

Vale of York Academy
Minutes of the Meeting of the Local Governing Committee held on
held via Zoom on Monday 15th November 2021 at 5:00pm

Present:	Toby Eastaugh (Principal) Patrick Looker (Chair) Matt Halifax [to 7.00pm] David Seddon	Helen Todd [from 5.10pm] Jack Martin Andrew Thirlwell
In Attendance:	Gavin Kumar (Assistant Vice Principal: Student Welfare) Liz Hardy (Assistant Vice Principal: Data & Progress) [to 5.45pm] Jess Swarbrick (Governance Advisor and Clerk) [to 6.30pm] Nathalie Smith (Governance Support Officer, Observer)	

		Action
1.	<p><u>Welcome, Apologies & Declarations of Interest</u> The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Jenny Smiles and Paul Clayton. There were no declarations of interest.</p>	
2.	<p><u>Minutes of the meeting held on 20th September 2021, action plan and matters arising</u> Previously distributed. The minutes were agreed to be a true and accurate record.</p> <p>With reference to the Action Plan:</p> <p>1. Chair to check with Andrew Thirlwell that he would be happy to serve as LGC Vice-Chair. Completed.</p> <p>[Helen Todd joined the meeting at 5.10pm]</p> <p>2. It was agreed that the next scheduled governors' working party on 19th October would be a good opportunity to look at a two year Key Stage 4, and the Principal agreed to produce a paper for discussion. The Chair noted that governors had discussed the paper on a move to a two year Key Stage 4 at their October working party meeting. He proposed an update should be included within the Principal's report later in the meeting.</p> <p>3. Governors requested further information on the proposed sports tour, which would take place overseas. The Principal advised that the sports tour in spring 2022 would now be to Somerset, rather than overseas. He confirmed that the request had been submitted and approved by the Trust, and all necessary risk assessments had been completed.</p> <p>4. Update commentary on ADP and circulate in advance of the next meeting for governors to review and raise questions. To be discussed under item 4.</p> <p>5. Circulate details of Geography trips via email for governors to respond to if they're able to support. Andy Thirlwell was thanked for his support on the Geography field trip.</p> <p>There were no other matters arising.</p>	

3.

Update from the Principal

The Principal's report had been circulated with the agenda, along with a number of additional papers for information.

Pupil Progress

Liz Hardy, Assistant Vice Principal (Data & Progress) presented the Year 10 summary data which had been circulated with the agenda. She reported that on average, students were around one third of a grade below expected progress at this point. With reference to Basics 4+ in English and Maths, the data showed a current prediction that 60% of students would achieve in both, against a target of 74%. 29% of students were currently on track to achieve a strong pass (5+) in English and Maths, against a target of 39%. EBacc data was lower than target but not significantly so at this point. Liz advised that she would provide more detail later in her report about the identified actions to address this.

Liz highlighted current Progress 8 (P8) predictions in specific groups for information, as detailed in the report. With reference to Pupil Premium, Liz advised that whilst the P8 was negative at -0.26, Pupil Premium students were closer to expected grades than non-Pupil Premium students at this point. With reference to students with SEND, Liz advised that the total number of students had increased from seven to eleven since the report was circulated, as a result of assessment and referral. She advised that the average P8 had also increased within this group from the figure on the report.

Liz advised that Maths and English were both a significant concern in terms of P8 scores, at -0.41 and -0.51 respectively at this point. She advised that the National Tutoring Programme (NTP) was focused on these two subjects in order to improve attainment.

Liz reported that whilst figures were below target at this point, the required improvement of around one third of a grade was achievable between now and the end of Year 11 for this cohort. She added that it was important to be mindful of the impact that the pandemic and extended periods of home learning had had on the majority of students. Liz advised that interventions were being put in place both for the whole year group and targeted for individual students to support improvement.

