

Graham School and George Pindar School

Joint Local Governing Committee meeting Held on at 10th September 2019 at 5:00pm At George Pindar School

Present: Mrs Helen Dowds (Executive Principal)
Mr Malcolm Dawson (Chair of Governors)
Mr Gerry Swain
Mr Richard Benstead [*from 5:53pm*]
Mr Brian Crosby (CEO HTL)
Revd Samantha Taylor

In attendance: Ms Emma Robins (Headteacher Graham School)
Mrs Lesley Welsh (Headteacher George Pindar School)
Miss Isabella Kvist-Hansen (Clerk – Governance Support Officer – CYC)

		Action								
1.	<p><u>Welcome, apologies for absence and declarations of interest</u></p> <p>The Chair welcomed everyone to the meeting. He introduced Reverend Samantha Taylor and welcomed her to the Governing Committee.</p> <p>Apologies for absence were received with consent from Mr Marcus Towse. Mr Richard Benstead had announced that he would be delayed due to work commitments. He would join the meeting as soon as he was able.</p>									
2.	<p><u>Minutes of the LGC Meeting held on 2nd July 2019</u></p> <p>The minutes was agreed to be a true and accurate record of the meeting and was signed by the Chair.</p> <p><u>Matters Arising from the Minutes and Action Points</u></p> <table border="1"> <thead> <tr> <th></th> <th>Action Point</th> <th>Responsible</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Distribute Policy Tracker</td> <td>Clerk</td> <td>Completed.</td> </tr> </tbody> </table>		Action Point	Responsible	Status	1.	Distribute Policy Tracker	Clerk	Completed.	
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1.	Distribute Policy Tracker	Clerk	Completed.							
3.	<p><u>2019 GCSE Results</u></p> <p>The Executive Principal reported that the results were as expected overall but not as good as they had hoped for.</p> <p>Accuracy of predictions had been discussed at previous meetings and a document showing percentage accuracy of predictions was distributed to give Governors an overview of where the schools were currently at.</p> <p>A Governor asked about predictions and if they understood the underlying factors to why teachers found it difficult.</p> <p>The GPS Principal replied that there was far too much benefit of the doubt in terms of what students could achieve in exam conditions as teachers had not practiced this vigorously. The Executive Principal added that in some subjects there had been too much optimism, while in</p>									

others too much pessimism, because hard evidence and exam practice to guide their predictions had not been in place.

A Governor stated that he had received the impression that exam practice had taken place at the back end of the academic year.

The GPS Principal replied that this had only started when she had joined the school. For this cohort it had hence not been in place throughout year 11.

The Governor advised that exam practice had been done at GS but the predictions were still inaccurate, which suggested that there were other contributing factors to the inaccurate predictions. Another Governor asked what the predictions were compared against. He noted that the document did not show how many grades above or below the predictions were from the exam results.

The Executive Principal replied that the last data collection was in May 2019 and that the outcomes were compared against these datasets. She added that how many grades the predictions deviated from exam results could be investigated in SISRA.

The Executive Principal advised that under-grading could give students a feeling that they were not as good as they actually were. The data showed that high achievers were not performing well enough, suggesting that they had not been stretched to perform as well as they could have.

A Governor asked if some teachers were doing better than others within individual departments in terms of predictions.

The Executive Principal confirmed that there were examples of teachers making more accurate predictions.

A Governor suggested that they should use good practices within departments and share with other departments.

The Executive Principal agreed and added that middle leadership support was essential.

The Executive Principal presented SISRA data live at the meeting.

It was explained to Governors that SISRA compared performance against the calculated average of data available from all schools using the system.

Graham School – Key Measures

Attainment 8: the score was 35.83. This was the average score in school based on the students' performance in 8 qualifications (10 with Maths and English counting double). This meant that the average grade was 3.58 at GS compared to the national average of 4.69.

