

George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
Via Zoom on Tuesday 5th July 2022 at 5:00pm

Present:	Lesley Welsh (Principal, George Pindar School) [to 6.30pm] Emma Robins (Principal, Graham School) Alan Richards (Chair)	Mandy Gething Marcus Towse
In Attendance:	Jess Swarbrick (Joint Head of Governor Services CYC, Clerk)	

		<u>Action</u>
1.	<p><u>Welcome, Apologies & Declarations of Interest</u> The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Tracey Woodward. Darren Leppington, new parent governor, was unable to attend the meeting as his DBS check was not yet completed. Mark Thompson was absent.</p> <p><i>ACTION: The Chair agreed to contact Mark Thompson, who had been absent without consent at LGC meetings for over six months.</i></p> <p>There were no declarations of interest.</p> <p>Governors agreed the focus of the meeting should be ensuring they had a clear understanding of both schools, and in particular inclusion, safeguarding and behaviour at George Pindar School and attendance at Graham School.</p>	AR
2.	<p><u>Minutes of the meeting held on 5th April 2022, Action Plan & Matters Arising</u> Previously distributed. The ordinary and confidential minutes were agreed to be a true and accurate record.</p> <p>All actions had been completed. There were no matters arising.</p>	
3.	<p><u>Updates from the Principals</u> <i>At the previous LGC meeting in April, governors had requested more information on the impact of a move to a three year Key Stage 3 on students at both schools.</i></p> <p><i>George Pindar School</i> Mrs Welsh advised that whilst the two year Key Stage 3 programme had covered the national curriculum, this had not been in enough depth in some subjects, particularly History, Music and Geography. A move to three years (with options being taken in Year 9 for a two year Key Stage 4) would mean that there would be full coverage at Key Stage 3. In addition, it had been identified that the school was not meeting the statutory requirements for RE teaching hours, and within the new model a discrete RE lesson would be included rather than having it on a carousel with PSHE and RSE. Mrs Welsh advised that initially there had been a concern about the impact of workload in moving to this new model, but this had not been as onerous as expected. She further noted that staff had valued the opportunity to give their subjects more time within the three year model.</p>	

Mrs Welsh advised that there was a bigger knock-on effect for students as they moved through to Key Stage 4. **Governors asked what the likely impact would be on outcomes for students from this change.** Mrs Welsh advised that George Pindar School would be keeping a one week timetable, which would mean a move to only three option choices (currently there were four), and students taking eight subjects only. She advised that this would differ from Graham School, who were moving to a two week timetable, and this change would mean that it wouldn't be possible to arrange collaborative courses between the two schools as happened at the moment.

A governor noted that during a link meeting last year, the value of the collaborative opportunities had been felt to be a strength for some students. Some concern was expressed that this would no longer be possible, and that it may restrict opportunities for expanding student experience. Miss Robins agreed that it was a shame that this would no longer be possible. She noted that Graham School had decided to maintain four option subjects and move to a two week timetable, though there were pros and cons of both models. Miss Robins advised that the Senior Leadership Team (SLT) at Graham School had felt strongly about keeping the extra option to ensure a breadth of offer. Miss Robins noted that with the changes, there would be no options in 2022/23 for either school, and they would have this time to reflect on the offer and how it was being run. She advised that the current Year 9 and Year 10 students would continue on the three year Key Stage 4 model and complete the process in terms of accessing collaborative courses.

Mrs Welsh advised that she had had to think about the cohort and community which George Pindar School served, and how to maximise outcomes on eight subjects rather than adding in a fourth. She advised that this did have an impact on the pathways for students. It would no longer be possible to offer the Cope course to the lowest pathway who struggled with traditional GCSEs. Instead, they would get the Study Plus option, which would provide additional English and Maths with two option choices only.

