



The Howden School Local Governing Board
Tuesday 28 January 2020 at 6pm



THE CONSORTIUM
ACADEMY TRUST

MINUTES

GOVERNORS PRESENT

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

ALSO IN ATTENDANCE

Mrs J Doyle (A/Head, JD), Mr P Harris (Deputy Head, PH), Mrs S Issatt (A/Head, SI), Mrs A Orley (Clerk), Mrs L Stephenson (A/Head, LS) and Mrs S Young (Director of Education, SY)

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

29 WELCOME AND INTRODUCTIONS

JL thanked all the governors for their attendance and welcomed the Trust Director of Education, SY.

30 APOLOGIES

There were no apologies at the meeting. CH confirmed her absence at the meeting on 15 October 2019 was due to an emergency at work.

31 MEMBERSHIP

JL thanked A Fernandes for extending his term as Governor. Governors were informed C Goodall's term had come to an end and he had chosen not to extend.

Q: (AM) Has a thank you letter been sent to G Goodall to thank him for his term?

JL: Yes, it has

32 MINUTES OF THE LAST MEETING (15 October 2019)

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

Q: (CW) Regarding the Head of Maths presentation, do you know how many students will be sitting the higher papers in the next exams?

LS: Not at this time, it changes throughout the year dependent on progress and Mock results

PH: Exam entries are still being finalised

Q: (CW) What is being done to safeguard the predictions?

SY: All of the Subject Leads for Maths across the Trust have been meeting to discuss and work on strategies together. They will be looking at outcomes from the mocks and how this translates to results. In the next mocks they will sit the November 2019 paper to inform tier of entry.

Q: (YM) Regarding the Governor Link visits and retaining a subject, what is the intention?

JL: SY, GC and I have discussed this as we needed to consider the most effective use of Governors' time. As we have moved into the Multi-Academy Trust (MAT) there is now an umbrella of

Governance that we sit under and it wasn't felt the subject links gave the best value for visits and time sacrificed and a true reflection of progress against school priorities

SY: We are looking at the model for Governors across the MAT and as the LGB here reduces in size it makes sense to look at a different model. We must retain Disadvantaged Students link, SEND and Safeguarding as these are either statutory links or directed by the Trust but the subject visits are optional.

33 MATTERS ARISING

33a ACTION: GS to establish the reason for CH's absence from the meeting – resolved
see minute 30

33b ACTION: GC to outline all capital spend in the next Strategic Report – resolved see minute 34

Q: (AM) Why has the School Development Plan not been presented?

GC: This will be presented at the next meeting.

ACTION: GC to present the Academy Development Plan at the next meeting

33c ACTION: GS to circulate calendar to governors – not resolved.

JL informed the LGB that they should work with the list of dates provided in the September Results meeting and use the information provided on the school website to keep informed of school events.

C: (AM) We have previously received a much more detailed calendar.

GC: The calendar that was accessible previously had too much information on it and key events were being missed by parents and staff.

AM: For Governors, we are not in school, we don't know what is on. There must be a better way of informing us?

GC: We will look to regularly update Governors and there are frequent updates to the school social media and website.

SY: There needs to be a consideration of staff workload and wellbeing. Creating a document that is only for the use of the LGB is time-consuming when that information is already available online.

JL: We do have the dates provided at the Results meeting and we have all recently received an invitation to the Holocaust event.

33d ACTION: GS to issue Curriculum Policy electronically. Governors to provide GS with any comments / suggested amends to the Curriculum Policy before 8 November –
GS did circulate the Curriculum Policy and comments were received from 2 Governors. PH incorporated these changes and the Policy was brought back to this meeting - see minute 35

33e ACTION: GS to circulate Annual Safeguarding Report 2018/19 to Governors –
resolved

33f ACTION: LS to transfer information on Pupil Premium Funding to a 3 year format –
resolved see minute 36

33g ACTION: GC to present the SSR from 15 October 2019 at the next meeting – partially
resolved, see minute 37

33h ACTION: CH, AF and CW to complete the assessment part of the Progress and Attainment Learning Link Module – resolved.

