

# Bedale High School Full Governing Board Meeting

24<sup>th</sup> November 2020 - Minutes

## Minutes of the Meeting held on Tuesday 24<sup>th</sup> November 2020 facilitated online at 6.00pm

**Present:** Steve Ingram – Joint Chair of Governors (SI), Tom Kelly – Headteacher (Head) (TK) and Jan Reed - Joint Chair of Governors (JR), Katherine Davie (KD), Kate Loughlin (KL), Lucy Legard (LL), Christine Inchley (CI), David Atkinson (DA), Guy Watkins (GW), Linda Donaghy (LD), Rich McGuinness, Natalie Mackenzie

**In attendance for all or part of the meeting:** Matt Gill – Deputy Head – Curriculum, Denise McFarlane – School Business Manager (DM), Alison Knight (AK), Johanna Daniel (JDa) – Clerk to the Governing Body.

**Apologies:** Andy Childe (AC)

### 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

No	Item	Actions
1	<b>Welcome.</b> Governors were welcomed to the meeting.	
2	<b>Apologies for absence and to determine whether absences should be consented to.</b> Apologies were received from Andy Childs Apologies accepted and CONSENTED TO.	
3	<b>Confidentiality and Declarations of interest</b> Governors were reminded of the expectations around confidentiality. There were no declarations of interest in respect of items on today's agenda. JR reminded governors to also check on website for interests outside of school Items deemed as confidential will be noted when they arise during the meeting.	
4	<b>Notification of urgent other business.</b> None	
5	<b>To approve as a correct record the Minutes and Confidential Minutes of the Governing Board meeting held on 15.09.2020</b> The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.	

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	<p><b>Six amendments were noted;</b>  Page 2 – bottom of the page should read ‘every 2 weeks’ rather than ‘every week’  Page 3 – bottom of item 9 reads ‘this will be rewritten’ but should state ‘this will be amended’  Page 4 – SR should read SI  Page 6 – all SR’s need to be replaced with ‘SI’. Also ‘do they have to’ should be replaced with ‘is CPD mandatory’?  Page 7 – the school has been very short staffed – not staffed</p> <p><u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 20/10/20 were <b>APPROVED</b> as an accurate record, and signed by JR, Joint-Chair.</p>	
6	<p><b>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points.</b>  None</p>	
7	<p><b>Parent Governor Welcome</b>  JR welcomed and introduced the new parent governors and asked them to say a little about themselves.</p> <p>RM introduced himself and explained that he has two children at BHS. He is currently working at RAF Leeming and has approximately 1-year experience of being a governor at his children’s previous school.</p> <p>NM introduced herself and advised that at present has 1 child at BHS. NM currently works at Crakehall school as an HLTA and is looking forward to getting involved at BHS in supporting both parents and children.</p> <p>JR advise that LL has been in touch with both RM &amp; NM I regards to their training. Additionally, KD has kindly offered to work with NM on the next SEN visit. JR thanked KD for continuing in the role and for facilitating this shadowing.</p>	
8	<p><b>Proposal of Co-option Governor</b>  SR advised that Chloe was hoping to join the GB however cannot do so now due to work commitments. However, it may be possible for her become involved in other ways. KL will be meeting with her to discuss this.  This item will be moved on for a later meeting</p>	
<b>PART ‘B’ – SCHOOL IMPROVEMENT</b>		
9	<p><b><u>MAIN DISCUSSION ITEM</u></b>  <b>Actions from School Improvement Partner Visit</b>  TK advised that following the visit from JD the school development plan has been amended. This is now available within the governor’s area on the website. Each of the 4 key areas have been updated.</p> <p>The SDP explains the rationale for each key area. The areas highlighted in red are phrases which have been added in to the SDP since the visit from JD and emphasise the actions around disadvantaged students. The areas highlighted in yellow are those the school are currently focusing on as priorities. The green highlights show the areas which have either been completed or are currently in action.</p> <p><b>Disadvantaged Students</b>  AK talked through the document ‘making disadvantaged our VIPS’</p>	

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The aim of this document is to ensure that the school is meeting the need for the disadvantaged students. There are 4 sub categories which overlap between each other, the SDP and the curriculum plan.

