



Company no: 07729878

## THE LOCAL GOVERNING BODY OF SHELLEY COLLEGE

Minutes of the meeting of the Local Governing Body held at the school at 6.00pm on Tuesday 19 March 2024.

### Present

Mr N Wilson (Chair), Mr D Wadsworth, Miss L Simpson, Mrs E Thompson, Mrs A Mortimer, Mrs J Richardson, Mr J Wyatt (Associate Principal).

### In Attendance

Mr L Day (Trust Lead for Personal Development and Shelley College Lead for PHSE)  
 Ms J Newson (Governance Professional)  
 Mrs L Howatson (Minute Clerk)

Agenda Item	Discussion and Decisions	Action – who/by
1.	<p><b>Apologies, consent and declarations of LAAPs and interests</b></p> <p>Apologies for absence were received from Mrs C Cooper-Smith and Mrs A Horsfall-Jones (both with consent).</p> <p>There were no declarations of interest.</p>	
2.	<p><b>Matters for any other business</b></p> <p>The following items were raised for discussion under any other business:</p> <ul style="list-style-type: none"> <li>• Governors' absenteeism</li> <li>• Shelley College – 50 Years</li> </ul>	
3.	<p><b>Presentation of the Personal Development Curriculum (Minute 7, previous minutes refer)</b></p> <p>The report into Curriculum Coverage for Personal Development at Shelley College had been distributed to governors ahead of the meeting and Mr Day summarised.</p> <p>The report focussed on how the school ensures that the most important areas of PSHE, SMSC, Citizenship and RE are covered for pupils and their needs/backgrounds. Mr Day stated that it was important that the planning</p>	

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	<p>and delivery of the curriculum is an ongoing process, which is influenced according to the context of the students at any given time.</p> <p>(a) <u>Identifying Need</u></p> <p>Mr Day outlined the various ways in which pupil need was identified:</p> <ul style="list-style-type: none"> <li>• CPOMS Data / DSL Link – regular meetings with Greg Wadsworth (DSL) to ensure that the PSHE lead is kept up to date on CPOMS data and emerging concerns or needs.</li> <li>• Regular Student Voice and QA is completed by PSHE lead and DSL.</li> <li>• Assessment – this is moving to a once-a-term quiz, combining learning from the term.</li> <li>• Middle School Liaison is improving and ensures full coverage in KS3.</li> <li>• Statutory Guidance – curriculum audits are regularly conducted to ensure compliance with statutory guidance.</li> <li>• Parent Voice – parents are asked to complete a questionnaire to identify emerging concerns within the community.</li> </ul> <p>Mr Day advised that he met regularly with the middle schools who have signed up to a 5 year curriculum, rather than 3 years, which will ensure continuity from Year 7 to 11. Mr Day is to meet with leaders across the trust after Easter and attendees will include leaders from the middle schools.</p> <p>Governors were advised of a RAG rating audit system which was used for KS3 PSHE curriculum coverage. This was presented on Appendix II of the report. Mr Day advised of a significant improvement compared to how the curriculum was covered previously.</p> <p>(b) <u>Delivering the Curriculum</u></p> <p>Mr Day outlined how the PD curriculum was delivered:</p> <p>Cornerstone/Momentum lessons – delivered by tutors and was age-appropriate, focussing on year groups.</p> <p><b>Q: What is the difference between Cornerstone and Momentum?</b>  A: Momentum is 6<sup>th</sup> Form only and includes pupils' enrichment.  Cornerstone is PHSE, SMSC.</p> <p>Mr Day outlined the Cornerstone Long Term plans for Years 9, 10 and 11. These were presented in Appendix V of the report and showed a range of themes and topics being covered, where the curriculum was at and what required re-teaching or re-visiting. This was also used at KS5 where it was not statutory, but the school applies the same methodology here too.</p>	

