

## The Governing Board of Whitby School

**A meeting of Governors will be held on**

**Monday, 23 March 2026 at 6.00pm**

**at the Airy Hill site**

*Governors are reminded that the Governors' Code of Conduct and confidentiality must be observed at all times. Governors are also reminded that we are a corporate body and all Governors collectively stand behind all decisions made.*

<b>PRESENT</b>		
<b>Chair</b>	Richard Fluin (RF)	Co-opted
<b>Vice Chair</b>	Mark Taylor (MT)	Co-opted
<b>Head of School</b>	Julie Caddell (JC)	
<b>IN ATTENDANCE</b>	Susan Boyd (SB)	Deputy Headteacher
	Jonathan Britton (JB)	Wonder
	Amy Clarkson (AC)	Staff
	Gareth Davies (GD)	Wonder
	Jane Mortimer (JM)	Co-Opted
	Ian Parkin (IP)	Parent Governor
	Gary Sheen (GS)	Wonder
	Luke Sloman (LS)	Wonder
	Philip Trumper (PT)	LA Appointed
	Michelle Waters (MW)	Parent Governor
	David Perry	Executive Head
	Esther Quinn	Staff
<b>Clerk</b>	Amelia Thorn (AT)	
<b>NOT PRESENT</b>	David Rae (DR)	Staff Governor

No.	Item	Lead	Enclosure
<b>Procedural</b>			
1.	<p><b>Welcome</b></p> <p>The Chair welcomed the Governors Board.</p>	Chair	
2.	<p><b>Apologies for Absence</b> and to determine whether any absences should be consented to</p> <p>Dave Rae sent his apologies, these were accepted.</p> <p>Jonathan Britton and Luke Sloman will arrive late.</p>	Chair	
3.	<p><b>Declaration of Interests and Reminder of Governor Protocol</b></p> <p>On request hard copies were provided to David Perry and Phil Trumper. These were filled in during the meeting and left with the Head of School.</p>	Chair	
4.	<p><b>Confidentiality:</b> to determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection.</p> <p>As discussed at Item 17.</p>	Chair	
5.	<p><b>Chair's update to include Governance Review</b></p> <p>The Board agreed to pass this item.</p>	Chair	
6.	<p><b>Confirmation of Minutes (Confidential minutes to be circulated during the meeting)</b></p> <p>Approved as Drafted</p> <ul style="list-style-type: none"> <li>- Minutes of 20 January 2026; and</li> </ul>	Chair	Enc

	- Confidential Minutes of 20 January 2026.		
7.	<p><b>Matters Arising from the Minutes:</b> to consider matters arising from the minutes and for which there is no separate agenda item.</p> <p>i- <u>Governance Strategic Plan and Matters of Academisation</u> Review to take place in response to the Department of Education’s recent announcement. Time has been set aside for discussion in this meeting, the details of which are found in the Confidential Minutes at Item 17.</p> <p>ii- <u>Absences</u> Absences remain high, details and stratagem to be included in the Head of School’s Report.</p> <p>iii- <u>Finance</u> Work towards a strategy has taken place prior to the meeting, the details of which will be covered today. There has been no in-school finance meeting since the one that took place before Christmas.</p> <p>iv- Updated budget.</p> <p>v- Wonder to investigate funding on Woodsmith Mine; to be updated. Small grant from school council £2,000.00 at a time, bid to be put in with Mrs Taylor in the coming weeks.</p>	Chair	
<b>School Improvement</b>			
8.	<p><b>Head of School Report – to include updates on ‘TEACH’</b></p> <p>The Head of School report and supporting documentation were received by governors in advance of the meeting.</p>	Ccc Julie Caddell	Enc

