

Bedale High School
Full Governing Board Meeting
Tuesday 7th May 2019 at 6.00pm in BHS Room 2
MINUTES

Present:
David Atkinson, Stuart Bentley, Andy Childe, Katherine Davies, Linda Donaghy, Mark Hughes, Christine Inchley, Jan Reed - Joint Chair of Governors, Guy Watkins, Kate Loughlin

In attendance:
Tom Kelly - Headteacher, Matt Gill - Deputy Head, Denise McFarlane - Business Manager

Clerk:
Antonia Praud - Senior Clerk to the Governors NYCC
Peter McKenzie - Clerk to the Governors NYCC

Governor Question (GQ)/Governor Comment (GC) (colour coding)

- a. Ensuring clarity of vision, ethos and strategic direction
- b. Holding the Headteacher to account for the educational performance of the school and its pupils
- c. Overseeing the financial performance of the school and making sure it's money is well spent
- d. Agreed by the Governors

No	Item	Action
PROCEDURAL		
GB 18/103	Welcome, Introductions and Opening Remarks The Chair opened the meeting as Chair at 6pm and welcomed Governors. There was a special welcome for TK who had recently been appointed as the new Headteacher and a welcome to Kate Loughlin (Parent Governor) and Lucy Legard (Associate Governor – not present). The Chair indicated that the meeting would concentrate on three core areas in agenda items 8,9 and 15.	
GB 18/104	New Governor Appointments: Induction and training - It was noted that new Governors had already been on a tour of the school, and had covered the Safeguarding part of their induction, but are still awaiting school passes and lanyards. The Admin team will update the GIAS records.	DM
GB 18/105	Apologies for Absence Consented apologies were received from Steve Ingram, (Joint Chair of Governors), Guy Watkins and Lucy Legard.	
GB 18/106	Declaration of Pecuniary and Non-Pecuniary Interests and the rules of confidentiality No declarations of interest were made for any item on the agenda. Governors were reminded of the need for confidentiality. One confidential staffing item was noted. KL has agreed to attend a Complaints training course and will support the review of the School's complaints process.	KL
GB 18/107	Notification of urgent other business <ul style="list-style-type: none"> • There are interviews this week for teachers for maths and modern foreign languages. • Kate Lounds, the local Authority Officer, will visit on 14th May. • A Governor panel will be needed for a hearing. 	ALL
GB 18/108	To approve as a correct record the Minutes of the Governing Board Meeting held on the 19th March 2019 There was one amendment - It was noted that Lucy Legard's name is spelt with a 'd' and not a 't'. The Minutes of the FGB meeting of the 19 th March 2019 were duly approved as an accurate record and signed by the Chair.	
SCHOOL IMPROVEMENT		
GB 18/109	Year 11 data Matt Gill gave a 'Powerpoint' presentation on 'A summary of Year 11 AP3 and forecast GCSE data' and two documents – A Subject overview, and headline overview, were circulated. MG summarised the background to the process of assessment at the school for Governors. Success has been seen from the process where staff revisit topics, going over content and skills, followed by an assessment week. The cycle is repeated in all year groups three times per year and has provided meaningful data to Staff and aided students to focus on key areas of learning. Results: In summary, it is pleasing that gaps are narrowing in all key areas of focus. Governors noted:	

- AP3 data shows where the students were in March 2019
- The forecast data is the projection of likely outcomes in July 2019
- The GCSE figure shows the final outcomes for students last year (July 2018) for comparative purposes.

Attention was drawn to the following:

- Governors noted that staff are forecasting improvements and aim for pupils to be above the national average for data, Attainment 8 and Progress 8 results.

[GC - Governors challenged the reason for this rapid improvement?](#)

The main reason is that teaching has improved throughout the school.

Highlights included:

- There are 5 faculty leaders overseeing the subjects and how students are being taught. They have also undertaken a much finer analysis of sub groups and classes so support can be directed.
- Since the AP3 of Year 10, the school has been confident that this cohort will gain higher headline figures than that of 2017/18. In all key measures, staff are forecasting improvements. There has been an improvement in the quality of teaching across the school and the aim is to be above the national average in all key measures. All forecasts are well above last year's national figures.
- Girls are still outperforming boys in every key measure but the gaps are narrowing. This year, both boys and girls are forecasting a positive score (girls 0.61 and boys 0.03) and the gap has narrowed (was 0.91 gap last year).
- Even though the non-disadvantaged pupils are still outperforming the disadvantaged pupils in every key measure and every forecasting grade, in most cases the gap is narrowing significantly (0.3 forecast in comparison to 0.32 for non disadvantaged). This compares to a gap last year of -0.48 disadvantaged against 0.09 advantaged.
- The data for the core English and Maths was a concern, so there has been a drive with the 25 disadvantaged students in both these core subjects; providing bespoke revision programmes and individual mentoring meetings.

