

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

<b>Minutes of the Meeting held on Tuesday 15<sup>th</sup> June 2021 facilitated online at 6.00pm</b>
<b>Present:</b> Jan Reed - Joint Chair of Governors (JR), Steve Ingram - Joint Chair of Governors (SI) Tom Kelly – Headteacher (Head) (TK), Kate Loughlin (KL), Andy Childe (AC), Christine Inchley (CI), Rich McGuinness (RM).
<b>In attendance for all or part of the meeting:</b> Matt Gill – Deputy Head – Curriculum, Denise McFarlane Business Manager (DM), Alison Knight (AK), Johanna Daniel (JD) – Clerk to the Governing Body.
<b>Apologies:</b> David Atkinson, Lucy Legard and Natalie Mackenzie
<b>Governor Question (GQ)/Governor Comment (GC) (colour coding)</b>
<ul style="list-style-type: none"> <li>a. Ensuring clarity of vision, ethos, and strategic direction</li> <li>b. Holding the headteacher to account for the educational performance of the school and its pupils.</li> <li>c. Overseeing the financial performance of the school and making sure its money is well spent.</li> <li>d. Agreed by the governors</li> </ul>

Item	Actions	Gov
5	SI to carry forward action re finance committee	SI
8	TK to check school calendar for next year to review the spread of planned out-of-classroom experiences across the year groups.	TK

No	Item	Action
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 David Atkinson, Lucy Legard and Natalie Mackenzie, Apologies accepted and <b>CONSENTED TO.</b>	
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> An update in relation to events following the government announcement last night.	
5	<b>To approve as a correct record the Minutes and Confidential Minutes of the Governing Board meeting held on 11.05.2021</b> The Chair advised that the minutes would be considered page by page for both accuracy and matters arising. <b>one query was noted;</b> Page 8: SI Queried the action as this was assigned to him. It was explained that this was due to the finance committee connection. SI will therefore carry this forward. <b>Approval of Minutes:</b> The minutes of the Full Governing Board meeting of the 11.05.21 were <b>APPROVED</b> as an accurate record, and signed by JR, Joint-Chair.	
6	<b>To consider matters arising from the minutes for which there is no separate agenda item and to Review Action Points.</b> None	
7	<b>Teacher Assessed Grades Data</b> MG explained that teacher assessed grades carried out by the school last year was a different process. The students left March 20 <sup>th</sup> and didn’t return to the school. The teachers were asked	

(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

to enter a teacher assessed grade based on student's potential. However, this year teachers assessed grades are based upon evidence. Students have had the chance to complete some exams and teachers have acted as examiners. All exam papers were anonymised and were moderated by colleagues. This is one area being used to assess teacher assessed grades. Material from year 10 was also used to generate this. This has been a considerable amount of work for teachers who have carried out a lot of marking and moderating to ensure that grades are accurate and robust. In addition, the school has a policy in place for this system. Final tags are being inputted into the system and have been submitted to JCQ yesterday. The next stage is quality assurance, whereby they may want to see 5 pieces of evidence from 5 students to ensure that students have been given the correct grades. This will all be completed before students are issued their grades on 12<sup>th</sup> August. SLT are currently planning the format of the day with LRF (exams officer).

It is tricky to compare this cohort to any other when they have had such a big disruption to their studies. It is the first year to be based on scaled scores and not SATs.

There are several subjects which stand out and that we need to celebrate; Geography, French, Maths, English and Science.

Textiles and Art has an NQT who has achieved excellent results and produced brilliant work.

In History there is another NQT who has done well, and in Drama Louise Woodward had a great impact on outcomes.

SLT knew and pre-empted the impact that COVID has had on disadvantaged children, it is important that the school launches the Disadvantaged VIP initiative in the Autumn as the gap is now wider.

It is possible to see the impact on SEN students due to them not being in school. They will be a big part of our strategic plans next year.

IT will no longer be an option next year.

DT – results are improving but more work to be done here as the curriculum is being slowly developed.

**QUESTIONS**

GQ: there has been an improvement in Computer Science but IT was an area for development. what is the difference between the subjects?

MG: there are 2 reasons; this was noticed in the faculty review and the knowledge on CS is much better. With regards to IT, there is an NEA (Non-examined assessment) element which needs to be finished which has contributed to that. It supports our decision

GQ: What is the difference between the actual content of the subjects?

MG: CS has a programming element and the theoretical side of computing and IT is more around the databases spreadsheets etc. Using it rather than the theory of it.

