



George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 12th December 2023 at 5:00pm held virtually

Present:	Alan Richards Stephen Walker (Acting Chair)	Marcus Towse
In Attendance:	Lesley Welsh (Principal, George Pindar School) Emma Robins (Principal, Graham School) <i>[left at 6.26pm]</i> Kyle Immanuel (Director of Safeguarding, HSLT) <i>[left at 5.21pm]</i> Louise Baron (Governance Support Officer, Clerk)	

		<u>Action</u>
1.	<p><u>Welcome, Apologies & Declarations of Interest</u> The Acting Chair welcomed everyone to the meeting.</p> <p>Alan Richards gave a brief summary on discussions he had with the Central Team at the Trust regarding the position of Chair of the LGC due to his ongoing health treatment and explained that discussions were ongoing.</p> <p>Apologies, with consent, were received from Tracey Woodward. Gavin Smith was absent.</p> <p>There were no declarations of interest.</p>	
2.	<p><u>Safeguarding</u> <i>Previously Distributed.</i> Update from Kyle Immanuel, Director of Safeguarding.</p> <p>Mr Immanuel highlighted the importance of reviewing the whole KCSIE document and explained how each part had a different focus.</p> <ul style="list-style-type: none"> Part 1 summarised the whole document, Mr Immanuel stressed the importance that every member of staff and governor confirmed that they had read and understood Part 1. Mr Immanuel explained that staff and governors needed to ensure they knew how to appropriately record any safeguarding issues, and how to refer to the DSL (Designated Safeguarding Lead). The DSL at Graham School is Mr Wilson, and the DSL at George Pindar is Mr Murray. Part 2 explained how safeguarding should be managed at the school, and contained some strong questions for governors to ask to ensure that safeguarding was being managed. Mr Immanuel highlighted that the Trust was focussing on ensuring that the right staff were undertaking the right training for their position in school. Part 3 focussed on safer recruitment, and how to ensure that the right staff were working in the right place. 	

	<ul style="list-style-type: none"> • Part 4 of the KCSIE document's focus was on allegation management. Mr Immanuel explained that this part detailed how to react to an allegation, how to support the person making the allegation and who to report the allegation to. • Part 5's focus was on child-on-child abuse. Mr Immanuel summarised a report Ofsted had been commissioned to conduct on how schools dealt with allegations from children who had experienced sexual abuse/harassment from other children. Mr Immanuel highlighted that victims of abuse required support via the Safeguarding framework in addition to the perpetrators. <p>Mr Immanuel explained that he was asked to create a list of questions which governors could ask during their LGC meetings, these questions were shared with the agenda for this meeting.</p> <p>Mr Immanuel explained that himself, the safeguarding governors and DSL would be meeting once per term in order to ask questions in visits to the school to perform a deep dive investigation on how effective Safeguarding was in school.</p> <p>A governor highlighted that at the safeguarding training, it was discussed that the format of safeguarding reports was changing.</p> <p>Mr Immanuel explained that the Trust were working towards having the same safeguarding report template for all schools and share statistical data on what safeguarding looked like at the Trust as a whole as well as the school individually.</p> <p><i>[Kyle Immanuel left the meeting at 5.21pm]</i></p>	
3.	<p><u>Minutes of the meeting held on 3rd October 2023, Action Plan & Matters Arising</u> Previously distributed. The minutes were agreed to be a true and accurate record.</p> <p>With reference to the Action Plan:</p> <ol style="list-style-type: none"> 1. <i>Governors to confirm they have read Part 1 of the updated KCSIE document.</i> All present governors confirmed that they had read and understood Part 1 of KCSIE. 2. <i>The Chair to ask Marcus Towse if he was happy to re-new his term of office.</i> Marcus Towse confirmed that he was happy to renew his term of office. 3. <i>The Clerk to email Emma Robins Staff Election Guidance.</i> Completed. <p>There were no other matters arising.</p>	
4.	<p><u>Vice-Chair Election</u> Carried forward from the previous meeting as the current Vice-Chair was absent.</p> <p>Governors unanimously voted to re-elect Marcus Towse as Vice-Chair of the Graham School and George Pindar Joint Local Governing Committee.</p>	
5.	<p><u>Academy Development Plan / SEF</u> <i>Previously Distributed.</i></p> <p>Lesley Welsh summarised that behaviour and attendance continued to be the pressing issues at George Pindar. A number of additional strategies had been put into place since the report had been generated. The SEF was currently rated as inadequate, however the school continued to be on a journey.</p> <p>Emma Robins summarised that behaviour and attendance was a similar issue at Graham School. The school had made progress in other areas; however, the focus was on behaviour and attendance due to these areas impacting others.</p>	

