

**Bedale High School Full Governing Board Meeting
13th April 2021 - Minutes**

Minutes of the Meeting held on Tuesday 13th April 2021 facilitated online at 6.00pm
Present: Jan Reed - Joint Chair of Governors (JR), Steve Ingram - - Joint Chair of Governors (SI) Tom Kelly – Headteacher (Head) (TK), Kate Loughlin (KL), Lucy Legard (LL), Andy Childe (AC), David Atkinson (DA), Guy Watkins (GW), Christine Inchley (CI), Natalie Mackenzie (NI)
In attendance for all or part of the meeting: Matt Gill – Deputy Head – Curriculum, Alison Knight (AK), Johanna Daniel (JD) – Clerk to the Governing Body.
Apologies: Denise McFarlane Business Manager, Rich McGuinness
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
7	To advertise the GB vacancy	GW
8	Ensure that ‘hidden’ children are acknowledged in the SDP	TK

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 DM & RM 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. Two items were brought forward; staffing and the restructure TK explained that a meeting with the finance committee had taken place in relation to this and would like the opportunity to brief the wider governing body. It was discussed that the formal job title change for AK will change from ‘Director of Inclusion’ to ‘Assistant Headteacher. The reasoning for this was due to the original job description no longer resembles the current role that AK performs. It is important that the school recognises this. To internally appoint 2 temporary ‘Associate Leader’ roles. This is due to current projects within the school such as; KS3 curriculum change, Project 600, provision for the disadvantaged etc. this will allow concentrated strategy with a capacity to lead on them. This will also give the opportunity for staff in a small school to gain experience and further their career.	

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	<p>Associate leader for personal development This role would focus on coordination in different areas such as career guidance, relationships and sex education also in relation to the experience and opportunities for students to play a role in their personal development.</p> <p>Primary Schools engagement coordinator This role would focus on project 600 and aim to increase the numbers by visiting local schools where numbers have reduced. The aim is to make BHS the automatic choice for parents in our feeder schools by targeting students in Year 4 and Year 5 - earlier. Although there has been some focus on this project it will be very beneficial to have a specific role for this.</p> <p>DR has completed a costing proposal; Year 1 - £8,200 Year 2 - £11,000 However, some can be mitigated from other staffing changes. Although there may be some impact on budget, the benefits will be high.</p> <p>QUESTIONS GQ: is it possible to reduce the timetable for the successful candidates to enable them to do this? TK: Yes, this will be possible. Different models have been looked at, plus due to the changes in the curriculum this will also give a natural capacity. GC: If 2 more students were on roll this would pay for these posts, the impact can be so beneficial. This was UNANIMOUSLY AGREED by Governors for approval</p>	
5	<p>To approve as a correct record the Minutes and Confidential Minutes of the Governing Board meeting held on 16.03.2021 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. One amendment was noted; Page 3 – top of page 3; following on from the governors meeting would be more appropriate as this was not discussed there. (Governor being involved in the recruitment process) Approval of Minutes: The minutes of the Full Governing Board meeting of the 16/03/21 were APPROVED as an accurate record, and signed by JR, Joint-Chair.</p>	
6	<p>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points. Financial impact of Yr 7 numbers to be discussed at Finance Committee. This will be reported on later in the meeting.</p>	
7	<p>Governor Vacancies GW is due to leave after next month. GW came to the GB as part of the ongoing relationship with RAF Leeming which has been very beneficial to the GB and school. GW was asked if there could be a way for this to continue? GW advised that he could advertise the post within camp GC it would be preferable to recruit a governor with finance experience and skills i.e. accountant or marketing experience. ACTION To advertise the GB vacancy</p>	

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PART 'B' – SCHOOL IMPROVEMENT

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MAIN DISCUSSION ITEM:

Each of the governor reports were displayed for the GB to raise any questions.

Leadership

GC: a lot of the content was discussed at the last GB meeting.

Behaviour and attitude

This was completed by DA on 8th March, new changes to the governor allocation will mean that this will not be completed by 1 governor.

QUESTIONS

TK wanted to point out that is has been very different to normal due to the lockdown situation. very different when visiting students etc.

Personal development

Much of this will be covered in this evenings meeting.

GC: it would be quite interesting to find out more about the extra curriculum survey, is this going to go ahead? How will it work?

TK: explained that the head of faculty report came to SLT this evening. The information contained was very interesting. A surprise was that on the question of students feeling confident enough to attend an extra curriculum activity came out at 49%. However only half of the students completed the survey.

It is important to consider the timing of the survey, this has been completed during the pandemic. Therefore, this may skew the data.

