



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 22 September 2025 at 5.00pm**



PRESENT: M Kitching (Chair, MK), J Bagnall (JB), K Harding (KH), N Holder (Headteacher, NH), and N Trory (NT)

ALSO IN ATTENDANCE:

K Ashbridge (Assistant Headteacher and SENDCo, KA), N Carlisle (Director of Maths, present for minutes 01 to 08, NC), M Gent (Assistant Headteacher, MG), A Lowery (Director of English, present for minutes 01 to 08, AL), G Stafford (Governance Professional, GS), D Waterson (Executive Director of Education, DWa), M Watts (Designated Safeguarding Lead, MW), Mr D Wobbaka (Deputy Headteacher, DW)

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

01 WELCOME

M Kitching welcomed N Trory as Trust Appointed Governor, and all governors in attendance at the first meeting of the academic year and introductions were made.

02 APOLOGIES

S Laud and L Smith

Resolved: Consent was given for the absence of the above governors.

03 DECLARATIONS OF INTEREST

There were no declarations of interest made specific to this meeting. Governors were reminded to inform the Clerk if any personal details change.

04 LGB MEMBERSHIP

The Clerk invited nominations for the election of the Chair to which Mike Kitching was proposed and seconded. The Board unanimously elected Mike as Chair for a further term of one year.

James Bagnall was content to stand as Vice Chair of the Board once more. James was unanimously elected as Vice Chair of the Board for a further term of one year.

The following were elected as links:

Attendance and Behaviour – J Bagnall
Careers – K Harding
Community – L Smith
Safeguarding – N Trory
SEND – S Laud
Teaching and Learning – M Kitching

05 MINUTES OF THE LAST MEETING (30 June 2025)

Resolved: The minutes of the last meeting held on 30 June were accepted as a true record and approved by the Chair.

06 MATTERS ARISING FROM THE MINUTES

- 06.1 Clerk to update LGB on Trust Board decision to update learning environments – complete.**
- 06.2 J Bagnall (Behaviour), K Batty and S Fellows (Curriculum) to complete their summer term link visit ASAP- not complete. Link positions re- assigned for this year.**
- 06.3 Clerk to feedback on uniform expectations (nose studs and AF1) – complete.**
- 06.4 Clerk to invite LGB to a Teams meeting – Understanding Data, 9.9.2025 – complete.**

07 HEADTEACHER’S REPORT

- A Director of Maths, Director of MFL and Head of Performing Arts have been appointed.
- On 11 September a ‘Welcome to Year 11’ event was held during which students received their Year 10 mock results and study packs.
- On 18 September there was a Year 5 / 6 Open Evening.
- Full complement of staff with leadership in place in every department.
- Top 2 risks:
 - Student numbers –Year 7 intake 2026 may be low. This, combined with an average of 30 students leaving at the end of Year 9 means staffing costs may need to be saved.
 - Learning Environments – £490K was spent on refurbishments over the summer. Further work is planned over February half term, Easter and summer holidays 2026. The risk remains until all learning environments are at the same standard.

Q: (GS) What was the turn out for the Year 5/ 6 Open Evening?

NH: It was a great evening with 185 parents in attendance. That was without Inmans’ parents, so we are running another event for their parents. We are hoping for an intake of over 200 in September 2026.

Q: (KH) What keeping warm activities have you planned?

NH: We are getting into primaries earlier and when we know who has applied, we will be more proactive.

Q: (JB) What updates have taken place to the classroom environment?

NH: New desks and painted walls. The place feels much brighter.

C: (JB) When I came to the Year 11 event the school looked great.

Q: (MK) What draws the students to leave at the end of Year 9 to Ron Dearing or Hull College?

NH: The vocational offer. Compared to other regional schools, we lose a high number so we have done lots of work; our engineering offer is good and the number we are losing has reduced by 40%.