TK: It may be important to explain the term NEA.

MG: NEA is a 'non-examined assessment'. Some subjects such as PE, Food Technology, DT, Music and IT and a few others have NEAs whereby practical assessments take place.

GQ: On the outcome for disadvantaged and SEN, this makes sense because not been in school. Is this similar in other schools in the area when you have been speaking to them?

MG: Yes, this is a national issue.

TK: there was an announcement this week regarding an extra 2.4billion funding for pupil premium which crosses over with Disadvantaged children.

AK: a lot of disadvantaged children are also SEN, there is a crossover.

(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

	<p>GQ: are the students bouncing back already? Or will this take time?  MG: yes, it will take time, most schools have this as a key priority. The school needs to work with the year 7's and we have also introduced things like the alumni to raise aspirations. There will be a lot more around working with parents and the VIP initiative will also be launched.  TK advised that the school has taken the decision to delay the VIP initiative from this summer term to the autumn. It is important that this this is launched properly and given the appropriate amount of time spent on it.</p> <p>GQ: there has been a lot of additional workload for members of staff in relation to marking papers. Has the school received any rebate for this?  AC: last year it was given back to centres and the exam board gave staff good will payments. However, this year the exam board did not give out any contracts for the summer so they are intending to give as much money as possible back to centres so hopefully the school will receive some.  GC: considering teachers have done 90% of the work hopefully the school will get some back.</p> <p><b>ACTION</b>  N/A</p>	
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**PART 'B' – SCHOOL IMPROVEMENT**

<b>8</b>	<p><b>MAIN STRATEGIC QUESTION</b>  <b>Are we empowering students to develop interests &amp; talents, supporting them in becoming courageous, committed, and compassionate individuals through their experience at school?</b></p> <p><i>GUIDANCE FOR ALL STRATEGIC QUESTIONS</i>  Do we all understand the question?  Where are we currently in relation to the question?  Issues? Journey? Progress?  Have we confidence in knowing what impact/change we want to see, by when? Could any of us answer the question to an external person, and would we know where to find out further information if needed?</p> <p>AC summarised the pre reading 'Personal Development' document.</p> <p><b>Questions</b>  GQ: engagement of all of the students – are you able to support disadvantaged students through pupil premium for school trips etc?  AK: this is generally done on an individual basis, students will be approached about different events etc.  TK: this is also the case for Duke of Edinburgh (DoE) if they are interested.</p> <p>GQ – are you keeping track of those that are not engaging with this but can't afford it? Pride can often be a factor. Is it clear if any students are not engaging because of this?  AK: there isn't a huge financial demand in relation to school trips  TK: this is the advantage of being a small school. The school is aware of the students that do not get involved and they will be approached.</p> <p>AC: the school assumed that students were not taking part in activities due to practical issues such as buses home etc. However, the survey highlighted that this was mainly due to their</p>	
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**Bedale High School Full Governing Board Meeting**  
**15<sup>th</sup> June 2021 - Minutes**

friends being afraid to try something. It was also possible to see from the student survey the type of activities students would like to do.

A fresher's fair tasters' event is being planned for September where students can sign up and try something get them to engaged in activities.

SI: this question can be broken in to 3 elements;

1. are we empowering students?
2. do we allow students to develop interests and talent?
3. are we supporting them in becoming creative compassionate?

GQ: it would be good to get a break down of ELU's ex-curricular survey so it is possible to see the issues and to know if there are any other hurdles.

TK: the feedback we gave on this previously was summative rather than whole, confidence was one of the main things highlighted.

AC: advised that a meeting will take place with KL and Liz Lumsdon on 30<sup>th</sup> June, where this will be discussed.

AC: DoE took place last week; the students have really enjoyed this and can be an inspiration to other students interested in this. This does not simply involve the expedition but there are many other elements.

MG: hopefully sports will be back up and running soon.

TK: this comes back to the wider values. It is very exciting about AC & LW's new roles and how this will benefit the students in this area as there is a cross over to their roles. The student leadership will be unrecognisable next year; moving forward all types of students will have leadership roles and opportunities. Also, Claire Temple will be the sports coordinator for primary schools. Each of these will help to build an ethos of confidence and excitement to try new things rather than seeds of nervousness.

GQ: are there opportunities for those that are part of the groups to possibly share short videos? Something that would give other students an idea of what happens in that group. i.e. fresher fair getting a taster get across a range of different things.