The green section 'parent engagement and support' is to ensure that positive relations are built with parents. Although progress has been made over recent years it is important to ensure that this is even more robust and that parents are contactable and not intimidated by contact from the school and that they feel comfortable to come into the school.

Signposting was discussed in the strategic meeting so that families are aware of the support available to them as many do not know i.e. free school meals or parenting courses or other resources they can access. Likewise, transition is a large area and it is important that the school makes early contact so that they feel prepared for the change.

Historically teaching strategies for the disadvantaged and vulnerable was around needing to be seen to do lots of additional strategies, however currently this is more about quality teaching for all and if these are being used in the classroom they are effective for everyone regardless of disadvantage.

Strategies such as, Rosenshine, reading, metacognition, group work and peer to peer support are all beneficial. Teachers are being reminded of these approaches for the disadvantaged students.

GQ – what is this Rosenshine approach?

AK advised that the Rosenshine approach is a collection or an approach created by Tom Sherrington who is a Head teacher. He created a book which summarises the different strategies and strands and methodology behind back to basics teaching. Essentially it is a selection of strategies teachers can use in the classroom.

MG gave an example of this around student's memory and recall. At the start of every lesson in the school students are asked to do a silent starter and asked to recall their knowledge linking to the last lessons.

AK moved on to explain that the next areas are more holistic and are in relation to the students understanding their individual barriers and disadvantages. To then ensure that their outcomes both academically and socially are the same as those who are not disadvantaged.

The idea of using role models for these students has been looked into, people for the students to look up to despite barriers they may have had. Student sometimes need something concrete to see that they can achieve rather than just an idea. This is also around mentoring and supporting.

It may be possible to use past BHS alumni (adults) that can show what they have achieved since school.

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TK asked the GB for assistance in relation to this, if they know of any willing volunteers that may want to be involved from different sectors. This may be through a group presentation or life journey. Or possible 121 sessions. The wider the network is, the greater the exposure that the students would receive.

GQ: would this take part in an assembly?

TK advised that this would be considered if they have a good story that is not just for the disadvantaged.

AK explained that there are lots of opportunities for students but the school needs to make sure that they are aware of these things and that they also engage in these opportunities which will build confidence and create well rounded students.

GQ: one of the biggest hurdles with disadvantaged children can be attendance, is this find at Bedale?

AK: advised that the attendance for this group is not too bad.

GC: this is very positive, if they are in school it is possible to make a real difference

GQ: what is the % of disadvantage students?

AK: confirmed that the NOR is currently 490 and there are 68 disadvantaged in the school.

GC: the mentoring etc is a wonderful initiative, it's a shame the whole school couldn't listen to this too?

AK: explained that the school are not limiting this solely for the disadvantaged, it will be a case of knowing the people and what they have to offer. If there is something that is applicable for the whole school this will be implemented.

TK highlighted that this will feed into the January training day and will be launched and promoted with. Staff will be made aware of the children that will be VIP's in school. This will not be to the expense of other students. But it is possible to see nationally disadvantaged students can slip through the net. These are the strategies that will benefit all students but need to make sure staff are aware of who these students are what the benefit is and how this is being tracked.

**Curriculum Planning**

MG Talked through 'making our curriculum a Bedale curriculum' document.

It is important that the school has a Bedale curriculum that is tailored to the school and the students in attendance. If the ethos of the school are courage commitment and compassion it is important that this is explicit within each subject.

With regards to Phase 4 the school has not been able to see the impact of this yet as this has not been in place long enough. There will also be the impact of COVID. Although many parents like the system it is important for the school to think about it.

Teaching strategies will be focus on creating challenging lessons. Due to some students not gaining their desired outcome, teachers should pitch lessons at a 9 and scaffold students not at this level. This will create sustainable teaching and will enable those capable of attaining those results.

Remote learning is not going to go away and will be here for the rest of the academic year. There will be some live lessons and some pre-recorded. Teachers are able to

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make use of the system 'National Oak' whereby teachers from the country have recorded lessons. This is a free platform for the school to use.

