



Minutes of the meeting of the Howden School
Local Governing Board
Tuesday 7 February 2023 at 5.30pm



GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mrs D Bassford, DB), Ms J Breach (JB), Mr R Gardiner (RG), Mr G Cannon (Headteacher, GC), Mrs S Warnes (SW)

ALSO IN ATTENDANCE

Mr D Brooke (Director of Information and Digital Transformation (present for minutes 36 to 39, DB), Mrs J Doyle (Assistant Headteacher & DSL, JD), Mr P Harris (Deputy Head, PH), Mr J O'Brien (Director of Improvement and Standards, Secondary and Post 16, JOB), Mrs L Stephenson (SENCO, LS), Mrs G Stafford (Governance Professional, GS)

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

36 WELCOME

JL welcomed everyone to the third meeting of the academic year. The Chair updated the Board that N Appleyard had resigned due to work and personal commitments. This has led to one vacancy on the Board. Two guests were welcomed this evening - the Trust Director of Improvement and Standards Secondary and Post 16 and the Trust Director of Information and Digital Transformation.

37 APOLOGIES

J Pinkney

Resolved: Consent was given to the absence of the above governor.

S Prestwood was absent without apology.

ACTION: GS to contact SP to find out the reason for her absence

38 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting.

39 DIRECTOR OF INFORMATION AND DIGITAL TRANSFORMATION

The Director of Information and Digital Transformation had been invited to the meeting as there were concerns raised at the last meeting around ICT resource at Howden School.

Please see the PowerPoint presentation.

DB described the four pillars that make up the information and digital transformation strategy: **service excellence** a 'user first' approach, **infrastructure** – an agile environment, **digital leaders** a digital transformation and **information security**- secure and reliable arrangements. He made

it clear that the ICT team was bigger than just those personnel that are on site. He also explained that there had been a recruitment issue so the only ICT person on site five days a week was an ICT Technician who is currently on a Level 3 apprenticeship. A mobile Senior ICT Technician will be recruited.

Q: (JL) Will the Senior ICT Technician be on this site all the time?

DB: There are less complexities at Howden and I cannot justify having a Senior Technician and a Technician on site full time.

C: (SW) Looking at the staffing in other secondaries that have two technicians in each, it just doesn't look fair that Howden doesn't even have one.

DB: Much work has been done recently such as the upgrade of switches, servers, the wireless network, telephones, Internet and replacement of the teacher walls. There are only three rooms in Howden in which kit has to be replaced through the capital replacement plan. The number of devices at Howden is less than that of other schools. Call volumes are going down and the complexity is getting less; the requirement for full time Senior has therefore decreased.

Q: (JL to RG) Has the upgrade to the teacher walls helped?

RG: The teacher walls are brilliant, but the visualizers were not upgraded. Our apprentice is very proactive and doing well. My needs are limited but I haven't heard of any other complaints.

C: (SW) Fewer devices does not necessarily mean less issues.

DB: The issues become more professional development issues and we need to train staff.

Q: (JB) Do you keep data on the ticket times and the type of problems raised?

DB: Yes, we have an SLA (Service Level Agreement) with schools and we know exactly when a call was logged and how quickly it took to fix. I was disappointed to learn of the comments made at the last meeting that it wasn't worth logging issues as the team are 25 miles away as lots can be fixed remotely. Logging jobs means we can see the nature of each complaint and if it's impacted on teaching and learning we would send additional staff to sort. We only have 8 tickets currently open, all of which are under three days old.

Q: (RG) One frustration that I have, and I know plenty of others have is that the printer toners are locked away and few staff know how to replace them. Can the power be handed over to the school?

DB: It is absolutely a school decision on the storage of toners and which staff can replace them.

Q: (JL) Do we hire the printers through an external company?

DB: Yes, but we manage them; we have print contracts with United Carlton and Annodata. In July all current contracts will come to an end, and we can go out to a Trust wide tender.

Q: (PH) How do you triage tickets?

DB: Tickets are prioritised one to four dependent on the impact to learners. Our SLA states that priority one has to be fixed within 4 hours and priority 4 is to be fixed within three days. We need as much detail in the ticket call as possible so that it is categorised accurately.

