



**Part 1 Minutes of the Meeting of the
FULL GOVERNING BODY
of Helsby High School**

Date:	Monday 10th May 2021 at 5.00pm	
Venue:	Via Zoom Video Conferencing	
Present:	Ms G Fullbrook – Chair Dr A Morley – Vice Chair Mr M Hill Mrs F Miller Mr T O’Neill Mrs A Critchley Mrs H Coy Mr A Wheeler Mr I Devereux-Roberts Ms R Clarke Mr C Jennings	Co-opted Governor Co-opted Governor Head Teacher LA Governor Co-opted Governor Parent Governor Co-opted Governor Co-opted Governor Co-opted Governor Co-opted Governor Staff Governor Co-opted Governor
Absent:	None	
In attendance:	Mrs S Warburton Mr J Cooney Mr M Vickers John Addison	Deputy Head Teacher Assistant Head Teacher School Business Manager Clerk

The meeting met its quorum.

Decisions, actions and areas of challenge during discussions indicated in bold text

Agenda item 1	WELCOME AND APOLOGIES FOR ABSENCE
Discussion:	The Chair welcomed all present. There were no apologies for absence

Mrs Critchley here took the Chair

Agenda item 2	PERSONAL DEVELOPMENT BEHAVIOUR AND ATTITUDES
Discussion:	<p><u>Safeguarding</u> Governors received details of safeguarding training delivered to staff at levels 2 and 3 as well as other relevant training including Our Ways of Working which was aimed at developing a common and consistent approach to working with families and had a strong preventative approach at all levels across the continuum of need. Mr Cooney suggested that this was a particularly appropriate response when dealing with families who had experienced trauma. The Chair suggested that Governors should receive a briefing on this approach.</p> <p>In relation to vulnerable students, Governors were advised as follows 2 students – Child Protection</p>

7 students - Child in Need
17 students – Team Around the Family
10 students – CAMHS
5 students – Looked After Child (LAC)
13 students – Post LAC
4 students – Young Carers
13 students – Service

Mrs Critchley asked how these figures compared with previous years? Mr Cooney responded that the figures fluctuated on a yearly basis for each area as different families met the criteria for vulnerability.

Details were provided on entries made onto CPOMS.

Mrs Critchley referred to the number of incidents of parent/family contact and asked if these were predominantly negative. Mr Cooney responded that not all contacts were negative as it might involve the School checking that the family were coping with lockdown. Mrs Miller asked if any specific incidents were a cause for concern and were the numbers expected. Mr Cooney advised that some of the safeguarding issues were a cause for concern and the School worked with the appropriate outside agencies where necessary. The large number of behavioural incidents were almost predominantly caused by lockdown and the change in teaching practices.

Mrs Critchley referred to the numbers in respect of bullying and racist incidents and asked if there was any particular cause for concern. Mr Cooney explained that where these incidents were reported by parents they were dealt with quickly as the School had clear and robust anti-bullying procedures in place and sometimes used the services of the PCSOs to help educate the perpetrators of bullying or racism.

Mrs Miller asked about the level of support received from CAMHS. Mr Cooney advised that School dealt with both Halton CAHMS and Cheshire West and Chester Council CAMHS and there could be wide variations in the standard of service received dependant on numbers. Ms Clarke asked if the School still employed the services of a School Counsellor. Mr Cooney advised that this was so and that the School had recently increased the number of contracted hours.

Behaviour

Mr Cooney reported on the Fixed Term Exclusions (FTE) which contained a comparison of the Autumn and Spring terms between 2018-2021. Mr Cooney commented that the increased numbers for the Autumn term 2021 was a direct consequence of the School not being able to use its Step Out Programme as an alternative to FTEs. **The Chair advised that she received copies of FTE letters and would look for any specific patterns. Mr Cooney responded that where particular students were regularly receiving FTEs then School would put alternative strategies in place to address any behavioural issues.**

Community Update

Mr Cooney advised that there had been a much restricted community events schedule this academic year due to covid ways of working and restrictions. The events the School had engaged with were as follows:

- Senior citizens and vulnerable families Christmas hamper collection and delivery (Dec 2020). 40 hampers were delivered and the remaining food items were donated to the local foodbanks
- End of Autumn term own clothes day for the following local groups: Chester Aid to the Homeless, Runcorn and District Foodbank and West Cheshire Foodbank. Over £750 was raised and shared equally

- Delivery of food boxes to 5 families in need, as part of a wider campaign being driven by Frodsham Weavervale Primary School
- Continued links with the Frodsham, Helsby/Elton PPG in the aim of enhanced students' engagement in the shaping of local health services, especially mental health. Two parental workshops (Developing Resilient Children) were held for parent/carers of students at HHS via Teams by Rebecca Kinnear of Eden Therapy and Wellbeing

Social Media Update

Highest engaging posts (impressions):

- Helsby Sixth Form Destinations (3.7k)
- Lockdown summary (2.5k)
- Changes to the remote learning day times (2.1k)
- LFD Testing Consent Reminder (1.5k)

