

Governors' Annual Statement and Impact Report November 2022

At Huntington School the governing board recognises the importance of identifying and demonstrating the impact of its own governance. This document has been produced to support the governing body in reviewing its own performance, reflecting on the impact it has had on school improvement and development over the last year. This annual review process is recommended as good practice.

Extract from OFSTED report November 2017, "Governors have a sharp and incisive knowledge of the school. They provide strong support to leaders. The minutes of governing body meetings show that governors are diligent and committed to improvement. Governance of the school is highly effective. Governors are deeply committed, appropriately experienced and suitably tenacious in their work."

Although this statement is from Nov 2017, we feel it is still true to our board and we aim to continually improve the governing body as a whole and be a true critical friend to the school

Governors' Development Plan (GDP) 2021/2022

DEVELOPMENT STRAND 1: To ensure as a board we have more targeted training opportunities, including in-meeting (*Aim to retain governors who are better skilled and able to fulfil their role*)

DEVELOPMENT STRAND 2: To hold a successful Headteacher recruitment process (*Aim to be successful in the biggest role we can undertake for the school*)

DEVELOPMENT STRAND 3: To produce a governor mentor protocol (*Aim to retain new governors as they feel supported in the first year*)

DEVELOPMENT STRAND 4: To allow governors to shadow those with specific roles (*Aim to help with succession planning*)

The governors' development plan for 2021/22 aimed to have a better skilled governing body, who were better supported in their first year, and were better prepared to move into senior governor roles whilst also taking on the most important role a governing body can do, to recruit a Headteacher.

Review of Governor Development plan - RAG rated

Development Strand 1: To ensure as a board we have more targeted training opportunities, including in-meeting (*Aim to retain governors who are better skilled and able to fulfil their role*)

Success Criteria

- Overall training spreadsheet created and updated fortnightly – *CoG created initial spreadsheet, but now role being taken over by clerk and CYC Governance Service – Jan 2022*
- Training overview document brought to all FGB meetings and Chairs of committees highlight training in their meetings – *Training opportunities now highlighted at all committee meetings and at all FGB meetings – Mar 2022*
- Governor newsletter created and distributed, initially fortnightly - *Governor newsletter now produced at least monthly, highlights visits, upcoming training, completed training and visits and any other governor news – Mar 2022*
- All FGB meetings have time for in-meeting training - *All FGB have in-meeting training scheduled. Finance have suggested Benchmarking working group to get a well-trained group of governors on that topic – March 2022. T & L in May had two subjects give overview of how they have reviewed the curriculum and sequenced and what their intent is. – May 2022*
- All governors email CoG when they have completed training with the details - *All governors email CoG & Clerk when training is completed. If the training is on SCR then HR manager is also included – March 2022. New Governor guide made clearer as to who to email about training and which specific training to do after suggestion from 1-1 conversation – June 2022*
- Overall, as a board, we have done more training and we are more widely trained as a whole group – *Overall last year we completed 129 training sessions against 67 training sessions the year before and George has undertaken an analysis of this training to enable us to target training to ensure we fill any gaps in 2022/23.*

Impact – *Having a training tracker has allowed us to have a greater overview of what training is being undertaken which has then allowed for training to be suggested to particular committees and training within FGB meetings. We have nearly doubled the amount of training undertaken and this enables governors to be more skilled in all areas of governance and we continue to model the school's commitment to continuous professional development, setting improvement priorities for ourselves and we aim to now target training to specific governors or committees and to ensure we have no training gaps within the board. The production of the governor newsletter has made a great difference to governors having a list of upcoming training and school meetings along with other relevant governor news in one place.*

Development Strand 2: To hold a successful Headteacher recruitment process (Aim to be successful in the biggest role we can undertake for the school)

