

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 21st November 2017 in Room 24 at 6.00pm		
Present: Stuart Bentley (SB), Andy Childe (AC), Kate Davies (KD), Linda Donaghy (LD), Mark Hughes (MH), Steve Ingram – Vice Chair of Governors (SI), Estella Prince (EP), Gerry Price - Chair of Governors (Chair), Anthony Rawdin – Headteacher (Head) Jan Reed -Vice Chair of Governors (JR), Mark Temple (MT)		
In attendance for all or part of the meeting: Matt Gill – Deputy Head (Curriculum) (MG), Kate Lounds – Lead Improvement Advisor (KL), Lesley Sweeting – Clerk to Governing Body (Clerk). (11 Governors + 3)		
Apologies : None		
No	Item	Action
PROCEDURAL – Part A		
GB17/32	Welcome and Introductions The Chair opened the meeting at 6.05pm and welcomed governors. A card has been received from Beverly Smeeton, the previous clerk, thanking the GB for their kind gift and was circulated.	
GB17/33	Apologies All governors were present.	
GB17/34	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.	
GB17/35	Notification of Other Urgent Business None declared.	
GB17/36	<p>Minutes of the Full Governing Board Meeting 17th October 2017 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.</p> <p><u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 17/10/17 were duly APPROVED as an accurate record, with two minor amendments as outlined below, and signed by the Chair.</p> <ul style="list-style-type: none"> • On Page 4 bullet point 3 John Holding should read Jonathan Moulding • On Page 10 GB17/31 point 2 'inset day' should read 'twilight session'. <p><u>Matters Arising/Review of Actions:</u></p> <ul style="list-style-type: none"> • With ref. GB17/24 bullet point 6 and the SEN funding – there is an update within the Head's report. • With ref. GB17/25 and the cracking of the sports' hall floor - there is nothing further to report to date. • With ref. GB17/30 – SI and GP have yet to meet with the Head to verify performance management. <p>Agreed: That a date for SI and GP to meet with Head to verify Performance Management be set after this meeting and that they will then feedback to the GB.</p>	SI/GP

PART B SCHOOL IMPROVEMENT

GB17/37**Headteacher's Report**

A full written report was provided for governors prior to the meeting with appendices on Behaviour and Attendance and the Head highlighted the following points:

a. Introduction

- An NQT Maths teacher has been appointed with considerable ability and is settling in well and working hard. It is hoped in the longer term to strengthen links with the Yorkshire Teaching Schools Alliance, who are based at St John Fisher in Harrogate and work with 21 schools, so that they have confidence to place students here, which may, in turn, enable Bedale High School to 'grow' their own staff. There is one trainee placed in Geography at present. Bedale staff will need to be trained up as mentors to support this process going forward.
- Cover in the English department put in place following a teacher resignation has been extended from January. There will also be some re-timetabling of English from January to utilise the more experienced staff effectively. This will mean that two classes who have previously received split teaching will be taught by one full-time teacher.
- An advert has been placed for a 0.8 drama post to start in January following a resignation.
- There has been some recent interest and possible developments regarding the SENCO post this week.
- The projected pupil numbers for next Year are not good at present which will have a negative effect financially. 109 children have put Bedale High School as one of their choices but only 71 have put the school as their first choice with the others putting it 2nd or 3rd after Ripon and/or SFX. Demographically the current Year 6 is smaller and 80 pupils would put Bedale above in percentage terms. Realistically parents make their choice on first sibling and the other siblings follow. Bedale is developing excellent links with primaries e.g. going in to do Science at Crakehall and hopefully future applications will rise as a result.

GQ: Are other schools, where Bedale is 2nd or 3rd choice, oversubscribed?

Ans: There is no information at present but certainly historically they have been. Bedale needs good GCSE results next summer to boost parental confidence.

b. Teaching and Learning Update

- There are a number of positive developments and MG is leading increased sharing of good practice amongst staff. This has included excellent twilight sessions led by the Teaching and Learning group with a level of questioning which inspires confidence. However some staff remain unable to translate this good model into their daily practice.
- Year 7 book scrutiny has identified several teachers who need to improve the quality of their marking and feedback. Those not meeting the targets in this area will have the books re-looked at and action taken to bring about improvement.
- Specific coaching is needed around classroom behaviour management for targeted teachers.

