



Ruskin Community High School

Student, Development & Welfare Committee
11th March 2026 at 3:15pm
Venue - School

MINUTES – PART ONE

Present:	Dean Postlethwaite (HT) Don Higgs (Chair) Chris Griffin Denise McCumskey (DK) William Ollier (WO) Margo Veitch (MV) Peter Storey (PS) Emma Szymura (ES) Milena Kwaczynska (MK)	Headteacher Co-opted - Chair of Committee Co-opted Governor Co-opted Governor Co-opted Governor Co-opted Governor Co-opted Governor Co-opted Governor Parent Governor
Apologies:	Debbie Jones (DJ) Peter Thorpe (PT) Duncan Burrows (DB) Marion McKenzie (MM)	Co-opted Governor Co-opted Governor Co-opted Governor Staff Governor
Year Achievement Managers (for item 1)	Eliott Ledwards (EL) Charlotte Bingham (CB) Steve Harley (SH)	Year 11 YAM Year 7 YAM Behaviour and Attendance Manager
In attendance:	Sarah Robson (SR) Natalie Burke (NB) Natalie Cross (NC) Claire Harrison (CH) Su Garbutt (Clerk)	Assistant Head Assistant Head Assistant Head and SENDCO Assistant Head Senior Governance Officer

	Agenda Item	Actions
1.	<p>Staff Engagement - Presentation by Year Achievement Managers (as requested at FGB)</p> <p>Presenters: Eliott Ledwards (EL) – Year 11 YAM Charlotte Bennett (CB) – Year 7 YAM Steve Hartley (SH) – Behaviour and Attendance Manager</p> <p>Introduction The session opened with the Chair welcoming the three Year Achievement Managers (YAMs), who explained that the purpose of the presentation was to provide an overview of current developments, challenges, and successes within their respective year groups.</p>	



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	<p>They emphasised that this had been a period of significant activity requiring close collaboration between pastoral and curriculum teams. The YAMs noted that their intention was not only to provide a factual update but also to highlight key themes emerging across the school, share reflections on the impact of recent initiatives, and pose questions intended to support strategic decision-making going forward.</p> <p>After brief introductions, the team proceeded to deliver their year-group updates, each building a coherent picture of the broader school landscape. Governors noted that powerpoint presentations had been produced but due to IT issues, these could not be shown but would be uploaded to GovernorHub.</p> <p>Presentation by Elliott Ledwards (EL)</p> <p>EL provided a detailed explanation of the data-driven approach underpinning recent intervention work. He highlighted that the greatest focus this term had been on the second round of mock examinations, with the first set completed at the end of November and the second set analysed in February. This sequence had provided a strong comparative dataset, enabling the team to identify progress, gaps, and emerging patterns with a high degree of accuracy.</p> <p>EL had been working closely with the curriculum lead, ES, to go through the data subject by subject and class by class. This process has resulted in a clear plan of action tailored to meet the specific needs of individual students. A core part of the YAM role involves grouping students according to the type of support required and meeting with them to outline next steps. These sessions take place through wraparound meetings and during scheduled drop-down days.</p> <p>This week alone, EL confirmed that nine separate student groups had been convened. These included:</p> <ul style="list-style-type: none">• Two attendance-driven groups, focusing on students whose irregular attendance is impacting progress• Two English attainment groups• Two science attainment groups• Two mathematics attainment groups• One motivational group, designed to support pupils who require confidence-building and structured encouragement <p>EL and the curriculum lead have jointly developed personalised action plans for each of these groups. Students attend twenty-minute intervention meetings during which their mock results, current effort levels, and predicted grades are discussed openly. Following each discussion, a tailored plan of action is agreed with the student and logged.</p>	CH/Clerk
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The information from these meetings is sent home in the form of letters to parents, ensuring full transparency and parental engagement. Where students require more individualised focus, parents are invited into school for further discussions. These meetings explore mock examination performance, predicted grades, and any emerging gaps that need to be addressed. At that stage, a more detailed action plan is put in place for the pupil, with checks scheduled to ensure progress is monitored.

EL also confirmed that from next week, the team will begin holding positive-progress meetings. These sessions are designed to recognise pupils who have made the most measurable progress or whose attainment now exceeds their target grades. Rewards and recognition activities will be put in place both for individual pupils and for groups demonstrating sustained improvement.

