

George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held on
held via Zoom on Tuesday 5th October 2021 at 5:00pm

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| Present: | Lesley Welsh (Principal, George Pindar) [to 6.05pm] Emma Robins (Principal, Graham) Alan Richards (Chair) Mark Thompson | Gerry Swain Marcus Towse Phil Rumsey Mandy Gething |
| In Attendance: | Helen Dowds (Executive Principal, Hope Sentamu Learning Trust) Jess Swarbrick (Governance Advisor and Clerk) | |

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| 1. | <u>Welcome, Apologies & Declarations of Interest</u> The Chair welcomed everyone to the meeting. Tracey Woodward and Samantha Taylor were absent. There were no declarations of interest. | |
| 2. | <u>Election of LGC Vice-Chair and recommendation of LGC Chair for Board approval</u> AGREED: Alan Richards to be recommended as Chair of the LGC for approval by the Board of Trustees. Marcus Towse was nominated as Vice-Chair of the LGC. The LGC unanimously approved this appointment. | |
| 3. | <u>Minutes of the meeting held on 15th June 2021, Action Plan & Matters Arising</u> Previously distributed. The minutes were agreed to be a true and accurate record. With reference to the Action Plan: <i>1. The Chair agreed to review the agenda structure with Mrs Dowds to enable a more cohesive approach to the review of development priorities. Governors noted the change to the agenda structure, which was based on a template from the Trust being used across all LGCs. It was also noted that with the move to pooling of academy funding centrally, governors no longer had financial oversight for the schools.</i> <i>2. Mrs Welsh and Miss Robins agreed to share the link to the live Academy Development Plan with governors. Completed.</i> <i>3. The Chair advised that he would be circulating a list of key questions to governors which could be referred to during monitoring visits. Completed.</i> <i>4. Miss Robins and Mrs Welsh agreed to publicise the parent governor vacancy to their parent/carer communities and invite nominations to the position. Mrs Welsh reported that this action had been carried forward to the autumn term in order to open nominations up to Year 7 starters as well. It was</i> | |

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| | <p>agreed that if a parent was available from George Pindar School this would be preferable, as there was already representation from Graham School on the LGC.</p> <p><i>ACTION: Miss Robins and Mrs Welsh agreed to publicise the parent governor vacancy to their parent/carer communities and invite nominations to the position.</i></p> <p><i>An update on the confidential minutes from 15th June has been recorded as a separate, confidential minute.</i></p> <p>The Executive Principal advised governors that the Principal’s Report format had been updated to cover all key items on the agenda within a single document. She proposed adjusting the order of agenda items to cover common items, with the Principals then taking it in turns at each meeting to provide an update on their schools before the other and then being allowed to leave the meeting. Governors agreed this proposal, being mindful of the workload of both Principals.</p> <p><i>A number of items were then taken out of order (these have been numbered according to their original order on the agenda).</i></p> | ER / LW |
| 8. | <p><u>Governance Matters</u> Governors noted the updated Code of Conduct which had been circulated with the agenda.</p> <p><i>Governor Visits Feedback</i> Governors noted the link visit reports which had been circulated with the agenda. The Chair noted that the record of governor visits was creating a strong evidence base of understanding of the schools’ areas of strength and weakness. Governors were encouraged to arrange their next link visit before the next LGC meeting in November, and the Executive Principal confirmed that visits could now take place in school rather than virtually.</p> <p>Marcus Towse had met with the Assistant Vice Principal at George Pindar to discuss assessment and its impact. A copy of both reports had been circulated with the agenda. It was noted that the Vice Principal at Graham had been absent but was now back in work, and Marcus agreed to arrange a follow-up visit with her for further discussion.</p> <p>Mandy Gething had met with Assistant Vice Principals at both schools to understand more about careers advice and the impact of curriculum on outcomes for different pupil groups. A copy of both reports had been circulated with the agenda. Mandy advised that now visits to school were possible again, she would be following up to talk to students about their experiences. She noted that whilst it had been good to have online opportunities for work experience throughout the last eighteen months, this was not the same as real experiences, and it was positive that these were able to start up again.</p> <p>Gerry Swain reported that he would arrange a visit to each school before half term to review safeguarding arrangements and induction of new staff, as part of his Safeguarding governor role. Gerry highlighted the new Keeping Children Safe in Education (KCSIE) guidance which had been published on 1st September 2021, and the requirement for all governors to read this. Governors were also reminded to complete the Google form provided by the Trust to confirm they had read and understood the guidance. A link to this had been circulated with the agenda.</p> <p><i>ACTION: Governors to read KCSIE and complete the Google form to confirm this. The Governance Advisor to send a further reminder to all governors before half term.</i></p> <p>The Chair reported that he had attended the Trust safeguarding training which was being run currently, and which included the KCISE updates. It was noted that the next available session was on 7th October, and governors were encouraged to book on to this.</p> | All Govs / JS |

