

#### **GOVERNING BODY**

Minutes of the meeting of the Governing Body (GB) held on Tuesday 8<sup>th</sup> October 2019 at Risedale Sports and Community College, 5pm.

### **Present:**

**Governors:** Beki Bulmer (Chair), John Glahome, Jane Hailwood, Colin Scott (Principal), Terry McCann, Lara Vinsen.

#### In attendance:

James Yates (Vice Principal), Helen Whitehead (Vice Principal and SENCo), Gill Morrissey (Director of Facilities), Sarah Matthewman (Assistant Principal), Sarah Cox (Senior Teacher), Stacey Burke (Senior Teacher), Richard Sherwood (Senior Teacher) and Pat Gale (Clerk to the Governing Body).

**The Visioning presentation from students:** Emily Barratt, Maria Mihai and Shen O'Neill. (Left the meeting at 5.30pm)

| No. | Item  | Lead |
|-----|---|------|
|     | PART 'A' – PROCEDURAL   |      |
| 1.  | Election of Chair and Vice-Chair  The Clerk welcomed everyone to the meeting and asked if Governors still wished to have a one year term of office for the Chair and Vice Chair as outlined in the Standing Orders.  Resolved:  a) That the terms of office for Chair and Vice Chair would remain as one year.  The Clerk then requested nominations for the role of Chair. Mr Glahome nominated Mrs Bulmer, seconded by Mr McCann; there were no further nominations so a show of hands was requested. There was a unanimous vote in favour of Mrs Bulmer, and she agreed to continue as Chair for a further year.   | All  |
|     | b) Mrs Bulmer was voted in as Chair for the 2019/20 academic year.  The Chair then requested nominations for the role of Vice Chair, noting that Mr Gardiner had stepped down from the role when he resigned earlier in the year. Mr Glahome nominated Mr McCann seconded by the Chair, there were no further nominations. Mr McCann explained that he may not always be able to attend every meeting, but as an interim measure he would step in as Vice Chair, subject to a further election at the next meeting in December, when more Governors would be in attendance.  Resolved:  c) Mr McCann was thanked for standing in as interim Vice Chair, subject to a further election for the role at the next FGB meeting. | AII  |
| 2.  | Election of Co-opted Governor  The Principal explained that he had been approached by Samantha Cotgrave a local health professional, who had expressed an interest in being co-opted to the Governing Body; both he and the Chair had met with her and wished to recommend her appointment as Governor. Governors unanimously supported this appointment.   |      |



| No. | Item   | Lead         |
|-----|--|--------------|
|     | Resolved: That Mrs Samantha Cotgrave was unanimously voted in as a co-opted Governor.  | All          |
| 3.  | Welcome and Apologies  |              |
|     | The following apologies were received and consented to:      Carl Les     Joe Jordan     Samantha Cotgrave (Co-opted Governor Designate)   |              |
|     | The quorum for a meeting of the governing body was noted to be not less than 50% of the number of governors in post at the time of the meeting and accordingly the meeting was able to proceed.  |              |
| 4.  | Discussion with students on the 'Vision' for the school  |              |
|     | The Principal and Chair welcomed Emily Barratt (EB), Maria Mihai (MM) and Shen O'Neill (SO) to the meeting and invited them to present their findings. It was reported that on the 2nd September 2019 all staff and a group of students discussed the strapline, mission statement and aims of the school-in terms of whether they were they still appropriate and relevant.  Emily presented the feedback on the 'Strapline', currently 'Learning and Achieving Together', many students felt it needed to be more modern with more energy. A number of alternatives were suggested, for example:  • Learning together to achieve excellence • Learn,believe,achieve • Dream,believe,achieve • Dream,believe,achieve • Family, progress-move forward • Together we believe and succeed • Risedale-a family Emily felt that Risedale is a family and any decision should be taken as a whole school, everyone should participate in agreeing a new strapline.  Action: a) To create a student competition during tutor time to select preferred straplines.  Maria explained that a review of the Mission Statement had taken place with student ambassadors during tutor time, currently it is expressed as: 'Risedale Sports and Community College-committed to nurturing and sustaining a positive future for all, through an inclusive and exceptional learning journey'. Maria reported that many felt it was not challenging enough and not as individualised as it could be. We care about each other and are part of a family we want to celebrate. It is probably too long, needs to be snappier, our recommendation is: 'The Risedale family is committed to a positive future for all through a personalised learning journey'. Shen then explained that the School Aims had been considered and they were thought to be a bit 'lacklustre', not everyone knows what their potential is or could be, challenge is important but we also need to acknowledge learning from mistakes, there is nothing wrong with that. | EB/MM/<br>SO |
|     | be, challenge is important but we also need to acknowledge learning from   |              |