C: (PH) Staff are now aware of the amount of detail required.

DB: We really need a mindset change as lots can be fixed remotely, but all jobs need to be logged.

Q: (JOB) Can jobs be logged verbally on the telephone or by e-mail?

DB: Any way - if the job is urgent it can be in person or e-mail or by telephone. All we ask is that jobs are logged retrospectively so that we can keep track of them.

Q: (JL) Would more support be available on site if we Ofsted were inspecting?

DB: Absolutely, staff are under enough stress already so yes, we would provide extra support.

Q: (JL) So, moving forward what's the plan?

DB: We are in the process of recruiting a Senior ICT Technician and when recruited they will be on site one or two days per week. A full time Senior is not needed but extra help will be sent when required such as if call volumes go up or the number of devices increases.

C: (GC) Having a Senior on site a couple of years ago was a luxury and he did have capacity to support other schools. I accept that we don't need two on site all the time, but we do need one. If our apprentice gets headhunted what would be the plan?

DB: We have capacity in the team to provide cover and we would deploy this added capacity until the position was backfilled, possibly with another apprentice.

C: (JL) Thank you for coming to our meeting this evening and for explaining how important it is to log jobs, the structure of the team and future plans. It feels that much has improved since the last meeting.

DB: Thank you, if you want further reassurance I am always happy to come back and update you.

DB left the meeting at 5:55pm.

40 MINUTES OF THE LAST MEETING (29 November 2022)

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

41 MATTERS ARISING FROM THE MINUTES

41.1 ACTION: Reports from curriculum reviews to be circulated to governors - reviews had been put on SharePoint and a link sent to governors

41.2 ACTION: GC to provide a Staffing Update in future Headteacher's Reports - complete

41.3 ACTION: Assessment update for all year groups to be provided, not just Year 11 – action carried forward. The change to Arbor and a different way of collecting assessment has been a steep learning curve for all staff. Departments do have their own spreadsheets of data showing attainment and progress, but these results need putting into SISRA to enable analysis of all the data. Governors requested Years 7 to 10 data as soon as it is ready.

41.4 ACTION: Extraordinary meeting to be held 7 December, 6pm to discuss the curriculum proposal - complete

41.5 ACTION: GC to update the ADP to include 2022/23 targets. Dates of RAG review and colour coding of actions to be checked to ensure accuracy – action carried forward

41.6 ACTION: Director of Information and Digital Transformation to be invited to update governors on ICT provision at the next meeting - complete

41.7 ACTION: PP and SEND Links to carry out a link visit this term and complete a visit report – see minute 49

41.8 ACTION: All Governors to complete the Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting – see minute 50

42 MINUTES OF THE EXTRAORDINARY MEETING

The minutes from the extraordinary meeting to discuss a curriculum proposal took place on the 7th of December 2022. The minutes were agreed to be a true and correct record of the meeting. There were no actions from this meeting.

43 HEADTEACHER'S REPORT

- Number of key events have taken place this half term including gambling and domestic abuse awareness, fire safety, a safeguarding parents /carers evening, prison! Me! no way! event (raising awareness about the causes, consequences and penalties of crime),

30 Howden students attended the Trust Learner conference and multiple sporting successes

- PAN (pupil admission number) to be increased for Year 7 in September 2023 from 150 to 165

Q: (JL) Can you provide clarity on the PAN?

GC: The current Year 7 PAN is 150. This school is the first choice for 152 students plus ten students with an EHCP. We have therefore been approached by the LA to increase for one-year to 165. We do not need to consult if the PAN increases, only if it were to decrease. If a year group was over 180 then this would create practical space issues. We therefore agreed on 165 as we are expecting around 10 with a healthcare plan and this would not take us over 180.

Q: (SW) What are the drawbacks to growth? The report reads as if growth is negative

GC: If we had a year group of 180 we would need two more staff. For a year group of over 180 we would need four or five more staff. This is not about being against growth, it is about ensuring growth is controlled and steady.

C: (JOB) There is a tipping point where there will be a need for more infrastructure to cope with the number of learners.

GC: Two years ago I was in a meeting with the LA and the CEO as we know that Howden will double in size. The LA thinks that this school can take 900 – it cannot.