	<p>Governors agreed to discuss behaviour and attendance in more detail under Item 8.</p> <p>A governor highlighted that curriculum, recall, attendance and behaviour continued to be at the forefront of both schools.</p> <p>There were no further questions regarding the ADP.</p>	
6.	<p><u>Quality of Education</u> <i>Previously Distributed.</i></p> <ul style="list-style-type: none"> • Heat MAPs • Pupil Outcome Data • Quality Assurance <p>A governor asked why Music and Citizenship had been RAG rated as red. Miss Robins explained that Music was RAG rated Music as red due to instability in teachers and capacity, the school now had a music teacher in post who was able to develop these areas. There had been a change in leadership, and a new colleague had been re-appointed to lead in the Arts, so development and change should be observed by the next meeting. Miss Robins explained that there had not been a lot of assessment within Citizenship in order to monitor the level of teaching, there were curriculum changes planned for the next few years to make this easier to monitor.</p> <p>A governor asked how the quality of teaching over time was being monitored and whether an improvement had been seen. The PP data had highlighted the need for good quality teaching. Miss Robins explained that the quality assurance feedback from colleagues had been shared with the agenda, the quality assurance had highlighted some areas where staff could be supported with additional coaching. Additional time for staff meetings and a quality of education review was due to be completed to improve the quality of teaching. The school had a clear plan, and Miss Robins was confident in the leadership for quality of education. Miss Robins highlighted that behaviour was positive in lessons, however issues with behaviour occurred in corridors and during breaktimes. Mrs Welsh explained that George Pindar had moved to a more holistic approach to monitor quality of education. The school had a quality assurance programme in which any concerns raised would be reviewed after a fortnight to monitor any improvement. The programme gave middle leaders the opportunity to monitor what was happening in classrooms. Mrs Welsh explained that there had been significant long-term absence in staff and the school had lost some strong practitioners, colleagues which had joined would take some time to build up to the same level. Strategies were in place to improve learning; however, these were affected by the behaviour in classrooms. Whilst behaviour in lessons was better than during social time, it was a limited factor in assessing colleague success in teaching. Mrs Welsh explained that attendance affected how to accurately assess colleagues as it was difficult to hold teachers accountable for students who refused to attend school. Mrs Welsh explained that the school were focusing on behaviour, how staff respond to behaviour incidents, as how teachers respond to behaviour affects the quality of teaching.</p> <p>A governor asked how the governing body could support the schools. Mrs Welsh responded that she had spoken to Marcus Towse (Standards Link Governor) to discuss what areas to highlight on his link visit to school. Mrs Welsh explained that it would be helpful for Mr Towse to review the quality assurance on his next visit due to a high turnover in the Assistant Vice Principal for Quality of Education post. Mrs Welsh explained that the school would be moving to a new learning model which was being rolled out across all schools within the Trust.</p> <p>A governor highlighted that it was important for the schools to continue to develop teaching and learning despite the poor behaviour.</p>	

Mrs Welsh explained that staff were having CPD on the Learning Model, however a lot of time and emotion had been linked to the behaviour issues seen at the school and so less time was able to be spent on teaching and learning. Mrs Welsh agreed that lessons needed to be pacy and engaging, however some students were not engaging in lesson through no fault of the teacher. Mrs Welsh highlighted that the school were focussing on maintaining the progress of work done on teaching and learning.

A governor noted that staff could not spend as much development time on teaching and learning due to the behaviour issues, however highlighted that teaching and learning required some focus in order to ensure that it was not contributing to the behaviour problem.

A governor asked why the Year 10 predictions had been low and what the school was doing to support the students.

Mrs Welsh explained that the Year 10 cohort's attendance was poor, the cohort was small in number therefore each student had a large impact on the percentage. The cohort had been a challenge for the school since they started in Year 7, there were a lot of challenges and the school had been working on changing the narrative throughout their years at the school. The school were offering support to some students could not attend school, however, were remaining on the school's roll. A new data drop had occurred recently which would be reviewed in upcoming staff meetings to discuss how to best support individual students. Science was a specific concern for the cohort, and discussions around moving some students to combined science for their best chance at a higher grade would occur in those meetings.

Mrs Welsh highlighted that attendance for Year 11 had been positive at the beginning of the year, however had begun to drop again following the mock exams.

A governor asked whether there was evidence to show that students whose attendance was above 90% were achieving well.

Mrs Welsh explained that the 90% attendance cohort data for the current Year 10 and Year 11 was not yet available, however this data can be gathered in readiness for Mr Towse's next link visit.