Success Criteria

- All HT recruitment group completed Safer Recruitment in Education – *All done – March 2022*
- Updates given at all FGB meetings, under AOB as a confidential item and when MAS has left the room – *Update at every FGB – Jan 2022*
- Budget created and agreed at Nov 21 FGB and then reviewed in Feb 22 Extra-ordinary FGB to ratify new HT decision – *Budget created and final costs came in at just under £1300.*
- Staff survey carried out in Oct/Nov 21 and used by HT recruitment committee to finalise Job Description & Person Spec – *Done in 2021 and gave feedback from their opinions too – Jan 2022*
- All governors invited to be part of the interview days in some way, if they are available – *Jim Large and Andrew Hunter were both involved in the presentation to governors and gave feedback on that session. The HT recruitment group were involved over both days – March 2022*
- Extra-ordinary FGB organised for 16th Feb 22 and clerking arranged – *Completed by Zoom after Student Performance meeting – March 2022*

Impact – *After purposely waiting until we could hold in person recruitment, we produced two days which were well thought out to test the skills, knowledge and attributes we wanted to match our job description and person specification. Governors, staff and parents were consulted and updated throughout the process and a good mix of governors and staff and all senior staff were involved during the two days, along with pupils. We saved the school precious funds by keeping the costs low, whilst still going through a rigorous process to recruit the best candidate. **CYC representative commented on the thorough and rigorous process we held and that it was the best organised Headteacher recruitment they had been involved with.** We also realised that with the potential to be recruiting our Headteacher from the Deputy Head, that we would have a good model to work from to ensure we got the best candidate for the Deputy Head.*

Development Strand 3: To produce a governor mentor protocol (Aim to retain new governors as they feel supported in the first year)

Success Criteria

- Governor mentor protocol in use and proving to be a useful document to governor mentors - *Not completed but CoG has had initial discussions with new governors as to what would be helpful when becoming a new governor and CoG will create a protocol document for governor mentors to work from by Sept 2022. – June 2022*

Impact – This hasn't been completed this year, due to pressures of other governor development strands, but has started to be looked at in 1-1 sessions (June 2022) with new governors and the protocol will be produced for Sept 2022 for governors to review ready to be put in use when we recruit another new governor in Oct 2022.

F E M N A L

Development Strand 4: To allow governors to shadow those with specific roles (Aim to help with succession planning)

Success Criteria

- Vice-chairs have been able to shadow Chairs of committees and had opportunities to lead part or a whole meeting - *AG has chaired SP at start of this year and is likely to be heavily involved in Feb SP too. GE became vice-chair of SP and shadowed AF to create agenda for May meeting and he will then take over as Chair of SP in Sept, as AG left the board. GE has also chaired B & G when CW wasn't available in June 2022.*
- SEND & Safeguarding governors have had at least one governor shadow them or have met with a governor to discuss their role - *JB shadowed AF in her last SEND link visit as she will take over this role from Sept 2022. She has also had training highlighted that will develop her in this role – June 2022. Unexpectedly, JB had to leave the board in early Sept and so GE agreed to take on this role and training was highlighted & completed – Sept 2022.*
- CoG has had at least one governor shadow a HT/CoG meeting or has met with a governor to discuss their role - *One governor, GE, is now looking at the role of Chair of Governors and is starting by looking at the Chair's handbook, Governors Competency Framework Chairs role description and has worked on analysis of the training tracker over the summer to enable us to target training in the upcoming year – Oct 2022*

Impact – 1-1 meetings have been imperative to succession planning as governors can give plenty of notice if they are due to leave and potential within other governors can be talked through to aid the CoG to be able to successfully succession plan. Some initial succession planning had been done, before a governor had to leave the board due to a new role and a move in location and so other succession was put in place to enable a long-standing governor to leave and shadowing to happen in her SEND role and her Chair of a committee role. We have also put a meeting protocol in place which tasks vice-chairs of all committees to monitor the chat function during hybrid meetings to ensure that governors attending remotely can fully take part in the meeting.

School Development Plan & Link Governor Visits

During this year, the FGB were back to monitoring the School Development Plan both in meetings and also suggested questions were added to our link governor form to enable all governors to ask questions directly related to the School Development Plan priorities. Also, towards the end of this year the link reports were reviewed by the Headteacher in FGB meetings to ensure that any areas of concern are picked up by him and the SLT.

Impact - Overall we completed 30 link visits in the year, 10 more than the year before which had been disrupted due to Covid, making governance visible across the school, using questions directly related to the School Development Plan and triangulating the information we receive from the Senior Leadership Team.

