



Minutes of the meeting of the Howden School  
Local Governing Board  
Tuesday 16 April 2024 at 5.30pm



## GOVERNORS PRESENT

Mrs S Warnes (Chair, SW), Mrs A Bahadur (AB), Mr R Gardiner (RG), Mrs M Millar (MM), Mr J Nixon (Headteacher, JN), Mrs L Oates – Dibnah (LOD), Mrs S Symington (SS)

## ALSO IN ATTENDANCE

Mrs K Burton (DSL, KB), Mrs J Doyle (Deputy Headteacher, JD), Mrs S Issatt (Assistant Headteacher, SI), Mr J O'Brien (Director of Improvement and Standards, 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.

### 47 WELCOME

SW opened the meeting by welcoming everyone to the fourth meeting of the academic year.

### 48 APOLOGIES

J Pinkney

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

### 49 DECLARATION OF INTERESTS

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

### 50 MINUTES OF THE LAST MEETING (24 January 2024 and extraordinary meeting on 6 February 2024)

**Resolved:** Both sets of minutes were confirmed as a correct record and signed by the Chair, SW

### 51 MATTERS ARISING FROM THE MINUTES OF 25 JANUARY 2024

**51.1 Clerk and Chair to recruit two Trust Appointed Governors** – it was explained that the GP and the Director of Governance were carrying out a recruitment drive over summer, going out to local employers to promote the benefits of governance to their employees

**51.2 LOD and MM to capture student voice from some students that were involved in the Prison! Me! No Way! Day** – complete, see minute 58

**51.3 All governors to complete a link visit before Easter. Links to inform GS of their planned visit date so that a Senate meeting could be arranged and attended by the Link** – complete, four visits were completed since the last meeting, see minute 58





as there were too many options offered. After Easter some Year 11 students have switched off and we may need to withdraw some students from some subjects.

Q: (SW) If we did remove students from some subjects, would that be in consultation with the students and parents?

JN: Yes, the hope is that students feel more positive if they have a reduced number of exams. We now have the right amount of teaching time in English and maths in the curriculum, but we are also having to squeeze in lots of option subjects.

JOB: It is important to recognise how hard staff are working; re-allocating timetables, carrying out interventions during Easter, after school etc. There are some difficult issues to unpick.

Q: (SW) Do you think moving progress from -1.1 to -0.6 is a reasonable prediction?

JN: Yes, we have looked at previous years and from that level of mocks we know how they can be improved in the run up to the exams. Last year, the Year 10 cohort were very disruptive during the mocks – I have never experienced that before. They came back into Year 11 in September more focused and the autumn mocks and spring mocks were not disrupted. We also carried out workshop sessions in English, maths and science for the Year 11 parents' evening. These were individual sessions of how to support revision.

Q: (SW) Do you think the parents' evenings were timed well?

JN: Our working group is looking at mapping dates – e.g., having one set of mocks and then where to put the parents' evening – probably combining giving out the mock results at the same event.

SW: We need to be strategic in reporting gaps to parents year on year.

Q: (SW) The current Year 10 have a legacy curriculum. How confident are you that you can still move them forward and do you have the capacity in each department to make a difference in Year 10?

JN: Yes, we are much more confident with Year 10 as we are working with them now and significantly more so with Year 9 as the basis is to get the curriculum right. The Year 9 guided choice will lead to a reduced number of exams. It should be said that staff are working extremely hard.

C: (JD) There are a significant number of students in Year 10 on alternative provision, at a cost to us, but this is the right pathway for them. In all my years of teaching, I have never seen such a high number of mental health concerns than there is in Year 11, and more referrals for home tuition services. There are four Year 11 students on re-integration plans, two to home tuition and one does not engage at all.

Q: (SW) If they switch to elective home education are they still on roll?

JD: No, we use a strict 10-day model that child protection services use should they decide to return. They do not affect our results.

Q: (AB) Can students do exams remotely?

JN: Yes, but they have to be taken at a registered centre.

Q: (SW) Do you have a full complement of staff?

JN: Yes.

Q: (GS to JOB) The school improvement team have put a huge amount of support in this year. Do you expect this level of support will continue next year?

JOB: Yes, we use a priority register to allocate the support and if there is a need then we will provide the support. I believe this level of support will continue next year. I supported one day per week last term and have increased this to two days per week this term.

## 53.2 Attendance and Behaviour Report

- Attendance for all to date is 92.5% (above national and local)
- Number of severely absent (<50%) has decreased. There are 10 severely absent, 8 have mental health issues
- Year 11 attendance is at 90.6%
- Female attendance is 92.2%, male 92.5%



*JD: No, I have timed each move and there is more than enough time to move between classrooms. We had to push the rationale for introducing the one-way system – it is an old building with pinch points.*

*MM: The senate group thought it was a great idea. What was the outcome of the attendance review by the consultant?*

*JD: It was very positive. I will share the report with governors. It should be noted that we are moving towards a Trust wide Attendance Policy.*

**ACTION: External attendance review to be circulated to governors**

**54 SCHOOL DEVELOPMENT PLAN**

- The closing the loop document takes the actions from the development plan and the Ofsted inspection and details actions in teaching and learning, progress data, curriculum, behaviour and attitudes and reading

SI explained that the new QA process will make it easier to respond quickly to the needs of subject leaders. She was pleased that the Howden lesson is fully embedded, and the next focus is on supporting the weakest readers.