[GQ- Are there higher ability disadvantaged students in this cohort?](#)

Yes there are 5 students in this category. The higher prior attainers (HPA's) have performed much better than last year. This is down to much better Wave One teaching and having the right teachers with the right groups (the forecast is 0.29 in comparison to -0.19 last year)

There are some success stories in subject areas too; these include:

- Geography
- Art
- English
- Drama
- PE
- Textiles
- Food
- History
- French
- Music

Whilst also showing improvement, weaker subjects were also identified including Double Combined Science (-0.14), Computer science forecasting (-0.5), IT (-0.57) and Resistant Materials (-0.87). The SLT are supporting these departments with CPD and support plans.

[GQ – A Governor asked how these areas could be improved?](#)

Individualised support is being given and plans for improvement will be regularly monitored.

Governors noted that the greatest concern with these predictions is the Grade Boundaries for the new GCSE. (With the exception of English and Maths which have had two years to stabilise)

[GQ: A Governor asked what was the expectation for the current Y11's?](#)

Matt Gill said that whilst the boys have matured and are working harder there is a concern that some students are not doing enough work outside of school. 50 students have been told that they have to improve and were not granted a "passport to prom" which did cause upset. They were given areas to focus on and can turn this decision round. An immediate positive impact has been noted, with pupils keen to share their evidence of revision.

The ethos of home learning has to be emphasised to students far earlier than Year 11, and this message has already been given to pupils lower down the school.

[GQ - Why are the results for English in general not as good as for Maths?](#)

	<p>English as a subject has had to be revamped whilst Maths has not. Maths therefore has a more stable teaching approach.</p> <p>GQ- Exam technique appears to have improved?</p> <p>They are bright pupils, and many pupils benefit from support at school and home - the literacy skills are there.</p> <p>GQ - How do these results compare with those shared at AP2? (Autumn term)</p> <p>The results are pleasing and clear progress can be seen.</p> <p>See Confidential Minutes.</p>	
<p>GB 18/110</p>	<p>Monitoring the School Development Plan:</p> <p>The Head presented the revised School Development Plan.</p> <p>The 5 key priorities have remained the same (page 2 of the document). The Head noted he didn't want the plan to be driven purely by Ofsted, but also did not want to lose opportunity to allow the new planned Curriculum to drive the changes needed at the school.</p> <p>The 1st section of the School Development Plan has been revised to reflect the new framework around:</p> <ul style="list-style-type: none"> • Intent(1.1) • Implementation(1.2) • and Impact (1.3) <p>In 1.1, there is a need to ensure that the whole school is aware of what the curriculum should be and what it should achieve.</p> <p>In 1.2, teachers need to have a good knowledge of the subjects and courses they teach, helping learners embed knowledge and continue to ensure that students get exam feedback on a question by question basis to understand where marks have been lost.</p> <p>In 1.3, knowledge and skills need to be promoted across the curriculum so students know and understand the links between these skills and their futures.</p> <p>Section 2 of the plan deals with Behaviour and Attitudes. The school still has improvements to make in the relationship between staff and students.</p> <p>Section 3 of the plan deals with Personal Development. The curriculum promotes experiences that enable students to discover and develop interests and talents, enabling them to become successful learners.</p> <p>Section 4 deals with Leadership and Management. Leaders are committed to providing high quality, inclusive education and training for all. They provide effective support for staff and students ensuring the wellbeing and safety for all within the school community.</p> <p>The use of pink sheets with students has been very effective. Students have looked through their assessments and reflected on how they have done, how much revision they had done, how they feel – then looked at where marks were lost and reviewed exam technique. They have then set personal targets for the next assessment.</p> <p>Governors also noted:</p> <ul style="list-style-type: none"> • The school has high expectations and support for vulnerable students. Whilst Ofsted responded favourably, there is still more that can be achieved. • SMSC and PSCE sessions need to be purposeful. • Wellbeing is a priority and a wellbeing group is being formed. • There is an emphasis on the role of middle managers and class teachers – all staff have responsibility and accountability. <p>Staff are reviewing the SDP and will add in timescales. This will then inform individual action plans.</p> <p>Action: Governors are asked to look at which areas interest them in the SDP as this is an opportunity to review the visits programme and Governor responsibilities. Please confirm this to the Chairs by the next meeting.</p> <p>GC - There needs to be something in the Plan about Governors' responsibilities.</p> <p>This can be added after the next meeting.</p> <p>The Local Authority has offered a Governance healthcheck and the results can feed into the plan too.</p> <p>GQ – Does this give the school the opportunity to focus on a longer term strategic plan of where the school is heading, rather than being reactive to the school being in RI?</p> <p>The Head stated that he wants the school to be 'outstanding' but first it needs to be 'solidly good'. For example in Year 8 there is a gender imbalance that will impact on teaching methods.</p> <p>The plan needs to focus on both the more immediate and longer term plans.</p>	<p>ALL</p> <p>Chair Head/ Chair</p>

