



Minutes of the meeting of the Howden School  
Local Governing Board  
Tuesday 4 October at 6.30pm



## GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mrs N Appleyard (NA, via Teams), Mrs D Bassford, DB), Mr R Gardiner (RG), Mr G Cannon (Headteacher, GC), Mrs J Pinkney (JP), Ms S Prestwood (SP), Mrs S Warnes (SW)

## ALSO IN ATTENDANCE

Mrs J Doyle (Assistant Headteacher & DSL, JD), Mr P Harris (Deputy Head, PH), Mrs S Issatt (Assistant Headteacher, SI), Mr J O'Brien (Director of Improvement and Standards, Secondary and Post 16, JOB), Mrs L Stephenson (SENCO, LS)  
Governance Professional: Mrs G Stafford

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

JL welcomed everyone to the first meeting of the academic year and introductions were made

### 02 APOLOGIES

Full attendance

### 03 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting. The housekeeping duty to check accuracy of pecuniary interest and data collection forms will be completed electronically.

### 04 LGB MEMBERSHIP

It is the annual duty of an LGB to elect their Chair. JL reported she was content to stand for another year. All Governors approved this appointment.

Governors were asked if they would like to be considered for the position of Vice – Chair. SP volunteered and was voted into the position.

**Resolved:** The Howden LGB positions for 2022/23 were agreed to be as follows:

Chair: J Leeman

Vice Chair: S Prestwood

DSEN Link: D Bassford and J Leeman

PP Link: D Bassford and J Leeman

Safeguarding and Educational Visits Link: S Prestwood

29/11/22

RG was congratulated on being elected as Staff Governor for a second term.

## **05 MINUTES OF THE LAST MEETING (12 July 2022)**

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

## **06 MATTERS ARISING FROM THE MINUTES**

- 06.1 ACTION: G Stafford to contact D Bassford with regards to her absence from the LGB - complete**
- 06.2 ACTION: Anonymised attendance, attitude to learning and progress data for each LAC student to be in future reports – new report format adopted**
- 06.3 ACTION: SLT to further review the Risk Register, removing Trust level risks - complete, see minute 13**
- 06.4 ACTION: G Stafford to ensure all governors have access to The National College - complete**
- 06.5 ACTION: All Governors to complete the 'Certificate in the Role of a School Governor' before the next meeting - complete**
- 06.6 ACTION: J Leeman to complete a report on her SEND Link visit - complete**
- 06.7 ACTION: J Pinkney to complete a report for her attendance at Year 10 business presentations - complete**
- 06.8 ACTION: S Prestwood to complete a report for her Safeguarding Link visit - action carried forward**
- 06.9 ACTION: G Stafford to send out calendar invitations for all 2022/23 LGB meetings - complete**

## **07 PERFORMANCE DATA REPORT 2021/22**

### **Outcomes**

- Outcomes are below 2019, below both the East Riding average and the rest of the Trust Schools
- Basics 9-5: 32% (Howden 2019 39%, East Riding 2022 47.7%), Basics 9-4: 56% (Howden 2019 66%, East Riding 2022 70.1%)
- Progress -0.48 (Howden 2019 -0.27)
- Disadvantaged outcomes: Basics 9-5: 16% (Howden 2019 22%), Basics 9-4: 32% (Howden 2019 44%)
- DA progress -0.46 (Howden 2019 -0.59)
- SEND EHCP Progress is the best in the Trust: P8 -0.68, Basics 9-5: 33%, Basics 9-4: 44%
- Science and Maths outcomes have fallen significantly
- Subjects with the highest average grade: Biology, Chemistry, Physics, PE, Drama (all above grade 5)
- Best performing non-GCSEs: Music, Performing Arts and Business
- EBacc entry has increased

C: (GC) Covid affected some students more than others. Year 11 attendance was badly hit with 40% of Year 11 being persistently absent (<90% attendance). This was at a time when there was over 30% staff absent. There are 10 outliers in our data that had significant issues or at alternative provision. With a cohort of 124, one student accounts for 0.8% so these 10 had a big impact on our outcomes. Our focus for this year is improve the Basics and improve our attendance.

PH: This year group was very challenging, but we are still very proud. This cohort had high behavioural issues in Year 9, and they have grown into positive people. Yes, we want to raise the aspirations and raise the Basics and we are helping parents to support their children. The year group had double the number of SEN students, many with significant mental health issues. Our students live in rural communities and were more isolated during the pandemic than many others.

C: (JL) The results for separate sciences were far higher than combined – is this due to the formula for entry?

PH: The cohort doing single sciences are higher ability. 70% of the year group left with at least grade 4 in science.