GC: this is a good idea, there are some students that joined art club because some friends had. It wasn't about the art but everything else they were getting out of it. But if students can sell it and they know they don't have to be a brilliant artist they might try it. If the students can sell it from the other side that would be really helpful.

GC: some students are already pushing themselves out of the comfort zone. Not all will try anything, but some might.

TK: this is hopefully not putting too much on the students, but hopefully them sharing their experiences will benefit other students. This could fit into their preferred style of videos. However, we want to be in a position where we are not forcing them but they want to through word of mouth better hopefully can grow organically.

GC: absolutely.

(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting**  
**15<sup>th</sup> June 2021 - Minutes**

MG: for me extra curriculum is enriching their learning experience. How this can develop the characters of the students rather than what is taught. But it is important to look at both and recognise how pull the threads together.

GC: we are doing some of this already by including the 3 C's within the curriculum but it is important to look at where they can be made more explicit in terms of language, some subjects easier than others to create a values-based curriculum.

TK: We are currently looking at experiences that link to their subjects and teachers are planning more of these to complement the move to a 3-year KS3.

AC: to use the wider curriculum and bring it to life i.e. diversity in PSHE lesson by getting the students out and taking them to an urban area such as Bradford. Where they can actually see diversity themselves. When lessons are more practical students experience things first hand.

GQ: how are we going to do that at the moment? Things will not be changing for a while.

TK: the school are still allowed to do trips at the moment, trips such as; Darlington College and York St John University are going ahead. Current guidance allows for trips but with additional risk assessments.

AC: a diversity trip to Bradford for year 7's will be organised, but moving forward we will get the students to plan the trip. Once they have been in year 7 they can then plan the trip themselves which will give them the courage to undertake this under the guidance of staff.

GQ: would this be for each year group if allowed next year?

AC: from my point of view, I would like to do this for year 7 and get the other trips such as Geography as no trips have taken place this year but just get them up and running again. Cross curriculum trips such as History and Geography could take place for example at Fountains Abbey. Because no trips have taken place for a year it is important to get them up and running again.

GC: students have massively missed out. It is important that they all get this opportunity.

GQ: could there be an extra curriculum activity whereby students organise a trip or a day out?

TK: this could be something that the student council starts or they launch it and let other students take it on.

GC: when pulling together next year's calendar for trips it might be a good idea to focus on the year groups that have not had the opportunity to do their trips i.e. years 8 and 7. As other year groups have experienced some trips.

(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

	<p>GC: it is very difficult to include all elements and opportunities for students as it is not possible to know which ones will be taken up.</p> <p>GQ: is there any way of recognising, celebrating and tracking these things that students do outside of school? Any way of talking about this? i.e. sports or carers</p> <p>TK: A lot of this comes through from the parents and we celebrate their achievements routinely through end of term assemblies, Facebook and the weekly newsletter. A lot comes through those relationships with parents but some of it will go under the radar and therefore we may need to do more through form tutors for those that we don't already know about.</p> <p>GC: some schools have displays, a wall of celebration.</p> <p>TK: social media encourages parents to send anything to the school. For example, Bedale Junior footballers going in the final. Although we don't have any students going to the after-school cricket or rugby, there are many that are members of teams outside of school.</p> <p>GC: lots of students showed compassion and developed this due to COVID and understand that everyone has different circumstances there is that compassion within the students how people are behaving towards each other is good</p> <p>GC: it is important that GB's know what is planned which gives the confidence to answer these questions if asked.</p> <p><b>ACTION:</b> TK to check school calendar for next year to review the spread of planned out-of-classroom experiences across the year groups.</p>	
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**PART 'C' POLICIES & STATUTORY REPORTS**

	<p><b>Policies:</b></p> <p><b>Attendance Management policy (NYCC)</b> DM: there have been no changes from the LA. this has been given a 3-year review date. But if the LA update this before then this will be brought to governors.</p> <p><b>Staff Code of Conduct (NYCC)</b> DM: another NYCC policy, there have been some very minor adjustments. This has been given a 2-year review cycle.</p> <p><b>Accessibility Plan (School)</b> AK: this is a review this policy which was implemented in 2018. This is an update of this policy.</p> <p><b>Questions</b> GQ: on the access audit where is stated fully, partly or not. What is the way of ranking between fully and partly? AK: it is areas of development i.e. fully means fully in place. Partly is ongoing and means that it needs further development. GQ: who is responsible for this or who assigns these actions to others? AK: it is usually me, but when they are practical things i.e. main building accessibility, this would be abit of a mix. Some pastoral however the majority is me. GQ: are you comfortable with it all? and is it all being addressed? AK: a lot crosses over into inclusion and even health and safety due to it being about making the school physically inclusive. This policy has replaced 2 individual polices the SEN policy and the access and inclusion policy. This was put in place to condense the policies.</p>	
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(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