EL then focused on punctuality, identifying continuing concerns around arrivals to lesson 6. EL outlined the steps already taken — including meetings with families, punctuality monitoring cards, and end-of-day staff presence — but noted that these had not yet produced the desired level of consistency. He suggested that structural factors, such as the timing of the session and pupil fatigue at the end of the school day, might also be contributing, and invited consideration of whether the existing schedule remained optimal.

EL additionally provided insight into academic engagement, highlighting that pupils were showing increased confidence in English, mathematics, and science following tailored assessment feedback and additional small-group tuition. He praised the resilience shown by several pupils who had previously struggled with confidence, noting that early indications suggested improved outcomes in the next assessment cycle. However, he cautioned that ongoing resourcing of small-group support needed to remain under review, particularly for those pupils requiring sustained intervention rather than short-term programmes.

Questions raised by Governers for EL:

Could the structure, timing, or expectations of lesson 6 be reviewed to ensure punctual and consistent attendance among pupils?

The leadership team advised that a timetable review is already underway. Options being considered include adjusting the sequence of the school day, ensuring clearer expectations for the end-of-day transition, and improving communication to parents regarding the importance of lesson 6 attendance.

What long-term plans exist to secure the continuation of small-group tutoring for pupils who benefit from extended or ongoing support?

It was confirmed that funding streams for tutoring will be retained for the



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next academic cycle, and additional staffing solutions — including trained learning mentors — are being explored to maintain provision for the most vulnerable groups.

How can staff development be strengthened to ensure consistency in behavioural expectations across all teaching groups and subjects?

Leaders indicated that further whole-school CPD will be delivered to unify expectations, alongside the re-launch of the behaviour policy to ensure clarity and consistency. Faculty-based coaching will also be expanded to support ongoing good practice.

Presentation by Charlotte Bennett (CB)

CB began by explaining that this is her first year as Head of Year 7, having previously been Head of Year 11. She reflected positively on the opportunity to start again with a new cohort, describing it as refreshing and rewarding after taking her previous group all the way through to the end of their school journey. CB emphasised that the sense of “beginning with a blank page” had allowed her to shape expectations early and establish strong relationships from the outset.

As part of the transition process, CB accompanied Niall McGregor on visits to primary schools to meet students ahead of their move to Ruskin. These visits enabled early identification of pupils who might require additional support, including those with SEND needs or known vulnerabilities. To support this group, CB and the team ran three extra transition sessions in the HIVE. She explained that holding these sessions in a consistent and familiar environment contributed positively to settling pupils’ anxieties and helping them feel secure before they joined the school. The sessions also allowed staff to begin establishing relationships with pupils and parents at the earliest opportunity.

CB reported that the team was able to identify several pupils requiring targeted interventions, including mentoring for attendance. She shared the example of one student who had received regular mentoring from the start of Year 6 and who consequently experienced a strong and highly successful transition into Year 7. CB noted that the pupil’s behaviour was excellent and that both parents and the student had expressed strong appreciation for the consistency and care provided, stating that they felt supported even before becoming an official member of the school community.

As part of the wider transition process, low attenders were identified early, and staff met with families during the transition evening to discuss patterns of absence and strategies to break them before secondary school began. CB highlighted that this proactive approach prevented issues from becoming embedded and fostered early trust with families.



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At the beginning of the school year, the Year 7 team organised a team-building trip to Stanley Head. CB explained that the purpose of the visit was to help students build friendships, promote teamwork, and strengthen the year group's sense of community. The trip was extremely successful, contributing to strong peer relationships and helping pupils settle quickly. As a result, this will now become an annual event for the incoming Year 7 cohort.

CB reported that both behaviour and attendance across the year group remain positive. A strong rewards culture has been established, with regular positive praise, recognition events, and celebration opportunities. At Christmas, pupils with attendance over 95% were invited on a reward trip. One hundred pupils met the threshold, reflecting strong attendance habits early in the year. CB noted that these numbers have remained broadly consistent as the year has progressed.

Looking ahead, CB identified homework engagement as an emerging concern and expressed her intention to focus on this more closely. She also emphasised the importance of ensuring that every student takes part in at least one extracurricular activity to build character, confidence, and wider skills. Ongoing review of interventions and their impact remains a priority, with continued monitoring and support planned as the year develops.

CB concluded that because the team acted early and comprehensively, the Year 7 transition has been exceptionally smooth and overwhelmingly positive.

Questions raised by Goverrers for CB:

Q: Had visits to primary schools occurred previously?

