

George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 6th December 2022 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 Rev Stephen Walker
In Attendance:	Louise Baron (Governance Support Officer, Clerk)	

		Action
1.	<p><u>Welcome, Apologies & Declarations of Interest</u> The Chair welcomed everyone to the meeting, and everyone introduced themselves.</p> <p><u>New governors to send a photograph of themselves as well as a brief introduction to Lesley Welsh for the schools' websites - Action</u></p> <p>Apologies were received, with consent, from Mandy Gething. Mark Thompson was absent.</p> <p>There were no declarations of interest.</p>	Governors
2.	<p><u>Minutes of the meeting held on 11th October 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 send a letter to Mark Thompson requesting that he step down as governor due to non-attendance. Completed, the Chair was in contact with him.</i> <i>Clerk to email Governors the link visit form. Completed</i> <i>Governors to inform the Clerk of any training that they had undertaken that wasn't through CYC or NGA. The Clerk explained that none had been emailed through.</i> <i>Clerk to email all governors for them to confirm that they had read the first section of the KCSIE. Clerk was informed that this was included as part of the Trust's safeguarding training.</i> <i>A governor to visit Graham School to meet the ECTs. Marcus Towse had completed a visit to both schools, the visit report for George Pindar to be shared at the next meeting.</i> <i>Miss Robins to amend the SEF for Graham School. Completed</i> 	MT
3.	<p><u>ADP / SEF</u> Previously distributed with the agenda.</p> <p>Regarding the Graham School ADP, a governor noted that last year the aim was to improve results which still seemed to be relevant but didn't fit in with the current plan. Miss Robins explained that this was implicit within the plan but by focussing on parts of the other sections, it meant that the improved results would happen. She noted that if it would help governors,</p>	

she could add a section for that in the next update.

A governor noted that a lot of the plans were externally referenced and wanted some clarity regarding this for the improved results.

Miss Robins explained that the school was focusing on the exams and improving results. But the ADP was looking at the plans and the curriculum which would lead to that. The school were being proactive to ensure that they do improve.

A governor asked whether the milestones were missing for the outcomes for the curriculum. Another governor noted that looking at the plan it was possible to tick off that these actions were happening but the milestones didn't seem to bear reference to student progress.

Miss Robins explained that part of the issue could be the Ofsted criteria change, there was very little focus for them on improvement. The ADP had been adjusted to reflect the criteria change and there was a focus on their impact.

A governor noted that they found it odd that the milestones weren't explicit.

Miss Robins noted that the ADP was initially written last summer before the results came out but that the results and outcomes were a key focus for the school.

Regarding the SEF, a governor asked for clarification on which areas were good and which needed improvement.

Mrs Welsh explained that looking at the good criteria for each area and seeing where the school sat within that criteria the SEF allows for more of a narrative, which shows how the journey wasn't finished. In the first version of the document, it was stark in showing what needed to be improved but then it showed repetition from areas to develop from the ADP. When looking at the wording in the SEF, it would show where the improvement would be and how the SEF leads on to the ADP.

Miss Robins explained that the SEF was a working document and would be updated as soon as the call came from Ofsted so that it would show what the school wanted to highlight. It was a live document and was refreshed every two weeks. Both schools' SEF had been reworded to reflect the updated Ofsted criteria.

A governor noted that the red item regarding redevelopment of the assessment and recording system looked like it hadn't been started but it was due to be done by now.

Miss Robins explained that the assessment was being worked on with the Trust. She explained that she wouldn't expect a review to be completed by December 2022, but rather by the end of the school year. Miss Robins had to wait for the Trust to get on board, so in the update below it explained that it would be implemented hopefully by January 2023, the dates would be updated to make this clearer.

4. Inclusion

Mrs Welsh noted that the forms were in a new format given by the Trust, so whilst it may look like a lot of information, it was the same as the information which previously was included as part of the Principals Report. However, the new formats allowed for other teaching staff to be able to have a say in what goes into the report.

The Chair noted that the new format gave middle and senior leaders the opportunity to have their say and worked really well, he had seen it in practice at Barlby.

A governor noted that in the Graham report there was a slight issue with a calculation which may need to be reviewed.

A governor asked for clarification around the off-roll position and the part-time timetables. They asked what the children did, why they were on one, and what they did when they were off-timetable.

Miss Robins explained that the part-time timetables were primarily for children who were too unwell

for a full timetable. Usually they were given additional work to be done to support their lessons. Both schools had been working with external agencies to help support the children as well. Off-roll children were the ones who had left, moved to other schools or Elective Home Education (EHE). EHE was when parents chose to take their children out of school when they received an absence notice, the school question the decision and forward on to the Local Authority (LA) who investigate as well. Often EHE children were ones who had poor attendance in school and parents no longer wanted the letters and persistence from the LA/school for their attendance.

