

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 12th June 2018 in Room 2 at 6.00pm		
Present: Estella Prince (EP), Stuart Bentley (SB), Kate Davies (KD), Linda Donaghy (LD), Mark Hughes (MH), 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: Matt Gill – Deputy Head- Curriculum (MG), Tom Wild – Head of English (TW) Lesley Sweeting – Clerk to Governing Body (Clerk). (8 Governors +3)		
Apologies: David Atkinson (DA), Andy Childe (AC), Steve Ingram – Vice Chair of Governors (SI) Kate Loundis – Lead Improvement Advisor (KL)		
No	Item	Action
PROCEDURAL – Part A		
GB17/95	Welcome The Chair opened the meeting at 6.00pm and welcomed governors. A particular welcome was extended to AK, the new SENCO.	
GB17/96	Apologies Apologies were received from the three governors and one associate named above and CONSENTED TO.	
GB17/97	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. It was noted that some of the papers circulated include student names – these will be taken off the governor section of the website and all hard copies returned for shredding before the end of the meeting.	
GB17/98	Notification of Other Urgent Business None declared.	
GB17/99	Minutes of the Full Governing Board Meeting 1st May 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 01/05/18 were duly APPROVED as an accurate record, and signed by the Chair. <u>Matters Arising/Review of Actions:</u> There were no matters arising not dealt with elsewhere on the agenda.	
PART B SCHOOL IMPROVEMENT		
GB17/100	Pupil Performance Data/English – Progress and Priorities (MG/TW) TW as Head of English presented to the FGB under the title 'The New Bedale – Team English' covering the following points. <u>Looking Back</u> <ul style="list-style-type: none"> When TW arrived in Spring 2017 the staff had a strong knowledge of their pupils, subject and pedagogy but observations in the classroom showed a lack of energy, stretch and pace in lessons. 	

**GB17/100
continued**

- Work writing was patchy with exercise books being used as notebooks. Pupils were working in progress packs and although assessment and marking evidenced progress it didn't help pupils drive forward. There was limited homework, marking of spelling and accelerated reading. There was a lack of challenge in Key Stage 3 and 4 not only in the classroom but also in planning which was not enabling pupils to access top grades.
- English Language and Literature were divided at Key Stage 4 and delivered separately but the content is actually intertwined and the two subjects are better taught alongside each other. This led to poor student outcomes in 2017 and a negative Progress 8 score.

English 2017 – 2018

- Regular formal observations have been carried out and conversations had with staff. The staff initially were confident and somewhat complacent. The focus has been on pace and stretch.
- The progress packs were removed and a new marking policy introduced with regular scrutiny. A new homework timetable has been introduced for all year groups, including development of learning activities.
- The division of Language and Literature has been removed as far as possible at Key Stage 4. A lot of work has been done around specification, moderation, peer marking, work with other schools (particularly with Sherburn High School and with Risdale) and department training.

Going Forward 2018 – 2019

- Grouping is being changed using more effective setting. The high workers, mainly girls, were previously in the top set but some high prior attainers were still in the middle sets. In Year 11 from September there will be two top sets, two middle sets and one more heavily supported group.
- The scheme of learning for Key Stage 3 is being developed and refined. A new Key Stage 3 reading scheme is being introduced, replacing accelerated reader and encouraging pupils to read beyond and wider.
- The Key Stage 4 curriculum is being developed so that Language and Literature are interleaved and staff will be held more accountable for this. The schemes of work will better align with the school calendar. The content will be front loaded in Year 9, developed in Year 10 and stretch and challenge emphasised in Year 11.
- A progress tracker is to be introduced which is kept by the teacher but which students will reflect on and will provide key revision points.

GQ: Do you feel you have the team in place to deliver this?

Ans: TW is fulltime and we also have Mr Chapman and Mrs Noake – the department are confident that they have the personnel to deliver this. At the moment the team are working together to ensure that their approaches are standardised. There is also the support of Tom Kelly, Alison Knight and Jill Wagstaff for interventions. With regards to the weakest practice some staff have resigned and others have been worked with to improve teaching and learning.

GQ: (to MG) Regarding exam technique – what has been learnt from this year, and from Sherburn and Risdale, and what will be done differently

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next year?

Ans: We are also working with PixL schools. We have drilled down to fundamentals – the questions to ask – and are now going forward sharing good practice in teams and learning from each other, using departmental time to do this.

