



George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 3rd October 2023 at 5:00pm at school

Present:	Alan Richards (Chair) <i>[attended virtually]</i> Stephen Walker	Mandy Gething Gavin Smith
In Attendance:	Lesley Welsh (Principal, George Pindar School) Emma Robins (Principal, Graham School) 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>Apologies, with consent, were received from Marcus Towse and Tracey Woodward.</p> <p>There were no declarations of interest. The Clerk asked governors to complete their Annual Declaration of Interest Forms.</p>	
2.	<p><u>Election of Chair and Vice-Chair</u></p> <p>The Chair recommended delaying the election of Chair and Vice-Chair of the LGC subject to discussions the Chair was having with the CEO.</p>	
3.	<p><u>Minutes of the meeting held on 11th July 2023, 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 to elevate governor concerns on staffing recruitment for both George Pindar and Graham School to the Trust. Completed.</i> <i>The Chair to consult with Mrs Welsh before contacting the CEO regarding North Yorkshire Council's responsibility to provide an alternative provision for the students in Scarborough. Completed.</i> <p>The Chair explained that the Trust were very aware of the situation and that both schools had all of the resources available to them.</p> <p>Lesley Welsh explained that both herself and Emma Robins had attended a North Yorkshire (NY) Council Headteachers meeting where the SEND agenda had been discussed, the feeling at the meeting was that there was not a focus with the Council for funding towards alternative provisions would go to Scarborough.</p> <p>There were no other matters arising.</p>	

<p>4.</p>	<p><u>Link Governor Roles</u></p> <p>Following a discussion, governors were assigned to the below link roles:</p> <p>Standards = Marcus Towse SEND & Pupil Premium = Alan Richards Safeguarding = Stephen Walker Behaviour & Attendance = Gavin Smith Whistleblowing = Alan Richards</p> <p>The Chair suggested all governors to look at Personal Development and Stakeholder Engagement when they conduct their governor visits.</p>	
<p>5.</p>	<p><u>Academy Development Plan / SEF</u> Previously Distributed.</p> <ul style="list-style-type: none"> • Progression against the ADP and SEF • School Improvement Plan <p>Mrs Welsh summarised that there were a number of similarities between the previous year’s SEF and the current one due to being early in the academic year. Mrs Welsh highlighted that the exam results were not as good as the previous year’s, however there had been a lot of changes in teaching and learning. Mrs Welsh highlighted that the biggest change on the SEF was around safeguarding and stakeholder engagement, due to information in last year’s SEF referring to where the school was prior to the Ofsted visit.</p> <p>Mrs Welsh noted that Ofsted would only report on whether safeguarding was effective or not, and would no longer go further into detail.</p> <p>Mrs Welsh explained that the ADP looked at the SEF and Ofsted report to review which areas required improvement and to show how the school had responded to feedback given. Mrs Welsh highlighted that there was a focus on Behaviour & Attendance, Curriculum Intent and Implementation as well as Leadership and Management. The school was also focussing on staff recruitment.</p> <p>A governor asked, regarding the SEF, which subjects did not have a subject specialist and how was the school plugging those gaps.</p> <p>Mrs Welsh explained that KS4 was largely taught by subject specialists with the exception of Maths, as there had been difficulties in recruiting a Maths specialist. The school had a Geography specialist who was teaching with Maths as a second specialism, this staff member was undergoing Maths training in addition to being supported by Jim Kelly, HSLT Director of Mathematics who offered support with Maths achievement including non-specialists. Mrs Welsh explained that a PE teacher was subject lead for IT/Computing, he was very strong on behaviour management but IT was not his first subject, and was making use of the national Teach Computing programme. Mrs Welsh explained that Construction was taught by a Design Technology teacher. Mrs Welsh explained that the HSLT Director of English was attending the school fortnightly to support with a new English qualification.</p> <p>Mrs Welsh explained that there were a number of subjects at KS3 level which were taught by non-subject specialist teachers, these subjects included History, Geography and RS. Mrs Welsh highlighted that there were a number of PE teachers who were teaching other subjects, the staff were strong teachers and their behaviour management was strong, and the staff were receiving subject support either through training, or the Trust’s central team.</p> <p>A governor asked what support was being given by the Trust.</p> <p>Mrs Welsh explained that Jim Kelly visited George Pindar two days per week to support with Maths in the absence of a subject specialist. Staff teaching RS were receiving support from Katherine Humpleby, HSLT Director of Ethos & Church Schools. All staff were included in network meetings with other school subject leads within the Trust.</p>	

A governor asked whether teachers were receiving support with the curriculum.