	<p>Governors were advised that an abridged version of the report would be discussed during the meeting.</p> <p>Governors received an update on school improvement work, including a visit undertaken on 12 February. The visit had an inclusion focus, with Jane Mortimer, senior staff and middle leaders involved in the visit. The visit included discussions with a number of children, lesson visits and a review of pupils' books.</p> <p>The Head of School outlined the strengths from the visit, namely that no safeguarding concerns arose – reflecting Whitby School's work toward improvement. The review further identified a clear vision for inclusion across the school, and that the school understands the need to continue adapting provision and practice to reflect pupil need. Lastly, that no low-level disruptions occurred during the review.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is there a named lead within staff for this area?</p> <p><b>ANSWER:</b> yes, but at present, the responsibility is shared but not specifically allocated to one named individual.</p> <p>It was noted that, without a key person driving this work, there is a risk that progress could slip or become less focused. The school will consider which named member of staff should hold responsibility for this area.</p> <p>The deployment of teaching assistants was discussed, including the need to ensure that they are used effectively to help support pupils and track progress.</p> <p>Website actions were discussed, it was noted that, while the website needs work to ensure compliance, it also requires review in terms of usability and accessibility, particularly for parents.</p>		
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	<p><b>QUESTION OF THE GOVERNING BOARD:</b> is any support available to help bring the website up to date?</p> <p><b>ANSWER:</b> support would involve being very specific about what the school needs to do. The website should provide the information parents need, including clearly identifying the named governor and the relevant member of staff a parent would need to contact. The same applies to the safeguarding section of the website.</p> <p>It was noted that the website must be usable and accessible, rather than simply having the required information available in the background. The website should support the school in carrying out its work effectively.</p> <p>The School Priority Improvement Plan was discussed. Governors noted that this is a lengthy document and has been reviewed at the meeting on 13 March, attended by Richard, Julie and others.</p> <p>Governors were informed that the colour-coding within the SDIP showed progress against actions. The high number of green-rated actions indicated that actions due before the February half-term had been completed and clearly identified.</p> <p><u>Key Point 1: Safeguarding</u></p> <p>KP1 focuses on maintaining a strong culture of safeguarding. Future work is required in relation to statutory guidance and this will continue into the summer term.</p> <p>Visitor reception protocols on the primary site were discussed. The new reception area is ready for use; however, further work is required over Easter. It was noted</p>		
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	<p>that the reception walls are currently wooden and that additional work remains outstanding.</p> <p><b>Comment of the Governing Board:</b> staff seem happy.</p> <p><b>Answer:</b> this was agreed and noted as a positive response.</p> <p><b>Question of the Governing Board:</b> what are the risks associated with AI and what actions are being considered to mitigate these?</p> <p><b>Answer:</b> Governors were informed that York St John University are undertaking a trial with the school on a new programme focused on AI and safety. This forms part of the new RSE framework and includes guidance around Ai and deepfakes. The importance of educating children about the risks associated with Ai was discussed.</p> <p>Governors noted that AI also has implications for coursework. It was agreed that there should be a clear policy and protocol expectations for any subjects involving coursework, to ensure that AI-related safeguarding standards are met.</p> <p>Governors discussed the need to manage AI-related risks appropriately and securely. This included consideration of how electronic devices are managed within school, s well as filtering and monitoring arrangements.</p> <p>Governors noted that pupils now have regular access to powerful tools, and that this needs to be considered as part of the school's wider safeguarding approach.</p> <p>It was noted that AI is also relevant for staff. Governors discussed the importance of staff understanding how powerful these tools can be, including the risks of entering information into chat-based AI systems without</p>		
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	<p>understanding how that information may be stored or used in the future.</p> <p><b>Comment of the Governing Board:</b> it's necessary to make sure pupils are aware of the legality going forward.</p> <p><u>Key Point 2: Departmental Reviews</u></p> <p>Work is continuing on the completion of departmental reviews. These are currently being progressed in view of completion for the summer term.</p> <p><u>Key Point 3: Attendance Strategy</u></p> <p>There is a continued focus on pupil voice as part of the attendance strategy. The school uses pupil voice regularly, particularly through attendance action plans, and this is helping to ensure a more systematic approach across the school.</p> <p>Attendance codes and monitoring arrangements were also discussed.</p> <p><u>Key Point 4: PSHE Education</u></p> <p>A meeting is required with the advisor regarding PSHE education. This has been delayed due to the absence of a PSHE lead. The RSE consultation will be completed before September.</p> <p><u>Key Point 5: Framework and School Approach</u></p> <p>The packed framework and its impact on the school's approach were discussed. Further consideration will be given to how this may shape the school's approach going forward. This will be revisited after Easter, as following school holidays pupils can return slightly unsettled. Staff will continue to remind pupils of expectations.</p>		
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There were also remaining points around pupil voice, while ensuring there is sufficient time for staff to implement actions effectively.

**Question of the Governing Board:** when is the next review?

**Answer:** the next curriculum review is scheduled for 20.04. There is also an attendance meeting on Friday, however, this is focused on data. The purpose is to share progress and ensure that work remains on track. Staff are working closely with Gareth and Susan to ensure that quality assurance is coordinated and that individuals are not working separately in different aspects.

