

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 16th October 2018 in Room 2 at 6.00pm		
Present: Stuart Bentley – Joint Vice-Chair (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Steve Ingram – Joint Chair of Governors (SI), Anthony Rawdin – Headteacher (Head) and Jan Reed - Joint Chair of Governors (JR)		
In attendance for all or part of the meeting: Tom Kelly - Deputy Head Pastoral (TK), Denise McFarlane – School Business Manager (DM), Alison Knight – SENCo (AK), Lesley Sweeting – Clerk. (7 Governors +4)		
Apologies: David Atkinson (DA), Mark Hughes (MH), Estella Prince – Joint Vice-Chair (EP), Guy Watkins (GW) Kate Loundis(KL).		
No	Item	Action
PROCEDURAL – Part A		
GB18/15	Welcome SI opened the meeting, as Chair, at 6.00pm and welcomed governors.	
GB18/16	Apologies Apologies were received from the four governors and one associate named above and CONSENTED TO.	
GB18/17	Confidential Items/Declarations of Interest There were no declarations of interest in respect of items on today's agenda. Confidential Minute GB18/1 of the FGB of 18/09/18 remains confidential and as such will be filed separately and excluded from the public record. It was agreed that staff would leave the meeting before the final agenda item in relation to leadership planning. This was deemed confidential and is minuted separately as Confidential Minute GB18/24	
GB18/18	Notification of Other Urgent Business None declared.	
GB18/19	Minutes of the Full Governing Board Meeting 18th September 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 18/09/18 including the confidential minute of the same date were duly APPROVED as an accurate record, with the following four minor amendments, and signed by both the co-chairs. <ul style="list-style-type: none"> • With ref. GB18/14 and paragraph 2 of the headteacher's report 'special measures' should read 'requires improvement'. • With ref. GB18/14 under <u>Exam Analysis</u> TF should read TR. • With ref. GB18/14 and near bottom of Page 4 YCSA should read YTSA. <u>Matters Arising/Review of Actions:</u> <ul style="list-style-type: none"> • With ref. GB18/10 EP would still like to have any outstanding skills audits returned a.s.a.p. 	All govs.
SCHOOL IMPROVEMENT PART B		
GB18/20	Headteacher's Report A written report was made available to governors on the secure part of the website prior to the meeting and the following points were highlighted: <u>Introduction:</u> <ul style="list-style-type: none"> • The recent open evening was successful. Both Northallerton and Wensleydale held their open evenings the same night – in future it would be preferable to avoid that clash if possible. Some visitors continued on to Bedale after visiting 	

**GB18/20
continued**

Northallerton and gave some very positive feedback. An additional session is planned for 18/10/18 for a number of potential parents who couldn't attend.

- The Year 7 'settling in' evening was very positive; with a good system of transition and excellent tutors the cohort has gelled very well together. The pupils have settled in well and feedback from home is good. The Year 6 parents therefore are hearing a very positive message.
- The first round of learning walks and book scrutiny have taken place. Pupils are continuing to make good progress which can be evidenced in the Self Evaluation Form (SEF). This progress will need to be sustained.
- The un-validated Progress 8 scores stand at 0.04 following several exam re-marks. An analysis of the 15 students at the bottom of last year's cohort shows that if their results are discounted then the Progress 8 score would be 0.4

Pupil Premium (PP):

- The SLT are indebted to AK working alongside Matt Gill in terms of data and outcomes bringing with her experience of working in an outstanding school. All the PP documentation is on the website. Pleasing projections show a steady improvement over the last twelve months which is set to continue.
- Two key documents shared with governors are the impact statement for PP in 2017-18 which is to go on the website and the PP strategy document. The impact statement shows an improving trend and a positive picture with Progress 8 and Attainment 8 figures for 2017 – 18 showing an improvement from 2016 – 2017. The number achieving five GCSEs including English and Maths was also better in 2017-18 but still needs to improve to be nearer to the national average. A current area of focus is to review support, especially in the classroom. A tiered approach is explained in the strategy statement which is on a DfE template which has been updated with current information.
- In Key Stage 3 pupils in receipt of PP are 50% pupils in disadvantaged groups and 50% service children. In Key Stage 4 two thirds of those on PP are from disadvantaged groups and only one third service children. The cohorts are very different.
- There are six desired 'back to basics' outcomes within the strategy statement:
 - a. Effective monitoring and tracking of PP and disadvantaged groups.
 - b. Ensuring that progress and attainment for PP and disadvantaged groups is in line with non-disadvantaged pupils.
 - c. Improved behaviour in these groups.
 - d. Effective teaching and learning for these pupils.
 - e. Improved attendance in PP and disadvantaged groups.
 - f. Flight paths in line or better than those of non-PP and non-disadvantaged pupils.

