

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 27th March 2018 in Room 2 at 5.45pm		
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), Estella Prince (EP), 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), Kate Loundis – Lead Improvement Advisor (KL), Denise McFarlane – School Business Manager (SBM), Lesley Sweeting – Clerk to Governing Body (Clerk).		
(11 Governors +3)		
Apologies: Mark Temple (MT)		
No	Item	Action
PROCEDURAL – Part A		
GB17/64	Welcome The Chair opened the meeting at 5.45pm and welcomed governors.	
GB17/65	Apologies/Resignation Apologies were received from the one governor named above and CONSENTED TO.	
GB17/66	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. Confidential Minute GB17/61 of the FGB 23/01/18 in relation to future staffing was deemed to remain confidential and as such will be filed separately and excluded from the public record.	
GB17/67	Notification of Other Urgent Business None declared.	
GB17/68	Minutes of the Full Governing Board Meeting 23rd January 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 23/01/18, including the confidential minute of that date, were duly APPROVED as an accurate record, and signed by the Chair. <u>Matters Arising/Review of Actions:</u> There were no matters arising that are not dealt with elsewhere on the agenda. It was noted that due to the cancellation of the 27/02/18 FGB meeting, because of snow, any relevant matters from that meeting have been brought forward onto today's agenda.	
GB17/69	Governor Membership Update MT feels that it is time to resign as work is taking him away too often and has spoken to the Chair with that effect. This will leave a vacancy for a co-opted governor which the FGB will seek to fill during the summer term. Resolved: The Chair will formally thank MT for his service to the FGB especially in assisting with disciplinary matters. The Chair, JR, SI and Head will consider the skills needed and come up with an 'advert' for the co-opted vacancy.	

PART B SCHOOL IMPROVEMENT

GB17/70
Headteacher's Report

A full written report was circulated to governors prior to the cancelled February meeting. The Head also gave governors a verbal update on the following:

a. Lead Advisor Report – Personal Development and Well-Being :

A copy of the written report is included in the papers for today's meeting.

At the last FGB on 23/01/18 KL focussed on the learning objectives and gave a teaching and learning update. In the interim period KL has spent a full day looking at pastoral provision. The key points are:

- Things are moving in the right direction although the leadership are still grading the school as 'requires improvement' in this area. This time last year it would have been graded 'inadequate'. It is clear what has to be done next and TK is working on this.
- Alison Knight the new SENCO has started and had three days induction. The SLT are already very positive as to what good an experienced SENCO will bring.
- Progress towards school development objectives is amber – a work in progress. Staff are confident of where they are and where they need to be.
- There is a transition away from the focus on behaviour only to a focus on behaviour for learning. A cohort of students in Year 9 are part of a project and improvement has been seen in 6 out of 8. Two haven't engaged and are not meeting expectations of the ethos and values of the school – one has had a managed move and the other may follow.
- The capacity in the pastoral team went up to 3 support workers but 1 has recently left. There remain a pastoral support officer and one good and one excellent pastoral support worker but the third is being filled by an agency. The constant changes of staff are draining for the team and creative solutions are being explored. Changes are needed in the non-teaching staff to maintain a balanced budget.

GQ: Parts of KL's report sound elated but other parts sound depressed – are we doing the right things but the impact is not getting us to an end point yet?

Ans: I know what you mean. The school was very lucky to get 'requires improvement' it was on the cusp – bordering on special measures and weaknesses. So in terms of progress if you think of 'requires improvement' as a band width the school were at the bottom. Behaviour has improved and low level disruption is rare. The team could not agree but attendance is below national and therefore not good enough for 'good'. Because of some of the entrenched attitudes to attendance in school it is hard to chip away at it. There is an increased emphasis now on curriculum and discipline. The performance overall – not just in progress but also in attendance and behaviour needs to be better. There is still a lot to do.

GQ: Over the last 5 or 6 years we have been told the school is at the bottom of 'requires improvement' you seem satisfied that we are nearer the top but we still seem to be coming to the same judgements with new criteria and new assessment?

KL's Ans: Regarding attendance TK is addressing the foundations - the cultural aspects, systems and protocols. I can't comment on the past but I feel that it is not

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continued**

just that the difficulties are being addressed – it is building foundations and the younger years- 8 and 9 will adopt a different view.

