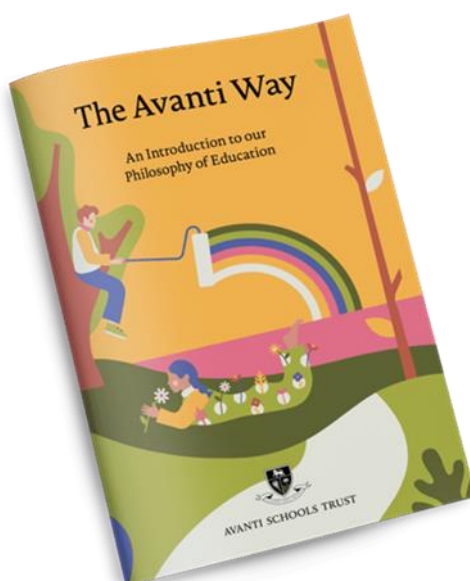
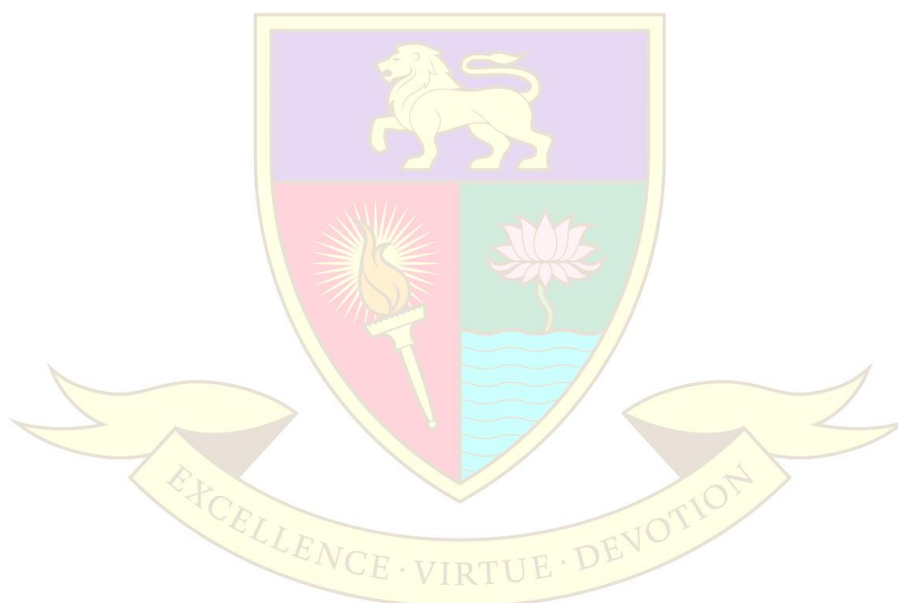


AHSS SSC Minutes 2020 - 2022

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AVANTI HOUSE

Meeting of the SCHOOL STAKEHOLDERS COMMITTEE

Thursday 12 November 2020 via zoom

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Darpna Tank

In Attendance	Darpna Tank –Chair Simon Arnell – Principal Nishil Patel Andrew Park Parent member Jagdip Ranpari – Parent member Dina Popat Support staff member	
Apologies		
Absences		

Resolutions

Ref	Action Resolution
2.1	Minutes of the SSC meeting held on 14.07.20 were approved.

Actions arising out of the meeting of 14 July 2020

Ref	Action	Lead	Status
4.1	SA to give SSC members access to online interactive lessons.	SA	Pending
4.2	SA to also send recordings of CPD meetings.	SA	Pending
4.3	SA to set up a calendar of events for SSC members to access on line.	SA	Pending
5	Election of new SSC members to take place in the Autumn term		Completed

Actions arising from the meeting of 26 November 2019

Ref	Action	Lead	Status
2	SA to raise the question of SSC members' visits with the Principals of other Avanti Schools	SA	Completed
3	SA to arrange for a short staff presentation on PRE and pastoral care at the next SSC meeting	SA	Pending

Actions arising from the meeting of 19 March 2019

Ref	Action	Lead	Status
4.2	JB to make a request to the Trust for a Trust representative attend the next SSC meeting to discuss the role of the SSC at AHSS in light of the amended Accountabilities Framework and what the global and individual roles should include	JB	Requested

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
2.2	SA to circulate VLE link to interactive lessons and assessments to the SSC members.	SA	Pending
2.3	SA will circulate to SSC members examples of lesson and tutorials that teachers are receiving subject to GDPR restrictions	SA	Pending
2.4	SA to arrange a PRE presentation by the teacher appointed to lead the services.	SA	Pending
3.1	JB to arrange an extra meeting in January to review the rest of the Principal's Report.	JB	Completed
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	Pending

General Minutes

1. Opening Formalities

1.1 Welcome and Introductions

DT acting as Chair welcomed the new members to the SSC and welcomed back the existing member.

DT thanked Ghanshayam Patel, who has stepped down as Chair of the AHSS SSC, for his hard work and commitment to the SSC during the period of his tenure as Chair.

1.2 Apologies and absences

Noted as above.

1.3 Declarations of Conflict of Interest

Conflict of Interest Forms had been circulated prior to the meeting and completed by members. No further declarations of interest in items on the agenda were made.

2. Minutes and Review of Actions

2.1 Minutes

All members agreed with the contents of the Minutes of the meeting of 14 July 2020 and no further corrections or amendments were made.

The Minutes were formally approved.

2.2 Review of Actions:

Actions arising out of the meeting of 14 July 2020:

4.1 - SA – Parents already have access. He will send the link to interactive lessons and assessment to the SSC members. This will demonstrate depth and quality of learning provided. Pupils who test positive and are self isolating are back studying on line within 2 days.

At present, 3 members of staff are vulnerable. 2 are zooming from home with a cover teacher in class.

ACTION: SA to circulate links to interactive lessons and assessments to the SSC members.

4.2 Vanessa Beardsley and the principal in Leicester are leading digital learning across the Trust. They have been developing short instruction videos for teachers to view to develop their use of Google classroom.

ACTION: SA will circulate to SSC members examples of lesson and tutorials that teachers are receiving subject to GDPR restrictions

4.3 – At the moment, visits to the school will be postponed until SA can assess whether staff have the capacity for SSC members to attend the classes. SA will review the situation in the spring term.

5. The elections have taken place

Parent members: Andrew Park and Jagdip Ranpari

Support staff member: Dina Popat

At present still waiting for a Teaching staff member to come forward

At present still waiting for confirmation from the Trust about their appointments.

Action arising from meeting of 26 November 2019:

2 completed

3 – SA gave a brief update on the current PRE and pastoral care situation at the school. This is the first year that Hinduism is available as an A level so PRE is now going though the whole of the curriculum.

There is a new collective worship policy. SA will appoint a teacher to lead the collective worship. Before the beginning of the Pandemic, students took turns to lead. This will allow one person to bring resource together and maximise the benefits of collective worship in the school life and not just during the service.

ACTION: SA to arrange a PRE presentation to the SSC by the teacher appointed to lead the services.

SA wants to see how parents can see the quality of the PRE being provided, for example by attending by zoom.

DT noted that other schools had allowed zoom access to Diwali services. SA will send the link to SSC members for the school's Diwali Service the following morning.

4.2 A further request will be sent to the Trust

ACTION: JB to make a request to the Trust for a Trust representative to attend the next SSC meeting to discuss the role of the SSC at AHSS in light of the amended Accountabilities Framework and about the individual roles of SSC members

3. Principal's Report

SA explained that at this meeting he has concentrated on 2 areas:

1. A reflection on exam result
2. What the school is doing now in lockdown including sharing the risk assessment.

ACTION: A further extra meeting will be arranged in January to review the rest of the Report.

SA reviewed the Self – evaluation Summary Dashboard Key Stage 5 (previously circulated)

NP asked about the progress of low attainers.

SA – The school has criteria for students taking A levels but they also take 10% of students who don't meet the minimum 7 GCSEs who don't always make the same progress.

AP pointed out that the sample number was quite small.

SA believes that there needs to be a 10% tolerance to give a chance to students and it gives staff the opportunity now to look back more closely at the results and guide students to different options.

The sixth form is improving, now in its third year and staff now have a teaching record for A levels which indicates the quality of teachers being attracted to the school, some specifically brought in for their A level teaching skills.

However, he reminded the SSC that the sixth form was an area that they should watch to ensure that the growth of the sixth form is measured and not just a growing sixth form.

AP asked about the Maths A level results.

SA said that there was a 10% increase on the previous year but there needs to be A*s to see a great improvement. There are now two new maths teachers and SA ensures that there is an overview of each unit when it is completed with the maths leads and the head of maths. As the school grows more teachers can be recruited. At the moment there is a Key Stage 5 lead; a science Key Stage 5 lead and an English Key Stage 5 lead which brings depth of teaching to the school.

No other questions were raised on this document.

SA referred to the Self evaluation Summary Dashboard – Key stage 4 - previously circulated.

He said that it was a shame that students had not been able to take their exams this year as this was the first year from Avanti House Primary School and Krishna Avanti Primary School Harrow.

The last mock exams showed a P8 core of 0.9 which is very strong in relation to the national average. Attainment was also very strong. Now staff are looking forward to continuing the progress and closing the gap between boys and girls in maths and English.

SA reviewed the document pointing out that although the school is on the national trend (page 2) in English and Maths the school's curve is quite flat compared to the national average.

The staff were very professional in their judgements and the school is still in the top 8% for maths and English. Overall a strong performance trend was out forward when examined in 2018 and when teacher assessed this year.

The number of pupils who entered for GCSEs dropped as there were a number of children in year 9, 10 and 11 who had come from abroad and did not take 9 GCSEs, instead concentrated on English.

The Pupil Groups section showed a strong picture in different groups. However, an issue that needs attention is the difference in the progress between boys and girls. There is still a tendency for boys just to do maths and science which is fine if they want to but they must understand that they could do English and languages instead which tend to be the main choice for girls. This is also something the school needs to address with parents as well. The key to encourage a reduction in the difference between boys and girls is to encourage reading for pleasure.

The school does have role models for the pupils with female science teachers and male teachers teaching English.

ACTION: The SSC to put forward any ideas to encourage boys to read.

Boys are also being told that they must reach expected grades in a language and not just English to be offered a place in the sixth form. However, this is a national trend.

In the Subjects section, there are seven students below the national average and the school needs to ensure that there is quality reaching throughout. The lead in dance has visited other schools and it is rare that dance is taught at a non specialist school so they will score highly and our students do not compare so well as AHSS does not have the specialist teachers or facilities. But this is something that is being developed.

History and English are both strong.

In the Disadvantaged Pupils section, there are 19 pupils and the issue that the SSC must question is why there is a gap of a quarter of a grade and how it should be addressed.

During lockdown the school has been looking at this issue and will provide technology and national tutoring and mentoring support.

ACTION: FOR THE TRUST – SA to approach the Trust to ask that there is a break with protocol and teachers be paid for tutoring and mentoring rather than rely on the national program, to ensure the consistent quality of the teaching.

DT asked about the national program.

