

Bedale High School**Minutes of the Full Governing Board Meeting
held on Tuesday 17th October 2017 in Room at 6.00pm**

Present: Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Mark Hughes (MH), Estella Prince (EP), Gerry Price - Chair of Governors (Chair), Anthony Rawdin – Headteacher (Head) Jan Reed -Vice Chair of Governors (JR)

In attendance for all or part of the meeting: Tom Kelly – Deputy Head (Pastoral) (TK), Kate Lounds – Lead Improvement Advisor (KL), Denise McFarlane – School Business Manager (DM), Beverly Smeeton – Retiring Clerk (BS) Lesley Sweeting – Clerk to Governing Body (Clerk). (8 Governors + 5)

Apologies : Steve Ingram (SI), Stuart Bentley (SB), Mark Temple (MT) **3**

No	Item	Action
PROCEDURAL – Part A		
GB17/20	<p>Welcome and Introductions The Chair opened the meeting at 6.00pm and welcomed governors. A particular welcome was extended to KL and TK and also the new Clerk. BS was officially thanked by the Chair on behalf of the FGB for her sterling work as Clerk over the last few years in a period which has seen considerable turnover of both governors and senior staff. BS was commended for her remarkable efficiency and presented with a card and flowers.</p>	
GB17/21	<p>Apologies Apologies were received from SI, SB and MT and were consented to.</p>	
GB17/22	<p>Confidential Items/Declarations of Interest Governors were reminded of the expectations around confidentiality. There were no declarations of interest in respect of items on today's agenda and there were no items deemed confidential at this point.</p>	
GB17/23	<p>Minutes of the Full Governing Board Meeting 19th September 2017 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. <u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 19/09/17 including the confidential minutes of that date were duly APPROVED as an accurate record and signed by the Chair. <u>Matters Arising/Review of Actions:</u> a. With ref. GB17/09 and Governing Body Membership there were no nominations returned after following the initial Parent Governor Election process where the invitation was distributed widely to all parents. The Chair advised that the process can be repeated or the regulations allow the GB to nominate a parent or grandparent of a child at the school or alternatively approach a parent from a feeder primary. It was pointed out that SI is a co-opted governor but is also a parent and that one possibility would be for him to be asked to consider standing down and being re-appointed as a parent governor, which would leave an option to co-opt an additional governor more widely based on relevant skills. It was agreed to defer this item to the next meeting. b. With ref. GB17/13 and the School Development Plan (SDP) Resolved: That governors receive an updated version of the SDP. c. With ref. GB17/16 and the Roles and Remits for Governor Attendance at school events the Chair has circulated a new version of the calendar with</p>	<p>Clerk to agenda 21/11/17</p> <p>Head</p>

GB17/23 continued	dates of key events linked to governors. Action: Governors to confirm with Chair whether or not they can attend on the amended date.	Governors
<i>It was agreed to take the financial items next so that DM could then leave.</i> FINANCE – Part C		
GB17/24	<p>Budget Monitoring Report</p> <p>Copies of both the summary and full monitoring reports to 31/08/17 were circulated to governors prior to the meeting. DM raised the following points:</p> <ul style="list-style-type: none"> • These are the sets which have gone to the Local Authority (LA). • The big change is under teaching costs – these are balanced but it hides the additional costs for supported leadership which are reimbursed under income. • 1 member of staff remains on supply rather than on payroll as anticipated in the initial budget. • Funds delegated by the LEA under income include re-imburements for extra staff costs. • There has been an overrun on premises costs due to a major water leak and repair. Usage was high during the period before the repair was carried out. The School is in negotiation with the Water Board regarding a refund. • The SEN funding amount is uncertain and is showing a £67k deficit at present. The subsidy to the EMS unit is ceasing and although there is an expectation of additional funding for the period of September to March there is no confirmation currently. EMS costs are being looked at – the specialist teacher salary will be deducted and the balance made up by the School – a shortfall is anticipated. • The Head expressed frustration at the delay on the part of the LA SEN team, Alison Hall and Amber Burton, whom the Deputy Head, Tay Warren is chasing on a daily basis. 2.5 days of specialist teaching were promised to support vulnerable students in Year 7 but are not being delivered to date and the school SEN team is overstretched. <p>Resolved: Head to speak to KL regarding the matter.</p> <p><i>GQ: The forecast shows a year on year negative on expected out-turn – what is the projected out-turn now – and what are the monthly costs. Governors need to know how much is available to spend as the School is under scrutiny and there appears currently to be insufficient key questioning?</i></p> <p>Ans: The SEN issue is making accurate prediction difficult.</p> <p><i>GQ: Can we see what the year on year negative is likely to be if we take the SEN out. Can we predict the budget remaining as it is or is there a risk that it will get worse?</i></p> <p>Ans: At this point, without the SEN issue, figures appear to be in line with predictions. The variance on SEN is £60k – if the specialist teacher salary is removed it could be nearer £30k which would mean the variance would increase from minus £26k to minus £56k.</p> <p><i>GQ: Have we had more monitoring by the LA?</i></p> <p>Ans: Not to date. The LA are looking at the submitted budget month by month and acknowledging receipt of the reports but so far the 'notice of concern' has not brought about any further feedback or intervention.</p> <p>The Head added that a positive conversation had been had with Dave Miller when he carried out the recent curriculum audit.</p>	

