

Bedale High School Full Governing Board Meeting

9<sup>th</sup> June 2020 - Minutes

**Minutes of the Meeting held on Tuesday 9<sup>th</sup> June 2020 facilitated online 6.00pm**

**Present:** Steve Ingram – Joint Chair of Governors, Katherine Davies, Linda Donaghy, Christine Inchley, Jan Reed – Joint Chair of Governors, Guy Watkins, Tom Kelly – Headteacher, Lucy Legard, Kate Loughlin, David Atkinson, Andy Childe  
**In Attendance:** Matt Gill - Deputy Head (Curriculum), Denise McFarlane – Business Manager, Johanna Daniel - Clerk.

**Apologies:** None

**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
<b>Part 'A' – Procedural</b>		
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> No Apologies were received	
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 SI 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.  No confidential items	
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 05.05.2020</b> The Chair advised that the minutes would be considered page by page for both accuracy and matters arising.	

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	<p>Four amendments were noted;          Page 1: Kate Davies name spelt incorrectly – needs an s on the end          Page 5: - 2/3rds way down – short ed-excel rather than excel – second paragraph and ‘n’ missing from ‘and’          Page 9: citizen should state ‘citizenship teacher’          Deficit isn’t currently over 1 million should say - predicted to be over 1 million</p> <p>Please add page numbers to the minutes</p> <p><u>Approval of Minutes:</u> The minutes of the Full Governing Board meeting of the 05/05/20 were <b>APPROVED</b> as an accurate record, and will be signed by JR, Joint-Chair will be filed once access to the school is possible.</p>	
6	<p><b>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points.</b>          There were no matters arising.</p>	
7	<p><b>Governor Terms of Office</b></p> <p>JR advised that there are a few items about terms of office.</p> <p>SI’s co-op finished in April but was not picked up due to COVID</p> <p>Parent governor’s dates were also checked;          LD is with the GB until October 20          KD has asked if she could leave at end of the summer term, but has kindly advised that she would continue in September if required.</p> <p>Current guidance states that terms of office are put on hold due to the current situation until the GB are able to meet in person.</p>	
8	<p><b>Election of Chair / Vice Chair</b></p> <p>A vote took place with the Governors.  <u>All voted to extend this and were happy for SI to continue his period of Co-option.</u></p>	
<b>PART ‘B’ – SCHOOL IMPROVEMENT</b>		
9	<p><b>Ongoing Impact of Covid19 and School Lockdown</b></p> <p><b>MAIN DISCUSSION ITEM</b></p> <p><b>1. Yr10 Return</b></p> <p>TK advised that an ambitious model was planned for year 10’s to return, however the government are back tracking due to being unsafe for whole year groups to attend school. Model number 7 was chosen which has</p>	

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<p>significant planning and consultation. Further government announcements stated that only a quarter of the students are allowed in at any one time.</p> <p>TK explained the phased return timetable. Each slot represents mornings, year 10 students will receive</p> <p>All year 10's will receive 1 morning a week of English, Maths and Science. Plus, a PSHE slot at the beginning of the day. This is as much as the school can offer to students at the moment whilst remaining within government guidelines. Additionally, most parents have confirmed that they are happy with this, although anxiety remains, 55 out of 94 year 10's have confirmed that they will take advantage of this, however this is expected to rise.</p> <p>The school have followed the following steps in relation to the phased return;</p> <ul style="list-style-type: none"><li>• Step 1 – Face to face meetings;</li><li>• Step 2 – Phased return timetable &amp; groupings based on government recommendations of 25% of year group in school at any one time;</li><li>• Step 3 – Blended timetable and advice to students</li></ul> <p>The timetables are busier on Mondays and Wednesdays and are largely ability-based groups. There will be no more than 10 students within one group sometimes less.</p> <p>In relation to staffing, most staff are teaching face to face only 2 hours per week. The exception to this is Science whereby some staff feel they are not ready to return to work (based upon staff risk assessments) therefore other members of the team in this department may be teaching up to 4 hours per week.</p> <p>To summarise, Health and Safety aspects; A risk assessment has been produced and is available on the website for governors to read through.</p> <p>Essentially this means that students and staff need to wash their hands when needed. Students will be escorted everywhere during transition times. Additionally, allocated bubbles have been organised so that each student will sit at certain desks for that day within a specific classroom. More details are available on the within the assessment.</p> <p>TK would like to thank Denise, Alison and Matt for their roles during this time as it has been difficult process and action. They have been successfully consulting with unions and cross referencing these with government guidelines whilst also completion of action plans.</p> <p>GQ – is the risk assessment is a standardised NYCC form?</p>	
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<p>TK - confirmed that this was a standard NYCC form, however the standard template has 10/11 pages the school have added additional elements into this. In addition, this has also been cross referenced with Thirsk and Northallerton schools which has highlighted that Bedale High's is more detailed.</p> <p>Furthermore, staff have received the staff guidance which is the first section of the risk assessment.</p> <p>GQ – have the 1 to 1 consultation's have started this week? And what the initial feelings surrounding this?</p> <p>TK – advised that that started last week and are continuing this week and will be all complete by end of this week. The feedback has been very positive TK confirmed that he has completed 2 consultation's and they are both very much looking forward to it and it was very reassuring with the work they have been completing at home.</p> <p>Matt – also confirmed that his feedback is very similar. After completing 4 consultations. Likewise, feedback from parents is positive and they really appreciate that the school are doing this and they are getting a chance to gain independence in relation to studying for exams next year. Generally, those that are in a routine doing really well.</p> <p>AK – again confirmed positive feedback, and having the opportunity to speak to students was great. despite some students are vulnerable. The amount of work completed has been varied however in general the system has worked really well.</p> <p>GQ – will students be recapping work already completed at home? Or will this be new material to be completed at home?</p> <p>TK – advised that this will be a combination of both. The school would also like teachers to be able to make decisions on what they want to do within their classrooms. There will also be a need to re-establish learning habits. Then recapping and retrieval of work that has been set at home and other core foundation learning blocks before moving on. Likewise, the aim is to also introduce some year 11 content before the summer also that the home learning reflects what has been taught in those lessons especially for those students not able to attend school.</p>	
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**2. Remote learning**

