

**George Pindar and Graham Schools**  
**Minutes of the Meeting of the Joint Local Governing Committee held on**  
**held via Zoom on Tuesday 25<sup>th</sup> January at 5:00pm**

<b>Present:</b>	Lesley Welsh (Principal, George Pindar School) till 6.30pm Emma Robins (Principal, Graham School) Alan Richards (Chair)	Marcus Towse Tracey Woodward
<b>In Attendance:</b>	Helen Dowds (Executive Principal, Hope Sentamu Learning Trust) Nathalie Smith (Governance Support Officer, Clerk)	

		<b>Action</b>
<b>1.</b>	<p><b><u>Welcome, Apologies &amp; Declarations of Interest</u></b> The Chair welcomed everyone to the meeting. There were no apologies of absence. Mark Thompson, Phil Rumsey and Mandy Gething were absent. There were no declarations of interest.</p> <p>The Chair reported that Gerry Swain had resigned from the LGC due to other work commitments. Governors noted their thanks to Gerry for the time he had spent as a governor and his contributions to the school.</p>	
<b>2.</b>	<p><b><u>Minutes of the meeting held on 30<sup>th</sup> November 2021, Action Plan &amp; Matters Arising</u></b> Previously distributed. The minutes were agreed to be a true and accurate record. There were no matters arising. With reference to the Action Plan:</p> <ol style="list-style-type: none"> <li>1. Miss Robins to share the B11 review report with governors. Completed</li> <li>2. Advertise parent governor vacancy and invite nominations across both schools for the position. Lesley advised that both schools PA's would be advertising the governor vacancy soon.</li> <li>3. The Chair agreed to meet with the proposed governor (recommended by Sam Taylor) and if appropriate, forward contact details to the Governance Advisor so that the application process could be started. Deferred. <b>ACTION: To pick up at next meeting 5<sup>th</sup> April 2022</b></li> </ol> <p>Governors noted the response from the Trust to the queries raised by the LGC: <b>Governors highlighted the concern about gaps in interventions for Thinking Reading due to ongoing staff absence. Governors supported Mrs Welsh's proposal to escalate this to the Trust and seek any available support these interventions.</b> The CEO will discuss this with Lesley Welsh and request a proposal.</p> <p>With regards to the response from the Trust, Mrs Welsh advised that she had met with the CEO which had led to a bigger discussion regarding how the Learning Support Team was structured. As a result of that discussion, it was agreed that Mrs Welsh would submit a proposal for a re-structured Learning Support Department with more colleagues trained as Senior Teaching Assistants to be able to support Thinking Reading interventions. She advised that it would go to the trust for approval within the next few weeks.</p> <p><b>In response to a governor question regarding how quickly would we see improvements in school,</b> Mrs Welsh advised that they had advertised for a new Thinking, Reading Co-ordinator with a view to</p>	<b>AR</b>

