

**Litherland High School
Part of the Heath Family Trust
Full Governing Body Meeting held on
Wednesday 3 July 2019 at 5.30 pm**

<p><u>Present:</u> RR Rob Rogers, Principal Litherland High School ABE Alison Bennett, Teaching Staff Governor ABR Adele Browne, Parent Governor JB Joanne Butcher, Parent Governor RC Ronnie Cowen, Parent Governor IM Ian Mitchell, Chair FMF Frank McFarlane, Business/Community Governor SM Suzanne Mainwaring, Business/Community Governor CMU Carmel Murphy, Non-Teaching Staff Governor DR Daniel Rankin, Business/Community Governor LK Linda Kinsella, Clerk to the Governors</p> <p>Also present: Mr Joe Orme, Mrs Judith McConville for their presentations.</p>		<p><u>Apologies:</u> KL Karen Lynskey, Education Governor SP Suzanne Pomford, Parent Governor TMK Tracy McKeating, Business/Community Governor</p>		<p>Non attenders: Nil</p>	
Items	Discussion	Action	Who	When	Accountability – key questions to be asked at next FGB meeting
62) Farewell to Junior Leadership Team and welcome to new JLT	RR gave thanks to the outgoing JLT team who as Year 11s have now finished school in June following their exams. RR welcomed the new Junior Leadership Team. The new Head Girls and Deputy Head Girls introduced themselves. Head Girl Lara – Would like to focus on improving student attitude to JLT as not one boy had applied, it could be perception, or ego, which they will work on.				

	<p>Head Girl Charley – Wants students to be comfortable to express their voice. Charley is friendly and approachable and wants to help students feel included.</p> <p>Deputy Head Girl Daisy – Applied as she wants to leave a legacy. Her passion is sport and she wants to incorporate this. The JLT will work on getting students active, and would like to apply for funding and try to get girls more active in school.</p> <p>Mental Health is also high on the new JLT agenda.</p> <p>Deputy Head Girl Mia – Mia applied for the role as she wants to help create a community where everyone can thrive.</p> <p>JLT want to build on relationships with the Sixth Form, so students know exactly what qualifications they will need for different jobs/careers.</p> <p>FMF noted that the new Junior Leadership Team have some great ideas.</p> <p>The added that it was a confident presentation and it is inspiring how JLT want to promote these areas in school. He thanked the new members for such a positive presentation, and wanted them to know that the Governors will support the Team.</p> <p>There was discussion regarding the lack of applications from the boys this year. RR informed that one or two showed interest but unfortunately there were no applications. DR added it maybe is just this year group, or as the girls said an attitude or perception.</p> <p>JLT left the meeting at 5.45 p.m.</p>				
63) Departmental Presentation PE & Performing Arts	<p>Performing Arts presentation by Ms L. Walshe (LWA), Subject Leader</p> <p>Ms L. Walshe (LWA) introduced herself as Head of Performing Arts. LWA is responsible for planning and teaching the Drama curriculum. She has already met many of the Governors who have seen what the Department have achieved in terms of shows and performances.</p> <p>Where we were: 2016/17 was Ms Walshe’s first set of results, compared to 2017/18, there was a slight dip in Music results as a few students had one or two issues,</p>				

	<p>and LWA went through these and the results in more detail. there was also the challenge of new GCSE specification as it had not been taught before. GCSE Drama also has its challenges for some of the students.</p> <p>For 2018/19 the decision was made to undertake the Y11 BTEC course, which was more appropriate, therefore there has been change for both Music and Drama. 80% of the cohort are on track to achieve Music and 97% for Drama.</p> <p>Where we are now: We are awaiting results for particular units and some have been moderated and confirmed, and Departmental assessment has been moderated therefore anticipating improved results.</p> <p>LWA spoke about option cohorts and the increase in students choosing Performing Arts. However, we are reluctant to put students on a Music course if they cannot play an instrument and/or do not want to commit to extra lessons or singing. Due to the current course specifications, we want students to be aware of what is involved and do what they are capable of.</p> <p>Since LWA started in 2015 Drama was never on the curriculum, and LWA is proud of building up extra-curricular activities, working with Mrs Barker and Mr Rankin. The Department has recently put on a production of Grease with a cast of 45. As an area, Performing Arts not only focuses on results, but it is also about bringing the whole school community together.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Positive relationships with students. • A dedicated team of staff. • Engaging schemes of work within KS3 and KS4 – which are constantly adapted, always looking to engage boys and challenge the more able student. • Behaviour is good. • Connections with LIPA – giving students incentive and ambition to follow a Higher Education route, with lots of students going on to 				
--	---	--	--	--	--