JL advised Governors they are now requested to complete two training modules of their choosing using the NGA, Learning Link. These must be completed this academic year. JL reminded Governors to send their certificates to AO and this can be done electronically as it will be saved to the Governor folder.

ACTION: All Governors to complete any 2 Learning Link modules. Link Governors to choose one module relevant to their link area.

33i ACTION: JL and SY to discuss the sustainability of Governor Links to school departments and feed back to the LGB – resolved see minute 32 and minute 38

34 LEADERSHIP TEAM REPORT TO GOVERNORS

The strategic termly report was circulated to the LGB one week prior to the meeting. It was read by the LGB and questions prepared.

GC provided an overview of the overall effectiveness which included:

- Expectation is that Howden School will be oversubscribed in 2020-21
- Quality in Careers Standard achieved for a second time
- Fundraising and Engagement has continued to move forward and the school has supported local charities over Christmas with multiple hampers
- £50,000 of funding has been secured from TCAT for a new suite of washroom facilities
- The DfE published Schools Revenue Funding 2020-21 which enables Local Authorities to use the new National Funding Formula (NFF) or continue to use the Local Funding Formula. This has to be voted on by each individual school within the East Riding. Option 1 (NFF) provides approximately £74,000 in extra funding from April and Option 2 (LFF) would result in £143,000. Naturally, Howden has opted for the latter in its consultation response. This must still be approved by Cabinet.
- Howden School received the Music Mark Award in 2019 for the value placed on Music.
- GC and Ms Vicki Brownlee visited Beijing and Tianjin in the October half term and signed an agreement with the Confucius Institute to host a Mandarin Chinese teacher.

Q: (AM) I note funding has been granted for the new toilet facilities. When will the toilets be put in place?

GC: This has gone to tender, we have to receive 3 quotes. The design and area has been agreed, so we are hoping this academic year.

Q: (CW) Will there only be one set?

GC: Yes, one large area has been agreed for a whole new facility. I would like to draw your attention to the fact that we have received double the capital spend from TCAT that we received from the Local Authority, so it would have taken 2 years to save for this project.

Q: (AF) I understand the state of the other toilets has also been a concern. Is there a plan for refurbishment?

GC: Yes, this will be a totally new block, but we are also looking at a plan for a refurbishment cycle. We would like to start this during this academic year.

SY: There is still devolved capital that can be spent in addition to TCAT capital support.

GC: We are looking to compete the refurbishment using our internal talented team and support from other TCAT employees across the Estates team in order to save money.

Q: (CW) With regards to the funding formula, are we likely to get option 2? It is significantly better.

GC: It has not been ratified as yet, but we are hopeful.

Q: (AM) What does HSK mean?

GC: It is an exam run by the University.

YM: It is an international qualification for Chinese and has levels 1, 2 and 3

Q: (AM) Where are we at with the Confucius Institute?

GC: We were due to receive a teacher in February, but due to the coronavirus they are now not coming. We have 3 teachers already residing in the UK who are currently supporting in their place. We are seeing an increase in students studying 3 languages, which is good to support Ebacc.

C: (SI) Unfortunately, Selby College has dropped their language department, so we need to ensure this does not impact on student choices at Howden School. We would need to encourage students to look at alternative options for A-Levels in languages. Previously, they would go to John Leggitt.

C: (AM) I understand John Leggitt used to have a good reputation.

C: (JD) John Leggitt visited and gave a presentation recently to encourage applications from Howden School.

Q: (CH) Would transport be provided to students if they were interested in studying there?

JL: Usually, colleges will provide transport if they are looking to gain students

C: (SY) Of course, the Consortium Sixth Form provides language qualifications in French, Spanish, German and Japanese. Unfortunately, nationally there has been a decline in Level 3 language courses being offered.

Q: (YM) Is there an update on the funding for the Confucius Institute?

GC: The funding will arrive with the teacher. It was agreed during the visit to China.

34a QUALITY OF EDUCATION SUMMARY

i Curriculum Update

- Year 7 intake for 2020 is predicted to be a 5 form entry
- 6 Students have started an off-site provision at East Riding College studying vocational courses and are doing well as part of the TCAT collaboration
- Deep Learning Days plan has been successful, but continuous evaluation process is in place
- Options process will begin shortly and will close before Easter. Aiming to maintain/develop uptake of Ebacc
- Continuing to develop the status of the school as a Confucius Institute

Q: (CW) Is the rest of the curriculum the same?

