

# Bedale High School Full Governing Board Meeting

5<sup>th</sup> May 2020 - Minutes

## Minutes of the Meeting held on Tuesday 5<sup>th</sup> May 2020 facilitated online 6.00pm

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

**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:** Kate Davis

### 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 Kate Davies. 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 21.01.2020</b> The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.	

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	<p>One amendment was noted; Page 1: Lucy Legard name spelt incorrectly</p> <p><u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 25/02/20 were <b>APPROVED</b> as an accurate record, and signed by JR, Joint-Chair and will be filed once access to the school is possible.</p>	
<p><b>6</b></p>	<p><b>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points.</b></p> <p>It was confirmed that school trips have all been cancelled and will be picked up again once ore information is available in relation to travel.</p>	
<p><b>PART 'B' – SCHOOL IMPROVEMENT</b></p>		
<p><b>7</b></p>	<p><b>Impact of Covid19 and School Lockdown</b></p> <p>TK explained that the report had been broken down into key areas and that some were necessary due to lock down and others were part of the school development plan.</p> <p>GC it was highlighted that the it was really helpful to receive a written report about what the school is doing, as it was possible to digest the information. The hard work does not go unnoticed.</p> <p><b>MAIN DISCUSSION ITEM</b></p> <p><b>General Update</b></p> <p>TK explained that SLT, Alison, Matt and Denise have been very supportive and have worked extremely hard to manage everything through such unprecedented times. Likewise, all other staff have also been amazing and have been working extra hard at home to fulfil their roles and maintain contact with students.</p> <p>Parents reaction and responses have been very positive, another 70 packs of home learning have been delivered to homes for those that are struggling to access WIFI or electronic devices. It was very nice to see parents and students when there were dropped off. Socially distanced conversations with parents and students were great.</p> <p><b>GQ – how do the school go about gaining funding for the children in this situation? As some students have been put at a disadvantage. Also, the extra work that has gone into the learning packs and delivering these. It is important that all students have access to devices to allow them to engage and complete their work on a level playing field.</b></p>	

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TK explained that the quality of the packs is very appropriate, it is not out of date and is in line with current curriculum. The staff have been very careful to set appropriate work

AK explained that there was news from Gavin Williamson and the DFE that there is a drive to ensure that certain cohorts of pupils at home would be eligible for a laptop or a tablet or internet access, but since that announcement the school has not heard anything further as a school. However, a parent has forwarded an email about the scheme. It is assumed that the LA will order and deliver directly to the relevant families. Although, if this is anything like the free school meals it will be a long drawn out process and could take to the end of June to be finalised.

Laptops are also being organised by the LA and is out of the hands of the school as the moment.

SI – asked what are the typical issues that children are facing? If this is WIFI? Or access to computers? What categories are they falling into?

AK – advised that many households may have only one computer and have several siblings that all need to share, or a parent that needs to work from home. Maybe a cap on WIFI, or the area they live in might have a lack of WIFI or the bill might be an issue for some families as they may not be in a position to pay for this.

TK – confirmed that the school are issuing a survey for the children to complete to ask what kind of issues they are facing, the quality of work and what they may be finding difficult. So that this can be feedback into SLT and managed as necessary.

GQ asked how the recruitment process was handled and if this went well?

TK advise that the process went really well, despite initial concerns. Everybody involved did an excellent job. There were over 50 applicants for both posts. From these applicants there were several NQT's that have not been able to complete their 1<sup>st</sup> year due to COVID19.

The day began with a welcome briefing on Microsoft teams which worked really well, everybody joined in for this section. This was followed with a specific 1-hour lesson plan. Followed by a task to assess a piece of work i.e. revision resource for the history role and drama for the drama role.

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There were 8-6 candidate on both days.

The history role was offered to an NQT candidate with great references. her current school wanted to keep her but they are unable to due to not having any available positions.

The Drama role has been offered to a teacher from the independent sector

Due to drama having such a small budget last year the recruitment committee wanted to ensure that the candidate was prepared for this due to coming from the independent sector and being used to having larger budgets and probably superior facilities. The committee wanted to ensure that this was transparent so a virtual tour of the facilities arranged. This went very well and the candidate was very happy to accept the offer of employment.

