

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 17th July 2018 in Room 2 at 6.00pm		
Present: David Atkinson (DA), Stuart Bentley – Joint Vice-Chair (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Steve Ingram – Joint Chair of Governors (SI), Gerry Price (GP), Estella Prince – Joint Vice-Chair (EP), Anthony Rawdin – Headteacher (Head) 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, Tom Kelly – Deputy Head- Pastoral (TK), Denise McFarlane – School Business Manager (DM), Guy Watkins – Observer (GW), Lesley Sweeting – Clerk to Governing Body (Clerk). (10 Governors +6)		
Apologies: Mark Hughes (MH)		
No	Item	Action
PROCEDURAL – Part A		
GB17/107	Welcome SI opened the meeting, as Chair, at 6.00pm and welcomed governors. A particular welcome was extended to GW who attended as an observer with a view to becoming a co-opted governor and introductions were made around the table.	
GB17/108	Apologies Apologies were received from the one governor named above and CONSENTED TO.	
GB17/109	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. 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 GB17/120	
GB17/110	Notification of Other Urgent Business None declared.	
GB17/111	Minutes of the Full Governing Board Meeting 12th June 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 27/03/18 were duly APPROVED as an accurate record, and signed by the retiring Chair GP, who chaired the 12/06/18 meeting. <u>Matters Arising/Review of Actions:</u> There were no matters arising.	
PART B GOVERNANCE		
GB17/112	Election of Vice-Chair This item was brought forward from the 12/06/18 FGB. It was proposed that the role of Vice Chair be shared as both EP and SB have considerable time commitments but are both prepared to stand on this basis. Resolved: That the role of Vice-Chair be shared to reduce the pressure on one individual governor. There being no further nominations SB and EP were duly ELECTED UNANIMOUSLY and APPOINTED as Joint Vice-Chairs.	

GB17/113	<p>Arrangements for Co-Chairing</p> <p>A document outlining co-chairing arrangements based on National Governors Association (NGA) guidelines was shared with governors prior to today's meeting on the secure part of the website. There were no particular issues raised or additional questions.</p> <p>Resolved: To adopt the guidelines as written.</p>	
GB17/114	<p>Governor Link Reports</p> <p>a. <u>SI and JR 26/06/18 in respect of teaching and learning (KO2).</u> The written report was circulated to governors prior to the meeting. KL pointed out that the grading judgements made by Ofsted are based on all criteria and that a % of lessons observed being good or better etc. is no longer given; and suggested that these observations should not be reported on in this numerical way going forward.</p> <p><i>Governor Comment: I understand that - but having two teachers still causing significant concern has an impact on those children and governors need to know. I find it helpful to have concrete figures on how big an issue the school still has. Governors need to be clear where the difficulties lie in respect of teaching and learning.</i></p> <p>AC explained that lesson observations in school no longer grade staff but they do have a tick box for 'meeting or not meeting expectations'. This could be reported on to governors to give a clear picture. AR added that a clear picture is needed so that appropriate support can be put in place. MG also added that part of the conversation with staff after observations is regarding their pedagogy and its strengths and weaknesses.</p> <p>Agreed: Governors need some way of measuring the impact of CPD and support.</p> <p>b. <u>KD 16/07/18 met with Alison Knight re SEN</u> A short written report was circulated at the meeting. KD reported that AK is already secure in her knowledge of the relevant children and systems are in place as planned. The other points are picked up later on today's agenda under the discussion of the School Development Plan (SDP). KD is hoping to attend a future SEN coffee morning to meet some of the children and their parents.</p>	KD
GB17/115	<p>Skills Audit</p> <p>An electronic link to the NGA Skills Audit has been circulated to governors by the Clerk and a hard copy provided to one governor on request to date. EP has volunteered to collate the responses. Governors are requested to complete this and return a.s.a.p.</p> <p>Agreed: That completed copies of the Skills Audit be returned to EP by September.</p>	All governors
GB17/116	<p>Governor Annual Report</p> <p>GP has drafted the report and shared it with governors on the secure part of the website. GP explained that he has sought to give the report a slightly different tone and feel this year to improve its currency. The final meeting attendance figures need to be added. Governors were asked for any additional comments speedily so that the report can go out to parents attached to the final email of term.</p>	
GB17/117	<p>Meeting Dates for 2018 – 19</p> <p>Copies of a draft list of meeting dates with the main items for discussion was tabled at today's meeting. This has been drawn up to coincide with the main data points of the school timetable.</p> <p>Agreed: Meeting dates as drafted.</p>	All governors to note.

