

George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 11th October at 5:00pm via Google Meet

Present:	Lesley Welsh (Principal, George Pindar School) Emma Robins (Principal, Graham School) Alan Richards (Chair) Gavin Smith	Marcus Towse Tracey Woodward Mandy Gething
In Attendance:	Helen Winn (CEO) Louise Baron (Governance Support Officer, Clerk)	

		<u>Action</u>
1.	<p><u>Welcome, Apologies & Declarations of Interest</u> The Chair welcomed everyone to the meeting, and everyone introduced themselves.</p> <p>Mark Thompson and Darren Leppington were absent from the meeting.</p> <p>There were no declarations of interest. Annual declarations of interest forms had been emailed out, digital copies are to be returned to the Clerk as soon as possible.</p>	
2.	<p><u>Election of Vice-Chair, Recommendation of Chair for Board approval</u> Governors unanimously voted for Marcus Towse to continue in his position as Vice Chair.</p> <p>Alan Richards will continue in his role as Chair, subject to Board approval.</p>	
3.	<p><u>Minutes of the meeting held on 5th July 2022, Action Plan & Matters Arising</u> Previously distributed. The minutes were agreed to be a true and accurate record. There were no matters arising.</p> <p>With reference to the Action Plan:</p> <ol style="list-style-type: none"> <i>The Chair agreed to contact Mark Thompson, who had been absent without consent at LGC meetings for over six months. The Chair reported that he not been able to get in touch with Mark to date, but would send a letter asking him to step down from the committee due to non-attendance.</i> <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. Completed</i> <i>Mandy Gething to forward Careers link visit report to the clerk for circulation. Completed</i> <i>Miss Robins and Mrs Welsh to circulate staff training day details to governors and extend and invitation to attend where appropriate. Completed</i> <i>The Clerk agreed to forward the names and contact emails of the potential governors to the</i> 	

	<p><i>Chair, to enable an invitation to be sent out before the end of term to meet in school.</i> Completed</p> <p>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> Completed</p>	
5.	<p><u>Academy Development Plan / SEF (taken out of order)</u></p> <p>The Chair asked how secure the schools were with the SEF.</p> <p><i>Graham School</i> Miss Robins responded, it was based on the progress on last year and feeds directly to the Academy Development Plan (ADP). Both the ADP and SEF are live documents and constantly updated. The grades had not been included but Miss Robins was happy to discuss these with the Governors if they wanted an update on those, Miss Robins had them available in the case of an Ofsted inspection but the school was happy with them and she was confident that the Governors would be too. The quality of education was good at the school; regular walkthroughs, an improvement around behaviour, and a solid SLT was improving the quality. Improvement within the school could clearly be seen as a result of the improvement in the quality of education, there were some areas which still required improvement but they were in hand. All Headteachers worked together on the quality assurance model which was shown as a curriculum heat map (this gave an indicator across all faculty areas and was RAG rated across intent, implementation and impact across the school), and showed how it worked in the classrooms. This model was cross referenced across all areas and was regularly reviewed as a working document so that changes could be made when needed. Implementation was getting stronger and although an impact had not yet been seen, it was a little early in the year for the effects to fully show through. Edward Vickerman had been working closely at Graham School on the quality of education and had been a great support at every level and had a very good background for supporting the school and was honest about what needed to be done.</p> <p><i>George Pindar</i> Mrs Welsh responded, work had been done since the summer holidays and Edward Vickerman had been working with George Pindar as well. The format of the SEF had been slightly tweaked to allow a narrative for the framework and that part of school life in the hope that the school weren't telling Ofsted and Visitors immediately where the issues were but rather included them as part of a narrative and explaining what was being done to help those areas where they needed to improve. The curriculum heat map was used and was well supported by the Trust for quality assurance. Mrs Welsh looked hard at the Ofsted gradings to see where improvement was needed to get to the Good where the school wanted to be. There were positive outcomes for the GCSEs in the summer. At this stage, Ofsted were honing in on behaviour and safeguarding so it was vital that everything was thrown at those areas to get the grading the school deserves.</p> <p>A Governor noted that a lot of hard work had been done throughout the year at Graham, and as such the GCSEs results felt a little disappointing. Miss Robins responded that they were a little disappointing, particularly because there weren't enough over the Grade 4 or 5s. The school needed to work more on the grade 4 and 5s as that would help with the Grade 7s. The Year 11 attendance was not good which had a large impact on the results. Miss Robins was very clear on what needed to happen to improve and had been in discussions with staff on where improvements needed to happen. The focus going onto English and Maths to help bring those grades up as they had a large impact. Miss Robins felt more confident on this year's Year 11 cohort, there were already more students staying for after school study groups and the year had the second best whole year attendance in the school. It was also noted that teachers hadn't been giving the correct predictions for SLT to look at where support was needed. There would be a full curriculum review this year which would give the opportunity to consider removing some low performing subjects. This was also possible as the Options process had moved to Year 9.</p>	

A Governor expressed their concern that an assessor would come into the school, see the GCSE results and be clear that the school couldn't be rated as Good. It was clear that the SEF was made before the GCSE results were announced, Miss Robins advised that she would update the SEF and look at its layout with the CEO. It was noted that the layout on the George Pindar SEF had changed slightly so the Trust would prefer the Graham SEF to follow this layout.