CB explained that transition leads always visit primary schools, but historically this did not include the incoming Head of Year. She stated that attending transition visits herself was extremely beneficial, particularly in forming appropriate form groups and beginning relationships early. She described it as a worthwhile and highly effective exercise which contributed to pupils feeling known and supported before joining the school.

Q: Year 7 is a critical year that sets the tone for a student's whole school journey. Has there been further innovation in the transition process and is more planned?

CB confirmed that much of the work centres around embedding Ruskin's core values. These were introduced during primary visits and then revisited regularly in assemblies. She noted that the team monitors individual students closely and consistently reflects on ways to further strengthen support. Innovation remains ongoing and responsive to pupil needs.



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Q: How does the reading ability of incoming cohorts compare in recent years? Is it improving or declining?

CB responded that, from her perspective as a Head of Year, she has not observed a significant improvement in reading levels. Many students continue to struggle with reading, with a heavy reliance on digital devices limiting engagement with books outside of school. She highlighted that this reflects a broader national trend, with many children not choosing to read during their own time.

At this point, DP added that both CB and EL are among the most experienced Heads of Year at the school, with six and ten years of service respectively. He emphasised that retaining such experienced staff is a significant asset, as their expertise is critical when supporting students and navigating increasingly complex parental challenges, particularly in the post-COVID landscape. DP thanked both for their hard work and commitment and acknowledged the significant positive impact they continue to have across the school community.

Presentation by Steve Hartley (SH)

SH presented a detailed overview of recent developments within the Inclusion Centre, highlighting the significant progress made over the last two years as a result of increased staffing, improved structures, and enhanced physical space. He explained that the Inclusion Centre is designed to support pupils who are at risk of being removed from timetable or who may be vulnerable to periods out of school. The additional resource has enabled staff to intervene earlier and provide targeted support that keeps pupils included within mainstream school.

A major factor in the Centre's growth has been the new building, completed eight months ago. SH described the expansion as transformative, explaining that the extra space has allowed the Centre to provide a fresher, more inclusive, and better-equipped environment. Two smaller rooms were knocked through to create a larger, more versatile teaching area, and a series of breakout rooms were developed to accommodate different types of support needs. These spaces now include designated mentoring rooms, meeting rooms, and newly refurbished toilet facilities which contribute to a cleaner and more accessible environment.

SH emphasised that the school now effectively has its own internal Alternative Provision (AP), dramatically reducing the number of occasions when pupils must be sent to external settings. This shift ensures that pupils remain on the school site, follow the same curriculum content they would receive in the classroom, and maintain continuity in their learning. Each area within the Centre is monitored to evaluate impact, with pupils able either to reintegrate into mainstream lessons or, where necessary, remain in the Centre for longer periods to support stability. Parents have



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responded positively to the clarity of the system and understand that the Centre provides structured intervention while also being a final step before more serious sanctions, such as permanent exclusion, if behaviour does not improve.

The improved facilities have also had a measurable impact on attendance. SH noted that pupils who previously disengaged from mainstream lessons are now more willing to attend school because they feel safe, understood, and well supported. The meeting rooms, in particular, have strengthened the quality of dialogue between staff, pupils, and families. One room is used primarily for mentoring, while the second supports formal meetings, multi-agency discussions, and safeguarding reviews. These spaces allow conversations to take place in a private, secure, and appropriately respectful environment, removing the previous issues of pupils or parents waiting in unsuitable areas of the school.

The Inclusion Centre has also created more opportunities for engagement with external agencies. Professionals from counselling services, youth support teams, and SEND partners now have a dedicated space to work with pupils. The Centre also provides a quiet and controlled environment for SEND pupils who require alternative arrangements for examinations.

SH described the main room as a significant asset. It supports improved behaviour for learning, allows for grouping during form times, and has contributed to a continued decline in referrals. Repeat offending is also decreasing, reflecting the effectiveness of targeted intervention and the consistency of expectations within the Centre.

He added that the redesigned toilet area has made a notable difference. The new linear layout reduces opportunities for negative behaviour and has encouraged pupils to respect the facilities. SH noted that the space feels safer, more modern, and more conducive to maintaining good conduct.

Questions raised by Govrersors for SH:

Q: Have any of the successful elements of the Inclusion Centre been identified as suitable to replicate elsewhere in the school?

