

## GOVERNING BODY

Minutes of the meeting of the Governing Body (GB) held on Tuesday 11<sup>th</sup> December 2018 at Risedale Sports and Community College, 5pm

Present:

Governors: Beki Bulmer (Chair), Stewart Gardiner, John Glahome, Jane Hailwood, Colin Scott, Lara Vinsen

Others: James Yates (Vice Principal), Gill Morrissey (Director of Facilities) and Stephanie Blood (Clerk to the Governing Body)

No.	Item	Lead
<b>PART 'A' – PROCEDURAL</b>		
1.	<p><b><u>Welcome and Apologies</u></b></p> <p>The following apologies were received and consented to:</p> <ul style="list-style-type: none"> <li>— Sarah Sinnott</li> <li>— Joe Jordan</li> <li>— Chris Withers</li> <li>— Carl Les</li> </ul> <p>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.</p>	
2.	<p><b><u>Declaration of Interests</u></b></p> <p>The Chairman reminded governors of the need to declare interests, pecuniary or non-pecuniary. No interests were declared.</p>	
3.	<p><b><u>Declaration of Business Interests</u></b></p> <p>The Chairman reminded governors of the need to declare any business interests. No business interests were declared.</p>	
4.	<p><b><u>Register of Hospitality</u></b></p> <p>No gifts or hospitality have been received.</p>	
5.	<p><b><u>Urgent Business</u></b></p> <p>There were no items proposed for discussion under urgent business.</p>	
6.	<p><b><u>Statutory Committees</u></b></p> <ul style="list-style-type: none"> <li>— School Improvement Committee 23<sup>rd</sup> October 2018</li> <li>— School Improvement Committee 27<sup>th</sup> November 2018</li> </ul> <p>Governors noted the minutes from the School Improvement Committee.</p> <p>The Principal stated that he was really impressed how governors are buying into the school. From being part of that committee a governor presence is more visible around school and the involvement serves to strengthen the effectiveness of</p>	

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	<p>governance.</p> <p>Governors were reminded that the Committee is not exclusive and any Governor wishing to attend the meetings are more than welcome.</p> <p>The Principal gave his thanks and appreciation to governors for their time taken up through governing duties, which takes a lot of commitment and support.</p>	
7.	<p><b><u>Minutes and Actions from Previous Governing Body Meeting</u></b></p> <p><b><u>Resolved:</u></b></p> <p>a) <b>That the minutes of the meeting of the Governing Body held on 16<sup>th</sup> October 2018 be confirmed and signed by the Chair as a correct record.</b></p> <p>b) <b>Governors approved the confidential minute within 16<sup>th</sup> October 2018 Governing Body meeting.</b></p> <p><u>Actions Update</u></p> <p>There has been a delay to publishing the Principal's targets whilst they are being reviewed by the School Improvement Committee. Governors from the Committee have since agreed the targets for the Principal.</p> <p>Regarding absenteeism with girls, Mrs Hailwood advised the student council has recently changed its structure slightly, and have gone away to consider absenteeism and how this can be achieved in line with the awards policy.</p> <p>The working party for The Risedale Way have proposed the implementation of detentions after school. Students have been told of the process and letters have been issued to parents as a step to get students to understand that poor behaviour will result in detentions. This has been agreed by SLT. Detentions will be staffed by teaching staff during directed time. Detentions will happen on the day. One parent has questioned whether detentions are legal. The law states teachers have the legal right to keep a pupil in after school for detention or require their attendance at a Saturday detention session. It is the intention that parents will be informed of their child's detention prior to 2:30pm. If poor behaviour occurs following this time the detention will fall over to the next day. Detentions will provide an opportunity to restorative conversations with students. Governors were advised that call-ins have reduced which shows that behaviour is getting better within the classroom and being managed by teaching staff however, one staff comment in the recent staff survey stated that they were scared to ask for a call-in. Teachers should not be scared to ask for call-ins but this raises the question whether further support around managing behaviour is required for some teaching staff. Interestingly as exclusions have reduced, so have removals.</p> <p>The message regarding uniforms is being reinforced across the school and despite occasional 'testing' of the rules by pupils, skirt length is still being maintained at a reasonable level.</p> <p>Staff and Governors have received feedback of the results of the staff, student and parent surveys. A box has been placed in the staffroom for staff to put forward any</p>	

