

GOVERNING BODY

Minutes of the virtual meeting of the Full Governing Body (GB) held on Tuesday 16th March 2021 at 4pm.

Present:

Governors: John Glahome (Chair), Jane Hailwood, Colin Scott (Headteacher), Cllr. Carl Les, Mike Holmes.

In attendance:

James Yates, Helen Whitehead, Gill Morrissey, Richard Sherwood, Sarah Matthewman, Stacey Burke and Pat Gale (Clerk to the Governing Body).

No.	Item	Lead
PART 'A' – PROCEDURAL		
1.	<p><u>Welcome, Introductions and apologies for absence:</u></p> <p>The Chair welcomed Governors to the meeting. Apologies had been received and consented to from Terry McCann, Amy Beveridge, Samantha Cotgrave, Charlene Thirlwell, Jim Turner and Lara Vinsen. The Chair noted that the meeting was not quorate, so discussion could take place but decisions could not be taken.</p>	
2.	<p><u>Declarations of interest pecuniary and non-pecuniary:</u></p> <p>Cllr. Carl Les in his role as Leader of NYCC.</p>	
3.	<p><u>Governors to declare business and personal interests:</u></p> <p>Mike Holmes reported that his son was an auditor with Veritau, this had been recorded on the register of interests. Action: Governors were requested, if they had not already, to complete the declaration forms and return to the Clerk by email scan or FAO of the PA to the Headteacher at the school as soon as possible. The Clerk would recirculate the declaration forms to all Governors.</p>	Clerk/All
4.	<p><u>Register of Gifts and Hospitality:</u></p> <p>Governors were reminded to complete the register. Action: Governors were requested, if they had not already, to complete the Hospitality Register and return to the Clerk by email scan or FAO the PA to the Headteacher at the school.</p>	All
5.	<p><u>Statutory Committees.</u></p> <p><u>School Improvement Committee (SIC)- 10th February 2021</u></p> <p>The draft minutes had been circulated to all Governors, and the newly appointed Chair Mike Holmes shared the following headlines:</p>	

No.	Item	Lead
	<ul style="list-style-type: none"> • The minutes of the previous Committee held on the 13th January had been proposed for approval by JG and seconded by CL. • The external support consultant, Mark Wilson, would attend the 17th March 2021 meeting in quality assuring the work of the Committee, the focus of the meeting would be on the RAG ratings for the whole school. • SMn gave a presentation on the staff survey carried out in December 2020, the key areas being overall perceptions by staff regarding safety and behaviour, ensuring positive trends in leadership and management and well-being. A comprehensive overview of the detail of the discussion was recorded in the minutes, but the following headlines were noted: • 25% of staff completing the survey felt that the school was worse since the last inspection, but acknowledged that Covid-related circumstances had offered an extra layer of challenge. SLT had put together an action plan to try and address this perception. • Very positive feedback had been received on leadership and management, for example 87% of staff believed the school was well-led and managed, 83% of staff stated that leaders had created a climate in which teachers are trusted to take risks and innovate in ways that are right for pupils. SLT are pleased that the new 'Risedale Family' strapline comes through strongly in staff's sense of being well led and managed. A number of actions had also been proposed to ensure well-being was prioritised. • Governors had been circulated with The Remote Learning Report which covered the development of Chromebooks, live lessons, and Google classroom .It was also noted that a recent template regarding the quality of remote learning had been circulated by the DfE to all schools. • It was also reported that after some discussion, the Committee should be renamed as the School Development Group, the terms of reference will be updated to reflect this change and discussed at the next SGB to be held on the 17th March 2021. <p>The Chair thanked all staff who had contributed to the Committee, which was proving to be a valuable way of challenging and evidencing school improvement.</p>	
6.	<p><u>Minutes from the virtual Governing Body Meeting held on the 2nd February 2021:</u></p> <p>The Chair confirmed that due to being inquorate the Minutes could not be considered for approval, and would be deferred for consideration at the next FGB meeting.</p>	
7.	<p>Matters Arising: Deferred as above.</p>	
8.	<p><u>Agree date of next meeting.</u></p> <p>Date of the next meeting: Tuesday 4th May 2021 at 4pm- focus on the Budget.</p>	