Regarding Pupil Premium (PP) an emphasis on it has been made but what is it about the cohort? Do we understand their barriers; do we know how to address them?

Head's Comment: Strategies are in place that weren't a year ago. There were no systems for improving attendance in place – two students of 3% or below for two years had not even received a letter. All aspects of provision have been challenging. As regards teaching and learning – three members of staff are currently on developing performance; others are being targeted to improve their practice – it all takes time. Be assured we won't rest until we get there. Last term it was very hard for a small leadership team and the SLT have up to now been carrying the access and inclusion role. Now with the SENCO in place this can go forward.

b. Staffing:

- Since the last FGB a selection panel has been appointed. It is useful to have four governors on this so that a minimum of three are available for decision making at meetings. There has been Union consultation and it was agreed to make one post in Humanities redundant. As one member of staff has asked for voluntary redundancy, which has been accepted, there is no need to continue with the selection process. The member of staff concerned and other staff will be informed. There is an appeals process in place but it is unlikely to be necessary.

Agreed: That the Committee continue to meet to ensure teaching and learning is strong across the school.

- There are proposals for a non-teaching staff restructure, linked to managing the budget, but this will be a separate process.

Resolved: The same Selection Committee will continue in that role.

- Two PE teachers have been appointed today to replace two who have are leaving.

c. Curriculum Planning – Statutory RE Provision

AC circulated a five year plan and explained the following to governors:

- A General Studies programme for Years 7 to 11 was inherited which contained no RE and not a great deal of PSHE and Citizenship either.
- In the summer term of last academic year work was done with Rebecca Swift, an RE specialist and a plan developed of a combined hour of PSHE and RE for Years 7 and 8 but nothing for Years 9 to 11. The GCSE citizenship takes up the timetable slots – 1 period for year 9 and 2 periods for Years 10 and 11.
- In September a combined hour of PSHE and RE will be written into the timetable and phased through the years. The five year plan will cover the statutory requirements for RE and, when introduced, the 2019 statutory requirements for sex education for Years 7 to 11.
- RE ought to be following the agreed syllabus whose lifespan is 2013 to 2018. There are no plans for it to be changed till 2019 and there is a consultation at present as to whether there should be a local plan for RE.
- The five year plan covers all the three areas of the Key Stage 3 syllabus and then Key Stage 4 cover two religions and a short course GCSE syllabus in RE (the AQA short course is recommended). Students will follow this but not be entered for the exam. The RE plan will begin from September whilst the relationships and sex education element of PSHE will not be introduced till 2019. Clare Barrowman, Health and Welfare Advisor for North Yorkshire, has looked at the plan and

<p>GB17/70 continued</p>	<p>suggested tweaks including building in a session on resilience in Key Stage 3. The Head added that a lot of hard work has gone into this planning and now it needs to be seen to be implemented.</p> <ul style="list-style-type: none"> • It is a challenge accessing and tracking PSHE. There has been a discussion with the Yorkshire Teaching Schools Alliance as to how it can be graded and looking at different ways of assessing PSHE to show progress. <p><i>GQ: Will it cover the pastoral concerns raised in KL and other reports as well as the statutory requirements?</i></p> <p>Ans: There has to be a balance with PSHE which meets the needs of the children here and the fact that there is only a limited amount of timetable time. We can build aspects in as non-curriculum – drop down days with outside speakers etc. We are looking at models across the country that are working and tweaking them to devise something appropriate for BHS. We are also looking at the 'Growing Up in North Yorkshire' and any issues that need to be addressed.</p> <p><i>Gov. Comment: There are a number of behaviour, exclusion and pastoral issues – we need to see what is happening to link to tutor groups and PSHE and respond to issues with the backing of this plan.</i></p> <ul style="list-style-type: none"> • The area of on-line safety also needs re-visiting. It can't just be taught as a one-off. And also mobile phones – we have strong links with the police and local community to support this. • At the moment this is being delivered by 15 staff members which makes it difficult to maintain consistency across the school. In future the team will be reduced which will make it easier to manage and for development work. <p><u>d. Safeguarding Complaint:</u></p> <ul style="list-style-type: none"> • A safeguarding complaint has gone to Ofsted and will be picked up at their next visit. There were poor relations with the parent concerned in the past and the child's movement to an EHCP was not as fast as they wanted. The LADO was involved and Ofsted are happy that the school did everything that was needed. The system was fairly robust and both the LA and the school responses were deemed sufficient. There are less parental complaints overall and those are mainly rooted in history. When Ofsted visit they will check issues to ensure all is being done correctly. 	
<p>GB17/71</p>	<p>Assessment</p> <p>The Analysing School Performance (ASP) summary for 2016-17 and the Inspection Data Summary Report (IDSR) were both circulated to governors prior to the meeting and MG explained the following:</p> <ul style="list-style-type: none"> • The IDSR gives figures to 1 decimal place and the ASP to 2. The ASP document goes into greater detail. Governors were encouraged to look at them in tandem. • The definition of floor standard is if Progress 8 score is less than minus 0.5. Last year's BHS result was minus 0.1 so above floor standard. Coasting – this covers performance over three years and defines schools with a Progress 8 below minus 0.25 for three years running. • The areas to investigate – these are an indication of areas within the school which might require further investigation at Ofsted. There is a list of what could be areas to investigate e.g. subjects with high entry and low attainment – for 2017 at BHS this was general studies - or equally subjects with high entry and high attainment – at BHS in 2017 this was tlm open systems. They are checking 	