	filling that vacancy soon.	
<b>3.</b>	<p><b><u>Updates from the Principals</u></b></p> <p>Both Principals' reports had been circulated with the agenda, and provided an update section on each item on the agenda. It was agreed that Lesley Welsh would present her update on George Pindar School first, followed by an update from Emma Robins on Graham School.</p>	
<b>3a.</b>	<p><b><u>George Pindar School – Principal's Update</u></b></p> <p><b>Attendance and Behaviour</b></p> <p>Mrs Welsh reported attendance was 90.69% and Covid continued to have a big impact on the data. She advised that a new full time Parent Support Advisor started in January.</p> <p>Mrs Welsh reported that a change in admission code meant the school had to accept any student regardless of admissions criteria. She noted that they had 23 in year admissions in this current academic year with another six waiting and three Year 11 admissions. She advised that this was having a big impact on school life.</p> <p>Mrs Welsh reported that behaviour was of high profile in school with seclusions and in class removals higher than they would like. She noted a spike in Year 7 behaviour of students who had not coped with the transition from Primary. Mrs Welsh advised that she had had discussions with the Pastoral Care Team about how to proactively manage those students who had found it hard to cope with school life. She highlighted the work carried out at ARC and the support from external agencies.</p> <p><b>Safeguarding</b></p> <p>Mrs Welsh advised that Safeguarding remained the highest priority at school. She advised that she had reported at previous meetings on concerns around communication with colleagues at Children and Family Services from NYCC. Mrs Welsh acknowledged the hard work from all staff at George Pindar in supporting students and noted the generous support from Graham School who took a trial of one LAC student although this was unsuccessful.</p> <p><b>NEET</b></p> <p>Mrs Welsh reported that the number of children who had applied for 6<sup>th</sup> form was positive. She advised that students were very well supported by the Careers Advisor who had increased the amount of support to SEND students and at ARC as they required a more enhanced careers programme.</p> <p><b>Staffing</b></p> <p>With regards to staffing absence, Mrs Welsh advised that it was hard to get supply staff. She noted that all staff had worked very hard to cover lessons and to avoid remote learning.</p> <p>Mrs Welsh advised that they had recently appointed a General Teacher, General Teaching Assistant, Parent Support Advisor, Cover Supervisor and ARC Teaching Assistant. She reported resignations from the Thinking Reading Coordinator, AVP for Quality Education and the Site Supervisor. Mrs Welsh advised that English Teachers had reworked Year 11 timetables to provide cover for a colleague on long term absence.</p> <p>Mrs Welsh reported that from September 2022 the school would move to a three year Key Stage 3. She advised that this would have an effect on the overall supply and demand which would be reported at the next LGC.</p> <p><b>Pupil Progress (including PP and Vulnerable Groups)</b></p> <p>The Year 11 data sheets showing results from the recent rounds of PPE as well as forecast grades had been previously distributed.</p> <p>Mrs Welsh reported that mock exams had been completed at the end of November, she advised that there was a lot work to do and noted the list of interventions on the Principals report.</p> <p><b>In response to a governor question regarding the change to the admission criteria which meant that the school had to accept additional students, and whether this was because the PAN was too high,</b> Mrs Welsh advised that the PAN had been reduced and noted that the change to the admissions code</p>	

meant that the school was not allowed to refuse a child even they were over-subscribed.

**A governor noted that the Year 11 mock exam results were not good and asked if the targets were set too high.** Mrs Welsh advised that the mocks were a marker for the students to reflect on what they needed to do to achieve better results in the Summer. She noted that the results had raised questions with teachers as to where they need to tailor the revision for the students over the final few months.

The Executive Principal advised that George Pindar's Year 11 PPE's data was in line with other Trust schools. She reported that the benchmarks would change in summer as this was the first Year 11 cohort coming through with standardised scores rather than levels. She advised that the Trust gave direction to do whole paper mocks in November however the second round of mock papers would be created to reflect the announcement from the Government regarding GCSE exam topics.

The Executive Principal advised that the decision had come from the Department of Education to have full mock papers, fully marked.

Mrs Welsh advised that the series questions asked in student 1:1 sessions helped the students to reflect on their mock exam results and how to move forward.

**With regards to the "English Progress8 Best of" figures on the Year 11 2022 Forecast, a governor noted that boys were much lower than girls and asked if there were any signs of progress.** Mrs Welsh advised that the "Best Of Data" was not a reliable source of information as it was calculated using 2019 data. She noted that the data below which was against student's Minimum Expected Grades (MEGs) gave a more accurate representation and showed that boys were performing more closely to girls. Mrs Welsh noted interventions planned for Year 11 English Literature included student voice, work scrutiny and learning walk.

**In response to a governor question regarding more admissions, where had the children come from and would it impact on the school in terms of being Ofsted ready,** Mrs Welsh advised that there were lots of different reasons for student admissions from moving house to safeguarding issues. She advised that students who had been excluded came through the Fair Admission Panel (FAP) She noted that the biggest concern was Year 11 admissions as it felt very late in the academic year.

**In response to a governor question regarding the number of students in ARC and was there a trend developing as a result of Covid,** Mrs Welsh reported that there was a significant number of Year 11 students in ARC who had presented challenging behaviour right from Year 7. She noted that all other students from Year 7 to 10 were in the Key Stage 3 room. She advised that when a new student was admitted to the ARC, it could disrupt other students.

**In response to a governor question regarding how many students in ARC were SEND pupils and how these students were being supported,** Mrs Welsh reported there was a diverse set of needs including Education, Health and Care Plan (EHCP), students with SEND and students with Social, Emotional and Mental Health (SEMH) needs. She advised that the low reading ages of some students was a high priority. Those students had extra support in Thinking Reading, Read Write Ink, and the Fresh Start program. Mrs Welsh noted that the school had appointed a GTA to work solely at the ARC which would be the fifth member of staff. She advised that the SENDCo taught most of her lessons in the ARC. Mrs Welsh noted the positive feedback from a recent SEND review. She noted how the ARC stood out because of all the support that they offered and believed that in a few years the school could be considered a centre of excellence for SEND.

