



Kirklees Directorate for Children and Adults

Company no: 07729878

THE GOVERNING BODY OF SHELLEY COLLEGE

Minutes of the Meeting of the Governing Body held at 6.00pm at Shelley College on Tuesday 13th March 2018.

Present

Mrs A A Cooper (Acting Chair), Mr G Davis, Ms M Dukeson, Ms A Horsfall-Jones, Mrs P L Gillespie, Mrs A Poppleton, Ms R Rawling

In Attendance

Mrs J Carr (Vice Principal)
 Mr A Hewitt (Vice Principal)
 Ms E Kilner (Minute Clerk)
 Mrs C Lally (Business Manager)
 Mr D Wadsworth (Associate Principal)

Agenda Item	Discussion and Decisions	Action – who/by
2911.	<p>Apologies, consent and declarations of LAAPs and interests</p> <ul style="list-style-type: none"> • Apologies for absence were received from Mrs C Cooper-Smith, Mr J McNally and Mr N Wilson all with consent. • Mrs A Poppleton was declared a LAAP. • Mrs C Cooper-Smith delegated voting rights to Mrs A Poppleton. • There were no declarations of interest. 	
2912.	<p>Matters for any other business</p> <p>The following matter is to be discussed under any other business.</p> <ul style="list-style-type: none"> • Inset days for the next academic year. 	
2913.	<p>Representation</p> <p>Mr G Davis was proposed to be a member of the Resources Committee.</p> <p>RESOLVED: That Mr G Davis be appointed as a member of the</p>	

uw

Agenda Item	Discussion and Decisions	Action – who/by
	<p>Resources Committee.</p> <p>Q. Are SHARE MAT Directors still able to be governors of Shelley College?</p> <p>A. We are working towards a position where SHARE MAT Directors will not be school governors.</p>	
2914.	<p>Minutes of the previous meeting held on 14 November 2017</p> <p>RESOLVED: That the minutes of the meeting held 14 November 2017 be approved and signed as a correct record of the meeting.</p>	
2915.	<p>Matters arising</p> <p>(a) <u>Principal's Report (Minute 2898(c) refers)</u></p> <p>Mr D Wadsworth will send college contact details for link department to Mr G Davis.</p>	DW
2916.	<p>Principal's Report</p> <p>Mr D Wadsworth presented the Shelley College Principal's Report to Governors March 2018.</p> <p>(a) <u>Summary</u></p> <ul style="list-style-type: none"> • Department development plans have been reviewed by curriculum leaders to assess progress against objectives. Focus continues on progress of boys and disadvantaged students. Teaching and learning strategies have been shared with staff. • The Director of Modern Foreign Languages has successfully completed her leadership support plan. • Year 9 option forms have all been returned and the process is on track. Students will be made aware of their options after Easter. • Recent weather has had an impact on school opening. Staff are working hard to help students catch up. Exams have been rearranged and there have been no formal complaints from parents. 	



Agenda Item	Discussion and Decisions	Action – who/by
	<p>Q. Did you consider opening later on snow days?</p> <p>A. This was considered but the overall student experience would not have been worthwhile. The key consideration was the safety of students.</p> <ul style="list-style-type: none"> • The governors noted that the communication during recent weather events had worked really well and thanked the staff. <p>(b) <u>Sixth form recruitment</u></p> <p>We have had more sixth form applications than last year with the final round of interviews is taking place this week.</p> <p>(c) <u>MAT Updates</u></p> <p>A letter has been sent to Royds Hall parents confirming their conversion.</p> <p>A meeting with Thornhill staff will take place on 15th March.</p> <p>A joint inset day is being planned at Shelley on Monday 3rd September.</p> <p>Q. Can Governors be invited to the joint inset day on 3rd September</p> <p>A. Yes. Mr D Wadsworth agreed to discuss this with Mt J McNally.</p> <p>(d) <u>Link Governors</u></p> <p>Governors were thanked for their visits. It was noted that there have not been many visits so far for the academic year and governors were encouraged to arrange more visits.</p> <p>Q. Do we have a standard format for Link governor meeting reports?</p> <p>A. We should have a standard format.</p> <p>Q. What happens to returned reports from governors?</p> <p>A. There should be a central filing system.</p> <p>It was agreed that</p> <ul style="list-style-type: none"> - Mrs A Horsfall-Jones would circulate a proposal for a standard format for governors to use for Link visit reporting. - Mr D Wadsworth would circulate a summary of requirements 	<p>DW</p> <p>Governors</p> <p>A H-J</p> <p>DW</p>