No.	Item	Lead
PART B-SCHOOL IMPROVEMENT		
9.	<p><u>Focus on the Quality of Education (March 2021):</u></p> <p>SMn introduced this presentation and report, explaining that with so many new Governors, it was timely to give an overview of the quality of education across the school, focusing on context and highlighting:</p> <ul style="list-style-type: none"> • Where we have been • Where we are now • Where we are going <p><u>Where we have been:</u> ‘we are a school that always cared’ the following headlines were noted:</p> <ul style="list-style-type: none"> • A core group of strong teaching staff-but overall a very inconsistent picture. • As a result of special measures there was a more rigid approach to pedagogy and a rather narrow view on how best to help pupils progress. • Low literacy levels was and continues to be an issue with our intake, and although the LACWG (Literacy Across the Curriculum Working Group) helped shine a light on that key area, staff’s specialist knowledge at that time was limited, however it has significantly improved since then. • The approach started to work and the school secured the first ‘Ofsted Good’ in November 2015. • On the appointment of Colin Scott, the Headteacher, and myself as Assistant Head, the SLT started to take a much more creative and flexible approach. • Pre-Ofsted-(Nov 2019)-the overall quality of TLA school evaluation showed judgements of 2/3-we had some areas of strength, but not consistent enough. In certain areas we had issues with staffing for example in humanities, science, technology and languages. <i>Q: What actions did you put in place to address these issues?</i> <i>A: We employed a new School Improvement Partner and introduced a School Improvement Committee; we also focused on TLR1 Faculty Leads as ‘Headteachers of their areas’, and the Headteacher shared his Ofsted expertise and training with staff. We were very proud of what our pupils were doing.</i> • Ofsted (November 2019)-we achieved our second ‘Good’-in terms of Quality of Education and gained a 2, with a 2 in Leadership and Management. Leaders have thought hard about how they can help pupils achieve well and enjoy learning. Most teachers assess pupils’ understanding as lessons develop, and they adapt lessons to help pupils. <i>Q: What subjects were pupils choosing?</i> <i>A: More pupils were choosing a MFL, history and geography at KS4 as well as English and Maths.</i> <p><u>Where we are:</u> ‘we are a school that cares and provides a quality learning experience’, our evidence including:</p> <ul style="list-style-type: none"> • A clearer sense of where the strengths and areas for development lie in teaching and support staff. • Clearer and more effective line management. 	

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	<ul style="list-style-type: none"> • A sharper focus on the golden thread between what we do as practitioners and the direct impact that has on pupil outcomes. • A transparent Performance Management system that has the quality of education at its heart. We are now moving in the direction of performance development, with a clearer and more focused approach to CPD. • We have a staff team of 50 with a range of professional qualifications-very different to 4 years ago, supported by a more robust and consistent system of informal and formal support. • A greater energy and positivity in teams, emphasising the importance and value of collaboration .we focus solely on pupil outcomes. <p>SMn explained that she and JYa worked closely together especially on the curriculum and related pedagogy.</p> <p><i>Q: What specific curriculum changes have taken place as a result of lockdown?</i></p> <p><i>A: We are working further on ‘responsive teaching’, on how to make sure that the curriculum matches the needs of the group of pupils being taught and the use of the five pillars of curriculum.</i></p> <p><i>Q: Please can you give some information on the library transformation?</i></p> <p><i>A: The bookstock has been totally overhauled to become a ‘learning space’ to engage young people with literacy in its widest sense. New furniture, design technology including chromebooks and VR sets have made the space a creative and dynamic learning area, Joe has done a really good job’.</i></p> <p>SMn reported that specific bespoke CPD approaches had been designed to cover a number of key areas to increase consistency and have the greatest impact on outcomes as evidenced by the Education Endowment Foundation. Each member of staff has chosen to work on a particular area, and TLR2 colleagues are leading the initiative which is having a sharper and more effective impact on teams.</p> <p><i>Q: What is the Chartered College of Teaching?</i></p> <p><i>A: We have joined the College as it provides access for all teaching and support staff to a wide range of developmental professional opportunities.</i></p> <p>SMn then summarised the impact of Covid-19:</p> <ul style="list-style-type: none"> • Practical barriers: the two lockdowns have been a steep learning curve for everyone at school. Initially it highlighted engagement issues and the fact that the most effective learning takes place when a young person is in school with their teachers. • Progress to celebrate: a genuine sense of collaboration in teams has characterised the last 12 months. <p><i>Q: In what particular ways?</i></p> <p><i>A: Staff have been amazing, not only in creating resources but delivering paired lessons online, embracing new approaches and using new technology, exploring sequencing and training each other.</i></p> <p><i>Governor comment: I like the way the school has felt it is crucial that the emphasis is on positivity, and negatives such as ‘you’ve fallen behind’ and ‘lost time, lost generation’ are not being used, this is very positive, thank you.</i></p>	