Link Governors & Subject Leaders				Aug-22
Department	Governor	Subject Leader	Dates of visits	Notes
Art	VP	Cassie Garbutt		
Design & Technology	GE	Mark Whitaker	Jan-22	
Food & Textiles Technology	JLO	Garry Littlewood	24/01/2021 & 25/5/2022	
Business	GE	Nicky Elvidge	04/02/2022	
ICT & Computing		Suzy Gillespie	AF - 06/12/2021	
Drama	GE	Caroline Hight	Jan 2022 and 14/6/22	
		Beth Pelleymounter		
English	JL	Jenny Daplyn	scheduled 8/7/22	
Equalities	JLO	Francine Russell		plan to visit several areas in 2022/23 to get a full view of Equalities
Maths	KS	Niamh Gee		
Government & Politics	TW	Kat Wood	01/03/2022	
History	VH from Sept 22	Hugh Richards		No link governor during 2021/22
Geography	KS	Jan McPherson		
Sociology, Psychology & Health and Social Care		David Knight	JB - 01/03/2022	
Modern Foreign Language	CH	Lily Telfer		
Media Studies		Karl Elwell	JB - 01/04/2022	
Music	VP	Tim Burnage	25/11/2021	

Religion, Philosophy & Ethics	(poss V H if time allows during 22/23)	Claire Yeadon	JB - 14/02/2022	No link governor during 2021/22
Science	KS	Beth Hartwell	17/11/2021	
SEND	AF/JB from Sept 22	Gail Naish	01/12/2021 & May 2022	
PSHE/RSE	JLO	Alice Skaith	24/11/2021 & 23/5/2022	
Physical Education	AH	Natalie Elliott	26/01/2022	
Child Protection, Safeguarding, incl. SCR check	JL	Gail Naish	SG - 19/11/21; 1/4/22 & sch 17/6/22	
		Francine Russell	SCR - 06/12/2021	
Buildings & Grounds/Health & Safety	CW	Paul Mussell	07/10/2021	
		Matt Smith		
		Jonathan Meehan		
6th Form	JLO	Chris Hardwell	22/11/2021 & 16/6/2022	
Aspirations (Careers)	AH from Sept 22	Shane Daniel	AJG 20/10/2021	
Curriculum & Assessment Forum (CAF - previously teaching & learning forum)	All Govs	Garry Littlewood		Extra visits rather than specific link departments
		Nigel Currie		
Staff Training	RH (teaching) & DS (support staff) from Sept 22	Garry Littlewood		one governor on sabbatical and other governor new, so roles to start in Sept 2022
		Nigel Currie		
Behaviour (specific to an issue raised in a link report in 2021/22)	All gov's	Matt Smith	AF - 28/1/22	
Curriculum Development Group (CDG)	All T & L gov's	Garry Littlewood		Extra visits rather than specific link departments
Read Aloud - Tutor Time Reading (specific to the launch of this project - not every year)	All gov's	Beth Pelleymounter	CH - 11/02/2022	

Governor Training

Impact - We aimed to have training highlighted this year, both in meetings and via the governor newsletter and as a result completed 129 training sessions, when the previous year completed only 67. The impact of all this training can be felt in meetings with better trained governors being able to ask better questions and also enabling governors to take on leadership roles within the governing body. Within the governing body we have governors with specific finance and scrutiny expertise, governors with a legal and compliance background and those with HR and buildings background along with staff who are both teaching and support staff. Utilising the analysis of the training tracker completed by GE we will target training specifically at committees and to specific governors this year, to aim to be as widely trained as possible. We already access training through CYC governance service, NGA, Governors for Schools, Judicium Education & TES Educare to enable us to access a wide range of training from courses, webinars, podcasts etc aiming to have a variety of training styles rather than e-learning course after course.

The aim of training was to aid retention of governors and we lost three governors this year (five the previous year). One governor left after 12 years as a governor, one left because of a change in job and the other because he moved location and job.