Miss Robins advised that Scarborough UTC were offering courses for Year 9 students this year for the first time, as well as for Year 10. She advised that around 35 students from Graham School had expressed an interest, with a similar number also doing so from George Pindar School. It was agreed that this was a potential concern, though it would not be confirmed whether students were moving to the UTC until September, as this information was not provided in advance.

Governors recognised the potential impact of this on both schools and asked whether there was anything different that could be done to keep students who may otherwise move to the UTC. Miss Robins advised that the UTC offered different pathways and routes to employment options, and some students should be encouraged to make the move as this would be the best fit for them. However, the fact that this year they were offering to two year groups when both schools were doing options may have a knock-on effect.

Governors asked whether the same content would be covered within two years at Key Stage 4 rather than three, or whether any of this would migrate into the Key Stage 3 programme. Mrs Welsh advised that in some subjects, Year 9 had been used as a bridging year when there had been a three year Key Stage 4. She advised that the content would all fit into the guided learning hours with a two year Key Stage 4. Miss Robins added that GCSEs were written as two year courses, and it should be achievable to fit all the content into that time. She added that this move would provide more opportunities to offer taster sessions in different subjects during Year 9 to further broaden the curriculum.

Governors recognised the benefits of the move, but also the risks and asked what key risks they should be aware of. Miss Robins advised that the main risk was the transition from one model to the other, supporting students to ensure this went smoothly. Mrs Welsh added that there was a risk in the number of subjects which George Pindar School could offer at Key Stage 4, which would not necessarily help all students get to where they wanted to on leaving school. She advised that with the

	<p>collaborative courses, it had been possible to offer far more subjects than a school of that size would be expected to. Mrs Welsh advised that with fewer options available, it was essential to ensure that the ones which were being offered were of high quality.</p> <p>Governors asked whether it was more likely the school would become more academically focused with less vocational options. Mrs Welsh advised that students would still have vocational options at George Pindar School, but there would be fewer of these. Miss Robins added that they would try to hold on to the right courses for the students, but this would depend on numbers. She advised that she was particularly keen to ensure that the Arts were still retained.</p> <p>The Chair thanked both Principals for their detailed responses to governor questions, and for the frank and open discussion. It was agreed that it would be key for governors to monitor the transition over this year, and to ensure that this led to quality outcomes for students.</p>	
<p>3a.</p>	<p><u>George Pindar School – Principal’s Update</u></p> <p>The following documents had been circulated with the agenda and were noted: Principal’s Report, Inclusion Review Report, Trustee Visit Feedback Report, Edurio Survey Feedback and Stakeholder Voice.</p> <p>With reference to data, Mrs Welsh advised that Year 10 students were currently completing the latest assessment round and there were no updates on the information shared at the last meeting.</p> <p>Mrs Welsh advised that the key issue for governors to be aware of was behaviour in school, and what was being done to address this. She advised that she had reported at the previous LGC meeting that there were concerns this had started to drift, and plans had been in place to address this. However, since that point, the situation had deteriorated significantly, with a spike in behaviour incidents which had led to an increase in seclusions and suspensions. Mrs Welsh advised that students were presenting a higher level of challenge towards staff, and this had created an atmosphere which was not as purposeful or effective as it should be.</p> <p>Mrs Welsh advised that the Edurio survey feedback and student voice had also highlighted this as an issue. Students had reported that they felt their learning was being disrupted, and the school had done some work around this, giving it a higher profile. She advised that the day of the Trustee visit to school had been particularly challenging, with students visibly refusing to follow instructions during social time, and students reporting to Trustees that they did not feel safe due to the levels of behaviour. Mrs Welsh advised that this had brought to a head all of the concerns which had already been recognised around behaviour.</p> <p>Mrs Welsh advised that the school had been very well supported by the Trust in working to address the issues around behaviour, and the CEO had commissioned a lot of resources to help turn the situation around since half term.</p> <p>Governors asked what action had been taken to address the situation with behaviour in school. Mrs Welsh advised that duties and positions had been reviewed, and staff training had been held around active monitoring during duties. Lunchtime arrangements had been reviewed, with Year 7 students now eating with Year 10 and Year 11 with a view to them being better role models for behaviour. Mrs Welsh advised that she and other members of SLT had reduced their teaching hours in order to be more visibly present. In addition, the Vice Principal for Behaviour had moved to the Pastoral Office, in order to be immediately available to react to issues which came in and to provide additional support to the Pastoral Team.</p> <p>The CEO had agreed to an additional Behaviour Support Officer (BSO) into the staffing structure, which increased capacity and enabled a more rapid response to issues as they arose. Mrs Welsh advised that there had been significant staffing issues within the Pastoral Team in terms of capacity, with a vacancy for a Seclusion Manager for some time. Seclusion had therefore been staffed on a rota system, which</p>	

