



## FEDERATION of BOROUGHBRIDGE HIGH SCHOOL & KING JAMES'S SCHOOL

### Minutes of Meeting of the Federation Governing Body

17<sup>th</sup> November 2022 at King James School

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

**In attendance:** Justin Waters (Director Business Services); Ruth Gregory (Clerk).  
Tammy Godsell-Wright (Associate Assistant Head) BHS; Helen Handley (Associate Assistant Head);  
Alison Kaye (Observer LA).

**Apologies:** Ian Yapp, Andrew Town

#### Q: Question A: Answer

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

No.	Agenda Item	Detail/Questions/Comments
1	<b>Welcome and Introductions</b>	The Chair welcomed all to the meeting. A reminder was issued of the importance of confidentiality.

No.	Agenda Item	Detail/Questions/Comments
2	<b>Receive apologies and consider giving consent to absences</b>	Apologies were received and consented to from Ian Yapp and Andrew Town
3	<b>Declaration of interests, pecuniary or non-pecuniary, for any agenda item</b>	None
4	<b>Consideration of confidential items to be excluded from the publicly available minutes</b>	Headteacher Recruitment update.
5	<b>Notification of any other business</b>	None
6	<b>Approval of the minutes of the FGB meeting held on 22<sup>nd</sup> September 2022</b>	The previously circulated minutes from the meeting held on 22 <sup>nd</sup> September 2022 were agreed as a true record.
7	<b>Matters Arising from the Minutes not covered elsewhere on agenda</b>	<p>Governors Strategy Day – this will be arranged in the summer term when the new Headteacher is in position.</p> <p>Governor vacancies – 1 parent, 1 staff and 2 co-opted governors needed. It was decided that it would be logical to run the election to fill the parent governor vacancy first. These might generate sufficient interest for both the parent and co-opted governor positions. If not, we can then look to widen the recruitment process to fill remaining vacant positions. The process of seeking nominations would begin in the New Year.</p> <p>Both schools will ask for expressions of interest in becoming a staff governor, as the schools have new staff who might be interested in the role. Both Headteachers will canvas interest.</p> <p><b>Q:</b> Some parents may show an interest but not want to be in an election – could we co-opt them?  <b>A:</b> Yes, we will need to see the uptake from an election process first of all.</p>

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		<p>The schools will pull the documentation together and then co-ordinate the distribution of papers.</p> <p>It was mentioned that a second safeguarding governor to share the responsibility with SM would be useful in succession planning. ST volunteered to take on this role.</p> <p>It was agreed that the current FGB Terms of Reference meet the Federation's needs, but will be kept under review.</p> <p>Skills Audit – MD reported that he had reviewed the audit comments and there have been a few training requests, but no broader issues which need to be picked up. MD will coordinate with the individual governors.</p> <p>MD reported that Ian Yapp was prepared to be Chair of the Finance Committee, subject to governors' approval – this was unanimous. AH would deputise if IY not available.</p>
		<b>Governance Matters</b>
8	<b>Governance Health Check Report</b>	<p>A draft report had been received in which number of points were marked as amber – the vast majority of these were because the reviewer stated that 'information was not available' rather than that there was an issue. As all papers requested had been provided prior to the meeting, it was unclear why this should be the case. MD and KS would respond to the reviewer and, if necessary, provide any additional written evidence required. There were some specific areas which MD and KS believed reflected misunderstanding, and so these would be addressed as well. An updated report would be brought back to the next meeting if this could be finalised in time.</p>
9	<b>Governor Visit Reports</b>	<p>MD thanked AH, SM, JH and IY for completing visits to the schools.</p> <p>a) Attendance and Behaviour</p> <p>Attendance at BHS was below the national average but in line with Yorkshire and Humberside. Attendance at KJS is currently in line with the national average.</p> <p>BHS does not have an attendance officer and follow up of non-attendance is by the pastoral team.</p> <p><b>Q:</b> Could an attendance officer be shared between the schools?</p> <p><b>A:</b> This would not really be feasible now as it requires people in the school daily, responsible for following up non-attendance. Moving forward it might be possible to make a strategic appointment to cover both schools.</p>