The number one request was for sport, which could be challenging due to having only 2 PE teachers.

Students have asked for more after school clubs rather than lunch time activities. A range of activities were included such as board games etc. the range is very comprehensive.

It is important that the school tackles the confidence issue. This could be done within PHSE in a 'try before you buy' so that students can attend different clubs and activities which will hopefully increase the numbers. This could also be done in a full day which could then become termly. There are many options to consider.

The information will also be included within the newsletter and Facebook to try and boost numbers.

GC: This might be something you can pick with Aysgarth School again?

TK confirmed that he has kept in touch with the school and will contact the head teacher again when appropriate.

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GC: there are some external clubs interested in coming in to work with the school, these details can be emailed to Liz.

TK: please do so, however in the past there have been some difficulties with external providers. Although they may have good intentions but often do not have the experience or skill set to work with the students. However, if they are experienced and able to do well this would be great.

GC there are 2 interested; one from a boot camp and has a military background and the other is from the cricket club. The cricket club desperately need an under 15 cricket club. They are both fully qualified and will have a DBS.

SEN – Natalie – first report as SENco Lead Governor so focussed on understanding SEN work with Alison

No questions or comments.

MAIN STRATEGIC QUESTION

ARE WE OFFERING THE BEST OPPORTUNITIES FOR ALL OUR STUDENTS TO SET HIGH PERSONAL ASPIRATIONS, AND GAIN THE SKILLS AND KNOWLEDGE THEY WILL NEED REGIONALLY AND NATIONALLY?

Our pre-reading includes the Disadvantage Action Plan and the Reports of Visit from our various linked visits over the Spring term.

FOR ALL STRATEGIC QUESTIONS

Do we all understand the question? Where are we currently in relation to the question? Issues? Journey? Progress? Have we confidence in knowing what impact/change we want to see, by when? Could any of us answer the question to an external person, and would we know where to find out further information if needed?

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GC: I think there are 4 parts of this;

- Are we offering the opportunity for students to set high personal aspirations?
- To gain the skills and knowledge
- Regionally and nationally
- Do we give the opportunity for all and is this totally inclusive?

GC: do the students set their own standards academically or are they set for them?

MG confirmed that they have an academic target that's the minimum standards that tend to be raised higher, the school never lower these. Sometimes this is in consultation with the students.

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GQ: I remember MG stating that you felt the FFT targets were quite low at the moment – how do you know that you are raising them enough for the students and not too high that they are defeated by this.

MG explained that as the SATS have not taken place over the last 2 years which usually set their target grades however these are usually quite low. The school will be introducing an additional layer of CAT reading tests. This will allow the school to gain more data and more understanding. Likewise, the school will also speak to the students as it is important that they are not overwhelmed but similarly important that they are aspirational.

GC: This is great but is there other softer aspirations, i.e. do we want kids to decide if they want to go to university. So other non-grade aspirations?

AK advised that with regards to the plan with careers the school aims to cascade this down to other year groups. This has traditionally been aimed at years 10 and 11. However, the school will now include all other year groups and will also be working with an external provider.

Head of key stage 3 & 4 is currently completing a qualification and is really enjoying this. There are some great ideas included within the training that include a 5-year plan for careers for all abilities and especially those disadvantaged. This will try to make universities and apprenticeships accessible for everyone. If students begin to get involved at a younger age this will increase engagement. This could include university visits.

GC: When talking about CIAG and what has just been described, the exposure to things is great. But what happens in terms of students understanding who you are and what you want to achieve? Not so much these are the opportunities that are available but more about what are your strengths, what areas are interesting to you?

AK explained that part of the training is 'Skills builder'. Head of key stage 3 & 4 will start to integrate this into form time. It is a program which is a self-evaluate tool which allows them to focus on their personal skills are and any weaknesses. This will be built into PHSE and form time.

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GC: Just to clarify we are discussing all of the extra things available to students from the school rather than the grades?

GC The question also incorporates how they are both combined? The question we have is combining both. The school has the curriculum and then tries to arrange other things beside it. The question is how do we get them together and where are our priorities? This is something that can be embedded into the curriculum.

GQ: What are we trying to say? Is it that they the knowledge and skills they need for their school in North Yorkshire? Or more nationally i.e. if they leave this area? Is the aim to develop both? Not just North Yorkshire but a British person?

GC: This is an important question. The students in this area do grow up in a North Yorkshire bubble which is very different to the rest of the world. It is a very middle-class white area. They need to be prepared for when they leave North Yorkshire.

GC: This is correct, they rarely see other cultures in this area and are surrounded by people who look and speak like them.