SA – the Government is subsidising two programs. One is mentoring. There are three students with specific needs, for example in history. A mentor can come into the school or can be on line. Tutoring is through a different company and schools are sent a list of approved suppliers who can provide the tutoring on a one to one basis. However, the SA would prefer to use the school's own teachers on a Saturday morning which can take account of family background where support might also be required.

This has been a challenging exercise as a lot of information is needed to prepare the proposal to the AST. There is a budget and the school has already ordered 40 chrome book devices, prioritising pupils in years 12 and 13.

DT asked whether the gap between boys and girls was as a result of disadvantaged pupils.

SA replied that it was a result of multiple issues although among the disadvantaged pupils, five have moved schools more than twice; there are attendance issues and 2 have been permanently excluded from other schools. This is different to the disadvantaged girls where there were mainly economic reasons.

To help with the gap, the School was now using a new progress system – ABROR which will provide the teachers more information on students. In January there will be information from the mock exams so will be able to see if the gap has widened.

NP asked whether plans are being made in case exams do not take place next year. SA - mocks are taken under full exam conditions using past exam questions, following the proper procedure with exam ID numbers. Therefore, the two sets of mock exams are the same as GCSEs. Assessments will also take place throughout the year in case work samples are requested next time. There was no request this year. SA has written to Year 11 parents and spoken to students to reassure them that the mock results will not be the sole factor in making any future assessment.

No further questions were raised.

Risk Assessment Overview – previously circulated.

SA reviewed the assessment for the SSC. All staff are working very hard and SA is listening to suggestions from staff working on the ground. Every Thursday SA has a meeting with the leadership team and risk assessments are taking place regularly.

The cleaning of the school is being improved;

The toilets are being cleaned regularly;

All classrooms where a pupil has attended and then tested positive are being deep cleaned.

The school is supporting staff who are shielding to make sure that they feel included;

Students have been advised how to behave outside the school, for example in shops but the school can only go so far.

The risk assessment has been signed off by Ashutosh Bhadwaj, the AST Operations Director.

SA meets regularly with other Harrow head teachers share issues and learning. All schools are facing the same challenges.

SA is also looking at Staff resilience with a counselling and support network through the Trust. Also looking at BAME teachers' support. The school needs to reach out to parents to find out the impact of the Pandemic as some families have been badly affected through economically and also through bereavement. Counselling has also been offered to students.

DT asked DP, the support staff member, about the situation in the school.

DP – the staff are scared but trying to keep positive and had received an email from HR about support. On a personal note, she was at home for five months and is now back in lockdown, and it does not feel good.

DT asked if DP felt that the opinions of the right people had been sought when the risk assessment had been drafted.

DP confirmed that this was right. She had a meeting with SA when she returned to school. She could see the lengths that had been taken to keep staff safe but it is difficult with the students. But she felt that SA had done a huge amount and the staff were allowed to freely express their concerns.

SA confirmed that it was very important to ask for suggestions from all levels as he could not see things that will help – for example, touch free hand sanitisers.

AP asked whether the risk assessment took into account the increased vulnerability of the Asian community.

SA confirmed that the school asked about different backgrounds. Although no extra precautions had been taken, they have been aware of the risk and making sure that they are positive on what steps are being taken. He said that it had been a question of what other factors were important, not just ethnicity such as extended families or the impact of a grandparent who had lived with students who passed away because of Covid.

The Parent surveys might give an indication of how parents feel and he will ask the Trust to see them.

ACTION: SA to ask the Trust to see the Parent Surveys.

SA also confirmed that the curriculum is being reviewed to reflect the community – for example, the remembrance service was not so Eurocentric and remembered the Commonwealth soldiers.

SA requested an extra meeting in January to present to the SSC the details that are usually in the Principal's report.

ACTION: An extra SSC meeting in January 2021.

4. London Hub

SA – The AST is looking at an education system from the primary to secondary schools to track the students more formally.

5. Trust Update

SA asked that Mike Ion or Louise Houston be invited to the January meeting to talk about this proposal in more detail.

ACTION: Mike Ion or Louise Houston to be invited to attend the SSC extra meeting in January 2021 to talk about the London Hub.

6. Report on SSC members' visits and training

AP asked about the remit of the SSC.

SA – The SSC is different from a governing body where decision are made. The SSC contributes through ideas and concepts which are put forward and shared.

NP - described the SSC as a “critical friend” to the Principal.

SA said that it is important that the SSC challenges the principal as this will influence the decision making process.

SA asked that checks be made as to how the SSC can access mandatory training.

ACTION: JB to raise the question of mandatory training with the Trust.

With regards to visits – these will start again after lockdown

ACTION: To review the SSC visits to the school at the next meeting.

7. Election of new members

As above.

8. Any Other Business

NP asked for an update on the building work at the school, in particular the art block and the sixth form building.

SA – the plan exists and the finance s are in place but the works have been delayed because of the pandemic. It is hoped that they will start at the end of the academic year.

NP asked how this is effecting plans for drama and other relevant subjects – particularly for the GCSE students.

SA – this will be an issue as it was hoped that the new facility would push forward performance. At the moment, the facilities are good for day to day activities but not for showcasing the work of students, for example in end of year shows or celebrations. It won't have much impact on sixth form students as the main purpose for them was a social canteen.

NP asked about the issues that had arisen in the rest of the school buildings – for example the snagging problems.

SA – These have all been dealt with now. The issue with the heating has now been investigated and the report was received the day before. It appears that the drawings are not the same as the system installed. The school is going back to the company and the Department of Education to see what has happened. However, they have been told that it is beyond the time to raise questions. In the future this will provide a valuable example of undertaking due diligence tests. At the moment, there are 10 classrooms without heating.

AP raised the question of school meals and a short discussion followed when it was confirmed that following feedback, drinks and crisps had been added to the sandwich bags.

JB asked for interest in being vice chair of the SSC.

AP put his name forward.

JB asked anyone else to let her know within the next two weeks and will also ask the new Trust members when they are appointed, In the event that there is more than one person interested, the names will be circulated and the SSC will be asked to vote for one person.

ACTION: JB to carry out the process for the election of a vice chair.

No other AOB was raised.

9. Matters to be raised with the Trust

1. JB to send a further request for a member of the Trust to talk about the role of the SSC.
2. ACTION: SA to ask the Trust to see the Parent Surveys.
3. ACTION: SA to ask the Trust to see the Parent Surveys.
4. ACTION: Mike Ion or Louise Houston to be invited to attend the SSC extra meeting in January 2021 to talk about the London Hub.
5. JB to raise the question of mandatory training with the Trust.

10. Closing Formalities

Confirm actions

- 2.1 SA to circulate links to interactive lessons and assessments to the SSC members.
- 2.2 SA to circulate links to interactive lessons and assessments to the SSC members.
- 2.3 SA will circulate to SSC members examples of lesson and tutorials that teachers are receiving subject to GDPR restrictions
- 2.4 SA to arrange a PRE presentation by the teacher appointed to lead the services.
- 3.1 JB to arrange an extra meeting in January to review the rest of the Principal's Report.
- 3.2 The SSC to put forward any ideas to encourage boys to read.
- 6. To review the SSC visits to the school at the next meeting.

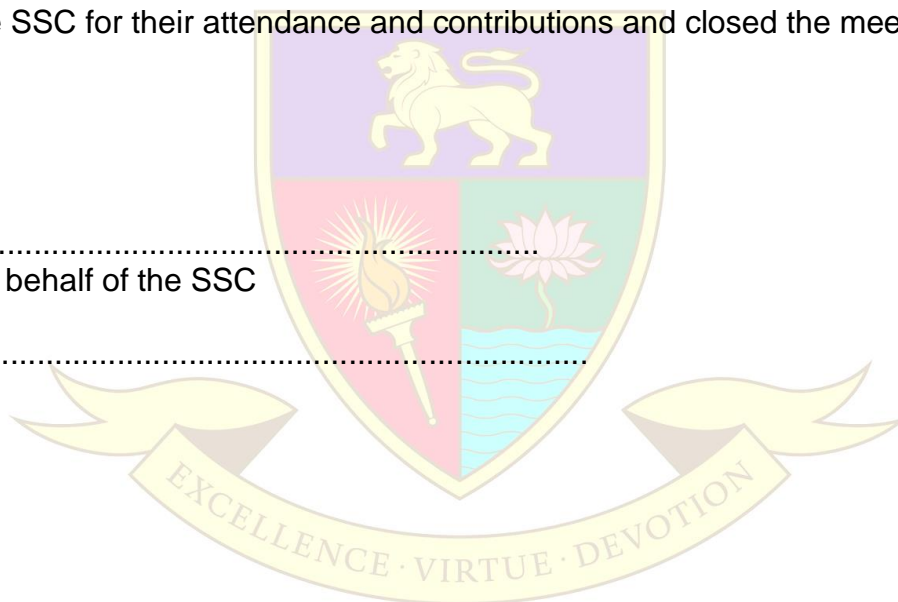
Date of next meeting – to be confirmed

Meeting closed

DT thanked the SSC for their attendance and contributions and closed the meeting at 8.20pm.

Signed.....
On behalf of the SSC

Dated.....





AVANTI HOUSE

Meeting of the SCHOOL STAKEHOLDERS COMMITTEE

02 February 2021 via zoom

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Nishil Patel

In Attendance	Simon Arnell – Principal Nishil Patel - Trust appointed Chair Andrew Park Parent member Dina Popat Support staff member Anita Gohil Thorp Trust appointed	
Apologies	Darpna Tank - Trust	
Absences		Jagdip Ranpari

Resolutions

Ref	Action Resolution

Actions arising out of the meeting 02 February 2021

Ref	Action	Lead	Status
2	JB/SA to request access to Educare from HR	SA/JB	Requested
3	SA to prepare data for “our schools”.	SA	Pending
4.1	ACTION: JB to ask Trust for someone to attend the next meeting to talk about the SSC and its role.	JB	Requested
4.2	ACTION: SA will review outstanding actions	SA	Pending

Actions arising out of the meeting of 14 July 2020.

Ref	Action	Lead	Status
4.1	SA to give SSC members access to online interactive lessons.	SA	Pending
4.2	SA to also send recordings of CPD meetings.	SA	Pending
4.3	SA to set up a calendar of events for SSC members to access online.	SA	Pending
5	Appointment/election of teaching staff member of the SSC		Pending

Actions arising from the meeting of 26 November 2019

Ref	Action	Lead	Status
3	SA to arrange for a short staff presentation on PRE and pastoral care at the next SSC meeting	SA	Pending

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
2.2	SA to circulate VLE link to interactive lessons and assessments to the SSC members.	SA	Pending
2.3	SA will circulate to SSC members examples of lesson and tutorials that teachers are receiving subject to GDPR restrictions.	SA	Pending
2.4	SA to arrange a PRE presentation by the teacher appointed to lead the services.	SA	Pending
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	Pending

1. Opening formalities:

- 1.1 NP welcomed everyone to the meeting.
- 1.2 Apologies and absences are as noted above.
- 1.3 No conflicts were declared.