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| | <p>The Chair advised that a copy of his notes from the Section 5 Safeguarding inspection at Graham School had been shared on the agenda for information. He reported that the inspection had been an incredibly powerful experience, with inspectors finding clear evidence of strengths within the school and producing a positive report on the basis of this. Miss Robins added that a copy of the Ofsted letter had been included under Any Other Business for governors' information.</p> <p>The Chair proposed setting up a termly session via Zoom where middle leaders could present to governors and answer questions on Academy Development Plan priorities. He noted that this had been done previously as part of senior leaders' NPQH training and had been really useful. It was agreed that this would be a great development opportunity for staff as well as a good way of triangulating governors' understanding of progress against key priorities.</p> <p>ACTION: The Principals and Executive Principal agreed to put a schedule together of identified middle leaders who could present to governors in November via Zoom. It was agreed that this could then be repeated again in the spring and summer terms with different members of staff.</p> | HD/ ER/ LW |
| 9. | <p><u>Safeguarding</u></p> <p>As noted above, governors were asked to ensure that they had read the updated Keeping Children Safe in Education guidance, and to then complete the Trust form to confirm they had done so. Links to both the guidance and the Google form had been included on the agenda for reference.</p> <p>As noted above, governors were also reminded of the safeguarding training which was being provided by the Trust on 7th October and were asked to book onto this if they had not already done so.</p> | |
| 12. | <p><u>Policies</u></p> <p>12.1 Accessibility Policy and Plan – Graham School and George Pindar School Previously distributed. It was noted that the policy and plan for each school were based on a Trust template.</p> <p>Governors noted their responsibility in monitoring the plans, and asked whether there were any specific concerns around restricted accessibility which they should be aware of. The Executive Principal advised that due to the age of the buildings, neither had been originally designed in-line with the current Disability Discrimination Act in terms of braille signage, induction loops and easy access for example. She advised that the accessibility plan was in place to ensure that all were aware of the limitations of the buildings, and to monitor this to ensure that proper access could be provided where required.</p> <p>Governors noted that a trust-wide view of what was expected of the school in terms of meeting the Disability Discrimination Act would be helpful. Mrs Welsh advised that the accessibility plans had been discussed and reviewed with the Trust's Operations Manager and Inclusion Lead before being brought for approval and feedback. Governors agreed that this provided some assurance that the plans were in-line with the Trust's position on this.</p> <p>12.2 George Pindar Behaviour Policy Previously distributed. It was noted that a trust-wide behaviour policy was currently in development, which would include an appendix to be adapted for school specific context. Mrs Welsh reported that there were no significant changes to the existing policy. However, it now included a reference to the expectation that all families would follow the school's uniform guidelines within the appendix.</p> <p>12.3 George Pindar CCTV Policy Previously distributed. Noted.</p> <p>AGREED: Governors accepted and noted the above policies.</p> | |

