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**Local Governing Body**

**Spring Meeting 17 March 2022 at 5.00pm**

**MINUTES**

**Present at the Meeting: -**

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| **Members:** | **Duncan Brundell** |  | **DB** |
|  | **Sam Priestley** |  | **SP** |
|  | **John Sharp** |  | **JS** |
|  | **Andrew Tatham** |  | **AT** |
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| **Attendees:** | **Mat Williams** | **Head of School** | **MW** |
|  | **Rachel Bailey** |  | **RB** |
|  | **Leo Timmins** |  | **LT** |
|  | **David Whitehead** | **(Clerk)** | **DW** |

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| Satisfaction of Quorum Requirements |
| *Quorum equals 3 Governors, or where greater, any one third (rounded up to a whole number) of the Membership.*  5 **Governors**: Quorum equals 3  **4** **Governors** in attendance; therefore, the meeting was quorate. |

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| 1.0 Apologies for Absence | |
| Apologies were noted and accepted from Helen Hemingway & John Sharp. | |
| 2.0 Declaration of Interest for items upon the agenda | |
| Presented by: | Chair |
| There were no declarations of interest for items on the agenda. | |
| 3.0 Minutes of the last meeting | |
| Presented by: | Chair |
| The minutes of the meeting held on 2 December 2021 were accepted as a true record.  **Proposed: AT Seconded: SP** | |
| 4.0 Matters Arising | |
| Presented by: | Chair |
| Agenda item 8 – Governor Visits are on today’s agenda.  Agenda item 9 – The finalized accounts will be presented at the next LGB meeting.  MW advised that the management accounts are circulated to Governors monthly**.** | |
| 5.0 Head of School Report | |
| Presented by: | Head of School |
| The report had been circulated prior to the meeting and MW summarised the content to Governors.  ***See Appendix One for questions submitted prior to the meeting and responses.***  Leadership & Management  The Head of Dept reviews have been held and these evidence that the middle leaders are fully aware of the focus on the key elements of the School Improvement Plan.  The understanding shown of the curriculum and the priorities of their year groups was noted.  These are the staff who will be involved in any Ofsted inspection.  CPD – Professional growth is a focus and RB is heavily involved in this area.  9 members of staff have successfully applied for the NPQ qualifications and the process of getting the right staff involved on these courses was explained. This is seen as real positive for the school.  Interim Performance Management is taking place in April.  Student and Parent feedback – MW explained how appropriate views are obtained from both students and parents using Parent View & Student Voice.  500 views from parents have been collated and compared with Ofsted Parent View. Overall, this is very positive as can be seen in the data included in the report.  Communication is a key area being developed in respect of advising parents of the curriculum content.  **Q – Bullying – Are these figures accurate?**  A – LT explained the reason for the phraseology used in the questionnaire.  The Ofsted Parent View data mark is used for the comparisons.  The challenges in benchmarking data in certain areas were noted by MW.  SP noted that many parents had said there was an issue in the school letting them know how their child is doing and MW explained all the processes in place for informing parents.  **Q – Is it that people do not understand the data sent out? Is it accessible to all?**  A – The curriculum overviews are there. There is an explanation included and is discussed at Parents evenings. 84% do agree that there is good communication regarding this.  A discussion took place around how this data could be communicated.  AT noted that however this data is presented, there will always be issues with some parents.  It is unlikely that 100% positive answers on this matter will ever been achieved.  The follow up by the Achievement Team where issues are raised was also detailed.  How the Parent View and Student Voice responses align was also discussed.  LT advised of the Parent’s Evening in relation to parents having the opportunity to discuss this with staff.  Using the Ofsted questionnaire allows for benchmarking to take place.  The nuances in parents’ perception of if their children are doing well were outlined by MW.  Quality of Education  Assessment point 2 data for Y11 has been obtained.  The difficulties in comparing to previous years due to the pandemic ere explained.  The changes made by Ofqal were noted and there will be an easing of some of the gradings which makes accurate predictions difficult.  The benchmarks from 18-19 have been used which are stricter.  The quality of teaching for Y11 is very good and targeted interventions are in place for students.  Overall, the observations show all is strong at present.  A review of the quality of teaching shows 94% are judged as Good or Outstanding.  **Q – Are you broadly happy with how things are panning out?**  A – Overall, yes. Non-PP and PP trajectory along with SEN data is strong.  LT advised of the mock exams which are taking place and the middle leaders are confident of where the Y11 students are at. KPI’s around attainment, English, Maths etc. shows we are in a strong position.  **Q – Lower down school, do we know where they are at following all the disruption?**  A – MW noted the discussions held with other Heads re gaps in learning. Key areas will be revisited with Y7,8,9 etc. to address this.  The work on gaps which has already taken place was explained. MW noted all that could be done, is being done in this regard.  The impact of the 2 year disruptive period was discussed by Governors particularly in respect of disadvantaged pupils and low achievers.  In KS3, there is an explicit teaching of the skills required for GCSE content.  Breadth of knowledge is something that is focussed on at RHS.  There is also a focus on what can be done rather than what has been missed.  RB advised that teachers are concentrating on this and no worries have been expressed. The Assessment data for Y7,8 & 9 is not showing any glaring gaps.  She noted that CPD and high quality teaching has always been a focus over the past 2 years.  AT stressed the importance of developing learning skills amongst the students and MW agreed that this allows them to access high level work.  Behaviour & Conduct  Compared to regional and national data, the school is in a strong position.  PX’s were noted as being a rising trend elsewhere in the North of England.  Overall. this is a very positive picture.  Attendance  The figures are strong compared to national attendance data. The students were noted as being keen to be in the building.  The DV cohort and the SEND cohort are both strong.  In respect of PA, attendance strategies are now employed when 90% attendance is seen.  