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	anonymous comments about any issues they may have, to date no comments have been received.	
8.	<b><u>Date of Next Meeting and Future Meeting Dates</u></b> Tuesday 05 <sup>th</sup> February 2019 @ 5pm (Leadership and Management) Tuesday 02 <sup>nd</sup> April 2019 @ 5pm (Focus – Teaching, Learning and Assessment) Tuesday 14 <sup>th</sup> May 2019 @ 5pm (Focus – Budget) Tuesday 02 <sup>nd</sup> July 2019 @ 5pm (Focus – Personal Development, Behaviour and Welfare)	
9.	<b><u>Governing Body Skills Audit</u></b>  The Principal stated that one area for development, identified by the School Improvement Partner, is Governors benefiting from further training to up their skills and knowledge in certain areas. In light of this, the Principal requested all Governors complete the Skills Audit which will then be analysed and a training programme produced.  <b><u>Resolved:</u></b> a) Clerk to circulate to all Governors a word version of the skills audit. b) All to complete the skills audit and return to the Clerk by January 31 <sup>st</sup> 2019. c) Clerk to analyse and identify any gaps and report to the February Full Governing Body meeting.	Clerk All  Clerk
<b>PART 'B' – SCHOOL IMPROVEMENT</b>		
10.	<b><u>Principal's Highlights Report</u></b>  Key points from the Principal's Highlight Report:  Attendance currently stands at 95.6%. In terms of variation between girls and boys absence, this is now more equal at 51/49 ratio. Persistent Absence is down from last year. Mobility is high (four times the national level) and students that move schools due to postings stay on the school register until they find a new school, despite them having left this school, this impacts on attendance figures as this can take several weeks to confirm. Contextually, the school can therefore be considered above the national average in terms of attendance.  Leave requests during term time are only approved on exceptional basis and can be impacted by military tours. Despite this, attendance is at a strong point.  0 days exclusions to date. Credit went to staff and the Year Team Managers for the work undertaken in working with challenging students to keep them in school. Stuart Carlton, Corporate Director, Children and Young People's Services, visited the school recently and was interested to learn how the school is managing exclusion.  Governors gave thanks to staff who, at the end of the school day, are noticeably lining the route home for students. Governors noticed the behaviour of students when walking home has improved and were pleased to learn that behaviour was being managed more successfully across the school.  <b><u>Structure</u></b>	

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	<p>Resignation has been received by the Assistant Principal/SENCo, who will be leaving in May 2019. To try and support and develop the school going forward, the Principal proposed the post is replaced by an enhanced role which includes some of the current Assistant Principal work but includes overseeing a pre-exclusion provision on the school site. Disruption in class can have an impact on student learning across the classroom and equates to three quarters of the high end of behaviour in school. The proposal is to make use of Lawrence House as a pre-exclusion unit where the school can offer an alternative provision for challenging students. The provision will be resourced by teachers within school and an individual curriculum package will be developed specific to each individual student over an approximate 6 week programme. The purpose of the provision is to focus on inclusion rather than exclusion. In order to attract the right person to the role with the right experience, the role would need to be at a Deputy level. The Assistant Principal recognises the role is bigger than her current role.</p> <p>This will also provide the Principal with a second person to rely on to discuss high level strategic matters should, for some reason, the current Deputy Principal not be available.</p> <p>The provision will be separate from the Hub and will enable the Hub to be brought back to its original purpose of being a nurturing environment where students can develop their skills and knowledge and overcome barriers to learning to achieve their full potential. To make Lawrence House effective it needs to be a place where students understand unacceptable behaviour will not be tolerated but at the same time a nurturing environment where clear boundaries are set.</p> <p>Q: Are costs for running Lawrence House included within the budget?  A: Lawrence House requires a qualified experienced teacher to teach the core curriculum. Slack can be created within the current timetable to enable teacher cover within Lawrence House. The services of the provision could be accessed by other schools to generate an income.</p> <p>Q: Where does the SENCo role sit within the new structure?  A: There is a need for the new Deputy to either hold the SENCo qualification or commit to working towards it. Currently a member of staff is working towards the SENCo qualification but we would want this qualification to be held by two members within school.</p> <p>Q: You mentioned the role is bigger than that of the current Assistant Principal, is there any elements of the current role being moved away from role?  A: Yes, some priorities will be re-distributed within the Senior team. TLR1 holders have whole school responsibilities, if they can be encouraged to take on more senior roles this will increase their skills.</p> <p>Q: Is the new Deputy post already budgeted for?  A: Yes.</p> <p>Q: There is concern amongst Governors around the enormity of the role you are asking someone to carry out.  A: A review of the role will be undertaken in line with what is achievable within the working hours.</p>	

