

Bedale High School Full Governing Board Meeting

25th February 2020 - Minutes

Minutes of the Meeting held on Tuesday 25th February 2020 in BHS Library 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), Christine Inchley (CI), Kate Loughlin (KL), Lucy Legard (LL), Andy Childe (AC)

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, Dominique Adams (DA) - Clerk to Governing Body.

Apologies: David Atkinson, Guy Watkins, Linda Donaghy

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	Welcome. Governors were welcomed to the meeting.	
2	Apologies for absence and to determine whether absences should be consented to. Apologies were received from David Atkinson, Guy Watkins, Linda Donaghy. 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 of an item regarding a proposal for a school trip.	
5	To approve as a correct record the Minutes and Confidential Minutes of the Governing Board meeting held on 21.01.2020 The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.	

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	<p>Three amendments were noted; Page 1: Guy Watkins should be in the “present” section as ‘governor’ not ‘observer’ Page 4: Quality of education section should read “Dan Tate” rather than Rick Barnes. Page 6: AOB section should read KL rather than KD</p> <p><u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 25/02/20 were APPROVED as an accurate record, and signed by JR, Joint-Chair.</p>	
<p>6</p>	<p>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points. There were no matters arising. It was confirmed that SI had not received a response from Howard Emmett in relation to recent finance meeting with NYCC, but this is being followed up. TK advised that there is a confidential item to be discussed.</p>	
<p>7</p>	<p>Pupil Premium - Impact Report Governors were provided with “Pupil Premium Impact Summary Feb 2020” document. AK discussed the report and gave an update on the following;</p> <p>This is great way to way monitor and track disadvantaged pupils within the school. The report looks at different items, for example attendance, English and Maths. It also shows how many pupils are in each tier.</p> <p>AK explained the tier system to the governors;</p> <ul style="list-style-type: none"> • Tier 1 (purple) - good attendance, no other SEN and the students are where they need to be for English and Maths. • Tier 2 (green) –attendance might be under 95% or students may have significant SEN or issues in English and Maths. Overall happy with students’ progress however this is a situation whereby the tutor should be aware. • Tier 3 (orange) – this raises an alarm to the tutors and means that the students are not ticking all boxes and need further support. Poor attendance and not where they should be in more than one area. • Tier 4 (red) – this is the most extreme and bespoke pupils who have are quite unique and are generally more complex. They may have an EHCP (Education and Health Plan) or be a non-attender <p>Data Highlights; Results are generally positive – the majority of pupils are attending well, have good previous attendance and are on track in English and Maths.</p>	

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Areas of focus:

- Year 11 Attendance
- Tier 2 pupils in Year 7 and Year 10 – this may shift after next AP2 data.
- 5 Tier 4 pupils
- 2 pupils in Year 10 who are not on track for English and Maths to be targeted.
- 4 pupils in Year 11 who are not on track for English and Maths are already being targeted.

Priorities moving forward

- Focus on attendance
- Barrier plans for Tier 3 and Tier 4 pupils
- Identifying PP pupils in the Year 11 mentoring scheme
- Update after AP2
- 6 disadvantaged pupils are part of our Year 11 mentoring scheme
- Continue to include Disadvantaged and Service pupils in whole school community: i.e Duke of Edinburgh, visits, interventions, CEIAG, student leadership opportunities and transition etc.
- Continuous dissemination around Wave 1 and Wave 2 interventions around academic progress for disadvantaged pupils i.e EEF guidelines and case studies.

Governors were advised that there are not many students within tier 4, and although students in this tier may not be on track for English and Maths they are being targeted. The report highlights the priorities for the school moving forward and also help to focus on the barriers surrounding attendance. The school is striving for quality teaching.

Education endowment fund (EEF) – is very good and is user friendly which is encouraging as the school would like to integrate this as much as possible.

GQ: Who looks at the data?

AK advised that this is looked at by herself, the template on SIMS allows for filtering and it is possible to see all of the raw data. AK conformed that it is a very good way to see who is in which tier and where they currently sit. Data reviewed by Alison Parnaby.

GQ: How is this cascaded throughout the school?