The contact with parents which took place around COVID concerns in encouraging student attendance over the past 2 years was noted as being effective.  Remote attendance is not being included in the figures seen.  The practices recommended by Ofsted in respect of behaviour and attendance are all in place on a day to day basis at RHS.  LT noted that attendance for DV students has been strong which has supported the attainment and progress through Y7 to Y10.  Personal Development  This was the key feature of the CSSIC review.  MW advised that much of the information in this regard is on the school website.  Staffing and resources have been put in place to ensure this is a focus in school.  Calderdale Secondary School Cluster report – the report from Jim McGrath on the focus of the school’s offer to support pupils’ personal development was summarised.  The report noted that leaders are ambitious and have an effective programme in place to secure pupils’ personal development  PSHE material is in place and leaders have re-established a strong enrichment and careers programme.  Leadership is also strong in this regard.  The positive comments on what was seen was also communicated to CASH.  The validation of key work was also noted. DV and SEN pupils were noted as being fully engaged at school.  Sports inclusivity was also recognised.  Areas for consideration included:   * Assessment of PSHE * Quality assurance of PSHE   AT noted the impressive report circulated.  How effective PSHE is with the students was discussed in detail.  **Q - Do you acknowledge the difficulty in assessing this?**  A – We do expose children to the best of the best but the difficulty in measuring impact in this regard is noted.  The areas where input from staff can make a difference were outlined.  The NTP (National Tutoring Programme) started in January and MW advised of the additional support being brought in using the funding provided. This will be assessed at the end of the year  **Q - What year groups are involved?**  A - Y7 to Y11.  Safeguarding  The SCR has been checked recently.  A peer on peer abusive review has been undertaken by the LA with RHS involvement.  This involvement fits into the culture of the school and the outcome will be brought to a future meeting.  LT summarised the processes of the review and how this has influenced policy.  Staffing  A new Director of Computing and Business has been appointed. The reduced size of the faculty was explained. Additional recruitment in that dept is also taking place.  A new Director of Personal Development is in place for staff and the faculty involved was outlined by MW including how this is seen in practice in the classrooms.  TLRs roles in school were explained and MW noted how these are deployed. The high impact of this strategy was particularly noted by MW.  RB explained in detail the use of faculties in school and the rationale for these being introduced.  6 members of support staff are leaving at Easter and the recruitment planned was outlined.  **Q – Are you experiencing difficulties in recruiting to TA posts?**  A – An appointment has taken place and there has been an increased interest in non-teaching posts advertised.  Sickness absence has resulted in 5 supply staff being in place.  Internal staff have been working well to provide cover where needed.  The importance of the ensuring the smooth running of the school is always a focus.  It was noted that Supply agencies are struggling to provide high quality supply staff cover.  Finance  The classrooms damaged during the building of the atrium are fully refurbished and functioning.  The 3G pitch is now in place and was on budget.  **Q - Is this income generating?**  A – It will be. There are now no vacancies left for public bookings.  Admissions  360 places have been allocated with 40 on the waiting list.  The potential increasing the PAN was discussed and it was agreed that this is not a viable proposition at present.  **Q - Is 360 the published PAN?**  A – This is 345 officially.  **Q – Do we know the number of appeals yet?**  A – This will be known in the next few weeks.  The admissions appeals process was discussed in detail.  **Q – Is there much in-year movement?**  A – There are not many at all.  There have been relocations of families seen this year and LT noted the in-year transfers seen this year.  Trust update  The resignation of Phillip Cockcroft from the LGB following 30 years of service and commitment to the school as a Governor/Director was explained.  DB will write to thank Phillip for all his work as a Governor.  Potential applicants to join the LGB were noted.  The staff governor election process was discussed in detail. | |
| 6.0 SIP Review | |
| Presented by: | Chair |
| The current School Improvement Plan had been circulated prior to the meeting.  This is being reviewed next Wednesday.  MW advised that this is an internal working document and the RAG rating used/seen was explained.  There are areas where work is not due to start until the summer term.  The review which has taken place recently was noted and evidence is gathered using Staff voice, Student voice and Parental questionnaires.  The importance of getting any initiatives right prior to launching to parents and students was stressed by RB.  The SIP will be further developed next year. | |
| 8.0 Governor Visits | |
| Presented by: | Chair |
| 3 dates are available next term for the Governor visits and these will be circulated toall.  The format of the days in terms of collective/individual visits and subjects to be covered was discussed.  Previously, these visits have coincided with Carlton’s SIP visits and MW advised of the preference for a focussed approach to Governors visits.  **It was agreed that SEND, PP and Inclusion will be a focus for one of the sessions.**  SP advised that she has met with LT to receive an overview of the SCR today. | |
| 9.0 Overseas Trips | |
| Presented by: | Head of School |
| Details of both overseas trips which are planned had been circulated prior to the meeting.  The cost implications of the trips were noted by MW.  **Q – Payment plans – any other options available?**  A – The letters which go out will detail the financial support available.  Access for DV students to the trips was explained including that if these are oversubscribed, DV students benefit proportionately better.  Costs of clothing etc. for those wishing to go on the ski trip was discussed.  **Both the Battlefield Trip and the Ski Trip were unanimously approved.** | |
| 10.0 Any Other Business | |
| Presented by: | Chair |
| Helen Hemingway has emailed to state how impressed her family have been in the Y11 staff team in respect of the support given to her daughter and wished to record her gratitude to those involved. | |
| 11.0 Academic Year 2021-2022 meeting dates | |
| Presented by: | Chair |
| Term 3: Summer 09 June 2022 | |