2. Minutes and Actions

2.1 Minutes

NP suggested that approval of the Minutes should wait until the next term's meeting – agreed.

2.1 review of actions

14.07.20 meeting actions

4.1 re access to lessons

SA – can't do "drop ins" without permission. The Trust is leading on quality assurance. Mike Ion (MI) is going to visit remotely and will then speak to the SLT. SLT - quality assured – will do drop in and staff are sending recordings. From this can see potential for long term lessons. For example, lessons can be recorded and then "unpicked" at a later stage. Therefore, the review at the end of the year could include a link to recoded lessons. Therefore, can see the value of digital recordings.

NP – how can SSC members "visit" or drop in to observe lessons.

SA - one way is possibly to ask MI to start his reports and share resources with the SSC.

NP –this is something that needs some thought. Therefore, the action remains pending.

4.2 re access to recordings of CPD meetings

SA – CPD meetings have been reduced on Mondays but can send link created for staff for recorded CPDs.

4.3 Calendar of events

SA – these have been reduced in the circumstances of the Pandemic.

5. Election of new SSC members

SA – these have now taken place and only the teaching staff member is vacant and there may be a teacher who is interested.

26 November 2019

3. Re PRE talk

SA – will look into arranging a talk.

12 November 2020

SA will review all of these and address as many as he can.

Trust requests

RE London Hub – this has been delayed.

NP suggested asking Mike Ion for some clarity as to how the SSC can help SA in a meaningful way and to maximise the SSC's support.

A brief discussion followed about the London Learning Hub proposals and the South West Hub where the Hub has only one SSC.

SA – does not have access to Educare

ACTION: JB/SA to request access to Educare from HR

Returning to the Agenda:

3. Principal's Report

SA – this is a progress update.

Referring to **Progress Update-Autumn Term 2021 (previously circulated)**

This is a snapshot of the end of the Autumn term. Looking at each key stage overview of the core subjects.

The FFT target is aiming to achieve results in the top 5% of schools in the country which is ambitious. At the moment, AHSS is in the 9th percentile overall. Therefore, looking at the percentage of students at, above and below the expected levels.

In Key Stage 5 - Years 7, 8 and 9 the targets will not be reached until the end of stage 9 – should be seen as a journey. At the moment, all students are at or above target – this is at the end of term 1. Maths is not a problem – when grouped against other schools AHSS is broadly similar to other schools.

NP asked what did “My Group” refer to on the table.

SA – Avanti Schools –AHSS, Avanti Bristol and Exeter. Also, can see use of “My family of schools” which looks at the background of schools – KS2 ethnicity, wealth and categorises schools into similar groups. This is more important at KS 4 and 5 as it shows where the school is currently. The text shows where we are and provides a challenge. There are no KS2 tests so there is no base line, but CATs were held to assess cognitive ability, but it is a broad brush stroke.

There was no interactive face to face teaching in Years 8 and 9 from march. Therefore, when the school returns will have to fill in the gaps. Therefore, it is difficult to unpick.

This also applies to the primary schools - some of the online learning was patchy. Therefore, when the students return there will be a range of tests.

Internal rather than external tests are more important as in the future might have to look at attainment rather than progress.

NP asked about the terms used – “at” “above and “below”

SA – looking for alignment – data presented will be the same for the other AST secondary schools. Going forward also want to use this method for all subjects.

AP asked if this is the first time to present a report in this format.

SA confirmed that it was and usually done subject by subject. He hoped to have reports on other subjects at the next meeting.

AP asked about DT and PE.

SA – skills and knowledge are being tested in relatively new subjects for the children. Looking at tests but also allowing the children to download some of their best work completed during lockdown creating an online portfolio. Looking at attainment as opposed to endeavour and work.

NP asked about history, geography and DT which are below the national targets. These subjects are more difficult as there is not the same structure as in maths.

SA- there is a broad curriculum throughout the AST looking for broad alignments. In the maths, English and science faculties the AST will have moderation starting the following week with English.

NP asked if this was moving towards the London Learning Hub model.

SA said that it will allow the sharing of resources, expertise and support.

KS4 – journey over time. Looking at latest data drop with the Trust compared to last year and the previous year.

22nd February data will be available to look at how the assessment will take place. Children will be given resources and teachers will decide how to go forward, grade and provide evidence as to how the grade was reached. This is similar to last year but now need to provide the evidence.

Planning to another round of mocks in the third week back but not always based on work during lockdown but rather work that has been taught as the mocks have to be fair. Important not to stress parents or children as they are concerned about the transition to 6th form.

There will be a teacher assessment, external assessment and recognition of the School profile.

English, maths and science look strong, and the mocks were positive. Drama is the only subject of concern and we are working with the trust.

NP asked about the data in “My group”.

SA – in total there are 240 students, the AHSS are 180 students.

NP asked if the other schools were doing well.

SA - Will prepare data for our schools for the next meeting for the SSC. AHSS is the only school following FFS.

ACTION: SA to prepare data for “our schools”.

NP asked if this lowered the AHSS data.

SA- The system is being trialed at the moment and is a challenge.

KS5 – these are aspirational and high targets. AHSS is the only school with this data. Some difficulty with pupil premium and supporting these students. But pleased with the mix of courses and colleges the students have received including 2 offers from Oxford and 3 from Cambridge.

Looking at attendance over time, difficult because have to take into account the covid pandemic. Some students did not come in because of potential positive tests in their year group There are 14-15 children who have tested positive and 3 staff who have tested positive at the moment.

At the beginning the school managed it well with year groups and social distancing but indicated their child was in a proximity list, had to let the children isolate and could not challenge it. The School will continue with seating plans but there will be different bubbles at playtimes. But generally, did well with children coming to school.

SEND update.

NP asked how exclusions are carried out during online learning.

SA – students have been reprimanded for inappropriate behavior and told that they could not attend the next day learning. Two students have been asked to attend school to talk with their parents. Overall, it has not been a big issue and have tried to show that the same rules apply online as physically in the classroom.

There were two referrals for bullying reported but when discussed with the children, not allocated as bullying – therefore recorded as “reported”.

SA asked for questions arising from the data.

AP - daughter has had some issues with bullying and they are in discussions with the school. He asked SA if he expected a degree of bullying in a school this size.

SA - yes, but they are open to reports and driving to stop it. There may be a need to revisit the statistics and perhaps break it down by Key stage. He had gone through the parent and child surveys and it needs to be broken down. There is also a question as to how incidents of bullying is reported.

Update on Lockdown – **Avanti Staff Support Wellbeing document - previously circulated**

SA – as well as work with pupils, the wellbeing of staff has been taken very seriously. There has been a huge pressure on staff with high expectations and the changes to the structures to lessons such as 40-minute lessons to allow a break from the screen between each lesson. SA confirmed that he had listened to the staff and it was important to take appropriate steps.

On 10 February, the Trust is holding a wellbeing session for teachers and also a workshop on how to manage stress and workload. There is also an employee assistance program which teachers can access by booking a session and there are also relevant resources for staff and children.

Going forward, will open up and listen to staff in bigger groups and celebrate work well done. There will be a long- term commitment to wellbeing.

A new Cultural and ethos director has been appointed and want to ensure that staff don't feel left alone. Need to work with staff to build up trust whilst balancing the expectation for the children.

NP asked about staff turnover.

SA – over the last three years only two have left. This term one teacher left to take a break from the profession. One of the challenges is that there has been little staff movement over the last year because of covid but this might lead to a large number leaving to seek other opportunities at other schools through no fault of the school, for example, a member of staff who is looking for a head of department position.

AG arrived at 7.20 – she had a number of difficulties accessing the meeting.

SA continued that there needs to be an holistic view – a person leaving the school for a head position at another school, children still benefit.

More opportunities have been created within the Trust, but turnover is sometimes required to get fresh eyes.

DP asked about the staff briefing on Tuesdays as the links had been sent out on Teams but just to the teachers.

SA said that he would check the situation.

SA –Parent Bulletin – previously circulated.

SA had included this to show the changes in the elements and went through the different areas covered. It contains a mix of wellbeing areas for the children and the families.

SA said that the pastoral care of children had also been checked and children were provided support where needed. A range of devices and routers had been distributed and free school meals sent out. Thirty meals had been delivered on Fridays for families who could not get to the school to collect them.

The next stage will be to look at mental health wellbeing. For Years 9 and 13.

The school is aware that families have suffered bereavements. 7 members of staff had lost close family members. The most recent lockdown had affected staff more. Bereavement counselling had been offered and one member of staff had to return to South Africa to support his family following the loss of his brother.

At the next meeting, SA will outline what the school will look like on the return of staff and children. Other documents that have been shared with parents include information on what the school has been doing; an assembly given to the children and links on how to support themselves.

4. Any Other Business

SA – question of Avanti email addresses for SSC and a drop box for access to documents– action for the Trust

AG has a daughter in Year 11 and wanted to commend the work of Mr Monaghan whose commitment to the weekly 6th form webinars was great.

SA agreed and said that he had engaged in different ways to tailor his approach to the children's needs. Year 11 deserve the support because of the level of anxiety. School want to ensure that the children know that we care but Mr Monaghan is an exceptional head of 6th form and his success is not just measured in the number of offers from Oxbridge but the support that he has provided the children.

AP asked about the plans for the 6th form.

SA -the situation is on hold at the moment. It is a major project and wanted to wait until after the Covid pandemic, but the school has started to look at internal structures of the school for the use of the 6th form and change of some use.

NP asked the maximum size of the 6th form.

SA – 40 external students and 140 internal students. All internal students have to reach the appropriate standards before external students are accepted. The 6th form is not unlimited but internal students who meet the required standards will be given priority. At the moment, there are already 62 external applications which is a tribute to the teachers.

AG asked if the staff were happy with the London Learning Hub proposals.

SA – The London Learning Hub is being supported by the staff. It will create a shared curriculum and the economy of scale would provide a Trust wide benefit. There is no block in progression to ensure that that there is no concern about the reputation to work for staff training and wellbeing. Also can understand, for example, physical structures can be used to an advantage going forward.

The main concern is about the leadership structure. Have been told that that each school will have an executive head – not clear whether this would be an external or internal person. However, at the moment, two of the primary schools have no head teachers at present so the changes may be delayed for a while.

Overall, the teachers support the changes, but it also goes down to the fine details.

SA thanked everyone for attending.

ACTION: JB to ask Trust for someone to attend the next meeting to talk about the SSC and its role.

ACTION: SA will review outstanding actions

SA – at the next meeting, SA will share documents sent to parents. And feedback to the SSC how the school is working in lockdown. He will also give an update on the lateral flow tests for the students. Students will be tested on return. Years 11 and 13 will come in the week before so they can start straight away whilst the other students are tested. HPV vaccines are also due to be carried out this week.

5. Specific Points to be raised with the Trust

1. Avanti email addresses for SSC

2. JB/SA to request access to Educare from HR
3. JB to ask Trust for someone to attend the next meeting to talk about the SSC and its role.