AK confirmed that this is cascaded and communicated within the school throughout the different layers of staff and SLT.

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	<p>GQ: Is the child's progress measured against overall targets or individual targets? Answer: This is measured in relation to the child's individual targets, and also against non-Pupil Premium children.</p> <p>GQ: Do you measure the impact of the spending? Answer: Yes, this is done annually within the Pupil Premium impact statement which is on the website.</p> <p>GQ: How much is received? Answer: Approximately £96K this year, most of which is spent on staffing, with a full breakdown on the website.</p> <p>Thanks to AK for her work on this.</p>	
<p>8</p>	<p>AP2 – KS4 Questions Plus Y11 Interventions Update</p> <p>MG advised that the AP2 data is from before Christmas and is still in a draft format. It illustrates how year 11 are performing and their stages. This is ultimately about knowing the students individually at this stage as each student learns and reacts differently and also have different attitudes to learning.</p> <p>Governors were informed about the support which has been provided so far;</p> <ul style="list-style-type: none">• Bespoke revision timetables are in place for all students for each night of the week and for every subject• Specific students have been targeted depending on their data• Time in the morning for maths trying to target specific groups and to build on confidence• Lunchtime sessions for geography and also during tutor time. drop in sessions have also been offered• There are a lot of revision sessions available to students and it is all extra• Revision nuggets during tutor time• Easter revision sessions <p>It was explained that the data from the AP2 is from all students and is ranked by progress 8 scores. It was determined that support is needed across the board and that 28 out of 100 children have been given a mentor with 14 members staff are currently involved. Within this scope they make contact with home as soon as possible to meet parents and make as much contact as possible. This is to help to build the students confidence. Parents have been very supportive and welcome the programme. This is something that is ongoing and will continue for as long as necessary.</p> <p>In addition to this the mental health of students has also been taken into consideration. It was highlighted that it can be difficult to speak to a whole year group as they are all so different, they all need different messages.</p> <p>Passport to prom has also been rolled out which increases motivation for students to attend revision sessions.</p>	

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	<p>Easter revision sessions usually have a very good uptake. Also, during the last half term design technology provided extra session for students to attend.</p> <p>The school has a dedicated team of staff who are putting revision sessions on and parents are happy with this.</p> <p>MG advised that he would like to produce this for KS3. This is on the agenda for the next meeting so this would be beneficial to see the data.</p> <p>GQ: Raised a concern that the students may not revise independently and that they will not develop in these study skills. It was acknowledged that the school are aware of this in particular for the boys however several schemes such as “Xbox lock down” will take place. Wellbeing speeches will also take place in assembly which is very important for mental health during exams. There will likely be four different assemblies for each different type of student to ensure that each child is engaged.</p> <p>GQ: Advised that this is a very useful document and it would be useful to have before the meeting. MG advised that each term there will be either KS3 or KS4 reports produced for governing body meetings.</p> <p>JR: Would like to pass on thanks from the governing body to all of the staff for the extra hours they are putting in.</p>	
<p>9</p>	<p>School Development Plan – Milestone</p> <p>TK went through the SDP Milestone document and explained that the school have tried to be a bit more forward thinking with the report. The report intends to show the actions from development plan and summary. The ultimate aim is for all to be green however this is ongoing and the current aim is to change the red to amber and the amber to green. Actions have been picked out for many staff members and have been linked with personal development plans. Likewise, staff training is also tailored towards CPD.</p> <p>JR questioned if TK is currently anxious about any particular points?</p> <p>TK explained the following; 1A7 – the school has made progress towards the three new vocational goals made this year. Sports studies are thriving. However, the school have decided to withdraw the Performing Arts BTEC and revert back to GCSE drama. This is due to the composition of the current students and teaching staff. The school possibly started this too soon without being fully set up. Likewise, many of the students within the class find it difficult to stand up and perform in front of an audience. However, the GCSE model allows for a more academic approach which includes more written work within the course. TK confirmed that although they are withdrawing this the</p>	

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school would happily revisit this again in the future but due to the volume of work in the course this is not feasible at the moment.

This will affect 16 students whose parents have all been informed and have accepted the changes. The teacher was very sensible when teaching the subject and taught it so that fits in with both BTEC and GCSE so the impact will be minimal.