A Governor asked whether interventions were targeted to specific areas where the school hadn't performed as hoped. Miss Robins explained that the school had already gone through the data for the current Year 11s from last year and as a result SLT had begun mentoring some Year 11 and Year 10 students for additional support.

It was noted that attendance in the current Year 11 cohort at Graham School was at 90% which was a vast improvement on previous years and the school would be working to ensure it stayed at this level. Every member of staff had been given actions relating to attendance, this included classroom teachers and form teachers. Students were becoming very aware of attendance and its effects on grades, this had been communicated with parents several times as well. FFT data showed that attendance was around 88% nationally so this was an issue that not just this school was facing.

Miss Robins gave an update to the Governors on the EAL students at Graham School and the support that was being given to them to aid in their English as well as other subjects.

A Governor asked for clarification on what the main reasons were for children not attending school. Miss Robins explained that there were several reasons why children didn't attend school and outlined these for information. Holidays seemed to be biggest reason this year with already over 58 students requests for holiday during term time.

A Governor asked whether children who had moved but were technically still on the school's roll because they had not registered at their new school yet would affect the school's persistent absentees numbers.

Miss Robins responded that there were very few of these students on the roll at Graham School so it wouldn't make a real difference to the numbers.

A Governor asked what had been put into place at both schools to help teachers make better grade predictions.

Miss Robins and Mrs Welsh explained that staff were working with the directors of learning to lay down exactly what was expected for a Grade 4 and Grade 5. The Head of English from George Pindar visited Graham School to offer support to staff which was a great help in setting a standard of what Good looked like. The school was now encouraging staff to use actual past papers and grading schemes so that they could see what a Grade 5 answer looked like. Support from the Trust had been great and the Headteachers would review this new system weekly.

A Governor asked whether the schools were finding out why the persistent absentees were off school so that interventions could be targeted.

Miss Robins responded that SLT were doing caring calls to parents of persistent absentees to see how the school could help and there had been some success already from these calls. Successes in getting students back into school were celebrated with the parents and students when they attend. Miss Robins had spoken to the Trust regarding more support to see whether they could get someone to go out into the community and go to the homes of the persistent absentees as the PACE system in North Yorkshire was very slow. Miss Robins found the higher attendance rate in the current Year 11 cohort encouraging.

A Governor noted that previously when students were on holiday they had a 'catch up' for the work they had lost but these didn't seem to be happening now. They then asked how effective were the catching up procedures for when students come back to school?

It was noted that this was a delicate balance of not wanting to reward students who had been away with additional support but at the same time not wanting to punish them for missing school either. It also created a workload issue for the staff. For students who missed lessons, the lessons were put on Google Classroom and supporting work was added onto there too but it was noted that there was a gap which needed to be addressed.

Governors noted that the last governor careers visit was very impressive, was there a way to correlate between success in jobs or careers and attendance.

Miss Robins said she would look into this to see whether it was something she could do, currently the emphasis was shown for the career and grades needed.

The Chair noted that for each visit he had attended at Graham School the behaviour had been really good and had a good feeling on what Miss Robins is trying to portray at the school. It was noted that the school were putting a lot of effort into getting students out of seclusion and back into the school. Miss Robins responded that she was happy with what had been achieved in the behaviour at the school, and noted that there had been great success with the HUB and support from parents in getting students back to the classrooms. She also noted that there had been a great culture shift, with large numbers of students staying behind after school for activities and sports which brought a real positive energy to the school. Several external visitors had also echoed this sentiment. The school was monitoring how many codes students were getting and flagging any issues before they could get into seclusion during the day, having a very strong team of behaviour support officers (currently one per year group), strong additions to staff as well as improving communication skills with students in helping them to resolve difficult situations has aided the success of this programme.

The Chair congratulated Miss Robins on the hard work she had been putting into the school.

The Chair questioned how the SEND students were being supported at George Pindar.