<p>GB17/25</p>	<p>Long-Term Capital Plan An outline of capital proposals as of October 2017, giving an indication of needs and spend to date, was circulated to governors prior to the meeting. The Char thanked DM for producing the document and the following points were highlighted:</p> <ul style="list-style-type: none"> • The sports' hall floor is starting to crack badly. The LA have investigated and will fund a replacement providing the School contribute £14k – which amounts to a year's capital. It is not certain what will be found underneath and the work is not due to be carried out till Summer 2018. • The phone system upgrade was completed over Summer 2017 at a cost of £7k • The repairs to fencing carried out over Summer 2017 were necessary to address a safeguarding issue. • The heating controls required by NYCC which allow them to remotely activate and switch off and on are not being used at present because the LA has pulled back on their monitoring. These were funded £6k by the School and £6k by the LA. <p>GQ: Is the £35k under Income an unspent allocation from previous years? Ans: Yes it was originally for computer replacement which cost less than budgeted.</p> <p>GQ: Is the floor cracking due to age or is it a maintenance issue? Also as we have shared use with the community and there is heavy use at weekends and evenings, can the District Council be asked for a contribution? Ans: It looks like a structural issue rather than wear. Resolved: DM to ask question of district council.</p> <p>GQ: If it is a structural issue and to do with the design or build should we be paying? Ans: The cost to us is £14k but the total will be nearer £70k Governor comment: That appears to be a bargain but does assume that we should be paying something – and we need to ensure others are paying their fair share.</p>	<p>DM</p>
<p><i>Governors thanked DM who left at 6.27pm</i> SCHOOL IMPROVEMENT - Part B</p>		
<p>GB17/26</p>	<p>Headteacher's Report to include a pastoral update from Tom Kelly A full written report was provided for governors prior to the meeting with appendices giving Attendance and Behaviour data and the Head highlighted the following:-</p> <p>Progress</p> <ul style="list-style-type: none"> • The first half-term has been busy but successful, characterised by building things not previously in place. • Staff have been working tirelessly but, despite improvement, there is not yet sufficient evidence that overall progress is good. • On reviewing the SDP the Senior Leadership Team (SLT) judge that the School is in a position to capitalise on the progress that has already been made and to move forward. • There is a different feel from April as regards learning, particularly in Year 11, but a judgement is not possible until the AP1 data is available following assessment week. • The Year 11 PPEs will provide hard data evidence which will verify whether or not the perceived positive improvement is actual. • Key Objective 1 on the SDP 'To ensure that educational outcomes are at least 'good' remains ragged RED at present based on the AP4 data from the summer term. • Following the release of re-configured National data the Progress 8 score has 	

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continued**

improved significantly from -0.35 to -0.08 .