School Improvement Report – Inclusion Focus

i- Safeguarding Review – Executive Summary

The action plan continues to be used to support progress and ensure that actions remain on track. All steps have been met, however, these will continue to be monitored. The action plan is reviewed on a monthly basis and the document is updated monthly.

The safeguarding review was commissioned by Mike Smith on 05/03. The executive summary is included in the report and provides sufficient detail. Key points from the review include the following strengths:

- The Single Central Record is accurate and is regularly maintained with strong oversight and ongoing monitoring.
- Safeguarding training is up to date and comprehensive.
- Pupils overwhelmingly report feeling safe, and behaviour is well managed.

The following areas of improvement were noted:

	<ul style="list-style-type: none"> <li>- The recording of action plans, specifically that completed points were not always recorded regularly on the SDIP.</li> </ul> <p>It was noted that all relevant information was available for the SDIP review. The commissioned review had been given access to the SDIP so they were aware of what was being worked on. Completed actions had not always been clearly recorded.</p> <p><b>Comment of the Governing Board:</b> the commissioned reviewer had been made aware of this, and the comment was subsequently removed.</p> <p>It was noted that all relevant information was available for the SDIP review. The commissioned review had been given access to the SDIP so they were aware of what was being worked on. Completed actions had not always been clearly recorded.</p> <p>The SDIP is up to date, accurate, and not considered to be a concern. The action plan was discussed including how updates are recorded. It was noted that the action plan would not be presented to Ofsted unless requested. If Ofsted were to review it, it may be difficult to evidence progress quickly, as this would require significant scrolling through the document. The Head of School has prioritized the information that is most relevant and useful.</p> <p><b>Comment:</b> a colleague from another school had shadowed an Ofsted inspector. In return, a colleague from this school will shadow next time to observe how inspections are undertaken.</p> <p>The governors discussed the school website and what it needs to make clear. Key information, particularly</p>		
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	<p>where visitors and parents can find the safeguarding page, must be made clear.</p> <p>The SER is checked monthly, and while done regularly it could be done more often. Increasing checks could be done without causing any concern.</p> <p>There is consistent monitoring done of the inconsistent register, and this was noted as something the school already has in place.</p> <p><b>Question of the Governing Board:</b> can you clarify item 4, regarding British Values and protected characteristics?</p> <p><b>Answer:</b> This is raised as an issue because, when pupils are asked about British Values and protected characteristics, they are not always able to explain what these are. Although the school teaches this through assemblies and discussions, some pupils are unable to recall or articulate the information clearly.</p> <p>During an Ofsted inspection pupils may be asked about these areas, the school therefore needs to ensure that pupils can talk confidently about them. As this could otherwise be viewed negatively.</p> <p><b>Comment:</b> many schools discuss this area regularly. Based on more recent inspection experience, protected characteristics are being explored more frequently, and schools need to ensure that pupils can explain their understanding in an age-appropriate way. The intention may be present; however, implementation may fall short.</p> <p>School values are fundamental to the wider ethos of the school and support pupils in speaking comprehensively about the school's expectations. The values were also discussed in relation to the curriculum expectations and the importance of regular reminders around the school.</p>		
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	<p>Governors considered how the school could evidence pupils' understanding of the values. It was noted that there is an element of memory testing involved and that the school should ensure there are clear ways to show evidence of pupils' understanding.</p> <p>Online-based testing and assessment is increasingly popular as a possible way of identifying which values were remembered and which may require further reinforcement. If only a small number of pupils are selected for a spot test, the response of one individual could significantly affect the data. Governors agreed that any assessment should be based on a sufficiently representative sample.</p> <p>Governors also noted that children are likely to remember what is tested, so any testing should be used carefully to support meaningful understanding rather than simple recall.</p> <p>ii-     <u>Suspensions</u></p> <p>It was noted that last year's suspension data had previously only been available up to May due to a system glitch. This issue has now been rectified and updated figures are now available. The updated figure for last year was 287, rather than 266 as previously reported. The number of pupils with one or more suspensions was 99, and the number of pupils with two or more suspensions was 54.</p> <p>Governors were informed that, although suspensions are lower than previously, further work is still required in this area. The school is continuing to work with staff to ensure that low-level sanctions and actions are consistently used before suspension is considered. However, it was made clear that where a suspension is necessary, it will still be used.</p>		
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iii- Attendance Data Update

Governors received an update on attendance data and the progress being made against the school's attendance priorities.

