

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 18th December 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), Mark Hughes (MH), Estella Prince – Joint Vice-Chair (EP), Anthony Rawdin – Headteacher (Head), Jan Reed - Joint Chair of Governors (JR) and Guy Watkins (GW)		
In attendance for all or part of the meeting: Matt Gill – Deputy Head: Curriculum (MG), Tom Kelly – Deputy Head: Pastoral (TK), Alison Knight –SENCo (AK), Denise McFarlane – School Business Manager (DM), Lesley Sweeting – Clerk.		
(10 governors +5)		
Apologies: Steve Ingram – Joint Chair of Governors (SI), Kate Loundis – Senior Improvement Advisor (KL)		
No	Item	Action
PROCEDURAL – Part A		
GB18/43	Welcome JR opened the meeting, as Chair, at 6.00pm and welcomed governors. Governors were reminded that the aim is to keep to key discussions of core business as all agenda items are important and the meeting time needs to be limited.	
GB18/44	Apologies Apologies were received from SI and KL and were CONSENTED to.	
GB18/45	Confidential Items/Declarations of Interest There were no declarations of interest in respect of items on today's agenda. No items of today's business were declared confidential.	
GB18/46	Notification of Other Urgent Business One short item of urgent business was declared and was dealt with at this point: a. Co-option of JR JR's term of office as a governor ended on 16/12/18. It having been established that she was willing to serve for a further term on the FGB JR was duly nominated by SB and seconded by DA and was duly co-opted to serve a further term of office with immediate effect. The governor decision was unanimous. The new term of office will end on 17 th December 2022.	
GB18/47	Minutes of the Full Governing Board Meeting 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 20/11/18 were duly APPROVED as an accurate record, and signed by the Chair. There were no matters arising which are not dealt with elsewhere on the agenda. <i>It was agreed at this point to take the agenda items under Finance C next on the agenda to allow DM to then leave.</i>	
FINANCE – Part C		
GB18/48	LA Finance Review – Outcome Governors are aware of the work that has been going on with Martin Surtees (MS) from the Local Authority (LA) over the last 6 to 8 weeks which culminated in a meeting with Head and Chairs. Work has been done to balance the budget for next year and some very difficult decisions are needed around staffing. Thirsk School have	

<p>GB18/48</p>	<p>given excellent curriculum planner advice on revising the timetable for efficiency. A selection committee will need to be established for looking at changes in both teaching and non-teaching staff. The school is looking for savings across the budget and DM has done a lot of groundwork in this respect. It will not be possible to repay the accrued deficit short-term but the changes should allow a break even position over the next few years. If pupil numbers can be increased then the school will hopefully start to pay back the deficit in the longer term.</p>	
<p>GB18/49</p>	<p>5 Year Financial Forecast Copies of the detailed and the summary revised forecasts were made available to governors at the meeting and collected in after discussion. They will be made available on the secure governor part of the website. DM highlighted the following:</p> <ul style="list-style-type: none"> • The first column on the summary shows the current financial year 2018-19. The predicted deficit at the start of year was £105,000 which had risen earlier in the year to £175,000 but is now reduced to £139,000, this includes £35,000 of non-teaching redundancy costs. • The estimates for the next four financial years going forward are shown. The 'extra' funds promised by the government recently have not been included as the amounts are still unconfirmed. • The in-year position line in the summary shows as basically break-even. There will be new costs for revised NYCC contracts next year and most increases have been factored in. The ideas of the LA review have been taken into account but revision of staffing will need to go to the selection committee and due process will need to be followed. • Small in year deficits are shown going forward but MS was using 'broad-brush' figures in the review and the school is working to bring the budget in line. MS showed by year 2023- 2024 a possible in-year surplus of 105,000. <p><i>GQ: The forecast shows our student number reducing by about 70 next year– is that correct?</i> Answer: The LA was perhaps being over cautious and didn't want us to exaggerate the numbers. We have worked on their agreed number but at the moment there are 126 leaving in Year 11 in July and only 98 possible Year 7 coming in September.</p> <p><i>GQ: Can you elaborate on the staffing and curriculum changes being proposed?</i> Answer: The proposals are confidential at present and are based on a need to make further savings. The selection committee will meet prior to the January FGB and the proposals can be discussed there in detail. They will look closely at the matter in relation to the business case and the curriculum changes. Possible mothballing of the ROSLA building is being considered as another cost saving measure – this would mean significant savings on cleaning and utilities and perhaps income from leasing the space to another school.</p> <p>Resolved: A Selection Committee to be established consisting of one of the Chairs (either JR or SI), SB and one other governor.</p> <p>Proposal: That DM submit the revised forecast as seen to the LA: APPROVED.</p> <p><i>GQ: Can we debate MASS level?</i> Answer: The contract schedule will come to the January FGB for discussion.</p>	<p>DM</p> <p>Clerk to agenda</p>