**The meeting ended at 7.05pm and DB thanked all for attending.**

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| **Approved as a True record of the Meeting** | | | | |
| **Signed:** | | |  | |
|  | | | **Chair** | |
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| Agenda item | | Action | Person Responsible | | Deadline | |
| 4 | | Finalized accounts to be presented at the next LGB meeting. | MW | | Next meeting | |
| 8 | | Dates for Governor visits to be circulated to all | MW | | ASAP | |
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**Appendix One**

**Questions submitted by the Chair prior to the meeting along with responses from the Head of School.**

Q - Director of Personal Development and faculty - can you elaborate how this has come about and what the financial implications are?  How does this fit in with the Trust HR team?

A - The school has been acutely aware of the change in emphasis towards Personal development in the Ofsted framework and the judgment criteria.  In addition, following the last two years of Covid 19 and the reduction in  opportunities that promote and enable participation  in Personal and character development activities, the school has taken the decision to ensure PD was a key part of the school improvement plan.  The Personal Development curriculum encompasses all staff, all pupils and includes the PSHCE, Form time programme and the Enrichment programme( please see the school website for PD curriculum) Taking all this into account the school  felt  was necessary to provide additional leadership time to cater for this area.  Additional costs are minimal and no additional staff were required to fulfil the curriculum.  In addition,  every year the school allocates TLR3s to cater for current need, this academic year the need is in PD, these TLRs are time bound for 1 academic year and are then reviewed.  There is no impact in the HR trust team

Q - **NPQ**- remind me what this acronym stands for? What are the benefits to the school (this may become apparent once I understand what they are!). Is 9 the right number or not enough?

