

<b>Bedale High School</b>		
<b>Minutes of the Full Governing Board Meeting held on Tuesday 29<sup>th</sup> January 2019 in Room 2 at 6.00pm</b>		
<b>Present:</b> David Atkinson (DA), Stuart Bentley – Joint Vice-Chair (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Anthony Rawdin – Headteacher (Head) and Jan Reed - Joint Chair of Governors (JR)		
<b>In attendance for all or part of the meeting:</b> Matt Gill – Deputy Head – Curriculum (MG), Tom Kelly - Deputy Head – Pastoral Care (TK), Denise McFarlane (Business Manager) (DM), Lucy Legard, Potential co-opted governor and Dominique Adams – Cover Clerk to Governing Body (Clerk) (DA) <span style="float: right;">(7 Governors +5)</span>		
<b>Apologies:</b> Steve Ingram (SI), Estella Prince (EP) Guy Watkins (GW) Mark Hughes (MH) and Kate Lounds (KL)		
No	Item	Action
<b>PROCEDURAL – Part A</b>		
<b>GB18/58</b>	<b>Welcome</b> JR opened the meeting as Chair at 6.00pm and welcomed governors, Lucy Legard potential co-opted governor who is joining the meeting as an observer and Dominique Adams (LA clerk) (DA) who is covering the absence of Lesley Sweeting. Introductions were made around the table.	
<b>GB18/59</b>	<b>Apologies</b> Apologies were received from three governors named above and the SIA, Kate Lounds. Apologies accepted and CONSENTED TO.	
<b>GB18/60</b>	<b>Confidential Items/Declarations of Interest</b> There were no declarations of interest in respect of items on today's agenda. Governors were reminded of the need for confidentiality in relation to discussions at the full governing body meetings until minutes are published.	
<b>GB18/61</b>	<b>Notification of Other Urgent Business</b> AC advised that he has received notification from Mark Sellers, History Department that two foreign trips are being proposed; a Battlefields trip for Year 8 in the Autumn term and a New York trip planned for Summer 2020. These will be discussed further with TR and brought to the next full governing body meeting.	
<b>GB18/62</b>	<b>Minutes of the Full Governing Board Meeting 18<sup>th</sup> December 2018</b> The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.  <u>Approval of Minutes: Subject to a correction of the surname to read 'Lounds' rather than 'Loundis', the minutes of the Full Governing Board meeting of the 18/12/18 were duly <b>APPROVED</b> as an accurate record, and signed by JR.</u>  <u>Matters Arising/Review of Actions:</u> There were no matters arising, however governors noted that the FGB meeting will be made up of 3 core discussions: Good Outcomes, SDP and beyond OFSTED, and Leadership and Management Future-Proofing Curriculum.	
<b>PART 'B' SCHOOL IMPROVEMENT</b>		
<b>GB18/63</b>	<b>Brief Post Ofsted Feedback</b> Governors were advised that the draft OFSTED report has been received today with the school delighted with the judgement, and it was felt that this confirmed the accuracy of	

