

**Bedale High School Full Governing Board Meeting
19th March 2019 - Minutes**

Minutes of the Meeting held on Tuesday 19th March 2019 in BHS Room 2 at 6.00pm

Present: David Atkinson, Stuart Bentley, Andy Childe, Katherine Davies, Linda Donaghy, Mark Hughes, Christine Inchley, Steve Ingram – Joint Chair of Governors, Jan Reed – Joint Chair of Governors, Guy Watkins.

In Attendance: Matt Gill - Deputy Head (Curriculum), Tom Kelly – Deputy Head – (Pastoral), (Graham Birtle (Clerk).

Apologies: Lucy Legard, Estella Prince, Alison Knight – SENCO, Denise McFarlane – Business Manager, Tony Rawdin – Headteacher.

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 its money is well spent.
- d. Agreed by the governors

FGB Min no	Item	Action Lead
GB18/85	Welcome SI opened the meeting as Chair at 6.03pm and welcomed governors	
GB18/86	New Governor Appointments SI welcomed Christine Inchley as the new LA Governor. SI proposed the election of Lucy Legard as an Associate Member, JR seconded. The FGB voted unanimously in favour. JR updated the FGB about the Parent Governor election. Estella Prince was previously a Parent Governor whose term of office had ended. Election forms had been distributed and there had been two expressions of interest but only one form had so far been returned. EP was considering standing again. The closing date for nominations was Friday, 22 March and subject to the number of submissions an election would take place at the next FGB in May.	
GB18/87	Apologies for absence Apologies were received from the governors named above and were CONSENTED TO.	
GB18/88	Confidential Items/Declarations of Interest There were no declarations of interest in respect of the agenda. Governors were reminded of the need for confidentiality in relation to discussions at FGB meetings until minutes are published. There were no items declared as requiring a confidential minute.	
GB18/89	Notification of Other Urgent Business There was no other urgent business to consider.	
GB18/90	Minutes of the FGB Meeting on 19th February 2019 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. Approval of Minutes: The minutes of the FGB meeting of 19/02/19 were duly APPROVED as an accurate record and signed by SI.	

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GB18/91	<p>Matters Arising/Review of Actions TK provided an update regarding the parents' evening (GB18/79) that was held on 14th March. There was a 92% attendance rate. Parents attending and those contacted by phone did not express any concern regarding not having a separate Options Evening. MG had provided a comprehensive options booklet and parents appear to be content with the approach taken by the school.</p>
GB18/92	<p>AP2 Data MG provided governors with a summary on AP2 for Years 7&8. Particular attention was placed on data evidenced from Learning Walks, Work Scrutinies, and Student Voice.</p> <p><u>Year 7:</u> English and Maths has shown progress which was supported by observation of classes. A huge emphasis has been placed on the importance of working books which holds teachers to account for the work being produced by pupils. MG was pleased with the attitude to learning being shown by pupils. GQ – Is anything specifically being done to account for why boys are making more progress than girls? No, they are making progress in Maths and English but not in all subjects. GC – If that could be sustained that would have a huge impact. Agreed. The school is utilising meta cognition as a strategy to get pupils to think earlier which might be providing the positive results. GQ – Does the ethos of the feeder primary schools have an effect on learning and pupils challenging themselves? Potentially, and we do encourage staff to develop active learning. GQ – Can you show more progress is being made when comparing year groups? The evidence is available in the work books and by talking to teachers about the attitude to learning in lessons.</p> <p>There are areas of concern (see confidential minutes) Boys, High Prior Attainers, and Disadvantaged students are three key areas of concern. GC – Disadvantaged students aren't doing too badly compared to Year 8 and in some subjects are ahead. GC – Their attitude to learning is as high as other students in science and history. The questions that will be asked to understand more will include: Are your assessments accurate? Are they appropriate? MG had applied for a Leadership Lite Program through Carmel Institute. If successful it will provide CPD for the Science Team. TK informed FGB about engagement with Years 5&6 pupils in science and providing a CSI Day as a way of actively engaging student interest. CI expressed an interest to get involved. AC highlighted that the KS3 curriculum has been possibly overlooked in favour of the new GCSEs. Focus on what is being taught will be made under the new framework. MG informed governors that questions are being asked about why subjects are being repeated from primary school and the curriculum will be amended accordingly. GC – Primary schools would appreciate input from specialist secondary school teachers.</p>