GB18/50	<p>School Fund Accounts</p> <p>The school fund has been audited and signed off for 2017-18 and the independent examiner's report and accounts were made available to governors on the secure part of the website prior to the meeting. These need to be filed with Companies House by the end of January. It mainly consists of trip and visit money which goes in and then out. There appears to be a substantial amount in the fund at present but much of it is money ear-marked for residential trips. The free operating balance is only about £18,000.</p> <p><i>GQ: What is the scope of the School Fund? Could it be used as additional resource?</i> <i>Answer: There are terms for its use. They can be recirculated to governors.</i></p> <p>Governors APPROVED the audited School Fund accounts.</p>	DM
GB18/51	<p>Health and Safety Policy</p> <p>DM explained that this is an NYCC format and the changes made are mainly the title and the named staff. The H&S advisor has seen it. The Head is currently the named person and this will need to be changed when he leaves Bedale.</p> <p>Resolved: That the H&S policy is APPROVED and the updated copy put on the website.</p> <p><i>DM was thanked by the FGB for her work – particularly in respect of the finance review, and left the meeting at 6.25pm.</i></p>	DM
SCHOOL IMPROVEMENT – Part B		
GB18/52	<p>Addressing Gaps –SDP 2 & SDP 3</p> <p><u>A. Overview of Analysing School's Performance (ASP):</u></p> <p>The 2017-18 School Performance Summary was made available on the secure part of the website for governors prior to the meeting and the following points were highlighted at this point:</p> <ul style="list-style-type: none"> • The percentage of leavers entering Higher Education and employment is higher than the national average. TK has been working to build links with Years 9 and 10 regarding post-16 providers. • Percentage of pupils achieving Grade 5 and above in English and Maths was on the national average whilst both Progress 8 and Attainment 8 scores were above the national average. • Progress 8 for disadvantaged pupils was lower at minus 0.59 but there is a strong story behind this. If it is broken down further by prior attainment in the low prior attaining group (19 total) the 4 disadvantaged had a Progress 8 of minus 1.09; in the middle prior attaining group (41 total) 8 were disadvantaged with a Progress 8 of minus 0.61 whilst in the high prior attaining group only 2 were disadvantaged and their Progress 8 score was +0.49. Overall the disadvantaged groups in this cohort were very varied. • A disproportionately high number of the disadvantaged pupil group were low or middle prior attainers. A number of the girls who under-performed were those involved in the 'toilet-gate' incident. Four of the disadvantaged cohort came into Bedale School late with very low starting points and had very low individual scores. These small sub-groups significantly affected the total. • This cohort had been largely under the old pastoral system and when the current SLT inherited them and introduced changes it was too late for them to make much improvement. 	

**GB18/52
continued**

- The current Year 11 does not have the same profile and although there are still some motivational and behavioural issues the predicted results are looking more positive.
- There was a very obvious gender difference in the 2017-18 cohort with boys overall Progress 8 score at minus 0.52 being significantly lower than the girls plus 0.48 This year's predictions do not show an obvious difference.
- Low and non-attendance also had an effect and the school has case studies and convincing anecdotal evidence to support this. (Several student case studies were shared with governors to emphasise the above points).
- MG explained that the recent PPEs have been taken much more seriously by the current cohort and show improved scores and a closing of the gap between disadvantaged and non-disadvantaged students.

GQ: Can the governors see this data?

Answer: The results are not yet all in. The PPE data will be brought for discussion to the next FGB.

B. Attendance:

An attendance analysis from 5 September to 30 November was circulated prior to the meeting and TK highlighted the following to governors:

- At the time of printing overall attendance was 94.2% as compared to 93.8% at the same time last year. Improving attendance is still an uphill struggle but is getting better year on year. Last year at this point there were 89 persistent absentees and that number is now down to 65.
- Additional shadow attendance data circulated shows figures in red which explain the difference made by 6 pupils for whom there are strong case studies. Without these 6 being included the overall attendance would rise to 95.3%. The figures in blue show the effect of removing 4 other persistent absentees.
- The school can show evidence of improved monitoring and tracking of attendance and can also show a 3 year upward trend. Jules Higham's (EDA BDA) record of visit acknowledges the positive work being done and her January visit will focus on the hard to reach cases.