**ACTION: Mrs Welsh to share SEND review at the next LGC**

The Chair noted that that there was currently no SEND link governor, and suggested that all governors focused on SEND as part of their purpose with questions.

**A governor asked if the school had faced challenges with families who did not want to send students to school because of Covid.** Mrs Welsh reported that the school did not have that challenge. She advised that the students who did not attend were a cohort who had not attended prior to Covid.

LW

**In response to a governor question regarding whether attendance was low due to illness,** Mrs Welsh advised that a lot of students had been absent due to Covid, with 105 reported cases since January 2022.

**Academy Development Plan / SEF**

Previously distributed.

**A question was raised regarding how the delivery of curriculum intent was quality assured,**

Mrs Welsh advised that as a result of the recent B11 review they had moved the focus which had been too much on compliance to more of a focus on what the impact of work was. Teachers were also asking students question such as “how does the work you are doing now link back to previous learning” and “how do you know that you are making progress”.

Mrs Welsh advised that questions had been developed in collaboration with the Senior Secondary School Improvement Advisor with regards to colleague practice and student talks.

**A question was raised regarding if staff were delivering their long term plans as expected.**

Mrs Welsh advised that each subject had long term plans available for regular review by subject leads and departments. She noted that part of the lesson QA with colleagues was to look at the long term plan to see if students were where they should be in terms of their learning and to make any necessary adjustments to meet the need of the students.

**A question was raised regarding which subject areas the school was really pleased with in terms of the consistency of implementation.**

Mrs Welsh reported that she was very pleased with Maths, the new Maths Lead had made sure that there was collaborative planning. She noted that English and Science were delivering to the plan and meeting the needs of the students.

Mrs Welsh advised that there were concerns with Humanities lower down in the school. She noted that the Head of Humanities would be working with the Trust Network Lead at Archbishop Sentamu Academy and also joint curriculum planning with the Archbishop Sentamu History Teacher.

**Governors asked whether faculties self assessed as part of the QA system and how this was reported.**

Mrs Welsh advised that there was an example of a faculty SEF on Decision Time. She noted that the QA process included the middle lead as well as the subject lead.

**In response to a governor question regarding how student, parent and staff voice fed into the QA,** Mrs Welsh reported that student voice was very important and at the heart of the QA. She noted that staff voice and parent voice had not been part of QA, however there was a Trust approved survey going out on Monday to parents, students and staff.

**A governor asked to see the B11 report.** Mrs Welsh agreed to add it to the next agenda.

**ACTION: Mrs Welsh to include the B11 report in the next meeting**

LW

**Premises Update, Health & Safety Monitoring**

**With regards to the site manager’s resignation, a governor asked who would be monitoring the health and safety of the school.** Mrs Welsh advised that the Site Manager had given a long period of notice. She reported that they had a team of four managed by Mark Ward, Support Services Manager for both George Pindar and Graham schools who would ensure health and safety checks were carried out. There was a Facilities Manager, a full time site supervisor and a part time site supervisor who would carry out statutory checks.

**ACTION: Mrs Welsh to email governors the recent health and safety inspection after the meeting.**

LW

Tracey Woodward, the Health and Safety link governor reported that she had spoken to Mark Ward, Support Services Manager with regards to creating a Health and Safety summary for each LGC. Governors agreed that this was a good idea and would be included in the Premises Update, Health &

