****

**FEDERATION of BOROUGHBRIDGE HIGH SCHOOL & KING JAMES’S SCHOOL**

**Minutes of Meeting of the Federation Governing Body**

**04 July 2024 at 5.30pm at King James’s School**

**Present:** Malcolm Dawson (Chair); Kathryn Stephenson (Head, BHS); Clare Martin (Head, KJS); Pat Dunnill; Brian Horner; Ian Yapp; Cerys Townend; Helen Handley; Sam Meneely (arrived 5.57pm), Antoinette Stewart, Gill Kingston

**In Attendance:** Justin Waters (Director Business Services); Jeanette Parker (Clerk); Robert Grierson (BHS DHT); Stuart Giles; Penny Town (BHS SENCO)

**Apologies:** Andrew Town, Alison Knight, Andrew Howard, Sarah Tabor

**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** |  | **ACTION** |
| --- | --- | --- | --- |
|  | **Welcome and Introductions** | The Chair welcomed all to the meeting. A reminder was issued of the importance of confidentiality and code of conduct. |  |
|  | **Receive apologies and consider giving consent to absences** | Apologies were received, acknowledged and consented from AT, AK, AH & ST. |  |
|  | **Declaration of interests, pecuniary or non-pecuniary, for any agenda item** | None.  |  |
|  | **To consider any confidential items to be excluded from the publicly available minutes.** | N/A |  |
|  | **Notification of any other business** | There was no other business raised to be discussed in the meeting. |  |
|  | **Approval of the minutes of the FGB meeting held on 21.03.2024.** | The minutes from the meeting held on 13.05.24 were **circulated in advance** and unanimously **APPROVED** as a true and accurate record. It was confirmed that actions noted in these minutes were either in hand or completed.* There was an anomaly identified at the end of Section 8 (Careers) that was rectified in the meeting.