Attendance

Mrs Warburton provided the following whole School summary

Group	2 Sept – 18 Dec	4 Jan – 5 March	8 March – 30 April	2 Sept – 30 April
Y7	95.8%	73.8%	94.7%	95.3%
Y8	94.7%	49.7%	95.1%	93.9%
Y9	93%	41.5%	94.1%	91.9%
Y10	92.8%	20.1%	94.7%	91.9%
Y11	94.6%	46.8%	95.7%	94.2%

A breakdown was also given in respect of persistent absences by various student groups

Mrs Warburton advised Governors that an attendance strategy had been introduced for summer term 2021. The rationale behind this was to address poor attendance in 2020/21, irrespective of cause, to ensure that students had a better attendance profile in 2021/22. This would require the causes of the non-attendance to be explored and challenged and appropriate pathways sought for students. A key facet of this intervention would be regular communication with parents and students.

1. Attendance mentoring – for students with attendance between 90 and 85% (SSCs)

GJO would advise mentors daily if their students were present or absent. If the student was absent, the mentor would ring before the end of the day to ascertain how the student was and if they would be present the following day in School. Attempts must be made to get the student in to School: reduced timetable, phased return etc. All actions should be documented on CPOMS to support the completion of FPN or prosecution paperwork if necessary.

Mentors should see the student once per week to discuss their attendance, give praise when it had improved and set actions when it had not improved.

Mentors would email home at the end of the week to advise what the student's attendance was for the week and year and either praise the student for their efforts if attendance had improved or advise parents of the attendance actions if it had not. A template email to be modified would be provided.

2. Attendance monitoring and action – for students with attendance of less than 85%

Mentors would:

	<p>a. Make contact with the parent/carer weekly/ fortnightly (depending on attendance – those with higher attendance less frequently than those with lower attendance) to discuss attendance and any issues arising which needed addressing. This would most likely take the form of support from School to ensure attendance improved.</p> <p>b. Log discussions and actions on CPOMS.</p> <p>GJO would consult with the relevant mentor prior to the weekly attendance meeting on Friday afternoon with Deputy Headteacher so that their views would be reflected in any discussions regarding TAF, FPN or prosecution. GJO would then feedback to the mentor to inform their discussion with the parent.</p> <p>3. Attendance of Y11 students below 85%</p> <p>The sole focus at this point would be to get the Y11 students in School for their assessments to inform their Teacher Assessed Grades for summer 2021.</p> <p><u>NGA Feedback</u> Mrs Critchley reported that she had attended an NGA webinar entitled Why Pupil Wellbeing Should Be Top Of Your Agenda which she found very useful and would put a summary of the salient points on Sharepoint.</p>		
Resolved:	That the report be noted		
Action:	What	Who:	When
	That Governors receive a briefing on Our Ways Of Working	JC	ASAP

Ms Fullbrook here took the Chair

Agenda item 4	MINUTES OF THE LAST MEETING
Discussion:	The Governing Body considered the minutes of the meeting of the Governing Body held on 19 th April 2021.
Resolved:	That the minutes of the meeting of the Governing Body held on 19th April 2021, be approved as a correct record and signed by the Chair.
Agenda item 5	ACTION LOG
Discussion:	The Action Log was reviewed and updated.
Agenda item 6	GOVERNANCE
Discussion:	<p>The Chair advised that the resignation of the Senior Assistant Head Teacher presented an opportunity to revisit the Senior Leadership Team structure and that she and Mr Wheeler and Dr Morley would be shortly meeting with the Head Teacher to discuss the way forward.</p> <p>The Chair also asked Governors to give her their thought on the future method of meeting in that should meetings revert to face to face, remain virtual or be a hybrid of the two.</p> <p>Finally Governors had met with Dr Prichard-Roberts and Mr Duffell to discuss the processes and procedures involved in the GCSE and A Level assessed grades. Governors found the processes fair, strong and robust and were happy that any appeals could be dealt with</p>

	appropriately
Resolved:	That the report be noted.

