

York High School
Minutes of the meeting of the Local Governing Board held on
Thursday 10th July 2025 at 5pm held at the school

Present:

Gavin Kumar (Principal)	Andrew Waller
Sally Gordon	Val Roddis
Sarah Hammond (Vice Chair)	Carl Law
Ian Savage	

In Attendance

Richard Lavell, Steve Hardy (Assistant Principal), Vicky Bettney (Associate Assistant Principal), Sophie Triffitt (Clerk)

Action

1. Welcome, Apologies for absence, Declarations of Interest

In the absence of the Chair the Vice Chair chaired the meeting.

The Vice Chair welcomed everyone to the meeting and introductions were made.

Apologies were received and accepted for Andy Pope and Clare Besant.

There were no declarations of interest to note.

2. Minutes of Previous Meeting held on 15th May 2025 (previously circulated)

Resolution: The minutes were agreed as an accurate record of the meeting and approved.

Matters Arising and Action Plan

Action 1: Governors had been provided with fobs.

Action 2: Mr Savage would report back on the action as part of a link governor visit.

3. SLT Feedback

Careers and Enrichment – Vicky Bettney, Associate Assistant Principal (tabled)

The Associate Assistant Principal presented an update on careers, personal development and enrichment. The Associate Assistant Principal explained that the change in school day provided the opportunity for enrichment outside of the curriculum and the development of skills.

The Associate Assistant Principal explained that the enrichment curriculum had been mapped to ensure a balance of subject intervention, academic and broad range of enrichment opportunities to develop interest and skills.

Pupil voice from a range of pupil group including disadvantaged, vulnerable learners and SEND and those with higher attitude to learning scores and differing attendance levels informed the offer and there were quieter clubs to ensure those that struggle in louder environments feel comfortable to engage.

Sign up requests were being collated and there would be one on one conversations with students who have not signed up to anything. Year 6 students from Westfield had already been engaged to sign up.

The Associate Assistant Principal confirmed that all opportunities were free with the exception of the York City Football Club which had already proven successful.

Challenge: A governor asked if the Year 6 children from Hob Moor Primary had the same opportunity to sign up for clubs as Westfield Primary. The Associate Assistant Principal explained that students who came to the tutor evening had the opportunity to sign up and moving forward main feeder schools would be included in transition sign up.

The Principal noted that he had spoken with governors about the change of day and felt that the schedule evidenced the aim of developing the offer and recorded thanks to the Associate Assistant Principal for her hard work to coordinate and plan the offer and was confident that York High would have the best offer across York

Challenge: A governor asked what the attendance intention was. The Associate Assistant Principal confirmed that the minimum attendance expectation would be once per week. A significant number of students had signed up for a club every night but if a club was oversubscribed, they would look to move evenings for some students. The clubs would be tracked through Google Sheets for registers for tracking engagement data.

The Associate Assistant Principal explained that intervention would take priority for Year 11 and those sessions would count towards enrichment attendance and they would have access to clubs on nights

they do not have interventions, and the hope was that the enrichment culture for Year 10 would feed through into Year 11.

Challenge: A governor asked if a student needed to attend one club / intervention per week to meet their guided learning hours. The Associate Assistant Principal confirmed not but they would follow up non-attendance / non-sign up as they want every young person going to a club.

The Associate Assistant Principal referred to the Trust Vulnerable Learners Pledge and there was a focus on ensuring those children have access to a wide enrichment offer and would be tracking participation and leadership of that cohort in extracurricular activities

The Associate Assistant Principal reported that the Student Leadership Team had been established and as it grows the intention was to have student leaders taking a role in the enrichment clubs which would support university applications, job interviews and develop personal progress examples.

Challenge: A governor asked if there was provision for vulnerable / disadvantaged students to be supported accessing the paid for YCFC club if finances were a barrier. The Associate Assistant Principal explained that there was a free to attend school football club and the Principal confirmed that there were school funds to support if a student wanted to attend to ensure finance was not a barrier.

Challenge: A governor asked how impact would be measured. The Associate Assistant Principal explained that there was data for enrichment opportunities this academic year which would provide a comparison of engagement and there would be data to interrogate between academic and non-academic engagement including subgroups. The Principal added that GCSE outcomes would be a measure for Year 11 interventions and the statistics GCSE delivered in that period.

