

**Minutes of the Full Governing Body Meeting held in School on
Tuesday 15th October at 6.00pm**

Present: Tony Atherton (TA); Shaista Ahmed (SA); Zed Aziz (ZA); Derek Cross (DC); Liz Currie (ESC); Jane Dixon (JLD); Sue Doubell (SD); David Hall (DH); Mohammed Hans (MH); Gareth Harris (GH); Jonathan Hodgson (JH); Peter Roberts (PDR); Keith Wilson (KW).

Non-voting: Cath Proud (CEP); Simon Taylor (SAT); John Flynn (JMF); Jody Dunn (JDN) (Clerk).

JDN opened the meeting and explained that as this is the first FGB of the academic year, and in turn in light of item 3, she would be chairing the first part of the meeting.

1. **Apologies** – none received. No attendance by Stuart Eakin (SE)
2. **Declaration of Interest** – None. JDN reminded governors of the importance of this and if any governors had not yet returned their signed register of interest form, then they should do so ASAP.

3. Election of the Chair and Vice Chair of Governors

JDN told governors that further to the email sent out earlier in the week, the following nominations had been received; Jane Dixon for Chair and Derek Cross for Vice. Governors were asked if there were any further nominations at this point, to which there were none. JDN then asked both JLD and DC to leave the room and asked governors to vote for the two to remain in position via a show of hands. Governors voted in support of both nominees. The pair were invited back into the room and were informed that they would remain in position.

4. Election of the Committee Chairs / Composition of the Governing Body

JDN informed governors that DC had recently decided to step down from the position of Chair of the C&S Committee. She thanked DC for his time and commitment to the position over many years and said we were grateful for him remaining as a governor on the committee.

As a result of this, a new chair of the C&S committee has to be appointed and Keith Wilson has been nominated. Governors were asked if there were any further nominations at this point. No further nominations were put forward and a vote for KW to take the position was carried out via a show of hands. KW was elected and is now the chair of the C&S committee.

Moving on to the F&R committee, JDN informed governors that JH had agreed to re-stand for the position of Chair. There were no further nominations. Via a show of hands Governors were in agreement to the re-appointment of JH.

JDN handed the meeting over to the Chair, JLD, at this point.

JLD informed governors that she wanted to look at the composition of the governing body and confirm everyone's sub-committee membership. A document detailing the current memberships was circulated and governors were asked to either confirm or edit their details accordingly. She noted that currently there was something of an imbalance in terms of the number of members of the F&R committee and the C&S committee and this is something that she governors to look at and asked for governors with the relevant skill set to consider this committee. She informed governors she would look at the document and individual skill sets. It was noted that governors are free to attend any sub-committee meeting.

JLD then raised the subject of meeting attendance and reminded governors of the importance of this. Although the roles are voluntary and we are very grateful for the time given up, we have to be committed to the position; we owe it to the school, the staff and the students to attend and contribute.

ESC asked if there are any plans to expand the governing body, bearing in mind she is the only staff governor? JLD confirmed that this is on the trust's agenda as part of looking at the governing body as a whole. She confirmed she would like to build on the skill sets of the board, maybe bring in someone with a business or marketing background. Any feedback and ideas from the governors would be welcomed and encouraged. Trustees will review at the next Trustee meeting in December.

5. FGB Terms of Reference Review

This is for governor approval subject to a couple of amendments; the wording of point 1.13 in line with the same changes made to the C&S and F & R Terms of Reference and the number of members on each committee.

JH suggested that the terms of reference should be a little more fluid so that we have some flexibility over the membership numbers. This would prevent the documents immediately becoming out of date when there is a change in membership. DH also highlighted a number of inconsistencies in the terminology used throughout the document.

It was agreed that JLD would revisit the document and bring it back to a later meeting.

6. Minutes of the Previous Meeting and Matters Arising

JLD informed governors that a number of things from the minutes of the previous meeting will be picked up as matters arising further in the meeting, therefore suggested we discuss them at that time rather than duplicating information and discussion.

