

George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 7th February 2023 at 5:00pm

Present:	Lesley Welsh (Principal, George Pindar School) Emma Robins (Principal, Graham School) Alan Richards (Chair) Gavin Smith	Marcus Towse Tracey Woodward Rev Stephen Walker Mandy Gething
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.</p> <p>Mark Thompson was absent. The Chair explained that he had tried to contact Mr Thompson, but had received no response. It was agreed for the Clerk to send a letter of non-attendance, thanking Mr Thompson for his time as a governor, as he had been absent without notice for more than six months. <i>Clerk to send a letter of removal for non-attendance to Mark Thompson - Action</i></p> <p>There were no declarations of interest.</p>	Clerk
2.	<p><u>Minutes of the meeting held on 6th December 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>New governors to send Lesley Welsh a photo of themselves along with a brief introduction for the website.</i> Mrs Welsh highlighted that one governor was still outstanding and it was agreed that this would be completed in due course. <i>Marcus Towse to complete a visit form for his visit to George Pindar School.</i> Completed and shared with the agenda. <i>Mrs Welsh and Miss Robins to inform Stephen Walker what would be required in his role as PP Link Governor.</i> Mr Walker would be shortly visiting Graham School and had completed training regarding Pupil Premium. 	
3.	<p><u>ADP / SEF</u> The ADP and SEF for both schools were previously distributed with the agenda along with an Art Faculty Development Plan for Graham School and a Maths Faculty Development Plan for George Pindar.</p> <p>The Chair explained that following the recent Ofsted inspection at George Pindar, he wanted to give a stronger focus on the data from Graham School at this meeting.</p> <p><i>Graham School</i> A governor noted that the statistics for the two schools were similar, however on Graham School's</p>	

ADP 'Overall Effectiveness' had been graded Good while George Pindar was Requires Improvement and asked if there was confidence in that 'Good' judgement.

Miss Robins explained that recent inspections showed that Ofsted were focussed on personal development and the strategies in place rather than raw data. Miss Robins explained that the strategies in place at Graham School were showing an impact which put the school in a positive position to demonstrate improvement.

A governor asked how likely Ofsted were to visit considering the IT issues the Trust schools were experiencing.

Miss Robins explained that Archbishop Sentamu Academy (ASA), had an Ofsted monitoring visit recently despite the Trust wide issues and so it was believed that Ofsted would not delay a visit. Mrs Welsh agreed and explained that whilst the first two weeks after the cyber incident had a dramatic effect on teaching and learning, the ability to utilise Google drive had been re-established and the effectiveness of running lessons returned.

Miss Robins explained that Graham School were one of the last schools in the Trust to move over to Google, and some staff had continued backing their documents on Windows which now could not be accessed. Some staff were finding teaching difficult because they could not access these documents. Where exam coursework had been trapped in Windows, the school had liaised with the exam boards.

In the event of an Ofsted inspection, Miss Robins explained she would make inspectors aware of the adaptations to the challenges the IT issues had presented.

A governor asked whether the student outcomes would be affected by the IT issues.

Miss Robins explained that the majority of students were now using Google. The school were keeping the exam board updated, and hoped that this meant there wouldn't be any effect on outcomes. Miss Robins explained that behind the scenes the Trust were cleaning and cleansing the system slowly to re-build it after the cyber attack.

A governor asked if exam results were not showing improvement year on year, would Ofsted take notice of this.

Miss Robins responded that Ofsted focussed on what was happening now and asked for evidence to support what was occurring in the classrooms. Alongside this, Ofsted had a large emphasis on personal development and enrichment.

Mrs Welsh explained at GPS the inspectors had discussed the outcomes as part of the day zero phone call but their focus whilst in school was on the impact for quality of education; what the students could articulate and what was in students' books. Schools achieving good results could receive a Requires Improvement Ofsted judgement if the quality of their education was not good.

A governor asked how well the students could articulate themselves.

Miss Robins explained that behaviour and attitudes of the student was good and some work had been done to support students to retrieve information about their learning. She hoped that the students could effectively answer questions posed to them by strangers.

Mandy Gething highlighted that on her recent visit to Graham School to speak about careers she had found the students were skilled at articulating their views.

A governor asked how often students books were scrutinised.

Miss Robins responded that a recent SLT walkthroughs for Year 10 had raised some concerns so this had been followed by a book scrutiny. SLT regularly looked at books and feedback was given to staff. She explained that governors were welcome to attend school to be involved with this.

