

HINCHINGBROOKE SCHOOL GOVERNING BODY

Minutes of the Full Governing Board Meeting held on
Monday 20 September 2021 at 5.30pm, Library at Hinchingsbrooke House

Present


Governors:

Mr Mark Coles (MC) - Chair of Governors
Mr Mark Patterson (MJP) - Principal/Governor
Mr John Brown (JB) - Foundation Governor
Mr Paul Askew (PA) - Co-opted Governor
Mr Alan Winchcombe (AW) - Co-opted Governor (until 7pm)
Mrs Vicky McGregor (VM) - Co-opted Governor
Mrs Emma Leach (EL) - Parent Governor
Mr Chris Woodbury (CW) – Staff Governor
Mr Brad Panther (BP) – Staff Governor

In attendance:

Miss Anna Nightingale (AN) - Vice Principal
Mr Simon Cooke (SAC) - Vice Principal
Mrs Kate Tandy (KMT) - Vice Principal
Mr Tony Heath (AJH) – Assistant Principal/DSL
Mr David Pendlebury (DJH) – Assistant Principal/Head of STEM Faculty
Mrs Debbie Warner (DW) - Clerk to the Governors

1.	Apologies for absence
	Apologies for absences were received and accepted from Mike Shaw and John Brown. Matthew Ryder was absent from the meeting.
2.	Declarations of Interest
	None declared.
3.	Update on Management Information Systems (DJP)
	<p>DJP advised governors of the decision by the Trust level to move away from the current management information system (MIS), Bromcom, and move to another provider, Arbor, in order to align the MIS systems of all of the schools currently in the Trust. The anticipated timeline for implementation will be April 2022 for the primary schools and September 2022 for HBK. DJP added that the priority for HBK is to minimize disruption, although he acknowledged that there was likely to be a bigger transition workload for some areas/groups.</p> <p>Questioning/Challenge:</p> <ul style="list-style-type: none"> - A governor asked if Arbor was well-embedded across the education sector - DJP informed governors that there had been a selection process carried out by the Trust and Arbor had demonstrated its experience with MATs. - A governor questioned whether Arbor was the right fit for the school and said that the transition would come at a cost in terms of disruption and staff training - DJP acknowledged that it was a big transition to change MIS providers and sufficient training and resources will need to be in place to make the changeover as smooth as possible - A governor asked what the cost was to the school or would it come from MAT top slice - The Principal advised governors that the cost issue was not significant as we are already paying a fee for Bromcom and the new provider was able to offer a Trust-wide discount.
4.	To receive a safeguarding report (AJH)
	<p><u>4.1 Safeguarding report</u> AJH provided governors with a written safeguarding report prior to the meeting. He informed governors that, this year, there had been a 54% increase in email traffic from MyConcern logs which has resulted in an increase in staff workload. Main issues have been concerns relating well-being, anxiety, mental health, issues at home, self-harm, BLM, women’s rights, domestic abuse and returning to school after lockdown.</p>