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	<p>Mr Day explained that the school also uses assemblies, which would have safeguarding slots built in, at least once per half term. These can have a real impact on issues which are being reported.</p> <p>Mr Day advised governors of personal development sessions which took place, which looked at specific areas of learning. He advised that this was a great opportunity to get visitors into the school and re-engage students. Three faith visitors; one Hindu, one Seikh and one Buddhist members of the community were due to visit the school tomorrow where there will be a Q&amp;A session provided for students and visitors.</p> <p>Prevent is also covered to make students aware of the programme.</p> <p>Similar events are delivered in the 6<sup>th</sup> Form where topics relating to drugs, alcohol and e-cigarettes are covered.</p> <p><b>Q: Is the parent friendly website page available?</b> A: Yes, it can be found at the PD page of the website.</p> <p><b>Q: How are parents made aware of ‘hot topics’ and how often are they kept informed?</b> A: It might be worth doing something once per term, but would need to be careful not to overload parents with too much information.</p> <p><b>Q: Would there be an opportunity to make parents aware of hot topics, avoiding email correspondence, for a lighter touch, for example through a newsletter?</b> A: Yes. We’re good at telling parents where new risks are introduced, but we could include more PD aspects in the weekly bulletin as appropriate.</p> <p><b>Q: Is tomorrow’s session for everyone, or just for Year 10?</b> A: It’s for everyone.</p> <p><b>Q: Is website usage analysed for numbers of visits/‘clicks’?</b> A: Yes, and we expect more ‘hits’ this week because of the drop down morning.</p> <p><b>Q: Can you explain the prefects / head student initiative?</b> A: We will have head students, and deputy heads, plus sub-committees to focus on the 5 pillars of character. This will include all kinds of component leadership. It’s important that students have a voice.</p> <p><b>Q: What will you do in terms of diversity within those groups?</b> A: We will promote diversity intensively, and can provide examples of diverse members.</p> <p>Governors discussed working with the Skelmanthorpe Community Centre and initiatives such as litter picks, building and encouraging new relationships within the community. Another project which the school was currently working on included creating a mural which the art students at Shelley College were working on and which would be displayed at key points in the community.</p>	

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	The Chair thanked Mr Day for his very informative report and presentation.	
4.	<p><b>Minutes of the previous meeting held on 30 January 2024 and matters arising</b></p> <p><b>RESOLVED:</b> That the minutes of the meeting held on 30 January 2024 be approved and signed by the Chair as a correct record of the meeting.</p> <p><b>Review of Action Log</b></p> <p>(a) <u>School trips (Minute 3 (a) refers)</u></p> <p>A ballot-style process will be used on a trial basis during the Autumn term 2024-25.</p> <p>(b) <u>Class Sizes for Secondary Schools (Minute 5 (e) refers)</u></p> <p>The curriculum model could be maintained for a larger year group which would mean that an average class size would increase from 30 to 32. Options for Year 10 would need to be considered.</p> <p>(c) <u>VAT Status (Minute 7 (a) refers)</u></p> <p>It was confirmed that the school needed to charge VAT.</p> <p>(d) <u>Lettings Policy (Minute 7 (a) refers)</u></p> <p>It was confirmed that the Lettings Policy had been updated.</p> <p>(e) <u>Removal of Vapes (Minute 7 (a) refers)</u></p> <p>This has been added to the meeting agenda for the Compliance Officers for the MAT.</p> <p>(f) <u>Recruitment of Staff Governor (Minute 7 (c) refers)</u></p> <p>Governors were advised that the recruitment process was underway, with one candidate expressing an interest so far.</p> <p>(g) <u>Spiking Risks for Students (Minute 7 (c) refers)</u></p> <p>This had been covered under Minute 3 above.</p>	
5.	<p><b>Review of Action Log</b></p> <p>Actions were reviewed under matters arising above.</p>	
6.	<p><b>Associate Principal's Report</b></p> <p>The Associate Principal's Report to Governors – Tuesday 19 March 2024 had been circulated prior to the meeting.</p> <p>Mr J Wyatt updated the meeting.</p>	

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	<p>a) <u>Quality of Education</u></p> <p>Recent training sessions on quality assurance had been used well by the middle leadership team. A summary of QA exercises undertaken by middle and senior leaders across the academic year was shared, indicating the number of Quality of Education KPIs and their average point ratings out of 5 (5 being the highest rating).</p> <p>Mr Wyatt advised that curriculum leaders were taking more ownership of the quality assurance which takes place in their departments. Senior leaders were using department break down to cross-reference trends and patterns in data to drive questions about the next steps for school improvement.</p> <p>There was still work to do to enhance quality of education, but Mr Wyatt was confident that this was an improvement journey which continued on an upward trajectory.</p> <p>b) <u>Years 11 &amp; 13</u></p> <p>Key assessments in most subject areas are currently being undertaken to prepare pupils for their final examinations. Monitoring takes into account those assessments and informs where those groups are going to be, but Mr Wyatt was confident that the school continued to be in a very strong place regarding outcomes for 2024.</p> <p><b>Q: How does the 5 point rating system compare to previous?</b>  A: This is the first year we've done it, but we could look at doing this on a term by term basis.</p> <p>c) <u>Senior Leadership Restructure</u></p> <p>Mr Wyatt advised that he had met with the Chair and Vice-Chair to talk through the reasons and rationale for the restructure.</p> <p>The proposed changes would be overseen by the new Assistant Principal (Inclusion and Safeguarding). The new Assistant Principal position would be line managed by the new Vice Principal (Pastoral) which replaces Vice Principal (Behaviour and Attendance).</p> <p>The Assistant Principal (Curriculum) would oversee the line management of personal development as Assistant Principal (Curriculum and Personal Development), and the Assistant Principal (Disadvantaged and QoE) would oversee the line management of ICT/ECT Induction Tutor. There were no substantive changes proposed to the role profile of Assistant Principal (Disadvantaged and QoE).</p> <p>Mr Wyatt summarised the rationale behind the proposed changes and explained the advantages of moving to a new structure.</p> <p>The rationale allowed for a reduction of pressure on senior leaders, optimising lines of communication to ensure effective decisions across behaviour, attendance, safeguarding and inclusion, bringing the role of</p>	