PH: We are looking at introducing BTech Music if there is enough of an uptake. We have also opened up BTech Business to widen the offer.

GC: We don't ask all students to take a BTech at Howden. Some schools do this to improve progress and attainment, but we choose to include Sports Leaders on the curriculum which is not accredited. We acknowledge that some students benefit from a BTech course and that form of study is right for them. We currently have a group of students who attend college on a Tuesday to study vocational courses. Those students have achieved the highest grades in the first units.

C: (CW) That should give them the confidence and positivity to do well across all subjects back in school.

GC: Our focus at the moment is beyond curriculum and results and looking at what it is to learn and metacognition training.

C: (AM) When I attended OFSTED training the curriculum was the big focus. It seems if you get this right the outcomes will follow.

SY: Outcomes are not necessarily about progress and attainment 8. It is about engagement in the wider school.

C: (AM) Yes, and Deep Learning Days (DLDs) are a big part of that. Can we as Governors hear about the DLDs?

PH: We share a plan with staff before the Summer for the DLDs in the next academic year. We always tweak this throughout the year and look to evaluate so it keeps improving.

Q: (AM) Can Governors be invited in for the DLDs?

PH: Yes, there is an upcoming employability day.

SI: Yes, careers is an area where the Governors can easily support.

C: (AM) If we know about these dates in advance we could be more involved.

SY: It's important to see how these days impact the students. It would be a good idea for Governors to invite the Head Boy and Girl to a meeting to present their feedback on DLDs and the curriculum.

AM: I would prefer to be in school and do this informally.

SY: A formal meeting is a good development opportunity for the students.

C: (GC) OFSTED will question the wider exposure that students get to subjects not taken

PH: The House System is also a good opportunity for this

SI: A good example is the Holocaust week which is currently in place in all subjects. This gives students the opportunity to study wider citizenship.

GC: The expectations of what it is to be a learner at Howden School are being discussed with the Student Senates and the intention is to share this with Year 5 and 6 students who will be attending Howden School. Key things that are important to us are the NEET figure and not off-rolling. We will never off-roll students and our NEET figure is consistently low.

C: (AM) This is something the Governors will always support.

ii) Standards including DS update

- Progress 8 predictions represents an improvement of +0.23 to -0.02
- Attainment 8 is predicted to increase +6.04
- Strong Basics (9-5 in English and Maths) is predicted to increase 10.3% to 50%
- Currently 9% predicted to pass Maths but not English, 8% predicted to pass English and not Maths
- Standard Basics (9-4 in English and Maths) is predicted to increase +10% to 77%
- School entry for Ebacc has doubled this year.

Q: (CW) The predictions are significantly higher this time, is that due to the cohort?

PH: Yes, it is a more able group, but also progress is still based on their own targets. Open Basket has traditionally been an issue for us, but the more diverse curriculum helps this. English outcomes are looking strong, but progress at present is not.

GC: The 4+ and 5+ Basics look strong. There is a strategy in place for the Most Able.

PH: Mrs Russell (Head of English) has a clear plan for this.

Q: (SY) Where were you this time last year for Year 11?

PH: The predictions were higher this time last year. This is because we are not over-predicting this year. There are still some instances of this, but it is recognised in the health checks. In Business the Subject Leader is looking at legacy data which was inaccurate, so it will take some time for this to be rectified, but we are aware. SI is supporting Design and Technology. I am supporting Business and Geography and GC is supporting RS. We visit those subjects every week to provide continuous scrutiny and support.

C: (AM) Business was a huge disappointment last year. There were a lot of students who enjoyed that subject and possibly had been hoping to continue studying in that field.

Q: (AM) What is the intention with students who are getting English and not Maths? When Mr Russell was here he didn't have an answer for this?

PH: This is because all students are supported to get the best possible results.

C: (AM) The predictions are pleasing to see. If there is anything we can do to help, please ask.

