Minutes of the Local Governing Body of
Harrogate Grammar School
held in Room S03 on Wednesday 7th February 2018, commencing 6.15 pm

Present: Mr P Cotton (Chair), Mr J Godfrey, Mr D Hurcomb (DH), Mrs J Johnson (JJ), Mr R Sheriff (Headteacher) (RES), Dr T Stowell (Vice Chair), Mr I Sugarman (IS), Mr J Topping (JT), Ms J Watson (JXW)

Also present: Mrs K Moat (KLM), Mr N Renton (NXR), Mrs C Bradbury (CLB) (Minutes).

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<thead>
<tr>
<th>Minute No.</th>
<th>Action</th>
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<tbody>
<tr>
<td>LGB 1</td>
<td>The meeting commenced at 6.23 pm.</td>
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<tr>
<td>LGB 2</td>
<td>1. Apologies</td>
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<td>There were no apologies.</td>
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<td>LGB 3</td>
<td>2. Additional Declarations of Interest</td>
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<td>There were no additional declarations of interest.</td>
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<td>LGB 3</td>
<td>3. Minutes of the last meeting and Matters Arising</td>
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<td>The Minutes of the Full Governing Body Committee Meeting held on Wednesday 15th November 2017 were reviewed and accepted. Proposed by Mr Godfrey and seconded by Mr Hurcomb. The Chair then signed the Minutes as a true and correct record.</td>
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<td>Matters arising:</td>
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<td>The ASP Login details were queried by a Governor – Mrs Moat to organise.</td>
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<td>Flexible Working Policy – it was agreed that this would be picked up at the next meeting,</td>
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<td>Alumni Update</td>
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<td>The report from the Link Governor had been issued ahead of the meeting. It was confirmed that an Alumni Administrator has now been appointed, initially to work two days per week dedicated to Alumni, with two extra days per week covering administration tasks in the Student Services Office. She is currently being trained on the systems, and will make a start after half term on the Alumni work. Initial capture proposed to be via social media, parent body, friends etc., and also find a system to work with. Meeting to be had over the coming months with the Link Governor.</td>
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<td>There were no further matters arising.</td>
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4. Feedback from the SLT Weekend

The Head explained the reasoning behind the SLT weekend, which normally takes place annually, each January, and has been in place for the past ten years. It starts after school on a Friday afternoon, and takes place at Hazlewood Castle, who have given us the same competitive price for four years.

The weekend consists of an evening session on the Friday, followed by dinner, with an early start at 9.00 am on the Saturday morning, through until 2.00 pm in the afternoon. This is a good time for the Team to focus, solve problems for the coming academic year. There are good, positive debates. This year also involved the team from Crawshaw Academy, and it was useful for people to get to know each other better. The session on the Friday evening was focused on using the Myers Briggs analysis and the focus on the Saturday covered academic productivity, experiences of being a senior leader, changes to isolation and detention in school, assessing teaching and learning and developing reading ages across both schools.

The Chair thanked all involved for giving up their time to attend the weekend.

5. Executive Headteacher's Report

The report had been tabled before the meeting and Governors were asked for any questions/observations.

A question was asked 20 students leaving, is there any trend in this? No, with nearly 2,000 students on role this is average, some relate to the Sixth Form, and there is nothing that gives concern. It was agreed that attendance issues, especially in Year 9, would be looked at.

A Governor asked about University applications - how do the numbers compare with recent trends? They are very much in line with previous years, really positive and quite reassuring. The year group is a slightly weaker group, current target grades 57% A* to B. More work to be done to get this up to 60%. Good position in terms of university applications. It was asked - Are we going to have new levels, depending on GCSE Results? The students' results are regularly reviewed throughout the year, the school meets with the family and student to check whether they are on the right course. A further question was posed - Where do students go if they don't achieve the right level of entry and do you help the students with their right decision? Other schools may have a lower level of entry, Harrogate College and York College also provide good provision, the students get good, independent careers advice and are helped throughout the process. The entry requirements for Sixth Form are 6 passes at Grade 4, progress measures have been above average for the past 4-5 years.

The Chair asked do we care that 77% have applied for Russell Group universities, should we focus more on getting students to the right university that matches their needs and look at other data such as University gold awards and student satisfaction? Measures have been released showing the percentage of students who have attended Russell Group universities, 40% of HGS students got the top third of universities, national average is 18%. The school want to give the students the opportunities to go where they match their needs, we are not fixated with the Russell Group.

With regards to the Oxbridge interviews a Governor questioned 19 students were called for interview, 3 had offers which is small compared to other schools. Do Cambridge interview everybody? It seems we are lagging behind and should we be focusing on this? There are lots of different reasons why, although they had the academic standard on paper, they fell at the interviews. Need to prepare students for the interviews, perhaps go further back to Year 9, 10, 11 and 12 in school to develop academic swagger to cope with any question that may be given to them at Oxford/Cambridge interviews. This was included as an SLT agenda item. There is a new Student support officer in Sixth Form who is extremely experienced in terms of Oxbridge entry who can provide advice to the students. Feedback from the students who applied was extremely positive.
Data Dashboard – The Chair thanked Mrs Moat for the new format, the Governors have found it a lot clearer and easier to read. Mrs Moat was asked whether there was any particular reason for a big drop in some of the figures in Year 8, grade 9-4? There has been a new assessment system in Years 7 and 8, based on regular assessment tasks, this makes it difficult to see the ‘trend’ so agreed to leave 7 and 8 off this document for the time being.