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	<p>Q: Have you considered the number off meetings the current post-holder attends and how will these be incorporated within the new role?</p> <p>A: A review will be undertaken to establish the 'level' required to participate in these meetings and whether attendance could be facilitated by members of the Student Support and Development team.</p> <p>Q: It will be important to maintain the consistency within the provision so Lawrence House is not staffed by supply staff.</p> <p>A: No, Lawrence House will be staffed by our own staff.</p> <p>Q: When will you advertise the new Deputy post?</p> <p>A: The post will be advertised in January. It will be advertised locally and not through the TES due to additional costs this incurs. Adverts will also go out in January for a Science Teacher in the TES. The science posts will be offered with a 10% recruitment payment, paid at the successful completion of a full year.</p> <p>The Principal sought approval from Governors to go ahead with the proposal.</p> <p><b><u>Resolved:</u></b></p> <p>a) <b>Governors approved the proposal to appoint a new Deputy Principal, subject to elements of the role being assigned elsewhere and a review on meeting requirements undertaken.</b></p> <p>b) <b>As the school grows, consideration to be given to any extra surplus in staffing to support the new role.</b></p> <p><b><u>Outcomes</u></b></p> <p>Mr Yates presented his report to the Governors. Presently, the Inspection Data Summary Report (IDSR) has not been released as such there are no rankings for certain subjects. Last year's cohort was below the national average with 25% of students being lower attainers. 1 in 5 pupils received a grade 8, in line with 'expected' nation figures. Lower Achieving Pupils (LAPs) had a positive P8 however Higher Achieving Pupils (HAPs) had a negative P8 possibly due to teaching not being challenging enough. 20% of students arrived in school during the GCSE year which has an impact on results. The P8 score was -0.45 last year. Despite all this, performance of students achieving the top grades matched that of the national picture.</p> <p>Mr Yates presented the Fischer Family Trust (FFT) report both non-contextualised and with contextual value added which indicates the school is performing close to average across the majority of areas and with progress gaps for certain groups insignificant or indeed positive.</p> <p>To give context, 3 pupils had a significant impact on the school's progress, should we not have taken on certain challenging students in year 11 who would perhaps be excluded from other institutions, the contextual value added of the school would actually have been close, if not above, zero. It is hoped, as the school grows and cohorts grow, the contextualised value added will improve. HAPs has been a</p>	<p></p> <p><b>Principal</b></p> <p><b>Principal</b></p>

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	<p>focus, this equates to 14 pupils where a number of which are late arrivals into school or are challenging students.</p> <p>Disadvantaged, compared to students at other schools, are doing better than the national average. This shows the positive impact of the interventions put in place for those students, however, there are still some inconsistencies.</p> <p>Q: Why is music showing grey when it is below the national average?  A: This is due to the small cohort size of that subject.</p> <p>Q: Why is English Language not progressing at the same rate of English Literature and what is being done about this?  A: There has been a new leadership appointment within the subject area who is very much on top of what is going on in the classrooms and further, another member of staff is leading on driving vocabulary across the curriculum.</p> <p>Q: Is there any evidence of the impact these changes have made?  A: The current year 11 are in a stronger position, 5 months earlier, than the previous year's cohort.</p> <p>Q: Is there any reason why only 10 students have taken up ICT?  A: This is part of the Option choices.</p> <p>Q: Do you offer individual sciences?  A: Not last year but are looking to do that this year. Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs. Double Award Science (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the Double Award course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects.</p> <p>In terms of the leadership changes put in place, Governors gave thanks to those teachers for the improvements being made, and special thanks went to Mrs Hailwood for driving the Science department forward.</p> <p>The number of pupils doing higher tier mathematics has almost doubled.</p> <p>Much greater emphasis is being given to planning by teaching staff.</p> <p>Mr Glahome commented that he saw demonstration of planning during one of the action plan meetings, this evidenced the commitment by TLR1 holders to improve planning, with TLR1 holders working together strongly.</p> <p>Going forward there is a need to ensure pupils have a fit for purpose curriculum.</p> <p>Governors were referred to the 'Current Y11 data at SP1 point', compared to the same point as the previous year11 cohort.</p>	

