



Minutes of the meeting of the Howden School  
Local Governing Board  
Thursday 5 February 2026 at 4.45pm



## GOVERNORS PRESENT

Mrs S Warnes (Chair, SW), Mr E Allison (EA), Mrs A Bahadur (AB), Mr R Gardiner (RG), Mrs M Millar (MM), Mrs C Millward (CM), Mrs L Tester (Headteacher, LT)

## ALSO IN ATTENDANCE

Mrs R Adams (Humanities Lead, present for minutes 32 – 35, RA), Mrs J Doyle (Deputy Headteacher, JD), Mrs S Holliday (Associate SLT, SH), Mr L Marshall (Associate SLT, LM), Mrs E Rowe (Science Lead, present for minutes 32-25, ER), Miss C Scott (Associate SLT, CS), Mrs G Stafford (Governance Professional, GS), Mrs A Welsh (Academy Improvement Lead, AW)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

## 32 WELCOME

The Chair opened the meeting by welcoming everyone to the third meeting of the academic year. Two subject leads had been invited to present to the Board, so introductions were made.

## 33 APOLOGIES

T Comstive and S Symington.

**Resolved:** Consent was given to the absence of the above governors.

## 34 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting.

## 35 SUBJECT PRESENTATIONS

### 35.1 History- Emily Rowe

- History is taught chronologically with themes running through the ages
- Curriculum Intent – local and national history is taught to give the student a sense of place which is developed further at key stage 4
- Substantive and disciplinary knowledge is taught
- Supports British values
- Last year 57% achieved 9-4

### Year 11 History Cohort

- 45 students – 13 boys, 32 girls. 7 EHCP and SEND students. Boys and EHCP students are focus groups
- Predicting 67% achieve 9-4 and 27% achieve 9-7 this year
- Students have three lessons of revision before the mocks

- Strategies to support students include
  - Edexcel example data with a focus on the Cold War as this is an area where students tend to struggle
  - Modelling
  - Seating plan
  - Exemplar answers
  - Knowledge organisers
  - Recall practice
  - Homework
  - Teams channel with revision resources
  - Intervention sessions over Easter
  - Parental contact

### Year 10

- Have completed one mock paper and results are strong
- This year group has had two years of 3 hours of science lessons per week

### Key Stage 3

- Introduced the aligned curriculum – United Learning
- 2 classes at present do not have a subject specialist

*Q: (AB) Are boys a focus group as historically they have not performed as well as girls?*

*ER: Yes, the content at key stage 4 is huge and recall of 4 large topics areas is needed and boys tend to struggle more with retaining knowledge.*

*JD: We have adapted our teaching through modelling for the 8-mark questions – to change the teaching to get at least some marks as some students cannot retain sufficient knowledge to gain 8 marks. We show them how many marks they would get for various levels of answer.*

*Q: (AB) Is this strategy used across all subjects?*

*SH: Yes, we do this in English. We show a range of responses to show the different levels of answer. This gives the students more motivation and confidence to attempt to gain as many marks as possible.*

*Q: (SW) There is a crossover of skills in English and History, do you therefore use similar strategies?*

*SH: We look at sources and opinions and match the subjects.*

*Q: (CM) Is there anything done to celebrate the achievement of those that are doing really well?*

*ER: We need to do more in this area, but we do make phone calls home and give points.*

*SH: A real compliment for us all is when a student chooses our subject to study at A Level.*

*LT: Communication channels have not been great historically. We are looking to improve our communication and postcards home and personal phone calls have an impact. We are also letting parents know that they can email their child's teachers directly. We want contact to be made not just for negative reasons, but for positives too.*

*C: (SW) Parents can feel disjointed from the school so effective communication is so welcome. Homework is a sign to show where their children are at. There is so much evidence that if parents are invested in their child's education the child performs better.*

*Q: (SW) You mentioned two classes are currently taught by non-specialists, what is the timescale for resolving this and do you consider that you have a strong team?*