SH confirmed that although the Centre operates differently from mainstream classrooms, there are aspects that could be adapted and applied across wider school systems. The structured approach to pupil meetings—particularly those involving parents, councillors, and outside agencies—has been highly effective. Appointments now run to time, pupils are not left waiting, and discussions take place in a calm, supportive environment. While this exact model cannot be reproduced everywhere due to staffing and space constraints, the principle of providing short, focused, one-to-one quiet time is something that mainstream staff have begun incorporating. SH noted that pupils can sometimes complete an



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	<p>assessment or receive targeted mentoring in the Inclusion Centre and then return successfully to class, and this system has supported reintegration for several learners.</p> <p>At this point, DP thanked SH for his commitment and the significant impact he has had since moving from his previous role as Head of Year to leading the Inclusion Centre. DP commented that SH continues to do a fantastic job and that his leadership within the Centre has strengthened the entire pastoral system.</p> <p>Collective Discussion Points</p> <p>After the three presentations, the YAMs engaged in a broader discussion about collective themes emerging across their year groups. They noted a clear need for sustained consistency across behaviour management practices, especially in busy periods of the school calendar. Attendance remained a shared concern, with particular emphasis on the small cohort of persistently absent pupils who required intensive and coordinated support.</p> <p>The YAMs also reflected on academic support structures, agreeing that while recent interventions had produced positive outcomes, long-term sustainability was essential. They emphasised the value of staff communication, acknowledging that timely and transparent information-sharing between pastoral teams, teachers, and leaders was central to ensuring pupils' needs were met effectively.</p> <p>Governors thanked EL, CB and SH for their excellent and informative presentations.</p> <p>15.43 – EL, CB and SH left the meeting.</p>	
<p>2.</p>	<p>Welcome and Apologies</p> <p>Governors accepted the apologies received from Peter Thorpe, Marion McKenzie and Debbie Jones.</p> <p>Chair's Note on Agenda Management</p> <p>The Chair informed the meeting that, due to the time taken to receive and discuss the excellent and comprehensive presentations delivered by the Year Achievement Managers, it would not be possible to consider all remaining agenda items in full during this session. The Chair emphasised the importance of giving appropriate time and scrutiny to these areas and confirmed that they would therefore be addressed separately to ensure full and detailed review.</p>	



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	<p>A brief overview of each item would be received at this meeting. Following this, individual Teams meetings would be convened to examine the following agenda items in greater depth:</p> <ul style="list-style-type: none"> 8. Attendance 9. Behaviour 10. Safeguarding 11. Inclusion <p>The Chair thanked all contributors for their thorough input and noted that the separate meetings would allow for more focused analysis and decision-making in these important areas.</p>	
3.	<p>Conflicts of Interest, (pecuniary or otherwise) There were no conflicts of interest with the business to be discussed at the meeting to be reported.</p>	
4.	<p>AOB There were no items of any other business for discussion.</p>	
5.	<p>Approval of the minutes from the meeting held on 19th November 2025. Governors approved the minutes from the previous meeting held on 19th November 2025 as a true and correct record.</p> <p>The Chair of the committee would approve the minutes electronically on Governor Hub.</p>	DH
6.	<p>Matters arising from the above minutes / outstanding actions update To review the Governor Action Log. - None</p>	
7.	<p>Link Governor Reports (SDW) a) Update from the Safeguarding Link Governor DH provided an update to the Committee, beginning by extending thanks to Natalie Cross for preparing and uploading a detailed breakdown of safeguarding figures and staffing information to Governor Hub. It was noted that safeguarding numbers have not changed significantly since the previous report, and that the information presented continued to demonstrate clear oversight and monitoring. Mike Vitalis was also thanked for his contribution in supporting safeguarding duties.</p> <p>DH reported that they had recently attended Safeguarding Governor Training delivered through the Local Authority. As part of this training, an example of a recommended annual programme for governors working with school safeguarding leads had been shared. DH will meet with CH to review the document and consider whether it can be adapted for Ruskin or whether a bespoke version would be more suitable.</p>	DH/CH