	<p>Safety Monitoring agenda item separate to the Principal's Update.  <b>ACTION: Tracey Woodward to include Health and Safety Summary to next LGC</b></p> <p><b><u>Risk Management – school-level risk register review</u></b>  Mrs Welsh advised that there was a new alarm system in the boiler house.</p> <p><b>ACTION: Mrs Welsh to include the risk register review in the next meeting.</b></p>	<p>TW</p> <p>LW</p>
<p><b>3b</b></p>	<p><b><u>Graham School</u></b>  Principal's Update report previously distributed. It was agreed to go straight to questions.</p> <p><b>A governor asked if there was anything the LGC could ask the Trust in support for extending contracts for the Acting Assistant Vice Principals.</b>  The Executive Principal advised that the Trust had fully supported the school within the terms of employment law.  Miss Robins confirmed that she had been fully supported by The Trust, HR and the CEO.</p> <p><b>With regards to the data, a governor asked what does it tell us overall, was there a consistency and standard of assessments and why does Physics perform higher than the other sciences.</b>  Miss Robins reported that they were experiencing an overall apathy with the students. She advised that she had conducted an assembly to address this with the students. She advised that the data showed that there was a lot of work to do, it showed that the students were not exam ready and had not had enough exam practice. She noted that they needed help to revise, to see full papers and attend after school sessions.  Miss Robins reported that Physics was often a high performer. She noted that the same students also took Chemistry and advised that significant interventions were planned for form time and after school sessions. She noted that they would re-visit the Chemistry curriculum with staff as omissions in curriculum coverage had been identified.  With regards to the standard of assessments, Miss Robins reported that it was important for students to experience a full paper, she noted that it had been a challenge for the students but with revision techniques in place she hoped to see an improvement in the next mocks in March. She advised that they were reviewing assessments lower down the school. A Government announcement of which topics would be included in the exams was due out in February which would help make the mock exams in March nearer to what they would get in the May GCSE's.</p> <p><b>In response to a governor question regarding if all teaching staff marked to the required assessment standard,</b> Miss Robins advised that each faculty carried out cross marking, English did blind marking, they had expert support from the Trust and several examiners in Maths and English. She noted that they had seen a big improvement in marking and were working hard on forecasting.</p> <p><b>With regards to Behaviour, a governor noted that there were 40 bullying incidents and asked if that figure had gone up or was it stable.</b> Miss Robins reported that it was stable. She noted that the B11 review had identified that the school was sensitive in its reporting of bullying and was probably reporting on incidents that may not be classified as bullying. Miss Robins advised that they reported rigorously on bullying to keep on top of all behaviour and students were happy with the way bullying was dealt with.</p> <p><b>A governor asked how many students were in Alternative Provision (AP) and what progress had been made.</b> Miss Robins advised that behaviour was the biggest challenge in the AP with two more exclusions. She provided a detailed summary of students within the AP, and the personalised provision which was in place for them.</p> <p>Miss Robins advised that they offered a bespoke curriculum at the AP. She noted that they had an excellent AP Specialist Instructor who worked well with the students and that they had three tutors to</p>	

	<p>monitor them.</p> <p><b>A governor asked, with regards to SEND students in the AP and mainstream school, how did the school assess what level of support was right for the students and how were they progressing.</b> Miss Robins reported that the AP offered SEND students bespoke teaching in classes no larger than six. She advised that the AP offered support from tutors, high quality teachers and Heads of faculty. Miss Robins noted that she taught Horticulture to Key Stage 3 students. Miss Robins reported that SEND students in mainstream school had a learning passport which they shared with teachers. She advised that the learning support area offered a safe area for SEND students. She noted that students received support through lego interventions, bespoke revision plans and a learning mentor for students with a SEMH. Miss Robins advised that there were 16 students with an EHCP and noted the hard work that the SENCo and her team had done to make sure those students had been assessed correctly. She noted that the speed of an EHCP assessment was very slow, with seven students currently waiting.</p> <p><b>In response to a governor question regarding how the school monitored that the curriculum intent was right for the students,</b> Miss Robins reported that the school had clear short term and long term plans for each subject which were regularly reviewed at QA sessions and middle lead forums. She advised that the Trust support had been very strong with peer reviews at other schools. Miss Robins noted that they held weekly curriculum questions to hold middle leaders to account.</p> <p><b>A governor noted that the low level behaviour disruption of lessons had decreased which was a positive outcome.</b></p> <p><b>With regards to the Maths Self Evaluation Form, a governor noted that the analysis and evaluation was lacking detail and asked if this should be addressed.</b> Miss Robins advised that the report focused more on the actions and suggested that maybe the teacher could re-evaluate and add the analysis to the bullet points with examples. The Executive Principal advised that Ofsted were more interested in the detail of planning and curriculum delivery and implementation.</p> <p><b>A governor asked what “live marking” was and whether it was introduced to reduce teacher work load.</b> The Executive Principal reported that it was a research based, Trust drive to focus in on Walkthrus. Miss Robins advised that live marking was done during lesson time to give students feedback straight away so that they could use it to develop in class. She noted that staff were really engaged with it and that it was helping to reduce teacher work load. She advised that traditional forms of marking were still used.</p> <p>The Chair asked if governors could meet with the middle leaders. <b>ACTION: Miss Robins to arrange a governor meeting with middle leaders.</b></p> <p><i>A number of confidential questions were raised, which have been recorded as a separate minute.</i></p>	ER
4.	<p><b><u>Academy Development Plan / SEF</u></b> Discussed as part of the Principals’ reports.</p>	
5.	<p><b><u>Inclusion Data Dashboard</u></b> Discussed as part of the Principals’ reports.</p>	
6.	<p><b><u>Governance</u></b> The Chair encouraged governor to arrange link visits. <b>ACTION: The Chair to inform governors of any training that is required.</b></p>	AR
7.	<p><b><u>Safeguarding</u></b></p>	