AC: In relation to the aspirations question, it is about offering the best opportunity for all students to set goals. For example, they can set academic and personal goals but it is also important that the school develop opportunities for the students to critically reflect upon what they want to be and what they need to do to get there. Although academic is important, they should also know why it is important to get the grades. However, this is not the be all and end all.

AC: In relation to the previous comments about North Yorkshire it is important that students open their eyes and broaden their horizons. A new curriculum trip for each year groups will be taking place. For example, this could be a trip to a city centre i.e. Bradford whereby students have the chance to walk down the streets of the city and to visit different places of worship, this will open their eyes a little to see different places and people.

In my previous school, similar trips to Newcastle where the students visited 3 different places of worship, they visited china town and other areas of the city. This meant they could experience different cultures. Students will remember these types of experiences and will hopefully aid them in setting their own aspirations to know what they want when they leave BHS.

TK: One of the benefits of the curriculum is that it allows for more time for these types of events and days. Staff are excited and are talking about their planning. The school certainly should aspire to do more of the curriculum-based trips but can't say that the school do enough of it at the moment.

GC for those teachers that have worked outside of North Yorkshire do students have the same aspirations as they have in Bedale?

TK explained that nationally it is possible to see a difference with white British (especially boys). In schools where there are many students that speak English as a second language it is possible to see that they are more eager. Their parents may be first or second generation in Britain and they are pushed harder by their parents to achieve.

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GC: Although Bedale are offering different opportunities it is not the same as the students taking them up.

GC: It is important that the school recognise those that are not disadvantaged or high achievers. How does the school engage these students and get them to take part in extra curriculum activities? Those that may drop under the radar after a few sessions.

GC: It's great to talk about careers, there are many students that do not know what they want to do. They may not have been exposed to lots of different types of jobs and careers. It is important that they understand that its more about what they enjoy. For example, if they enjoy investigating how things work, but if you ask them if they want to be a mechanic and they say no it may be because they are not aware of the role and what it involves. It is important that they explore what makes them tick. Understanding what they like to do and what the careers entail. Also, what is it about the different subjects that they enjoy? Which careers feed into these interests?

TK agreed that this is very important. Likewise, to give as much exposure as possible to different careers. Additionally, it is important that staff have good relationships with students to guide them and are able to ask if they have thought about different roles. this always comes back to the school's values.

GC: Just knowing those kids and recognising their skills and showing that there are different avenues they can go down. Sometimes people don't do well in school and often it is not only about grades. They might have natural talents in different areas.

GC: it would be difficult to find a job description that does not ask for good communication skills or ability to work in a team. There is a whole armoury of skills like this that could be a foundation fed into the curriculum. i.e. everybody has to read aloud in front of the school.

TK explained that this naturally comes into the lessons, organisation is another skill. Also, every tutor group has to deliver their own assembly without their teacher. They have to plan and deliver this.

MG advised that the alumni that will be coming into speak to the school are not all academic. This is dating back 35 years and they are all very successful in their field. For example, the first speaker is the ex-world's strongest man. There are many varied and vast careers such as someone that works for Astra Zenica, an ex-Leeds united manager. There will be a speaker every Monday morning weekly until the end of summer term.

GC there are also many jobs that no longer exist due to COVID. Therefore, it is important to encourage common skills. It is also important to link these back to the core values. Seeing people be passionate in what they are good at and identifying how the school can build their confidence to build those steps.

GC: It is Important that the school work on confidence. Children currently do not speak to people or hold a conversation with people. It is important that they get these challenges through school to build these skills. It is so easy for children to send a message rather than speak to someone. Some children didn't have the confidence to look the volunteers in the eye when COVID testing. It is essential to have these life skills to move on in their lives.

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GC: Independent schools seem to have really high level of confidence. What is it that private schools do to make their students this way? It is not necessarily due to wealth but it is worth having a conversation with someone as to why? And how? Not so much academic it's the confidence they achieve.

GC: This is maybe a product of private schools whereby students are told that they can do whatever they want. They are almost coached.

GC: Another part to that is not being scared to fail, knowing that it doesn't have to be perfect. But the fact that they tried is more important than being perfect.

GC: This again brings this back to the core values; courage commitment and compassion.

JR brought the conversation back to the question and asked the GB to focus on the word **ALL**. As governors what do the GB want to see in the long term and short term? Long term may be this discussion. But what do we want to see as governors in the short to medium term to see our progress?

