RISEDALE
A family of learners

B RESPONSIBILITY | E RESPECT | S RESILIENCE | T RELATIONSHIPS

OUR VISION & VALUES:

Our aspiration is that every pupil and staff member is supported to be the BEST version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy RELATIONSHIPS. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a RESPONSIBLE, RESPECTFUL and RESILIENT citizen who can embrace change and learn from mistakes.

Risedale School

Full Governing Body Meeting Minutes

Tuesday 21 April 2026 at 6pm via Teams

The three key functions of governance:

- Overseeing the financial performance of the school and making sure its money is well spent.
- Holding the head teacher to account for the educational performance of the school and its pupils.
- Ensuring clarity of vision, ethos and strategic direction.

In Attendance

Governors Present	
Nick Horn (NH)	Co-opted Governor, Chair
Lucy Greenwood (LG)	Headteacher
Kate Morgan (KM)	Co-Opted Governor
Pamela McMahon (PM)	Parent Governor
John Glahome (JG)	Co-Opted Governor
Lara Vinsen (LV)	Co-Opted Governor
Ray Nyambira (RN)	Co-Opted Governor
Amanda Hastings (AH)	Parent Governor
Dean Higham (DH)	Staff Governor
Justine Collie (JC)	Associate Member
In attendance	
Jon Norden (JN)	Principal Advisor - NYC
Chris Walker (CW)	Senior Governance Officer and Clerk to the Governors (NYC)

No.	***Item***
	PART 'A:' – Procedural
1.	**Welcome and Apologies for Absence and to determine whether any absences should be consented to.**

	NH welcomed everyone to the meeting. Charles Anderson and Beki Bulmer had sent their apologies in advance which were consented to. NH provided a verbal update in advance of the main agenda. Key points highlighted: • Interviews had been arranged for the Assistant Headteacher (AHT) position to lead on Personal Development. 4 strong candidates had been shortlisted from a field of 23. • The plan was to recruit to a further AHT position internally in the near future. • NH thanked governors for attending an additional meeting over Easter to agree the Governor Action Plan. • NH had made a presentation to all staff detailing that the school had received the warning notice and what the implications of this were. One of the key messages was that all staff needed to be on board in order to drive forward the level of improvement required. • Presentations to staff from LG and Gabi Ireland had also been well-received by staff. **Governor Strategic Action Plan** • In the process of being completed by NH **Rapid Response Plan** • Had been drafted by LG: an operational plan to deliver rapid transformation. **Action:** Governors agreed to arrange an extra meeting to look in detail at both documents. Provisionally planned for Thursday 23 April at 6pm via Teams.
2.	**To remind Governors of the need to declare interests, pecuniary or non-pecuniary.** There were no declarations of interest or hospitality at this meeting.
3.	**To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection.** To be considered as the meeting progressed.
4.	**Notification of urgent other business previously notified to the Chair.** Any outstanding mandatory training to be completed by 22 April 2026. **Action:** DH to resend the reminder email to those governors with outstanding training.
5.	**To approve the minutes and confidential minutes from the meeting on 10 March 2026.** The minutes were approved as a true and accurate record to be signed by the Chair. A review of the actions was undertaken and updated as follows: • CW had sent an email to JC/LV/RN asking each governor to complete the outstanding forms. • Quality of Education would be monitored through a different process and therefore NH no longer needed to undertake a link governor monitoring visit. • Outstanding Prevent training – item 4 refers. • The site walk would be undertaken at the next available opportunity. All other actions had been completed. There were no additional matters arising from the previous set of minutes.
6.	**Headteacher Report** In addition to the written report, LG had also shared the latest attendance data and CPOMs data in supplementary reports. LG invited governors to ask questions, especially in relation to their link governor responsibilities. Governor questions Q: How are you able to provide the data more accurately now but not previously?