GQ: Would it be appropriate for a governor to join her?

Answer: Yes – the visit is scheduled for 14/01/19 at 9.30am.

- Form tutors have conversations with those students on the threshold of persistent absenteeism. Overall absence periods are now shorter.

GQ: Has passing on cases to the LA to pursue legally worked better?

Answer: There is still a capacity issue. Currently one case has gone to a provision order and two others are being progressed.

C. Behaviour:

The conduct and behaviour summary for half-term 2 2018-19 up to 7/12/18 was made available to governors prior to the meeting and TK made the following points:

- The blue bracketed figures in the last column show the effect of removing the data for 7 very disruptive students (4 new to Bedale High in the last year and 3 who

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joined the year before). Their behaviour is pulling in some formerly challenging students who had been making real progress.

- A group of eight Year 9 boys are having a business mentor meet with them weekly making them aware of the behaviour needed for work and this is having a significant impact. Over the last three weeks only two of the group remain in the top 15 offenders for low level disruption. Five of the eight have made significant improvement in reducing low level disruption and seven of the eight have improved overall. IN half term 1 seven of the eight had at least one lesson removal- this half term only three have received one.
- The plan for next term is to refresh expectation, and some work is being done on this with staff on the January training day.

GQ: Those pupils coming into Bedale from elsewhere – what control do we have over this? Not necessarily if they are running wild – but also coming in with lower expectations?

Answer: All the most recent ones have come in on parental preference requests. Some of these may be 'back-door' moves to avoid exclusion and this needs to be taken to the right forum. Concerns have been raised with the Behaviour Collaborative.

GQ: Are we prey to this because of our low numbers?

Answer: To an extent – but we are also getting pupils whose families want them to come here because they are hearing better things about Bedale.

D. Pupil Premium (PP):

AK updated governors as follows:

- The priority has been embedding the tiered approach to PP which has been implemented since September. All the staff know who the PP and disadvantaged pupils are and the support that is available. The approach is still in its infancy and there has only been one assessment point so far to measure impact.
- The initial feedback from staff is positive. The key is to maintain good communication. The development of the role of form tutors is a clear strength and is working well. AK has emailed staff to ask what is being done to support these pupils. The responses are good with staff liaising with subject teachers regarding homework and arranging career interviews etc.
- After AP1 the tiers were revisited after looking at attendance figures and progress in both English and Maths. There was only a small amount of movement needed. A couple of students went up a tier with increased intervention but more went down a tier as attendance overall is better than last year. Average attendance of PP and disadvantaged pupils is good overall – including current Year 11.
- Since the last FGB meeting the Year 7 catch-up report is live on the website. There is funding for those pupils not attaining the expected standard of English and Maths at the end of Key Stage 2. The school needs to evidence to both Ofsted and the LA how this money is being used. The report includes what it was used on, the impact and plans moving forward. It has mainly been used for English and Maths intervention and use of HTLAs.

GQ: How many students are in this group?

Answer: In Year 7 13 for Numeracy and 14 for English.

GQ: How is impact measured?

Answer: By tracking number of progress points and the work done to catch up with their peers and aim is to reach the expected standards by the end of Year 7.

GB18/53**Teaching and Learning (T&L) – SDP 1**

The Head informed governors of the following:

- Lisa Perry in D&T on a 0.7 temporary supply contract since September has found full-time work and resigned. A stop-gap replacement has been found at present and the concern is for the Year 11s not to be disadvantaged.
- The initial feedback from the Year 11 PPEs is positive, and from an organisational point of view everything has run smoothly. The Head and rest of the FGB wish to thank staff for invigilating and the students for their positive response.
- The questionnaires from the Year 7 parents evening have been collated and the feedback is positive overall with a couple of things identified that the school needs to work on.
- Staff have been thanked for the Christmas Show which was particularly supported by Team English.
- On 17/12/18 the staff well-being group organised a get-together opportunity for those teachers who wished to have a Christmas catch-up with each other. The staff well-being group will eventually do some work with the student group in relation to student happiness. AK is to do Level 4 training with 'Compass Buzz' to support this. LD offered to let AK have a link to a free resource on student well-being called 'Time for Change'. The student lead roles seem to be working well.

