

Vale of York Academy
Minutes of the Meeting of the Local Governing Committee
held on 10th February 2020 at 5:00pm

Present:	Toby Eastaugh (Principal) Patrick Looker (Chair) Matt Halifax (Vice Principal) <i>[until 6:50pm]</i>	Miriam Zulkarnain <i>[until 6:50pm]</i> Mr Dave Seddon
In Attendance:	Liz Hardy (Assistant Vice Principal) <i>[until 6:14pm]</i> Rob Orr (Associate Assistant Principal) <i>[until 6:14pm]</i> Isabella Kvist-Hansen (Governance Support Officer and Clerk)	

		<u>Action</u>																
1.	<p><u>Welcome, Apologies for Absence and Declarations of Interest</u> The Chair welcomed everyone to the meeting. Apologies for absence were received with consent from Sarah Byrne and Andy Thirlwell. There were no declarations of interest.</p>																	
2.	<p><u>Minutes of the meeting held on 9th December 2019</u> – Previously distributed The minutes were agreed as a true and accurate record of the meeting and were signed by the Chair.</p> <p><u>Action Plan and Matters Arising</u></p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Action Point</th> <th>Responsibility</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Raise the LGC vacancies again with the Training and Support Manager at CYC following further resignations.</td> <td>Clerk</td> <td>Completed</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Search for new Governors within the Vale of York Society and alumni network. Follow up with Mr John Kesterton about a potential candidate.</td> <td>Principal</td> <td>Completed</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Facilitate updates to Link Governor responsibilities on the school website.</td> <td>Principal</td> <td>Carried forward</td> </tr> </tbody> </table> <p>Action points 1 and 2 - the Principal reported that he had registered an interest for new Governors with Inspiring Governance. He had invited nine persons who had registered on the site, who lived relatively close to the school, to consider the vacancies. He had received one positive reply from the Headteacher at Bootham Junior School. In addition, a parent, who worked in education, had also expressed interest in becoming a governor. Finally, the Governance Support and Development Service at CYC had identified a candidate who was a senior teacher at Ampleforth College. The Principal was hopeful that with these candidates could increase capacity within the LGC following recent resignations.</p>		Action Point	Responsibility	Status	1	Raise the LGC vacancies again with the Training and Support Manager at CYC following further resignations.	Clerk	Completed	2	Search for new Governors within the Vale of York Society and alumni network. Follow up with Mr John Kesterton about a potential candidate.	Principal	Completed	3	Facilitate updates to Link Governor responsibilities on the school website.	Principal	Carried forward	Principal
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3.	<p><u>Principal's Report</u> – Previously distributed along with supporting documents The Principal reported that the school had been visited by the local MP Rachel Maskell as well as local councillors. They had all congratulated the school on the good Ofsted judgement and celebrated the progress of the school. He further informed that the Lord Mayor would attend the Shine Awards, which was to be held later that week.</p> <p><u>3.1 Pupil Progress</u> Liz Hardy and Rob Orr were attending the meeting to report on the most recent GCSE 2021 data collection and the PP Strategy.</p>																	

3.2 Attendance

The Principal reported that attendance to date was 93.6%, which was the same figure as the corresponding time the previous year.

3.3 Behaviour & Discipline

It was reported that the number of fixed-term exclusions were 40% of the corresponding figure at the same point last year. The number of on-calls and seclusions had also decreased.

3.4 Staffing Update, Including Attendance

The Principal reported that a candidate had been found, and an offer made, for the vacancy in Business Studies. The position would be combined with either English or Maths.

Two candidates had been shortlisted for the vacancy in maths as well as three for the Parent Support Advisor role. The latter was funded through YSAB for a one year fixed-term period.

The Principal further reported that staff absence had decreased overall.

A Governor asked if they analysed and categorised staff and students absence.

The Principal replied that they had identified that student attendance was 2% lower on Fridays. Within the data, they could also identify concerns in each year group. He advised that the new Attendance Officer helped produce a more detailed overview of the data. He added that the addition of the Parent Support Advisor, would mean having a member of staff who could do home visits and knock on doors if students were absent. It was anticipated that this would impact positively on overall attendance.

A Governor asked when the Attendance Officer had joined.

The Principal replied that she had started in the same week as the Ofsted inspection. He suggested that the Assistant Vice Principal, Gavin Kumar, could be invited to present in more detail on attendance at the next LGC meeting.

