

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 18th September 2018 in Room 2 at 6.00pm		
Present: David Atkinson (DA), Stuart Bentley – Joint Vice-Chair (SB), Kate Davies (KD), Linda Donaghy (LD), Steve Ingram – Joint Chair of Governors (SI), Estella Prince – Joint Vice-Chair (EP), Anthony Rawdin – Headteacher (Head) and Jan Reed - Joint Chair of Governors (JR)		
In attendance for all or part of the meeting: Kate Loundis – Lead Improvement Advisor (KL), Matt Gill – Deputy Head – Curriculum (MG) and Dominique Adams – Cover Clerk to Governing Body (Clerk) (DA) (8 Governors +3)		
Apologies: Mark Hughes (MH), Andy Childe (AC)		
No	Item	Action
PROCEDURAL – Part A		
GB18/1	Welcome SI opened the meeting, as Chair, at 6.00pm and welcomed governors and visitors to the meeting, including Dominique Adams (LA clerk) (DA) who is covering the absence of Lesley Sweeting. Governors were advised that due to the full agenda the planned training session had been postponed.	
GB18/2	Apologies Apologies were received from two governors named above and CONSENTED TO.	
GB18/3	Confidential Items/Declarations of Interest There were no declarations of interest in respect of items on today's agenda. The final agenda item in relation to future leadership strategy was deemed confidential as was the following discussion and are therefore minuted separately as Confidential Minute GB18/1.	
GB18/4	Notification of Other Urgent Business None declared.	
GB18/5	Co-opted Governor It was proposed by SI, and seconded by JR, to co-opt Guy Watkins to the governing body. <i>Agreed: It was unanimously agreed by governors to co-opt Guy Watkins to the governing body.</i>	
GB18/6	Minutes of the Full Governing Board Meeting 17th July 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 17/7/18 were duly APPROVED as an accurate record, and signed by both the co-chairs. <u>Matters Arising/Review of Actions:</u> There were no matters arising, although it was noted that the Compass Buzz training had worked very well.	
GB18/7	Review G.B. Core Functions, Terms of Reference and H.T. Performance Management Panel. <i>Agreed: Governors approved and agreed the G.B. Core Functions and Terms of Reference.</i> <i>Agreed: It was unanimously agreed that the members of the H.T. Performance Management Panel would be SI and SB.</i>	
GB18/8	Review Standing Orders and Code of Conduct Governors were advised that the main change to the standing orders revised document is	

	in relation to section 17 (Eligibility). It was proposed by SI and seconded by JR that the governing body adopt the Code of Conduct and Standing Orders. <i>Agreed: Governors agreed unanimously to adopt the Standing Orders and Code of Conduct.</i>	
GB18/9	Registers of Business Interests / Gifts & Hospitality/ update of details sheet & Declaration Statement. The register of business interest declaration forms were re-signed by governors.	
GB18/10	Skills Audit Several of the skills audits have been returned, however it was agreed that the outstanding ones would be received by the next meeting. <u>Members Review</u> Governors noted that although GW has been co-opted to the governing body there is still one co-opted vacancy and a LA governor vacancy. It was noted that a candidate can be put forward for the LA governor vacancy. Once the skills audits have been collated the gaps can be identified. Governors to let JR know if they know of any potential new governors.	All govern nors
GB18/11	a) Review and approve the BMP Scheme of Delegation/ virement to the H.T. b) Report on the use of the CoG's delegated powers. <i>Agreed: it was unanimously for the amount that the headteacher can spend without seeking approval from the governing body to remain as it is: 0.5% of the budget or £5K.</i>	
GB18/12	Governors expenses policy <i>Agreed: Governors unanimously agreed and adopted the Governors Expenses Policy.</i>	
GB18/13	Governor attendance at Parents' evenings The list of dates for the parents' evenings was not available however SB agreed to update the list of dates for these. It was agreed that governors would not sit in on individual meetings but that it was positive for there to be a governor presence at the parents' evenings.	SB
PART B SCHOOL IMPROVEMENT		
GB18/14	Headteacher's Report <u>Outcomes of GCSE's</u> TF advised the main focus is the analysis of the GCSE results and the fantastic results day that took place. The school are very proud of the vast majority that did really well. However, there are a number of students for whom the legacy of poor provision has meant that they are struggling with poor attendance and a negative attitude to learning. There are 15 students to whom this applies and it is disappointing that this has reduced the net progress 8 result. Fantastic work has taken place however it did not work for this group with the year 11 having the highest exclusion rate and persistent absence and the lowest attendance. The school was in requires improvement when work started with this group and they have moved forward from their year 10 exams in April with some stunning progress. The school is very confident that the investment in 5 faculty leaders is coming through, with the school having no previous culture of middle leadership. At the end of last year, the first range of Development Performance Programmes (DPP's) were put in place, which have challenged staff and helped them to own the success of their teams. Since this time last year, the DPP's have become established with a template to follow. This year we have one DPP due to underperformance. MG agreed that there had been a great atmosphere at results day, with lots of advice available to help pupils with next steps etc. There are some great success stories to be celebrated at upcoming assemblies, with praise for the links being established with the local community.	