It was noted that leadership capacity remains important in driving attendance improvement and that this continues to be a green area within the School Development/Improvement Plan. Attendance for pupils eligible for free school meals has improved, with early indications showing positive movement in the right direction.

Attendance currently stands at 88.7%, compared with 87.6% last year. This represents an improvement against the expected baseline target of 0.6%.

Governors recognized that the data shows improvement, while also acknowledging that further work remains ongoing.

The school has been working with McMillan to evaluate attendance across the seven areas provided by the Department for Education. Surveys have been carried out with both pupils and staff, and an action plan has been developed based on the outcomes of this work.

It was explained that the school is being careful not to create unnecessary additional actions, but instead to ensure that attendance work remains aligned with the SDIP and existing implementation plans.

Persistent absence remains a key area of focus. Pupils who are persistently absent have individual plans in place to support improved attendance and reduce absence rates. The attendance target has been adapted slightly, as the previous target was considered

	<p>optimistic. The school is now looking at a 5% reduction in the first instance.</p> <p>The school has also engaged with the Attendance and Behaviour Hub, seeking helpful advice, guidance and strategies. It was noted that this work is wider than simply receiving tips and will support the school's broader attendance improvement strategy.</p> <p>iv- Safeguarding Action Plan</p> <p><b>Comment:</b> interventions are helpful and supportive but the challenge lies in managing a range of differing descriptions and ensuring these can be brought together into something coherent. It is important to proceed carefully. The response from McMillan was welcomed, particularly in relation to understanding how schools work, identifying what is already being worked on, and, ensuring that, where there are no major misalignments, actions remain aligned with established priorities. This continues to be a challenge.</p> <p>The school is focused on ensuring that pupils receive the greatest possible support, while also ensuring that the school can continue to move forward. The Head of School reported that the support received has been very positive.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is that the Local Authority?</p> <p><b>ANSWER:</b> no, it is the Department for Education.</p> <p><b>COMMENT:</b> this is not enforced unless the school is open to inspection and there is no flag requiring investigation. Strategically, it remains important for schools to rise to the agenda of improvement as part of the school's longer-term journey.</p>		
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	<p><b>QUESTION OF THE GOVERNING BOARD:</b> is the school still on the “naughty list”?</p> <p><b>ANSWER:</b> yes, as the data is not where it needs to be.</p> <p><b>COMMENT OF THE GOVERNORS BOARD:</b> yes, but the data is trending upwards.</p>		
9.	<p><b>Subject Leadership Development and Pupil Progress</b></p> <p>Data discussed included the Standards Meeting held in January. The minutes from this meeting have now been circulated and are available to the governors. It was noted that FGB may not have had these to hand at the meeting.</p> <p>The next Standards Meeting will take place after half term, as the governors’ meeting and monitoring points do not currently align. Year 10 data will be reviewed. How data is being generated is expected to continue improving, and a further data drop is due next year at which point teachers will be able to provide parents with more detailed information, particularly about what pupils can and cannot yet do across the term. This will help identify specific areas where parents can support learning at home.</p> <p>Monitoring began with English, Maths and Science, and this approach will continue in order to provide better-informed monitoring data as the year progresses.</p> <p>Year 10 disadvantaged and SEND data, as well as Year 13 autumn mock data, are currently available. These will be updated for the next Standards Meeting.</p> <p>Attainment 8 was discussed and it was noted that the darker shading indicates improved performance compared with last year’s position. Although, the school was below the national average last year, the current trajectory for Basics 5+ suggests that the national average should be met. The latest data drop shows significant increase in pupils achieving</p>	Gareth Davies	