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		<p>Somebody attached to the school needs to develop relationships with the parents as this is one of the best ways of addressing non-attendance. However, this could be discussed at the strategy meeting in the summer.</p> <p><b>Q:</b> Is there anything that can be done in the interim?</p> <p><b>A:</b> Both schools have pressures around attendance recovery after Covid. They also have different barriers to good attendance. Long term, leadership of attendance across both schools could be considered.</p> <p>KJS - parents notify the school of absences via computer now, which results in great time saving for the staff and allows time for them to follow up. Presently BHS does not have such a system but could perhaps start, the attendance officer from KJS will share information and possible ideas with BHS.</p> <p>The majority of students in both schools behave very well and meet expectations. However, there are a small number of students in each school who are difficult to manage. It has also been difficult to get support from some parents. This is a matter of concern and to some extent stems from the economic climate causing people stress and mental health issues post pandemic.</p> <p><b>Q:</b> Would a governor panel to attend meetings with parents about attendance or discipline issues before incidents escalate be helpful?</p> <p><b>A:</b> The schools thought this would be a good idea and be supportive of the staff prior to full disciplinaries being started. Governor support for steps taken by the schools before commencement of disciplinaries was appreciated, as not all parents are supportive. Complaints in school have risen with parents sometimes saying that they will escalate the complaint if they're not happy before the school have had the opportunity to respond.</p> <p>There was discussion about the opportunity for further sharing of learning between the two schools on interventions to support behaviour change amongst the more challenging students e.g. the impact of the KJS SEMH resource and the impact of phone calls home to parents when students have done well. It was noted that in both schools the vast majority of students behave well and meet all expectations. Resource is focused on managing the behaviour of a very small minority of students. There was concern at the reports of violence being threatened by parents who are not happy with the way their children have been treated. The Board confirmed it would not tolerate such threats and supported appropriate action being taken by the school in response.</p> <p>b) Curriculum</p>

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		<p>JH and IY had enjoyed an informative and interesting visit to BHS. Whole school practice has been developed and implemented based on common principles but with flexibility for subject areas around format and presentation. Good progress has been made, but this is still work to do. On reading it is clear that the school lead is enthusiastic and motivated and has good ideas for further sustained impact.</p> <p>c) Safeguarding  SM had had two meetings and training sessions since the last meeting. She had met with JW and reviewed operation of the SCR system, which she concluded was run efficiently.  She met with HH and discussed the workload of the DSL. She was informed that the use of CPOMs helped keep all records relating to child protection easily accessible. BHS uses Bromcom.  <b>Q:</b> Is it essential that both schools use CPOMs?  <b>A:</b> No, the same information is produced by both systems but not in the same format, CPOMs is more appropriate for a larger school. The cost is higher for CPOMs  <b>Q:</b> Is it a significant cost?  <b>A:</b> It was a decision taken as part of the recovery and Bromcom which is part of BHS's current MIS provides all of the same data for analysis.  SM will meet with TG-W to compare the systems.</p> <p>The bi-annual safeguarding report is due in March.</p> <p>SM confirmed that all governors safeguarding training records were kept at KJS – a system for logging the certificates on Its Learning is being introduced. JW will email any Governors with training still to complete. The National College runs an annual safeguarding refresher course online.</p>
10	<b>KJS Headteacher Recruitment Update</b>	This will be discussed later as a confidential item.
		<b>School Business</b>
11	<b>Safeguarding update</b>	The Chair asked if there were any questions regarding the reports. The Board was reminded that the October figures were for a three week period because of half-term.



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		<p><b>Q:</b> Is the number of individual cases at KJS higher solely due to bullying, sexual harassment and abuse?  <b>A:</b> Partially, but the criteria definition for this has changed and reporting of incidents has improved. Recognition of incidents is good and the school has introduced measures to deal with this which have had a positive impact. There is more interaction with students and parents are more satisfied with the follow up to the incidents.</p> <p><b>Q:</b> Is BHS following the same pattern as KJS?  <b>A:</b> Yes there is more awareness in the school and students are increasingly confident in reporting peer on peer abuse and bullying. Incidents are monitored closely.</p> <p><b>Q:</b> KJS has a high rate of self-harm incidents compared to BHS, any reason?  <b>A:</b> KJS has three times the number of students, we have had cases where if one student self-harms then some of their friends tend to follow.  A suicide attempt was referred to CAMHS but did not meet the threshold and was referred to community CAMHS. Both CAMHS have a long waiting list for treatment and thresholds continue to increase. This is a matter of concern in terms of ensuring students have access to appropriate support.  The teams in the schools are managing high levels of mental health issues. The staff have attended Well Being in Mind training.  SM is talking to TG-W and HH giving them support as the Board has a duty of care for staff wellbeing.  <b>Comment:</b> It would be beneficial if HH and TG-W could be allowed time for regular meetings to discuss safeguarding in their schools.  HH reported that all site, catering and cleaning staff had had safeguarding training.  HH and a Deputy DSL had attended the NYCC Conference for DSLs and had attended a wide variety of training and workshops through the day.</p>
12	<b>Pupil Premium Strategy</b> <b>KJS strategy 2022/23-2024/25</b>	<p>KJS and BHS – the new pupil premium plans are shared on Its Learning.</p> <p>KJS - The pupil premium strategy will ensure our disadvantaged students, including those who are already high attainers will meet or exceed national average in attendance (including PA), progress and attainment outcomes. There are references on the report to further information which can be found using the Education Endowment Foundation website.</p> <p>The plan will have to be reviewed annually as the cohorts change but the same aims will be paramount.</p>