Q: (JL) Is every area of the school currently used?

GC: Yes, we want to grow slowly so we want the LA to come on site and give us a realistic number of our maximum capacity.

Q: (JB) If the school was to expand, would the funding come from the Trust or the LA?

JOB: We need to demonstrate the growth of pupils overtime and that the school does not have capacity for these pupils and then put in a bid to CIF funding (government funding). We have a member from the East Riding admissions team attending our Headteacher board meeting on Thursday.

Q: (JL) The worry is the length of time that a bid may take and the potential impact on the learning environment.

GC: We are looking at the school now to find ways of increasing capacity and making more space.

Q: (JL) What do you think the PAN will be in September 2024?

GC: We will maintain the PAN at 150 as increasing is a 12-month temporary measure.

44 AUTUMN TERM PERFORMANCE DATA REPORT

44.1 ASSESSMENT DATA REPORT

- Progress 8 is currently at -2
- Data showing how learners' attainment from December 2021 translated to results in summer of 2022 was presented and if a similar increase translated from the mocks that have just taken place there would be an increase in English, maths and science this year compared to last
- Strong GCSE subjects when average points per entry are considered include computer science, drama, biology and PE
- Low average points are predicted in combined science, maths and French in GCSE and sports studies in non- GCSE
- The curriculum changes have been communicated to the students and their families regarding the reduction in options and the increase in maths teaching time

Results from the December mocks, along with predicted 2023 outcomes and local and national data for 2022 can be seen below:

Howden	KS2 APS	Cohort	Progress 8 *	Attainment 8	Basics		EBacc		
					% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
Autumn Mock	105	144	-2.01	32.2	43.8	23.6	-	-	-
2023 Predicted	105	144	-0.33	48.9	67.4	43.8	49	31.9	16
2023 Target				54	85	66			
2022 Published	4.79	127	-0.77	40	56	31	35	20	15
East Riding 2022			-0.17	48.4	70.1	47.7	33	23.3	17.1
National 2022			-0.03	48.7	70	50	39	27	20

C: (PH) The mock results do look worrying, but this is normal for this time of year and the predictions suggest that outcomes will improve from last year.

Q: (JL) I would also like to see where we are with grades 1-3 and 8 and 9 in the last round of mocks. I do not see how the current mocks translate to a progress score of -2.

PH: Last year we saw critical areas impact on outcomes such as attendance, so the team have been busy trying to get attendance as high as possible. Persistent absence is high, so we are launching an intervention programme where 100% attendance for half a term results in a £10 gift voucher. The science team had too many doing the higher paper, so we are doing more mocks to ensure that students are on the right course. We have plans to boost our focus 5; every teacher has five focus students to boost their outcomes to 4+. We have engaged with parents about supporting their child and we are pushing the students for high engagement in revision or intervention classes.

Q: (JL) A historical issue has been getting the students home after additional lessons to more remote areas. How have you combatted that?

PH: We have put on an extra bus and there is one Year 11 student who gets a lift with a couple of members of staff.

JD: If students cannot be physically there then we encourage hybrid learning. We are launching our 'Attend to Achieve' initiative which focuses on 25 Year 11 students where attendance is impacting on their attainment. There are only 10 more school weeks 'till the exams start so this is a crucial period of time.

Q: (SW) Do other schools see a similar level of jump from mocks to actual outcomes?

JOB: We can only compare Basics and, yes, going from 44% in mocks to 67% in summer is achievable.

Q: (SW) There seems to be a lot of focus on boosting students to a grade four or five, what about the others?

PH: We look to boost all those that will respond, not just the focus 5.

Q: (SW) How do you choose the focus 5 students?

PH: From the performance in the mocks, if students are 3/4 borderline or 4/5 borderline.

JOB: Every grade counts absolutely, but it is the ones that are on the three to four fringe that need to be at least a 4 so that they do not have the barriers to the next stage of their education. Without a grade 4 they cannot access a Level 3 course.

GC: We need to deliver on our values to increase the life chances of our learners.

Q: (JB) What is the percentage of Year 11 not predicted to get above a 4 in English or maths?

GC: 33%.

Q: (JB) Are you confident that you will achieve the predictions?

