

Graham School and George Pindar School

Joint Local Governing Committee meeting Held on Tuesday 4th February 2020 at 5pm at George Pindar School

Present: Mrs Helen Dowds (Executive Principal)
Mr Malcolm Dawson (Chair of Governors)
Mr Marcus Towse
Mr Philip McElwee

In attendance: Ms Emma Robins (Principal Graham School)
Mrs Lesley Welsh (Principal George Pindar School)
Miss Isabella Kvist-Hansen (Governance Support Officer and clerk)

		Action								
1.	<p><u>Welcome, apologies for absence and declarations of interest</u> The Chair welcomed everyone to the meeting.</p> <p>Apologies for absence were received with consent from Mr Brian Crosby, Mr Gerry Swain, Mr Richard Benstead and Revd Samantha Taylor. There were no declarations of interests.</p>									
2.	<p><u>Minutes of the previous meeting held on 4th December 2019 – Previously Distributed</u> The minutes were agreed as a true and accurate record of the meeting and were signed by the Chair.</p> <p><u>2.1 Action Plan and Matters Arising</u></p> <table border="1"> <thead> <tr> <th></th> <th>Action</th> <th>Responsible</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Registration to Inspiring Governance</td> <td>Chair</td> <td>Completed and on agenda</td> </tr> </tbody> </table>		Action	Responsible	Status	1.	Registration to Inspiring Governance	Chair	Completed and on agenda	
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1.	Registration to Inspiring Governance	Chair	Completed and on agenda							
	<p><u>Principals' Reports – Previously Distributed</u> The chair advised that, from now on, at each meeting governors would focus on one key area from the Principals' reports and, following that discussion, the Principals would be asked to briefly highlight three other areas from their respective reports on which they would like to focus governors' attention. The key focus area would change at each meeting and be informed by the ADP priorities. The key focus area for this meeting was pupil progress.</p> <p><u>3.1 Pupil Progress</u> <u>3.1.1 George Pindar</u> The Principal reported that the year 11 pre-public examination (PPE) data showed that the school was making progress slowly and added that the outcomes were more in line with targets compared to the previous year. She informed further that a data analysis day had taken place with the Heads of Faculty, which had identified that improved tracking was in place across the school, while completion of the central mark books could be improved to create more evidence-based predictions. A Governor asked the Principal to outline how the PPE data was generated and what it showed overall. The Principal replied that the PPE data presented the worst case scenario grade without any preparation. She explained that for subjects with practical elements, scores for coursework were</p>									

added to the mock results to form the PPE grade.

It was reported that the data suggested that if there were no improvements made between now and the real exams, a P8 score of -0.973 would be achieved. This would be an improvement from 2019, where the PPE P8 score had been -1.648 and an overall P8 of -1.017 based on the real exam results. She advised that the students should make progress between the PPE in November 2019 and final exams in 2020 so the end of year P8 score should improve. They projected that this year's year 11 cohort, would perform similarly to the 2018 cohort, which had ended with an overall P8 score of -0.49.

A Governor asked about the results in maths, which had been outlined as a concern in the report based on the PPE data.

The Principal replied that the data was entered into PiXL Wave to allow for comparison against all other schools using the system. It was reported that while results in maths had gone down overall, students completing the foundation paper had performed 6% better than the National average. High attainers had been identified as a group in need of extra focus as they had scored 0.9% lower than average. The Principal reported that English scores had improved, but they were still not as strong as hoped. Interventions included writing Wednesdays, which mimicked exams conditions. It was further reported that a targeted intervention programme had begun for maths and English in tutor time. The Executive Principal was included in running intervention groups and master classes had taken place at Scarborough College to stretch high attainers.

A Governor asked about the accuracy of the PiXL analysis and how accurately it translated into real results.

The Executive Principal replied that there was a very strong correlation and that they could identify trends based on the PiXL analysis. The Principal added that adding 0.4-0.5 to the PPE P8, projected an overall P8 between -0.6 and -0.4. She reiterated that this corresponded with the 2018 outcomes, which was a much fairer baseline for comparison than 2019, as this year's results had not been truly representative.

A Governor asked how well prepared the students were for the real exams based on the mocks.

The Principal replied that there had been a very professional approach by students and staff during the mocks and advised that it had overall been a better exam season. She advised that poorly performing students had been asked to complete their exam papers in seclusion and highlight their additional answers. She added that there had been far fewer students not completing the papers. She advised that for these students, even getting a grade 1, at the real exams, would improve the overall figures.

A Governor raised a question about high prior attainers and how to get them to achieve good results.