We retained one governor who was moving to another country, but wanted to stay as a governor. She joins meetings remotely and visits the school when she is back in the country to visit family or for work meetings. We have had some sound issues in hybrid meetings in Research School, so committee meetings have been moved to the Headteacher's Office as there are less governors attending those meeting. We are looking at technology to help sort the issue for FGB meetings from Oct. We also have a new meeting protocol where governors try to be face-to-face in meetings, but we can facilitate hybrid and vice-chairs will track the chat in meetings, to enable remote attendees to highlight anything they want to raise in the chat and Chairs of all committees will ask the remote governors if they want to comment at each agenda stage.

Governor Training 1st Sept 2021 to 31st August 2022

COURSE NAME	PROVIDER & LENGTH OF COURSE	IMPACT STATEMENT COLUMN
Option 1: Welcome to Governance in a Maintained School	CYC - 2hrs	CH 1/2/22; VH 28/4/22
Option 2a: Governance - Your Role, Your Responsibilities, Your Organisation	NGA - 2hrs	DS 6/12/21
Option 2b: Key Functions of the Governing Board	NGA - 55m	DS 8/12/21
Plus: Getting it Right as a staff Governor - if applicable	NGA - 50m	RG 7/10/21; AH 21/11/21; DS 29/11/21
Option 2: Safeguarding - The Governors Role	NGA 1hr 30m	JB 19/11/21; AF 18/10/21; RG 23/11/21; CH 6/1/22; VH 9/5/22; AH 7/11/21; JL 10/10/21; JLO 1/10/21; VP 25/4/22; DS 2/12/21; CW 10/10/21; TW 2/12/21
Quality Assurance	School i-meeting - 1 off	AF, RG, RH, AH, JL, JLO, VP, MAS, CW, TW 25/11/21
Benchmarking 5/5/22 working group	School & govs group - 1 off	AF, AH, JLO, CW, TW 5/5/22
Option 1b: Finance Update for Governors of Maintained Schools in York (Autumn: SFVS)	CYC - 2 hrs	AF 4/11/21; JLO 4/11/21

Option 1: Understanding Secondary School Assessment Data	CYC - 2hrs	AH 16/2/22; JL 6/10/21; JLO 25/2/21
Option 1: Ensuring Clarity of Vision, Ethos and Strategic Direction	CYC - 2hrs	RH 3/11/21
Option 2b: Strategy – Living Your Values, Reaching Your Vision, Managing the Risk	NGA - 2hrs	DS 5/12/21
Getting it Right - The Role of the Link Governor	CYC - 2hrs	VH 7/6/22
The Governing Body's role in achieving environmental sustainability	NGA Summer conference - one off	JLO 21/6/22
Prevent : Home Office Training - https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html	Home Office	GE ? DATE; VH 15/6/22
Safer Recruitment in Education	TES Educare/Develop	AF 15/9/21; KS 31/1/22
Prevent Duty NCALT	NCALT - no longer available	GE 30/9/21; CW 10/10/21
Prevent TES Educare	TES Educare/Develop	VH 15/6/22; RH 7/10/21; JL 6/9/21; JLO 13/8/21
Level 3 DSL Refresher Training (1 day)	NSPCC - for SG governor only	JL 22/11/21
Risk Management and Safeguarding	School in-meeting - one off	GE, RG, CH, RH, AH, JL, JLO, VP, KS, MAS, CW, TW 7/10/21
Safeguarding learning from schools judged 'not effective' (no certificate from provider)	Judicium Education - one off	JLO 2/2/22
Safeguarding: Child Criminal Exploitation (no certificate from provider)	Judicium Education - one off	JL 2/3/22; JLO 2/3/22
School staff safeguarding video update	School - 2021/2022 only	VP 21/4/22

Safeguarding & Child Protection policy & Covid 19 addendum	School - 2021/2022 only	VP 21/4/22
The Governance of Safeguarding	TES Educare/Develop	JLO 23/7/22
Pupil Premium	NGA - 55m	DS 1/2/22
Arts and Cultural Education - Improving your School and its Curriculum	NGA - 45m	DS 30/11/21
SEND 10/3/22	School in-meeting - one off	GE, RG, VH, JL, JLO, VP, MAS, DS, CW, TW 10/3/22
The Governing Body's role in achieving pupil wellbeing	NGA Summer conference - one off	JLO 23/06/2022
The Governing Body's role in supporting disadvantaged pupils in 2022/23	NGA Summer conference - one off	JLO 24/06/2022
Setting Performance Objectives for Executive Leaders	NGA - 15m	CH 31/10/21
Holding to Account - How to Question and Challenge	NGA - 15m	AH 21/11/21
GDPR	TES Educare/Develop - no longer available - replaced with A guide to UK data protection	RG 23/2/21; RH 1/12/21; 10/10/21
Equality and Diversity	TES Educare/Develop	JB 24/4/22; RH 1/10/21;
Equality and Diversity	NGA - 1hr	RG 2/3/22; CH 19/2/22; VH 9/6/22; DS 3/12/21; CW 9/10/21; TW 4/2/22