- The strongest area is Maths with a very pleasing score of $+0.29$. This allows the School to get a Maths trainee from the Yorkshire Teaching Schools' Alliance.
- The disadvantaged student group is an area of concern with an overall negative of -0.51 ; with English being particularly low at -0.92 which is inadequate.
- Work is continuing with PiXL and there was a meeting today, 17/10/17 on assessment with Gavin Cowley. Jonathan Moulding has returned from the London conference with a number of ideas and the right ones for BHS now need to be selected and implemented.
- The Widely Important Goal (WIG) is for all subjects to attain a positive Progress 8 score by Summer 2018. The mantra needs to be 'every grade counts' and staff are on board with this goal. The middle leaders are beginning to take this forward but some faculty leaders are much stronger than others and greater consistency is needed.
- There is a huge shift in culture in Year 11 who, as Year 10, had minimal support for exams. Now there is a structured programme and revision timetable with a focus on revision in assemblies etc.
- The main action point is for faculty leaders to improve the accuracy of professional predictions across year groups.

Teaching, Learning and Assessment

- Key Objective 2 on the SDP 'To strengthen the quality of teaching, learning and assessment so that it is 'securely good'' is now ragged AMBER.
- A new culture of reflective practice is developing with improvement in both challenge and support. This is supported by the Thursday morning briefings and after school CPD sessions.
- The responses from the parental questionnaires have been shared with governors and show a new confidence in the school with 100% suggesting their child is happy at BHS and 100% agreeing that they are taught well.
- Home Learning is structured better and is improving although further work is still needed.
- The most recent Year 11 book scrutiny was positive with all teachers following the guidance on DIRT time.
- Version 3 of the student voice questionnaires shows significant improvement in 17 of the 20 areas. There are contextual factors around the remaining 3 areas which need unpicking.
- AP1 is a key point and the PPEs for Year 11 will show where specific staff need targeted support and/or capabilities.
- A programme of visits to outstanding schools/departments has been drawn up. This includes primary observations at Masham and at Bedale. Martin Burgess has visited Crakehall and Tom Kelly RAF Leeming and a programme is being developed for English and Maths staff to work with the primary schools to gain an understanding of the Key Stage 2 curriculum and differentiation which can then be used to improve teaching at BHS.
- There are good links with other schools through the Yorkshire Teaching Alliance.

Behaviour and Welfare

- Key Objective 3 on the SDP 'To establish excellence in all aspects of personal development, behaviour and welfare' is ragged AMBER and is the School's strongest area.
- Behaviour has significantly improved and low level disruption is increasingly declining over time (Appendix B)
- This is especially pleasing given the current lack of capacity in the pastoral team.
- When the Head arrived in April the level of removal from lessons was as high as 20 per day and this has now reduced to 4. This improvement is slowing now

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continued

- because of the lower numbers.
- Attendance is still an issue

GQ: As regards the poor English results – it wasn't so long ago that Maths was performing badly and English well – now work has been done in Maths and the positions are reversed. What is the reason and what is being put in place to address this?

Ans: There is a leadership issue with complacency. English has a legacy of potentially good teachers but hasn't embraced the expectations of the new curriculum which requires a greater rigour and intensity.

GQ: The department staff must be disappointed with the results?

Ans: They need to respond to the challenge. Some of the department staff are struggling to accept the responsibility and are resistant to change. A lead practitioner from the LA has come in to work alongside staff. In Maths support resulted in the strengthening of the team and a move forward from which the Key Stage 4 pupils have benefitted. The same needs to happen in English. There has also been an issue with the number of part-time staff, some picking up just Language or just Literature and this situation needs to be remedied. One member of staff has resigned and is leaving at Christmas.

GQ: Do we need to focus on English as we did for Math for a while to show support and challenge?

Ans: It is a focus for Progress Pairs or Teaching and Learning Pairing. There is a good structure and there are good staff relationships but it needs work. The PiXL analytical approach will help with its focus on teaching methods and scrutiny of student work to identify areas for improvement.

GQ: What were the three areas in the student voice questionnaires still of concern?

Ans: One was re preparing for test and exams – but there haven't been any yet this term – for all of the three there were contextual factors and nothing alarming was flagged up.