JLD then took the meeting through the minutes page by page asking for comments. On page 6, a further bullet point should be added to the governor training session list – Ofsted Framework – CEP. In addition, on the final page it should be noted that the listeria outbreak mentioned was not anything to do with school.

7. Safeguarding Update

A verbal report was given by Mr Taylor on the facts and figures relating to child protection referrals. The support provided by the counsellor, school nurse and pastoral team in school continues to be widely used and provides an essential support service for the students and some staff.

An update was given on training – the vast majority of the teaching and operational staff have been provided with induction safeguarding training or had their previous training refreshed and those who still require it will undertake it as soon as possible. One Governor (ZA) still needs to refresh their safeguarding training and two more (SA and GH) are now due. SD requires refresher training following her appointment as link Governor for Safeguarding.

SAT also provided Governors with a reminder of definitions of the four main types of abuse of young people and behaviours which might indicate them. Governors then raised a number of questions and SAT was asked whether he felt there was enough support and assistance in managing this area and his role.

He indicated that day-to-day he believed there was enough support and people in school to manage the caseload. SAT felt it would be good to have a supervisor for the people in these safeguarding roles, so maybe something to consider moving forward with SD. It will be interesting to see what comes out of the external review we have just had.

SAT then went on to explain a new check (Section 128) that governors will be required to have. He explained that anyone in a leadership or management position are required to do this in addition to a DBS check – it is in effect an enhanced DBS check.

Governors asked how we were managing getting these checks carried out throughout school. SAT confirmed that Claire Thresh (CT) was conducting the checks among those staff who need to have it and that the process had already started. A discussion was had around the section 128 checks covering the cost, and if these could be transferred from another organisations, which they cannot. Given the voluntary role of governors, these should be free. CT to follow up and get in touch with governors.

SAT reminded governors that at the last meeting he said he would touch upon a different aspect of safeguarding at each meeting. This time he would cover the four main types of abuse; physical, emotional, mental and sexual. SAT described the signs to look out for in order to identify these types of abuse, and explained that staff members are aware of how to look out for signs etc and have been provided with guidance and maintain vigilant to these types of behaviours. SAT said he was happy to provide governors with further information on any of these areas if required.

Governors thanked SAT for his time and he left the meeting.

8. Review of the Sub-Committee Meetings/Minutes

JH gave a verbal summary of the F&R meeting held on 9th October covering the main points of the meeting starting with the positives including the surplus budget of between £100-£150k, the pay award and the result of the risk assurance review. He then went on to explain the recent difficulties encountered with the IT systems (DC has expertise in this area and is looking at this with school.) and those encountered within the catering department resulting in a significant overspend. JH said that this is disappointing, and a learning curve for the F&R committee, who discussed this at length last week. The loss comes as a result of a number of things including, increased staffing costs, in-experienced management, the quality of the food and not bringing in enough income .

JH said that the FGB needs to discuss the future of the catering offering following a lengthy discussion at the F&R. Due to the £100k deficit, the external consultant who has been supporting the department has suggested we pursue the option of outsourcing to an external catering company. What do we do? Do we go with it or risk leaving it as is and incur further loss? The focus of the school is teaching, we are not a catering business. JH asked governors for their thoughts.

A discussion was had around this and KW informed the board that school did use an external provider many years ago. Governors agreed that the school had given tried to make a success of in-house catering for a number of years and this was unsustainable given the potential for further losses. The idea of catering providing a revenue stream had not succeeded and school needed to look at alternatives.

The few external companies we have briefly looked at do sound very good and if we were to go for this option the consultants currently assisting would be able to help with the selection

process to enable us to partner with the best company for our school and our students. There are lots of details to consider and we would need to ensure that we specification was correct and the contracts were carefully reviewed.

Governors agreed to support the idea of looking at an external solution and would like to be involved in the process further down the line.

JLD then summarised the C&S meeting held on 1st October as she chaired the meeting in the absence of DC. JLD spoke about the recent GCSE and A-level exam results and the successful retention of 80% of Y11 students into the sixth form; PDR will be covering this in more detail later in the meeting. JLD thanked PDR and all the staff for their hard work on this fantastic achievement. It was a challenging task and everyone should be congratulated.

