



**SCARCROFT SCHOOL & WOODTHORPE PRIMARY SCHOOL
JOINT GOVERNING BOARD**

Minutes of the meeting held on Wednesday 14th January 2026 at 6pm

Present: Sheriden Hutchinson-Jones (Chair) Peter Crane
Jenny Parker (Vice Chair) Lindsey Hodgson
Charlotte Grason-Taylor (Woodthorpe Head of School) Gareth Mines
Jennifer Mitchell (Scarcroft Head of School) Alex Mills
Helen Elsworth (Vice Principal) Peter Sivey
Laura Eddy

In attendance: James McGann (Executive Principal)
Sophie Triffitt (Governance Advisor)

		Action
1.	Welcome, Apologies for Absence, Declarations of Interest The Chair welcomed everyone to the meeting and introductions were made. There were no apologies Governors recorded thanks to Mr Oxley for his time as staff governor and wished him well in his interim headship. Governors welcomed Laura Eddy as a new staff governor from Scarcroft Primary School. At his last meeting as a Scarcroft and Woodthorpe Governor the Chair recorded thanks to Mr Mines for his time and commitment to the schools and wished him well in his role on the Inspire Academy Committee. There were no declarations of interest to note.	
2.	Minutes of Previous Meeting held on 24th September 2025 (<i>previously circulated</i>) Resolution: Governors agreed the 24th September 2025 minutes as a true and accurate record of the meeting and they were approved. Matters Arising and Action Plan Action 1: Governors had undertaken a skills audit and the collated responses were included on the agenda. Action 2: Attendance of children with an Education Health and Care Plan was confirmed to be included as part of the Heads Reports. It was confirmed that governor feedback regarding financial responsibility had been fed into updates to governance documents. Once approved by Trust Board they would be shared with governors Challenge: A governor asked for an update on the parking risk outside Woodthorpe Primary School raised at the previous meeting. The Head of School confirmed that the Parking Officer team at City of York Council had been contacted multiple times to report concerns as there continued to be dangerous and inconsiderate parking and near misses. Council representatives attended once, three weeks after contact, but were not responding to concerns.	

	Ofsted Framework The Executive Principal tabled an example of a new Ofsted Report and explained the new Ofsted criteria, gradings and focus areas and highlighted that national data would be used as a benchmark. The Executive Principal asked governors to read the inspection report to identify and highlight any areas for focus. A governor noted that the report felt fairly written and that it would be useful to consider the data outcomes. A governor reported on a recent inspection experience where the focus was on context, IDSR, Development Plan, what senior leaders were doing and their knowledge across the school, individual pupil focus to inform a view of the school for the child and the internal processes schools use to support these children. The Executive Principal explained the circulated discussion / challenge prompt document and governors gathered in two groups to review the Head of Schools documents. <u>Woodthorpe Group:</u> Woodthorpe Head of School, Sheriden Hutchinson-Jones, Jenny Parker, Woodthorpe Vice Principal, Peter Crane, Gareth Mines. <u>Scarcroft Group:</u> Scarcroft Head of School, Lindsey Hodgson, Alex Mills, Peter Sivey, Laura Eddy. Governors returned to the meeting and provided feedback on their discussion groups and challenge areas.	
3.	Woodthorpe Primary School Head of School Report <i>(previously circulated)</i> Pulse Update <i>(previously circulated)</i> School Development Plan Making School Unmissable Framework Safeguarding & Reportable Items Challenge: A governor noted the achievement data dip on the BRAG. The Head of School explained that they had implemented a Reducing Barriers document and shared an example of the document which detailed bespoke intervention and the provision offered. Some monitoring showed children were losing confidence so there was a driver to supplement every lesson and ensure provision for all but especially the most vulnerable. Challenge: A governor asked if some of those children were at expected standard in the previous year. The Head of School confirmed some were. There was an aim to ensure high aspirations for all and monitoring was reporting impact. Challenge: A governor asked what actions had been impactful. The Head of School explained that scaffolding for writing, sentence starters, widgets (images and symbols), sharing pictures for definitions, unpicking definitions and access to and reducing the stigma of using concrete resources for Maths had delivered an impact. Challenge: A governor asked if there was a negative view / stigma attached to the use of additional resources. The Head of School confirmed not as they were used regularly and every class had support stations / help baskets for all to independently access. The Vice Principal added that they had undertaken a review of expectations for resources for every class. The Head of School suggested that this would be a useful area of focus for pupil voice. Action: Head of School to gather student voice and early impact measures of the reducing barriers work to share at the March 2026 meeting. Challenge: A governor asked if there was any data on the impact of the Advent Calendar Christmas themed activities to attendance. The Head of School reported that the Trust had moved to a new MIS system so had no	CGT