MG explained that the main remote learning platform has remained the same throughout rather than introducing anything new and having to train staff therefore remaining consistent throughout this period.

Surveys were sent to parents and the responses have been collated and are available on the slides. The questions were very open and were able to speak about individual subjects and the school gained many positive comments. It was also important for the school to gain feedback in relation to improvements. There were three key areas which were highlighted;

1. Printing; Making sure that the activities and lessons set are not dictated by having to print out content
2. Communication and clarity of instructions, making the task and activities very simple and clear.
3. Online live lessons or video lessons

In relation to the third key area this was seen as an opportunity for staff to run some CPD. This resulted in varying success some have been delivering video lesson whereby students are able to watch this when they want to and are therefore able to pause or rewind etc and can work through this at their own pace.

The other option was to deliver live lessons as Q&A check-up and asking students to share misconceptions and problems they may have with any learning. Therefore, the CPD held yesterday was very much around training staff in this way. Some staff were reluctant to try this as it is so new to them. TK and other staff delivered small segments of CPD to highlight the different platforms available to teach through online. For example, You Tube, Microsoft Teams and Zoom. This can then allow staff to decide how they can include this within their practice and create a more varied timetable for students rather than standard worksheets. This will hopefully mean that there will be an increase in these types of lessons for students during the coming weeks.

This was based upon students' feedback as they requested more varied teaching methods online. In addition to the TK has been looking into creating an online learning model for the school so that a timetable can be offered for each year group and can be

Feedback was also considered on how this is given to students. It is quite difficult at the moment as staff are unable to take work in and give detailed feedback. Likewise, they do not have the opportunity to check students understanding as they would within a classroom. Some staff were sharing ideas about quizzes which gives a sense of understanding and also accomplishment for the students. However, staff members also need to

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continue and expand upon positive encouragement and thanking and acknowledging students when they have worked hard.

Although there are many things that the school are unable to do whilst teaching remotely, these are being worked around. This was a very beneficial session as it was led by teachers rather than SLT. The teachers leading this had been utilising remote learning more often. Each subject was tasked with the following 3 questions;

1. Describe what online learning looks like in your subject.
2. Do you use live/video lessons? Please describe and explain the reasons for your decisions.
3. How do you feedback effectively to students in your subject?

They were asked respond to TK so that they can be collated to be included within the model whereby a distinct plan is created for each year group. It is important to ensure that improvements are continuing. Additional surveys will be sent out to ensure that improvements are measured. However, it is important to clarify that this is an ongoing process and not about expectation of staff but more of an opportunity for them to learn and take this on board

TK added that there is work to do to increase levels of engagement with virtual lessons and online lessons. As this is a very time-consuming process to set up a virtual lesson it is important that attendance is high to ensure that this benefits as many students as possible. Therefore, there is a need around marketing for parents to let the know how and when the sessions will take place.

