

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 23rd January 2018 in Room 2 at 6.00pm		
Present: David Atkinson (DA), Stuart Bentley (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), 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), Lesley Sweeting – Clerk to Governing Body (Clerk). (8 Governors +3)		
Apologies : Mark Hughes (MH), Steve Ingram – Vice Chair of Governors (SI), Gerry Price - Chair of Governors (Chair), Mark Temple (MT)		
No	Item	Action
PROCEDURAL – Part A		
GB17/55	Welcome In the Chair's and SI's absence it was agreed that JR chair the meeting. JR welcomed governors.	
GB17/56	Apologies Apologies were received from the four governors named above and CONSENTED TO.	
GB17/57	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 item regarding consideration of future staffing was deemed confidential and is therefore minuted separately as Confidential Minute GB17/61	
GB17/58	Notification of Other Urgent Business None declared.	
GB17/59	Minutes of the Full Governing Board Meeting 19th December 2017 JR 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 19/12/17 were duly APPROVED as an accurate record, and signed by the Vice-Chair. <u>Matters Arising/Review of Actions:</u> <ul style="list-style-type: none">• With ref. GB17/41 and a future link visit by MH and LD to focus on PSHE/Drugs Education - this is still to take place. Action: MH and LD will meet with TK regarding PSHE/Drugs Education at a date to be arranged for later this term. <ul style="list-style-type: none">• With ref. GB17/47 KL confirmed that a meeting with the LA in regards to the notice of concern has been requested but a date is still being awaited.	MH/LD
PART B SCHOOL IMPROVEMENT		
GB17/60	Headteacher's Report A full written report was circulated to governors prior to the meeting. TR made governors aware of the following additional items: <u>a. Staffing</u> <ul style="list-style-type: none">• A member of the German department is seriously ill and undergoing medical	

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treatment. The staff member was able to come into school and set work and currently the post is being covered for two days by a German specialist supply teacher who is mostly covering the GCSE classes and for the other three days by another teacher who is a German speaker. Permission has been given to share the information with staff and students and parents will also be informed.

- A member of the PE staff has handed in a resignation for the end of the academic year. They wished to give the school plenty of notice and are leaving teaching to work in the family business.

b. Trips

- A detailed plan for a Battlefields Trip for next academic year, October 9th to 12th has been submitted. It is well planned and costed and is similar to previous trips.
- AC is looking at another Iceland trip for July 2019 – exact dates to be decided – this will be after the GCSEs and so open to Year 11s.

Resolved: Governor approval for the above trips following TR's recommendation.

Governor comment: Governors need to be assured of the academic content of term-time trips.

TR highlighted the following from the written report:

i. Year 9 Parents' Evening

This was very well attended by 86% of parents. The school target is 100% parental contact and those who didn't attend will be contacted.

ii. Data

- The AP2 results pleasingly show a significant change from AP1. The staff have focussed on PPEs and these are as reliable as school has ever had.
- James Brookes, who leads on data at Sherburn High School, has visited to look at the use of data across the school. He is supporting BHS to use Analysing School Performance (ASP which replaces RaiseOnline) and Fisher Family Trust (FFT) properly and has had several sessions with MG on assessment. MG will also visit Sherburn. PiXel ideas have been shared to help make students more aware of where they are and how to improve.
- The move is towards sustainable improvement, making sure things are embedded and that staff understand how data is being used. A lot more quality assurance work is being done and assessment for learning is being embedded. Students are being assessed properly and can then work on gaps with focussed revision etc.

MG explained the data briefly to governors:

- The leadership have not just analysed the data but have responded to it and a list of actions has been agreed and are being implemented.
- Where there are performance concerns regarding specific staff these are being addressed through DPPs.
- The data shows that Maths is good whilst in English there is a significant disparity between Language and Literature which needs to be addressed.