Other things discussed at the C&S meeting included the morale in and around school being much more positive and the clear link of this to improved exam outcomes, very low staff turnover and retaining a much improved proportion of Y11 students in to the sixth form. The Year 7 admissions policy was also discussed. An amended policy was brought to the meeting for approval following a number of edits agreed at the C&S meeting. PDR explained further the discussions that took place around the policy in the C&S meeting and that it was suggested editing points 2 and 6 of Stage (ii) of the policy. Point 2 would revert to the wording of the previous year's policy, taking out the '*To be eligible they must achieve no more than two standardised age scores below the standard required for selection*' requirement. Receipt of PP would remain as an oversubscription criterion in point 2, but the pass mark would be the same as for all other candidates. Point 6 would be edited to remove the physical fitness/agility criterion, but music would remain.

KW asked if we had admitted any students on the music criterion this time around? PDR confirmed we had more than 10 who were eligible, having passed the entrance exam and Grade 2 in Music. Places will be allocated to the top 10 of those eligible based on the tie-break of the entrance exam score. It does appear to have been successful last year as we have lots of great musicians in our current year 7. The process for the music criterion is also simple to manage.

A vote was taken and governors agreed to accept the recommendations and approve the policy chances.

9. Exam Results

PDR talked governors through the 2019 GCSE and A-level results, explaining the statics presented in the paper and comparing this year's results to previous years. He first highlighted several key points about the GCSE results and then A-level. In summary, we had an outstanding Progress 8 score at GSCE and a significant narrowing of gender and pupil premium gaps was demonstrated. At A-level, our attainment grades were up on last year and slightly above the national average at A*-B. However, the L3VA score was slightly below expectation based on GCSE prior attainment and a lot of work was being put in to improve this.

GH asked how many other schools still do 11 GCSE's? PDR confirmed that it is not many, but HGS will drop to 10 now that languages are optional. It was noted that because students now study their GCSEs over 3 years, the pressure is relieved a little.

Governors asked questions about the improvements in the GCSE results, particularly closing the gender gap, and how this had been brought about.

PDR said that it's the students who put the work in and sit the exams on the day, however we use the data regarding the underperformers to specifically identify groups for further development and assistance. With the boys it's about keeping them engaged, asking them lots of questions and providing revision support and help with exam techniques etc.

PDR then went on to explain that there are three subjects at GCSE and three subjects at A-level that gave rise for some concerns. At GCSE those subjects are PE, Music and MFL. Music had a disappointing set of 2019 results, which we anticipate to be a one-off as there was no previous pattern. The MFL results were actually slightly better than predicted, though still a negative progress score. This year 11 were always anticipated as being a difficult year group with respect to MFL as they are the last year group where an MFL subject was compulsory. Next year we are predicting improved results as this year group actively chose an MFL subject and tracking indicators are positive. Regrettably, PE results show a disappointing trend. We have changed the staffing of the year 11 cohort and are thoroughly reviewing the scheme of work and resources and also the appropriateness of the chosen specification compared to alternatives.

With A-level, the courses giving concern are Chemistry, Biology and Maths. In Biology and Maths, the actual attainment was slightly better than predicted, though the progress scores still negative. In Biology, 5/7 staff were new in 2018 and so improvement will take time. However, indicators show that the team are on the right course and making headway. The main concern is in Chemistry, which has shown a disappointing trend. Support is being given to the HOD by the TDS team and an action plan for improvement is in place.

Governors asked whether school is able to give more resource to these subjects.

PDR explained that school is doing all it can. We have got the best staff that we are going to get, we now need to support them regarding delivering lessons to widely mixed ability classes in the sixth form to ensure all abilities of students make good progress. We have put a number of things in place - for A-level Biology and Chemistry, we have had someone come in from Clitheroe Royal Grammar School (who are doing really well in these subjects) to give us some advice. We have also had a restructure of the SSM's in the sixth form so that each year group now has an SSM solely focused on achievement. It is evident that this is making a big difference already.

CEP added that we are also looking at data in a different way to support our external students earlier - training them to become A-level students.

Governors agreed that it sounds like the school has the appropriate strategies in place to help work on the subjects of concern.

