



The Howden School Local Governing Board
Tuesday 15 October 2019 at 6pm



THE CONSORTIUM
ACADEMY TRUST

MINUTES

GOVERNORS PRESENT

Mr G Cannon (Headteacher, GC), Mr A Fernandes (AF), Mr R Gardiner (RG), Mrs J Leeman (JL), Mrs A Martinson (AM), Mrs Catherine Wilcox (CW)

ALSO IN ATTENDANCE

Mrs J Doyle (A/Head, JD), Mr P Harris (A /Head, PH), Mrs S Isaat (A/Head, SI), Mr I Russell (Subject Leader Maths for minutes 11- 14 only), G Stafford (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.

11 WELCOME AND INTRODUCTIONS

AM welcomed everyone to the meeting and introductions were made. A special welcome was made to the Trust Director of Education SY and GS who was covering AO (maternity leave).

12 DECLARATIONS OF INTEREST

There were no declarations of interest to record.

13 APOLOGIES

Apologies were received from Mr C Goodall and Mr Y Martin
Resolved: Consent was given for the absence of the named governors

Mrs C Hall was absent without apology.

ACTION: GS to establish the reason for CH's absence from the meeting.

14 SUBJECT PRESENTATION – Maths Subject Leader – Mr I Russell

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Signed by the Chair _____ *Leeman* _____

Date ____28 January 20____

Mr Russell had been invited to present on strategies that are used in the Mathematics Department as outcomes had improved.

Outcomes in Maths 2019 were:

- 80% achieved at least Grade 4, 50% achieved at least a Grade 5, 23% at least a Grade 6.
 - Percentage of students achieving at *each* grade increased from 2018 except Grade 6 and 7.
 - Progress in Maths increased from +0.03 (2018) to +0.13 (2019)
 - Boys progress increased from -0.07 in 2018 to +0.26 in 2018
 - 2020 predictions show an improvement in higher grades; 20% are forecast to achieve 7+
- Analysis of success:
- Stable staff team with 5 full time teachers and 2 part time
 - The curriculum intent is that an understanding of Maths “enables the analysis and understanding of the world”. To do this students are encouraged to develop their confidence with core Maths concepts so they are “more resilient, adaptable, independent learners.” When concepts are understood then students can more easily solve problems through reasoning and analysis; giving the students the tools to understand the world.
 - A scheme of learning has been developed to provide more self – review, encouraging students to take more responsibility for their progress and so being more independent. This encourages more pride and ownership
 - Focus on Mastery – ‘Teaching for Understanding’ from Year 7 □ Increased focus on encouraging clear verbal and written work

C: (AM) Most schools find Maths a difficult subject to recruit. To have a full complement of staff is very pleasing.

Q: (CW) Is your teaching different to Mastery?

IR: Mastery is driven from primaries; if pupils understand the links and inter connections then they are in a very strong position to enter the curriculum in secondary school. We must not assume children can see the connections. If they cannot go from visual to understanding, we need to give them the tools to do that.

C: (AM) Is there a way of testing in Year 7 to see who has the knowledge to fit links together? IR: We assess them early on and give intervention if necessary. Students are involved with self – assessing their work and they can highlight their own strengths and weaknesses. I am teaching less content in Year 7; it is about getting the basics in place to ensure the skills are there to progress.

Q: (AM) is it true that it is difficult to teach mixed ability classes in Maths?

IR: Agreed; it is hard, as you cannot naturally access different levels in Maths.

Q: (CW) Are you going back to mixed ability groups?

PH: Streaming happens for high ability and low ability and is mixed for middle ability in Year 7. IR: There is a slight mix in Year 7 and then we stream later on. We build up a process of selfassessment work. There is an open book assessment after each of the 19 or 20 units and a formal assessment every two or three units.

Q: (SY) Do you believe the communication element is holding back the 9-7 grades? (national 7+ 20%, Howden 7+ 14%)

IR: 20% of the 130 students is 26, so 26 would need 7+ which is our full set 1. Set 1 had a P8 of +0.85 so did very well. The forecast for 7+ 2020 is 20%.

Q: (SY) Is this year’s cohort different ability on entry?

IR: Progress will not be as high in set 1 as this year....

Q: (CW) When comparing the results at each grade against national, attainment is in line until Grade 6. Is this due to the tiering decisions? If more are sitting the Foundation than national, they cannot get above a grade 5.