C: (JL) It certainly looks a strong cohort

SY: We have to be careful comparing progress each year, each year group is a different group of students.

Q: (YM) What is the benefit of the Ebacc strategy?

PH: The Government target is 75% for Ebacc. Research suggests studying Ebacc gives students better life opportunities, better access to higher education and earnings. Our policy is that

students lead the process and they are responsible for the subjects they choose. We give them all the information and let them decide.

Q: (YM) How would we get to 75% entry?

PH: We are currently at 48% and moving towards 50%. We only have 2 language teachers, so 75% would put pressure on the timetable.

GC: If it is right for the students, they have the opportunity to study Ebacc.

iii) SEN update

No questions were asked by Governors

iv) LAC update

Q: (AM) What is the Hub?

LS: It's an alternative education establishment in Anlaby.

C: (SY) Well done on the LAC attendance, nationally the average is significantly lower

LS: Thank you, we have had applications from as far as Bolton for LAC students to attend Howden School, we have a positive reputation

C: (GC) We received good feedback from the Virtual Head for LAC

C: (SY) Thank you also to LS for all of the progress made following the SEN review in July. The majority of the recommendations have been implemented and it seems to be having a positive impact on the children and staff.

v) Teaching and Learning

SI gave a brief overview of the updates to Teaching and Learning.

This included:

- Most significant change is the monitoring of lessons. SLT are getting into lessons more quickly and able to respond to any concerns as they arise
- GC is conducting learning walks and asking OFSTED style questions to build staff confidence
- Issues have been identified regarding the monitoring of progress which was then translated into training the following week
- Underlying theme is the introduction of metacognition which is a long term strategy

C: (AM) I am concerned that one of the problems found in learning walks was not following the Behaviour Policy.

SI: It was noticeable who wasn't using the Policy effectively. JD will be conducting training on this. It was simple steps that could have been taken and consistency is key.

Q: (CW) Are specific actions put in place for these staff?

SI: Yes, there is support for individuals who require it and it is feeding into all teaching staff training.

Q: (SY to RG) How has the removal of high risk observations in favour of more frequent learning walks and work scrutinies been received by staff?

RG: When GC called the meeting, the majority of staff attended, which is an indication of how strongly everyone felt about this. Everyone prefers this method of support as lesson observations can cause anxiety even for the stronger teachers. We all appreciated being asked "what do you want it to look like" when putting together the new model.

34b BEHAVIOUR AND ATTITUDES

i) Behaviour

JD presented behaviour statistics to Governors in the report. Key points to note:

- An additional behaviour type has been added to combat persistent lateness to school
- Year 9 cohort is still the highest sanctioned year group in the school: 86% of the sanctions for this year are attributed to 9 students
- There has been a positive decline in the overall behaviour stages for Year 11 who have exams approaching

C: (AF) The number of behaviour incidents in Year 9 seems to be significantly higher than other year groups.

PH: It is a very difficult year group. The high-risk categories for behaviour are all comparatively high, i.e. disadvantaged students, pupil premium and LAC.

JD: 86% of the sanctions in Year 9 are from 9 students. As a result we have started 'Operation Extreme Pressure' and adapted the behaviour system to look to target these students and address the disruption. The Pastoral Managers are supporting this by highlighting students that require more care and SLT then monitor. We conduct drop-ins to lessons and reward the good behaviour in those groups as well as sanctioning the poor conduct. If a student is removed from a lesson it is an automatic detention. One of the targeted students received no sanctions last week.

GC: Some are responding and doing very well

C: (CW) It must make a difference to staff well-being to know you are supporting them with behaviour to this extent

Q: (CW) If a student is excluded, how long is that for?

GC: It will depend on the offence and the circumstances surrounding it

Q: (JL) Will they receive an internal exclusion as a low level sanction?

GC: Potentially. We have some discretion within the policy, so it does depend on the circumstances

Q: (AM) What is the process for a student returning from exclusion?