08 PERFORMANCE DATA REPORT

English Summary– A Lowery

	Language			Literature		
	Holderness	National	Regional	Holderness	National	Regional
4+	60%	72%	65%	65%	75%	67%
5+	42%	56%	48%	47%	58%	49%
7+	7%	20%	15%	15%	20%	15%

- ‘Best of’ predictions were out at 7+, but accurate for 4+ and 5+

Signed by the Chair 

Date 15/12/25

- Issues with staffing in the department– with a below 80% attendance over the 2 years.
- 33 students had attendance of less than 90%. Of these 33, 19 did not achieve a grade 4.

Q: (DWa) Please report English language and literature separately, not best of. We need to see improvements in both language and literature. Were the predictions accurate for each?

AL: Literature was quite accurate, but language less so. There was an issue with boys not performing; girls outperformed boys at every level. The cohort did not do SATs due to the pandemic but did do a 'No More Marking' writing assessment in Year 7 which placed them at 547 points (national was 551), the cohort was therefore slightly less able than national. They then went off again in Year 7 due to Covid and so closing the gaps was very difficult.

Action Plan:

- Stronger staff have been put with Year 11.
- Now using aligned AQA curriculum, working with 2 specifications was very difficult.
- Trust Director of English is delivering exam CPDL to the team and mastery classes to the students and school Director of English is running interventions.
- Interventions take place instead of PE.
- Got 3 examiners in the team.
- Whole school focus on SEND outcomes.
- Working to raise aspirations of learners and staff.

Q: (DWa) If you have done your QLA on the exam results, what areas are girls understanding but not boys?

AL: Girls are better at extended writing whereas most boys write the bare minimum.

Q: (DWa) You mentioned needing supply due to staff absence. Of your own staff, are there any that are not getting the learners where they should be?

AL: Yes, two.

Q: (DWa) Is there a difference in the stamina of this year's Year 11?

AL: Yes, we have done lots of work on writing stamina.

NH: It should also be said that Edexcel (qualification used up to June 2025) gave out less grade 4s than AQA.

Q: (MK) What was parental engagement like with supporting interventions after school and during Easter?

AL: Not as many learners attended as we wanted. We are seeing more engagement on Tassomai (online resource for retrieval practice) this year.

Q: (MK) Lots of interventions took place, how do you measure what worked and what did not? We need to know what worked and focus on that.

AL: It is very difficult, but we now have a more consistent way to track.

MG: The problem is we need a control group to measure impact, but interventions need to be offered to help everyone so that group doesn't exist. In a normal year, progress 8 would be the measure.

Q: (JB) The team has had lots of unfortunate personal news, how are they?

AL: Now, very positive.

Q: (GS) We know you did much work on match up; how many achieved a grade 4 in maths but not English and vice versa?

MG: 15 got maths but not English, 15 achieved English but not maths and 39 didn't achieve in either.

C: (MK) It is so important that learners achieve a grade 4 in English and maths as they cannot progress to Level 3 study without these. 6 students got a grade 9 in English – what can we learn from these?

AL: They were all girls; all achieved very well in all their subjects.

Q: (DWa) Have they gone on to do English A Level?

AL: Most have, yes – at Wyke. We need to reach the boys; they have been conditioned to focus on maths, not English.

Maths Summary – N Carlisle

- Outcomes: 4+ 70%, 5+ 45% and 7+ 14%.
- Boys performed lower than girls, particularly at 5+.
- SEN students performed well.
- Pupil Premium gap still evident but reduced.
- Predictions were very accurate; 66% were exactly on and 33% were within one grade.
- There have been significant grade boundaries increase at the higher tier.
- Based on the Year 10 mocks the current Year 11 is 12% up on 4+ compared with this time last year.
- Forecasts are 4+ 71.5%, 5+ 44% and 7+ 25%.
- Action Plan:
 - Focus on 26 learners that are currently achieving in English but not maths.
 - Tutor time interventions take place 3 x week (groups of up to 8) for ones that are closest to the next grade boundary.
 - Period 6 will take place each Monday - 2 groups (foundation and higher) and Tuesday (one mixed group).
 - Lunchtime drop ins will start on Fridays after half term, each maths member of staff to have 3-5 focus learners each term (to receive phone calls home, positive praise and to be questioned first).
 - Return to Sparx platform for homework.
 - Data tracking has been developed by the Trust maths team, this informs teachers who to focus on and is discussed twice each half term by the Trust Director of English and Maths, school Directors of English and maths and pastoral manager for Year 11.
 - Department CPDL led by 3 examiners.
 - Year 11 has been set in two parallel groups so there is the opportunity for a student to move from foundation to higher or higher to foundation mid-year
 - 2 staff have enrolled on Algebra Talks (termly project).
 - Raising aspiration of learners and staff a focus for all.