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	<p>The school's response to these issues has been to implement staff training in trauma therapies and provide dedicated resources/signposting of online help and materials. Realignment between key members of staff and regular review meetings are taking place between the safeguarding team and PSHCE team to ensure the curriculum reflects student need. Current issues are also being reflected in assemblies and tutor time. AJH was able to report that, due to the increased workload, an additional post of Deputy Welfare Manager has been recruited. In addition, a replacement was already in place for the school nurse who retired at the end of the summer term and a part-time school family worker has also been appointed. AJH was pleased to report that the school continues to receive support from outside agencies: CAMHS, social care and police. The school counsellor will receive specialist bereavement training. A review of the Medical Room is also planned and an update to the website, detailing the services of the safeguarding team. AJH informed governors that the annual LA safeguarding audit will take place on 24/09/21.</p> <p>Questioning/challenge:</p> <ul style="list-style-type: none"> - A governor asked how the service is dealing with the increase in demand - AJH advised that the additional staffing support has provided extra capacity (3 days/week). He acknowledged the exceptional members of staff he had in his team but was concerned about sustainability should the demand for the service continue to grow - A governor questioned how the school's resources are affected by the increase in PAN - AJH remarked that the increase in this Year's 7 intake has been reflected in the increase in staff but, as the increase of pupils continues through each year, this may be more of a concern. Additionally, the current Year 7 has a high number of SEND students. <p><u>4.2 LA Safeguarding Audit 2020-21</u> AJH provided a verbal account of the report which had been made available to governors prior to the meeting. Governors confirmed they had read the document and were in agreement to accept the document.</p> <p><u>4.3 Safeguarding and Child Protection Policy (amendment)</u> AJH provided a verbal account of the amendments to the policy reflecting updates to KCSIE, peer on peer abuse and allegations against staff. Governors were in agreement with the updates to the policy and agreed to approve the policy.</p> <p>ACTION: CLERK TO FINALISE SAFEGUARDING POLICY AND UPLOAD TO SCHOOL WEBSITE</p>
5.	<p>To receive a safeguarding visit update (VM)</p>
	<p>Vicky McGregor visited the safeguarding team in her capacity as safeguarding link governor. She was pleased to witness a consistent approach with clarity to practices in this area of the school. It was also evident that roles and responsibilities were clearly defined within the team. VM praised the clinical supervision being provided to key members of staff. She noted that increased workload creates the risk of overwhelming the team, but regular discussions between team members are providing support. Students are now able to access support from 'drop boxes', which are located in areas throughout the school and students can also identify members of the safeguarding team by referring to the posters around school.</p> <p>VM noted that the safeguarding area of the website required some updating and this has not been possible due to workload; she asked whether this could be supported by the Communications Team.</p> <p>VM remarked that there was clear enthusiasm and passion among the team and thanked AJH for his time in accommodating the visit.</p> <p>ACTION: VM TO PROVIDE A WRITTEN REPORT TO BE PRESENTED AT THE NEXT MEETING</p>
6.	<p>Elections (Clerk)</p>
	<p>The clerk informed governors that Matthew Ryder formally stepped down at the last meeting and an invitation was sent to governors to nominate/self-nominate a Chair. The clerk confirmed that a nomination for Mark Coles had been received. Mark Coles put forward a supporting statement to governors.</p> <p>The clerk informed the meeting that Alan Winchcombe's term of office is due to expire on 12/10/2021. AW had confirmed prior to the meeting that he was happy to continue as a Co-opted Governors for another term.</p> <p>The clerk informed the meeting that Vicky McGregor's term of office is due to expire on 12/10/2021. VM confirmed prior to the meeting that she was happy to continue as a Co-opted Governor for another term.</p> <p>Governors present considered the appointments and were in unanimous agreement that Mark Coles be elected as Chair for the academic year and Alan Winchcombe and Vicky McGregor be elected as Coopted governors for another term.</p>

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	<p>The clerk informed the meeting that the LGB now has a Vice Chair vacancy and would write to governors inviting nominations.</p> <p>ACTION: CLERK TO INVITE NOMINATIONS FOR VICE-CHAIR</p>
7.	To approve the minutes of the meeting held 5 July 2021 (Chair)
	<p>The minutes of the meeting of 5 July 2021 were considered to be an accurate account of proceedings and were signed off by the Chair.</p>
8.	Matters arising (not covered elsewhere on the agenda) (Chair)
	<p>Matters arising are covered later in the agenda.</p>
9.	To complete register of pecuniary interests
	<p>The clerk circulated 2 forms: register of pecuniary interests and declarations of interests for completion.</p>
10.	To provide strategic leadership
	<p><u>10.1 To adopt the Academy Code of Practice and Standing Orders</u> Governors reviewed the Code of Practice and confirmed they were happy to adopt it. The Standing Orders notices, as a guidance for good practice, were also adopted with governor recommendation that, referring to the Guidance Notes 1 and 2, the HBK governor group should be audited against them for clarity on strengths and weaknesses, and this could be aligned to the governors' self-evaluation audit, which is currently a work in progress. It was noted that, at the last meeting, a working party would progress the self-evaluation tool but this had been interrupted by the lockdown. The clerk advised the meeting that progress on the self-evaluation is on the next LGB agenda. The documentation was duly adopted and signed off by the Chair.</p> <p><u>10.2 To confirm governor responsibilities</u> The clerk confirmed current link governor responsibilities. MJP advised governors that the LGB met all the statutory requirements for link governors, but they may wish to consider appointing link governors in areas such as well-being and equalities.</p> <p>ACTION: CLERK TO PROVIDE NARRATIVE AROUND LINK GOVERNORS RECOMMENDATIONS AND RESPONSIBILITIES OF LINK GOVERNORS AND AGENDA AT THE NEXT MEETING</p> <p><u>10.3 Governor training</u> The Principal invited governors to express an interest on areas of training. It was agreed that a session on Ofsted to include 'deep dives' would be the training priority for this term.</p> <p>ACTION: PRINCIPAL and Vice-Principal (AN) TO OFFER OFSTED TRAINING FOR GOVERNORS</p>
11.	To ensure accountability of the SLT for the educational performance of the school
	<p><u>11.1 To receive The Principal's report</u> The Principal provided a verbal update of the key points contained in his report. He informed governors that it was likely the school would be inspected by Ofsted this year. He advised that the delivery of the School Development Plan included embedding the Hinchbrooke Approach To Teaching (the HAT) to ensure all teaching is at least good, and continuing to focus on students' behaviour, which is good but not yet outstanding. The Principal also briefed governors on the increased PAN of 350 in Year 7 and remarked that the school is looking to reconfigure a number of existing classrooms to, hopefully, avoid use of mobile classrooms or the cost of a new build. The Principal was pleased to report that the school had been awarded the Quality in Careers Standard for the excellent provision in this area. He also reported that, currently, there were 35 positive COVID-19 cases amongst students. The Principal reported that the sixth form numbers were currently sitting around 200 in Year 12, which was a lower number than had been hoped for and this was probably as a result of the pandemic.</p> <p>Questioning/challenge:</p> <ul style="list-style-type: none"> - A governor referred to a previous meeting where it was discussed that the increase in PAN does not have to be permanent and the decision to increase this year's PAN was largely financially driven. The governor suggested that there should be, at some point, a reflection on whether it is in the school's best interests to continue to grow. - The Principal concurred that the decision was significantly linked to budget forecasts, but that the PAN increase decision was made at Trust level and would need to be reviewed there, but, clearly, the