GC: They have a returning interview with the Pastoral Manager and in some cases SLT will attend

C: (AM) I had hoped the new curriculum would make a difference to behaviour

GC: The current Year 11 were a difficult group when they were in Year 9, but they did turn it around

JD: The majority of the year group are OK, it is a very small group that we need to deal with

SI: The Operation Extreme Pressure shows the other students that we are doing something about the behaviour and it will not be accepted

PH: In terms of the curriculum and options, we have seen very little movement, so students do seem happy with their choices

C: (CH) Year 9 is always a difficult age, but it seems to settle down as they move further through the school

ii) Attendance

- As of week 16, attendance is equal to last year at 94.8%
- During week 12 the school was impacted by norovirus and was forced to close when attendance dropped to 76%
- There is a new line management structure in place for attendance and there is a focus on attendance and improving attendance overall.

34c PERSONAL DEVELOPMENT SUMMARY

Governors had the opportunity to read the termly safeguarding report prior to the meeting.

C: (AM) Regarding the training for safeguarding, there is nothing listed for safer recruitment.

JD: Jo Harding, Jennine Cooper and I attended TCAT training

Q: (SY) *It's pleasing to see how many case conferences you have been invited to and able to attend, is this causing a capacity issue? They tend to be time consuming and are staff being supported?*

JD: *It tends to be priority students who are involved, so we ensure they are attended. A lot can be managed within the school, so there is no travel time and they are spread across the year groups, so it is not just one pastoral manager having to prepare and attend each time, there has been a fairly even spread.*

Q: (SY) *The conferences can discuss aspects that are difficult to listen to, is there a report on staff wellbeing regarding any trauma/distress they may feel having attended the meetings?*

JD: *Yes, SI and I follow up with the members of staff and ensure they are OK*

Q: (SY) *I can see there are 3 PEPs not in place. What has happened in these instances and is that having a negative impact on those students?*

LS: *We ensured they were looked after within school anyway*

JD: *2 of those have now taken place*

Q: (SY) *In the restraint incident, was the policy followed and were they trained by Team Teach?*

JD: *Yes, the policy was followed, but the staff member is not Team Teach trained*

SY: *I am in the process of putting training in place for all schools with Team Teach, some schools have already accessed provision.*

34d LEADERSHIP AND MANAGEMENT

- Significant increase in the amount of engagement with TCAT for both support and teaching staff
- Review of performance management framework has taken place and resulted in a new model that moves away from the high stakes observation framework and targets the quality of education in the classroom
- A new schedule of leadership training has been implemented for subject leaders
- Planning has begun for the new Education Inspection Framework where teaching staff are asked inspection-style questions
- In support of staff well-being guidance has been changed on the use of staff emails to reduce the amount of email traffic, this has been positively received

C: (CH) *I have seen the Sports Leaders are involved in visiting schools and volunteering*

Q: (AM) *Does the school still do Duke of Edinburgh?*

GC: *Yes, and we have looked at the model and principals of the Duke of Edinburgh Award to see if we can incorporate these into the curriculum.*

Q: (AM) *Has everyone moved straight over to the new performance management scheme?*

GC: *No, there is a hybrid for some staff who still wanted to be observed, but they will all be assessed on the new process rather than previous targets*

RG: *Targets had been unrealistic before. Some of the grade expectations would be unachievable for particular groups and that would be de-motivating*

Q: (SY to RG), *Do you still feel you're being held to account?*

RG: *Yes, more so, as all of the work is being reviewed and looked at rather than just building up to the one observation*

Q: (AF) *Is this model of performance management TCAT wide?*

SY: *No, but there is some consistency, there is no evidence that numeric targets are effective at improving standards. The majority of schools are looking at pedagogy and creating a self-improving culture. There is also a discussion about using 2 year rolling targets, so they are more sustainable long-term. This is all being pulled together at the Headteacher Board. We will be moving away from the terms performance management and appraisal as this is identified as causing anxiety and we want professional development to be the focus.*

Q: (AM) *Why is this necessary, in any job there is an appraisal process?*

SY: *Not all groups of education staff are subject to appraisal*

C: (AM) They should all be appraised and take some satisfaction in being praised, but you can't take away the appraisal element.

