

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 19th December 2017 in Room 2 at 6.00pm		
Present: David Atkinson (DA) Linda Donaghy (LD), Mark Hughes (MH), Steve Ingram – Vice Chair of Governors (SI), Gerry Price - Chair of Governors (Chair), Anthony Rawdin – Headteacher (Head) Jan Reed - Vice Chair of Governors (JR),		
In attendance for all or part of the meeting: Tom Kelly – Deputy Head (Pastoral) (TK), Kate Loundis – Lead Improvement Advisor (KL), Denise McFarlane – School Business Manager (DMc), Lesley Sweeting – Clerk to Governing Body (Clerk). (7 Governors + 4)		
Apologies : Stuart Bentley (SB), Andy Childe (AC), Kate Davies (KD), Estella Prince (EP), Mark Temple (MT)		
No	Item	Action
PROCEDURAL – Part A		
GB17/42	Welcome and Appointment of New Governor The Chair opened the meeting at 6.00pm and welcomed governors. EP and GP have met with DA in regards to his interest in becoming a parent governor and now recommend him to the FGB. The school has previously gone out to the parent body with no response. The FGB unanimously APPROVED the appointment and DA's term of office dates from 19/12/17.	
GB17/43	Apologies Apologies were received from the five governors named above and CONSENTED TO.	
GB17/44	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 and there were no items deemed confidential at this point.	
GB17/45	Notification of Other Urgent Business None declared.	
GB17/46	Minutes of the Full Governing Board Meeting 21st November 2017 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 21/11/17 were duly APPROVED as an accurate record, and signed by the Chair. <u>Matters Arising/Review of Actions:</u> <ul style="list-style-type: none"> • With ref. GB17/36 bullet point 5 SI and GP met with Head as outlined. • With ref. GB17/37e and SEND funding a letter to the Director was not sent because a response was received shortly after the 21/11/17 meeting which meant it was no longer necessary. • With ref. GB17/41 and a future link visit by MH and LD to focus on PSHE/Drugs Education is still to take place. Action: MH and LD will meet with TK regarding PSHE/Drugs Education in January when the Tutorials and PSHE programme have been re-organised for the new year.	MH/LD

PART B FINANCE

GB17/47
Budget Monitoring Report

Summary and detailed budget monitoring reports to 30th November 2017 and summary and detailed revised 3 year forecasts were made available to governors prior to today's meeting. It was agreed to consider the circulated ROV of SI and Chair on 13/12/17 which looked at budget monitoring alongside this agenda item. The following points were highlighted:

- The SEN funding has been 'bottomed out' and is included in the November figures.
- The predicted in-year position has improved from a deficit of minus £136,000 to one of minus £114,000. There may possibly be some small pockets of expenditure which can be clawed back to reduce this further to minus £100,000 or slightly less.
- As regards staffing some budgeted for main scale posts remain unfilled and are being covered by supply staff. Despite this staffing costs remain within the amounts budgeted at the start of the year.
- It is hoped to finish the year £30,000 under budget. The school is operationally tighter with better monitoring systems.
- The forecast figures are concerning and the in-year deficit is growing due to low pupil numbers. The predicted in-year figure for the end of 2018-19 is more than minus £216,000.

Governor Comment: This year's budget demonstrates that we are now managing the finances and reducing the deficit.

- The school is carrying £20,000 of safeguarded salary, next year this will be £42,000.
- Areas where further cuts can be made have not yet been considered but now need to be looked at. There is a danger that if too many cuts are made it will have a significantly negative impact on the measures needed to get the school back on track.
- Governors are encouraged that some inroads into the deficit are being made but the numbers for next year are challenging. The current Year 6 cohort overall in North Yorkshire is smaller – after next year this position improves and BHS's percentage share should therefore improve in future years. The Head stated that 40 additional pupils would make a significant difference financially.
- The Chair and SI were impressed at the thoroughness of the process in monitoring the budget and by DMC's ability to answer forensic level questions on the finances.
- BHS has a notice of concern from the Local Authority (LA) which is explicit about not having an in-year deficit but governors are not sure if this can be done at present without damaging the school. It was suggested that perhaps governors could take the initiative and meet

