



Minutes of the meeting held on Thursday 5th February 2026

Val Roddis
Ian Savage
Clare Besant

In attendance: Kate Smithson (Carr Junior Governor)
Sophie Triffitt (Clerk)

York High School LGB 5th February 2026



CAMHS (Child and Adolescent Mental Health Services) waiting list could be three years. When students are on the pathway the system will hold information for them including strategies for support. The Vice Principal noted that in addition to those with an EHCP (Education Health Care Plan) 19.6% of the school was categorised as SEN Support which was a high proportion and there was also a layer under that for internal monitoring.

The Principal explained that the school had done a lot of work on developing relationships with feeder primary schools and this would continue to develop.

Agenda: It was agreed to include transition arrangements on the May 2026 agenda.

Challenge: A governor asked if any need around EHCPs had been identified. The Assistant Principal confirmed that six students were currently on the RSA (Request for Statutory Assessment) process, four had also been identified for the process to start and another six were likely to need that process in the coming months.

Challenge: A governor noted that insufficient information sharing from the primary transition had been identified in suspension panels and asked how that risk would be mitigated for future joiners. The Assistant Principal explained that the standard process would include a conversation with the SENCO, a visit to the primary school and contact with parents before the child started to ensure a 360 view and ideally where needed a Pupil Passport would be in place prior to them starting.

Challenge: A governor asked how students with need but who were masking when in school would be identified. The Assistant Principal gave examples of how that had worked which included meeting with the parents and taking a graduated response, the first stage of which would be an assessment process then trialing strategies to inform best practice in the Pupil Passport. The SENCO would also work closely with the DSL (Designated Safeguarding Lead) to signpost to relevant support and agencies.

Nicki Taberner: Vice Principal Deep Experience

The Vice Principal introduced herself, her professional background and provided an update on her first four weeks in post, which was focused primarily on Year 11 outcomes and Year 9 pathways. Every Year 9 student was interviewed regarding their career plans and options; subject feedback was positive particularly for History, there was a strong sense of parental support and high levels of student engagement with subjects.

For Year 11 the focus was on outcomes. The BRAG (Blue-Red-Amber-Green) document was reviewed and Subject Leaders were challenged regarding grades and evidence. Humanities and Technology have been integrated into the process to ensure consistent performance monitoring. A similar BRAG process was initiated for Year 10 to facilitate early intervention.

The Vice Principal noted strong buy-in from both staff and students. A key change had been a dedicated Year 11 entrance with recall questions on entry to encourage academic conversation. There had also been changes to Year 11 groups to support teachers in delivering the curriculum to maximise outcomes for all. An after-school Maths intervention session saw high engagement, with 59 out of 65 targeted students attending. Future work would focus on KS3 intervention strategies to make impact as early as possible.

Challenge: A governor asked why a change of Year 11 groups had been identified as an area of immediate change. The Vice Principal explained that from experience teaching in a number of schools in challenging circumstances it was considered an easy change that had already had an impact and supported the work to improve life chances of the young people at York High School.

Challenge: A governor asked what was being done to support the Year 9 young people who did not have support at home. The Vice Principal explained that following an invitation to the Pathways Evening, staff followed up via telephone with any families who had not