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	<p>Where we are going: ‘we are a family of learners-offering a first-class learning experience for all’.</p> <p>SMn summarised the main aspects of where the school wished to go, including:</p> <ul style="list-style-type: none"> • Ensuring 100% of teaching staff have QTS-we want a staff who understand the complexity of their subjects and provide a rich and relevant classroom experience. <p><i>Q: Has there been significant staff turnover over the past 4 years?</i> <i>A: We have a mixed staff base, it’s good to have younger teachers complemented by reflective practitioners experience. It is good to see older staff learning IT skills alongside younger staff. We have also appointed two NQTs in English and Science, and they have fitted in very well.</i></p> <ul style="list-style-type: none"> • A wider curriculum offer raising outcomes. • A school which supports all through internal alternative provision through Lawrence House and the Hub. • We have membership of the Red Kite Alliance ITT, which has a satellite base at SFX, resulting in an even stronger CPD offer. • We are developing an effective and inspiring transition process at KS2/3,KS3/4 and KS4/5,which again will support our intention to move away from terminology such as ‘the lost generation’. <p><i>Governor comment:</i> <i>I am interested in the work of developing stronger opportunities of the wider world through work experience and trips, our pupils deserve the best. I think they are more resilient and stronger than we give justice to them. I think this is a strong development.</i></p> <ul style="list-style-type: none"> • All underperformance has been addressed, pupils receive the very best teaching in all areas, the Counsellor appointment has made a huge difference and the use of Chromebooks has provided a real bonus. <p>The Chair thanked SMn for a very valuable easy to comprehend overview of the Quality of Education, commenting that it was disappointing that many of the new Governors had been unable to attend to receive this contextual and forward looking report, although the hard copy presentation would provide a useful reference point.</p>	
10.	<p><u>SEND Update March 2021:</u></p> <p>The SENCO, Helen Whitehead, was invited to update Governors on SEND, she had previously circulated a summary report. The HT wished to report that sadly HWh had taken the decision to resign at the end of the summer term, everyone agreed that she would be sadly missed and that she had made huge changes to the service in school and to the benefit of the pupils concerned.</p> <p>HWh thanked Governors and explained she would still be providing a high level of service and support until she actually took retirement.</p> <p>The Chair invited Helen to talk through her update by sharing the following key headlines:</p>	

