



OUR VISION & VALUES:

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Risedale School

Full Governing Body Meeting Minutes

Wednesday 2 April 2025 at 17:00 at Risedale School

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
Dean Higham (DH)	Staff Governor
Charles Anderson (CA)	Co-Opted Governor
John Glahome (JG)	Co-Opted Governor
Pamela McMahon (PM)	Parent Governor
Kate Morgan (KM)	Co-Opted Governor
Amanda Hastings (AH)	Parent Governor, Vice Chair of Governors
<u>In attendance</u>	
Chris Walker (CW)	Senior Governance Office and Clerk to the Governors
James Yates (JT)	Deputy Headteacher
Mark Kirkbride	Senior Teacher
Sarah Cox	Senior Teacher
Jonathan Norden (JN)	Principal Education Advisor, NYC (Observer)



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<u>No.</u>	<u>Item</u>
<u>PART 'A:' – Procedural</u>	
1.	<p>Welcome and Apologies for Absence and to determine whether any absences should be consented to.</p> <p>NH welcomed everyone to the meeting.</p> <p>Lara Vinsen, Ray Nyambira and Beki Bulmer had sent their apologies in advance which were consented to.</p> <p>Governors agreed to amend the agenda to enable the presenters to leave after their items.</p>
2.	<p>Attainment and Progress Data Update (Y10 and Y11 Updates) (Agenda item 9)</p> <p>The reports had been shared with governors in advance of the meeting.</p> <p>Year 11</p> <p>JY highlighted the key points from the reports which included:</p> <ul style="list-style-type: none"> • All Y11 had sat a full set of mock exams recently. (PPEs) • The papers had been moderated. • The results had been used to inform expected outcomes for the final exams. <p>Governor questions</p> <p>Q: How robust are the predictions and how confident are you about them? Is there consistency across all subjects?</p> <p>A: These are a robust set of mocks. We now have a much greater data set to help inform predictions which will produce a more realistic forecast. There will always be some element of variability. I am confident that there is greater consistency – especially when we compare to previous years.</p> <p>Q: Have you applied a QA process, including for the mocks ?</p> <p>A: Yes. Moderation has been undertaken by curriculum area. The Y10 data is not wholly holistic and this is an area for focus.</p> <p>The Y11 projections feel a lot more secure this year. There is no KS2 data available for Y11 this year so we could not use this and the progress prediction is based on our internal assessments and the SISRA progress index (SISRA is the platform many schools, incl. Risedale, use to analyse attainment and progress data).</p>



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This would have indicated a P8 of -0.35. We are where we would expect to be at this point in the year.

Q: Is there a plan to upskill staff with regards to data literacy and effectively using data to plan and design interventions?

A: Yes. After the mocks a detailed analysis of the results was undertaken pupil by pupil. This was then used to put in place targeted interventions. The outcomes have also been used to inform the curricula to ensure that any learning gaps are closed.

LG reported that identifying and addressing gaps was a key element of curriculum planning. This had been included within the SDP and KPIs were being tracked.

Q: Was there a correlation between those subjects where outcomes were not as strong and curriculum planning?

A: All subject leaders have been asked to write 5-Year Progression Plans. In addition, all Medium Term Plans should have been completed. Not all are on track. Gaps have been identified and discussions are ongoing with curriculum leaders to ensure completion.

LG reported that there was not a direct correlation between the results and planning.

Q: You have explained that the current processes and data are more robust this year. What have you based this judgement on – what is the evidence?

A: Essentially, we now have a much larger data set for Y11.

NH informed governors that the boundaries for this year's grading had not yet been decided.

Q: What were the actual results from the mocks?

A : Maths 32% (9-4), Eng Lit 26% (9-4), Eng Lang 24% (9-4). 4 GCSE + Eng & Maths – 22%

Q : Have any staff been challenged to revisit their forecasts?

A: Yes – this forms part of the QA process.

Q: Why are these figures so low?

A: There are a range of reasons – we recognise that the curriculum over the previous 5 years has not provided a consistent level of challenge at the right level.

LG reported that there was work to be done to deliver the right level of improvement. This would include curriculum development and ensuring greater consistency. It would take time to implement. Governors should also be mindful of the challenges of each individual cohort.



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LG reported that:

- an additional 3 vocational courses were being introduced:
 - Health and Social care
 - Travel and Tourism
 - Fashion and Textiles
 Plus media and engineering options.
- Alternative qualifications in English and Maths were also being considered.
- A Life Skills course was also being introduced.

