



FEDERATION of BOROUGHBRIDGE HIGH SCHOOL & KING JAMES'S SCHOOL
Minutes of Meeting of the Federation Governing Body
Thursday 25th March 2021, 6.00pm online

Present: Malcolm Dawson (Chair): Pat Dunnill; Rebecca Evans; Richard Ebdon; John Heap, Brian Horner; Andrew Howard; Paul McIntosh; Kathryn Stephenson; Sam Meneely; Sarah Tabor; Andrew Town; Rob Whitehead; Ian Yapp

In attendance: Justin Waters (JW) - Director of Business Services; Carl Sugden (CS) – seconded Headteacher at KJS; Rob Grierson (RG) – Deputy Head BHS, ; Heather Turner (HT) Clerk; Helen Handley (items 1-8), Tammy Godsell-Wright (items 1-8)

Apologies : , Emma Lonsdale, Leanne Hume.

Governing Body functions:

Ensuring clarity of vision, ethos and strategic direction of the school

Holding the Headteachers to account for the educational performance of the schools and their pupils

Ensuring the sound, proper and efficient use of the school's financial resources

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| 1 | Welcome & Reminder to Governors of the rules about | The Chair welcomed all to the meeting, reminding all present of matters relating to confidentiality, declaration of interests and the code of conduct. |

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| | Confidentiality; Code of Conduct | |
| 2 | Receive apologies and consider giving consent to absences | The following apologies were received and consented: Emma Lonsdale and Leanne Hume and from Carl Sugden and Sarah Tabor for lateness. |
| 3 | Approval of the Minutes of the meeting held on: Tuesday 9 th February 2021 | The previously circulated minutes of the meeting held on Tuesday 9 th February 2021 were agreed as a true record. |
| 4 | Matters arising from the minutes | <p>The following matters were arising from the previous meeting:-</p> <p><u>Review/approval of lead governors</u></p> <p>4 new lead governor's roles had been proposed with the following leads: -</p> <ul style="list-style-type: none"> • Behaviour and Attendance – Andrew Howard • Leadership – Malcolm Dawson • Sixth Form – Pat Dunnill • Personal development incl PSHCE and RSE – Sam Meneely <p>The Chair confirmed that the relevant governors were happy to accept these posts and the Board approved these appointments</p> <p>It was agreed that it would be helpful for the Board and individual lead governors if their roles could be defined. This will be reviewed at the next meeting. Action MD</p> |

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| | | <p><u>Compiling governance information for the school website</u> Governor profiles were now almost complete and HT confirmed that these were now uploaded to the school's websites. MD requested any missing information be forwarded to HT. Action HT/Governors</p> <p><u>Key staff responsibilities</u> MD asked both Heads to circulate a note to the Governing Board summarising the roles and responsibilities for key staff. This would be helpful to build more familiarity with both schools and signpost Governors to the appropriate person. Action KS/PM</p> |
| 5 | Report on full re-opening of schools | <p><u>BHS</u> A report had been circulated prior to the meeting and KS gave a verbal update. The return to school had been very positive. Communication had gone out a week before and a staggered return approach had been taken. There had been a 97% take up of lateral flow testing which was carried out by staff and volunteers. Pastoral staff have worked with students who found it difficult to return and this proved very positive.</p> <p>The older students have found it more challenging as there was an ethos that they had felt that they may never be coming back into school if the lockdown was extended.</p> <p>Most students have returned equipped with face coverings and, where this was not the case, teachers had provided these to students.</p> <p><i>Question: How many positive tests have there been?</i> <i>Answer: only one positive to date</i></p> <p><u>KJS</u> A report had been circulated prior to the meeting and PM gave a verbal update.</p> |