PH: Yes, historically maths results have been good but last year the results were not, but we do expect to meet our predictions in Basics.

JOB: Maths results were concerning across all the Trust schools last year. We have had a meeting with all Trust maths leaders and all secondaries will do a November 2022 mock Pearson paper. This will give us direct comparisons between schools.

Q: (SW) There was little improvement from December 21 mocks to outcomes in science. How are you going to address this and ensure that there is an improvement this year?

PH: I used 2019 data set for science as last year's mock predictions were very high, so I didn't use them.

44.2 ATTENDANCE AND BEHAVIOUR REPORT

44.2.1 Attendance Report

- Attendance for 'all' to today is 92.4% (target 94%) – highest in the Trust
- Lowest attendance is in Year 10 at 90.8%, girls 89.2%
- Year 10 girls are a targeted group for the school attendance team. There are 25 PA girls - the reasons being emotional well-being, family term time holidays, child protection issues and school avoidance
- Last month an attendance focus on those between 88% and 92% attendance was launched. Tutors discuss attendance and any barriers that students within this threshold may have
- Pupil premium attendance is 90.6%, lowest in Years 9 and 10
- SEND attendance is 90.1%, lowest in Year 9

44.2.2 Behaviour Report

- 51.5 days have been lost to suspensions in the autumn term, most occur in Year 10
- Most suspensions are girls
- There have been 230 classroom removals in the autumn term, most in Years 9 and 10, although the number of classroom removals in Year 10 has reduced from half term 1 to half term 2

C: (JD) The Number of Year 10 classroom removals is dropping so the focus groups are having an impact, but Year 10 girls remain a worry both with attendance and behaviour.

Q: (JL) What you are doing is having an impact, but a small group of students are obviously very challenging and do have an impact on the other learners in the class if they are being removed.

JD: We encourage reflection on behaviour using scripted language, so we are very specific in what is being said and encourage better choices. The high-level removals are having a good impact. We know the reasons for high absence particularly in Year 10 which includes emotional well-being and term time holidays. We are increasing the support around any barriers to attendance and send positive message notes home as they do have an impact. We need to push across the board against persistent absence as this is currently 21%. A success story has been a trial in Year 8 with a changed focus to the pastoral manager looking at absence. They have been asked to build a back story of what is happening regarding absence and build on parental engagement with meetings and phone calls and Year 8 PA is 12% so this will be rolled out to the other year groups. We also have Trust half termly meetings with attendance leads from each school to share good practise and keep ideas fresh.

45 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 (recovery) that impacts all young learners, especially key groups
- Embed the values (resilience, equality, inspiration, excellence and respect) into all aspects of the curriculum so that students can articulate progress towards them

GC stated that due to the proximity of the last meeting a full review of the plan had not taken place, but the key actions were to reduce persistent absence, secure grades, develop the curriculum in light of an increasing roll and listen to staff voice for CPDL.

It was noted that:

- Targets agreed at the October meeting had still not been inputted into the plan (for Basics 4+ and 5+)
- Dates for review were confusing as some did not have a year and some were dates prior to September 2022, when this was a 2022-23 plan

ACTION: GC to update the ADP to include 2022/23 targets. Dates of RAG review and colour coding of actions to be checked to ensure accuracy

Q: (GS) The rating of Year 11 students on track to achieve 4+ in English and Maths is shown as green and 67% yet the actual mock data for 4+ was 44% and therefore should be red. Similarly, the 5+ figure has been recorded as 44% achieving, yet only 23.6% did. This needs updating as it is misleading.

PH: We have RAG rated the predictions not the mock results. This is the way we do it.

GS: Then I would suggest that the wording is changed to be 'predictions after autumn data collections are.....' and also show the mock actuals.

PH: I am trying to put where we will be, not where we are now.

