

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 1st May 2018 in Room 2 at 6.00pm		
Present: David Atkinson (DA), Stuart Bentley (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Mark Hughes (MH), Steve Ingram – Vice Chair of Governors (SI), 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: Kate Loundis – Lead Improvement Advisor (KL), Tom Kelly – Deputy Head- Pastoral (TK), Alison Knight –SENCO (AK), Lesley Sweeting – Clerk to Governing Body (Clerk). (10 Governors +4)		
Apologies: Estella Prince (EP)		
No	Item	Action
PROCEDURAL – Part A		
GB17/82	Welcome The Chair opened the meeting at 6.00pm and welcomed governors. A particular welcome was extended to AK, the new SENCO.	
GB17/83	Apologies Apologies were received from the one governor named above and CONSENTED TO.	
GB17/84	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. No items were deemed confidential at this point.	
GB17/85	Notification of Other Urgent Business None declared.	
GB17/86	Minutes of the Full Governing Board Meeting 27th March 2018 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 27/03/18 were duly APPROVED as an accurate record, and signed by the Chair. <u>Matters Arising/Review of Actions:</u> <ul style="list-style-type: none"> With ref. GB17/69 and the co-opted governor vacancy it was suggested that an officer from RAF Leeming be sought if possible. Action: Head and TK to use their links to explore this option. With ref GB17/72 and governor link visits SB and the Chair are now scheduled to visit in relation to Key Objective 1 Assessment and Progress on Friday 04/05/18. 	Head/TK
PART B SCHOOL IMPROVEMENT		
GB17/87	Headteacher's Report A full written report was circulated to governors prior to the meeting and the Head highlighted the following: <u>a. Introduction</u> <ul style="list-style-type: none"> The start to the summer term has been successful to date with a key focus being preparation for Year 10 exams. There is a significant difference from the same point last year and substantially greater commitment to studies from many students. There are still a group of pupils demonstrating a lack of commitment to 	

**GB17/87
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effective revision but as a year group the improvement is evident.

- In Year 11 a similar improvement from last year is to be seen with a greater focus on revision and a positive sense that things are moving forward. However there are still a substantial minority not engaging, despite interventions.
- The ICT exams have been held today and a second group will sit this exam in two weeks. The results will be better than those expected of General Studies although staff are pleased that half the cohort wish to do General Studies and have started to go through the pre-release materials. These tend to be the more able students who can make the links with their other subjects. A lot of students will be able to take their ICT into post-16 or work settings.

GQ: This ICT was reactionary because of the General Studies mocks – what will happen moving forward?

Ans: The General Studies has gone from the curriculum. All students will do Citizenship.

GQ: Will it be a GCSE ICT or the TLM non-GCSE going forward?

Ans: The TLM is a L2 qualification. Going forward it is not on the list for next year. The successor qualifications are more challenging in terms of hours. We are looking at what is the best user type qualification.

- The Art exam entries are of an excellent standard with all but one student achieving or bettering their target grade.

b. Teaching and Learning Audit

- The draft report from the visit of Keith Worrall and Lydia Jackson has been circulated to governors and the Senior Leadership Team (SLT) has already started to address the emerging issues.
- The report findings vindicate the school's internal judgements and there was a lot of commonality in the issues in lessons etc. that were identified. It is generally positive showing that since April 2017 teaching and learning has stabilised and is moving in the right direction. The judgement is still one of 'requires improvement' because there are still some specific areas of concern but it is now at the top end of this grading.
- The weakest teaching was seen in some English lessons. One member of this department is going on to 'Developing Performance'; another member of the department's teaching was good but the books and progress data are still poor and work will be done to support this individual to improve. However the best lesson observed was also in English, delivered by the Head of Faculty. This is a good platform from which to develop the department team.
- KL is looking with the SLT at the LA support plan. This will continue to provide support for Matt Gill in leadership, support for teaching and learning – including additional support for Maths where two teachers are still causing concern.

GQ: Looking at the areas for development in the report the phrases are similar to those we have seen for a while e.g. 'need for consistency' etc. How can the school improve what it is doing to get to grips with these issues? There are still teachers not doing 'Show my homework' etc. What will make a difference?

Ans: Through support and challenge. Historically catch-up funding has not been used for this. There has been a culture of low expectation across the school which is most marked in the low ability students who in the past some staff have written off.