| No. | Item   | Lead |
|-----|--|------|
|     | Build resilience, accept challenge and strive for excellence.  |      |
|     | Shape curriculum to discover, explore and build aspiration.  |      |
|     | Shen then asked if Governors had any questions or comments.  |      |
|     | The Chair responded with a 'wow', thanking the students so very much for a clear and exciting 'vision' for the school.   |      |
|     | Q: How are you going to get feedback on the strapline from all students?  A: We are going to create a tutor group Google Slideshow with a selection of straplines and a deadline for nominating their favourite or they can propose their own. We think the strapline or logo is so important in summarising the mission and aims. |      |
|     | Q: What is your timeline? A: We want to bring back the results for you to approve at the next meeting on December 10 <sup>th</sup> .   |      |
|     | The Principal thanked the students for their enthusiasm and said it would probably take time to remove old messages and logos, but so important in moving the school forwards.   |      |
|     | Shen then asked Governors the following:  Q: How do you see the school?  |      |
|     | A: My son had attended the school for two years and they had been the happiest of times, something I would want for all students.  Q: Would you change anything?   |      |
|     | A: Would you change anything?  A: Hard to say apart from ongoing improvement across the board, and improvements to the building.   |      |
|     | Q: Where do you want the school to be in twenty years' time? A: To offer a broader experience for pupils and staff, to broaden the cultural pillar, and offer more vocational subjects, as some prefer more practical options.   |      |
|     | Emily added that it would be good to have more social and charitable opportunities for students to get engaged with, and the careers support we get is really helping with aspirations.  |      |
|     | The Chair and all Governors thanked Emily, Maria and Shen for a very interesting and helpful presentation.   |      |
|     | (The students left the meeting at 5.30pm)  |      |
| 5.  | Declaration of Interests Pecuniary or Non Pecuniary  |      |
|     | No interests were declared.  | All  |
| 6.  | Declaration of Business and Personal Interests and Self Declaration statements   |      |
|     | Governors were requested to complete the annual self-declarations, business and personal interest forms for the 2019/20 academic year, these were collected by the Clerk for central filing.   | All  |
| 7.  | Register of Hospitality  |      |
|     | Governors were requested to complete the annual register of hospitality for central filing.  | All  |



