

Bedale High School		
Minutes of the Full Governing Board Meeting held on Tuesday 21st January 2020 at 6.00pm		
Present: David Atkinson (DA), Andy Childe (AC), Linda Donaghy (LD), Steve Ingram – Joint Chair of Governors (SI), Tom Kelly – Headteacher (Head) (TK) and Jan Reed - Joint Chair of Governors (JR), Katherine Davie (KD), Christine Inchley (CI), Kate Loughlin (KL), Lucy Legend (LL), Guy Watkins – Observer (GW)		
In attendance for all or part of the meeting: Matt Gill – Deputy Head – Curriculum, Denise McFarlane – School Business Manager (DM), Johanna Daniel (JD) – Clerk to the Governing Body, Dominique Adams (DA) - Clerk to Governing Body.		
(10 Governors +6)		
Apologies: Alison Knight (AK)		
No	Item	Action
PROCEDURAL – Part A		
21.1.20:1	Welcome SI opened the meeting, as Chair, at 6.00pm and welcomed governors.	
21.1.20:2	Apologies Apologies were received from Alison Knight. Apologies accepted and CONSENTED TO.	
21.1.20:3	Confidential Items/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.	
21.1.20:4	Notification of Other Urgent Business None declared.	
21.1.20:5	Minutes of the Full Governing Board Meeting 10th December 2019 and matters arising The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. <u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 10/12/19 were APPROVED as an accurate record, and signed by SI, Joint-Chair. <u>Matters Arising/Review of Actions:</u> There were no matters arising.	
21.1.20:6	ISDR – Matt Gill Governors were provided with the most recent secondary inspection report based on unvalidated data from November 2019 and the summer term 2019 results. Governors were advised that areas highlighted in bold would form lines of inquiry for OFSTED inspection. It was noted that data is due to be validated on 22.01.20, with one child who is no longer in school, the data is likely to remain very similar. ASP data, which is quite lengthy and Fischer Family Trust dashboard is available as well, but it is felt that ISDR is the most useful document. It was noted that as a small secondary school the curriculum offer at KS4 is smaller than other schools with less vocational and BTEC subjects, and enters only in 12 out of 17 clusters, however this is to be expected for the size of the school. The following were highlighted: Results in French and Geography are in the highest 20% nationally, although the number of children doing languages is lower at 33%. To work on this, three possible pathways have been introduced to increase uptake. GQ: Is the average numbers of KS2 qualifications at 8 referring to the number of GCSE's taken? Answer: Yes, children are taking fewer subjects but achieving higher grades, although we have not seen the full year group go through yet, and this should	

show an increase. We are aware of a small decline in maths progress 8 but this has increased since 2017-18.

Governors noted that there are three possible 'buckets':

1. Maths and English and EBAC
2. EBAC – History/Geography, French/German, Computer Science
3. Open

Absence and exclusion: It was noted that the data refers to 2017-18, however there have been reductions since this point, with no permanent exclusions this year.

Attainment 8 is based on KS2 data with the school in the highest 20% nationally.

EBAC: Results have been in the top 20% nationally two years in a row, particularly due to improved results in French and Geography.

Science- Value-added. Work has been taking place with Ryedale Science team, results are also in the top 20% nationally.

Higher prior attainers: Results are in the top 20% nationally.

Governors also looked at three-year trend data which shows lots of progress having been made, and they were advised that Q1 is the top 20%, Q5 is the lowest 20%.

All results are in the middle or top 20%, with very positive trends.

Governors noted a small decline in maths progress 8 from 2017-19, and small decline in languages mainly due to the impact of lower German results.

Absence: Successive improvements in attendance can be seen over the last three years.

New subject: Media is a new subject, and it was noted that the appointment of a new Art and Textiles teacher has been very positive. Governors feel that this shows a really strong picture.

GQ: Can the positive work that is going on in humanities and languages be transferred to other areas?

Answer: Yes, there are things that can be shared such as curriculum sequencing and exam practice, however staff have high expectations and are holding children to account for working hard and setting high standards.