	A: The recruitment of Gabi Ireland to the SLT has had a significant and positive impact across many areas including data. I have discussed my concerns with data with Gabi, specifically in areas such as target setting and assessment and explained that the existing systems had been holding us back as a school. It was essential to obtain the right data, provide training to staff and to focus the data in the key areas such as target setting. There is a plan in place to move this forward. We have decided to align our target setting to FFT20 and not to FFT5. FFT5 did not align with the context of the school. Having accurate data will be key, even if it does not show a good picture. (Fischer Family Trust – FFT) Targets will be linked to FFT20 from the start of the Autumn term and training will be provided. We are also in the process of overhauling our assessment system and undertaking a curriculum review. Everything will align to teaching and learning. We will have more effective systems across data, curriculum and assessment – which will be key in driving forward the improvements required. This will be done by the end of the summer term. The report for today's meeting sets out where we are now. NH reported that a key factor in being able to deliver these objectives was as a result of the enhancement of the SLT capacity through the recent recruitments. Further recruitment would serve to increase the pace of change. LG confirmed that there were already tangible signs that the pace of change was increasing and that she was more optimistic. Q: Do you know what 12.7% would look like in terms of Attainment 8 (A8) ? (JN) A: No – this is something we are looking to achieve through the improvements in our data management systems. Whilst we develop the new and improved systems we are working through the current data to use as it as effectively as we can. JN explained that there were only 12 out of 3700 11-16 schools with a lower A8 score. None of the other garrison schools nationally had a lower A8 score. LG confirmed that the improvements would be delivered and NH confirmed that staff were onboard with the direction of travel. LG detailed one other new system that had been introduced with regards to data: Heads of Faculty were now gathering data, routinely, from class teachers. All had been given training. This detailed data was then being used to inform their action plans. They were then required to share these plans and identify any challenges/ next steps etc with LG. This process was more rigorous than existing system and identified what actions were being taken to support all students including those in the vulnerable groups. In essence, this new system would ensure that school improvement was being driven forward through the use of accurate data. Governors welcomed the new systems that had been put in place by LG and how they would impact and improve data management. Q: Have you had much resistance from staff and were you able to do anything pre-emptively? A: I took a stepped approach. Y11 were identified as the highest priority and then rolled everything out gradually. All staff have had training. There has been no pushback. Q: Why has the data for the number of students achieving Grade 4+ not been included?

	A: I can include this data but it is not something that is included as part of the national metrics schools are required to provide. Q: Would the Grade 4+ number provide a better picture overall and help drive forward momentum? A: Possibly but we need to be mindful of what data Ofsted will be looking at . JN confirmed that Ofsted would be looking at the number of students achieving a Grade 5 or higher first, although they would also consider the number of Grade 4+ too. Governors agreed that Ofsted would need to be given a narrative explaining the context of the school which include the low number of prior attainers. JN confirmed the need for the school to improve the number of students achieving a Grade 5 or higher. Q: Does the Rapid Response Plan identify the key challenges in terms of teaching and learning? A: Yes. The Plan has identified current practice and where improvements are required in order to ensure greater consistency. The plan also sets out the monitoring systems which will enable me to know how and where teaching practice is improving. This will include the use of the RISE model. This will include the assessment of knowledge retrieval, spot checks and ensuring engagement. Monitoring is already ongoing as part of our compliance check process. The RRP sets out clear criteria of how the monitoring will be undertaken and evaluated. In addition, governors will be undertaking their own monitoring as part of their visits. The QA process and external visits from the SEA will provide further evidence of impact. LG explained that she hoped that the impact of the changes would be evidenced at Data Point 3. Q: How does this approach differ from AIMS, which was used earlier in the year? A: There are two key differences – there is now a different leadership structure in place and secondly, it is a fundamentally different approach. The current approach places far more emphasis on using information and data to support the pedagogy. Q: How are lessons planned to ensure that the minimum standards are achieved? A: We are still working this through and have another meeting on Monday. There has been some inconsistency in this area previously. Q: Have you anything in place to support SEND in Y7, 8 and 9 as part of the approach you have outlined? A: It will all be included as part of the approach I have set out. The key will be to use the evidence base to support as many students as possible. Quality First Teaching will be fundamental to implementation. Q: Do you see a trend of moving towards an adaptive teaching model? A: We use both adaptive teaching as well as targeted interventions when required. Q: In the light of the LA Warning Notice, what do you consider the three main priorities this term? A: Quality First Teaching will be key - a consistency of approach and secure pedagogy. Behaviour and Attendance. Q: Can we ask questions on the HT report in advance of the meeting ? A: Yes. LG reported that 78 students would be joining Y7 in September 2026 – this number was slightly higher than previously reported.