had meant a lack of consistency in the way this was managed. The increase in BSOs to four in total now meant that three would be on the corridors and one would manage Seclusion.

Mrs Welsh reported that a lot of work had been done around the Pindar Values, through assemblies, tutor time and lessons. These continued to be used as a framework for promoting good behaviour and key messages around this.

Morale and support within the Pastoral Team had been a focus also, as the lack of capacity had led to concerns that staff were struggling with the increased pressure. Training on de-escalation had also been delivered, particularly to ensure that staff were giving students the opportunity to make the right decisions before issuing sanctions. Mrs Welsh advised that the positive discipline procedures were being reviewed and would be re-launched in September. Student voice had highlighted that some sanctions were disproportionate, and there was some work to do around reviewing weights and measures.

Mrs Welsh reported that a significant number of high tariff students had been identified who were repeatedly non-compliant, and for whom the usual sanctions were not working. She advised that the approach and the support systems for these students had been changed, in-line with positive discipline and a focus on inclusion. Mrs Welsh advised that the ARC had been full, though additional space had become available to move some of these high tariff students in, following a graduated response to support.

Mrs Welsh reported that the Trust had commissioned a consultant headteacher to work in school four days a week, who had extensive experience working with secondary schools and PRUs. In addition, a colleague from Compass Academy had been seconded to the school full time, and was having a real impact in getting the ARC on track. Mrs Welsh advised that there was a lot of detail in the Academy Development Plan and SEF, which had been circulated with the agenda. She advised that the last four weeks had been particularly challenging, but a significant amount of work had taken place to address the issues, and to ensure that students felt safe. Mrs Welsh advised that snap surveys around safeguarding were regularly undertaken with students, and almost all now reported that they were confident in knowing who to go to if they had an issue.

Mrs Welsh advised governors that as a result of the issues around behaviour, the risk register had been updated to highlight that there was a genuine risk of the school receiving a judgement of Inadequate in an inspection. She advised that the school, governors and the Trust needed to be able to clearly demonstrate that the measures which were being put in place were being carried out effectively, and were having an impact.

Governors asked whether registration time could be used more effectively to discuss behaviour and feeling safe. Mrs Welsh confirmed that this was already in place, with a focus on each of the Pindar values week on week, and how these linked into behaviour and safety. She highlighted the importance of consistency of language from staff in delivering this message. Mrs Welsh advised that the consultant headteacher who was working with the school, had done a lot of work with students around why they were feeling unsafe, and an understanding of what feeling safe meant. In particular, this was linked with students feeling confident that if they reported something, they could visibly see the action taken and consequences resulting from that.

Governors recognised the significant issues that the school was facing around behaviour, and welcomed the detailed information from Mrs Welsh about what was being done to address this.
Governors asked whether the additional capacity from the Trust would still be in place in September. Mrs Welsh confirmed that the additional leadership capacity would continue into the autumn term. The additional capacity within the Behaviour Support team now also meant that staff could be reassured that if they put a call out in a lesson, this would now be responded to more quickly, and disruption to the rest of the class minimised. Additionally more staff were now visible at social times in order to pick up issues. Mrs Welsh advised, however, that those students who were refusing to

comply would do so with any member of staff.