Q: (DWa) Firstly, very well done on the Cottingham maths outcomes. You have been here a few months now. What does Cottingham do well and what does Holderness do well?

NC: Cottingham did much work on the culture behind maths and enjoying it. It takes time for the department to do that. Holderness is better at stretching key stage 3 learners.

Q: (DW) How does it work if a child needs intervention in both English and maths?

NC: They can do both – they can split the days between the two.

C: (JB) We have seen lots of change in platforms, it feels fragmented.

NC: Most departments use Educake but it is not the best platform for English and maths. Sparx is the best for maths, and we will stay on it.

Q: (NT) In terms of aspirations and careers, do you have external people coming in to talk about careers?

NH: Yes, we opened a careers hub six months ago. The government position is to increase careers education to Key Stage 3, and they must have 25 hours work experience.

C: (NT) Both Directors of English and Maths have said that they hear “I only need a grade 4”. Children do not believe parents when they say the jobs market is increasingly competitive. Having someone that doesn’t have anything to gain from telling them to aspire higher will push the message.

NH: We need to push them to love their subject.

C: (JB) The love of a subject comes with being a good school. The knock-on effect of happy staff is happy children.

NH: Some have become complacent staff; their expectations of students is not high enough.

A discussion followed around raising aspirations of both learners and parents and the increasing competitiveness for post 16 apprenticeships, A Level courses and vocational courses. Minimum grades are not enough now, and students need to aspire to get the very best that they are capable of. NH explained that the school is on a 3–5-year journey of aspirational change to being a secure good school with staff that want more from the students, and students that want more than the minimum.

The Directors of English and Maths left the meeting at 6.30pm and the focus turned to the other KS4 subjects.

Key Stage 4 Detail

- No external progress 8 measure as there is no published prior attainment data due to the cancellation of KS2 assessments in 2020 due to the pandemic.
- Attainment 8 42.7 (2024 42.75), affected by English performance as English and maths double count in the calculation
- Basics 4+ 61.2% (2024 62.3%) and Basics 5+ 37.6% (2024 40.3%).
- Maths outcomes improved on last year for 4+, 5+ and 7+.
- English outcomes dropped at each measure from the previous year, the lowest in the Trust.
- Science outcomes improved by 7% at both 4+ and 5+ but dropped at 7+.
- Outcomes of disadvantaged were disappointing and dropped at Basics 4+ and 5+. The gap is -0.95.
- BTEC subjects saw improved performance in Engineering and ICT.
- SEN EHCP performance was very strong at each level with some very high functioning learners. The top 2 performers in Year 11 had an EHCP.

Q: (KH) What happened with GCSE Computing?

MG: Last year, the cohort was mostly high ability boys. This year they are much more mixed ability.

Q: (KH) In hindsight would they have been better on the BTEC ICT course?

DW: Yes.

NH: Computing is a legacy course. This is the first year of ICT and it is a really good alternative to Computing. This is about ensuring the right students are on the right course.

Q: (DWa) Further Maths takes time away from other subjects. Are you running it again this year?

MG: No, it was a good bridging subject for sixth form.

Q: (KH) Are you continuing to offer triple science?