Governors asked how the current Year 10 data compared to previous years' figures at the same point in the school year. Liz advised that it was difficult to compare the current cohort with previous years, considering the disruption which had taken place over the last two years. She noted, however, that where previous Year 10 cohorts had had attainment around a third of a grade below target in the autumn term, it had been possible to make the necessary improvements by the end of Year 11.

Governors noted in particular the concerns around English and Maths attainment, and asked for more detail on this. Liz advised that this was a result of lost learning during periods of school closure for a number of students in the year group. She added that non-Pupil Premium boys were a particular concern in terms of performance, and this was also linked to issues of persistent absenteeism. Liz advised that this group was therefore a key area of focus, getting disengaged students, particularly boys, back on track.

Governors asked whether Covid-related absence was counted within figures for persistent absenteeism. It was noted that from September 2021, any Covid-related absence was counted in the school's figures, where this had not been the case for the previous academic year. Liz advised that this did have an impact, but there were also persistent absence issues with students finding it hard to come back into school after the disruptions of the last year, who had not engaged in online learning during school closures either.

Governors noted the summary of data for each subject, which had also been included in the report.

Governors asked how this data was being used by Heads of Department to support and drive improvement in student outcomes. Liz advised that Heads of Department were using the data to analyse performance within their subjects for identified vulnerable groups, as well as for individual students where there was underperformance against targets. She advised that they would discuss

targeted interventions with class teachers, with the Senior Leadership Team (SLT) having oversight of his as well. Matt Halifax added that each teacher had a level of accountability in the proposed interventions to support students in their classes, and these would be re-assessed at the next data capture, to look at the impact.

Governors asked whether individual students were informed where they were not on track to meet their expected grades. Liz advised that students received a report to take home detailing current performance and predicted grades. She confirmed that where targeted interventions were in place, students were made aware of the reasons for these, and should be able to articulate the areas they needed to work on to improve.

Governors recognised that non-Pupil Premium boys had been identified as a key group of concern at this point, and asked whether there was a way of specifically targeting this group to support improvement. Liz advised that interventions had been put in place specifically for boys at Year 11 where there had been concerns around performance. However, due to the high level of interventions needed at this point in Year 10 they were being done at classroom and individual level, rather than for specific groups. She noted that a number of this group were included within the students identified to take part in the NTP.

The Principal advised that when the spring data collection had taken place, it would be possible to see the impact of the current interventions on the Year 10 cohort, and whether the lost learning from the disruptions of the previous year were starting to be recovered.

National Tutor Programme (NTP)

A briefing paper on the NTP had been circulated with the agenda. Liz presented an overview of how the initiative was being used in school, noting that Jack Martin had been appointed as National Tutoring Co-ordinator for the school, with responsibility for the smooth running of the programme to support closing gaps in core subject learning. Liz advised that students had been identified in Years 8 to 10 to take part in the initiative, rather than Year 11, where there was already extensive in-school intervention in place.

It was noted that 21 students in Year 10 had initially been identified to work in groups of three with a tutor online. Liz advised that the plan was to then have 21 identified Year 9 students working with a tutor face to face in school, and then 21 Year 8 students would start once Year 10 had completed their allocated sessions. Liz advised that the Maths and English departments had identified areas of focus, and all students had completed baseline tests before starting on the programme, to ensure that tutoring was tailored to their individual needs.

It was noted that identified students would receive 15 hours of tutoring in total, 70% funded by the DfE and 30% by the school, using recovery premium funding.

Governors asked whether the students on the NTP included non-Pupil Premium boys who were under-achieving, as discussed earlier in the meeting. Liz advised that the NTP carried a condition of having at least 65% Pupil Premium students on the programme, as the focus of the funding was disadvantaged students who had not had full access to home learning during the periods of lockdown. However, she noted that the school had worked hard to ensure continued engagement of disadvantaged students during the lockdowns, providing Chromebooks to access online learning and also bringing them into school where possible. Liz confirmed that of the 21 identified students in each year group, 65% were in receipt of Pupil Premium. She advised that all students taking part in the programme had been identified as needing additional support and intervention.