6. Closing formalities:
 1. Confirm actions.
 1. SA to prepare data for “our schools”.
 2. SA will review outstanding actions

2. Date of next meeting:

SA Will confirm date of next meeting in week commencing 22 March 2021 – confirmed as 23 March 2021

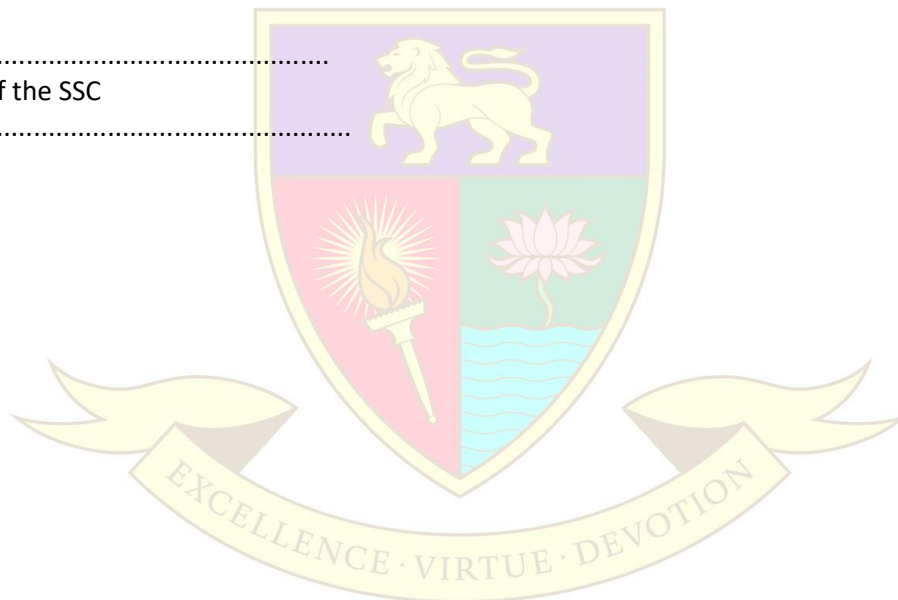
3. Close meeting

NP thanked everyone for attending and their contributions to the meeting and formally closed the meeting at 8.05pm

Signed.....

On behalf of the SSC

Dated.....





AVANTI HOUSE
Meeting of the
SCHOOL STAKEHOLDERS COMMITTEE

23 March 2021 via zoom at 6.30pm

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Nishil Patel

In Attendance	Simon Arnell – Principal Nishil Patel - Trust appointed Chair Parent member Anita Gohil Thorp Trust appointed Jatin Patel Dina Popat Support staff member	
Apologies		Darpna Tank - Trust
Absences		Jagdip Ranpari Parent Andrew Park – Parent member

Resolutions

Ref	Action Resolution
	Minutes of the meeting of 02 February 2021 approved and signed. Minutes of the meeting of 12 November 2020 approved and signed.

Actions arising out of the meeting of 23 March 2021

Ref	Action	Lead	Status
2.2	JB to make further enquires about Educare and which schools are using Educare and let SA know.	JB	Pending

Actions arising out of the meeting 02 February 2021

Ref	Action	Lead	Status
3	SA to prepare data for “our schools”.	SA	circulated
4.1	ACTION: JB to ask Trust for someone to attend the next meeting to talk about the SSC and its role.	JB	Requested
4.2	ACTION: SA will review outstanding actions	SA	Completed

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
2.3	SA will circulate to SSC members examples of lesson and tutorials that teachers are receiving subject to GDPR restrictions.	SA	circulated
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	To start in the summer term.

Actions arising out of the meeting of 14 July 2020.

Ref	Action	Lead	Status
4.1	SA to give SSC members access to online interactive lessons.	SA	Pending
4.2	SA to also send recordings of CPD meetings.	SA	Circulated
4.3	SA to set up a calendar of events for SSC members to access online.	SA	Pending
5	Appointment/election of teaching staff member of the SSC		Pending

Actions arising from the meeting of 26 November 2019

Ref	Action	Lead	Status
3	SA to arrange for a short staff presentation on PRE and pastoral care at the next SSC meeting	SA	Arranged for next meeting

General Minutes

1. Opening Formalities

1. Welcome to members

NP welcomed the SSC and formally opened the meeting at 6.50pm.

2. Apologies and absences were noted as above

3. To declare any conflict of interest that may arise during the meeting. *Members (and Associate members) are reminded that they must declare any interest (pecuniary or non pecuniary) in any item on the agenda and withdraw from the meeting on that item.*

2. Minutes and actions

1. Minutes

The minutes of the meeting of 23 March 2021 and of 12 November 2020 were formally approved.

2. Actions

Prior to the meeting, SA circulated the following information:

The Head of PRE has agreed to present at our next full meeting.

I am able to organise 'learning tours' of the school in the summer term as long as people are covid safe-could members bring possible dates and areas they would like to focus upon.

I have attached examples of some of the CPD staff have received on remote learning.

I have also attached an overview of data from the last data drop-Standards Board-fyi-a fuller discussion next meeting.

SA - SSC visits – pending. Will be able to visit after Easter break. It has been a question of Covid-have to ask visitors to carry out a lateral flow test before or on arrival to check for a negative result. After Easter, will be able to focus on the actual visit.

NP asked what SA actually needs from the SSC visits.

SA particular areas of focus:

1. Review of the difference in outcomes between boys and girls.
2. Discussion with the students re careers – ideas of what they can do.
3. Site visit – what is happening in the school.

Looking at these will contribute to a strong outcome for the school.

Re PRE presentation – Natasha will do a 20 minute presentation to show how she has moved the area forward.

There have been two new appointments – 2 collective worship leads to take collective worship and festival celebration forward.

A file for the SSC to access documents has been created which can be accessed via Teams. Vanessa sent an email about access.

JP – not received the email.

SA will put all key documents in this file rather than email everyone separately.

SA – evidence of a lot of work has gone into remote working – lessons and assemblies. The SSC can get an overview of what has been happening and going forward hope to have a parent portal so parents can also see what has been happening.

Page 2 – PRE presentation to take place at the next meeting.

Currently in process of electing a teaching staff and support staff SSC members.

Returning to Outstanding Actions

NP asked about access to Educare.

ACTION: JB to make further enquiries about Educare and which schools are using Educare and let SA know.

NP confirmed that he is happy to sign minutes which had previously been circulated.

DP confirmed that she was happy with them.

Minutes approved.

3.Principal's Report

SA The report is in two parts:

- i) "Welcome Back" - how have students are coming bac into the school.

Key change is that the communal areas and canteen it is not compulsory to wear face mass but strongly recommended.

A number of initiatives are being introduced such as the Duke of Edinburgh awards; the CCF and talks about college to get children more engaged and excited to be back.

Regarding testing – this started early. 5 children have tested positive but only one on site. Others had tested before the return to school, and all have had negative PCR tests before coming back. There have been no positive PCR tests since school returned.

No staff have tested positive.

NP – how are staff reporting?

SA Staff only report if test positive and they cannot return to the school until they have a negative PCR test. Track and trace will also be carried out. This will continue throughout the Easter holidays.

Testing the pupils in school – the biggest challenge has been the registration system. It is not complicated but slow. On the first day there were ten testers to go through the procedure. Again, the tests will continue through the Easter holidays.

Most children are wearing face coverings. The regional commissioning board survey showed that most wear them but also because they want to protect friends and staff.

Staff- 95% are wearing face coverings. Also using Perspex shields which are optional but might be the way forward.

DP need to find a way for Support staff and TAs can work closely with pupils safely. They may not want to feel forced into wearing masks.

SA – re friendship bubbles – massive improvement – means that if they have to name 6 children they have been near at lunchtime it is easy to remember. Concerned that this is not adhered to out of school, but parents have been made aware of this arrangement to give them and pupils the confidence on returning to school.

SA wanted to share these arrangements with the SSC so they are also confident that steps are being taken to ensure the safety of pupils and staff.

Further reflection will take place once vulnerable staff return to school to look at risk assessments and discuss if still confident with the phased return. It is going to be a challenge for staff to return after a year's absence. There will be support from the Trust for their return and also support from the school. 2 teaching members, one TA and 2 science technicians are due to return and the school is looking forward to seeing them back.

SA reiterated that he is confident that the return to school is the right thing and invited any questions from the SSC.

No questions were raised.

- ii) Year 11 and 13

There are two members of the SSC present who have children in Years 11 and 13.

A presentation has been given to parents about how assessments are going to be carried out. Children will only be assessed on what has been taught. The school has created GCSE quality assessments. The children will be given an overview od the next topics to make their return to school easier. There will be a period of moderation in English maths and science across the Trust and with other local schools. There will also be moderation in DT, drama and computer science with other local schools.

SA will ensure that parents are made aware in a Friday announcement that one inset day will be moved to allow sufficient time for the moderation to take place properly.

However, Ofqual and the Exam boards had said that they would release materials before Easter but now doing so after Easter, so decision was made to have assessments after Easter. Exams will take place 18 June. The school might be visited if the Ofqual feel that there is something outside the

normal range of results. There will be a tolerance and they will visit some schools. An expert will look at procedures.

This set of assessments will take place in a mixture of classrooms and hall for this round. The next set will be in the exam hall which will give the children a more level playing field for the assessments. If necessary, it would be right to appeal but intending to make everything very transparent as want to make everyone know what they are facing.

SA is meeting with other heads to discuss what systems are being used with regards to average/high grades.

SA feels that the system to use is based on a child's personal best. Therefore, if a child gets an 8 in one assessment why would they not in an exam. Therefore, it is a question of average of assessments as opposed to first past the post.

JP asked how teachers are going to find the time to do all the work marking homework carrying out assessments and documenting the work.

SA – on Mondays there have been two-hour training sessions which have been reduced in expectation of CPD to allow time. Years 7,8 and 9 assessments have been moved back. On Friday, SA will write to parents to explain that the priority will be years 11 and 13 but other work will not be forgotten for example, Year 8 homework may not be marked immediately. Also, time is being blocked out in different departments to allow further time. Teachers are also looking at different ways to present work.

NP asked for clarification.

SA As in the case of course work not all work is kept. A sample is kept at each level – 5 out of the pieces completed in years 7,8 and 9. This is then used to judge grades. It is not possible to look at all the work for 180 students so a sample range will be used.

NP asked about appeals.

SA There will be the sample work and moderation. The samples will also be anonymous so parents will not know which samples have been used and will also take away any unconscious bias on the part of teachers.

NP asked if this was all being communicated to the parents.

SA There was a seminar about 3 weeks ago so have already told the parents and made sure that they all understand. It should be clear. It is a question of continuing to communicate with the parents after Easter about the next assessment.

This was all that SA wanted to share with the SSC and he preferred shorter meetings to keep the SSC informed of what is happening in the School. At the next meeting there will be a more formal structure but at the moment the School is coping very well. Questions will arise about assessments, universities and other areas. Guidance is changing for example in the release of materials.

S asked about anonymous marking.