	<p>grades 4 and 5. This indicates that pupils are beginning to catch up. Leaders are able to explain the actions taken to support this improvement.</p> <p>Key points are:</p> <ul style="list-style-type: none"> <li>- English outcomes have declined slightly.</li> <li>- In Maths, it was noted that last year's national average for grade 4+ was 58.2%, while the school achieved 63% in the most recent mock examination. The school therefore feels confident that pupils are on track to perform well.</li> <li>- Disadvantaged and SEND data suggests that the school should meet last year's national average.</li> </ul> <p>Improvements are linked to number of actions implemented this year. These include two sets of mock examinations, more rigorous application of assessment processes, closer monitoring of revision engagement, and the provision of a wide range of revision materials.</p> <p>It was acknowledged that, although revision materials are available, it can be difficult to monitor how effectively pupils are using them. This has, therefore, become a common agenda item for Heads of Department, with a focus on identifying how pupils are being told that specific areas of revisions are being checked.</p> <p>The process has also made it easier for tutors to monitor pupil engagement with revision. This enables staff to identify and address poor revision habits before it is too late.</p> <p><b>Question of the Governing Board:</b> if the school surpasses the national average, that would be positive. How do leaders know that the current trajectory will continue?</p> <p><b>Answer:</b> leaders are looking at trajectories from previous years and using them to inform current projections. The data has been modeled against what happened last year, and it</p>		
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	<p>appears that a similar pattern may occur this year but from a higher starting point. This judgement is based on historical experience.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> how does the school inform pupils about how essential it is to revise for mocks. Some pupils seem to have an “it’s only mocks” mindset and decide it is not worth bothering.</p> <p><b>Answer:</b> this has previously been an issue, particularly where pupils have stated that they chose not to revise in order to see their baseline performance. This was identified during the previous mock examination period. The school has worked to maintain momentum, especially for pupils who did not revise effectively for the second set of mocks.</p> <p>Revision guidance is being shared through Google Classroom. This is intended to support pupils who may not know how to revise or where to begin. Recommended revision focuses are shared with pupils across all subjects. For example, in science, pupils may be directed to revise a specific topic during the week, with this then revisited in lessons through starter activities based on the areas pupils were asked to revise.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> are the results of mock examinations provided to exam boards?</p> <p><b>ANSWER:</b> not routinely. Mock results would only be shared in specific circumstances, for example, if a pupil was unable to sit an examination and evidence was required to support a grade or special consideration process.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> can mock results be helpful in relation to unusual or unexpected examination outcomes?</p> <p><b>ANSWER:</b> not usually. Mock results are not generally used in this way, although there may be some very specific</p>		
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	<p>contextual circumstances where they could provide useful supporting evidence.</p> <p>It was noted that mock outcomes are most useful internally, as they allow leaders and teachers to understand the cohorts' current performance, identify gaps, and consider how precisely the curriculum is responding to the outcomes of mock examinations.</p> <p>It was noted that, when speaking with pupils in corridors recently, that they were able to explain what they are currently working on. Pupils are aware of the areas they find difficult in the mock examinations and understand the areas they need to develop. They are being given opportunities to demonstrate whether they can now complete these areas they need to develop. They are being given opportunities to demonstrate whether they can now complete these areas successfully. Teachers are then able to decide whether pupils need further support or whether they can move on to other priorities.</p> <p>GD reported that the SDIP includes robust line management for departments. This includes working closely with departments that are below average, including English, science, maths, drama and business.</p> <p>The enhanced meeting cycle has been published in advance, so departments are aware of what will be discussed. This includes speaking to pupils, reviewing books and looking closely at examination data. Additional data management is being used to identify which questions or areas are not being answered successfully by particular classes.</p> <p>Specific areas for development are then identified and targeted homework is recommended. Online platforms, including Sparx and other online resources, are also being</p>		
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	<p>used to support pupils. This allows leaders and teachers to focus closely on the areas requiring further attention.</p> <p>Improvement has been seen in maths, science, computer science and drama. This is important because grades 9-4 in maths and combined science had previously been flagged as below average but have since improved well.</p> <p>In English Literature, there has been a small rise at the top end. English Language has improved, with all key thresholds showing improvement. The current focus is now on English Literature.</p> <p>In History, enhanced support is now in place.</p> <p><b>ACTION:</b> governors linked to English, maths, computer science or business are invited to shadow GD as part of the SDIP work. This would provide governors with further insight into the actions being taken and the impact of the support in place.</p> <p>It was noted that the work is rigorous. Since November, there have been a number of visits from colleagues from Longcroft and Woldgate, with further visits scheduled for the coming term. All department reviews are being completed.</p> <p>Curriculum moderation and oversight are also taking place. This includes ensuring that curriculum expectations are being met and that the curriculum is sufficiently clear, sequenced and effective.</p> <p>Monitoring initially began on a slide-by-slide basis. This showed that some areas were strong with clear workflow and annotated ideas. However, some formal enhancement was required. Specific areas for improvement were identified, including schemes of learning. In some cases, there was no subject specialist available, so packs were prepared for review, including key information and useful facts for pupils.</p>		
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	<p>In Science, work has focused on identifying which slides and resources need to be changed, reviews have taken place across physics and biology, with a full audit completed to identify what needs to be adjusted in order to align with national best practice. It was noted that, when visitors attended, leaders can now be very clear about the curriculum and the changes being made. An example was provided.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> what kind of geography was reviewed?</p> <p><b>ANSWER:</b> all areas of geography were reviewed. It was noted that all terminology is now correct.</p> <p>With PSHE, there has been no subject lead and therefore only a small number of priorities were initially identified. Knowledge organisers have been developed for pupils, including British values. Each pupil has a single-page summary in their books. By the summer, the same approach will be in place for summer term content and for identifying what is needed to raise standards in Year 8 and 9. It was noted that these materials need to be shorter but more focused.</p> <p>A teacher pack has been produced to explain key content, sensitivities and topics that pupils may find difficult. Video summaries are also being recorded for staff, outlining what is needed and how the material should be used.</p> <p>It was noted that pupils with special educational needs may be more vulnerable to safeguarding concerns than peers. For every unit, an inclusion pack has been produced which follows the curriculum closely but presents the key learning in a condensed and simplified format. This ensures that no pupil is left without access to the core curriculum content.</p>		