Governors asked about a correlation between persistent absence and attainment gaps, and whether this had been a factor in identifying students to take part in the NTP. Jack Martin advised that this was taken into consideration, but thought had also been given to the fact that in order to get as much out of the sessions as possible, students would need to attend these after school. Jack advised that

this factor had been clearly explained to parents and students, and there had been a good level of engagement so far in baseline tests and tutor sessions.

Governors asked how the success of the programme and quality of the tutors was being measured.

Jack advised that pupil feedback was collected after each session, to gauge engagement in learning. He advised that he and Liz were also able to drop in to sessions to observe quality of provision. Students were also being tracked individually in terms of progress, so the impact of the tutoring could be measured. It was noted that all tutors had also completed specific training before being accepted onto the DfE programme.

Governors asked whether the provision being delivered within the tutor sessions could be used across the rest of the cohort as well. Liz advised that the tutor sessions were tailored to the students and their development needs, and was unlikely to be able to be used for a whole class of students to the same effect.

Governors asked how the school was removing any barriers to learning for students with high levels of absence, and whether it was possible to see where students were engaging in the shadow curriculum online when not in school. Liz advised that where students were required to self-isolate or were absent due to illness but accessing work, feedback was provided from teachers on work completed. However, there was an element of catch-up on return to school which could not be avoided. Liz advised that where students did not have access to equipment to engage in online learning, this could still be provided as during the lockdown, but there may be a delay of one or two days in getting that equipment to them. She agreed that this was a challenge, but the school was working to do the best it could to support students who weren't able to be in school.

[Liz Hardy left the meeting at 5.45pm]

ACTION: The Principal advised that Year 11 students were currently taking their first set of mock exams, and an update on progress data for this cohort would be provided at the next LGC meeting.

AGENDA

Attendance and Behaviour

Gavin Kumar, Assistant Vice Principal (Student Welfare) presented his report, which had been circulated with the agenda.

Gavin reported that overall behaviour around school was good, as evidenced through the tracked data included in the report. On-call and seclusion figures were the lowest recorded in the past four years. Fixed term exclusion incidents were also much lower than previous years, due to proactive behaviour management techniques. Gavin advised that "high tariff" students had personalised support in place, including support from the one to one Danesgate Outreach Worker. He also highlighted the work of the Aspire manager around "zones of regulation", where students worked to identify the reasons for their behaviour and mechanisms for self-regulation.

With reference to attendance, Gavin advised that this had been significantly impacted by Covid since the start of the autumn term both in school and nationally. Current national figures showed an average attendance level of 89.7%, compared to the school's current total figure of 89.9%. Gavin advised that he attended a working party meeting with other pastoral leads around the city every half term, which looked at intervention strategies and provided the opportunity to share ideas and practice. He also advised that the school continued to highlight the impact of non-attendance on attainment, as referenced in the "attendance postcard" home to students with low levels. A copy of this had been circulated with the agenda for information.

Gavin reported that from 2nd December, there would be a further working party meeting every half term which would take place in school, attended by the Inclusion Manager for City of York Council Dan Bodey, as well as representatives from the Local Area Team, the SENCo and the Attendance Officer. Gavin advised that any student with attendance less than 60% would be presented as a case study,

with the opportunity to discuss current interventions and look at what other strategies could be explored. He advised that another local school had introduced this process the previous year to a really positive effect, and he was confident that it would be an effective development.

Gavin reported that there were currently a significantly high number of persistently absent students in Years 10 and 11, which had also been the cohorts hardest hit by Covid. He advised that fortnightly reports were shared with progress leaders on attendance figures, so they could ensure that contact was being made with home for all persistent absentees. It was noted that where absence was due to self-isolation or illness, this contact was framed through the offer of support in catching up with lost learning.