*ER: Yes, I have an amazing ECT who has a great relationship with the students. History will just be taught by myself and the ECT.*

*Q: (SW) Do you feel supported?*

*ER: Yes, we are a small department, but we regularly meet with other department heads and support each other. We have a sense of purpose and direction.*

*SW: Thank you so much. Your passion for the subject is clear.*

### 35.2 Science – Becky Adams

- Summer 2025 outcomes for Combined Science 9-5 48% and 9-4 65%
- Summer 2025 outcomes for Biology 9-5 92% and 9-4 100%
- Summer 2025 outcomes for Chemistry 9-5 92% and 9-4 100%
- Summer 2025 outcomes for Physics 9-5 92% and 9-4 100%
- All 2025 science outcomes were above national in each measure
- This year's Year 11 are strong and have "risen to the challenge sooner" than last year
- Due to the strongest students choosing triple science, the average score for the combined cohort was expectedly lower (subject progress index 0.8)
- Expecting 73% to achieve 4+ in Combined
- A small number of Year 11 have committed to triple science, studying 75 minutes after school per week plus independent study and attend instead of PE / Careers lesson. Mock results were very strong, and all are expected to achieve at least grade 6. The November mocks for this cohort showed 87% grades at 7+
- Strategies used:
  - Recall through homework and starters
  - Increased focus on analysis and data skills
  - Extended response intervention sessions
  - Students are given prompts, videos and repeat questions using Science Knowledge Masters

#### Year 10

- Strong cohort – done a mock paper and the average was a grade 6. When the current Y11 did the same paper last year the average was a grade 5.

#### Key Stage 3

- Use United Learning curriculum
- Year 9 have completed the end of KS3 assessment and progress is good with most students secure and exceeding expectations
- Moved away from rotation of topics to linear delivery allows more collaboration

#### United Learning

- Challenges to UL - lack of real work relevance, new resources are required, limited scaffolding and sequencing
- Solutions to the above challenges – science team have been allocated units to add context to, new practicals have been resourced

#### Future of Triple Science

- New model for delivery is effective
- Selecting the correct students rather than allowing all that want to do the course is paramount
- Continuation of triple maintains teacher skills

*C: (SW) If you have found a model that doesn't compromise other learners then to continue with triple science for the most able makes sense and we would support that.*

*Q: (AB) When did the after-school sessions start for those choosing to continue with triple?*

*RA: At the beginning of Year 11.*

*Q: (AB) Is modelling of predicted grades done across all subjects?*

*LT: Yes, but question level analysis is easier in subjects such as maths and science. We are looking where the commonalities are and are striving to find the best way to interpret the data.*

Q: (AB) Are the grade boundaries similar across all subjects? If so, are the students made aware of marks needed to achieve the next grade?

SH: In English I use the 2019 grade boundaries as they are the highest.

RA: The grade boundaries are relevant to the mocks that are used.

Q: (CM) Do you invite local industry leaders to visit the school to promote STEM subjects?

RA: We do now have the capacity to take students on site visits or invite them into PSHE lessons to present. It is so valuable to provide real life experiences outside the classroom.

Q: (SW) How are you feeling about your team?

RA: Good; we are fully staffed and have an ECT who is strong.

C: (AB) It is concerning that the most able students that are studying triple science are taken out of careers lessons.

LT: They have completed all the applications for further courses before being taken out of personal development, not a careers lesson.

LT: The two leaders you have heard from tonight are two of the most industrious leaders with huge knowledge and passion for their subject.

SW: It was lovely to also hear about the other year groups and not just Year 11.

RA and ER left the meeting at 6.05pm.