Progress 8: the score was -0.66 compared to the targeted score of -0.25. The P8 score was calculated based on the students' starting point by the end of keystage 2 and the grades they were expected to achieve by the end of keystage 4.

Broken down further the P8 scores were; English -0.544; maths -0.471; EBacc -0.677; and open bucket -0.872. The Executive Principal added that the open bucket results were disappointing based on the school's strong vocational focus.

Attendance had been a main issue and the data showed that if results of persistent absentees was disregarded, the school would have a positive progress 8 score of 0.01.

The best outcomes had been achieved in the following subjects; Spanish, drama, Polish, art, photography and French - with all meeting the -0.25 P8 target. The lowest performing subjects in terms of progress were maths, food technology, electronics, Latin, English literature and psychology.

	<p>21.9% of students had achieved grade 9-5 (strong pass) in English and maths and 41.2% had achieved grade 9-4 (standard pass) in English and maths.</p> <p><u>George Pindar - Key Measures</u> Attainment 8: the average score was 30.69. Progress 8: the score was -1.049. Broken down further the progress scores were; English -0.94; maths -0.682; EBacc -1.132; and open bucket -1.414.</p> <p>Some of the success were in subjects such as; art and design, biology, childcare, hairdressing and food and cookery. While the lowest performing subjects were; computing, business studies, geography, history, physics, maths and chemistry.</p> <p>18.3% of students had achieved grade 9-5 (strong pass) in English and maths and 37.5% had achieved grade 9-4 (standard pass) in English and maths.</p> <p>A Governor advised that each child at GPS made up a higher percentage in the data and that this should be taken into considerations when analysing the data.</p> <p>A Governor asked how the outcomes in English language and literature compared to the previous year's outcome. The GPS Principal replied that they were down dramatically compared to the last year. The GS Principal added that it was the same picture at GS.</p> <p>A Governor asked how many review meetings had taken place so far. The GPS Principal replied that one had taken place with members of staff from the humanities department. A Governor suggested that Governor representation during review meetings could be arranged. The Executive Principal confirmed that Governors could take part in the meetings. She added that the HLT team would provide support and they were looking at best practices within departments and sharing of these practices.</p> <p><i>[Richard Benstead joined the meeting at 5:53]</i></p> <p>A Governor raised a questions about the underlying factors that had resulted in both schools going backwards in terms of outcomes that year. The Executive Principal replied that a key factor was turbulence in leadership especially at GPS. She added that every year group was different and that the new year 11 cohorts were different in terms of attendance and behaviour. In the outgoing cohorts there had been ongoing concerns around mental health and behaviour and the students had overall lower CAT scores. The GPS Principal added that the outgoing year 11 cohort had had 4 Heads of Year during their 5 years at the school. She advised that some children's needs had not been met and that this had impacted significantly on other students. There had also been a lot of in-year movement and transfers. The Executive Principal reported that staff absence had also played a part resulting in high demand of cover teachers. Going forward, the staffing levels were stable and cover was no longer required.</p> <p><i>The following part of the discussion has been recorded separately in the confidential minutes.</i></p>	
4.	<p><u>Executive Principal's Report</u> The Executive Principal informed that the Principal of each school had prepared the reports based on the Trust generated template as requested by the CEO.</p>	