Mrs Welsh responded that all students with an EHCP needed to be treated as individuals as just one child had a large impact on the data. Lisa Allen, Vice Principal and SENCO had been reviewing and updating the SEND register and trackers had now been put into each students books to help support the teachers. A couple of staff members had signed up for training on adaptive teaching so Mrs Welsh was looking forward to the input from that training to spread across the other staff as well.

A Governor noted that the George Pindar results had improved from previous years which was a good step in the right direction but queried what the risk areas were which could possibly hold the school back.

It was noted in the last LGC meeting that there was a concern regarding behaviour and suspensions. Mrs Welsh responded that there had been sweeping changes to how behaviour was dealt with across the school, additional Behaviour Support Officers (BSOs) had been recruited, and there were now a reduced number of students going into alternative to suspension. Unfortunately, there had still been quite a lot of suspensions due to the zero tolerance to fighting policy. Some students have had to be excluded due to refusing to go to alternative to suspension. The ARC was full and seemed to be working well. New maglocks had been put in everywhere to stop students being able to run about but some students had started jumping the fence. Mrs Welsh went on to give specific updates for each year group as well as a brief update on an upcoming permanent exclusion. Mrs Welsh noted that the high turnover in staff had meant that there were a large number of new teachers rather than ones who had experience in dealing with the poor behaviour, which results in the children pushing the boundaries.

A Governor noted that one of the aims was to reduce the number of suspensions but queried whether this was realistic.

Mrs Welsh noted that the milestones were there to hone in on the impact of what they were implementing. They had not met that target yet this term as they had had quite a lot of exclusions already. The school was trying to support the students into helping them make better decisions.

	<p>The CEO stated that there were similar issues in regards to attendance but manifesting themselves as behaviour so there was no point in reducing the number of suspensions if it was going to disrupt the classrooms or add more stress onto teachers. The school needed to look at putting the right intervention and support in place for those students who may be exhibiting bad behaviour but there were underlying issues which needed to be dealt with.</p> <p>In response to this a governor noted that she was thankful for the support the Trust was giving and that the teaching staff's concerns were that the behaviour was impacting the quality of learning in the classroom. Children who were disruptive were vulnerable but whilst the teacher needed to spend their time to support them, the effect was having no support for the other students and their learning which was worrying.</p> <p>It was noted that interviews for a new Assistant Vice Principal for George Pindar would be happening shortly.</p> <p>A Governor noted that there was a risk with having a lot of early career teachers in post.</p> <p>Mrs Welsh explained that all of the new teachers had a mentor as well as being part of an accredited system. It was noted that it was a difficult time to be teaching at George Pindar at the moment but all of the teachers had said that they felt well supported by the SLT and behaviour staff as well as their subject leads. Some of the new teachers had been using their initiative to call home and speak to parents to see whether any additional support was needed.</p> <p>A Governor asked whether the BTECs counted towards the Progress 8 data.</p> <p>Mrs Welsh explained that the BTECs did count but there was a lot of work to do and would need to reduce the number of options given due to only having a three option block in the future. The BTECs worked well due to having highly skilled staff delivering them and not being exam heavy at the end of the course.</p> <p>A Governor asked what would happen to the subjects which had historically not attained well.</p> <p>It was noted that Science had not done well historically but the Trust had given more support to the school to help with this and more work had been put in place to gain momentum in these struggling subjects. Mrs Welsh had been looking closely at the struggling subjects to see where support could be given or where teachers needed to reflect on how they were delivering the curriculum. It was important to ensure that the new options were suitable and would work for the school despite having a smaller choice. Previously George Pindar had worked with Graham School with some of the options but this would not be possible going forward due to timetable constraints with the new system.</p> <p>The Chair thanked both principals for their honesty in answering the questions given. The CEO noted that the Trust support given had been very well embraced and they had been working carefully to make sure that the right support was given in the right places. The teaching staff under both schools were working very hard and working well with the support which had been given.</p>	
4.	<p><u>Updates from the Principals</u></p> <p>Both Principals' reports had been circulated with the agenda. Discussions from these had been included in item 5.</p>	
6.	<p><u>Key Stage 4 Outcomes – Initial Data</u></p> <p>Included under Item 5.</p>	
7.	<p><u>Safeguarding</u></p> <p>George Pindar</p> <p>Mrs Welsh updated Governors on the need for an exclusion panel shortly as well as students undergoing transfers to other schools.</p> <p>Graham School</p>	