MG: We will look at the mock results and then determine if the students are on the right pathway. We don't get enough 7+ in Combined Science (national 11%, we got 3%). Lots of children get emotionally invested in triple and think it is better for their progression if they study triple science. However, they would be better studying Combined to get 2 top grades rather than 3 average grades.

C: (DWa) Congratulations David on the chemistry outcomes with your 4+ and 5+ outcomes being in the top 1% of schools nationally.

Q: (MK) Can you give us further context around the history outcomes with almost half the cohort failing?

MG: It was a very large cohort (129). Many did not have the skills for success. We will ensure future cohorts have English skills. This is the last year that history and geography are so unbalanced with entries.

C: (DWa) Achievement at 7+ needs to be a focus across the board, not just in English and maths.

MG: We had 16 high ability students last year, the year before this there were 59. Some subjects underperformed in bucket 3, particularly MFL.

Q: (DWa) So what is being done?

MG: This cohort is half a grade better across all subjects than this time last year. We have a clear tracking system.

DWa: Are subject staff aware of the need to push for grades at 7+?

MG: Two thirds of the 7+ grades did not come from high ability students, so we need to put as much emphasis on all to maximise the grades. All teaching needs to be good.

NH: I had a meeting with all the Middle Leaders this afternoon and had the conversation about how we ensure all staff are pushing for higher grades. How do they know their team is teaching to the top? Do they know who the PP learners are? What can they do extra to support this push – live marking, seating plans, exam question techniques etc. We have brought in new middle leaders, and they will share their experiences and bring everyone on. All teachers are specialists in their subjects this year.

Q: (KH) Engineering has seen a big improvement, well done. What is going on with Business?

MG: Although a big improvement on average points, it is still miles away from where it should be.

Q: (KH) Are these outcomes linked to the disappointment in English?

MG: No, we think it is staff related.

DW: There is a difference between understanding your subject and understanding how best to teach that subject. We had two high ability students in the Business cohort that didn't perform.

C: (KH) Regarding progression, most would end up re-doing the course. Health and social care is popular and a great qualification for employment prospects, why is it not performing better?

NH: There was lack of leadership, so I have moved the leadership under Social Sciences.

DW: Business numbers are in decline and will not be an option anymore.

NH: We are introducing exciting subjects that will appeal, such as sociology and psychology. If the students are interested in a subject they will work hard.

Q: (MK) Are the lower ability channelled into choosing vocational courses?

MG: No, half the high ability cohort chose vocational, but they did not do as well as they should.

C: (MK) With coursework there is the opportunity for students to improve their marks; this links to motivation and parental engagement again.

Key Stage 5

- A level cohort of 20. Average points fell from 29.27 last year to 28.14
- A Level Value added was -0.04 (2024 was +0.09)
- Applied General Value added was +0.36
- Vocational: Exceptional performance in Applied Science and Health and Social Care

Q: (MK) Do you feel that students' aspiration will be negatively affected by no sixth form?

NH: No, as we can open up to all colleges. We have a partnership with Wilberforce College and have lots of other sixth form colleges in so there is more choice. Our sixth form teachers are teaching in Year 11.

C: (JB) We can now give a balanced view.

MK: And have a laser focus on Year 11.

09 SAFEGUARDING REPORT

Data 2024/25:

- 40 Operation Encompass notifications
- 74 Smoothwall alerts
- 12 incidents of child sexual exploitation (11 in Year 10 by 3 students)
- 16 incidents of bullying – most in Year 8
- Conflicting behaviours – racism – 27 incidents

- Conflicting behaviours – LGBTQ+ – 10 incidents

Data from September 2025:

- 10 Children in Need, 4 under Child Protection
- 9 families have been referred to Early Help

Q: (MK) Why is Mable Counselling no longer available?

MW: This was a shock to me and the TCAT MH Counsellors; we received an email stating that Mable has ceased to exist. We have internal support and some students with that level of need are using other avenues, such as Early Help and CAMHS.

Q: (KH) Why are we seeing high levels of racism?