It was noted that the national average attendance for those on PP is 87.5%. BHS average attendance for PP pupils is currently 96% - which is very positive.

- Attendance is just one of the collaborative and holistic areas of focus – additional factors are also being looked at and academic progress; whatever their level attendance is monitored and what the pupils are doing. It is important that the individual pupils are known and their barriers to learning are being addressed by all staff. This is best practice.

**GB18/20
continued**

- AK held staff training recently where she quoted Marc Rowland, the Deputy Director of the National Education Trust and an advocate for PP. He emphasises that PP isn't just for buying things but that the quality of teaching is what counts the most.
- The PP children divide into four tiers and are treated as follows:
Tier 1 – the vast majority who attend well (over 95%), are on target and for whom quality first teaching is essential.
Tier 2 – Those whose attendance is under 95% and are being monitored and supported by their form tutor. They may not be on target in English and Maths and their historic attendance has been under 95%.
Tier 3 – Those whose attendance is under 90% with whom statutory process is being followed and who are monitored by the Head of Year – they may be other complicating factors.
Tier 4 – Those pupils at risk of disengagement at different levels – of whom there are very few. AK and TK take the lead with this group. They may be at risk of exclusion, have significant illness or mental health issues. Each individual will need a bespoke package and may also be accessing external agencies.

GQ: If the attendance is at 96% the numbers in Tiers 2 to 4 must be small?

Answer: At the moment this attendance figure is only for the first ½ term – so Tiers are based on historic attendance. It is a fluctuating system.

GQ: Does the same system need to be applied to non-PP and non-disadvantaged pupils?

Answer: All pupil attendance is tracked and monitored and intervention carried out if necessary.

- The main element of the strategy statement is allocation of funding to the following areas:
 1. Quality first teaching for all
 2. Targeted support
 3. Behaviour and attendance work
 Funding is allocated for Y TSA, CPD, HTLA and pastoral workers etc.
- The impact of spending so far is seen in the hard work is being done to provide quality first teaching; the use of HTLAs is being monitored, as is the day to day work of the pastoral team, Heads of Key Stages and form tutors to improve attendance etc.
- We are positively discriminating re PP pupils to provide opportunities for them moving forward. Large numbers of students from this group are doing Duke of Edinburgh Award, are being supported for school visits and efforts made to incorporate them into all aspects of school life. The Head commented that students who are committed to the school make good progress.

Governor Comment: I am impressed by the breadth of the statement which makes sure that every student is targeted but it is having the everyday structures in place and monitoring them that is important.

Response: It is improvements in the quality of teaching that have had most impact in narrowing the gaps.

Last year there was evidence of a lack of awareness of the disadvantaged groups in classrooms. That certainly isn't the case this term. The biggest difference is drive now coming from the middle leaders.

- Staff are aware on an everyday basis and have the information they need – Heads of Faculty will analyse the cohort and support staff in closing the gaps. Staff will

**GB18/20
continued**

be tracked so that they can look at their own data, interpret it and agree actions.

GQ: Who are the PP link governors?

Answer: It is included under outcomes so it is SB and GW.

- Governors were informed that Jen Cave has been in touch with the school regarding the LA Review, which will focus on these pupil groups.

Behaviour:

A conduct and behaviour summary up to 5th October was shared with governors and the following points were highlighted:

- There has already been a permanent exclusion in Year 8 which governors upheld. This particular student was extremely challenging but there are a number of students from other contexts giving cause for concern. There are currently two school refusers on roll. These issues have implications for the team working hard to maintain a good direction of travel.

GQ: How do we address the issue of challenging students being placed here – it seems to be an LA issue?

Answer: It is being raised at the Collaborative, by ourselves and by Thirsk, and also raised with the LA. Some students are those who genuinely want a fresh start and we are working with Thirsk to achieve this and support parents. But some are students locked into persistent disruption who may need a fresh start somewhere else. It was also raised with the Finance Director as an undue weight on the SLT given the insufficient input by Social Care, CAMHS etc.