**GB18/14
contd.**Brief summary

National averages will not be out until October, although it appears that the level of variation is similar to last year. The progress 8 score is pretty flat, with just a slight increase from last year of 1/3 of a grade per student.

There is a large difference between actual results and those that were forecast, although these are getting closer and some faculties are better at this.

The grade boundaries are not known yet, and last years are being used for now. There are issues in some areas but there is movement in key measures. When the census is released in January more will be known. This has been a precarious year group with 15 pupils bringing the figure down.

- APS on entry was slightly lower than last year but the overall A8 attainment was 46.26.
- EM – Basic 5-9% which is a positive increase mainly due to English rather than Maths and in one particular class which had excellent results, many students achieving 8's and 9's. There have been issues with the top set Maths teaching and QE has been brought in to support challenge.
- EBAC - These results have increased however languages are not compulsory which is a factor which if affecting this figure going forward.

Exam analysis

TR and MG met with all faculty leaders and they were given the task of fine analysis of groups and to provide commentary on how the subjects have done and actions for next year.

Faculty leaders looked at headline figures for subjects and the attainment of those getting 7 and above, and this has highlighted lots of areas to improve.

Results in Geography are very good, and it was questioned how these have improved so much. This member of staff will share methods at next training session (repetitive way of teaching, homework packs, technique etc.

GQ: Is this available to all middle leaders?

Answer: Yes, a one-side template is given to all middle leaders, who now have access to data so they can do this themselves and own their data. In maths the teachers also look at transition matrices. This method has highlighted that German is lagging behind French and this needs to be reviewed, and it helps the faculty leaders to have a focus and this can then be linked back into to School Development Plan.

GQ: How is document updated throughout the year?

Answer: It is updated with a different colour after each assessment point.

Training day

During the training day, all students in year 10 from PPE's were categorised into groups to highlight which students need more support.

Three key areas for improvement are: Higher prior attainment, boys and attendance and look at what intervention and support is in place.

Parents' evenings

These are taking place in 3 weeks' time, and it is hoped that some parents of Year 11's from last year will attend to discuss some of their success stories.

Most of the key measures show progress although it is a little disappointing in maths and English literature. However last year due to the legacy, a lot of English literature was being taught close to the exam rather than revision.

The best performances are EBAC in Science and Humanities.

There is concern that Bucket 3 which usually has nationally the best performance however this is the worst performance for Bedale.

PE is also disappointing with three of the strongest teachers however it is felt that

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interventions may not be right. 5 key areas have been shared with MG's team to consider.

GQ: There are concerns regarding forecasting and can we trust the data going forward next year?

Answer: The predictions were way out, too positive and too negative both of which are bad, as this means that the wrong children are being targeted for intervention. This is a big issue but we feel that staff are assessing correctly but that they need to make sensible predictions, and the SLT and middle leaders need to hold them to account. This is about training and making sure these are not inflated. There has been poor attendance and predictions are based on all pupils being there for every lesson with homework completed and parental support. Levels of variance need to be more certain, although this year group are starting from a stronger base level.