The Principal replied that they had to stretch students and make sure that they did not settle for a grade 5. She added that they focused on raising the bar and students' aspirations. The Executive Principal agreed that they had to address aspirations and try to change the children's mind sets. She advised that some children did not push for higher grades, if they wanted to enter course that only required a grade 5. She added that the careers programme would address this going forward, but not necessarily for the current year 11 cohort.

Discussion followed on support for high prior attainers. The Principal highlighted that one challenge was that many students had limited cultural capital. This meant that they did not have an insight into some areas of life and could therefore not draw on experiences and make reflections from their own lives when answering exam questions.

A Governor asked about lesson planning and whether teachers were capable of planning lessons so both higher and lower attainers were stretched.

The Principal replied that they asked teachers to plan lessons to meet all children's needs and added that teachers had access to the relevant data to do this kind of differentiation.

A Governor asked about the PP gap and whether it was narrowing.

The Principal replied that the gap was 0.2 compared to 0.4 previously. She advised that the Flywheel intervention continued. The Executive Principal added that the gap was smaller than nationally. She advised that they had to bear in mind that the gap was likely to increase when overall outcomes improved.

A Governor asked to what extent it was evidenced that the interventions and the PP strategy were working effectively.

The Principal replied that research showed that quality first teaching was the most important factor in closing the gap and secondly interventions. She advised that the Flywheel group consisted of 25 children who met with SLT members and the Head of Year and had access to extra resources and support. There was also focus on parental engagement for this group.

A Governor asked about PP families and school-home contact.

The Principal replied that they had regular contact with parents, every two to three weeks. She added that a colleague in the maths department had PP as her prime responsibility and she was in regularly contact with parents.

3.1.2 Graham School

The Principal reported that a range of interventions were in place including form groups being taught in English, maths and science with one mixed group. These groups had been altered based on needs using the QLA data from mock exams.

The Principal further reported that maths upper ability students were now doing master classes and a new maths teacher with GCSE experience had joined the school. She advised that the English team would do Saturday sessions with identified students to practice reading comprehension and to provide feedback on exam questions.

She advised that they had held data meetings to go through the results with all teams and added that the main concern was attendance, with year 11 attendance showing a negative picture. She advised that the students with high attendance came out with positive P8 scores, so it was clear that ensuring higher attendance would impact on the overall final outcomes.

The Principal reported that the PP strategy was more holistic this year and added that the mock exams had shown a gap of 0.4. It had further been identified that girls were outperforming boys.

The Principal advised that some PE time was used to enable additional lessons and they were looking into dropping PE altogether to give more time for revision. She added that a small group of boys, who would not benefit from this, would be exempt from dropping PE.

She further reported that there had been a better attitude from the students during the mocks and that they had weekly assemblies where entitlement to attend prom was raised.

The Executive Principal reported that a substantial number of students had no keystage 2 data and were not counted in the P8 score, only the A8. She advised that this could be due to students coming from other countries and that this would be skewing the data. She added that a small group of children were still hard to reach, and there were in addition, students with significant SEHM needs or medical needs, which also had a significant impact. She advised that too many students had less than 70% attendance and impact negatively on the data.

A Governor raised performance of girls versus boys, with girls outperforming boys being the overall national picture. He noted that in the November mocks, boys had done well on attainment but scored lower on P8. He asked what this was telling them.

The Executive Principal replied that this reflected high initial targets for the boys. The Principal added that it could be down to laziness and not getting good results consistently. She raised that some

students were not aspirational and did not make an effort in all subjects.

A Governor asked what was done to address this.

The Principal outlined that interventions were in place, as mentioned, including writing Wednesdays and increased contact with home. She added that some children would take it more seriously when it was the real exams.

The Executive Principal reported that they now had to focus on deep and comprehensive exam practice and revision guidance. The Principal added that PP students were given revision guides by the school.

3.2 Three additional issues to be considered

3.2.1 George Pindar

1. The Principal reported that they were making positive steps towards the academy development plan's behaviour strand. She advised that the SENDCo appointment had been a very positive contribution. She further informed governors that attendance to date was 91.65%, which still required a boost, and added that they had appointed a Senior Attendance Officer. They would shortly be interviewing for a Family Support Worker, which would be an appointment across both schools with funding secured from the Opportunities Area Board (OAB) for a period of 12 months. The Principal raised that she would like to discuss if this could be made a permanent role within the staffing structure.

A Governor asked if this was a role that had been removed during the recent restructure.