C: (JOB) Many of the higher tier didn't achieve, predominantly boys that had not been engaged with home learning. There was too much optimism entering students for a higher grade and ten did not get the higher grade.

C: (GC) Some have too low resilience to sit 6 science papers for the higher tier.

Q: (SW) The Maths results were disappointing, why was this?

GC: There was one long term absence of an experienced teacher. We have gone through the papers and analysed questions where students struggled. For example, algebra was a problem, and we will bring the action plan for algebra at the next meeting.

C: (SW) It needs to be a thread taught from Year 7. Is it not a stretch to do Further Maths if the basics are not right? Do you have evidence that students studying Further Maths do well in the standard paper?

SI: Yes, lots of students do the class, but not necessarily the Further Maths exam. The students that take it are more secure and likely to get a 7+ in the standard paper.

Q: (JP) What has the parental engagement been like?

GS: A barrier. We are doing work with engagement.

C: (DB) As a parent, I attended the workshop and there was some really useful information and resources.

C: (GC) We have to be aware that with the cost-of-living crisis the internet in homes may be a luxury that cannot be afforded. We will consider using PP funding for this.

Q: (JL) With the after-school revision groups will buses home be laid on as some parents do not have the facility to pick up from school?

GC: Yes, we have buses and minibuses for the outlying villages.

Q: (SW) Is the absence of a media teacher now resolved?

PH: Yes, but they were off during the assessment period.

C: (JP) It is really important that we ensure the children choose the right subjects for them.

PH: Yes, we are doing a curriculum review.

GC: The push by the Government towards EBacc is not right for all.

Q: (SW) Are some exams sat in Year 10?

SI: Only RE and elements of Music.

C: (JOB): It may be time to review the length of KS3 and KS4. Are the students too young to choose their options in Year 8?

PH: I will include this in a curriculum review. I will look at staffing and finances and will present the findings.

C: (SW) It is important to review, we need to show that we have reviewed the curriculum and are clear on the reasons we have chosen the path we have.



C: (GC) At the last meeting you asked why we had a different model to other Trust schools and were asked if it met with our mission statement. It is now the time to re-look at this.

C: (JOB) As an LGB you need to be aware that the progress overall will mean that Howden is at the bottom of the ER table, so you need to be mindful of communications. We need to get the positive messages across.

C: (JL) We see the children are happy and the parents are not usually disloyal to us.

It was agreed that it would be useful to have access to the forecast information next to the actual outcome data in future outcome reports

**ACTION: PH to feedback to governors on the curriculum review**

**ACTION: PH / GC to provide forecast information in future performance reviews**

### **Behaviour and Attitudes Summary**

#### **Attendance 2021/22**

- Barriers to attendance include attitudes following Covid, emotional well-being and mental health and term time holidays
- Overall attendance was 89.29%
- Highest attendance in Year 7 (93.36%) and lowest in Year 11 (78.15%)
- Letter sent home stating the importance of attendance and the direct link to outcomes
- Increased measures in place to support PA students

Q: (JL) Have family holidays had an impact?

JD: Yes, we need to shift the culture of term time holidays. We have sent out a letter about this to parents too.

JL: There is no excuse for booking during the term now.

SP: So long as we have set the tone; a clear message.

C: (SI) We are only 5 weeks in and have increased the home visits and there is more monitoring from the pastoral team now.

JL: I am aware you have a strong system, and the Attendance and Welfare Officer is amazing

#### **Behaviour**

- 683 classroom removals – (46% of which were in Year 9), 58% by boys
- 60 fixed term suspensions – majority in Year 9 and 10
- 3 permanent exclusions

#### **Quality of Teaching**

- 38 teachers are demonstrating quality first teaching *most of the time* (93%)
- 3 ECTs are achieving the national standards

Q: (JL) How is QFT measured?

SI: We carry out curriculum reviews, learning walks, work scrutinies and quality assure each month. This QA is carried out by SLT. Of the 7% we were concerned about 2 have left. We anticipate the consistency will increase. There is a new CPDL instructional offer across the Trust.

C: (JL) The problem is that 93% demonstrating QFT is not reflected in the outcomes.

SI: 13% are not performing consistently.

Q: (JP) How many new staff do you have?

SI: 2, one is a very experienced staff member that has returned in another capacity and one is in their second year.

Q: (JP) Do you give support if someone needs it but has been here many years?

SI: Yes, of course.

## 08 SELF EVALUATION FORM

GC: The team has worked really hard alongside the central team on the SEF and Development Plan. The SEF is constantly being reviewed.

C: (JL) If possible it would be good for Governors to have a more concise version.

