

**Vale of York Academy**  
**Minutes of the Meeting of the Local Governing Committee held on**  
**07<sup>th</sup> October 2019 at 5:00pm**

<b>Present:</b>	Sarah Byrne <i>[until 6:32pm]</i> Patrick Looker (Chair) Dave Seddon	Toby Eastaugh (Principal) Miriam Zulkarnain Andy Thirlwell
<b>In Attendance:</b>	Liz Hardy (Assistant Vice Principal) Isabella Kvist-Hansen (Clerk – Governance Support Officer)	

		<b>Action</b>
<b>1.</b>	<p><b><u>Election of Chair and Vice Chair</u></b></p> <p>Mr Patrick Looker was proposed for the role of Chair of Governors. There were no further expressions of interest.  <b>Resolved: Mr Patrick Looker was elected Chair for a duration of 1 year subject to final approval by the Trust Board.</b></p> <p>Mrs Sarah Byrne was proposed for the role of Vice Chair. There were no further expressions of interest.  <b>Resolved: Mrs Sarah Byrne was elected Vice Chair.</b></p>	
<b>2.</b>	<p><b><u>Welcome, Apologies for Absence and Declarations of Interest</u></b></p> <p>The Chair welcomed everyone to the meeting.          Apologies for absence were received with consent from Ms Emma Owens, Ms Victoria Sanderson and Mr Matt Halifax.          There were no declarations of interest.</p>	
<b>3.</b>	<p><b><u>Minutes of the meeting held on 9<sup>th</sup> September 2019</u></b></p> <p>The Principal noted that on page 4 of the ordinary minutes RAM needed to be corrected to RAG. Subject to the above amendment the minutes were agreed as an accurate record of the meeting and were signed by the Chair.</p> <p><b><u>Action Plan and Matters Arising</u></b></p> <p>The Chair informed that there were currently two vacancies for Trust Appointed Governors. The Clerk agreed to inform the Training and Support Manager at CYC of the vacancies. Governors identified the following skills as desirable: HR, knowledge of the educational sector, accountability and holding leaders to account and links to the local community.</p>	<b>Clerk</b>
<b>4.</b>	<p><b><u>Principal's Report</u></b></p> <p>The Principal reported that the Assistant Vice Principal was attending the meeting to give Governors an update on the year 11 strategy as well as the pupil premium strategy. He advised that the PP Impact Statement from 2018/19 was now live on the school website together with the new strategy 2019/20.</p> <p><b><u>PP Strategy and Impact Statement 2018-19</u></b></p>	

	<p>The Assistant Vice Principal outlined the following:</p> <ul style="list-style-type: none"> <li>• Therapy sessions had been trialled in 18/19. This had improved PP students' attendance through targeted intervention.</li> <li>• PP students had been more heavily represented in peer reading with year 11 students providing support to younger students.</li> <li>• All PP students had the previous year been allocated a mentor. Going forward a mentor would only be allocated to students who were identified to benefit from this.</li> </ul> <p>A Governor asked how often the students were meeting their mentors. The Assistant Vice Principal answered that meetings had taken place once per week. A Governor asked if the mentors were teaching staff. The Assistant Vice Principal explained that also non-teaching staff had been mentoring.</p> <ul style="list-style-type: none"> <li>• Study group lessons needed to be more exam focussed going forward.</li> <li>• Literacy catch up groups had been successful with students improving their reading age; 50% had made better than average improvement in their reading age. The new strategy would support this positive development and accelerate reading even further.</li> <li>• Primary links had been established to provide support in year 5 and 6.</li> <li>• There had been good training opportunities available to staff.</li> <li>• Developments for the new strategy included PP feedback and first marking for PP student as well as further addressing underperformance. Assumptions of PP students and their performance in classrooms was a focus together with raising teachers' awareness to address the students' needs best possible.</li> <li>• PP resources had been spent to provide revision guides as well as food and nutrition for PP students. In addition, support for things such as paying for residential trips and music lessons had been provided to enhance PP students' cultural capital.</li> <li>• In terms of pastoral support, priority had been given to PP students for careers advice and tutor conversations. These students benefitted comparatively more from this one-to-one support.</li> <li>• PP students' attendance remained an area for improvement. Overall attendance had been 88% the previous year which was 3% below national average for PP students.</li> <li>• Training in PP reviews had been completed by the Assistant Vice Principal and another member of the SLT. The Assistant Vice Principal would be providing support at other secondary schools in the Trust. Overall, sharing of resources and knowledge within the Trust was very good.</li> <li>• There would be an enhanced focus on cultural capital going forward and improved monitoring of wider curriculum activities attended by PP students.</li> </ul> <p>A two year PP strategy for 2019/20 and 2020/21 had been developed. The Assistant Vice Principal advised that three year plans would be used within the Trust going forward.</p> <p>A Governor asked if the presentation could be sent to governors. The Assistant Vice Principal agreed to share the presentation.</p> <p>A Governor asked if strategies from other school in the Trust were available for comparison. The Assistant Vice Principal replied that strategies at other schools were still to be finalised. She added that other schools would be using the Vale of York strategy as a benchmark.</p> <p>A Governor asked if students were aware that they were PP eligible. The Assistant Vice Principal answered that students might be aware that they received funding that other students were not entitled to but teachers would never identify students in classrooms.</p>	<p><b>Assist Vice Principal/ Principal</b></p>
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Governors discussed monitoring of PP students and how Governors could best ensure sufficient tracking. Governors noted that pupil outcome data would be key in monitoring. The Principal added that there would not be any new data to present at the next meeting in December, but new data would be available for scrutiny at the spring meeting.

