



The Howden School Local Governing Board
Tuesday 15 September 2020 at 5pm



THE CONSORTIUM
ACADEMY TRUST

MINUTES

GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mr G Cannon (Headteacher, GC), Mr R Gardiner (RG), Mrs C Hall (CH), Mrs A Martinson (AM), Mrs Catherine Wilcox (CW)

ALSO IN ATTENDANCE

Mrs J Doyle (A/Head, JD), Mr D McCreedy (Chief Executive Officer, DM), Mr P Harris (Deputy Head, PH), Mrs S Issatt (A/Head, SI), Mrs A Orley (Clerk) and Mrs L Stephenson (A/Head, LS)

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

01 WELCOME AND INTRODUCTIONS

JL thanked all the governors for their attendance and welcomed the Trust Chief Executive Officer, Mr Dave McCreedy.

02 APOLOGIES

Apologies were provided by AF, CH expected to be joining late. YM was not in attendance.

Resolved: the LGB accepted apologies from AF and CH

03 DECLARATIONS OF INTEREST

There were no declarations of interest. AO reminded Governors that this needs to be recorded on the Pecuniary interest form which has been distributed.

ACTION: Governors to return Data Collection form and Pecuniary Interest forms ASAP.

04 MEMBERSHIP

CW extended her term as Governor
AM Resigned from her role as Governor
YM Resigned as Governor by email following the meeting

JL, GC and DM all thanked AM for her time as Governor and formerly as Chair of Governors. It was noted that AM made significant contributions during her time as Governor, notably during OFSTED and latterly during the transition to TCAT.

AM raised the need for additional Governors to be recruited and DM advised that Gilly Stafford, Clerk to the Trust Board would support recruitment for this.

05 MINUTES OF THE LAST MEETING (19 May 2020)

Resolved: The minutes were agreed as a true and correct record of the meeting and signed by the Chair, JL.

Q: (AM) I note you were expecting 145 students into Year 7, what was the final number?
GC: 145

05 MATTERS ARISING

05a ACTION: AO to request reasons for non-attendance. Resolved

05b ACTION: AO to email the log of training completed to all Governors. Resolved: AO sent the training log to all Governors.

05c ACTION: GC and JL will set a date for a further meeting before the end of term. Resolved: The LGB had an update brief from GC in July to discuss how the plans for a wider school re-opening were progressing.

06 AWARDED RESULTS SUMMARY

PH tabled a presentation which covered the key points of the awarded results from August 2020. It was acknowledged that this year's results were vastly different in terms of the assessment process from any other year. However, a lot of work had been put into ensuring the data was secure and had a solid evidence base.

The trend summary was:

- The outcomes for students have improved
- Achievement (Progress/Attainment) has improved
- Clear pattern of overall progress positive progress for middle and lower ability groups
- Efforts in more able boys may take longer to bed in
- Girls slightly above 0 for progress, boys closer to -0.4, a 0.2 improvement
- Achievement and entry has continued to improve in EBacc
- English and the Open Basket have improved
- English and Maths were above national average; English 9-4 grade was 85.3% (71.5% national, 62% in 2019), Maths was 82.1% (66% national, 59.6 in 2019)
- Subjects receiving support have improved
- Disadvantaged will continue to be a key focus; 71.4% pupil premium (PP) achieved 4+ Basics, non-PP was 80.6%
- Most successful subjects were Art, Music, Science and French at GCSE, Health and Social Care in Vocational subjects
- This is significant as Art and Music have relatively new Subject Leaders. French has been a key focus due to promoting EBacc options and the success of Health and Social Care meant progress for the students completing the course who may not have had progress otherwise
- Some students have questioned their grades, 2 formal appeals and 13 grade reviews

Q: (CW) Why has the upper ability progressed overall and has for girls, but not for boys?

PH: There is always going to be variation year on year because it's not the same students. This year group was more able overall and there were bigger numbers of students considered more able. The girls were deliberately targeted in some lessons and it can be easier for them to make progress. The school will need to take a deeper look into the root causes of this to see if it can be unpicked and further measures put in place.