Governors asked whether the positive discipline policy was too complex, and not clear to students in terms of consequences. Mrs Welsh advised that students had reported they felt that it was inconsistently used by staff across school. In addition, as mentioned above, the sanctions were the same for a range of different issues, which was felt to be unfair. As a result, this would be reviewed, and a new system launched in September.

Governors noted that high levels of staff absence and supply cover had been a factor in the rise in behaviour issues, and asked whether absence continued to be a problem. Mrs Welsh reported that there were two members of staff on long-term sickness absence, and this did continue to have an impact. She advised that more widely, the inability to recruit to vacancies within the Pastoral Team had been an issue this year, though it was hoped this would now be resolved.

Governors asked whether supply teachers were provided with details of the behaviour policy and were aware of how to apply sanctions. Mrs Welsh advised that all colleagues were given a comprehensive induction which included sharing policies and getting access to on-call. However, with extended periods of supply particularly within the same subject, students became switched off. Mrs Welsh advised that Heads of Faculty were working hard to ensure that students affected by long-term supply issues this year would have a consistent teacher in their next academic year.

Governors supported the need to be a fully inclusive school, but raised the question about persistent disruptive behaviour which could lead to permanent exclusion, in-line with the school's policy. Mrs Welsh advised that any decision of this nature was not taken lightly, and where possible the school worked in a supportive way to avoid this. However, she advised that where students had been persistently disruptive and abusive towards each other and staff, then suspensions had been issued.

With reference to attendance, governors noted that persistent absence levels were high and asked whether there was anything further which could be done to make a positive impact on this. Mrs Welsh advised that the school had had some staffing issues here, having been without a Parent Support Advisor for some months, and one of the Attendance Officers had also changed roles to become a Behaviour Support Officer. She advised that the Vice Principal would be meeting with students and families who were at the highest level of non-attendance to discuss this with them. The school continued to work through the protocols from the LA and in-line with the attendance policy in response to absence and persistent absence.

Governors challenged the off-roll figure of 26 and asked whether there was a national comparison available to be able to benchmark this against. Mrs Welsh advised that there was a great deal of in-year movement in the school, some students moving to different areas and others leaving to do elective home education. She added that there had also been 39 in-year admissions.

Governors recognised the pressure on the Principal, SLT and the school, and asked what other positive support could be offered from them. Mrs Welsh advised that governors needed to have a clear understanding of the situation in school and what was being done to address this. She welcomed governors to visit the school to see the strategies and actions which were being put in place. Mrs Welsh also suggested the possibility of setting up a governors' meeting with some high tariff students and their families to discuss their behaviour and the potential consequences of this. **Governors agreed that this could be valuable, though noted that they would want to counter this with a recognition of those students who were behaving well too.**

ACTION: Mrs Welsh agreed to discuss with the Chair the potential of setting up governor and student meetings to discuss behaviour.

With reference to staffing, it was noted that the difficulties in recruiting support staff had been noted in the above discussions. Mrs Welsh advised that this was a national picture and not unique to the