<p>GB17/47 continued</p>	<p>with appropriate Senior Officers at the LA – either Paul Brennan or Sally Dunn to explain why it is felt that the notice of concern requirements cannot be met. KL supported this idea.</p> <p>Action: KL and the Head will request such a meeting with the LA</p> <ul style="list-style-type: none"> DMc informed governors that the SEN funding forecasts are a 'best guess' at present as exact figures are not known for EMS, individual amounts etc. <p>GQ: We have talked previously about the Fairer Funding Formula – is there going to be a positive impact from this?</p> <p>Ans: It was anticipated that this would only bring an additional £30,000 but because BHS is in a capped funding situation the implication is that the school will not benefit even to this extent.</p> <p>Resolved: To approve the 3 year forecast as presented for submission to the LA.</p>	<p>KL/Head</p>
<p>GB17/48</p>	<p>Approval of School Fund Accounts for Submission to the Charity Commission</p> <p>Copies of the School Fund Accounts and independent examiner's report and also the Trustees' Report were made available to governors prior to the meeting. The Bedale High School Fund is a charity and is not part of the formalised funding of the school. The fund is used to help pay for trips etc. The audited accounts and the Trustees' Report have to be submitted to the Charities Commission. Notionally there is £56,000 in the fund but some is already committed making the actual between £11,000 and £12,000 with £5,000 of it in the current account.</p> <p>GQ: Are there plans for the use of the £7,000?</p> <p>Ans: Not currently. As the student council is being developed and also lunchtime activities it was suggested that pupils be consulted.</p> <p>Resolved: That the students be asked for ideas on how funds could be used.</p> <p>It was noted that a sponsored walk (previously a source of school fund money) had not been held this year as it was felt it was difficult to justify a day out of learning for this purpose.</p> <p>Governors unanimously approved the accounts for submission.</p>	
<p>PART C SCHOOL IMPROVEMENT</p>		
<p>GB17/49</p>	<p>Headteacher's Report</p> <p>Copies of the Lead Advisor KL's reports of 17/11/17 and 8/12/17 visits were circulated to governors prior to the meeting. On this occasion the Head gave a verbal report as follows:</p> <p><u>Consideration of the Lead Advisor Report 17/11/17</u></p> <ul style="list-style-type: none"> The report outlines the areas for improvement from the 2016 Ofsted Inspection and the 2017 HMI monitoring visit and then looks at the improvement to date and lists key actions and recommendations for continued improvement. Since the report an Access and Inclusion Officer, Alison Knight – who is a fully qualified SENCO has been appointed. SEN provision needs 	

**GB17/49
continued**

to be improved and the SEN Teaching Assistants need to be developed. Permanent pastoral workers have not yet been appointed.

- R.Cropper, an NQT has now been appointed on a two term contract for Drama. S. Bradbury the existing NQT in school has passed her first term. There is also now an NQT in Maths.

Quality of Teaching, Learning and Assessment

This term a great deal of activity has taken place to improve teaching and learning across the school including:

- An analysis of 2017 outcomes.
- Raising the levels of accountability of both middle leaders and class teachers.
- The formation of a Teaching and Learning team – which is now being embedded.
- New teaching routines to support students with internal exams. The preparation for exams has been very different and subsequently the Year 11 PPEs have significantly improved compared to their Year 10 exams. Some students have followed the guidance and done very well – however others are still adrift having had four years history of bad practice.
- However there are still inconsistencies across and within faculties in relation to expectations and delivery, the quality of feedback and the quality of home-learning and there is still work to do. Some staff are still not delivering to an acceptable level. Assessment practice and planning still require improvement in some areas. The strength of faculty leaders varies. The senior leadership team (SLT) are aware of the need to fast track some of these issues and are setting targets – some as short as a week – for targeted improvements.
- It is crucial that during the spring term the impact of work to improve the quality of teaching, learning and assessment becomes evident in the classroom, student books and in tracking data and Matt Gill will be held to account for this.
- Keith Watt, one of KLS colleagues, will be visiting in January and April in relation to Teaching and Learning.

GQ: What is happening in terms of improving assessment?