Mrs Welsh explained that for computing, the curriculum had been taken from Teach Computing which was a nationally recognised programme, the RS teacher was supported by Katherine Humpleby and the Maths teacher was supported by Jim Kelly to create the curriculum for those subjects.

In response to a question, Mrs Welsh explained that previously Heads of Faculty was in charge of a range of subjects including vocational subjects, however the level of understanding of the curriculum needed required specific subject leaders for each individual subject. Mrs Welsh explained that having non-subject specialist teachers in place made it difficult to articulate the curriculum when conducting quality assurance. Subject specialists would have a greater understanding of the knowledge occurring in the classroom.

In response to a question, Mrs Welsh explained that every two weeks SLT give feedback on the progress of each milestone, and milestones were reviewed termly.

The Chair highlighted the bullet points around governance, and for governors to be aware of what their responsibilities were.

A governor asked what the school were doing to help increase attendance.

Mrs Welsh responded that national attendance had reduced to 91%, last year the school had finished 4% below the national average. Mrs Welsh highlighted that, at this point in the year, persistent absence was high due to the short number of weeks which had passed this academic year. Mrs Welsh explained that the attendance team had been very clear on what they needed to do this year, and will proceed through each stage quicker than the previous year. Mrs Welsh explained that the school were working with a plan alongside the GORSE trust, and the Department of Education had given funding to appoint an Attendance Lead at the school to incentivise attendance. Mrs Welsh will give a further update once the attendance lead was in post.

A governor asked whether there was anything the school could do to further support Pupil Premium (PP) students.

Mrs Welsh responded that the parent support adviser had a cohort of PP students they supported. Attendance officers would encourage students to attend school, and where needed collect them from home and bring them into school.

Miss Robins summarised that Graham School's development plan was based on the Ofsted report, attendance was similar to George Pindar but there were a number of new interventions and projects in place this year. Miss Robins highlighted that the school were working on ensuring consistency within the classroom.

Miss Robins highlighted that the SEF was similar to last year, there were some new areas which had been added since the document was shared with governors. The school was focusing on numeracy to bring alongside literacy. Miss Robins highlighted that the SENCO was on long term sick, which was an issue due to an increased number of EHCPs, the school was receiving support from the Trust to help staff with the absence of the SENCO. Graham Peattie, Assistant Vice Principal, was supporting staff in the SENCO's absence, however this was monitored to ensure that there were no additional strain on their workload.

Miss Robins highlighted that the new careers and aspiration zone had opened and had already received positive feedback, careers advisors were available for interviews in addition to drop-in meetings. Miss Robins explained that the school's largest concern was attendance.

In response to a question, Miss Robins explained that the school were working with the research school programme for Rydale and Yorkshire Coast to link with training opportunities. The new TLR for this academic year had a specific focus on numeracy.

A governor asked how literacy had been embedded.

Miss Robins responded that the school used the Fresh Start Programme to support students who had been identified after benchmarking had taken place. Thinking Reading was currently used, however the school was going to move to use a new programme called Reading Plus and was in the process of benchmarking all students in Years 7 through to Year 10, those students who were identified as needing additional help would be given specific time during the school day for that support.

Mrs Welsh explained that Reading Plus checked for comprehension and included age appropriate materials for all year groups which hopefully interested students but was wording appropriate for their reading age.

A governor asked if there were a number of students who were reluctant to engage.

Miss Robins gave a specific example of students who were reading and how the school encouraged students to read out loud.

A governor summarised some research which explained the positive effects of reading out loud.

