



Minutes of the meeting of the Howden School
Local Governing Board
Tuesday 12 July at 6pm



GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mr G Cannon (Headteacher, GC), Mrs J Pinkney (JP), Ms S Prestwood (SP)

ALSO IN ATTENDANCE

Mrs J Doyle (Assistant Headteacher & DSL, JD), Mr P Harris (Deputy Head, PH), Mrs L Stephenson (SENCO, LS)

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

58 WELCOME

JL welcomed everyone to the final meeting of the academic year.

59 APOLOGIES

Apologies had been received from Mrs N Appleyard, Mr R Gardiner and S Warnes

Resolved: Apologies were accepted for the absence of the above governors.

No apologies had been received from Mrs D Bassford. This is the second meeting in a row where apologies have not been submitted.

ACTION: G Stafford to contact D Bassford with regards to her absence from the LGB

60 DECLARATION OF INTERESTS

There were no declarations of interest made

61 MINUTES OF THE LAST MEETING (17 May 2022)

Resolved: The minutes were confirmed as a correct record and signed by the Chair, JL

62 MATTERS ARISING FROM THE MINUTES

62a ACTION: J Leeman to follow up with D Bassford with regards to her absence from the LGB – JL had emailed DB but not had a response.

62b ACTION: Governors to complete the Skills Matrix on Teams - action held for now – see minute 66

62c ACTION: G Stafford to arrange a pre-meet with Governors to discuss the LGB reports - **complete**

62d ACTION: JD to include some PA case studies in the next HT Report - **see minute 63c**

62e ACTION: SP and NA to register with NGA Learning Link and complete the Safeguarding Governor (2021) module as soon as possible **see minute 66**

62f ACTION: GS to forward Link Visit Report template to all Governors - **complete**

63 HEADTEACHER'S STRATEGIC REPORT

63a Leadership and Management

- Year 11 were praised for their conduct and resilience during the exam period
- HT is also an Interim HT at Holderness until January 2023. Mr Harris is acting HT and S Issatt Deputy Head
- Key is preparation for 2022/23 with 3 key priorities
- Each member of SLT is reviewing their area and the results will inform the SEF
- Summer school will be offered to all new Year 7s
- New standardised report card to be developed to give to parents 3 times a year. Cards will provide more detailed and up to date info than the current annual report
- Parents' Evenings will revert to physical for autumn as the uptake is down for virtual appointments
- Mrs Macey has retired, and her last day is Fri 22 July- she was praised for her dedication and service to the Science Department

Q: (SP) Are parents supportive of you running another school?

GC: Yes, our parents are behind it. Everyone has stepped up. We are all one organisation, and everyone has taken on extra responsibility.

C: (JP) I am encouraged when I hear Parents' Evenings will become face to face again.

JL: As a parent, these evening as are very beneficial. Schools need the face-to-face relationships with the more vulnerable families.

Q: (JL) Can you explain why the move to 3 more detailed reports is less time consuming for staff than one report?

PH: The data for the new cards is available to slot in, rather than the staff writing comments on the annual report. By the time these have been written and checked and sent out they are out of date. Much better to send out current data.

Q: (SP) Can you confirm the values as they are different in two areas of your report? (Resilience, Equality, Excellence, Independence and Inspiration and later Resilience, Equality, Excellence, Respect and Inspiration)

GC: Sorry – the second set of values are correct.

63b Quality of Education Summary

Curriculum

- Yr8 options process is complete
- Seen an increase in students choosing MFL
- Tutoring has focussed on school led tutoring in English and maths
- Continuing to work with a Yipiyap for reading support

- Access Reading Tests (ARTs) and Access Maths Tests (AMTs) to be introduced from September to provide a detailed analysis of literacy and numeracy levels across the Trust. Tests will then be repeated at the end of May and annually thereafter

Q: (JL) Why have we opted for a 3-year KS4 when all other TCAT schools opt for a 2-year KS4?

PH: It actually widens the curriculum as it opens up an additional option block. We do not force our students down pathways; we maximise their opportunities and meet their needs.

Q: (JL) Are they not too young to choose options when they are 12?

PH: They have the flexibility to change options. Only 20 have done this, indicating that they are choosing wisely. We are getting pupil voice on this to confirm they are happy to choose at this age.

Q: (JP) What is the process before the choices are made?

PH: Three months before the window opens to choose, individual subjects drip feed information about where that subject would take the student, we launch the options process in assembly, we promote EBacc and MFL, we have taster sessions, an options booklet and options evenings for parents.

Q: (JP) Will careers advice run alongside this?

PH: Yes – we inform students but don't push them down the EBacc route. We can offer more option courses than others (17).