	<p>study Music and Dance, of which we are very proud as a Department.</p> <ul style="list-style-type: none"> • Strong community/primary engagement (particularly with school shows). • Professional opportunities for students with LIPA. Casting Director Michael Jackson came in to do a workshop for Y11 and filmed the students which was a wonderful opportunity. Pencil Trick Productions met with Y8 boys that were suitable for a role. They all got through the final stage and all got a part. Hillsborough drama – student in Y9 secured a lead role. <p>Moving forward:</p> <ul style="list-style-type: none"> • Staffing - will have a large cohort and LWA is the only Drama specialist. • Rooming – can be a challenge as there are other priorities within the main theatre impacting on the Drama Studio. • Equipment – if the Dance Studio is fully equipped this could give students a technical route e.g. Lighting/Sound. • Development of new Y9 curriculum for September 2020. • Staff CPD – subject specific and shared CPD/good practice with other specialists. • Mindfulness – we are trying new initiatives with Y7 and Y8 and are passionate about embedding into Drama Scheme of Work. • Further extra-curricular opportunities – team are getting together to plan these. <p>Barriers:</p> <ul style="list-style-type: none"> • Insufficient money. <p>Solutions:</p> <ul style="list-style-type: none"> • Sponsorship – could an external company sponsor us? • Fundraising. • Parental involvement – volunteers. We have already asked those with a musical or engineering background to help. Parents have offered to come into Department and fix equipment, and we 				
--	---	--	--	--	--

	<p>would like to encourage more to come in, and also seeking helpers for the shows.</p> <p>When LWA applied for the job, all she wanted to initially achieve has been done, but now to go beyond that, however there are financial implications for future plans.</p> <p>Future vision: LWA’s future vision is a ‘Wellbeing Centre’ funded by The Arts Council with a fully equipped Drama Studio and meditation/relaxation rooms we can hire out to the community.</p> <p>In summary, dream it - believe it - achieve it – that is Performing Arts.</p> <p>There was an opportunity to ask questions.</p> <p>Q. JB – When you were talking about parents help, do you mean a PTA? A. LWA – A PTA could be massive here, and it would be good to know the skills of parents. JB and ABR said that they would be always happy to help and asked would LWA be happy to be part of a PTA? A.LWA – Yes we did consider ‘Friends of Litherland High’. It takes time, and when we approach businesses we always get support and raffle prizes. Q. FMF – Which subject did you say you had received verification it was ok? A. LWA – With BTEC course we had to submit work, and it all came back ok. Q. FMF – With an instrument do you have to have a particular level? A. LWA – You have to make a standard, the issue is students think it is easy then don’t practice and then can’t do it.</p> <p>JB stated that with the events, school is promoting itself, but more people need to see us. LWA agreed, we have done well but always need to promote more – lots of students have gone out and spread the word.</p>				
--	---	--	--	--	--