GQ (to MG) Are the Year 11 forms happy with the support they've had from you?

Ans: Year 11 know that the structure of their answers is important as well as their content. We have offered extensive additional revision sessions including optional sessions during half-term and Easter.

GQ: What about the middle sets in Year 11 next year. If you set for revision for top sets and have an intervention group how will they feel?

Ans: There will not be a lower expectation for the middle groups but the high prior attaining boys in particular need to be where they can be encouraged to be aspirational. There will be a unity of approach across the sets and the possibility for students to move up and down.

GQ: That doesn't tend to happen though does it?

Ans: It depends on the structure of the curriculum – it can potentially be done if the timetabling is planned well.

- The AP3 data for Year 10 show that there is still a lot of work to be done but the Progress 8 predicted figure based on potentials is significantly better for the end of their next year.

Governors asked MG to talk them through the AP3 data at this point and the following points were made.

- Each class produces one of these sheets after each attainment point and then the faculty leader will produce a faculty overview which enables us to see where we are falling short and where we need to move forward.
- The summary sheet includes the headlines and the measures being put in place to address concerns.

GQ: Are the green figures based on AP3 or on PPE?

Ans: They are based on the estimates for AP3.

GQ: I'm struck by the gap between the PPE figure and these projections – how realistic are they?

Ans: It is positive to look at students' potential but we recognise that the gap means there is a journey to get there. The changes we have outlined will assist with this. There is a long way to go but the predictions are not unrealistic.

It is generally expected that every student in the final year will make at least 1 grade of progress – with interventions and revision sessions. The team's knowledge of how to assess is accurate but the jumps are more difficult to estimate. Some staff are still unsure and lack confidence in making predictions. MG has done a lot of work with staff on owning your own data and this is proving a useful process.

GQ: Do you feel English has turned a corner, as it has been a struggle?

Ans: Yes – there have been some difficult conversations about classroom practice and changes to the scheme of work etc. all takes some time. TR added that there was previously a lot of thinking that classroom practice was better than it actually was.

Gov. Comment. It is worrying that governors were perhaps misled – and

thought that English was doing better than Maths when in fact it wasn't.

Response: There was some lack on the part of staff to embrace changes in practice. Staff were not invested in or significantly challenged.

GQ: Next year's Year 9 will receive front-loading of data. Have current Year 10's not had that?

Ans: The current Year 10 have worked hard to get more under their belt and only have one text, Macbeth, still to cover in the autumn term of Year 11. The current Year 9 will not have any new data to cover in their Year 11.

GQ: Will catch-up revision sessions need to continue?

Ans: Revision sessions are always useful allowing more chunking of information, text revision and constant reminders. Bespoke interventions will still be important. The revision will be forward planned into the diary so that things are covered earlier and will be timetabled in quite early in Year 11 – usually for 1 hour sessions after school. All credit to those staff who have come in at Easter and at half-term to work unpaid on optional catch-up revision sessions with Year 11 but drip-feed is better than intensity wherever possible.

TR added that this year it has been necessary to put in additional provision because of playing 'catch-up' but that next year will hopefully be less pressured for staff with PPEs leading to targeted interventions earlier. There will be PPEs in November/December and again in March which will highlight any points of concern. It has been a steep learning curve with this being the first time the pupils have been tested in that way. The current Year 11 has been very motivated and has revised well and generally felt more confident. Review and regular practice is very important.

GQ: We have talked about high and mid prior attainers; what about the low prior attainers – the struggling group – unless they pass Maths and English they have to do them again to proceed in education. This is the best chance they get – it is more difficult if they don't get it the first time round, are you confident that you will have the right staff and support for that group?

Ans: Ideally that support will be from the new SENCO and very experienced HTLA. Individual action plans will be used to deliver targeted intervention and support. The percentage of pupils predicted level 4 and higher in the current Year 10 is high and the percentage likely to get level 5 and above is also strong.

Gov. Comment: My son two years ago didn't have the opportunity to have these study skills embedded – it is a very positive development.

Response: Our twelve and thirteen year olds are already being taught different revision methods – e.g. flashcards etc. Going forward it will be more formalised with different strategies in different subject areas e.g. mind maps, cue cards etc. and a session for Year 11 parents with examples of methods.

Gov. Comment: As a parent I would appreciate advice on how to support a child who doesn't want to be studious. For example do they have to learn 15 poems for English?