Governors asked whether it was possible to track where students not in school had accessed Google Classroom. Gavin advised that during lockdown he had completed an analysis on levels of engagement through a subject tracker. However, now that there were very small numbers of students accessing the shadow curriculum at any one time, rather than when the majority of the school were online learning, this was more problematic. He advised that where students were submitting work to teachers, this was the main way of measuring engagement.

Governors recognised that attendance continued to be a significant issue faced by the school, and asked whether any additional resources would support the focus in tackling this. Gavin noted that as part of the school's welfare checks, home visits were carried out once a week where students were not attending and parents/carers were not engaging. He noted that due to illness within the Attendance Team this had been an issue recently, and additional resource there would certainly support this.

The Principal advised that whilst the number of students absent due to Covid had reduced since the start of the autumn term, there was still a number of students who had not returned to school in the way they should have since the disruptions of the previous year. He advised that the school continued to work hard to unpick attendance data and look at the reasons behind this, particularly the group of students who were becoming increasingly hard to reach. The Principal advised that the main concern was that the gap in terms of lost learning would widen for these students, with the impact on their progress being significant. In terms of additional resources, he advised that the school were looking closely at the potential to build capacity through the recruitment of an additional Attendance Officer from January, who would be required to undertake home visits.

Governors thanked Gavin for his report.

ACTION: It was agreed that an update on the impact of the school specific behaviour and attendance working group meetings with the LA starting in December would be useful at the next meeting.

SEND

Governors noted the update from the SENCo, which had been circulated with the agenda for information. The Principal reported that the new specialist area, "Hemisphere" was now set up for the delivery of interventions for SEND students. **The Chair noted that he had been very impressed with the provision when he had visited during the recent Open Evening, and the SEND Link Governor Jenny Smailes had also highlighted this during a monitoring visit as a great addition to the school.**

The Principal reported that the work which the SENCo had undertaken to lead on assessment for students had had a real impact, with nine students now in receipt of an EHCP, increased from one student two years ago.

The Principal highlighted the current staffing vacancies within the SEND team. He advised that despite three rounds of recruitment for TA positions, there were currently three vacancies, though it was expected one of these would be appointed to this week. The Principal advised that the school was currently operating with two temporary agency TAs, but would continue to advertise for permanent

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	<p>appointments. It was noted that this reduced capacity had an impact on students who were not getting the additional support need in lessons.</p> <p>The Principal reported that the SENCo was now also working across the Trust with other schools for two days per week. He advised that this was positive in enabling her to look strategically at SEND, identify and share good practice and refine new ideas in school. However, this role also presented challenges in terms of capacity issues in school.</p> <p>Staffing</p> <p>Governors noted the staffing appointments detailed in the Principal’s report, and also the continuing vacancies. The Principal advised that two new site managers had now started in post, following the departure of the previous site manager to take up a trust-wide Facilities Lead role.</p> <p>The Principal expressed his thanks to governors for their visits to the school over the last half term, and for their continued support and commitment.</p>	
8.	<p><u>Safeguarding (taken out of order)</u></p> <p>Gavin presented his safeguarding report, which had been circulated with the agenda as part of the Principal’s update. All staff had received safeguarding training on the first day of the academic year, and had read part one of the DfE guidance document Keeping Children Safe in Education. Details of the key changes and implications to the school in the updated guidance were covered during the start of term training, and a summary of these was also listed in Gavin’s report.</p> <p>Gavin advised that all Progress Leaders were now fully DSL (designated safeguarding lead) trained, forming a team of seven which created more capacity to support and lead on safeguarding across school. He advised that new documentation outlining details of the safeguarding team were being created and would be displayed around school.</p> <p>Gavin reported that the “Whisper” anonymous reporting tool was now fully in operation, and details were displayed on posters around school, as well as being included in students’ planers and signposted during tutor time and assemblies. Gavin advised that the tool was also signposted on the school website, so that parents/carers and students were all clear on the mechanism for reporting any concerns.</p> <p>As a result of the national response to the Everyone’s Invited website and the national focus on sexual harassment and sexual violence, the way in which CPOMS incidents were processed had been adapted to enable filtering of reports around inappropriate sexual conduct into eight different categories. Gavin advised that this enabled any patterns of behaviour being reported to be monitored more closely. He noted that there were no issues of significant concern which had been identified at this point.</p> <p>A copy of the school’s Safeguarding Position Statement had been circulated with the agenda. Gavin explained that this referenced the culture of the school, details of the safeguarding team and the level of training in place, as well as outlining the ways in which student and parents/carers could report concerns.</p> <p>It was noted that the Trust had run a number of training sessions for governors and trustees on safeguarding, with particular reference to the updated Keeping Children Safe in Education guidance. A number of governors from Vale of York had attended this training.</p> <p>Gavin reported that the Trust’s Inclusion Lead would be carrying out a safeguarding review in school next week, with a full external audit also scheduled for January 2022. He advised that the Ofsted questions to students had also been sent out the previous week, and responses from this would be analysed to identify any issues and areas of concern which needed to be addressed.</p>	