Agenda item 7	HEADTEACHERS REPORT
	<p>In opening his report, the Head Teacher commented that he believed that for teaching colleagues this half-term was proving to be the most challenging yet. The demands upon teachers in terms of assessment, particularly with regard to work with Years 11 and 13, was immense and whilst dealing with these demands they were having to continue working within the current operating restrictions. Students, particularly in Key Stage 3, were becoming noticeably tired of these restrictions - they were tired of being in the same room with the same peers all day long and they were tired of the limited range of lesson which they could experience. One of the ways this tiredness manifested itself was in poorer student behaviour, adding considerable further pressure to the working days of all colleagues.</p> <p>In response to a question from Mrs Coy about whether there was adequate support for teachers wellbeing, the Head Teacher suggested that School knew that the pressure was coming especially around workload pressure delivering Yr11 and 13 assessments combined with the current ways of working. There was a culture in School in that anyone who needed support could access it. Ms Clarke suggested that an overwhelming amount of pressure was caused by poor behaviour owing to the current ways of working. Governors discussed holding regular staff surveys to gauge wellbeing and levels of morale as this would have a positive impact when staff felt that their views and concerns were being addressed. The Head Teacher advised that staff wellbeing would be a major part of the 3 Year School Development Plan and the Ofsted Inspection Framework but accepted that regular surveys were a good idea. However, the Head Teacher suggested that a return to normal ways of teaching would be a large driver in improving staff morale.</p> <p>It was within this challenging context that the Head Teacher provided a brief update on the identified 5 areas of focus for the School this term:</p> <p>Return to specialist classroom-teaching at some stage An announcement would be made shortly as to whether the next stage of the 'roadmap' of lifting restrictions would take place on 17th May, 2021. This was likely to be accompanied by some changes in terms of the operation of schools, although the nature and extent of these changes was unknown. It very much hoped that School could return to the use of specialist teaching rooms after the late-May half-term – with Years 11 and 13 having left by then the overall increase in corridor movement should be marginal. This was likely to have a significant impact on student behaviour as the main tools for managing student behaviour - varied and engaging lessons, the routines established by teachers in their own classrooms and the management of student behaviour within subject areas - would suddenly become fully available again.</p> <p>Assess and grade Year 11 and 13 with accuracy and integrity The Head Teacher paid special praise to subject leaders, expertly led by Dr Pritchard-Roberts and Mr Duffell, for the way they had responded to the demands of GCSE, A-Level and vocational qualification assessment. Very robust plans had been put into place and Year 11 and 13 students had engaged very maturely with their assessment windows up to now. The focus would shift in the coming weeks from the defining of the evidence base and the generation of assessments to marking and moderation and then the process of grading. The Head Teacher thanked the following Governors Mrs Critchley, Dr Morley, Mr Jennings and Mr Wheeler for their liaison and support of the work that Dr Prichard-Roberts and Mr Duffell were leading on.</p> <p>Assess and report student progress in Years 7/8/9/10/12</p>

	<p>Year 10 assessment had been undertaken and completed, with the School’s first on-line parent consultation events having recently taking place. The resulting data would be invaluable in terms of informing Year 11 curriculum planning and intervention next year, with the cohort likely to be the first to take external examinations for 3 years. Planning was underway for similar assessment windows for Years 7, 8, 9 and 12 after half-term - the feeling of relentlessness in terms of never-ending assessment was unfortunately unavoidable for teaching colleagues.</p> <p>Successfully transition Year 6 students 226 places were allocated for Year 7 in September and the School offered a further 6 places to students on the waiting list (232 representing 8 classes of 29 students). This had left 10 students on the waiting list, although none were from the local area and only 1 had chosen to go to appeal.</p> <p>Transition planning with primary partners was progressing at pace, although arrangements would be necessarily restricted this year. Gemma Walker and her team would soon be visiting Year 6 classes, planning was taking place for Schools to individually visit in the second half of the Summer Term and School had registered an interest in running a summer school in August. The experience with this year’s Year 7 showed the need for students to be supported on their transition to high school as effectively as possible, all the more so following disruption to their final year at primary school. The impact of the limited support possible last year was still being felt with the Year 7 ‘Learning To Learn’ provision remaining in place, with some Year 7 students still struggling to return to mainstream classrooms.</p> <p>Be ready for the start of the new academic year in September Successful interviews had taken place recently in D&T, Food, History and PE with the School now being very close to being fully staffed for September and construction of the 2021-22 timetable was underway. Of course, the retirement of the Senior Assistant Head Teacher necessitated a review of Senior Leadership Team expertise and capacity for September. Proposals were currently being finalised and governor support would shortly be sought for any necessary appointments to be made.</p> <p>As a Senior Leadership Team and as a Governing Body, both were tasked with not only overseeing the effective meeting of current challenges, as described above, but also looking ahead to the future and to challenges that might lie ahead. In that regard, and particularly as a Local Authority School, it was important that Governors were aware of the Government’s recent return to its previous academisation agenda (Drive for stronger school system to benefit all pupils - GOV.UK (www.gov.uk)). The Head Teacher suggested that Governors might well join with many other groups within the profession in feeling that the implication that schools in Multi-Academy Trusts had dealt more effectively with the demands of the pandemic to be unfair. It also seemed unreasonable that such a complex long-term agenda should be returned to at a time when the challenges of the present in Schools were so great.</p>
Resolved:	That the report be noted.
Agenda item 8	FINANCE UPDATE
Discussion:	<p><u>2021/22 Budget</u></p> <p>The SBM advised that there were no changes to make to the draft budget approved at the last meeting.</p>
Resolved:	That the 2021/22 Budget be approved for submission to the local authority.
Discussion:	<u>Manual of Internal Financial Procedures and Bad Debts</u>

Resolved:	That these items be deferred to the next meeting.
Discussion:	<u>Latest Position re 3G Pitch</u> Mr Wheeler had advised Governors that building works on the 3G pitch would commence on 17 th May 2021 with the changing pavilion arriving on 7 th June and the anticipated completion date remaining end of August.
Resolved:	That the position be noted
Agenda item 9	DATES OF FUTURE MEETINGS
	Monday 14th June 2021 at 5.00pm Monday 5th July 2021 at 5.00pm

There being no further business the meeting ended at 18.10