The Blue area relating to 'Improving teacher subject knowledge' is very important for the next 2 / 3 years. This will form part of staff CPD. For example, sitting mock exams with students.

GQ: do we know what the time scale is for curriculum review?

MG explained that JD will be leading this in January alongside other professionals from other schools that will come in to the school to review and carry out a consultation.

TK: advised that the date still needs to be confirmed and that it is important that some school specialists are included alongside JD.

GQ: is this along the lines that you were thinking LL? following the visit in term of the strategy?

LL explained that the main objectives of the GB is to set the strategic vision for the school which is then charged to the management to execute, this is the SDP. which is then monitored by the GB. The meeting with MG was very helpful. The section completed by LL is very theoretical in relation to plans. There are 2 main concerns about this;

- What is the best way for the GB to monitor the effectiveness of what the school is doing in terms of raising the quality of education (there are several pragmatic suggestions within the report).
- Being mindful of as governors – the school is halfway through the Ofsted inspection cycle. Although the year has been very challenging due to covid, it is important that the SDP is confirmed and that this is turning into action.

It is fantastic that staff are on it in the now however the role of governors is to plan and look to the future.

JR was aware that LL had come out of the meeting with some concerns and it is important that the GB hear these in context.

TK offered some reassurance around any concerns. The curriculum more than any other area of school is never a destination more a journey as it is changing constantly. The way the school is being asked to teach, the content and how this is judge externally has changed significantly over the last few years. With regards to the planning aspect, other schools in the area are in the same situation as BHS. However, TK is in agreement that there is a lot of work to do with it.

There is a lot of work that has already been completed around the curriculum. MG has started this early so a lot of groundwork and foundation has been matched to the framework. This is not a case of ticking boxes for Ofsted but rather aiming this at BHS students.

Bedale values are being taught in a meaningful way and are being fitted into the curriculum in a meaningful way.

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	<p>TK advised that he is not worried about this and feels that the GB should not be. The school is in a good position timescale wise in the Ofsted window will be in a good place.</p> <p>LL did not want to give the wrong impression but was concurring with TK. However, was concerned that the school does not become distracted with new plans before confirming the current plans. The concern was that a year has been lost due to COVID and it is important to get the SDP into the position where the GB have a good understanding of how well it is going. Although this is never easy it is important to look at this from different angles in terms of training.</p> <p>GQ: as governors how much detail do we need to know? and if Ofsted ask questions do we all know enough? Would it be practical for each member of the GB to take a subject to have a good knowledge? Would that help us as governors to have more knowledge or would that be too much?</p> <p>GC: I feel that I know the school as a parent but lack understanding above that. I don't know everything but feel it would be beneficial to have more knowledge.</p> <p>GC: it would be a good idea to take this into the strategy meeting and plan how we do that.</p> <p>MG explained that SLT has not looked at the data recently, but there has been an improvement in all sub groups. Although the grades were centre assessed last year it is possible to see an improvement from 2017 onwards.</p>	
<p><b>10</b></p>	<p><b>MAIN DISCUSSION ITEM</b></p> <p><b>Science &amp; Technology Faculty Review – Initial Feedback</b></p> <p>TK explained that the faculty reviews were previously called deep dives.</p> <p>MG advised that the school is mirroring the process of Ofsted visits. Whereby three or four departments are intently scrutinised. The school follow this process with each department throughout the year. The mock up involves processes such as</p> <ul style="list-style-type: none"> <li>- Learning walks</li> <li>- Discussions with teachers</li> <li>- Review of faculty development plans</li> <li>- Student voice</li> <li>- Data</li> </ul> <p>Each department receive feedback in booklet form which includes an overview of teaching and development. this is a development tool which also prepares teachers for external inspection.</p> <p>Examples of some of the initial findings in terms of development;</p> <ul style="list-style-type: none"> <li>- Look at use of homework and how that is used to support learning – areas not happy with so this will be addressed</li> <li>- How assessment is used and the appropriateness of those assessments</li> <li>- Delegation of certain areas of responsibility to certain staff. Should be part of team rather than dictated to</li> <li>- Practical enjoyment is waning due to being unable to carryout practical's</li> </ul>	