GC: If these sorts of opportunities are being offered it is important that the school are tracking this data and making sure that all kids are taking advantages of the opportunities being offered and how many students are taking part. Likewise, encouragement to take the opportunities and if they do not enjoy this activity to encourage them to try another and this continues until they find something they enjoy.

GQ: How could this be tracked?

GC: It would be possible to register this on SIMS, this could highlight the students that do not take up anything.

TK: It is possible to see the number of students that have completed the survey. The level of extra curricula activities, revision sessions and trips. The school would like to see this increase.

GC: Due to COVID and lockdown many children have spent time gaming rather than doing any sports. It would also be interesting to know how many kids at school have got jobs? i.e. Saturday jobs, paper rounds, etc. if they already have this level of responsibility already that drive to get up and go to do something.

GC: This is also that reflective of the Duke of Edinburgh. This records areas that enhances students as individuals for example; volunteering etc

GC: Bedale Primary School have introduced a new concept for each student whereby they want every pupil to have done something i.e. have they played in a river, visited a book shop or library. To track the activities and opportunities they have had. This could maybe be adapted towards secondary students. For example, a trip to the theatre, a city; a variety of things to grow the person.

AK agreed that these experiences are important for these kids, although there is a role for the school to play in this a lot of this would come down to parenting.

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	<p>TK highlighted that once any form of record keeping is needed from students this can become viewed as something they have to do and immediately risks disengagement.</p> <p>GC: This has been done many times in the past and can indeed create extra admin work for the teachers. It would be great to be able to give students a taster and exposure to different areas and to keep this enjoyable.</p> <p>JR concluded that the GB are in a good position for governors to think about their next visits particularly with the development of the new leaderships roles too. So we can review this at the end of summer term, how priorities have been met over the year. To look at improvements and where to go moving forward.</p> <p>JR thanks the governors for taking part in the strategic discussion and asked of there was anything else the GB wanted to add in relation to the disadvantaged plan?</p> <p>AK added that Claire Temple has been doing huge amounts of research in relation to the charity 'my big career' focusing on KS3 career intervention coming in end of May year 8/9 disadvantaged students.</p> <p>Likewise, during the Easter break the school has spoken to the Thirsk School who have a colleague that works solely on work experience placements. AK will be speaking with them to gain advice. It has been difficult to get this up and running at BHS in the past however this will be looked at to try and get more pupils involved, not only the disadvantaged.</p> <p>JR asked if there was an area in the SDP in relation to 'hidden' students to ensure that they are targeted and acknowledge in the plan.</p> <p>TK advised that this will be included.</p> <p>ACTION: Ensure that 'hidden' children are acknowledged in the SDP</p>	
, PART 'D' – FINANCE		
10	<p>Update from finance committee SI gave a brief update;</p> <p>Lower numbers SI asked if there were any further updates on numbers? TK explained that there has not. However, the ideas from LL have been actioned ie the pamphlet to try and catch the year 6s that have not made that decision yet. MG advised that the pamphlet recognises the school's outcomes and achievements and shows that the school is above all of the others in the area except SFX.</p> <p>SI explained that there has been a 71k drop in expected income.</p> <p>TK added that 7 new students started in the school across year groups today. GQ: why have they started? Have they relocated? Moving schools within the area? TK explained that there are a mix of reasons, some from other schools and some out of the area abroad military etc. GQ: Did any students leave the school?</p>	

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	<p>TK: There has been 4 leavers over the past few months GC: So, the school has gained 3 TK highlighted there are is always an ebb and flow, it is very common.</p> <p>SLT restructure costings SI explained there is a better net result than originally thought. The next finance catch up will focus on funding.</p> <p>Questions None ACTION: N/A</p>	
PART 'F' – OTHER BUSINESS		
11	<p>Any Matters arising from item 4 Next questions will be; Are we secure in reaching an in-year positive outturn, and are we successfully addressing our deficit? JR reminded the GB that the deadline for the papers is at the end of the month. TK advised that the academic data will not be available at this point.</p> <p>GC: As the school is now back fully this will be easier to complete the governor visits.</p> <p>GQ: Are the groups expected to set their own agendas? Or should we be reacting to stuff that comes up in the meeting –</p> <p>JR explained that this should be a combination. Take into consideration what is happening from the staff's perspective but also as governors, we need to be aware of the whole picture. What the school is telling us but also that we are asking the right questions. What do others think?</p> <p>GC: Yes, more SDP with operational</p> <p>GC: About making sure we covering the work but not losing in the process.</p>	
12	<p>Date of next FGB meeting: 11th May 2021 Items carried forward to February FGB: N/A</p>	
13	<p>The meeting closed at 7.47pm.</p>	