The Year 11 action plan which sits beneath the ADP, looked at all aspects of school life and how to improve attendance of those who were not attending school. Historically, when behaviour of a year group was poor there was a higher number of suspensions which would impact the attendance data.

A governor highlighted that only 56% of SEND students were attending school.

Mrs Welsh explained that the ARC had a full class of students, however those students who attended the ARC did not attend regularly.

A governor asked whether the Trust's central team were aware of the issues the schools were facing, and whether they were offering support.

Mrs Welsh explained that the Director of Maths had been supporting George Pindar with conducting interventions with Year 11 students. Due to the school not changing to Eduqas for English, the school did not receive regular support from the Director of English, however Heather Wright (Associate Principal, HSLT) and the Director of Science had been offering support to the school. The school was looking at moving student groups to ensure that students were entered into the right exams to maximise progress and choose where to place the stronger teaching practitioners. Mrs Welsh explained that a lot of support had been given to students who were borderline Grade 3 or 4 in Maths to ensure that they progress to a good grade.

A governor asked, given that Year 11 was a challenge, where would be best for the school to focus for maximum improvement.

Mrs Welsh explained that the current Year 10 cohort was stronger and more comparable to cohorts which had left in previous years. The current Year 9 cohort were a cause for concern around behaviour and attendance, with a number of students who were hard to engage in lessons.

	<p>Mrs Welsh highlighted that the curriculum had changed to a two-year KS4 so there was limited options, however, gave less room for moving groups where required. Mrs Welsh explained that the current Year 11 cohort were the last year doing the three-year KS4, some students were dropping a subject in order to allow time for interventions to support core subjects.</p>	
<p>7.</p>	<p><u>SEND & Pupil Premium</u> <i>Previously Distributed.</i></p> <p>The Chair highlighted that the SEND strategy document listed Stephen Walker as the governor lead, however Alan Richards was the SEND link governor.</p> <p>Emma Robins to update the Graham School SEND Strategy Document to reflect the SEND link governor as Alan Richards - Action</p> <p>A governor asked for a further information around the 5 a day promise in the PP strategy. Miss Robins explained that the 5 a day promise referred to the aspects the school was committed to do to support PP students. Historically, the process was around marking and ensuring students attended lessons. The school had a strong admissions policy, and PP students were supported in accessing trips and opportunities which were available. When on learning walks, SLT would ask where PP and SEND students were in the classroom to ensure that they were positioned for support. Miss Robins explained that the school was struggling with staffing, staff absence in addition to vacancies. All of the strategies in place linked to the structure, which was already existing in lessons, and would remain when the school moved through the changes to the Trust wide curriculum structures.</p> <p>Miss Robins explained that Graham School was participating in a DfE initiative on the impact of poverty on students. Staff, students, parents and the Chair of governors had been asked to complete a survey to gather views on key areas which impacted them. The CEO of the Trust was also involved in the initiative; however, Miss Robins was unsure whether other schools in the Trust was also involved.</p>	<p>ER</p>
<p>8.</p>	<p><u>Behaviour & Attendance</u> <i>Previously Distributed.</i></p> <ul style="list-style-type: none"> • Behaviour & Attendance Report • Data Report • Quality Assurance <p>Previously discussed under Item 5.</p> <p>A governor noted that it was positive that an attendance lead had been appointed at Graham School. Miss Robins explained that the appointment had been internal, however additional time for the position had not been able to be allocated for the role. The DfE had sponsored the position, the aim being for the attendance lead to be able to focus on the data and review what could be done.</p> <p>A governor asked whether the asbestos surveys were likely to cause an issue. Miss Robins gave a summary of where the asbestos was in Graham School and explained that it was in areas which could be avoided and not be touched. Mrs Welsh summarised where the asbestos was in George Pindar and explained that it was only a concern when work needed to be carried out. Recently George Pindar had some boiler issues, therefore a tent had to be put up due to the asbestos under the floors. This meant that any work which needed to be carried out, had to be done during holidays.</p> <p>A governor noted that the data showed some improvement in attendance and a reduction in students attending A2S, however the suspension rate was high and asked whether the behaviour procedures had changed.</p>	

Mrs Welsh explained that the school had seen some improvements with certain cohorts, at the last meeting governors had discussed the issue around the first suspension for students consisting of three days regardless of the issue, which meant that more students were being suspended. Mrs Welsh explained that amongst the cohort who were the causing a lot of issues, suspensions was higher. Year 7 and Year 9 had the highest number of suspensions. The school was remaining firm on some of the issues, whilst working on focussing on positive behaviour, however staff had raised concerns on behaviour at school where students were regularly verbally abusing staff, physical incidents against staff as well as other students.

