

**Batley Multi Academy Trust**  
**Meeting of the Batley Girls' High School Local Governing Body**  
**Held at the School of Thursday 27 September 2018 at 6.00pm**

**Part A**

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**Present:** Pamela Pickles (Chair), Julie Haigh, Stephanie Holt, Michelle Barker, Janice O'Hanlon, Carole Sallery, David Cooper

**In Attendance:** Helen Sheldrake, Deputy Head Achievement; Karen Sturgeon, Clerk

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**713. Re-Appointment of Chair and Vice-Chair**

In accordance with the Batley Girls' High School Terms of Reference, adopted by Resolution of the Board on 2 July 2015 and revised on 15 October 2016, the term of office of the Chair and Vice-Chair runs for two years. As there have been no objections raised to the eligibility of the Chair and Vice-Chair, Mrs Pam Pickles and Mr Ahmed Vali are both re-appointed for a further year.

**714. Chair's Welcome**

The Chair welcomed Governors to the first meeting of the new school year.

**715. To confirm protocols on Apologies for Absence and Consent**

Governors agreed to the usual protocol regarding apologies for absence with consent.

Apologies have been received from Jonathan Barber, Samera Khalil, Sajid Ghani and Ahmed Vali.

The Clerk circulated Declaration of Interest forms which are an annual requirement for Governors to submit and these were completed and returned at the end of the meeting.

**716. Representation**

Governors noted the end of term of Mr Ebrahim Ravat as Parent Governor of Batley Girls' High School Local Governing Body with effect from 17 September 2018.

The Chair thanked Mr Ravat in his absence for his commitment to the role over the past four years.

The Clerk then clarified the representation of the BGHS LGB:

- Chair – Pam Pickles
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- 6 Co-opted Governors– Ahmed Vali, Carole Sallery, Samera Khalil, Jonathan Barber, Stephanie Holt and Jean May
- 2 Parent Governors – Sajid Ghani and 1 vacancy
- 2 Staff Governors – Michelle Barker and Janice O’Hanlon

Appointed in accordance with Item 2.2 of the Terms of Reference.

717. [Batley Multi Academy Trust Code of Conduct for Governance](#)

There is a requirement for this to be signed annually by the Chair on behalf of the LGB. **IT WAS AGREED** by the Governors that it should be signed on their behalf by the Chair.

718. [Minutes of Meetings – Batley Girls’ Local Governing Body – 21 June 2018](#)

**IT WAS AGREED** by Governors that the minutes should be approved as a true record.

719. [Matters Arising from Minutes](#)

There were no matters arising from the Minutes.

720. [Co-Heads’ Report](#)

➤ [Outcomes KS4 – Year 11](#)

Helen Sheldrake spoke to this outcomes item. The results were fabulous and a credit to everyone at Batley Girls’ High School.

The APS (average point score) on entry is Sig -, this means that students are below the national average on entry. Within Kirklees, the students are the 17<sup>th</sup> on the league tables on entry and by the time they leave, they are 6<sup>th</sup>. This is fantastic progress.

The Year 11 cohorts APS was slightly lower on entry that the previous year and 5% of the cohort had no KS2 data, so they would not be included in the progress measure.

Our “Basics” (the crossover of English and Maths) headlines were both up on last year with a larger cohort. The 4+ was 71% and 5+ was 49%. The Kirklees figure for 5+ was 42.1%.

Helen explained that a key line of enquiry for 2018/2019 is the crossover between English and Maths as it is something we could improve on.

A Governor (MB) asked why this was. Helen explained that girls traditionally do not do as well in Maths as English. Maths have brought in the Mastery system of learning in Year 7 and this should have a positive impact going forward. English early enter students for English Lit in year 10 and the schemes of work are designed to enable this. This has worked well in our school and alleviates some of the stress and anxiety for our girls by securing an early grade and reducing exam pressures in English in Year 11.

Another Governor (PP) asked why the Ebacc Strong Pass is down on last year. Helen responded by saying that this year it is harder to get a strong pass. Last year to secure a

strong Ebacc pass, English and Maths were 9-5 and other EBacc subjects were A\*-C. This year grades have gone to 1-9 and the 5 counts for all EBacc subjects. It is statistically harder to get a 5 than a C. A 5 score is the equivalent of a very high C/low B grade by comparison.

Progress across all the “buckets” has improved. The ‘open’ bucket score has improved considerably this year. Attainment 8 in all buckets is above the SISRA national average.

