under review and being adapted to support potential future CAGs. (Centre Assessed Grades). Contingency plans are underway, should the government choose to switch to CAGs for GCSE. These will also need to be in place for students who miss exams or lesson components due to isolation or illness.

A new lesson development form (Target Takeaway) has been launched and is being used to support teacher development in lessons. This focuses on the development of skills, through coaching conversations, on an area to work on over the year. It has been well received in walkthroughs and drop ins. Teachers will use the Target Takeaway strands to set their performance targets for 2020-21.

One new member of staff is on a high level support programme - review will be before half term.

One subject area is receiving external as well as internal support for leadership, team development and outcomes.

Two subject areas are receiving external support for outcomes (MFL and science).

One subject area is receiving internal support for team development and outcomes (MFL).

Adaptations

All subject areas are 'covid ready', with contingency plans in place for a switch to remote learning as required. An audit of internet/device provision has been undertaken.

Students can access work through Google Classrooms, Class Charts, other online learning platforms. In class webcams (pointed at the whiteboard or teacher) are now being rolled out so that students working remotely can drop into lessons or access pre-recorded content.

Class work is regularly uploaded for marking as photographs/Google documents. This may be necessary to support teacher CAG judgements in the summer of 2021.

Trial exams for Y11 and 13 will be quarantined before and after marking. This will be a supportive process, and the Spring mock series will give a clearer picture of student progress. It is not anticipated that there will be significant further concessions to A level students although we are waiting on confirmation from government at the time of writing.

The Behaviour, Learning, Teaching team (BLT) continue to work alongside subject areas and now Year Team Leaders to support the interleaved support of learning, teaching and behaviour. Other projects focus on the progress of groups where we see gaps in performance - for example, students with SEND/K, Pupil Premium, boys and girls.

The Teaching & Learning portal is a new hub, regularly used for Continuing Professional Development, teacher development and training and takes the place of face to face INSET and other meetings.

Work scrutiny is currently limited to half termly reviews of assessments through Subject Leaders.

4. Attendance and welfare - Jo Neville

Current attendance data 2020-21 - week 5 update

Week 5 Attendance														
Whole School														
2019 Overall	95.19%	Non PP	96.31%	PP	91.72%	PP Gap	-4.59%		Non SEN	96.58%	SEN	89.51%	SEN Gap	-7.07%
2020 Overall	94.14%	Non PP	94.96%	PP	91.22%	PP Gap	-3.74%		Non SEN	95.09%	SEN	90.10%	SEN Gap	-4.99%
	2019 all	2019 Non PP	2019 PP	2019 PP Gap	2019 Non SEN	2019 SEN	2019 SEN Gap	2020 all	2020 Non PP	2020 PP	2020 PP Gap	2020 Non SEN	2020 SEN	2020 SEN Gap
YEAR 7	97.55%	98.17%	95.72%	-2.45%	98.02%	95.66%	-2.36%	95.82%	96.67%	92.20%	-4.47%	96.38%	93.74%	-2.64%
YEAR 8	95.01%	96.08%	92.20%	-3.88%	95.96%	92.04%	-3.92%	94.27%	94.50%	93.49%	-1.01%	95.46%	89.07%	-6.39%
YEAR 9	93.11%	95.06%	87.03%	-8.03%	95.78%	83.35%	-12.43%	94.06%	94.47%	92.90%	-1.57%	94.11%	93.90%	-0.21%
YEAR 10	94.64%	95.65%	91.32%	-4.33%	96.16%	87.09%	-9.07%	93.53%	95.29%	87.01%	-8.28%	95.00%	87.21%	-7.79%
YEAR 11	95.59%	96.52%	92.04%	-4.48%	96.88%	88.75%	-8.13%	92.54%	93.29%	89.77%	-3.52%	94.23%	82.82%	-11.41%

Please note covid coding does not negatively affect attendance percentages.

SEND and PP gaps have improved from 2019-20 figures. The key pattern is an increase in Illness coding. The reasons for that could be complex and commentary is a little anecdotal and based on discussions with families. This data needs to be seen in the light of COVID plus transition back to school and the fact we have had a confirmed case of COVID. All Illness is documented and where necessary Medical Evidence Letters, permission to speak to GPs and communication with outside agencies has occurred.