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	<p>There were lots of strengths in each department which are included in the report, however the focus was on areas of development.</p> <p>TK explained that governors will be aware that this process had begun for Science however this was postponed until after lockdown</p> <p>GQ: has there been an impact due to being down a technician?          TK: yes, this has had a significant impact to the department. This has caused delays with regards to the practical's.          GQ: are other schools in the area moving back to practical's after covid?          MG: a meeting took place with Rachel from SFX to gain her views and they have slowly started introducing them. They have more detailed risk assessments and codes that staff need to read around. The school is keen to get back to doing practical's again.          TK: although health and safety is vital at the moment it this should not stop the practical's from going ahead.</p>	
<p><b>11</b></p>	<p><b>Staff Wellbeing Survey – subsequent areas of focus</b></p> <p>TK talked through the key points of the staff wellbeing survey. It was important for the school to gauge staff and student wellbeing opinion.</p> <p>The survey was completed 5 weeks ago at the end of the first half term. There were 36 responses out of 50 staff members. There were no staff that 'slightly disagreed' and 1 that strongly disagreed. AC &amp; SB will hold a meeting with staff next week to dig down and formulate actions.</p> <p>TK explained that an example to try and reduce stress might be to introduce an email window. This would create email free weekends. Staff can write emails and program to send at a certain time. This will be discussed at the meeting with staff.</p> <p>There were some encouraging responses and it is clear that staff feel that the measures in place are keeping them safe.</p> <p>It is important to highlight that if this survey was completed now it would probably not be as positive. Although all staff are amazingly resilient stress seems to be building. Some staff feel very anxious about the school remaining open. They are aware that this is from the government but feel quite nervous and anxious about it. Staff are starting earlier and finishing later, therefore working longer hours. Although the survey is positive the school need to look how to get staff through to Christmas before they go off with stress and anxiety. This may not be solely due to the stresses of work but there is another lockdown, dark nights and people are stressed. Extra reassurances need to be given to staff.</p> <p>GQ: the school is also being asked to operate as a HR department, is there any support from the LA? this is not a unique situation to BHS. Is there anything in place from them?</p> <p>TK advised that there is not anything specific from the LA. SLT are supporting each other and likewise the staff are too. The school is using HR signposting such as Occupational health and health assured.</p>	