GQ: How does the timing of teacher performance management relate to AP1. Will performance management targets reflect the results of AP1?

Ans: No – the performance management targets will be completed by the end of the week and the AP1s are after half-term. An improving picture is expected at AP1 – although evidence is not yet fully reliable because it is early in the school year. Teachers are becoming more secure in GCSE predictions and after PPEs staff will be challenged about under performance.

GQ: Presumably the SLT learning walk outcomes will feed into performance management?

Ans: Yes definitely. Performance management takes place before the faculty reviews but the summer exam results and quality assurance all feed in.

GQ: Regarding the Year 11 work scrutiny the comment in the headteacher's report was re compliance, was progress over time also being looked at?

Ans: That work scrutiny took place a few weeks ago, very early in the term, but progress over time will be monitored in future scrutiny.

Conduct and Behaviour

TK referred governors to Appendix B of the report and highlighted the following:

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continued**

- The figures are given to date and are compared with terms 4, 5 and 6 of last academic year. Between half-term 4 and 5 the SLT changed. The progress made from Easter onwards is continuing.
- The table shows reduction in 'call-outs' from lesson which in February 2017 had reached a critical number.
- The next target is to tackle low level disruption which it is suggested is still going on in some lessons. The levels over week 1 to 6 have just been looked at with a view to starting to address this strongly after half-term.
- 47 students have been identified with 4 or 5 warnings which have resulted in detention. 32 of these are for behaviour, 15 for homework issues. All 47 have gone on report and letters have gone to parents. On return after half-term these individuals will be monitored by form tutors and heads of faculties.
- Improved communication links with parents are being forged. All parents have received a letter and this has been made a focus for all staff. Two form tutor meetings have been used to give time to staff to phone parents and all have received at least 2 form tutor phone calls informing them of their child's progress and behaviour – both positive and negative. This has helped take some pressure off the pastoral support team who are under capacity currently.
- Form tutors have responded to the work that the heads of Key Stages have done to structure tutor time and assemblies are becoming more student-led. An RAF officer at a recent Service family strategy meeting last week commented on the positive feedback from Service family pupils on this.
- These improvements in behaviour dovetail with the work being done to improve teaching and learning as less disruption provides a better platform.

GQ: What is the current situation with staffing of pastoral support?

Ans: Lois started yesterday and is now working alongside Brian and Becky. Lee is on long-term supply and is also part of the team. Another effective long term cover supply is being sought so that attendance can be focussed on more effectively.

GQ: Are children now responding appropriately to detentions?

Ans: Last summer term detentions and missed detentions for some were stacking up and a detention amnesty had to be given. This term there are detention sessions after school every night and lunchtime detentions every day staffed by SLT and Heads of Faculty. This means follow-up is immediate and if a lunchtime detention is missed then it is picked up immediately and that pupil is taught in isolation until the detention is served the following lunchtime. Students are clear about these consequences.

- Duke of Edinburgh Award – credit must go to Christine Wilson who got involved last term, met with Thirsk School's Duke of Edinburgh leaders and underwent training. 6 students have achieved and had their Bronze awards presented. There are now 53 students wanting to do the award and other staff are being recruited to get involved.

The Chair thanked TK and his team as well as the tutors, on behalf of the GB, for their work in achieving the huge turn around in behaviour from half-term 4 which has given confidence both to pupils and the community. Governors are aware and appreciative of the difference made.

Attendance

TK referred governors to Appendix A and highlighted the following:

- The attendance figure up to 6th October was at 94.3% with not one day since the start of term being over 95%. Today attendance was 96.1% which is an improvement but still not good enough.
- Previously there was insufficient capacity in the team to push phone calls and

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continued**

letters to parents. However two weeks ago Letter 1 using the NYCC template was sent out to all parents of pupils whose attendance is below the 90% persistent absence threshold – 61 letters in all. There have been 11 angry parental phone calls as a result but every day except one this week has been above 95%.

GQ: What did you do previously?

Ans: We haven't sent these letters previously. The challenge is to maintain this. Brian now phones on a daily basis regarding these children if they are absent and a tracker is being employed to track those under 95% to ensure their attendance doesn't get worse.