In addition to this the IT – Cambridge international – 9/10/11 will run for the current students but will not be offered as an option for the current year 8's which was an outcome of the deep dive. There is not currently a teacher available that can deliver both IT and Computer Science well. Therefore, the school is not in a position to develop and retain both of these, and just Computer Science will be offered. However again, as the school develops and grows this can be revisited.

2C2 – Reward scheme. TK advised that this is not a concern and is a good plan. Students have good ownership and show enthusiasm for the scheme. They are quite excited about it and very involved. This will turn green once it has been trialled.

AK explained to the governors how the reward scheme will work; it is a very simple system and goes back to basics.

Students will receive a reward card which is double sided. Staff will have a stamp and when students do well in lessons they will receive a stamp. The card will have several boxes to fill with stamps and once filled the completed cards will go into a box. At end of each term the number of stamps will be counted for each pupil who will then get rewards depending upon how many stamps they have earned. The rewards will be as follows; 60 = bronze 100 = silver 150 = gold.

The school will offer three metal badges to go on lapels and the students will also receive a certificate at end of term. The school can then also see who is consistently at gold and these students will also get a platinum award.

The system is very inclusive of those children that always behave well. It will focus on them and it also ties in with the school's core values.

It will not replace the postcard system but run alongside them.

Although the postcard system works, often they are not given out as much as they should be and this system should be easier to facilitate for teachers as it just needs a quick stamp rather than writing out a postcard.

There will be other rewards available at the end of term which have not been confirmed yet but for example the school is thinking of a trip to

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	<p>Aysgarth School and a choice of different activities. However, these have not yet been finalised.</p> <p>3B1 and 3D5 – These both link into work which is being completed this term which is centred upon a “healthy school” which not only focuses on physical health but also emotional health.</p> <p>Once this is all pulled together and rolled out, these points can then turn green.</p> <p>TK explained that the milestones are in a good place and the school needs to ensure that this document remains live and is revisited sufficiently throughout the year, and by the SLT at least twice each half-term.</p>	
10	<p>Governor Strategic Plan – Review</p> <p>JK discussed the key areas for development over the year. This is based on standards of 20 key questions of governor’s boards. The first section is around governor skills audit and training needs and the potential roles which the governing body need to develop. It is important that the GB indicates how it is linking in with the school and what this will look like.</p> <p>Section C: Effective Accountability</p> <p>Financial management; this has predominately been caught up with financial standards and the work being directed within the area.</p> <p>JR asked if there are any comments from governors on the accountability of the GB and if this possibly needs to be reviewed for rest of the year? The GB did not raise any concerns about this.</p> <p>JR explained that the minutes previously contained a section at the end showing how the GB has directly impacted upon the school, and asked if governors feel it is necessary for this to be included again in the minutes.</p> <p>The governors raised that this is already within the minutes as it is frequently shown that governors are consistently questioning and challenging – which is demonstrating the impact and indicating the knowledge base.</p> <p>It was discussed that it is quite difficult to assess the governing body’s impact until afterwards. For example, the support given to the Head Teacher during tough discussions. It is also important that the governing body also justify any reasons they might not be moving forward. Ultimately it is essential that challenges are being raised during meetings.</p> <p>Section B: Vision, Ethos and Strategy</p>	

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JR reminded the governors that more governor visits need to happen before the next meetings which has been raised previously. But maybe this needs to be highlighted in red so that they are picked up consistently throughout the term.

Section A: Governing Board Effectiveness

The report is more streamlined however the GB also needs to ensure that actions have an impact on pupils. The GB could possibly create annual or biannual reviews of performance, for example, in Pupil Premium or potentially analysing this termly to see the results.

It was confirmed that governors are seeing results and this is part of the development plan.

It was noted that everything up to C2 is what the GB are doing and how successfully, and this is then judged by C3. Does the GB have the right people around the table and is this being followed through appropriately?

JR noted the potential need to develop a report for the end of the year to review the impact of the GB. This will possibly be more explicit during the final annual meeting. However, this is also dependent upon the statistics available at this point as these will need to be scrutinised comprehensively. For example, attendance, results and mental health. It would be preferable to review this at the end of the year rather than September. However, this is dependent upon availability of stats.

