



## TADCASTER GRAMMAR SCHOOL LOCAL GOVERNING BOARD (LGB)

### Minutes of the meeting held on Tuesday 18<sup>th</sup> September 2018 at 5.30pm

**Present:** Philip Turnpenny (Chair), Wendy Wilson (Head of School), Georgina Wright, Ria Hennessy, David Gluck, Jon Bliss, Jeremy Airey (from item 5.17), Jess Ryan, Chris Burt,

**In attendance:** Iain Tessier (Clerk, Governance Advisor)  
Martyn Sibley (Chief Education Officer, STAR MAT)  
Cayte Mulhern (Deputy Headteacher)  
Ros Knapton (Assistant Headteacher: Director of KS5)  
Andy Sykes (Assistant Headteacher: Director of KS4)

#### 1.0 Welcome

1.1 The Chair welcomed all to the meeting. Governors were introduced to the new Clerk to the board, Iain Tessier.

#### 2.0 Apologies for Absence

2.1 Apologies were received and accepted from Heather Smith, Mike Dunphy and Liz Wilson. Jeremy Airey had indicated that he would be late arriving.

#### 3.0 Confidentiality and Declarations of Interest

3.1 The Chair reminded all governors of their duty to uphold confidentiality.

3.2 Governors returned their business interest declarations to the Clerk. The remaining forms, from those not in attendance, to be collected as soon as possible. The Clerk to draw up a register of business interests ahead of next meeting.

#### 4.0 Minutes of the Last Meeting – 27<sup>th</sup> June 2018

##### 4.1 Resolved:

The minutes of the meeting held on 27<sup>th</sup> June were accepted as a true record of the meeting and the Chair was duly authorised to sign the minutes.

#### 5.0 GCSE and A-Level Results

Summary reports containing headline data had been circulated prior to the meeting.

**ACTION**

**Clerk**

## KS5 - Ros Knapton

- 5.1 Mrs Knapton began by drawing governors' attention to the trend data. 38% of students had gained A\*-A grades in 2018, matching the performance in 2017. This put TGS alongside other higher performing settings and was well above the national average (26%).
- 5.2 Looking at the Greens vs Pinks analysis, there were lots of positives but still some areas to address. Those in white at the top end were not going to be green because they had been predicted to get the highest possible grades and, in achieving them, could only be regarded as in line with expectations. Indeed, some top-end students had ended up in the pink segment for getting an A instead of an A\* - a little bit of context was always necessary when addressing the data. It was fair to say that those with an A had still achieved well. Governors to be aware that some of the subjects with small cohorts had performance data that could be skewed by just one or two students.
- 5.3 Picking out one or two highlights, in Food Science there were some concerns about provision. Conversely, Geography outcomes stood out. Given the staffing issues within the department, outcomes for Economics and Business Studies were still positive. This was down to the provision put in place.
- 5.4 Mr Sibley noted that the school had moved to judging itself against FFT 20 instead of FFT50 and this more aspirational target, coupled with more challenging curriculum content and a linear approach to assessment, meant that the data could be viewed very positively.

Comments and questions were invited.

- 5.5 How did the staff feel about results? Mrs Knapton indicated that meetings with colleagues had been generally positive. Staff had been reassured that the hard work interpreting the curriculum requirements had paid off, despite the lack of guidance from the exam boards etc. Staff were generally very pleased with results. The destination data was superb and students were clearly very happy about being able to go where they wanted to. Mrs Wilson pointed out that with another year under their belts, staff would feel more confident still about curriculum requirements etc. Staff had requested exam papers back so as to share good examples of exam responses. Given that better knowledge around what a particular grade looked like, it was anticipated that grade forecasting would be better again next year.
- 5.6 Was it fair to say that there was work to do improving outcomes for those with lower prior attainment? All staff acknowledged that this was an area for development. The new guided learning hours for Y13s, which could target support for those students, were hailed as a good initiative. Getting students used to the exam material, exam conditions and understanding targets, could only be a good thing. The atmosphere in the sessions had been good, with students turning up as required. Preparing students mentally for exams was as important as teaching them the content.
- 5.7 Mrs Knapton pointed out that 72 out of 77 students had acquired their firm or insurance places at university. Those that did better than expected went through 'adjustment' and some, on finding a better course, had decided to take a gap year and apply to that course for September 2019. All KS5 students were settled on what they were doing for the next year or three years, in the case of those attending university. The school would continue to support the UCAS process for last year's Y13s.
- 5.8 A governor asked about student numbers in KS5. There were 122 students in Y12 for this year. They were broadly on target re: numbers, although it was acknowledged that 122 was slightly shy of the 50% conversion from KS4 target. Mrs Knapton pointed out that staff had given some good advice to students about their options in terms of Y12 study and that they might be better served by another college. Governors to be aware that certain subjects had firmed up their entry requirements in light of the more challenging curriculum. Those achieving 4s across the board had a 'limited diet' at TGS. The post 16 destination consultations had been rolled out early this year, giving students more time to think about their options. The focus on life skills, revision skills and planning was important and Mr Sibley was interested to see the impact of that work; he believed it would be positive. Mr Sibley acknowledged that there was work to do to improve TGS's ability to recruit KS5