In response to a question regarding KS4 outcomes, Miss Robins explained that improving and sustaining good outcomes was central but the school needed to continue to work on the quality of

teaching which she believed had improved. The school had provided guidance and support for Year 11 students, including face-to-face tutoring after school. The Year 11 cohort were showing increased engagement and positivity, however there was a concern over attendance and the effect on outcomes. The school's attendance officer had left and Graham School were struggling to recruit to this position.

A governor asked whether the Trust could offer support until the vacancy for an attendance officer was filled.

Miss Robins explained that the Trust were aware of the situation and the options available would be discussed with the CEO. Mrs Welsh explained that George Pindar's attendance officer was new in post, and this had been taken into account as a mitigating factor in the Ofsted inspection. Mrs Welsh explained that despite being new in post, the attendance officer at GPS was already making an impact.

A governor highlighted that there was a nationwide issue with recruiting school support staff due to the pay.

Miss Robins explained that the school had a variety of short-term fixes in place to cover the current vacancy. Governors agreed for the Chair to raise this issue with the Trust, as attendance was a key issue for Ofsted.

Chair to raise the LGCs concerns around the lack of attendance officer at Graham School to the Trust, and request for more support to be given - Action

AR

A governor asked whether Middle Leaders were confident in speaking about the curriculum, and how they have had to adapt but continue to give good quality teaching despite the IT issues.

Miss Robins responded that the middle leaders were revising the curriculum in light of the IT issues and had been practicing with Edward Vickerman on articulating what they were doing and how they were managing to address the issues. All staff were proactive and focussed on doing the best for the children that were in front of them.

A governor noted that persistent absence texts had been rag rated red on the ADP.

Miss Robins responded that the persistent absence texts had been hindered slightly by the IT issues as the school had not been able to access their system since January. The school had been reminding parents about attendance via social media.

The Chair asked both Principals for an update on persistent absence.

Miss Robins explained that whilst she did not have accurate data presently due to the IT issues, she believed persistent absence at Graham School had increased. She was aware of some Year 11 students who were refusing to attend school.

Governors noted that there had been a nationwide issue with attendance post-covid.

Mrs Welsh explained that there had been some conflicting messages for parents coming from central government. The Department of Public Health had sent a letter out to families informing them to keep a child at home for 10 days if they had a high temperature. However, this was not the guidance from the DfE, nor did it align with the school's policy.

A governor asked whether there was more the schools could do help build students' resilience.

Mrs Welsh highlighted to governors that the national figures for absence in the previous week had been 91%, and whilst both schools were below this figure due to illness, lack of access to external agencies and cost of living issues, the schools were only 4% below the national average. The issues around attendance were not isolated to Graham School and George Pindar, and the DfE had highlighted that Scarborough was a concern regarding attendance.

In response to a question regarding the DfE, Miss Robins explained that the DfE had met with

representatives from Ryedale, Scarborough and Whitby as well as the CEO of Hope Sentamu Learning Trust. The DfE wanted the Headteachers of schools in the area to collaborate and that attendance in Scarborough was a focus for the DfE.

Miss Robins explained that the school were ongoing with support for persistently absent students.

The Chair asked if there was a focus on reducing suspensions and improving curriculum offer for the HUB.

Miss Robins explained that the onsite HUB provision at Graham was still evolving. Behaviour in the HUB was challenging and one issue was where to go next when students continued to struggle with their behaviour in there. The only route was to work with the PRS or find an alternative education offer. The curriculum in the HUB had been modified to incorporate national curriculum and GCSEs but the children could be volatile and unpredictable. Therapeutic intervention may be beneficial however options in the area were limited.

Mrs Welsh noted there were a number of children where the school believed they had exhausted all available resources of support. The final strategy was referral to PRS, however the PRS were sending children back due to behaviour which was an indication of the larger issue.

Governors thanked Miss Robins for sharing the Art development plan.

George Pindar School

Mrs Welsh summarised the SEF and ADP for George Pindar School.

The biggest challenges at GPS were currently behaviour and attendance and big efforts were ongoing to improve these. Behaviour expectations had been relaunched the previous week, along with the amended policy. Assemblies had focused on expectations and a zero tolerance approach to uniform, defiant behaviour and students out of lessons as well as consequences. This had led to a rise in suspensions in the short term, but there was a significant improvement in the atmosphere at the school.

A governor noted that the school would have to hold the line because the students needed to see that the staff were staying strong and firm. Mrs Welsh explained that there were a group of Year 8 students that were particularly difficult and while school were providing students with every opportunity to make the right choices, some were choosing to not listen.

In response to a question Mrs Welsh explained that 46.97% suspension rate was high as it was calculated on the number of days of suspensions divided by number of students; there had been 300 days of suspensions across 109 students, noting there were 661 students in total at the school so 16.52% / nearly one fifth of students had received suspensions. Mrs Welsh explained that the minimum number of days suspension was now three days as a one day suspension was not perceived as a punishment. This system had also been rolled out at Barlby and ASA. This may increase the number of suspensions that governors would need to review however would improve behaviour quickly.