	<p>the SEF. All the hard work has come to fruition and it has been a great team effort. The report noted that there had been a step change in quality and the leadership team was praised.</p> <p>Some negative aspects linked to SEND themes have emerged but these are accurate. Parent view responses were very positive with parents feeling confident that the improvements will continue, and it was noted that some of these quotes can be incorporated into the new website. Behaviour of the students was superb on the inspection days with the children praised for being polite, courteous and well-behaved. The school is now 6-7 weeks ahead of schedule which is great, and it was agreed that it is wonderful to see the staff appreciated for the amount of work they have done and what has been achieved in the last 2 years. Governors offered congratulations to all of the staff and students for their hard work, and TR to extend thanks to the staff from the governors.</p> <p><b>GQ: Has there been any feedback from the LA and KL?</b></p> <p><b>Answer: KL attended the inspection days along with Nick Horn, and congratulations have been received from both KL and Judith Kirk (Assistant Director of Education and Skills, NYCC).</b></p>	
<b>GB18/64</b>	<p><b>Good Outcomes (Report and Discussion on PPE Year 11) MG</b></p> <p>Data from the PPE's (Pre-Public examinations) or mocks, which took place before Christmas, in all subjects were provided to governors, with the current position and the forecast for the rest of the year. All of the forecasts are higher than they were last year and the AP2 score is better than at this stage last year. There has been another year in which to make improvements and therefore these are in a better position than last year. It was noted by Ofsted that the learners were not disengaged, and that the school has been trying hard to change attitudes and the work ethic. Inside the classroom it feels that teaching has improved, and that now staff are teaching the gaps more effectively. Teachers also have a better understanding of the curriculum, and this is embedded throughout the school which is a big change from last year.</p> <p>In English and Maths, the students have now finished their GCSE work, and they are now preparing for exams, and they are not catching up as was the case last year. The content has been fully covered with lots of revision groups available, which is positive for the students so that gaps can be plugged. Staff are going above and beyond providing extra sessions after school as well bespoke intervention and extra lunchtime sessions etc.</p> <p><b>GQ: Can we accommodate those children who have to travel home by bus after school?</b></p> <p><b>Answer: We are doing what we can, there are lunchtime sessions which are well attended and there is the independent study hub which can also be used. All have been offered support. The teachers are now owning their data better and know the children very well, which came across the parents' evenings. It was confirmed that staff need to distinguish and ensure that the right message is being given to the right children.</b></p> <p>Governors were provided with data all the GCSE subjects and they were advised that the aim is for the progress 8 score to be a positive figure for all subjects. Those which are not positive have been highlighted in red. Triple Science is an area which is not yet positive and governors noted that last year the forecasting had been negative yet the outcomes were better than forecast, and this area was highlighted in the inspection as needing some more support.</p> <p>It was noted that the IT examination has now taken place, with the controlled assessment taking place on March 6<sup>th</sup>, however this can be repeated in the summer to improve the score if necessary.</p> <p>Geography results are particularly positive, and all faculty leaders have been working hard to identify areas to work on. Exam technique has been reviewed and students have practiced how to answer questions. Staff are happy at this stage although there is still lots of work to do, and assemblies to be held.</p> <p>Governors noted that there is a core group who do not know how to revise, as well as a core group who are not working hard enough. 27 students will be mentored as a leadership team involving their tutors and comparisons will be made between the different</p>	

	<p>tutor groups to try to close these gaps and staff are confident that improvements can be made.</p> <p>GQ: Are you trying to address the issue in forecasting of triple science?  Answer: This data has come from the PPE's with a smaller number of students doing triple science this year. More are taking combined higher, and although the teaching is weakest in this area there is a good range of knowledge, and we are looking at how it is delivered and about developing a plan to support leadership of the department and with more targeted support. There has been a question around the confidence of judgements however with the same team in place there is a better run-in this year, and the same if not better results should be achieved.</p> <p>GQ: Do we know about the gaps?  Answer: The gaps are narrowing; last year there was a huge gap between boys and girls which has narrowed significantly, however girls are still outperforming boys (nationally as well as at Bedale).</p> <p>There is still a gap in AP2 but this is much narrower than the same time last year. There are 15 children who have particularly benefited, although there is a minority that could not be turned around and this has been acknowledged. However, the inspection did not highlight that gaps were evidenced in lessons.</p> <p>The disadvantaged gap has also reduced significantly, and there are a lot of mobile students who joined after year 10. There is still the need to stretch the higher attainers. SB and GW met with MG to look at boys progress in year 8, and a plan has been developed to target 12-14 disaffected boys to look at their attitude to learning and it is hoped that this will have an impact. It was agreed that this needs to be looked at lower down the school and Metacognition is being used to help students think about their learning etc.</p> <p>There are now opportunities to look at the overview of the curriculum and a working document is being created to share at staff meetings.</p> <p>Another meeting will be arranged with MG and SB after the statutory assessment week in 2 weeks' time.</p>	<b>SB/ MG</b>
<b>GB18/65</b>	<p><b>School Development Plan and beyond Ofsted</b>  Developing 2019-20 School Development Plan</p> <p>Governors noted that as the SDP and action plans have been geared to getting the school to 'good' these are now redundant as this target has been reached. However, going forward this terms' actions will be linked to the 7 specific areas.</p> <p><u>Update on "Super 7" Focus for the Spring Term</u></p> <p>Governors noted that the 4 main headings under the Key Priorities for the SDP have been cross-referenced with the Super 7 following Ofsted feedback and a self-awareness overview of where it is hoped the school is heading. Sitting behind this will be action plans from the SLT and faculty leaders. The aim will be for outstanding with aspiration and excellence for all.</p> <p>The following key priorities were highlighted:</p> <ul style="list-style-type: none"> <li>• <b>Secure excellence in teaching and learning across the school</b>  Quality of teaching, learning and assessment including for the most able and with SEN plan and to reduce the difference in quality of teaching between the subjects</li> <li>• <b>Deliver excellent outcomes for all learners</b>  To improve pupils' Personal Development Behaviour and Welfare and to reduce fix term exclusions, to maintain a positive learning environment and to increase resilience</li> <li>• <b>Develop excellent partnerships to support ongoing improvements</b>  To develop partnerships work has been taking place together with Thirsk School which will provide support going forward with CPD for staff, and behaviour management etc. Thirsk School are working towards outstanding being 2 years into their last good Ofsted cycle, and this will allow Bedale to tap into similar goals, with no worry of taking children from their catchment area but allowing</li> </ul>	