	<p>Governors asked whether there were any particular issues being reported through the “Whisper” tool which had been unexpected. Gavin advised that there was a clear and strong culture of safeguarding in school, and students already spoke to staff face to face a lot. He noted that what was coming through the “Whisper” tool was around one report a week on average, generally with a focus on behaviour issues rather than safeguarding. Gavin advised that it was still a useful mechanism, and provided another way in which concerns could be reported.</p> <p>ACTION: The Chair agreed to organise a time to come in and review the Single Central Record (SCR) with the Principal, as this regular review throughout the year was now a requirement by the Trust.</p> <p>In response to a question from governors, Gavin advised that whilst Vale of York Academy had not been named on the Everyone’s Invited website, Canon Lee School had been on the list. However, there were no details made available of the reason for its inclusion.</p> <p>The Chair noted that during his recent visit to school to meet with the School Council, he had raised the question of feeling safe with students, and the responses had been very positive. Students had also been clear on the work undertaken by the school to support mental health. Gavin advised that the Wellbeing in Mind Team had recently started working with the school, and there was funding to continue this for the next two academic years. He advised that a counsellor was in school on a weekly basis to deliver Cognitive Behaviour Therapy, and an occupational therapist and three trainee counsellors were also on site. This support was being made available to students, families and staff, and was expected to have a really positive impact on the school community.</p> <p>[Gavin Kumar left the meeting at 6.30pm]</p>	PL
4.	<p>Academy Development Plan / SEF</p> <p>An updated copy of the Academy Development Plan/SEF had been circulated with the agenda, along with a report on quality of education, curriculum intent, leadership and management and staff development. A self-evaluation and development planning overview for Literacy had also been included for information.</p> <p>Andrew Thirlwell thanked Matt Halifax and curriculum leaders for the time they had spent with him during his recent monitoring visit. A copy of Andrew’s visit report had been included with the agenda under item 7. Andrew noted that all curriculum leaders consistently referred to the same planning document, and it was evident how this was used across all subject areas, as also reflected in the report to governors. Andrew noted that whilst it was recognised there was still work to be done, it was positive to see how this was linking together. He particularly highlighted the work of Rob Orr on the curriculum roadmap, and how this linked in with opportunities for enrichment and cultural capital. The Principal noted that this had also been presented to Trustees before half term and had been well received, with Rob being asked to share with other schools across the Trust.</p> <p>Matt advised that it was good to be able to get into classrooms and have meaningful conversations with colleagues around classroom practice again this year, in a return to how things were pre-pandemic. He noted that staff were now more experienced in digital literacy which enabled the use of a wider range of tools to support the curriculum. Matt advised that Walkthrus, which was being used across the Trust, was a simple, clear and systematic way of reviewing and improving practice, and was working really well.</p> <p>Governors asked about the widening learning gaps for some students following the lockdown periods, and how teachers were dealing with the differentiation in range of ability with classes. Matt noted this was an issue, but advised that with higher pupil numbers, it was possible to have more sets in each year group and subject according to levels of ability. He advised that identifying key learning gaps and where students had levels of greater need had been the focus of the summer term. Following this, individual support plans had been put in place to be delivered from the start of the autumn term.</p>	