The main concern is Maths in Year 11? This is based on two different grades, the mock grade looks very bad, but this is actually higher than this time last year and is based on the actual exam paper which took place last year. Not overly concerned, the Maths Department are very cautious, majority of the students sat the higher tier paper, tiers have now been moved around and an extra class will be sitting the foundation tier which will be more achievable for them. A Governor asked did the exam paper they took last summer use the same boundaries, the students who took that would have sat a mock before which used higher boundaries, is it not relevant to compare the two? There is some relevance, it is similar but not able to compare it to two years ago. This does not happen in English as the English did not do the full set of exams, and are less cautious than Maths. Do you ever focus on the students who are getting one but not the other? Faculty Leaders for both Maths and English reported to SLT and identified the groups, and offering intervention to these students. Looking at building confidence, problem solving working on skills and exam practice. Sample materials are being used, another paper has been released and further resources are being bought into. Has the exam board been any clearer that the paper will be easier this time around? The paper for this coming year will have been written this time last year, so highly unlikely.

LGB 6

6. Chair of Governors’ Report

The Chair confirmed that since the last meeting he had attended the Saturday AM session, met with 4 pupils and their families, usual situation of mixed home life, difficult problems. He confirmed it would be good to have a follow up from these meetings as to whether they did have any impact. The Clerk to organise this for the Chair’s next meeting with the Head.

He has also chaired a permanent exclusion meeting, along with annual review meetings, pay review committee and Governor training meeting. He has taken part in a video for the upcoming Governor recruitment session on 28th March.

The Head briefly spoke to Governors about the Ofsted training session, taking place on 22nd March, Stephen Rollett who is the national Ofsted specialist for ASCL will cover “what is the Governor’s role at an Ofsted inspection”.

LGB 7

7. Peer Review Update

The Peer Review Report had been tabled ahead of the meeting. The Chair congratulated all on a fantastic report.

Mrs Moat covered the report for Governors. Lots of positive things had been mentioned. Two main positives at the feedback, the reviewers were asked would they like their own children to attend HGS? Both reviewers confirmed without a shadow of a doubt that they would give their right arm to attend HGS. One of the reviewers confirmed that when she was observing lessons, she felt like a judge on Strictly Come Dancing, by feeling the need to pick faults after seeing wonderful things.

The Heads are confident that there was nothing the reviewers had picked up that they were not already aware of and addressing.
Following on from the review, a follow up action plan has been created to work on everything that has been identified. Some of these key issues, were included as agenda items at the Hazlewood weekend. The action plan is being reviewed regularly by SLT, and it was agreed that this would be shared after the meeting with the governors.

The Chair raised the rewards points system *is this where technology has had a negative impact? Previously students used to cherish the stamps given for positive behaviour such as the Head’s Sheriff stamp, these days with electronic stamps on the iPad, is it meaningful?* This has been discussed, some teachers do still use the stamps, other things that have slipped are the post cards, students really appreciated having a personal, handwritten post card sent to them. Post cards are given on the Classchart application so this will be reinstated. It is different between an 11, 13 and 16 year old, trying to get the age related bit right, how do we work with the students to make it more effective for them. A Governor questioned *how do we keep the upper students stimulated and rewarded?* This is the heart of basic pedagogy, teachers are trained to meet the needs of every student in the classroom, all sets are mixed ability, whatever group you have you need to plan for progress and meeting the different needs.

LGB 8

8. Link Governors and Visits to School

Two new link Governors have been appointed and the updated schedule was shared with Governors. Mrs Johnson has agreed to be the link governor for the Maths Hub and Mr Sugarman for SEND. The Head thanked both Governors for taking up the roles. The Clerk to set up a meeting with Mr Sugarman and Mrs Bednarczyk.

A Governor confirmed he had received an email from the NGA regarding Pupil Premium, he agreed to send this on to the Chair and the Head.

LGB 9


Two Policies had been tabled for approval. The Chair asked for any comments or feedback. The Clerk will re-format the SEN policy once approved. The Chair confirmed the plan at the back of the Equality Policy was excellent.