	<p>collaborative work. Possible partnership with Mowbray has also been raised.</p> <ul style="list-style-type: none"> <li>• <b>Embed excellence in leadership and management</b></li> </ul> <p>Following a financial review meeting with the LA another meeting is planned for February 4<sup>th</sup> and a discussion in relation to collaboration and relationships going forward will take place. It is important to consider what is best for Bedale and its students. It was noted that many outstanding schools do have federation or collaboration in common, and it was agreed that the school wants to keep the momentum going and the school is in a very good position to take this forward.</p> <p>Governors commented that the school needs to take the initiative and look at forming stronger links. Governors agreed that this should be Bedale-led, and if the partnerships are right, this will grow in strength and be a magnet for parents and generate income.</p> <p>GQ: Are you concerned that the attention from the LA will wane as they now focus on other schools/issues?</p> <p>Answer: It feels as if that this has already started to happen however, we would not be in the position we are in now if the LA had not heavily invested with us 18 months ago.</p> <p>It was noted that the LA has been cutting back however there has been support for some members of staff and KL has provided good advice on presenting data.</p> <p>The 4 key areas were shared with staff at the beginning of the term and governors were asked to contact TK with any questions in relation to their own particular areas.</p> <p>GQ: What is the timeline?</p> <p>Answer: There are important changes coming up, with staff restructure etc. and therefore it will probably be the middle of the next half-term when more concrete plans are in place.</p> <p>Governors noted that in terms of leadership, input from HR at Monday's meeting will enable different options available to be reviewed and staff have been understanding in relation to this.</p>	
GB18/66	<p><b>Leadership and Management Future-Proofing Curriculum</b></p> <p><u>Curriculum Planning 2019/20</u></p> <p>Post-Ofsted it is now possible to step back and look at the new Ofsted framework in relation to the curriculum from September and to look at this in depth with Faculty leaders.</p> <p>Governors noted the 'Knowledge-rich curriculum' which comes from different sources and is an opportunity to review how content fits in with students and what skills can students develop. The sequencing of units will be reviewed, what is taught phase by phase and how any gaps in knowledge can be revisited. Links to Metacognition are being developed and how the students are thinking about their learning and how cross-curricular links can be utilised.</p> <p>Some areas are already clear and sequence well however some need to have a clearer vision and be more specific.</p> <p>EBAC is being promoted and the Enhanced and Supportive Pathways are being offered to give a wider choice to parents at the parents' evenings taking place in March, however it was noted that the curriculum is already fairly broad for a small school.</p> <p>There are some inherited issues for example the carousel, where a subject is studied for 6 weeks and then students move on to a new topic which makes it hard to assess what has been learnt. This system has now been replaced with a 1 hour session per subject per week, with only Food Tech and DT remaining on the carousel.</p> <p>Although previously a weaker area, PHSE has been highlighted as a strength and it is now incorporated into the 5-year plan, with all students receiving 1 hour per week. A 5-year programme is in place for years 7,8 and 9, but years 10 and 11 are not included in this programme.</p> <p>GQ: What is being provided for the years 10 and 11?</p> <p>Answer: They have form time and assemblies to cover these issues.</p> <p><u>Update on Pupil Numbers for 2019/20</u></p> <p>88 children have put Bedale as their first choice from the current year 6 children which is higher than last year. The breakeven point is 97 children, and between now and</p>	