GB17/118	<p>Presentation to GP</p> <p>Governors presented a gift and gave a vote of thanks to GP, recognising his service to the governing body over the last 5½ years, as this is his last FGB meeting. GP thanked the governors and said that he had gained personally in having the opportunity to see how a varied group could work together well with a common purpose. GP is delighted to leave at a point where the school is on a firm upward trend and will retain an interest in the school as a grandparent.</p>	
PART C SCHOOL IMPROVEMENT - REVIEW		
GB17/119	<p>Review of School Development Plan (SDP)</p> <p>Copy of the SDP of 09/09/17 was made available to governors on the secure part of the website prior to the meeting. The SLT were asked to feedback on the key objectives and governors were given the opportunity to ask questions.</p> <p>KO1 Ensure that educational outcomes at KS3 and KS4 are at least "good"</p> <ul style="list-style-type: none"> • The Head commented that the judgement on final outcomes for KS4 can be made once the GCSE results are received and this will inform teaching and learning moving forward. • The school is at the top end of 'requires improvement' and is moving to 'good'. KL has produced a lengthy report as part of quality assurance which will be shared with governors and the SLT and FGB are clear regarding the current shortcomings. A two day key review is to be carried out in November 2018. • A theme that has been focussed on across the school this year is that of building strong and successful teams. There is much improvement but still variability. At the top there is now a high-performing SLT who have high expectations, are supportive of each other, work hard and are aware of their strengths and weaknesses. New staff coming in are fully on board and aware of this aim but some existing staff struggle to see the new picture and make the move from 'old BHS' to 'new BHS'. • Working parent partnerships are now very strong. • Outcomes overall are good but there is a big issue around confidence in teacher judgements. Good results in Year 11 are needed. Year 10 results are good but need to be maintained; this is a key cohort in relation to next Ofsted. Key Stage 3 has strengthened but there is still work to do. <p>KO2 Strengthen the quality of learning, teaching and assessment so that the school is 'good' overall.</p> <ul style="list-style-type: none"> • Teaching and learning overall has strengthened but the SLT is still working with some staff for improvement and there is still a lack of strength and challenge in some classes. • There is a requirement for CPD for a number of staff. The target for CPD work is pleasing. A number of the weakest, underperforming staff are leaving at the end of this term. • This year has seen a big improvement in teacher planning and marking. There is still some inconsistency in books. 'Show my homework' evidences this 	

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improvement although some areas are still less than 'good'.

- There is to be a shift to make CPD more bespoke and the main focus in the coming year is going to be on metacognition which is designed to help staff to assist students to think through problems better. MG explained that metacognition is to do with a student not only getting to a place in their learning but also being able to evaluate how they get there. (MG offered to circulate some reading material to interested governors.) Sarah Allsop is joining the Teaching and Learning Team.

GQ: Why do you think the Year 10 results are so high?

Answer: The grades would suggest that teaching and learning is outstanding – it isn't – although there has been significant improvement from when it was inadequate - the results could be inflated.

GQ: How do you assess where your leadership has had an impact and when can we decide that it is reflected in what is being achieved?

Answer: The summer results will help to show this. The run-up to exams this year as compared to last was much more positive in mood and in effort. Last year's work experience week was very poor but this year students had a really positive 'work' related week. Year 11 all worked hard but their relatively poor performance over the previous 4 years has meant gaps in their knowledge and a poor work ethic on the part of some. The quality of guidance, support and revision is much improved and it is expected that the investment in the current Year 10 will bear fruit and further improvement will be seen with each successive year group.

GQ: Marking in books has been mentioned again as not being where it should be – why is this taking so long?

Answer: The new marking system is applied consistently across the school but it is the quality of the feedback in books which varies. Staff have been shown the quality of work in primary books of children coming into Year 7 and what is needed. It applies to presentation and care of books, not just the content.

GQ: Is it a big problem – or only that of a few?

Answer: Everyone is applying the system correctly and pupils are getting feedback every two weeks but there is a difference in the quality of feedback and how specific it is to the individual student. The 'old Bedale' idea was that feedback equalled marking and this needs to be challenged. The 'new Bedale' idea is that feedback should help the student improve. We need also to improve the start to lessons; ensuring pupils arrive at lessons with the correct equipment for learning e.g. rulers. Parents will receive an essential equipment list.

KO3. To establish excellence in all aspects of personal development, behaviour and welfare

- There has been a big improvement in personal development particularly in the area of behaviour where TK has sought to 'raise the bar' term by term. The data was updated for KL's most recent visit.
- In half-term 5 there were new students lower down the school appearing in the behaviour data. These were targeted, tracked and form tutors alerted. Removals are now down to only three a day as of this half-term whilst improvements within each key subgroup have encouragingly continued. There were 73 Phase 2 warnings are reduced to 13.1 on average across the school in a day – this figure was 31.2 in half-term 4 of last year.

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- The three strand approach has borne fruit. Personal conversations have been had with Heads of Faculty and key members of staff where call-outs were higher and support given. In all cases staff said that there were bigger issues at the front end of the year. New schemes of learning need to plan for engagement and staff need to look at how they can settle students and avoid disruption.
- Attendance has not seen such a positive improvement. There is an ingrained practice in the parent body where it is seen as OK to take students out of school for minor ailments. Systems are now in place but it is taking longer than anticipated to get parents on board. Parenting orders will be pushed for where necessary.
- For the first time for 5 years whole school attendance has improved slightly from 92.7 last year to 93.5. There have been 96 persistent absentees of whom 29 were Year 11 who have now left and 14 others are no longer on roll. This leaves 53 in school next year of whom 37 have already been targeted. All of these pupils will be on a red watch list from the start of the September term.
- There have been 295 days of unauthorised holiday this year, mostly in Year 9. This is the ethos that the school are trying to address with the parent body. BHS needs to adhere to the tried and tested North Yorkshire model of fines etc. These levels of absence could be deemed inadequate.