3.5 Year 10 Spring Data Summary Presentation

The Assistant Vice Principal presented the following key measures:

- The P8 score had declined slightly compared to the autumn data from 0.32 to 0.28 respectively.
- EBACC entry was 38%.
- The pupil premium P8 score was 0.04, which was strong and showed that students were making expected progress.
- The SEN P8 score had been -0.48 in the autumn term and was -0.46 based on the spring data.
- The maths P8 was 0.38 and English -0.21 with the literature GCSE identified as the main challenge.
- The EBACC bucket P8 was 0.5 and the open bucket 0.31

The Assistant Vice Principal advised that the English results were decreasing and that this was something they had to keep an eye on. She added that the SEN cohort's results was also an area for improvement.

A Governor asked about interventions in English.

The Assistant Vice Principal replied that one group's data was lower and that questions had been asked to the English Subject Leader at line manager meetings. She added that they had to review if it was due to inaccuracy in assessments.

The Assistant Vice Principal then presented Subject Analysis with SPI's. She outlined the following subject with negative scores:

- Dance -0.23. The score was improving and had been reviewed by the Vice Principal. It was reported Dance was taught at Manor CE Academy, which meant that Vale of York Students did not have access to interventions.
- Photography -0.2. The score had decreased and was under review by the Assistant Vice Principal, who would discuss reasons behind this drop with the subject teacher.

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- Music -1.4. It was reported that a number of lower ability students had chosen this subject and that it was a challenge that some students did not like to perform even though it was part of the course.

The following subjects had the highest positive scores

- Psychology 1.98
- Health and Social Care 1.69

The Assistant Vice Principal outlined the following key questions to consider going forward:

- Accuracy in predictions
- Why 16 subjects had dropped in the SPI scores in less than one term of assessments
- English – ensuring sustained progress in both language and literature
- Better progress in subjects with shared provision without interventions available

3.6 Pupil Premium Strategy

The Associate Assistant Principal reported that the PP Review had been completed with good results. It was further reported the PP Coordinator was working with PP pupils and was the school's link with disadvantaged families.

A Governor raised that attendance was a challenge across the board and asked what was being done specifically to work PP attendance.

The Assistant Vice Principal replied that the PP Coordinator was only working with PP students and in collaboration with the Attendance Officer and Assistant Vice Principal, Gavin Kumar, who was responsible for overall attendance.

It was outlined that the difference between non-PP and PP attendance had reduced compared to the previous year. The Associate Assistant Principal advised that there was still work to do but it was going in the right direction.

The Assistant Vice Principal presented the academic progress gaps between PP students and their peers, which had declined from -0.5 in 2018 to a prediction of -0.14 in 2020 based on autumn year 11 data. She advised that nationally, the gap between non-PP and PP students was -0.45.

Tracking of reading age development in different year groups showed that the targeted reading strategies were working with some students making significant improvement.

Interventions in English and maths included; therapy (after school sessions), stretch and challenge group in maths, timetabled extra English sessions with the Trust's Director of English, YSIS programme of extra maths and English tutoring and study skills for year 11 with a Cover Supervisor. Additionally, holiday interventions would be offered in some subjects to support learning and progress in GCSEs.

A Governor asked if it was difficult to get the students to attend the interventions.

The Assistant Vice Principal replied that it depended on the individual students. She advised that the ones who did not attend were known by the school.

It was reported that whole school and focussed CPD included; feedback improvement and looking at non-verbal and whole class feedback in the established working group. Class charts had also been brought in to guide seating plans. Seclusion resources for PP students were to be addressed going forward.

A Governor asked about mentoring for PP students.

The Assistant Vice Principal replied that that year only underachieving students, PP and non-PP, received mentoring. She advised that the previous year all PP students had a mentor but this had now changed.

It was presented to Governors that the pastoral data showed that:

- 59% of behaviour incidents involved PP students last year but it was now close to 50-50.
- 55% of seclusions were given to PP students. The figure the previous year had been 63%. It

was reported that it was essential to identify students continuously showing low level behaviour.

- Less PP students were being excluded compared to their peers.

There was further improved attitudes to learning and a positive engagement passport had been introduced to track positive experiences. It was further reported that it had been identified through pupil voice that access to rewards was something to be looked into. There had also been changes to the on-call system to support targeted students more in lessons.

