



FEDERATION of BOROUGHBRIDGE HIGH SCHOOL & KING JAMES'S SCHOOL
Minutes of Meeting of the Federation Governing Body
19th May 2022 at Boroughbridge High School.

Present: Malcolm Dawson (Chair); Pat Dunnill; Richard Ebdon; Rebecca Evans; John Heap; Andrew Howard; Sam Meneely; Sarah Tabor; Andrew Town; Ian Yapp; Kathryn Stephenson (Head BHS); Carl Sugden (Head KJS).

In attendance: Justin Waters (Director Business Services); Rob Grierson (Deputy Head BHS); Ruth Gregory (Clerk).

Apologies: Brian Horner, Rob Whitehead.

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 and Introductions | The Chair welcomed all to the meeting. A reminder was issued of the importance of confidentiality. Confidential items would be identified as appropriate through the agenda. |

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| 2 | Receive apologies and consider giving consent to absences | Apologies were received and consented to from Brian Horner and Rob Whitehead. Leanne Hume and Emma Lonsdale were not present. |
| 3 | Approval of the Minutes of the meeting held on 28th March 2022 | The previously circulated minutes of the meeting held on 28 th March 2022 were agreed as a true record. |
| 4 | Matters arising from the minute | <ul style="list-style-type: none"> • A Safeguarding meeting is to be arranged for after Half-Term. • The Clerk reported that a small number of Governors had not returned their Skills Audits and Register of Interests and that she would chase them in order that a skills audit analysis can be completed for the next meeting. • The CCTV policy has been updated, to reflect changes to the guidance around CCTV in toilets. |
| 5 | KJS and BHS Uniform Consultations | <p>Both schools require Governor guidance. KJS uniform is very gender specific and greater consideration is required to follow DfE guidelines about the cost and availability of uniform. There are two variations at present: kilt with jumper (girls) and tie with blazer (mainly boys, but some girls choose to wear this). A third variation to be considered is smart black trousers, a tie and jumper which has been tried on year 11 pupils and looks smart. This gives a more comfortable option for girls and also a more gender-neutral option. This change can be brought in short-term for 2022 and the uniform suppliers are happy with being able to accommodate that.</p> <p>A consultation is required for 2023 to consider whether we need any broader changes to address the DfE guidelines on branding and cost, as well as whether the kilt is still fit for purpose.</p> <p>Challenge: Define smart trousers? Answer: Not branded but black, straight cut boot leg for year 11</p> <p>Challenge: Do not girls already wear trousers? Answer: Yes, but the blazer could be replaced by the jumper and ties would give the “branding”.</p> |

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| | | <p>Challenge: How would this impact on the sixth form? Answer: Both boys and girls in the sixth form often wear business suits, but a separate consultation about sixth form uniform has been developed by the students.</p> <p>Proposal: That Governors accept adding the third option to the uniform for 2022 (i.e smart trousers with shirt and tie) and the development of proposals for a more wide-ranging consultation for 2023. The Governors were in full agreement to both proposals and PD and RE would like to be involved. The governors would like to be kept informed about the consultation, with both students and parents.</p> <p>BHS has a very standard uniform and there is a choice of trousers or skirts with a clip-on tie and black blazer with the school badge. If a skirt is worn, then thick black tights are expected to be worn. The main changes required are in the PE uniform to make it less gender based, and this will be phased in over time so there is no requirement for parents to purchase new kit. Governors confirmed they were content with this change.</p> |
| 6 | Safeguarding Update | <p>The commentaries at the bottom of the reports from both schools are very clear. There was some discussion about the level of detail included in the data tables. It was agreed that the focus should be on providing clear evaluative commentary in the reports, rather than breaking down the data further. The current level of data analysis in the tables was sufficient and very helpful.</p> <p>It was noted that TGW at BHS has completed her Senior Mental Health Lead training. Observation – It was noted that there were more children in child protection at BHS than KJS, despite the disparity in overall student numbers – this gives an insight into the challenges faced at BHS even though a smaller school. Incidents of self-harm are worrying but numbers shown are incidents recorded on CPOMS, rather than student numbers. The incidents will be a combination of students who have repeatedly self-</p> |