Selection and Interviewing Skills	High Speed Training - just for HT recruitment	JLO 15/12/21
Interviewing 20/1/22	School in-meeting - one off	JB, RG, CH, RH, AH, JL, JLO, VP, MAS, DS, CW, TW 20/1/22
KCSIE Parts 1 and 2	DfE documents	VP 21/4/22
Children's and young people's mental health and well-being	Governors4Schools webinar - one off	JL 15/6/22
Autism Awareness	TES Educare/Develop	JLO 23/7/22
A Guide to UK Data Protection: Education	TES Educare/Develop	VH 6/7/22
Option 2: Headteacher Appraisal and Capability	NGA - 55m	CH 31/10/21
Option 1: Being Ofsted Ready	CYC - 2hrs	CH, JLO, DS 29/3/22
Option 2: Ofsted and the New Inspection Framework	NGA - 45m	RG 26/7/22; JL 2/3/33
Staff Hearing and Appeals - Governor Panel Training	CYC - 3 hrs	JL 30/11/21
Getting it Right - Governors' Role in Complaints Handling	CYC - 2hrs	CH, JL 11/5/22
Getting it Right - Governors' Role in Exclusions	CYC - 2hrs	JL 11/10/21; JLO 23/3/22
Option 2a: Succession Planning	NGA - 40m	JLO 15/7/22; DS 2/12/21

Other impacts during the year.

We are moving to a new system (Decision Time) to create agenda packs and which will collate governor's questions all in one place rather than on separate emails. This will help one governor who is dyslexic and finds our current system tricky. The system should also make us much more efficient when creating agenda packs and uploading documents and should be easier for chairs of meetings to use to ensure all governors questions are raised when appropriate and for all governors to follow the agenda pack during meetings. – This will allow us to continue to ask questions prior to meetings which both aids school staff to be prepared, prompts other questions from governors and creates less actions from meetings which make us more efficient.

We have adopted a new meeting protocol at the end of the year to have the option of hybrid meetings where governors cannot be face-to-face but with face-to-face meetings being the norm. We are looking at technology to help us with the issues of sound in the large FGB meetings, Chairs of committees will ensure remote governors are given the opportunity at every agenda item to contribute and vice-chairs of committees will follow the chat to be able to raise issues and questions from those remote governors. We aim to make ourselves truly inclusive and to facilitate modern working practices where they are required and also enhance the role of vice chairs in committees to have a specific role in the meeting.

We have also started an environment sustainability working group and will to continue to embed this into the governor year, setting sustainability goals over this next year, the first of which is to see a 6th form PDP sustainability group set up from Sept 2022.

Impacts from previous years to continue

We will continue with the governor newsletter, 1-1 conversations and succession planning and shadowing throughout the next year as these have already proven to be very useful during this year. Our 1-1 conversation questions raise if a governor wants to step down or increase responsibilities over the next 12 months so is useful when succession planning. We will also continue to monitor and ensure that sustainability sits at the forefront of our decision making and to consider how our strategic oversight may be improved to deliver sustainability goals set out by the board over the next 12 months.

Examples of challenge/questions

FGB 7/10/21

The Acting Headteacher then provided responses to questions raised by governors prior to the meeting. – *to help address action plan creep and support SLT to have the required information to hand in the meeting.*

A governor queried what action the school was taking in order to ensure food met the school's standards whilst the dining hall and kitchen refurbishments were taking place.

The Acting Headteacher confirmed hot food would be provided from the following week, in addition to the sandwiches already available to ensure all children had the opportunity to eat one hot meal a day. He noted Paul Lascelles had been superb at supporting the school with the significant challenges they'd faced to provide hot food.