Another key line of enquiry is our disadvantaged cohort. The disadvantaged students have done incredibly well. National P8 data for disadvantaged students is -0.397, the school figure is +0.4. However, the in house gap between non-disadvantaged students and disadvantage students has increased. Whilst this is not an external measure, these gaps need to narrow.

A Governor (MB) asked how the school differentiated between disadvantaged students and non-disadvantaged students in lessons. Helen said as a school we always do the best for everyone, but going forward, further targeted intervention for disadvantaged students would be honed. This would not necessarily be in the classroom and the profile of disadvantaged students would need to be raised across the school.

Julie reminded Governors that funding allocated to the school for disadvantaged students was identified in the ‘Pupil Premium’ report on the website and that we have a comprehensive programme of intervention strategies with previous tried and tested rates of success.

Steph Holt said she had been on a course for Governors and they were reminded that all Governors should know what Pupil Premium is spent on within their school.

Another Governor (CS) asked if the parents of disadvantaged students engaged with the school. Part of the strategy going forward would be to give it a higher profile within the school and to improve the way students and parents engage, the school could provide incentives. This was already currently being explored.

Julie said the school was currently **planning** an external Pupil Premium review and would report back to Governors regarding this.

Pam Pickles asked Helen about the 3-year trends that had been provided to Governors particularly the positive position of Humanities which appeared to be improving year on year. It was explained that there had been considerable investment in Humanities and this was now giving positive results. With regards to the cohort variation in Geography it was about getting the balance right of students on the course. It is a case of ‘know your students’.

Art/Textiles was identified as an area where the result were fluctuating. Julie asked Steph who is the Governor link for this area to report back on this. Some of the fluctuation is linked to the switch between Textiles Technology to Art Textiles and vice versa as Art Textiles and Fine Art discount each other.

Our SEN students with statements had received fantastic results and the progress they made was phenomenal. The SEN support students had not done as well against their peers. This is being investigated, however, it was suggested that this is down to difficulty of the new specifications.

In conclusion, the results were excellent, APS on entry showed that the cohort was weaker than the national average, however progress and attainment were both more positive than the results for last year and against national data

Key lines of enquiry are:-

- Stretch and challenge at all levels, particularly the most able.
- Ensure stability and consistency across subject performance with three year trends
- Ensure students maximise attainment scores in basics.

### ➤ **Outcomes KS5 – Year 13**

David Cooper spoke to this item. He said it was a time of significant change in KS5. Exams had gone from a modular approach to a fully linear module. This had started in 2015 and was changing completely how we do things. Aspiration was an issue at Post 16 at the moment. This was compounded by Universities offering 30% of students unconditional offers by January last year.

Families are also saying that the cost of student loans is leading to students wanting vocational pathways and that students and staff needed to be more aspirational.

Julie stated that there had also been a lot of internal turbulence in the 6<sup>th</sup> Form team. This was now being addressed and behaviour and attendance was being dealt with effectively by the Pastoral team.

The average grade at A level was a C and the school had a 100% pass rate at A level. The only blip had been IT. There were some areas of concern regarding some subjects, however there were also some surprises. Teacher assessment would be looked at to ascertain how predictions varied so widely.

Value added was not good enough and we needed to get this back on track. However, this was not an accurate picture as vocational results were not currently included in this due to the new specifications not having enough data yet to be included by the DfE.

A Governor (SH) asked if this had affected recruitment. David said that whilst recruitment had not been affected directly, we did lose our top students to other colleges.

We are currently working hard with students to ensure they have a strong work ethic. However, students are complaining that they have more freedom at other colleges. The 6<sup>th</sup> Form team were currently looking at incentives for the students and each student would be looked at as an individual with regards to independent study outside school.

The qualifications residual chart was discussed. This is where the positives and negatives could clearly be seen. A Governor (MB) asked about the residual for Art/Textiles. David responded that we had a really successful arts package and that this had slipped. This had to be a strategic priority for the 6<sup>th</sup> Form.

It was also asked by a Governor (CS) if the curriculum offer was right. David replied by saying that this is something that was being looked at closely.

David stated that we need to nail down what we do well, which is the teaching and careers' provision and improve in other areas.

Governors were then asked to look at the Final Outcomes vs Exit Poll Grades table. Essentially teacher predications were not accurate and this needed to be addressed.