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	<ul style="list-style-type: none"> • There are currently 111 pupils on the SEND Register, equating to 20% of the school population, 18.6% related to pupils on the K code and 1.4% of pupils had EHCPs. Since the last Governing Body meeting there had been a reduction in the number of students on the SEN register, seven pupils have been moved from the register. This is due to either pupils leaving the school (2), through robust planning reviews with parents where pupils are felt to no longer require SEN support (2) or through tracking information from previous schools (3). • It was noted that the gender breakdown was 50 female and 61 male pupils, there were 6 males with EHCPs compared with 2 females. <i>Q: In terms of need what does the highest category refer to?</i> <i>A: There are 34 pupils with Communication and Interaction (C&I) needs, probably presenting as being on the autism spectrum.</i> Action: In the next report please could the abbreviations be shown in full for Governors. • Data for SP2 is now due to be submitted for KS3, a meeting has been requested with JYa and SB to drill down into the data in order to make decisions on where to focus our support in the Summer Term, we will also be looking for any trends across subject areas or year groups. • Staffing Update-we have recently received a resignation letter from one of the GTAs who delivers 1:1 support for a pupil with complex SEN, interviews for the post will take place after the Easter break. • As a minimum, over the course of a year, we must review every Individual Provision Map/Support Plan and EHCP. The new SEN Support Plan supports the cycle of 'Assess, Plan, Do, Review' more clearly. A clear timetable for these reviews has been drawn up in order to manage the process more effectively. <i>Q: Are parents and pupils always invited to the reviews?</i> <i>A: Yes and their views are included in the review process. It is worth noting that where parents were asked for their views on how Risedale is meeting the needs of their child, the majority of parents are saying they either agree or strongly agree that need is being met. There are many positive comments being made about our Team in the 'Parents comments' section too.</i> <i>Q: Do all parents take part in the reviews?</i> <i>A: A few are slightly more difficult to get in touch with, so sometimes a home-visit has to be made.</i> <i>Q: Did all SEN pupils participate in remote learning?</i> <i>A: They did try, but support was easier if the children were in school. All pupils with EHCPs were offered a full time place in school during lockdown, but some parents opted to keep their children at home, either because of fear of transmission rates or because there were so many significant changes in the school for their child to cope with, particularly for ASD pupils.</i> • It was noted that all other pupils on the SEN register were assigned a single point of contact from the SEN team during lockdown, usually GTA/HLTA, they made regular calls home and parents really appreciated this contact with school. I wish to record my thanks to Stacey for setting up this support service, so very much appreciated. 	<p>HWh</p>

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	<ul style="list-style-type: none"> After Easter we will begin to contact our primary feeder schools in order to gain as much information about SEN pupils as possible, depending on Covid restrictions we will aim to make as much contact as we can to support the transition from primary to secondary. We will be asking SENCOs in schools for their advice and guidance on which pupils should be in the same tutor groups or not. <i>Q: Should we reintroduce the recruitment of a TA as planned, presumably the more staff the better.</i> <i>A: We have deferred the decision, as we might not have as many 1:1 slots for challenging pupils, we should revisit when we have considered the budget.</i> <p>The Chair, on behalf of all Governors thanked HWh for her very useful and informative report.</p>	
11.	<p>Verbal Update on the impact of lockdown: The Headteacher reported that there was currently an attendance rate of 94.7%, considerably higher than most schools, the national average for most secondary schools being around 80%. He felt this was due to a strong partnership between staff, parents and pupils in assuring this strong return to school. <i>Q: Have there been any positive tests reported?</i> <i>A: No, no positive tests, although a few families are self-isolating, we have carried out 1600 tests, with a high percentage of accuracy.</i></p> <p>The Chair wished to record his thanks for the way the school had managed this situation so professionally instilling the confidence of the whole community.</p>	
12.	<p>Verbal Update on Staffing: There was nothing further to report that had not been covered by the minutes.</p>	
PART C- OTHER BUSINESS		
13.	<p>The Headteacher raised the concern about Governor attendance and the impact on decision making. Action: a) That the Clerk would contact all governors and ask if the earlier timing of the meeting was a barrier to attendance.</p> <p>The Chair also noted that few Governor monitoring visits had taken place during lockdown, and proposed that virtual visits could still go ahead, taking on board restrictions and additional workload on staff.</p> <p>Action: b) The Chair would send a memo to Governors suggesting that virtual meetings/reviews could still take place in consultation with SLT.</p> <p>Action: c) It was noted that the Charging Policy could not be approved as the meeting was not quorate and should be deferred to another meeting.</p>	<p style="text-align: center;">Clerk</p> <p style="text-align: center;">Chair</p> <p style="text-align: center;">HT/Clerk</p>

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14.	Any Questions from SLT for Governors. None declared.	
15.	There being no further business the Chair thanked Governors and staff for their commitment and contributions to the meeting. Governors agreed that the focus of the meeting had been a good development, allowing discussion and ensuring the meeting was well managed. (The meeting closed at 17.15)	

Membership of the Governing Body

Terry McCann (Interim Chair), John Glahome, Jane Hailwood, Cllr. Carl Les, Colin Scott, Lara Vinsen, Sarah Cotgrove, and Lt Col. Jim Turner, Charlene Thirlwell, Mike Holmes and Amy Beveridge.

Other staff – Members of the Senior Leadership Team

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