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	<p>The packs are also sent home. It was noted that the maximum reading age for these materials is approximately 10 years with simplified versions available where needed. The aim is to cover as much of the curriculum as possible in an accessible way.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> some pupils are not yet in Year 10. How is this being addressed?</p> <p><b>ANSWER:</b> this is a key action for summer. Inclusion booster activities are being developed for each PSHE unit and are linked to the EQUIP framework. This includes areas such as image sharing, pressure to share images, consent and other key safeguarding themes. The inclusion room also provides opportunities for restorative work. It is hoped that this work will be ready by the summer.</p> <p><b>Comment of the Governing Board:</b> the fake-news booklet is interesting. Presumably this also includes social media.</p> <p><b>Answer:</b> Yes, this is included.</p> <p>It was noted that consent is a key area of focus and can be an important indicator of whether a pupil is struggling or may be at risk. Multiple-choice assessments are being used to check understanding across 5 key themes. These include 20 questions, with questions asked in different ways to test pupils' understanding securely. Some questions are framed as hypothetical scenarios, while others focus on legal understanding.</p> <p>The full impact of this work is not yet known.</p> <p><b>ACTION:</b> a link governor visit to be arranged for PSHE.</p>		
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10	<p><b>Finance and Operations</b></p> <p>Governors reviewed curriculum-led financial planning, including staffing structure, affordability and curriculum needs.</p> <p>The School Financial Value Standard was discussed. Governors were advised that SFVS is completed to provide assurance that the school is managing its finances appropriately and must be submitted to the Local Authority.</p> <p><b>ACTION:</b> Governors to confirm that they are content with the SFVS to be submitted to the Local Authority.</p> <p><u>Financial Forecast</u></p> <p>The financial forecast was discussed, including the end of February monitoring report. Governors were advised that the monitoring report reflects an improved financial position for the current year, with reserves of approximately £680,000.00. This represents under 8% of income and was noted as a helpful position from which to plan going forward.</p> <p>The budget for next year and future years was also discussed. Governors were advised that the timetable needs to be submitted by the end of the first half of the summer term. It was noted that this is likely to be before the May full governors board meeting. At the meeting on the 11<sup>th</sup> of May, governors will be asked to sign off the full submission to North Yorkshire.</p> <p>Prior to this, a Finance Committee meeting will be convened to scrutinise the budget position and submission in detail.</p> <p>A position statement has been produced based on a scenario where no changes are made to expenditure and only the projected funding rates for pupils are applied for</p>	Luke Sloman/ Gary Sheen	Enc
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	<p>next year and future years. This shows that, if no action is taken, the school would move into an annual in-year deficit position.</p> <p>It was noted that, under the scenario, approximately half of the school's reserves would be used next year. By the end of year two, the school would have an accumulated deficit. By the end of year five, this would rise to an accumulated deficit of approximately £3.7 million, if expenditure levels remain unchanged in relation to projected income.</p> <p>Governors noted that there is a significant amount of work to complete in a short period of time. The projected position shows a two-year deficit reserve position which requires careful planning and timely action.</p> <p>The projected two-year deficit position is unacceptable. Work is underway, both before and after the Easter break, to strengthen the school's financial position and bring a revised position to the Finance Committee ahead of the May FGB meeting.</p> <p><b>ACTION:</b> Finance Committee meeting to be arranged.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> how many pupils are expected?</p> <p><b>ANSWER:</b> the forecast is based on an expected Year 7 intake of 125 in September 2026. Future years show some reduction, based on the latest information from North Yorkshire.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is this linked to the reduction in primary school numbers?</p> <p><b>ANSWER:</b> yes.</p> <p>It was noted that a local parent had submitted an FOI request to the Local Authority and presented figures obtained.</p>		
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11	<p><b>Estates Investment Strategy</b></p> <p>The COO for Wonder Learning presented the five-year estates investment strategy.</p> <p>Projects have been categorized and prioritized following WGM surveys across both sites. The strategy identifies remedial and significant works, including capital works, school improvement and upgrades, cyclical maintenance, safeguarding, statutory health and safety and minimum education expectations, including classrooms and technology.</p> <p>Projects are prioritized on a 1-3 scale, with one being the most urgent. Funding streams are then identified, including trust funding, emergency funding and SIF funding. It was noted that the Department for Education allows two SIF bids per year per school, with emergency funding available for significant closure or health risks.</p> <p>Graphs were shared showing the 5-year investment strategy. Year 1 requires approximately £1m investment based on the WGM surveys. Year 2 rises to approximately £3m, largely due to SIF-related works including fire safety and heating across both sites.</p> <p>Fire safety works include doors, alarms, illumination and passageways and would be brought together under one SIF bid. Heating work would also be grouped together across sites and buildings.</p> <p>The main expenditure is expected in Years 1 and 2, after which investment is reduced.</p> <p>The portal is open for new school build applications, and closes on 23 April. The school has contacted North Yorkshire regarding a proposal for a new school build for</p>	<p>Luke Sloman/ Adele Pinder</p>	
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	<p>Whitby, so this would need to be progressed through North Yorkshire.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> when is the closing date?</p> <p><b>ANSWER:</b> 23 April.</p> <p>Progressing a new school build proposal requires significant amounts of evidence and site information. A decision is expected around summer/autumn.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is there anything governors can do to support this?</p> <p><b>ANSWER:</b> a formal letter of support from governors would be helpful.</p> <p>Wonder Learning noted that this would be appreciated, as time is needed to prepare the strongest possible bid.</p> <p>The figures presented are based on chartered surveyor estimates and reflect the level of investment required. It was noted that, due to inflation, these costs are likely to increase rather than reduce.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is there a breakdown of the works?</p> <p><b>ANSWER:</b> Yes. This can be provided through the WGM survey information.</p> <p>Head of School and AC confirmed they have not had sight of the WGM surveys.</p> <p>Wonder Learning advised that Year 1 works focus mainly on fire safety while Year 2 focuses on heating. Heating works would involve reviewing every building across both sites. There is some duplication, as the same issues appear across multiple buildings. Fire safety works at Airy</p>		
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	<p>Hill are similar to those required in other buildings, and all require upgrading.</p> <p><b>ACTION:</b> Wonder Learning to send the relevant WGM survey/report information to governors.</p>		
12	<p><b>Safeguarding</b></p> <p>Discussed in the Head of School Report.</p>	Julie Caddell	
13	<p><b>Health and Safety</b></p> <p>The circulated Health and Safety notes were received. Governors were advised that the update covered internal areas inspection work, including what had been completed and what remains outstanding.</p> <p>Reception work is due to be completed during the February half term. The dropped kerb outside reception has also been completed. New gates at the field are now linked to the fire alarm, although it was noted that the field gates also need to be linked and this will take longer to resolve.</p> <p>Most required signage is now in place around the school, including fire exit signage and evacuation maps. It was noted that seven people know how to exit the site in the event of evacuation.</p> <p>New fencing is being installed around the polytunnel at the back of the school. This will help safeguard the area, ideally by the Easter half term.</p> <p>A drop box for parcel deliveries has been proposed outside the gate to reduce unnecessary traffic entering and leaving the site. This is being considered for the other site, not Airy Hill. The Local Authority noted that this appeared beneficial as it would reduce pressure from traffic movements.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> who would collect items from the drop box?</p>	Julie Caddell	