	<p><b>Single Equality Scheme (NYCC)</b> AK: This is an NYCC template which has some small changes. There are some really interesting sections, for example page 5 has the breakdown of ethnicities, languages, SEN and gender which was a useful process to complete.</p> <p><b>Managing Allegations Against Staff (NYCC)</b> DM: this is another NYCC template.</p> <p><b>ACTION</b> <b>The policies were UNANIMOUSLY AGREED by Governors for approval</b></p>	
<b>, PART 'D' – FINANCE</b>		
<b>PART 'F' – OTHER BUSINESS</b>		
<p><b>11</b></p>	<p><b>Any Matters arising from item 4</b> TK updated the GB in relation to several items;</p> <p>The school has secured a German specialist for the next few weeks to cover MFL.</p> <p>Safeguarding overview training is due to take place in July. There is an expectation that a member of the GB will also attend. The dates are; 5<sup>th</sup> July 5-6.30 6<sup>th</sup> July 10.30-12 It was agreed that RM will attend this.</p> <p>The next meeting with James Durran is due to take place 30th June 2021. This will include time spent with LW and AC. Also, time in the classrooms with students.</p> <p>The government announcement last night has affected events such as the year 11 prom, work ready week and the visit to Darlington College. Amendments have been made to the dates of these events however the biggest issue is with the transition week for year 6's. Guidance states this can take place. However, year 6 students from different schools cannot mix. The original plan was to mix the students but this can no longer happen, nor can the school have 26 different bubbles for the year group. JD has been contacted to ask if the LA will issue any blanket guidance. It was considered to move this to the last week of term, however there is no guarantees about the lockdown being lifted and also the primary schools organise a lot for their leavers on their last week of term which would be interrupted.</p> <p>Therefore, this leads the school into organising a virtual transition week again. Complimented by tours of the school, face to face meetings for those that need it and Facebook videos etc. The school would also change the arrangements for the first day back in September so that only year 7's and year 11's attend.</p> <p>GQ: would it be possible for the school to change this quickly if the guidance changes? As things are changing so frequently with regards to lockdowns etc. would it be worth having something in place just in case?</p> <p>TK: the plan in place is narrowed down and we wanted to avoid where some primary schools are attending and others aren't. it would be difficult if the attendance is uneven. The school will be contacting the head teachers of primary schools to seek their opinion on this.</p> <p>GC: the parents may be concerned regarding how safe this is for their children.</p>	

(Chair).....

Date: 15<sup>th</sup> June 2021

**Bedale High School Full Governing Board Meeting  
15<sup>th</sup> June 2021 - Minutes**

	<p>GC: the main benefit of the transition week is for the students to come together and meet other children in their year. There are some students that are the only child coming from their school so bubbles would not be beneficial for them.</p> <p>AC: the summer school has 60 students signed up for the week. A trip is also planned “The Richmond adventure” which will be nice way for them to get to know each other. This is just over half the year group.</p> <p>TK: this is where the school is at the moment. If any GB’s have any further ideas please get in touch.</p> <p>TK: the school have made it to the finals of the Northern Echo Education Awards in 3 categories;</p> <ul style="list-style-type: none"> <li>• Best school</li> <li>• Best new member of staff</li> <li>• Best community school</li> </ul> <p>3 schools made it through to the final for each category. This will be held in September as a virtual event. Louise Woodward put the school forward for this, however it is also good to know that school was nominated by other people outside of the school for the community award.</p> <p>JR: confirmed that the next meeting is due to be held on 20<sup>th</sup> July. Hopefully this will be in person and can be held in the Culture Shack.</p> <p>TK: NYCC clerks have advised that there will be no face to face meetings this term.</p> <p>JR: it will be possible to determine this closer to the time.</p> <p><b>ACTION</b> N/A</p>	
12	<p><b>Date of next FGB meeting: 20<sup>th</sup> July 2021</b> <b>Items carried forward to July FGB: N/A</b></p>	
13	<p><b>The meeting closed at 7.36pm.</b></p>	