	<p>The reports were taken as read and questions from Governors were invited.</p> <p><u>Attendance</u></p> <p>A Governor asked about attendance at Graham School and the issues previously reported around students being on holidays during term time, and further what proportion of overall absence this could be assigned to.</p> <p>The Executive Principal replied that term time holidays only accounted for a small amount in the overall figure. She expressed that at the next meeting they could scrutinize attendance data and categorise absence.</p> <p>A Governor noted that only one week into the new term the attendance figure was 94.95 with 5% absence already.</p> <p>The Executive Principal replied that this time of year the absence was likely to be due to students still being on holiday.</p> <p>The GS Principal added that they were sending letters to parents accordingly and that a letter to all parents were being prepared to address the wider issue.</p> <p>A Governor asked about the changes to the work of the attendance team as mentioned in the GS report.</p> <p>The Executive Principal replied that the Trust’s Director of Personal Development, Behaviour and Welfare was providing support and had given his inputs to the developing attendance plan. As part of the plan the Attendance Officers at the school would shadow the Attendance Manager at Manor CE Academy. PP students would get a text each week to inform on attendance as well as more regular phone calls to parents. Attendance streaks was already in place as a reward system. Home visits would also be implemented. This work would be presented in more detail to Governors along with updates on the progression at the December meeting.</p> <p>The GS Principal added that the Attendance Team was now centrally located in school, in an improved space, following recommendations from the Trust Director. This would strengthen the team and enable a strong approach to improve attendance with Heads of Year and the Vice Principal working collaboratively.</p> <p>The GPS Principal reported that they were carrying non-attendance for children who had applied for a place elsewhere. Until this was confirmed that they had a place elsewhere, the children remained on roll at the school. The GPS Principal further informed that attendance had improved since the opening of the alternative provision site with some students, who had previously had low attendance, now achieving full attendance. Seeing these students attending learning the AP was a real success.</p> <p><u>SEND Update, Strategies and Interventions</u></p> <p>A Governor noted that the percentage of the student body with EHCPs was 1.4% at GPS and only 0.7% at GS. He asked what they were doing to support these students and secure EHCPs.</p> <p>The GPS Principal replied that it was overall very hard to secure EHCPs in the area. She expressed that she was very concerned that applications currently pending would not be granted. She was further concerned that the school was not the right provision for some students. The school was however communicated by the LA that they should be able to meet the children’s needs. The Executive Principal added that there had been a cut in the LA’s high needs budget, and as a result reduction in EHCPs. She advised that it was much easier to secure the plans in York and East Riding compared to in NYCC.</p> <p>Governors discussed support available through Aspire and whether they could assist in assessing the paperwork submitted to the LA when applying for EHCPs.</p>	<p>Agenda</p> <p>Agenda</p>
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	<p>The Executive Principal advised that the message from Aspire was that the paperwork was robust and that it was a general LA issue. A Governor suggested that, if possible, they should seek to unpick and assess if the system had failed in providing the needed support for these children.</p> <p>The GS Principal reported that she knew of cases where parents had applied for an EHCP directly and been successful.</p> <p>A Governor noted that only 85 children, or 8.4%, at GS were on the SEND register, while at GPS 23% was on the register.</p> <p>The Executive Principal advised that cross moderation had been done, but 18 months without a SENDCO had had an impact on this. The GS Principal added that restructure was also a problem, but she agreed with the Governor that the number seemed low also based on the national context.</p> <p><u><i>Behaviour and Discipline</i></u></p> <p>A Governor raised a questions about seclusion and noted that students struggling with completing time in seclusion had come up during exclusion panels.</p> <p>The GPS Principal replied that seclusion practices had improved. They had appointed a Seclusion Manager and ensured that restorative conversations with the children took place in seclusion. The new Seclusion Manager had personally gone back on beyond to improve the physical environment. In addition, the Heads of Year now took action much earlier. A Governor added that in the behaviour system, the first day back following exclusion, was spend in seclusion and suggested that it should be investigated if it was a necessary part of exclusions. He added that he was pleased to hear that restorative conversations were now taking place.</p> <p>The Executive Principal advised that the idea behind spending the first day in seclusion was to make sure that students were not actively seeking exclusions because in so doing, this was a way to avoid doing seclusion.</p> <p>It was agreed that a Governor would visit the seclusion rooms to get a feel of the improvements and new practices. Governors further agreed to discuss this again at the December meeting to secure sufficient monitoring.</p>	Agenda
5.	<p><u><i>Alternative Provision Update</i></u></p> <p>The Executive Principal reported that the temporary AP buildings where now in place. She thanked the AP teams for their work with getting the spaces up and running. She advised that the AP was working well and had had an impact on the rest of schools which were now purposeful and calmer learning environments. The AP Leadership was doing very good work and had been taking control. The Principals reported that there were some challenging students in the APs but they were off to a good start and were now attending their sessions. The Executive Principal added that AP helped the students in building up sustainability and resilience.</p> <p>A Governor asked if they were happy with the temporary accommodations.</p> <p>The Executive Principal replied that the GPS AP site was a little too close to the main school site but it was overall sufficient until the permanent sites were in place. She advised that the Trust was in charge of the procurement process and that a slight delay was currently expected.</p>	
6.	<p><u><i>Academy Development Plan</i></u></p> <p>The Executive Principal reported that the ADP was based on the 4 big priorities; attendance, behaviour, outcomes and teaching and learning.</p> <p>The aim of the new ADP format was to clearly articulate interventions and outline impacts. She invited feedback from Governors.</p>	