	<p><b>ANSWER:</b> site staff. This would prevent the gate being opened unnecessarily and help secure the line. It was noted that this is working well elsewhere.</p> <p>Governors noted the update provided in the circulated document.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> have locking arrangements for the polytunnel been explored?</p> <p><b>ANSWER:</b> yes, previous discussions have been made around adding a lock or keypad, but maglocks have not yet been fully explored. There are concerns that locking arrangements must not result in people being locked in.</p> <p><b>ACTION:</b> Head of School to discuss locking arrangements for the polytunnel with JH.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> how much work would be involved?</p> <p><b>ANSWER:</b> the main issue would be cabling to get electricity across. Each maglock would take approximately one day to install, the lock itself is not a major issue, but the electricity supply is.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> would cabling need to cross the field?</p> <p><b>ANSWER:</b> no, this would not be required.</p> <p><b>COMMENT:</b> fields are usually supervised by duty or PE staff when in use. Most schools would not have secure site access extending to the fields. There is either a security issue if fire arrangements are compromised, or maglocks can support security while still opening automatically in the event of fire.</p>		
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	<p>New signage will support this. At other times of the day, when the field is in use, the site remains secure and there should be no access from elsewhere; access must come through reception.</p> <p>Wonder Learning noted that there may be additional costs relating to reception and other works arising from the Layby Project.</p> <p><b>QUESTION OF THE GOVERNING BOARD:</b> is there funding available to pay for the works currently being discussed?</p> <p><b>ANSWER:</b> yes. This includes works above the bus lane. Funding has been offered back and further consideration is being given to the design and intended outcome. If this is not successful, other funding routes will be explored.</p> <p>The Chair noted that they know highway designers who may be able to assist. It was confirmed that North Yorkshire completed the current design. The Chair requested the opportunity to review this further.</p>		
14	<p><b>Future of Whitby School – Academy Conversion</b></p> <p>Confidential Item</p>	Chair	
<b>Other matters</b>			
15	<p><b>Policies for Approval</b></p>		
15.1	<p>Policies accepted with the exception of Records Management Policy on page 2. It says “single point of contact is assistant head of Caedmon College and the Head of School’s PA at Eskdale”. Once amended this too is accepted.</p>		Enc
	<p><b>Exam related Policies:</b></p>		Enc
15.	<p>Complaints and Appeals Procedure (Exams) 2026-27</p>		Enc