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| | | <p>harmful, as well as potentially some new students. Outside agencies are involved to try and help the students.</p> <p>Challenge: Is there some peer pressure to self-harm amongst the students? Answer: Not necessarily.</p> <p>Governors need to have an understanding of Safeguarding. The pandemic has changed some of the issues, domestic abuse is starting to reduce but eating disorders and self-harming are rising.</p> <p>Regular meetings at both schools are monitoring issues and give rise to wider school contextual concerns.</p> <p>The governors felt that the reporting system now in place was beneficial and thanked HH and TGW for producing the tables and comments.</p> <p>It would be helpful if HH and TGW could attend a governor's meeting once a term to discuss Safeguarding and answer any questions the Governors may have.</p> |
| 7 | Quality of Education reports, including quality assurance | <p>BHS provided a detailed report it has Agreed Practice to ensure consistent, high quality teaching and works with teaching staff to show the parameters required to provide good lessons. Staff use student data sheets to inform lesson planning. The school has moved away from graded lesson observations for QA to a model based on subject reviews incorporating a meeting with the subject leader, student voice and work scrutiny, along with lesson observations.</p> <p>Heads of Department from KJS and BHS to review using joint "deep dives" to see the impact on various subjects within the school curriculum.</p> <p>Challenge: Will summaries be by subject area and is there feedback from the students? Answer: Curriculum progression maps have been developed to support retrieval practice. This same technique is used in all subjects to ensure consistency of quality within the school curriculum.</p> <p>KJS also provided a detailed quality of education report and data. KJS have also adapted their approach so as to focus more broadly on curriculum intent and delivery, rather than more narrowly</p> |

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| | | <p>on teaching and learning. The report shows the approaches taken to QA in different subjects to decide what the curriculum was trying to achieve. This involved the SLT, subject leaders, and the involvement of the students. In LC1 many subject leaders focused on sequencing of their curriculum, whilst in LC2 all departments were asked to focus on how the school feedback policy was being implemented.</p> <p>Challenge: In the table what is the meaning of F S & D – is this for every learning cycle? Answer: Focus, Seen as secure, and Developing. Yes it is.</p> <p>JH and IY are lead governors for curriculum. It was agreed that they will from now on form a Quality of Education working group with the two HTs. In the summer term they will set up meetings with KS and CS to build on the Quality of Education Reports and look in more depth at how the curriculum is structured and delivered in both schools to meet students' needs.</p> <p>Governors were reassured that the structured processes adopted in both schools are systematic, so that all teachers know what is needed, but this still allows them freedom and the possibility to introduce new innovations in their teaching.</p> |
| 8 | BHS Ofsted Action Plan Update | <p>There is a structured plan which is being undertaken and progress is being made in all areas. A detailed report was available for Governors to read.</p> <p>Challenge: How is the school dealing with internal truancy? Answer: The issue is with a small group of students, many of whom have been transferred from other schools as a result of behavioural challenges. Contact is made with both the student and the parents to discuss the truancy; but it is proving hard to build relationships with them.</p> <p>The school is actively having discussions with other schools with similar truancy problems to see how they are dealing with the issue.</p> <p>There followed a lengthy debate about behaviour challenges in both schools and the impact of a lack of and the cost of Alternative Provision in the County. Schools are required increasingly to take children for whom mainstream school is inappropriate. The extent of SEMH needs amongst</p> |

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| | | <p>students is having an increasing demand on management capacity. It was agreed that they key to making progress is a clearly understood and consistently implemented behaviour system; the availability of an adapted curriculum, including suitable AP; effective SEN provision, both internally and externally; and a high level of SEMH training and awareness for staff. The next time the new school improvement adviser visits BHS he will be asked to focus on behavioural issues and if any further support can be given. Are SEMH pupils are in the right places? The school is looking to the LA for support and alternative ways to manage children with very significant SEMH needs.</p> |
| 9 | <p>Learning Cycle Data KJS Years 11 and 13 BHS KS4 data</p> | <p>KJS - There has been no data since 2019 to make a comparison on examinations. Ofqual have made clear that this year's exam outcomes will be a staging point between the teacher assessed grades of 2020 and 21 and the normal distribution of 2019. This change in particular means the current data is not giving much insight into likely performance, there are too many variables. There is likely to be a positive progress in Maths but in English neutral progress in year 11. Overall progress looks like it will not be statistically significant, but there are too many factors which could affect the final outcome.</p> <p>Year 13 – the most important measure is whether students get sufficient UCAS points for their university of choice. Currently 79% are in line to achieve grades ABB. This is comparable to previous years.</p> <p>BHS - KS4 students are closer to their targets than at the previous Progress Point and the PP students are closing the “gap”. . The school's P8 score will be based on Yr 11 only, as the the DfE data will exclude exams taken by Yr 10s. The school will do its own calculation of overall P8 etc for both year groups as in previous years when this issue has arisen. Further information and summaries available on It's Learning for both schools.</p> |
| 10 | <p>CPD reports both schools</p> | <p>BHS report shows that all staff updated their safeguarding training. There are weekly teaching and learning sessions online to maintain the standard of online teaching should it be needed in the future.</p> <p>GTA's have had a higher degree of training. It is envisaged that the NPQ course in Leading, Behaviour and Culture will be offered in September.</p> <p>As previously stated TGW completed the Mental Health Lead qualification.</p> |