| No. | Item   | Lead                   |
|-----|--|------------------------|
| 8.  | Review Standing Orders and Code of Conduct   |                        |
|     | Governors were requested to sign a register to say they had read and agreed to abide to the Code of Conduct for 2019/20.   | All                    |
| 9.  | Items of other urgent business   |                        |
|     | None declared not covered by the agenda.   | All                    |
| 10. | Statutory Committees   |                        |
|     | The Terms of Reference for the School Improvement Committee had been circulated and Governors were asked for their approval. Mr Glahome noted that they currently did not emphasise the 'rate' or pace of improvement that the Committee was aiming to support, so should perhaps be reviewed at the first meeting of the year.  Action:   |                        |
|     | To have Terms of Reference of the School Improvement Committee on the agenda of the first meeting.   | PA to the<br>Principal |
| 11. | Minutes and Matters Arising from the Previous Governing Body Meeting   |                        |
|     | Governors had been previously circulated with the minutes from the previous meeting.   |                        |
|     | Resolved:  a) That the minutes of the meeting of the Governing Body held on the 2 <sup>nd</sup> July 2019 be approved, signed and dated by the Chair as a correct record.  | All                    |
|     | Matters Arising:   |                        |
|     | 1. The Chair confirmed that <b>Parent Governor</b> , Sarah Sinnott had resigned from the Governing Body dated the 5 <sup>th</sup> October 2019, due to work commitments. The Chair on behalf of Governors thanked Mrs Sinnott for her contribution as Parent Governor and wished her well. The Principal noted that the vacancies should be actioned and the constitution potentially reviewed in terms of whether it was still fit for purpose. |                        |
|     | 8. <b>Terminology of 'pupils'-</b> Q: Has the suggestion of using 'adults in training' been pursued further? A: It hasn't, and students have not been asked either, something to be considered in the future.  |                        |
|     | 11. Principals update-Pupil Survey- Q: Is a new pupil survey being planned? A: Yes, Mr Sherwood is working on a different survey and we should have the results for the December FGB meeting.  |                        |
|     | Action: a) Results of the survey to be an item on the 10 <sup>th</sup> December FGB agenda.  | Clerk                  |
|     | 11.Principals Update-Safeguarding Audit-<br>Q: Has the NYCC report on the safeguarding audit been received yet?  |                        |



| No. | Item  | Lead                       |
|-----|---|----------------------------|
|     | A:Not yet, but my PA is following this up, and the report will be shared with Governors when made available; we have no causes for concern <b>Action</b> :  |                            |
|     | b) Mrs S Blood to request the Safeguarding Audit from NYCC for consideration at the next FGB.   | Principals<br>PA/<br>Clerk |
|     | 11.Principals Update-'Anti Bullying Ambassadors-<br>Q: Has this suggestion been progressed?   | Clerk                      |
|     | A: Not yet, and will need to take on board both staff and pupils. We are also trialling student training mentors with Year 6 pupils in Le Cateau, the results could potentially feed into the development; so still work in progress.   |                            |
| 12. | <u>Dates of Future Meetings</u>   |                            |
|     | The schedule for 2019/20 had been previously circulated and approved as follows.  |                            |
|     | Tuesday 10 <sup>th</sup> December 2019 at 5pm - (Vision, SEF and Development Plan) Tuesday 4 <sup>th</sup> February 2020 at 5pm – (Leadership and Management) Tuesday 17 <sup>th</sup> March 2020 at 5pm – (Quality of Education) Tuesday 12 <sup>th</sup> May 2020 at 5pm - (Budget) |                            |
|     | Tuesday 30 <sup>th</sup> June 2020 at 5pm – (Personal Development, Behaviour and Attitudes)   |                            |