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- Geography, French and Computing are significantly positive.
- Technical subjects are less strong and work is being done with those faculties projecting under performance in the future.
- General Studies is not likely to contribute greatly to Progress 8 and the intention is to introduce an ICT qualification which will require the same amount of time and will benefit more students. Students who wish to can still do the seen General Studies paper but the alternative ICT qualification is useful, very student led and easy to track progress and some of the work has already been covered in Year 9.
- There is a historic legacy around under performance with SEND students and some disadvantaged groups which has yet to be addressed.
- We are focussing on some key areas e.g. a group of under-performing Year 11 boys who are being targeted by the SLT and the Head and are responding to additional mentoring and targeted support.
- Interventions and revision timetables are being provided. Space is being given to learn and revise after school – something that hasn't been available to students before. The next step is to open up in the holidays – especially to support the current cohort.
- The challenge is for these strategies to be taken back into Year 10 to prepare the students effectively for their Year 10 exams.

GQ: On the subject breakdown sheet Maths appears to be doing well whilst English seems to be struggling – is this right?

Ans: This is a real challenge it is significantly behind some other subjects.

GQ: How realistic is it to expect 18% improvement from 45% at AP2 to the 63% forecast?

Ans: Yes it is achievable – we would expect 1 grade higher from now to GCSE on average e.g. those on 4s at moment to get 5.

- The Lead Advisor's view was that the forecast for 81% to achieve grades 4 to 9 in English and Maths might be too aspirational. However although last year there was a huge disparity between predictions and the actual this year staff are trying to be more accurate and realistic. The Maths lead knows the students well and what they need to do to achieve target and the department is very focussed.

GQ: There is concern re the discrepancy between the predictions and AP2 results. How can you accept the final forecast as being realistic?

Ans: From AP2 to Year 11 end we would expect results to roughly rise by a grade.

GQ: Such a difference in subject results makes it difficult for us to interpret the data – are we confident that improvement will occur in English as a priority subject?

Ans: The students know the focus has to be on the core subjects. We now have the right teachers with the right groups.

GQ: Do you feel the inconsistencies are beginning to be ironed out?

Ans: We are beginning to move in the right direction but the inconsistencies in

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Literature are still huge – this is down to specific teachers. This means difficult decisions have had to be made resulting in meetings with staff but this has to be done for the students. Support plans introduced for teachers are being kept to 6 weeks or less and three options then follow – the support plan is successful and performance improves, it is slow to succeed and the process has to be extended, or thirdly it will move to looking at capabilities.

Advisor Q: The high prior attaining boys and your disadvantaged groups have huge gaps – what is being done to support the cohort?

Ans: Their tutors have met with them and reviewed their PPEs and looked at support. There are some very low scores in these groups but others are doing well – it is very individualised. A change of mind-set is needed and the tutor's role is key in finding out what the individual needs/barriers are.

GQ: How is that information linked to the classroom?

Ans: It might mean practical assistance with a laptop for a child with no internet access. Year 9 is key for ensuring students are on the right courses and supportive pathways.

- Regarding those staff on DPP the Senior Leadership is proceeding from a position of strength – the union representative was impressed by MG at meetings in holding people to account and dealing with issues. Accountability is important and middle leaders are participating in the process.
- The whole staff are moving forward in teaching and learning. 3 NQTs are being supported effectively. Three staff are currently on DPP and others are receiving relevant support.

Gov. Comment: I have never known previously staff being held to account.

GQ: What about the staff time required to run the DPPs? How is this mitigated?

Ans: The work falls largely to MG and Tom Kelly (TK) with possible feedback from the Headteacher. The workload is shared as much as possible. The Head's role cuts across the Deputies but the SLT work together well. The teaching time taken up by the DPPs requires a small amount of cover – but the teaching and learning groups are also used.

GQ: How are the middle leaders taking this?

Ans: It is hard but necessary. They need to know the staff well, put specifics in place and hold them to account.

Advisor Q: Are the staff fully aware?

Ans: Yes - some are thinking 'about time'.

Action: JR and SI as part of their staffing link to meet some middle leaders and NQTs.

JR/SI

iii. Teaching and Learning

- The current focus is on planning. Some drop-ins have taken place and expectations shared with staff. A three part lesson planning structure is now being used.
- Home learning still needs to be worked on to recreate the impetus which was present at the start of term.