A - NPQ stands for National Professional Qualification,  these qualifications range from the Head teacher (NPQH) to similar qualifications for varying levels of leadership or specialism, for example NPQSL Senior Leader Qualifications.  As part of the schools aims for professional growth the school had planned and budgeted for 8-10 candidates to access such qualifications.  The process of acceptance onto the course at Rastrick was through application and the school has had an abundance of applications  The quantity of staff on the courses was appropriate to the need of the organisation whilst continuing the smooth running of the school.

Q - **Parent View**: Largely very good and pleasingly above national average - but we are well under national average in letting parents know what their child will learn during the year. What are we doing to address this? Also, whilst those feeling safe totals 97.4%, that means 2.4% don't feel safe! Should we be concerned?

A - Parent view comparisons were extremely positive; the school has already implemented part of o communication strategy to all families highlighting how and where to find key information about their child’s learning.  This will develop over the this and next academic year.

2.4% is a very low figure for children feeling unsafe, as always the school will continue to invest time and energy into ensuring everyone feels safe.   However, the figure of 97.6 clearly indicates the school has a very positive culture around the safety of pupils.

Q - **QoE:**PP/FSM etc gap - is this acceptable?

A - The Gap between both non PP and PP is low for P8, if both groups continue on the expected trajectory, the school will have a positive outcome for both cohorts.  Attainment outcomes are lower as starting points are lower, however if they remain on the  expected trajectory the outcomes will be significantly above National benchmarks for A8 and basic KPIs.

Q - **Attendance**: Good apart from PA. Can you elaborate on the "adapted attendance strategy”?

A - The PA figure is due to the overall attendance being below the normal average benchmarks due to Covid 19.  Attendance strategy has been adapted to ensure the intervention benchmark is statistically in line with the new attendance figures.

Q - **Safeguarding update:** Is there a word missing - "To assure governors there were areas of concern highlighted by the review

A - To answer your question ‘No’ is the missing word.  “to assure Directors there were no areas of concern highlighted by the review”

Q - **Staffing update:** Director of Computing and Business - is this a totally new post or an amalgamation due to staff leaving? Staff absence being high, are there any patterns or themes of sickness or is it mainly down to the dreaded COVID?

A - This is a direct replacement of the previous role Director of Business-ICT-Computing and Social care; this department has been reduced in size to focus on Computing and Business.  Staff absence does remain high and is variable depending on the presences of Covid 19.  However, we are starting to see more common ailments now creating a significant part of staff absence.

**Q - CSSIC School Review:** Very positive. Have any of the considerations been adopted? If so which and how?

A - We are considering how we may adapt curriculum overviews to incorporate PD, In addition we are reviewing how we assess the work in PD during the form time programme.

Q **- School Improvement Plan:** A lot of red inT&L and amber in Assessment and Climate for Learning. Is this just the nature of the timing of the review with expectations for all to turn green in the fullness of time, or are there areas for concern?

A - The SIP is due for A review on the 23rd of March, so timing and evidence means that some of the strategies are not matured enough to validate being green, some of the strategies are due to be assessed term 3, hence they remain in red  The vast majority of strategies are underway and initial prognosis are very positive.

Q - **Overseas trips::** The minutes of the previous meeting stated that no foreign trips were being planned! Nevertheless, I can see the curriculum links and aims for the Battlefields trip but less so the ski trip. In terms of both trips, are there alternative payment plans through the school e.g. weekly payments or is it up to parents to manage the savings/budget to hit the payment dates? What support is there for PP/FSM DV students.? There is no mention of expected interest from DV or Ethnic Minority students for the ski trip. How are we making it a level playing field for these students?

A - The trips are planned for next academic year and due to the climate around foreign travel  now easing,  the school has started to have conversations about enrichment opportunities locally, nationally and abroad.  There will be clear direction for all parents on how to seek financial support both in the form of school contribution and through the Rastrick hardship fund bursary.  To ease the burden of a single financial commitment there are payment plans for all the overseas trips. Eligibility for the trips is not on a first come first serve basis, the  selection process will take into consideration the background of all pupils wishing to access the trips.