PH: Progress is actually easier to read on the Development Plan.

C: (JOB) The SEF is very honest. The results are disappointing, but it is how the school reconciles that is important with attention focused on attendance and Basics as the key priorities.

Q: (SW) Would Ofsted be put off by the length of the SEF?

JOB: No, there is no preferred length.

## 09 TARGETS 2022/23 AND CURRENT PERFORMANCE

Targets for 2022/23 are:

Measure	FFT 20 Benchmark	Aggregated Pupils' Target (SISRA)	School Target
Attainment 8	54	55	54
PP Attainment 8	50	51	50
% Basics Standard Pass (EM4+)	85	92	85
PP % Basics Standard Pass (EM4+)	81	89	81
% Basics Strong Pass (EM5+)	66	71	66
PP % Basics Strong Pass (EM5+)	57	60	57
% Basics (EM7+)		22	20
PP % Basics (EM7+)		17	15

Q: (JL) These targets seem very high when you consider the outcomes achieved this year. Why?

GC: They are aspirational.

Q: (JL) But will the staff not be disillusioned when they do not achieve?

GC: No, our staff give all they can. They try their hardest all the time, they cannot give more.

Q: (SW) As governors we need to hold to account, but what is realistic to expect to achieve?

JOB: It is reasonable to expect a significant step forward; a step change is needed.

Q: (SP) Why are single sciences missing from the school attainment table?

JOB: We need to pull out the single sciences from the science group.

- Attendance target is 94%
- Current attendance is 93.6%
- Year 10 has the lowest attendance at 89.9%, with girls' attendance lower than boys
- PP attendance is currently 91.7%, Non – PP 93.4%
- SEND attendance is currently 89.8%

Q: (JL) Why do all Trust schools have the same target for attendance, irrelevant of their attendance the previous year?

JOB: That is the target all have been given, set centrally.

Q: (SW) Is 94% aspirational?

JD: It is, but also achievable.

Q: (JL) What is going on with Year 10 girls' attendance?



*JD: This is due to a few girls with very low attendance and a number that have had family holidays. We are RAG rating the students to be aware of those that may need more intervention.*

*Q: (JL) Year 10 boys classroom removals is high with 62% of all removals coming from Year 10. Why?*

*LS: This is about understanding the needs and sometimes it is wise to remove a child so they can regulate their behaviour.*

*JD: We are focused on Year 10 and their behaviour. Many have individual support plans. Some struggle to re-adjust after the summer break. However, we have set the expectations early.*

*PH: When something goes wrong the Year 10 boys often take a couple of others down with them so there are then 2 or 3 removals.*

*SI: We are looking at a small core and working with them.*

*Q: (JP) Do you have parental support to deal with poor behaviour?*

*JD: Yes, we do.*

## **10 DEVELOPMENT PLAN**

There are 3 strategic priorities:

- To raise achievement across all students and cohort groups through QFT enabling an increased % of students to achieve both the standard and strong pass
- Use best practice to support accelerated learning and targeted support that impacts all young learners
- Embed the values into all aspects of the curriculum so that students can articulate progress towards them

GC commented that although the students live the school values many find it difficult to articulate them, hence the third priority.

It was noted that the new targets identified in minute 09 differ to targets through the SEF and ADP. Now the targets have been agreed, PH and GS to update the plans.

**ACTION: SEF and ADP to reflect the agreed 2022/23 targets**

## **11 SAFEGUARDING REPORT**

In July 2022 the Trust DSL audited the school. All actions have been implemented.

In September 2022, The Safeguarding Alliance conducted a full audit of the school and safeguarding systems. The recommended actions were:

- To ensure that all off site providers follow the same safeguarding procedures
- A check is needed on the training of offsite placements
- Need to improve attendance procedures for off-site provisions
- Case management in recording concerns on CPOMS

*C: (JL) Auditors will call the alternative provision and check what is in place.*

*SI: We have a working group that visits AP*

JD informed the group that she is part of the safeguarding education team that is looking to change the format of the safeguarding report to allow more challenge. The working group is led by Chris Hamling.

It was noted that only one governor had completed the Safer Recruitment training. JL committed to undertaking this training on The National College.