There was a brief discussion about the attendance policy and that the new DfE one would come into effect after the end of term. It was agreed that changes to Statutory policies could be adopted operationally by the schools and then be ratified by governors at a later meeting. For the attendance policy, it was agreed they should be put in place before end of term so in place for September, and then ratified at next governors meeting.KJS – there were changes with the careers member of staff, however a relationship had been established with PT in the past and some background work was in place with BHS. Next term a review of how the roles and partnership are developing will take place.**ACTION: Link visits – to schedule a discussion regarding this, reviewing regularity of visits etc.**  | **JW –** create and upload new policy pending check by PD**MD** |
|  | **Safeguarding** | The monthly safeguarding reports were **circulated in advance** for both schools and considered by governors. CM went through KJS’s safeguarding & SEND reports in AK’s absence. JN had conducted a useful visit, providing helpful data. A group of EHCP students were spoken to, who said they felt safe and explained how staff helped them with e.g. spelling. PE was a favourite subject amongst some, and they had enjoyed their trip to Manchester. The SEMH group were positive, with a student talking about their reduced suspensions. However they were unclear about targets, so this was an area to be addressed. It was identified that there were perhaps too many students on SEN:K and they possibly didn’t all need to be. This could be because of being carried over during transition from Y6-Y7, when it potentially didn’t need to be. There was a clear vision for SEND and it was a very positive meeting, which was lovely.Figures for SEND – ones just out from DfE – 16.4%, which was just below national average of 18.4%. At the LA HT briefing, it was clear there was an increase of EHCPs and a lack of funding. Schools needed to be better equipped at getting students into mainstream, using Positive Regard, SEMH, and then adaptive teaching, so that better at meeting their needs in the classroom.**Governor Challenge:** In terms of TA’s are you still having the same issues recruiting?**Response:** We need six and have only recruited two.**Governor Challenge:** Is school not paying enough?**Response:** There is a review going on and KJS does hold against other Harrogate schools. Last year we had to put a 8% retention figure on all TAs for 12 months and we’re waiting to see the outcome of the review before we decide what the next move will be. We will aim to recruit ATAs in the next campaign. JW confirmed that some reductions were due to internal promotion from GTA to Year Manager roles.A governor commented that they’d heard there was about 40,000 TA vacancies in Yorkshire. The review was suggesting that there would be a significant increase and there was a bit a blur between GTA and ATA and assumption was that this would increase.There was a lot of differentiation between primary, secondary and specialist schools, however the roles were often positioned at the same banding but needed differentiation. JW added that KJS doesn’t just recruit in term time having recruited a few support staff during August the previous year.There was nothing that particularly stood out in the safeguarding data. There appeared to be a decrease in self-harm and an increase in social media and online incidents, however GK warned that the data was taken from CPOMS and the way data was recorded could sometimes skew the figures.Staff have, however, been aware of an increase in students taking photos and sharing via social media and this was also happening increasingly at the lower end of school, however all pastoral staff were aware and dealing with it. Vaping was still prevalent although there were a few queries on the figures documented. There was a lot of support in place for students that were affected by self-harm, and the hope was that the decrease in figures was in relation to that but it could also be due to Y11 students leaving.**Governor Challenge:** Do you do assemblies or workshops on social media issues?**Response:** Yes, we do, and we also work in small cohorts e.g. speak to a particular group if need to. We have the PCSO also coming in to chat to students and yesterday we had a community chat.SM an through TGW’s safeguarding data report which also included an analysis summary.Child on child abuse – TGW was designing a range of reflective practice activities with the aim being for the pupil to reflect on their behaviour and the impact this had on themselves and others, as well as the consequences. There was a current complex case and school continues to work to ensure that comms between themselves and the Police are effective There was only the occasional Channel referral however it was mentioned by a governor that referrals to the LA Channel panel had gone up, as a result of right-wing influences. A greater percentage was from neuro-diverse students and those that weren’t regularly in school.There were discussions about whether both schools needed to be more aware of any connections or influences that may be developing. It was important to be aware of negative online posts and how to handle the situations in terms of taking posts down, not engaging and trying to put more positive messages out.PT presented the Annual SEND report and highlighted how the school was developing its provision for SEND students. In particular, PT discussed how the development of the Intervention Room had widened provision for SEND students and was supporting greater access to mainstream lessons. A target for next year was to increase communication with parents/carers of students with SEND so that they were more aware of what was in place for their children. **Governor Challenge** – What is the make up of the incoming Year 6 students and do BHS have the resources to meet need. **Response** - PT confirmed that the incoming cohort (Y6) was similar to previous years with a small number of students with more challenging needs.  |  |
|  | **School Data** | KJS summary data for LC3 was **circulated to governors** in advance of the meeting.No KS2 tests – did CAT 4 testing with them after Covid.The lower down school you went, it was very positive. There were some issues in Y8 in terms of attitude to learning, but the PP group were doing well.SG ran through the report and said there was a potential that Progress 8 would change.**Governor Challenge:** What’s going on with Maths in Y8?**Response:** There were new members of staff who had issues with behaviour. Numerous strategies were put in place, but not much has worked successfully. We’ve looked hard at it and put an additional teaching group in for Y9, to support them for next year, so we have been proactive on that. Overall assessments haven’t been too bad but it has affected some PP students.**Governor Challenge:** PP students – looks like there is a bit of a gap in Y7, it stays level in Y8 and Y9 and then there’s more of a gap in Y10 into Y11. Why is that?**Response:** At KS3 we are able to tailor the curriculum more closely to the needs of our students. At KS4, the narrowing of the curriculum in the last decade to more academic subjects creates a challenge in engaging some students. Curriculum content is very large, and school chooses the path for lessons but there will be certain content that won’t switch students on. We are trying to push more inclusive subjects to improve attendance and then if that improves, the students may be more likely to attend key subjects. Disadvantaged students are also sometimes not as engaged as they may not get the support from home that students from other backgrounds might.There was a query about the level of progress in P8 and the aspects that affected data figures. CM said that for the last 2yrs the figures weren’t as good as you can’t get them to positive P8 if not delivering a curriculum that would help them and sometimes, they were not there. There were big numbers between shifting P8 and what could be done with smaller groups, and it was also affected by attendance.Core subjects forecast the most negatively although should be forecasting more positively but affected by attendance. Students are wanting to do something more vocational and engaging, but if not in school then not present to do the work and the figures reflected that.It was noted that the actions in the Exec summary were all linked to ‘monitoring’. SG said that the key actions were what had come out of this past year’s learning cycle reviews but if there was no evidence of progress, then additional actions would be put in place. The priority was to maintain attendance. |  |
|  | **Pupil Premium** | The KJS PP and BHS PP reports **were circulated in advance** of the meeting.**Governor Challenge:** Do you see a pattern in PP students not attending, where the consequences stack up and then they become disengaged?**Response:** KJS: that is an interesting point, and we don’t have the specifics to hand. It would depend on the year group but it would be a fair assumption that it may affect morale.**Governor Challenge:** Are there patterns of why they disengage in the first place?**Response:** BHS: It’s often entrenched when they start at the school. We have undertaken a lot of home visits and it’s shocking to see the state of home life and there are also issues to deal with on the family front. Some PP students in Ripon can’t afford the bus fare, so we send the school minibus to collect them. Whilst we discuss strategy, the reality is that we make a difference by working with individual students and their families. One of the BHS teachers was trained to run forest school and most of the students who partook were PP. A prize draw had been started, for students with 100% attendance, to get on the last Friday of a month KJS – PP attendance was often tracked back to primary. Level of attainment affected by attendance is often masked at Y6 and then at KS3 it becomes more evident.Full reports will be provided in Autumn and for BHS a new 3yr strategy. |  |
|  | **SDP Meeting** | Report from SDP meeting *for noting only.*Meeting was held on 17th June, focusing on progress over the whole year and from the last strategy meeting. Looked at Behaviour Hub action plan and main areas of impact over course of the year. CM covered the Positive Regard programme – the feedback was positive and there were also areas to address.BHS – biggest impact had been culture of the school and progress from talking about behaviour, to talking about quality of learning. Ofsted questionnaire was sent to parents and carers, with some feedback addressing learning.KJS – there was a presentation about progress in reading and vocabulary and looking at BHS’s agreed principles of teaching and learning, with the aim of adopting them, with one being reading in the classroom. Students were much more outward facing and contributed to the vision for the town. The student council were an arm of the community council and were working with a company to produce an infographic to look at Vision for Knaresborough 2030. It had given students a valuable opportunity for personal development and feedback from the council and organisations, had been positive.There had also been discussions on the ADP and progress around that. The restructure and behaviour/attendance hub had affected progress, but this would hopefully develop from September.There had been disagreement as to whether there should be standard federation-wide policies or school specific policies.By the next strategy meeting in Autumn, schools may have learnt more about developments in education and may have a bit more context by then to help with planning for the future. Autumn would be the time to reassess whether anything needed to change, to take stock of where the schools were positioned and where progress was needed. |  |
|  | **Headteacher Reports** | These were now in the same formats, as previously requested by governors, for commonality of reporting, making it easier for governors to review.KJS headteacher report was **circulated to governors** in advance of the meeting.CM highlighted the main reasons for suspensions, which were vaping and verbal/physical abuse. Rate of suspensions was in line with national and although higher for disadvantaged pupils, was still in line with national. There were 38% of students with more than 3 suspensions.Over 30 students were accessing the hub under different arrangements, and they needed a lot of support. CM had increased the teaching capacity in the hub, so that it was better able to meet needs. Pathways into the hub are going to be reviewed, to ensure that a clear path of why the student is accessing it, monitoring outcomes, and working towards getting them back into mainstream as soon as possible.Wellspring were delivering Positive Regard, which looked good as it took neuroscience into account, and provided scripting of how to respond to children. School’s expectations and sanctions were looked at, however the language would also be reviewed, so that it was explicit to staff and students.KJS staff had worked with BHS regarding behaviour and had fed back what they had observed. There was more capacity at pastoral level, to support students to ensure that the system was well managed and with PowerBI, data was now more accessible. The aim was to be able to drill down into data better, enabling earlier intervention and then looking at ladders and pathways. Students needed to be taught about behaviours and expectations and there was some room for improvement, with work needed on behaviour curriculum. Some additional work would be done with students with SEMH needs, and school would have more staff trained in Team Teach, working with those who needed more support.**Governor Challenge:** As a parent that sounds really positive, but I wouldn’t know about it if I wasn’t a governor. Could you share with parents?**Response:** That’s a good idea, we could explain in a letter and communicate that way, updating when we put learning language in place. **Governor Challenge:** Are the schools doing joint training next academic year?**Response:** We have some planned opportunities and have booked training together in May. Adapted teaching has been looked at with RG and PM having met.BHS headteacher report was **circulated to governors** in advance of the meetingAttendance was up from the same point as the previous year and overall, PP absenteeism was 3% better than the previous year, however persistent absenteeism for PP was 41.7%. There was a query about the figures, but no comparative data was available, so this was going to be looked into, but the overall percentage was also skewed by students that had emotional based school avoidance.Wellbeing in mind –cohorts of students had been identified, who would have support over summer to help them transition into high school.KJS: There was a brief discussion about the unreasonable expectations of parents, for schools to make changes and adaptations, to improve students’ attendance.There was a discussion about the approach to study leave and coding, and the way each school would do it going forward. KJS’s attendance figures looked as though it would be in line with national average and BHS’s would be just below, however KS said that the advice she had received was to show external e.g. Ofsted P8 data with all pupils included, and then without the persistent absenteeism pupils in. RG explained that 7 students being excluded from the data took it from below average to average.There was a brief discussion about schools being judged on academic performance.Absenteeism for SEND students at KJS was below average, with attendance above average, although individual data needed to be scrutinised more, but at BHS attendance was below average and SEND was above average, with the results appearing to correlate.Governors were pleased with the report layout, that had been developed to date, but all agreed that it was a work in progress.BHS SPIP and LA final visit reports were **circulated to governors** in advance of the meeting.RG went through the suspension data in the BHS HT report.Key strategic things were:* Behaviour Hub
* CPD – looking at strategies and clear routines in classrooms and corridors, with a focus on rewards. The previous year BHS had gone to Flamingo Land for a rewards trip, but had received complaints about costs and the criteria for going and therefore this year the decision was made to attend the Great Yorkshire Show, as it’s local, cheaper and more students were being included, ~~,~~ so it would be the majority of school.
* Attendance working group met every Monday. All groups had reduced persistent absence.
* DfE attendance hub was not great yet but there was hope that this would improve.