Ans: Base lining has been done – this was needed so that improvement could be measured accurately. AP1 was completed and raised concerns about some assessment practice. AP2 for Year 11 has just finished and will take place in January for years 7 to 10. The PPE data was completed on 15/12/17 and all staff met the submission deadline. The data has been collated and reports written. There is still some replication of poor practice and some staff still lack confidence to make secure projections. In some subjects robust conversations with staff have resulted in amendment of data.

There is still an inherited weakness around coursework in some technology subjects – where it can be up to 60% of the marks. Some parents therefore will receive a report of a 5 for PPE but an AP2 grade of 4 – because of this coursework issue. There were numerous parental complaints after AP1 - this

**GB17/49
continued**

time a large amount of thorough quality assurance has taken place but the legacy issues are still having an impact.

GQ: Where there are these areas is there a plan to pre-empt parental reaction?

Ans: There is a letter going out with the reports and at the parents' evening early next term staff can explain the data. We are not anticipating any complaints regarding the core subjects.

Personal Development, Behaviour and Welfare

Attendance:

The report states that whole school attendance is broadly in line with the national average and as such is better than that recorded for the end of the school year in July. However there are variations by cohort and year group.

TK circulated a table and graph on attendance and informed governors of the following:

- A few weeks ago persistent absence rates had fallen but during last week they have risen again. Significant changes have been made to address attendance.
- Overall attendance in first week in December had risen to 94% but in the last 7 days there has been a dip to below 90% - largely due to illness, particularly in Year 9.
- Advice has been received from both Claire Tiffany and Julie Parish but the lack of permanent pastoral support workers mean capacity to address the issues is currently limited.
- Alison is in charge of attendance monitoring and is very willing but is struggling with the pace needed and promptness of response and applying of sanctions require tightening.
- There is now a fast track route for some parents resulting in warning letters and if necessary leading to attendance panels and ultimately legal procedures and links to Prevention Services etc. These actions have not been applied in the past.
- The Head and TK are now acting as Attendance Officers as Alison's time was being taken up chasing other staff for first registers of the day and then teaching registers which detracted from her monitoring role and sending out of letters.
- Staff are now being held to account for prompt completion and submission of registers and these needs to become routine.

GQ: Are registers not electronic?

Ans: Yes they are but there were gaps where marks were missing – or it didn't specify where SEN children were etc. If the system is tightened up then Alison's monitoring responsibility will be more manageable.

- Claire Tiffany stressed that whole school ownership of attendance is needed. A refresher is to be provided for staff at the next training day.
- Julie Parish, Attendance Enforcement Officer, explained that once the school demonstrates that warnings, panel meetings, fines etc. are being

GB17/49
continued

followed up it will send a clear message to the community.

GQ: Surely registers are a legal requirement and this is therefore a staff disciplinary matter – also could it present a safeguarding issue?

Ans: A check on first registers is always done so that safeguarding issues do not arise. However as regards the issue it is partly to do with professional practice – in some cases registers are being taken but not sent immediately – it requires some retraining of staff in the basic requirements.

GQ: It seems almost as if because staff knew there was a back-up it was being used as a 'safety net' by some?

Ans: That has been an issue – and sometimes staff members make a mistake marking someone as present who isn't – or vice versa – but staff are getting the message as regards timeliness and accuracy.

KL commented that this is another example of a legacy of poor practice which has become embedded and is only one of the things that the SLT are uncovering.

- There are some individual students on an extremely low percentage attendance which has not been addressed for several years.

GQ: With particularly worrying cases is the school receiving external support from medical professionals etc.?

Ans: Yes – from CAMHS and Brompton House etc. It is not a recommended part of their care to miss school. In particular cases we may need to word letters slightly differently and ensure care packages are appropriate. Coding of absences is used so that the school knows where illness has been evidenced.

Behaviour:

A conduct and behaviour summary from start of half-term 2 to 08/12/17 was circulated to governors and TK highlighted the following:

- Overall behaviour continues to improve and the number of incidents has reduced. School is more settled and calmer although there are some hard core issues. A gradual improvement has taken place over the last 4 half-terms and incidents haven't increased significantly this half-term.
- There are still two agency staff on the pastoral support team who don't know the children well and planning is needed to deploy them so that Lois and Becky can work with the known individuals.
- One pupil is due to have a managed move to another school next term.
- The restoration element of behaviour management is not as developed as the SLT would like it to be – it is noticeable that the SEN children are responsible for 1/5 of removals from classrooms this term – an inclusion team is needed to improve this.