C: (GC) It is good to see that we are increasing our number of MFL students. We expose our students to many different experiences. We have 90% non-NEETS and double the East Riding percentage of those doing apprenticeships. Ofsted are content so long as we can justify a 2-year KS3, which we can.

Q: (GS) If you went to a new school would you encourage that school to have a 3-year KS4?

PH: Yes – research shows a dip in the progress at Year 9 as they are waiting for that next challenge. This just gives departments the power to choose when they start; some start the curriculum in Y10, some earlier.

C: (SP) It is reassuring to hear that not many students change their options.

Pupil Premium update

- PP make up 22% of the school population (150 students)
- 112 (16% of the school) are FSM
- English progress 8 for PP students is better than the whole school and non- PP
- There is only a 0.16 P8 gap in Maths (PP to Non- PP)
- P8 overall is the same for PP and Non - PP
- PP attendance is 88.55%, non-PP 91.4% and 'all' 90.8%
- There have been 15 suspensions and 1 permanent exclusion of PP students

SEND update

- SEND cohort of 105 (15% of the cohort, national 12.2%) including 26 with an EHCP
- Several September 2022 Year 7 students have consultations to have an EHCP
- Enhanced Resource Provision will have 6 students in September (capacity)
- SEND progress is better than non- SEND in English, EBacc and Open bucket
- P8 overall is the same for SEND as non-SEND
- SEND attendance is 89.9%, non- SEND 91%
- There have been 21 suspensions and 1 permanent exclusion of SEND students

Q: (JL) Regarding the new Year 7s that are in consultation for an EHCP, is there not a way of asking for their plans now so that we can start processing their needs assessment before they join?

Q: (JP) Agreed. What is the barrier to primaries or parents doing this?

LS: Resource – it takes around 6 hours to complete the paperwork if you know what you are doing. There is a move towards consistent plans across the country which will help.

C: (JL) The delay means we cannot support the child from day one.

LS: We will put plans in place following our visits to the feeder schools and then submit the assessments.

Q: (JP) Is there anything you can do differently next year, such as start visiting the Year 5s now?

LS: We will look into this, thank you.

C: (JL) During my SEND Link visit we discussed the new format of reporting for SEND – the learning support profile.

LAC Update

- There are currently 11 LAC on roll covering 4 districts

Q: (JL) From the next meeting onward, please could you provide more info about LAC- including individual attendance and ATL and progress.

ACTION: Anonymised attendance, attitude to learning and progress data for each LAC student to be in future reports - LS

63c Behaviour and Attitudes Summary

Attendance

- Barriers to attendance include attitudes following Covid, emotional well-being and mental health and term time holidays
- Attendance and Welfare Officer in post since September 2021, has made an impact talking to families and embedding positive expectations around attendance
- Accumulative whole school attendance is 91% (to 27 June 2022)
- Boys' attendance exceeds girls by 0.9%

Case Studies:

Year 10 student– 65% attendance due to mental health issues. EWO involvement and pastoral support, attendance rose to 95%

Year 10 student– very high anxiety and a long Covid diagnosis. Had re-integration meetings and a part time timetable and only had one day off since May.

Year 11 student– 22% attendance due to mental health disorder. LA integration did not work, worked with AWO with re-integration plan and this student accessed all her exams and attendance rose to 67%

Q: (JL) Those case studies are great to hear, well done. At what point do families get fined?

JD: If the child misses 10 sessions (5 consecutive days)

Q: (JP) What is the likely impact?

JD: We will see nationally that more families are going away during term time following Covid. With the increased cost of living the fine is cheaper than having a holiday when the schools close. We can see a difference over the last 4 years with more term time absence.

C: (JP) Ultimately this should lie at the door of the travel industry.

Q: (JL) Does the importance of attendance get mentioned at the Year 6 transition?

JD: Yes, we work closely with primaries and are on the same agenda.

Behaviour

- Class Charts – behaviour and rewards app was launched in September 2021 and allows in depth analysis
- Analysis shows that there is an increase in behaviour points for all year groups

- Rewards are given half termly for either going above and beyond, exemplary attitude or behaviour
- Year 9 is the key year group to monitor behaviour wise. Behaviour of Year 9 has improved this term. 2 individuals are on support plans
- 3 permanent exclusions this year
- 62 suspensions – most in Year 9 and 10

Q: (SP) What percentage of parents have taken up the class charts app?

JD: 82% but 97% of households have at least one parent with access

C: (JL) The app is so important for split families to maintain communication.

Q: (SP) What is the student uptake?

JD: 90%

Q: (SP) Do you use the app for the full range of services?