**GB17/37
continued**

- Opportunities to buy in support for NQT in Maths have been identified. A strong programme of support in English is available through the LA and teachers are being targeted based on results. T.Wild is to visit Risedale School shortly and pair with a leading practitioner of English. All staff need to be hitting the descriptors for 'good'.

c. AP1 Data Analysis

Governors were provided with Year 11 AP1 data and projected results, as well as a breakdown by subject. MG explained the following:

- Previously in English there was some blind marking because of the new curriculum- now staff have a clearer understanding of what a grade 5, grade 6 etc. looks like. The results caused a question regarding the reliability of the data in Year 10. On the alternative curriculum day bespoke English sessions on the techniques needed for each of the 4 papers were held. This type of teaching is vital for Year 11.
- The legacy is still visible with specific weaknesses in some subject areas. Fortnightly meetings to look at PiXL strategies are assisting in improvements.

GQ: Looking at the Teaching and Learning the same issues are coming up again – marking and feedback, assessment not happening etc. What's to stop it ending up in the same place again?

Ans: No it is not that it isn't being done – but it isn't yet of the quality needed – no-one is inadequate but from time to time there are some inadequate lessons – even the weakest teacher is at 'requires improvement' level. It is a range of different things – specifically around data.

GQ: It is a given that if you are a teacher your marking and feedback should be of a certain quality – there don't seem to be any penalties for this?

Ans: If staff were inadequate we would need to put them on capability – we haven't needed to go down that route. Some of the staff who'd been described as good historically are doing less well than ones we might have expected to be inadequate. We won't shirk any issues. We will introduce targeted measures on the back of the PPE data.

- The AP1 data identifies 6 areas which could potentially underperform next year and work has already begun to address this. After the PiXL strategy meeting we have just had these areas will be revisited to ensure enough is being done.
- We are trying to change the culture to one of high standards and expectations. Some staff are not used to being held to account as this doesn't seem to have been in place previously. Marking, feedback and assessment is needed but students also need to know how to improve.

GQ: I expect you will get push back from some teachers – what will you do?

Ans: Historically some staff have been quick to go to their Unions but we now have an excellent relationship with the representative. This is all part of the cultural shift – nobody is actually anti – some staff are really going for it and changing whilst others are struggling because they have to change. We need the default setting for all to be 'good' and some staff are not there yet. Also some teachers were planning for behaviour rather than for learning – but that is changing.

**GB17/37
continued**

GQ: English was an area highlighted as focus for improvement regarding the Year 10 results. Are you confident that you have the right people in place to close the gap?

Ans: It stems from weak assessment practice – we have analysed the data and staff were assessing too narrowly. The students' underlying ability is higher than the assessment – taking one isolated piece of data is not helpful – a more balanced view is needed. We should not be seeing a regression – if at Year 9 students were working confidently at Grade 4 they should not be going down a grade at Year 10. If in one piece a student under-performs we would advocate staff go back to them and ask them to have another attempt.

GQ: Why wasn't this explained in the reports? – for instance 'on that one piece they did attain that but---'

Ans: It should have been identified – it is an issue with faculty leaders. Previously some staff have admitted to fabricating data. There are learning points from AP1 which we hope to have addressed by AP2.

- Year 7 and 8 students were very positive when asked about English – they find it motivating and engaging – along with the more practical subjects. However students were saying that teacher by teacher it was inconsistent.

LA Advisor Q: You have talked about addressing issues around higher prior attaining (h.p.a.) students in departments– are you doing the same for those predicted Grades 7,8 and 9 in English?

Ans: There are already extra support sessions for the top set after school and we will now plan and deliver bespoke sessions in exam technique for those predicted Grade 8 and 9.

GQ: Are these extra tuition sessions for those expected to achieve higher grades being offered in all subjects?

Ans: A lot is laced into lessons – 1 lesson a week is on technique rather than on content.

- In English the marking is now accurate and the results projected are higher than last year. The Senior Leadership Team (SLT) is working with 15 of the h.p.a. under-performing boys across all subjects. Each member of SLT is taking 5 pupils and having coaching conversations with them.
- Following the AP1 every teacher is taking responsibility for any student in their classes who is coming up 'red' on the data and interventions for these pupils in each year group are being implemented. Staff will be asked what they are doing for any flagged students in terms of planning, feedback and assessing.
- There are now 12 Year 11 students in the disadvantaged group and talks have been had with their tutors about strategies and ways of improving engagement. Evidence is needed of how these students are being supported and their needs are all different.