A governor noted that this meant that the school had no control over the attendance of the part-time timetables and Off-roll children.

Mrs Welsh explained that the schools in Scarborough and the Coast were a hotbed for parents moving to home education. An NYCC rep had explained that she had a very active home education community in this area and an awful lot of families were moving to this. Some were doing this due to the school putting pressure on attendance. Mrs Welsh also noted that the Trust were very clear that for EHE the school followed all the protocols and NYCC were on the ball with this as well. She suspected this was an after effect of the pandemic.

It was noted that council had no way of monitoring what the EHE children were being taught, and outside of the school the children wouldn't have that spread of continuous education.

Mrs Welsh gave a case study to governors where the LA had put a student on a school attendance order when a EHE request had gone through.

Mrs Welsh also explained that George Pindar's part-time students were on these timetables because the school didn't have access to a specialist provision for them. A request had gone from NYCC to the specialist provision but there wasn't any space for them. The level of need which was coming through to mainstream schools was significant. She explained that word from NYCC's SEND department was that the parameters for EHCPs had shifted and so schools would see more EHCP students coming through.

Miss Robins explained that four Graham students who were part of their HUB provision (onsite AP) were undertaking placements at the Scarborough PRS. The PRS is the only specialist provision for these students most at risk of exclusion and who struggle the most with their behaviour, if the PRS couldn't cope with these students and they returned to the HUB they would be at risk of further exclusion in the future.

Miss Robins noted that some of their students had gone to the alternative provision but she had received an email from their headteacher to say that they were still struggling with their behaviour and so would possibly need to go back to Graham School.

In reference to the PP report for Graham School, a governor asked whether the money being spent on attendance was enough, with attendance being a top priority.

Miss Robins explained that the school also had recovery funding and had been using this to try and boost attendance and encourage them to come into school. The school had been unable to recruit a Welfare Officer and so there was some money waiting to be spent but they needed someone to come forward. PP wise, staffing in general was covered with that money. Locally, attendance was on the agenda so this was being pushed from all sides.

In reference to the PP report for Graham School, a governor asked whether there had been any significant changes to the strategy in light of the outcomes and limited progress.

Miss Robins explained that the staff had been offering tutoring to PP students, a real impetus to try and get the students on board. Attendance on that had been positive. Current Year 11 attendance was significantly better than last years. The school was collating the mock results at the moment and were trying to think of new strategies but these were regularly reviewed.

A governor noted that attendance was a key issue and did have a large impact on other areas. They

highlighted that getting an Education Welfare Officer in place would be a real help and felt that the school did have a plan in place but just needed all the pieces to slot in.

A governor noted that every teacher should be responsible for attendance, they asked whether the Principals were sure that all teachers were up to date on strategies and doing everything they could at classroom level.

Miss Robins explained that at every staff briefing there was a focus on attendance, calls were made every day to follow up on why a student wasn't in school. It was a whole school priority and there was a need to improve. She had noticed a little improvement, when compared to last year, for all year groups. She was completing regular attendance reports and attendance leagues. In addition, all teachers had a Performance Management objective focused on attendance.

A governor noted that behaviour continued to be a concern, there was a comment on staff morale and attendance but asked for an update.

Mrs Welsh noted that attendance was poor and caused a concern, the school were trying lots of ways to improve attendance. Behaviour was having an impact on staff morale, some children had moved to the ARC, some to the PRS and the behaviour policy had been tweaked in response to children reporting that they felt it was unfair. There had been suspensions due to fighting, and when the first six weeks of this year and the last six weeks of last year were compared there had been a 40% reduction in suspensions. However, since the Ofsted inspection, this had started to rise. Some of the students were responding poorly and this was demoralising for staff who were working very hard. The Trust had come in to run a behaviour working party and staff had been given the opportunity to get things off their chest away from SLT. The school was relaunching their behaviour policy again, they had to be brave to admit that things were not working so changes had been put in place for January. Some children were getting close to the 15 day mark, and the ARC was at capacity. A lot of schools were struggling with their Year 8 cohorts, a lack of society norms post-covid seems to have had an effect on their challenging behaviour. Truancy was a very visible failure of the behaviour system, staff were out looking for children, safeguarding issues as well as other knock on effects. She felt confident that the school had tried everything for the children aside from being able to have space in the ARC to place them.

A governor asked whether the schools were getting all the support from the Trust that they asked for, and was there a limitation on how many children could go to AP.