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	<p>the senior leaders more in line with comparable roles across the trust, enabling leaders involved in the strategic deployment of staff to distribute time more optimally to the teaching of personal development and to increase the capacity of the Associate Principal to support the ICT/ITT Induction Tutor role.</p> <p>The consultation sets out the advantages of moving to a new structure:</p> <ul style="list-style-type: none"> <li>- building greater capacity within the leadership of safeguarding and inclusion</li> <li>- improving the lines of communication between leaders accountable for inclusion and safeguarding and those accountable for behaviour and attendance</li> <li>- greater capacity within the senior leadership team to line manage curriculum leaders via the SLT links process</li> <li>- more resilience within the leadership structure</li> <li>- the new teaching leadership position will enable efficient contribution to the leadership of teaching, learning and curriculum</li> <li>- the new teaching leadership position builds further teaching capacity into the school</li> </ul> <p>Mr Wyatt advised Governors that the date for consultation has passed and that he has met with people most directly affected and suggested that the restructure will proceed and will go live first day back after Easter.</p> <p><b>Q: Can people apply for posts?</b> A: No, the changes would fit in with the current structure, and no redundancies will be made.</p> <p>d) <u>Personal Development</u></p> <p>Mr Wyatt commented on the work which had gone into the personal development curriculum and he felt very confident that it would withstand any Ofsted inspection questions.</p> <p>There would be an increased focus on faiths, beliefs and cultures through the curriculum, personal development and assembly programme.</p> <p>The hours that pupils are taught RS in KS3 and KS4 are to be reviewed, placing the school well above recommendations made by the trust.</p> <p>A review of the extracurricular offering provided to pupils would also be reviewed, together with a relaunch of the student leadership programme to include the use of prefects and “Head Pupils”.</p> <p>e) <u>Finance and Operations</u></p> <p>Mr Wyatt advised of a projected surplus in the 2023-24 budget of £13,116. Senior leaders felt confident however, that the projected overspending in some departments can be easily covered by underspending in others.</p>	

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	<p>f) <u>Staffing</u></p> <p>Staffing continues to be a challenge and Head Teachers locally and nationally report that recruitment to key positions continues to pose difficulties. However, recent vacancies at Shelley College have led to strong recruitment in key areas, particularly in temporary leadership positions and in pastoral positions.</p> <p>Several support staff vacancies, including pastoral support assistant and teaching assistant vacancies, continue to prove difficult to recruit to.</p> <p>Current gaps in staffing were recorded as:-</p> <ul style="list-style-type: none"> <li>- MAT cover for music and history (for June/July)</li> <li>- 0.6 in Art (for September)</li> <li>- 1 x TA, 1 x Pastoral Support Assistant</li> <li>- 1 x Administrative Assistant</li> </ul> <p>Mr Wyatt advised of several maternity leaves which were coming up in June/July.</p> <p><b>Q: Do we know why there's been a good response recently?</b> A: Nearly all candidates interviewed speak about the school's vision and values, the fact that we have a 6<sup>th</sup> Form and the reputation of the school.</p> <p><b>Q: Is there anything going on nationally which might be influencing this?</b> A: Possibly, it's worth looking into.</p> <p><b>Q: Are the latest adverts in the new format?</b> A: Yes, that's a good point, that might be attracting more candidates.</p> <p><b>Q: If staff on maternity leave all return to work, where will the replacement teachers go?</b> A: The staff stepping up to leadership roles will revert back to the substantive roles. There's no indication that they would leave follow the maternity leaves.</p> <p>g) <u>RAAC</u></p> <p>Mr Wyatt advised that the school continued to work closely with the central team and external contractors to ensure access to the school's temporary accommodation and the school would be taking the opportunity to relaunch their reading for pleasure programme within the new library space.</p> <p><b>Q: Is Reception powered by a generator?</b> A: Yes</p> <p>h) <u>Safeguarding</u></p> <p>The school continues to see that the main stand-out trend is around Year 10 where child on child issues were not showing the decrease they</p>	