	<p>Governors asked about support for colleagues in this process, and where the focus of staff training was this year. Matt advised that last year there had been a focus on SEND, with training on different areas of need to raise awareness across school. This year, he advised that the main driver to CPD was Walkthrus, and support and challenge for individual students.</p> <p>With reference to the proposal to move to a two year Key Stage 4, governors asked how parents had responded to this. The Principal advised that a survey had been published, and five responses had been received. There had been no negative responses to the proposal.</p> <p>Governors noted the subject specific self-evaluation plan for Literacy, which had been circulated with the agenda for information. It was noted that a schedule had been drawn up for the year in which subject leaders would present to governors' working party meetings, and enable a more in-depth discussion and scrutiny of key areas of the curriculum. The last meeting had included a presentation from Mark Rampling, Head of PE, which had led to a detailed and thorough discussion with governors. The Governance Advisor proposed that notes of these discussions and future presentations should be recorded, so these could be included in LGC minutes as evidence of governors' scrutiny and challenge.</p> <p>ACTION: Matt Halifax agreed to forward the working party presentation schedule to the Governance Advisor, so that details could be included on future agendas for reporting back to the LGC.</p>	MH, NS
5.	<p><u>Pupil Premium Update</u></p> <p>The school's Pupil Premium Strategy had been circulated with the agenda for information, along with the summary document Pupil Premium on a Page. The Principal highlighted the summary document for governors, noting that this included key information from the whole school strategy.</p> <p>Helen Todd, Pupil Premium governor reported that she had met with the Pupil Premium Lead Rob Orr to review the summary document, and a number of amendments had been made as a result of this discussion. She reported that it had been really useful to spend time reviewing the school's strategy and looking at the data in detail. Helen advised that she had raised the impact of seclusion on Pupil Premium students as part of her visit, and whether this was effective. She advised that Rob had taken this challenge away to look in more detail. The Principal advised that this had been raised and discussed by SLT as a result of this governor challenge.</p> <p>Helen noted that in talking to Rob, he had been clearly grateful for the support from the Principal, and rightly proud of the work he had done on developing the strategy and also the Roadmap.</p>	
6.	<p><u>Inclusion Data Dashboard</u></p> <p>Previously distributed for information. It was noted that key data within the dashboard had been discussed earlier in the meeting as part of the update on behaviour and attendance.</p>	
7.	<p><u>Governance</u></p> <p>As reported earlier, a copy of Andrew Thirlwell's governor visit report on quality of education had been circulated with the agenda for information.</p> <p>It was noted that future governor visit reports should be uploaded to the LGC agenda once they had been signed off by the member of staff involved in the visit.</p> <p><i>[Matt Halifax left the meeting at 7.00pm]</i></p>	
9.	<p><u>Premises Update, Health & Safety Monitoring</u></p> <p>The Principal reported that the work to repair the flat roof was almost complete. Along with replacement boilers and a new heating system in one of the buildings, this meant that around</p>	

