

THE LOCAL GOVERNING BODY OF UPPER BATLEY HIGH SCHOOL

Minutes of the special meeting of the Governing Body held at 9.30 am at the School on Saturday, 1st October 2016.

PRESENT

Ms C Geisler, (Chair) Mr H Aswat, Mrs S Roe, Mr A N Megahy, Ms S Vickers (Head Teacher), Mr M Goora, Mr E Ravat, Mr G Alvy, and Mr M Mayet.

In Attendance

Mr W Schonenberg (Minute Clerk)
Mr M Brayford (AHT)
Mr A Kang, (DHT)
Mrs A Karim (AHT)
Mr G Hazelwood (AHT)

17. WELCOME AND INTRODUCTION (THE VISION FOR 2016 AND BEYOND)

CG explained that today the meeting would take on a slightly different form and would feel differently. However, it was a crucial governance meeting and thanks were extended to all of the SLT who had given up their time to attend this morning. The first "traditional" GB meeting will then be the AGM on Wednesday, 19th October.

Q. CG asked, what do we all think are our strengths? Please agree this in pairs and we will capture this.

A. We are welcoming, dynamic, accountable, open, positive, success driven, led by good examples, well behaved towards each other.

We have a sense of purpose, we have the right people (staff and governors) in the right places, we know our weaknesses and we deal effectively with them.

We have good community relationships and are well received locally, our learners have pride in their school.

Governors are on the ball and effectively challenge the school and holding the senior leaders to account.

The head teacher, SLT, and the staff give us robustness in depth to achieve our goals.

CG further considered how do we turn all of these positives into successful output numbers? We do still have some challenges and we will come to these towards the end of today's session. Governors felt that the rebranding had been a great success in the community. Parents are much more engaged with the school and children enjoy coming to school and many arrive early.

Q. What is the staff view regarding governors?

A. They know that the governor profile is very high in UBHS. Staff understand that if they have a suggestion to make that everyone is approachable, not just SLT. Staff perform many unpaid extras willingly. They start at 8.00 am with the breakfast clubs. Other clubs also run all year round not just at the booster periods. They also willingly run holiday clubs and SV does not need to cajole them, they are incredibly committed and work hard for our boys. Marking, (a most time consuming job), is done outstandingly and impresses other visiting high schools.

SV then took over and gave governors a quick PowerPoint headline presentation used in school (the data of which is fully captured below). This used Rio Olympics language to bring home key messages.

Learners are significantly below national average on entry. Each cohort has less high ability learners than NA. Data is robustly scrutinised in 7 weekly assessments. Raised aspirations have led to Silver targets being 3LP and Gold now being 4LP and Platinum 5LP.

Significant focus is made on underperforming learners. Strong Progress made in Maths with specialist staff whilst English was held at its high level. Design Technology now exceeds NA for the first time (it was failing previously). **The daily diet of teaching is now 90% good or better** (we were 43% in 2014) 5* A-C Basics is now at 48%. Attainment in Geography, History, French, and PE still to be further improved this year. We have 7 SLE who help to spread best teaching practice. We were below NA in 3LP and 4LP and judged as Inadequate 2 years ago, but now we are judged Good with the majority of departments above NA GCSE outcomes and rising further with the staff and methodologies in place to achieve this. The school has been transformed over the past two years and the improvement journey continues. There is a relentless focus on achieving only the best outcomes in every area.

Together Everybody Achieves More (TEAM); **our next goals are to improve both progress and attainment in Geography, History, French and PE.**

Q. What does the school want governors to do?

A. Continue to be a critical friend, sign up for the Deep Dive programme this year, and assist with pupil recruitment. Also be positive ambassadors in the local community at discouraging parents from taking term time holidays.

Q. Is there any way that the school can make governors' roles easier?

18. 2016 GCSE SUCCESS RESULTS, ANALYSIS, & PROGRESS REVIEW

Graham Hazelwood (AHT) Data led on this item using PowerPoint.