| No. | Item   | Lead                             |
|-----|--|----------------------------------|
| 13. | Governing Body Self Review and Training Needs  |                                  |
|     | Governors had been previously circulated with a copy of the Governing Body Self Evaluation Report that had been analysed and produced by the PA to the Principal. The NGA survey had been carried out in June 2019 based on 14 responses.  The assigned NGA mentor had met with both the Principal and his PA on the 26 <sup>th</sup> June to discuss the findings. It was reported that overall the results were positive and show a developing Governing Body who are taking their responsibilities seriously and looking at themselves to ensure effective governance. As a result, a proposed <b>Governing Body Action Plan</b> had been developed to reflect the key areas for improvement, actions required and by whom/when, and what the success criteria might be as a consequence. |                                  |
|     | There was some discussion about how this could be taken forward and regularly reported to the FGB, the following actions were agreed.  Action:   |                                  |
|     | a) To review in more detail at the School Improvement Committee and establish a process for review and reporting to the FGB.  Action:  | SIC                              |
|     | b) The Clerk to provide the School Improvement Committee with examples of Governing Body Development Plans from other schools.   | Clerk                            |
|     | Governors were reminded of the ongoing training support that was provided by both NGA and NYCC, and that potential opportunities would be sent to Governors, which could then be booked via the PA to the Principal. After some discussion it was felt that a training needs template should be developed for Governors to complete, in identifying a skills audit. The NGA skills audit carried out the previous year did not provide the bespoke needs that Governors wished to acquire.  Action:  |                                  |
|     | c) To develop a simple template that would highlight experience and skills but also areas for further development that could be incorporated in the Governing Body Action Plan.  | Clerk/<br>PA to the<br>Principal |
|     | Resolved: That the PA to the Principal be thanked for the very helpful self-review report and Action Plan.   | All                              |
|     | PART 'B' - SCHOOL IMPROVEMENT  | 1                                |
| 14. | Principal's Full Report  |                                  |
|     | <ul> <li>Governors had been previously circulated with the Principal's Annual Report, the Chair invited him to give key headlines, which included:</li> <li>Risedale continues to grow and develop significantly as a school, this is recognised by its positive reputation within the community as evidenced by the increased numbers of students making Risedale their first choice both from within and beyond the local area.</li> <li>Q: Why is this happening?</li> <li>A: Students, staff, governors and parents have all been instrumental in this transformation, and their hard work and dedication is second to none.</li> </ul>  |                                  |



| No. | Item  | Lead |
|-----|---|------|
| No. | <ul> <li>Although we still have to wait for final confirmation for our P8 'score' for GCSEs in 2019, it appears that through our current analysis that our P8 this year, as expected, has risen. Last year's P8 score was -0.47 and we have gained almost a quarter grade improvement so that it is now -0.23, but subject to final scores.</li> <li>Q: Which subjects showed most improvement?</li> <li>A: English and Maths gained scores above zero, and there were significant improvements in German, Geography and PE.</li> <li>Attendance for 2018/19 rose again, reaching a level of 95.5%, slightly above the national average. This has been as a result of a strong pastoral team and our school commitment to pursue non-attendance.</li> <li>Our Behaviour Policy is being applied with more consistency and early indications are much more positive.</li> <li>The new curriculum has been enhanced through what we are calling the 'Five Pillars 'which are embedded at subject level and represent our strategic vision for our pupils. We continue to be mindful of the new Education Inspection Framework, and as a HMI said recently; 'If the tide rises all the boats lift'.</li> <li>Our school roll currently stands at 530 pupils compared with 418 pupils and a budget deficit of almost £300k two years ago. As a consequence, we have now a small surplus of about £40,000. We are anticipating a potential upilit of 30 to 40 pupils next year as the army mobilities to Catterick begin to happen.</li> <li>Q: Will we need more staff as a consequence?</li> <li>A: We had already planned for an extra member of teaching staff next year, but we may need two extra teachers, but we need more 'solid' figures from the MOD before decisions can be taken.</li> <li>In terms of staff stability, we are in a much stronger position, although a number of staff are on long-term sick leave, we hope they will be able to retruit.</li> <li>In 2018/19 we were able to ensure that no pupil lost even a half day of their education through fixed term or permanent exclusions, the first time</li></ul> | Lead |
|     | Q: Are staff getting training in support of this new focus?   |      |