responded. Parents unable to attend were spoken with directly to ensure student choices were appropriate and well-supported. The Principal added that every student in the year group received a one-to-one consultation with a trusted adult to guide them through their options. Challenge: A governor asked the Vice Principal why they had chosen to join York High School. The Vice Principal explained that when she visited York High it became clear that it was somewhere she wanted to work where she could make a real difference to the young people. Joining a smaller Trust was also appealing. The Vice Principal highlighted that staff had been welcoming, warm and supportive. The Vice Principal commented on the quality and breadth of the enrichment offer at York High. Governors noted the excellent enrichment and careers offer and discussed the historical reputation of the school. The Principal explained that the hard work to get the school to Good with Ofsted was significant and now the school needed to deliver improved outcomes. Action: Governors asked for thanks to be passed to Ms Bettney for her work on enrichment and careers. <u>Lousie Scaum: Vice Principal Deep Support and DSL</u> The Vice Principal introduced herself, her professional background and explained that she had a desire to work within a school of this demographic to make a tangible difference. The Vice Principal noted that her strong links within York would support her work on safeguarding and as a trained SENCO she was working closely and collaboratively with the school's SENCO to align their strategies. The Vice Principal updated governors on her first four weeks in role with a focus on attendance and classroom engagement. The Vice Principal explained that the previous behavior system resulted in high levels of lost learning time and there had been a relaunch of the school's approach whilst maintaining high expectations through a fair and proportionate framework. Staff had received CPD and there were ongoing conversations as it was being embedded. Next steps for CPD focus were deescalation and behaviour management in class. Another key priority was the identification of vulnerable pupils and the establishment of an EBSA (Emotionally Based School Avoidance) room and bespoke offers based on individual student need was used to encourage attendance. Work on attendance had been extensive and included proactive parental communication, such as Sunday evening messages to notify attendance rates and encourage attendance for the week ahead. Challenge: A governor asked what the target was for attendance. The Principal explained that the terminology used by the DfE was 'at National Average or a three year improving trend'. The school was currently not at national average so there were two terms to improve on last year's attendance rate to evidence an improving trend. The Principal reported that the gap to previous year had reduced from 1.8% at the start of term to 1.3%. The Vice Principal explained that she was working with the Attendance Officer to establish focused procedures and was working with the SENCO to build a full time education package for children currently not attending or attending very rarely. The Vice Principal informed governors that a focus on rewards would commence next half term with the aim of ongoing and consistent rewards and recognition in every lesson and for all children including those that often fly under the radar to be recognised. Transition focus would include welcome communications, gathering friendship group preferences and key information to inform form group allocations and identify students who need enhanced transition.	GK
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The Vice Principal informed governors that there had been 125 first choice applications and expected a full year group.

Challenge: A governor noted a number of changes to the behaviour approach and asked if the policy had changed. The Vice Principal confirmed the school follows the ELT Policy and that changes focused on aligning the processes with that policy. The cumulative system had been removed and there were clear sanctions i.e. detention for classroom removal and reflection for multiple removals but the process also allowed for consideration of individual needs.

Challenge: A governor noted that there had been three permanent exclusions in a short time frame which was a concern. The Vice Principal explained that one young person had been very close to being permanently excluded last year. Whilst they would never want to permanently exclude a pupil, the school could confidently show that they had done everything possible in terms of intervention and support for all three young people.

Challenge: In reference to communication with parents a governor noted community comments on increased information from school to home and asked what parental feedback the school had received. The Vice Principal explained that from the first attendance e-mail there had been 30 parent emails, parents were spoken with to explain the DfE definitions and guidelines and the level of parent contact had reduced. The Vice Principal explained that the communications had opened the door for conversations with parents who were struggling to get their child in and the EBSA (Emotional Based School Avoidance) offer and phased return had been introduced and referrals made to external agencies for support.

The Vice Principal, Deep Experience, added that there had been a high level of communication to parents for Year 11 for adapted timetables to plug gaps of knowledge and parents had appreciated the transparent nature of those communications.

The Principal noted that feedback from parents had been to improve communication and the school was working hard to do that.

The Vice Principal recognised that attendance and behaviour were emotive topics for families and the school would help where they can.

Challenge: A governor asked if the school was able to signpost to agencies / support in all instances or if there were any gaps. The Vice Principal explained that there was generally an agency or charity to signpost to but there were challenges with capacity and timeframes of programmes.

Cllr Waller asked leaders to inform him of any gaps in support and services identified.

A governor noted that they felt reassured as both a parent and governor on the direction of the school and reflections made by new members of SLT and appreciated the plans to consider recognition for those quiet children who tended to just get on.