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	<p>GC – A concern would be if there is a high attitude to learning but the progress isn't matched.</p> <p>GC – This can be seen when students are focused on completing worksheets which are then stuck in their work book. This is being addressed.</p> <p>GQ – How do the CPD teachers fit in to what will be addressed? They are involved in coaching, pedagogy, and planning CPD sessions. Faculty Heads hold teachers to account for the delivery of lessons.</p> <p>TK – In the Leadership Model next year they will take more of a leading role to drive things forward.</p> <p>GQ – Where does a teacher fit amongst middle leaders if they aren't performing adequately? We need to work with a teacher's strengths whilst providing support where required.</p> <p>GQ – There is a difference in the attitude to learning between boys and girls. Is that what you would expect? It needs further investigation. It is a small year group, and this can mean disaffected students will have a particular impact on the percentages recorded. It does not mean it is across all subjects, it can affect only one subject.</p> <p><u>Year 8:</u> The English curriculum has been transformed and is showing positive results. Having a stable Maths and English teams with teachers paired with the right groups and great HLTAs is beginning to have an impact.</p> <p>GC – There are anomalies in this group with a significant number of boys compared to girls, almost double the number which can skew the data. There are 60 boys and 34 girls with 12 boys who are being focused on as they form a disaffected group. The 12 are undertaking a Learn Right program addressing their attitude to learning. The 8-week program will show what progress has been made and have the boys provide their feedback to parents and teachers. It has had a positive impact on 5 or 6 students, some need more involvement and 1 is starting a managed move.</p> <p>(See confidential minutes)</p> <p>GC – 0% suggests the assessment is not fit for purpose. The assessments are to be rewritten based on investigations undertaken.</p> <p>GQ – What has happened in Maths as student results have dropped? KS3 topics become more challenging. MG had observed lessons and saw a good level of challenge in the top two sets.</p> <p>TK – AP2 was more challenging and students don't revisit what they learnt in the past unlike Year 7. The 42% making better than expected progress in Maths can look worrying but there is enough confidence around the way that lessons are planned and assessed to expect an improvement in the future.</p> <p>GQ – What are the expectations for AP3? It depends on the amount of new content.</p> <p>GC – Most students are on or above KS3 targets for English and Maths. It relies on consistency of teaching.</p>	
<p>GB18/93</p>	<p>Ofsted Framework MG provided a summary of the Ofsted Framework being consulted on until 5th April 2019, its changes and how it impacts on the school and the role of governors. 4 Areas of assessment: Quality of Education Behaviour and Attitudes Personal Development</p>	

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	<p style="text-align: center;">Leadership and Management</p> <p>An Ofsted inspection can take place from 5 school days after the first day a pupil attends that term; a short inspection is proposed to lengthen to 2 days; and Ofsted could arrive within 2.5 hours of a morning phone call.</p> <p>GQ – Surely that’s better? Yes.</p> <p>TK – The Lead Inspector will arrive 0.5 day before an inspection to gather evidence.</p> <p>MG – There is particular focus on middle leaders and curriculum, wanting to see documents in advance.</p> <p>Staff have raised in meetings that there is still the need to raise pupil expectations and aspirations. There is also a requirement to raise the resilience of students.</p> <p>Personal Development is to encourage students in their interests and talents in all aspects of their lives which could influence the curriculum as well as extra-curricula activities.</p> <p>GQ – Is the emphasis on British values increased? It’s essentially the same. The approaches taken for R.E. and teaching GCSE Citizenship meets the new framework.</p> <p>MG – Leadership and Management section hasn’t fundamentally changed.</p> <p>TK – There is a significant thread running through addressing the mental health and wellbeing of staff and students. Staff have had training. An anonymous survey has been circulated to staff which will be fed back to SLT.</p> <p>MG – Things which can be done before the summer term:</p> <ul style="list-style-type: none"> ▪ Develop a good knowledge of what the curriculum offers and what is offered at the moment; ▪ Ask staff what kind of learner do you want the students to be before they leave their subject; <p>GQ – When do they start inspecting using this framework? September.</p> <p>GQ – Are the rest of the staff as enthusiastic? Yes.</p> <p>GC – The cross curricula audit is something worth doing as it helps to identify differences. Yes, it shows differences in language and terminology between subjects.</p>	
<p>GB18/94</p>	<p>Safeguarding</p> <p>The Safeguarding report was an update from two years ago.</p> <p>TK informed the FGB that safeguarding concerns were fully addressed except for three areas which had identified concerns or weaknesses but where an agreed action plan was being implemented.</p> <p>2.3 – There was a new staff code of conduct which was to be adopted and then be agreed with staff.</p> <p>2.26 – There was no current lock-down procedure in case of emergencies but one was being developed with NYCC. JCQ guidelines were being used. Options for sounding an alarm were still being considered.</p> <p>GQ – Could walkie-talkies/radios be an option? Yes, and would be a simpler and cheaper option than an alarm system.</p> <p>6.4 – Education Visits training hadn’t been completed by all staff and has been booked for the Autumn term 2019/20.</p>	
<p>GB18/95</p>	<p>Attendance Update</p> <p>Over the past 3 weeks attendance was 95.1% and for the year up to half term was 93.9%. The current figure was 94.03%</p> <p>Although not hitting the national average of 95% TK expressed how well the figures were following the number of staff and students affected by the Winter virus. Routines and procedures appear to working.</p>	

