

| The Whitby Secondary Partnership  FULL GOVERNING BODY MEETING  |
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| Minutes of the meeting held on 7th February 2023, 4pm at Whitby Sixth Form |
| Members Present | Jamie Henshaw (JH) Su Crossland (SC)Mark Taylor (MC)Brian Crosby (BC)Andy Mitchell (AM)Jane Mortimer (JM)Dave Rae (DR)Mark Taylor (MT) | Executive Headteacher WSPCo-opted Governor & Co-ChairCo-opted GovernorCo-opted GovernorCo-opted GovernorCo-opted GovernorStaff GovernorCo-opted Governor |
| Apologies from Members | Apologies were submitted by Mrs Zanelli. The reasons given were accepted by the Governors.  |
| Absent with no apologies |  |
| In attendance  | Susan Boyd (SB)Phil Nicholson (PN)M Skelham | Head of School – Caedmon CollegeHead of School – Eskdale SchoolObserver - NPQH  |
| Name of Clerk | Dominika Jureczko |
| SCHOOL VISION and VALUES | It is important to ensure that all decisions that are made are in line with the school’s vision and strategic direction.  |
| CORE FUNCTIONS OF GOVERNANCE | * Ensuring clarity of vision, ethos and strategic direction.
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
* Overseeing the financial performance of the organisation and making sure its money is well spent.
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| Item |  | Record Actions (who and by when) |
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| **FGB22-23(3)1** | **WELCOME** The Chair welcomed all parties to the meeting and admitted Mr Skelham as an observer as part of his NPQH training. She led the introductions.  |  |
| **FGB22-23(3)2** | **APOLOGIES FOR ABSENCE**Apologies had been received and accepted from Mrs Zanelli. |  |
| **FGB22-23(3)3** | **DECLARATION OF INTERESTS AND REMINDER OF GOVERNOR PROTOCOL**The governors were reminded of the protocol and there were no declarations made. |  |
| **FGB22-23(3)4** | **CONFIDENTIALITY**No items on this agenda were declared as confidential. |  |
| **FGB22-23(3)5** | **MINUTES OF THE LAST MEETING** held 13th December 2022The minutes of the meeting held on 13th December were approved as correct record. The minutes of the meeting held on 24th January 2023 were deferred to the next meeting.It was noted that one of the governors did not receive the minutes in good time before the meeting. |  |
| **FGB22-23(3)6**FGB22-23(1)22.1FGB22-23(2)7FGB22-23(2)11.1 | **ACTIONS AND MATTERS ARISING** where not covered elsewhere on the agendaOutstanding skills’ audits to be completed and returned to the clerk.This was ongoing due to the Clerk being on sick leave.Add Safeguarding Reports and NYSCP Bi-annual Audit to the Agenda for the next meeting - *see item 13.*Add nomination for LA Governor to the agenda for the next meeting – *see item 10.*It was noted that the Governing Body had gaps in statutory training.**Resolved:** All governors to complete statutory training. Headteacher to provide link. | Governors, JH |
| **School Improvement** |
| **FGB22-23(3)7** | The Headteacher drew the governors’ attention to his report and highlighted that its focus was the quality of education in each school. The Heads of School were invited to present the outcomes in their respective schools.1. Quality of Education Report to Governors CCW