- UBHS has seen a rise in 5 A*- A grades from 2% to 14%.
- 8 A*-A is now 4% previously 1%.
- 5 A*-G at 93% National Average = 95%
- VA Significantly above NA at 1009.731 (C2013: 978.2, C2014: 1004.6, C2015: 1006.412) NA=1000.
- English Lang 94.1%, Lit 84.3% A*-C. (NA = 60.2%, boys 52.3%)

- English Literature above NA by 9.2% and a staggering 16.9% above the NA for boys.
- English 3LP is close to 70% target at 69.4%. (C2014: 66.7% C2015: 77.8%)
- English 4LP is significantly up by 14.5% on 2015 cohort at 36.7% (C2014: 20.4%, C2015: 22.2%)
- English 4LP 6.7% above target.
- Mathematics 3LP has decreased by 2.7% on the previous cohort in relation to the final exam.(C2014: 52.8%, C2015: 67%) 3LP 2016 at 64.3%.
- Mathematics 4LP at 5.6% above 2015 cohort % and is now 27.6% (C2014: 19.4%, C2015: 22%)
- Further maths A*-C at 100% with 16.7% gaining A*-A.
- English and maths are above floor standard by 7%. 5A*-C measures EM at 48%.(C2014: 38.5% C2015:55.4%)
- Art A*-C 8% above national for boys (C2014: 51.7%, C2015: 67.4%) 3LP=85.7%, 4LP = 38.1%
- Business Studies 28.6% above NA and +30.4% boys.
- EDCL 92.4% A*-A, 100% A*-C.
- Design Technology up by 11.8% A*-C from 2015 to 2016. And 4.9% above NA. (C2014: 15.1% C2015: 54.1%)
- Biology 2.1% ABOVE NA for A*-C and 35.9% above 2015 figure for A*-A. A*-A = 51.9%
- Chemistry A*-C significantly above NA by 6% at 96.3% and 7.4% for boys. A*-A = 40.7% (C2014: 96% C2015: 100%)
- Physics 9.1% above NA with 40.7% achieving A*-A.

Governors had received a comprehensive 2016 data pack comprising, headline data, key measures (data graphs), the cohort data summary, KS3 and KS4 progress summary, and Y11 3LP and 4LP assessment point totals. **This data set was for governors personal use, to help them understand 2015-16 better, and to facilitate areas of discussion and investigation on their personal Deep Dives.**

This year 14 boys had achieved 5 A*, whilst 4 had achieved 8 A*. The classes are very diverse with boys coming from a large range of family backgrounds. Progress * was joint fourth in Kirklees.

UBHS has done very well with moving boys through from where they started, academically, to where they finished. This is borne out by the NEETS data. There were none in 2015 and early indications are that there will also be none in 2016.

Q. What are the non-GCSE subjects that we currently offer?

A. BTECs in Science, PE, Business Studies and Computing (ECDL).

Q. In terms of our learners, did some just not quite make the grade?

A. Yes, and if our achievement in Geography, History, French and PE had been better we would have been close to the BGHS results.

A discussion then arose as to how the school could explain to parents and potential parents that UBHS has a massive skill set in bringing on lower achieving boys than any other school in the area and that UBHS should be their first consideration.

Q. With our intake generally so low, is this an advantage?

- A. The positive difference that the other schools can make is lower (which we can prove). We can make a greater difference with the skills set that we have built up. Also we do not turn anyone away as we accept all applicants.**

A further discussion then arose around the fact that some parents choose schools for non-academic reasons. It is difficult if not impossible for UBHS to counteract this fact. What works for some parents will not work for others. A point for governors to consider in advance of the AGM is the school's PAN. The school feels that this is currently too large with vacancies in every year group. Changes to the PAN are a 2 year process and this can be started at the next meeting.

Action: To hold a discussion on a revised PAN at the AGM.

GH touched on a number of graphs, e.g. Maths attainment being just below NA, whilst Maths Progress 8 was above NA. English language and English literature were fantastic at 43.8% with only boys.

Q. How did Science breakdown?

A. 28 took triple science, 6 took the BTEC in Science (double last year)

Q. How do staff give learners the data and how do they perceive it?

GH showed the graphs that sought to explain this.