The Principal replied that it was new role entirely. The Executive Principal advised that the financial impact had to be considered as making the role permanent might result in utilising the school's budget reserves. It was raised that they could offer the role firstly as a fixed-term contract to allow time to analyse and understand outcomes, before deciding on a potential extension, this however might compromise getting the right candidate. It was explained that the funding arrangement with the OAB was for 12 months, with £14k for George Pindar and £20k for Graham School. They would pool the funding to allow the role to cover both schools. On a weekly basis the Family Support Worker would divide the caseload on a 60% Graham, 40% Pindar basis.

A Governor asked what evidence they had to suggest that this role would make a substantial impact.

The Principal replied that they would have a designated person who could work with the families who were hardest to reach. The Family Support Worker could support them with aspects such as parenting, finance, wellbeing and mental health or transport to school. She advised that it was imperative for families dealing with mental health needs to have support for the entire family and not only the children, as the parents were in some cases the barrier for the child to attend school. The Executive Principal added that they had consulted EEF research and identified that this area could be what was lacking at the schools.

Discussion followed. Governors agreed that they needed to be mindful of the financial impact and that a decision to make the role permanent had to be based on careful budget monitoring.

It was raised that the schools held reserves of £800k combined so this appointment would not have a significant impact on the overall reserves. The Principal reported that there were still uncertainties in terms of extended financial support for the alternative provision, which could impact significantly of the budget. The Executive Principal added that the Trust's Resources Committee would need to review and approve the proposal for making the role permanent.

Resolved: It was agreed that the interviews should go ahead as planned for the fixed-term contract, and if the right candidate was not found and appointment unsuccessful, the Executive Principal should put a paper together, including cost analysis, for the Trust's Resources Committee to propose making the role permanent to see if this could attract an additional field of candidates.

2. The Principal reported that the school incurred very high supply costs due to offsite provision and tutoring, which they were required to provide for some students with special needs. She informed that it would have a good impact financially to employ a HLTA to provide the offsite tutoring going

forward. She raised that the school was spending the money already but reallocating the money this way would provide better value for money.

A Governor raised that it appeared to be a clear benefit for the school, also in order to prevent exclusions, in addition to providing financial savings.

The Principal agreed and added that it would be a good support for the current team.

Resolved: The LGC agreed to the proposal.

3. The following section has been recorded in the confidential minutes.

3.2.2 Graham School

1. The Principal reported that attendance remained a main concern. Overall attendance to date was low at 89.66% and the Principal advised that there had been a lot of absence due to a virus being in circulation, but attendance had since not picked up. She advised that there were also too many persistent absentees across all year groups. She was hopeful that appointment of a Family Support Worker would result in improved attendance and added that she was in favour of what had already been reported by the Principal of George Pindar.

2. The Principal reported that a SENDCo was now in post following appointment of an internal candidate. She advised that this had been very successful with EHCPs being pushed forward and 14 now being assessed. She raised that it was a concern that there had been no support for these children from primary school age. The SENDCo was further reviewing the registers and lots of interventions had restarted. She advised that the SEMH agenda was to be focussed on going forward and as part of this, they would like to appoint a HLTA to provide support. The SENDCo had already costed this proposal, and as they were already recruiting for TAs, it could be considered during the ongoing recruitment. The Finance Officer was also involved and was looking into incoming funds from EHCPs. It was predicted that the overall financial impact would be minimal.

Resolved: the LGC agreed that if it could be done within the current budget, they supported the proposal.

3. Parts of the following section have been recorded in the confidential minutes.

The Principal reported that it was important to have strong leadership from the Heads of Year to improve behaviour and reduce seclusion and exclusions. She added that years 7 and 8 had joined the school under the new positive behaviour system and advised that year 9 was currently the main concern in terms of exclusions.

A Governor asked about behaviour and the impact it had on the attendance data e.g. in terms of days lost to exclusions.

The Principal replied that it had a significant impact on attendance as well as on learning.

The Executive Principal informed that there had been discussions within the Trust following the last LGC meeting, where Governors had raised why the first day following exclusion had to be spent in seclusion. The Trust had subsequently talked about making an amendment to the policy to address this. She advised that it would be brought to the LGC for review and approval.

A Governor raised that seclusion had been subject to news coverage. He asked if a journalist could make the argument, following visits the schools, that the seclusion booths used were not conducive to mental health.