MW: Most are incidents of a derogatory name being typed and picked up by Smoothwall. In ARC lessons some borderline hateful opinion was voiced so we investigated further. The Police have also been to school to discuss hate crime.

C: (JB) It is worrying that some parents have extreme views that filter down to their children.

Q: (MK) There has been a rise in far-right marches and views. Do you anticipate any kickback?

MW: Possibly, but there are lots of resources available to educate and support staff.

Q: (DWa) Your Prevent referrals are zero. How confident are you that staff know what they are looking for?

MW: All staff have done Prevent training; I think it is important that we keep it on our school agenda.

Q: (MK) Was there a problem last year in Year 10 with inappropriate sexual behaviour?

MW: We had some comments made about the same learner. Some were disclosures from out of school hours, but we still record these.

Q: (NT) There seems to be elevated number of bullying cases in last year's Year 8, why?

MW: There were a couple of changes in pastoral manager. Issues were not nipped in the bud, so the behaviour escalated.

Q: (NT) Has this improved since the return?

MW: Yes, recording is much better now. As a DSL group we have reviewed the CPOMs categories, and I have shown the pastoral managers best practice. All staff can record conflicting behaviours which I then review and categorise more precisely.

Q: (MK) Are there any capacity issues with you?

MW: With the Attendance Manager being absent that is stretching us all, and I am conducting home visits, but we are coping.

Q: (DWa) Are you confident that you have had eyes on everyone absent from school?

MW: Yes.

MW left the meeting at 7.15pm

10 SEN REPORT

- SEND team has relocated to the Sixth Form building.
- 72 students have SEN support (K) and 38 have an EHCP.
- Extensive range of interventions offered including Tiger's Trust, ELSA, SMASH, Read Write Inc, Forest School, Independent Living, NAPA Performing Arts and Road Safety.
- The SEND team is offering more flexibility with appointments for annual reviews to increase parental availability.
- Last year's Year 11 SEN were very academic but needed lots of emotional support.
- All staff have been provided with student profiles of SEN learners and a 'toolbox' including a SEN referral form and items such as pencil grips and egg timers.

Q: (MK) How do you measure the impact of the many interventions. How do you know what works?

KA: *The main way is for parents to attend the reviews and we get feedback.*

C: (DWA) *The decision to move the SEN area to the Sixth Form building should be commended. Preparation for adulthood is part of the SEN Ofsted framework, so well done.*

Q: (DWA) *There are 9 learners with an EHCP in Year 7. How many further were rejected?*

KA: *7 – 6 were ERP.*

Q: (DWA) *What are the main needs in Year 7?*

KA: *Autism is the primary need with SEMH the secondary.*

Q: (JB) *Will the move to a dedicated space reduce the reliance on external provision?*

KA: *The selling point of the ERP is that learners attend mainstream lessons. Our learners that attend the ERP and our EHCPs both achieved so well as they flourished at mainstream. Our feeder primaries are seeing higher needs so more inhouse ER provision is needed and if necessary, the learners will go out to specialist lessons. Our SLA is for 12 places but we currently have 14 East Riding learners and 2 from Hull.*

JB: *It is great to hear what you are doing, well done.*

11 GOVERNANCE MATTERS

Training – all mandatory training is posted on GovernorHub.

- All established governors must complete the Safeguarding for Governance: Refresher module. New governors to complete the full safeguarding module.
- All governors to complete the Exclusions and Suspensions module.

GovernorHub – the Clerk reminded the Board that GovernorHub was an extremely useful resource for training and documents, such as the recent KS4 data presentation and visit template forms.

ACTION: Safeguarding for Governance and Suspensions and Exclusions modules to be completed in the autumn term

ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub)

12 DATE OF THE NEXT MEETING

Monday 15 December 2025, 5pm (pre-meet 4.15pm)

13 AOB

None

14 ACTION POINTS

14.1 ACTION: Safeguarding for Governance and Suspensions and Exclusions modules to be completed in the autumn term (minute 11)

14.2 ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub) (minute 11)

The meeting closed at 7.45pm.