



**Minutes of the Meeting of the Local Governing Board
of Howden School, 18 October 2021**



GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mr G Cannon (Headteacher, GC), Mr R Gardiner (RG), Mrs C Hall (CH), Mrs S Warnes (SW)

ALSO IN ATTENDANCE

Mrs J Doyle (Assistant Headteacher, JD), Mr P Harris (Deputy Head, PH), Mrs A Orley (Clerk), 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.

13 WELCOME

JL welcomed Governors and thanked them for joining the meeting remotely, this is due to prevailing COVID-19 conditions and an increase in infection rates in the school and local community.

14 APOLOGIES

Apologies received from Michael Clarke

Resolved: Consent was given for the absence of the above governor

15 DECLARATION OF INTERESTS

Resolved: There were no declarations of interest

16 LGB MEMBERSHIP

The Governors were sad to have learned of the passing of Jack Whileblood, Governor, since the last meeting. Alvin Fernandes resigned as Governor as of 18 October 2021.

17 MINUTES OF THE LAST MEETING (14 September 2021)

Resolved: Confirmed as a correct record and signed by the Chair

18 MATTERS ARISING FROM THE MINUTES

ACTION: AO to provide forms to absent Governors (MC, CH, JW) (Minute 3)

Resolved: All forms complete

ACTION: JL and SW to arrange a SEND visit with LS (Minute 9)

ACTION: JL to arrange a PP visit with LS (Minute 9)

ACTION: Safeguarding link to be determined (Minute 9)

JL had conducted SEND, PP and Safeguarding Link Visits

ACTION: PH will inform SW when the catch-up budget has been released (Minute 9)

Action carried forward

ACTION: Governors are required to complete the updated NGA Safeguarding Module 2021 (Minute 10)

Resolved: Governors present had completed the NGA Safeguarding Module

ACTION: JL and SW to attend Ofsted training at Wolfreton on 15 September 2021 (Minute 10)
Complete

ACTION: AO to circulate Skills Audit (Minute 10)

This is available on Teams for Governors to access

19 HEADTEACHER SUMMARY OF FIRST HALF TERM

- Staff well-being survey has been circulated and completed, results are positive
- After-school activities are running again with 32 sessions running in one week
- Attendance is 89%, predominantly due to COVID-19, national average is 86.3%
- Attendance amongst PP is 87%, SEN-K 89%, ECHP 92% which is excellent in the current conditions
- Staff absence is high with a reliance on supply staff at present
- Safeguarding training has now moved onto the National College which is a digital CPD platform, this enables staff to have immediate access to courses including Safer Recruitment, annual safeguarding and Prevent
- Safeguarding updates are occurring in a more structured manner with a half termly focus which will be determined by local conditions/concerns. The first half term focussed on sexual harassment
- DSL has looked at more ways to bring updates and training to the 'harder to reach' staff, such as cleaners and kitchen staff who are not present during staff briefings

Q(JL): Is COVID-19 now being registered as an illness?

JD: Yes, COVID-19 is now registered with an I code, not an X code which means it contributes towards attendance figures

Q(SW): Are there any long-term offenders with regard to attendance?

JD: There are some students who are absent for medical conditions or who are on a reduced timetable, but this accounts for very small numbers in relation to the overall attendance figures. In September '20 and March '21 we had parents/carers who were refusing to send students to school due to fear surrounding COVID-19 but this is no longer the case.

Q(JL): Is staff absence affected by childcare where a child is isolating?

GC: No, staff absence has been hugely impacted by staff themselves contracting COVID-19

Q(SW): How does the school obtain supply staff and what is the quality like?

GC: The school contacts agencies who are listed on a preferred supplier list with terms agreed by the Trust. Within the agencies there are regular supply staff who are known to the school and provide a good service. There have been occasions when the school has asked certain staff not to return; their performance is monitored.

Q(JL): Can the school draw on support from other TCAT schools for cover/supply?

GC: Other schools are in the same position and there wouldn't be teachers available to be spared.

20 RISK REGISTER

The risk register was viewed by Governors prior to the meeting. This will be a standing agenda item. Training on writing and interpreting the Risk Register will be arranged for SLT and Governors.

21 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2020/21

The impact of the Pupil Premium Strategy during 2020/21 was reviewed by Governors:

- Students are provided with excellent wave one teaching and high-quality feedback.
- Students' attendance is good despite the current global situation; students like coming to school.
- Teaching Assistants provide quality interventions and support for students including DS.
- Teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning.
- Teachers deliberately use strategies that target closing the gaps for DS (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plan).
- Use of DS pupil profiles to inform staff of barriers to learning and how to overcome these.
- Focus on Metacognition, self-regulation and mastery. Teaching staff have been supported (through the CPD model) to learn and understand metacognition and self-regulation approaches.
- Destination outcomes of PP students are aspirational. There are a broad range of destinations that challenges stereotypes.
- All DS are fully equipped to achieve the basic qualifications of English and Maths.
- Accelerated reading lessons have been well established, and all children identified on entry as having gaps, have been targeted resulting in strong progress.
- Teaching Assistants are targeting students who have been referred for difficulties in reading, spelling, handwriting, numeracy and social skills/team building. Improvement seen in all areas of intervention.
- 45 students have benefitted from 15 one-hour sessions to develop skills in numeracy with My Tutor. Student and parental voice have been positive with progress made in the targeted topics.
- Specific literacy intervention on a 6-week programme. Students referred by class teacher. Improvements seen in assessments.
- Specific numeracy intervention on a 6-week programme. Students referred by class teacher. Improvements since in assessments.