Governors asked about whether national data showed that the Chemistry exam is harder now than it used to be? PDR said the exam is harder, but still HGS results are lower than the national average and not where we want them to be.

Governors asked whether Chemistry and Biology class sizes were an issue. PDR said not an issue as such but if we had more resources, we could have smaller class sizes. The cohorts are bigger as these are very popular subject choices due to potential career choices. Other subjects are not in as high demand.

Governors asked whether there were tips you could pass on to parents to support? PDR indicated that school does put on revision sessions for both parents and students to attend to share revision techniques; these ensure everyone is on the same page. These tend to be better

attended for GCSE. Last year the A-Level Biology and Chemistry sessions organised for this purpose had to be cancelled due to poor take up.

There were questions about this year's A-level results and whether they likely to be the same? PDR said school don't have any hard data as yet, but the penny does seem to be dropping with the students and there is some subjective evidence of an improving work ethic. The staff are on top of things this year and are really focusing the students on what they need to do. We are not predicting fantastic results in 2020 due to the legacy problem of the profile of the Y13 cohort due to difficult recruitment in 2018. Staff are working exceptionally hard with the year group to get the best possible outcomes.

10. Admissions – Sixth Form Recruitment

PDR explained the document provided to governors, explaining each of the graphs and what the comparisons mean. We are delighted with the improvement in the retention rate this year, going from 58% of our students staying in 2018, to 80% in 2019. In 2018, the students who left HGS were some of the most able ones, whereas in 2019, those leaving were of lower ability and the higher ability ones have stayed. This is down to all the hard work that all staff put in. All the time spent interviewing and chatting informally with students really paid off. At the same time we recruited very strongly with external students with some excellent, high ability students joining Y12. For the first time in many years, HGS students will outnumber external students.

Governors agreed that this was a massive achievement and everyone should be very proud.

Governors questioned whether all this extra work keeping students focused etc was having an impact on staff wellbeing.

PDR said staff had put in even more work in at the end of last year and indeed at the start of this year and there is a concern as to whether this is sustainable. The intention and plan is to focus the students from the very start of the course, making our expectations very clear from the beginning, then hopefully the input and effort will be more consistent throughout the year.

Governors thanked staff for their engagement and hard work and it was noted feel that wellbeing is now embedded within processes and procedures.

11. Headteachers Report

PDR informed governors that he was going to draw governor's attention to a number of points throughout the document rather going through the whole thing line by line; starting with admissions. This year we had a record number of 1024 students sitting the test, a 9.2% increase on last year. The standard for entry in 2019 was set at 107.0 Standard Age Score (SAS), which meant 276 students met the standard. By the time the new academic year started in September 2019, all of the students who expressed a preference for HGS were offered a place. i.e. 276 students were needed to fill 210 places. This means that in order to secure an entry cohort of 210 in 2020 we need to have a similar or higher number of students meeting the standard for entry and still have a similar number on the waiting list. Analysis suggests that the cohort for 2020 is of a higher standard, notwithstanding the increase in numbers taking the test. If the standard of entry remains at 107.0 there would be 348 students meeting the standard, compared to 276 for 2019, which is an increase of 26%.

This would leave us with a considerable number of students having passed the test but would not be admitted due to the capacity in the year group. Therefore, after careful analysis of the

test scores and number of students at each score, we have decided that the standard for entry for 2020 will be set at 109.3 SAS.

JLD noted that this was the way that external examination boards would approach this situation.

A discussion was had around this and how the number of students sitting the test is increasing. The level of organisation of the day is just about still manageable, although school did receive a number of complaints from neighbours due to traffic congestion on the day. PDR and staff dealt with this – see below.

A discussion was then had around the published admission number (PAN) and that it is currently set at 180 but over recent years have been taking in 210 and so admitting over PAN. PDR asked governors if we should formally increase the PAN to 210 and explained the pro's and con's around making a change. Kirklees asked us not to change last year as there may be funding available in the future to support increasing capacity. Governors discussed the potential risks, however agreed it made sense to leave it as it is. A vote was taken on this, and it was agreed to leave as is but this would be reviewed again next year.