*Q: Who was tested in reading?*

*SI: The whole of Years 7, 8 and 9 are tested twice per year. The tests identify who needs support but does not really show us progress.*

*JOB: Agreed. It is universal testing that will be done once per year, but we will maintain the option for a second check of those doing intervention.*

**55 SAFEGUARDING REPORT**

- There are currently 2 children under child protection and 8 children in need
- 9 children looked after (CLA)
- 27 children on the safeguarding monitoring list
- 198 safeguarding cause for concerns logged last half term (compared to 349 HT3) – most concerns are regarding Year 7
- All professional and agency meetings were attended
- 13 Smoothwall alerts
- There were no referrals to Early Help or Safeguarding and Partnership Hub last half term
- A monthly safeguarding newsletter is sent to parents – the theme in March was healthy relationships
- A dip dive of CPOMs entries takes place every 3 weeks with JN
- KB maintains a risk assessment of wave 1 and wave 2 students – students at significant risk of self-harm or suicide.
- KB has taken over the role of Designated Looked After Teacher

KB was thanked for her thorough report and work done every day.

**56 SEND REPORT**

- There are 79 SEN K students and 31 EHCP students
- Highest number of SEND students is in Year 10
- Highest need is cognition and learning
- SEND students' attendance is 90.3%

- New initiative rolled out where each member of staff has a one-page class profile for the groups they teach in order to further support the students in lessons.
- Another initiative is attendance monitoring of SEND students with low attendance: TAs meet with specific PP and SEND students weekly to discuss any barriers and ways they can improve, and the initial data is positive with attendance improvements seen in 13 of 17 students
- Read Write Inc is used for the weakest SEND readers, and improvements have been seen in reading age
- SEND support progress is -0/9 (a 0.3 gap to the non-SEND students)

*C: (SW) The one-page SEN summary is a very useful tool for teachers, well done, it will have been a significant piece of work.*

*LS: Yes, it includes how students regulate.*

*C: (SW) I will ensure that there is a PP and SEND Link visit this term.*

## **57 CONCERNS AND COMPLAINTS**

- Trust schools have received 201 formal complaints since June. Of these, 12% of complaints are from Howden parents/community
- 16 formal complaints received regarding Howden during the autumn term and just 2 in the spring term

*C: (JN) It is pleasing to see such a reduction in complaints from term to term. We support the revised policy that places more emphasis on resolving complaints informally.*

## **58 GOVERNOR LINK VISITS**

There have been four governor link visits since the last meeting:

23 January 2024 - S Warnes to meet with the behaviour senate group

26 February- S Warnes and A Bahadur – Curriculum Link visit.

7 March 2024 – M Millar and L Oates -Dibnah - Attendance and Behaviour Link visit

10 April 2024 – S Symington – Safeguarding Link visit

SW had attended an LGB Chairs' meeting and the initiative of creating networking groups of Links – in Curriculum, attendance, behaviour, PP and SEND was discussed. This idea was supported by Chairs as it will strengthen the skill base and be a forum to share ideas.

**ACTION: GS to circulate dates of senate group meetings so that governors can attend during a Link visit**

**ACTION: All governors to complete a summer term link visit**

**ACTION: GS to coordinate networking groups of Links**

## **59 GOVERNOR TRAINING AND SUPPORT**

One governor still has mandatory training to complete.

**ACTION J Pinkney to complete Annual Certificate in Safeguarding for Governors and Trustees (2023/24), Annual Certificate in Data Protection and GDPR for Governors and Trustees 2023/24) and the Cyber Security module**

**60 NEXT MEETING DATES (5.30pm start)**

Tuesday 9 July (pre-meet 4.45pm)

**61 ANY OTHER BUSINESS**

**61.1 Uniform Policy**

From September 2025 there will be a Trust wide Uniform Policy. Schools will retain their own logos.

If any changes to existing policies are made before then the change has to go through SLT. The reasons for moving to a Trust wide policy are consistency between schools, cost effectiveness and streamlined management of the policy.

Part A closed at 7.20pm

**62 AGREED ACTION POINTS**

- 62.1 ACTION: Clerk and Chair to recruit two Trust Appointed Governors (minute 51.1)**
- 62.2 ACTION: JN to circulate information that was sent to Curriculum Leaders regarding the Quality Assurance Policy (minute 52)**
- 62.3 ACTION: In year transfers and leavers per year group to be recorded in future HT Reports, detailing reason for leaving (minute 52)**
- 62.4 ACTION: External attendance review to be circulated to governors (minute 53)**
- 62.5 ACTION: GS to circulate dates of senate group meetings so that governors can attend during a Link visit (minute 58)**
- 62.6 ACTION: All governors to complete a summer term link visit (minute 58)**
- 62.7 ACTION: GS to coordinate networking groups of Links (minute 58)**
- 62.8 ACTION J Pinkney to complete Annual Certificate in Safeguarding for Governors and Trustees (2023/24), Annual Certificate in Data Protection and GDPR for Governors and Trustees 2023/24) and the Cyber Security module (minute 59)**