

**Bedale High School Full Governing Board Meeting
19th January 2020 - Minutes**

Minutes of the Meeting held on Tuesday 19th January 2021 facilitated online at 6.00pm
Present: Jan Reed - Joint Chair of Governors (JR), Tom Kelly – Headteacher (Head) (TK), Katherine Davies (KD), Kate Loughlin (KL), Lucy Legard (LL), Andy Childe (AC), David Atkinson (DA), Guy Watkins (GW), Linda Donaghy (LD), Rich McGuinness, Christine Inchley (CI)
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 (JD) – Clerk to the Governing Body.
Apologies: Steve Ingram and Natalie Mackenzie
Governor Question (GQ)/Governor Comment (GC) (colour coding)
<ul style="list-style-type: none"> 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

Item	Actions	Gov
6	To follow up meeting with Amanda Newbold re: wider school partnerships	SI/JR
8	To feedback to the FGB regarding the curriculum review	SLT
10	To implement suggested actions	SLT

No	Item	Action
1	Welcome. Governors were welcomed to the meeting.	
2	Apologies for absence and to determine whether absences should be consented to. Apologies were received from Steve Ingram and Natalie Mackenzie Apologies accepted and CONSENTED TO.	
3	Confidentiality and 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. 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	Notification of urgent other business. TK advised that there are 2 vacancies within school which will be advertised shortly. Likewise, the Design and technology technician post will be re-advertised.	
5	To approve as a correct record the Minutes and Confidential Minutes of the Governing Board meeting held on 15.12.2020 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. One amendment was noted; The top box states that Christine gave apologies however this was Linda. Approval of Minutes: The minutes of the Full Governing Board meeting of the 29/12/20 were APPROVED as an accurate record, and signed by JR, Joint-Chair.	
6	To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points.	

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	<p>To confirm the date for the curriculum review with JD This meeting will go ahead week commencing 8th February 21 SI & JR to meet with AN and report back to the GB JR confirmed that a meeting with Amanda Newbold will hopefully go ahead soon and that this is being chased.</p>	
PART 'B' – SCHOOL IMPROVEMENT		
7	<p>MAIN DISCUSSION ITEM: HT Report</p> <p>COVID testing TK explained that the school was asked to carry out three strands of testing upon return to school in the new year. These included;</p> <ul style="list-style-type: none"> • Mass testing of all students • Ongoing weekly testing for staff • Serial testing for those identified as being in contact with a positive case – this entails daily tests for 7 days to ensure they can stay in school. <p>This was implemented in the hope that this would lead to a break in transmission and therefore fewer absences from school. Parents were contacted to advise that this would not take place in the first week of school. Since then a survey has also been carried out with staff and parents;</p> <ul style="list-style-type: none"> • 77% of 125 responses felt that school should engage with some form of testing • 50% of staff felt the school should engage with testing at some level <p>Although testing is optional for the school, it was decided that if staff and parents feel safer with the tests being carried out that this would be the best option. Lynn Riley-Fox has been organising this within school and is doing a great job. The gym has been set up as the testing base. Lynn will be visiting Thirsk school next week to pick up any advice and tips. Likewise, she has been in touch with other schools to ask what they are doing.</p> <p>Staff and students will start to be tested as of next week, staff are being offered tests on a weekly basis and students, one off tests 3-5 days apart. The tests are lateral flow tests which are the standard swabbing tests which offer a result within 30 minutes. Both students and parents will be notified of the results. The tests can only be carried out if consent has been given. Even if a parent consents the student also needs to consent on the day. If they do not, the test will not be carried out.</p> <p>Questions GQ: How many students are currently in school? TK advised that this is approximately 40 up to 60.</p> <p>GQ: is this more than then first lockdown? TK: Yes</p> <p>GQ: are there more vulnerable students or critical workers? AK explained that it is quite even, although there are more vulnerable students than the last lockdown, which is positive.</p>	

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GQ: is there a reason why? Is it due to difficulties accessing technology or due to learning more at school?

AK advised this is due to both, the term vulnerable now includes those that do not have access to technology at home. Likewise, parents are more aware of what is available at school and that their children may be better with some structure.

GQ: Is there a reason for the variance in numbers? And are you getting advanced notice of this?
TK explained that this is done on a fortnightly basis. The numbers can go up and down due to different reasons such as critical workers may work a certain number of shifts and therefore do not need to send their children to school. Likewise, some vulnerable students only come in few days a week.