GQ: At what point does letter 2 go out?

Ans: It ought to be Friday 20th October but as it is half term it will be looked at when school re-starts.

- An attendance thermometer is being kept which shows the amount of lost learning time and is being promoted in form-time. In the first week back after half-term certificates will be awarded for 100% attendance.

GQ: What about parental concerns that in case of genuine illness they feel bullied by the school?

Ans: We have a child in school currently with a chronic illness and obviously such parents need support if the absence is genuine. Letter 1 was sent out early I term and only those below target last year too received them. Any genuine medical condition absences will be removed from the list. Increasingly phone calls will precede letters to facilitate this. The team don't have the capacity to do home visits, as is the policy in some schools.

GQ: Do the Prevention team have a role in this?

Ans: No – not on a day to day basis – only in the case of long-term illness where home tuition is needed etc. Referral may result in their involvement. There are a number of families with persistent absentees where a family outreach worker is involved and conversations perhaps need to be had regarding more joined up working.

GQ: There seem to be some sudden drops in SEND pupil attendance – does this need to be looked at?

Ans: As it is a small cohort on child's absence can skew the figures.

GQ: But is it low against the national average?

Ans: Because the school previously had EMS provision we have had considerably larger numbers of pupils with SEND and attendance is a concern with some. It is also a concern with disadvantaged groups generally as poor attendance makes it more difficult to improve progress.

GQ: Was the improved figure of 96.1% today also reflected in the disadvantaged groups?

Ans: We haven't broken that data down yet. When comparing with last year governors need to be aware that the disadvantaged groups then had not been fully identified – making the comparative data inaccurate.

GQ: Looking at the same period of half-term 1 last year attendance appeared to have been better under the previous leadership?

Ans: 17 students in the first week of term were sent home unwell during the day

<p>GB17/26 continued</p>	<p>(most of them Year 10 and 11 girls). In the past parents have supported that approach and the trend was already established. A resilience has to be built up in some families but the plan that is now in place is beginning to work and persistence is needed.</p> <p>GQ: Are there any rewards other than certificates? Ans: The School is trying to move away from material rewards and emphasise ethos – what you give back to the community – an opportunity for involvement. Governor comments: Certificates need to be more personalised and worth receiving. Maybe the relationship between attendance and exam outcomes could be emphasised to parents? <i>The Chair thanked TK for his update and the Head continued with the rest of his report.</i></p> <p>SDP Key Objective 4 Is to embed a strategic approach to leadership and governance that leads the school towards becoming "great".</p> <ul style="list-style-type: none"> • The school is now part of a strong network which includes the LA, Yorkshire Teachers Alliance, PiXL schools, local primaries and Wensleydale School as a local partner secondary. • The new prospectus has been well received • The feeling at the recent open evening was positive and comment was made on the professionalism of approach. • DM is to be commended for her work on the school Facebook page. • The new uniform and celebration of pupil success are other positive contributors to the different feel of the School. • The school still needs to attract higher pupil numbers 	
<p>GB17/27</p>	<p>Follow up from July meeting discussions on School Vision The Head gave a short power-point summary on future vision as follows: <u>Phase 1 –Securing Standards</u></p> <ul style="list-style-type: none"> • Improving behaviour • Developing effective systems and structures • Improving communication • Improving quality • Establishing a culture of high expectations <p><u>Phase 2 – Getting to Good</u></p> <ul style="list-style-type: none"> • SDP 4 key objectives (already discussed) • Developing leadership – strong leaders supporting staff • Building strong and successful teams in each faculty – address inconsistency and strengthen middle leaders • Building capacity across the whole school – creating strong networks and reaching out <p>(Example of this joint working is the recent struggle to engage a Maths teacher where there is now an offer of a release of a teacher from another school in the Yorkshire Teaching Alliance for two terms)</p> <ul style="list-style-type: none"> • Needs to involve 'a relentless focus on learning and progress' <p><u>Phase 3 – Shaping the Future</u></p> <ul style="list-style-type: none"> • Focus on excellence • Thriving partnerships • Achieving sustainability <p>(At the curriculum audit this week Dave Miller thought the plans going forward were good). All of the above points will be underpinned by the drive to become an outstanding school of choice for parents and fulfilling the potential of all students.</p> <p>There is an issue around funding – with an income having so many variables e.g.</p>	