There has been a focus on Y11 attendance figures and especially the SEND gap in Y11. Key action has been taken. There has been a full review with YTL and YTA to check all students and actions are in place. Y11s are being triaged for counselling and prioritised where we have safeguarding and attendance concerns. Use of Support to Learn and mentoring by key adults has been key in re engaging and reintegrating students. VLY as Deputy SENCO and lead on K students is aware of this concern. We are developing use of Emotionally Based School Avoidance resources and strategies to work with families and plan for reintegration. The new role of the Student and Family Support Coordinator alongside Support to Learn and the Year Group pastoral teams has enabled this process to be more timely and focused.

Pupil Entitlement Investigation Team have been supporting complex situations. There are now only 2 students who remain at 0%. They have mental health support in place and intervention is developing.

It is problematic to get any comparative data from West Sussex, or nationally, in a timely manner but a recent West Sussex communication stated that WSCC were averaging 89 % attendance in schools in the authority so we are doing well against that trend. Census is currently being completed and we should have an update by the end of the Autumn Term to make comparisons in data.

Although we have seen a short term increase in Fixed Term Exclusions, it does not appear that exclusions data is affecting attendance %s but this needs ongoing monitoring.

Week 5 data showed an improvement in attendance across all year groups.

Student well being

A key concern to raise is that it is clear the WSCC provision for mental health supports currently has long waiting lists and few face to face sessions being offered. To increase capacity on site we have set up The Wellbeing Groups . The School Counsellor is planning group sessions and 2 of the Student Support Officers are being trained as Mental Health First Aiders. There are also START sessions for students on wellbeing and we are asking students again who their two staff would be that they could talk to if needed.

5. Premises update - Tim Laker

- **Perimeter Fencing**

With the fencing around the school now finished it seems to be working well and we have had no incidents of intruders on site after school hours. The doors to the LNC department are now ready to be connected to the system, we are just waiting for the company to come out and connect them. The extra gated entrance to the car park that has been requested by Matt Whatford is being considered by WSCC and we await to hear from them if they manage to save any money on Phase 2 and 3 of the project in order to fund this addition. Lisa Faulkner from WSCC has requested that it be added to the Phase 3 project so we are trying to push it from both angles.

- **LNC Pitched Roof Project**

Although we have had numerous problems with the contractor (Hi-Tec) and the lack of communication between Faith and Gould (principal consultants) and Hi-Tec the project is coming to a close. The bulk of the roof works are now done and a few snags to tidy up inside the building and hopefully it will be finished soon. The proposed date of completion was the 26th October but Faith and Gould are pushing to have this completed ASAP to get Hi-Tec off site. During the project there was a major water ingress which caused numerous issues, these are listed below with updates and final projected outcomes attached.

1. **Fitness Suite Floor** - The floor in the Fitness Suite was flooded so a new carpet tiled floor was put down at the expense of Hi-Tec.
2. **Fitness Suite Equipment** - The equipment in the Fitness Suite was soaked with water so a contractor was brought in to PAT test all and 1 running machine failed. We are in talks with Hi-Tec as to who is responsible for this as our electrician is saying it is because of the water and their electrician is saying it's because of the age of the piece of equipment. Faith and Gould are handling this at the moment. If Hi-Tec and Faith and Gould are unable to come to an agreement I will contact Lisa Faulkner and see if it can be claimed under our insurance.
3. **Fire Alarm** - The fire alarm was compromised with the water ingress and Hi-Tec's electrician is coming out on the w/c 12/10/2020 to see if he can fix it. TLA got a quote from our fire alarm contractor but Hi-Tec refused to agree to the amount. The alarm is still functioning but is showing a fault on the loop.
4. **Hydro Pool** - During the whole project we should have been able to use the pool as normal but the works happening on the roof and the water ingress problem has caused us to close the pool for the last 5 weeks. This has caused major problems with the LNC and also with Lettings. The pool has been professionally cleaned at the expense of Hi-Tec twice, but the debris is still falling from around the velux windows as the internal trim has still to be completed. The fire door that leads from the pool has been replaced as part of the project but the new door is a different size,

causing problems with an existing gas pipe and now unable to use due to scaffolding being in the way. Therefore extending the length of time we have been unable to use the pool.

We have been assured that the scaffolding will come down the weekend of 10/11 October, and we are hoping to hand pool back to LNC on Tuesday 13th.

5. **Water Damage** - Due to the water ingress there has been internal damage to the paint work so Lisa Faulkner is organising an insurance claim to have the whole area re-decorated.