	<p>FMF informed that to raise money he did a sponsored piano play in Liverpool One called 'tickle the ivories' and raised money for blind. If someone organised it, he would do it for school. DR said he could liaise with FMF.</p> <p>PE presentation by Mrs A. Bennett, Subject Leader ABE informed that she had returned to her role in April following maternity leave.</p> <p>ABE reviewed results in detail with the Governors. If at the end of Y10 students are not doing well then students are transferred to the BTEC route.</p> <p>For 2018/19 the predicted pass rate is 96.7%. The majority will successfully achieve a Level 2 pass or above.</p> <p>We have changed our course to BTEC WJEC Sport and Coaching Principals which consists of three units which are more relevant for the students. It covers nutrition/diet, anatomy and coaching/learning skills. It is in effect life skills for the students. First cohort of Year 10, they will do exam next year. So far so good with not many teething problems. It consists of a 1 hour practical, and a 1 hour theory lesson each week.</p> <p>Q. FMF – Can students pick the sport they coach? A. ABE – Yes, but they do have to know the skills.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Strong relationships with students. • Good levels of participation. • Sports Leadership – the amount of students doing this is fantastic. They take part in lunchtime clubs, and have raised money to purchase items for the Sports Day. • Many external opportunities for students – Rugby, Flip Out etc. • Strong links with primaries and local clubs. • Inclusive – many strategies so all students feel included, we do Zumba, Dodgeball any many other activities so to engage all. 	<p>To look into sponsored Piano Playing</p>	<p>FMF / DR</p>	<p>asap</p>	
--	--	---	-----------------	-------------	--

	<p>ABE showed photographs of recent events of student achievements, all of which are on the school's social media and updated regularly.</p> <p>Moving forward:</p> <ul style="list-style-type: none"> • Staff and potential challenges. • Short, medium and long term plans. • WJEC moderation process – firm understanding of this. • KS3 Schemes and how they link in with other KS3. • Increase variety of extra-curricular activities. • Plan a Sports Awards Evening. <p>Q. JB – Does Department still offer trampolining? A. ABE – Yes, and Beth Tweddle Gymnastics hire our facilities after school and have asked for Sports Leaders. Little Kickers are also asking for student helpers.</p> <p>Q. FMF – What is next? A. ABE – Developing Girls' Rugby and Girls' Football.</p> <p>The Governors thanked Subject Leaders for their presentations and Leaders left the meeting at 6.20 p.m.</p>				
64) Finance	<p>Presentation by Mrs J. McConville (JMC), MAT Financial Controller</p> <p>JMC reviewed Period 9 figures with the Governors. The main points to update the Governors with are as follows:</p> <ul style="list-style-type: none"> • Increased deficit than original forecast, the strain of which is due to the additional costs from supply staff, maintaining 111K over budget. • Total income higher due to increased SEN funding and teachers' pay grant. • In terms of P9, there is a teaching staff variance of 62K which is timing of adjustments and up-fronting of costs. • Other cost centre management has been excellent. Repairs and maintenance has been kept to a minimum with work completed in house where possible, coming in under budget. 				

	<ul style="list-style-type: none"> In terms of forecast everything constant except supply costs. School would have held its own if we hadn't experienced staffing issues this year. <p>Budget: MAT has drawn up 2019/20 draft budget, that will need additional work to balance. JMC, Principal and the Trust working on this and looking at a two year plan for targeted savings and adjustments to work towards bringing school back in balance – once finalised this will be issued to Governors.</p> <p>Q. FMF – You said supply costs of 111K over budget. What is the actual figure? A. JMK – Forecast £170K.</p> <p>Q. FMF – We are it seems a hostage to fortune – do we see that lowering? A. RR – Yes, next year we have only 1 maternity cover and long term sick is currently zero. This year we had a number of maternity covers, vacancies and have moved people on. If there is a need for a restructure in the future, then we will deal with it.</p> <p>A. JMC – For the maternity cover in 2019/20 we have put in a member of teaching staff and not supply. If an absent member of staff is part of the curriculum they have to be staffed. Sometimes there is very little you can do, and it is not anything we could have foreseen happening.</p> <p>Q. IM – We were aiming towards the 75/25/5 model, is that still a model for the current circumstances? A. JMC – Yes even more so it is critical we are working towards a 95% spend and 5% surplus as this would be prudent as reserves should be there for unforeseen circumstances. At some point the IT etc. will need to be replaced and we would need this.</p> <p>Once the MAT FNTI has been lifted and the MAT has a sufficient level of reserves, we can look at reducing that. No school has these reserves at the moment, schools never want to be in position where they balance to zero as this would not be prudent.</p> <p>Q. IM – Not withstanding the challenges facing schools and the MAT? A. JMC - We are at the mercy of the local funding formula which makes it more difficult for us. We would be at least 100K better off if we had the national funding formula. More money that would have come to us, they</p>	School 2019/20 budget	JMC	asap	
--	---	--------------------------	-----	------	--