SY: The intention is not to remove the process, but the dialogue and the conversation will be more focused on professional development. We also want to have a culture where it is OK to take a risk – as is necessary to make progress. In the past, good teachers have been promoted and this does not necessarily produce good managers and leaders, we will be changing training to address this and ensure high quality conversations are consistently taking place.

Q: (AM) Regarding the policy on the use of emails, can Governors see this?

GC: It is not a policy, it is guidance which is being monitored.

JL: The number of emails being sent and multiple persons being unnecessarily copied into emails had to be addressed

GC: Yes, it has come from staff feedback and discussions surrounding well-being

PH: The response has been positive

ACTION: AO to send email guidance to Governors for information

35 POLICIES FOR REVIEW

The curriculum policy was sent to Governors for comment, but there were further suggestions made during the meeting which will be considered by PH.

C: (AF) The policy doesn't discuss curriculum linking.

C: (AM) There is no mention of Governor responsibilities and I am disappointed there is no mention of careers.

PH: I can look at the policy again and bring these elements in.

ACTION: PH to further review the Curriculum Policy

36 3 YEAR PUPIL PREMIUM PLAN

In addition to expenditure listed, LS is looking at exam entries and ways to reduce some of the staffing cost. There is a piece of software available which is £600 for 5 licenses.

C: (AM) That isn't a lot of money when you consider the cost of scribes

SY: We will still need to have individual invigilators, but it is more cost effective overall

Q: (CW) When will the speaking software be introduced? Do you expect to use it in the upcoming exams?

LS: We won't use it this year as the students won't have had the opportunity to get used to it, but we will phase it in

37 SELF SUPPORTED REVIEW

GC provided Governors with a summary of the Areas for Improvement (AFIs).

C: (AM) I was disappointed not to receive the full report.

SI: All of the AFIs are listed

Q: (AF) Do these AFIs populate the Academy Development Plan (ADP)?

SY: The SSR will look at core areas directed by the Headteacher. We have a conversation about areas of concern or celebration beforehand and the schedule is set by the school. We discuss both strengths and AFIs.

Q: (AF) So how are the AFIs tracked?

SY: Some do feed in to the ADP. When we come in to conduct the SSR we are looking at enhancing actions of the ADP to give an alternative view and ideas.

Q: (AM) It says SSR Wednesday 30 April. Is that the next one?

SY: Yes

Q: (AM) Where are we in the OFSTED window?

SY: The window is 30-36 months from date of conversion, with most schools being visited toward the end of that window currently.

ACTION: AO to circulate the full SSR report to Governors

38 GOVERNOR INVOLVEMENT IN THE SCHOOL LIFE

AM requested that this be added to the agenda and raised the following points:

- AM is a Governor because she wants to make a difference in the school for the students and wants to be in a position to help.
- The role of the Governor has changed significantly in the last 12 months due to TCAT and she feels other Governors have resigned as a result of this.
- Whilst AM understands the scheme of delegation and the terms of reference, she feels the Governors could be more involved in the school, she feels devalued
- Governors have to be able to challenge and support, but AM does not feel Governors can do this when there are just 4 meetings per year and she felt that there was no opportunity to find out information for themselves, only reviewing documents provided by SLT.
- AM feels the Governors need to meet with staff and have conversations to get a feel for the school.
- AM often talks to students in town, but it is not the same as meeting with them in the school and she is concerned that there are no invites to events for Governors to attend.
- AM wants to feel a part of Team Howden and needs to be able to find out more information.

AM invited other governors to comment, there was limited further comment at this stage

C: (JL) *The role of the Governor has changed and there is now an umbrella of Governance that we sit under. SY and I had to consider the sustainability of Governors visiting school. Teachers have to be released from timetable to meet with Governors and there is preparation time in being ready for those meetings. We also had to consider Governors expertise and whether they were best placed to support subject leaders. The meetings have to be effective, or there is no point coming in to the school.*

Q: (AM) *Can you be effective if you're not coming in to the school?*

JL: *It's about creating a better system to support the Governors visits.*

C: (AM) *I am not talking about link visits.*

C: (CH) *I understand that we have to grow into this new role and we are not in school as much as we used to be. I feel a little bit redundant and it would be useful to know what we can do to help.*