- There is a need to reflect on whether some students need to access additional or alternative provision.
- Overall as regards behaviour TK informed governors that it has been a settled start to the term. In ½ term 1 the daily average of Phase 2 warnings is 17 – but if 4 students, who are new arrivals to the school, are removed from the equation it falls to 15. Removals (Phase 3) – without counting these 4 students – the daily average is below 4.
- By the end of week 2 the first targeted group of students were on report. The use of form tutors has been changed and they are now taking the lead on student welfare including contact with parents.
- In Year 11 behaviour and attendance are linked to whether a lunch pass is granted or not and this is working well so far to keep the students engaged.
- In Year 10 37 students out of a cohort of 102 have signed up to do Duke of Edinburgh's Award.
- Eight of the top 12 low level disruptive students are in Year 9. Interventions were done with a group of Year 9 last year and most, with the exception of one who moved school, are now settled. The aim is to do similar intervention with targeted groups but to link it in with a community project. There may be a possibility through the Business Friends of BHS to work with a 'Brand Bedale' group in regards to forthcoming cycle races.
- The exclusion figures for this term to date show that a third of the pupils are those who have come from another school for a fresh start.

GQ: Is the low level disruption worse in specific lessons?

Answer: Heads of Faculty monitor this. Last year in Science and Maths the numbers

**GB18/20
continued**

with one or two staff were higher than expected. English, Maths and Science were made targeted areas and there were significant reductions. It is a little early to see strong patterns this term yet but monitoring will continue.

GQ: Do you try to apply consistency across all areas?

Answer: Yes. Mediation and restorative conversations are had after all Phase 2 warnings.

Attendance:

An attendance data summary was circulated to governors and the following points highlighted:

- The attendance average for Year 7 so far is excellent at 97.7%. Overall attendance has improved across the school with 75% of pupils at 95% attendance or higher.
- The persistent absentee figure is down from 16.9% to 12.2% and form tutors are being pro-active in challenging non-attendance; particularly where minor illness involves a second day of absence. However, there is still need for a sustained culture change. 13 of the 22 persistent absentees come from Year 9 and 10.
- Action against absence has been taken more quickly this academic year and LA systems initiated where appropriate. In the first few weeks of this term 17 initial warning letters have gone out, 19 ten day warning letters and a number of meetings with parents have been arranged before any further action is taken. It is difficult to get LA support for taking things further in a timely fashion at present.
- The main focus needs to be to challenge the 1% who are non-attenders. For example there is a Year 11 girl who has only had 2% attendance over the last two years. In this particular case a managed move to a college is being considered. The inherited students are impacting on the statistics and there are two school refusers who account for ½ a percentage point. The lack of appropriate alternative provision placements for these students is a significant barrier to success.
- 40% of persistent absentees are children with SEND and/or an EHCP. More appropriate provision is being considered for 4 students at present and the school has case study evidence to support this.

GQ: Is there a correlation between the absence figures for girls as compared to boys and the difference in final grades achieved? If so what is being done about it?

Answer: Poor attendance does have a clear impact on outcomes and historically there has been more disaffection amongst boys. The measures being taken include mentoring and targeting those boys who are high prior attainers but who may be at risk of disengaging. This involves working with their parents. The last Year 11 cohort did not buy in to the new ethos and so their data is unrepresentative.

Safeguarding:

The annual safeguarding report to governors was circulated prior to the meeting. A mini-audit of safeguarding procedures was carried out on 26/09/18 which confirmed that the record keeping and monitoring in this area is greatly improved. Documents are being completed regularly, team meeting actions are all recorded and only one member of staff still needs to complete the on-line child protection training. There are several actions still to be taken to improve things further. The key areas focussed