At the start of lockdown online learning wasn't as important but after so many weeks it is becoming harder for students to self-motivated. Therefore, it is essential that more online learning and communication with staff takes place to keep them engaged.

GQ – are we looking at embracing this?

TK – advised that the situation has changed everything. The unknown factor means that as a school it is difficult to plan ahead especially for next year. It is likely that it will not be a full timetable. However, there are different ways which the school can teach through innovative learning techniques

GQ – are there are issues around inclusivity for example access to WIFI or has that changed?

TK – explained that there is a scheme for year 10's which essentially supplies a tablet or a laptop. This is available for student's that do not have access to these. The school is still delivering paper-based learning packs to

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these children. They may not have WIFI or they may have to share devices with family members. The school is trying to priorities these students.

AK – advised that it is a government lead scheme which is about providing those pupils that don't have access. It has taken approximately a month and a half to filter through to the school. A survey was received via the red bag which was a simple google form. The school was asked to record and respond with the number of pupils that fit certain criteria. This was very narrow therefore not many students fit this criterion. This equated to 2 students in KS3 and 2 year 10 students were put forward for support as a router tablet or laptop. Again, this didn't apply to many students within the school. To date items are yet to be provided however the deadline has not yet passed.

SI – stated that the school should move towards online learning and see what is achieved through this and how it is facilitated.

TK - agreed with this and advised that SLT are going down that route. Although this was delayed slightly due to staff training and wanting to get as many staff on board as possible.

MG – suggested that the school create a You Tube channel which means that students are able to watch the videos in their own time and also means that they will be an excellent revision tool for all students to use as they will always be available for them.

GW – proposed that the school seek to ask parents for any old unused and unwanted tablets that they would be happy to donate to the school for those students that do not have access. It would be possible to as for the tablets to be wiped and reset to factory settings and donated.

TK - advised that this had not been thought of and that this could be placed into the next newsletter.

**3. Ongoing work with keyworkers & vulnerable students**

AK – advised that she is pleased with process and monitoring around vulnerable learners. All child in need meetings have taken place remotely and have been attended by AK. All risk assessments and attendance action plans have been completed. There are increasing number of pupils with EHPC's who are now coming into school. Meaning that some Teaching Assistants have also been asked to come into school to support with this learning. Which seems to be working well so far.

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	<p>Documents that have been shared with the governing body; child protection policy (3 small addendums) in addition to the standard CP policy 1 x COVID 19 in general 1 x online learning 1 x opening back up to more pupils</p> <p>Staff have been very good around safeguarding passing on concerns to AK or TK.</p> <p>Pastoral – GTA’s, AK and head of Key Stage have been checking weekly with a cohort of vulnerable learners equating to approximately 46 learners. This will reap huge benefits both now and in the future.</p> <p>Everything has been very positive and has helped to build relationships. It has also been possible to monitor and track the correspondence and it is possible to see that everybody is doing an excellent job.</p> <p>A system for free school meals has been put into place and is now well organised as this was very overwhelmed at the start of lockdown.</p> <p>GQ – is the definition of keyworkers is likely to expand due to more parents returning to work? And if this will have an impact on numbers of students attending school?</p> <p>AK – advised that the numbers of students accessing the provisions available is increasing each day. However, the government may issue further guidance and definitions regarding what is a key worker. Safeguarding is the issue that underpins everything that Bedale do as a school therefore if a parent or a family feel that their child might be better off at school rather than being at home as they can’t be independent or can’t be looked after at home the school would strive to have them in school if needed. Especially if a child is at any potential risk from being at home.</p> <p>In school Provision for vulnerable learners and key workers, numbers are increasing. Initially starting with 1 member of staff with a small group has now increased to 3 members of staff with 6 or 7 pupils in each group.</p> <p>Some pupils have accessing provision since March are beginning to lack in motivation and it is important for them to refresh and reset in line with the year 10’s returning to school. This will be discussed further in SLT around expectations of mobile phones, uniforms and how much work is being completed etc will be discussed.</p> <p>In general, the students that have been in since March have been a pleasure to teach and have worked very hard</p>	
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Transport also needs to be changed slightly. Whilst the school had very low numbers it was possible to liaise directly with the coach companies to organise this however as numbers increase at all schools this is now not possible and therefore there is now an online survey that parents need to complete for transport.

In relation to online learning it is important to be more proactive with this for students within school so that they utilise these sessions

Generally, this is all working very well

**4. Yr6 Transition**

AK advised that a meeting will take place with Shannon Bradbury on Thursday in relation to getting back in touch with feeder primary schools to give updates and to continue to touch base. It is important that the school continues to send the relevant message to year 6 students to confirm that the school looking forward them starting in September.