<p>GB17/27 continued</p>	<p>additional leadership costs and a high number of staff on UPS3. The budget deficit is increasing because of pupil numbers being low and there is a need to market and present a positive image of the School.</p> <p><i>Governor comment: The vision discussion meeting was positive and very encouraging.</i></p> <p>The Head agreed but stressed that the changes need to impact on outcomes. Also students need time to prepare for examinations properly – in the past there has not been a structured approach to revision. There is caution currently as regards data because of historically inaccurate predictions. There were data points on last year's calendar but evidence was lacking and there was no build up to or follow up re assessments. The process is now structured and the profile of assessment has been raised from Year 7 onwards.</p> <p><i>GQ: Do you feel all your team are doing this equally well?</i></p> <p>Ans: The staff team is large but strategies are being used in order to create the same tone across the board and build on it. Not all the faculty leaders have the same focus.</p> <p><i>Governor comment: The long-term leadership of the School will still need to be looked at although the issue is solved short-term till August 2019. There are no plans for a further vision meeting at present.</i></p>	
<p>GB17/28</p>	<p>Reports on Governor Visits to School and Update to Link Roles Document</p> <p>JR circulated a report from the SEND link governor visit that she and KD carried out on 10/10/17 prior to the meeting.</p> <p>The report highlights the fact that vacancies in the SEND team have hampered the degree of progress that Tay Warren (TW), the current SEN lead, would have liked to have seen.</p> <p>Resolved: That governors receive SEND data on 2017 results and AP1 for next GB meeting.</p> <p>There is some questioning regarding TW's role and whether it is sensible to have a full-time SENCO. TW is continuing until Easter but travel and funding remain issues. Provision around SEND is being managed and dealt with effectively under TW's lead. TA support has been mixed. The attendance management route is being taken with 2 members of staff and Occupational Health are involved. TA appraisals have been carried out using the TA standards as a measure. Some don't represent good value for money and are lacking in expertise.</p> <p>JR circulated an update to the Link Roles Document which has been amended slightly and had the paragraph on Chair's delegated powers added. GP and SI are linked to Finance; JR to SEND with KD shadowing; SI and JR to Safeguarding; LD to Careers and IAG. The task groups link to Key Objectives and also contain generic areas. Governors will be working on a steady programme of visits linking to pre-agreed significant points to find out about, question and briefly summarise and report back to the GB.</p> <p><i>The Chair thanked JR for her report and work on the document.</i></p>	
<p>GB17/29</p>	<p>Feedback from Parents 2016/17</p> <p>There was considerable negative feedback from parents on the Ofsted website last year and the positive comments were rather swamped. Parent View runs to the academic year and although the old comments are still visible parents need to be encouraged to use the current Parent View to feedback. Year 7 feedback to date has been very positive.</p>	

GB17/30	<p>Pay Policy & Review of systems for appraisal and pay progression</p> <p>Copies of the documentation were circulated to governors prior to the meeting. The pay policy has been finalised following NYCC guidance. The pay scales for Headteacher and Deputy Headteacher have been inserted as advertised and the references to Assistant Headteacher have been deleted.</p> <p>Resolved: To approve the finalised policy</p> <p>The performance management process will be completed by 20th October and the results need to be returned to the LA by 4th November. Governor involvement is needed to verify the performance management process prior to that date.</p> <p>Agreed: That SI and Chair meet with Head to verify performance management and feedback to GB.</p>	
GB17/31	<p>Correspondence</p> <p>1. An invitation to an assessment training session with Wensleydale School governors in January. Date to be confirmed.</p> <p>2. There is a staff twilight session at 4pm on 13th December and it is suggested it be preceded by a staff and governors 'coffee and mince-pies' at 3.30pm.</p>	
<p>The next meeting of the GB is confirmed as 6.00pm on Tuesday 21st November 2017</p>		