Response: They need to have a good understanding about structure and form of them all as they don't know which ones will be coming up in the exam. They need to learn enough to be able to make proper comparisons and quotes – they don't have to know 15 off by heart.

The Chair thanked TW on behalf of the governors and he left at 6.50pm

GB17/101

Headteacher's Report

A full written report was circulated to governors prior to the meeting and the Head highlighted the following:

1. Introduction:

- As we near the end of term we are looking forward to the start of the new academic year of 2018-19 and are 'raising the game' over the last six weeks of term to ensure a good start point in September. The leadership team are working together well with the welcome addition of Alison Knight as SENCO.
- The appointment of Shannon Bradbury as Leader of Key Stage 3 will give fresh impetus to transition work. An example of this occurred today with a successful visit from Crakehall pupils linked to and funded through the Polar Exhibition Challenge.
- Positivity is not yet being seen from primaries and parents in terms of admission numbers. There is for example currently only one pupil coming into BHS in September from Hunton and Arrathorne.
- Liz Lumsden has been appointed as Faculty Leader of Creative Arts; this now provides BHS with a full complement of middle leaders which should ease the pressure slightly on the SLT.

2. SEF/SDP Update:

- Planning for next year is well in progress. Governors will be invited in for SDP analysis to feed forward into the new term's action plan ready for Ofsted. The Ofsted criteria will be revisited and the SEF rewritten when the results have come out. The school needs to be looking forward to December 2018/January 2019 by which point we need to be 'good'. There are still significant barriers in each area but the school is heading in the right direction.
- In regards to Key Objective 1 and student outcomes there is considerable evidence of good progress. Key Stage 3 remains a challenge. The disadvantaged outcomes for Year 10 look good – closing the gap between then and non-disadvantaged pupils. Positivity in Year 10 needs to be maintained and the gap closed between PPE and predictions. The current students were looked at primarily in January. MG is still working on the validity of the most recent data which still needs more moderation and comparison with other schools.
- Key Objective 2 – teaching and learning has been under increased scrutiny from MG and some staff have improved. One has successfully completed DPP whilst another, who did not want to go on capability, has resigned. A further member of staff has had their DPP extended. A number of other staff, not on DPP, have been supported to improve. More work around behaviour for learning is still needed.
- Key Objective 3 – regarding pupil discipline and welfare. The work undertaken by Tom Kelly on behaviour and attendance is moving things forward slowly. Year 11 pupils are now on study leave but attendance today was 99% for Year 9. A number of staff still need to be challenged in respect of classroom behaviour. There are some good case studies of improvement but a hard core who are still being fast-tracked. There has been a step change in classroom behaviour but challenge is needed for both those students and those staff not yet meeting expectations. Schemes of learning and groupings need to be looked at again and certain faculty areas have been identified as needing additional work. The

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biggest issue is in Science where there is an issue of faculty leadership. It has been identified from books that there is some weak practice, especially in the lower sets. There is a difficulty of changing some ingrained practice.

- Key Objective 4 – embedding a strategic approach to leadership and governance – there has been positive progress made in this area. Part of this has involved redesigning the curriculum including cross curricular mapping. Reductions have been made as planned and £350,000 savings made on last year but a healthy range of GCSE options is being maintained. Hard work has enabled reduction of FTE staff and a planned reduction of non-teaching staff is in process. Resources have been looked at and cut where possible and every budget line has been examined to make savings. It is the leadership's professional duty to minimise the budget discrepancies as much as possible. However despite the revisions the in- year is still £105,000. The only aspects that could be cut further would be leadership costs and it is imperative that pupil numbers and therefore income are increased. Many parents are now more positive about BHS and the Northallerton primary schools are responding but the school needs to attract the pupils from catchment schools. There is still a small amount of negativity from teachers, probably due to not being used to being held to account. Discussion needs to be had as to how positivity can be improved.

NOTE: It was suggested that at the local MP's visit on 15/07/18 he be made aware that the government policy has effectively wiped out any positive effect of the fair funding formula. TR replied that the leadership is anxious to celebrate the positives and the focus of the visit is on Citizenship but it will be mentioned if appropriate.

- The main concern from speaking to parents appears to be the long-term leadership issue which still promotes the question 'what-if?'. Leadership needs to be secure and provide continuity.