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	<p>hoped for. Mr Wyatt advised that discrimination of all forms reduced overall in HT3 compared to HT2.</p> <p>Bespoke assemblies took place for Year 9 and Year 10 in the last week of HT3, which covered negative peer interactions and nude/semi-nude images and discriminatory behaviour.</p>	
7.	<p><b>Safeguarding</b></p> <p>This had been covered under Minute 6.</p>	
8.	<p><b>Finance Risk and Audit</b></p> <p>This had been covered under Minute 6.</p>	
9.	<p><b>Standards &amp; Effectiveness</b></p> <p>This had been covered under Minute 6.</p>	
10.	<p><b>Health and Safety</b></p> <p>This had been covered under Minute 6.</p>	
11.	<p><b>Visits to School and Training Courses attended by Governors</b></p> <ul style="list-style-type: none"> <li>• The Chair, Mr Wilson, had met with the Vice-Chair, Ms Cooper-Smith, with regard to pupils who were being considered for permanent exclusion. He outlined the challenges involved in the process and how these students were dealt with. Where students had been interviewed in relation to incidents which would warrant an exclusion and were sometimes seen more than once, this diluted the process and invited students to challenge the reasons for exclusion.</li> <li>• Mr Wilson said that he also attended a safeguarding meeting, which revealed how well the school did at safeguarding pupils.</li> <li>• Ms Newson advised governors of some upcoming IDSR training which was to be provided by Andy Jinks at 6:00 pm on 23 April. All governors were invited and were to advise Ms Newson if they wished to attend.</li> <li>• There was also a 'save the date' invite to attend permanent exclusion panel training. Ms Newson advised that there were just 30 places available and that currently 17 people had confirmed their attendance. The training would take place on 23 May 2024 and there would be a charge per delegate. Governors could contact Ms Newson to advise if they wished to attend.</li> </ul>	<p><b>All</b></p> <p><b>All</b></p>
12.	<p><b>Correspondence and Communication from the Trust Board</b></p> <p>Mrs J Newson explained that she had been tasked with providing a review of where governance was within the trust. As part of this exercise, she had put together a new framework for LGB structure.</p>	



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	<p>Ms Newson distributed copies of an invitation to pilot an alternative to the LGB structure.</p> <p>As part of her research, Ms Newson discovered that there was a lot of duplication at director level with very little communication across governing boards and directors. One of her main areas of concern was that she felt that governors give up a lot of their time, which was very gratefully received, but there was little evidence of outcomes for governors.</p> <p>Ms Newson explained that the DfE has published its new Governance Handbook which included separate governance guides for maintained schools and academies and brings together essential information from a range of sources on governance roles and legal responsibilities. The guide talks about a local structure as opposed to an LGB.</p> <p>Ms Newson advised of a network group of people which advises that most trusts are currently looking for an alternative structure, which would work with the community to improve communication, purpose and to make a difference. Having fully researched the issue and taking into consideration governors' vast knowledge and the wide ranging areas which governors routinely consider, Ms Newson has spoken to directors who have undertaken their own audits and an alternative structure is being piloted, which is very simplistic in its approach.</p> <p>She explained that under the alternative structure traditional roles would no longer exist and that accountability sits with Directors. Assurances would be fed directly back to directors.</p> <p>The new framework composition would be formed of advocates and, instead of a local governing body, for each academy, there would be pupil experience advocates and community advocates.</p> <p>At least two parents would be elected as advocates and there would be one link director for all pupil experience advocates across the trust and one for all community advocates.</p> <p>Ms Newson gave an example where, at Woodside Green, there is currently no governing board in place, the Head Teacher is keen to run the pilot for this primary school.</p> <p>Ms Newson outlined the benefits for secondary schools to get involved, to develop this alternative structure. She described how the structure would work:-</p> <ol style="list-style-type: none"> <li>1. <u>Half Term 1</u> <p>Following a series of meetings and school visits, the Board approves up to three areas for development and three areas of strength.</p> </li> <li>2. <u>Half Term 2</u> <p>Advocated carry out academy visits to look at the first area of development and feedback forms are collated.</p> </li> </ol>	