LW / AR

	<p>school, but did present a challenge for other staff in terms of capacity and pressure.</p> <p>Governors asked whether different strategies for recruitment and advertising had been considered. Mrs Welsh reported that internet-based platforms were used, but the school had also held a recruitment fair which had been advertised in the local paper. There had only been attendance from six people at this event, though of these two had now applied for positions.</p> <p>Governors asked whether there were any areas where more support could be requested from the Trust. Mrs Welsh advised that the Trust had been really helpful when looking at additional recruitment and different strategies for this. In terms of behaviour support, she advised that she did not feel the Trust could have provided any more than they had already.</p> <p><i>Governors thanked Mrs Welsh for her update and she left the meeting at 6.30pm.</i></p>	
<p>3b.</p>	<p><u>Graham School –Principal’s Update</u></p> <p>The following documents had been circulated with the agenda and were noted: Principal’s Report, Trustee Visit Feedback Report, Year 10 data, Edurio Survey Feedback and Stakeholder Voice.</p> <p>Miss Robins advised that the biggest issue currently facing the school was attendance. She advised that a lot of work was already in place and the school continued to implement strategies to address the situation. Whilst there had been some very marginal improvement, whole school attendance was currently just under 87%. It was noted that this would be discussed in more detail later in the meeting.</p> <p>Miss Robins provided verbal feedback from the Inclusion Review which had taken place at the school that day. Overall the school was in a positive position in terms of behaviour, and sustainable improvement was now evident.</p> <p><i>In terms of inclusion, governors asked what the major outcome had been from the review and whether anything significant had been identified that was not already in place.</i> Miss Robins reported that the review, Steve Daley, was an experienced headteacher of alternative provision and mainstream settings. He had been very positive about students on arrival, departure and during social time. He had also been positive about the school’s response to students who were late, and the supportive approach to this.</p> <p>The review had also included two groups of student voice with a mix of age groups, gender and behaviour levels. Students had been overwhelmingly positive, particularly those in Year 7. Miss Robins reported that some older students had commented on the rewards stamps not being as prevalent in the higher year groups. She advised that this could be linked to enthusiasm around the rewards system decreasing as students got older, and would be something to re-visit.</p> <p>The reviewer had also observed that with no offer of food before school or during break, there was a long time from the start of the day until lunch for some students. Miss Robins advised that food outside of lunchtime had not been offered during Covid as a result of zoning and other restrictions, and she would like to reconsider looking at a breakfast offer.</p> <p>Time had been spent in the Hub (alternative provision). It had been noted that due to the small scale of the provision, there weren’t the same enrichment opportunities as in mainstream. Miss Robins advised that the school was very proud of the success they were having in re-integrating students back into mainstream, or placing them on a hybrid programme. She advised that it was important that the curriculum flowed between the two settings in order to further support this.</p> <p>Miss Robins reported that overall the review had been very positive. The behaviour policy was observed to be working well and there had also been a review of seclusion and suspension data.</p>	

Miss Robins advised that she had specifically asked for feedback on attendance from the reviewer. He had understood the context of the school and could see the challenges being faced. Miss Robins advised that she had raised with the CEO the requirement for an Education Welfare Officer to be appointed to the school. This role would work with families in a rigorous way, focusing with them on the importance of attendance and the consequences of absence. Miss Robins advised that attendance was an issue in a number of the secondary schools within the Trust, and the CEO was keen to ensure this was a focus for the next academic year.

Miss Robins raised concerns with governors about information from primary schools around transition, which had highlighted students coming in to Year 7 who already had issues around attendance. **Governors asked what more work could be done with the primary schools which might address this issue.** Miss Robins advised that strong transition arrangements and clear information would enable the school to understand the context of the incoming cohort. She advised that it was clear that primary schools were experiencing the same issues, and this was a significant challenge across the board.

Governors noted the DfE guidance on working to improve attendance which had been circulated with the agenda. Miss Robins advised that the school had engaged in a hub, and she and the Vice Principal had attended their first webinar meeting with Northern Education Trust. She advised that they had outlined their policies and structures around attendance, though there was a striking difference in terms of the much larger staffing capacity they had to chase this up. Miss Robins noted that the Education Welfare Officer was a key aspect of this work for Northern Education Trust.

Miss Robins advised that she wanted to change the ethos and culture around attendance, and to get families and students on board with the importance of this and the impact it had on future life choices. She advised that a key priority within the Academy Development Plan next year would focus on raising parental engagement. Funding obtained through a successful grant bid from Anglo-American meant that the school could engage in a programme providing input and advice on this area, and she was keen to find out what could be learned from involvement in this which would benefit the school longer term.

Governors noted that they would like to explore the possibility of holding panels for attendance with students and families, and asked if this would be a positive form of support for the school. Miss Robins agreed that this could be beneficial as something different to try.