	<p>Miss Robins gave a report of an LAC student receiving one to one support everyday following a serious incident last year. The school had worked with NYCC Virtual School to put this support in place</p> <p>The Chair noted that he had visited both schools to look at the Single Central Record and was pleased with how it looked.</p>	
8.	<p><u>Inclusion Data Dashboard</u> Discussed under Item 5.</p>	
9.	<p><u>Governance</u></p> <ul style="list-style-type: none"> - Code of Conduct (previously distributed with agenda) - Appointment of Link Governors and agreement of visit schedule for the year <i>Safeguarding</i> = Alan Richards <i>SEND</i> = Tracey Woodward <i>Health and Safety</i> = Gavin Smith <i>Careers and Aspirations</i> = Mandy Gething It was noted that this role was worded differently in the information for George Pindar but that she would do the same role for both schools. <i>Whistleblowing</i> = Alan Richards <i>Teaching & Learning Link</i> = Marcus Towse <p>The Chair stressed to the Governors the importance of regular link visits for schools. The CEO noted that it was important on a visit for Governors to speak to the children and ask whether they felt safe at school (It had been noted that the children seemed to give a different answer when a visitor asked to when a member of staff did) and to check that the PSHE curriculum reflected the local area for personal development. It was important that Governors hear the same answers that a visitor would.</p> <ul style="list-style-type: none"> - Link Governor Visit Reports (MG 25th June 2022). Noted. - Governor training update The Chair advised that he would be going through the training to see what needed to be done and would call Governors to inform them if any training was needed. <p>Miss Robins noted that she would value a Governor coming in to speak to the early career teachers, to ensure that they were getting the right coaching and support to get to where they need to be.</p> <p><i>Clerk to email Governors the Link Governor Visit Form - Action</i></p> <p><i>Governors to inform Clerk of any training they had undertaken that wasn't through CYC or NGA - Action</i></p> <p>It was noted that Governors needed to make themselves aware of the changes to the KCSIE and to read the first section of the document, there was some training available via the Trust on this.</p> <p><i>Clerk to email all governors for them to confirm that they had read the first section of the KCSIE – Action</i></p> <ul style="list-style-type: none"> - Governance monitoring cycle <p><u>9.1 ECT Programme Review</u> Noted</p> <p><u>9.2 Living with Covid</u></p>	

	Governors voted for LGC meetings to return to being face to face as long as recorded positive covid cases remained low. The next meeting would be held at Graham School.	
10.	<u>Premises Update, Health & Safety Monitoring, Risk Register</u> Documents attached with agenda for viewing.	
11.	<u>Policy Update</u> GPS EAL Policy Document distributed with agenda. GPS Provider Access Statement Document distributed with agenda GPS Educational Visits Policy Document distributed with agenda The Trust had a policy where each school needed a specific school based policy. Visits which occurred after the school day had a detailed Evolve form to be completed which deterred some visits. After discussions with NYCC it was explained that if the school had a 'Local Learning Area' then the school could ask parents for consent for visits within this area which would mean they didn't need to give permission for each individual visit. This would streamline the process and with a different logging system make things a lot simpler for the teachers.	
12.	<u>Items for escalation to the Board of Trustees</u> The Chair stated that he would like express gratitude to the Board for the support they had given. The Chair also would like to note how successful having a joint governing committees was working.	
13.	<u>Any Other Business</u> Positives from the meeting. The Chair noted that the Trust values of teamwork were shown through the committee as well as within the schools. The Governors had challenged the Headteachers and they had been very honest in their responses. It was noted that the layout of the meeting had been positive in allowing the discussions surrounding behaviour and attendance to be able to happen.	
14.	<u>Dates of future meetings</u> * Tuesday 6th December 2022, 5pm * Tuesday 7th February 2023, 5pm * Tuesday 25th April 2023, 5pm * Tuesday 11th July 2023, 5pm	

The meeting closed at 7.00pm

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 11th October 2022

	Action Point	Item	Responsibility	Timescale
1	<i>The Chair agreed to send a letter to Mark Thompson requesting that he step down as governor due to nonattendance</i>	3	<i>Alan Richards</i>	<i>6th December</i>
2	<i>Clerk to email Governors the Link Governor Visit Form</i>	9	<i>Louise Baron</i>	<i>6th December</i>
3	<i>Governors to inform the Clerk of any training they had undertaken that wasn't through CYC or NGA</i>	9	<i>All Governors</i>	<i>6th December</i>
4	<i>Clerk to email all governors for them to confirm that they had read the first section of the KCSIE</i>	9	<i>All Governors</i>	<i>6th December</i>
5	<i>A Governor to visit Graham School to meet the ECTs</i>	9.1	<i>All Governors</i>	<i>6th December</i>
6	<i>Miss Robins to amend the SEF for Graham School</i>	5	<i>Emma Robins</i>	<i>Completed</i>

APPROVED