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	<p>The Committee discussed the need for the school to identify and track attendance figures for SEND pupils exclusively, in order to better analyse trends and address concerns highlighted in the most recent Ofsted report. Jacqui Managh will take responsibility for extracting the relevant numbers, and it was confirmed that the data could be added to the existing spreadsheet maintained by JM. It was noted that, when examined closely, a relatively small number of pupils significantly influence the overall attendance figures, and this subgroup requires ongoing monitoring and tailored intervention.</p> <p>Question: Is there a variation in the approach to attendance letters sent to SEND pupils?</p> <p>It was confirmed that while some SEND pupils have medical needs that affect their attendance patterns, all pupils have an individual case study and interventions are tailored accordingly. The school currently operates two parallel support pathways to ensure that SEND pupils receive appropriate and proportionate support. A strong emphasis is placed on personalised strategies, reflecting the complexity of need within the SEND cohort.</p> <p>DH provided an update on the work undertaken in relation to the Single Central Record (SCR). He confirmed that Sian Owen has completed a substantial amount of checking and has also recently completed relevant training. She was pleased to report that the school is performing well and is ahead of expected standards in nearly all areas. One area requiring further attention relates to letters of assurance, particularly those associated with external contractors.</p> <p>CH has undertaken additional checks on contractors listed on the SCR. All sampled cases were compliant. Assurance has been received from the majority of external providers, although a small number still require named-staff details to complete the record. This work is ongoing and due for completion shortly. The main office team remains confident in the procedures that prevent any individual without DBS clearance entering the school site unescorted. All other SCR elements were confirmed to be fully compliant and accurately recorded.</p> <p>b) Update from the Attendance Link Governor</p> <p>PT was unable to attend the meeting. An update would be received at the next meeting.</p>	
<p>8.</p>	<p>Attendance</p> <p>NB presented an update on attendance, directing governors to the detailed documentation and data available on Governor Hub. She highlighted that</p>	



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the self-evaluation form is the key reference point under the new framework, noting that attendance and behaviour are now jointly assessed.

The school has conducted a line-by-line review of the framework to evaluate where it currently sits and identify any gaps. Areas have been RAG-rated, with the majority assessed as green, reflecting strong performance and confidence that the school holds substantial evidence to support a judgement of being either *expected* or *strong* in these domains.

NB explained that one area of ongoing focus is case sampling. Inspectors select specific pupils during inspection to scrutinise improvements in attendance and behaviour. The team continues to update case studies to ensure they remain current, while also retaining examples from last year's Year 11 cohort to demonstrate long-term impact.

NB also reported that the Parent View questionnaire had been uploaded to Governor Hub. Thirty responses had been received this academic year. Although additional responses were gathered at the recent parents' evening and coffee morning, the format of the questionnaire was updated the following Monday to align with the new framework, and therefore only responses using the updated version have been included. Feedback was described as generally positive, with only one parent indicating they would not recommend the school. The survey will continue to be used to gather parental voice.

Student voice has also been collated, and NB emphasised the ongoing work with curriculum leaders to strengthen this further. She noted that considerable information is now embedded within the self-evaluation documentation and will be reviewed in more detail during upcoming focused sessions. Areas recorded as *red* are not causes for concern but require regular updating to maintain accuracy and preparedness.

NB provided a summary of the school's most recent DfE attendance reports. Whole-school attendance currently stands at 93.3%, above the national average of 92%, demonstrating sustained positive performance. Persistent Absence (PA) is 15.6%, compared with a national average of 21.5%, meaning the school is 5.9% lower than national—a key target the school continues to meet.

Although attendance dipped during January, this has since strengthened significantly. Last week's attendance was 93.9%, reflecting corrective action and improved engagement. The school is currently 1st in Cheshire East for non-PPG and non-SEND pupils. The gap between Pupil Premium (PPG) and non-PPG pupils has grown slightly but remains a priority for targeted intervention.



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	<p>In the previous regional report, the school ranked 5th, but has now moved to 7th in the similar-schools comparison. Most performance indicators remain strong; however, the single January dip affected the ranking. The school aims to return to the top five and be recognised as a named school in future comparison groups</p> <p>NB noted that the gap for pupils at Stage 5 continues to widen. However, these cases are well understood, and every pupil has a clear narrative and provision plan outlining the reasons for non-attendance. Governors were assured that these pupils remain closely tracked.</p> <p>Q: Are there pupils who do not attend school at all? NB confirmed that there are five pupils whose attendance is below 10%. If these pupils were removed from the overall dataset, whole-school attendance would increase by nearly 2%. She emphasised that the greatest potential impact lies within the “moveable middle” (Stage 2 and Stage 3), where focused intervention has already shown clear gains. Pupils within Stage 5 include some with attendance below 5%, significantly affecting school averages despite comprehensive intervention.</p> <p>Q: Were these pupils known to the school before they joined? Yes. Several were identified before transition. One pupil joined as an in-year admission. Two pupils have long-term medical needs, one is undergoing diagnostic assessment for medical needs, and one is a known school refuser.</p> <p>Q: How does the school support these pupils? Transition planning begins early using Year 6 attendance data provided via DfE reports. Parents are invited to meet with staff to discuss expectations and support structures. School refusers receive clear messaging that attendance is required, and for several pupils, attendance at Ruskin is already higher than it was in their primary settings. NB also noted that within the local community, it is well understood that Ruskin prioritises attendance and engages early with families.</p> <p>Q: Are there rules governing parents who choose to home educate? Parents who electively home educate must design their own curriculum. The Local Authority reviews this provision for suitability. If concerns arise that the education being provided is insufficient, the LA can issue an attendance order instructing the child to return to school. While no such cases have returned to Ruskin to date, NB confirmed it has occurred in other local schools.</p>	
<p>9.</p>	<p>Behaviour See item 8.</p>	