GQ: There is a vast improvement from the position last year – is this the result of the much stricter model?

Ans: Yes – however a number of students are still not getting the message – next term should continue to see a decline in incidents and we will challenge those 'hard core' students.

GQ: With disruptive behaviour when are parents invited in?

**GB17/49
continued**

Ans: Any pattern of repeat offending will lead to an arranged meeting.

GQ: Did keeping the identified group from last ½ term on report help?

Ans: Yes. Most came off after the initial two-week period. 1/3 were extended and 4 were kept on with TK and have had regular parent meetings etc.

GQ: With those children for whom it didn't work is there a plan B?

Ans: All staff including faculty leaders had pupils on report to them. Better teaching long term should engage students and reduce disruptive behaviour.

GQ: Are staff confident with the sanctions and are there still inconsistencies?

Ans: Staff are fairly confident. It is a simple procedure of three warnings and then a detention. Adjustments are made for children with particular needs. TK will go back to staff if something has not been dealt with appropriately. We need to be honest with parents if we don't get it right.

Outcomes for Children and Learners

The Head has recently been to a conference on 'Achievement Unlocked' looking at different student groups. The Head highlighted the following:

- Previously all disadvantaged groups were looked at together but in the overall grouping there are wide differences and vastly different needs. Tutors need to get to know their disadvantaged students well to be able to pinpoint key barriers to learning e.g. a Year 9 pupil who was asked why he didn't access 'Show Me My Homework' disclosed that he had no internet at home and no mobile phone – so access needed to be enabled for him. There is a still long way to go in identifying and addressing individual barriers.
- AP1 data varied considerably by subject area. It is expected that AP2 will show less variation.
- The report mentions the lack of 'meaningful' data for Key Stage 3 – there is now better assessment data but the overall system for its capture is not yet effective.
- As regards the year 7 catch up funding historically there is no history of ownership of its spend and impact – this is now being tracked.
- Destination outcomes have not previously been analysed – this is now being done by TK.
- Regarding Pupil Premium and raising achievement and closing the gap for vulnerable learners – the SLT are working across many fronts to address the areas for improvement. At all times they are promoting high expectations, both of staff and of students. A culture of accountability has been introduced which is unfamiliar to many of the staff. At the same time leaders are supporting staff on a number of levels.

Summary of Progress

- All leaders are acutely aware of the importance of improved teaching, getting to know individual children and developing appropriate strategies. Attainment of disadvantaged students is lower than non-

**GB17/49
continued**

disadvantaged and the low expectations of SEN students also need to be addressed.

- The quality of professional practice has been eroded with some staff being in a cycle of poor practice – leaders need to determine whether this can be addressed through a change of conduct and support or whether capability measures will be needed in some cases.
- This term the senior team have uncovered additional areas of weak or absent practice or provision.
- The data manager has not been replaced thus making a saving. The exams officer's hours will be increased and she will lead a team of admin. The opportunity will be used to reduce admin staff where possible.
- External support has had a very positive impact. It has been especially important for the English department and leader.
- Governors' attention was drawn to the list of key actions at the end of KL's 17/11/17 report and KL was asked to comment.

KL responded that the senior management were tackling an 'onion' of the 'requires improvement' position and are still discovering what is not in place in different areas and the scale of the job is now clearer. On the negative side - attendance still needs work, the school is still in 'requires improvement' and there is considerable variation in teaching and learning. There is an inheritance of staff not being held to account, bad habits and children's needs having not been met. Therefore after a year the school is not yet where it should be.

To quote the 8/12/17 report: 'in at least two of the lessons observed students were relatively subdued. While they were compliant there was an absence of enjoyment of learning. This extends from limited enthusiasm shown by the class teacher which then fails to engage the students fully in the lesson'.

However in contrast where lessons are good they stand out. The Head noted that KL's 8/12/17 visit was very developmental – the feedback is very useful – especially from the book scrutiny. The key questions have been used to develop a pack for staff to be used at the PD day in January but staff are already picking up on these key ideas.

GQ: BHS is not where we should be a year on from inspection – projecting a year forward can we get to 'good'?