Q. Have we sent the new GCSE Grading explanations out to parents?

A. Yes, following every "Gold Day" and it is also revised at parents' evenings and in letters home.

Q. What were the improvement actions in PE last year?

A. We were doing GCSE course last year which we do not feel met the needs of our learners. We cut the entry to 6 boys in 2016 but the progress was still low. This year all learners who took PE as an option will do BTEC PE (27 learners in total). We invested in the fitness suite which has been popular for extra-curricular clubs and activities but did not support progress with the GCSE groups last year.

AM spoke on sport. Regrettably our boys are not very sporty (don't join in clubs) out of school hours.

Q. Does this affect the broadness of our offering?

A. No, as we match our provision to the boys' needs.

Q. Is there any support offered by the MAT regarding geography?

A. Yes in geography and history the teachers receive some support.

A discussion then arose regarding how to improve humanities. It was agreed that results need to go up in this area this school year. The school is limited by its budget, which is balanced, but tight. This limits the options available to address the issues. We are unable to purchase in additional, private sector, teaching resources and we have one vacancy in the staffing time by not being able to afford a

geography teacher. We are looking to the MAT for support in this area. The DHT was mindful of only being able to pull in MAT resources. However all other departments are good and do not need additional support.

Graham Hazelwood was thanked for his detailed run through the 2016 data.

3035. NEXT STEPS FOLLOWING ON FROM THESE RESULTS (QA WORK)

Q. What is QA?

A. A systematic approach which evaluates and monitors progress in the quality of educational delivery.

A. In UBHS, it follows the 4 key Ofsted areas of, Leadership & Governance, Quality of Teaching, Learning Outcomes, and Personal Development, Behaviour and Welfare.

ASK shared out this year's QA timetable listing all of the scheduled activities for the year. Again, they were welcome to attend any of the training sessions that they might find to be helpful.

Q. How do you know that all learners are being pushed?

A. We undertake learning walks each week. Part of the process is to examine work books. These are stamped so that they are not inadvertently picked up again on a subsequent walk.

Looking at week 7 for example, this shows a learning walk, PIN marking, HOD's assessment point 1 data entry. HOD's also have a performance management appraisal each term which includes a mini SEF for each department with Q & As. We now have some "outstanding" departments, but these are not yet in every area. If a HOD finds a skills gap they feed this into the CPD.

CPL on a Wednesday are compulsory for all staff.

CPL on a Thursday are optional but are very well attended.

Q. Is this a national Q&A system or one you have developed?

A. All schools have some form of this. Ours is bespoke so that we can amend it. We try very hard to support the HOD's who we think have the most important job in the school.

Q. How do you prevent low targets being set?

A. Every HOD has to agree these with the head teacher.

Q. How are they set?

A. The starting point is always national average.

A. They are challenging, but staff now know that I will not penalise them for just missing a stretching target.

We are always looking for 2 sub-grades of progress in Year 7. By Year 8 it will be 4 sub-grades, by Year 9 6, etc.

GA asked how is quality driven? In Kirklees College the departments drive it themselves annually.

Q. Are we improving quality or just checking it and reporting on it?

A. SLT feels that all of the staff know we are on a journey. Those with us now are the skilled and motivated staff that we need and who freely participate to make this happen. We are on an exciting journey and everyone wants to get to “outstanding”.

Mrs A Karim (AHT) led on this item.

ASK went on to introduce the going from good to outstanding programme which was explained page by page:

- Positive relationships
- Professional standards for teachers
- Top 12 ways to achieve outstanding teaching & learning at UBHS
- CPL opportunities at UBHS, with our outstanding practitioners
- Growth mind-sets
- Lesson planning proforma 1
- Outstanding learning across a range of key tasks
- Lesson planning proforma 2, hints & tips
- 5 minute lesson plan
- Data class seating plan
- Examples of intervention for underachieving learners
- Intervention plan for 8 year 9 maths
- Teaching and learning support plans
- Homework timetable
- Pride in our marking
- Formative marking
- Lesson observation criteria document
- Observation proforma
- Outstanding learning, key features
- Further ideas for formulating effective questions
- Ofsted criteria for teaching & learning assessments
- The average child poem.