Mrs Welsh explained that the ARC was set up at a capacity of 16 children, two classes of eight, so that their needs can be properly supported. It was an expensive resource as there would be five members of staff in at each time. Mrs Welsh explained that it would be a huge decision to open a third classroom. The Trust were allowing the school to recruit another BSO, currently staff were asking for support in removing a student but due to staffing issues no one would be able to go. The Trust's behaviour lead was attending once a week and looking at the strategies in place. There were still concerns around external agency support, the school would reach out but not have any support given back. The school was now working through the ladders of intervention.

A governor asked whether this was an issue which may need to be escalated to Trust level if more AP needed to be given.

Mrs Welsh explained that extra AP would be beneficial but there was concern that once children were moved into the ARC, another group of children would cause disruption in their place. The Trust had offered support, which was helpful, and they considered everything that was asked. The school were looking into managed moves for some children to see if the cycle could be broken by trying another school. Hopefully the school would come up with a better system for those children in the new year. Miss Robins noted that a lot of work had gone into George Pindar and their AP. At Graham School, their AP was becoming full as well so there was a theme. The schools were trying to look beyond but there wasn't anywhere else for them to go.

Mrs Welsh noted that a staff member from Compass Academy had attended George Pindar and noted that the children who were in the ARC would fit in at their PRU in Hull. One option she was keen to

	<p>explore was seeing what support schools could give for mental health issues. She was aware that some of these children weren't responding to any of the strategies in place, and she already had received two resignations from staff relating to behaviour.</p> <p>The chair asked whether the policy was fit for purpose or whether this needed to be changed. Mrs Welsh explained that the behaviour policy was approved at Trust level and would be having an updated one through soon. It's the appendix which was changed locally for each school. The school had created a system where students who were in seclusion for the day were next to those who were there for 10 minutes and so there was a cross in behaviour which was needing to be addressed.</p> <p>A governor asked what the plan was regarding the ICT update Miss Robins noted that an audio visual survey had been completed but she was waiting to see what changes were being made to update this. There was a need to modernise and she was excited that this would be happening.</p>	
5.	<p><u>Quality of Education</u></p> <p>A governor asked how supportive were the Trust in terms of pupil outcomes and the curriculum review for the ARC students. Mrs Welsh explained that the school had to make sure they presented things in a timely fashion, and they were already in discussions around setting the budget for 2023-2024. Business cases which had previously been sent had been accepted favourably and she would be putting this forward to the Trust in the coming weeks for support. As part of the B11 review, there had been a deep dive into SEND and Inclusion, the reviewer was very interested in what the school proposed for the children who intended to be in the ARC for the whole of their school career. If they were in a specialist provision, they wouldn't be expected to do GCSEs. The school were trying to meet the needs of the whole child but still had those parameters to work towards. The Trust were receptive to these conversations but the report had only just been released so would need to think about how to project these to the Trust.</p> <p>A governor noted that those students in the ARC wouldn't have the learning for them to go back to mainstream class. They asked whether the Principal needed to put the business case to Resources before knowing about the new Year 7s. Mrs Welsh explained that they were already aware of some of the Year 7s the school would definitely be getting, and because of the specialist need there was a whole Trust piece of work around inclusion and what the school offers. Yes, Mrs Welsh would need to put in the business case earlier than finding out about the new Year 7s but this was the only way it could be done for budget planning.</p> <p>A governor noted that she was stunned at the high level of need of some of the Year 7 students coming up. Some of their needs which would have been extreme in a nursery setting but were now going to mainstream secondary school so they were pleased that the Trust were offering support.</p> <p>Miss Robins noted that Graham School had a lot of input from the Trust in updating the SEND register and changing the paperwork. There had been a lot of streamlining and modernising the SEND practices. The SENCO was being fully supported to undertake her role effectively.</p> <p>A governor asked whether the reds on the George Pindar Heat Map was due to staff shortages or something else. Mrs Welsh noted that that previously the school had ran a philosophy and ethics programme which operated half PSHE, RSE, Sex Education and the other half was Religious Education. The school was conscious that they weren't delivering the required syllabus from NYCC for RE so they had added an additional hour of RE each week. The school didn't have a specialist RE teacher but there was an ECT who was undergoing a lot of RE training (some completed at Manor) and she was hoping that this would improve the quality of teaching but would need to give the ECT time to get to grips with it. Students were responding well to lessons so far.</p>	