Ans: The Head's view is clearly we can – but it has to be outcomes driven. Year 11 need to be taken to good outcomes – with positive progress 8 subject scores and meeting our wildly important goal (WIG). The school needs to be aiming for maximised outcomes for every student over the next six months. There has been some polarisation – there are some excellent results with A*s already in PPEs and some highly motivated students – but there are wide discrepancies.

KL's response was more hesitant because of the breadth of improvement needed in relation to attendance, disadvantaged students, SEND etc. and classroom experience across the school.

The Head told governors he is encouraged by the under-pinning work being

<p>GB17/49 continued</p>	<p>done – especially by Matt Gill, who has a strong rapport with the student body and with the teaching staff. Work is being done with the faculty leaders to get them to work with their teams and the development of the Key Stage leaders is also very important. For the SLT it is not an option to not try for 'good'.</p> <p>Governor Comments:</p> <ul style="list-style-type: none"> • <i>It is good to see momentum building and improved communication between school and home together with a growing culture of wanting to improve.</i> • <i>The key will be what happens when the SLT step back.</i> • <i>The structure will only work if the middle management team take ownership too.</i> 	
<p>GB17/50</p>	<p>Curriculum Planning 2018 The Head and Matt Gill (MG) have met with Julia Sellers and looked at timetabling. Governors were informed of the following:</p> <ul style="list-style-type: none"> • The move to a 3 year Key Stage 4 has been planned. A Year 8 options assembly was held earlier today (19/12/17) and a Year 9 options assembly is being held tomorrow (20/12/17). The options evening will be in January. • There will be a 3 form entry in Year 7 whilst other years will have 4 forms. There will be an emphasis on core subjects at Key Stage 3 with 12 periods for both English and Maths across the timetable in Year 7 groups and 16 in Year 8. The total number of teaching periods needed across the timetable is less than current capacity in some subjects. This will mean some staffing changes but in some subjects the surplus periods can be used in other areas e.g. Citizenship. • The 2018/19 curriculum will be leaner and the CPD day in January will be structured so that there will be a faculty leaders meeting with MG and Julia Sellers where they will be made aware of next year's timetable. • Opportunity to set groups is needed for Modern Foreign Languages (MFL) which is currently taught in a full mixed ability grouping often with predictions ranging widely from Grades 8 to 2. <p>GQ: How will the staffing changes be achieved? Ans: Natural wastage may be sufficient – otherwise a restructure will need to be considered.</p> <p>GQ: If this is needed what would the timescale be? Ans: Any restructuring process necessary would need to begin in January. Agreed that the 23/01/18 FGB agenda include consideration of future staffing.</p>	<p>Clerk to agenda</p>
<p>GB17/51</p>	<p>Careers Information, Advice and Guidance (CIAG) TK circulated documentation outlining the planned new CIAG programme for Years 7 to 11. TK has worked on this with Geoff Chapman, Head of Key Stage 4. TK highlighted the following to governors:</p> <ul style="list-style-type: none"> • The overview shows in yellow the themes that are already in place in tutorial time. CIAG needs to be delivered to Years 8 to 11 but it can also be linked to the Year 7 'Set Your Goals' programme. • There will be one CIAG drop-down day for each year group which could 	

**GB17/51
continued**

involve speakers or a trip.

- Years 9, 10 and 11 will have opportunity for careers interviews. Not every child will necessarily get a 1 to 1. There will be a core group who will know what they want to do post-16 and less certain individuals will need to be targeted. There will need to be work with parents to explore options.
- The paperwork shows the possible available support network organisations for CIAG. All have been contacted and some have put forward proposals – some are free and others would incur a cost. Some useful contacts have already been made as part of Business Friends of BHS (BFofBHS) e.g. Heck Sausages, Theakstons. A flyer is being developed for this organisation to put through letter boxes. A Year 10 parent runs a Business Network with a monthly area meeting for 30 or 40 companies and this will be contacted regarding possible apprenticeships etc.
- The Year 10 work experience week will change. Under the old system although most students were placed many didn't have a meaningful experience whilst others stayed in school. If a student has a direct contact work experience can still take place but for the others it will take the form of a 'work-ready' week. Day 1 will involve work-based presentations, Day 2 will be spent on personal statements, Day 3 interviews by real business representatives will be held, Day 4 will look at Apprenticeship Project and Day 5 will give students an opportunity to present as groups to a BFofBHS panel.
Details of this change will go out to parents before the end of term.