SA Each child is given a number which is given to members of staff. The assessments are marked by a group of staff who will mark a smaller sample at Avanti Leicester. A sample will also be marked by experts in Hertfordshire which altogether should ensure that quality is maintained. Also, as the children will be doing shorter assessments – before the children were doing exams of 2 and 2 ½ hours long this gives the school a chance to look at structural assessments as well.

Monitoring will vary depending on the subject. There are good links for exam papers. The children will be told the outcome of assessments so there is no mystery. But the final grade will not be given.

DP asked when they will be finished.

SA Not known at the moment. Current vision is that the children will finish their assessments and following a week off return to the school for some tasters of subjects over the following weeks for the GCSE students and for the A level students, summer activities will be set. Students will not be kept until the end of term, but they won't be leaving straight after their assessments. If they would like to, students could give time back by helping out at the school.

Would like a backstop as well. If the school knows that a child could really have done better, it is a question of whether something could be done. This is something to be considered because some children have only been in school for two terms since Year 9.

NP asked the date of the last assessment.

SA 10 May

DP And grades to be submitted by 10 June. What will happen between June and September?

SA Will have them back for A level preparation but there are also safeguarding issues.
 DP Some children will have a job waiting so will be busy.
 SA it is difficult though and challenging to know what to do with them – could do some D of E volunteering at the school and career’s talks. There are some ideas, but don’t want children to be forced to do things.
 DP asked about work experience.
 NP that could also raise issues.
 SA there a number of ideas being considered.
 NP asked about the career’s fare. It is a question of the children asking what do I need to get into university to get an apprenticeship.
 SA Last year there were some good links. Could start A level curriculum early for those who have not decided which A levels to take. 2 months of classes before they have to decide could help them make their decisions. Will take a lead from what some of the other private schools are doing as they are often excellent at creating opportunities.

4 AOB

None raised.

5 Matters to be raised with the AST.

SA will be attending a meeting regarding teachers’ CPD training and will suggest that there is a calendar set over the year, for example 6 events for all SSCs to attend and record.

SA thanked everyone for attending and asked that there be another meeting at the end of May or beginning of June.

6 Closing formalities

1. Confirm actions

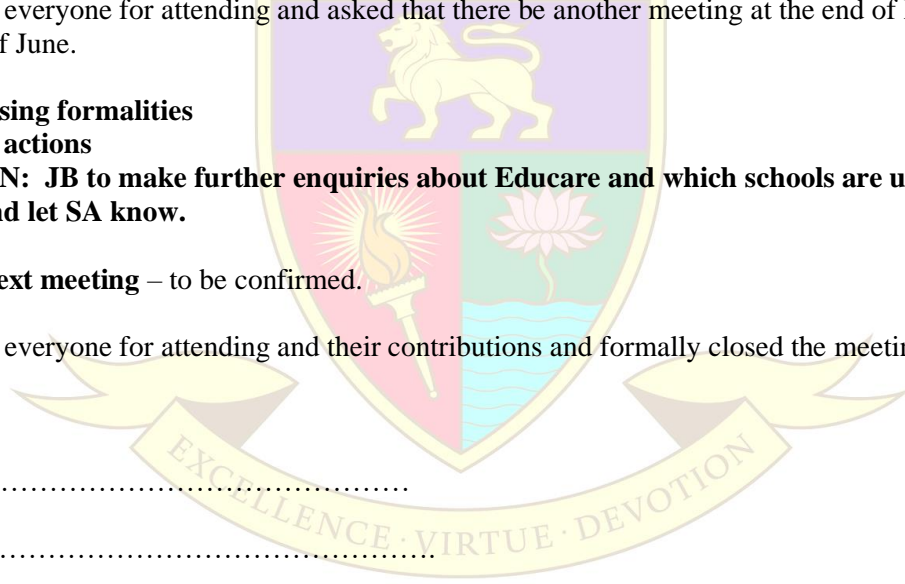
2.2 ACTION: JB to make further enquiries about Educare and which schools are using Educare and let SA know.

2 Date of next meeting – to be confirmed.

NP thanked everyone for attending and their contributions and formally closed the meeting at 7.55pm

Signed.....

Dated.....





AVANTI HOUSE

Meeting of the SCHOOL STAKEHOLDERS COMMITTEE

13 July via zoom at 6.30pm

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Nishil Patel

In Attendance	Simon Arnell – Principal Nishil Patel - Trust appointed Chair Jagdip Ranpari Parent 1member Andrew Park – Parent member Dina Popat - Support staff member Also in attendance: Meera Agarwal (MA) Collective worship lead Raaj Rangira (RR) Srirangarpriya Desai (SD) – Trust lead – Character and spiritual lead Andrea Khan (AK) – Assistant Principal; safeguarding lead and SENCo Natasha..... Head of PRE
Apologies	Anita Gohil Thorp - Trust appointed Jatin Patel – Trust Appointed
Absences	

Resolutions

Ref	Action Resolution
	Minutes of the meeting of 23 March 2021 approved and signed.

Actions arising out of the meeting of 13 July 2021

Ref	Action	Lead	Status
2.2	JB to aske Julie Day about Educare	JB	Requested intro emails to be sent again
3	SA to circulate safeguarding document.	SA	Pending
4.	SA will prepare a short document to show SSC link areas and safeguarding link.	SA	Completed
4	JB to make further enquiries re another trust member for the SSC.	JB	Completed
4	Teaching staff member election to take place in Autumn term if needed	SA	Pending
5	JB to confirm with Trust length of term of Chair of the SSC.	SA	Requested

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	To start in the summer term.

General Minutes

1. Opening Formalities

4. Welcome to members

NP welcomed the SSC and formally opened the meeting at 6.30pm.

5. Apologies and absences were noted as above

6. To declare any conflict of interest that may arise during the meeting.

Members (and Associate members) are reminded that they must declare any interest (pecuniary or non pecuniary) in any item on the agenda and withdraw from the meeting on that item.

NP introduced everyone attending

2. Minutes and actions

1. Minutes

The minutes of the meeting of 23 March 2021 were approved

2. Actions

2:2 ACTION: JB to ask Julie Day about Educare

3. There will be more data in September

4.1 SA has received the document from Shamita Kumar and will discuss this later.

AK – The SRE policy (previously circulated) has gone through the appropriate process including parental consultation and as there was no responses from parents it is being taken as approved. Looking to launch and support lessons from September.

NP asked if there had been sufficient time given for parents to respond.

AK – parents were given between 24 June and 2 July to respond which the school was thought enough time. There were also other contact details given if parents required further clarification.

The policy is based on content and changing landscape and it is expected to change and adapt in light of any issues raised by Ofsted. It is not an “off the shelf” package but is a bespoke program specific to the school and students. The document is not complete as once teaching restarts, it will be refined. The school wants the lessons to be treated with respect.

NP confirmed that he had read the policy and had no objections.

AK asked for confirmation that the SSC approved the policy for the Trust to proceed with it.

DP and AP also confirmed that they had no objections.

AK thanked the SSC for their support.

SA thanked colleagues who had developed the policy and particularly SD for developing the SRE element. He acknowledged that it had been a big job to adapt the DofE document to meet the needs of the school.

AK is happy to give further safeguarding training regarding keeping children safe in education.

NP asked whether teachers outside the SRE team will be given training re issues and how to approach them.

AK confirmed that there will be inset training on 1 September to which all staff will have access, particularly with regards to disclosure and how to react and report. There will also be training on safety as part of the ongoing commitment to safety at school.

There is currently an advertisement for head of PHSE.

NP asked about the model for training and how PHSE would be taught from the following academic year.

SD – re PHSE, all statutory requirements have to be fulfilled which will be the responsibility of the head of PHSE and will be different with regards to spirituality and collective worship to enhance the curriculum.

AK – for example year 3 will have weekly PHSE lessons but Year 4 will have lessons every other week.

NP asked about the collective worship policy.

SA confirmed that this will tie in with the themes discussed in this meeting.

MA – Collective worship was very restricted this year.

Three elements in the life of the school:

1. 20 minutes of collective worship every morning which includes all levels of interaction with the divine.
2. 3 periods of collective worship a day which is all about invoking gratitude to the universe and a moment to pause and stop each day with a look internally.
3. Festivals - 3 tiers:
 - a. Tier 1 Full drop-down day – 3 times a year, once a term
 - b. Tier 2 – extended collective worship
 - c. Tier 3 – themed collective worship including festivals from other faiths.

There will be full implementation of this program from September.

NP asked about children of no faith

MA – policy allows this. It is all inclusive. If there is belief in something, this is incorporated into worship.

Also, in the morning, children are given a choice of what they would like to do:

- i. Chanting the name of god
- ii. Meditation – a less direct, more self-focused activity
- iii. Yoga – learning body and mind
- iv. Wisdom stories from our tradition which can be taken at whatever level the child wishes – they can be truth of moral lessons.
- v. Mindset – which will be run with no spirituality, but a type of bridge based on some spiritual texts but allowing the students to know themselves and understand who they want to be.

Children choose one course a term and can change the following term.

SA - The policy does allow students and teachers to withdraw but also says that they should try first. Therefore, children are strongly encouraged to try first and then make a choice.

Overall, it is important that they have a choice. If they withdraw, they must be offered another element along school principles.

Last year, no staff and only 8 students across the whole school withdrew.

NP asked if all the options were run during the same 20 minutes of the day.

MA – Monday – assemblies for year groups

Tuesday – Thursday options outlined above

Friday – Form group – themed videos for each half term e.g. - based on an Avanti value such as empathy, and a question sheet for engagement.

NP asked what happens to the children who do not want to engage in a festival and has withdrawn from collective worship.

SA – so far only one child so far and they joined in with the festival in the past but there maybe more children in post covid years. Will have to let them withdraw but joining in may reignite an interest in collective worship generally.

Although there are currently five options for collective worship, in time, maybe more with suggestions from teachers or the older students. This is something that the school would encourage.

MA – festivals are not just for worship but also for enjoyment and an uplifting feeling. Therefore, this is less direct than morning worship – more inclusive. Groups of year 11 and 12 students are helping with the planning of festivals with a long-term plan of having a committee to have student planned and led festival and collective worship.

SD – Re opting in and out, it should be remembered that in our tradition, it is important to be charitable towards the children and make them feel that they are in the presence of god as much as they want.

SA introduced Natalya.... To talk about the developments in PRE.

During lockdown N had organized meetings to review PRE policy-one main change sought-all schools in the AST to follow the policy that 10% of the curriculum should be PRE.

Therefore, to be taught in 3 lessons per week and in KS3 and during GCSE years – 5 lessons over 2 weeks. This year, managed to introduce the fifth lesson. RE is not decided by Government but by the local governing body. As a religious school, we can develop our own curriculum. Looked at the framework nationally and at our own framework.

Power point presentation made.

The curriculum does not just have a Hindu content but also covers other religions.

Christianity is not taught until Key Stage 4 and is for a whole term.

In Year 7 the curriculum has been reviewed and now includes Jainism to reflect the beliefs of at least 2 children in each class.

In Year 8 the curriculum is based on philosophy mainly Hinduism but also looking at Judaism and Islam.