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whether schools are 'gaming' – in other words picking subjects just because they get high scores. However during inspection most weight will be given to outcomes rather than historic data.

- If cohorts have less than 10 pupils they appear grey in the report. It is important that no one data measure should lead to an overall judgement.
- On Pages 2 to 3 of the IDSR it shows the school characteristics in quintiles. The trends at school level can be seen from 2015 to 2017. BHS had 48% girls in 2016-17 – the national average is 50%. The national average of Free School Meals (FSM) pupils is 28% but BHS in 2016-17 had only 14%. The average school size is between 960 and 980 – this puts BHS on the bottom quintile.

GQ: What's the school deprivation indicator?

Ans: It is a measure against national as to the cohort area they come from and whether it is socially deprived. They also measure against the national average points score on entry. These are last year's figures so for instance Year 9 is Year 10.

- Page 4 and 5 of the IDSR shows absences, exclusions and destinations. Absences at BHS are above the national average and have been steadily increasing over the last 3 years. Persistent absence is also above national average and increased from 2015 to 17.
- The next pages show the progress and attainment measures which based on last year's results were below national average in many areas. A lot of work is being done around Progress 8 and 'buckets' but it is important to know where the school stands. 2017 figures show success in % of Grade 4 and above in English and Maths but we need to address our issues and have a common story.

GQ: Is this Year 11?

Ans: This is last year's (2017) Year 11 data. We have just collated the same data for current Year 11 at AP2.

The Head told governors that it is now a strengthening picture all round for English and Maths. It was agreed that it would be good for governors to get the current data in this format to give an overview.

- The information on trends over time shows that the upper band boys in Years 10 to 11 have not been stretched and challenged lower down the school and are not yet progressing as they should. There is also a negative shift from 2016-17 on 2016-2017 disadvantaged groups. Governors were shown diagrams highlighting the areas of concern. In English students perception was they were doing well when they weren't. Schemes of learning were weak and have been addressed to put in stretch and challenge.

GQ: Surely this is worrying because English used to be a stronger area?

Ans: Outcomes in the past did suggest that English was a strong area but previously a large proportion was based on coursework. The new curriculum brought change and students were not prepared for Language Paper 2.

- The graphs compare to the national average – e.g. Page 8. Disadvantaged groupings are compared against all or against non-disadvantaged. In a small cohort a few under-performing students can skew the data. The threshold measures are shown clearly and the scatter graphs are particularly useful to identify outliers. It might be necessary to provide case studies for outliers.

**GB17/71
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- Governors are generally concerned about being able to interpret data – some governors need to be able to interrogate the data but all governors need to have an overview. ASP covers sub-groups e.g. gender, ever-6 etc. a group of governors could look at these in more detail.