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LGB could take a view. The Principal informed governors that the senior team will need to monitor closely any pressures of a growing PAN on the current site, the teaching staff and from a safeguarding perspective.

- **Governors agreed that it was likely to be too early to know what the impact of the increase will be but that it would be prudent to keep an eye on the PAN over the next 2-3 years.**

11.2 To confirm focus of governor visits – Autumn/Spring/Summer 2021-22 (SAC)

To be discussed in agenda point 11.7.

11.3 To receive the School Development and Recovery plan 2021-22

The Principal advised governors that the format of the school's SDP would need to be aligned to the Trust's template. He updated governors on the key areas of priority/focus: improve students' progress and attainment (incl disadvantaged and bursary students); a curriculum that is ambitious, broad and balanced; quality of teaching that is consistently high, in order to reduce within-school variation; improving students' behaviour for learning; improving literacy at all key stages; and addressing gaps in learning as a result of the pandemic.

Questioning/challenge:

- **A governor thought the SDP provided a good outline, but it would be good to receive evidence of the detail behind it**
- **The Principal responded that all key priorities contained in the SDP have very detailed plans behind them which can be evidenced by the school; for example, there is a detailed Behaviour Improvement Plan**
- **A governor enquired whether the catch-up funding received by the school to help reduce learning gaps is adequate**
- **The Vice-Principal (AN) responded that the school receives its own Catch-up funding and this is ring-fenced**

11.4 To receive the SEF 2021-22

The Principal provided governors with a verbal update on the SEF highlighting the key points on the strengths of the school and key areas for improvement and/or review. He informed governors that the school was reviewing its curriculum, to ensure it is ambitious, broad and balanced and, in particular, not 'narrowed' at KS3.

11.5 To receive an update on the start of term

KMT advised governors that there had been a delay to the start of term with the implementation of LFD testing for students. SLT have met with trainee teachers at the start of the term and KMT was heartened to receive feedback from them regarding students' exemplary behaviour, notably during lessons. Furthermore, there is staff presence at all school gates to help embed high standards and to start the term with purpose. KMT was pleased to report a return to whole year group assemblies which had been missed by students and staff last year.

11.4 To receive an update on Summer 2021 grades (AN)

AN reported on the arrangements for this summer's assessments:

All schools were charged in 2021 with generating Teacher Assessed Grades (TAGs) for students, based on a body of evidence of coursework and assessment. Training was given to teachers on how to standardise, mark and moderate exam style assessments. Between April and the end of May, assessments were completed in lessons based on content which had already been taught to students. Parents were invited to apply for mitigating circumstances, which were considered by a senior staff panel. AN added that, although this report compares 2019, 2020 (CAGs) and 2021 (TAGs), there is no real comparison as assessment formats were so different and this year assessments were modular rather than terminal and linear, resulting in students' achieving more highly than would usually be expected.

AN provided governors with outcomes at KS4 and KS5 but stressed that any comparison with national data is unreliable, as each school adopted different assessment models.

Outcomes at KS4:

- In almost all measures there is an improving 3-year trend (with the exception of Maths);
- The number of students completing a course in the EBACC has increased year on year
- The average A8 grade in all measures is above 5

Grade distributions:

- 5.8% of HBK students achieved a grade 9 (nationally 7%)
- 27.9% of HBK students achieved a top grade (9-7) (nationally 28.9%)
- 81.5% of HBK students achieved 9-4 (nationally 77.1%)
- 98.9% of HBK students achieved 9-1 (nationally 99%)
- Nationally there is a 9% difference between boys and girls at the top end; in HBK this is a 2.6% gap

AN also provided results by group analysis including outcomes of 7 'alternative provision' students.