A Governor raised a question about overall attendance noting that this was essential to monitor alongside PP attendance.

The Principal agreed and informed that attendance to date was 94.1%. Students who were currently dual registered at the school and Danesgate were impacting on this figure as the school was still accountable for these students' absence. Some students would however be fully enrolled at Danesgate going forward.

#### Year 11 Strategy

The Assistant Vice Principal advised that the P8 target was 0.1 with maths looking particularly strong. English was looking positive as well. The Principal advised that following the mocks in December they would have a better picture to present to Governors. It would subsequently allow for more targeted interventions.

The Assistant Vice Principal reported that it was a girl heavy cohort and added that girls tended to outperform boys in terms of progress. The negatives were attendance and persistent absentees which together with boys were areas for additional tracking. Tracking was further required for subjects with negative residuals such as business studies, MFL, arts and dance.

Governors expressed that they were happy to see the positive predications and thanked the entire SLT for the good work.

#### 4.1 Pupil Progress

The Principal reported that the following outcome measures had now been confirmed following remarks:

- Progress 8 score -0.26 (-0.27 previously reported)
- 9-5 grades, strong pass, in English and Maths 40% (previous reported as 38%)
- PP P8 score -0.62 (-0.64 previously reported)

He further said that there were 138 year 7 students on roll, not 136 as previously reported.

A Governor asked how many remarks were still outstanding.

The Assistant Vice Principal replied that 4 were still outstanding.

#### 4.2 Attendance

The Principal reported that the Attendance Officer had resigned.

A Governor asked about the reasons behind the resignation.

The Principal replied that the role was not what she had expected it to be.

A Governor asked if the job description reflected what the role actually entailed.

The Principal replied that the job description should be an accurate representation of what the job entailed. He added that the last 2 Attendance Officers had been qualified teachers and it could be argued that they had been overqualified for the job.

A Governor noted that the job entailed home visits and asked it was a stressful job.

The Principal answered that there could be an element of negativity from parents but it was not overall a stressful job. He advised that there had been a field of candidates when the role was advertised.

	<p>A Governor asked if other job aspects could be incorporated within the role to make it more attractive and adverse. The Principal noted this for consideration.</p> <p><u>4.3 Behaviour and Discipline</u></p> <p>The Principal reported that there had been 279 exclusions during the last academic year, which meant that 47.9% of the student body had been excluded. This figure was 5 times higher than the national average.</p> <p>There had been 6 exclusions within the first 4 weeks of the new term compared to 25 the previous year which reflected the overall improving picture. The Principal advised that middle leaders now did on calls and they were more proactive and provided support in class which had had a profound effect.</p> <p>Number of seclusions were also decreasing which was a result of the changes to the on call practices and due to continuity in staffing as this made routines clear and relationships between students and teachers stronger. The Staff Governor added that changes to organisational codes in the behaviour policy had impacted on this as well. She added that there was also better behaviour overall because students did not get caught in negative cycles of repeatedly being sent to seclusion which had improved the learning environment at the school.</p> <p><u>4.4 SEND Update, Strategies and Interventions</u></p> <p>Governors noted the distributed document presenting SEND updates, Strategies and Interventions. A Governor expressed that it was the first time such a good and comprehensive report had been provided to Governors.</p> <p>Governors were happy to receive the written update and had no further questions and comments.</p> <p><u>4.5 Staffing</u></p> <p>The Principal reported that one teacher had been absent for one day. The Caretaker and a Cleaner had further been absent for one day respectively.</p> <p><u>Other questions and announcements</u></p> <p>A Governor asked about the open day and what feedback had been received from parents attending. The Principal replied that feedback had been overwhelmingly positive. The parents attending had recognised the improvements of the school and had expressed that they were happy to send their children to the school. The feedback questionnaires had also identified the year 7 guides together with members of staff present as positives. Governors discussed, noting the positive impressions staff had made during the open days and their good engagement with new parents.</p> <p>The Principal advised that at the next LGC meeting they would have indicative numbers of how many had listed the school as their first preference.</p> <p>The Principal informed that a decision to permanently exclude a student had, following the Governor Disciplinary Panel's decision not to reinstate the student, been appealed against by the parent and the case had subsequently gone to review by an Independent Review Panel. There were three possible outcomes of a review hearing; uphold the initial decision; recommend reconsideration; or quash the initial decision. The outcome had in this case been a recommendation for reconsideration. The Principal had been in contact with Mark Ellis, Head of School Services at CYC, and informed Governors that they had to reconvene to reconsider the decision to permanently exclude.</p> <p>Discussions followed. The Principal gave an account of the recommendations made by the Independent Review Panel.</p> <p>It was agreed that a panel consisting of Governors PL, DS and SB would convene on Tuesday 15<sup>th</sup> October at 4:30pm.</p>	
5.	<p><u>Statutory Test/Exam Results Overview</u></p> <p>Discussed at the previous LGC meeting and additional information was provided under item 4.</p>	