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Improvements have been made but last week, as an example of the difference in classroom culture, the Head observed an inadequate lesson where in a small group of ten Year 7 children, with one teacher, a higher learning assistant and another teaching assistant (TA), four children were not doing well; and then observed the same four children, in a group of twenty-five children with only one teacher, doing well and learning. AK can model working more effectively with TAs to develop staff.

- In Year 8 the quality of teaching in English is an issue. Where staff demonstrate that they don't possess the skills to develop good teaching we are addressing this. KL raised the need after her January visit for developing capacity in middle leaders to support and challenge their teams to improve the quality of teaching and learning. Conversations have been had and recommendations of how this can be done are being implemented.

GQ: Are you talking about their capacity to model, train and give intellectual support or, given their teaching load, is it physical presence in the classroom?

Ans: The former, and they have a heavy load already of their own teaching.

GQ: We have been hearing of inconsistency in teaching, the marking of books etc. Why have we still got teachers who feel it's OK not to set homework, not to challenge? Why haven't they been rooted out?

Ans: No-one is blatantly not setting homework– but are they setting it for every class, on the right nights, every week? Another question is what is the quality? This needs to be a multi-layered approach. The volume and quality of homework is now much better but we need to continue in this. The art of the middle leader is to juggle all of this. Two of the middle leaders are running the DPPs in their departments – this should have happened before and wasn't. They will pass their experience on to the Head of English who will then have appropriate support to run his DPP. The SLT are being realistic in addressing the issues – leaders are working flat out but capacity is low.

TK added that cultural change is hard to introduce – staff ownership in all areas needs to be ensured and all teachers need to be empowered in improvement and implementation of change in teaching and learning and not rely on only the senior leaders.

- The report of lesson observations and classroom visits from the audit lists positives and what was seen in good practice is extensive. Overall improvement and development of capacity is identified but BHS will not get to good unless inconsistencies are eradicated. The quality of the work in books, teaching and the data all need to triangulate. The lower down the school, the better the data. There are sub-group issues around disadvantaged pupils and both high and low prior attainers, but these are also less farther down the school.

GQ: Is this responsibility owned by the teaching staff now across the board?

Ans: There is no-one here now who is unable to change – there is no dissenting voice. Significant gains have been made from hands-on leadership e.g. from TK and MG but capacity is still an issue and is felt by the middle leaders. For example in AC's area there is one weak teacher who is now going through voluntary redundancy; then there is another teacher who could be good but whose marking and feedback is less than satisfactory. AC is working with the latter to provide support for improvement. These are things that should be second nature with all staff but aren't yet.

- The rate of improvement was not as fast last term as the Head would have liked and managing SEN took up a lot of time. Now that AK is in place as SENCO work

<p>GB17/87 continued</p>	<p>on access and inclusion can move forward.</p> <p><i>GQ: Certain areas have been poor for a long time, are the staff, particularly the middle leaders, able to do this?</i></p> <p>Ans: The Head has confidence in the middle leaders but they are all new appointments (internal apart from in English) and inherited groups of teachers who thought they were doing well when they weren't. There was a lack of challenge and readiness to engage with the changes in curriculum and endemic low expectations. There needs to be challenge and DPP for any staff that merit it but balanced by maintenance of morale, which is in general now good.</p> <ul style="list-style-type: none"> • The feedback from student voice activities during the audit had pupils speaking very positively about the change they have seen over the last year. <p><i>GQ: Do we have any idea of the split of best lesson observations between departments?</i></p> <p>Ans: Individual lessons are not graded – the approach is now more holistic. The aim is for highly effective teaching across the board – but it is also about books, outcomes etc. All teachers were seen and will receive feedback face-to-face and middle leaders will use the feedback to focus on specifics in their forthcoming learning walks, book scrutiny etc.</p> <p><i>Chair's Comment: It is frustrating to be hearing the same things and makes it difficult for us as governors to quantify the rate of change – discussion needs to be had around these issues when we look at staffing etc. The school has nevertheless moved from Grade 4 to the top of Grade 3 in a year and this should be celebrated. We need to encourage the SLT in what is being done to improve teaching and learning and applaud their commitment to seeing it through. This report is ahead of what the SLT themselves would have predicted and is encouraging. As governors we need to remind ourselves of the overall evidence of evident improvement since the last HMI report. The revised leadership team is assisting the continuing move forward. Governors wish to see inconsistencies removed but they support the SLT fully in this process.</i></p>	
<p>GB17/88</p>	<p>Access and Inclusion – AK</p> <ul style="list-style-type: none"> • AK has been in post for less than three weeks having had her induction before Easter and has had to 'hit the ground running' to begin the momentum to move things forward quickly. AK shared a short presentation with governors regarding the aims and approach to be taken. • The key aim is to develop an inclusive team which supports all with a collaborative approach and make sure that the provision is effective, measurable and personalised so that the outcomes for those with barriers to learning are as much in line with other pupils as possible. • Governors were shown a collaborative approach diagram. SEN is no longer just the responsibility of the SENCo and the TAs. All staff are involved. There are four areas of SEND – cognition and learning; counselling and intervention; social, emotional and mental health; physical need. • The behaviour support team need a clear-cut, black and white behaviour policy for those with barriers to learning. • The area of those with social, emotional and mental health needs is nationally one which is difficult to handle. The school works with different outside agencies which are very stretched and there is a need to up-skill internally. Also work needs to be done with safeguarding to make sure the right people know the right information. 	