- **E Block Window Project**

The E Block windows project started on the 07/10/2020 and they are progressing well. The contractors are Wessex Windows and the Principal Consultants are Faith and Gould. The planned completion date is the 23rd October 2020 and they seem to be on time at the moment.

- **Sports Hall Flooring Project**

The floor in the Sports hall is being replaced soon due to the damage that was caused by the falling wall incident. Universal Services have come to an agreement with WSCC and it will be paid for by their insurance company so we are replacing the whole floor. The new floor will be a laminate lay with welded join in a light beach wood effect to the netball court. The perimeter will be in dark blue.

- **Sports Hall Roofing Project**

The sports hall roofing works will hopefully commence during October half term week and carry on for a 3 week period after. All the works will be done from a scaffold but the hall will be out of action while the asbestos removal is taking place during half term week. The roof itself is not being replaced but the guttering system is being modified to stop the water from coming into the building.

6. Staff Attendance and wellbeing - PJO

Overview

As with other reports this must be viewed through the lens of the pandemic, in particular school closure, its partial and then full reopening. While creating uncertainty and anxiety through unprecedented demands, the dynamics of this period have had significant positive effects on professional learning and staff cohesion. Through collaborative leadership of change the staff community have shown significant adaptability and resilience throughout, to ensure high quality educational and welfare provision was maintained through this period.

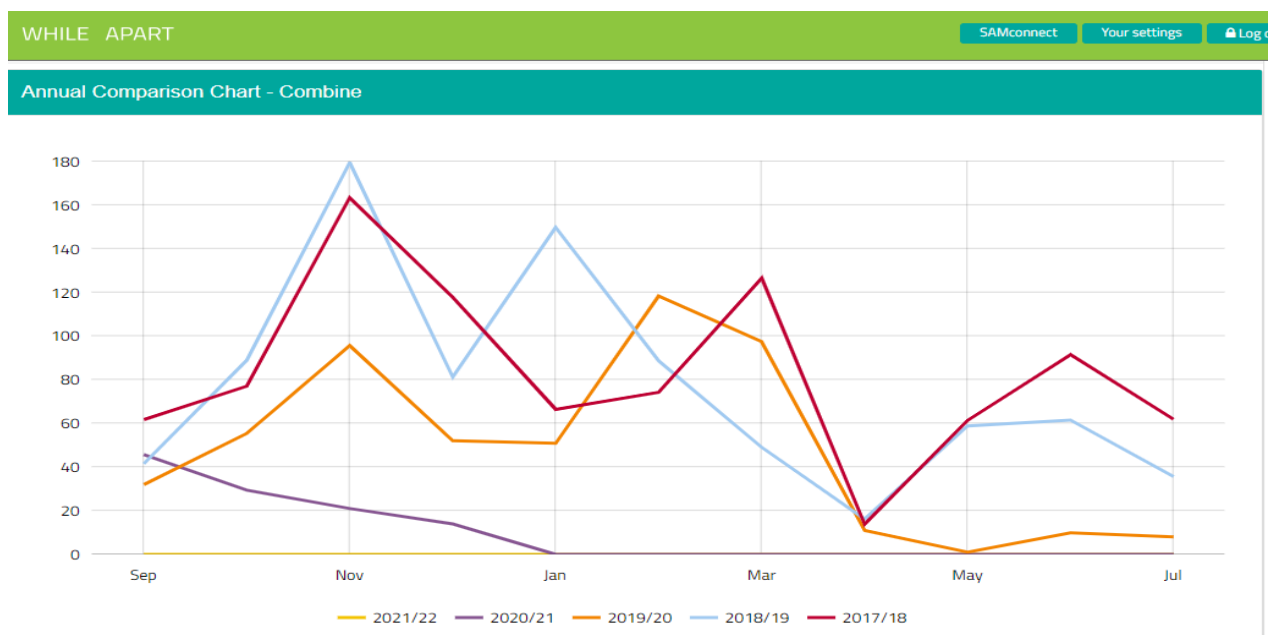
Recruitment

15 staff commenced employment with the school in September, 7 of which were teachers. While the pandemic had probably suppressed staff movement and recruitment overall, there was still a need to make appointments during the summer term in key shortage areas such as science, English and design technology.

Since the start of term there have been a small number appointments into key positions namely :
Claire Faulkener - 6th form manager and Naomi Pegden - Year team leader for year 7

In respect of successful operations and management of the school during this academic year there has been additional casual and part time recruitment to increase capacity in the cover supervision team and into mid day meal supervision.