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| | | KJS report shows the training undertaken both through staff training days, YSA and in house training covered many aspects of CPD. |
| 11 | Business Services Update – HR and staffing Health and Safety Committee Minutes Update on BHS RRR outcome | <p>JW reported that recruitment is still problematic with 14 non-teaching posts still vacant at KJS and 5 vacancies (in total) at BHS. He is considering different strategies to create interest in the posts. Sickness and absences have dropped to the normal expected figure for the time of the year. BHS restructure - one teacher has taken voluntary redundancy from BHS and the catering process remains ongoing.</p> <p>A complaint was received concerning the recruitment process in relation to a disabled applicant. The process had been followed correctly.</p> <p>The first Health and Safety committee met on 24th March with employees and union representatives present. The minutes and reports from the meeting can be found on It's Learning.</p> |
| 12 | Finance Update (inc minutes of EFG, Budget outturn and BHS Recovery Plan) | <p>JW gave an overview of the Budget Outturn for KJS, showing a surplus of £146K and a capital revenue balance reserves of £304K - £58.5K is allocated for Catch Up projects due to current committed projects.</p> <p>The development of the new toilet block was agreed at the EFG meeting at £132K. The total amount required for the summer programme is £200K which also includes the revamp of 6 classrooms, the provision of 2 offices and 2 meeting rooms in an area presently housing lockers. It is intended to permanently remove the lockers and the Governors were asked to approve this.</p> <p>Challenge: Do the pupils not use the lockers? Answer: No, since Covid the lockers have been out of use, so a number of pupils have never had the use of a locker. A small number will be kept available. The Governors agreed to the removal of the lockers.</p> <p>BHS has an operating surplus of £31.5K and the cumulative deficit has reduced to £793.9K, an improvement of £50.2K. Capital resources are at £13.4K £12.6K is allocated for Catch up and £8.3K for computing funding.</p> |

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| | | BHS budget recovery plan is discussed on a separate Confidential Minute. |
| 13 | GDPR audit compliance review. | <p>A review has been completed and the school has renewed the ICO registration. Governors need to receive a copy of the compliance report.</p> <p>There are a number of papers archived and old school records that must be addressed and a plan drawn up for the shredding/safe removal of these.</p> <p>A DPIA for the Veritau software system is being written.</p> <p>Challenge: Did the rules change after Brexit?</p> <p>Answer: Only when software companies merge and then it depends where the records are stored.</p> |
| 14 | Governor Visit reports | <p>AH gave a brief outline of his visit to BHS where he found the pupils polite and generally engaging. He did not get the impression that poor behaviour was hampering any lessons. A small number of students are responsible for the majority of low level issues faced by the school and he saw evidence of a co-ordinated approach to managing behaviour by the school staff.</p> <p>A careers strategy meeting will be held and then reported back on at the next FGB.</p> |
| 15 | Policies for Approval | <p>Policies Approved: (Subject to minor changes which were noted)</p> <ul style="list-style-type: none"> • Pupil Remote Learning Policy BHS • Single Equality Scheme BHS • Bursary Fund KJS |
| 16 | Correspondence | <p>CS mentioned that the clerk was forwarding emails from parents, correctly, to the school to be dealt with. It was unclear in many cases whether parents were trying to follow the complaints procedure, but we are giving them the opportunity to do so.</p> |
| 20 | AOB | There were no other items of business |
| 21 | Date of next meeting | Future meeting Wednesday 6 th July 2022 6.00pm KJS |

The meeting closed at 20.43 hours.

Signed Malcolm Dawson (Chair) Dated.....

ACTIONS ARISING FROM MEETING :

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| RG | Chase outstanding Skills Audits and Register of Interest Forms |
| MD / RG | Governor skills analysis for next meeting. |
| PD / RE | To feed back to Governors information from the consultation on Uniforms |
| SM | Meeting re safeguarding to be arranged |
| JH / IY | Quality of Education Report follow up meeting with HTs |
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| JW | Plan for removal/shredding of archived material |
| RE | Careers strategy meeting to be held |