| No. | Item  | Lead                   |
|-----|---|------------------------|
|     | A: Yes, it is being provided.   |                        |
|     | The Chair thanked the Principal for a positive overview and invited senior  |                        |
|     | leaders to report on specific areas of the report.  |                        |
|     |   |                        |
|     | <b>Exam Results-</b> The Vice Principal referred Governors to the Principal's report,   |                        |
|     | explaining that the 2019 GCSE cohort was relatively small with a disproportionate   |                        |
|     | amount of mobility (x4) compared to the national average, including a number of   |                        |
|     | very late arrivals in Years 10 and 11. However, there were a number of successes, including:  |                        |
|     | Over 10% of students made progress which was at least one grade higher than expected.   |                        |
|     | <ul> <li>Over a quarter of students made progress which was over a half a grade<br/>higher than expected.</li> </ul>  |                        |
|     | The percentage of higher grades almost doubled, with the progress of our  |                        |
|     | Higher Ability students over a grade up compared to last year.  |                        |
|     | Our disadvantaged gap also closed, with the progress of disadvantaged   |                        |
|     | students also improving.  |                        |
|     | 30% of students gained 5 or more GCSEs, the national figure being 43%.  |                        |
|     | The overall average P8 was -0.23 compared with -0.47 last year.   |                        |
|     | <ul> <li>Overall Attainment 8 was 38.30% compared with 35.67% last year.</li> </ul>   |                        |
|     | The number of students entered for eBacc was 41% compared with 24%  |                        |
|     | last year, above the national level of 38%.   |                        |
|     | The Vice Principal concluded that the cycle of improvement was being driven, there  |                        |
|     | was much more consistency and the gap was narrowing.  |                        |
|     | Curriculum Development- the Vice Principal reported that a significant amount of work was done during 2018/19 to ensure there was an improvement in the consistency of the quality of education across the school and subject curricula brought up to date. Improvements have been recognised by external advisers who have endorsed the improvements led by the Senior Teacher team. In early September a curriculum workshop was held and the 'Five Pillars' which underpin the Risedale Curriculum were explicitly presented and shared with all staff. The five pillars being:  • Cultural Capital and Knowledge for success • Aspiration • Being Language Rich • Independence and Resilience • Kindness and Empathy  Q: Is this a new development? |                        |
|     | A: No, it is an accumulation of a focused process over a couple of academic years, it has also been shared with students, and our next step is to share with parents as well.  Action:  |                        |
|     | a) To have the 'Five Pillars' as an item on the next School Improvement Committee agenda to better inform Governors.  | PA to the<br>Principal |
|     | The Chair thanked the Vice Principal for a very positive presentation and welcomed the new Vice Principal and SENCO, Helen Whitehead to the school and asked if she could give an update on Pupil Premium and SEND.   |                        |



| No. | Item   | Lead                 |
|-----|--|----------------------|
|     |  |                      |
|     | <b>Pupil Premium-</b> the Vice Principal gave an overview of the how the Pupil Premium Grant including the Service Pupil funding, a total of £173,690, had been used in 2018/19. Her report was based on an audit of historical data. The funding had focused on three main areas:   |                      |
|     | Quality teaching for all-in terms of narrowing the gaps, learning to learn, resilience and improved motivation and study skills.   |                      |
|     | <ul> <li>Targeted support-narrowing of gaps in English and Maths, KS3, enhancing<br/>engagement focus and behaviour for learning, improving attendance and<br/>parental engagement.</li> </ul>   |                      |
|     | <ul> <li>Other approaches-building cultural capital, school uniform support, raising aspirations and more effective governance.</li> <li>Q: What will the spending for 2019/20 focus on?</li> </ul>  |                      |
|     | A: We will continue to focus on these priorities but also include the Lawrence House provision; the main difference will be to evidence the impact of the spending. The budget is estimated at £189,540, for greater detail the Pupil Premium Strategy Statement is on the school website.   |                      |
|     | Mr Glahome mentioned that an audit had taken place two years ago that might help inform the evidence base for impact.  Action:   |                      |
|     | b) Mr Glahome to arrange a meeting with the Vice Principal to support the work on Pupil Premium funding.   | JG/Vice<br>Principal |
|     | Q: Do primary schools receive Pupil Premium funding? A: Yes, and the funding is spent in similar ways, sometimes parents believe that the funding is for 1:1 support, but that is not the main purpose, and would not be sustainable.  |                      |
|     | Q: Does the AWS know about this funding as we have 219 service students this year?   |                      |
|     | A: I am sure they are aware, but each Unit has also got a Welfare Officer, it might<br>be helpful if they received a briefing on the use of the Pupil Premium, to ensure<br>consistency of advice for service families.  |                      |
|     | Action: c) To consider a briefing for AWS and Unit Welfare Officers on the use and impact of the Pupil Premium Grant.  | Vice<br>Principal    |
|     | Safeguarding- the Vice Principal explained that safeguarding continues to be a relentless focus at Risedale and to this end staff have recently been alerted to the updated DfE statutory guidance on 'Keeping Children Safe in Education' (KCSIE). This is mandatory reading for staff and Governors, and both must sign to say they have read and understood it.  Q: What does the updated guidance include? |                      |
|     | A: Changes to local safeguarding children's boards, to the Ofsted framework, the new RSE curriculum, pupils at risk of engaging in serious crime, including 'County Lines' and information regarding 'upskirting'. As a result of these changes the NYCC Child Protection Policy has been updated, and is on the agenda this evening for review and approval.  |                      |
|     | Governors commented positively on how much training had taken place particularly by the Vice Principal and SENCO. It was also noted that the PA to the Principal had   |                      |