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| 7. | <p><u>Admissions – PAN for 2023/24 and policy changes from 1st September 2021</u></p> <p><i>AGREED: Governors agreed the proposal to retain the Published Admission Number (PAN) at 240 for Graham School and 150 for George Pindar School 2023/24 admissions.</i></p> <p>The Executive Principal reported that the 2023/24 Admissions Policy was currently still in draft format with North Yorkshire County Council (NYCC). It was agreed that this would be shared for information before it was presented for approval by the Board of Trustees in January 2022.</p> | |
| 4. | <p><u>Principal's Update – George Pindar School</u></p> <p>Mrs Welsh explained that the format of the report replicated key elements, including behaviour and attendance figures, which were discussed in detail on a weekly basis with the Executive Principal. She reported that attendance at this stage in the year were positive, though there had been a spike in COVID related absence which had affected the overall figures.</p> <p>A summary of safeguarding concerns, behaviour concerns and high profile cases to be aware of were included within the report. Mrs Welsh advised that the school continued to work with some students with significant levels of need.</p> <p>With reference to GCSE outcomes, Mrs Welsh advised that the lack of published performance data made it difficult to judge the “real” overall Progress 8 (P8) score for the school. However, Fischer Family Trust (FFT) data showed a shift from FFT99 to around FFT70, which was a significant improvement.</p> <p>Questions were invited from governors on the Mrs Welsh’s report.</p> <p><i>Governors agreed that attendance figures were overall very encouraging, though highlighted the drop in attendance for the current Year 8 cohort from their previous attendance in Year 7, and asked whether there was any specific identified cause for this.</i> Mrs Welsh advised that this was one of the year groups most affected by COVID and other illnesses since the start of term. She explained that this was the most significant reason for the increased absence, though more work to promote attendance was ongoing. The Executive Principal advised that figures up to 30th September 2021, which had been published that day by the DfE, showed a national average of 86.3% attendance since the start of term. Both Graham and George Pindar Schools were substantially above that figure.</p> <p><i>With reference to SISRA and FFT data, governors asked whether this showed a degree of stability in the school's position, rather than a rapid advance.</i> Mrs Welsh reported that outcomes were stable, though there was an increase in students achieving 5+ in English and Maths which was a significant improvement for the school. She advised that the data was realistic, and reflected students’ performance following a rigorous set of assessments as part of the Teacher Assessed Grades (TAG) process. In response to a question regarding P8 figures, Mrs Welsh confirmed that 0.13 was close to national average and fantastic progress from 2019.</p> <p><i>Governors noted a stark contrast between boys’ and girls’ progress. They asked whether there was a reason for this and what the school was doing to address the gap.</i> Mrs Welsh advised that this was a national issue, though the gap had shifted even more dramatically this year. She advised that it was possible this had something to do with the style of the TAG process, and the continued improvement work on portfolios of evidence, which did not suit boys in the same way as exams did. Mrs Welsh advised that there was further work to do with boys moving forward, particularly as the current Year 11 cohort had more boys than girls. She advised that the Head of Year 11 had devised a football league table in order to incentivise and encourage boys in the current cohort. <i>Governors noted that national research had shown the benefits of things such as league tables for boys’ learning, breaking progress down into recognisable phases to enable a sharper focus throughout the year.</i></p> <p><i>Governors asked for further detail on Science outcomes, which had not improved in-line with other</i></p> | |

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| | <p>core subjects such as English. Mrs Welsh advised that the English department had started their improvement journey three years' before, and this had now come to fruition with this set of results, whilst Science was around a year and a half behind on their journey. She advised that a lot of this was due to historic staffing issues in the department, meaning that there had not been stability in place as quickly as for English. Mrs Welsh advised that the current Science team had everything in place now, and this would feed through in students' learning. She noted that a student voice exercise the previous week had shown clearly that there was consistency across year groups in terms of the teaching and learning in place.</p> <p>Governors asked for clarification on what Rosenshine's Principles and Walkthrus were and how these were used in school. Mrs Welsh explained that Rosenshine referred to a set of principles about how students learned and what teachers needed to do to set up a proper learning environment for students to thrive. Walkthrus referred to a series of strategies created to use in a classroom based on Rosenshine's Principles.</p> <p>With reference to the boys' football league table in Year 11, governors asked what investment was needed to put this in place, and whether there was any evidence at this stage in the year that it was making a difference. Mrs Welsh advised that time was the only investment so far, with the Head of Year 11 meeting teams of boys each morning during tutor time. She advised that the process had only just started at the beginning of the autumn term, though work continued to improve student and parental engagement around this.</p> <p>ACTION: Mrs Welsh to report back on progress and impact of the football league table system for Year 11 boys at the next meeting.</p> <p>With reference to the Risk Register, governors asked whether there were any key issues which they should be aware of. Mrs Welsh reported that since the time of writing, two significant risks had arisen which needed to be reported to governors.</p> <p>i) The new boiler, which had been completed over the summer and was the last of the significant Capital projects for the school, had flooded and was currently out of use. Mrs Welsh reported that the Trust were working as a priority with the company responsible to get a temporary solution. However, this maintenance issue presented a risk as to whether the school would be able to get a solution in place moving into the winter.</p> <p>ii) The internet at both George Pindar and Graham Schools had gone down today (5th October) due to an outage in London. Mrs Welsh advised that the whole school's resources were on Google, and the lack of internet presented a serious risk in terms of the reliance of all processes on the internet. She advised that the school did have a backup line, but this could not be switched to immediately, as it did not have the same filtering in place. She advised that the backup line was now in place with filtering, but that the school had been without internet from 9.30am to 2.30pm.</p> <p>ACTION: Mrs Welsh agreed to keep governors updated on the two key new risks reported – boiler repair and internet connectivity.</p> <p><i>[Lesley Welsh left the meeting at 6.05pm]</i></p> | <p>LW</p> <p>LW</p> |
| <p>4.</p> | <p><u>Principal's Update – Graham School</u></p> <p>Miss Robins presented her report and invited questions from governors. With reference to attendance, she highlighted this as a particular concern and emphasised that there was still a lot to do to improve this.</p> <p>Miss Robins highlighted exclusion figures, which had reduced by 70% over the last year. She advised that the challenge would be to maintain this for the current year. Miss Robins advised that overall</p> | |