	Discussed as part of the Principals' reports.	
8.	<b><u>Premises Update, Health &amp; Safety Monitoring</u></b> Discussed as part of the Principals' reports.	
9.	<b><u>Risk Management – school-level risk register review</u></b> Discussed as part of the Principals' reports.	
10.	<b><u>Policy Update</u></b> Nothing to report.	
11.	<b><u>Items for escalation to the Board of Trustees</u></b> The Executive Principal advised that she would have a discussion with the CEO on the practicalities and challenges of Graham School and George Pindar continuing with a joint LGC.	
12.	<b><u>Any Other Business</u></b> The Chair noted that the questions in the meeting regarding quality assurance were very reassuring and demonstrated the importance of children's feedback in an Ofsted visit. The Executive Principal noted that governors had received a deeper focus on the ARC and AP provision. The Chair noted that the low number of fixed term exclusions was positive.  <b>A governor noted that the move to a three year Key Stage 3 would have significant consequences and asked if this could be added to the next LGC agenda for further discussion.</b> The Executive Principal advised that it was a Trust decision. She noted that both Principals had aired concerns and were fully behind the decision. <b>ACTION: The Executive Principal and Chair to arrange a sub meeting to discuss the rationale and impact of a move to a three year Key Stage 3.</b>	HD/AR
	<b><u>Dates of future meetings</u></b> Tuesday 5 <sup>th</sup> April 2022, 5pm Tuesday 21 <sup>st</sup> June 2022, 5pm	

The meeting closed at 7:30pm

- **These minutes were approved by the Graham and George Pindar Schools Joint LGC at their meeting on 5<sup>th</sup> April 2022**

### **Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 25<sup>th</sup> January 2022**

	<b><u>Action Point</u></b>	<b><u>Item</u></b>	<b><u>Responsibility</u></b>	<b><u>Timescale</u></b>
1	<i>Carried over from last minutes: The Chair agreed to meet with the proposed governor (recommended by Sam Taylor) and if appropriate, forward contact details to the Governance Advisor so that the application process could be started</i>	2	Alan Richards	5 <sup>th</sup> April 2022
2	Mrs Welsh to share SEND review at the next LGC	3a	Lesley Welsh	5 <sup>th</sup> April 2022

<b>3</b>	Mrs Welsh to include the B11 report in the next meeting	<i>3a</i>	<i>Lesley Welsh</i>	<i>5<sup>th</sup> April 2022</i>
<b>4</b>	Mrs Welsh to email governors the recent health and safety inspection after the meeting.	<i>3a</i>	<i>Lesley Welsh</i>	<i>5<sup>th</sup> April 2022</i>
<b>5</b>	Tracey Woodward to include Health and Safety Summary to next LGC	<i>3a</i>	<i>Tracey Woodward</i>	<i>5<sup>th</sup> April 2022</i>
<b>6</b>	Mrs Welsh to include the risk register review in the next meeting.	<i>3a</i>	<i>Lesley Welsh</i>	<i>5<sup>th</sup> April 2022</i>
<b>7</b>	Miss Robins to arrange a governor meeting with middle leaders.	<i>3b</i>	<i>Emma Robins</i>	<i>5<sup>th</sup> April 2022</i>
<b>8</b>	Chair to inform governors of any training that is required.	<i>6</i>	<i>Alan Richards</i>	<i>5<sup>th</sup> April 2022</i>
<b>9</b>	The Executive Principal and Chair to arrange a sub meeting to discuss the rationale and impact of a move to a 3 year key stage 3.	<i>12</i>	<i>Helen Dowds/Alan Richards</i>	<i>5<sup>th</sup> April 2022</i>