	<p>have to recalibrate the figures which makes it more challenging. We have to continue budgeting as is for now, and we are getting there in many ways. In terms of cost control we are beginning to see this pay off.</p> <p>Q. CMU – Are we looking at a restructure? A. JMC – Who says we have to, with financial deficit it means we are looking at everything on the table, the operational plan and refining such.</p> <p>Chair noted that there are challenging times ahead and we are working closely with the MAT.</p> <p>JMC left the meeting at 6.45 p.m.</p>				
65) GDPR	<p>Presentation by Mr Joe Orme, Associate, Hill Dickinson LLP</p> <p>It has been over a year since GDPR. It is important for Governors to understand fully, to enable Governors to challenge as they themselves and staff deal with data.</p> <p>Overview and rationale of GDPR European legislation. Understand key terms in data protection law. Key changes under GDPR and how to apply them to school</p> <p>Types of data / DPO JO asked if Governors knew about personal data? It is anything that can identify and which relates to individual/personal data. Is protected and has to be dealt with.</p> <p>JO asked if Governors knew about special categories (formerly sensitive). He explained that it is information which equality law protects, with the law setting out conditions for processing e.g. health data.</p> <p>The MAT DPO Officer is Nick Holden – he has expert knowledge in this area.</p> <p>Data rights</p>				

	<p>There are three rights under DP law.</p> <ul style="list-style-type: none"> • Right to be forgotten – i.e. do not hold my information. This can be pushed back on if there is a compelling reason. <p>For example, mobile providers can track you, but you have probably consented.</p> <p>Pupils/SEN may have information that forms part of personal data. Biometric data – that all comes within this area, so need to keep it safe.</p> <p>Criminal convictions – school have to undertake checks for those in regulated activities. Once you have undertaken that task you don't need the information, so you don't keep this as school only need it for the purpose.</p> <p>The Controller is the Heath MAT – and we are part of that organisation. The Processor, it is not their data, they process and store it e.g. Payroll or HR and they are acting on our instructions.</p> <p>Consent We usually have consent issues, but in schools, consent is not an issue in the education sector. Consent would be required in marketing conditions. For consent to be valid, it must be freely given. It needs to be informed – individuals need to know what you are doing with their personal data. Before GDPR marketing material would be pre-populated, now that would be invalid.</p> <p>Processing What is processing – pretty much anything you do with data. Lawful conditions of processing would be for example checking suitability of an employee. JO outlined lawful conditions of processing and legal obligation. He shared examples of:</p> <p>Interest If a pupil has hurt themselves and you have to share the information with the relevant parties.</p>				
--	--	--	--	--	--

	<p>Public task Having a conversation with a parent. Generally performing a task as a school, that is law of condition.</p> <p>Legitimate interest If it doesn't come under any condition. For example in a shopping centre, we have a legitimate interest to record our shoppers.</p> <p>We have to now before we engage in tasks consider all this.</p> <p>There are now a wide variety of explicit special conditions. The key message is that we must never let data protection prevent us from keeping children safe.</p> <ul style="list-style-type: none"> • The right to be informed. School do that through privacy notices. Dealt with by class of individual, one notice for parents, one for students, and one for staff and governors and the rights you have. • The right of access Gives an individual the right to see information. The reason is so individuals are aware of and can verify the lawfulness of processing, but can sometimes be over-used. Now there is no charge and requests can be quite labour some. If resources are needed, the Trust would help and school would have to undertake within a month. Under certain circumstances, it can be up to 3 months, and there is the need to communicate with individuals why it has been extended. When individuals are abusing the system, and could get information elsewhere, request could be refused. <p>Other rights</p> <ul style="list-style-type: none"> • The right to object to processing A pupil may say he/she doesn't want you to have their data – as a school we would say no as there would need to be a compelling reason. 				
--	---	--	--	--	--