6.	<p><b><u>Academy Development Plan (including SEF)</u></b></p> <p>The Principal highlighted the following big themes included in the plan:</p> <ul style="list-style-type: none"> <li>• Students to achieve a P8 score of between -0.2 and +0.10</li> <li>• Disadvantaged students to achieve a P8 score of between -0.50 and -0.20</li> <li>• Basics measure 5+ to be 40%</li> <li>• Basics measure 4+ to be 74%</li> <li>• Attendance to be at 94.5% or above for all students and attendance for disadvantaged students to be 91%. PAs to reduce to 15%, closer to the national average. Exclusion to significantly reduce towards the national average.</li> <li>• Teaching and learning – promote and develop creativity in the classroom and reduce passivity.</li> <li>• Literacy – raising the outcomes through improved literacy levels across the school and closer links with primary partners.</li> <li>• Behaviour – reduce exclusions so they are in line with national averages.</li> </ul> <p>The Principal informed that success criteria were outlined in the plan as well. Other aims included were increasing pupil numbers, maintaining low staff turn-over and balancing the budget.</p> <p>A Governor asked how Governors going forward would get information to ensure that the success criteria were fulfilled.</p> <p>The Principal answered that they could review the plan regularly at LGC meetings throughout the year.</p> <p>In terms of quality of teaching, the Principal reported that based on the Ofsted framework it was expected currently that the school would be judged 'requires improvement' and not 'good' as a results of the current P8 score. He added that this rating could improve based on pupil data throughout the year.</p> <p>The Principal reminded Governors of the established focus groups which were focussing on; reducing work load, IT and migration to Google G-suite, Pupil Premium, metacognition and innovation in teaching.</p> <p>A Governor asked about the time scale for outcomes of the focus groups' work.</p> <p>The Principal answered that feedback was ongoing and that there were different timescales for the individual groups. The groups with the longest timescales were metacognition and PP which both had 2 years timescales. The Principal advised that he would feedback to governors when conclusions by the individual groups had been reached.</p> <p>The Principal informed that the school had received funding from the Trust for implementation of the reading programme 'thinking reading'. This would provide a coherent reading programme and they were further looking into commissioning support in business studies, MFL, art and perhaps geography.</p> <p>In terms of cultural capital initiatives such as the year 7 residential, Duke of Edinburgh Award and work experience opportunities would help support this.</p> <p>The Principal further reported that they had to look into the delivery of RE as this had to be offered to GCSE level. They were further undertaking an audit of fundamental British values in the curriculum.</p> <p>The staffing structure also had to be addressed going forward as staffing currently accounted for 80% of the budget. This number should be reduced to around 70% to be in line with other schools.</p>	Principal
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12.	<p><b><u>Safeguarding</u></b></p> <p>The Safeguarding Link Governor advised that Governors should send confirmation to the Principal's PA, Ms Jo Bogue, when they had completed e-learning on safeguarding including prevent. She would send information on how to log on to training sessions to all Governors.</p> <p>She further advised Governors to return a signed document to proof they had read Keeping children Safe in Education to the Assistant Vice Principal, Mr Gavin Kumar.</p> <p><i>[Sarah Byrne left the meeting at 6:32pm]</i></p>	<p>SB/ All Govs.</p> <p>All Govs.</p>
7.	<p><b><u>Curriculum Development</u></b></p> <p>Governors noted the distributed document outlining curriculum development written by the Vice Principal. They had no further comments or questions to the provided information.</p>	
8.	<p><b><u>Resources (Overseeing Financial Performance)</u></b></p> <p>The Principal informed Governors of the following:</p> <ul style="list-style-type: none"> <li>• A planned in-year deficit in 2018/19 of £36k had improved to under £34k at year-end period 12. The budget had been managed well.</li> <li>• At the next LGC meeting period 1 and 2 reports would be presented.</li> <li>• The 2019/20 budget was set with a £5k in-year surplus.</li> </ul> <p>The Clerk reported that the Financial Controller had asked Governors to make a schedule of meetings he was requested to attend, and what information Governors would like him to focus on. Governors discussed and agreed that the Financial Controller was only required at meetings if there were any significant changes to report. They noted that the Trust's Central Team did the financial oversight.</p>	
9.	<p><b><u>Vision and Values</u></b></p> <p>The Principal advised Governors to follow the provided link to a video on the school's website where the Principal talked about values and ethos.</p> <p>The Chair suggested that Governors should watch the video and subsequently provide feedback and comments.</p> <p>The Principal also suggested that Governors could review the curriculum section on the website and provide any feedback.</p> <p>A Governor noted that currently pictures of boys were shown under STEM subjects and PE. He suggested, to address gender prejudices, that pictures of girls could be added.</p> <p>The Clerk further advised that the Governor section of the website needed to be updated following Governor resignations.</p>	
10.	<p><b><u>Chair's Report/ LGC Strategic Direction</u></b></p> <p>Governors noted the distributed questions to consider before an Ofsted inspection.</p> <p><b><u>Training</u></b></p> <p>Governors noted the training opportunities. The Chair reported that he would be participating in the training session: Secondary School Performance Accountability Measures at CYC held on 15<sup>th</sup> October.</p>	
11.	<p><b><u>Admissions</u></b></p> <p>There were currently no proposed changes to the published admission number (PAN).</p>	
13.	<p><b><u>Health and Safety</u></b></p>	