Absence



The graphic shows numbers of days sickness absence throughout the year, and compares the last 4 academic years. During school closure some absence continued in the form of a small number of long term absences. Through the period of partial opening in June and July absence rates at this point were largely determined by continued long term absence and by staff who were having to shield due to their own vulnerability and / or those of dependents. Since full reopening, absence has remained lower than previous years for the same period. The declining trajectory up to beyond November to January can be explained by known long term absences which are currently recorded in Sickness Absence Manager. While the level of absence so far this term has been low, a factor in explaining some of it has been the advice of the government in respect to caution and vigilance regarding Covid-19, and the need for isolation while tests were done and results received. The significant issue going forward is the possible level of absence created by rising levels of testing and infections and the reduced staffing capacity that may result. Models of partial closure have been developed to be able to keep the school open by maintaining staffing levels at an appropriate and safe level.

CPD

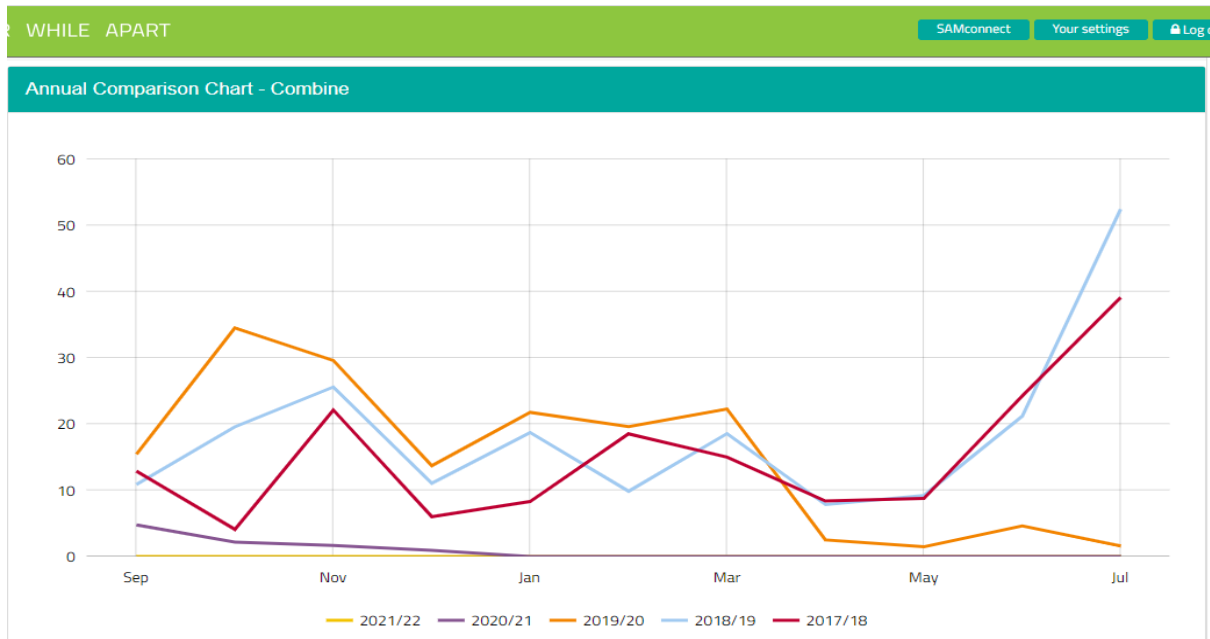
A significant consequence of the pandemic has been a huge amount of institutional and individual professional learning. While the vast bulk of training opportunities ceased, the need for adaptation to rapid change created a surge in collaboration to deliver remote learning, pastoral care, and to create new and adjusted policy and practice. We are continuing to innovate in readiness for the challenges which will arise as the year progresses.

In respect of professional development, staff are accessing formal training opportunities but this is at a low level and in the form of online delivery (see graph below relating to training related absences). In respect of inservice training a format was established during the school closure period which allowed staff to access training remotely and at their own convenience. The link below is the programme for the 12th June.

<https://docs.google.com/document/d/1jt4cCnvLNTkijDb-rj5cinjvT2C38GZCRbewATdqdM/edit>

Most of the links in the document are still live for access to the materials which consisted of prerecorded video and slide presentations, recorded discussion panels, live group chats and staff meetings. Anecdotal evidence shows high levels of support and engagement with this model of delivery. Consequently with advice continuing for social distancing, our INSET on November 2nd will be similar in form with staff able to train remotely should they wish. As well as professional development, the flexibility of arrangements recognise staff wellbeing at this challenging time.