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| | | <p>The school had continually communicated with parents and held a series of online parental forums updating them on the remote learning journey and plans for a full re-opening on March 8th. This included a strong message around students 'being ready' and re-emphasising the school values, this included that students were not allowed to use their mobile phones throughout the school day.</p> <p>PM asked that the Board recognised the excellent work that JW and his team had done to get the testing set up and HH for the complex process of distributing the home tests. The 6th Form were tested on 5th March to enable learning to start on the 8th March; the remainder of the school had a staggered return. 91% of parents consented to their child receiving a test and circa 5000 tests had been carried out. Overall school attendance for the first week back was 96.13%</p> <p>The school had had 5 positive cases confirmed.</p> <p><i>Question: How many students have had to isolate?</i> <i>Answer: There are circa 200 students that have had to isolate spread across the school</i></p> <p><i>Question: Have the students that have isolated moved immediately to remote learning?</i> <i>Answer: Yes – live lessons have been delivered although this has been particularly challenging for teachers with most students being in school</i></p> <p><i>Question: What happens if students don't record tests?</i> <i>Answer: Unfortunately the schools are reliant on the students, and staff, complying as they cannot be forced to take tests or submit results</i></p> <p><i>Question: How is home testing recorded?</i> <i>Answer: There is an area on the website where staff and students can log the test results – this reports to the school and to the NHS</i></p> <p><i>Question: How are we supporting the staff's wellbeing?</i></p> |

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| | | <p><i>Answer: Some staff have found it hard to adjust and in particular teaching with face masks on, but this is becoming easier. Open door policies are in place. KJS increased the amount of remote learning in preparation for a return to school which enabled staff to adjust to workloads.</i></p> <p><i>Question: Have there been any staff off following the vaccine? Have we any staff suffering from long covid?</i></p> <p><i>Answer: BHS have had 2 people who have had time off following the vaccine. There are currently 2 staff who had covid in January and have not, as yet, returned to school. The school is liaising and supporting these staff members. KJS has had 3 staff members off for a small amount of time following the vaccine.</i></p> <p>The Federation Governing Board acknowledged the work that both schools had done during the lockdown and on the return to school. It had been an excellent team effort from all parties.</p> |
| 6 | Consideration and approval of the NYSCP School Safeguarding Audits 2020/21 | <p>SM, HH, TG-W and relevant team members had worked jointly on both schools' Safeguarding Audits. The detailed response and summaries had been circulated prior to the meeting.</p> <p><u>KJS</u></p> <p>HH gave a verbal overview. The audit shows compliance in 134 applicable areas with 5 areas categorised as 4-adequate but a weakness identified with an action plan being implemented as per below:</p> <ul style="list-style-type: none"> • Staff training required on updated Code of Conduct (April) and 'Action Counters Terrorism' (June) • Further training and practice of the Emergency Response Procedures (lockdown process) with Governors, staff and students (June) • Expansion of the Safeguarding Team (when training is possible), document the responsibilities of the DSL/DDSL (March) and formalise safeguarding cover during the school holidays (July) |

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| | | <ul style="list-style-type: none"> • Check policies fully cover the requirements for recommended Smoke Free Policy (April) and Medical Policy (March) <p>As a result of the audit there are two further things which require consideration and action where agreed: -</p> <ul style="list-style-type: none"> • Ensuring safeguarding policies and schedules for review, Governor training and records are aligned following Federation • Investigate if the school wants to implement Restrictive Practice Training <p>SM advised that she had spent a lot of time working/reviewing the document and that she was happy with the outcomes. There had been a lot of time spent reflecting across both schools and further work was needed to try to align as much as possible.</p> <p><i>Question: Does KJS have an emergency process in place?</i> <i>Answer: Yes, and all staff are aware of this process. It will be necessary to undertake an update with staff in the next term following the recent school closure.</i></p> <p><u>BHS</u> TG-W gave a verbal update outlining what a good opportunity this was to review and reflect on the safeguarding within the school and being able to work with HH and SM to look at things that both schools could gain benefit from when aligning practices.</p> <p>The school gradings outcome ranged through 5,4 and 3. The criteria graded 4 is new and has not been embedded long enough in enable a thorough review and therefore grade any higher. The grade 3 is around security in the school. Because the school is an 'open site' this has been difficult but work is on-going, additional cameras have been installed, lanyards are being used. There is work that needs to be done to secure the front and side of the site</p> |