Year 9 the curriculum is based on ethics and ways of living.

In Key Stage 4 Christianity and Hinduism are studied.

In Key Stage 5 –

Year 11 is offered Philosophy; religion and ethics and development of religious thought

Year 12 is offered belief and practices in Hinduism

Year 13 is offered Hinduism and society. Resources are shared with Avanti Fields and are adjusted to the students at each school.

N asked for any questions.

AD asked if enough thought had been given to the teaching of Christianity at Key Stage 3 as it is the religion of the land.

N - Christianity is taught throughout the year but not as a stand alone subject until Year 10 when it is covered over a full term

AD - this was not clear in the framework

N - this is a very general map and SA that this could be fed back thought the team.

A short discussion followed about the wording of the policy.

SA thanked N and the staff who had developed the policy. N is due to go on sabbatical for a year for personal reasons, but the team would be expanded and will remain the same when she returns.

NP asked how impact was being measured.

N – Learning walks and interviews with students. She spoke with boys and girls and students with SEN. Asked about experiences; what had been enjoyed and then what they thought

would make it better. Also asked how they compared PRE before and after the changes to the curriculum. Most rated the changes as better than before. A couple said the same. But she was very pleased. Also, every topic has a progress tracker. The children mark how much they have learnt about the topic at the beginning and the end. There is also a place for self-reflection – what they have most enjoyed about the topic and what they have struggled with learning. There is a lot to be gained from this resource.

This information is then captured in a quality assurance document.

SA – this is used across the school and shows real movement in the arts.

NP thanked N and she left the meeting at 7.30pm.

3. Headteacher's report

Challenge Partners' Report

SA – This is an external peer to peer review. Ofsted led with Senior teachers from other schools.

This year it was a virtual review. Interviews were conducted with teachers, pupils and lead teachers. Normally observations would be made but everything was done virtually this year. They were able to make a judgement about leadership and any areas that may need improvement.

The outcome was that the school is leading in all areas.

We could also put forward an area of excellence – an inclusive behaviour management, moving away from punitive punishment towards a restorative justice system. The school was able to show the impact of the policy and how it was a vigorous system.

SA was very pleased with the outcome and will feed back the information into the Step Document. The next review will be in September and will look at learning and leadership.

SA had been involved in the review of another school – 20 lessons over three days. A bonus point is that all leading schools work with other schools. AHSS is considered “good”.

“Growing the top” opportunity is where the 40 leading schools pair up to evaluate their practices and bring back the best of them.

Ofsted has previously inspected the school at the previous site and the current situation shows how far the school has come.

The document relating to this work is currently being reviewed but not yet generally available.

NP asked about the middle management team.

SA The way to give a wider skill set to the Middle management team - allow them to do what the Senior leadership team do. There are challenging conversations and their CPD will be developed across the Trust. Also, there will be access to the Harrow leadership course.

SA reviewed the Middle Leadership team who will be stepping up to more senior roles to enable elements of the SLT to focus more on the curriculum whilst utilizing more of the Central Trust departments such as HR

The Avanti Initiative will give more details in September

ACTION: SA to circulate safeguarding document.

4. Role of SSC

SA and NP speak once a term to look at the assessment.

SA suggested that in early September, set out dates for the year. Also want the SSC to have strong links with the school.

ACTION: SA will prepare a short document to show SSC link areas and safeguarding link.

ACTION: JB to make further enquiries re another trust member for the SSC.

SA understands that there is a teacher interested in joining the SSC but if not, an election will take place in the Autumn term.

ACTION: Teaching staff member election to take place in Autumn term if needed

5. Any Other Business

AP asked about school meals.

SA There is continual development taking place. Staff and student feedback had been sought and he understood that improvement was required. The matter had been raised at the town hall meeting with parents. Although during the pandemic, the school could only offer a limited menu, in September they will be able to offer the full range that was offered before.

SA suggested that the student body which had created a voice for matters such as bullying maybe could create a small group to raise issues regarding the catering.

SA will communicate with parents that there will be no change to the facemasks and bubbles in the school after 19 July.

Consideration will also be given to masks still being worn in high volume areas in September as it would be easier to be stricter than relaxing and then having to reintroduce.

NP supported the idea of face masks in high volume areas and the children still in bubbles in the Autumn term as this would also help to protect and the wider community. Also supported the idea that staff should be given the choice as to whether they stayed at the front or circulated in the classroom and recommended a stepped cautious approach.

Staggered starts will stop but the younger years may be allowed out earlier.

Virtual parent evenings may continue – parents had liked them.

Open evenings will return but may continue with virtual information evenings.

ACTION: JB to confirm with Trust length of term of Chair of the SSC.

6. Closing formalities

1) Confirm actions:

2:2 ACTION: JB to ask Julie Day about Educare

3. ACTION: SA to circulate safeguarding document.

4. ACTION: SA will prepare a short document to show SSC link areas and safeguarding link.

ACTION: JB to make further enquiries re another trust member for the SSC.

ACTION: Teaching staff member election to take place in Autumn term if needed

5 ACTION: JB to confirm with Trust length of term of Chair of the SSC.

2) Date of next meeting:

28 September 2021 at 6.30pm at AHSS.

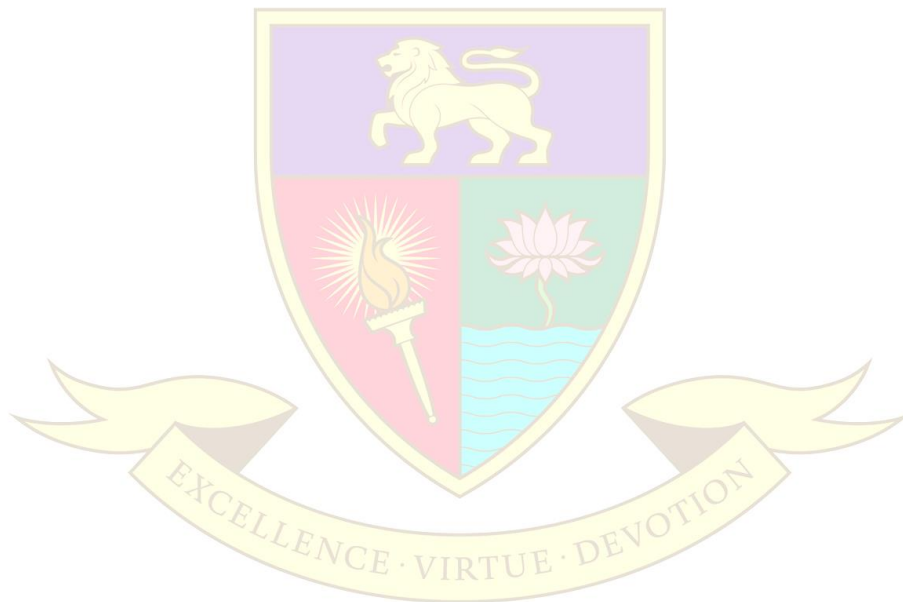
3) Closing formalities

NP thanked everyone for their support throughout the year and their attendance and contribution to the current meeting and formally closed the meeting at 8.05pm.

Signed.....

On behalf of the AHSS SSC

Dated.....





AVANTI HOUSE

Meeting of the SCHOOL STAKEHOLDERS COMMITTEE

25 November at 6.30pm

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Nishil Patel

In Attendance	Simon Arnell – Principal Nishil Patel - Trust appointed Chair Andrew Park – Parent member Anita Gohil Thorp - Trust appointed Jatin Patel – Trust Appointed
Apologies	Dina Popat - Support staff member
Absences	Jagdip Ranpari Parent member

Resolutions

Ref	Action Resolution
	Minutes of the meeting of 13 July 2021 approved and signed.

Actions arising out of the meeting of 25 November 2021

Ref	Action	Lead	Status
3	JB to circulate the Accountabilities Framework and ask for nominations for Chair and Vice Chair of the SSC with the election to take place at the next meeting.	JB	Pending
4	SA to circulate the Headteacher's Report	SA	Pending
5(i)	SA to invite Justine Riley to give a presentation about careers advice at the School.	SA	Pending
5(ii)	SA to send out link details and starter questions for SSC visits.	SA	Pending
6(i)	JB to request Avanti email addresses for AGH and AP again.	JB	Pending
6(ii)	JB to circulate Justine's contact details	JB	Pending
6(iii)	JB to check everyone's access to Educare	JB	Pending

Actions arising out of the meeting of 13 July 2021

Ref	Action	Lead	Status
2.2	JB to aske Julie Day about Educare	JB	Requested intro emails to be sent again
3	SA to circulate safeguarding document.	SA	Completed
4.	SA will prepare a short document to show SSC link areas and safeguarding link.	SA	Completed
4	JB to make further enquiries re another trust member for the SSC.	JB	Completed
4	Teaching staff member election to take place in Autumn term if needed	SA	Pending

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	Pending

General Minutes

1. Opening Formalities

7. Welcome to members

NP welcomed the SSC and formally opened the meeting at 6.40pm.

8. Apologies and absences were noted as above

9. To declare any conflict of interest that may arise during the meeting.

Members (and Associate members) are reminded that they must declare any interest (pecuniary or non pecuniary) in any item on the agenda and withdraw from the meeting on that item.

2. Minutes and actions

1. Minutes

The minutes of the meeting of 13 July 2021 were approved

2. Actions

As noted above

4.Election of Chair and Vice Chair of the AHSS SSC.

Short discussion of the role of the Chair and duties involved. Agreed that JB would circulate the most recent Accountabilities Framework and ask for nominations for the elections to take place at the next meeting.

ACTION: JB to circulate the Accountabilities Framework and ask for nominations for Chair and Vice Chair of the SSC with the election to take place at the next meeting.

4. Headteacher's Report

SA will circulate the report electronically

ACTION: SA to circulate the Headteacher's Report

SA briefly reviewed the main points of the report.

Report based on outcomes of last year.

The School has been very successful at A levels and GCSEs.

The data shows the School is good.

There was a very robust marking system implemented. Samples had been sent off and no further information had been requested from the exam board

There was both internal and external moderation. Blind testing also ensured that it was not known whose papers were being marked; there was no gender indication and no risk of unconscious bias.

Following the A level results, 75% of the students have places at Russel Group universities including places at Oxbridge. One disadvantaged pupil now has a place at Oxford university to study PPE.

Students also have apprenticeships including in the City.

AP asked if any students had gone into the armed forces.

SA – none but one pupil has an apprenticeship with the MOD.

Also carried out a self-evaluation and moved the school down to “good” with outstanding features. Need to challenge years 7,8 and 9 more.

The School has done well at GCSE and A levels but could do more.

Also want more consistency in the middle leadership team.

The School Improvement Plan is now based on training and developing to become more focused.

The Trust has provided an improvement partner who is working with the School. SA sees him one day every half term and he can circulate his reports in due course.

There was also a Challenge Board which looked at the School and where it could improve.

The next review is due in January 2022.

All Schools across the Trust are reviewed in the same way

Staffing also reviewed across the Trust.