Q: (JL) Are the appeals parent or school led?

PH: They were initially raised by the parents, but having conducted a review the school feels there is grounds to appeal, so they are school supported.

Q: (AM) Why haven't students done very well in Food and Nutrition?

PH: Food fluctuates each year as an underperforming subject, it tends to be a small cohort which is easily affected.

SI: A huge amount of work has gone into Food regarding students understanding how to make progress and improvements in assessments. It should be much more stable in the future.

GC: *There is a strong indication that these results would have been better but for the track record of the subject. DfE looked at 2 and 3 year past records when considering the centre assessed grades.*

Q (CW): *Are the RS results worse this year?*

GC: *They are better this year*

PH: *Although the grades look worse this year, 136 took the exam, so the number passing is higher than the 60 entered last year.*

Q: (CW) *Are the results in English and Maths sustainable?*

PH: *There is still the variation in groups to consider, but Maths has had consistency for some time. It has strong leadership which has been consistent for many years and the teaching staff is now stable. English has a different leadership and some new teaching staff, so it does still require support. It is the right person leading the department though and there is support on hand. Mr Cannon is the SLT link to English. The assessment is accurate in English and Maths and there is solid data in those subjects.*

Q: (CW) *Are you still pushing students to sit higher Maths paper when they might be doing the core?*

PH: *45% took the higher paper last year. There is a risk of failing and not getting a grade at all if the wrong people sit a higher paper.*

Q: (JL) *When are you starting assessments?*

PH: *Typically mocks are sat in the run up to Christmas. It's a balance to consider the best time and at what point they will have had enough time to prepare. Most would want 4 weeks' notice and the school will be keeping an eye on developments surrounding COVID-19.*

Q: (AM) *Why did 2 students not take a Maths exam?*

PH: *3 students were entered to entry level Maths*

Q: (AM) *The Combined Science grade is disappointing, how did you feel about the outcomes?*

PH: *It's the 3rd best subject in school, which is amazing when it's the full cohort and not just the most able.*

C: (AM) *Yes, a well done to Science.*

JL: *I think a well done needs to be said to all teachers.*

PH: *All staff agonised over the grades prior to submission to ensure they were accurate.*

07 LEARNER RETURN TO SCHOOL ANALYSIS – GC

- Attendance has been excellent, 100% in Year 7 on day one, and an average of 98.4% in the first week.
- A lot of plans were made over the summer and ultimately put in place
- Students have returned in different year group bubbles with separate zones throughout the school, separate lunch and break-times and robust cleaning schedules in place.
- The Behaviour Policy has been modified to incorporate COVID-19, but there have been no breaches of COVID-19 rules thus far.
- Behaviour has been good in general, with no one in isolation
- The school is fully staffed with no absences since returning

Q: (JL) *How will isolation work?*

GC: *Year groups have set days when students can be put into isolation.*

Q: (AM) *I understand you were using time before the summer break to find out where students were at. Has a lot of work been missed and will a lot of intervention be needed?*

GC: *It's not about looking backwards, we know some subjects are exactly where they need to be and we're implementing low-stakes testing.*

DM: *We accept that all the students lost 5 months of school, but equally the school shouldn't rush. The priority is to get students to re-engage. I appreciate Governors have to hold Headteachers to account, but now is the time to support the school. We're on a knife-edge at the moment and the stress on staff cannot be underestimated.*

CH joined the meeting at 5.50pm.

08 PLANNING FOR ANOTHER LOCKDOWN

- All students now have access to MSTEams
- Staff have had training on blended learning provided by TCAT Director of Education
- Partial closures are more likely than closures
- Looking at opportunities for providing learning online
- Laptops will be provided to those who are entitled to have them
- The school is accessing catch-up funding

Q: (CW) *I'm delighted that students will be able to log in and talk to their teachers. Can we communicate this to parents?*

GC: *We are working on a document to circulate that will include expectations and a 'how to' guide.*

Q: (CW) *If there is a partial closure, can the students who are at home log in and access lessons that are still being taught in school?*