**Governor Challenge:** Has the attendance officer made a difference?**Response:** Not yet to the headline figures but they have worked hard with some families and building relationships with students, so we believe that it will be a positive, long-term gain. There are some really positive Case Studies of improved attendance.**Governor Challenge:** Is the attendance officer working with severe absenteeism or persistent absenteeism?**Response:** He is working with both.**Governor Challenge:** What is the main difference in persistent disruptive behaviour? What have staff done as it is less, and the reduction is positive?**Response:** We’ve set routines for the children and all students including SEND students respond positively to routines. Teachers are doing similar things – using the same language and expectations, which has helped and has emphasised the message. We did a lot of work in building relationships with students after staff training and the norm is now that students behave and they realise that it’s easier to behave.**Governor Challenge:** Is there a correlation between supply/agency teachers and behaviour?**Response:** Yes, it’s evident that there is, and we’ve had feedback from parents. We have strong staffing in place for next year, so are confident that this will make a difference as there will be more consistency next year and less opportunity for cover staff.Uniform had also improved and when a handful of students in a whole school assembly didn’t have correct uniform, such as missing ties, they were asked to stay behind and parents were called with the option of them bringing a tie into school or paying on Parent Pay for a spare tie/the student loaning a tie. |  |
|  | **Business services update incl. HR, H&S & training.** | The Federation HR report was **circulated to governors** in advance of the meeting.JW updated on the following:* National funding context – highlighted specific points.
* The teaching restructuring at KJS was completed without any pay protection issues.
* 4.6 Year managers had been appointed but more senior appointments may be something for governor consideration in the future.
	+ There was a discussion around Year Manager vacancy issues and it was agreed that it could be discussed at sub-committee level.
* GDPR governance audit had been conducted and the report was circulated to governors ahead of the meeting. No significant areas of improvement were highlighted.
* Challenor hall – work may be needed in future and JW was speaking to the loss adjustor about how to mitigate it happening again. It would hopefully be ready by September and the insurance claim in the region of £800K was accepted,
* One IT suite and 2 classrooms were up and running
* Sports hall – under the concrete tiles there were cracks on the subface and that could mean that sports hall could be ready anytime from October to March, but the contractors won’t know until they take the tiles up, however they do know that the cracks are about an inch down. There would be different options to consider, and it could take a long time. Best case scenario might be that it was up and running for October and worst-case scenario would be, that SLT needed to look at an alternative curriculum. It was an insured risk and if there was a genuine need then adjustors are happy to look at. The fitness suite should be ready for September.
* Summer works had taken a little bit of a hit but they were getting back on track. Insurance works had taken up a lot of time and all H&S work was coordinated by KJS, with no help from the LA. The H&S committee meeting had been that afternoon, and the minutes would be distributed in due course. JW thanked PD & BH for all their assistance and time.