A governor challenged how the school measured the efficacy of interventions and whether evaluation was robust.

The Acting Headteacher stated the school identified the baseline, used pre-test results and post-test results and that each stage was quality assured throughout.

A governor asked for an update on the Class Charts implementation.

The Acting Headteacher confirmed the next phase was setting extended learning and ***upon challenge from a governor***, confirmed the Extended learning policy would be updated to reflect the use of Class Charts once it had been fully implemented.

A governor challenged why the LA could not provide funding, given they owned the building.

It was conceded that the problems and delays experienced with the dining hall work put the school in a good negotiating position. It was agreed to update governors on the fire doors situation at the Buildings & Grounds committee.

It was also agreed to add this risk to the risk register.

FGB 25/11/21

A governor asked whether the Student Performance committee should review data specifically for those students under a Child Protection Plan. It was agreed this category should be reviewed separately going forwards as it was a defined group of its own.

c) Parent View – presentation in the meeting ***Upon challenge from governors regarding the amount of responses received to the survey***, it was confirmed similar surveys which asked the same Ofsted questions received similar levels of responses as parents tended only to respond if they were particularly pleased or unhappy. Comments received had been constructive and although they weren't all included, the Acting Headteacher was happy to share them.

Governors challenged what actions were being undertaken to address some parent's concerns their child was not receiving the support they needed. The SENDCo stated that particularly in the case of those students with additional needs, parents' expectations did not always match with what the school was able to provide. She also confirmed they had planned some intensive parent voice work for the SEND cohort in order to quality assure the work the SEND team was undertaking and long term the school planned to review and possibly restructure their SEND offering to address increased need and capacity issues. Across York, schools were having to increase staffing to deal with this and the reduction of SEND provision and support by the Council.

Governors challenged why it took completing a survey for some parents to raise they were unhappy. The Acting Headteacher confirmed he had spoken to all of those parents who had raised issues and them not contacting the school was no reflection on the pastoral support available, it was purely that they had not had the time to raise these matters before.

FGB 20/1/22

Risk Management update – previously distributed **Two amendments were noted; Included the Headteacher Recruitment and Interview training undertaken by the HR manger and the Chair in the mitigations for the Headteacher recruitment risk.** Added a new risk to encompass the Research School (longevity, finances, impact on CPD and reputation risk) which was requested at the Finance committee on 19th January.

Link Governor visits to look at SDP priorities; a) Music – 25th Nov b) SEND – Dec c) 6 th Form – 22nd Nov - JO d) Food & Textiles – 24th Nov - JO e) PSHE – JO f) Link governor list of visits Governors requested their thanks be passed onto the music department for the work they were doing not just in school but with other schools and nationally and noted it was good to see the triangulation of what's happening on the SDP and in action. Governors also requested their thanks be passed to the SEND, Safeguarding and Pastoral team who were doing an amazing job in difficult times with increased need. It was also noted that the change of uniform policy in the 6th form was a great example of how the culture in school was changing, ensuring that no person be objectified in any way. It was noted that behaviour outside classrooms when students were moving around had been raised as a concern in the Food & Textiles link visit and a governor was undertaking a behaviour walk the next week if any other governors wished to join her. A lot of great work was also highlighted to link the PSHE and RE departments

10/3/22 FGB

Governors raised concerns that CYC was not providing funding to fix and replace the fire doors and asked what would happen if an incident occurred before they could potentially provide funding in 23-24. The Headteacher confirmed CYC had stated other schools were in the same position and had advised the school should manage the risk as best they could. Governors stated they were unhappy with this response from CYC as the implications could be very serious if any of the fire doors failed in a fire. They queried whether this would also invalidate their insurance and whether there were any alternative sources of funding. The Headteacher was actioned to ask the Finance Director to respond to CYC to ask the questions raised by governors and to ask CYC to formally sign off that they accepted the risk as that of CYC, as well as to consult with the insurance company to clarify their position and discuss this with CYC.