A Governor (SH) asked if any marks had gone down in moderation. David confirmed that English Literature, Art and History had been marked down considerably by the Moderators. We have appealed the English moderation and would need to look closely at what has happened. Batley Girls' staff contains a mixture of experienced moderators, examiners and a senior examiner; it is therefore not clear at the moment what the issues were.

Julie stated that we were also not a typical 6<sup>th</sup> Form centre as we offered Level 2 qualifications for students. She also said that our success at GCSE generated higher A level targets for students.

In conclusion things to improve were:-

- Strengthen progress with Post 16 outcomes with the new specifications.
- Aspiration in both students and staff
- Teaching/learning
- Independent learning (academic enrichment was now in place and as a school we have started using GIST to help students learn to study independently)

Stephanie Holt asked what Governors could do to help with improvements. David asked that when Governors go into their link areas they should ask challenging questions regarding KS5. He said an external review, that maybe led by Governors was being looked in to.

The Chair thanked Helen and David for their presentations. She also complemented them on the incredible work by the school on behalf of every student.

Julie also thanked Helen for the fabulous outcomes that had been achieved.

The Governors were also thanked by Julie and David for going into departments and also for the challenging questions that had been asked in the meeting regarding the outcomes.

➤ **Attendance update (1st June 2018)**

Julie spoke to this item. Attendance has improved on last year. The DfE has changed the way that absence is reported and therefore national figures have changed. We are currently working on this data and further information will be released. A Governor asked how we have improved attendance. Julie reported that the Attendance team had worked intensively with students and parents to improve attendance and that Ahmad Vali, our Educational Social Worker, worked closely with the team and with families.

SH asked if Study Leave would have an impact on the figure. Julie confirmed that it shouldn't, as we do not offer study leave. Another Governor (MB) asked if we could

offer further incentives for good attendance. Julie said this was a positive suggestion and we would explore this further with our attendance lead.

➤ **Teaching School**

Work is now underway with a North Huddersfield secondary school as part of our school-to-school support (NSS). JCH and DG have begun working with the school. UBHS have been commissioned to support with OFSTED readiness. HRS will soon be working to support English and HJT with Maths.

We are developing our Teaching School Alliance website 'Inspiring Education Teaching Alliance' and drafting our action plan.

➤ **Teaching and Learning at BGHS.**

Performance Management reviews and UPS applications are due by 31 October 2018. Interim reviews were carried out in February 2018 for all colleagues who were highlighted via curriculum teams or had pupil progress/target issues in October 2017. They all indicated a positive outcome. Moving forward all teaching colleagues will have an interim review to aid consistency. Early indications show 8 colleagues will apply for UPS 1, 2 or 3.

Three year trends in teaching indicate Teaching & Learning at BGHS keeps improving and 96% of teaching colleagues are classed as delivering good or better lessons. Our huge focus has been on consistency of this delivery across every lesson. This has involved dialogue with colleagues and students to aid feedback. A whole school Performance Management focus in 2018-19 on 'Creativity and Dialogue' should support the further development of engagement and performance for all. ACTL (Teaching and Learning group) is voluntary and yet 35 colleagues regularly attend to share good practice and support a whole-school approach to learning. This year the 'Aspects of Learning' groups will focus on 'Literacy, Numeracy, Creativity in the Classroom, Vulnerable Students, Rewards at KS4 & 5 and Stretching the More Able' to support the school lines of enquiry.

A rigorous focus on Marking, Assessment and Feedback through work scrutiny and whole school Performance Management has made significant gains and links to our exceptional outcomes; with feedback to support 'improving the learning experience' for all students at the core. KS5 will be a focus area this academic year.

➤ **Communication**

Communication at all levels continues to be a key focus for us. Celebrating success is an important priority and we have had a bumper newsletter edition for the summer term.

**Kirklees - Lives Not Knives**

West Yorkshire Police and Kirklees Youth Offending Service will be coordinating a media awareness campaign in the coming weeks. All secondary Heads have been sent a letter to send out to families, as part of this awareness campaign. BGHS UUBHS and BG have agreed an edited version suitable for our context. This has been sent out to all families.

**Parent Governor Election**

We will be sending letters out to all families with regard the recruitment of a parent governor as one of our current parent governor's tenure has now ended.