A governor asked whether there were still Year 7 students who were moving up to the school who struggled with reading.

Mrs Welsh responded that there were a number of students with a very low reading age, which had an impact on their behaviour. Mrs Welsh explained that the ATAs were bringing students with a low reading age out of some lessons to scaffold the lesson at a level the student could engage in.

A governor asked what the 100 club was.

Miss Robins responded that the 100 club was a strategy to drive attendance. If a student had 100% attendance for a week they would get a ticket which went into a draw for a prize. Miss Robins explained that last year the prizes had included a mountain bike, Playstation, and entry vouchers to local attractions. The school had conducted a pupil voice to see what students would like to win as a prize. The strategy had a positive effect on attendance last year, and the school would be repeating it again this year and have already budgeted for the prizes.

In response to a question, Miss Robins explained that the larger prizes were drawn once per year, but there were smaller prizes in draws which occurred more regularly.

A governor noted that there had been a comment that students who repeatedly had 100% attendance were demoralised because they didn't get any prizes.

Miss Robins explained that the 100 club was a raffle in its nature, at assemblies students with 100% attendance were given certificates, and there was a spinning wheel which was also random. Miss Robins invites students for breakfast each week, which often included students with good or improved attendance. Miss Robins highlighted that with over 1000 students at the school, staff were continuing to be aware of students attendance and how to reward them.

Mrs Welsh explained that at George Pindar, students who had 100% attendance throughout the whole year, were rewarded with a trip to Alton Towers.

Mrs Welsh highlighted that there was a number of criticisms for only rewarding students who had 100% attendance. Miss Robins explained that the school tried to take into consideration extenuating circumstances and medical issues.

In response to a question, Miss Robins explained that PACE was the process for following up on attendance and potentially putting fines into place.

A governor asked whether all subjects had a subject specialist at Graham School.

Miss Robins explained that the school had appointed two new teachers who could not start in post until January. There was a regular temporary cover staff member teaching Science. Miss Robins

	<p>explained that one of the cover supervisors was interested in becoming a teacher but did not have a degree and so was paid as an unqualified teacher. Another cover supervisor was a qualified English teacher and was teaching some literacy lessons whilst the SENCO was absent.</p> <p>In response to a question, Miss Robins explained that the new senior attendance officer started in post in March. having previously worked in the HUB. The staff member had a been leading other staff to carry out more calls regarding attendance. Miss Robins explained that there was not a lot of capacity to carry out calls due to the other two members of staff working part time, and the school would need to review the number of staff who were deployed to carry out the calls. Miss Robins highlighted that Year 7 were very enthusiastic, and the school had a family liaison officer who went to students houses to collect them for school in a mini bus.</p>	
6.	<p><u>Quality of Education</u> Previously Distributed.</p> <ul style="list-style-type: none"> • Heat MAPs • Pupil Outcome Data • Quality Assurance <p>In response to a question, Mrs Welsh explained that the EBAC was important to monitor, however it was not the number one priority for the school. Mrs Welsh explained that George Pindar no longer did pathways and had moved forward to a two year KS4 in order to give students the opportunity as much free choice as possible. By moving to the two year KS4 students had the opportunity to have a more holistic education, and can see the strength in the vocational options.</p> <p>A governor highlighted that there was a difference between being broad by choice and being made to do option a student dislikes. Mrs Welsh explained that students could not force themselves down a narrow path due to the limited number of options available. However, the options available gave students the chance to do something for them. Miss Robins explained that Graham School had kept four options for students by working with a two week timetable to maintain choice. Miss Robins highlighted that results were not strong in History or Geography, however the school had to keep those options in. Miss Robins highlighted a positive improvement in Psychology and Film Studies. Miss Robins explained that some students only had three options to choose from in order to get the support they needed with their core subjects. Miss Robins highlighted that the school would review the model yearly to ensure that it continued to allow students to follow their interest and support their studies.</p> <p>A governor noted that the absence of specialist teachers in Maths and IT would affect students attainment.</p> <p>In response to a question, Mrs Welsh explained that there were a lot of discussions around a learning model which followed “I do, We do, You do”. Mrs Welsh highlighted that in recent years, George Pindar had taken the learning model back to basics and devised a clear learning model which was in line with others used within the Trust. The learning model has received positive feedback from staff and would link with the work the school was conducting with GORSE Trust.</p> <p>A governor noted that there was a lot of items RAG rated as red on the George Pindar document, however highlighted that there were some success to highlight. Mrs Welsh explained that the school had been close to the forecasted grades which showed that staff could accurately predict grades. Mrs Welsh explained that some students were more focussed on Maths and English because they knew that they required those subjects for their Post-16 placement. Mrs Welsh explained that this cohort had been the first year to do a different kind of SATs and so the prior attainment figure was slightly different to previous cohorts. Mrs Welsh highlighted that the school had a big initiative to encourage the current Year 11 cohort to attain well in all of their subjects.</p>	