Absence : training



Performance Development (formerly known as Appraisal)

The model of performance development launched in Sept 19 was well received and was having a positive impact on collaboration between staff, use of research to inform practice and ultimately changes and improvements to teachers' classroom practice. School closure prevented the completion of the cycle and the provision of evidence to be able to fully evaluate the changes. Current constraints within the workplace such as the need to minimise face to face contacts, have informed our approach to Performance Development in this academic year which will empower staff to develop their own development target and use the latest research and development to inform and support their chosen focus for improvement.

Staff Well being

There has been a strategic and responsive approach to the wellbeing of all those in the school community during the period March to the present. Welfare has been at the heart of decision making throughout. In conjunction with the professional associations change has been managed with care and without detriment, largely through collaborative approaches. Establishing our model of remote learning, the partial and full reopening of the school, were done with full consultation and have ensured a Covid secure environment and the full commitment of the workforce .

In addition there has been a very conscious attempt to maintain, and in fact build community within the staff during this period with open virtual staff meetings, celebrations of success and good practice and flexible approach to staff CPD as referred to above.

An integral part of the strategic approach to welfare has been the Wellbeing group who have a plan based on the key principles of: communication of positive community messages (eg Better together) and acts of kindness; timely and appropriate support signposting ; counselling supervision of key staff, and a drop in approach to counselling for those staff that need it.

7. Summary budget - DDY

Dawn Dyson has sent an update of the school's budget by separate document and I will be happy to answer any questions either prior to or during the meeting.

https://drive.google.com/drive/u/0/folders/1nrfPJFmKOoJ3EiySdOsBfUEZ_wdTvwK

8. Black Lives Matter - Anti Racism Group (update) - Anne-Marie Anderson

This working group has been formed to help us all at The Angmering School realise our ambition to be an actively anti-racist organisation. The group consists of 27 members, and is now also affiliated to the Worthing BLM group. The group has representation from staff, students and parents/carers, although the student representation is currently under development.

The group is divided into 6 working parties as follows:

1. **Student and parent/carer voice:** Capturing the experiences of BIPOC/BAME students, and their parents/carers, who attend or have attended the school.
2. **Staff voice:** Capturing the experiences of BIPOC/BAME staff who work in (or have worked in) the school.
3. **Resource review**, including - Library resources, website, texts in school.
4. **Teaching review** - subject curricula, assemblies, START. Reviewing the way that we teach children and staff about black history, the achievements of BIPOC/BAME people, the impact of colonialism and both conscious and unconscious bias.
5. **Staff training.** Reviewing and improving the way in which we train staff to promote anti-racism and respond to racist incidents.
6. **School response.** Reviewing our response to racist incidents, both in terms of the consequences for the perpetrator and the ongoing support for the victim
7. **Review of the school's policies** to ensure that they are not institutionally racist and that they are actively anti-racist.

Progress to date

We have convened twice - over zoom - and each working party has met twice. We are due to meet again after the half term break.

The resource review has been completed by the Library and there is now a reading trail to highlight a more diverse range of works. This will be further publicised. World Wide Words (WWW) book trail almost completed - each month's focus reflecting the literacy calendar and celebrations of inclusion, culture and diversity. To be launched by Vicky Lyons and Hilary Kemp to tutors once done (using padlet) whereby students complete star reading quizzes, and rate their books on their tutor WWW padlet page. Needs to be launched via INSET to ensure all pastoral teams engage.

An audit of textbooks and classroom materials is underway and will be further rolled out after half term - Vicky Lyons now has representatives from each department to begin the resource audit (November INSET day proposed to have zoom meeting with those involved) - both in diversity of representation and voiding the use of resources with confusing/out dated/ offensive terms. Black History month has been

used to highlight our commitment to anti-racism, through assemblies and tutor time activities, and the English department has used current events from recent protests in their teaching. Vicky Lyons is now working with the Worthing BLM group and they will be invited to our next meeting, so that we can broaden our connections and understanding of our local context.

Next steps

Staff and student voice groups will begin their work now that students are settled back in school. Further opportunities for staff training need to be included in our future twilight/INSET sessions. Review of school policies will roll out as and when they are updated.

Discussion of celebration themes in subject areas to consider a diverse representation of those who have contributed to the subject/topic area.