7.	**Looked After Children/ Post Looked After Children Report** The Annual Report had been shared in advance of the meeting. Governors noted the increase in the number of LAC students at the school.
8.	**Chair's Update** NH reiterated the key messages detailed at the start of the meeting. **Action:** NH to share the presentation to staff slides on the shared drive. NH reported that the internal AHT position would lead on Behaviour and Attendance. An Attendance Officer had been appointed and would start in September. **School Partnership Improvement Plan (SPIP)** JN reported that he had met with NH and LG to discuss progress against the milestones in the SPIP. The report had been RAG rated and progress had been good. The summer term review would focus on impact. Q: Does the Rapid Response Plan align with the SPIP? A: The SPIP was being adjusted to ensure alignment.
9.	**Finance** The latest budget monitoring reports had been shared in advance. **Related Party Transactions** None to note. **Budget Monitoring** The financial position showed improvement since the last meeting. This had partly been as a result of the receipt of £36k for SEND further to the recent White Paper. Governors noted that some of the savings identified in the reports were temporary. NH reported that the Five-Year Recovery Plan was being finalised currently. **Summary of Debtors** The report had been shared in advance. LG reported that there had been a trend of increasing levels of damage of property by students. There was also an increasing trend of parents refusing to pay the costs incurred. LG assured governors that all policies and procedures were being implemented which included communication with the LA when required. The total debt was £2.5k. There were no debts requiring consideration for write off. Q: Is there a timeline which sets out when write-off needs to be considered if parents refuse to pay? A: Yes – its set out in the policy.
10.	**Policies** Governors approved the following policies subject to a number of small amendments: • Accessibility Plan • Careers Policy • Complaints Policy & Procedure • Equality Information & Objectives • Governors' Attendance Policy • Premises Management Policy • Relationships & Sex Education Policy • Supporting Pupils With a Medical Condition • Governors Using WhatsApp for Governance Business Protocol • Pay Policy **Action**: Governors agreed to review the Uniform Policy at a future meeting.

11.	**External Reports** The following two external reports were shared in advance of the meeting. • LA Inclusion and Attendance Reports **Action:** Governors agreed to invite Gabi Ireland to the next meeting to discuss inclusion which would include links to the Marking and Feedback Policy. (which had been identified in the LA Report). LG reported that a review of English was being undertaken by an Ofsted Inspector on 24th April and that the subsequent report would be shared with governors. NH set out a proposal for a three-pronged approach to external review as follows: - For external consultants to review an area (as identified in the latest Ofsted Report) - Subject leads to then present on the same area to the FGB - Link governors to continue to undertake monitoring visits. This approach had been implemented at another local high school who had recently been inspected. The feedback had indicated that it provided Ofsted with evidence of robust challenge from the governing body. Q: How would bringing in external review align with implementing the Rapid Response Plan – would this result in adding more complexity to what is required? What would you learn from this that you don't already know ? How much time have you got to deliver the necessary improvements? How will you ensure that you keep a laser like focus on what is needed? A: There are areas which require external scrutiny as a matter of urgency – English is one of these areas. We do not have time to consider and wait. Assurances are needed now. (LG) NH (NH) – I would hope that they would not see anything different. Its also worth being mindful that there is a training element here for middle and senior leaders – this process would help them to articulate their responses during an inspection. But the points you make do need full consideration. Q: Would the English Department have the capacity to act upon any recommendations that might arise from the review? A: I can't answer this at this point.
12.	**Governor** LG reported that there had been a reduction in the number of incidents related to derogatory language. NH agreed to share the Governor Action Plan on 23 April at the additional meeting. **Training** **Action:** DH to add JC to the National College. AH had completed an NYC governor training course which she recommended to other governors. **Diversity** **Action**: CW to circulate the template and then share the summary report at the next meeting. Governors to then consider whether to publish the information. **Succession Planning** NH reported that consideration would be needed, at a future meeting on: - how best to fill future vacancies - whether to increase its number via the Instrument of Government. - The future Chair/Vice-Chair arrangements – including consideration of Co-Chair roles - The frequency of meetings in the autumn term.