data to share at present but whilst it was very well received there was also a sickness bug through school in the last two weeks of term. A governor noted that staff were being relentless with actions to improve attendance. Challenge: A governor asked how well parents understand the vocabulary / word class / sentence type work to support children at home and suggested a parent cheat sheet or video to support families to understand what children are learning. The Head of School agreed that would be helpful and noted that the sentence type programme was adopted from Knavesmire and was already having an impact. Challenge: A governor asked for the Play Behaviour document to be shared at the next meeting. The Head of School explained that Writing was a limiting factor in every year group. The decision was taken to move away from the Literacy Tree scheme as monitoring and pupil voice reported that there was a cognitive overload from the scheme that was impacting the child's ability to write. Teachers were trialling linking writing planning to something they had already studied and early feedback was encouraging but would monitor impact as writing evidence was produced. A governor asked for some examples of writing and pupil voice to be brought to the next meeting. Challenge: A governor noted previous Ofsted feedback on the use of schemes and asked if there was a risk in removing Literacy Tree. The Head of School explained that it was under review, the trial would take place over the spring term and there was a need to be assured that children were making good enough progress. There were schools achieving excellent outcomes who used a similar approach. Challenge: A governor asked what had driven the spike in behaviour incidents. The Head of School explained that it was largely due to a long autumn term. There had been 4.5 suspensions which was below national average and related to specific behaviours in Years 2 and 3 particularly around refusal. Behaviour was monitored closely and an additional Phase Leader was introduced into the structure. The Head of School was confident the behaviour spike was not a trend. Challenge: A governor noted the eight incidents of Harmful Sexual Behaviour and asked if that was a high number. The Head of School explained there was no benchmark for comparison but it was an increase for Woodthorpe. The increase was partly the result of greater staff awareness through staff training and the use of the Hackett's Continuum classed all the behaviours as age typical behaviour. Challenge: A governor noted the need to consider the impact of the behaviours on other children. The Head of School confirmed that the priority was to ensure children felt safe and a peer was not always involved. The PANTS rule was reinforced and resources shared with parents and any classes where there had been an incident have a daily circle. One incident resulted in a MASH referral and got pushed back as it did not meet their threshold but was referred again. The Head of School noted that the Safeguarding Team takes a very cautious approach to safeguarding. Challenge: A governor asked for an update on attendance. The Vice Principal reported that there was confidence that those in the Persistent Absence (80% to 90%) category would convert to above 90% attendance by the end of the year. 11 children were Severely Absent (below 80%) and had everything possible put in place to support. Many have additional focus including pastoral, child protection, early help and have a cross over with Pupil Premium and SEND. The Head of School noted that one child was on 0% attendance and the relevant agencies were supporting in that case. Challenge: A governor asked if these students were not in school as the parents did not bring them in. The Vice Principal explained that was the case for some and this cohort of 11 included some complex cases with additional needs. Challenge: A governor asked if there was a pattern or trend with the days of greater absence. The Head of School confirmed not.	
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	Challenge: A governor asked if there were cases of Emotional Based School Non Attendance. The Vice Principal confirmed that would apply to two children and resources had been shared and strategies reviewed including giving children a job role in school. Challenge: A governor noted concern at the use of class attendance rewards as it could cause resentment across peers. The Vice Principal agreed this was a concern and was a consideration in any rewards / competition schemes. Challenge: A governor asked if the staff absence reported on the Pulse coincided with the Year 3 / 4 behaviours. The Head of School confirmed not but the absence had been within the support staff group which then impacted adult capacity for the children needing additional support. The Head of School reported that the Year 6 on track data was reporting positively and comparison analysis suggested it was the strongest data set to date. Peter Crane - left the meeting at 7.30pm.	
4.	Scarcroft Primary School Head of School Report <i>(previously circulated)</i> Pulse Update <i>(previously circulated)</i> School Development Plan <i>(previously circulated)</i> Making School Unmissable Framework Safeguarding & Reportable Items Governors reported that discussion and challenge focused on: Staffing - there were changes with the Vice Principal post and several new teachers including Early Career Teachers and support plans, mentoring and tutoring was in place. Residentials - 48 students were booked on the Paris residential, 12 students were not going and the Head of School assured governors it was not cost related but they were choosing not to go out of the country. Friends of Scarcroft School had provided financial support for disadvantaged families. Data - including higher achievers, SPaG, BRAG, word classes and sentence structures. The Head of School reported that expertise was in the right places to support. Some children were identified with a lower richness of language and work was being done to address that gap. Attendance - there were concerns of Pupil Premium students' attendance particularly in the Persistent Absence group. The percentages were impacted by family groups and small numbers in certain cohorts. A number of initiatives were in place and there was a high level of staff commitment to improve the offer for the vulnerable students. Challenge: Key challenges presented to the Head of School included induction of new members of staff, monitoring of SEND, assuring the wellbeing of the Head of School and the staff team. Challenge: A governor had questioned the spikey Greater Depth data. The Head of School explained that work was underway to level the data and deliver an increase around Maths and Writing Challenge: A governor raised a challenge over the disadvantaged attendance data. The Head of School reported that the disadvantaged persistent absence data was 26% which was below the national data of 31%.	