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- Performance management observations begin this week as part of the mid-year review and arrangements for appraisals are in place.
- The school is benefitting from support from both the LA and the York Teaching Schools Alliance
- The role and impact of Teaching Assistants (TAs) is currently under review. One TA has recently left. Significant efforts are being made to develop the team and staff are being encouraged to match up with national standards for TAs.
- The support that Tay Warren has received from Mel Carroll in regards to SEN has been very helpful. The school does not have the capacity to meet some of these students' needs and honesty is needed in evaluating this. The new SENCo Alison Knight is unable to start until April and KL proposed that further LA support from Mel run alongside when she starts.
- The Teaching and Learning Audit on 24th April will be a significant milestone in the drive to evidence that the quality of teaching and learning is rapidly moving towards 'good'.

iv. Behaviour and Attendance

- A tracking spreadsheet is being used daily to monitor attendance and a team approach has been adopted whereby the work of Alison Parnaby is supported by the admin and data team as well as the pastoral support team.
- Alison sometimes struggles to hold people to account and TR will drop in and spot check and remind staff of the duty to provide timely and accurate registers. Mistakes can happen but if they occur on a regular basis they need to be addressed and measures put in to bring improvement. This is a culture change for staff and is not yet uniform across the school.
- The position regarding behaviour has strengthened but there are a number of repeat offenders. There are still behaviour for learning issues in the classroom which are being addressed.

v. Ofsted Readiness

- Margaret Farrow the HMI has recommended that the school exercise the opportunity to approach the LA to make a request to push the next inspection back into a 30 month window. This would result in a Spring 2019 visit and would be significant in giving the school an opportunity to improve further before inspection.

GQ: Regarding the perception of how our school is doing in the community – if we put Ofsted back will we miss another cohort who will perceive us as 'requires improvement' and will not come?

Ans: It is a risk but more impact will be had in allowing the additional time for us to be 'good'. We do have a sibling issue but we need to concentrate on forward planning and visiting local primaries to increase confidence.

Gov. Comment: The priority needs to be getting a 'good' judgement rather than pupil numbers at the moment.

- Monitoring shows much as 'amber' – progress is being made in all areas but there is still a large body of work to do.

GB17/60 continued	Resolved: To ask the LA to request a pushing back of Ofsted from 24 to 30 months.	
GB17/61	Consideration of Future Staffing This item is minuted separately as Confidential Minute GB17/61	
OTHER BUSINESS		
GB17/62	<p>Policies</p> <p>All the following policies were made available to governors to read through prior to the meeting:</p> <ul style="list-style-type: none"> • Reorganisation, Redundancy and Redeployment Policy – this is a NYCC standard policy personalised to Bedale – APPROVED • Teacher Appraisal Policy – APPROVED • Anti-Bullying Policy – APPROVED this policy will go on the school website. 	
GB17/63	<p>Governor Matters</p> <ul style="list-style-type: none"> • <u>Governor Training</u>: The preferred revised date for Nick Horn to deliver data training for governors appears to be 20th February at 6.30pm. When this has been confirmed the invitation will be extended to Wensleydale School governors. <p>Action: Clerk to confirm date and inform governors *</p> <p>*Note: Clerk contacted Nick Horn immediately following the meeting but unfortunately was informed that he is no longer available for 20/02 and so meeting will need to be rescheduled again for a later date.</p> <ul style="list-style-type: none"> • <u>Link visits</u>: Link visits for SEN and for Staffing are to take place at end of January or beginning of February. Dates to be confirmed by email. • <u>Governor Attendance at Events</u> <p style="padding-left: 40px;">Year 11 parent's evening – GP attended.</p> <p style="padding-left: 40px;">Options evening 24/01/18 – DA to attend</p> <p style="padding-left: 40px;">Year 10 parents' evening 01/02/18 – EP and LD to attend</p> <p style="padding-left: 40px;">Year 7 parents' evening 14/03/18 – JR to attend.</p>	
<p>Impact Statement</p> <p>As a result of this meeting governors have:</p> <ol style="list-style-type: none"> 1. Resolved to ask the LA to request a pushing back of Ofsted from 24 to 30 months. 2. Interrogated Head and SLT on the teacher predictions made for final results following PPE and the plans in place to address gaps and challenge underperforming staff 3. Agreed the need for to consider staffing through a restructure and delegated powers in this respect to a Selection Panel and Appeals Panel. 		
<p>The next meeting of the GB is confirmed as 6.00pm on Tuesday 27th February 2018 at 6.00pm</p>		

There being no further business the Chair closed the meeting at 7.50pm