Agenda: New rewards approach to be shared at next meeting.

Challenge: A governor recognised that there had been lots of hard work in a short time and emphasised the importance of leaders' wellbeing. The Principal and Vice Principal assured governors that they had paced the work and there was a supportive team environment.

The Chair encouraged SLT to utilise the knowledge and contacts of governors.

The Vice Principals left the meeting at 7.15pm.



3.	Principal Feedback <u>Pulse Update</u> (previously circulated) <u>Attendance and Behaviour</u> (previously circulated) <u>School Improvement</u> The Principal hoped the introduction of the new members of the leadership team and their focus in the four weeks represented how well placed the school was alongside current members of SLT to drive improvements. The Principal reported that the staff feedback surveys were reporting positively. In response to a governor the Principal confirmed the surveys were not anonymous so that he could address any questions or concerns. Action: A governor asked for the trends / themes from the staff surveys to be shared with governors. The Principal noted that there was work to do on engagement with the parent body. The Principal informed governors that a generous anonymous benefactor had donated £38k to be used on the performing arts provision. This person had already generously funded other initiatives in the school such as Duke of Edinburgh, Summer School and Breakfast Club. Governors recorded thanks to the benefactor for their generous support of the school. The Principal informed governors that a grant for £5k had been approved to develop Forest School provision for The Link. Challenge: A governor asked if there was someone employed by the school to make grant applications. The Principal explained that the SBM would generally submit any applications. A governor suggested speaking with the central team as it could be a role that benefits the Trust. Challenge: A governor asked if the work to fix the roof of the Learning Centre was scheduled. The Principal explained that there were lots of leaks and the Director of Estates had visited school to assess them. Despite significant investment to investigate the leaks the source remains difficult to identify and a full roof replacement was the most likely long-term solution. Work to address the library roof was scheduled for the summer. A governor highlighted the impact on a young person of not having open access to quality books due to them not being able to be out given the risk of damage. Challenge: A governor asked if there was capital works funding. The Principal explained that the School Condition Allocation funding was accessed through the Trust and priorities were roof leaks and a new CCTV system. Challenge: A governor asked if the attendance data was impacted by a high number of children rarely attending or children not attending at all. The Principal explained that there was an impact from a culture of some families not coming to school. The School Improvement Partner provides a depth of attendance data and the Vice Principal, Deep Support, has established a structure to ensure the identified actions are completed. The highest attendance rate since September was secured on the 4th February 2026. The Principal explained that girls attendance was 2.3% lower than boys and part of that was impacted by the uniform expectations at the start of the academic year but that trend was recovering. The Principal	GK
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	was confident attendance would end the year above the previous year and this half term was reporting the highest attendance in the last four years. The Principal informed governors that the rewards offer would be reviewed to drive a culture change for success. The Vice Principal, Deep Support, was tasked to map out the current offer and develop a plan going forward. Challenge: A governor asked if outcome data could be split by those attending and those not. The Principal explained the impact of there being no KS2 data through Covid on progress data and that general research identified that those that don't attend school don't attain as well as their peers so there was a need to focus on getting those young people in school. There were six young people in the Year 11 cohort who did not attend school and five were based in Inspire. Those that attend school receive a strong curriculum offer and do well. Projections for outcomes were in line or slightly above last year's outcomes. The Vice Principal, Deep Experience, was tasked with ensuring the curriculum architecture offer was right in KS3 to maximise performance in KS4. <u>Making School Unmissable Framework</u> <u>Rewards Presentation and Poster (previously circulated)</u> <u>Narrative Documents: Attendance, Safeguarding, Behaviour</u> <u>Stakeholder Survey Data and Action Plan</u> The Principal left the meeting at 7.45pm	
4.	Minutes of Previous Meeting held on 4th December 2025 (previously circulated) Resolution: Governors agreed the 4th December 2025 minutes as a true and accurate record of the meeting and they were approved. <u>Matters Arising and Action Plan</u> Action 1: Narrative documents Action 2: Kate Smithson was invited to the meeting and in attendance.	
5.	Chair Feedback <u>BRAG – Pulse Trends</u> <u>Attendance</u> <u>Behaviour</u> <u>SDP</u> The Chair reported that he would be attending a BRAG meeting WC 9th February 2026. The Pulse data would be updated with data from the mocks that had reportedly gone well with some young people attending when they were not expected to and some young people performing above expectations, in some cases two grades higher. Action: Governors asked for access to ongoing Pulse documents to see trends outside of a governor meeting.	GK
6.	Governor Feedback: Deep Learning <u>Teaching & Learning (CB)</u> There was no update to report.	