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	<p>To achieve an Ofsted 'Outstanding' assessment the school needs to push beyond the 95% target. TK thought that the school was getting to a position to achieve it. Areas of concern were SEND (88.2%) with 23 students affecting the figures. 13 of the 23 are disadvantaged pupils. All is being done to help those students.</p> <p>GC – The figures appear to be going in the right direction.</p>	
GB18/96	<p>Behaviour for Learning Update TK showed data from each half term to highlight changes to the data. He suggested reporting the figures each term and changing the focus to providing updates on Behaviour for Learning work. There was a need to start work with pupils earlier. TK identified that the approach better suits the new Leadership model, the staff and student wellbeing work, and the move of the Pastoral Team to Room 29.</p> <p>GQ – We still need the call-out log to understand exclusions. Do you still look at times and lessons of exclusions? We are asking staff to complete that but it's not happening every time. SIMS is not user-friendly so we are trying to come up with simplified measures. If teachers haven't supplied information the Pastoral Team is being asked to add it later.</p> <p>GQ – Is there a pattern? Is it particular lessons? This has been examined internally.</p>	
GB18/97	<p>Year 6 Student Numbers TK informed FGB that a 95-pupil intake was the target. The current intake figure was 106 with probably a few more to come. 119/120 was the maximum intake but 115 was optimal.</p> <p>GQ – Why are two from Leeming RAF Community Primary School outside the catchment area? It could be that parents live in Quarters outside the area. TK wondered whether there was a need to reduce the figures in the plan but the prediction is for numbers of pupils to remain down for two years before they rise.</p> <p>GQ – Is it a balanced mix? Yes, it's fairly balanced.</p> <p>GQ – Does Ripon Grammar School have an impact? It has into Years 8 and 9. Two current Year 8 pupils have been accepted. The cost of transport can be a deciding factor for parents.</p>	
GB18/98	<p>Selection Committee Update See confidential minutes.</p>	
GB18/99	<p>Policies The Staff Code of Conduct was adopted unanimously. The Complaints Policy and Managing Serial or Unreasonable Complaints Policy were deferred until the next meeting.</p>	
GB18/100	<p>Governor Strategic Review See confidential minutes.</p>	
GB18/101	<p>Any URGENT business declared under Item 4 There was no urgent business.</p> <p><u>Other Business</u> TK informed FGB of the intention to ban mobile phones in school following discussion at SLT Meeting.</p>	

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	<p>Students could still bring phones to school but must not be used at any time during school hours.</p> <p>GQ – Could they be used in lessons for research or as a calculator? No.</p> <p>GC – There is an argument for using a phone for learning purposes in certain lessons. That creates a grey area.</p> <p>GQ – Will a letter be sent to parents? It will be trialled before the summer break to inform a final decision.</p> <p>GQ – Will phones be banned for school trips? That is a different scenario which can be trialled.</p> <p>GQ – What is the situation with phones and staff? It has to be the same.</p> <p>GQ – What about using phones in an emergency situation? This would have to be considered.</p> <p>GC – It would be good to promote the benefits of improved mental health of students when discussing this with parents.</p> <p>SI formally proposed, on behalf of the FGB, thanks be given to Tony Rawdin (Headteacher) for his contribution for his work and the improvements that continue to be made to Bedale High School. This was unanimously endorsed.</p>	
GB18/102	<p>Confirm date of next FGB meeting</p> <p>The next meeting of the FGB was confirmed as 9th May 2019 at 6.00pm</p> <p>Future meeting dates: 11th June 2019 16th July 2019</p>	
	<p>There being no further business the Chair closed the meeting at 7.55pm</p>	