GQ: Is there anything being done in particular to target Year 9 going into Year 10?

Answer: Next year the process of targeting and tracking will be started quickly – everything is in place and this is a key year for these students. There will be a strong message of being 'work ready' in which the role of form tutor will be key. There is compliance but it needs to be impactful.

GQ: Does it tend to be one day absences or blocks of days?

Answer: With most it is a pattern of two or three days repeated each half-term.

GQ: Was this pattern present in this year group further down the school?

Answer: Yes – their Year 9 improved slightly from Year 8. We need to make sure the new intake make a very strong start in Year 7.

GQ: Is the figure of Phase 2 warnings an expected one?

Answer: It was very high but there has been a gradual tightening up and things are calmer and at a more manageable level. Bryan Noone is the pastoral support officer who carries out removals. He still gets them but the staff response is different.

- The Head informed governors that although the school is calmer there are a small number of non-compliant students. The school has shied away from making permanent exclusions but has had some success with working with managed moves. There appear to have been some 'back door' exclusions picked up from Northallerton. (Governor concern was noted at a possible recurrence of this practice – which had largely stopped.)

KO4. To embed a strategic approach to leadership and governance that leads the school towards becoming 'great'.

- Positive improvement has been seen in this area, particularly with the appointment of Alison Knight as SENCO. The challenge is making sure that middle leaders continue to develop and take ownership.

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- Relationships with primaries and other secondaries have been developing, particularly those in the Yorkshire Teaching Alliance, which will mean shared CPD opportunities in the future.
- Curriculum and staffing changes have led to a much improved 2018-19 timetable with a three year Key Stage 4 going forward. Staffing levels are back in line although late changes in Science were not very pleasing and weaknesses in leadership in that faculty need addressing immediately in September.
- There have been reductions made in FTE staff from April and a restructure of non-teaching staff has just been completed. Staffing is now 'lean and mean' and in a good position going into the new academic year.

GQ: In regards to SEN and gaps for vulnerable students what has been achieved so far and what are we aiming for?

Answer: In Year 10 disadvantaged students are out-performing non-disadvantaged – despite Pupil Premium not previously being used to great effect. We need to continue to ensure these groups receive good teaching. Alison Knight is becoming Pupil Premium champion, bringing her experience from her previous school to the role. The challenge is to ensure that all staff take ownership of the teaching of SEN in their classrooms.

Anonymised feedback from staff.

AC circulated anonymised, collated staff voice feedback to governors. The following points were made.

- All staff were emailed and invited to take part anonymously. Only a small percentage responded. It was hoped that more staff would contribute and it was surprising how few participated. The collated responses have gone to all staff.
- The positive comments link to what the governors have been hearing regarding progress against the key objectives of the SDP.
- Regarding the comment on behaviour for learning – it appears to indicate that staff might be reluctant to record P2 and P3 because it is being reported and scrutinised. TK explained that staff are told they can't just reduce call-outs – but will be helped to make positive practice changes to reduce them. It is a concept of think before you press. Have you been too quick to move from P2 to P3? Have you been irritated and shouted? What can be done together to keep the student in the lesson? There is to be some training for staff in September from Compass Buzz in dealing with students with emotional behavioural issues.

GQ: The point regarding more time for staff – is this relevant?

Answer: Most teachers would naturally want more time but we have to maximise what we have. The faculties have been given more time to meet together to plan next year's calendar.

Governor Comment: If this had been done this time last year there would have been much very negative feedback – so this is extremely positive.

- The Head pointed out that KL's recent evaluation has outlined honestly the vulnerabilities of the school and emphasised the importance of increasing the pace of improvement; given that Ofsted can be expected from January onwards.

GB17/120	Sustainable Leadership This item and the following discussion are deemed confidential and as such is minuted separately as Confidential Minute GB17/120 . The SLT left for the final part of the governor discussions at 8.05pm.	
<p>Impact Statement</p> <p>As a result of this meeting governors have:</p> <ul style="list-style-type: none"> • In conjunction with the full SMT and the LA Adviser; reviewed the impact of the SDP set in September 2017 and recognised the significant shift the school has made over the past year. • Governors have acknowledged there is a need to ensure an increased pace of improvement moving into 18/19 as well as establishing a strong strategic plan to fully address key concerns including consistency in T&L as well as improved teacher predictions and pupil attendance. • Continued discussions concerning the sustainable leadership of the school in light of the school vision. 		
<p>The next meeting of the GB is confirmed as 6.00pm on Tuesday 18th September 2018 at 6.00pm</p>		
<p><i>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'.</i></p>		

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