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	<p>It is important to acknowledge that from the feedback that staff are not blaming or resenting the school. But it is important that the feedback is listened to and understood.</p> <p>GQ: governors are very sorry to hear this but are also not surprised. It is reassuring that this can be relayed to governors honestly and it also gives governors great confidence that the school has a grip on the situation and that you are aware that staff feel this way. With all things considered it is pleasing to know that the school is focusing on good teaching. Everything that has got to be managed with covid is endless. You also raise a really good point regarding teaching staff not having had the rewards that NHS staff have had. It would be good to get recognised for everything they have done.</p> <p>TK: Staff are missing the colleague contact time that is not possible for them anymore. Staff do not get chance to sit down and a coffee with each other anymore, everything is done over email which doesn't have as much impact.</p> <p>GQ: are you in contact with the students? In relation to their mental wellbeing? TK: AC has formed a group of students which includes some disadvantaged students. They have collated some questions and have nearly 500 completed. Results will be shared once they have been processed.</p> <p>GQ: looking at the responses from the survey there is one member of staff strongly disagrees that they don't have anyone to talk to. This may be something to consider mental health wise. TK: SLT are aware of this and there was actually a name on this survey so a follow up is possible in this instance.</p>	
<p><b>12</b></p>	<p><b>Annual Safeguarding Report</b> AK explained that the annual safeguarding report is a refresher and a reminder of the context of safeguarding in school and reminds everybody of the training and allows tracking of any updated policies. It allows the school to keep abreast of any updates and ensures that guidance is up to date</p> <p>GQ: with regards to the bullying incidents, how many of those were dealt with satisfactorily? AK advised that this can depend on difference of opinion with the definition of satisfaction. There will always be cases where pupils and parents may not be happy with the outcome. However, the school is tackling any issues. Andy Collinson is a fantastic addition to the team and has dealt with issues very well</p> <p>GC: the GB is lucky to have DA but the GB should be asking quite a lot of questions about this i.e. who keeps the single central record etc.</p>	
<b>PART 'C' – POLICIES</b>		
<p><b>13</b></p>	<p><b>All policies were circulated to the GB before the meeting this evening except one which will be brought back to the next meeting.</b></p> <ul style="list-style-type: none"> <li>• <b>School H&amp; S Policy</b> The part recommended from LA H&amp;S department and has been tweaked. The only changes are staff names as some left and some joined. Some departments have separate policies however this is school wide.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• <b>Information Policy</b> This was created after GDPR. It has come from Veritau which are the data protection officers. There are very little changes nothing fundamental.</li> <li>• <b>Biometric Policy</b> This is a new policy recommended by Veritau, as the school does currently hold finger recognition for meals.</li> <li>• <b>Governor Allowance Policy</b> This will be brought to the next meeting</li> <li>• <b>Capability Policy</b> HR recommended template – agree with school practice – not changed at all</li> <li>• <b>Disciplinary Policy</b> There are no changes to this policy but needs to be reapproved.</li> <li>• <b>Developing performance Policy</b> No changes</li> <li>• <b>Smoke Free Workplace</b> No changes</li> </ul> <p><b>The polices were all UNANIMOUSLY AGREED by Governors for approval</b></p>	
<b>PART 'D' – FINANCE</b>		
14	<p><b>Update from Finance Committee</b> SI gave a brief update; briefings have not taken place due to the focus being elsewhere.</p> <p>SI commented about the press last week stating that there is a significant deficit across the county which will no doubt affect the school. This will be seen from the LA in the months to come.</p>	
15	<p><b>Finance Monitoring Report</b> DM gave an update on the finance;</p> <p>Overall the budget is 33k better than the initial start budget. However, it is important to point out that the budget is still in deficit.</p> <p>The school will continue to take a prudent view on lettings due to the current situation.</p> <p>Several MSA's have been recruited to reduce the strain on current staff due to the increased break times etc. this accounts for 4.5k.</p> <p>Supply staff is currently low however staff may go off due to the current situation</p> <p>GC: are the government giving the school any money to cope with COVID? DM advised that the school meals have been refunded, however the school will not receive anything in relation to hygiene products.</p> <p>DM advised that the contract review will take place. It is the time of year that the school commit to the LA contracts. The cleaning agreement has some minor changes but has been placed on hold until COVID passes. With regards to the insurance, this is currently provided by the LA for an inclusive cost, however an insurance department will now be checking policies to ensure there are no gaps. The school can opt in to this service and should be much cheaper than the current price approximately 40%.</p>	

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<b>PART 'F' – OTHER BUSINESS</b>	
<b>16</b>	<p><b>Arrangements for FGB Strategy Day</b>                      The GB discussed the strategy day with governors preferring to meet in person if possible to do so with the restrictions which may be in place at that time.</p> <p>Governors suggested that it would be more productive to meet in person rather than online. It may be possible to meet in the dining hall and follow social distancing guidelines and to have the option for governors to zoom in if unable to attend in person. Preferring to meet before half term</p> <p>A tentative date was agreed of 6<sup>th</sup> February 10.00 – 15.00</p> <p>SI asked that governors' message him privately if there are any objections.</p>
<b>17</b>	<p>Any Matters arising from item 4                      None</p>
<b>18</b>	<p>Date of next FGB meeting: 15<sup>th</sup> December 2020  <b>Please note: Reports of Governor Visits to be submitted by 8<sup>th</sup> Dec</b>                      Items deferred to December: Y7-11 AP1 Data</p> <p>JR would like to remind governors to complete visits and hand in reports before the next FGB meeting.                      TK thanked the GB for the ongoing support,</p>
<b>19</b>	<p><b>The meeting closed at 7.30pm.</b></p>