Mrs Welsh explained that the Trust central team was being supportive, however behaviour was taking up a lot of staff's time. Some adverts for additional staff, in addition to seconded placements for an Inclusion Project Lead and Behaviour Managers.

Mrs Welsh explained that in the near future a new localised behaviour procedure will be implemented at George Pindar, which would also serve as a trial before being implemented across all Trust schools.

In response to a question, Mrs Welsh explained that the number for suspensions related to the total number of suspensions in days against the total number of students in the school.

A governor highlighted that it was positive that the Trust's central team were supporting the school and noted that the quickest way to reduce the number of suspensions would be to lower the tariff from the automatic three days.

Mrs Welsh explained that the new localised behaviour procedures would not list a specific number of days for a suspension, meaning that the number would be dependent on each individual incident. Mrs Welsh explained that last year, 25 students accounted for 50% of the total number of suspensions. The interventions and support available had been exhausted in attempts to modify student behaviour.

In response to a question, Mrs Welsh explained that when the new localised behaviour procedure was launched in January, it was likely that suspensions would rise due to staff being more consistent and stricter in applying the procedure. The school had been well supported in a tracking document for heads of year to support students and intervene before their behaviours become more difficult to change.

Mrs Welsh highlighted that the high-level behaviour plan had become available too late to share with the agenda. Governors discussed ways this could be shared prior to the end of the calendar year.

A governor noted that the Graham School staff wellbeing survey had been positive.

Miss Robins explained that the survey had been held last year, there was a number of wellbeing support services in place for staff.

A governor highlighted that the learning environment at Graham was orderly, however there continued to be issues with capacity for staff.

Miss Robins explained that behaviour in the classrooms was not an issue, however the behaviour for a small cohort was an issue in breaktimes and hallways. The Trust's central team had taken note of the issues around staff capacity, the behaviour manager post was a permanent position and would provide much needed support for staff. Miss Robins summarised how certain staff who were on long term absence had impacted other staff's capacity, in addition to how staff mobility around the school had created an absence in support for behaviour. Miss Robins explained that the suspension rate was higher than it was last year, there were particular issues with the Year 11 cohort and their poor attendance. There was also a higher number of students attending internal seclusion, which was a result of the school raising the expectations on behaviour.

A governor highlighted that the student voice for Graham School was positive.

Miss Robins explained that Year 7 were behaving very well in lessons which was positive, and feedback from students in their lessons had been positive.

[Emma Robins left the meeting at 6.26pm]

<p>9. <u>Personal Development</u> <i>Previously Distributed</i></p> <p>The Chair highlighted that the governing body had not allocated a Health and Safety governor, however, was awaiting confirmation from the Central team regarding whether one was required due to Health and Safety no longer being under the remit of the local governing committee. Health and Safety Governor training was upcoming with the governance service, governors discussed which governor would be best suited for the training.</p> <p>Chair to speak to Gavin Smith regarding completing Health and Safety Governor Training - Action</p>		<p>SW</p>
<p>9.1 <u>Governor Training</u> <i>Previously Distributed</i></p>	<p>The Clerk explained that Spring’s training calendar was shared with the agenda, an updated Training Tracker will be shared at the next LGC meeting following a data drop from the NGA.</p>	
<p>10 <u>Stakeholder Engagement</u> <i>Previously Distributed</i></p>	<p>Previously discussed under Item 8.</p>	
<p>11. <u>Policy to Review</u> None to review</p>		
<p>12. <u>Any Other Business</u></p>	<p>In response to a question, Mrs Welsh gave a specific example of how staff capacity had been impacted with staff vacancies, staff sickness and the use of supply staff.</p> <p>Governors thanked Mrs Welsh, Miss Robins and the staff at both Graham School and George Pindar for their hard work.</p>	
<p>13. <u>Dates of future meetings</u> Tuesday 23rd April 2024, 5pm (online) Tuesday 9th July 2024, 5pm</p>		

The meeting closed at 6.32pm

These minutes were approved by the Graham and George Pindar Schools Joint LGC at their meeting on the 12th March 2024.

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 12th December 2023

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>Emma Robins to update the Graham School SEND Strategy Document to reflect the SEND link governor as Alan Richards</i>	7	<i>Emma Robins</i>	<i>23rd April 2024</i>
2	<i>Chair to speak to Gavin Smith regarding completing Health and Safety Governor Training</i>	9	<i>Stephen Walker</i>	<i>Completed</i>