## ➤ Events and Partnership work

### Careers Hub

We are looking forward to initiating our leadership of the Kirklees Careers Hub. Batley MAT will act as Lead School, with David Cooper as Hub Lead working alongside Iffat Ahmad (Careers Leader, BGHS) and Nial Sherrard (Careers Leader, UBHS). The hub will run from September 2018 until September 2020 with the aim being that all schools within the Hub meet the eight Gatsby Benchmarks. Thirty-five schools and colleges from across Kirklees are part of the Hub and they will form part of three major working parties. In addition to providing overall leadership, Batley Girls' will also lead on the Improving Parental Engagement Working Party, again in recognition of our work with parents and the community. As part of this Claudia Harris (CEO of the Careers and Enterprise Company) and Karleen Dowden (Regional and Education Policy Lead of the Careers and Enterprise Company) visited the school in September to meet students, parents and Curriculum Careers Ambassadors. Iffat Ahmad and David Cooper delivered a presentation about the school's careers strategy and prior to a discussion about how we can work with the Careers and Enterprise Company. Claudia commented: "utterly inspiring day at Batley Girls', one of our Careers Hub Lead Schools. Met empowered parents and inspired daughters. Knock out!"

Julie congratulated David on behalf of the school. This was a fantastic opportunity for David and would be good for the school and Kirklees.

### The Big Day Out

On Friday 14th September, Years 7-11 went out of school on our second Big Day Out:

- Year 7 - Magna
- Year 8 - Beamish
- Year 9 - York
- Year 10 - Hull
- Year 11 - Robin Hood's Bay

The aim of this event was to:

- Provide students with a relevant cultural enrichment activity that enhances their understanding of the curriculum.
- Provide an opportunity for team building with students
- Provide an opportunity for associate and teaching staff to collaborate across teams.

This was an excellent day and our students will have some long-lasting memories.

### Pakistani & Kashmir Welfare Association

We were invited to the celebration of 25 years of the organisation and 20 years of the PKWA centre. It was inspirational to be part of such an amazing event and bare witness to the achievements of our community partners. We were particularly impressed, as were the organisers, by the work of a non-profit making women's charity, 'Moonlight'. We have plans to develop links with the charity and their work.

Attendees: David Cooper, Julie Haigh, Iffat Ahmad, Zulfiqar Gorski and Meg Rentia.

Julie thanked David for his speech which was appreciated by all at the event.

### **Carry My Story**

We are delighted with the success of the Carry My Story project and are especially pleased that it will continue as part of our 6th form enrichment offer for the current academic year. The project has enabled us to promote embedded links with our primary partner (Windmill) and has led to additional opportunities through the Linking Project. The final session at the Al Hikmah Centre on the 21st of June was inspirational. Our thanks went to Charlotte King, Diane Auty and Andrew Dresser for leading on this project. This year the project will take on an additional dimension as it also includes linking with our Japanese partner school in Gifu.

### **More in Common**

On the 21st of June our students and staff contributed to the More in Common celebration. This was a powerful and thought provoking event and we were very proud to be part of this important community initiative.

### **Batley Food Bank**

We have continued to support the Parent Forum charity choice Batley Food Bank. On the last day of term over £500 was raised and significant food and household donations collected. Carole Sallery delivered fresh fruit to the food bank on behalf of the school and said that they were thrilled as they did not get fresh produce to be distributed to families very often and this was a welcome addition,

### **Change Project**

The Change Exhibition opened at Batley Art Gallery on 2 July. Over 300 children in Batley were involved. The exhibition celebrated how art and science can work together to create amazing results, showcasing the imaginative work created in workshops across the area. The exhibition ran until 15 September 2018.

### **BEIS**

Following our successful visit in June of this year we are now planning the next series of events in partnership with BEIS. This is the third year of this programme and is a key part of our careers strategy as we use it to raise awareness of opportunities within the Civil Service.

### **First Give**

Last week, we welcomed First Give to our PSHCE curriculum for Years 9 and 12. First Give work in partnership with secondary schools across the country to help young people give their time, tenacity and talents in order to improve their local communities. We are thrilled that we will be the first school in Yorkshire to run the First Give programme.

From this September, Years 9 and 12 will identify social issues in the Batley and Birstall area and engage with local charities which address them. The students will then have the opportunity to compete for £1,000 of grant money to give to their chosen charity. Teams do this by advocating for their charity through presentations, talks and discussions in a school competition.

### **Enactus**

We are delighted to have been asked to be one of the first three schools in Yorkshire to launch Enactus. This is an enquiry-based social enterprise activity which to this point has only been available to University students. This has now been launched as part of our Sixth Form Enrichment Programme and the early indications are that it will become an integral component of our offer.