AC has held sessions for staff to look at areas such as exam techniques etc, and as the AP2's are coming up with all subjects to be tested, staff are being asked to reflect on current assessment techniques and to ensure that these are appropriate and accurate. There is some great practice going on, and subject knowledge is very good.

Finance: Governors noted that the school received less than the national average in funding, which is to be expected given the smaller size of the school.

Workforce: More days are lost to sickness than the national average (1.7 days more than the average). Governors noted that there have been significant improvements to staff attendance during 2018-19, however this year staff absence has increased again, partly due to bugs before Christmas and staff being stretched further.

The best way to produce data for governors is being considered, with OFSTED moving away from internal data, and governors needing to talk about the wider curriculum and how this is linking in. It was agreed that too long has been spent on looking at numbers in the past, and governors need to test staff on the processes that lead to the numbers.

MG has developed a new document which will be developed further to suit the purposes of the school, using a model from Horsforth Grammar school.

This document includes year 11 snapshot data, with GCSE outcomes for last year, attainment 8 English and Maths data, and other subjects, with steps from AP1 to AP2 and the forecast and GSCE result. This has been colour-coded to show how confident teachers are; in green if confident that the forecast will be met, yellow if unsure, and red if there are concerns.

Suggested actions are included which link in to the School Development Plan and

	<p>Quality of Education priorities. An update of recent Deep Dives with actions points and follow up is also included.</p> <p>Whole school QA takes place every half-term with teachers going to other faculties to see different ways of working and to get feedback.</p> <p>Work is ongoing with the new reward system which it is hoped will be in place in September 2020, with a trial during the summer term.</p> <p>Governors were advised that the new German teacher at school from September is fairly new to teaching, and the only German specialist in the school. Collaborate planning time has been given to the French and German teachers to achieve consistency, which takes place on Mondays after school, with staff able to see each other teaching for 15 mins and links are also being established with Thirsk School.</p> <p>The new OFSTED framework is not looking at data in as much depth, but instead discussions are taking place with teachers and children in a holistic way, with the introduction of deep dives. TK feels positive about the format of new OFSTED framework and how this is focussing on the right areas.</p> <p>GQ: Do the actions exist independently from this piece of work?</p> <p>Answer: Yes, this has been a good exercise to bring gather everything in to one place, and this is not an extra piece of work. This will be a useful document for link visits.</p> <p>It was suggested that this document could be completed three times per year to link in with assessment data and possibly a similar piece of work could be completed for personal development, behaviour and attendance etc.</p> <p>It was also suggested that the three FGB meetings per term could have a specific focus: meeting 1: KS4, meeting 2: KS3 update and meeting 3: Governor visits & monitoring of the SDP. It was agreed important to talk about the work going on in KS3, as there is lots do in the area at the moment.</p> <p>GQ: If faculty/subject areas meet their forecasts, does this make us average nationally and do we compare well in the local area?</p> <p>Answer: Yes, the school is are doing well in comparison with other local schools.</p> <p>GQ: Why is Science combined in yellow, whereas triple science is in green?</p> <p>Answer: Results for Triple science are usually high, with smaller numbers of children, who are really well-motivated, and they respond well to the teacher. The Science combined group have different teachers with more children, 2/3 of the children do combined science. The top 25% do triple science, the rest complete at least dual.</p> <p>GQ: Is the RAG-rating score quantifiable?</p> <p>Answer: No, these ratings are based on judgement from MG, although partly data-based, they also take into account what is happening in the classroom. For example, the music teacher is on maternity leave, therefore there is a supply teacher in this class, although this teacher is doing a great job.</p> <p>Governors agreed that it should be possible to cross-reference this with MG's thoughts, and it was noted that this will be highlighted in emerging issues. The Head of each faculty completes a one side document to break down this in more details with actions. In addition, a Year 11 meeting is taking place next week, where data is looked at child by child.</p> <p>Deep Dive feedback booklet was shown to governors, including actions and notes from observations, and comments from the children which are always open and honest.</p> <p>GQ: How will governors be assured that actions are happening?</p> <p>Answer: The next report will address issues raised and link visits need to ensure that they follow up on any questions or issues raised.</p> <p>Thanks to MG and KB for their work on this.</p>	
21.1.20:7	<p>Headteacher report</p> <p>Governors were provided with comprehensive headteacher report, and the following was highlighted:</p>	

Events

Parents' evenings have been held with very positive feedback from parents, responses will be made to those parents.