	There were no updates to report.	
14.	<b><u>Premises and Maintenance</u></b> There were no updates to report.	
15.	<b><u>Policy Review</u></b>  <b><u>Parental Leave Policy</u></b> The Principal reported that in the absence of a Trust policy the CYC model policy should be adopted.  <b>Resolved: Governors approved the Parental Leave Policy.</b>  <b><u>Behaviour Policy</u></b> The Principal reported that there were two changes to the policy, which had been recommended by the Independent Review Panel.  The following sentence were taken out: <i>A decision to exclude is made entirely by the Principal and the Governor Board.</i>  The paragraph on behaviour contracts were taken out as there were not operated.  <b>Resolved: Governors approved the Behaviour Policy.</b>	
16.	<b><u>Any Other Business</u></b> There was no further business for discussion.	
17.	<b><u>Dates of future meetings</u></b> Monday 9th December at 5:00pm	

*The meeting closed at 7:14pm*

  
 Chair

9/12/2019  
 Date

**VALE OF YORK ACADEMY ACTION POINTS**  
**From the Meeting of the Local Governing Committee held on 14<sup>th</sup> October 2019**

	<b><u>Action Point</u></b>	<b><u>Item</u></b>	<b><u>Responsibility</u></b>	<b><u>Timescale</u></b>
1	Inform the Training and Support Manager at CYC of current vacancies and desirable skills.	3	Clerk	Immediately after meeting
2	Share PP strategy presentation with all governors.	4	Assist. Vice Principal/ Principal	Immediately after meeting
3	Provide feedback to governors on conclusions and outcomes of the focus groups.	6	Principal	Ongoing

4	Complete safeguarding training including prevent and send confirmation to the Principal's PA, Jo Bogue once completed. SB to share information on how to log on to training sessions.	12	All Governors and Sarah Byrne	Before half-term
5	Return signed document confirming Governors have read Keeping children Safe in Education to the Assistant Vice Principal, Gavin Kumar.	12	All Governors	Before half-term

**Items for the Next Agenda:**

Vision and Values feedback

Item	Agenda number	Current RAG rating	Comments
PP strategy	4	Yellow	Governors discussed how they could best secure monitoring of PP students' progress, and attendance. It was agreed that this would be monitored regularly, alongside monitoring of the overall academy development plan. Outcome data to be presented at the spring LGC meeting would allow for scrutiny of PP outcomes.
Attendance	4	Yellow	Attendance remains an area for improvement as well as number of persistent absentees. This is also a main theme in the development plan. The recent resignation of the Attendance Officer is a concern and Governors will monitor the situation closely.