GQ: will the students be self-administering the tests?

TK advised the idea is that students will do this, however there are some students with additional needs that might not be able to do so. Therefore, staff will be on hand to advise and assist as necessary and safety precautions are in place. The staff leading this are mainly support staff. Some parents have volunteered and some of the GB have also offered to assist.

Lockdown provision (in school and remote learning - including lessons learned and changes for this time, staffing, contact and safeguarding arrangements)

TK explained that the remote learning provision has improved significantly since the last lockdown. The general consensus from SLT, Heads of faculty, teaching staff and parents is that it has improved and is much better. The focus has shifted from safeguarding to learning.

More live lessons have been introduced and there is a big push on this now. SLT are producing a guide for teachers in relation to live lessons. Staff briefings have been reintroduced twice a week focusing on tips for live lessons. There is a clear process on the website. The school have focused more on blended learning. The aim is not to have students and staff 100% online all day every day as this is not good for health and wellbeing nor is it practical. There may be a move towards live registrations each day and a weekly drop in sessions will start this Wednesday for each year group.

AK advised that the laptop provision has gone well. 23 have been received from the DFE, 12 from NYCC and 4 have been donated to the school.

GC: the provision is much better than last time, the variety is really good and the power points with teachers speaking over are great. The live lessons are going down really well. Personal comments from teachers are received on homework rather than a generic response which is really helping students to understand any mistakes they have made or if they haven't understood something.

GQ: when will this be reviewed and fed back to teachers?

TK advised that the feedback sessions will take place on a Wednesday for 1 hour as it is important to try and keep a balance for staff too. This will be ongoing. The lockdown is due to end in 6 weeks however this might be extended.

GQ: How will this be communicated back to staff? As this can sometimes get lost.

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	<p>TK explained that this will be done both individually and through forums. Staff are able to share if have any concerns from parents. MG is having regular meetings with the heads of faculties to pick up any issues. There has been some great feedback in relation to mixing up the learning.</p> <p>GC: it been beneficial for students to follow their original timetable in the lessons. It means that they are able to change subjects every hour and that they are working through this systematically with more structure.</p> <p>GC: are there any disadvantaged students at a disadvantage for not having a device? TK explained that there has been a lot of response from pupils and parents putting their names down for a device. The disadvantaged students have been prioritised. Two more students have been in touch and they are going to be allocated donated devices. As far as the school is aware all disadvantaged students now have access to the relevant technology at home.</p> <p>GQ: is it possible that some student may not be advising the school? Does everyone have access? AK highlighted that there is a checking process in place. SLT, Heads of Key Stages, Teaching Assistants and the pastoral team each have been allocated vulnerable learners and they are checking in with them each week. They are reminding them about the provisions available at school and if they wish to attend. The spreadsheet is completed after each contact and AK is then monitoring this. Likewise, 40-minute drop in zoom sessions for students and parents will also be trailed.</p> <p>Update on pupil numbers TK explained that there has not been any change in pupil numbers.</p> <p>JR asked TK to pass on the GB's thanks to all members of staff. The GB are aware of how difficult it is when families are also at home. The GB are very grateful and proud as seen in D&S times.</p> <p>ACTION: N/A</p>	
8	<p>Curriculum planning 21/22 (item in progress) Curriculum review MG advised that a meeting will take place with James Durran and a local Deputy Head week commencing 8th February 21. The sole focus of this will be on the length of key stage 3 and if this should remain at 3 years or change to 2 years.</p> <p>MG has completed some models in relation to timetabling to determine the impact each scenario would have on staffing. It is clear that if a decision was made to change this it would not have a great impact on staffing and this could be easily done which is good news. Staff will be surveyed to clarify their point of view, which will be analysed before the meeting.</p> <p>Science review MG talked through the science and technology faculty review feedback. All feedback is transparent and available to teachers as part of the feedback booklet. Although the process was a mock Ofsted visit it was more about working with the teachers for their development. The most important document is the actions. This is where they will be able to develop and move forward. Some actions have already been implemented for example, faculty meetings, sharing ideas of teaching and learning. Many actions will be ongoing and some are more bespoke such as the reduction of homework worksheets. The teaching staff have time to work on this over the coming year and will need to provide evidence of this.</p>	