	<p>Mrs Welsh explained that the current Year 11 cohort but there was a significant percentage who did not attend school. The results showed that those students who did attend school achieved more than a grade higher than those who did not attend.</p> <p>The Chair noted that the context around understanding the results showed they were greatly affected by attendance and behaviour.</p> <p>Mrs Welsh highlighted that the school were looking at the areas of learning that staff could improve upon in order to better prepare students for exams.</p> <p>Miss Robins summarised that the data for Graham School had showed great progress compared to 2019. Miss Robins explained that she had only met with subject leads where there were concerns. Miss Robins highlighted that Maths had improved, however there were concerns over the Open Bucket and EBAC scores. The school were focusing on Maths, English and Science. Miss Robins highlighted that the school continued on a journey with Pupil Premium. Miss Robins explained that the school were building on the foundation which had already been put into place. Miss Robins highlighted that the accurate predictions was a result of the positive journey the school had been on.</p>	
7.	<p><u>SEND & Pupil Premium</u> Previously Distributed.</p> <p>A governor asked what the school was doing to reduce the gap between Pupil Premium (PP) and Non-PP students. Stephen Walker (Pupil Premium Link Governor) explained that Mr Peattie was tracking students across the school and was a good advocate on clarifying which resources could be used to help in certain areas. Miss Robins explained that the number of PP students had stabilised at around 40%, however there had been an increase in free school meal students, around 88% of PP students were also free school meal students. Mr Walker highlighted that due to Mr Peattie’s Maths background, he had a spreadsheet which showed how he was tracking the PP students and the interventions which were being put into place. Mr Walker highlighted that Mr Peattie went above and beyond to ensure that students were supported in school as well as externally in the holiday club provision. Miss Robins explained that Mr Peattie had highlighted areas where there were concerns. SLT were using the data to examine gaps to resolve them and highlight areas which required improvement. Miss Robins highlighted that there were programmes available to raise the aspirations of PP students. Miss Robins explained that the current Year 7 – 10 cohorts did not have the same Covid disruption previous years had.</p> <p>A governor asked whether there had been any challenges with SEND at Graham School. Miss Robins responded that the biggest challenge had been around staffing, the SENCO had resigned and the school were hoping to appoint a replacement. Miss Robins highlighted that ideally the school would prefer to appoint an experienced SENCO, however the applications received thus far did not have the experience. Miss Robins highlighted that support had been put into place for the day to day challenges. Miss Robins explained that the Assistant SENCO was absent, Miss Robins had requested a meeting with Chris Mulqueen (HSLT Executive Principal) and Fiona Hunter (HSLT Director of SEND) to discuss whether additional support for the school was available. Miss Robins explained that there was a lot of information available for staff to access, however there were concerns that the number of EHCPs continued to grow which was due to a lack of provision in the area. Miss Robins explained that the lead on SEND for North Yorkshire Council had visited the school and given feedback. Miss Robins explained that there were concerns over staff capacity with the absence of a SENCO and the potential recruitment of a new SENCO without a lot of experience.</p> <p>Mr Walker highlighted that at George Pindar, Rebecca Barraclough was newer to the role however was recognising the number of students who had additional needs but didn’t have care plans in place.</p>	