GQ: How do you judge how much progress you are making?

Answer: Following the PPE's in November and December it will be easier to make better comparisons.

GQ: Compare to last year's results there have been improvements but in 6 out of 10 subjects we are below (based on last year's national results as we do not have this year's yet), and down in progress figures (roughly in line with some of them). We still have the same problems with boys, higher attainers, and disadvantaged children. It does not seem to be making any difference- what are we doing?

Answer: In relation to higher attainers, if it was possible within the budget the school would like to spend £7K on University Club which would get impact and invest in future looking at years 7,8 and 9. In addition we are trying to change the way they think about learning using Metacognition which we are trying to embed this but this takes time. It is hoped this will help to close the gender gap. However, the most important is good teaching and to ensure that every member of staff is being challenged.

GQ: Forecast versus Actual? How is the SLT confident that what is now being predicted is accurate?

Answer: At the PPE's in November and December we will see how the year group has moved on and this should be closer to the target grades and there is potential to reduce the gap with less deviance. The fact that middle leaders are now owning their data should make a difference with quality assurance in place, which had not previously been the case, should lead to a huge improvement.

GQ: Will the progress score be more realistic?

Answer: The way that we mark and moderate is the key, and we are working with other schools to look at this.

GQ: Middle ground/observations how are they improvements tracked?

Answer: These are specific to each member of staff as they all have different strengths, and these are now more structured this year to provide feedback. For learning walks we have started using a simple proforma linked to specific areas: 6 are to be led by faculty leaders, with 6 work scrutinies and 6 student voice.

GQ: What is the impact of CPD?

Answer: This is being constantly reviewed. All is looking good but we need triangulation. It is looking very positive this academic year with setting homework, with 100% last week and we are reducing in-school variation. We are working with 2/3 members of staff who need support and 1 who needs DPP. There are 2 excellent PE teachers have improved quality of teaching.

GQ: Do we need faculty leaders to go out to other schools to see outstanding teaching?

Answer: Yes, some have already done this. Some are going on YTSA and AQA Feedback training sessions.

GQ: How do the results fit into being 'good' by 2019?

Answer: OFSTED will prepare for the visit by looking at historic data, but the visit will look at current data. The challenge is to have really strong predictions checked out with observations.

Governors noted the extract from the OFSTED inspection manual: It is important to focus

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on all year groups not just year 11. It would be useful for governors to ask if they know enough about all year groups and the progress of PP/Disadvantaged/Forces/SEN etc., and ask questions of senior leaders. These points have been incorporated into the Action Plan. How we capture sense of progress of KS3 will be an agenda item for the governing body meeting later in the year, and this year's year 7 have made a great start.

GQ: In Textiles, how are we making sure that we are covering what was missed?

Answer: Lots of extra work and extra time is being put in. The member of staff has resigned.

GQ: Why did the boys get lower GCSE than their AP3 result?

Answer: The exam can be more difficult than expected and the setting in English group top set was almost all girls.

GQ: Why was the drop between the mocks and the GCSE's just amongst the boys?

Answer: This could be cohort related. It is only a short time between the two points and the focus had been on catching up in literature. There were some split groups last year which did not help but this is better this year. The teaching also was not great however this has improved this year. The two main teachers of these groups are no longer at the school, with only 0.4 of the English teaching team the same, and we feel that things are starting to turn around now.

Development Plan

Actions for this term were highlighted ready for the expected OFSTED in Spring.

Areas to be targeted: Teaching & Learning (MG), Pupil Premium and Teaching & Learning (Alison), Overall effect (TR).

The SLT have worked together to set the first draft projecting forward and start to create an honest SEF and this is pitched at 'good'. If evidence is not seen that targets are being met then this will have to be re-written. This has started off well and school already feels better and it feels 'good'. There are some issues to address but the number of pupils with behaviour issues have reduced from 37 to 6. However, the evidence base needs to stack up with more data to show impact and the SLT are challenging the team to find more evidence and evaluative judgements – this is a work in progress.