A large focus was placed upon references. They were all contacted before the recruitment process took place.

The whole process worked much better than expected and the school are very pleased with the successful candidates and is looking forward to welcoming them to the school

**Yr11 Grade Assessments**

MG confirmed that a clear process was put together and the school was very aware of their responsibilities. Initially the centre assessed grade was specified, this was what the school thought that the students would attain for each subject.

After this each student had to be ranked within each grade for example if there were 22 grade 5's the school had to determine which is the least likely and most likely to attain tis grade. It was a very thorough process which was completed within a week.

This data was then inputted into the system to enable to see the key measures.

The school has completed one round of this however, there will be other rounds to ensure a sound and thorough process has taken place and to guarantee the most fair and objective outcome for all students.

In addition, the exams boards will also be involved by looking at trends over the last 3 years. This will include looking at the curve and the distribution of

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<p>grades for each student. The teachers then also need to justify the grade for each student</p> <p>The school is very confident that this process will be as thorough and accurate as possible for the students</p> <p>Ultimately it is the exam boards that will be making the decision, the grades which the school provides are a very small part of the puzzle as other factors will be included in the decisions.</p> <p>Additionally, the school are advising students to include their target grades for applications to any college institutions. The school has contacted all of the local colleges that BHS students are likely to attend and this was their advice.</p> <p>MG – advised that there are several reasons as to why this process will be conducted several times. This is due to the different faculties and the importance of subjects such as Maths and English and the role this can play in the student’s futures. The school must ensure that these are correct and</p> <p>Likewise, from the school’s perspective there must not be and unusual trends which may cause any discrepancies within future statistics and data and could potentially be placed under scrutiny or further inspections.</p> <p>GQ asked if the process is similar to coursework moderation?</p> <p>MG confirmed that it was.</p> <p>AC advised that he is currently working for ed-excel so has insight into the process as he is supporting schools that may need guidance around the GCSE Geography.</p> <p>AC advised that exam boards are working together and will carry out checks. They are also looking at historical data. Progress 8 is fine to follow a trajectory up or down; however big jumps in this data will draw attention which is what the school does not want.</p> <p>AC confirmed that his faculty are very similar to last year, however highlighted the importance of going back and checking each student and ensuring that the grades are correct.</p>	
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GQ – asked if there is an appeal process?

AC advised that this would go through to the exam board. Which would mean that any students that appeal would then sit the full exams in November 2020. If a student acquired a grade lower than they wanted they would be entered into the exam in November. However, if they then received a grade lower than the one they have received in the summer the original summer grade would stand.

GQ – asked how this would be handled due to the fact that the students would not have finished their course?

AC – the exam boards will be making a lot of content available online. Online assessments etc which can be sent back to them. If half of the content has not been covered this would still be a full exam in November which will be one of the challenges for those students appealing.

MG stressed that there are lots of students being disadvantaged due to curriculum time being lost. There will be a gap between those that can't access work and there are some students that just simply need to be in school to be productive. There are unfortunately many unanswered questions about next summer

GC - each student's experience of lockdown will be very different so will be difficult to determine on return to school.

TK advised that there will be a transition period on return to school which will aim to establish routine and ethos for the students.

AC advised that the exam boards will be creating packs for September for diagnostics testing which will look at year 10 and will work to see who has completed work during the lock down and will aim to highlight any gaps. Teachers will then be provided with tools to try and fill these gaps for students. However, there will still be some uncertainty. For example, in Geography will it be possible to take students on field trips and remain within the constraints of social distancing? And if not, how will this affect the curriculum as exams and much of the course work are related to the field trips.