There was a brief discussion at this point about attainment levels on entry and how these effect attainment at secondary level.

- The elements of progress 8 were commented on. Science has not been strong but a decision needs to be made regarding tiers of entry – there was the potential of moving 15 students to Foundation Stage. Humanities are weakened by History. Modern Foreign Languages perform well because of French but German is weak. The data will allow governors and the leadership to look more deeply at these elements.

GQ: Historically our forecasts have been very inaccurate – is this being addressed?

Ans: We need to make sure that forecasts are more accurate – assessment in Maths is more embedded currently than in English.

The Head commented that it would be good to have a group of governors to challenge on these and ask searching questions.

GQ: You've identified German as a weak area, with staff absence, what will be done?

Ans: A linguist who was on point 6 and can teach German has been given point 7 to take on the Year 10 and 11 groups for extra lessons. Long term cover has been used for Key Stage 3 – the supply teacher is a German speaker but it is not their specialism.

GQ: Is there sufficient scope being given to exam preparation?

Ans: Yes the MFL teacher is focussing on Year 10 and 11.

The AP2 data overview for Year 10 was circulated to governors prior to the meeting and questions were invited at this point.

Is this forecast for the end of the Key Stage?

Ans: Yes – for end of Year 11. They can be compared with the 2017 results but can't be compared with the AP2 data from the same point in the last Year 10 because the system has changed.

GQ: Are these forecasts over confident?

Ans: Some subjects are more confident than others.

GQ: Surely if you are predicting a B the students should be on the target level at this point?

Ans: It depends what you are measuring – relative to the others. But this is being measured to an absolute standard. In some subjects there is a greater sense of development over time – e.g. languages. Others like science are taught modularly. Historically staff have not focussed sufficiently on assessment, testing and exam preparation. Also target grades have not always been aspirational enough.

GQ: What is the reason for the differences seen between girls and boys – apart from the measure of those predicted English and Maths 4 and above? Are boys struggling in English?

Ans: Yes – and also in MFL.

GB17/71 continued	<p>Recommendation: KL recommended that an Executive Summary be produced for the AP2 data with key points, actions and impact.</p> <p><i>GQ: Is it a coincidence that the figures are the same for English Language and for English Literature?</i> Ans: These are overall English grades – they are in both columns but the Year 10 hasn't yet sat separate papers. In the 3rd week back after Easter they will do this.</p> <p><i>GQ: Will governors receive a report after these Year 10 assessments?</i> Ans: Yes they will feed into AP3 for Year 10.</p> <p>Governors thanked MG for his input on the data.</p>	
GB17/72	<p>Governor Visits to School/Link Role Work</p> <ul style="list-style-type: none"> The governor visit forms for visits made since the last FGB have been circulated and made available on the secure part of the governor website. The Chair made a general point that if more than one governor is taking part in a particular visit they need to agree that only one writes the report – to avoid duplication. MT and SB have been responsible for SDP Key Objective 1 on attainment and progress. Now that MT has resigned another governor will be needed linked to this area. <p>Resolved: That GP would take on this role till the end of the year.</p>	
GB17/73	<p>Policies: All the following policies were made available to governors to read through prior to the meeting:</p> <p>Child Protection Policy – this is a standard NYCC Policy APPROVED</p> <p>Budget Management Policy – APPROVED</p> <p>Whistleblowing Policy – this policy is on the website. APPROVED</p>	
GB17/74	<p>Safeguarding Confirmation was received from the LA in the autumn that an annual safeguarding report does not have to be submitted to them this year and will not be required till next year. In house SI, JR joined by DA were due to meet with TK, who has a detailed safeguarding plan, last week, but the meeting was cancelled due to the reduction of safeguarding staff on site, and has been rescheduled for next term. The three governors will meet with staff and be updated on the plan. DA will eventually take on the role of safeguarding governor.</p>	
PART C –FINANCE & PERSONNEL		
GB17/75 continued	<p>Budget Monitoring Report</p> <ul style="list-style-type: none"> The Chair informed governors that the requested meeting was held with LA officers to discuss the forecast figures and for them to see the efforts being made to balance the budget. There were no ideas brought forward to improve the situation but it has marked the efforts being made formally. Governors' frustration is that the meeting had to be asked for and no progress has been made despite the LA knowing the situation for 12 months. <p>The SBM highlighted the following:</p> <ul style="list-style-type: none"> At the start of the financial year 2017-18 the carry forward was minus £136,000. This has been reduced to minus £96,000 – a saving of £40,000. The projected 	

figures show minus £216,000 by the end of the coming financial year because of a reduction in income of £294,000. This would require savings of over £400,000 to be made to balance the budget.