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- Work needs to be done with transition both for Year 5/6 into Year 7 and for Year 11 going into post-16. The aim is to develop strong transitions to give the best, personalised starting points.
- Careers (CEIAG) needs to work on aspirations to inspire pupils with the 'possible' at an earlier age.
- The spiritual, moral, social and cultural aspects of school life will be developed with form tutors and to provide alternative curriculum days to embed this across the school and ensure the development of young people into well-rounded adults.
- Attendance for those with barriers to learning is a large area on which to focus and staff will need to be pro-active and develop best approaches for those who find rules difficult.
- Governors were shown a diagram of the key relationships in SEND which is adapted from the one TK used at interview. The piece previously lacking was SEN expertise which is now in place with AK and so this pattern can be developed in house and the areas co-ordinated.
- A column has been added to the conduct and behaviour summary for SEND as a proportion of call-outs in relation to behaviour support have issues which are SEN related and there is still a duty of care to be considered with disruptive students.
- One child with behavioural issues has recently left the school and one is about to do so. Previously some pupils would 'self-remove' from lessons. This is not now happening and methods of management in lessons need to be addressed.
- A small pocket of pupils are struggling to meet the requirements of mainstream school because of SEMH needs and safeguarding issues and they need to be given strategies to help.
- The priorities for action include:
 1. Pupil identification of areas of weakness and planning of interventions using the Key Stage 2 standardised tests and other reliable data.
 2. Cultural change and resilience building to assist in accessing lessons and staying in them.
 3. Quality assurance of TAs and their CPD. AK has already done learning walks and will feedback and help TAs to self-review.
 4. Quality assurance of quality first teaching and differentiation.
 5. Quality SEND information for classroom teachers with practical recommendations, resourcing and ways of sharing information.
 6. Review of staff roles and responsibilities across the access and intervention team to maximise their skills.

AK invited governor questions.

- KD and JR carried out a governor visit in AK's first week at BHS and could already see a shift being introduced in these areas and are glad to hear that learning walks are taking place.

GQ: Could TK in future include the numbers of pupils with SEN on the conduct and behaviour summary?

Resolved: This information to be included as requested.