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	<p><b>Yr6 Transition</b></p> <p>TK advised that this has not been managed in the usual way due to the lockdown, however there is a pack that will be posted out to parents rather than emailed to ensure that the schools receives the relevant forms back. This will also include an activity booklet for the year 6's to complete. The email addresses for all the schools have been collated for the schools that have students coming to Bedale which will be used to send information onto new students.</p> <p>The school are also aiming to send a holding message for videos which have been created. Positive feedback has been received on Facebook alongside a really nice email from a new parent. Although this is not the same as meeting the children in person, under the circumstances it is the best that the school can achieve.</p> <p>If there is any phased return, the school would like to include the year 6's. AK advised that the school has received a large amount of feeder sheets regarding vulnerable learners which is very helpful as the school can begin to look at tutor groups and if any children need additional transition support.</p> <p>TK advised that pupil numbers are confirmed at 103 with the possibility of 1 additional student.</p> <p>GQ - is a plan for a phased return and if so is there much autonomy?</p> <p>TK confirmed that the school is waiting for more information. Areas need to be clear and consistent. Hopefully the school will get the discretion to decide</p> <p>JR would like to pass on thanks to all staff and incredible work they are putting in during such unprecedented times.</p>	
<b>PART 'C' - Policies</b>		
8	None	
<b>PART 'D' – FINANCE</b>		
9	<p><b>Monitoring Report including 2019/20 outturn</b></p> <p>The budget report has been uploaded by Denise. However, the finance committee has not yet been able to meet due to covid19</p>	

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	<p>DM advised that the outturn figures are available on the website which are in standard format effectively showing where the school ended 19/20. There were some estimations however there has not been any significant changes. There is however a small surplus which means that the school can begin to pay off the debt</p> <p>SI stated that this is a great achievement and something that was thought not to be possible. The school has worked very hard to reach this success.</p> <p>DM advised that she was sceptical but this has been achieved and is a good outcome. The original budget had omitted savings on maternity leave however these will need to be tweaked.</p> <p>JR highlighted that this is evidence of alot of work and stress with a fantastic outcome.</p>	
<p><b>10</b></p>	<p><b>Budget 2020/21 including financial impact of Covid19</b></p> <p>DM conformed that there is again a detailed report as well as a summary. It is assumed that the school will keep all of the funding irrespective of COVID and retain the full years funding which has been allocated. All contracts have been renewed which were discussed at the previous board meeting.</p> <p>The other large figure on the income which was introduced a few years ago is the teachers' pay grant and pension grant which the school is expecting to continue through. However, the pay grant only relates to the ongoing cost of 18/19 /20, therefore any pay rises from 20/21 onwards the school would be expected to absorb the full amount into the budget. Which is meaning there are out turning difficult figures at the moment meaning that there is a £90,000 deficit, however the finance committee needs to meet to discuss this further and go through this as a group.</p> <p>This also includes the 2 new appointments that the school have recruited.</p> <p>TK pointed out that the 2 new appointments 1 is a replacement although more expensive. The other is additional to what the school currently has. This is due to being unable to physically staff the timetable as the current year 8 move through to year 9 this has created smaller groups which need to be split into 4 rather than 3 due to the options they have chosen.</p>	



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	<p>MG explained that this allows TK to not teach 8 diff subjects and allows Alison to take more time to be brought down in line with MG</p> <p>TK expects that he does not want to become a non-teaching Head Teacher, which could not be feasible anyway due to the size of the school</p> <p>AC acknowledged that appointing a bespoke history and citizenship teacher means that the staffing of citizenship is much more in the humanities and MFL faculty. Currently the school has 15 different members of staff teaching all teaching GCSE citizenship which is difficult to. In terms of quality assurance this is much more effective and will create a valuable and rewarding experience.</p> <p>TK confirms that even if the school had kept TK and AK hours the same the timetable would still be in deficit for hours.</p> <p>JR explained that it is worth noting with concern that deficit is predicted to be over 1million and considerable amount of work there that needs to be looked at. Business planning will need to demonstrate why the school are making the current investments and will aim to ensure a bright future for the school and increase numbers within the school.</p> <p>JR proposed that this that that gets moved to the finance committee. It is due to be submitted on 20<sup>th</sup> May, in the hope to discuss as a finance committee and distribute this to governors before it is submitted.</p> <p>This was carried forward by all governors.</p>	
<b>PART 'F' – OTHER BUSINESS</b>		
11	<p><b>Appointment of Substantive Headteacher</b> See confidential minutes</p>	
12	<p><b>Any Matters arising from item 4</b> None</p>	
13	<p><b>Date of next FGB meeting:</b> 9<sup>th</sup> June 2020 at 6.00pm</p>	

(Chair).....  
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