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	<p>successful in securing a place on the programme. Although highly competitive, the school has applied because of its strong commitment to continuous improvement and its desire to access the highest level of external expertise and support available.</p> <p>The outcome of the application is expected by the end of the month. Should the school be successful, it would benefit from structured development, specialist guidance, and broader partnership working to enhance both preventative and in-house AP provision.</p> <p>DP confirmed that the application has been fully endorsed by Helen Wallace, Director of Education, reflecting confidence in the strength of the school's inclusion strategy and its readiness to contribute to national development work in this area.</p>	
12.	<p>Policies Governors noted the changes to the following policies: Domestic Abuse Policy – GOH EAL - English Additional Language – JUD Home Visits Policy – HAR LGBTQ+ Policy - BUR</p>	
13.	<p>Directors Report The Clerk informed the Committee that an update on the Director's Report had been uploaded to Governor Hub prior to the meeting. Due to time constraints arising from the extended discussions earlier in the agenda, the Clerk advised that any questions regarding the Director's Report or the Clerk's Update should be submitted directly through Governor Hub.</p> <p>This approach will ensure that responses can be viewed by all board members and will support transparency and consistency in the governance record.</p>	
14.	<p>Meetings Governors confirmed the date and time of the next meeting as 17.06.26 at 3.15 pm.</p>	
15.	<p>AOB There were no items of AOB for discussion.</p>	
16.	<p>Impact Statement The Committee reflected on the impact of the meeting in relation to the core strategic functions defined by the Department for Education:</p> <ul style="list-style-type: none"> • Ensuring clarity of vision, ethos and strategic direction 	



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- Holding the Headteacher to account for the educational performance of the school
- Overseeing the financial performance of the school and ensuring value for money
- Promoting the highest possible standards of safeguarding

The Committee noted that the input from the Year Achievement Managers (YAMs) had been excellent and provided a rich insight into the work undertaken within each year group. Governors commented that it was valuable to hear directly from different YAMs, as this enabled a clearer understanding of the distinct priorities and challenges across the various cohorts, and helped demonstrate how the strategic direction of the school is translated into year-group-level practice.

The update on the Inclusion Centre was particularly informative, and governors recognised the school's proactive work in this area, noting that it had effectively anticipated the direction of travel signalled in the Government's recent White Paper on inclusion. The discussion demonstrated that the school is not only responsive but forward-thinking in its approach to inclusive practice.

The Committee welcomed the detailed presentation on attendance and the clear evidence of improvement. Governors acknowledged that the ongoing rise in attendance is having a noticeable positive impact on the wider school environment. Improved attendance is contributing to better engagement, stronger outcomes and a more settled climate for learning.

Safeguarding discussions, including the national evaluation framework, showed continued determination to ensure that safeguarding practices remain robust and that the school continues to strengthen areas identified for development. Governors were reassured that the safeguarding culture remains strong and underpinned by continual review.

Q: While everything feels very positive, is this sense of progress shared across the whole staff team?

The response noted that the improvements in attendance will certainly be felt widely among staff, as they directly influence day-to-day classroom climate. Behaviour systems are being refined to simplify processes for staff, students and parents, and this consistency should further support staff experience. It was acknowledged that perceptions will naturally vary depending on an individual's role and daily interactions; however, the structures in place ensure that every student has access to the support they need.

The Committee recognised that not all staff will express the same level of positivity, particularly as strong leadership inevitably brings higher



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	<p>expectations and greater accountability. It is understood that some staff may feel this more keenly. Nonetheless, these expectations are essential to sustaining the standards the school aspires to.</p> <p>Governors noted that the new framework includes a staff questionnaire, which will provide an additional means to gather staff voice and ensure that governance continues to maintain oversight of staff wellbeing alongside school improvement.</p>	
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PART TWO ITEMS WILL BE TAKEN AS NECESSARY