Governors noted the specific challenges in the current Y10 cohort. LG explained that the aim was to set the predicted grades for the current Y10 in the summer term in order to inform the required levels of support and planning required in the autumn term.

Governor question

Q: Will you have interventions in place for September?

A: Before that – from June/July this year.

Q: How do you measure the impact of the interventions?

A: This links to our QA process. But we do need a robust process across all years and subjects to track the impact of our interventions. They come with a cost too and this also needs to be monitored. It's important also to identify which interventions are working and which are not.

LG reported that the aim was to bring the mocks forward next year – potentially in the autumn term. Although the impact on staff, students and coursework would have to be factored into any decision.

Year 10

JY explained that the data was not, currently, as robust as for Y11. Plans were in place to increase the accuracy of assessment in Y10.

Governor questions

Q: Why are Y10 more challenging?

A: Much of it is down to the attendance and behaviour of a number of the students. There is also a higher than average number of students with high needs in this cohort. A number of students in this year do not attend school at all.

Q: Is it a large cohort?

A: 106 – plus some students have come off roll.



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	<p>Governors agreed that it would be helpful for future reports to include a narrative setting out a headline summary which evaluated what the data was saying.</p> <p>Action: JY to include a headline summary in future reports.</p> <p>Q: Are the medium/high achievers underperforming? A: We have put in place more standardized assessments. We do identify and support the medium and high achieving pupils.</p> <p>Q: What are you using as a baseline without having the KS2 data? A: We use CAT to generate the minimum expected grades (MEG) (i.e. target) It is a floor not a ceiling expectation.</p> <p>Q: Can you explain why the attainment for English and Maths is reversed in Y10 and Y11? A: Essentially in Maths you need to build up skills. English is not as linear – learning is more on a curve.</p> <p>Q: Is this a standard observation? A: Maths is based on actual scores.</p> <p>Q: Will interventions push the students up in English? A: Yes. This is a typical pattern in English.</p> <p>Q: Do you use the Risedale Centre for interventions? A: The Risedale Centre is used mainly for social/emotional support and interventions and Lawrence House was previously used for internal alternative provision and will be brought back into use next year.</p>
3.	<p>Year 11 Action Plan Update</p> <p>The Action Plan Report had been shared in advance of the meeting.</p> <p>LG reported that the AIMS Project had been introduced to ensure more effective activation of prior knowledge (being monitored within the QA cycle) and more regular low-stake assessment. It would ensure a more standardized approach and raise standards. In addition, it would provide greater consistency and also establish routines for students.</p> <p>JY reported that behaviour and attendance in Y11 was good and that the student group was settled. There was still a degree of apathy, which was consistent with previous years.</p>
4.	<p>Admissions, pupil numbers and consider staffing and class structures for next year.</p> <p>The report had been shared in advance of the meeting.</p>



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MK highlighted the key points which included:

- There continued to be high levels of mobility – including in-year.
- The data for the last 5 years had been used to inform the report.
- The pupil numbers for September in Year 7 were provided in March each year.
- For September 2025 the numbers would require a 4 form entry. Current pre-admissions were 96.
- The plan was for a 2 week timetable with 25 lessons per week. This approach would provide additional flexibility.
- It would also deliver a more effective use of the available directed time of staff.

The discussion at this point has been recorded in a separate confidential minute.

Governor question

Q: Would the new planned housing in Catterick increase pupil numbers?

A: I can't answer that.

Action: LG to contact John Holden (LA- Strategic Services) for advice.

5. Attendance and Behaviour Update

The report had been shared with governors in advance of the meeting.

SC highlighted the key points as follows:

- Persistent Absence (PA) was high but lower than at the same point last year.
- A key focus was on attendance levels in Y10
- Advice and guidance from the LA had been helpful to signposting strategies to improve attendance.
- Future reports would include data based on the DfE bandings – this would help to track specific cohorts and groupings of students.

Q: Is there any correlation between the PA data and SEND students and are there any strategies you use to support the SEND students with their attendance?

A: We are doing a lot of work with the parents of the SEND students. Many think that they don't need to send their child into school whilst waiting for a tribunal for example. We look at a range of strategies to support our SEND students which might include things like adjusting their timetable for example. We have to address on a case by case basis. The biggest concerns are in Y10.

Q: What is your plan?