46 PUPIL PREMIUM REPORT

- There are 160 eligible pupil premium students as of January 2023, most are in Year 7. (proportion of PP students in the school is 22%)
- 34% of the students that attend extracurricular clubs are PP students
- Currently running two intervention groups in Key Stage 3 focusing on English and maths - the sessions run one hour per week for six weeks and if a student makes sufficient progress they no longer require the intervention.
- Of the 82 students that received English intervention the majority have an increased reading age
- PP students receive contributions to assist with materials for technology and also receive the complete amount to cover the cost of coursework GCSE trips
- The school receives requests for support with shoes and uniform
- All PP students have access to The Breakfast Club
- PP P8 is predicted to be -0.46 with Basics 4+ at 60% and 5+ at 37%

LS stated that she intends to use the SEN passport template for all pupil premium learners. It was agreed that this would be considerable work but would lead to consistency.

47 SAFEGUARDING REPORT

- 5 children under Child Protection

- 4 Children in Need
- 73 children on the safeguarding monitoring list
- 9 children looked after (CLA)
- All staff have completed the mandatory safeguarding training
- 583 safeguarding cause for concerns logged during the autumn term including 6 cases of abuse and 1 bullying case
- 9 Operation Encompass alerts concerning 5 families
- There have been 3 Early Help referrals and 6 referrals to safeguarding and partnership hub
- The priority has been increased communication with parents regarding safeguarding support

Q: (JL) Is there one particular area of need or is it across the board?

JD: We have seen lots of high- level safeguarding concerns; some bringing elements of risk of harm.

Q: (JL) Why do Year 7 have so many more causes for concern [209] compared to other year groups?

JD: This is a year group where there is lots of peer conflict and need for emotional well-being support. In future reports I will give detail of the support given and whether it is inhouse or externally sourced.

GC: I want to reduce the contact teaching time for our leadership team but especially for our designated safeguarding lead.

SW: It is so important to backfill these roles with quality people so that teaching is not impacted.

Q: (GS) In future reports please can you show how many of the referrals for support have led to support given?

ACTION: Safeguarding report to detail level of support given to students that are a cause for concern and also to show how many families receive support from either Early Help referrals or Safeguarding and Partnership Hub referrals

48 ALTERNATIVE PROVISION REPORT

- The number of learners attending alternative provision is currently 3 as 3 had transferred to another providers' roll following a successful half term
- Daily attendance checks are made on all children in alternative provision and monthly site visits take place

C: (JB) One child has 0% attendance at the Hub.

JD: This student was expected to start at the Hub 26.1.23 but we cannot get him to attend. This is a historical problem, and we are looking to provide alternative placement for Years 10 and 11.

49 LINK VISITS

DB had completed a SEND Link visit on the 1.2.23.

There needs to be a Safeguarding and PP link visit before the end of term (31 March)

ACTION: Safeguarding and SEND Links to carry out a visit before 31.3.23 and complete a visit report form

50 GOVERNOR TRAINING AND SUPPORT

Only one governor has still to complete the mandatory training on The National College.

ACTION: J Breach to complete all mandatory training – Certificate in the Role of a School governor, Certificate in Safeguarding for School Governors (2022/23) and Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting

51 DATE OF NEXT MEETING

It was agreed that the next scheduled date for a meeting (May) is too far away, and governors would like to have a Teams meeting in before then to hear of the Year 11 progress.

ACTION: GS to liaise with PH for a suitable date soon after Easter for an update of Year 11 in a Teams meeting

Tuesday 23 May 2023, 5.30pm.

Pre-meet Tuesday 23 May at 4.45pm

52 ANY OTHER BUSINESS

None

53 AGREED ACTION POINTS

53.1 ACTION: GS to contact SP to find out the reason for her absence (minute 37)

53.2 ACTION: Assessment update for all year groups to be provided, not just Year 11 (minute 41.3)

53.3 ACTION: GC to update the ADP to include 2022/23 targets. Dates of RAG review and colour coding of actions to be checked to ensure accuracy (minute 45)

53.4 ACTION: Safeguarding report to detail level of support given to students that are a cause for concern and also to show how many families receive support from either Early Help referrals or Safeguarding and Partnership Hub referrals (minute 47)

53.5 ACTION: Safeguarding and SEND Links to carry out a visit before 31.3.23 and complete a visit report form (minute 49)

53.6 ACTION: J Breach to complete all mandatory training – Certificate in the Role of a School governor, Certificate in Safeguarding for School Governors (2022/23) and Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting (minute 50)

Part A closed at 7.45pm