**Governor Challenge:** Are there no staff at all, across both schools, with any performance issues?**Response:** There are several disciplinaries for teaching staff but not in relation to performance. ECTs are slightly different in that they have a lot of support and observation in any case and in terms of non-teaching staff, if there was a performance issue it would be dealt with straight away.  |  |
|  | **Finance update** | EFG meeting update:* Went through net reserves/net loss
* P2 accounts at KJS
* Update on Federation financial recovery plan – monthly budget was holding up.
* Consideration needed to be taken, as the budget that had been set, was slightly behind where it had been predicted to be, 3yrs ago.
 |  |
|  | **Governance** | 1. [Governor visit reports](https://app.governorhub.com/document/64a2fb68b730ed1e2e2387d6/view) – IY’s had been uploaded to GH.
2. LA reports – JN’s final reports were included with the meeting papers and reflected progress made. KS said that another visit was planned for the following week. She would talk to JN then about categorisation, and whether BHS would be category 3 or 4 next year. She hoped there would be a more organic approach going forward but would be opting for as much support as possible, as it had been very useful.
3. Proposed dates for next year's meetings were provided by JW.
4. 2024-2025 FGB meeting dates:
	* Meetings to start at 5.30pm.
	* The first meeting of the year MD won’t be able to attend as on holiday but is hoping that AH can Chair.
5. MD confirmed AT’s resignation as governor, with immediate effect.
6. Governor recruitment to be addressed in the new year.
7. Staff recruitment and governor panel involvement – agreed that governors would always be involved with the recruitment for SLT/Assoc SLT and above, anything below then it was not obligatory, and involvement was not required.
8. JW updated that options for Clerk to Governors were still being reviewed and considered.