GQ: Won't those students who get a placement miss out on this 'work ready' week?

Ans: This won't be the only opportunity for these activities – CIAG will be built into assemblies and tutor time and there will visits of real businesses at other times to support with presentations, interviews etc. throughout the year. We will have successfully replaced activity for the group who were previously just left in school during the old work experience week. TK has been taking advice from Thirsk School on what has and hasn't worked for them.

GQ: How will you decide which students get interviews?

Ans: The first priority will be those Year 11 students who are potential future NEAT individuals. 'Work ready' week coincides with big trip week so some students will be offered interview opportunities at another time.

Governor Comment: This skeletal plan for the future represents a significant development going forward from the position at the last meeting.

It was noted that the government have just published a new career strategy so these changes are extremely timely.

<p>GB17/52</p> <p>GB17/52 continued</p>	<p>Reports on Governor Visits The ROV of JR On 1/12/17 in relation to SEN was made available to governors prior to the meeting. JR highlighted the following:</p> <ul style="list-style-type: none"> • The main worry was the 2.5 days of SEN support lacking following the closure of the EMS – this is now being supplied through two staff sharing the role – a Specialist SEN teacher and a Specialist SEN Senior Practitioner and this is already having a big impact. • There is a lot of work to be done and issues are still being uncovered. The SEN room needs to become known as a working environment. • The coffee mornings with parents of SEN pupils have improved relationships and communication. • The Specialist teacher is looking at all aspects of the students' expectation of learning, academic progress, attendance, behaviour, well-being etc. in a whole child approach and the Head is delighted with this input. • The appointment of a SEN qualified inclusion officer working across the whole school means a recognition of what is needed and work will be done with TAs to address previous low level disruption in classes. 	
<p>GB17/53</p>	<p>Policies The following policies were made available to governors to read through prior to the meeting. They are all NYCC standard policies personalised to Bedale:</p> <ul style="list-style-type: none"> • Staff Discipline Policy – APPROVED • Standards of Conduct Policy – APPROVED • Resolving Conflicts at Work – APPROVED <p>Review of the Teacher Appraisal Policy was deferred till the next FGB.</p> <p>Educational Visits Policy – This now has two appendices Safe Conduct for Staff and Specific Guidelines on Drugs etc. It was agreed that these strengthen the policy but that the wording be amended in regards to alcohol to tighten up the requirement that the trip leader is to have 'no alcohol' at any time. It was also felt that the requirement of the governing body to approve visits is confusing at present and that something additional is needed in the policy. The Head explained that the Evolve process is used for trips and that all trips would normally be brought to governors' attention. Governors asked that in case of trips abroad they should always be notified in advance.</p> <p><i>GQ: Is the current educational visits' organiser Ros Hayden – and does she produce a report?</i> Ans: Yes – and the report has to come to the Head for checking and approval. Agreed: That governors need to be made aware of the educational purpose of each trip. That trips should be reported to governors on a regular basis. Resolved that APPROVAL is pending subject to rewording of policy as described.</p>	<p>Clerk to agenda</p>
OTHER BUSINESS		
<p>GB17/54</p>	<p>Governor Matters</p> <ul style="list-style-type: none"> • <u>Governor Training</u> – there is a training session on the new assessment 	

	<p>system ASP arranged for 18th January at 6.30pm with Wensleydale.</p> <ul style="list-style-type: none"> • MH can't be the governor observer at the Year 9 options evening – DA agreed to do this. • The SLT will liaise with link governor partners regarding Spring term visit dates. • As the Chair will be abroad for the next FGB on 23/01/18 it was agreed that SI will chair the meeting. 	DA
--	--	-----------

Impact Statement**As a result of this meeting the GB has:**

1. Requested a meeting with Senior NYCC Officers to explore how to solve the probable need for another deficit budget in 2018/19.
2. Underlined our support for the SLT in addressing issues around the accurate recording of attendance.
3. Endorsed a much improved plan for Careers Information, Advice and Guidance.

The next meeting of the GB is confirmed as 6.00pm on Tuesday 23rd January 2018

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