	<p>A Governor suggested that there could be a clearer connection between the left hand column (<i>What?</i>) and the right hand column (<i>How will we know this is on track?</i>). The right column needed to be a direct impact of the left with the outcome of interventions clearly outlined, which would make it easy to assess that outcomes had been achieved.</p> <p>A Governor suggested that they could consider putting the big 4 priorities in a different order instead of listing them alphabetically.</p> <p>I was agreed that the Principals of both schools should do some work to tighten up the last column based on the feedback from Governors.</p>	ER and LW
7.	<p><u>Curriculum Development</u></p> <p>The Executive Principal reported that it was still a bit early in the year and that curriculum development was a work in progress. She informed that she would be looking into curriculum intent throughout the secondary schools in the Trust.</p> <p>Governors discussed that vocational training options for students at the schools were essential and agreed to monitor and discuss this at meetings accordingly.</p>	Agenda
8.	<p><u>Vision and Values</u></p> <p>The Executive Principal reported that very good work had been carried out in terms of the character, citizenship and careers curriculum. In addition, engagement in the Archbishop York Leadership award was now available to the students.</p> <p>The CEO of HLT advised that the Principals should take time to think about the values of each school and what made them unique. He added that staff needed to be able to articulate the school values. He suggested that it could be discussed at the next LGC meeting when the Principals had had more time to work on this.</p>	ER and LW
9.	<p><u>Resources – Finance Update</u></p> <p>The Executive Principal reported that there was a better picture at both schools after the restructures and there was an increase too against final budgets originally sent to the Trust. The financial position had further improved due to tightening of budgets.</p> <p>It had been agreed that the Trust’s Financial Controller was to complete period 12 reports for GPS and then Tracy Shaw, who did the GS reports, would take over financial reporting.</p>	
10.	<p><u>Admissions</u></p> <p>It had previously been agreed by the LGC that they would propose to lower PAN to 210 at GS and 120 at GPS.</p> <p>The Clerk agreed to inform the Governance Advisor to the Trust Board to get it be ratified by the Trustees. The CEO of HLT confirmed that the Trust would then, once ratified, inform the local authority.</p>	Clerk
11.	<p><u>Chair’s Report/LGC Strategic Direction</u></p> <p><u>Election of Vice Chair</u></p> <p>The Chair reported that they needed to elect a Vice Chair.</p> <p>Richard Benstead announced that he would continue if no one else wished to take over.</p> <p>Agreed: Governors unanimously elected Richard Benstead as Vice Chair.</p> <p><u>Question from Trust Board</u></p>	