### 36 MINUTES OF THE LAST MEETING (11 December 2025)

**Resolved:** The minutes from the last meeting were confirmed as a correct record and signed by the Chair, SW.

### 37 MATTERS ARISING FROM THE MINUTES

37.1 **ACTION: People Services to produce a termly summary of staff short term absence, long term absence and maternity – action carried forward.**

37.2 **ACTION: Suspensions per 100 students for SEN and PP to be included in future behaviour reports – to be incorporated in the governor PowerBI behaviour report – action carried forward.**

37.3 **ACTION: Year 10 performance data to be shared with the Board when available – action carried forward.**

37.4 **ACTION: T Comstive and C Millward to complete the suspensions and exclusions training module – action carried forward.**

### 38 COMPLAINTS REPORT (autumn term)

- Over the 75 days of the autumn term the Trust received 52 formal complaints across all schools, a reduction from 64 in autumn 2024
- Only 2 of the 52 were from Howden parents, this is 0.28 complaint per 100 learners
- The reason for the 2 complaints were regarding a sanction and more SEN support

Governors felt assured that complaints are dealt with appropriately and the more conversations are had with parents, the more issues will be dealt with informally. C Scott was praised for proactively resolving concerns before they escalate.

There have not been any spring term half term 1 complaints to date.

### 39 GOVERNANCE UPDATE

#### Training

2 governors (TC and CM) to complete the Exclusions and Suspensions module.

#### Link Visits

SEND visit – C Millward and S Warnes took place 15.12.2025.

All governors were urged to book a spring term visit now as the next half term is only 5 weeks.

**ACTION: T Comstive and C Millward to complete the suspensions and exclusions training module**

**ACTION: All governors to complete a link visit before the next meeting, completing the report in time to be considered at the meeting**

### 40 NEXT MEETING DATE

Thursday 26 March 2026 5.30pm, pre-meet at 4.45pm.

### 41 ANY OTHER BUSINESS

#### 41.1 Staffing

- Pete Stallard has been appointed as Deputy Head from WHA
- An Assistant Head for Specialist Provision has been appointed, starting 1 May
- Deputy Progress Lead appointed
- Technology teacher appointed to start after half term
- Trust Academy Improvement Lead is supporting the school 5 days / week

*Q: (SW to LT) How do you feel your first half term has gone?*

*LT: It has been positive, but a whirlwind and we all feel the effect of being short staffed. Everyone is working extremely hard, and special mention to Jennie for her support.*

#### 41.2 Turning Circle

RG updated the Board with a campaign that the Travel Ambassadors are currently involved with. This is due to safety concerns at the start and end of the school day due to traffic parked or using the circle.

The Ambassadors have counted the number of cars in one 8-minute period, and 68 cars used the circle. Cars are seen parking all the way around the circle blocking access for others, the circle is often being used for tradespeople that are not working at the school, refuse lorries using it to turn around and parents parking to pick up or drop off. This level of traffic has led to arguments, speeding and taxis that are dropping off / picking up access students not being able to park.

RG stated that next week cones will be placed around the circle and then the next phase will be to shut the gate. LT stated that she will communicate the reasons for this decision to parents in advance of the gate being closed as this is now a safety concern.

Governors were in support of this measure, providing the reasons are clearly communicated.

**42 AGREED ACTION POINTS**

- 42.1 ACTION: People Services to produce a termly summary of staff short term absence, long term absence and maternity (minute 37.1)**
- 42.2 ACTION: Suspensions per 100 students for SEN and PP to be included in future behaviour reports – to be incorporated in the governor PowerBI behaviour report (minute 37.2)**
- 42.3 ACTION: Year 10 performance data to be shared with the Board when available (minute 37.3)**
- 42.4 ACTION: T Comstive and C Millward to complete the suspensions and exclusions training module (minute 39)**
- 42.5 ACTION: All governors to complete a link visit before the next meeting (26 March), completing the report in time to be considered at the meeting**

The Chair concluded by stating that it was refreshing to hear about the curriculum, as in Board meetings the curriculum is usually only seen as raw data and it is because of all the great work done in areas such as attendance and behaviour that teachers can teach. SW closed the meeting by thanking everyone for their attendance.

Part A closed at 6.40pm.