Results by subject:

Subjects that performed well: Astronomy; Triple Science; Dance; Drama

Subjects that performed less well: Languages; Art; iMedia; Geography; Product Design

Outcomes at KS5:

- In all measures there is an improving 3 year trend
- The number of students in each successive cohort has reduced (although this is not the case going forward)
- The BTECs are now averaging a Distinction, which is the only way to ensure positive VA
- The number of students studying at least one Vocational qualification has increased

Grade distributions:

- 11.9% of HBK students achieved an A* (nationally 19.1%)
- 35% of HBK student achieved an A*-A (nationally 44.8)
- 60.8% of HBK students achieved an A*-B (nationally 70.3%)
- 90.9% of HBK students achieved an A*-C (nationally 88.5%)
- HBK had a 100% pass rate (nationally 99.5%)

Results by subject:

- Departments with cohorts smaller than 5 cannot be analysed with any accuracy
- Departments which performed well include Computer Science, L3 Drama BTEC, Music Technology, PE, Spanish and L3 Sport BTEC
- Those who performed well when compared to national figures include Business, Film, Maths, Physics and Politics
- Subjects who have not performed as well include Geography and Product Design (DT)
- Subjects which have fared poorly compared to national data include Contemporary Art and Product Design (DT)
- Overall, compared to national, our students have received fewer top grades (national figures 2019 - 25.2%, 2020 – 38.1% and in 2021 – 44.3%); one explanation of this is that our TAGs process was more rigorous than the national average and therefore our grades were not as 'inflated' as those in at least some other schools and colleges

Y12 outcomes:

Overall there were 62 qualifications taken by Year 12 students this summer and were awarded Teacher Assessed Grades.

- The Extended Project qualification far exceeds the national data (National: A* 26.8%, A*A 56.5 A*B 77.4, A*C 90.9, A*D 96.3, A*E 99.0)
- Other national data is not currently available
- All qualifications achieved a positive VA

SARs and Appeals:

AN confirmed that that school had received 9 A Level and AS SARs and 5 appeals, 4 of which are only at Centre Review level and one which has been submitted to the examination board as an Awarding Organisation Appeal. Results of these appeals have not yet been received. Overall, AN felt that there had been far fewer appeals than anticipated. In Year 11, 42 students either did not get onto a KS5 course at Hinchingsbrooke they applied for, and 8 of these did not get into the Sixth Form at all. 39 Sixth Form students did not get into their first or insurance university place. We had expected most of these students to appeal but very few had.

Questioning/challenge:

- **A governor noted the gaps analysis of disadvantaged students were very encouraging.**
- **The Principal thanked AN for her detailed report and the excellent management of this year's appeals process.**

11.5 To receive a COVID-19 update (SAC)

SAC informed governors of procedures that were set in place at the start of the school term. Lateral Flow testing before term started identified 35 positive cases (staff and students). He informed governors that the cases have continued to rise, steadily, with positive cases currently sitting at 64. SAC informed governors that a range of mitigations have been in place since the start of term, namely hand hygiene and ventilation throughout school buildings. Further mitigations have also been implemented with the reintroduction of personal hand sanitizer bottles for all students, ensuring classroom doors are propped open and windows are open. School events, wherever possible will be held on-line. The school is currently considering ways of adjusting the Year 6 open evening. Additionally, the school has received notification of the child immunisation programme for all

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	<p>consenting 12-15 year old students due to take place on 29th September. SAC added that, with the rising cases of COVID in mind, it may well be prudent to hold governor visits remotely and look for a way to adapt these visits. Governors were mixed in their opinions regarding remote visits and whether they could be delivered as effectively but agreed they should be conducted remotely at this time. Discussion favoured a remote curriculum visit this side of half term followed by a visit of sixth form in November. The sixth form visit could be combined to include the progression of the working party for self-evaluation which had been planned before tightening of restrictions.</p> <p>ACTION: DATES TO BE SENT GOVERNORS FOR VISITS (CURRICULUM AND SIXTH FORM) - SAC</p>
12.	AOB
	<p>Governor training: A discussion on what training to deliver as and whether it should form part of the next governor meeting or be delivered as an additional meeting. Governors thought training on Ofsted would be beneficial and should be delivered in a separate meeting.</p> <p>ACTION: POSSIBLE DATES TO BE SENT TO GOVERNORS FOR OFSTED INSPECTION TRAINING - MJP</p>
	<p>Meeting ended 8.00 pm Next meeting: Monday 6 December 2021, 5.30pm</p>

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