DH asked how many students admitted this year were from the catchment area? PDR said he didn't have the exact figures to hand but it is between 10 to 15%.

PDR then moved on to data and made governors aware of the new summit meetings which are now being held between the SSMs, Faculty and Subject Leaders, the appropriate Assistant Head for the Key Stage as well and the data analyst to ensure that all students make good progress. These are proving to be very informative and worthwhile.

Attendance was the next subject to be discussed, with PDR making governors aware of a new rule around recording study leave for 2020. Up to 2019, schools have recorded and published attendance for Y11 and Y13 students up to the point of study leave which is typically mid-May. However, for 2020, the rule has changed and attendance must be recorded and published up to the end of June. If we continue our practice of allowing study leave, which we do believe is in the best interests of our students, then our attendance figures will be much lower next year. We will take advice on this matter and discuss with other schools how best to deal with this.

The final section of the report PDR spoke about was the Complaints, Community Relations and Correspondence. PDR informed governors of the complaints the school received from local residents regarding traffic congestion on the entrance exam day. He had responded to the complaints via letter to 200 households and apologised for the disruption caused. A number of residents had taken up the invitation to come in to school to meet with him to discuss future issues – these meetings had been very helpful.

PDR told governors about a Harry Potter themed science project that some of our staff did during the summer term with 6 local primary schools. The experiments benefited over 350 students and received some great reviews and feedback. A similar event was held by the DT dept. JLD indicated that the Headteacher of one of the schools had written to her to thank PDR and the HGS staff for their support in these areas.

The sponsored walk had been a tremendous success, with a fabulous community spirit. Over 1200 students took part and most staff, walking the 10 miles route. We are well on course to achieving our £15000 target of which half will be donated to charity.

Further questions on the Headteachers Report - DC asked what were the reasons for the exclusions listed under the student behaviour section. PDR referred to a document listing the various reasons and read them out to the board.

PDR informed governors of the date of the upcoming Carol Service and Prizegiving evenings.

12. School Development Plan

PDR informed and explained to governors the school improvement priorities 2019-2020.

1. Improve post 16 L3VA score to +0.1 by reducing inter-subject variations
2. Reduce the admissions point gap post 16 to a gap <0.2
3. Embed a culture of high work ethic post 16
4. Improve P8 score to +0.6 by increasing boys' achievement with a gender gap <0.3 and increasing achievement of disadvantaged to P8 score +0.3
5. Make the most of our site and support the community

Further questions - JH asked if it was worth having well-being as a priority? PDR said that school had just carried out the staff survey and got the results back only yesterday. The lowest score was about work -load. We want to do what we can in order to reduce work load pressures and we are going to go back to staff to ask what kind of things we could do in order to help with this. We have already made some change in order to streamline processes and avoid duplication etc. We do recognise how big work load is for teachers.

KW pointed out that this is a national issue, therefore SLT shouldn't be too dispirited about this - SLT are aware of it and always looking for ways to make it better.

JH added that if well-being was incorporated into the development plan it would speak volumes to staff. GH added that he felt it was very numbers focused and agreed well-being should continue to be a consideration.

A discussion was then had around the destinations of our students after HGS and the fact we don't maximise its marketing potential. We have all of the information but we don't shout about it like we probably should. It would be great marketing to both internal and external students. PDR agreed to look into what we could do.

13. Policies for Approval

Governor Code of Conduct - JLD informed governors that this had already been approved. However, she has added a section to cover the use of social media. A document was circulated for all governors to sign to confirm that they had read and agree to the content of the code of conduct.

Admissions Policy (6-11) - This was approved earlier in the meeting when discussed.

Admissions Polity (Sixth Form) - This was approved subject to a typo.

SEND Information Report and Special Educational Needs and Disabilities Policy - SD raised a couple of points that she would like to address. Governors agreed they were happy for SD to pick these up and bring back to the following meeting with the suggested edits for approval.

14. Meeting Review

JLD thanked everyone for their attendance and input and conducted the meeting review resulting in discussion around each of the points. Governors agreed there had lots of debate and challenge.

The meeting closed at 8.55pm.