Many of the messages in this teaching tool document were spread around the school in poster form to reinforce key points. Governors discussed how well the recent assembly with Gary Neville (Manchester United and England player) had gone with the boys. Especially his explanations on hard practice to become a good team player and how you need to work hard to achieve your goals.

Q. How do these included observation proformas feed back into the QA programme?

A. Through the termly performance management process.

A. The CPL sessions are also logged into this.

3036. ENSURING OUTSTANDING BEHAVIOUR FOR LEARNING & SAFEGUARDING

Mr M Brayford (AHT) led on this item.

Another document was shared out which showed the considerably successful journey that the school had undergone since 2013. Fixed term exclusions had

dropped from 81 in 2012 to 10 last year. During this period learners excluded had dropped from 62 to 9 whilst inclusion unit referrals had fallen from 574 to 152. UBHS was now below Kirklees and NA for all exclusion measures. We are now a host school in North Kirklees for behaviour work where school and LA officers meet to seek to manage transfers, exclusions, out of area referrals, etc.

Attendance for the year was 94.8% with Eid and 95.4% without Eid. Nationally the attendance target has gone up by 5% for all schools making this a more difficult task. The school attendance is hit negatively by out of term travel to Pakistan and India by too many of its parents. Any influence that community governors may have, and could bring to bear on this important area, would be greatly appreciated by the school, as negative attendance will impact on our ability to achieve outstanding in the future. So far we have not had any PA or exclusions in 2016. With DG's retirement SEND provision has been tweaked and I have included her former data in the report. Identification and support for learners continues throughout their time at UBHS:

- Analysing assessment data each AP
- Quality First teaching, discussion & monitoring
- Providing opportunities to discuss concerns
- Liaising with parents & outside agencies
- Regular team meetings discussing children's progress.

More SEND learners attend negative sleuths in other schools than in UBHS.

Q. Is QA improving as shown by the graph?

A. Yes it is.

A. each HOD receives half-termly breakdown of the sleuths.

Governors may have noticed that the school changed the 4 home names, from historic place names, to "universal" value names. Governors were all invited to associate themselves with a new name and were free to attend house assemblies. They were asked to wear their new badges when visiting UBHS. These are now:

- Law
- Freedom
- Respect
- Democracy

3037. NEXT STEPS

CG went on to explain aspects from an important document which had arrived over the summer, Keeping Children Safe in Education. She read out an excerpt from page 15 which named all of the key personnel in safeguarding as:

- Matt Brayford, designated safeguarding lead
- Jenny Fox, designated safeguarding deputy
- S Roe, designated safeguarding governor
- A Megahy, designated safeguarding governor
- C Geisler, designated safeguarding governor.

SV spoke and stated how privileged she felt to have such a committed team of professionals working with her. Together, they were the strongest SLT that she had ever worked with. CG reiterated the governors' appreciation of the staff's role today

led by the Head Teacher, in making this a successful meeting and in giving up the family time.

Legally it is now every adult's "business" to keep children safe. All staff have read and understood Part 1 of the document. **All governors need to have completed and understood the new on-line Kirklees safeguarding training, and to have forwarded their certificates to the school.**

Steve Barnes, from Kirklees, will be auditing us in the near future and MB will need to plan for this. AM will ask SB for the last audit's recommendations which have not yet been received.

With regard to Part 2 of the document, CG will extract the actions from this and she will sit down with MB to check whether we are compliant in every case. CG will subsequently update governors at the next GB meeting in October. SV informed that the single central record is regularly being updated.

3038. ANY OTHER BUSINESS

Governors agreed on a series of dates for 2016-17 which fed into the MAT dates for the school.

CG recommended the Academies Financial Handbook to governors to peruse.

A draft Deep Dive schedule was shared out for action.

CG asked how governors felt about socially meeting the Trustees before the next GB meeting. This was agreed as 5.30 pm on the 19th October.

3039. 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.

The meeting ended at 13.30 pm.