	<p>The Chair noted a change in the ethos amongst staff towards developing CPD and sharing practice within school – which is encouraging. Staff are very open to classroom visits etc.</p> <p>New Leadership arrangements</p> <ul style="list-style-type: none"> • Support is being given to the new Heads of Faculty • There is work to do with the Heads of Key Stage (form time/ assemblies etc) • Job description for the Pastoral Team Leader has been reviewed to allow for more autonomy to support the reduced leadership team more effectively. The aim for the wider team is to allow more time for pastoral planning and for behaviour data to inform intervention plans. • Job descriptions in the Admin team are being reviewed as workload is being redistributed (eg first aid) 	
<p>GB 18/111</p>	<p>Safeguarding A Safeguarding audit has been submitted to the Local Authority. Jules Higham (LA Officer) conducted a safeguarding visit– copies of the report were shared. Her visit focused on attendance and behaviour. Governors noted the significant improvement in results:</p> <ul style="list-style-type: none"> • 14.1% average absence from Persistent Absentees in the autumn term – reduced from 17.5%. There are now 58 students classed as a Persistent Absentee (was as high as 113 last year) This is a really significant reduction. • Page 2 – the school are not excluding pupils as regularly as previously but are instead focusing on restorative work, or internal isolation. The need to review the work of the pastoral team is to get pupils back in to school and class as soon as is appropriate. • The number of Exclusions are reducing. Withdrawal from lessons is being used less and this has seen a positive reaction from both pupils and parents. <p>GC: The use of isolation rooms has been raised in the media too? Yes, there is a need to have an alternative space - for many reasons. In school, the room is called the inclusion room and there are booths. The team are now considering moving this into a more open environment (more of a classroom) but it can be useful to have both kinds of facilities. It gives the pastoral team time to look at the reasons why an incident happened and allows the pupils the calm and space to think about their choices. Previously, the Pastoral team have focused on behaviour support and now the changes suggested will focus on the pastoral support needed too. Therefore the procedures are being reviewed.</p> <ul style="list-style-type: none"> • There was a blip last week for attendance (at 90.1%) as some parents thought it was a training day. • Overall attendance is at 94.1% and it is an improving picture. The signs are very positive. • There have been 6 PACE meetings this year. <p>GC Were any of these repeated for the same pupil? Yes and a couple of pupils have now left the school.</p> <ul style="list-style-type: none"> • 250 attendance letters were sent out this year. Parents are not complaining about the letters now as they understand it is a process we have to follow. • Governors noted the table at the end is very positive. All subgroups have improved with the exception of pupils with an EHCP. This included 2 pupils with permanent exclusions, it has skewed this data. JH was happy the team are supporting vulnerable students. <p>GC: Do you feel you get enough external support to keep the pupils who are most vulnerable? There is an ever decreasing range of support available as LA budgets reduce and are stretched. The school work with external agencies and keep the LA informed at all times. It also looks for alternative provision, support and works collaboratively where it can.</p> <p>Governors noted the LA may be interested in the art block that is being “mothballed” to provide a hub for targeted student support.</p>	
<p>GB 18/112</p>	<p>Behaviour for Learning Update Last term the school ran a “Learn Right” intervention. 12 boys are being targeted (for being “disaffected”) and are on a bespoke report. They have an hour a week as a bespoke session, need to present their work, and reflect on their attitude in lessons etc. They then presented back to parents – 11 presented well making references to a reduced number of detentions, improved postcards and positive reports home. Their perception and attitudes are improving.</p>	