**ACTION: MD to ask AH to Chair first meeting of academic year.** | **MD** |
|  | **Policies for approval** | The following policies were **circulated in advance** and unanimously **APPROVED** as a true and accurate record, with acknowledgement that one had some typos corrected:Federation* Substance use and misuse policy – June 2024

KJS* Behaviour, suspension and permanent exclusion – June 2024
* E-safety policy – June 2024
* Initial Teacher Education policy – May 2024
* Physical handling & physical intervention 2024 – March addendum
 |  |
|  | **Correspondence/ AOB** | NYC update for governors had been distributed prior to the meeting. |  |
| Date of next meeting: **19 September 2024 at 17.30** |

The meeting ended at: **8.22pm**

Malcolm Dawson (Chair) : Malcolm Dawson

Date:

**ACTIONS ARISNG FROM MEETING**

|  |  |  |
| --- | --- | --- |
| **6. Approval of the minutes from 13.05.2024.** | Link visits – to schedule a discussion regarding this, reviewing regularity of visits etc. | **MD** |
| **6. Update attendance policy** | Attendance policies to be updated to align with statutory guidance by the end of term and to be presented to next FGB for formal ratification | **JW** |
| **14. Governance** | MD to ask AH to Chair first meeting of academic year. | **MD** |
|  |  |  |