- The non-teaching staff surplus needs to be tackled and every budget line looked at to see where further savings can be made without teaching and learning suffering. The accrued deficit is of such proportions that unless it is reduced it will never get repaid.
- The school will try to bring supply teaching in-house wherever possible to reduce costs.
- Currently the school buys in to the full North Yorkshire MASS scheme for repairs to building etc. The SBM circulated a summary sheet showing governors what this covers and what would be covered if the cover was reduced to structural MASS. The full scheme costs £95,000 and the proposed reduction would cost approximately £53,000 – however the actual saving would be nearer £16,000 - £17,000 because £25,000 would need to be allowed in the budget for the things no longer covered.

GQ: We have quite an old building - should we stay on full MASS – it is concerning that the structural version doesn't include plumbing or electrical?

Ans: Either we save £17,000 here or we have to save it elsewhere.

GQ: What would Ofsted's view of the budget be?

Ans: They look at it but are only concerned with it in relation to 'value for money' rather than budget detail.

The FGB concern regarding dropping to structural MASS was noted.

- The Head expressed great concern regarding passing a bigger deficit budget to a successor.
- There is no clear indication of what SEND funding will be received for 2018-19.
- The school has previously bought 5 days of Schools ICT support. A trial is now working on 3 days – with the option to buy back in if there is a problem.
- A 20% reduction is being aimed for across major codes.
- The cleaning contract needs to be looked at so that if a commercial tender is more economical notice can be issued on the NYCC contract. BHS already employs its own caretaker.
- Non-teaching staff costs need to be reduced and an outline proposal has been drawn up with HR. The draft proposal will go to the Selection Committee and a consultation process begun a.s.a.p. The Committees remain the same.

Selection Committee : JR, SB, SI and MH

Appeals Committee: GP, DA,EP and LD

GB17/76	Schools Financial Value Statement SI and the Chair have reviewed the SFVS. It has been circulated to governors. Resolved: That the SFVS is signed off and returned to NYCC.	
GB17/77	Contract Review Schedule The current contract review schedule is available on the secure governor section of the website. Resolved: That the schedule of buy-back for 2018-19 be APPROVED.	
PART 'D' PREMISES		
GB17/78	Lettings and Charging Review A sheet with the proposed rates for 2018-19 was circulated to governors. There are some small increases. New charges APPROVED.	
GB17/79	Health and Safety Report A short report and graph was made available on the secure governor section of the website. It was noted that there were less accidents across the board, particularly at lunchtime, compared to last year.	
GB17/80	Review of Information on the Website Governors were informed that the SBM is following an action plan to bring the website up to date and ensure the compliancy required by Ofsted.	
PART 'E' OTHER MATTERS		
GB17/81	Academisation Wensleydale and Risedale are looking to explore academy status again. The Head met with Julia Polley at Wensleydale and BHS have been invited to attend a meeting to explore a local solution. The idea is to have an open discussion regarding the potential of working together. The Chair is unsure whether BHS would gain much from the discussion but would like to maintain co-operation with other schools. The time and effort required seems considerable and BHS is currently in a weak position at present to be part of a trust due to the current deficit and being in 'requires improvement'. Resolved: To continue with collaboration with local schools.	
Impact Statement As a result of this meeting governors have: <ol style="list-style-type: none"> 1. Enhanced understanding of ASP and implications of school's data. 2. Established a sub-group to provide more detailed support and challenge with reference to school performance data. 3. Approved draft budget proposals. 4. Confirmed that the school will not participate in local discussions about MAT formation in order to concentrate on further school improvements. 		
The next meeting of the GB is confirmed as 6.00pm on Tuesday 1st May 2018 at 6.00pm		

There being no further business the Chair closed the meeting at 7.45pm