JD: Attendance, behaviour and homework.

Q: (JL) Why has Year 9 behaviour improved dramatically this term?

JD: We have put in lots of intervention. It is a small number of students having an impact on the stages. We have notifications of who is moving between the stages. We also have clear communication with parents.

PH: We are putting an extra class into Year 9, so they are in smaller groups to give more impact.

C: (GC) Year 9 have struggled nationally as they have missed so much education at the start of their secondary lives.

63d Personal Development Summary

- A summary of completed safeguarding training was provided. The annual safeguarding report that is submitted to the LA will be sent out to governors when complete
- A student voice on safeguarding took place in April this year. 98% reported they felt safe at school

Q: (SP) 98% feeling safe sounds good until you think of the number of students that do not feel safe. As the school population is 685, 2% would be 13 students. That is not good. Why have they said this?

JD: Any that stated they felt unsafe had a meeting with me, some had simply clicked the wrong response, some didn't understand fully and put an explanation such as 'I couldn't go to toilet', or 'I don't like a certain lesson'. As we move forward, I will review the responses with the students, ensuring they fully understand their responses.

Q: (JL) How many took the survey?

JD: 430

GC: We are certain that the 2% that stated they did not feel safe did so not for safeguarding reasons. This data triangulates with TCAT data and is backed up by a safeguarding audit.

Q: (JL) Could you make it mandatory to complete such a survey? Perhaps issuing it during tutor time? It would be good to get the whole school voice.

JD: Yes – we will look to do this.

64 RISK REGISTER

The RR had been reviewed by SLT. It was agreed that some risks should be removed as they were Trust level risks and as such will be on the Trust Register. These include ICT and health and safety general risks

ACTION: SLT to further review the Risk Register, removing Trust level risks

65 CAREERS POLICY

Amends to the above policy had been circulated prior to the meeting. Governors had approved the changes made since the last review.

Resolved: Careers Policy was approved

66 GOVERNOR TRAINING AND SUPPORT

GS explained that as a Trust the decision had been made to move away from NGA Learning Link for governor training and all governors will be given access to The National College. All Governors are expected to complete the following on The National College: "Certificate in the Role of a School Governor" before the next meeting.

The safeguarding module will be available late September. In the autumn term the completed skills matrices will be reviewed.

ACTION: GS to ensure all governors have access to The National College

ACTION: All Governors to complete the 'Certificate in the Role of a School Governor' before the next meeting

67 GOVERNOR VISITS TO SCHOOL

There had been one governor visit report completed. S Warnes had conducted a report outlining findings when she attended Year 10 business presentations (7 and 23 June).

Other governors had done visits but had not completed the form. This evidence is required.

ACTION: J Leeman to complete a report on her SEND Link visit

ACTION: J Pinkney to complete a report for her attendance at Year 10 business presentations

ACTION: S Prestwood to complete a report for her Safeguarding Link visit

68 DATE OF NEXT MEETING

Tuesday 20 September 2022, 6.30pm.

ACTION: GS to send out calendar invitations for all 2022/23 LGB meetings

69 ANY OTHER PART A BUSINESS

69.1 Complaints

JL informed the group that she had received the following three complaints:

- a complaint about the speed of the buses
- a stage 3 complaint about SEND provision
- a complaint about homework

69.2 Uniform

JP stated that when she attended a Year 10 business presentation the standard of uniform of one student was poor; the girl's length of skirt was extremely short and her tie was not on properly. The girl was also wearing a nose ring which is not permitted. JD agreed to look into this contravention of the Uniform Policy.

70 AGREED ACTION POINTS

- 70.1 ACTION: G Stafford to contact D Bassford with regards to her absence from the LGB (minute 59)**
- 70.2 ACTION: Anonymised attendance, attitude to learning and progress data for each LAC student to be in future reports – L Stephenson (minute 63b)**
- 70.3 ACTION: SLT to further review the Risk Register, removing Trust level risks (minute 64)**
- 70.4 ACTION: G Stafford to ensure all governors have access to The National College (minute 66)**
- 70.5 ACTION: All Governors to complete the 'Certificate in the Role of a School Governor' before the next meeting (minute 66)**
- 70.6 ACTION: J Leeman to complete a report on her SEND Link visit (minute 67)**
- 70.7 ACTION: J Pinkney to complete a report for her attendance at Year 10 business presentations (minute 67)**
- 70.8 ACTION: S Prestwood to complete a report for her Safeguarding Link visit (minute 67)**
- 70.9 ACTION: G Stafford to send out calendar invitations for all 2022/23 LGB meetings (minute 68)**

The meeting closed at 8.12pm