	Action: Governors agreed to consider at a future meeting. **Date of next meeting:** Additional meeting agreed for Thursday 23 April at 6pm via Teams.

The Chair closed the meeting at 19.53 pm.

<u>Dates of 2025-26 Full Governing Board Meetings</u>
Wednesday 1 October 5pm at the school
Tuesday 4 November 6pm via Teams
Wednesday 17 December 5pm at the school
Tuesday 3 February 6pm via Teams
Tuesday 10 March 5pm at the school
Tuesday 21 April 6pm via Teams
Wednesday 20 May 5pm at the school
Tuesday 30 June 5pm at the school.

Chair:

Date:

Action Log 2025-26

Item	Actions	Lead
	Actions from 17th June Meeting	
2	*Academisation to be added to autumn term agenda*	*Clerk*
2	*Premises update in autumn term*	*Clerk*
	Actions from 25th June meeting	
5	*To consider whether to write to local MP re premises funding deferred to autumn term.*	*NH*
	Actions from 10th July meeting	
13	*BB to keep a record of governor attendance at future events. (ongoing)*	*BB*
13	*Governors agreed to evaluate the Governor Action Plan at the first meeting in the autumn term.*	*All*
13	*NH to complete the report in the agreed format and to share in advance of the next meeting.*	*NH*
5	*AH/JG/SBM + Bursar meeting deferred to the autumn term – to also review SFVS*	*AH/JG/SBM*
6	*Add a section on the link monitoring visit report template to ask governors to review any relevant priorities in the School Development Plan.*	*LG*
8	*LG to undertake pupil questionnaire in September.* *PM to undertake a further pupil voice on the equality issues on her next visit.*	*LG* *PM*
9	*NH reported that there had been no further progress with regards to the SRMA Review. NH to pick up in September.* *AH/JG/SBM to meet with bursar and review SFVS*	*NH* *AH/JG/SBM*
11	*LG to clarify which policy contained data retention deadlines.*	*LG*
	Actions from 1 October Meeting	
6	Add feedback from the staff health and well-being survey to November meeting agenda. All governors to let BB know when they undertake a school visit to enable BB to maintain the record of visits. (ongoing)	*Clerk* *All*
7	LV and RN to complete the statutory forms at the next availability opportunity.	*LV/RN*
13	Safeguarding Plan for 2025-26 to be shared at the next meeting. All governors were reminded to ensure that they completed all mandatory safeguarding training as soon as possible.	*LG* *ALL*
16	*Review Charging and Remissions Policy at next meeting*	*LG*
18	*DH to email governors detailing any outstanding safeguarding training.*	*DH*
	Actions from 4 November meeting	
6	Review the results from the Student Survey at December meeting.	Clerk/LG
6	Update on Staff Survey to be discussed at December meeting.	Clerk/LG
11	Update on Governor Action Plan to be discussed at December meeting.	Clerk/NH
	Actions from 14 January meeting	
6	NH to arrange link visit on Quality of Education	NH
6	LG/NH/JN to consider leadership capacity challenges	NH/LG/NH

	Actions from3 February Meeting	
6	Any outstanding Prevent training to be completed asap.	All
11	To consider the publication of FGB diversity data at next meeting	All
13	Add section on Staff well-being to monitoring template	LG
13	Governor training and Action Plan deferred to next meeting	Clerk
	Actions from 10 March Meeting	
3	LG to share Health and Safety Inspection Report at next meeting	LG
3	To arrange a site walk at next face to face meeting	NH
	Actions from 21 April Meeting	
1	Extra meeting on 23 April to consider Governor Action Plan/ Rapid Response Plan	ALL
4	Remind governors to complete outstanding mandatory training asap – send email after meeting.	DH
8	To share staff presentation after meeting	NH
10	Consider Uniform Policy at a future meeting.	Clerk
11	Invite Gabi Ireland to present at the next meeting. (Inclusion/ Marking and Feedback Policy)	LG
12	Future discussion on vacancies/ succession planning/ meeting structure to be arranged.	Clerk
12	DH to arrange for JC to have access to the National College	DH
12	CW to circulate the Diverity Questionnaire	CW