LDNovember 2018 T&L Review – Outcomes and Next Steps

The review report was made available on the secure governor part of the website prior to the meeting. The following was highlighted:

- The external review team consisted of Emma Lamden (EL) – Headteacher of Thirsk School and Katie Hunter (KH) – Assistant Head of Rydale School. EL was amazed by the positive change at Bedale over the last 18 months.
- The team observed lessons and met with the SLT. They highlighted the improving relationships between staff and students and also the recognition of achievement and hard work with the rewards assembly but also at classroom level. The feedback on middle leaders was good – and the strength of faculty leaders was recognised particularly their grasp of the data. The team didn't have time to look at the summative data in detail.
- The Head commented that behaviour on the day of the review was good.
- The use of the green pen and feedback was observed and the presence of the pupil folders meant that the reviewers could access these and talk to individual children about their support etc.
- The main key action identified was that of ensuring consistency of values and the embedding of changes across the whole school. Three or four of the lessons observed were deemed as still requiring improvement and these are already being followed up. The SLT recognise the need to reduce the in-school variation. Where things are done well there is some outstanding practice but where things are weaker the SLT need to work with faculty leaders to improve standards.
- MG will be assisting with Thirsk's review in January. He commented that he had learnt a lot from KH's feedback. The information from what the reviewers saw has been triangulated with the SEF.

<p>GB18/53 continued</p>	<p><i>GQ: Were the SLT expecting those lessons deemed 'requires improvement' to be so?</i> Answer: Yes – they are being followed up – those staff had already received support but there is still work to be done and further action will be taken next term</p> <p><i>GQ: As a model of review it appeared to work well – did staff appreciate it?</i> Answer: Yes. It was a developmental review, a peer review but with rigour and clear recommendations. We were pleased there was evidence to support the SEF but it has identified those staff who need additional support.</p> <p><i>GQ: Can our teachers observe outstanding lessons in other schools?</i> Answer: Yes – it happened last year and is one of the benefits of being in the Yorkshire Teaching Schools Alliance.</p> <p>Governors asked that their thanks be conveyed to the staff for their engagement with the review process and the work involved.</p> <p><u>Planned LA Monitoring Visit:</u></p> <ul style="list-style-type: none"> At the last LA Finance Review meeting concern was expressed by LA representatives that Bedale had not yet had a planned LA visit and the leadership were strongly advised to have a two day monitoring visit in the Spring term. The Head's view is that the LA are being a bit heavy handed and that a 1 day visit would better suit the school's needs and would be better understood as part of the LA monitoring role by the staff. The school will invite the LA as their partners to carry out a visit at the end of January and by then the PPE data will also be available. <p><i>GQ: Do we know what the difference would be between a 1 and a 2 day review?</i> Answer: With the proposed 2 day the LA originally wanted to look at Safeguarding, Attendance etc. things that don't need looking at.</p> <p><i>GQ: Would the one day be a reduced agenda?</i> Answer: It would be a detailed focussed day of monitoring of quality of T&L and outcomes. The SLT is trying to walk a fine line between challenging and supporting staff.</p> <p><i>Governor Comment: The previous LA advisor graded us more positively than Ofsted.</i></p> <p>Proposed: That the LA is invited to carry out a one day monitoring visit with the proviso that if it flagged up any concerns that they would want to see on a second day that could be arranged at a later date. AGREED.</p>	<p>Head</p>
<p>GB18/54</p>	<p>Self Evaluation Form (SEF) – Areas of Confidence and Concern As preparation for this item governors were asked to consider the following question: <i>How confident are the governors with the SEF assessments as they stand and how can we increase our confidence?</i> Copy of the updated SEF was made available to governors prior to the meeting. It is felt that there is now sufficient evidence for an overall judgement of 'good' to be made. The Head highlighted the following from the document:</p> <ul style="list-style-type: none"> Page one outlines the context of the school. The SEF is important as it is the starting measure for Ofsted. 	