	<p>There is a small group in Years 8 and 9 who are now having support for their social skills and interaction. The modules cover confidence, relationships, how to use language and vocabulary well, using form tutors to monitor the pupils and this is also supported by an HLTA (12 pupils on this).</p> <p>Next year the SLT have timetabled an extra slot for interventions to be led by the Heads of Key Stage.</p>	
Finance		
GB 18/113	<p>Budget Outturn statement</p> <p>The Business Manager had produced the Out turn Statement (as at March 2019), the Revenue Financial Forecast and supporting documents in advance of the meeting.</p> <p>Out-turn:</p> <p>At the time of the revised budget the school anticipated to end the year with a deficit of £139,281. The latest report shows this deficit has reduced to £114,011 and it is hoped this may reduce further with an anticipated refund from the MASS scheme. With the carried forward deficit of £634,863 from prior years this means the school starts the year with a deficit of £774,144.</p> <p>Start Budget:</p> <p>It is understood that 106 students will be joining the school in September. This is improved (had originally budgeted at 95) but the SBM has left 102 in the start budget to be cautious. 123 pupils leave in Year 11.</p> <p>This shows a deficit of £33k in-year. (It was confirmed this includes the restructure, as part of the finance review) The school would have been setting a balanced budget however there have been some staffing changes (needed to advertise for a maths teacher, and 2 Language teachers left and have recruited one with slightly increased hours) Judith Kirk was informed and confirmed to go ahead. (The school is on "notice" as a result of carrying the deficit, meaning staffing appointments need to be confirmed at the LA)</p> <p>Governors need to submit the start budget and 5 year plan. DM has put in the highest salary for those being interviewed – some further saving may therefore be made when the report reflects actual salaries. Governors agreed the start budget, subject to the amendment agreed and final review by the Co-Chairs.</p> <p>Governors noted the school needs to increase the number of pupils in school and make the form entries more efficient to increase the revenue into the budget. The school has already made a significant number of efficiencies and further reduction would impact the curriculum offer.</p> <p>Capital:</p> <p>A previous proposal to spend £15k on improving the servers was now underway. The school needs a rolling programme for IT – and Governors noted options in the future would include refreshing one of the 2 IT rooms, or investing in a trolley and laptops which has the benefit of flexibility.</p> <p>GQ: The school appears to be spending a lot on supply? Do you use cover supervisors?</p> <p>The use of supply is strictly controlled. The SLT cover a number of lessons and the pastoral team who also act as internal cover supervisors provide efficient cover too. It is important to find balance. There is one full time supply Maths teacher that was coded to this line – this post ends in September.</p>	
Vision, Ethos and Strategic Direction		
GB 18/114	<p>Collaborative Partnerships</p> <p>The school are looking at alternative ways to create funding through use of its facilities. Staff are working closely with colleagues in Thirsk and in the Teaching School Alliance. (eg CPD)</p> <p>See confidential minutes.</p>	
GB 18/115	<p>Governor Strategic Plan</p> <p>It was agreed by Governors that the June meeting be devoted to discuss the development of a Strategic Plan (5 year). Lucy Legard agreed to help with the planning for this item.</p>	
Governance		
GB 18/116	<p>Health and safety report</p> <p>A report had been circulated in advance of the meeting, covering the Autumn and Spring terms. A continual decrease in incidents can be seen.</p> <p>There was discussion surrounding the five 'additional information' points on page 2 of the report. Some asbestos had been found, sealed and made safe. Some science equipment has been isolated. The school have also completed an evacuation trial.</p> <p>For £2k, the alarm can be altered to enable a different alarm for a lockdown procedure. Agreed.</p>	

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	The Health and Safety Advisor carried out his annual inspection and seven moderate priority actions had been identified. There were no high risk items identified in the report. The School Business Manager is now implementing actions to address these.	
GB 18/117	<p>Access to information</p> <p>The Veritau report was circulated, confirming there are robust controls in place (Scoring – 4/5). Veritau have developed templates and completed one school visit. It is not good practice to use personal emails so the IT Manager has set up school emails for all Governors . Details were circulated. As a Governor has also left, the website password was also changed and circulated.</p> <p>GQ - Does a Governor have to be appointed to take responsibility for GDPR? It is understood that this is not the case.</p>	
GB 18/119	<p>Pay Performance and Progression</p> <p>In January, Staff objectives were reviewed and the SLT conducted lesson observations. Staff have been offered support and development. Staff will be offered a further observation, if they wish to request one. It was agreed that the new Clerk to the Governors will meet with Co Chairs and the Head to review the Governors calendar for the coming year.</p>	<i>Clerk, Co Chairs/Head.</i>
GB 18/120	<p>Policies - SEN</p> <p>The Special Needs and Disability Policy for 2019/20 had been circulated in advance of the meeting. It was noted that there was very little change in the policy, Governors formally agreed the revised policy.</p>	
GB 18/121	<p>FGB Meeting dates - 2019/20</p> <p>Dates will be agreed and emailed to Governors. Meetings will begin at 6pm on a Tuesday.</p>	
GB 18/122	<p>Any matters arising from item 4.</p> <p>It was agreed that there were none.</p>	
GB 18/123	<p>Date of next FGB meeting</p> <p>The date of the next meeting is on the 11th June at 6pm, potentially at the Children’s Centre.</p>	
	There being no further business the Chair closed the meeting at 7.50pm.	