GC: *Yes*

DM: *Through the blended learning, we have trained 400 teachers on Teams and they are currently sharing their work and ideas. To answer a question from a previous LGB, hopefully you can see the benefits of working with the Trust.*

C: (AM) *I must admit, I have seen the benefits of working with TCAT during lockdown.*

Q: (CH) *What is being done about students who cannot access online learning from home because they don't have a laptop, or they have to share with siblings? It is not practical to be accessing lessons from a mobile phone device and where students don't have a suitable place to learn at home, they may have to work amongst other people in the house or in a bedroom.*

GC: *We are in the process of bidding for more laptops, there are a finite amount of resources, but we will try to support in other ways. We can't do anything about spaces at home.*

Q: (CH) *Is there an option for paper copies to be provided?*

GC: *Yes, and this worked well during lockdown.*

C: (DM) *We try and maintain contact as much as possible with parents, if the team at school cannot get through we will pull in social services and the Education Welfare Officer to support. We accept that for some families access to the school is also difficult due to transport.*

C: (SI) *Where siblings are sharing a laptop, lessons will be recorded so families can make arrangements to work at different times, it won't be that students have to watch the lessons live. It would be really useful if Governors could get this message out to the community. We are also asking staff to upload all resources to Teams, so students who are isolating can keep on top of their work. We have found that staff would like to practice using Teams and so have set up opportunities to practice with each other.*

C: (RG) *From an English perspective, everything has been put on line and the full half term has been planned on paper so it can be sent home. During lockdown we were able to liaise with families using the subject inbox and in most cases it was quicker than any other method of communication as any English teacher could answer queries sent into that inbox.*

DM: *Be aware this would be harder to manage during a partial lockdown if staff were still teaching lessons in-school.*

09 GOVERNOR TRAINING

AO asked that Governors complete 2 modules on the NGA website. Governors will now have access to the GDPR sentry website which provides and logs Data Protection courses.

ACTION: Governors to complete 2 NGA modules, one this half term

ACTION: AO will register Governors onto GDPR sentry where they will be able to access Data Protection training

10 POLICIES

AO advised that a number of policies now needed review, but Governors would need to assist with policy review and approval by returning comments via email. This means we can have a quicker turn around with policies, particularly at a time when there are frequent changes e.g. COVID-19 related updates.

ACTION: Governors to feedback comments on the latest Behaviour and Curriculum policies

11 DATE AND TIME OF NEXT MEETING

Tuesday 20 October 2020, 5pm

12 ANY OTHER URGENT BUSINESS

12a Pupil Admission Numbers. GC presented the Pupil Admission Numbers (PAN) and requested permission from the LGB to amend the PAN for Year 8, 9, 10 and 11 to the current on roll number plus one. The current PAN and student on roll numbers are:

	PAN	On Roll
Year 8	182	136
Year 9	152	150
Year 10	133	131
Year 11	131	129

Q: (CW) With the new developments that are planned and being built in the area, how will amending the PAN ensure new families in the area have a place at the school?

GC: If a student is in catchment, we will take them under fair access, but this is a measure to protect our current students and class sizes.

DM: I agree that adjusting the PAN to one above the current on roll number is a good idea, but I will discuss with GC the longer term implications and a way to make the PAN more uniform across the year groups.

Resolved: All governors present voted and approved the amendment to the PAN to

Year 8 137
Year 9 151
Year 10 132
Year 11 130

12b Governor Support: GC acknowledged that COVID-19 meant the Governor role had to look different at the moment with the inability to visit schools and offer support on-site. GC asked Governors how they felt they could support the school.

JL offered to provide more support to staff through Teams and video messages.

CH acknowledged the Facebook page 'Howden School mums and dads' could be quickly turned around and Governors would help with this

13 MATTERS ARISING

13a ACTION: Governors to return Data Collection form and Pecuniary Interest forms ASAP (minute 3)

13b ACTION: Governors to complete 2 NGA modules, one this half term (minute 9)

13c ACTION: AO will register Governors onto GDPR sentry where they will be able to access Data Protection training (minute 9)

13d ACTION: Governors to feedback comments on the latest Behaviour and Curriculum policies (minute10)

6.30pm – End of Meeting