A governor commented that a review at the end of the summer term would be sensible as this would allow the review to feed into management so that the school is fully prepared for September and can then hit ground running.

JR asked the governors to think about any agenda items they would like to include for the summer term to feed into this.

TK advised that the draft school development plan would be prepared at this stage.

It was raised that the chair of governors would like to see more non SLT staff and middle leaders involved in the governing body meetings.

A sheet of all staff with photos was requested so that governors are able to identify staff easily, or equally if this is placed on the website. It was also raised that it would be helpful for governors to know exactly what they are required to come in to the school for, with the purpose of the visits and the desired outcome specified.

In relation to A3, it was advised that the induction process requires further work. There have been more people involved in panels etc this year meaning that more governors have had more opportunities.

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	<p>JK advised that if any of the governors felt that they needed or wanted any further training to please arrange this with Lucy. Further to this if any would like to add anything to the agenda or has anything to review to please advise the joint chairs.</p>	
<p>11</p>	<p>Headteacher Verbal Report to include updates on: TK gave a brief update in relation to the events that have been taking place this term. Year 9 parents evening: Those that have a history for non-attendance were targeted which increased attendance to 87%. A deep dive for Maths and ICT has taken place and this has been fed back. Year 5 taster day has taken place, the school also attended Bedale CofE Primary open evening which involved the High School having a stand and speaking to parents of potential year 6 students. Geography trip to Flamborough took place this term and was very successful. The school has been involved in “Healthy School Awards” AC has taken the lead on this. AC explained to the GB that this has replaced the National Healthy Schools scheme which finished approximately 10 or 12 years ago. NYCC have received funding from the Public Health England for 2 years to run the scheme within North Yorkshire. AC attended launch event on behalf of the school, there were many primary schools there and Bedale was the only secondary to attend and this is something that the school is very interested in being involved in. The scheme has different levels of awards; Bronze, Silver and Gold, with 4 themes needed for Gold, 2 for Silver and Bronze. It has been decided to go for Silver this year, and the following year Gold. The 2 themes for Silver will be: 1) Emotional health and well-being (students and school community) 2) PHSE curriculum development. This year will concentrate on emotional health and wellbeing. AC has recruited a student task force from each of the years. In addition, a local councillor would like the school to publicise this in the hope to include other secondary schools within the region which will be excellent publicity for the school.</p>	

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Action plans for the two themes have been developed which tie in with the work the school would like to carry out anyway. This ties in with school ethos and values. The program is also inclusive of staff wellbeing.

TK continues with the Head Teacher report and advised that the website has been updated and it is coming together very well. There is lots organised for this such as the colours being changed to reflect the school's prospectus.

It was agreed that it might be beneficial to have an external review of the website to check and see if there are any gaps within this.

The Colour run is due to take place on 2nd May which will be a great community event. It is expected that 300 people will take part and the school will be charging £10pp to enter.

A meeting has taken place with a member of the FA regarding the potential to develop part of the front field into an artificial pitch which could raise funds for the school and would be beneficial to the community.

Deep dives within science and technology are coming up soon. There is potential that the head of science from SFX will come to assist in this which would be very beneficial to the school.

Attendance

Attendance is almost 1% down from this time last year, with some flooding and a virus before Christmas beyond the control of school. Approximately 50 students are being targeted with interventions to try to recover this percentage.

Behaviour

There is potentially one permanent exclusion, with a child already up to 39 days and 45 being the limit. There have been extra initiatives dedicated to this however non-engagement seems to be an issue. Everything possible has been put in place and no other way forward can be seen.

However, there have been improvements in the behaviour of the 14 YR9 boys whose behaviour had been raising concerns, with a reduction in phase 2 detentions and less class removals. Six of these boys are being taught on their own, which is working better for the class from which they have been removed.

Collaborative Partnerships –

The following partnerships are in development:

SFX are potentially assisting with a deep dive.

Primary HT forum was attended.

Aysgarth School- there has been communication from both sides previously and this needs to be picked up again.