	<ul style="list-style-type: none"> • The right to rectification – address inaccuracies. • The right to have information restrictive. • The right to erasure – not an absolute right, realistically in schools only when there is no compelling reason to process the data. <p>Breach notifications We need to ensure these are kept safe, and where likely impact on rights of individuals. If you are aware you must report breach to ICO that is likely to risk the rights and freedoms of individuals.</p> <p>If high risk then we have to report to parents, particularly if it is SEN information.</p> <p>We have to be fully aware of accountability and transparency. School have these privacy notices and GDPR is not just a tick box. If using personal data, how long are we keeping it for? If you wanted to migrate from SIMS to another product, have we done an impact assessment, how controlled will data be?</p> <p>All local authorities with have DPO. Academies have to have and their role is to ensure compliance is met and trustees are aware what is going on, are we compliant and how do we get better?</p> <p>Governors – what is expected of you You are entrusted that local actions are compliant and how are we ensuring we are in line, and what have we been done to mitigate the risk? We are all potentially receiving personal data, are you printing? what do you do with information when you have read it so it is not at risk.</p> <p>It is an awareness and knowing the law and how to ensure risks are being met.</p> <p>Q. JB – Should we bring all documentation we receive back to school?</p>				
--	--	--	--	--	--

	<p>A. JO – School will have a way to deal with it, someone could go through your bin at home – protect yourself and bring it in for disposal.</p> <p>Q. IM – Are we in a strong position?</p> <p>A. JO – Yes generally speaking strong but we need to be fully aware.</p> <p>Q. RR – When are we expected to encrypt information for Governors?</p> <p>A. JO – Always be mindful of what you send by email, and you can always password protect. I am on ‘Governors Hub’, where only nominated Governors can see certain information.</p> <p>A. ABR – We use this at our Primary.</p> <p>Q. RC – Could Governors be issued with school emails?</p> <p>A. JO – The only issue is that some Governors found it difficult to access emails and Governor Hub from a server.</p> <p>Q. IM – Can we look at options to see what we can do for this. Action RR.</p> <p>FMF informed that his braille computer does not do encryption. JO said that in these circumstances the Regional Commissioner would state the Equality Act applies i.e. reasonable adjustment – so that is fine information can be sent to FMF’s braille computer as only FMF will have access.</p> <p>With no further questions, JO left at 7.15 p.m.</p>	Review options for Governors receiving secure information	RR	asap	
66) Welcome and Apologies for Absence	Welcome from the Chair. There were apologies from SP KL TMK.				
67) Minutes of the last meeting	<p>Minutes reviewed page by page for accuracy.</p> <p>Proposed by JB and seconded by SM.</p> <p>Matters arising</p> <ul style="list-style-type: none"> Action Plan – Due to commitments the Chair/Vice Chair have been unable to finalise, therefore this will be tabled at the next Governor Conference. School Development Plan <p>RR highlighted the RAG areas sharing further information around impact. The SLT team have gone through this document line by line to address. P.15 Amber items will carry forward to the next programme.</p>	Finalise Action Plan	IM/FMF	Governor Conference	