students externally. It was noted that some students that had left TGS initially had come back to pick up their KS5 studies. A brief general discussion followed.

- 5.8.1 On the back of this, a governor asked what percentage of students who had been on track in terms of their KS4 attainment and could have stayed at TGS had decided to study for KS5 elsewhere. Mrs Knapton did not have this information to hand but acknowledged that it was a good question. Mrs Knapton agreed to carry out some analysis and report back to the LGB.

KS4 – Wendy Wilson

*WW picking up this item in lieu of Andy Sykes*

- 5.9 Trend data included for both progress and attainment. Progress was the key performance measure. Progress was positive; that was to say TGS performed better than other secondary schools generally. Meetings with faculty leaders were taking place to look at the positives and the areas for improvement. What was learned from these results had to translate into impact on outcomes for the current Y11s. With the new curriculum being in place across KS4 subjects it was a much 'firmer landscape'.
- 5.10 As governors reviewed the data, Mr Sibley cautioned that what was presented was the unvalidated data and comparisons with national were estimates and that higher or lower national data might alter the picture for TGS. The Headteacher added that the KS4 lead was confident that TGS would look well placed. The Progress 8 open bucket 'game playing' had been 'shut down' by DfE and that would impact on those schools that had been guilty of this. -0.2 last year for the 'open bucket' might not have looked great but the school's position would improve now as they had never opted for easy courses. A governor pointed out that some schools had excluded pupils to discount them from the data. Yes, this was true and it had not been TGSs approach to 'off roll' students.
- 5.11 Maths and English were so important in terms of Progress 8 and it was therefore very pleasing to see that the Maths data remained strong. Slightly disappointing that English Language outcomes were down; girls' progress remained positive but boys' progress was a significant negative – this was certainly an area that had to be worked on. It was noted that this reflected a national picture when it came to English.
- 5.12 A governor was concerned about outcomes in Food Tech. It was acknowledged that this was a weak area. Another governor pointed to RE showing as a weakness and wondered if the provision in terms of study hours was having an impact. Yes, it was true that RE was only timetabled for 2 hours a fortnight (English/Maths 8 hours in comparison). The new RE lead was focussing on the current Y10s and starting GCSE course content with Y9s to get them more up-to-speed. It was conceded that staff turbulence in the department had not helped the situation, although the steps taken had been necessary to improve outcomes longer-term.
- 5.13 A governor was very pleased to note the very good outcomes in Science.

*Andy Sykes entered the meeting and Mrs Wilson handed over the presentation to him*

- 5.14 Mr Sykes wanted to turn attention to the Greens vs Pinks analysis. 45% in pink might not look so rosy to governors but he asked that they remember that the school was now aiming at FFT20 and this higher benchmark would push up the pinks (hopefully only in the short-term). Echoing the earlier comment, generally progress looked good. A positive Progress 8 could be expected. The analysis showed that subject variations still existed. The KS4 review meetings would get to the bottom of this. At those meetings, the data was broken down further into the separate cohorts – such as SEND, PP etc. Maths and Science remained the school's strengths. In fact results had been stunning in those subjects, including outcomes for lower prior attainers. However, a long term strategy around Pupil Premium was still necessary because the phase was aware that outcomes of disadvantaged students were still not as good as the school would want them to be. Case studies were being carried out and information from those would be presented at a future meeting.

5.15 In terms of the SEND data, judgements had to be weighed against the small numbers they were talking about in that cohort. REN students (not SEND but have recognised educational need) was a wider field and the school was looking at what it was offering to REN students. Again, individual case studies were being worked on. Generally speaking, students with EHCPs did well and Mr Sykes' colleagues could go through this at a future meeting in more detail.