Challenge: A governor asked if there would be reporting to parents on attendance at clubs. The Associate Assistant Principal explained that mechanism would be reviewed in September and there may be the option to report 'your child has attended x activities this week' as part of attendance messaging. The Principal added that once the register lists were created, they could look to correlate and contact home if a student had not attended a club they had signed up for.

Challenge: A governor asked for students in receipt of Pupil Premium to be engaged in developing options. The Associate Assistant Principal confirmed that there had been in depth pupil voice including specific Pupil Premium groups, one to one discussions and as part of broader groups and had particularly listened to Pupil Premium interests.

Governors offered their support in any way that was appropriate.

Governors congratulated and thanked the Associate Assistant Principal on developing a fantastic offer.

The Associate Assistant Principal presented an update on the Careers offer that she took responsibility for from Easter 2025. The aim was to have a clear journey that students progressed through as they moved up through school and worked closely with The Place. The Associate Assistant Principal explained that each year group would have a particular theme (Year 7 engagement and what is the world of work, Year 8 aspirations and post 16 options, Year 9 exploration, Year 10 connecting, Year 11 progressing). The Associate Assistant Principal confirmed that the offer was in line with the new statutory guidance from September, the Gatsby Benchmarks and the government guidance on modern work experience.

Some Year 9 students had been visiting workplaces including Portakabin, Hiscox and Mason Clark and there would be mapping of how that could run next year in a meaningful way.

Challenge: A governor asked how students were selected to attend. The Associate Assistant Principal explained that there were registers of interest and where there were more students than places the decision was taken on pupil characteristics i.e. Pupil Premium and SEND. Another visit was scheduled for Portakabin in September and those students who missed out would have priority.

Challenge: A governor asked if there was the opportunity to involve those students who were disengaged. The Associate Assistant Principal confirmed there was and they had initially wanted to trial the structure and would include that focus next year.

The Associate Assistant Principal invited governors to share any employer connections.

Challenge: A governor asked how SEND was prioritised in the selection of inclusive employers. The Associate Assistant Principal explained that the Aviva workshop testing included a range of students with different needs and abilities and was very accessible. The workshops would be happening in the

school site where students were comfortable and would do work in advance to prepare students who may need additional support.

Challenge: A governor asked if work experience was mandatory. The Associate Assistant Principal explained that the school would be working towards the modern work experience guidance for five days at KS3 and five days at KS4. The KS3 offer had been mapped and developing employer engagement would be reviewed for KS4.

The Associate Assistant Principal explained that there was value in getting students into the workplace but there was a need to make opportunities meaningful, provide a realistic balance of experience and learning about different career sectors, and prepare the young people for a changing world.

Challenge: A governor asked how the programme would engage the students displaying highly disruptive behaviour and those at risk of permanent exclusion to give career aspirations. The Associate Assistant Principal reported that through a careers fair she had reconnected with the jobs centre to work with students at risk of being NEET (Not in Education, Employment or Training) or not engaging / able to make right choices and would be working with small groups. That aspect had also formed part of the Aviva workshops strategy.

Challenge: A governor asked how opportunities with small and family businesses would be included. The Associate Assistant Principal explained that part of the formal careers programme in the RAS Curriculum would increase the number of lessons on careers and part of that was to look at different workplaces and make cross curricular links.

The Associate Assistant Principal left the meeting at 5.40pm.

Teaching and Learning – Steve Hardy, Assistant Principal leading on Deep Learning (tabled)

The Assistant Principal presented an impact report noting that he had provided clarity, consistency, a calendar cycle for staff and had streamlined and planned the process around five key strands of teaching and learning (expectation, inclusivity, structure, assessment and progress). The Assistant Principal explained that there was no comparative data as the systems were established this year but have seen trends as the year progressed and into next year will have year on year comparisons.

The Assistant Principal explained that he had raised the profile of teaching and learning with SLT and had undertaken deep dives on every department and looked at how to adapt in line with the new framework.

The CPD calendar had been streamlined and was informed by teacher voice including implementing an increase in faculty time for bespoke interventions.

The Assistant Principal noted that there had been two exceptional Early Career Teachers in Maths and English and they would remain with the school next year.