A: We need to employ an attendance manager which we will do in the summer term, to start in September. It's a complex area as it is not always the same students with the attendance concerns.



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	<p>We are very robust in contacting parents to notify them of attendance issues with their children and the impact it has on their education.</p> <p>LG reported that there would be a whole-school approach to attendance – it was essential to ensure consistency. LG would keep governors updated on progress.</p> <p>LG reported that more efficient support from the LA with regards to Early Help referrals would be welcome.</p> <p>Governor question Q: Do you have plans in place to ease Y6 transition? A: Yes. We will be asking about any attendance concerns for these student's next term. This will then help us to prepare targeted interventions when they arrive in the autumn.</p> <p>Governors agreed to defer the item on Behaviour to a future meeting.</p> <p>Governors thanked JY/MK and SC for their detailed presentations.</p> <p>All staff presenters left the meeting at 6.50pm</p>
6.	<p>To remind Governors of the need to declare interests, pecuniary or non-pecuniary.</p> <p>There were no declarations of interest or hospitality at this meeting.</p>
7.	<p>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.</p> <p>To be considered as the meeting progressed.</p>
8.	<p>To approve the minutes from the meeting on 26th March</p> <p>The minutes were approved as a true and accurate record and signed by the Chair.</p> <p>Actions The review of actions was deferred to the next meeting.</p> <p>Action: LG to share the Chromebook Report after the meeting.</p>
9.	<p>Chair's Update</p> <p>NH reported that:</p> <ul style="list-style-type: none"> the Stage 2 Complaint Panel hearing had been completed on 14th March. The Panel had made a number of recommendations which would be shared with governors and monitored at future meetings.



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	<ul style="list-style-type: none"> There would be a multi-way meeting with the LA in May to discuss the financial position of the school. A meeting with the Tim Johnson (SEA), JN and Mark Turner (next SEA) had been arranged for 3 April.
10.	<p>Headteacher Report</p> <p>LG provided a verbal update. Key points included:</p> <ul style="list-style-type: none"> SEND updates had been made available to governors via google drive. A full written HT Report would be provided at the June meeting. There had been good progress implementing the new Vision and Values throughout the school. <p>Governor questions</p> <p>Q: When will the fortnightly SEND behaviour meetings start?</p> <p>A: After Easter.</p> <p>Q: Do you know what level of SEND there will be in the new intake in September?</p> <p>A: Yes, there is a lot of high need in this cohort.</p> <p>Q: Is this higher than at other local schools?</p> <p>A: I don't have that information.</p> <p>Q: Have you had any feedback from staff on the impact of training?</p> <p>A: No – I've not asked for it at this point.</p> <p>Q: Does the SENCo get any support for Tribunals?</p> <p>A: None that I'm aware of.</p>
11.	<p>Safeguarding/ Health and Safety</p> <p>LG reported that there had been an increase in sexual language and behaviour during February but no reasons had been identified. It was noted that this category of behaviour had only recently been added to CPOMS and that reports were tracked.</p> <p>Governors noted the high number of Early Help students. LG reported that whilst this was a high number (35) compared to many schools, it was a reflection of the wider community.</p> <p><u>Health and Safety</u></p> <p>LG informed governors that the flooring of the Sports Hall was warping and becoming a safeguarding concern. The exact costs had not yet been ascertained but it was estimated could be in the region of £30k -£50k. LG was exploring whether there were any grants available to support with these costs.</p> <p>Governor question</p>



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	<p>Q: Could you get a loan from the LA? A: I will raise this at our meeting with the LA in May.</p> <p>LG reported that the overhanging tree had been cut back at a cost of £4k.</p>
12.	<p>Policies Governors approved the RSE Policy.</p>
13.	<p>Review of SPIP and SIP The documents had been circulated in advance of the meeting.</p> <p>Governor question Q: In the SPIP, a number of targets have been assigned to the LA (SEA) – how can governors track progress? A: Most of these have already been completed – but otherwise JN and the new SEA will be able to provide updates.</p> <p>The next part of the discussion was confidential and has been recorded in a separate confidential minute.</p>
<u>'PART 'D' – Other Business</u>	
13.	<p>Any Urgent Business LG reported that the new branding was now being added to documentation.</p> <p>Governors agreed that the minutes and agendas for FGB meetings should also include the branding.</p> <p>Action: Clerk to add branding to documentation.</p> <p>KM agreed to support NH at a PEx Panel Hearing at Thirsk School.</p>
14.	<p>Date of Next Meeting 30 April 2025 at 6.00pm via Teams.</p>

The Chair closed the meeting at 7.30 pm.