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	<p><b>BHS – 2021/22-2023/24 progress</b></p>	<p>BHS – this is the second year of the three-year strategy which aims “to support disadvantaged students in having high aspirations and ensuring that they are able to achieve their goals”. The most challenging issues remain attendance and behaviour of pupils. RG outlined the national context and the impact of the pandemic. He then presented the executive summary of the pupil premium plan:</p> <p><b>Executive Summary</b></p> <ul style="list-style-type: none"> <li>• This is the end of the first year of our 3 year strategy</li> <li>• The key issues remain around PP attendance, behaviour, progress and parental engagement</li> <li>• PP attendance is well below non PP</li> <li>• PP progress is below non PP at BHS and nationally the gap is at its widest for a decade</li> <li>• PP attitude to learning is good for years 7,8,9, 10 but requires improvement at year 11</li> <li>• There has been a significant increase in PP parents' using My Child At School to monitor behaviour – 57% but this is still significantly below the non PP figure</li> <li>• A higher proportion of parents of PP students are attending meetings in school</li> <li>• A higher proportion of PP students are accessing enrichment activities - 51% for the current academic year</li> </ul> <p><b>Additional Actions Going Forward</b></p> <ul style="list-style-type: none"> <li>• More targeted door knocking to improve attendance</li> <li>• Explore any potential sources of funding to support out of catchment PP students with transport costs</li> <li>• Mentoring for key PP students with highest number of negative behaviours</li> <li>• Targeted Parent’s training session on downloading and using the MCAS app to monitor their child’s behaviour and progress</li> <li>• Further develop PP dashboard for a more tailored approach to individual PP students</li> <li>• Parents are being encouraged to use the My Child at School app to monitor their child’s progress and behaviour at school. This is increasing and we have had more parental engagement, but we still have more work to do.</li> </ul>

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		<ul style="list-style-type: none"> <li>The small gains made have been cancelled out by the pandemic. Parents are being encouraged to use the My Child at School app to monitor their child's progress and behaviour at school. 51% of PP students are now taking part in extra curricular activities.</li> </ul> <p><b>Q:</b> Is part of the non-attendance due to the cost of travel for students.  <b>A:</b> Yes, there is a large cohort from out of the area, Thirsk and Ripon, no funding is available for them and some students need to take two buses to get to Boroughbridge.</p> <p><b>Q:</b> 25% students at Boroughbridge are shown as PP – is this above the average?  <b>A:</b> Yes, significantly. Progress is being made and attendance has improved since covid but it is still too low. . Numbers appear worse as there are small cohorts which impacts on results. There are a number of complex reasons for individual absence including transport from out of area.</p> <p>Progress is being made and attendance is improving. Numbers appear worse as there are small cohorts which has a large impact when attendance is reported as a percentage. 4 students are 1% at BHS.</p> <p><b>Q:</b> At KJS the number in the sixth form is zero – are students encouraged to stay on?  <b>A:</b> Technically Pupil Premium stops at 16, so yes, we do have plenty of former PP students in the 6<sup>th</sup> form. In principle as part of the plan they are tracked differently and bursary payments are used for them. Recovery Premium will stop in 2024  <b>Comment:</b> It is a good plan and use of monies.</p> <p><b>Q:</b> KJS PP and Recovery Premium total £260K but the spending on the strategy is at £393K why such a difference?  <b>A:</b> It has been priced up and shows the figure we should be paying. The three year plan should cover the cost but the spending allocation will be reviewed.</p> <p>The board were asked if they were in agreement with the KJS strategy and would sign this off.  The Board unanimously agreed the strategy.</p> <p>The success criteria will be the progress and attainment of the students. There is positive progress at the moment though it is not possible to carry out meaningful comparisons with prior year data.  The rationale behind both plans was discussed and showed that at different stages there is an overlap in strategies and aims.</p>