The Executive Principal stressed that seclusion was not a prison cell environment. The Principal of George Pindar added that their system and procedure ensured that if more than five days were spent in seclusion, actions were taken including contact with the family and external agencies as well as

	<p>behaviour contracts to understand the underlying causes for the behaviour. She further outlined that reasonable adjustments around seclusion practices were made to children with SEN, anxiety or other needs.</p> <p>The Principal of Graham School reported that the new NQTs had a positive impact on the school and further that support staff was now more settled with all roles filled. She further informed that her Personal Assistant was still absent, but there was now additional admin support in place.</p>	
4.	<p><u>Alternative Provision Update</u> – <i>Previously Distributed</i></p> <p>Governors considered the report and were happy to receive it.</p> <p>The Executive Principal reported that, Chris, from Aspire Hull, was overseeing developments and was holding the team to account in more detail so that impact could be seen. He wanted to get to know the children more and get a better understanding of what could be done to improve attendance.</p> <p>A Governor asked if they knew the reasons behind the children’s absence.</p> <p>The Executive Principal replied that a number of children had very significant outside influences e.g. some children had drug related issues and some were receiving Youth Justice intervention.</p>	
5.	<p><u>Academy Development Plan Progress Update</u> – <i>Previously Distributed</i></p> <p><u>5.1 George Pindar</u></p> <p>The Principal highlighted updates to priorities 1 Behaviour and 3 High Quality Classroom Practice. She reported that they had seen improved behaviour overall with decreasing numbers of seclusions, on-calls and fixed-term exclusions compared to the previous year’s data. She advised that targeted use of data to guide support packages for individual students was being progressed and they were seeking to work collaboratively with external agencies such as Early Help and Building Bridges. The Principal outlined that they however still had concerns in terms of collaboration with some external agencies.</p> <p>In terms of priority 3, the Principal reported that the Heads of Faculty were engaged in making improvements. Learning walks, book looks and deep dives by the Trust had been completed and teachers in need of support had been identified. The Principal advised that there was a concern around staff absence and added that HR procedures were followed as needed.</p> <p>To address attendance of students, the Principal informed that the Attendance Officer had previously not done home visits to persistent absentees. She advised that statutory requirements had been met, but targeted work had not been completed. However, this would be addressed with the new attendance appointments.</p> <p><u>5.2 Graham School</u></p> <p>The Principal reported that behaviour was a low point, which had already been discussed under item 3. She advised that a highlight was the new Vice Principal for teaching and Learning who had started in September and the introduction of the learning cycle. They had further introduced Teaching and Learning Communities with staff leading on teaching and learning research and key aspects of pedagogy. She further reported that CPD continued to progress well and that members of staff had completed the National Professional Qualification for Middle Leadership (NPQML) and for Senior Leadership (NPQSL). There were further good network meetings for the NQTs.</p> <p>The Principal informed that the school’s Arts Leader was now doing work at Barlby High School and that it was positive that high quality practices were being recognised.</p> <p>She further reported that rewards were given to children for good behaviour, which was now more consistent, after it had been raised in pupil voice.</p>	

	<p>A Governor asked about the Vice Principal for Teaching and Learning and how she had settled in. The Principal reported that the Vice Principal had established good relationships with staff and had set out clear expectations to staff on support plans. She had further delivered good training sessions.</p> <p><i>Parts of this discussion have been recorded in the confidential minutes.</i></p>	
6.	<p><u>Curriculum Development</u> The Executive Principal reported that she was involved in Trust-wide work to align working practices across secondary schools. She advised that minutes from a curriculum meeting were distributed for information. She added that working groups were working behind the scenes with focus on different strategic areas.</p> <p>A Governor asked if CAT scores were done on entry and used as a preliminary sort for options. The Executive Principal confirmed and advised that the tests were completed when the children started in year 7.</p>	
7.	<p><u>Resources - Finance Update – Previously Distributed</u> Governors considered the distributed management accounts. The Executive Principal reported that the finances were on point and looked healthy overall. She advised that variances were due to transfers following academisation. The Principals of both schools expressed that the Finance Officer, Tracey Shaw, managed the accounts very cautiously and provided excellent support.</p>	
8.	<p><u>Chair's Report / LGC Strategic Direction</u></p> <p><u>8.1 Governor Recruitment</u> The Chair reported that he had set up an account on Inspiring Governance. He had identified seven members on the website from the Scarborough area and had made contact. This had resulted in three potential candidates, whom the Chair would meet up with to discuss their interest in becoming a Governor, the work of the LGC and the skills required.</p> <p><u>8.2 Update from the Board of Trustees – Previously Distributed</u> In addition to the information in the update, the Executive Principal reported on the outcome of the consultation on lowering PAN. She informed that NYCC's response was that they would exercise their right to appeal. NYCC had since done site visits to examine the physical spaces at the schools. The Regional School Commissioner had since been contacted. The Chair of the Trust Board had written a letter to NYCC to outline a proposal to settle for slightly higher PANs than initially suggested. This proposal was a PAN of 150 for George Pindar and 240 for Graham School.</p> <p>The Executive Principal advised that the PAN was reviewed annually and that NYCC had appealed on the ground of potential growth in pupil numbers. She added that in the future, they might increase PAN again based on planned housing developments.</p>	
9.	<p><u>Stakeholder Engagement - Parent Voice</u> It was reported that the Trust's Secondary School Improvement Lead, Katherine Humpleby, would host a parent group meeting at the Scarborough Campus of Coventry University. The LGC would receive feedback on this afterwards.</p>	Agenda
10.	<p><u>10.0 Safeguarding</u> To be discussed at the next LGC meeting when full reports were available.</p>	Agenda