SA will meet with principals at AHPS and KAPSH to discuss issues, share plans and links and share expertise.

SA has also expanded the role of associated staff to improve leadership and wellbeing in the School. Mental health well being is also an area which needs to be improved.

AGH asked if anything had prompted this concern.

SA – there have been some racial incidents and one sexual harassment allegation.

NP asked how these had been reported.

SA – Through the online option, through a teacher or the safeguarding team. Assemblies over the last two weeks had been used to help understanding of these matters and the safeguarding team will also talk about peer pressure and causes.

AP – all fast moving with social media.

SA – The School will also do E Safety courses for all the children on zoom and will invite parents to watch at the same time and offer a recording to those who cannot attend live. SA hopes that this will engage parents more.

NP asked about the investigation outcomes.

SA – All matters had been concluded. Dealt with by punishment and education. Exclusions are followed by student being put on a pupil support plan.

NP asked about the LA referral reported.

SA – this was mandatory.

Short discussion followed about social media and understanding culpability and the benefits of external agencies educating the students in this area which might be taken more seriously than if the principal addresses it. The SSC all acknowledged that this is a difficult time for the students.

SA – digital resources are important and if all banned at school, the students might miss the advantages such as sharing information, research etc. However, at the moment, the School does not allow the use of mobile devices throughout the school. This is in part ensuring the safety of pupils at school.

Although some schools are allowing mobile devices to be used in school, at the moment, only the 6th form at AHSS is trialling a “bring your own laptop’ option to try to normalize their usage in the school.

AGH asked if this included mobile phones

SA – yes – and all digital devices.

AGH asked if any issues noticed yet.

SA – not seen any but monitoring the process.

5 Role of the SSC

NP – SA wants SSC members to have defined roles with each person to take responsibility for one role.

SA proposed the use of a standard form to complete following each visit with a view to sending it to the Trust and show good accountability.

The idea is that the School has challenging partners.

Once SSC members have chosen an area of interest, SA will assign a member of staff to meet during the two weeks before an SSC meeting to have an overview of the situation in that area in the School. This will also allow the teacher to give feedback about any areas of concern.

The SSC members will then each give a short live report at the meeting.

NP – Curriculum is externally provided

AGH – Safeguarding link

Short discussion about how the roles will work.

AGH pointed out that careers advice not on the list.

NP – this is a separate role that effects mainly the top end of the School.

SA - Justine Riley could do a presentation about careers advice which starts in Years 6, 7 and 8. Most careers now do not need specific subjects. At GCSE level, the School does advise on different routes once the students leave school such as university or apprenticeships.

ACTION: SA to invite Justine Riley to give a presentation about careers advice at the School.

Link roles:

Safeguarding – AGH
Health and Safety – AP
Pupil progress – JP
Behaviour and Attitudes – to be confirmed
Spiritual development – NP
SEN – NP.

SA will send out link details and starter questions for the visits.

ACTION: SA to send out link details and starter questions for SSC visits.

SA briefly discussed staff retention.

AGH asked about low status assessments and how problems are identified.

SA - marking work has been found to have little benefit and there are different ways of spotting knowledge gaps.

NP asked how if work is not marked.

SA – it is a question of how to assess the work. It is also a question of looking at the children’s mental health for example keeping an online scrap book of evidence allows the teachers to move away from continuous assessment.

If staff have low retention and the children have poor mental health this is not good.

6. Members training and visits – Educare

AGH and AP still cannot access their Avanti email addresses

ACTION: JB to request Avanti email addresses for AGH and AP again.

Brief discussion of who has completed their Educare courses.

ACTION: JB to check everyone’s access to Educare

SA The AST have started their own CPD program with the idea to have a training platform. There will be regular talks online and SSC members will be invited to attend. It will also allow a connection with other link members.

SSC visits – These should coincide with link meetings.

SSC members can come in pairs and talk to the students before speaking individually to their link staff member.

SSC members can contact Justine Riley direct about visits

ACTION: JB to circulate Justine’s contact details

7. Any Other Business

SA– attendance at future meetings – it is anticipated that the SSC will meet in person at future meetings unless there are specific reasons.

NP - agreed that this was also his preference.

The SSC briefly discussed this point

SA there are four challenge partner inspections and he would like SSC members to meet the inspectors face to face or online which will help give the inspectors a feeling of the school.

The next visit is 18 January 2022 – 20 January 2022

AGH had been approached by a parent about giving careers talk. SA asked that questions of this nature be directed to him.

8. Specific points to raise with the Trust

None

9. Closing formalities

4) Confirm actions:

3. JB to circulate the Accountabilities Framework and ask for nominations for Chair and Vice Chair of the SSC with the election to take place at the next meeting.
4. SA to circulate the Headteacher's Report
5. SA to invite Justine Riley to give a presentation about careers advice at the School.
5. SA to send out link details and starter questions for SSC visits.
- 6 JB to request Avanti email addresses for AGH and AP again.
- 6 JB to check everyone's access to Educare
- 6 JB to circulate Justine's contact details

5) Date of next meeting: **08 February 2022 at 6.30pm**

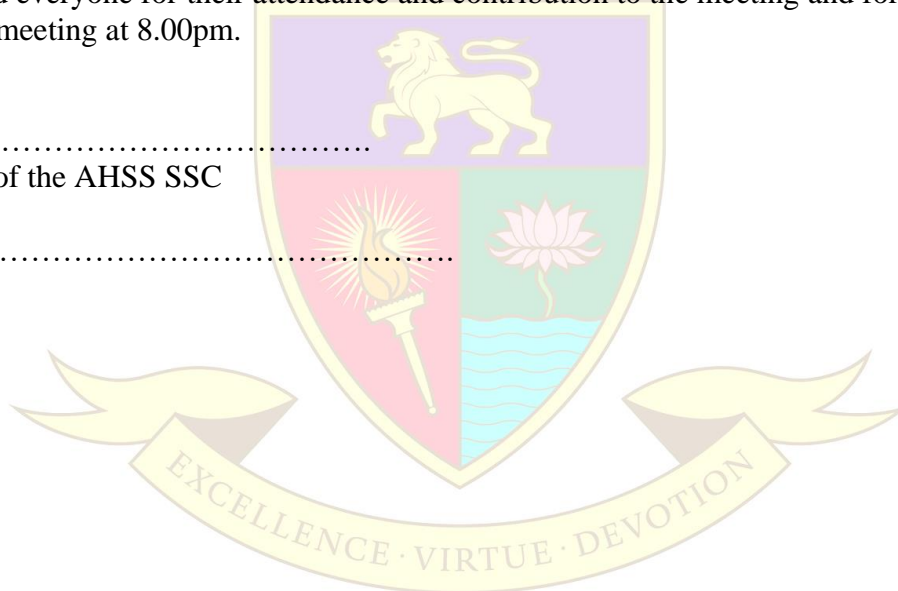
6) Closing formalities

NP thanked everyone for their attendance and contribution to the meeting and formally closed the meeting at 8.00pm.

Signed.....

On behalf of the AHSS SSC

Dated.....





AVANTI HOUSE

Meeting of the SCHOOL STAKEHOLDERS COMMITTEE

8 February 2022 at 6.30pm

Avanti House Secondary School, Wemborough Road Stanmore HA7 2EQ

Chair: Nishil Patel

In Attendance	Simon Arnell – Principal Nishil Patel - Trust appointed Chair Andrew Park – Parent member Anita Gohil Thorp - Trust appointed Jatin Patel – Trust Appointed Dina Poppat – Support staff member – online Jay Gadhia – Trust appointed
Apologies	
Absences	Jagdip Ranpari Parent member

Resolutions

Ref	Action Resolution
	Minutes of the meeting of 25 November 2021 approved and signed.

Actions arising out of the meeting of 08 February 2022

Ref	Action	Lead	Status
1	JB to send updated conflict of interest form to SA	JB	Pending
2	SA will send out link details and questions to JG	SA	Pending
2 (ii)	SA to send JG the details of the teacher who is responsible for the feedback work at the school.	SA	Completed
5	SA to break down the Pupil Pulse survey figures further and circulate to the SSC members.	SA	Pending
8 (i)	ACTION: SA to arrange different fire wardens for each of the zones and deputies for each warden.	SA	Pending
8(ii)	ACTION: SA to provide fire wardens with business continuity plans.	SA	Pending
9	SA will write to department heads about topics for tests.	SA	Pending.

Actions arising out of the meeting of 25 November 2021

Ref	Action	Lead	Status
3	JB to circulate the Accountabilities Framework and ask for nominations for Chair and Vice Chair of the SSC with the election to take place at the next meeting.	JB	Completed
4	SA to circulate the Headteacher's Report	SA	Completed
5(i)	SA to invite Justine Riley to give a presentation about careers advice at the School.	SA	Pending
5(ii)	SA to send out link details and starter questions for SSC visits.	SA	Pending
6(i)	JB to request Avanti email addresses for AGH and AP again.	JB	Completed
6(ii)	JB to circulate Justine's contact details	JB	Completed
6(iii)	JB to check everyone's access to Educare	JB	Pending

Actions arising out of the meeting of 13 July 2021

Ref	Action	Lead	Status
2.2	JB to ask Julie Day about Educare	JB	Completed
4	Teaching staff member election to take place in Autumn term if needed	SA	Completed

Actions arising from the meeting of 12 November 2020

Ref	Action	Lead	Status
3.2	The SSC to put forward any ideas to encourage boys to read.	SSC	Pending
6	To review the SSC visits to the school in the Spring term	SA/SSC	Completed

General Minutes

1. Opening Formalities

10. Welcome to members

NP welcomed the SSC and the new member – JG, a Trust appointed member, and formally opened the meeting at 6.35pm.

11. Apologies and absences were noted as above

12. To declare any conflict of interest that may arise during the meeting.

Members (and Associate members) are reminded that they must declare any interest (pecuniary or non pecuniary) in any item on the agenda and withdraw from the meeting on that item.

2. Minutes and actions

1. Minutes

The minutes of the meeting of 25 November were approved and signed by NP to be stored at AHSS.

A brief discussion took place and SA agreed that the minutes will now be published on the school website.

2. Actions

As noted above.

Regarding link meetings:

JP has visited the school

NP has emailed AK but has not received a response.

AP has spoken to Julie Day and she has provided useful information which he can use for an overview to the SSC later in the meeting.

AGT is waiting to hear from AK to provide some dates for a meeting at the school.

All SSC members now has access to their Avanti email address and one has been requested for JG.

Re Educare – there are still some difficulties accessing Educare and there is some question whether education in the format is to continue.

ACTION: JB to speak to SK about Educare and ongoing education for the SSC.

SA suggested that the SSC has a 3 hour session together at the school as a form of training day. SSC agreed that this would be a good way forward.

ACTION: SA will send out link details and questions to JG

3. Elections of Chair and Vice Chair for the Academic Year 2021-2022

AGT asked about the role of the Chair.

SA – the AST are looking at the role of the SSC generally including considering agreed agendas across all SSC and hubs; agreed discussion points so Chairs can discuss with the Trust whole issues

The role of the SSC to ensure the discussion of matters such as safeguarding and ensure that there is transparency, and the status is accurately portrayed.