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| | | <p>All safeguarding updates are shared with staff but a process to confirm receipt and understanding of these needs to be put in place.</p> <p><i>Question: There are 3 criteria graded as a 4 with no action. Could we have a further review of these and a timescale for action?</i> <i>Answer: Yes - these criteria are all new and will be reviewed and embedded as a matter of course but updates will be provided at the next Federation Governing Board meeting.</i></p> <p><i>Question: 2.64 – Staff Awareness – is graded 1 – is this an error?</i> <i>Answer: yes – it is a typographic error and should be a 4 – this will be amended</i></p> <p><i>Question: Have we got enough cover on safer recruitment?</i> <i>Answer A number of governors are scheduled to do safer recruitment training and we will review the position after that.</i> MD asked HT to put together a Governor training report. Action HT</p> <p>The Board agreed the Safeguarding Audits and gave approval for these to be submitted. Action HH and TG-W</p> <p>MD asked SM to work with HH and TG-W to look at the various outcome actions and look at a plan to further integrate the safeguarding across both schools and report to the next Federation Governing Board meeting. Action SM, HH and TG-W</p> |
| 7 | Finance Update | <p><u>Approval of the Minutes of the Executive Finance Group held on 19th March 2021</u></p> <p>JW advised the Board that these minutes had been approved by the Executive Finance Group and asked the Board to approve these. These were duly approved.</p> <p><u>2021/2022 Budget approval</u></p> |

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| | | <p>The Federation 2021/2022 start Budget paper had been circulated prior to the meeting. JW assured the Board that lengthy detailed discussions had taken place during the process of putting this budget together.</p> <p>The risk for the Federation is that this shows an overall cumulative deficit of £1.1M.</p> <p>KJS 2021/22 budget is forecasting a surplus of £7.6k subject to final funding statements. In addition, the committed cash position for Catch Up initiatives at 2020/21 year end is expected to be over £50k.</p> <p>BHS continues to set a deficit budget and early indications (subject to ongoing cost saving initiatives before ratification of the strategy) indicates a £98k in year decline of the financial position or in year deficit of £266.5k.</p> <p>The BHS budget will require local authority approval which it is believed will be conditional upon receipt of an appropriate recovery plan. It is expected that the best-case negotiable situation is a further three years to balance the in-year position given the operating pressures. Historically schools have 3 years to clear the cumulative deficit. A recovery plan is being put together which will be shared with the Executive Finance Committee in early May ahead of submitting this budget to the LA.</p> <p><i>Question: Could you confirm what an ‘unlicensed deficit’ actually means?</i></p> <p><i>Answer: This means that the LA have not given the school the authority to go into this deficit. It is anticipated that the LA will grant this license, subject to being able to support the deficit with a robust recovery plan. If this is not granted then the LA can theoretically take over the financial running of the school.</i></p> |

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| | | <p>The Board agreed that it was critical that all Federation Board Members were fully aware of all actions/issues moving forward and were in agreement with the recovery plan currently being developed.</p> <p><i>Question: Is it likely that an LA would take over a school?</i></p> <p><i>Answer: It would usually require more than just a financial issue for the LA to consider taking over the running of a school. The LA would look at the recovery plan and question if they would do anything different to the proposed plan. BHS has been in a deficit position for 4 years. When the LA last reviewed the finances with the school they couldn't suggest any additional actions that were not already in hand. They have been supportive of the formation of the Federation because it offers the best chance of achieving further improvements in the budget position.</i></p> <p><i>Question: A governor stated that the basic issue was not enough students and asked if the housing developments in the area were expected to result in an increase in students?</i></p> <p><i>Answer: It is an unknown at the moment and although there is likely to be some increase it is not confirmed and therefore an increase in student numbers has not been built into the budget.</i></p> <p><i>Question: Should we be proactive and consider asking NY to come back and review the finances again?</i></p> <p><i>Answer: JW has tentatively engaged with NY whilst putting together the budget – it is anticipated that as soon as the budget has been submitted they will want to visit, hence the need to get the recovery plan in place ready to present</i></p> <p><i>Question: High needs funding has reduced again – can we continue to support this?</i></p> |

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| | | <p><i>Answer: KJS have a particularly challenging Y7 and 3 / 4 TAs are currently supporting this so the gap between income and expenditure is challenging. The cover is a bare minimum and if the school gets more complex cases this will become critical</i></p> <p>IY highlighted a government SEND funding consultation. This is an open consultation and potentially this would give the Federation a short-term gain.</p> <p>JW asked the Board to approve both KJS and BHS starting budgets. The Board gave their approval.</p> <p>Following the next Executive Finance Meeting and ratification of the proposed recovery plan, further discussion will take place at the next Federation Governing Board Meeting. Action KS/JW</p> <p><u>SFVS returns – BHS and KJS</u> Papers had been circulated prior to the meeting for member’s review. The Board approved both papers.</p> |
| 8 | Understanding both schools | <p>MD advised the Board that he thought it was important members became familiar with both schools. SEFs for both schools had been circulated prior to the meeting for review by Board members.</p> <p>CS gave a verbal overview outlining the 4 key areas for KJS:</p> <ul style="list-style-type: none"> • Relationships – the belief that fundamental relationships with students and staff is the foundation of excellent learning • Curriculum – King James’s has always debated and discussed the curriculum and we have never followed curriculum models that are in the best interests of school league tables at the expense of what is best for individual pupils. For example, we currently do not push pupils |