5.	Data The on track Year 6 data was reviewed as part of the Pulse and Head of School Reports.	
6.	Governance Chairs Update The Chair reported on a Chairs meeting led by the CEO and Chair of Trustees with updates focused on the promise to vulnerable pupils, three new trustees had joined the Trust Board, a new CFO appointment and Carr Infants support. Governor Training Training reminders had been issued to governors with the meeting agenda. Joint LGB Recommendation The Chair explained that a governor had submitted a detailed paper which shared thoughts around a potential future for separate LGBs, the Chair had responded to that paper and asked the governor to summarise key points. The governor explained that they had submitted a paper on behalf of three governors as follow up from the previous meeting. The paper proposed a move to separate governing boards as the original arrangement was implemented to address a specific circumstance. Having separate boards would allow governors more time and capacity to focus on the details and context of the separate schools as there were time constraints covering both schools in one meeting. The governor recognised that it was not the LGBs decision but asked if there was a consensus to ask the Trust Board to consider moving to separate LGBs. Challenge: A governor noted that it would be helpful for Trustees to attend a meeting to understand the pressure put on volunteers and staff for a joint board. Challenge: A governor suggested that the joint board was combined but not integrated and looking at items in a more integrated way could support the work of a joint board. The Chair explained that there had been a lot of work to support governance at Scarcroft and a move to separate boards was unlikely at this time but she would put governor views forward to the Trust Board. Challenge: A governor noted that they were not suggesting an immediate change and felt that continued delay was counter productive. The Chair explained that the Trust was working on governor role information in line with the Deeps model and there was a need to maintain some stability with governors at this time. The Executive Principal noted that a change at the current time would present challenges for Woodthorpe given the recent end of term of an experienced and knowledgeable governor. Challenge: A governor noted that when the joint board was established it was agreed that the format would be tested and reviewed and a suggested additional session with a specific school focus was not actioned. A governor noted that they would find it difficult to commit to more meetings. The Chair suggested to keep discussion under review and await work on the role of the LGB from the Trust Board. Challenge: A governor asked for the feedback to be shared with trustees and asked for CEO and / or Trustee attendance at a future meeting to see how the joint board works and the challenges. Action: Chair to share feedback on the joint board to trustees and invite trustees / CEO to a future meeting. Skills Audit (previously circulated) The skills audit returns were shared.	Chair

	Terms of Office Governors recorded thanks to Mr Mines for the depth of research, understanding and valuable challenge and support he had provided in his time as a governor and noted that he had been a real asset to both schools and a supportive colleague for governors. Governors wished Mr Mines well with his work as part of the Inspire Committee. Resolution: Governors unanimously agreed to recommend the re-appointment of Peter Crane for Trust Board approval.	
7.	Governor Feedback: Deep Learning Quality of Education (SHJ) Curriculum (LH) Scarcroft Curriculum Quality Assurance <i>(previously circulated)</i> Woodthorpe Writing Framework <i>(previously circulated)</i> Scarcroft Writing Framework <i>(previously circulated)</i> Items discussed as part of Head of School report discussion groups.	
8.	Governor Feedback: Deep Experience Personal Development, including vision and values (PC) Scarcroft Deep Experience Review <i>(previously circulated)</i> Items discussed as part of Head of School report discussion groups.	
9.	Governor Feedback: Deep Support Child Protection & Safeguarding (JP) Scarcroft Link Governor Report <i>(previously circulated)</i> Woodthorpe Link Governor Report <i>(previously circulated)</i> SEND (GM / AM) Scarcroft Link Governor Report <i>(previously circulated)</i> Woodthorpe Link Governor Report <i>(previously circulated)</i> Pupil Premium & Disadvantaged (PS) Scarcroft Link Governor Report <i>(previously circulated)</i> Attendance & Behaviour (SHJ) The Chair recorded thanks to governors for the visit reports.	
10.	SBM Report There was no report for review.	
11.	School Policies There were no policies for review.	
12.	Any Other Business <u>Young Carers</u> The Head of School, Scarcroft, informed governors that Mr Bastow was leading on Young Carers and he was applying for a Young Carers Award for the school. The Head of School, Scarcroft, shared the policy for	

	information and explained that part of the award criteria was to raise awareness of identified children and put a support package in place. Training Challenge: A governor requested a training programme for governors following the move from CYC training. The Governance Advisor explained that this was in development and emphasised the need for governors to be up to date with required training as a priority. The Governance Advisor asked governors to share any areas of interest for training that was not offered through Flick and NGA. Governor Visits The Chair recorded thanks to governors for their hard work, time and commitment.	
13.	Future Meeting Dates: 25th March 2026 6pm @ Scarcroft 1st July 2026 6pm @ Woodthorpe	

The meeting closed at 8.27pm

Approved by committee members at the 25th March 2026 committee.

Approval

SCARCROFT AND WOODTHORPE LGB – 14th JANUARY 2026 ACTION PLAN

	Item	Action	Responsibility	Timescale
	3	Head of School, Woodthorpe, to gather student voice and early impact measures of the reducing barriers work to share at the March 2026 meeting.	Head of School Woodthorpe	March 2026
1.	6	Chair to share feedback on the joint board to trustees and invite trustees / CEO to a future meeting.	Chair	March 2026

March 2026

PP Reports / strategies
Disadvantaged work including writing
Play Behaviour Document
Examples of Writing work and pupil voice on writing.