SI Comm

In terms of boys vs girls, boys performed equally well in many subjects, with the notable exception of English. Boys that were lower prior attainers remained a bit of an 'Achilles heel'.

5.16 Now he was in the meeting, Mr Sykes was asked for his thoughts around RE provision. Mr Sykes believed the new approach under a new lead in RE would have an impact. Results from this year were not a shock to both students and parents. There was not sufficient time on the timetable. Yes, the school had to do better. It was fair to say that some students had not prioritised RE; favouring ensuring they gained good passes in English, Maths and Science. When asked why GCSE content had not been delivered in Y9 to date, Mr Sykes replied that this had not been possible due to the curriculum changes that had been coming on stream. He conceded that this year's Y11 faced the same situation as the previous Y11 and that improvements might well not be seen in that subject until the year after. A governor wanted to get a sense that the new lead was identifying the issues. Mr Sykes believed so. The new lead was being supported by the Geography subject lead, where results were good and the department was in good shape.

*Jeremy Airey entered the meeting*

5.17 Results in French were a little bit down on expectations. Mr Sykes had not had a meeting with the languages department but yes, there were some issues to unpick. More information and detail could be made available to committee later in the term.

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## 6.0 Governance

### 6.1 Skills Audit

The Chair thanked governors for completing the audit. Mr Bliss acknowledged that his audit was outstanding and this would be returned to the Clerk as soon as possible. The Chair wanted to concentrate on the overall picture. The board was looking fairly strong in most areas. 3s and below in essential areas had to be addressed in due course. The audit seemed to point out pretty clearly that any governor recruitment should focus on attracting persons with finance, legal or HR skills. Governors agreed. The Chair encouraged governors to attend external training or seek support from the Headteacher and/or Chair to improve their weaker scores.

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6.1.1 A governor pointed out that the responses were subjective and a measure of confidence not necessarily an accurate reflection of inherent skills. In that sense the board had to be careful not to read too much into the matrix. Also, was it not most important to have coverage in all areas and not necessarily be concerned with whether one or two individuals were particularly low scoring in one of the skills areas. The Clerk talked about succession planning. If individual governors could improve their skills and understanding in certain areas then this might assist the board in the event that more skilled/experienced persons in a particular area left the board and specialists could not be found to replace them. Mr Sibley concurred adding that he wanted to see training being talked about in LGB meetings; governor CPD was a priority for the MAT. LGBs should be as skilled as possible. It was pointed out that 'in-house' training and attendance at meetings formed key parts of developing understanding of the governor role and the school itself. Governors agreed.

### 6.2 **Resolved:**

Following discussion and input from the Clerk by way of a briefing note, governors agreed the LGB structure and membership they wished to submit to the MAT Board for approval. Please see appendix A for details of this.

6.2.1 It was further agreed that Ria Hennessy would remain an invitee to meetings of the LGB and its School Development Committee.

6.3 **Resolved:**  
Governors agreed that Messrs: Turnpenny, Ryan and Burt would form the Pay Committee. A Pay Appeals Committee would be formed as required from the remainder of the governors eligible to participate in such a committee. Governors to advise the Chair if they would not want to be considered for the appeals committee.

6.4 The Clerk was invited to give a demonstration of MinutePad, the new online meeting administration and document storage facility that would be used by the LGB moving forward. The Clerk was happy to offer further tutorials to governors if they requested them.

6.4.1 **Resolved:**  
Governors agreed that they were happy for their contact details to be shared between the group for the purposes of governance-related matters.

## 7.0 Links with SHS

7.1 Mr Sibley clarified that Sherburn High had not joined the Trust due to the need to resolve certain budget issues. The MAT necessarily required assurances around SHSs financial security. The MAT and SHS remained keen to be aligned as far as possible, ahead of SHS hopefully joining STAR from September 2019. Part of the alignment work was about getting SHS 'MAT ready'. A formal Memorandum of Understanding (MoU) was being drafted.

7.1.1 A governor asked about the prospects for greater 6<sup>th</sup> form collaboration. Mr Sibley confirmed that they would like to improve on that element of provision between the two schools, along with other areas where collaboration made sense – things were good to a point but he acknowledged that there was work to do. Work that would be easier as the formal alignment took shape.