<p>GB18/20 continued</p>	<p>on during 2017-18 were based on the recommendations from the 2017 LA visit. The future priorities for 2018-19 have been identified through the mini-audit and are listed in full in section 4 of the annual report.</p> <p><i>GQ: Has a link meeting taken place yet between TK and DA as safeguarding governor?</i></p> <p><i>Answer: Not yet. A date is being arranged by e-mail.</i></p> <p>Action: TK and DA to arrange a meeting re safeguarding.</p> <p>A monitoring check of the Single Central Record (SCR) is to be carried out – this is a bought in screening service for £260.</p> <p><i>GQ: Are all the student files up to date?</i></p> <p><i>Answer: Efforts have been made to streamline processes. The normal student files have been reviewed and cross referenced to the child protection files. A covering log still needs to be completed for all children.</i></p> <p>Action: Any governors who have not yet completed the online safeguarding training to do so a.s.a.p.</p> <p><u>Pastoral Support and Pupil Welfare:</u></p> <ul style="list-style-type: none"> • Changes around tutor time and form tutor roles are being embedded supported by two strong Key Stage leaders. Inconsistencies have been identified and there are measures in place to address these. Tutors have the key information to cover in tutor time but there is room for personalisation. • An increased range of extra-curricular opportunities are on offer and Year 11 are supporting a lot of the activities. The highlights include girls' football with one of the Year 7 tutors, Claire Temple; Duke of Edinburgh awards – with some moving on to do Silver and additional pupils accessing it through Explorers. A successful trip to the Battlefields has recently taken place. • A positive message is going out to parents with regular updates on the school Facebook account. Student leadership of assemblies is a growing feature with topics including themes for raising aspirations and CIAG for the younger pupils. All years were recently involved in 'Restart a heart day' where they learnt CPR. • The Student Council have organised Year 11 duties around school including a buddy system with Year 7 tutor groups and also student-led charity work. A list of lunchtime activities was shared with governors. <p><u>SDP/SEF Update:</u></p> <p>Action agreed: Governors to come in over the next few weeks to carry out link visits which will gather evidence to strengthen the SEF.</p> <p>TR informed governors of the following points:</p> <ul style="list-style-type: none"> • The importance of maintaining the pace of improved teaching and learning was stressed. • There is a key focus on Pupil Premium for 2018-19. • An audit of SMSC has been carried out to identify gaps in provision and whole school ethos will be one focus of the LA visit planned for 28th and 29th November 2018. The review will be carried out by Jen Cave, Andy Lancashire, and Mike McCluskey the head from Scalby in Scarborough. This is not a 'mock-sted'. • PSHE provision is much improved and TR has observed two Year 7 sessions to 	<p>DA, TK</p> <p>All govs.</p> <p>Link govs.</p>
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**GB18/20
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date which were both deemed to be good.

- Curriculum planning – a new structure has been developed based on a three year Key Stage 4. This involves two elements – what is being taught and the arrangement of staffing. Matt Gill is overseeing this and it is now much more cohesive.
- Safeguarding is a work in progress but is becoming secure.
- The SLT are revisiting the SDP looking at the next steps for those areas currently ragged red – which are around outcomes and impact.
- Middle leaders are getting the opportunity to work alongside SLT in lesson observations

Other Issues:

- A feasibility study is being carried out regarding possible refurbishment of two Science laboratories.
- There is nothing to report at this time under Health and Safety

Finance:

- A finance monitoring meeting with Martin Surtees of the LA was held on 11/10/18. TR, KL and DM were in attendance. Three further meetings are planned for 25/10/18, either 6 or 7/11/18 and lastly 26 or 27/11/18. After this process the school will be graded A B or C and follow up actions decided.
- The Chairs met earlier today with the Assistant Director of Finance and others to discuss the school's financial position and the existing deficit. They talked about the likely in year deficit and the three year forecast.
- BHS is not unique, a large number of schools in North Yorkshire are in or approaching deficit. The school is in the process of revisiting budget looking at 'big ticket' items to be adjusted in-year with the strategic objective of cutting the deficit over three years.
- The categories that may be identified by the current financial monitoring are:
A – With actions the school can return to an in-year balanced budget and clear deficit
B- With actions an in year deficit 2018-19 can be avoided
C- Even with actions an in year deficit will still result.

GQ: If the result is C will the school be told 'this is what you must do'?

Answer: It will be a collaborative process- they may be things that can already be done. There is no agenda until the process ends and actions will then be decided.

GQ: Why are the LA assessing when they know the problem? This appears to be a paper exercise – how can it help? We have already restructured, revised the curriculum etc.

Answer: It feels more strategic – Martin Surtees has been appointed to look at a number of schools in North Yorkshire in similar positions. BHS did come in under the projected budget last year. The leadership can only realistically try to make further reductions if possible. The LA are probably also gathering evidence to go to the Regional Schools Commissioner.