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Signed by the Chair _____ *Heenan* _____

Date _____ 28 January 20_____

IR: Grade boundaries have increased significantly this year so a shift from Higher to Foundation will be apparent. Entry profile is consistent with 30-40% taking the Higher paper. Nationally it used to be 50: 50 but is now around 40%. It is true if they do not sit the Higher paper they cannot achieve a Grade 6.

C: (SY) Ultimately you have to make the judgement that is right for the student – if they are entered into a Higher paper but can only answer 20% then their confidence will be affected.

C: (SY) It is positive that the DS gap has narrowed from -0.3 to -0.16 and is forecast to be closed further.

Q: (AM) Are you conscious of increasing the Basics score when exams are nearing? What do you do with Maths students that are certain to achieve 5+ in English but not Maths?

IR: This is not a concern. We support individual students to do as well as possible in Maths. If the English Department do the same then naturally Basics will improve.

Q: (AM) In terms of what you do and the practices, do you share with other departments? PH: What can be learnt is the care and attention that went into looking at the new Maths specification. Health checks are all based on evidence and there is a clear vision of teaching and learning within each subject.

C: (IR) In Maths, it is easier to make accurate predictions, as evidence is more quantifiable.

IR was thanked very much for his presentation and left the meeting at 7.10pm.

15 MEMBERSHIP AND APPOINTMENTS

The Clerk explained that it was the Governing Board duty to elect a Chair and Vice Chair annually. After 3 years of being an extremely capable Chair, AM had decided not to stand for office again. AM was thanked for her commitment to the Governing Board and her overseeing of the transition of Howden LGB joining The Consortium Academy Trust.

JL was willing to stand as Chair. JL was proposed by CW and seconded by AF. All Governors were in favour.

Resolved: Jo Leeman be Chair for 2019/20

CW volunteered to be Vice Chair. AF proposed and JL seconded. All were in favour.

Resolved: Catherine Wilcox be Vice Chair 2019/20

Resolved: The following Link Governors were confirmed:

Disadvantaged Link: A Fernandes

Safeguarding Link: A Martinson

SEND Link: J Leeman

Careers Link: Carol Hall

JL chaired the meeting from this point onwards.

16 MINUTES OF THE LAST MEETING (10 September 2019).

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

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Signed by the Chair _____  _____

Date _____ 28 January 20_____

17 MATTERS ARISING

17a ACTION: Head of Maths to present a Subject Report to Governors on strategies the department are using to achieve consistently good outcomes for students - complete. See minute 14 **17b ACTION:** Governors to receive the SDP showing strategies for school improvement 2019-20 at the October Meeting - see minute 21 **17c ACTION:** All Governors who have not yet completed the Safeguarding and Progress and Attainment Learning Link modules to do so by the end of September - see minute 24

17d ACTION: Headteacher to include details in his report to Governors for the October meeting on School Visits, House System, pupil numbers joining the school in Y7 and how the school is working with the Academy Business Manager - partially complete and included in the Strategic Headteacher Report in minute 18

17e ACTION: 2019-2020 School Calendar to be made available to Governors - dates were circulated but AM requested the school calendar to be sent out as the dates received were more for the public and Governors need to know details of other events.

AM highlighted that the LGB number of nine could mean that responsibilities may be stretched and if Governors were absent from meetings then a quorum may not be achieved.

AM asked for an update on minute 6.1 that stated that 30 papers had been sent for re-marks. GC confirmed that there had been some significant changes in some papers and no change in others. This will lead to slightly improved outcome figures. SY informed the group that AQA had to find £1.1M to pay fines to Ofqual and compensation to schools for failing to ensure that re-marks were not carried out by the original marker. AM asked if TCAT would take this up with AQA. SY replied that this matter would be dealt with by Ofqual.

AM asked about details of the site survey to use a capital grant. GC confirmed that the Facilities Manager, TCAT Head of Estates and he had put a bid together to refurbish toilets. GC agreed that he would present details of all capital spend at the next meeting.

ACTION: GS to circulate the school calendar to governors

ACTION: GC to outline all capital spend in the next Strategic Report.

18 STRATEGIC HEADTEACHER'S REPORT

Overall Effectiveness

GC detailed what value TCAT had added to Howden School such as CPD, teacher and support staff conferences, working with an Academy Improvement Leader, collaboration with Humber Learning Consortium and significant ICT investment.