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	<p>A recruitment advert was placed on the parent newsletter to assist with PR for the school however this did not attract any response. However, this will be placed on the next newsletter.</p> <p>It was suggested that the school should promote all of the positive events happening within the school as this is a missed opportunity to promote the school. For example, the football matches that happen on a Friday between students and staff as this is very beneficial not only for students and staff physical health but also mental health.</p> <p>Brian McMillan, Pastoral Manager is due to retire at Easter with an advert going out soon. Recruitment will take place and will also aim to look at the role and see if there can be any beneficial changes to the role</p> <p>It was also advised that Kate Lounds will be retiring as the School Improvement Adviser at the end of this week, and James Durham will be her replacement.</p>	
12	<p>Policies for review</p> <p>The Budget Management policy has recently been updated by the LA, and extended it to introduce GDPR and the DFE framework. The policy has not fundamentally changed but the GB needs to agree the policy.</p> <p>The GB fully agreed to adopt this policy.</p> <p>Recruitment and selection Policy has also been updated. This includes a review on safer recruitment and essentially requires the school to check policies to ensure they are in line with this. This is simply a tighter version of the current policy and how this is currently processed and used. The GB also needs to agree this policy.</p> <p>The GB fully agreed to adopt this policy.</p> <p>Finally, the LA have asked that the early retirement policy is shared with the GB.</p> <p>The GB have all seen and read this policy.</p>	
13	<p>Schools Financial Value Standard (SFVS)</p> <p>It was advised that this has a different format this year, the body of the questions are similar to the previous year but includes additional questions.</p> <p>The document highlights cost of running the premises which the GB need to accept is very uneconomical building.</p>	

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	<p>It was advised that the energy contracts are also up for renewal which could potentially cut some costs if negotiated correctly. It was discussed that energy companies have previously insulated building etc however this scheme seems to have ended.</p> <p>The School Business Manager has a meeting with the Carbon Reduction Officer which may be productive and aid in this area.</p> <p>The GB agreed that they are happy for this to be submitted.</p>	
14	<p>Feedback from Finance Focus Group</p> <p>It was advised that the next 5-year business plan meeting will be held on Friday March 6th. This was reviewed during the previous SLT meeting which also looked at “Better World” and was costed out. There was some useful input in to the plan on how to grow and improve income. The school will also find out the year 7 numbers next Monday. The plan will be examined and it will be decided how to build on it.</p> <p>Next meeting due 6th march</p>	
15	<p>Any Matters arising from item 4</p> <p>The GB were advised to contact SLT regarding school visits. These really need to be concluded the week before the next meeting. As they have been cut down to one per term it is essential that these are completed and the documentation is submitted.</p> <p>TK requested that a school trip is authorised. This will replace the language exchange trip which was organised by Miss Macdonald. This was initially agreed but it was too difficult to authorise due to the administration hours required for the DBS checks due to family members requiring these checks.</p> <p>Another proposal has been submitted which includes the following;</p> <p>Cologne, Germany in the Christmas holidays, this will be for the year current 9/10. The school have tried to stop trips during term time as this reduces students missing teaching hours and also limits staff being out. Therefore, it is potentially being arranged for the first weekend in the Christmas holidays.</p> <p>Miss Macdonald has analysed the benefits for example learning language in its original environment. Miss Macdonald has been very proactive in the organisation of the event and therefore would like this to go ahead.</p> <p>The governors asked how feasible this would be for families before Christmas due to costs etc., however it was decided that this would be the families’ choice. The approximate cost would be £280 and would allow for a maximum of 20 students.</p>	

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	<p>It was initially planned for November however this would have conflicted with exams therefore would not be feasible.</p> <p>The GB agreed to consent to the trip to go ahead.</p> <p>Coast to coast is also ongoing, Sarah Alsop is trying to pick up numbers and requires an update from Mark to how many numbers etc.</p> <p>The Tour de France legacy money is also ongoing. The money available for the option selected was not enough therefore this might potentially be spent on an art project. However, this is ongoing.</p>	
15	The meeting closed at 8pm.	
16	Date of next FGB meeting: 17 th March 2020 at 6.00pm	

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