GQ: Would you see it as a positive that those staff in the hierarchy are having leader responsibility for those below them?

Ans: Yes. Now the SLT is training the faculty leaders to take responsibility as middle leaders and they are working as teams with their staff. The creation of a team structure and identity is a great improvement which wasn't there before.

**GB17/37
continued**

Chair's Comment: One of the differences from past discussions is that the SLT are articulating a set of actions which seem to indicate a group of people working collectively and people being held to account – it will be proven by outcomes.

d. Pupil Premium Strategy

The pupil premium strategy statement was circulated to governors prior to the meeting and the Head particularly thanked JR for her e-mailed comments. The Head is attending an LA event to link potentially with schools in London and Essex to look at Pupil Premium. The statement is being done retrospectively because it wasn't done properly last year. It is provided as catch-up funding and the school has to be honest about the position regarding its use as previously there was no one taking responsibility for PP and looking back there are PP learners below age-related expectations. It will be looked at as part of KL's next visit on 11/12/17.

GQ: The PP cost in budget is shown as £79,730 but the amount here is shown as £122, 540 – why?

Ans: This is the total amount including costs for CPD and attendance work.

e. Special Educational Needs and Disability (SEND)

A document from Tay Warren (TW) showing progress against the SEND action plan was circulated to governors prior to the meeting. By April 2018 the new SENCO appointee will take on a more secure situation. It has been a difficult term and there are gaps. There is still an issue of capacity with the Teaching Assistants (TAs) due to staff changes and sickness. A couple of the TAs have attendance management issues and vulnerable learners need regularity. Next term a new process for support staff appraisals is being introduced benchmarked against the National Standards for TAs. The TAs are characterised by a marked lack of professionalism at moment and there has been no history of holding them to account. It is a work in progress to rebuild after a difficult period. There has been a coffee morning and parents have been approached to come in and work alongside TW and see things for themselves. Some SEND pupils are making good progress whilst others with specific learning needs are not currently progressing.

GQ: Is there any progress regarding the unresolved SEND funding issue?

Ans: Assurances have been made but there is no progress as yet – it has gone back to the LA.

GQ: How much longer is TW with the school?

Ans: Till Easter.

GQ: Should we be writing to the Director of Children's Services regarding the lack of movement on the funding matter before the next meeting?

Ans: The SEN funding is not yet factored in for September because we don't yet know the amount and this will effect the final outturn figure.

GQ: It is shocking that some SEND students are not moving forward and not receiving the support as promised. Is it due to the damage of the loss of the 2.5 days of staffing and the EMS support?

Ans: It is difficult to assess the damage – the personnel are now much more effective but there is still no specialist SENCO. The biggest issue is the 2.5 days a week of a specialist which has not been forthcoming, If the school had known this was going to happen they would have declared themselves unable to meet the needs of three Year 7s and they would have gone elsewhere.