- Application had been submitted to be a Confucius School from 2020
- Inclusion Hub will cater for SEN needs
- Schools Membership of Music Mark awarded for the value placed on music
- Developing a House System with 5 houses linked to 5 key values
- Chartwells are aiming to reduce single use plastic by installing fruit infused water
- Achieved Quality in Careers Standard (Gold).

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Signed by the Chair _____ *Heenan* _____

Date ____28 January 20____

Q: (AM) Is the funding for the Confucius Classroom guaranteed?
 GC: Yes, through the University of Hull we will get funding for a Chinese teacher.
 Q: (AM) Will deep learning days transfer from Japanese to Chinese?
 GC: There will be a full range of deep learning. We will retain Japanese too.
 Q: (AM to GC) When you visit China, where will you be based?
 GC: Mostly in the university, then schools then a Post 16 establishment.
 Q: (AM) Will the school see more special need students with the introduction of the Inclusion Hub?
 GC: Possibly, but we can say if the student is not right for our school.
 Q: (JL) Could you enforce an assessment placement for 4-6 weeks and then decide if the student is suitable?
 GCL The Hub Leader and the TA will assess if the student is suitable but will be involved from the onset so will only accept students into the Hub in the first place if they fit.
 Q: (CW) If the Inclusion Hub is where some exams used to take place, how will you cope with losing more space for exams?
 GC: We will use the Duke of Edinburgh Room that is softer, with no echo so more suitable.
 Q: (AM) Will the Hub students do all their lessons in there?
 LS: That will be based on additional need. They will have bespoke programmes. We will focus on autism as we have fully trained staff in this area.
 SY: Mostly the students will be fully integrated into school.

A discussion followed around asking local companies to assist with the supply of water bottles for the children to have water rather than drinks in single plastic. AM suggested that a business could be linked to each house. It was agreed that both Arco and Wren are approached to assist with the supply of water bottles.

SI informed the group that Howden had been awarded the Quality in Careers Standard (Gold Standard) again. Seven of the eight Gatsby Benchmarks had been achieved. Areas of improvement included tracking of students after they leave school and to develop parent awareness of the careers area of the website. SI and the school were congratulated on this achievement. A business breakfast will be held to celebrate. As the attendance at the last Business Breakfast was disappointing, SY suggested that SI talk to Michelle Edwards at HHS as their Business Breakfasts have been very well attended.

18a QUALITY OF EDUCATION SUMMARY - PH

18ai Curriculum

- A revised Curriculum Policy will be circulated electronically.
- New Year 7 is 10 down on expected numbers
- Large Year 8 cohort has led to staff being prioritised to this group
- Additional period of PE allocated to Year 11
- 6 Deep Learning days planned throughout the year
- Uptake for EBacc has significantly increased in Year 9

ACTION: GS to issue Curriculum Policy electronically. Governors to provide GS with any comments / suggested amends to the Curriculum Policy before 8 November.

Q: (AM) Why have you allocated an extra period of PE to Year 11?
 PH: For health and well – being.

Q: (CW) How do you find an additional hour when there are more GCSEs offered? PH: There are more exams but over a 3-year KS4 curriculum.

18aⁱⁱ Teaching and Learning

PH had provided a breakdown of outcomes against Ofsted criteria for lesson observations. The average grade was 2/ 2+ (Good).

C: (SY) There has been a subtle change in lesson observations with the new framework; moving to lesson visits of 5-10 minutes. Lesson observations have been a cause of anxiety and stress for teachers and Howden have reduced the number from three to two. How is it 23 lessons were observed yet some counts are over 23?

PH: Teaching and learning is not seen in isolation.

Q: (AM) Use of support staff was judged 1, 2 and 3 – equal weighting to each. In JL's recent Visit Report it was noted that engagement with TAs was reduced and TAs required more training. LS: There has been lots of training for TAs and they work with specific year groups.