Tentatively talking about Shannon Bradbury and Claire Temple facilitating visit's to primary schools however this needs to be discussed in more detail. If possible, it would be great to have some face to face contact, however the school do not want to promise something which may not allowed or that cannot be fulfilled.

The tutor groups for year 7 have been drafted based on factors such as primary schools, numbers and gender which is nearly completed and the tutors are being decided. The school have been very proactive and organised about requesting information from the year 6 teachers and parents of the pupils. This has included general information about the students and also any safeguarding and inclusion details in anticipation of them starting in September.

A transition booklet has been created for the new year 7's which is very comprehensive and user-friendly this was sent to all feeder primaries for the students to complete and which can be completed within schools. This will help the students to understand what BHS is all about and has to offer. The transition video created by Tom and Isobel has gained some positive feedback. A military family have applied for a place in the school after watching this. Likewise, three other places have ben confirmed this week

JR – stated that there is an awful lot of information regarding remote learning, the transition, year 10's coming in and asked if the school has received any

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feedback from parents about being overwhelmed from all of the information? or not?

TK – advised that although difficult conversations from parents were expected due to everything changing so much, this has not been the case. There have not been any complaints or emails that have had to be dealt with. There have been queries and questions and some anxiety which is understandable during such difficult times, however nothing critical. Parents are very understanding of the situation especially as they can see on the news how fast everything is changing daily. The school have been very upfront within the newsletter in explaining why things are changing when they do.

GQ – the year 10 students allowed to return to school next week and are choosing not to, what are their reasons?

TK explained that there are a range of reasons. For example, some may have elderly relatives within their home, or another family member may be very vulnerable and don't want to risk anything. Some are just very anxious and don't want to return. However, this may change when they see their friends returning to school. Although the school will be fairly regimented and won't be able to socialise as normal. The bubbles are likely to be with those they are in lessons with. But the school are expecting the numbers increase rather than decline.

**5. Planning for September 2020**

TK explained that there are certain challenges at the moment. Normally at the moment a school development plan should be in process and being written up for next year. However due to the current situation it has been put on hold as the school are expecting further and clearer guidance to be released in September. Currently the advice is constantly changing so it is not possible to set a clear plan at the moment. There are things that the school is able to work on such as blended learning timetables however things do feel up in the air at the moment and therefore are unable to give a detailed plan but it is possible to confirm what is in place so far.

MG advised that the timetable has been produced for September as normal and the school have staffed every class. There are approximately 8 or 9 unfitted year 7 classes but this is in hand and will be timetabled soon and will be loaded and updated on the systems accordingly. However, in reality the school is awaiting guidance in relation to how many are allowed to be in school in September

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MG explained that close communication has taken place with the Deputy Head at Thirsk school to ask how they are proceeding, which will continue throughout. Essentially it is important to develop models to suit the children at Bedale based on government guidelines. The timetable is nearly completed and the next stage will be to share with heads of faculty and for them to populate the classes as normal so this can be rolled out when everything returns to normal.

The new timetable includes the new staff members for Drama and English and the History and citizenship teacher

MG advised that the school also received resignation from Sarah Alsop the Textiles teacher. The school is currently advertising for that role which has received lots of interest. The start dates have been advertised as either a September or January due to the notice periods teachers have to give.

There are also Pastoral and GTA vacancies. Which are closing today. This is due to Harry Langley moving on to do a masters and Grace Freeman is completing teacher training. The school is in the process of shortlisting those and will look to interview soon.

Curriculum risk assessments need to be completed for every subject. 6 broad questions have been issued to each department which can be used as a tool to think about how curriculums are being planned both remotely and also once students return. This is to ensure that teachers are proactive rather than reactive.

MG explained that the school is still unsure about how the examination series will look next year. The grades for this year have all been submitted for this year which was quite a lengthy process. There may be an element of this next year but at the moment this is unknown.

AC – advise that he has met with the exam board over last couple of weeks regarding summer 2021 and have confirmed 3 scenarios;

1. Run as normal and use exams papers set aside for this year
2. Amend the exam papers i.e. include optionality in terms of what students need to know for the exam
3. To move back the series until July

The decision is likely to be made in weeks rather than months. However, they were very clear that they do not want to use central assessment grades they want to make the series as normal as possible.