The Christmas showcase went well.

There has been an Army outreach event which was attended by 35 children who spent the morning doing activities, which they got a great deal out of. This was an opportunity for those who have not been doing as well in the classroom and a second visit is planned for the summer with the Army having requested to come back to Bedale.

On January 20th 2020, TK visited Aysgarth Preparatory School, which takes children from pre-school up to the age of 13, to meet the headteacher, who is interested in collaboration with KS3 and really keen to help all children to benefit from joint projects etc. TK has been offered the use of the school's facilities for the children, during their holiday which does not coincide with Bedale's, including swimming pool and sports facilities, which could be part of the new reward scheme. Holiday KS3 focus days were also suggested where pupils can try subjects that they have not done before for example Greek or Latin. The pre-school could also offer work experience opportunities.

GQ: What will they expect from us?

Answer: The headteacher at Aysgarth is keen to offer opportunities which will also benefit staff, and allow the children to mix with larger cohorts. There are opportunities for both schools to share their skills in their different sports and strengths.

Quality of Education

KS4 Maths day has been held as well as Deep Dives. Dan Tate, whose school has the highest computer science results in the county visited school today with impressive level of knowledge, and positive feedback and support was given.

Learning walks took place last week, this week looking at Rosenshine principles.

Year 9 parents' evenings are taking place on 22.1.20, and the year 5 visits will include all department areas.

SDP milestone is coming up and feedback on this will be given at the next FGB meeting.

Exclusions

This year there have been 107 exclusion days, which has reduced from 180 last year. There were 58 separate exclusions this year, down from 70 last year. There were 2 permanent exclusions last year and none this year.

The exclusion involved 18 students which is down from 29 last year.

11 statemented children were excluded last year and only 4 this year.

This is a key OFSTED area, however it looking much better.

Numbers

The census took place last week with 482 children on role. There are 107 children in year 7 which is the largest year group. 1 year 8 child is leaving and 6 new children are coming as in-year transfers, with 4 siblings from one family, one child into year 11 joining their twin and one additional child in year 7.

The number of children coming from Northallerton has reduced from last year.

GQ: Do we have numbers for September yet?

Answer: 87 have Bedale as their first choice, 19 as second choice. Last year fewer children chose Bedale as first choice, but we still had 103 children in September.

Behaviour

In Year 9 there is a big skew towards boys, with 65 boys and 38 girls, 14 of whom are causing low level disruption which is significantly impacting on lessons. Claire Temple has launched a points-based team competition, and will be seeing parents at the parents' evening. After half-term work will be done to engage the children about their futures.