Mrs Boyd highlighted that the SLT (Senior Leadership Team) had conducted extensive work to simplify and embed internal processes.All students had gaps in their knowledge which had to be addressed.Science was given as an example. The SLT put steps in place to ensure the curriculum was being taught at the same pace across the school. Mrs Boyd assured the governors that staff should be able to address the recommendations from the last Ofsted visit.**Challenge:** A governor enquired whether students were able to retain their knowledge. **Answer:** The Head of School explained that the students could now talk about what they were doing in lessons. Staff were challenging students more across the board. The students were quite passive so needed to be challenged more during lessons.**Challenge:** A governor enquired whether disruptive behaviour, mentioned in the report, was common and how it was being managed by staff. **Answer:** The Head of School stressed the importance of clear expectations from students. Systems put in place were very simple and easy to follow by both students and staff. The students knew that if they disturbed the work of other students they would be challenged for it.The Headteacher highlighted that Ofsted Inspection at Caedmon College was imminent. The report gave a picture of the autumn term and was an indicator whether the school was on the right track. Head of School reported that as a result of the steps that were put in place students were more familiar with relevant terminology and were able to talk about their learning journey.Teacher feedback was appropriate; however, it needed to be more embedded. Once that is achieved, the impact on students’ development will be visible.The monitoring visit highlighted that bullying was not always seen as dealt with by staff. Communication was improved with parents around the incidents. While staff could not inform them what measures were taken to respond to an incident, they would inform them that there was a response from staff. A schedule of assemblies and a poster campaign around bullying was implemented.**Question:** A governor enquired how many lesson observations had taken place.**Answer:** The Head of School responded that 41 observations had taken place.**Question:** A governor enquired whether the lesson observations took place as part of trial work that the Headteacher had arranged.**Answer:** The Headteacher explained that they were the result of support from the School Improvement Partner from the LA who visited the school. He observed lessons and talked to staff. **His draft report would be circulated with agenda papers for the next Education focus meeting.** The Head of School highlighted plans for more work around attendance and Pupil Premium. She reported that there was a slight positive trend in attendance; however, the policies had to be more embedded.**Question:** A governor enquired about SEND (Special Educational Needs and Disabilities) results.**Answer:** The Head of School explained that an SEN Adviser would visit the school after the half-term and **a report would be then presented to governors.****Challenge:** A governor enquired why Pupil Premium students’ Progress 8 score was significantly below national average.**Answer:** The Head of School explained that attendance of Pupil Premium students had a significant impact there. Attendance was key to improve attainment in that group.**Question:** A governor enquired what attendance figure for disadvantaged students was.**Answer**: 66%The Headteacher added that intensive work was being done to improve Pupil Premium attendance and close the gap. A governor commented that low attendance was a national picture since the pandemic.**Challenge:** A governor enquired whether teachers knew the context of each Pupil Premium student and their needs.**Answer:** The Head of School confirmed that was the case and added that it was important that teachers were not complacent as they needed to act depending on each student’s current situation not only their background. 1. KPI Document for CCW

The Headteacher drew the governors’ attention to the report which included key relevant data, attainment, and exclusions data.Attendance was a concern. Systems were in place and tracking had improved. The Director of Learning was now responsible for attendance, and it was bringing impact. 1. QA Summary Report for CCW

The Headteacher explained that the QA process included a *students’ voice* activity.The Head of School explained that some of the QA process had been previously affected by Covid; however, this now improved.This term, the QA activity would be conducted over a four-week period. Sampling of books had been completed this term.Governors noted that consistency in books had been observed during a governor visit to the school.**Challenge:** A governor enquired about improving reading.**Answer:** The Head of School explained that staff were using *Lexia* programme which seemed to have been making good impact. Encouraging reading for pleasure was a challenge as it could not be taught. However, staff poured resources to improve reading and were hoping that students would start reading for pleasure.**Challenge:** A governor enquired about reading comprehension.**Answer:** The Head of School explained that the Lexia programme was also used for reading comprehension.1. Quality of Education Report to Governors - Eskdale School