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Dates of
2024 –
2025
Full

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Governing Board Meetings

Tuesday 08th October 2024 – 17:00 (Complete)
Tuesday 12th November 2024 – 17:00 (Complete)
Wednesday 04th December 2024 – 17:00 (Complete)
Thursday 23rd January 2025 – 17:00 (Complete)
Wednesday 12th February 2025 – 17:00 (Complete)
Wednesday 2 April 2025 – 17:00 (Complete)
Wednesday 14th May 2025 – 17:00
Tuesday 17th June 2025 – 17:00
Thursday 10th July 2025 – 17:00

Mini Meetings **All 6pm via teams**

March 26th
April 30th
4th June
25th June

Chair:

Date:



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Annex A
Action
Log

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<u>Item Number</u>	<u>Item</u>	<u>Initials</u>
	Actions from 11 December Minutes	
6.	Headteacher to bring proposals on how to lower projected deficit for 2025/26. – deferred to February Meeting.	LG
6.	Headteacher to bring detailed proposals regarding attendance management. – to add to February agenda	LG
6.	Governors to revisit Year 10 attendance and behaviour in 6 months' time to see what the impact of the steps in place was. – add to June/July meeting	Clerk
6.	Headteacher to provide a breakdown of reasons for suspensions/exclusions with the next set of data at the next meeting with a full Headteacher's report. – add to February agenda	LG
15.	Clerk to include Governance Strategic Plan update on all agendas as standard item.	Clerk
15.	Vision and values to be included in January agenda.	Clerk
15.	Clerk to include co-option of JG, Governing Body reconstitution, appointment of an associate member on next agenda	Clerk
15 c)	DJ to suggest training for governors based on the results of skills audit.	DJ
8.	Headteacher to present comparative data for Year 11 – deferred to February meeting.	LG
8.	JG to look at SLT minutes – deferred to February meeting	JG
8.	Headteacher to issue ASP access to governors.	LG
13.	Headteacher to check what qualification/training staff have to have to be able to conduct online searches on shortlisted candidates – LG confirmed that advice from the LA confirmed that the correct procedures were being followed.	LG
13.	Clerk to include the appointment of a policy working group on next agenda.	Clerk
	Actions from January Minutes	
2	New governors (+BB) to complete forms	Clerk
6	JN to clarify process re securing transition information	JN
6	Add SEND to summer meeting agenda	Clerk



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7	Veritau report deferred to Feb meeting	Clerk
8	Add Ofsted Report to Feb meeting	Clerk
9	Year 11 Attainment and attendance targets 2025. Validated KS4 data 2024 and IDSR. – add to Feb agenda	Clerk
12	Uniform Policy to be reviewed early in summer term	Clerk
13	Review of action plan add to Feb agenda	Clerk
13	Stef to sort date for governing online training	Stef
13	All to complete any outstanding training and add to spreadsheet	All
13	Clerk to share link governor role descriptors on portal	Clerk
	Actions from February Minutes	
8	To share SEA Report at next meeting	LG
8	To consider marketing/ comms with primaries at next meeting	LG
9	Consider Veritau Report at next meeting	LG
9	Update on Contracts Review Schedule at next meeting	LG/NH
11	Draft protocols for use of Whatsapp	NH
13	Circulate dates for mini meetings	Clerk
	Actions from March Minutes	
5	Marketing deferred to next meeting	Clerk
5	Whatsapp Protocols to be circulated	NH
5	To consider Staff Absence Scheme	LG/JG/AH
6	Working group to consider Governor Action Plan	NH
6	Clerk to share templates/examples of Governor Action Plans	Clerk
6	To update the master monitoring schedule once visits complete (ongoing)	ALL
6	To complete all mandatory training	ALL
6	To ensure all governors can access the training log/spreadsheet	DH
6	To check on progress with the Pupil Premium/ Attendance Training	LG/Clerk
	Actions from April 2 Minutes	



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2	DHT to include a narrative data of the key findings from the data in future reports. (ongoing)	JY
4	LG to contact John Holden to check on catchment area data	LG
8	LG to share Chromebook Report after meeting.	LG
13	Clerk to add branding to FGB documentation (ongoing)	Clerk