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- Under overall effectiveness there is now confidence in the momentum of the key changes that the leadership has implemented having taken the school from 'requires improvement' into 'good'.
- Outcomes are key to the judgement and anecdotally Year 11 predictions are good. Most previously under-performing subjects have improved and there are some very good initial PPE results.
- It is acknowledged that there was need for considerable change and that much was inadequate between November 2016 and April 2017.
- The quality of T&L is now good overall and there is evidence to support this.
- As regards Personal Development, Behaviour and Welfare – a 'best-fit' approach has been adopted. Attendance is still a concern but is heading in the right direction with TK having conversations with parents, agencies etc.
- Spiritual, Moral and Cultural was a very weak area 18 months ago but pupils are now being helped to develop in all these areas and robust conversations are possible to evidence that there is rapid strengthening taking place.
- Safeguarding is OK. A recent screening check highlighted some extra issues and these are being addressed.
- The yellow sections still need input of data. The SEF is a working document and will be added to as an ongoing process. At the start of this year a short-term action plan was produced with areas to strengthen and these have all moved forward. The short-term actions have now been narrowed down to 7 remaining from the original 20. These will form the focus of the next professional development day.

The Chair invited governor comments/questions at this point:

Gov. Comment: English is looking positive and there seems to have been a turn-around – the Year 11 predicted grades look amazingly strong.

Response: The Head of Faculty has put in some hard work and has a good team.

Gov. Comment: It is good to be positive but we need to quantify – some elements have changed from x to y. I have highlighted some queries but am happy to send it to the Head rather than going through then now.

Head's Response: I would expect the SEF to be backed up with evidence - it is not just my judgement – it needs to be backed up by data -by internal data and outcomes and projected outcomes but also reports from external professionals and feedback from students, parents etc. Also by book checks which are part of scrutinising student progress.

Gov.Comment: Part of progressing from 'requires improvement' to 'good' is a maturing element – of having confidence in where we are as a school. We need to be 'blowing our trumpet' where appropriate but also being aware of where our weaknesses lie – it is a balance.

Head's Response: There are still areas of weakness – which I hope are reflected in the SEF. Under outcomes for example – certain subjects, performance of boys etc. But the SLT are genuinely positive – we can't relax and must continue to work hard to keep moving in the right direction. We need to be supporting student development as learners and also develop a new strategic plan to lead eventually to 'outstanding'.

GB18/54 continued	<p>Areas of key focus are – insuring T&L progress in all faculty areas; closing the gender gap; embedding the tiered approach for SEN, PP and disadvantaged; reducing persistent absenteeism till it is rare.</p> <p><i>GQ: Could this be seen by an YTSA headteacher and tell them what they need to know?</i></p> <p>Answer: It was seen by EL and KH before they came in to carry out the review and they based their starting point on it.</p> <p><i>Gov.Comment: We want governors to be confident in the SEF and the evidence.</i></p>	
GB18/55	<p>School Development Planning and Ofsted Readiness – SDP 4 & SDP 5</p> <p>TK explained that an exercise in how the SDP might move forward has begun with four proposed key priorities for the SDP of 2019 being discussed at the leadership meeting tonight. The 4 key areas are all part of the 'Excellence for All' aspiration. In draft these are:</p> <p>Secure excellence in teaching and learning across the school Including the development of a curriculum to meet the needs of all students and the ongoing establishment of excellent behaviours for learning.</p> <p>Deliver excellent outcomes for all learners Including the progress of key sub-groups: boys, SEND, HPAs, Disadvantaged.</p> <p>Develop excellent partnerships to support ongoing improvements Through existing forums such as YTSA, plus development of newer partnerships: Thirsk, Bedale Primary, Mowbray etc.</p> <p>Embed excellence in leadership and management Securing of effective leadership at all levels, especially through middle leaders and the effective reallocation of roles and responsibilities across the SLT to maximise capacity.</p> <p>Draft feedback on these aims is included in the document circulated. TK added that there is nothing yet in there about the budget but it is implicit in the aims.</p>	
OTHER BUSINESS Part D		
GB18/56	<p>Governor Visit Planning</p> <p>The Chair asked whether the current action plan would lead into next term's governor link visits. The Head agreed but explained that the plan has now been narrowed down with a key focus being PP and disadvantaged groups. It was agreed that this could be useful for governors to focus on also. The next run of governor visits will need to take place during the first half of the Spring term in time for feedback to be presented to the February FGB.</p> <p>Agreed: Relevant staff and governors to liaise over dates for visits for next term.</p>	
GB18/57	<p>Governor Skills Audit</p> <p>Agreed: That EP feedback regarding the Skills Audit at next FGB.</p>	EP Clerk to agenda
<p>Impact Statement</p> <ul style="list-style-type: none"> • 		

The next meeting of the GB is confirmed as Tuesday 29th January 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 8.10pm