Current Year 11 make up:

- 138 students: 49% boys, 51% girls
- 21% are PP
- 44% are in the high ability band
- Average prior attainment is higher than last year's cohort (4.81 compared to 4.74)

18aⁱⁱⁱ SEN Update

- 83 students have SEN and 25 have an EHCP
- Years 9 and 10 have higher than national number of SEN
- 6 EHCPs in Year 7
- No pattern seen across year groups, making planning difficult

LAC Update – LS

- 15 LAC in school
- Average attendance 96.4%

18b BEHAVIOUR AND ATTITUDES SUMMARY

18bⁱ Behaviour Summary

JD explained the positive behaviour culture; rewarding good behaviour. A Legends Board is being trialled that show cases talent. Students are rewarded for good behaviour in a variety of ways such as lunch passes, Easter eggs and ice creams.

Over 400 students (69% students on roll) had not had any behaviour sanctions all year. A text message is sent out on Fridays to communicate positive messages.

Q: (AM) Do parents like the text system?

JD: Yes, it is seen very positively.

C: (JL) *The positive texts come through early in the afternoon but sanction ones only come through at 5pm when it is then very difficult to discuss any issues with school.*

Low Level Behaviour analysis **year on year** was discussed

- Total number of behaviour stages awarded had decreased in Years 9, 10 and 11
- Lateness had reduced in Years 9 and 11
- S2 – sanction for being uncooperative in lessons has reduced in Year 9, 10 and 11 □
Significant rise in S4 in Year 9; 4 to 43 from just 14 students.
- Current Year 9 are the most challenging cohort

Q: (AM) *Do you involve parents to turn behaviour around?*

JD: *We use a definite staged approach that involves parents.*

C: (GC) *Some Year 9 students are involved in negative things outside school which impacts on behaviour. They are finding it difficult to adjust to returning to school after summer.*

C: (SY) *It is encouraging to see number of C2s has gone down for Year 9. This is the start of their 3 year GCSE programme and this shows they are mostly engaged.*

18bii Attendance Summary

- Attendance for 'All' 2018/19 was 94.8%
- Attendance to date 2019 is 96.1%
- Lowest attendance is in Year 9 (91.6%)
- DS attendance 2018/19 was 95.2%
- Parents are being contacted at an earlier stage (used to be when attendance drops to <95%)
Persistent Absence (<90%) 44% of PA students were DS 2018/19
This term to date 14% students have attendance below 90%, 34.7% of which are DS

18c PERSONAL DEVELOPMENT SUMMARY

Safeguarding Report - JD

The Annual Safeguarding Report 2018/19 completed by Gill Knight had been submitted to T Marsh and will be circulated to Governors.

ACTION: GS to circulate Annual Safeguarding Report 2018/19 to Governors.

JD presented data from the first 5 weeks of term. There are 2 children subject to Child Protection, 2 more subject to Child in Need Plan, 9 with Safeguarding concerns and 6 referrals have been made to EHASH.

JD informed the group:

- The School intended to utilise CPOMs more
- A staff questionnaire had been issued to understand which areas of Safeguarding need to be further developed
- The ID badges worn by all staff have photographs of SI and JD so that all are aware they are the DDSL and DSL.
- No current concerns
- T Marsh (LADO) was invited to School and was very pleased with progress
- AM (Safeguarding Link) was also very pleased during her recent Safeguarding audits.

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Signed by the Chair _____  _____

Date _____ 28 January 20_____

Q: (SY) Safeguarding needs to be a culture. How do you ensure you reach hard to reach groups such as Chartwells and cleaners?

JD: Safeguarding training for support staff will take place on Friday 25 October.

C: (GC) We will work through the staff survey results and put in training where necessary. We will also conduct stress tests such as asking staff who is the DSL and what is your role in safeguarding?

18d LEADERSHIP AND MANAGEMENT SUMMARY – GC

Departmental visions have been created with the Middle Leaders with support from the Head. SY explained that in the penultimate week of the Summer term a survey was sent out to all Trust staff. There were 370 responses and a free text box was available for additional comments. There were a small number of additional comments from Howden staff and these were that little was understood about TCAT and the Trust Vision and Values were unknown. This communication element was a thread running through the survey generally, and in order to rectify this, a number of initiatives are ongoing:

- Annual Conferences for teaching and support staff
- Half termly newsletter
- Time to Talk @TCAT sessions - a number of TCAT Directors attend after the school day to answer any questions the staff may have
- Termly TCAT inductions for staff
- Ongoing CPDL activities

19 PUPIL PREMIUM IMPACT 2018/19

- Progress 8 gap between DS students and non-DS had halved from 2016/17 (0.65 to 0.379 in 2018/19).
Gap between performance of DS and non-DS in Maths had also halved.
Gap in English reduced significantly (1.03 gap in 2016/17 to 0.215 in 2018/19)
- All DS students progressed to Sixth Form, College, apprenticeships or Adult Education

C: (SY) The gap in P8 reduced largely due to a negative performance of non-DS students rather than DS students performing better. Similarly, the P8 in English for non-DS has widened from -0.1 2016 to -0.358 in 2018/19.