	<p>September based on the same points last year, a gain of possibly 9-10 children is expected with the Good Ofsted potentially attracting more applications.</p> <p><b>GQ: How does this affect the form entry?</b></p> <p><b>Answer: With 88 children, this would be a 3-form entry, however 97 children would require four forms and would therefore be financially less secure. 115 would be ideal for a 4-form entry with increased income and the same number of teachers. Numbers are expected to drop next year, with 123 year 11's leaving, giving at total of 462.</b></p>	
<b>GB18/67</b>	<p><b><u>Teaching and Learning planned visit</u></b></p> <p>JR has discussed this with KL and KL has advised that there will not be a visit this term following the Ofsted inspection, however governors were advised that the school's own quality assurance is taking place with learning walks and book scrutinies etc.</p>	
<b>GB18/68</b>	<p><b><u>Behaviour and attendance</u></b></p> <p><u>Behaviour</u></p> <p>Improvements have been seen, in all groups except for Forces. This is partly due to strongly re-emphasizing the core values in assemblies by the SLT. Some of the year 9 students have become more settled, and 1 is on a managed move. A group of year 8 students has been identified and they will be starting 'fight-right' intervention, looking at behaviour for learning.</p> <p>8 year 10 students have also been identified, who as a group are having a negative influence on each other and some parents are supportive of their negative actions. The students have been split between 4 members of staff to work with them for the next 2 weeks and to target parents and try to get them on board.</p> <p>Governors commented that it is positive to see more students dressed smartly and heading towards Bedale High School.</p> <p>Governors were advised that a complaint has been received which has been referred for legal advice by KL.</p> <p><u>Attendance</u></p> <p>This was going pretty well until last week, when there was a spate of bugs and colds etc. Today attendance is at 93.83% but it is hoped that improvements can be made on this. Data from the autumn term 5/9/18-21/12/18 shows that without 7 particular students the percentage is good, and there are case studies in relation to these students.</p> <p>SEND is still an area of concern but this is skewed by some students with EHCP's and this has not been highlighted as an issue from the Ofsted report. A 3-year improving trend has been highlighted however there is still work to done.</p>	
<b>GB18/69</b>	<p><b><u>Update from selection committee</u></b></p> <p>Following a financial review meeting, proposals have been put forward which have now gone to the LA and a process of consultation is due to start soon. A meeting on the 11<sup>th</sup> February is taking place as well a meeting with the Unions this week. Work is also taking place with the SLT on transition as TR prepares to leave and TK steps up, in particular to the roles beneath to ensure that all areas are met.</p> <p>Following this meeting, feedback will be provided to the governing body.</p>	
<b>PART 'C' FINANCE</b>		
<b>GB18/70</b>	<p><b><u>Contract review schedule</u></b></p> <p>Governors were provided with the Contract Review Schedule with proposed contracts to buy in from the LA with costs for 2019-20. It was confirmed that these are reviewed throughout the year and they have been included in the 5-year forecast.</p> <p>Governors were advised that Broadband went out to tender, which had previously been with the LA. The LA quote was much more than others, and the LA was then able to come back with a much better offer. The decision was then made to stay with the LA.</p> <p>It was noted that the MASS scheme is about to be reviewed by the LA, which currently can only be bought at 3 levels; Equipment, Structural or Full, however going forward this is</p>	

	going to be split to create bespoke individual contracts which will be more positive. GQ: How much do we spend on this compared to what we receive in work done? Answer: The MASS scheme is similar to an insurance policy, for example if the roof needed to be replaced it would be covered, and we aware that it might cost more than we get back however everything possible is referred to MASS. The building is ageing therefore more work may be needed in the future.	
<b>GB18/71</b>	<b><u>Policies for review</u></b>  <ul style="list-style-type: none"> <li><b>Reorganisation, Redundancy and Redeployment Policy</b></li> </ul> <b><i>Agreed: Governors unanimously approved and adopted the Reorganisation, Redundancy and Redeployment Policy</i></b>	
<b>GB18/72</b>	<b><u>Governor visits</u></b> There are no visit reports for this meeting, however it was noted that MH and LD met with TK to discuss PHSE and also had a very positive and enthusiastic Student Council meeting with year 7 and 8's. The report will be presented at the next meeting.	<b>MH/ LD</b>
<b>The next meeting of the GB is confirmed as Tuesday 19<sup>th</sup> February 2019 at 6.00pm</b>		
<i>Note: The colour coding links to the three key roles of governance questioning; <b>RED</b> for 'setting strategic direction'; <b>BLUE</b> for 'holding headteacher to account for educational performance'; <b>GREEN</b> for 'ensuring financial health, probity and value for money'.</i>		

There being no further business the Chair closed the meeting at 8.50pm