It was reported that financial support to PP students included; buying uniforms, stationary and food as well as financial support for trips and cultural activities such as music lessons. From April 2020 the following increases in central funding would apply:

- £20 FSM ever 6
- £10 for service children
- £45 for LAC

The Associate Assistant Principal reported on cultural capital initiatives and outlined that students' participation was tracked accordingly. He advised that they had identified through the tracking that year 9 students had lower attendance in such activities comparatively and that year 11 had higher attendance. He added that some students were still not accessing any of the opportunities available. For example, it was reported that they had looked at the tracker and invited PP students, who had not attended any of the initiatives, to show candidates for interviews around the school, which could then be added to their trackers.

The Associate Assistant Principal further reported that they had tasked Curriculum Leaders with identifying different learning opportunities for each year group. He outlined the school's ambition for students to have a range of cultural experiences during their time at the school within timetabled time. It was therefore important to get Curriculum Leaders to think about cultural capital enrichment. He concluded that come September 2020, they would be in a strong position in terms of the school's cultural offer.

A Governor asked if this was also available for non-PP students.

The Associate Assistant Principal replied that cultural capital enrichment was for everyone, but they would continue to track attendance by PP students.

The Associate Assistant Principal reported that he met termly with PP leaders in feeder primary schools to ensure ongoing collaboration.

It was reported that moving forward they would focus on the following:

- All staff CPD update on the strategy
- More effective organisation of the 'workable' PP budget
- PP Coordinator to work with highest tariff 8 code seclusion students
- Implementation of research group projects
- Parent Support Advisor to target PP low attenders

In response to a question the Associate Assistant Principal advised that staff knew about PP and was aware that there was a PP strategy, but it had to be fully implemented and embedded.

A Governor asked about year 11 and the average percentage of PP students.

The Assistant Vice Principal replied that this year 27% of year 11 students were PP eligible compared to 29% the previous year. She added that the largest group of PP students were in year 9.

A Governor raised that they needed to appoint a new PP Link Governor. It was agreed that this was to be addressed following appointment of new Governors.

Governors thanked the SLT members for the presentation and expressed that it was useful for Governors to receive regular updates.

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	<p><i>[Liz Hardy and Rob Orr left the meeting at 6:14pm]</i></p> <p><u>3.7 SEND Update, Strategies & Interventions</u> The Principal reported that they had invested in the Thinking Reading Programme and advised that they had secured funding of £13.5k through YSAB. The programme entailed a screening of all children, and if their reading age was identified as low, the children were screened again to assess their reading age further. A small group of children were then identified to participate in the programme. TAs and the SENDCo had attended training and were now ready to start working with the identified children. A Governor asked when the intervention was taking place. The Principal replied that children were taken out from lessons to participate in the programme. He advised that it would be interesting to follow the delivery by TAs and assess the impact the programme had on the children. He added that they would start with a small group of children, who had been identified through the screenings.</p> <p>The Principal further reported that the SENDCo had set up a partnership with students from the University of St John to work with English as additional language (EAL) students. A Governor asked about the EAL students and their backgrounds. The Vice Principal reported that some students had arrived as refugees from Syria and that there were also students originating from countries such as Azerbaijan and Hungary. It was reported that some students had joined the school because other schools nearer to where they lived did not have any available spaces.</p> <p>The Principal further informed that he had talked with the Trust’s Secondary School Improvement Lead about the SENDCo supporting schools across the Trust. The Vice Principal advised that the SENDCo had built up a good reputation. It was reported that it would generate an income for the school to have the SENDCo supporting in other schools.</p>	
4.	<p><u>Academy Development Plan Progress Update</u> The Principal reported that they had discussed the plan at SLT level. He added that it would be beneficial to have more time to implement the plan and to consider the outcomes of the Ofsted inspection, which needed to be reflected in the overall development plan.</p>	
5.	<p><u>Curriculum Development</u> – Previously distributed Governors considered the Vice Principal’s report. A Governor asked if additional timetabled time was needed for delivery of RE and PSHE. The Vice Principal replied that they had to do clever mapping and use assemblies or themed enrichment days for the delivery. He further reported that RE would be taught throughout keystage 4 for one hour per week from September. He advised that PSHE would be added to the PE core of study and added that when the PE facilities were used for exams etc. they could focus on PSHE areas.</p> <p><u>5.1 Teaching and Learning Summary</u> The Vice Principal reported that it was encouraging to see more effective teaching. He advised that all observations in this round had been done by SLT members. He informed that teacher performance analysis showed that slightly fewer were being rated as ‘highly effective’; 17% in the autumn 2019 compared to 24% in summer 2019.</p> <p>The Vice Principal further reported that the big three priorities were used to engage staff and to push practices forward. He added that the future priorities were being formulated currently, and as they now had a strong foundation, it was important to continue to build upon this. He added that the priorities would form part of the development plan for the next year and would inform the Curriculum Leaders in their planning.</p>	
6.	<p><u>Resources – Finance Update</u> – Previously distributed The Principal reported that the period 4 accounts forecasted a deficit of £3.6k, which was a variance of 9.4k against the start budget.</p>	