<p>GB17/37 continued</p>	<p>Action: GB will draft a letter to the Director before the Head and Chair's meeting to complain about the lack of support on this issue. JR will feed into this.</p> <p><i>GQ: Do we know why there is a delay?</i> LA Advisor Ans: I know that an appointment of an autism specialist was not made but I was told that the funding would be with the school shortly. I quite understand why you wish to write.</p> <p><u>f. Behaviour and Attendance</u> <u>Behaviour:</u> Since the last GB there has been one fixed term and one permanent exclusion. Students displaying low level disruptive behaviour have been targeted and some have responded positively. One staff member employed through an agency was not, after consideration, and after taking HR advice, made a job offer by the school. <u>Attendance:</u> Attendance has seen some improvement but attendance on Friday 17/11/17 Children in Need day, which the school decided would not be a non-uniform day, was very poor. A fast track process is now being employed using warning letters, attendance panels and if necessary for some the next stage will be the pursuit of statutory penalties in order to convince parents to act.</p> <p><i>GQ: This is disappointing because when we last looked at the attendance wasn't it more positive?</i> Ans: There has been improvement with some students but others are now having issues with attendance.</p> <p><i>GQ: Are we using other services to support these parents?</i> Ans: These are children who previously have not been challenged. Some parents collude because of difficulties but some students and families lack resilience and we need to persist.</p> <p><u>g. Conclusion</u></p> <ul style="list-style-type: none"> • There has been very positive feedback from pupils as regards form-time. • The pastoral team have been trained in Emotional Well- Being by Compass Buzz and are gelling as a team. The school need to invest in them and make appointments. • The military Service children have taken part in a Remembrance Day Service and a visit to Ripon Cathedral, as well as the regular military kids' club. • There is a positive focus in school of reward and recognition. • The overall AP1 data is positive with particular improvement in Maths. Overall current attainment is -0.47 but projecting +0.16 by the end of the course which is just short of the target of +0.2. (This year it was --0.08). 75% are predicted Level 4 and above compared to 63% last year; 50% are predicted L4 and above including Maths and English as compared to 42% last year. The data is more reliable than last year but the figures will be more accurate when the PPE data comes in. • KL added that at the autumn term performance review meeting the focus was the outcomes for 2017. The SLT are hampered by the lack of a data manager to do live analysis. The quality of assessment was discussed. There are some 	<p>GB/JR</p>
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<p>GB17/37 continued</p>	<p>positives but considerable variation between departments. The overall focus in 0.16 but there are differences across groups e.g. gender, disadvantaged etc. Governors need to look at the whole picture. -0.13 is a much better prediction for the disadvantaged group than last year but still below the non-disadvantaged.</p> <ul style="list-style-type: none"> There are quite low progress 8 scores for some subjects which are cause for concern e.g. General Studies, Music. All subjects are being addressed – for any with scores of -0.55 or below in danger of not meeting targets. Some of the smaller cohorts don't need much movement to get to positive. There are big concerns regarding weak practice in technology e.g. in Resistant Materials where the focus has been traditionally on the practical rather than on theory and exam practice. Degrees of difficulty do have some bearing on the results. <p><i>GQ: What about English Language and Literature which are a Grade less at least across the board?</i> Answer: It is possible to move the cohort.</p>	
<p>GB17/38</p>	<p>Reports on Governor Visits to School 3 visits have taken place since the last GB and the ROVs have been circulated to governors: Chair on 19/10/17 in relation to SDP KO4 SI and JR on 15/11/17 - staffing MH and LD on 07/11/17 - student welfare The following points were highlighted:</p> <ul style="list-style-type: none"> On their visit SI and JR looked at the Year 11 data sheet with the 110 students, ordered by scores high to low, showing which students need intervention. It was evident that some of those at risk were high prior achievers. They looked at differentiation in the classroom – some good some not and listened to student feedback saying that some subjects are challenging and some not. They asked how school are making sure the high achievers further down the school are being differentiated for so as to be challenged. The answer is work on stretch and challenge with book scrutiny and learning walks to focus on h.p.a. in the different years. Also Home Learning is being looked at to see what is being set to stretch the are also h.p.a. Teaching methods at Key Stage 3 are also being looked at. Masham Primary are using Self Organised Learning Environment (SOLE) and Bedale staff are seeing how it works and whether it can be used as a strategy to stretch children in the top sets. A governor commented that they found the information regarding the reason for the learning walk and the focus on a particular area really useful as a non-educationalist. 	
<p>GB17/39</p>	<p>Policies All 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"> Health and Safety Policy – APPROVED - with the minor alteration of Head of Department to Head of Faculty throughout – and it was noted that a name change was needed in respect of Mrs RPW as she is leaving. Capability Policy – APPROVED - with the title page 2016/17 date to be amended to 2017/18. Developing Performance Policy and Procedures – APPROVED Complaints Policy – new version with governor guidance - APPROVED <p>All these policies are next due for review in November 2018</p>	

**GB17/41
continued**

- Governors are invited to tea on Wednesday 13th December from 3.30pm to 4.30pm before the staff twilight session.

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

1. agreed action to address SEN funding and support issues;
2. raised as a priority for action improved careers education and guidance;
3. approved a credible policy for the use of pupil premium funds;
4. supported action to address staff under-performance including approval of policies for Capability and Developing Performance.

The next meeting of the GB is confirmed as 6.00pm on Tuesday 19th December 2017

There being no further business the Chair closed the meeting at 7.45pm