Agenda Item	Discussion and Decisions	Action – who/by
	<p>and objectives for governor link visits.</p> <ul style="list-style-type: none"> - Mr D Wadsworth will work to set up a central filing process for all governor link reports. <p>(e) <u>Progress of Current Students – Overall progress</u></p> <p>Mr A Hewitt updated the meeting on the overall progress of students.</p> <ul style="list-style-type: none"> • Current predictions for Year 11 progress is broadly in line with the final outcomes achieved by leavers 2017. It is worth noting that at this point last year the Progress 8 prediction for leavers 2017 was -0.44 and they achieved a final result of +0.34. • Progress in the 'other' bucket for Year 11 is relatively low compared with the English, maths and ebacc. • The progress of boys in Year 11 is above national average for all students and well above for boys nationally, however they are underperforming compared with our girls. • Year 10 predictions are high and probably inflated. However, relative performance shows a reduction in the gender and disadvantaged gaps, however the gap for SEN students (EHCP) widens. • The progress made by Year 10 students in the 'other' bucket is more in line with English, maths and ebacc. • Year 13 progress is positive overall. There is a gap in the progress made by disadvantaged students, boys are performing broadly in line with girls and the more able students are making the best progress. • Year 12 progress is positive overall. The progress of the key cohorts differs from Year 13, with less able students making the best progress, disadvantaged students making positive progress and boys making less progress than girls. <p>(f) <u>Progress of Current Students – Disadvantaged Students – Pupil Premium funding</u></p> <p>Mr D Wadsworth circulated a report on Disadvantaged students.</p> <p>Mrs J Carr updated the meeting on pupil premium funding and spending.</p>	<p>DW</p>



Agenda Item	Discussion and Decisions	Action – who/by
	<ul style="list-style-type: none"> • Total pupil premium funding allocated to Shelley College in 2017/18 was £120,550. • The main barriers to educational achievement faced by pupils are gaps in numeracy and literacy, poor attendance and social and emotional needs. • £64,550 has been allocated to gaps in numeracy and literacy to increase the number of teachers in Mathematics and English to deliver high quality teaching and identify and tackle underperformance. • £3,000 has been allocated to poor attendance to deliver an effective mentoring support programme and maximise attendance and commitment to learning. • £53,000 has been allocated to Social and Emotional Needs to deliver a programme to support students with learning and to support families to provide opportunities outside the curriculum to prevent hardship. The Bridge has two staff and provides mentoring support working in small groups. <p>Q. Is Isolation used? A. Yes isolation is still used but we have seen a circa 60% reduction in isolation. This is still required as a powerful deterrent and is often considered a better option than exclusion.</p> <p>Isolation is used as a negative consequence where The Bridge is used as a positive consequence. If behaviour in The Bridge is not following plan then a negative consequence is required. Isolation is busiest at lunchtime when it is staffed by the Senior Leadership Team.</p> <ul style="list-style-type: none"> • Data shows that extra staffing strategies are having a positive impact on progress in English & maths. Predictions of progress in maths for the current Year 11 is lower than English, however we expect the overall outcomes to be broadly in line. <p>Q. Why is the number of disadvantage students increasing? A. In recent years there has been an increase due to family financial circumstances and the demographics of students joining Shelley from the middle schools.</p> <p>Q. Is it due to taking more students from Almondsbury?</p>	