In section three of outcomes, one objective is to be good by January 2019 and what needs to be targeted this term have been highlighted over the summer:

- To be consistent and we feel we are not quite there yet. With year 11's we are almost there but not totally confident on predictions and we need to be robust.
- KS3 assessments -these need to be robust and there is tendency to teach the top end.

GQ: Are we doing this?

Answer: This has improved hugely with internal tests and exams which are taken very seriously. The processing of assessments has improved and these are constantly being reviewed.

GQ: How do boys perform from year 7-11 for different groups?

Answer: We have looked briefly into this, and the data usually shows girls doing better. The progress of Disadvantaged is also improving in particular the year 11 children who are doing better. The staff are talking and targeting the right students.

GQ: In regards to the Action plan- what is beneath this, i.e. what actions are happening and when?

Answer: To include this data would make a very large document, however we will judge from the Outcomes again using AP1 data first, and matching this up with what is expected of a good school. High quality leaning in books is being seen.

GQ: How will this be achieved and how can we measure?

Answer: We are making sure that all teachers that are not good have an action plan and that there are high expectations for every student and evidence is there with the outcomes and assessment points are quality assured. Governors noted that quality first teaching is the most important of all.

Governors commented that the first step is for governors to meet with leaders and be

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really prepared to do learning walks and look at books.

Areas agreed:

- Teaching, Learning and Assessment: SI and KD
- PDBW: LD & MH
- Good outcomes: SB & GW
- Effective Leadership and Management: JR & EP
- Good overall effectiveness, including safeguarding: DA

Agreed: Governors unanimously agreed the above governor roles, and for governors to meet with link members of staff to set dates and agree objectives.

KL and AF met on September 14th to look at the SEF and KL advised that she does not feel have seen evidence for good yet.

GQ: What would this be?

Answer: We only have historic data and current data is needed. There is nothing more that can be done for last year but the data is showing signs of improvement along with behaviour and attendance which is positive and KL feels that the school is on the cusp of RI and 'good'. This is heading in the right direction however this needs to be secure by Christmas.

There are 5 targeted activities in each OFSTED section which need more security, and KL feels that detailed evidence for every bullet point has not yet been seen.

The LA review in November will be a good test and the school should hopefully be well on the way by then. The review will have 2 functions, to evaluate the school and to be a training opportunity for staff/governors to present their case, an opportunity which has not been available to many of the middle leaders before.

Finance

A meeting is due to take place on September 24th with Howard Emmett and Judith Kirk from the LA, which is a follow-up to the meeting which took place last year.

There has been difficulty in achieving a balanced budget, although everything possible is being put in place. The challenges are worsening and a further drop in numbers is expected. By 2020 the deficit is expected to be £1.4m. The start-budget this year was set with an in-year deficit of £100K. The possibility of reducing teaching staff has been considered.

Numbers on role have reduced to 501 from 540 with the year 7 cohort of 82 children being the smallest for some time although the year 6 prediction is 95. A four-form entry next September would be very positive.

The LA expects a repayment plan over the next 3 years however it will be hard to recoup this deficit. The school is not running overstuffed and the only area highlighted from benchmarking was overstaffing in leadership but this has to be balanced out, as to retain improvement, we do not want to shrink capacity.

MG will be reviewing Teaching and Learning expenditure codes to ensure getting best value. Heading into a challenging time for viability.

The following were also highlighted:

- The school needs to be made more popular - the building is old and dated but unfortunately there is no money in the budget that could be spent to make school more attractive to parents at open evenings etc
- Partnerships – Working with the Yorkshire Teaching Schools Alliance is a possibility, and other closer partnerships would be welcome, with the possibility of a local Bedale federation with the primary and special school discussed, with a shared vision

These points were noted and this will be discussed further at the meeting on September 24th 2018.

MG and TR left the meeting

The meeting closed at 8.45pm

The next meeting of the GB is confirmed as Tuesday 16th October 2018 at 6.00pm

*Note: The colour coding links to the three key roles of governance questioning; **RED** for 'setting strategic direction'; **BLUE** for 'holding headteacher to account for educational performance'; **GREEN** for 'ensuring financial health, probity and value for money'.*

There being no further business the Chair closed the meeting at 8.45 pm