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	<p>3. <u>Half Term 3</u></p> <p>Advocates meet with the Head Teacher to discuss feedback from director link meetings.</p> <p>4. <u>Half Term 4</u></p> <p>The process repeats itself as per half term 2.</p> <p>5. <u>Half Term 5</u></p> <p>The process repeats itself as per half term 3.</p> <p>6. <u>Half Term 6</u></p> <p>The process repeats itself as per half term 4.</p> <p>After the final link meeting of the academic year, a report will be submitted to the Trust Board and the Board will respond to advocates.</p> <p>Minutes will not be taken at the meetings; however, actions will be recorded.</p> <p>The link director would work closely with their advocates.</p> <p>Areas of strength are included as celebration and sharing of best practice.</p> <p>An annual governance day, with advocates, directors, members and senior leaders in attendance, would take place at the end of the academic year.</p> <p><b>Q: Would there be a chair and vice-chair?</b> A: No, there may be a lead advocate. I'm ready for people to come and talk to me and everything is open for discussion.</p> <p><b>Q: Do you see this group coming together for meetings?</b> A: Meetings would take place at half term 1 and meetings would also take place with the link director at half term 2. However, the school can decide themselves how they want to do this.</p> <p><b>Q: How do Ofsted regard this?</b> A: We would be meeting statutory requirements which say that we have to have at least two parents, but there is no statutory requirement to have a traditional LGB</p> <p>The Chair asked Mr Wyatt and Mr Wadsworth what their thoughts were at this stage.</p> <p>Mr Wyatt said that it was vitally important that relationships are maintained with pupils and with the community, and that the ultimate aim was for school improvement. He said that if the pilot achieves that, it would be great.</p> <p>Mr Wadsworth said that it was about moving with the times, responding to local, trust and national changes. Some trusts are already moving in different directions. In terms of value, he considered that the governing</p>	

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	<p>body, particularly parents are a strong voice in the community. Advocates for the school could continue and strengthen this work.</p> <p>Focussing on three areas and on statutory responsibilities such as safeguarding could inform directors about issues and successes at individual schools.</p> <p>Mr Wadsworth shared an example of how the new approach could work: Governors have raised some concerns regarding the risks of e-cigarettes and that, if advocates were to go out into the community to ask why, when, where they are used, this could have a significant impact. Their findings could then be shared with school leaders and other Advocates to help drive the school improvement agenda. Shelley already has school improvement and accountability measures in place via the MAT, but consideration needs to be given to how to get the best out of the governance process.</p> <p><b>Q: Are meetings minuted and do Directors read minutes?</b> A: Unless there are any exceptions, there is usually nothing to report back to Directors, which they won't already have received via assurances received from various committees, but meetings would be noted.</p> <p><b>Q: Can we do something like the pilot, but within a governing body? Why be called an advocate?</b> A: We could, but because it is new and different, it is good to give it its own identity and framework, so as to avoid duplication or confusion. I've looked at models who have kept the governing body, but it is not very much different to what they've always done. This new structure would force us to do it differently.</p> <p><b>Q: Who asked you to do pilot?</b> A: The trust asked me to undertake a review. The Chair of one of the secondary schools within the trust is interested in the pilot. Woodside Green will also take part in the pilot.</p> <p><b>ACTION:</b> Chair to circulate a summary to all governors on what was discussed and request their feedback.</p> <p>Ms Newson ended her presentation by asking governors to review the proposal to pilot an alternative to the LGB structure and for governors to approach her with suggestions. She added that the pilot was not meant in any way to undermine the depth of knowledge and experience as well as the breadth of work which governors already do, but that she felt that the current structure does not support governors in the way that it should.</p>	<p><b>Chair/All</b></p> <p><b>All</b></p>
8.	<p><b>Dates of future meetings</b></p> <p><b>RESOLVED:</b> That the next Local Governing Body meeting be held at the school at 6.00 pm on the date below:</p> <ul style="list-style-type: none"> <li>• Tuesday 25 June 2024</li> </ul>	

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9.	<p><b>Any Other Business</b></p> <p>(a) <u>Governor attendance</u></p> <p>Ms Mortimer raised a concern about governor attendance and absenteeism at governors’ meetings.</p> <p>The Chair assured governors that attendance at meetings was monitored and that governors can be dismissed, and have been dismissed in the past, where issues arose.</p> <p>(b) <u>50<sup>th</sup> Anniversary</u></p> <p>Mr Wadsworth advised governors that Shelley College would be celebrating 50 years since first opening in June this year. He advised governors of a very impressive alumni of Shelley and that current and ex-members of staff would be leading on arranging a celebration on 21 June. Governors were invited to attend and he would provide more detail in due course.</p>	
9.	<p><b>Agenda, minutes and related papers – school copy</b></p> <p><b>RESOLVED:</b> That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.</p>	

The Chair closed the meeting at 7:50 pm.