**ACTION: JL (any governor welcome) to complete the National College module: "Annual Certificate in Safer Recruitment for Education Settings (2022/23)"**

## 12 PREMIUM REVIEWS

- Cost of tutoring provided 2021/22 £32,184
- Funding received was £19,642
- Progress in reading attainment seen in Year 7 and 8
- 75% students that had Maths tutoring achieved or exceeded end of year target
- Engagement at the tutoring was 96%
- Tutoring will take place in English and Maths to improve the Basics

*Q: (DB) How are the students selected to be invited for tutoring?*

*PH: The disadvantaged are invited plus we survey other vulnerable groups. We also looked at lockdown data to see who struggled to engage with home learning.*

*Q: (SW) Are the tutors in house staff?*

*PH: Our Yipiyap is an ex-DA student and she works alongside in house tutors.*

*Q: (JOB) The school match fund is 40% this year, where will that come from?*

*PH: Tutoring has already been built into the PPG*

## 13 RISK REGISTER

The Register has been reviewed and the number of risks reduced from 10 to 5. The risks are:

- Student absence, especially persistent absence
- Falling outcomes
- Staff absence
- Migration to new MIS
- Buildings no longer fit for purpose if there is significant growth in student population

*Q: (JL) If staff absence was such a problem why has there not been support from other schools?*

*GC: Staff absence is more felt in a smaller school. All schools have had similar stresses.*

*Q: (SW to GC) How much longer will you be working at Holderness?*

*GC: The team here has stepped up massively, but I am due to finish at Holderness at Christmas.*

*Q: (JL) At our pre-meet we discussed the order of the risks and believe that falling outcomes should be the number one risk, with attendance second to that.*

*JD: Attendance impacts outcomes, there is clear evidence of this.*

*C: (GC) We will review this, but we believe that if attendance is not secure then we will have issues with outcomes.*

*SW: It should be said that low attendance is not the sole reason for falling outcomes.*

*JP: Outcomes is what is talked about when out and about in the community*

*SI: It will take longer to see a change in the outcome data whereas we get to see attendance data daily.*

*PH: Attendance is a massive factor. If we take out those with less than 80% attendance from our outcome data then our P8 is back to pre-2019.*

## 14 LINK VISITS

3 visits took place during the last half term:

- 1 July 2022, J Leeman – SEND Link visit
- Numerous dates in June and July, J Pinkney – Year 10 business presentations
- September S Warnes – parental engagement

All governors were invited to the Year 7 Open Evening on 6 October.

**ACTION: All Link Governors to carry out a link visit this term and complete a visit report form**

## **15 GOVERNOR TRAINING AND SUPPORT**

All Governors had completed the following on The National College: "Certificate in the Role of a School Governor". The Governance Professional reported that this Board was the first to have 100% complete the course.

The next module to complete is "Certificate in Safeguarding for School Governors (2022/23)

**ACTION: All Governors to complete the 'Certificate in Safeguarding for School Governors' (2022/23) before the next meeting**

## **16 RSE POLICY**

Amends to the above policy had been circulated prior to the meeting. Governors voted to approve the changes to the policy

**Resolved:** RSE Policy was approved

RG raised that the school was working towards the Rainbow Flag Award for equal opportunities / inclusive school and asked for governors to work with the group to gain accreditation. SW and DB volunteered.

**ACTION: R Gardiner to contact D Bassford and S Warnes regarding working towards the Rainbow Flag Award**

## **17 DATE OF NEXT MEETING**

Tuesday 29 November 2022, 6.30pm.  
Pre-meet Monday 28 November at 7pm on Teams

## **18 ANY OTHER PART A BUSINESS**

### **18.1 Restart a Heart Day**

The School has been chosen as the flag ship school to raise awareness for Restart a Heart Day and there will be coverage on BBC and ITV- Friday 14 October.

### **18.2 Recognition of Work Done**

Governors raised recognition of the amount of hard work carried out by staff that children will benefit from. GC thanked the governors for this and said that the message would be passed on to staff.



**19 AGREED ACTION POINTS**

- 19.1 ACTION: S Prestwood to complete a report for her Safeguarding Link visit (minute 6.8)**
- 19.2 ACTION: PH to feedback to governors on the curriculum review (minute 07)**
- 19.3 ACTION: PH / GC to provide forecast information in future performance reviews (minute 07)**
- 19.4 ACTION: SEF and ADP to reflect the agreed 2022/23 targets (minute 10)**
- 19.5 ACTION: JL (any governor welcome) to complete the National College module: "Annual Certificate in Safer Recruitment for Education Settings (2022/23)" (minute 11)**
- 19.6 ACTION: All Link Governors to carry out a link visit this term and complete a visit report form (minute 14)**
- 19.7 ACTION: All Governors to complete the 'Certificate in Safeguarding for School Governors' (2022/23) before the next meeting (minute 15)**
- 19.8 ACTION: R Gardiner to contact D Bassford and S Warnes regarding working towards the Rainbow Flag Award (minute 16)**

The meeting closed at 8.50pm