Agenda Item	Discussion and Decisions	Action – who/by
	<p>A. Yes this does have an impact.</p> <ul style="list-style-type: none"> Attendance of current disadvantaged students has improved compared with last year. There is currently a focus on persistent absence which is high in the current year 11. <p>Q. Have you considered using a minibus to go to pick up absent pupils?</p> <p>A. We do pickups, where staff we go out to students' homes, however we don't have the capacity to do this for all school students on a daily basis.</p> <p>This is not always successful as some students refuse to open the door and we receive little support from some parents. We continue to try and develop these relationships and remove barriers.</p> <ul style="list-style-type: none"> The impact of spending on Social and Emotional needs is having positive impacts helping to reduce fixed term exclusions for disadvantaged students. Disadvantaged exclusions as a percentage of total exclusions has reduced significantly since last year. <p>(g) <u>Progress of Current Students – Disadvantaged Students – Academic progress</u></p> <p>Mr A Hewitt updated the meeting on the academic progress of disadvantaged students.</p> <ul style="list-style-type: none"> Progress 8 trends for disadvantaged students are very positive. With the exception of predictions for current year 11 maths, all data shows gradual improvement. When compared to national data, Shelley boys and disadvantaged boys are performing well. The curriculum was restricted 2016/17 due to financial constraints with a reduction in vocational choices and students being steered towards MFL and Humanities, resulting in a negative impact on progress in the open bucket. Curriculum changes have been implemented for Leavers 2019 with an increase in vocational subjects, resulting in improved predictions in the open bucket. Leavers 2018 disadvantaged cohort are maximising their curriculum in most cases. There are a small number of students with a reduced curriculum and these can be 	



Agenda Item	Discussion and Decisions	Action – who/by
	<p>justified through the pastoral process.</p> <ul style="list-style-type: none"> Leavers 2019 disadvantaged cohort are improving through the school as a result of changes in curriculum. The curriculum is more diverse and spending on staffing for Maths and English has been justified with gaps narrowing. Progress and attainment shows a positive three year trend. <p>Q. Do we have Gifted and Talented students from disadvantaged backgrounds?</p> <p>A. Yes. The Disadvantaged cohort is very diverse and some have very few barriers to learning but are still classified as disadvantaged. The overall aim is to raise aspirations of all.</p> <ul style="list-style-type: none"> The governors thanked the staff for all their work with disadvantaged students. <p>Mrs C Lally left the meeting. Mr A Hewitt left the meeting.</p> <p>(h) <u>School Development Plan and School Evaluation Form</u></p> <p>Mr D Wadsworth updated the meeting.</p> <ul style="list-style-type: none"> Key priorities in the SDP are Boys, Disadvantaged pupils, Modern Foreign Languages (MFL) and Humanities. The progress of students continues to improve. Although gaps still exist in gender and disadvantaged students, the performance of these students is improving in line with or above national average. Teaching and learning and student progress in MFL and Humanities continues to improve. Teachers and leaders are having a positive impact. We have amended the judgement in the SEF. All aspects have now been judged outstanding. <p>(i) <u>Finance Report</u></p> <p>Mr D Wadsworth updated that a detailed finance report will be presented to the May meeting. The budget shows a small overall year to date surplus. Current forecasts expect a small surplus at the end of the year.</p>	