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	<p>With the possibility of localised lockdowns this means this this is not a level playing field</p> <p>MG highlighted that it will be difficult for practical course that include coursework such as P.E, Food Tech and Art etc as these will be difficult to teach and run normally. If it is not possible to have students in school this makes it much harder</p> <p>GQ has there has been any further information about summer coverage?</p> <p>MG advised that there is no real clarity at the moment, the message at the moment is that the schools are not open over the summer. this may be different for vulnerable children? But nothing has been confirmed at the moment</p>	
<p><b>10</b></p>	<p><b>Staffing</b></p> <p><b>1. During Covid-19</b></p> <p>Included within the update above – but to add that this is Becoming abit more of a challenge as the school are using 13 staff on year 10 provision. From both workload point of view but they are coming into school and also the need to provide their online sessions so the school do not want to use them staff on the other provision. Also, from a safety point of view and trying to avoid contact as much as possible. However, this then leaves the school with an increasing growing vulnerable group which the school are using 2 or 3 staff members per day along with support staff.</p> <p>There are currently no staff within the high-risk category, however there are some with family members that do so they are trying to protect them. There are 8 staff with underlying conditions where they are being very careful and risk assessments are being completed where relevant</p>	
<p><b>11</b></p>	<p><b>Arrangements for writing School Development Plan priorities 20/21</b></p> <p>LL raised that the way that the Behaviour policy addendum is rather soft for on people deliberately spitting. The current criminal prison sentence for this is 44 weeks. To say that the school will put in place a personal risk reduction plan is setting the school up for challenges and should be more non-negotiable and dealt with more strictly due to safety reasons.</p> <p>TK explained that the those deliberately spitting would be dealt with in a very different way to those that have infringed any social distancing rules accidentally. During any potential exclusion process the school must not rush</p>	

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	<p>into any decision. But in this instance a child could be excluded for this and the addendum does need to be clearer to differentiate over the different infringements.</p> <p>AK advised that this will be specified to the year 10's on their return and it will be explained to them that students can still be excluded during this time.</p> <p>JR advised that the arrangements for the school development plan will be looked at carefully but that it is difficult to proceed with this at the moment.</p> <p>SI confirmed that this will be carried forward and revisited in July.</p>	
<b>Part 'C' - Policies</b>		
12	<b>None</b>	
<b>Part 'D' – Finance</b>		
13	<p><b>Submitted Monitoring Report including 2019/20 outturn</b></p> <p>DM – updated the GB in relation to the final budget. The draft budget was available at the last meeting but had limited data due to awaiting additional information from the LA after the date of the FGB.</p> <p>The group met and went through several details line by line about the budget, following this there were a few small changes for anticipated budget which was increased by 2 and has continued to increase since the budget as submitted. Additionally, amendments were made to the 2021 intake which would affect the 2022 and 2023 income was increased by 7 from using the anticipated numbers of primary cohorts.</p> <p>After making these adjustments the budget was submitted to the local authority. However, the day after the deadline they came back and asked all school to tweak the employer rate upwards for pensions which increased this by approximately 5k for the current year and approximately 8k onto following years.</p> <p>Actual bottom figure for this year is just short of a 95k deficit which means that the school will need to submit a request to the LA for them to approve that the school to run a deficit. However, it is possible to see that there will be an upturn in 3 years which is when the school can begin to tackle the deficit</p> <p>TK advised that there will hopefully be 1 more year 7 to confirm their place so this may change finances again.</p>	

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14	<p><b>Financial Impact of Covid-19</b></p> <p>JR asked if there was additional funding available for COVID related costs and how much have been incurred.</p> <p>DM explained that the school has been asked to keep a log of any additional costs and increased spending which may be paid back to the school. So far there has been a little extra spending on hand sanitisers and resources. Although the costs may increase further down the line but a log of this information is being maintained.</p>	
15	<p><b>Update from Finance Committee</b></p> <p>SI updated the GB in relation to the Finance committee. In the last meeting the budget was considered line by line. The committee went through how staffing will be developed and what would be considered an ideal position. Also, how this applies moving forward in relation to TK taking on the role and establishing how he would like to run the school.</p> <p>5-year business plan was developed by splitting the committee into areas looking at increasing income, risk factors and various costs. This will be completed within a month and will highlight how the school increases the numbers which is key to increasing the income. Moving forward the goal is to become oversubscribed.</p>	
<b>Part 'F' – Other Business</b>		
16	<p><b>Governor Annual Report 2020</b></p> <p>SI explained that the Governor annual report is due and the GB need to decide who will complete this. the report will cover what the school has achieved this year.</p> <p>KL volunteered to complete the report and LL offered to assist if any help was needed.</p>	
17	<p><b>Any Matters arising from item 4</b></p> <p>None</p>	
16	<p><b>Date of next FGB meeting:</b> 7<sup>th</sup> July 2020 at 6pm</p>	

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