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13	<b>Pastoral Report – attendance and behaviour</b>	<p>KJS report covers September to date.</p> <p>The school has introduced “positive phone calls” whereby all staff make at least one positive phone call to students homes every week. The HoD, learning managers, Assistant Heads and the Deputy Head make two calls per week covering a range of criteria. These 10 positive calls have resulted in high impact at a low cost, affecting staff, children and parents. Student of the week for each year group is chosen by the HoDs.</p> <p>The school has a robust system for dealing with student behaviour and a number of children who go to the IER is 0.026%. The Governors were thanked for their support when attending disciplinaries and exclusion panels.</p> <p>Attendance presently is at 93% - above the national average of 89.4% The attendance officer has worked incredibly hard, and this is shown in the figure.</p> <p>Barriers to attendance include student specific issues such as mental health, educational barriers, and social barriers. Many strategies are employed to help reduce the level of low attendance. Top form of the week and most improved form are praised in assembly.</p> <p>The introduction of a Governors attendance panel will be very effective and should prevent students ending with exclusions.</p> <p><b>Q:</b> Why does Year 8 have the highest proportion of students in the IER.  <b>A:</b> This is a difficult cohort and the SEMH nurture hub is made up entirely from year 8.  <b>Q:</b> Do they not go through the behaviour system?  <b>A:</b> No they miss out D30/60 and the IER. They have a bespoke programme and timetable and 1:1 sessions. The nurture hub provides support values, encourages speaking to staff and each other and to be kind and respectful.  <b>Q:</b> Is the DfE updated guidance on behaviour/attendance reflected in the school's approach?  <b>A:</b> Our policies are fully consistent with the latest DfE guidance. Both schools work collaboratively, including with external agencies, to improve attendance and share ideas.</p> <p><b>RG presented the BHS executive summary and asked for questions:</b></p> <ul style="list-style-type: none"> <li>• BHS attendance headline rate is 89.4% for the Autumn term 2022 (2.5% below FFT national average – 4 students at BHS equate to 1%)</li> <li>• Male students’ attendance almost in line with FFT National</li> <li>• SEMH attendance above FFT national</li> </ul>

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		<ul style="list-style-type: none"> <li>• There has been a significant increase in the number of EHCPs and 2 of these have very extreme behaviour</li> <li>• Female students, SEN and PP significantly below</li> <li>• Some success with individual strategies</li> <li>• Nearly all students behave well all of the time</li> <li>• Overall negative behaviours up compared to the same period last year but serious events down</li> <li>• There are 4 times as many positives recorded on Bromcom compared to negatives</li> <li>• An increase in fixed term exclusions compared to the same period last year</li> <li>• No permanent exclusions in the first half term</li> <li>• A small number of students responsible for the majority of poor behaviour</li> </ul> <p>Attendance issues tend to be with girls and the catchment area.</p> <p>All behaviour incidents are recorded on Bromcom and phone calls are made to the parents on Friday afternoons. Incidents recorded on Bromcom are 4 times more positive than negative. There is a targeted intervention for 18 EHCP students, strategies vary for all children. In year 7 there is one child who has had 50% negative comments, he moved from his last school after just 3 weeks.</p> <p><b>Q:</b> Why is attendance in year 11 at 78.2%?</p> <p><b>A:</b> It is a small year, so numbers reflect negatively. Rewards are pushed and all staff work on relationships with the children. Attendance in any year is dependent on the cohort.</p> <p><b>Q:</b> Does BHS have the equivalent of detentions 30 and 60?</p> <p><b>A:</b> Yes, half day then full day isolations prior to suspensions and then exclusions.</p> <p><b>Q:</b> Are the majority of suspensions/exclusions PP or SEND children?</p> <p><b>A:</b> Yes, but the number has reduced from the previous year, the majority of incidents happen in the corridors.</p> <p><b>Q:</b> Do the children see comments about positive behaviour?</p> <p><b>A:</b> Yes, all comments can be seen on My Child at School by children and parents. Class teachers give reward points which act as motivation for the children.</p>
14	<b>Feedback from LA SEMINAR ON</b>	Out of the 200 schools in North Yorkshire 165 attended the LA seminars which theoretically were in response to the paper and the conversion of schools to academies. The LA has applied to be a pilot LA in