7.	Governor Feedback: Deep Experience <u>Assessment (SG)</u> <u>Careers, Aspirations and Destinations (SG)</u> <u>Community (AW)</u> <u>Pupil Premium & Disadvantaged (AW)</u> There was no update to report.	
8.	Governor Feedback: Deep Support <u>Child Protection & Safeguarding (CL)</u> There was no update to report. <u>SEND (VR)</u> <u>SEND Governor Visit Report (previously circulated)</u> The link governor recognised how hard the school had historically worked on SEND and attendance and governors recorded thanks to Ms Burns for her hard work and support of the young people in the school. <u>Attendance (AP)</u> <u>Behaviour (XX)</u> There was no update to report. Cllr Waller recorded that he had supported mock interviews and had seen a very peaceful and quiet school when he undertook a walk around. Mr Savage also reported a calm purposeful atmosphere around school on a recent walk around.	
9.	SBM Report <u>Finance Summary (previously circulated)</u> <u>Consolidated Management Accounts (previously circulated)</u> <u>iAMCompliant Risk Register (previously circulated)</u> <u>Link Governor Report (previously circulated)</u> Challenge: A governor asked if there had been consideration to the longer term financial picture and messages around SEND funding and SEND provision in mainstream schools. The link governor confirmed that longer term planning (three years) would commence soon and he would raise the question at the next visit with the SBM.	
10.	School Policies There were no policies for review.	
11.	Governor Business <u>Governor Training</u> A list of required training was sent to governors by e-mail. <u>Panels (previously circulated)</u> The document was noted for information. <u>Panel Date</u> A panel date was agreed.	



	<u>Skills Audit</u> Action: Clerk to circulate a skills audit for governors to complete. <u>Terms of Office</u> The clerk highlighted upcoming terms of office to be reviewed at the March meeting.	Clerk
12.	MAT Update There was no update to report. Challenge: A governor requested a future agenda focus to understand the MAT's vision and trajectory. It was agreed to include the item earlier on the agenda at the March meeting.	
13.	Any Other Business There were no items for discussion under AOB.	
14.	Future Meeting Dates: Thursday 26th March 2026 6pm Thursday 14th May 2026 6pm	

The meeting closed at 8pm

Approved by committee members on 26th March 2026

Approval

YORK HIGH SCHOOL LGB – 5th FEBRUARY 2026 ACTION PLAN

	Item	Action	Responsibility	Timescale
1.	4 (4.12.26)	Present the attendance, safeguarding and behaviour narrative documents at the February 2026 meeting.	Principal	February 26
	2	Governors asked for thanks to be passed to Ms Bettney for her work on enrichment and careers.	Principal	February 2026
	3	Trends / themes from the staff surveys to be shared with governors.	Principal	March 2026
	5	Governors to be given access to ongoing Pulse documents to see trends outside of a governor meeting.	Principal	February 2026
	11	Circulate a skills audit for governors to complete.	Clerk	February 2026

March Meeting:

Internal Alternative Provision - Lead Teacher.

Jen O'Brien: Associate Assistant Principal - young carers

Governor appointments

New Rewards Scheme

May Meeting:

Transition Arrangements