	<p>Mrs Welsh explained that the primary schools did not have many EHCPs, however the number of consults the school had received had increased each year. Mrs Welsh explained that until the students start in September, the school cannot guarantee which students were going to come to the school and cannot allocate staff. The school would not be able to recruit for additional capacity, despite more EHCPs coming through in Year 7 than left in Year 11. Mrs Welsh raised concerns that the school may not be able to meet students' needs given the 150% increase in EHCPs across North Yorkshire. Mrs Welsh explained that EHCP gave the school additional funding, however this funding was not sufficient for the support needed for students. The school had undergone an inclusion restructure, and moved staff who were on one year contracts to permanent contracts.</p>	
8.	<p><u>Behaviour & Attendance</u> Previously Distributed.</p> <ul style="list-style-type: none"> • Behaviour & Attendance Report • Data Report • Quality Assurance <p>Previously discussed under Item 5.</p> <p>A governor asked whether the new way of approaching behaviour and attendance had shown an impact.</p> <p>Mrs Welsh explained that attendance had improved, however the largest change was reverting back to one day suspensions which would not be reflected in the data due to this time last year the school were on one day suspensions. The largest impact would be shown in the spring term. Mrs Welsh gave examples of students who had received suspensions and the measures the school was taking to avoid a permanent exclusion for those students.</p>	
9.	<p><u>Safeguarding</u> Previously Distributed</p> <ul style="list-style-type: none"> • Safeguarding Update • Accidents & Incidents Report <p>Governors noted the papers and had no further questions.</p>	
10	<p><u>Personal Development</u> Governor Training</p> <p>The Clerk highlighted the updated training tracker and asked governors to inform the clerk if any training was missing.</p>	
11.	<p><u>Stakeholder Engagement</u> Previously Distributed</p> <p>A governor noted that there was a high proportion of staff who were thinking of leaving teaching and staff who did not feel comfortable voicing concerns.</p> <p>Miss Robins responded that the survey had been completed in February/March as it had been delayed due to the cyber issues. Mrs Welsh explained that the feedback in this survey had been different to the feedback given in the Ofsted survey. Mrs Welsh explained that she was undergoing one to one conversations with staff to ask them how the school could improve. Mrs Welsh highlighted that at the time when the survey was completed, staff were about to go on strike.</p> <p>A governor noted the potential circumstances behind the difference in feedback, and noted it would be good to have some data which was more positive.</p>	

	A governor noted the importance for the Principals to conduct one to ones with staff to ensure that all staff felt heard.	
12.	<u>Policy to Review</u> Governors noted the HSLT Code of Conduct. <i>Governors to confirm they have read Part 1 of the updated KCSIE document – Action</i>	All
13.	<u>Governor Terms of Office & Governor Vacancies</u> Mandy Gething verbally informed governors of her resignation. The Chair thanked Ms Gething for her hard work and support with the LGC. <i>The Chair to ask Marcus Towse if he is happy to re-new his term of office – Action</i> <i>Clerk to email Emma Robins Staff Election Guidance - Action</i>	AR LB
14.	<u>Any Other Business</u> Graham School Ofsted Report shared with the agenda.	
15.	<u>Dates of future meetings</u> Tuesday 12th December 2023, 5pm (online) Tuesday 23rd April 2024, 5pm Tuesday 9th July 2024, 5pm	

The meeting closed at 7.10pm

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 3rd October 2023

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>Governors to confirm they have read Part 1 of the updated KCSIE document</i>	<i>11</i>	<i>All Governors</i>	<i>Next LGC Meeting</i>
2	<i>The Chair to ask Marcus Towse if he is happy to re-new his term of office</i>	<i>13</i>	<i>Alan Richards</i>	
3	<i>Clerk to email Emma Robins Staff Election Guidance</i>	<i>13</i>	<i>Louise Baron</i>	<i>Completed</i>

These minutes were approved by the Graham School and George Pindar Joint LGC at their meeting on the 12th December 2023.