20 PUPIL PREMIUM PLAN 2019/20

- PP Grant 2019/20 is £148K
- Largest spend is allocated to teaching smaller classes in KS4 English and Maths (£54K), PP Pastoral Managers (£12K x 2), small group English and Maths lessons (£25K total), bespoke learning support for SEN PP students (£20K)

C: (SY) This plan needs to be transferred on to the 3-year plan template. It is much more sensible having more time to embed actions.

Governors were content to approve this if it were to be renamed Pupil Premium *Plan*, not Policy and it was transferred into a 3-year format.

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Signed by the Chair _____  _____

Date _____ 28 January 20 _____

ACTION: LS to transfer info into a 3 year format and name the document Pupil Premium Plan

21 SCHOOL DEVELOPMENT PLAN

GC explained that additions would be made to the SDP as there is a new framework and it will be RAG rated. The SDP is built around seven KPIs. The SDP will be regularly brought back to Governors for review.

Q: (AF) Have you a big issue with exclusions compared to national?

JD: No – we did see a spike following the introduction of positive discipline but this tightens up consistency. The Inclusion Hub could also be used for behaviour as many offenders have SEN.

22 SELF SUPPORTED REVIEW

C Kennedy and S Young carried out a SSR today and the report will be shared at the next meeting.

ACTION: GC to present the SSR from 15.10.19 at the next meeting.

23 TRUST NEWSLETTER

GS confirmed that the electronic Trust newsletter that had been sent to Governors in advance of the meeting was to continue every half term.

24 GOVERNOR TRAINING

All Governors have activated their link to The SchoolBus and the NGA Learning Link.

However, a few Governors are still to complete one of the mandatory Learning Link modules (Progress and Attainment: Using data to improve educational outcomes). The deadline for completion is Wednesday 24 October.

ACTION: CH, AF and CW to complete the assessment part of the Progress and Attainment Learning Link module

25 GOVERNOR VISITS TO SCHOOL

There had been five visits to school by Governors since the last meeting. These were:

- 14 June 2019 AM – Safeguarding
- 1 July 2019 CW – Humanities
- 4 July 2019 YM – Modern Foreign Languages
- 5 July 2019 SC – Maths
- 11 July 2019 AM - Safeguarding

No problems were highlighted during the feedback of the visits. An action arising from the Safeguarding Visit was that due to a change in personnel Jo Harding and Jennine Cooper were required to complete Safer Recruitment training 14 November.

JL and SY to discuss the sustainability of Governor Links to school departments.

ACTION: JL and SY to discuss the sustainability of Governor Links to school departments and feedback to the LGB.

26 DATE AND TIME OF NEXT MEETING

Tuesday 28 January 2020, 6pm

27 ANY OTHER URGENT BUSINESS.

None.

Meeting closed at 9.48pm

28 ACTIONS

28a ACTION: GS to establish the reason for CH's absence from the meeting (minute 13)

28b ACTION: GC to outline all capital spend in the next Strategic Report (minute 17)

28c ACTION: GS to circulate the school calendar to governors (minute 17)

- 28d ACTION: GS to issue Curriculum Policy electronically. Governors to provide GS with any comments / suggested amends to the Curriculum Policy before 8 November (minute 18ai)**
- 28e ACTION: GS to circulate Annual Safeguarding Report 2018/19 to Governors (minute 18c)**
- 28f ACTION: LS to transfer info into a 3-year format and name the document Pupil Premium Plan (minute 20)**
- 28g ACTION: GC to present the SSR from 15.10.19 at the next meeting (minute 22)**
- 28h ACTION: CH, AF and CW to complete the assessment part of the Progress and Attainment Learning Link module (minute 24)**
- 28i ACTION: JL and SY to discuss the sustainability of Governor Links to school departments and feedback to the LGB (minute 25)**