	<p>GQ: Do we know why the year 9 children are behaving badly? Answer: Mostly the behaviour is silly and immature and most of the children have been with us since year 7. One history class which has 37 children, includes 6 of these children which is very difficult to manage.</p> <p>GQ: Are any of the teachers able to manage these children? Answer: In certain classes, and the competition has been working well. Most of the children are lower ability.</p> <p>GQ: If the children are not engaged, could it be the teaching approach? Answer: It is also down to relationships, with some children having bespoke needs and there is work to do to look at what can be done differently. As this has been having a huge impact on the class, these six children are being removed from the history class and they will be taught by MG and TK separately for one hour each to see if this has any improvement.</p> <p><u>Attendance</u> Attendance has recovered after last term with two bugs before Christmas, at 92.9% with attendance improving since children returned to school after Christmas.</p>	
21.1.20:8	<p><u>Staff updates</u> A new GTA, Harry Langley, has been appointed and positive relationships are already beginning to be formed with pupils. Claire Temple is now Head of KS4. Reception staff who have been supporting food tech, has become stretched, therefore 8 hours of food tech support is being sought to rectify this. Brian McMillan, Head of the Pastoral Team is retiring at Easter, which will be a big loss to the school. How this can link in with inclusion going forward is being considered. The ICT plans are on hold until after the Deep Dive.</p>	
21.1.20:9	<p><u>Policies</u> There are no policies to review for this meeting.</p>	
21.1.20:10	<p><u>School fund annual review</u> Governors were provided with the school fund annual review. There is a balance of £60K, although £40K of this is already committed, therefore a healthy balance of £20K was noted. GQ: Why is there is a difference between receipts and payments from the Prom and Duke of Edinburgh scheme? Answer: This is because there was a carry forward from last year of £1600 for Prom and £7000 from DFE. Governors were all happy with this annual review which was unanimously APPROVED.</p>	
21.1.20:11	<p><u>LA finance meeting – feedback</u> SI and JR met with Judith Kirk, Assistant Director, Education and Skills, NYCC, and Howard Emmett, Assistant Director, Finance, NYCC, on December 17th 2019. It was a positive meeting, and there was recognition of the work that has already taken place. SI and JR gave a presentation to highlight what the governing body is doing including the financial group meetings which are taking place weekly, what areas are being targeted etc. It was also noted which areas are stretched and where it is expected things will be in a few years' time. Regardless of any collaborations it was agreed that there may be some additional funding from the government. SI and JR have started putting together a five-year business plan, and it was confirmed that it does not feel that there is any financial benefit of merger or closer collaboration with Wensleydale School, or any other school, although the school is happy to collaborate where beneficial. The five-year business plan will require the school to spend more on stretched areas, to consider increased staff absence. It was also agreed an additional risk to continue to have an interim headteacher, and a substantive post is needed.</p>	

	<p>Judith Kirk and Howard Emmett are meeting with Wensleydale School to advise of the situation and at this point Bedale will be able to appoint a substantive headteacher through the usual procedures.</p> <p><i>Matt Gill left the meeting</i></p> <p>JK and HE have offered to link the school with a member of their strategic services team to look at school places going forward and what may be needed. A meeting is being arranged.</p> <p>GQ: Was it suggested that the licensed deficit could increase?</p> <p>Answer: It was accepted that this could increase slightly to support stretched areas.</p> <p>The expected drop in population numbers was discussed which will affect pupil numbers initially and it was recognised why this requires a five-year plan. Offers were made to share more numbers and work more closely together.</p> <p>Thanks were expressed to SI and JR for their work on this.</p> <ul style="list-style-type: none"> <i>The next finance meeting will be taking place on Friday January 31st 2020 at 830am</i> 	
21.1.20:12	<p><u>AOB</u></p> <p>Governors noted that there has been some good publicity for the school on Facebook recently, however there has not been as much coverage in the Darlington and Stockton Times compared with other schools. It was agreed that this is a time-consuming role, and it is difficult to find someone who has the time to do this. Options could include appointing someone for this role, and it was suggested that Harry Langley may be interested as this is his area of expertise and possibly link into the prospectus.</p> <p>KL advised that she attended a Bedale Town Council meeting today to discuss the Tour de Yorkshire fund which was underspent by £1700. It has been agreed that this amount of funding can be split between Bedale High School and Mowbray School, however the funding requires a 'legacy', with ideas of bike-racks or exercise bikes suggested. John and Claire will consider ideas ready for the next meeting which takes place on March 3rd.</p> <p>It has been agreed not to go ahead with the auction of promises previously discussed, as it was felt that this was a really large project and smaller events will be tried first, with possibly a 5K run. Claire will talk to the running club, but it is hoped to engage whole school, with older children perhaps creating business projects as well as a family fun day and fundraising opportunity. A 5K circuit already exists, that will not involve any road closures, and it is hoped to hold this event the first weekend in May.</p> <p>The union rep, Martin Coombes is stepping down from this role, and Stephanie will be taking over, with the first handover meeting taking place next week.</p> <p>TK will sort a gift from everyone to say thank you to Martin, and the governors wished to express their thanks to Martin for all his work over many years.</p>	TK
21.1.20:13	Meeting closed at 7.30pm	
<p><i>Note: The colour coding links to the three key roles of governance questioning; RED for 'setting strategic direction'; BLUE for 'holding headteacher to account for educational performance'; GREEN for 'ensuring financial health, probity and value for money'.</i></p>		