| circulated both Part 1 and 2 of the KCSIE guidance to all Governors, and they had signed a register to say that they had read and understood the guidance.  SEND- the Vice Principal reported that there are currently 86 pupils on the SEND register, representing 16.2% of the current school students, the majority at SEN support stage, three students have EHCPs and two further pupils with MOD 'Scan' documents.  Q: What are the main primary needs of students on the SEN register? | Lead            | Item   |
|---|-----------------|--|
| ", " "   "   "   "   "   "   "   "   "  | SENCo/<br>Clerk | circulated both Part 1 and 2 of the KCSIE guidance to all Governors, and they had signed a register to say that they had read and understood the guidance.  SEND- the Vice Principal reported that there are currently 86 pupils on the SEND register, representing 16.2% of the current school students, the majority at SEN support stage, three students have EHCPs and two further pupils with MOD 'Scan' documents.  Q: What are the main primary needs of students on the SEN register?  A: Mainly SEMH and MLD, but increasingly more students are being diagnosed with ASD. We are providing training and awareness raising of ASD, although students present in very different ways, so hard to have one solution for all.  The Chair thanked the Vice Principal for her overview and grasp of the issues despite only being in post a short period. Sarah Cox was then invited to give a presentation on Equalities.  Equalities Annual Review for 2018/19 - Governors were reminded that they had approved the Single Equality Scheme and its corresponding action plan at the 16th October 2018 Full Governing Body meeting; the report shared with Governors was a review of progress against the four objectives identified in the plan.  • Objective 1-Reduce incidents of bullying, including homophobic or transgender bullying to zero- it was noted that there had been more cases reported than the previous year, but due to a small minority of students and appropriate actions had been taken. Staff now report all bullying incidents on BromCom.  Action:  d) A report will be presented to each Full Governing Body meeting by the SENCo.  • Objective 2- School fulfils duty under the Equality act by ensuring the learning environment is one which tackles discrimination, celebrates diversity and includes all sections of society – it was reported that an Equalities Group has been established comprising both staff and students to challenge prejudice and discrimination, equality and diversity. Mrs Cox reported that the students were very committed and passionate about the role |