### **Careers**

As part of our work in meeting the eight Gatsby Benchmarks and leading the Kirklees Careers Hub we have now adopted Uni Frog as our whole-school platform for helping all of our students to understand their future options and choices. We are really looking forward to embedding this approach throughout all our year groups.

## ➤ **Celebration**

### **Co-Heads' Celebration**

Following the success of our Co-Heads' Celebration Lunches throughout last year we have decided to build on this model. We have made the decision to hold a termly Co-Heads' Celebration Event as part of our overhaul of the rewards strategy for KS4 and KS5. The first event will be held at the Great Hall at Leeds Beckett University and will celebrate those students who exemplify the attributes of hard-work, determination and perseverance.

### **Parliamentary Review**

Please see the copies to be provided at the meeting. Julie and David provided an article following a request which has now been published.

We also now have the published Parliamentary Review which is an absolute credit to our whole staff team. David will be attending the Event in Parliament on 1st October. Julie is involved in an event in school.

### **Open Evening 2018**

Our Open Evening on 20th September 2018 was inspirational. All subject areas had exemplary activities and the feedback from families was superb. Despite the rain, attendance was excellent. Speeches from Julie and David were very well received. We also had amazingly positive feedback from PCAN (Parents of Children with Additional Needs).

The dialogue over recent years has gone from parents considering us as first choice, to parents actually now moving closer to the school to ensure they are in the catchment area.

## ➤ **Strategy**

Understanding Outcomes. Main agenda item.

## ➤ **Staffing**

### **Change in role**

Charlotte Dunkley has stepped down from her RE role to concentrate on her other responsibilities.

Victoria Morris will step down from her ICT leadership role to concentrate on her Union duties and teaching, as of October 2018.

Jodi Ramsden has been appointed as ICT Strategic Leader for one year in the first instance.

## 721. Government Engagement and Communication

### ➤ **Governors Link Work**

PP visited the English department for an initial meeting to see what needs to improve and focused mainly on the management of the department. Another meeting was being arranged with the department to go on learning walks during the course of a week. Other Governors and SLT were invited to attend. A schedule will be sent once this has been arranged.

SH visited PE to assess how her visits were going to work. Lessons have been observed and she sat on the interview panel for a new teacher of PE. The Team Development Plan had also been asked for.

JOH had contacted both French and Health & Social Care and introduced herself as the Governor link.

MB had been on an introductory visit to Maths looking at outcomes, marking and feedback. She had been allowed to select work books at random that were both good and bad. Overall she was extremely impressed with the openness of the Maths department and had been invited back to observe lessons.

It was suggested that the Governor Links were put on the staffing tree.

### ➤ **Governance Training and Recruitment**

Governors had attended a number of Kirklees Governance training courses including "Preparing for Ofsted" and "Governor Visits". The Clerk also received a number of certificates for completed NGA online training undertaken by Governors.

### ➤ **Events in School – Feedback from Governors.**

A Governor attended the Arts Award Ceremony. All who attended thoroughly enjoyed the ceremony and commented on how well it had been organised and that the guest speakers were outstanding.

### ➤ **Forthcoming Events**

- Sixth Form Event – 3-4 October 2018
- Parents' Forum – 9 October 2018
- Whole School Careers Convention – 16 October 2018
- Y12/Y13 Careers Fair, Elland Road – 17 October 2018
- Y12 Prepare for Success Day – 26 October 2018
- Y11 Stretch and Challenge Lunch – 7 November 2018
- Y8 Sports Careers Event – 15 November 2018
- Y11 Stretch and Challenge Lunch – 21 November 2018

722. **Safeguarding**

To follow.

723. **Any Other Business**

Governors were invited to take away a copy of the Parliamentary Review as both Batley Girls' High School and Upper Batley High School are included in the publication. Julie informed Governors that David Cooper was attending Parliament on Monday 1st October.

Julie Haigh shared a proposed response to a letter received by Batley Girls' High School and **IT WAS AGREED** by Governors that this should be sent.

A Governor raised the issue of the Year 7 and Sixth Form canteen areas. These have not been refurbished by the new catering company. **IT WAS AGREED** that Stephanie Holt would liaise with Alan Brown who is in charge of the contract directly. Stephanie was asked to report back the Governing Body at the next meeting.

724. **Agenda, Minutes and Related Papers**

**IT WAS DETERMINED** that the sections of Outcomes documentation from the Co-Heads' Report, should form Part B owing to reasons of confidentiality and therefore be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.