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| | | <p>down an EBacc route, we offer pupils open choices at GCSE and we have done this, in part to protect the arts and creative subjects. This will require a future discussion with governors as we approach the DfE Ebacc 'target' in 2022.</p> <ul style="list-style-type: none"> • Enrichment – there were 120 trips and fixtures in the last full academic year and 12900 pupil days out • Independence –We have always valued our independence to run our own school in the best interests of our community. We have independently minded governors and, although we have wide collaboration networks, we value our autonomy from such structures as multi academy trusts. <p>KS gave a verbal overview on key areas for BHS:</p> <p>The overriding ethos of the school is 'safe and happy students are successful'. It is felt that the strong relationships within the school underpin this along with a very supportive pastoral care team. Because the school is small all staff members know the individual students. There is a strong team of specialist subject teachers which allows for an aspirational curriculum model to be delivered. The school has an 'stage not age approach' and focuses on effective transitions at each stage. The school results are above average.</p> <p>Questions: When should we be looking at the question of the EBacc model? Answer: The current Y9 are OK – it is not a target but currently an aspiration. However in 2024 it is an Ofsted limiting judgement so this should be taken into consideration.</p> <p>Question: Is there the capacity for delivering modern languages within the schools: Answer: KJS – yes probably with some creative timetabling. BHS could build capacity.</p> <p>This needs to be reviewed very early in the Autumn term</p> <p>SM and IY gave a verbal overview from the Governors' point of view on BHS.</p> |

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| | | <p>The financial position of the school is obviously a concern. Historically (prior to 2014) there had been a lack of information provided to the Governors. This is now rectified, the school's overall performance has improved considerably and outcomes expected are much more favourable. There is a strong open relationship between the SLT and Governors. As the school has a rural catchment, there are 22 feeder primary schools with only one or two students coming from some schools. This means the pastoral support for transition into the school is both critical and resource intensive. The school has a strong community spirit and students respect the need for good conduct. There is good strategic planning in place.</p> <p>AH and JH gave a verbal overview from the Governors point of view on KJS</p> <p>The school is fully inclusive. It offers a broad curriculum backed up by a strong extra-curricula offer. The curriculum is based on achieving the best outcomes for students and not league table led. There is a strong peer support across both staff and students. Measuring performance is often evidenced by strong data analysis. The school celebrates success wherever possible. Pupil premium attendance is a challenge for the school.</p> <p>MD thanked all for their input. It was felt that there were strong similarities between the schools.</p> <p>Governors felt that it would be helpful to be able to interpret the data better and therefore to ask the pertinent questions. MD to look into ways of achieving this. Action MD</p> |
| 9 | Report on parents and student voice data for BHS and KJS | <p>Detailed responses to all surveys were circulated prior to the meeting.</p> <p><u>KJS</u></p> <p>Overall the parent survey had a good response rate. The overall feedback was good with one area for improvement around feedback on work from teachers. This had been discussed with teaching staff and the various types of feedback raised in parent forums. The student survey had a 76%</p> |

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| | | <p>response rate. Students felt that they are able to access live learning and get support if they have any difficulties with any learning.</p> <p><u>BHS</u> Parents had responded well to the survey. 87.5% strongly agreed that home learning had improved since the last lockdown and most parents were happy with the number of live lessons and amount and standard of work provided. The main concern raised was around engagement and mental health of students. 30% of students responded to the survey. 70% of the respondents believed they were receiving useful and regular feedback. Almost half of the respondents felt they were having too much work set. 80% of respondents believed that the Google Meet live lessons were helping them to learn and make progress.</p> <p>The Board agreed that they felt that in general the surveys evidenced that both schools were in a good position regarding remote learning, the surveys confirmed a good understanding from parents and students, easy access to platforms and that this was reflective of the efforts by all staff in unprecedented circumstances.</p> |
| 10 | Staffing | <p><u>BHS</u> There was nothing to report from BHS</p> <p><u>KJS</u> Recruitment</p> <ul style="list-style-type: none"> • JW advised the meeting that a Finance Manager and temporary assistant Finance Manager had been appointed following the retirement of the current post holder who had been with the school 26 years. This was to support the year end process. • A caretaker post is currently being recruited for following the retirement of the current post holder. • Acting Assistant Head – Curriculum – recruitment to start in September • One cleaning post currently in process |