behaviour in school was positive in school, though there had been exclusions since the start of term. Plans were in place for to support these students including use of Alternative Provision places. Miss Robins credited the Vice Principal for Behaviour Andrew Wilson for his work on behaviour in school which had led to this reduction in exclusions.

Miss Robins provided an update for governors on the continuing safeguarding case reported at previous meetings.

With reference to GCSE outcomes, Miss Robins echoed Mrs Welsh's comments about the realistic nature of the data. She advised that she was confident that this was very much what students would have achieved in an exam situation, and the increase in progress overall was really positive. Miss Robins highlighted the increased outcomes for higher attainers, which followed a focus on this group the previous year.

Miss Robins highlighted some areas for further development from the data, specifically achievement at grades 4 and 5, which needed to improve. She advised that this was a key focus for the English and Maths heads of department. Miss Robins advised that Pupil Premium outcomes also remained a concern, though the gap was slowly narrowing year on year. She advised that Pupil Premium was a key focus across the Trust for this year.

Miss Robins reported that performance for SEND students was good, which was very pleasing. She advised that she had had positive feedback from parents of students who had gone on to college and were doing very well.

With reference to the "open bucket" subjects, Miss Robins noted that there were mixed results here, and analysis was underway to understand this in more detail. She advised that focused discussions with teachers and leaders in these departments would support this and identify key areas for further development.

Miss Robins referred again to attendance, which remained a significant issue in school. She advised that where students had erratic or long periods of absence, this impacted considerably on their academic outcomes.

With reference to staffing, Miss Robins provided an update on recruitment. She advised that the school were planning to recruit an administration apprentice and were planning to work with Scarborough Tech on this. Other staffing updates were noted from Miss Robins' report.

With reference to the Academy Development Plan, Miss Robins advised that the school would receive a B11 external review on 4th November, and were actively engaging in Trust reviews, with an initial focus on Humanities and Science.

With reference to the Risk Register, Miss Robins reinforced Mrs Welsh's earlier point regarding the reliance of the schools on IT, and the risk that disruption to connectivity posed to the school.

In terms of other updates, Miss Robins reported that the recent Open Evening was a success, with a lot of positive feedback from parents and students. The school would also be holding an Awards Evening on 10th November at The Spa, which governors were welcome to attend. The Executive Principal noted that George Pindar School would also be holding a similar event on the following evening.

Governors were encouraged to hear from the Principal's Report that the school had welcomed a number of Afghan children who had recently joined the school. Governors asked whether any specific arrangements would need to be put in place to support them. Miss Robins advised that the school had liaised with North Yorkshire County Council (NYCC) throughout the placement process, which had also involved Early Help to support the families. There had been a number of pre-visits to

the school for both students and families so they were able to get to know the surroundings. Miss Robins advised that one of the school's TAs was developing a specialist role in EAL, which was a growing area in school, and she was working with the students to support them.

With reference to attendance, Mark Thompson advised that he was involved as a volunteer with Scarborough Football Club, and was working to develop a range of things which could be offered to local schools to promote learning and engagement. He noted that this was currently focused on primary schools, but asked whether it would be a useful incentive to be able to offer free tickets to students who were struggling with attendance. Miss Robins thanked Mr Thompson and agreed to discuss this further outside of the meeting.