| No. | Item   | Lead                         |
|-----|--|------------------------------|
|     | security and Lawrence House has been completely fenced off and secure.  Emergency lighting will also be phased in over the next two years; and part of the DT facility was re roofed, with minimal disruption and all work completed on time. The entire school was re-cabled over the summer to provide essential upgrades to the network and to complement the upgrade of the suite of school computers. The contractors and the ICT team worked together to ensure everything was completed on time.  Action: |                              |
|     | e) The Chair on behalf of Governors to thank Mr Lamont and Mr Tivinan for giving up so much of their summer break to carry out the work.   | Chair                        |
|     | Q: How are the lettings going this year? A: Very promising especially with the new Pavilion and costings for the use of the new facilities are currently being looked at with the support of the school bursar.  |                              |
|     | Q: When is the pavilion due to be erected? A: It is due to arrive on site on the 7 <sup>th</sup> October with an installation programme of one week. The fencing and gates are due for completion by the 21 <sup>st</sup> October, at the same time as the trim trail fitness equipment is being installed.  |                              |
|     | <b>Grounds Maintenance</b> -it was reported that the current grounds maintenance contract is due to end on the 31 <sup>st</sup> March 2020. With support from NYCC a job description has been drawn up for the school to advertise for its own grounds maintenance person to be on site from April 1 <sup>st</sup> 2020, a separate contract will be sought for the cutting of Jaffa sports fields, consideration is also being given to reviewing the School Cleaning Service.                                  |                              |
|     | The Chair on behalf of all Governors thanked the Director of Facilities for ensuring all changes to the building had taken place to a high standard and on time without jeopardising the student learning environment.   |                              |
|     | The Principal wished to update Governors on Complaints and Freedom of Information requests, stating that there had been no new issues to report.   |                              |
|     | Policy Revisions- Governors had been circulated with 46 policies to review and recommend if appropriate for adoption. It was noted that most had been recommended by NYCC, and on the whole, there were no big changes from the previous year.  A number of issues were raised:  Q: Does the Behaviour Policy also include staff, or should we have a separate   |                              |
|     | policy? A: The Code of Conduct highlights the professional standards of teachers and corporate staff, but perhaps we should consider developing a Staff Behaviour Policy. However, the Behaviour Policy for students can be approved.  Action:   |                              |
|     | a) The Principal and Director of Facilities would meet to consider if a Staff Behaviour Policy was required.   | Principal/<br>Director<br>of |
|     | Governor Visits and Link Governor Policy- Mr Glahome raised the point that the Policy referred to an annual schedule of visits by Governors, whereas arrangements were more ad hoc and informal as needs arose.  | Facilities                   |

| No. | Item  | Lead        |
|-----|---|-------------|
| 15. | Resolved:   |             |
|     | b) The Governor Visits and Link Governor Policy should not be approved, as                    | All         |
|     | no longer fit for purpose.  |             |
|     | Budget Management Policy- Governors felt the Policy should be                                 |             |
|     | approved, but recommended that Annex B the Scheme of Delegation to the                        |             |
|     | Headteacher should be amended under point 4, regarding virement from                          |             |
|     | one budget head to another, to a £20,000 limit, not £15,000 as in previous                    |             |
|     | years.  |             |
|     | Resolved:   |             |
|     | c) The Scheme of delegation, (point 4) relating to virement from one budget                   | All         |
|     | head to another should be increased to £20,000.   |             |
|     | Mr Glahome noted that he had not received the last set of financial monitoring                |             |
|     | reports and they were not on the Governor Portal.   |             |
|     | Action:   |             |
|     | b) To request that the most recent financial reports be located on the Portal                 | PA to       |
|     | and discussed at the December FGB meeting.  | Principal/  |
|     |   | Bursar      |
|     | Health and Safety Policy- it was noted that it appeared to have not been                      |             |
|     | updated since the previous year.  |             |
|     | Action:   | John        |
|     | c) That Mr Glahome and the Director of Facilities would review and ensure the                 | Glahome/    |
|     | Health and Safety Policy was updated as appropriate.  | Director    |
|     | PSHCE Policy- a query was raised about what the Policy was about, as it                       | of          |
|     | did not seem clear.   | Facilities. |
|     | Action:   |             |
|     | d) That the Policy would be considered at the next School Improvement                         | PA to       |
|     | Committee before Governors could approve, and could potentially also                          | Principal   |
|     | provide a good area to carry out a 'Deep Dive'.   |             |
|     | Resolved:   |             |
|     | That all approved policies be signed and dated by the Chair.                                  | All         |
|     | (Summary of approved policies attached)   |             |
|     |   |             |
| 16. | External Reports:   |             |
|     | Governors had been previously circulated with the recent NGA Governance Report                |             |
|     | for 2019 and the updated Keeping Children Safe in Education guidance.                         |             |
|     | It was recommended that Governors considered the NGA report as there were                     |             |
|     | some useful recommendations to consider in improving governance.                              |             |
| 17. | Link Governor Visit Reports:  |             |
|     |   |             |
|     | Mr J Glahome had undertaken two visits on the 27 June and the 9 <sup>th</sup> July 2019, both |             |
|     | had been useful and positive.   |             |
|     | PART 'C' – OTHER BUSINESS   |             |
| 18. | Urgent Business:  |             |
|     |   |             |
|     |   |             |