	<p>Governors considered the reports and expressed that they were content with the financial management of the school.</p> <p>The Principal advised that by the end of March, when the funding letter was received and they had an idea of pupil numbers from September 2020, they would get a clearer picture of the budget for the next academic year. Discussions followed about the school's historic deficit and recovery plan as well as complications over the Clifton with Rawcliffe site.</p>	
7.	<p><u>Chair's Report / LGC Strategic Direction</u> Governors noted the update from the Board of Trustees.</p> <p>Governors discussed the appointment of a new CEO of the Trust and how this might shape the development of the Trust going forward.</p>	
8.	<p><u>Stakeholder Engagement - Parent Voice</u> Nothing reported.</p>	
9.	<p><u>Safeguarding</u> Assistant Vice Principal, Gavin Kumar, to attend the March meeting to provide a full overview.</p>	
10.	<p><u>Health & Safety - including annual external audit report</u> Nothing reported.</p>	
11.	<p><u>Risk Management</u> – Previously distributed The Principal suggested that there would be changes to introduce at the March LGC meeting based on recent developments. He outlined the following:</p> <ul style="list-style-type: none"> • <i>Recruitment of high quality practitioners</i> – they had appointed NQTs in English and Science and a supply teacher was in place to cover a maternity leave. Further, they had a Progress Leader in maths and had seen good responses to the maths vacancy. • <i>Governance and LGC Capacity</i> – as previously reported potential candidates for the governor vacancies had been identified and it was hoped that this would eliminate this risk. 	
12.	<p><u>Premises and Maintenance</u> Nothing reported.</p>	
13.	<p><u>Policy Review</u> – Previously distributed Governors noted the HLTy Data Breach Policy. A Governor asked if there had been any data breaches at the school. The Principal replied that there had been two minor breaches and assured that a tracker was in place and a log kept accordingly.</p>	
14.	<p><u>Any Other Business</u> The Chair reported that he had received an email from the Board of Trustees with questions for Governors to consider. He read out from the email: <i>“The Trustee Standards Committee met at the start of the term and received an update on the outcomes of the GCSE mocks which took place before Christmas. The School Improvement Team highlighted a number of key areas for focus and development, and Trustees agreed it would be helpful to also share these with LGCs. The intention of these questions is not to request a specific response, but to establish a routine assurance for Trustees through LGC minutes that governors and SLT have identified and are addressing these issues. Please could you keep these questions in mind during future discussions.</i></p> <ul style="list-style-type: none"> • <i>How will the impact of English and Maths intervention and attendance at sessions be monitored?</i> • <i>How will the school further develop safeguarding capacity?</i> • <i>How are the LGC monitoring pupil premium progress?</i> 	

	<ul style="list-style-type: none"> • <i>How are the LGC monitoring attendance, in particular PP PA?</i> • <i>How is the LGC monitoring the outcomes of the teaching and learning monitoring cycle?"</i> <p>A Governor asked about year 11 interventions and revision.</p> <p>The Principal replied that attendance was tracked and added that warnings and communications with families were in place. He advised that it was important to emphasise that interventions and revision were an entitlement and not a punishment. He added that teaching staff was to advertise exam subjects and lessons to map out revision for the students. He advised that that week had been coursework catch up week.</p> <p><i>[Miriam Zulkarnian and Matt Halifax left the meeting at 6:50pm]</i></p> <p><i>The following item has been recorded in the confidential minutes.</i></p>	
15.	<p><u>Dates of future meetings</u></p> <p>Monday 30th March 2020</p> <p>Monday 15th June 2020</p>	

The meeting closed at 7:34pm

Patrick Looker
 Chair, Mr P Looker

3rd June 2020
 Date

	Action	Item	Responsible	Timescale
1	Facilitate updates to Link Governor responsibilities on the school website (Carried forward).	2.3	Principal	Before next LGC meeting.

Items for the Next Agenda:

Presentation by Assistant Vice Principal, Gavin Kumar
 PP Link Governor