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| | | <ul style="list-style-type: none"> • Kick-start recruitment starting in April <p>In April there will be a teacher returning to the school following secondment.</p> <p>There has been a resignation from a care advisor.</p> <p>There are currently 5 flexi working requests being considered (4 teaching plus 1 non-teaching post).</p> <p>2 disciplinaries are currently in process.</p> |
| 11 | Governance | <p><u>Governors' strategy day</u> MD gave a verbal update on the planned strategy day. It was felt that this would be good opportunity to review the school improvement plans and set out some forward planning initiatives. It was thought that this would also enable the Board to review the curriculum delivery across both schools, particularly picking up the issue of the EBacc.</p> <p>The Board were asked to put the 3 July 2021 as a diary date for this meeting. MD to confirm venue, timings and content at the next Federation Governing Board Meeting. Action MD</p> <p><u>Skills Audit</u> The skills audit review had been undertaken and circulated prior to the meeting. There are currently no significant gaps. The audit does show that it might be helpful to increase the Board's experience in chairing meetings and MD encouraged members to attend Governor Network meetings. He also highlighted the opportunity to shadow Chairs if members were interested.</p> |
| 12 | Policies | <p>The following policies were circulated prior to the meeting:</p> <ul style="list-style-type: none"> • Appraisal Policy |

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| | | <ul style="list-style-type: none"> • Capability Guidance • Capability Policy • Developing Performance Guidance • Development Policy • Behaviour for Learning Policy • Behaviour for Learning Policy (COVID) • Looked After Children Policy • Single Equality Scheme 2020 • Staff Development Policy • BHS Exclusion Policy <p><i>Question: Looked after Children Policy – is this new?</i> <i>Answer: it is the same policy but the schools are in the process of doing a large piece of work in reviewing all policies across both schools and where possible have one policy to cover both BHS and KJS</i></p> <p><i>Question: The Behaviour for Learning Policy (COVID) talks about March – should this be updated to September</i> <i>Answer: Yes – this will be actioned</i></p> <p>Question: Staff Development – this states that staff have responsibility for training needs is this correct? Answer: This would be covered in the Performance Management policy. This could be cross referenced in the Staff Development policy and this will be actioned.</p> <p>All policies were approved subject to the minor amendments above.</p> |
| 18 | Correspondence | There were no items of correspondence to report. |

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| 19 | Any Other Business | There was no items of other business to discuss. |
| 20 | Date of next meeting | Thursday 13 th May – 6pm (likely to be online) Thursday 17 th June – 6pm Thursday 22 nd July – 6pm |

The meeting closed at 20.20 hours.

Signed Malcolm Dawson (Chair)

Dated.....

ACTIONS ARISING FROM MEETING :

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| Clerk | Clerk to circulate Lead Governors |
| Clerk/relevant governors | Outstanding Governor profiles to be sent to the Clerk. Clerk to ensure these are updated and published on the websites. |
| Chair | The Chair to put together further details for the Strategy Meeting and confirm venue and timings. |
| SM/HH/TG-W | Safeguarding - MD asked SM to work with HH and TG-W to look at the various outcome actions and look at a plan to further integrate the safeguarding across both schools and report to the next Federation Governing Board meeting. |
| Chair | It was agreed that it would be helpful for the Board and individual lead governors if their roles could be defined. This will be reviewed at the next meeting. |
| Clerk | MD asked HT to put together a Governor training report. |

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| KS/JW | Following the next Executive Finance Meeting and ratification of the proposed recovery plan further discussion will take place at the next Federation Governing Board Meeting |
| Heads | Question: Would it be possible to have details of key staff responsibilities? Response: Documentation is available and this can be provided |
| Chair | Governors felt that it would be helpful to be able to interpret the data better and therefore to ask the pertinent questions. MD to look into ways of achieving this. |