A governor asked whether there was a risk that some alternative strategies may not be explored for students because they travel up through the stages of suspension quicker.

Mrs Welsh explained that interventions were put in place to support students at each suspension.

In response to a question, Mrs Welsh explained that a student would not be suspended for an issue with uniform and the approach was more to encourage students to be proud of being part of the school community. Students and families would be provided with seven days to rectify a uniform issue.

The Chair asked whether the part time timetables were having a positive effect on those students who were accessing them.

	<p>Mrs Welsh explained that the needs of some students in the ARC required them to be placed in a specialist provision as GPS could not meet their needs, however the LA was not always able to provide these placements. Some students were on reduced timetables because of mental health issues but the school was working with parents and staff to support those students.</p> <p>A governor asked whether there was consideration of the Equality Act for supporting students who have additional needs.</p> <p>Mrs Welsh explained that the school did make reasonable adjustments however a line needed to be drawn where students hurt other students or staff. Mrs Welsh provided governors with an example that had led to suspension and the additional support that had subsequently been put in place. Referrals to agencies, including Early help, mentoring, counselling, were all considered.</p> <p>Governors noted the increase of children in school with additional needs.</p> <p>In response to a question, Mrs Welsh explained that the LA were responsible for the placement of SEND students.</p> <p>A governor asked whether the Trust could go to NYCC to push for additional support. Mrs Welsh explained that the ARC was full as there were 16 students and a further 8 were accessing an ARC type provision. It had been highlighted previously to NYCC that additional support was required for students with additional needs as Scarborough had only two Alternative Provision settings. Mrs Welsh added that a targeted mainstream provision at GPS would be desirable depending on the outcome of the next Ofsted visit.</p> <p>A governor summarised that GPS was setting on a route via the behaviour policy that may lead to more permanent exclusions and in addition there were students that the school could not support without additional external support and there was not enough alternative provision available for students in Scarborough. Mrs Welsh explained that the school needed to cost a plan which was the best option for that cohort of students and decide where to spend their limited resources. Some students in the ARC would not be able to access GCSEs and required a more supportive curriculum.</p> <p>The Chair thanked the GPS maths faculty leader for putting the paper together.</p> <p>Governors had no further questions.</p>	
4.	<p><u>Inclusion</u></p> <p>Behaviour and Attitude reports for both schools as well as an attendance report for Graham School were previously distributed with the agenda.</p> <p>A governor asked for clarification on the question marks on the Graham attendance report.</p> <p>Miss Robins explained these were left on the report in error.</p> <p>Miss Robins explained that Graham school were currently looking at pro-active approaches to behaviour.</p>	
5.	<p><u>Quality of Education</u></p> <p>Curriculum Heat Maps, Quality of Education Reports and SEND Reports for both schools were previously distributed with the agenda.</p> <p>A governor asked how the heat map was used as a piece of work to track through from intention to implementation to impact.</p> <p>Miss Robins explained that the intent was the curriculum planning which was largely in place, and implementation was measured by the quality of education. The outcomes would reflect the impact but this may take time to be secure and turn the boxes green. Mrs Welsh explained there were parts within the implementation where the teaching was secure but some of the learning did not reflect</p>	