C: (CW) *As a parent, there have been times I've received information about things happening in school which I wouldn't have known about otherwise.*

C: (AF) *Yes, this has resonated with me. I don't feel as involved and feel irrelevant. I would like to be able to offer the skills we have, but the communication has dropped.*

SY: *The LGB is not irrelevant. A lot of MATs have removed the LGB, but we appreciate the unique understanding the LGB has of local issues. We have aimed to move the agenda to focus on the important items within the school – not the bits that don't impact directly on students, as we recognise that this is the priority for governors. The LGB makes a difference by holding the Headteacher to account. We have listened to our LGBs and do agree there needs to be more meetings so from September onwards there will be 5 meetings to improve the LGB involvement in the ADP and Disadvantaged Strategy. This is the result of direct feedback from the LGBs across the MAT, but also from SY reviewing all of the minutes. It is absolutely correct, the responsibility of the LGB is also to 'check the checker' and not simply accept information presented. JL is right that*

the LGB should not be looking to observe a lesson as it is not appropriate as they are not suitably qualified, nor is this an expectation, but there is still a responsibility to check out AFIs and this can be done in a more structured way. More guidance will be provided as activities have to be objective and checked with rigor.

The intention is to have a rolling programme where 2 Governors will meet with PH at the start of each term to discuss AFIs, have a conversation on an area of concern and conduct a 'dip-check' with PH. Another Governor can discuss an area of strength and this will be rolling so each Governor conducts one per year. The Governor will produce a report at the end of the discussion. The Governors will be supported in this role whilst protecting the workload of staff. This will also address a previous valid point made about how we share good practice across the school.

Q: (YM) Is this being done in other schools?

SY: Not yet. Most are invited to hosted events and will make appointments to meet with SLT if they would like to discuss something. Chairs and Vice Chairs also meet with Ian Furlong at the Trust HQ.

C: (AM) I still feel we are not coming in enough. The structured method is not what I mean, I want to come into school and be a part of it. The DLD would be a good opportunity. There was nothing at Christmas. If TCAT value Governors why has there been no training.

SY: There will still be opportunities to attend events and it doesn't need to be your only contact with the school. I agree informal conversations are important. I dispute the fact that no Governor training has been offered. Training for Governors has been provided through the online training platform NGA, The School Bus, Safer Recruitment, OFSTED Training and training for the Chairs at TCAT.

SY: GC will provide further updates on events as I have no knowledge of how Governors feel this has worked in the past but it may simply be a change in personnel.

GC: I can ensure more event dates are provided to Governors.

ACTION: AO to circulate more information on the school calendar to Governors with the support of JD to make the events manageable

SY: Can two Governors commit to this term to meet and discuss the ADP?

Resolved – CW and AM will meet with PH to review the ADP

SY: and can two Governors commit to the Summer term?

Resolved – JL and AF will meet with PH in the Summer term

ACTION: PH to meet with CW and AM to discuss the ADP in the Spring term

ACTION: PH to meet with JL and AF to discuss the ADP in the Summer term

39 GOVERNOR LINK VISITS

JL thanked AM and YM for the reports they had submitted on link visits on Safeguarding and to the MFL department respectively.

40 DATE AND TIME OF NEXT MEETING

Tuesday 19 May 2020, 6pm

41 ANY OTHER URGENT BUSINESS

None.

42 ACTIONS

- 42a **ACTION: GC to present the Academy Development Plan at the next meeting (minute 33b)**
- 42b **ACTION: All Governors to complete any 2 Learning Link modules. Link Governors to choose one module relevant to their link area (minute 33h)**
- 42c **ACTION: AO to send email guidance to Governors for information (minute 34d)**
- 42d **ACTION: PH to further review the Curriculum Policy (minute 35)**
- 42e **ACTION: AO to circulate full SSR report to Governors (minute 37)**
- 42f **ACTION: AO to circulate more information on the school calendar to Governors with the support of JD to make the events manageable (minute 38)**
- 42g **ACTION: PH to meet with CW and AM to discuss the ADP this term (minute 38)**
- 42h **ACTION: PH to meet with JL and AF to discuss the ADP in the Summer Term (minute 38)**

8.50pm – End of Part A