The Head of Eskdale School highlighted that the report covered the autumn term and some issues had moved forward.The report was based on assessments and mock exams and showed accountability of heads of faculty.The Head of School was confident in the data, which showed actual test results. Forecast results looked well.Attendance was a challenge for staff.Quality of data had improved. There was a clear correlation between attendance and attainment which was visible in data.Fixed term exclusions’ data was included in the report. Leaders had been challenged about how the data was presented. Staff aimed to avoid a cycle of suspensions, which would not change behaviours.The students knew what kinds of behaviour was not tolerated.**Challenge:** A governor enquired whether the new system was showing positive results now that it had been embedded in school’s practice. **Answer:** The Head of School explained that it was evidenced in data as suspensions had been reduced.**Question:** A governor enquired about targets for the school. **Answer:** The Head of School gave the figures and explained how staff were supporting students to reach them.**Question:** A governor enquired about the target for 5+ in English and maths.**Answer**: FFT 50 is 40%.**Question:** A governor enquired about the targets for Caedmon Collage.**Answer:** 5+ is 49%, 4+ is 82%**Challenge:** A governor enquired how the targets were being monitored.**Answer:** The data on KPI was not predicted but working grade.**The governors requested information about student progress against set targets.**The Headteacher highlighted that targeted provision was provided to students to support their improvement. The data was robust, and staff were able to provide interventions more directly to address the gaps. He held meetings with the Head of School to challenge the data and progress towards targets.Last year’s poor entry pattern was an issue. This was all fixed so all students are on the right pathway and will achieve the right outcomes. **Question:** A governor enquired who was in charge of SEND at the school.**Answer:** The Headteacher gave the name of the staff member and highlighted that SEND was a priority for the school. There was more communication around SEND and the register was in place. The strategies were implemented; however, the use of them in the classroom needed embedding further. A development plan was in place to ensure progress was made.**Challenge:** A governor enquired whether the same was in place for Pupil Premium.**Answer:** The Headteacher confirmed that was the case. Pupil Premium strategy and tracker were in place. All Pupil Premium students were tracked against the interventions they were receiving. Communication from the leadership team to staff about disadvantaged students was an area for development.**Question:** A governor enquired whether it was the case that the school had no lead of science. **Answer:** The Head of School confirmed that was the case.**Question:** A governor enquired about the plans to replace the lead of science.**Answer:** The Head of School explained that the LA did not approve the head of science recruitment to go forward due to budgetary constraints. A science teacher had been recruited instead and the Head of School had effectively become the Head of Science. It was noted that the greatest vulnerability academically in Eskdale was science.**Question:** A governor enquired whether there will be a possibility to recruit more teaching staff.**Answer:** The Headteacher explained that the federation should be able to recruit a federation science leader. Two science teachers would be needed in the amalgamated school. This was being discussed with the LA. 1. QA Summary Report for Eskdale School

The Head of School reported that a formal performance management system was in place. The first cycle had been completed. All performance management targets for staff had been set. The first round of lesson observations was almost exclusively paired observations. There was initially some resistance from staff, which was overcome.Future steps include monitoring of curriculum in more detail.**Question:** A governor enquired about marking and feedback.**Answer:** The school moved from marking to feedback. A middle leaders’ meeting was held, and it was found that there were many different systems of marking and feedback within the school. A simple unified system was developed for the whole school.The feedback policy was adhered to across the school and was a part of lesson observations, so that staff were being held accountable. Next step was to obtain feedback from students.**Question:** A governor enquired whether policies were uniform across the schools.**Answer:** The Head of School confirmed that increasingly the schools shared the same policies. This would be continued; However, the schools were at different stages of development. Wherever possible, the policies were shared.**Question:** A governor enquired about the Head of School’s wellbeing considering the challenges being faced.**Answer:** The Head of School felt that the balance was wrong as he was not able to delegate in some cases. He felt he should be able to handle the more strategic direction of the school. The Headteacher challenged him for not delegating; however, sometimes there was no staff to delegate to.**Question:** A governor enquired about target setting in staff performance management process.**Answer:** The teachers were given three targets which had to fit in with the School Development Plan. | JHSBPN |
| **FGB22-23(3)8** | **ESKDALE SCHOOL OFSTED REPORT 2022**It was noted that the report had been published and subsequently communicated to the parents.The Headteacher reported that the areas for improvement which were included in the report were being followed and Ofsted would conduct another inspection within 18 months. |  |
| **FGB22-23(3)9** | **LINK GOVERNORS’ REPORTS**Governor visits policy had been drafted and would be brought to the next meeting. Clerk to add on agenda.The governors discussed governor visits to the school.**Resolved:** Headteacher to share contact details of senior leaders for each area with governors who will then be able to schedule their visits.**Resolved:** Link governor appointments to be discussed further next meeting. Clerk to add on agenda. | DJJHDJ |
| **Other matters** |
| **FGB22-23(3)10** | **GOVERNANCE**1. Nomination of LA Governor