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	<p>Questions GQ: <u>Overdependence on</u> worksheets have been used <u>has been noted</u> in this department for many years now and this has been discussed about ending <u>reducing</u> their use for some time. Will there be a point at which they will no longer be used? Is this being resolved? TK explained that this is being tackled. ACTION: To feedback to the FGB regarding the curriculum review</p>	SLT
9	<p>IDSRS & FFT Report (update) MG explained that these are normally received around this time of year. And are based upon the performance of the exams of the previous year. The inspection data summary report is usually received in November as unvalidated. Then again in January as validated. However, this is happening due to the centre assessed grades last year and this year. Therefore, what will replace this? it is a national question that will need to be answered by Ofsted. ACTION: N/A</p>	
10	<p>KS4 DATA SHEET & UPDATE **focus yr9&10s MG gave a brief update on the KS4 data sheet. All data is based on year 9 and 10 assessments which took place in half term 1 and 2. It is possible to see from the data the impact from the initial lockdown has had on progress, certainly for year 10. Year 10 is a smaller year group and has more boys. Two thirds boys and one third girls. The picture for year 9 is more positive than year 10. However, year 10 are a slightly more able group and it is possible to see how this compares with current year 11's. The data shows that more work needs to be done with year 10 and more with year 9 to target those needed. Suggested actions;</p> <ul style="list-style-type: none"> - Tutor times on a daily basis - Tutor times as in school - Zoom Q&A's - Looking after year 11's who are still unsure how their academic year will look <p>Questions GQ: <u>is there any way of gauging a sense of how COVID is impacting students at the moment?</u> MG explained that a lot of risk assessments were conducted during the last lockdown regarding how much revision and incremental learning would be needed. However, this time the curriculum has not changed and the sequencing has been followed therefore everything is being covered. Although there will be an impact upon students, when they returned after the last lockdown they were very focused. AC advised that the government, ofqual and the DFE really wanted the exams to go ahead in 2021. Once schools were closed and exams couldn't run as normal this is when the amendments for the summer series were sent out. The school are still waiting to see what will happen now. There is more time this year to provide teaching assessment grades. The exam boards will be looking at mocks, internal assessments which will be done inhouse and the exam board will act almost as a regulator. Looking ahead to 2022, the government want things to go ahead as normal. But in terms of awarding grades and grade boundaries they will be treating the 2021 and 2022 students in the same was as last summer. current year 10 students will have been through 2 lockdowns therefore their education will have been disrupted. They will no doubt be reasonably lenient with regards to grades.</p>	

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	<p>MG stated that the biggest challenge with current year 11's will be keeping them focused and ensuring that it is meaningful. It is important that the school maintains frequent contact with them as it will be an ongoing challenge to keep them positive.</p> <p>ACTION: To implement suggested actions</p>	SLT
11	<p>Student voice & Parents' views of the school</p> <p>AC briefly summarised the student health and wellbeing survey 2020 – 21 This refers back to the Healthy School's award which the school is applying for and submitting the application in June this year.</p> <p>AC liaised with Claire Temple - Head of KS 4 and a group of 8 students from year 10 who all form the Healthy School's team. Together the team created a survey which consisted of 20 statements rather than questions which allowed students to grade the statement between 1-5. I.e. 'I feel happy in school'.</p> <p>The topics are directly linked to coming back to school after lockdown and some are more generic to gauge their wellbeing. Unfortunately, the team wanted to carry out the survey on paper rather than online which took many hours to collate the data.</p> <p>The document shows the statements on the left and the right shows the top 3 statement for each year group. This gives a good summary of what the year groups are thinking. It is a positive that students seem to know how to stay safe online. Likewise, they know what signs to look out for if friend struggling with mental health. However, it also highlights that many students feel uncomfortable talking about their own mental health. Also, that older students currently cannot support younger students. This relates to several events that have not gone ahead due to covid which will be an easy fix once this has ended.</p> <p>The next step is for year 10 to present the results to the year groups in assemblies. Form tutors can also discuss the results with students to agree actions to carry on forward.</p> <p>In addition to this all year 8 and 10 students have completed 'growing up in North Yorkshire' survey. The results are not back yet, but will be fed back to SLT once they come through. This will include information about the school and how it has changed since the last survey 2 years ago. This data can also be compared against other schools.</p> <p>Questions</p> <p>GC: question 12 'I feel comfortable talking to someone in school about my mental health' is recurrent in the negative for each year group. Although most students have agreed with the statement 'I have someone I can speak to'. Question 12 is quite worrying and has appeared in each year group.</p> <p>AK explained that this was discussed at SLT and was really disappointing to see, as this has been actively worked on to promote in school. This will need to be drilled down a little more to understand their responses as the statement is quite open. Maybe they are aware of available resources but may find it difficult talking to somebody in school about their mental health and more comfortable talking to friends and family? It does stand out but there will be a lot of work done around it.</p> <p>GC: it possibly reflects society in general at the moment.</p> <p>GC: the phrasing of the question is quite open and general which could be partly the reason. However, it is important that the school is aware and talks about this.</p> <p>AC advised that one of the best things that might come out is this, is that once the assembly has been presented that students return to their form groups and discuss this and have an open</p>	