11.	<p><u>Risk Management</u> It was reported that there were no changes to the risk registers from the previous meeting.</p>	
12.	<p><u>Health & Safety - including annual external audit report</u> – <i>Previously Distributed</i> It was reported that the actions identified were being progressed at both schools.</p> <p>A Governor raised a question about lock down procedures. The Executive Principal replied that this had to go to the Trust as a Trust-wide Lock Down Policy and Procedure was being discussed. It would then be presented to the SLTs at both schools.</p>	
13.	<p><u>Premises & Maintenance</u> The Executive Principal reported that building works were underway to make an IT room safety compliant. She informed that the planning permission at George Pindar had come through, while they were still awaiting the permission for Graham School. She further reported that work would start on the exterior corridors at George Pindar at Easter and added that the Trust had issued a comprehensive list of work that needed to be undertaken.</p> <p>A Governor asked how this would be funded. The Executive Principal reported that the funding arrangements for maintenance work were covered by the DfE Capital grant, so it would not be taken out of the schools’ main budgets.</p>	
14.	<p><u>Policy Review</u></p> <p><u>14.1 Graham School SEND Policy</u> – <i>Previously Distributed</i> A Governor asked if the policy was based on a standard template. The Principal replied that it was and added that it had been completed by the SENDCo. The SENDCo had made some changes to the style of the supporting SEN information report, which had been an improvement. Resolved: the LGC approved the SEND Policy.</p> <p><u>14.2 George Pindar Careers Policy</u> – <i>Previously Distributed</i> The Principal reported that the policy was to reflect that they now had a Careers Advisor. Resolved: the LGC approved the Careers Policy.</p> <p><u>14.3 HLT policies for information</u> – <i>Previously Distributed</i> Governors noted the Hope Learning Trust Data Breach Policy and the Health and Safety Policy which had been distributed for importation.</p>	
15.	<p><u>Any Other Business</u> <i>Please see the confidential minutes.</i></p>	
14.	<p><u>Date of future meetings</u> Tuesday 31st March 2020 at 5pm at Graham School.</p>	

The meeting ended at 7:42pm

Signed _____
Chair of Governors, Mr M Dawson

Date _____

Items for the next meeting's agenda:

- Stakeholder Engagement – Update on Parent Forums
- Safeguarding Reports

Item no.	Item Heading	Key Lines of Enquiry / Points of Note (RAG rated)	Comments / Action to Address
3	Principals' Reports	Attendance remains an area for improvement, especially at Graham School.	Recruitment of a Family Support Worker is taking place. The role will provide support across both schools, for a fixed-term period initially. Governors will continue to monitor developments closely, as well as tracking outcomes following introduction of this new role.
3	Graham Principal's report	Staffing: Vice Principal posts (see confidential minutes)	Turbulence at VP level has had a significant impact on the rate of change and progress made, coupled with placing significant stress on the SLT, especially the Principal. Executive Principal is supporting by increasing the amount of time spent at Graham (reducing time at GPS) and is coordinating all aspects of the process involved and mapping out potential recruitment moves. The Behaviour Lead for the Trust is filling the post temporarily.
7	Financial reporting	Budgets are showing a positive variance in relation to the start budgets – with no in year deficit now predicted at either school.	Due to the speed and timing of academisation a number of assumptions were made, and discrepancies have since been identified in the start budget. This, coupled with a strong restructure carried out by the Executive Principal, means budgets are better than planned.
8	Chair's Report / LGC Strategic Direction	Governor recruitment and increasing LGC capacity.	Increasing capacity of the LGC has been an ongoing aim. There has been good response to the account set up on Inspiring Governance. Chair to meet with potential candidates.