Governors asked whether the impact and consequence of absence from school was shared through newsletters with parents. Miss Robins confirmed that this information had been shared in the most recent half-termly newsletter. The Vice Principal had also sent out a course of attendance newsletters to parents to try and get them to engage. Miss Robins advised that boards had been produced and set up around school, which detailed the impact on education from days of education missed. She noted that these had provoked some interesting conversations with students. **Governors asked whether registration time and assemblies had been used to emphasise the importance of attendance with students.** Miss Robins confirmed that they had, and would continue to do so.

Governors highlighted the persistent absence figure from the Principal's Update, which was concerning at 48.8%. Governors asked whether anything was being done specifically for these students, or if there was more which could be done to support and encourage attendance. Miss Robins advised that all strategies in place were being carried out rigorously. Daily phone calls were made each morning by the Attendance Team, followed by additional calls at the end of the day from Heads of Year, SLT and Behaviour Support Officers. The PACE system was used to issue fines as required. Miss Robins advised that the impact of this had been that some families had chosen to move to elective home education, but a number of these then returned to school when this was not found to be a viable option. She further advised that there were also students who went off-roll, which was a significant concern. This was a particular issue where refugee and asylum seekers who joined the school then moved out of area. There was often a long period of time before the school was able to

	<p>contact their next school, meaning that they were classed as persistent absentees, and then off-roll. Governors thanked Miss Robin for providing more context to the figures in her report.</p> <p>With reference to the Edurio survey results, governors queried the feedback around consistency issues with quality assurance. Governors asked for more information on what was being done to address this. Miss Robins reported that she was pleased with the progress in the quality assurance system this year, as a result of the Walkthrus work which had been led through the Trust. This had actually improved consistency in terms of the language and approach that all staff were now using. Miss Robins reported that Karen Shires had recently been appointed to the substantive role of Vice Principal which would further strengthen the work around quality of education. She advised that SLT worked closely with individual staff where needed, using informal coaching to improve on issues picked up through quality assurance processes.</p> <p>With reference to the report on pupil progress, and the reconsideration of health and social care as an option choice, governors asked whether this was likely to be removed. Miss Robins explained that this year there would be no options, due to the move from a two to a three year Key Stage 3, and this would provide time to look at the following year's offer in more detail. She advised that historically, students had done better with the childcare course (previously offered through the collaborative arrangement with George Pindar School) than with health and social care, and the reasons for this needed to be investigated in more detail. Miss Robins advised that SLT would be looking closely at this course, and other subjects, to monitor and make decisions about the options for 2023-24. She emphasised that she did not want to remove any progression routes for students in any decision which was made around options.</p> <p>Governors thanked Miss Robins for her detailed report and updates.</p>	
4.	<p><u>Academy Development Plan / SEF</u> Previously distributed. Discussed as part of the Principals' Updates.</p>	
5.	<p><u>SEND Annual Report</u> SEND had been included within the Principals' Update reports.</p>	
6.	<p><u>Inclusion Data Dashboard</u> Previously distributed. Discussed as part of the Principals' Updates.</p>	
7.	<p><u>Governance</u></p> <p>7.1 Link Governor Reports There were no reports to note. Mandy Gething advised that she had met with the Careers Lead at Graham School that afternoon, and would write up her report and send to the Clerk for circulation to governors.</p> <p>ACTION: Mandy Gething to forward Careers link visit report to the Clerk for circulation.</p> <p>7.2 Governor Training Previously distributed. It was confirmed that all governors had now completed basic safeguarding training. Governors asked whether it would be possible to attend safeguarding training run for staff at the start of the academic year. Miss Robins advised that the first day of training would include a summary overview of the updated Keeping Children Safe in Education guidance, and governors were welcome to attend. She also welcomed governors to other staff training days and twilight sessions over the year.</p> <p>ACTION: Miss Robins and Mrs Welsh to circulate staff training day details to governors and extend an invitation to attend where appropriate.</p>	<p>MG</p> <p>ER / LW</p>