	<p>this.</p>	
6.	<p><u>Safeguarding</u> Previously distributed.</p> <p>The Chair asked whether the school has been able to maintain the effectiveness of safeguarding with the IT systems down. Miss Robins explained that CPOMS had not been affected. Communication with families and agencies was still occurring and there were no concerns regarding the schools' ability to keep the children safe. Mrs Welsh added that the IT issue resulted in handwritten registers being taken and input every lesson due to the issues with truancy which was time consuming. The impact of this was that the capacity to conduct home visits had reduced and a brief example of a persistent absentee was provided.</p> <p>The Chair asked whether this would fall under the Prevent duty. Mrs Welsh noted that to fall under Prevent there needed to be concerns over radicalisation. The issue was for a child missing from education, where the responsibility sat, and when it became a welfare issue. Contact was made frequently with NYCC and where there has been a significant concern, complaints were raised with the Director of Childrens' Services</p> <p>The Chair noted that it was safer internet day and asked whether the schools were aware of any specific issues. Mrs Welsh explained that GPS had Smoothwall which detected patterns in what school account users were typing or searching. However this currently was not working because of the IT issues and so reporting was reliant on staff. Due to the high priority on safeguarding was on, staff were very proactive at reporting even low level concerns.</p>	
7.	<p><u>Operations</u> Health and Safety Premises reports for both schools were previously distributed with the agenda along with a Risk Register for George Pindar.</p> <p>Mrs Welsh explained that as a result of the IT outages following the cyber attack school dinners had not been paid for over six weeks as the cashless biometric system had been affected . Meals were being logged manually and parents would receive a bill once the system was running again.</p> <p>The Chair asked whether a payment plan for the school dinners had been considered. Miss Robins and Mrs Welsh explained that they had sent communications to parents asking them to continue to top up their account regularly to cover the bill.</p>	
8.	<p><u>Governance</u> The LGC's Training Tracker and Link Visit reports from Marcus Towse and Mandy Gething were previously distributed with the agenda.</p> <p>Mrs Welsh highlighted that the school had signed up to the National College so additional training was available for governors should they be interested.</p> <p>A governor asked whether governors were allowed expenses for the distance travelled for training at CYC. <i>Mrs Welsh to check governor travel expenses with the Trust.</i></p> <p><i>Governors to email Clerk if they had attended the Trust's safeguarding training as there had been issues with their attendance record.</i></p> <p>Marcus Towse explained that the imperative to manage behaviour had taken over the focus of his GPS visit with Mr Cooper, the school was still a journey in getting the balance right. Mrs Welsh explained that until behaviour was right, the teaching and learning could not be effective.</p>	<p>LW</p> <p>All</p>

	<p>Mandy Gething noted that the focus on careers may help guide some children because it provided them with a purpose for attainment at school. She added that it would be interesting to see if this the impact of this would affect outcomes.</p> <p>Miss Robins added that Year 10 were doing work experience and the school were excited to see how that would motivate them.</p> <p>In response to a question on the onsite AP provisions, Mrs Welsh explained that the students accessing the ARC and HUB were provided with strong vocational options which historically did engage students.</p> <p>There was brief discussion about lower attaining students options for GCSEs, and whether they should be restricted to provide extra timetabling for maths or English. Mrs Welsh explained that it was better for those students to be able to access a vocational subject in which they could excel.</p>	
9.	<p><u>Staffing Update</u> Previously distributed.</p> <p>A governor asked for impact of the current staffing challenges in Maths. Miss Robins explained that the school were fortunate that a qualified staff member would be starting at Easter however there was an ongoing struggle to recruit. Jim Kelly from the Trust had been supporting by taking some smaller groups for intervention work. There were no maths teachers coming through the Trust's teacher training, and no trainees in the area.</p> <p>Mrs Welsh explained that she felt that the lack of one substantive maths teacher since October 2022 would affect KS4 results at GPS. A local supply agency had been contacted but there were no maths teachers.</p> <p>Chair to pass up maths teaching recruitment to the Trust.</p>	AR
10.	<p><u>Policy to Review</u> None to review.</p>	
11.	<p><u>Items for escalation to the Board of Trustees</u></p> <ul style="list-style-type: none"> • Support for attendance • Not enough AP, what are the plans for developing the AP and AP curriculum • Special school provision in the area was inadequate and was there anything the Trust can do to support • Issues with the lack of Maths teachers at both schools. <p>Chair will raise all points.</p>	AR
12.	<p><u>Any Other Business</u> Chair asked for positives to take away from the meeting;</p> <ul style="list-style-type: none"> • There were a lot of positives and improvements at both the schools which were highlighted in in the ADPs. • Discussions and conversations around behaviour had been important to understand the context for the panels. • Behaviour issues had been recognised and strategies had been put into place; holding the students to account was already having a positive effect. • Photographs and information being shared via twitter was good to read. Newsletters highlighted positives and the Scarborough evening news write up had been positive and lovely. 	

	Miss Robins explained that Gladstone Road Primary had reached out to them for support with panels and governors. Miss Robins to check with the Trust.	ER
13.	<u>Dates of future meetings</u> * Tuesday 25th April 2023, 5pm (apologies given by Rev Stephen Walker) * Tuesday 11th July 2023, 5pm	

The meeting closed at 19.09pm

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 7th February 2023

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>Clerk to send a letter of removal for non-attendance to Mark Thompson</i>	1	Clerk	Post meeting
2	<i>Chair to raise the LGCs concerns around the lack of attendance officer at Graham School to the Trust, and request for more support to be given</i>	3	AR	
3	<i>Mrs Welsh to check governor travel expenses with the Trust</i>	8	LW	
4	<i>Governors to email Clerk if they had attended the Trust's safeguarding training as there had been issues with their attendance record</i>	8	All	
5	<i>Chair to pass up maths teaching recruitment to the Trust.</i>	9	AR	