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	<p>Q: Why has SEN dropped?            A: This is distortion based on a few students.</p> <p>Mr Gardiner reported as of February the first units will be pulling out of Germany and moving back to Catterick, this may cause a turbulent period for the school and move the 0 gap. Next year and the following year the Garrison is expected to increase in military population by 10%.</p> <p>Governors expressed their thanks and appreciation to Mr Yates for the informative guide on the latest position of the school.</p> <p><b><u>Resolved:</u></b>  <b>c) Mr Yates to present a brief summary on the IDSR to the February meeting of the Governing Body.</b></p> <p>Growing Up In North Yorkshire            The Principal referred to the bullet points which answers issues addressed in the survey. The Social Studies programme and assemblies help to support students in addressing the issues identified.</p> <p>Governors were concerned that:            — 40% of students were concerned with what they look like, and considered this being an impact of social media.            — 33% of student taking risks in sex after alcohol. This is an issue addressed within Sex Education lessons.</p> <p>Mr Gardiner informed the Governing Body of the Warrior Programme which supports ex-service personnel and their families and enables individuals to manage their emotions and develop resilience, focus and motivation to succeed. Primarily aimed at victims of domestic abuse but is effective for building resilience and suggested a member of staff may benefit from the course to learn different techniques in building resilience.</p> <p><b><u>Resolved:</u></b>  <b>d) Mr Gardiner to enquire whether a member of staff can attend the Warrior Programme.</b></p> <p><b><u>Safeguarding</u></b>            Governors noted the report which was presented to Governors for awareness.</p>	<p><b>Lead</b></p> <p><b>JYa</b></p> <p><b>SGa</b></p>
<p><b>11.</b></p>	<p><b>Any External Reports</b></p> <p>None.</p>	
<p><b>12.</b></p>	<p><b>Feedback from Governor Visits</b>            — John Glahome 08<sup>th</sup> October 2018            — Joe Jordan 23<sup>rd</sup> October 2018</p> <p>Governors noted the visit forms.</p> <p>Q: How should Governors report on the accountability meetings held with leads?            A: Governors could use the visit form to note any major issues and annotate on the actual sheets during the meeting.</p>	



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	<p>Those Governors who had held accountability meetings found them to be helpful and information obtained triangulated with information and data obtained through the School Improvement Committee meetings.</p>	
<p><b>13.</b></p>	<p><b><u>Governor Training Update</u></b></p> <p>The Clerk presented a report which provided the Governing Body with an update on training undertaken and further courses to consider, adding that Miss Vinsen is currently undertaking a 3 day Pupil Premium Course on behalf of Wavell Junior School, which would also benefit this Governing Body. Miss Vinsen undertook to share key points from the training once completed the course.</p> <p>The Principal advised that the Cluster welcomed the collaboration work being undertaken between Risedale and the Cluster Primary Schools which they wished to keep going. Miss Vinsen suggested including in the programme working with the primaries to match 'jargon' used in certain subjects to ease the transition for students.</p> <p><b><u>Resolved:</u></b></p> <p>a) <b>Those Governors yet to complete the mandatory reading and e-training to do so at their earliest opportunity.</b></p> <p>b) <b>Governors to consider any training requirements relating to the Governor role and inform the Clerk.</b></p> <p>c) <b>Miss Vinsen to consider key aspects from the Pupil Premium course to share with Governors.</b></p> <p>d) <b>Principal to discuss with Mrs Matthewman incorporating into the collaboration programme an element of consistency around 'jargon' used in subjects across primary and secondary schools.</b></p>	<p></p> <p><b>All</b></p> <p><b>All</b></p> <p><b>LVi</b></p> <p><b>Principal</b></p>
<p><b>14.</b></p>	<p><b><u>Policies</u></b></p> <p>Governors considered three policies with a view to adopting each policy:</p> <ul style="list-style-type: none"> <li>— Recruitment Privacy Notice</li> <li>— Volunteers Privacy Notice</li> <li>— Displays Policy</li> </ul> <p>Governors agreed to adopt the Recruitment Privacy Notice and Volunteers Privacy Notice.</p> <p><b><u>Display Policy</u></b></p> <p>Ms Morrissey presented the Governing Body with the Display Policy which features as part of the Whole School Action Plan where strategic direction has been given in terms of taking on the responsibility of the whole school displays.</p> <p><b><u>Resolved:</u></b></p> <p>a) <b>Recruitment Privacy Notice and Volunteers Privacy Notice to be published.</b></p> <p>b) <b>Governors undertook to review the Display Policy and forward any comments to Ms Morrissey by Friday 21<sup>st</sup> December 2018, to enable comments to be incorporated and the policy published.</b></p>	<p></p> <p><b>Clerk</b></p> <p><b>All</b></p>
<b>PART 'C' – RESOURCES</b>		