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	<p>dialog about everything. Even just talking about mental health is a big step forward. Hopefully the student survey will promote some good discussions during form time and hopefully result in teachers feeding back any suggested actions.</p> <p>JR thanked AC for a really good piece of work.</p> <p>ACTION: N/A</p>	
PART 'C' – POLICIES		
12	<p>Policy Review Management of medicines policy Small tweaks have been made to this policy and it is back for approval. Charges and remission policy Not really changed since last policy was agreed, they style has been changed slightly. The policy was UNANIMOUSLY AGREED by Governors for approval</p>	
PART 'D' – FINANCE		
13	<p>Letting & Charges Review This has not been brought to the meeting as lettings are not going ahead at the moment due to COVID. This will be deferred until this is resumed as there may be some changes after COVID. ACTION: N/A</p>	
14	<p>School Fund The accounts have been up until last March, they have been externally audited and need to be filed with the charity commission. DM explained that the accounts were not affected up to March 2020. However, they will look very different in 2021 due to no trips going ahead because of COVID. JR explained to the new GB members that Governors are trustees of the fund. This was UNANIMOUSLY AGREED by Governors for approval</p>	
15	<p>Benchmarking Data DM explained that NYCC release school data which can be used by schools to benchmark their schools against. This can be filtered to compare similar sized schools. DM initially selected all schools with up to 1000 pupils and discounted 6th forms however this gave only 6 schools. DM then included 6th form schools which gave 16 schools to benchmark against.</p> <p>Income Bedale are in the middle of the 16 schools, the vast majority seem to be funded equally, whereas a few years ago might have been very different. The average figures for school have been distorted by Ripon Grammar school, the rest are not too dissimilar to BHS. However, it is also important to highlight that if a school does their own catering this would be included on that line. BHS does not do this therefore this line is lower.</p> <p>Expenditure Staffing costs are below average. Supply costs looked much higher. This is due to BHS including the insurance contingency which provides long-term absence. Half of these schools have done the same as BHS.</p> <p>Maintenance The school is aware that this spending is quite high. As the building is old this raises costs.</p>	

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	<p>Grounds maintenance As the school has extensive grounds in comparison to the building and the number of students these costs are quite high. It is important to understand that the costs are per pupil.</p> <p>Energy Water costs are average. With regards to energy, plans are being drawn up to replace the boilers. They are very old and new boilers should reduce the cost of energy within the school.</p> <p>DM added that the DFE data is based on 18/19 so it has not yet been updated. However once this has a similar comparison will be completed.</p> <p>GC: this is a very useful exercise. It will be interesting to see what the costs will be once the school has 600 on roll.</p> <p>ACTION: N/A</p>	
PART 'F' – OTHER BUSINESS		
16	<p>Any Matters arising from item 4 AC raised that his term of office is due to run out on the 7th February 21. Although AC is happy to continue he would also like other staff to have the opportunity to apply for this position. DM will look in this and roll out the voting process for staff.</p> <p>DM wanted to advise GB members that the password on the governor site will be changed shortly due to several members recently leaving.</p> <p>JR would like to thank the GB for all their hard work</p>	
17	<p>Date of next FGB meeting: 9th February 2021 Items carried forward to February FGB: N/A</p>	
18	<p>The meeting closed at 7.45pm.</p>	