	<p>£500,000 of maintenance work had been undertaken on the school over the last eighteen months, all secured through the Trust. The Principal expressed his thanks to the Trust for their support in this.</p> <p>The Principal reported that the LA had held a consultation in August around the development of the former Clifton with Rawcliffe Primary school building. He advised that there was a dialogue between the LA and residents of Fairway regarding concerns about proposed pedestrian access on that road. The Principal advised that he would be attending a meeting of residents that week, along with an LA representative, to listen to their concerns, and would provide an update on this at the next meeting.</p>	
<p>10.</p>	<p><u>Risk Management – school-level risk register</u> Previously distributed. The Principal highlighted a number of new risks which had been added to the register:</p> <p>i) Attendance had been added as a high risk in terms of curriculum standards and outcomes. Governors noted that the impact of attendance on outcomes had been discussed in detail earlier in the meeting.</p> <p>ii) The impact of capacity given to other Trust schools on the school improvement work at Vale of York had also been added as a risk. The Principal advised that this would continue to be monitored carefully in order to ensure that any support provided could be back-filled appropriately and effectively.</p> <p>iii) A further risk had been added in relation to the impact of Covid on the level of transition activities which were able to take place.</p>	
<p>11.</p>	<p><u>Policy Review</u> For information, governors noted that the following policies had been approved by the Trust for use in schools - copies of all policies had been made available in the "Trustwide Governance Documents" folder in the Resources section on Decision Time.</p> <ul style="list-style-type: none"> • Allergen and Anaphylaxis Policy (for schools to localise) • First Aid Policy (for schools to localise) • Premises Management Policy (for schools to localise) • Health and Safety Policy (for schools to localise) • School Crisis Management Plan Policy and Procedures (for schools to localise) • Data Breach Policy and Procedure • Subject Access Request Policy and Procedure • GDPR Privacy Notice: 1) Employees 2) Parents 3) Students <p>RSE Policy The policy had been added to the agenda on the day of the meeting and governors were asked to review and feedback any comments as soon as possible. The Principal advised that there would be a review of RSE next week, which may inform further changes to the new policy.</p> <p>APPROVED: Governors approved the policy, subject to any significant feedback or comments being submitted following review.</p>	
<p>12.</p>	<p><u>Items for escalation to the Trust Board</u> A summary of Board meetings from September 2021 had been circulated with the agenda for information.</p> <p>Governors wished to highlight the added risk to the register in terms of capacity given to other Trust schools on school improvement work at Vale of York.</p> <p>The Chair reported that he had attended a meeting of LGC Chairs the previous week, where the Trust had thanked governors for their support and challenge at local level. He advised that he had also attended the recent school improvement strategy meeting with the CEO, School Improvement Partner</p>	

	<p>and Principal, looking at key priorities for the school over the next academic year. The Chair highlighted these as follows:</p> <ul style="list-style-type: none"> - Review of RE and PSHE provision. - Strategies to support disadvantaged students - Joining up the curriculum <p>The Chair advised that the Trust had also acknowledged the issues faced by the school around attendance, and had asked for ways in which the Trust could support this, potentially through joint working with other schools having similar issues.</p>	
13.	<p><u>Any Other Business</u> There was no other business to report.</p>	
14.	<p><u>Dates of 2021/22 Meetings</u> Monday 24th January 2022, 5pm Monday 21st March 2022, 5pm Monday 13th June 2022, 5pm</p>	

The meeting closed at 7.15pm

- These minutes were approved by the Vale of York Academy LGC at their meeting on 24th January 2022

Vale of York Academy LGC – Action Points from the Meeting of the Local Governing Committee held on 15th November 2021

	<u>Action Point</u>	<u>Item</u>	<u>Responsibility</u>	<u>Timescale</u>
1	<i>The Principal advised that Year 11 students were currently taking their first set of mock exams, and an update on progress data for this cohort would be provided at the next LGC meeting.</i>	3	<i>Toby Eastaugh</i>	<i>17/01/2022</i>
2	<i>It was agreed that an update on the impact of the school specific behaviour and attendance working group meetings with the LA starting in December would be useful at the next meeting.</i>	3	<i>Gavin Kumar</i>	<i>17/01/2022</i>
3	<i>The Chair agreed to organise a time to come in and review the Single Central Record (SCR) with the Principal, as this regular review throughout the year was now a requirement by the Trust.</i>	8	<i>Patrick Looker</i>	<i>17/01/2022</i>
4	<i>Matt Halifax agreed to forward the working party presentation schedule to the Governance Advisor, so that details could be included on future agendas for reporting back to the LGC.</i>	4	<i>Matt Halifax, Nathalie Smith</i>	<i>17/01/2022</i>