The Assistant Principal explained that he had worked on providing clarity of the reading strategy and priorities plan and would share that at the next link governor meeting.

The Assistant Principal reported that students with EAL (English as Additional Language) were increasing in numbers and a member of staff had been appointed to run a deep project to create a register, research interventions and publicise the EAL agenda in school.

The Principal noted that the Assistant Principal had a wealth of knowledge of the whole school including the teaching and learning strategy and recorded his thanks for the excellent work over the academic year to develop that offer in school.

Challenge: A governor asked how staff had responded to the teaching and learning strategy. The Assistant Principal explained that staff had responded positively and explained that the Progress Teaching software has instantaneous feedback and provides records of strength and development areas, gives bespoke targets and can record where feedback and actions have been acted upon. The open-door culture had progressed significantly and there were increased levels of visibility.

Challenge: A governor asked if that was reflected in the surveys. The Assistant Principal confirmed it was with staff surveys being very positive through the year.

Challenge: A governor asked if any teachers were causing significant concern. The Assistant Principal confirmed not and explained that where teachers were working below standard support appropriate to the need and stage of career was implemented. Where support plans had been needed these had been removed following evidence of improvement but would be monitored. The Assistant Principal explained that he was able to use data to form collaborative partnerships for development areas and peer review.

Challenge: A governor asked how best practice was identified and shared. The Assistant Principal explained that there were collaborative partnerships and learning groups supported by experts. Iris software was also used to record resources for best practice modelling.

Challenge: A governor asked if peer learning impacted non-contact time. The Assistant Principal confirmed it did with staff undertaking that in their own time, although some staff had gained time at the end of the summer term once the Year 11 cohort left. The Assistant Principal reported that every partnership in the spring term had complete coverage which suggested staff see the value of it. The Assistant Principal added that he had thought through matching of partnerships for purposeful peer relationships.

Governors recorded thanks to the Assistant Principal for his hard work.

The Assistant Principal left the meeting at 6pm.

The Principal took governors to see the plans for an in-house alternative provision and explained the new Ofsted framework had a focus on inclusion and the planned provision would support eight students each term and aim to support a pocket of students in school who struggled with attendance and behaviour and expected it to prevent circa 200 suspensions across the year. A qualified primary teacher who was working as the Head of Year 8 had applied for and been appointed to lead the provision and would be supported by a Teaching Assistant Level 3.

Challenge: A governor asked if the sensory area upstairs would remain. The Principal confirmed it would and the alternative provision would have a SEN room built in the provision.

Challenge: A governor asked what skills the provision leader had. The Principal reported that he had worked in the NHS as a care worker, in child and adult mental health services, as a qualified primary school teacher for five years and had been Progress Leader at York High and had relationships with families and students.

The Principal reported that he had met with the Director of School Improvement to start mapping out the curriculum and would utilise resources from Inspire and each student would start their time in the provision with an entry assessment.

Challenge: A governor asked if the Year 8 leader would be replaced. The Principal confirmed not and explained that the Senior Pastoral Leader would pick up Year 8 in the interim and review in January 2026.

Challenge: A governor asked if pupils or parents could refuse a place in the provision. The Principal confirmed they could but given the cohort selected they would potentially be at risk of accumulating suspensions or a permanent exclusion.

Staffing update

The Principal reported that Katy Lawson was leaving for a promotion and Jess Jackson was leaving to take up a role at an alternative provision and he wished them both the best.

Victoria Burns would take on the SENCO role, and two strong applicants for Vice Principal had been appointed to lead deep experience and deep support but the new appointments would not start until January 2026 so interim support had been secured for the autumn term who had been given a specific remit in line with their expertise in pastoral and being Ofsted ready.

A governor noted that it was positive that Ms Burns expertise in SEND would be utilised.

Governors recorded thanks and best wishes to Ms Lawson and Ms Jackson.

4. Principal Feedback

Pulse Update (previously circulated)

The Principal reported that attendance was tracking 0.8% better than the same period last academic year and informed governors that the flamingo land trip for next year was being reviewed as those that don't go tend to also not attend school.

The BRAG process was focused on Year 10 and there was a focus on Year 10 attendance with 13 of the 121 cohort not attending school and reviewing what to do to engage them back into school.