Governors asked whether there was a specific reason for the significant dip in attendance for the current Year 11 from the last academic year. Miss Robins advised that as noted in her report, Year 11 was a significant concern in terms of attendance. She advised that four students were placed within the Alternative Provision, with another three accessing off-site provision and there were also a number of school refusers. Miss Robins advised that she was working closely alongside the Head of Year 11 to ensure that this was a key focus and a priority to try and improve. She thanked governors for recognising this, and agreed that currently this was a key concern.

Governors asked about outcomes for higher ability students in Maths, which was at 87.8% for both 4+ and 5+. Miss Robins advised that the current Head of Maths was clear about the need to focus on 4+ and 5+ outcomes and this was also a key priority in the Academy Development Plan. She noted that more rapid progress was also needed in Maths, as had been the case in English. She advised that this area was under scrutiny as a key priority.

Governors asked about the Self-Evaluation overall effectiveness judgement, and whether it was standard to have a split grade of Good / Requires Improvement. Miss Robins advised that the SEF had been scrutinised in detail by herself, the Executive Principal, CEO, Trust School Improvement Lead and the LGC Chair, and there had been a long discussion about the overall effectiveness judgement. It was felt that given the significant progress made on personal development, reducing exclusions and leadership and management, that this really did overlap both grades. Miss Robins advised that current levels of attendance meant that the school could not judge itself as securely good, but the split judgement on the SEF recognised the progress which had been made.

Governors noted that performance for higher ability students was very strong, and reflected the high aspirations in the school. Miss Robins advised that higher ability students had been a priority in the previous year, but there also now needed to be a targeted focus on students who were not achieving 4+ and 5+. Miss Robins noted that there was no ceiling on achievement, and staff needed to also recognise that students at other levels needed to achieve to the best of their abilities. In response to a question from governors, Miss Robins agreed that attainment was very often linked to attendance. She emphasised the work of the school in raising aspirations, and noted that the Academy Development Plan included a section on building and growing transition links both from Year 6 into secondary school and post-16.

Governors asked whether it was likely that the apparent performance dip for middle and lower ability students was an effect of lockdown, where higher ability students were better able to cope with the situation around online learning. Miss Robins recognised this could be a factor. She advised that the school had provided devices and access for all students who needed it, and teachers had been available throughout to support students, though there had been many who had had an apathy towards getting online and engaging. Miss Robins advised that the school had run sessions through the National Tutor Programme last year with 150 students, which had been successful. She advised that this would be run again this year, targeted to Year 11 students.

Governors asked what was being put in place to address the fact that rapid enough progress was not being made to narrow the Pupil Premium attainment gap. Miss Robins advised that Pupil

Premium students would be a priority for intervention through the National Tutor Programme. She further advised that there was a trust-wide strategy in place focused on Pupil Premium, with cross-school networks and research based interventions being put in place. Miss Robins advised that quality first teaching and attendance were the two key factors in ensuring accelerated progress for students. She also highlighted the benefit of being able to re-commence school trips, which would support the development of cultural capital for students.

With reference to increasing attainment at 4+ and 5+, governor asked what specific strategies were in place for this. Miss Robins referred again to the National Tutoring Programme, which would help to support progress for students who were just below those grades. She advised that mock exams would take place after October half term. These would provide up to date evidence of where students were in their learning, and what targeted intervention was needed to support further progression. Daily intervention sessions with targeted students during registration would also start from next week. Miss Robins advised that SLT were interrogating data at every opportunity to monitor progress, not just in Year 11 but also for Years 9 and 10 specifically as well.

Governors raised two specific points from the Section 5 Safeguarding inspection in the summer, which highlighted the need to reduce part-time timetables and review alternative provision placements on a regular basis. Governors asked what progress had been made on these points. Miss Robins advised that all actions within the Ofsted report had been responded to. She advised that there was a new Inclusion folder on the Google Drive which could be accessed by SLT, where weekly details were logged on the number of part-time timetables and interventions in place and when students were expected to come off these. She advised that the Vice Principal for Behaviour also focused on this in discussions with Heads of Year.