| No. | Item   | Lead |
|-----|--|------|
|     | The Principal circulated some further guidance on the new Education Inspection Framework, focusing in particular on what a 'Deep Dive' might look like and what Governors should be considering in supporting the inspection process.  Action:   |      |
|     | Governors to email the Principal if they had any queries.  | All  |
| 19. | Confidential Items: None declared.   |      |
| 20. | Questions or suggestions from SLT to Governors: The Chair invited members of the SLT to ask questions of Governors. The Vice Principal and SENCO suggested that it might be helpful if Governors felt able to join meetings with pupils and parents regarding any behaviour issues, in supporting staff, encouraging pupil motivation and elevate the importance that the school held in terms of good behaviour.  Action: |      |
|     | Governors agreed that this could be a supportive partnership approach to improving behaviour, and would be willing to help.  | All  |
|     | There being no further business the Chair thanked everyone for their commitment and closed the meeting at 7pm.   |      |

## Membership of the Governing Body

Beki Bulmer (Chair), Terry McCann (Interim Vice Chair), John Glahome, Jane Hailwood, Joe Jordan, Carl Les, Terry McCann, Colin Scott, Lara Vinsen.

## Other staff - Members of the Senior Leadership Team

Sarah Cox (Associate Assistant Principal), Sarah Matthewman (Assistant Principal), Gill Morrissey (Director of Facilities), James Yates (Vice Principal), Helen Whitehead Vice Principal and SENCo).



### Appendix A

# Summary of Approved Policies by the Governing Body on 08th October 2019

- Admission of Students
- Anti-bullying
- Appraisal
- Attendance (students)
- Behaviour (student)
- Budget Management
- Capability Policy and Procedure
- Careers
- CCTV Privacy Notice
- Charging
- Child Protection
- Collective Worship
- Complaints Privacy Notice
- Confiscated Property
- Curriculum
- Discipline Policy and Procedure (Staff)
- Educational Visits
- Employee Privacy Notice
- Exclusion
- For the Education of Looked after Children
- Governing Body Code of Practice
- Governor Allowances
- Governor Attendance
- Governor Disciplinary
- Governor Statement of Behaviour
- Health and Safety subject to incorporating updates
- Hearings and Appeals
- Home-College Agreement
- Information Security Incident Reporting Policy
- ITT and New Staff Induction
- Lettings
- Lone Worker
- Marking, Feedback and Assessment
- Online Safety Policy
- Parents and Carers Behaviour Policy
- Parents and Pupils Privacy Notice
- Pay Policy
- Prevent
- Provision for Students absent through illness
- Recruitment and Selection
- Recruitment Privacy Notice



- Relationship and Sex Education
- Safeguarding
- SEND
- Stress Management
- Supporting pupils with a medical condition
- Travel and Expenses
- Unauthorised substances in school
- Volunteers Privacy Notice
- Whistleblowing Policy

# Policies superseded or redundant – to be archived

- Citizenship Attached covered in PSCHE Policy
- Controlled Assessment superseded by Non-Examination Assessment Policy
- Cover for Absent Colleagues covered within staff handbook
- E-Technology superseded by new policy which combines e-safety and e-technology
- E-Safety superseded by new policy which combines e-safety and e-technology
- Pupil Mobility superseded by Admissions Policy
- More Able to be progressed through an internal strategy