TK

GB17/88 continued	<p><i>GQ: Is the SEN action plan being reviewed or rewritten?</i> Ans: It is still current but we are nearing the end of the existing SDP and it will be part of the new plans in place for September. A longer plan will need to be written to take things beyond Ofsted but also include actions around key areas regarding what is needed for when Ofsted come.</p> <p><i>GQ: When can governors expect to see the new plan?</i> Ans: After the staff have been consulted this term and in time to feed in to it for a September start.</p>	
<i>AK left the meeting at 7.05pm</i>		
GB17/89	<p>Behaviour and Attendance – TK Governors were updated as follows: <u>Behaviour:</u></p> <ul style="list-style-type: none"> • Regarding the group of Year 9 boys that were focussed on – 5 of the 7 pupils made real gains in terms of reduced low level disruption and removal from lessons. The support given models what staff will be expected to do. • TK met with them twice a week looking at which were their hot-spot lessons, discussing how to deal with confrontation and playing pool and football etc. with them. At the end of the half term they have had to present to the Head and their parents. One of the continuing disruptors is on a managed move. • These presentations were mixed – one boy, with no parent to present to, used a proforma and presented well whilst others were not as prepared and had not taken the same trouble with their appearance. This level of support is not sustainable in the long-term. The key for the students is enjoying good relationships with their teachers and knowing that they are being watched, supported and challenged. <p><u>Attendance:</u></p> <ul style="list-style-type: none"> • The supporting hand-out shows governors a slow and steady improvement. Year 11 had poor attendance in Year 10 and there has been some small improvement. In Year 10 and Year 9 attendance has improved from where it was at the same point in the term last year. • Students and parents are getting the message and, with the exception of the last two days, attendance has remained above 95%. There is now more of a team ethos in regards to attendance and the direction of travel is positive. • Next time attendance data comes to governors it will be in a new format, more like that of the ASP data and showing more clearly the breakdown compared with national figures and the different pupil groups. 	
PART 'C' FINANCE & PERSONNEL		
GB17/90	<p>Staffing The governor Selection Committee has met and the consultation process with unions and with staff begins on 04/05/18. The three areas to be addressed are administration, science technicians and TAs. Overall there needs to be a reduction in hours equivalent to five full-time staff. The consultation period will be followed by a selection process.</p> <p>There has been an HR meeting with the member of staff currently on long-term sick. Two PE teachers have been appointed to replace staff who have left. One member of staff is taking voluntary redundancy. The vacant post in Drama will not be</p>	

GB17/90	replaced. One of the PE teachers who left leaves a Key Stage 3 role in managing transition and this will be advertised internally.	
GB17/91	<p>Pay, Progression and Performance Update</p> <p>This is the mid-point of the cycle when any relevant issues are reported to governors but it is the autumn term when the review takes place. Any issues are being dealt with in a robust way, the main one being those staff on DPP and these won't go through the threshold in this cycle. Two of the three NQTs are doing well; the third is in danger of not passing and is receiving some additional support with assistance from the LA.</p>	
GB17/92	<p>Review Procedures for Headteacher's Performance Management</p> <p>The mid-point review discussion will be on 10/05/18 with GP and SI. It was noted that the annual review in the autumn will require another governor to be on the panel as GP will no longer be on the governing board.</p>	
PART 'D' OTHER MATTERS		
GB17/93	<p>Policies</p> <p>The following two policies were made available to governors to read through prior to the meeting:</p> <p>1. SEN Policy – This has been updated by AK. It was noted that the names on the front of the document do not match those in the centre. With the proviso that the necessary name adjustments be made the policy was APPROVED.</p> <p>2. Accessibility Policy - APPROVED.</p> <p>The following policy was sent out late to governors on 30/04/18.</p> <p>3. Behaviour Policy</p> <p>There is already a working policy in place and on the website but this document is the formalising of the structure.</p> <p>Resolved: That this policy be tabled for approval at the next FGB to give governors time to review in detail.</p>	Clerk to agenda 12/06/18
GB17/94	<p>Forthcoming FGB Meetings</p> <p>The meeting scheduled for 12/06/18 was confirmed and will cover standard business. Due to GP retiring from the governing body at the end of this academic year it was</p> <p>AGREED: Elections for Chair and Vice-Chair to take place at the June meeting.</p> <p>The following meeting is scheduled for 17/07/18. It is customary for this to be a review of the year's practice looking at where the governing board is and where it needs to be. The Chair reminded governors that although the Head's contract has been extended to the end of summer term 2019 Ofsted is expected in spring 2019 and will ask governors how they plan to secure long-term leadership for the school.</p> <p>AGREED: That future leadership plans be an item for the July agenda.</p> <p>KL asked governors to note that as there have been some changes nationally around Ofsted timescales the next inspection might be pushed back into the summer term 2019.</p>	

Impact Statement

As a result of this meeting governors have:

- challenged and supported the SLT to ensure that the quality of teaching is consistently good
- ensured that they are up-to-date on the current issues and priorities in relation to provision for students with SEND
- agreed plans for governor recruitment and chair/vice-chair elections
- begun the process of securing the long-term leadership of the school when the headteacher's contract expires

The next meeting of the GB is confirmed as 6.00pm on Tuesday 12th June 2018 at 6.00pm

There being no further business the Chair closed the meeting at 19.31pm