	<p>7.3 Skills Audit Previously distributed. Individual comments had been sent to the Chair for review and action where appropriate. There were no areas of significant weakness or skills gaps identified.</p> <p>7.4 2022/23 Meeting Dates Previously distributed. Noted.</p> <p>With reference to potential new governors, it was agreed that the Chair should arrange to meet with them in school before the end of term to discuss the role in more detail.</p> <p>ACTION: The Clerk agreed to forward the names and contact emails of the potential governors to the Chair, to enable an invitation to be sent out before the end of term to meet in school.</p>	JS
8.	<p><u>Safeguarding</u> The Safeguarding Audit for George Pindar School had been circulated with the agenda. Details around safeguarding had been discussed as part of the Principals' Updates.</p>	
9.	<p><u>Premises Update, Health & Safety Monitoring</u> Included within the Principals' Update reports. There were no issues to note.</p>	
10.	<p><u>Risk Management – school-level risk register review</u> The risk register for George Pindar School had been circulated with the agenda. Discussed as part of the Principals' Updates.</p>	
11.	<p><u>Policy Update</u> There were no policies for review.</p>	
12.	<p><u>Items for escalation to the Board of Trustees</u> Points to raise with the Board have been included under Any Other Business below.</p>	
13.	<p><u>Any Other Business</u> The Chair asked governors to consider what had been discussed at the meeting which would have impact and be beneficial for the students in the two schools.</p> <p><i>It was agreed that the detailed discussion about the challenging behaviour at George Pindar School was very important. Governors agreed the priority of addressing these issues, and for the Principal to feel she had the full support of the LGC and the Trust, and a clear strategy moving forward to improve the situation.</i></p> <p><i>Governors also highlighted the detailed discussion around the change from a three year to a two year Key Stage 4. Governors supported the transition, and the benefits to students of ensuring that they had access to a broad and balanced curriculum at Key Stage 3.</i></p> <p><i>Governors also highlighted the issues with attendance, particularly at Graham School. Governors had discussed how they could further support the Principal with getting students into school, and had recognised the challenges which the school faced around this issue.</i></p> <p>ACTION: Governors requested notification of a summary of GCSE outcomes at the start of the autumn term for information, in advance of the next LGC meeting in October.</p>	ER / LW
14.	<p><u>Dates of future meetings</u> Tuesday 11th October 2022, 5pm Tuesday 6th December 2022, 5pm Tuesday 7th February 2023, 5pm</p>	

Tuesday 25 th April 2023, 5pm Tuesday 11 th July 2023, 5pm	
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The meeting closed at 7.15pm

These minutes were approved by Graham and George Pindar Schools Joint LGC at their meeting on 11th October 2022

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 5th July 2022

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>The Chair agreed to contact Mark Thompson, who had been absent without consent at LGC meetings for over six months.</i>	1	Alan Richards	22/07/2022
2	<i>Mrs Welsh agreed to discuss with the Chair the potential of setting up governor and student meetings at George Pindar School to discuss behaviour.</i>	3a	Alan Richards, Lesley Welsh	06/09/2022
3	<i>Mandy Gething to forward Careers link visit report to the Clerk for circulation.</i>	7.1	Mandy Gething	22/07/2022
4	<i>Miss Robins and Mrs Welsh to circulate staff training day details to governors and extend an invitation to attend where appropriate.</i>	7.2	Emma Robins, Lesley Welsh	06/09/2022
5	<i>The Clerk agreed to forward the names and contact emails of the potential governors to the Chair, to enable an invitation to be sent out before the end of term to meet in school.</i>	7.4	Jess Swarbrick	08/07/2022
6	<i>Governors requested notification of a summary of GCSE outcomes at the start of the autumn term for information, in advance of the next LGC meeting in October.</i>	13	Emma Robins, Lesley Welsh	06/09/2022