A governor challenged what efforts were made by the school to find out where students had gone who had left the school as six were noted on the report as an unknown status. The Headteacher explained all the school could do was to keep trying to find out. He did confirm that two students were in elective home education and paperwork was awaited for these, as well as for one student who had moved to Danesgate. Two students were Year 7's who had moved schools to be nearer to home.

A governor asked when fixed term exclusions were given were the risks of child criminal or sexual exploitation considered. The Headteacher confirmed they were and the school had made decisions

in the past not to exclude a student where they did not think it was safe to do so. Cases were considered on a case-by-case basis.

A governor noted the final governor's warning which had been issued to a student and asked whether that or any other measures in the school had impacted the student. The Headteacher stated there had been some improvement and considered the risk of permanent exclusion to have reduced but they needed to continue to carefully manage the student, potentially with a one-on-one relationship.

A governor challenged whether something similar should be planned for the current Year 7 students who would be in Year 8 when this residential happened. Due to the pandemic, they had not had the usual opportunities to attend residential in year 6 or Year 7, whereas this new cohort of Year 7 would have been on a residential in Year 6 as well. The Headteacher agreed the governor was correct to raise this and agreed to discuss this further with the SLT.

The Chair also confirmed that Charlotte Harrison was about to become a 'virtual governor' as she was moving to a different country. Clear requirements for this virtual role had been agreed including for her to visit the school (and her linked departments) at least twice a year when she was in the UK. Governors agreed this was very positive and removed barriers to people becoming and continuing to be effective governors.

Governors challenged whether there was time in committee meetings to include training as well. Governors discussed this and suggested they considered re-introducing a separate training meeting instead.

The Chair challenged governors that 18 departments still had not been visited and asked governors to undertake a link visit as soon as possible if they had not already done so.

FGB 29/6/22

A governor challenged whether the funding would be available for the capital investment needed to accommodate potentially up to 50 students. (ERP provision)

The Assistant Director was challenged whether delivering a new ERP provision for 2023 was feasible.

Finance 19/1/22

A governor challenged that given the predicted deficit of £30,000 and the school had quite a low revenue reserve compared to other schools, what other areas were being considered for cost savings, other than staffing and contract reviews. The Finance Director stated it was known the school would operate at a loss in this year as there was a big surplus last year and the school was unable to operate for too long with high balances or the money would be clawed back by the Council (CYC). He also confirmed that the school had previously cut back on all costs except teaching costs as the ethos of the school was to try all avenues before looking for cost savings in teaching but they were at the point that teaching costs was the last area to look for cost savings. The Acting Headteacher also added that they were reviewing whether the position of the Premises Manager was still required, with a view to potentially adding more responsibilities into existing staff and reviewing a School Business Manager role, as the Premises Manager had recently left. This could afford some cost savings to the school. It was also noted that the number of teaching staff had reduced over the years through natural wastage and the school currently had approximately 88.8 FTEs. Finally, the Finance Director highlighted to governors that there were more 'known unknowns'

in the budget than ever before, so the current position would change. **Governors acknowledged the work undertaken to reduce the deficit.**

Finance 28/4/22

A governor challenged whether the figure of 3% used for inflation was enough. The Finance Director stated not all rises would be at this level so he was confident it would be enough, however if an issue arose, spending would be reviewed and adjusted accordingly

Upon challenge from a governor, the Finance Director confirmed there had been some spend in the FOHSY funds which was not shown on this paper, so he would review and re-allocate any funds incorrectly allocated.

Staffing 3/3/22

ST7 – A governor challenged how teaching staff were coping with additional training and courses as part of the STARK programme in addition to increased workloads. The Headteacher confirmed STARK sessions were pretty well attended and balancing the commitment to STARK had not been an issue for staff so far.

Staffing 18/5/22

A governor challenged that the benchmarking card showed the school was spending less than the average school on support and administration staff and asked if this impacted teaching. The Headteacher responded by confirming the school was beginning to increase staffing capacity with the introduction of new roles (such as a receptionist/administrator) where previously they would have stretched existing capacity. He noted the benchmarking data had provided the school with confirmation they could explore having a greater capacity in support staff and helped with staffing decisions. Governors discussed whether it was possible to have an overview of whether support staff were working to capacity but agreed they weren't sure how best to achieve this. It was noted the fact the ICT support staff were not included in the benchmarking data should also be taken into consideration as these were provided by Vital not school.