The transition process was complete, and Westfield Primary had recorded thanks for the transition programme this year and that link continued to grow.

Challenge: A governor asked what had been done to develop links with Hob Moor Primary School. The Principal explained that he had been trying to build links and would continue to do so but had three meetings cancelled.

Challenge: A governor asked for an update on admission appeals. The Principal informed governors that there would be an intake of 153 as three of the eight appeals had been successful. The cohort included seven Education Health Care Plans with a possible further young person with an EHCP to be placed at York High.

The Principal informed governors that Richard Lavell had decided not to renew his term as a governor and this would be his last meeting. The Principal recorded thanks to Mr Lavell for his support of the school.

Behaviour and Attitudes Review

Behaviour Policy (previously circulated)

The Principal explained that the policy had been updated and aligned with Millthorpe to be applied from September 2025. The Principal highlighted the aim of poverty proofing so acrylic nails and false eyelashes would not be allowed and only minimal jewellery to make it simple for staff to manage. The changes had been communicated to parents.

Governors recorded thanks to the Principal for an excellent year.

The Principal left the meeting at 6.26pm to attend the Trust Staff Awards.

Student Mobility

There was no update to report.

Filtering and Monitoring (previously circulated)

Provided for information. The link governor explained that the filtering and monitoring was reviewed through link meetings.

School Improvement Plan

There was no update to report.

5. **Chair Feedback** (previously circulated)
Governors noted the Chair's end of year report.

School Improvement Plan

Attendance

BRAG Pulse Trends

There was no update to report.

6. **Governing Feedback Deep Learning**
Teaching and Learning
Reading and Literacy
There was no update to report.

7. **Governor Feedback – Deep Experience**
Assessment and Destinations (*link report previously circulated*)
Careers and Education

The link governor suggested Ms Bettney attend a future meeting to present the great work she had done on Pupil Premium data analysis. Agenda

8. **Governor Feedback Deep Support**
Child Protection and Safeguarding
Governors recorded thanks to Mr Lavell for his time and commitment as a governor and particularly to the link responsibilities.

SEND

Community

Pupil Premium and Disadvantaged

Behaviour

There was no update to report.

9. **Finance Report**
Start Budget (tabled)
Circulated for information, includes implications of staff movement and AP. Another monitoring meeting with Ian next week.

10. **Risk Record** (previously circulated)
Challenge: A governor noted concern that the actions for mitigating the heating system risk needed to be more proactive.
Action: Mr Savage to raise the concern of heating risk mitigations and actions with the SBM at their link I Savage meeting.
11. **School Policies**
RSE Policy (previously circulated)
Resolution: Governors approved the RSE Policy.
BTEC Internal Verification Policy (previously circulated)
Resolution: Governors approved the BTEC Internal Verification Policy.
12. **Governor CPD**
The Clerk noted that governors should have access to Flick Learning for online training.
13. **MAT Update**
Scheme of Delegation (previously circulated)
Provided for information.
14. **Any Other Business**
Challenge: A governor requested an update on behaviour including sanction rationale at the September 2025 meeting. Agenda
Challenge: A governor noted concern at the use of discriminatory and sexualised language they had seen through the suspension panels and asked for assurance from the Principal of what support staff had at the September 2025 meeting.
15. **Future Meeting Dates**
Thursday 25th September 2025
Thursday 4th December 2025
Thursday 5th February 2026
Thursday 26th March 2026
Thursday 14th May 2026
Thursday 9th July 2026

The meeting closed at 6.45pm.

Approved by governors at LGB on 9th October 2025

Approval

<u>ACTION POINTS</u>				
<u>From the meeting of the Local Governing Board held on 10th July 2025</u>				
	<u>ACTION</u>	<u>ITEM</u>	<u>WHO</u>	<u>WHEN</u>
1.	Benchmark deprivation funding against schools with a similar cohort demographic outside of the Local Authority. 10.07.25: Mr Savage to pick the action up with the SBM at their link meeting.	3	SBM / Mr Savage	June 2025
2.	Mr Savage to raise the concern of heating risk mitigations and actions with the SBM at their link meeting.	10	Mr Savage	September 2025

September meeting:

Behaviour Update

Future Meeting:

Ms Bettney - Pupil Premium data analysis.