With reference to alternative provision, Miss Robins explained that there were three students at off-site provision at the time of the inspection. One of the sites, whilst fully registered with NYCC, was not registered with Ofsted, which had been picked up in the inspection. Miss Robins advised that she had raised a question on this with the Opportunity Areas Board, who had confirmed that provision did not have to be Ofsted registered. She advised that the students who had been at the provision in the summer term would remain there for this year, as it was felt this was the best place to suit their needs. However, the school would not send any further children to that provision. The Vice Principal for Behaviour would be visiting the site the following week, and was looking at ways to provide those students with the transition they needed beyond Year 11.

Governors noted that both competition and reputation had been marked as high risk on the Risk Register, and asked if there were any other issues to be aware of. Miss Robins advised there were no new risks, except for the IT issues already discussed. The Executive Principal advised that for both competition and risk, it would be advisable to move the level of risk down. Pupil numbers in the town were rising meaning less completion for places, and the secure Ofsted safeguarding report would support the reduction of the reputational risk.

The Chair expressed thanks to both Principals for their reports, noting that the format enabled governors the opportunity to really drill down into the detail around each school. The Chair asked governors to reflect on what had been discussed at the meeting which would really make an impact on students, and how this could be explored further in the future.

Mark Thompson highlighted that the focus on attendance had been important, and committed to exploring this further through asking more questions and researching interventions which would make an impact.

Gerry Swain, Safeguarding governor noted that he was planning to visit the onsite Alternative Provisions in both schools, and would report back at the next meeting on progress in this area.

It was also noted that focus on improving attainment in boys and the strategies which were being

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| | <p><i>explored were a key area for further monitoring, to be able to look at the impact of this.</i></p> <p><i>The Chair commented on the quality of governor visit reports, which demonstrated the development of greater understanding of both schools.</i></p> <p><i>The Chair also noted the relentless drive in both schools for quality first teaching, and the impact this would have on student outcomes.</i></p> | |
| 5. | <p><u>Academy Development Plan / SEF</u> Presented and discussed as part of the Principals' Updates.</p> | |
| 6. | <p><u>GCSE Results Overview – Initial Data</u> Presented and discussed as part of the Principals' Updates.</p> | |
| 10. | <p><u>Premises Update, Health & Safety monitoring</u> Presented and discussed as part of the Principals' Updates.</p> | |
| 11. | <p><u>Risk Management – school-level risk register review</u> Presented and discussed as part of the Principals' Updates.</p> | |
| 13. | <p><u>Items for escalation to the Board of Trustees</u> There were no items to raise.</p> | |
| 14. | <p><u>Any Other Business</u> There was no other business to report.</p> | |
| 15. | <p><u>Dates of future meetings</u> Tuesday 30th November 2021, 5pm Tuesday 25th January 2022, 5pm Tuesday 5th April 2022, 5pm Tuesday 21st June 2022, 5pm</p> | |

The meeting closed at 6.55pm

These minutes were approved by Alan Richards Chair of Governors at their meeting held on 30th November 2021

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 5th October 2021

| | <u>Action Point</u> | <u>Item</u> | <u>Responsibility</u> | <u>Timescale</u> |
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| 1 | <i>Miss Robins and Mrs Welsh agreed to publicise the parent governor vacancy to their parent/carer communities and invite nominations to the position.</i> | 3 | <i>Emma Robins, Lesley Welsh</i> | 30/11/2021 |
| 2 | <i>Governors to read KCSIE and complete the Google form to confirm this. The Governance Advisor to send a further reminder to all governors before half term.</i> | 8 | <i>All Governors, Jess Swarbrick</i> | 22/10/2021 |
| 3 | <i>The Principals and Executive Principal agreed to put a schedule together of identified middle leaders who could present to governors in November via Zoom. It was agreed that this could then be repeated again in the spring and summer terms with different members of staff.</i> | 8 | <i>Emma Robins, Lesley Welsh, Helen Dowds</i> | 30/11/2021 |
| 4 | <i>Mrs Welsh to report back on progress and impact of the football league table system for Year 11 boys at the next meeting.</i> | 4 | <i>Lesley Welsh</i> | 30/11/2021 |
| 5 | <i>Mrs Welsh agreed to keep governors updated on the two key new risks reported – boiler repair and internet connectivity.</i> | 4 | <i>Lesley Welsh</i> | 30/11/2021 |