22 RATIFY PUPIL PREMIUM STRATEGY

Governors reviewed the Pupil Premium Strategy. Governors were reminded this is the final year of the current 3 year plan and the Strategy is available to view on the school website.

Q(SW): How do teachers and TAs know a student is PP?

LST: It is annotated on class charts and the seating plans for the class, information is also saved in the shared area, teachers can see the profile of who is in their class

RG: This is discussed in each department at the start of the year. Profiles made by LS are very good and useful.

Resolved: Governors agreed to ratify the pupil premium strategy

23 ACADEMY DEVELOPMENT PLAN AND SELF EVALUATION UPDATE

Governors received a copy of the full Academy Development Plan (ADP) and Self Evaluation (SEF) prior to the meeting.

ADP:

- **Key Priority 1** Ensure that the students from entering the school have access to the best CEIAG, so they leave the school and go onto successful destinations and become successful in their lives

- **Key Priority 2** To develop a culture of equality and excellence so that through our curriculum and effective teaching and learning: we narrow the gap between the progress of DS and other students (LST) Improve progress of boys (particularly the more able) in open basket and English (PMH/GH)
- **Key Priority 3** Improve stretch and challenge for most able in identified areas so that grades 9-7 exceed national averages and the P8 score for the upper band is positive for all P8 baskets (SI)
- **Key Priority 4** To further develop our curriculum which further supports the school values, so that students have experience of a multicultural world so they learn to accept and respect diversity and practice peaceful personal behaviour
- **Key Priority 5** To further implement a new behaviour policy so that instances of low-level disruption are rare and fixed term exclusions are significantly reduced (JD) that installs a respect for themselves, for other people, for rules and regulations, and for the environment they learn in and we reinforce fair play behaviour in one's community and in one's life
- **Key Priority 6** – To deliver consistent high Quality First Teaching which meet the learners need/ Differentiation and challenge/ metacognition / recall/reading

SEF

- Quality of Education – Good
 - Curriculum is ambitious to give all students, especially DS and SEND
 - Work given to students is demanding cumulatively building sufficient knowledge
 - Curriculum is not narrowed
- Personal Development – Good
 - Students given access to a wide, rich experiences
 - Students know how to debate issues in a considered way
- Behaviour and Attitudes– Good
 - Engagement rates in blended learning high
 - Behaviour data shows an improvement in low-level disruption and FTE
- Leadership and Management – Good
 - Workload issues and staff wellbeing made a priority
 - Inclusive culture

Q(JL): Is the ADP shorter than previous versions?

GC: Yes, the school would like the document to be concise and user-friendly.

C(SW): If the school engages parents/carers they can support at home and impact the overall quality of education. Although they do not have the same level of knowledge of a teacher, they will help. As a parent I have received information from History as a subject, this includes what to expect from the curriculum and what it will look like and this communication enables support to be effective at home.

GC: The school recognises that not all parents/carers will be able to support their child. There is good communication with parents/carers within Behaviour and Attitudes as the Pastoral Managers have a good system in place and are non-teaching, so their availability is good during the day.

JD: The school is now using Class charts software which was initially introduced for attendance only, but it has been extended to cover rewards and parents/carers can now see their child's full profile. The software enables an instant reward for students, but with a low workload for staff.

RG: Class charts has supported student engagement, they are looking to win points and be involved in lessons. There is also an impact with older students who enjoy the competition. It was discussed with school presidents and vice presidents (students) prior to the launch.

24 GOVERNOR TRAINING AND SUPPORT

All the Trust LGB Chairs agreed at an LGB Meeting with the Chair of the Trust, that Governors cannot attend the next LGB meeting if they have not completed the NGA Safeguarding (2021) module

ACTION: Governors to ensure they have completed 2 modules on the NGA learning link by the end of the term. One module must be the Safeguarding module.

25 GOVERNOR VISITS TO SCHOOL

Prior to the meeting, JL conducted link visits in PP, SEND and Safeguarding. The reports were shared with Governors. SW will meet with JD next half term.

26 POLICIES FOR REVIEW

Governors received a draft copy of the Behaviour for Learning Policy and Admissions Procedure prior to the meeting and were able to submit comments.

Resolved: Behaviour for Learning Policy Approved

Resolved: Admissions Procedure Approved

27 DATE OF NEXT MEETING

14 December 2021, Governors agreed to assess the prevailing conditions nearer the time before deciding on whether the next meeting will be virtual or in person

28 ANY OTHER URGENT BUSINESS

Resolved: There was no other urgent business

29 ACTIONS

29a ACTION: PH will inform SW when the catch-up budget has been released (minute 18)

29b ACTION: All Governors to complete the Skills Matrix and send to AO (minute 18)

29c ACTION: Governors to ensure they have completed 2 modules on the NGA learning link by the end of the term. This must include the safeguarding 2021 module (Minute 24)