The Chair is to be active in ensuring visits and actions are carried out.

The Trust are looking for more information about the impact of the work of the SSC.

Safeguarding is the responsibility of the SSC, and the Chair needs to ensure that there is a good understanding of Safeguarding in the school and that actions are carried out. Also, with regards to pupil premium students.

Commitments of the Chair include

Four full meetings in the academic year as a team.

Half a day meeting at the school as a team

A link position e.g., safeguarding

Should be prepared to ask for reports such as safeguarding or the health and safety audit report to read and ensure that there is transparency and appropriate compliance.

There is no input on matters such as staff pay as the SSC is not a governing body.

The SSC agreed that NP should remain as Chair of the SSC for the remainder of the academic year.

The SSC agreed that AP should remain as Vice Chair of the SSC for the remainder of the academic year.

4. Headteacher's Report – previously circulated

SA gave an overview

AHSS is now in the Ofsted window.

Lettings-moving to longer lets. Income goes to the Trust, not the school.

PRE has faced significant challenges – Covid has not always allowed collective worship. No students have withdrawn since the introduction of a form of wellbeing into the PRE curriculum as an option taught by senior staff.

Re SEF – SA had made judgements on Ofsted requirements with Senior Staff. Made sure that there was evidence of the judgements and not just qualitative statements. If there was no evidence, then it becomes part of the development plan.

The school was then self-graded. If it is not recorded as outstanding, there are bullet points in the report so, as a team, they can see why it is not and what is planned.

Quality of Education - looking at how elements of faith in various subjects are not just “bolt ons” but part of quality education.

Need to enhance the quality of CPD. Want to see teacher practice change – no longer just looking at outcomes. Therefore, it is now more forensic about what is seen in the classroom.

Also want to see more consistency in the way subjects are taught across staff.

NP asked about the middle leadership team and the improvement of quality.

SA – Wanted to give more opportunities to further the curriculum and to encourage more in the Avanti Way. This will allow a more bespoke approach such as in Year 8 and 9 looking at the Gupta dynasty. Want a powerful and challenging curriculum.

AGT asked about how standard teaching is managed.

SA – through the leadership team making and sharing resources. There is a three-year development plan with input from different groups including parents. Aiming for a change in mindset in the school.

NP asked about hosting.

SA – hosting maths.

Looking to work with **Stanmore School** about T- levels which is likely to be the way forward. Would allow some students to stay at the school for some subjects and technical courses. B-techs are likely to be stopped.

Appendix

- The Pupil Premium strategy is on the school website.

- Wanted to wait to announce the exam plans until the government has announced what is happening.

Pupil Premium students have very strong outcomes.

NP asked how Pupil premium was awarded.

SA - on application. Depends on parents being prepared to declare their income.

-Pastoral Care – outlines in last term’s report.

SA Congratulated the Pastoral Team which has achieved above averages despite the covid restrictions.

NP asked about persistence absences and how quality of education could be assured.

SA – without covid, these numbers would be much lower. Trying to identify different groups driving the figures including children with more than 90% absence records; Family’s taking children out of school before holidays start; children who take a few days off before exams to revise at home.

JG – holiday dates are circulated very late so difficult for parents to book holidays.

SA has asked for the AST to provide dates for two year periods but it is a matter for the Trust which is trying to coordinate schools across the whole country and where school holiday traditions vary.

NP asked about Year 13 rate of attendance.

SA – This is much lower and could be because of UCAS deadlines and exam revision or children taking days off to complete work.

AGT asked how the students can be encouraged to come to school to do the work.
SA – the difficulty is that some children like last minute teaching whilst others prefer to revise at home.

A brief discussion about the situation followed.

Curriculum – moved forward to understand the sequence of learning. Need to understand why something is being done. Using the spiral curriculum – learn, go back, retrieve. The Middle Leadership team need to make sure that everyone can describe and explain what is being done, including teachers and children.

AGT – Are teachers prepared to challenge children who may be saying something incorrect.

SA -the ability to challenge misconceptions and ideas is up to the skills of the teacher – looking at why a child is saying something and whether the teacher needs a deeper understanding. This feeds into “effective questioning” where children should be able to be challenged without feeling foolish or wrong.

Survey – One has taken place in every subject to enable the school to gain an overview of the issues and impact of the leadership’s CPD. If there is no change in the responses, then the impact has lessened. It was explained to the children why the surveys were being carried out to get better nuanced answers. There will be three carried out over the year.

There have been focus groups held on the safety at the school and impact of PRE lessons and now want to see how safe the children feel across the school.

The information presented is split by year groups.

A discussion about the survey figures followed and JG asked for a further breakdown of the figures.

ACTION: SA to break down the figures further and circulate to the SSC members.

6. Exam Strategy

SA can circulate the document. There is a 9-point plan outlining syllabus changes and exam changes and completed download of what is to be assessed. Links will be sent out and checks will take place to see who has clicked on them. This will also be done in the classroom as well.

SA will go into every department to look at what is being taught each week and letters will be sent to parents to tell them what is to be taught the following week. Parents have also been invited to come into the school to take part in a carousel of activities on wellbeing.

To assist with the preparation of exams:

Identification of students who need face to face meetings to challenge their progress

Mock exams are planned

Sports facilities to be made available and social spaces for years 11 and 13 for down time.

JJ and MD are giving sessions on the most effective ways to use the available time and to outline various revision techniques.

NP – the map is very good but is extended to other years.

SA – there are similar maps for to other years on the school website. By the summer hope to have a clear journey. Working with the primary schools and hope to offer a reception to Year 13 journey plan for maths which will include a unit-by-unit breakdown of what is in each Unit.

A discussion followed about similar journey maps for other subjects and suggestions of what the SSC thought would assist the teachers and students.

AGT asked where information about university destination for students was broadcast.

SA – social media and other places. He agreed that this type of PR could be worked on.

Voice of Students

JG has spoken to students and parents and there is not much feedback.

A pulse survey would allow students to feed back immediately.

This is an area that JG would like to look after- the voice of the students/ He has done a lot of work like this with other organizations.

SA welcomed his interest.

AP asked what existing feedback mechanisms were used in the school.

SA – there are longer term plans to test the impact and quality of lessons. The school is already doing some small level points.

NP asked if there was an audit cycle.

SA – there is, looking at the safety of children. However, it is not done every two weeks as there is not the capacity to look at the information so frequently.

A discussion followed about the frequency of the survey at the school and in other industries.

JG asked for the details of the staff member/s who carry out the work so that he could liaise with them.

ACTION: SA to send JG the details of the teacher who is responsible for the feedback work at the school.

7. Challenge Partners Report -previously circulated

SA provided an overview.

This is the first face to face inspection.

35 lessons were observed, students' books were looked at and they spoke to teachers and students. It was not just an exercise that spoke to the Senior Leadership team.

JG asked about whether there was any engagement with the SSC.

SA –Two reviewers dropped out so there had to be rescheduling of meetings. Hopefully the SSC will be involved in the next inspection.

SA – There is a lot of work being done on trying to get a high impact on the learning but ensuring a good work life balance for staff.

Need to ensure that parents have communication as to how things are going forward. There will be peer assessments, technology and low risk testing so it will not just be teachers marking work.

SSC members training and visiting reports

JP – pupil progress - met with MP and MD. Very good meeting. Looking at improvements to be made and identifying children who fell through the net during the lockdowns and how to help them catch up.

JP circulated information that he had been provided which looked at performance in each subject with target grade and progression from primary school to year 11 and beyond.

The trend is good. Some areas such as humanities and English are struggling with the information being fed to the head of department. Each child's progress is looked at once every two weeks to see what needs improvement and how to achieve it.

Discussion followed about how the data is analysed.

JP – Pupil premium and disadvantaged pupils are achieving as the other students.

SA -at the moment Abror is still being used but as it has not worked as well as hoped, other systems are being considered to find a system that will allow the sharing of knowledge and techniques across the Trust.

JG asked whether Google Classrooms could be used for this but SA confirmed that Abror will continue.

AP had been in contact with Julie Day who had provided information about incidents and accidents at the school and although the information included where they had occurred, it did not state what they involved.

A short discussion followed about what further information would be useful.

AGT asked whether the number of incidents – 219 - seemed high

SA – it should be seen in the context of 1200 pupils at the school for the number of days each year they attend and the amount of movement around the school and the number appears relatively small. However, there will be an analysis of trends – for example do the number of incidents increase in the Autumn and winter when the weather is wetter.

AP - full lock down procedure is in place and fire procedures are in place. However, there should be different fire wardens for each zone.

ACTION: SA to arrange different fire wardens for each of the zones and deputies for each warden.

AP - fire wardens should also be provided with business continuity plan.

ACTION: SA to provide fire wardens with business continuity plans.

AP – the information is very detailed and reflects what should be expected. AP is intending to visit the school again to check other areas such as fire extinguishers and first aid kits.

JG asked whether the school was still using the one system that had been implemented during the pandemic.

SA – yes as it is still working address where well.

Short discussion about other questions to raise with Julie Day.

AGT is still waiting to receive confirmation of her visit to the school to look at Health and Safety.

JG - a Pupil Pulse Survey will address issues as they arise and asked about the behaviour at the school.

SA behaviour is already good at the school, but it is a question of how to maintain it and how children actually behave when a teacher is not present.

NP is still waiting to hear from AK to discuss spiritual development at the school.

ACTION: SA to send NP a link regarding spiritual development

Voice of the Students – Pulse Survey

SA – currently putting some laptops in classrooms and asking some of the pupils to answer questions during practical lessons. A question being considered at the moment is whether there is a difference between the children answering in the lesson or if they answer them at home.

AGT – surveys should be immediate so that the children know that the information is going somewhere appropriate.

A discussion followed about subjects of tests at the school.

ACTION: SA will write to department heads about topics for tests.

9 AOB

AGT – Everything appears generally very positive and very good.

The question of terms of reference of the SSC arose again and it was decided that this is a matter for the Trust to outline with a request to be made accordingly.

Also, a question to be raised with the trust as to whether feedback from the SSC is appropriate.

8. Specific points to raise with the Trust

ACTION: A request to the Trust should be made as to the question of terms of reference of the SSC.

ACTION: A request to be sent to the Trust as to whether they want any feedback from the SSC about their role.

9. Closing formalities

1) Actions

JB to send conflict of interest form to be stored at the school

SA will write to department heads about topics for tests.

SA to send NP a link regarding spiritual development

SA to provide fire wardens with business continuity plans.

SA to break down the figures further and circulate to the SSC members.

SA to arrange different fire wardens for each of the zones and deputies for each warden.

SA to send JG the details of the teacher who is responsible for the feedback work at the school.

SA will send out link details and questions to JG

2) Date of next meeting: **10 May 2022**

3) Closing formalities

NP thanked everyone for their attendance and contribution to the meeting and formally closed the meeting at 8.30pm.

Signed.....
On behalf of the AHSS SSC
Dated.....