	<p>The LGC had received the following question from the Trustees:</p> <p><i>“Trustees asked whether, from September, the LGC could be confident in the behaviour strategies in place, and whether resources were aligned to prevent children going through the seclusion process without the appropriate intervention. Trustees recognised the fact that a small joint LGC presented issues of capacity for governors in Scarborough, and agreed the need for Trustees to ensure rigorous monitoring to support this.”</i></p> <p>Governors agreed that they were growing in confidence and identified the following areas that they would monitor closely:</p> <ol style="list-style-type: none"> 1. Governors were informed at the meeting that seclusion now involved counselling students and having restorative conversations to line up the students for success. Governors will continue to monitor that the right practices are in place to secure that seclusion is working effectively. 2. When students are reintegrated following exclusions, the schools need to make sure that documentation is in place to track progress, and to document what mechanisms are in place to support a student if s/he is to fall through the behaviour system again. Governors are aware that the GPS Principal has done a lot of work to improve reintegration documentation and practice. Governors has recommended that this is work shared and implemented at GS as well. 3. The timeliness of documentation for exclusion panels continue to be an area for improvement. Governors have already seen improvements but are still working with the schools to ensure that the information is available to Governors in due time. Governors also continue to monitor that information is overall recorded appropriately by the schools. 	
12.	<p><u>Safeguarding</u> <i>This item has been recorded separately in the confidential minutes.</i></p> <p>The Chair advised that all Governors should read the updated Keeping Children Safe in Education guidance and the schools should have a signed record to prove that this had been done.</p>	All Govs.
13.	<p><u>Health and Safety</u> See confidential minutes and item 14.</p>	
14.	<p><u>Premises and Maintenance</u></p> <p>The Executive Principal reported that repairs had been done at both schools; windows had been replaced at GS in the ROSLA block along with other repairs; and at GPS the Eastfield block repairs were now taking place. The Roof repairs at GS was almost finished and due to take place at GPS.</p> <p>GPS was the first school to merge to the Vital IT contract. GS would be included in a later phase. The GPS Principal added that there were some early doors teething troubles but on the whole it had been a successful implementation.</p> <p>The Executive Principal reported that all staff was now up to date with NYCC fire training and safeguarding updates. Actions identified in the fire safety report were also being addressed accordingly.</p>	
15.	<p><u>Policy Review</u></p>	

	The Executive Principal agreed that they would complete cross-checks by December and any policies needing approval by the LGC could then be presented at the December LGC meeting.	Agenda
16.	<u>Any Other Business</u> There was no further business to discuss.	
17.	<u>Date of future meetings</u> Tuesday 3rd December 2019, 5:00pm at Graham School.	

The meeting ended at 7:58pm

Signed _____
Chair of Governors, Mr M Dawson

Date _____

Action Plan - Graham School and George Pindar School joint LGC meeting

	Action	Item	Responsible	Date
1.	Finalise the ADPs based on feedback from Governors.	6	Mrs L Welsh and Ms E Robins	Before half-term
2.	Articulate visions and values for each school.	8	Mrs L Welsh and Ms E Robins	Before LGC meeting 3 rd December 2019
3.	Make arrangements to have proposed PANs ratified by Trust Board.	10	Clerk	Before Trust Board meeting 23 rd October 2019
4.	Read updated version of Keeping Children Safe in Education.	12	All Governors	Before LGC meeting 3 rd December 2019

Items for the next meeting's agenda:

- Attendance data including categorisation of reasons for absence
- Updates on attendance plans and new working practices
- Update on seclusion
- Curriculum development and vocational focus
- Policies for approval by the LGC

Item	Agenda number	Current RAG rating	Comments
Seclusion	4 – Send Update, Strategies and Interventions	Yellow	The improvement in practices presented to Governors in terms of new Seclusion Manager at GPS, better physical environment and restorative conversations with students reduce RAG rating to yellow. It is planned for a Governor to visit seclusion rooms to get a feel of the new practices. Governors will continue to monitor this area to ensure that the time

			students spend in seclusion is effective and meaningful.
Reintegration	11	Yellow	Governors are monitoring that sufficient documentation is in place from reintegration meetings as well as tracking of students' progress following their return to school after an exclusion. Improvements made at GPS and practices to be shared at GS so RAG rating is currently yellow.
Documentation for EX panels	11	Yellow	The timeliness of documentation for exclusion panels continue to be an area monitored by Governors. There has been some improvements in this area so RAG is yellow.