Student Performance 20/10/21

Governors then went on to challenge how the school was focussing on the lowest performing groups such as low attainers, SEND and disadvantaged students to help them improve.

The Head and SENDCo highlighted the interventions in place to support these groups to improve their results, and directed governors to the Covid catch up plans which were detailed in the SDP.

Student Performance 16/2/22

A governor challenged what moderation was done across year groups and subjects to ensure 'C3s' were handed out consistently. The Acting Deputy Headteacher confirmed he had reviewed the data and ranked staff as to how many C3s they had given out. He acknowledged there was work to do with staff as it was not consistent. As part of the pastoral restructure, proactive work would be introduced along with interventions with a behaviour support worker. It was also acknowledged there were a high number of students with ADHD and more work with staff was required on their understanding of this

Student Performance 12/5/22

A governor challenged what the longer-term outcome was and why they were gathering the social mobility data. The Headteacher confirmed the aspiration of the school was to improve social

mobility and to achieve this, they needed to be able to measure it, create an action plan and then measure it again. This would also help the 6th form to reflect what support the school provided for apprenticeships and other destinations as well as those going to university.

T & L 6/10/21

A governor challenged how the school knew that lower attaining groups were performing better.

It was confirmed that the support groups were using the same content which had not happened before and although their progression was slower, it was felt it was important for the same content to be used as other groups. Progress would also be assessed shortly. The same resources were also being used in learning support by the TAs.

A governor challenged how outcomes would be measured at the end of the two-year development plan.

It was confirmed that the Inquiry process and pre and post testing would be used. Link governors would also play a part by asking subject leads about their curriculum, why topics had been chosen and how it was sequenced. The SLT had also been tasked to read up on the subjects they were line managing in order for conversations to be more informed. The Assistant Headteacher conceded some subjects were more developed than others.

T & L 2/2/22

A governor challenged how they knew that the curriculum was adapted to meet the needs of the students.

It was confirmed that initially a student voice had been undertaken to understand the needs of the students. On an on-going basis, the pastoral team informed the PSHE lead when there had been incidents in a year group, which enabled the PSHE lead to provide students with information to educate them on the issues arising.

Examples of support

- *Link visits completed using questions related to the School Development Plan to encourage department leaders to talk about how the school priorities are working in their department and focus on curriculum.*
- *Where needed Chair's Actions have been used to make decisions with immediacy.*
- *Emails to specific staff and to whole staff to thank for their work*
- *Created Headteacher recruitment group and kept staff up to date on progress and asked them for their input on what skills, knowledge and attributes they would like to see in their new Headteacher.*

Next year 2022/2023

The school's priorities continue to be:

- 1. The first priority is to look at Developing Quality Assurance systems – to create quality assurance systems that develop our curriculum and assessment structures across the school.*
- 2. The second priority is mitigating the impact of the pandemic - Develop systems, structures and initiatives that will mitigate the impact of the pandemic on students and staff.*

Our development plan for the year to come is:

- 1. To ensure as a board we have more targeted training opportunities, including in-meeting training. (Aim to retain governors who are better skilled and able to fulfil their role and ensure as a board we have no training gaps)*
- 2. To complete link governor visits for all subject areas and specific links and for more governors to visit the school for other sessions, such as Operational, Curriculum & Assessment Forums, Curriculum Development Group and staff training. (Aim for governors to be more knowledgeable about school life in general to enable better link governor visits and to make governance visible to the school community)*
- 3. To produce a governor mentor protocol. (Aim to retain new governors as the feel supported in the first year) – continued from 2021/2022*
- 4. To successfully succession plan for the Chair of Governors stepping down in August 2024 and to ensure that any resultant vacant positions are filled after shadowing/training has taken place. (Aim to have a seamless handover from the current CoG to the next CoG – two-year development strand)*

We hope to recruit two new governors in Oct 2022 FGB which will take our numbers up to 17 governors and we then aim to hold a skills audit before we start looking for the remaining governors and to increase the diversity of our board.

We will reconvene the working group looking at academisation after having had more conversations with local academy chains and exploring options to create a new MAT with other local schools.