The Governing Body had received a nomination for the position of LA governor. The governors considered the nomination and the candidate’s references and skills needed on the Governing Body and the Chair gave recommendation not to appoint.**Resolved:** That the Governing Body not appoint the candidate for the position of LA governor.Proposed: SC, seconded: JM.Clerk to contact the LA regarding the result.1. Update on other Governor vacancies

It was noted that a candidate was in the process of being recruited for the Co-opted governor position. Clerk to add on next agenda. | DJDJ |
| **FGB22-23(3)11** | **POLICIES FOR APPROVAL**1. WSP Charging and Lettings Policy
2. CCW Emergency Evacuation Policy 22-23
3. CCW Exams Archiving Policy 22-23
4. CCW Exams Policy 22-23
5. CCW Feedback Policy Jan 23
6. CCW Home College Agreement
7. CCW Mobile Phone Policy for Students
8. WSP Anti-bullying Policy
9. WSP DT Health and Safety Policy
10. WSP Governor Visits Policy
11. WSP Health and Safety Policy
12. WSP KS3 & 4 Admission Policy WSP Science Dept Health and Safety Policy

**All the above policies were approved by the governors.**Proposed: SC, seconded: DR. |  |
| **FGB22-23(3)12** | **HEALTH AND SAFETY**1. Water contract

The governors discussed the water provider contract. The Headteacher highlighted the option for enter contract until March 2025 or October 2024. The governors discussed which option was good value for money.**Resolved:** Headteacher to enter into contract until March 2025.1. Health and Safety site updates

The Headteacher drew the governors’ attention to the document provided. He highlighted that regular inspections were taking place with link governor present. An inspection from the LA was also anticipated.  | JH |
| **FGB22-23(3)13** | **SAFEGUARDING**Safeguarding Audit had been completed, to be submitted to the LA. The governors had received the document and approved it.**Resolved:** Headteacher to submit safeguarding audit to the LA. | JH |
| **FGB22-23(3)14** | **DATE AND TIME OF NEXT MEETING**The date of next meeting was confirmed for Tuesday, 21st March 2023. |  |

The meeting was closed on 5:46 pm.

ACTION LOG

| Item | Action | Person | Date |
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| FGB22-23(1)22.1 | Outstanding skills’ audits to be completed and returned to clerk. | JM, DR | ASAP |
| FGB22-23(3)6 | All governors to complete statutory training. Headteacher to provide link. | Governors, JH | ASAP |
| FGB22-23(3)7a | Report from School Improvement Partner to presented at next Education meeting. | JH | Next meeting |
| FGB22-23(3)7a | SEN report to be presented to governors (CCW) | SB | When received |
| FGB22-23(3)7d | Head of School to provide information about student progress against set targets. | PN | Next meeting |
| FGB22-23(3)9 | Clerk to add governor visits policy on next agenda. | DJ | Next meeting |
| FGB22-23(3)9 | Headteacher to share senior leader contact details with link governors. | JH | ASAP |
| FGB22-23(3)9 | Clerk to add link governor review to next agenda. | DJ | Next meeting |
| FGB22-23(3)10 | Clerk to contact the LA regarding LA governor appointment. | DJ | ASAP |
| FGB22-23(3)10 | Clerk to add Co-opted governor appointment on next agenda. | DJ | Next meeting |
| FGB22-23(3)13 | Headteacher to submit the safeguarding audit to the LA. | JH |  |