Agenda Item	Discussion and Decisions	Action – who/by
	<p>(j) <u>Operations Report.</u></p> <p>Mr D Wadsworth reported that the restructure of the caretaking team has been agreed and will be implemented from April.</p> <p>The new cleaning contract with Churchills will start from 1 April 2018.</p> <p>Two school improvement bids have been shared with the Education and Skills Funding Agency.</p> <p>(k) <u>Health & Safety Risk Report</u></p> <p>The systematic risk matrix was reviewed.</p> <p>Risk 9 – the behaviour and/or safety of pupils, staff or visitors is currently rated as red, with a residual risk score of 6. The main threats to this are linked to some staff not following the agreed health and safety procedures and the potential impact of an unauthorised or unwanted person entering the college premises. Staff training, regular health and safety checks in key areas including art and technology have been implemented as a result of the risk being identified. Our new lockdown policy and procedure has also been agreed and tested and a number of entrances to school have been fitted with more robust locks. We are confident that the impact of these will result in the risk being reduced from red when it is re-evaluated towards the end of this term.</p> <p>A Local Authority emergency planning officer has visited Shelly and provided positive feedback regarding the lock down policy and procedures.</p> <p>Q. Does the school practice lockdown? A. One practice has been done but another classroom lockdown needs to be scheduled and then possibly a social time lockdown.</p> <p>Q. Is there a panic button in reception? A. Yes</p> <p>Q. Are we confident of consistent rating in the risk matrix? A. We do moderate for our school and the next step is cross moderation across the MAT.</p> <p>(l) <u>Human Resources Report</u></p> <p>The SHARE MAT is required to carry out and publish Gender pay Gap Reporting. Information has been published in March 2018 on the trust website. The data provides evidence that we are fully compliant in terms of the Equality Act 2010 Regulations 2017.</p>	



Agenda Item	Discussion and Decisions	Action – who/by
	<p>Mr D Wadsworth summarised the current recruitment position. The school is fully staffed except for a gap in science (from September) for which the position has been advertised. High staff turnover over the coming months is not expected.</p>	
2917.	<p>Approval of Policies</p> <p>Mr D Wadsworth advised there were no policies for review and approval at this meeting.</p>	
2918.	<p>Safeguarding</p> <p>Mrs J Carr updated that the outstanding action from the local authority audit was now complete. The action related to web site filtering and now has a Green status and as a result we are fully compliant.</p> <p>The Governors thanked Mrs J Carr and staff for all the work done relating to Safeguarding and noted that the school exceeds expected standards in many areas.</p>	
2919.	<p>Governor training and school visits</p> <p>The following governor visits and training have taken place in 2018</p> <ul style="list-style-type: none"> - Mrs A A Cooper visited school. - Mr G Davis visited 6th form. - Mrs A Horsfall-Jones visited school. - Mrs A Horsfall-Jones attended SEND training at Thornhill school. Mrs A Horsfall-Jones will circulate copies of powerpoint documents to governors. 	A H-J
2920.	<p>Any other urgent business</p> <p>(a) <u>Proposed Inset Days for the next academic year</u></p> <p>The following Inset Days were proposed by Mr D Wadsworth</p> <ul style="list-style-type: none"> - 3rd September 2018 - 23rd November 2018 - 21st December 2018 - 15th February 2019 - 23rd July 2019 <p>RESOLVED: The governors agreed the proposed inset days for the next academic year.</p>	

Agenda Item	Discussion and Decisions	Action – who/by
2921.	Correspondence None.	
2922.	EVI's Mr D Wadsworth presented the following EVI's and requested approval <ul style="list-style-type: none"> - Theatre trip to London – year 9 - Camps International Kenya RESOLVED: That the Acting Chair should sign the two EVI's presented.	
2923.	Dates of meetings for the 2017 – 2018 academic year RESOLVED: That the next meetings of the Shelley College Full Governors will take place on: <ul style="list-style-type: none"> - Tuesday 8th May at 6.00pm - Tuesday 26th June at 6.00pm The next meeting of the Resources Committee (Finance) will take place on Tuesday 8 th May at 5.00pm. The Shelley Meeting schedule should be updated to show the Resources Committee on Tuesday 8 th May.	Governor Clerking Service
2924.	Agenda, minutes and related papers – school copy RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.	

The Chair closed the meeting at 8pm.

[Handwritten Signature]

Chair
26th June 2018

Date