	<p>A governor noted that there had been a lot of curriculum change to RE Mrs Welsh explained that there had been a lot of work done on finding the right resources, there were some really encouraging signs that the school was on the right path.</p> <p>A governor asked what the school were doing to support staff with SEND students at Graham School. Miss Robins explained that this had come from the B11 review, some of the teachers were observed and the reviewer felt that they were a bit confused and had a bit too much information, this was why the school was looking at streamlining and modernising. At the next training day 80% would be based on SEND and strategies. She didn't have so many concerns around colleagues but adjustments had been made to allow consistency.</p> <p>A governor asked whether work sharing with parents had begun. Miss Robins explained that the school were trying to organise curriculum exhibitions to give parents something to look at with teachers for discussions. Photos or images of work, things which have gone on to try and get parents in school and involved. This suggestion had come from a student, and the school were hoping to do this as part of in person parents evenings.</p> <p>A governor asked whether coffee days would be an idea to get parents into school Miss Robins explained that this wouldn't work for safeguarding reasons. She would look into some other ways to get parents involved.</p>	
6.	<p><u>Safeguarding</u></p> <p>Mrs Welsh gave further information surrounding the two serious incidents in the report. Governors had no further questions.</p> <p><i>[due to technical difficulties, Alan Richards left at 6.30pm]</i></p>	
7.	<p><u>Operations</u></p> <p>Miss Robins explained that a Risk Register for Graham School hadn't been attached due to awaiting some guidance from the Trust.</p>	
8.	<p><u>Governance</u></p> <p>The report from Marcus Towse had been attached with the agenda. He had subsequently visited Graham School and seen lessons last week and explained how well behaved and on task the students were. His report from his visit to George Pindar was still in development and so would come to governors at the next meeting.</p> <p><i>[Alan Richards returned to the meeting at 6.37pm]</i></p> <p>The Chair noted that they had met with someone who may have been interested in becoming a governor. Both Miss Robins and Mrs Welsh agreed to meet with her when the Chair could arrange it.</p>	
9.	<p><u>Staffing Update</u></p> <p>A governor asked whether staffing was a general issue when trying to recruit on the Coast or was it something the Trust could offer support with. Mrs Welsh noted that this was a historic issue for the Coast, previously there had been a strong funding package with the North Yorkshire Coast Board but this was no longer in place. There was a struggle in recruiting support staff as well as teachers. The school were looking at getting a cover teacher in place for the Maths post. There had also been an issue around cover staff and any candidates coming through were slim in terms of numbers, only PE seemed to be a strength.</p>	

	<p>A governor noted that they believed that the teaching schools seemed to get first pick of staff but they were aware that this was a nationwide issue, not just the coast. Mrs Welsh explained that the school did get some staff from the Teaching School Alliance but that they didn't always have the subjects which were needed.</p> <p>A governor noted that there were other impacts on staffing issues. A lack of consistency led to an impact on behaviour issues, a lack of cover staff meant SLT were covering and not in corridors. Mrs Welsh agreed that this compounded the issues with behaviour, especially for those who crave consistency.</p>	
10.	<p><u>Policy Review</u></p> <p>A governor asked for clarification on the George Pindar PP Statement Mrs Welsh explained that the Education Endowment Foundation (EEF) offered support for PP student to help them improve their outcomes. The school were trying to use the EEF resources and the school was well supported by Katherine Humpleby and the Trust in doing this.</p> <p>A governor asked whether the school had noticed an impact from this Mrs Welsh noted that the outcomes did narrow slightly last year but that improvement was still needed.</p> <p>Mrs Welsh noted that the LGC didn't have a PP named governor but this was a required role. The Chair recommended Stephen Walker for the role. Mr Walker explained that he didn't have any previous experience in PP but would be happy to take on that role.</p> <p>Mrs Welsh and Miss Robins to inform Stephen Walker what would be required of his role as PP Governor - Action</p>	LW / ER
11.	<p><u>Items for escalation to the Board of Trustees</u></p> <p>The LGC were happy to recommend the new governor recruit to the Board, subject to a meeting with both Principals and the Chair.</p> <p>Expansion of the alternative provision at both Graham School and George Pindar, but more pressingly George Pindar, amidst continued concerns around poor behaviour.</p>	
12.	<p><u>Any Other Business</u> The Chair thanked both Principals for their open and honesty around the SEND students.</p>	
13.	<p><u>Dates of future meetings</u></p> <ul style="list-style-type: none"> * Tuesday 7th February 2023, 5pm (In Person at Graham) * Tuesday 25th April 2023, 5pm * Tuesday 11th July 2023, 5pm 	

The meeting closed at 19.00pm

These minutes were approved by the George Pinder and Graham Schools Joint Local Governing Committee at their meeting on the 7th February 2023.

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 6th December 2022

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>New governors to send Lesley Welsh a photo of themselves along with a brief introduction for the website</i>	1	Governors	7 th February
2	<i>Marcus Towse to complete a visit form for his visit to George Pindar School</i>	2	Marcus Towse	7 th February
3	<i>Mrs Welsh and Miss Robins to inform Stephen Walker what would be required in his role as PP Link Governor</i>	10	Lesley Welsh / Emma Robins	7 th February
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APPROVED