	<p>2.2 Development programme including strategies - if after two rounds of red an item is not working, then further review. This document will need further streamlining for 2019/20.</p> <p>RR asked if there were any questions – None.</p> <ul style="list-style-type: none"> • Attendance meeting TMK CMU c/f <p>School currently at 93% and in a really positive position. CMU reviewed figures, and looking at Years 7 8 9 we are very close to national. The plan is with the new Year 7s is to get a close as possible to national. If we compare to schools similar to ours, they average at 93.8% so we are almost there.</p> <p>There are attendance panels all day tomorrow to get our parents into school and try a different approach. We want to find out what can we do to support our parents.</p> <p>IM questioned Y10 attendance.</p> <p>CMU informed of the circumstances of some of the students, e.g. awaiting HNF or EHCP, school refusers, awaiting a placement and a safeguarding issue. This is only a small year group.</p> <p>We should be applying for HNF as early as possible, but we haven't had an established SENDCO/infrastructure, which has caused some issue. The new SENDCO appointment will be a positive effect for school.</p> <ul style="list-style-type: none"> • Exclusions <p>There was discussion around exclusions. RR explained that any permanent exclusion he could potentially make in Year 7, then that child's results will stay with the school.</p> <p>Q. IM – Is this a proposal of the new framework? A. RR – No, it is confirmed. RC stated that it is a very long journey, the students have the support in school but some are not choosing this. When school have excluded it is for the right reasons.</p>				
--	--	--	--	--	--

	<p>RR explained that there were a number of permanent exclusions 17/18 but only two in 18/19, as now student expectations are different.</p> <p>FMF recalled to Governors that he does the panels and he cannot recall Governors being split. It always comes back to the safety of the children. RR added that the report says don't be afraid to use it but only if process requires.</p>				
68) Overview of Staffing	<p>HNF applications have now come through and we need to appoint another three Teaching Assistants. Agreed.</p> <p>School has to find the first 6K of a HNF application, and without the appointments, there will not be enough Teaching Assistants in the building to meet needs. There is limited funding from the LA.</p> <p>Exams Administration post. This post was filled but the member of staff has left to go to another job closer to home. In view of the current finances, we may not be able to replace this post.</p> <p>Mrs Black is leaving us for another role. RR now needs to replace the Vice Principal.</p> <p>Q. JB – Is Mrs Black working for the MAT? A. RR – Yes in a central role for teaching and learning.</p> <p>Q. FMF – As I understand interviews were late in May. I would like to place on the record that holding interviews this late and leaving the school SLT short, leaves the school in a situation to put it mildly; unless there were extenuating circumstances.</p> <p>The Chair added that the Chief Executive has put in a termly meeting with the COG. He noted that it is not good news for the school, but the MAT will benefit by the appointment.</p> <p>Q. FMF – If we are replacing, when will the advert go out? A. RR – September for a January start.</p> <p>Q. ABE – Will advert just be for internal candidates? A. FMF – No advert has to go external.</p>				

	RR informed Governors that the MAT have sourced help for school for the Autumn Term.				
69) Governors' Conference and Dates of 2019/20 meetings	<p>Governors' Conference and 2019/20 meeting dates</p> <p>Proposed dates were circulated in advance.</p> <p>IM asked Governors to put 2019/20 dates in their diaries, and if there are any issues to inform the Clerk.</p> <p>Q. RR – Do Governors still want a Governors' Conference? A. IM – Yes definitely, and this would give us the opportunity to finalise the Governors' Action Plan.</p> <p>Governors were in agreement that the Conference allows more insight and from an Ofsted view is essential, previous Conferences have been very worthwhile.</p> <p>AOB</p> <ul style="list-style-type: none"> • Open Evening <p>RR explained the format of the Evening with presentations from the Principal, our student representatives speak, and if any Governors want to present then please let him know. ABR suggested maybe a Governor Desk with Governors present. ACTION: Governors.</p> <ul style="list-style-type: none"> • Junior Leadership Team <p>RC suggested we should invite JLT back in a few weeks for an update.</p> <ul style="list-style-type: none"> • Exam period <p>Chair asked how the exams had gone. RR confirmed all appeared to have gone smoothly for students sitting the exams, and we are awaiting the results in August.</p>	Governor Desk for Open Evening	Governors	Open Evening	
		Invite JLT to future meeting	Clerk	Date t.b.c.	
70) Part Two Minutes	<p>PART TWO</p> <p>Minutes agreed for accuracy Proposed FMF, seconded by SM.</p>				

Signed (Chair): _____

Date: _____