## 8.0 Appearance Policy

8.1 A proposed final draft of the policy was tabled Mr Gluck (who was on the working party looking at this) was invited to summarise the discussions. The overarching aim was to promote a gender neutral strategy when it came to the school's uniform. He believed that the principles of the new policy embodied this. It was noted that the school needed to protect its intellectual property rights when it came to the school crest. Chalks should be the sole retailer for certain items. There was a brief discussion on this and the policy in general. The Chair cautioned governors about getting too involved in the operational side of policy implementation, e.g. colour of the uniform etc. All were agreed that the 'blazers for all' requirement was a positive step. It was agreed that the 6<sup>th</sup> form dress code should be included in the policy detail. It was also agreed that the term 'gender neutral' should be explicitly mentioned in the policy.

8.2 Senior staff in the meeting noted that they had not had sight of the policy prior to the meeting and, whilst agreeing to the principles of the policy and the aim to achieve 'gender neutrality' when it came to the uniform, they requested that they be given the opportunity to review the detail of the policy ahead of implementation. Further discussion followed.

8.3 **Resolved:**  
Governors approved the Appearance Policy in principle. It was agreed that SLT be given the opportunity to review the detail ahead of the policy's implementation. A final version of the policy to be presented at the next LGB for ratification.

8.4 A governor noted that the cost of new uniform was a factor for a number of parents. Was there merit in establishing a 2<sup>nd</sup> hand shop? Staff in the meeting pointed out that consideration was given to families considered to be under hardened circumstances. The School Fund could be used to support families in hardship with certain purchases, including uniform. All outgoing Y11s were asked to donate their ties and blazers for redistribution. It was noted that many parents were not aware of this. With regards capacity and need to establish a shop, the Chair pointed out that such decisions were operational and no doubt leadership would give governors' comments some thought.

Clerk

Agenda

8.5 It was clarified that within the new policy, the new uniform (blazers) would be mandatory for all new Y7s and optional for current year groups.

## 9.0 Any Other Urgent Business

9.1 The open evening was on 20<sup>th</sup> September. A governor presence was welcomed. Immersion mornings would be taking place as follows: KS3 - Thursday 29<sup>th</sup> November (*post meeting note: replanned for 13<sup>th</sup> December*), KS4 - Tuesday 15<sup>th</sup> January and KS5 - Friday 8<sup>th</sup> February. Again governors encouraged to attend.

### Date of Next Meetings:

7<sup>th</sup> November 2018 at 5.30pm – discussion about the new School Development Plan (unclerked) (*post meeting note: replanned for 13<sup>th</sup> November*)

5<sup>th</sup> December 2018 at 5.30pm.

*The meeting closed at 7.35pm*

	Action Points from the Meeting	Agenda Item	Person(s) Responsible	Date for Delivery
1.	Chase up business interest forms and prepare register of business interests	3.2	Clerk	Next Meeting
2.	Ascertain the percentage of pupils that moved away from TGS to study for KS5 that otherwise could have stayed on	5.8.1	Ros Knapton	Next Meeting
3.	Return skills audit to the Clerk	6.1	Mr Bliss	ASAP
4.	Circulate governors' contact details	6.4.1	Clerk	ASAP

### Items for Next Meeting:

Final Appearance Policy for ratification

### Items for Committees

Pupil Premium – Data and Case Studies

SEND – Data and Case Studies

Feedback about performance in French

## Appendix A – Agreed LGB Structure and Membership

### LOCAL GOVERNING BOARD MEMBERSHIP

#### Tadcaster Grammar School

Type of local governor	Number	Specific requirements	Ratified by	Removal	Name	Term of office – four years
Headteacher / Principal of the Academy	1	N/A – ex officio appointment	N/A – ex officio appointment	Trust Board	Wendy Wilson	N/A – ex officio
Staff local governor	1	Must be a member of staff of the Academy	Elected by staff	Trust Board	Mike Dunphy	
Parent local governors	2	Must be a parent of a registered pupil to be elected.	Elected by parents of registered pupils or appointed by the LGB (in specific circumstances)	Trust Board	Jess Ryan Jonathan Bliss	
Trust board appointed local governors	7	Appointed on skills	Trust Board in consultation with the LGB	Trust Board	Philip Turnpenny David Gluck Heather Smith Chris Burt Jeremy Airey Georgina Wright Liz Wilson	
TOTAL	11					