3. Access and Inclusion:

Governors were provided with the Conduct and Behaviour Summary up to 25/05/18. The following points were highlighted:

- A recent visit from two police officers to BHS was to congratulate the school on the lack of any Friday disruption in Bedale at the start of Year 11 study leave.
- The pastoral support team investment has made a huge difference. There has been a slight upturn in low level disruption. Removals from class have been reduced but legacy issues in Year 11 have made this a challenging group. Year 10 behaviour has seen a huge improvement but the incidents overall need to reduce further.
- Three strands have been identified for reducing low level disruption and removals: targeting persistent disruptors; reviewing student groupings to minimise occasions where negative peer influences are together and supporting and equipping teachers to manage behaviour more effectively.
- To reduce issues there needs to be an increased capacity in the support team to deliver targeted interventions. Year 9 interventions have been very successful but there are some increasing issues in Years 7 and 8.
- Looking ahead work is being done on:
 1. Guaranteeing excellence in SEND in period of diminishing resources but with a tighter knit team.
 2. Maintaining impact within the pastoral support team – they are fully stretched

<p>GB17/101 continued</p>	<p>at moment and all staff need to be up-skilled.</p> <p>3. Developing Wave 1 of pastoral interventions through effective group tutoring – some tutors are more effective than others.</p> <p>4. <u>Pupil Premium (PP):</u></p> <ul style="list-style-type: none"> • Reassurance may still be needed regarding the quality of overall Year 10 data but the PP information is much more robust. • The most effective spend should be at Wave 1 but more security of judgements around spend is needed. Below Year 10 the information is less secure. Alison Knight will pick this up and feed -back on both PP and SEN outcomes whilst Tom Kelly will continue to lead on Attendance, Behaviour and Welfare. <p>5. <u>Staffing & Finance:</u></p> <ul style="list-style-type: none"> • In the last year long-term sickness and managing staff under-performance have made it difficult to plan ahead with confidence. The necessary reductions in FTE teachers for September have been made although it is possible that the school may be over- staffed by one teacher, due to a return from illness. • Potential savings will continue to be looked at and there are still huge financial challenges, borne out by the circulated finance documents. Any cuts need to be balanced by an ability to maintain essential improvements which will drive up future pupil numbers. <p>6. <u>Health and Safety :</u></p> <ul style="list-style-type: none"> • Pre-start negotiations have begun on the issue of the sport's hall floor – which as a H&S issue is being addressed by NYCC. Neighbours have been written to with apologies regarding noise and when the works start the hall will be out of commission for a few weeks. <p>7. <u>Site Developments:</u></p> <ul style="list-style-type: none"> • BHS has been approached by the headteacher of Mowbray School about the possibility of space being provided for Mowbray's extension of capacity for Key Stage 4. The leadership believe there is a lot of merit in pursuing the feasibility of this and have asked that this be explored more fully. ICT provision decisions would need to be made. The proposal would look at loaning the annex and rehousing Art, Music and LRC in the main school. • The proposal is dependent on agreement from the LA who are also in the process of conducting a feasibility study for a possible upgrade of the remaining Science labs. Savings could be made if the LA agree and it could possibly result in refurbishments which would upgrade what is currently an 'eyesore' and make it fit for purpose. <p><u>Conclusion:</u></p> <ul style="list-style-type: none"> • In conclusion TR again summarised the positive points going forward although concerns regarding the number of additional hours being put in by the SLT remains a concern and middle leadership capacity needs to be increased as soon as possible. • The Chair emphasised that the quality of senior leadership is a main reason for the improvements to date and thanked the SLT formally on behalf of the school and FGB. 	
<p>GB17/102</p>	<p>Pupil Performance Data</p> <ul style="list-style-type: none"> • Governors were provided with documentary AP3 data for Key Stage 4, including subject breakdown, and a sample analysis document prior to today's meeting. 	