SEN

A Governor commented *If parental input if it is not there the school and child will struggle, how are you hoping to influence parental input?* For the most part, 99% there is a real good parental contact. In terms of SEND parents, there is very close contact, for those children at risk, who are vulnerable, parents are included at all stages include Saturday mornings, fixed term exclusion meetings, ongoing work with the year managers. A lot of resource and time goes into parental contact each day. The Attendance Officer from Just B is utilised, and she will go out to the home and engage with parents, work with school refusers etc. *So are you working with other organisations?* Key service is the Local Authority prevention service, Educational Psychologists, social care, as well as the Police. Developing an intervention facility – The Nest, working with partners in the area. Hopefully the facility will be open by Easter with a view to taking students in September. This will be based on short term, 1, 2 and 3 months at a time, working as a Trust provision, children from KS2 and KS3.
The Finance Director confirmed the school also helps in a soft way, assistance with trips, every child has an iPad, provision of food. A Governor asked *what do we provide with regard to teaching parenting skills to children?* School values, respect, being kind to each other, what it means and what it looks like, this is at the heart of everything which is done in school, however specifically very little to cover finance, healthy eating, sex education. Both policies were proposed as correct by Mr Godfrey, seconded by Mr Topping, all Governors in favour.

### LGB 10

**10. Health and Safety**

Health and Safety was covered in the Head’s report.

### LGB 11

**11. Correspondence**

There was no correspondence to report.

### LGB 12

**12. Any Other Business**

A Governor advised *as a Parent Governor he had been informed by some parents that were upset that their child had not been chosen to go on the Ski trip, and there seemed to be a change in how students were chosen?* Mrs Moat confirmed that the process had not changed, it has followed the usual procedure.

A Governor asked *about the school trips with the Dubai trip cancelled due to lack of interest, there is a lot of potential demand do we need to organise two ski trips?* The Dubai trip was a shame there was not sufficient interest to commit and pay the deposit. The Ski trip traditionally has been alternate, one year North America next year Europe not much difference between the price of both. Two trips running each year would not be logistically possible.

One of the things that have been discussed over the past meetings is problems with girls sport, the link Governor confirmed he had met with Mr Brown on a number of occasions and there had been a major change. At the Netball North Yorkshire regional competition last week the U16 team came third and the U14’s came second, and qualified for nationals. With the swimming competition a student is through to nationals. The Governor confirmed that the teachers had taken this on board, it is extra work but has made such a difference. Good information on sporting results is included in the parent bulletin. There has been a slight drop in rugby, this is due to the influence of football, and also the issues with meeting demand for what is offered, and the availability of people to help.

There was then a break at 8.07 pm, and Mr Hurcomb and Dr Stowell left the meeting.
LGB 13


The meeting recommenced at 8.20 pm.

Material had been given to Governors prior to the meeting. Mrs Moat explained “Understanding the Data”. She covered Progress 8 – what does it mean? Progress 8 is the basket which makes up the measure, 2 biggest ones are English and Maths these are double weighted. EBACC qualifications Science, Computer Science, Geography, History and Language, highest of these 3 grades go into this basket. The “open” group gets filled last. Three next highest grades of whatever they have left.

Each subject is then assigned a numerical point score. New grading system last year for English and Maths, and will be allocated to most subjects this year. Overall point score to work out attainment 8 score. This is the best 8 subjects added together, minus the estimated attainment 8 score. Actual is the estimated, divided by 10 to get average. School score was 0.42.

SATS were discussed, *what do you do in school to monitor progress, if students have not sat the tests* CAT tests are done when they come into school, which is good for target setting. **If they ask whether the student can sit the SATS do you let them?** Yes. There are transfer arrangements for those coming from schools, do the CAT tests and visit the primaries to meet each child.

Mrs Moat covered the results for 2017. Last year English was 0.44 and 0.59 for Maths, this was switched around this year 0.56 for English and 0.36 for Maths. This could be due to the new Maths paper, however results are still well above the national levels. EBACC has fallen this year and the open group has also fallen. Lots of different reasons which are now being unpicked. There are ways of changing this by changing the curriculum, however this is not something that HGS would do. Students are encouraged to do a humanities subject, language, art. A Governor stated *he concern is that we have maintained a consistency throughout the years, from last year to this whilst we have remained with the consistency, the figures have dropped* Next year when some of the things cannot be included, figures should rise again. The change in grading and points awarding meant results were going to be lower this year. The Overall Progress 8 score is above average, well above average last year. Top 18% of schools in England.

There are some things which affect the data – Mrs Moat explained the scatter graph. There is a small group of students who are outliers. All have a very specific story, pre-validated data. Cases have been presented to the DfE to remove the data which include students who were not in school ie., school refusers, mental health issues.

The Governors discussed the differences between male and female learners.

Mr Renton covered Level 3 value added, +14 which puts HGS above average, one of the highest in Harrogate and North Yorkshire.

The Head informed Governors of Mr Clephan who has been worked with Mrs Moat and Mr Renton. Previously the Head of Roundhay, he comes in and coaches on a regular basis. He is now one of the school improvement Directors for the Trust. He offered for Mr Clephan to come and meet the Chair of Governors.

The Chair asked *are learning walks unannounced?* Yes, the staff used to get two weeks warning, but the feedback is that it is much more valued if they are watched doing what they do rather than being aware of it. Feedback is really helpful and things are spotted when you are teaching, simple things than can be changed which has a good impact. There were 90 lesson observations done by the time the Peer Review took place.

The meeting closed at 9.00 pm. The Chair thanked everybody for attending and contributing.

Next meeting to be held on 25th April 2018.