No.	Item	Lead
15.	<p><b><u>Revised Budget and Updated Forecast</u></b></p> <p>The Bursar presented to Governors the revised budget. The deficit has been approved on the basis of the following year's outturn budget with the view that this will go back into the black. Moving forward, it is looking like a positive position with future intakes, currently 98 students opting for Risedale as being their first choice school however, this will not be determined until mid-January 2019.</p> <p>Contribution from revenue figures to ensure a positive capital balance for 18/19 and 19/20.</p> <p>The National Funding Formula soft option will continue in 2019/20 this being its 2<sup>nd</sup> year, and DfE have indicated this will continue into the 3<sup>rd</sup> year.</p> <p>Regarding Mobility funding, the budget assumes that this will continue however, the funding level for 2019/20 is not certain.</p> <p>The Special Needs block at County is overspent and a top slice from the school's block is being actioned.</p> <p>Funding secured for SEN support until March 2020, TA support. A discussion followed on the impact of this.</p> <p>Teachers pay award incorporated from September 2018. Offset by grant based on pupil numbers.</p> <p>Pay award for support staff included from April 2019 however, there is no grant for this.</p> <p>A discussion followed on fixed term contracts.</p> <p>Supply teaching has increased due to a number of staff on long term sick. The Senior Leadership Team have tried to get stability where possible and, on the whole, have maintained good supply teachers. Consideration will need to be given to buying into the Staff Absence Scheme from April 2019 onwards.</p> <p>Grounds maintenance and cleaning contracts are being looked into as a means of reducing costs.</p> <p>A review of Broadband provision is being undertaken and competitive quotes being sought.</p> <p>A 'Little Extra' budget has recently been announced by Government, which could possibly be released in January 2019. An assumption of £20,000 has therefore been included in the budget.</p> <p>Q: Has there been any information released from Government how this may be allocated. A: No, no rationale or formula has been given.</p>	

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	<p>Q: The accountability sheet details holding more PE events for pupils, how is this being implemented?            A: This is already being actioned. Sports has increased and the minibus is being used as much as possible to get people to locations for sporting events.</p> <p>Q: Is this then something covered within department budgets?            A: Yes, on the whole.</p> <p>Q: Exam fees remain static yet the school has more pupils?            A: In 2 years' time fees will go up as pupil numbers go up, but this is not the case at present.</p> <p>Q: Could students resit the year11 exams?            A: Yes, and this has been requested previously by a number of students however, students can't be placed further back than 1 year.</p> <p>Q: Do those students receive funding?            A: They appear on the census but they will not get funded for the year they are put in.</p> <p>Governors approved the budget.</p>	
<b>PART 'D' – OTHER BUSINESS</b>		
16.	<p><b>To deal with any matters of urgent business identified under Item No. 5.</b></p> <p>There were no matters to report.</p>	
17.	<p><b>Confidential Items</b></p> <p>There were no confidential items to discuss.</p>	
18.	<p><b><u>Any other business</u></b></p> <p>The Chair informed the Governing Body that Mrs Wright has chosen to step down from her post on the Governing Body from immediate effect, due to time constraints, which leaves a co-opted vacancy within the Governing Body. The Principal proposed that the vacancy be filled by a member of staff and proposed Deputy Principal Mr McCann be co-opted who has knowledge and experience of the school which would benefit both the Governing Body and the school from the supporting role Mr McCann would bring.</p> <p>The Governing Body recognised the benefits the appointment would make and the proposal was seconded by Miss Vinsen.</p> <p>The Governing Body thanked Mrs Wright for all her support and advice and commitment to the Governing Body during her tenure.</p> <p><b><u>Resolved:</u></b></p> <p><b>a. Mr McCann to be co-opted onto the Governing Body with effect from 05<sup>th</sup> February 2019, on the understanding that Mr McCann would not be able to attend the Full Governing Body meeting until 02<sup>nd</sup> April 2019.</b></p> <p>Meeting ended at 7.30pm</p>	



Membership of the Governing Body

*Beki Bulmer (Chair), Stewart Gardiner (Vice Chair), John Glahome, Jane Hailwood, Joe Jordan, Carl Les, Colin Scott, Sarah Sinnott, Lara Vinsen, Padre Chris Withers.*

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), Sally Zaranko (Assistant Principal and SENCo)*