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	<b>Education White Paper</b>	<p>initiating a MAT which would be set up by the authority but not run by them. The MAT would have a maximum of 10 schools and/or 7k students. The LA is awaiting a decision from the DfE.</p> <p>MD visited Northern Star Academy as a potential collaboration. The Board will continue to have discussions with other schools re academisation or expansion of the Federation, however there are other longer term issues for the Federation to be considered.</p> <p><b>Q:</b> Will BHS's financial situation challenge discussions on academisation?</p> <p><b>A:</b> Yes, but now that the recovery plan is on track we are in a better position. Finances would have to be viable, and the outstanding deficit will still be an issue for consideration.</p>
15	<b>Business Services update: Health and Safety – feedback Staffing and HR update</b>	<p>The H &amp; S committee held a meeting earlier in the day. Covid statistics are steady at KJS. There have been 71 days of staff absences since September which is 50% up on the previous year but average for a normal autumn.</p> <p>BHS has had 4 teaching and 4 non-teaching covid absences.</p> <p>PE accidents are up but these are to be expected.</p> <p>H &amp; S Risks include KJS underpinning required and the drainage problem already discussed. Both schools require PE replacement works.</p> <p>BHS – the fire panel requires maintenance. £5K needed for repairs and leaks in the school.</p> <p>BH and PD have carried out safety walks in both schools.</p> <p>HR - KJS now fully staffed. BHS is still looking to recruit 2 teaching staff members and an exams officer. Recruitment of a premises manager is on hold.</p>
16	<b>Finance Update</b>	<p>The OBR is forecasting inflation at 9.1% following the autumn review and is expected to fall to 7.4% next year. Internal budgets are under pressure now and we still have to get to April 2023. There will need to be a £200 -£400K savings with current pricing and wage inflation (forecasted around £200K) pressures unless the energy situation improves in the medium term. The Living Wage will also impact associate staffing costs next year. KJS is now focusing on a cost reduction strategy. It is still possible to finish with reserves of £75K at KJS and an in year surplus £20-40K at BHS. The medium term forecast for BHS is not a cause for concern and remain ahead of agreed deficit repayment schedule.</p>



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		<p>A finance meeting is likely to be held in December to consider the impact of costs and the budgeted figures may need to be reviewed. The National Fair Funding formula will be used to calculate figures. It is proposed to consider the benchmarking report presented to the finance committee at the meetings in January with the SFVS following committee and Governor review.</p>
17	<p><b>BHS Ofsted action plan update</b>  <b>BHS School Improvement Plan</b></p>	<p>KS ran through the Ofsted Action Plan and stated that the school's action plan was still on course.</p> <p>The school held a professional development day on Wednesday. Staff had the opportunity to reflect on progress made, complete shared Quality Assurance and identify the next steps. In particular, retrieval practice is now consistently embedded and departments have developed strategies to support the whole school reading strategy. Further in class strategies are being developed and parents/carers will also be given information about how they can support at home.</p> <p>The Ofsted Parent View questionnaire will be circulated to Parents and Carers at the beginning of December 2022.</p> <p><b>Q:</b> When is Ofsted due?  <b>A:</b> Within 1-2 years from the last inspection but Ofsted webinars are suggesting it could be closer to 18 months.  <b>Q:</b> Will the results from the questionnaire be available for the Board to see at the next meeting.  <b>A:</b> Yes. The improvement plan has key performance targets which correlate with Ofsted recommendations.  <b>Q:</b> The improvement plan has many target dates in 2022 – are these being met?  <b>A:</b> Yes, the school is working to all the dates. RAG Rating will be done next term.  <b>Q:</b> Are there reading strategies for every lesson?  <b>A:</b> Yes, all departments have their own way of encouraging reading.</p>
18	<p><b>Policies for Approval</b></p>	<p>A query was raised concerning the pay policy and a pay committee, MD suggested that the Headteachers' performance management committee should also serve as the Teachers' Pay committee. This was agreed by the Board.</p> <p>The attention of the Board was drawn to amendments to the uniform policies regarding hairstyles which had been added for both schools in light of the recent advice from the EHRC.</p>

No.	Agenda Item	Detail/Questions/Comments
		<p>The following policies were approved:</p> <p><b>Federation:</b> Recruitment and Selection Policy; Reference Policy; DBS Policy</p> <p><b>KJS:</b> Pay Policy; Uniform Policy</p> <p><b>BHS:</b> Pay Policy; Intimate Care Policy; Physical Restraint Policy; Flexi-Schooling Policy; Uniform Policy</p>
19	Correspondence	None
20	AOB	None
		Date of next meeting: Thursday 26 <sup>th</sup> January 2023

The meeting ended at 8.58pm

Signed  ..... Malcolm Dawson (Chair) Dated 26/1/23 .....

**ACTIONS ARISING FROM MEETING :**

CS/KS	Take forward Governor Elections – parent, staff and co-opted
MD/KS	Governance health check to be reviewed
SM	Meet with TG-W re Bromcom
KS	Report back on Parent View Questionnaire outcomes