GB17/102 continued	<p>The Key Stage 3 data will be available to governors ready for further discussion at the next FGB.</p> <ul style="list-style-type: none"> Governors agreed that the summary was very helpful. It was noted that action points are needed from the data going forward. Governors were asked if they had any specific questions or points they wished to highlight from the data provided. <p>Gov. Comment: It is encouraging to hear about the improvements in English. This and also the improvements in Music, Maths and MFL exposes those subjects which have remained the same.</p> <p>Response: There is still a lot of work to do in English and in other subject areas.</p> <p>Gov. Comment: It is useful to be able to track groups of students e.g. SEN etc. The presentation of the data this way makes it clearer for us as governors and enables a clear picture of the strengths and weaknesses etc.</p> <p>Response: The analysis document is good practice. Staff initially wanted the data a.s.a.p. but it needs to be looked at, considered and actions pulled out for moving forward and improvement.</p>	
<i>MG was thanked and left the meeting at 7.45pm</i>		
GB17/103	<p>Governor Link Visits – Feedback</p> <ul style="list-style-type: none"> KL, GP and SB met with MG on 4/05/18 and reviewed current AP2 data for KS 3 and KS4. The feedback report has been circulated to governors. JR and DA carried out a safe-guarding visit on 03/05/18 and the feedback report has been circulated to governors. JR added that the visit demonstrated the hard work that has been put in to meet safeguarding requirements. There is some historic paperwork still to be brought up to date and a detailed review and update of child protection filing is being carried out. The recommendations of the safeguarding audit of Summer 2017 have all been met. <p>Agreed: That DA become Safeguarding governor and that SI and JR sit in on safeguarding visits. That Alison Knight will train as Deputy Safeguarding Lead and that this will be included in her job description for next academic year.</p>	
PART 'C' FINANCE & PERSONNEL		
GB17/104	<p>Confirmation of Budget for 2018-19</p> <p>Governors received updated summary financial documentation for the outturn 17/18 18/19 budget and the revenue forecast. It was noted that no further savings are currently possible without further amendments to the curriculum offer and potential effects on the continuing improvement of the school.</p> <p>There were no further questions at this point.</p>	
PART 'D' OTHER MATTERS		
GB17/105	<p>Policies</p> <p>The following policies were made available to governors on the secure part of the website prior to today's meeting:</p> <p>a. Behaviour Policy - This policy was DULY APPROVED.</p> <p>b. Information Policy – This policy is based on standard NYCC policy and was DULY APPROVED.</p>	

GB17/106	<p>Governance</p> <ul style="list-style-type: none"> TK and TR are in the process of exploring the possibility of co-opting a governor linked to RAF Leeming. This is still ongoing. GB seif-assessment is updated each year. The skills audit will be emailed to governors to complete between now and the end of term. EP has offered to collate. Governor link roles will be revisited in September. Currently links are to key areas e.g. safeguarding, SEN etc. rather than subject areas which would be difficult to do. Governors were asked to consider how links are working and whether coverage is sufficient – this will be the subject of discussion at July FGB. TR explained that government engagement with school is healthy. Governors are aware of real data and there is consistency in understanding. KL has offered to write a paper setting out leadership long-term options for governors' consideration. <p>Resolved: That the first part of the FGB on 17th July 2018 will review 2017-18 and what has gone well and where improvement is needed. The second part of the meeting will be looking at future leadership.</p> <ul style="list-style-type: none"> The term of office for Chair and Vice Chair is currently one year and is reviewed in September. It is suggested that the next term should be 15 months beginning from July 2018. <p>Resolved: That the term of office of Char and Vice Chair be revised on this occasion to begin in July 2018.</p> <p><u>Election of Chair and Vice Chair</u></p> <ul style="list-style-type: none"> GP's term of office as a governor at BHS ends in September and his intention is NOT to re-stand. He is therefore intending to stand down as Chair prior to this so as to give a smooth transition. <p>Proposal: That SI and JR who have been joint Vice-Chairs serve as Joint Chair and be duly nominated for joint election to the office.</p> <p>There were no other nominations for Chair.</p> <p>Agreed unanimously: That the two named experienced governors, who have similar vision and complementary skills, share the Chairmanship. The process to be reviewed at future FGB meetings to ensure that the co-chair process is working effectively.</p> <ul style="list-style-type: none"> SB was approached and asked to consider standing as Vice-Chair. However SB is currently unsure whether he is able to commit the amount of time necessary to the role and is definite in a wish NOT to progress to Chair. There were no other nominations for Vice-Chair. <p>Resolved: That the election of Vice Chair is postponed till the 17th July FGB and that in the meantime governors reflect on the matter.</p>	<p>TR</p> <p>EP</p> <p>Clerk to agenda 17/07/18</p>
<p>The next meeting of the GB is confirmed as 6.00pm on Tuesday 17th July 2018 at 6.00pm</p>		

There being no further business the Chair closed the meeting at 8.10pm