<p>GB18/20 continued</p>	<p><u>Parental Feedback</u> Examples of parent feedback from the Year 8 parents' evening were shared with governors for information. The most recent parents' event was the Year 7 setting in evening and the feedback was overall very positive. We haven't analysed the feedback re any issues yet.</p> <p><i>Governor Comment: One of the criticisms of the last Ofsted was lack of parental feedback. Parent View can sometimes give a distorted picture – we need this type of on-going feedback regularly.</i></p> <p><i>Response: We've asked parents to add their contact details if they want us to follow up on any issues.</i></p> <p><i>Governor Comment: The school could set up questionnaires on Survey Monkey so analysis would be automatically produced and save time.</i></p>	
<p>GB18/21</p>	<p>Policies for Review/Approval</p> <p>The following are NYCC standard statutory policies which have been reviewed by TR and DM and have not been changed:</p> <p>Resolving Issues at Work – APPROVED</p> <p>Standards of Conduct – APPROVED</p> <p>Disciplinary Policy – APPROVED</p> <p>Capability Policy _APPROVED</p> <p>The following policies were made available for governors on the secure governor part of the website prior to the meeting. These were duly reviewed as follows:</p> <p>Teacher Appraisal Policy –based on NYCC Policy APPROVED</p> <p>Pay Policy – based on NYCC Policy APPROVED</p> <p>Complaints Policy and Guidance based on NYCC Policy and relevant section made available on the website. APPROVED</p> <p>Child Protection Policy – based on NYCC policy APPROVED</p> <p>Single Equality Scheme – based on NYCC Policy APPROVED</p> <p>Accessibility Plan – based on NYCC Policy but customised to BHS APPROVED</p> <p>Home Learning Policy – School policy APPROVED with minor amendments: – PSHE needs to be marked as an exception as homework isn't set. The reference to I am Learning needs to be removed as it is no longer used.</p>	
FINANCE PART C		
<p>GB18/22</p>	<p>Budget Monitoring</p> <p>Detailed and summary monitoring reports to 31/08/18 were made available to governors on the secure part of the website prior to the meeting.</p> <p>DM highlighted the following:</p> <ul style="list-style-type: none"> • The reports to governors are to 31/08/18 – those to the end of September are still being finalised. 	

GB18/22 continued	<ul style="list-style-type: none"> The in year deficit is shown as £105,000 and it is hoped to reduce this figure. However there are 3 items which bring the deficit nearer to £175,000 <ol style="list-style-type: none"> The restructure of support staff involved accepting voluntary redundancies. The redundancy cost is met by the LA but the pension implications will result in a loss of approximately £36,000 in 2018-19. Staffing – original budget was set on timetable as it was but the curriculum requires point 4 additional hours (point 2 in each of DT and Science) for timetabling to work. The learning resources budget allocations are over by £26,000. Matt Gill is trying to reduce this. The position in regards to teaching salaries – the % increases have been factored in across all staff. However pay roll has agreed less for those on UPS or Leadership. There is also a possible contributory grant to balance increase in payroll – but it remains to be seen whether it will be capped. Some Pupil Premium has been lost. The figure included in the reports is an indicative allocation. A home tutored pupil has now left and monies were not granted against this. Governors were asked to bear in mind that £40,000 has been included for protected salaries from previous restructures – this has to be budgeted for another two years. <p>GQ: Were all these elements discussed in the recent LA meeting? Answer: Yes they were.</p> <p>GQ: Can you explain the overspend on learning resources? Answer: There was a substantial reduction on the allocation codes from last year but a harder line on sticking to the reduced amount was not initially taken. Management of a budget line of this type is quite difficult.</p> <ul style="list-style-type: none"> Substantial savings have been made on supply by managing cover better. 	
GB18/23	<p>Long-term Capital Plan</p> <p>Copy of the Annual Capital Plan 2018-19 was shared with governors prior to the meeting.</p> <ul style="list-style-type: none"> This is likely to be a small allocation of £13,000 this year Money allocated for servers was previously put on hold until a permanent schools ICT manager could advise – there could be more pragmatic solutions so that spending on computers is within allocation. The heating controls have been changed and are now operational. Some money is included for whiteboard replacement. If the feasibility study for the Science labs results in action the year's allocation will need to be used for contribution to that. 	
<i>AK, DM, TR, AC and TK left the meeting at this point</i>		
GB18/24	This item is minuted separately as Confidential Minute GB18/24	
<p>Impact Statement</p> <ul style="list-style-type: none"> Agreed arrangements for the appointment of Interim Acting Headteacher for the summer term. Scrutiny of attendance data and impacts of school actions on target groups. School has set in place a strong tiered system for targeting and addressing low attendance and this is now underpinned by daily input from tutors. Emphasised key importance of quality of teaching and the work of the middle leaders. Established a robust programme of governor visits for Autumn. Governor pairs allocated to each SDP area, 		

- with a key focus on action points and pupil progress gaps - boys, high achievers and disadvantaged.
- Update on the progress of the Finance Review with NYCC and on continuing efforts to reduce costs

The next meeting of the GB is confirmed as Tuesday 20th November 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 8.15pm