15.1	Exams Archiving Policy 2026-27		Enc
15.2	Exams Contingency Plan 2026-27		Enc
15.3	Exams Emergency Evacuation Policy 2026-27		Enc
15.4	Exams Policy 2026-27		Enc
15.5	GDPR Policy Exams 2026-27		Enc
15.6	Internal Appeals Procedure 2026-27		Enc
15.7	Non-examination Assessment Policy 2026-27		
15.8	Whitby School Cyber Security Policy for Exams 2026-27		Enc
15.9	Word Processing Policy for Examinations 2026-27		Enc
15.10	<b>Other Policies:</b>		Enc
	Fire Safety Procedures and Policy		Enc
15.11	First Aid Policy		Enc
15.12	First Aid Procedure – Airy Hill Site		Enc
	First Aid Procedure – Prospect Hill Site		Enc
	Premises Management Policy		Enc
	Records Management Policy		
	Records Management Policy (Amendment)		
	Staff Travel and Expenses Policy		
16.	<b>Any other business</b>		
	<ul style="list-style-type: none"> <li>• Staff requests for exceptional leave</li> </ul>		
17.	<b>Confidential item</b>		

	Wonder representatives and staff left the meeting at this point for confidentiality reasons.		
18.	<b>Date of next meeting</b>  Monday, 11 May 2026		

<b>Actions</b>		
<b>No</b>	<b>Task</b>	<b>Responsible</b>
1.	Governors linked to English, maths, computer science or business are invited to shadow GD as part of the SDIP work. This would provide governors with further insight into the actions being taken and the impact of the support in place.	Linked Governors of Core-Subjects
2.	A link governor visit to be arranged for PSHE.	
3.	Governors to confirm that they are content for the SFVS to be submitted to the Local Authority.	All Governors
4.	Finance Committee meeting to be arranged.	Finance Committee
5.	Wonder Learning to send the relevant WGM survey/report information to governors.	Wonder Learning
6.	Head of School to discuss locking arrangements for the polytunnel with JH.	HoS and JH