

PRESENT: Mr S Gallant (Chair, SG), Mrs K Batty (KB), Miss S Fellows (SF), Mr M Kitching (MK), Mrs S Laud (SL), Mr P Woods (PW), Mr D Wobbaka (Associate Headteacher, Holderness Academy, DW)

ALSO IN ATTENDANCE:

L Lowson (CEO, LL), D Waterson (Director of Improvement and Standards, DW), H Gale (Clerk to the LGB)

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

52 WELCOME

S Gallant opened the meeting by thanking D Wobbaka for leading the school through the last half term.

53 APOLOGIES

Apologies had been received from Mr C Jones

Resolved: Approval was given for the absence of the above-named Governor

54 DECLARATIONS OF INTEREST

SG stated that any conflicts would be recorded under each agenda item as required.

55 MINUTES OF THE LAST MEETING

Resolved: The minutes of the last meeting held 13 December 2021 were accepted as a true record and approved by the Chair.

56 MATTERS ARISING FROM THE MINUTES

56a SW to share the weekly safeguarding e-briefing with Governors - complete

56b RB/ HG to amend the October minutes to include P Woods complete

56c RB/ HG to re-send DW's presentation on the impact of the PP Strategy 2020/21 complete

56d SW to send SEF to SF - complete

56e RB / HG to check if JM has completed a link visit this term - complete

56f RB / HG to circulate the link of A Lowery's staff conference presentation - complete

56g SG/SW to allocate Governors to the new link areas as outlined in the New Year – complete:

- Vice Chair - M Kitching
- PP Link - S Gallant

- Safeguarding link - M Kitching
- SEND Link - C Jones
- Careers link - P Woods
- Quality of Education link - S Fellows & K Batty
- Leadership and management link - S Gallant
- Personal Development - S Gallant

Resolved: The above roles were agreed by all Governors.

57 STRATEGIC HEADTEACHER'S REPORT

57a Overall Effectiveness

Four key areas in SEF & ADP

- Continue to improve leadership and management at all levels.
- Further improve the quality and consistency of teaching across all key stages
- Consistently instil high expectations of learners' behaviour and conduct, leading to further reduction in low level disruption.
- Embed the Academy's Vision and Values within the academic and wider curriculum to enhance learners' broader development.

Other updates over the Autumn term including -

- Governing Body have been included in the ADP and SEF Team and can see live updates.
- Welcomes Trust colleagues into the Academy to conduct a series of review days (Deep dives). Including - reading, behaviour and attitudes, SEND & maths.
- Despite the impact of Covid-19 on staff and students, the Academy's overall attendance remains well above the national average and favourable when compared across the Trust.

57b Quality of Education Summary

Actions to date:

- Engineering course has been launched through the Year 9 options process. Expected to be 40 learners between the 2 classes next year
- Amendments have been made to the options process to ensure that there is maximum flexibility. Options were reissued to Year 9 orange pathway learners.
- DWO has worked closely with Winifred Holtby to look at how the curriculum compares to other academies.

Impact of Actions:

- Engineering course is established and will be promoted to Year 8 learners. This will ensure that this will be promoted with future Year 9 learners ahead of the options process. This will be important to reduce the number of learners who move to Ron Dearing.
- All KS3 students now have an overview of what the key theme/questions will be in each subject for this half term.
- Each subject has given an overview of SMSC in their SDP
- All subject mapping complete to a specific point for KS3 and 4 ready for the next stage.
- Curriculum information for each subject area is now on website.

Next Steps:

- DWO to look at the provision for external providers. This will be done before July 2022.
- Consultation for the next academic year regarding changes to the balance of the curriculum to allow the RS framework, PSHCE, BV and Sex Education. At present this has been covered via drop down days.

- 3.1 meeting to focus upon key knowledge at each transition stage KS2 → KS3, KS3 → KS4 and KS4 → KS5. This should be from Easter onwards
- Progress Planning must be updated to the development of knowledge for each topic within a Scheme of Learning.

Q(SG): Summer term is when the team would be looking at the ADP for next year. Is the Academy behind with this process?

(DW): The process this academic year is every half term an ADP is completed. Every member of SLT and Wider SLT have completed that. It is important to collect the data and information needed - this is the focus to ensure the ADP is accurate.

Q(SG): Will next year's ADP be ready to bring to the next LGB Meeting in June?

(DW): Yes. The next steps in the HT Report, shows the priorities for the next term.

Q(SF): Sex Education and PSHCE - is that this term? Latest Ofsted update shows additions to Sexual Harassment section and tightened down on expectations. How soon will the next steps be in place?

(DW): Drop down days have been implemented to support this. These are planned in. This will be increased in the timetable/curriculum to be able to devote more time to this.

Q(SF): Will that be in September?

(DW): Next year will still be drop down days, the latter will be in September 2023.

Q(SG): The 4 deep dives have all been positive. Can the reports be sent to Governors again to ensure all have seen them?

ACTION - H Gale to resend all internal deep dive reports to Governors (Reading, behaviour and attitudes, maths & SEND)

Q(DWA): Change in curriculum (engineering), has that had an impact on numbers leaving Holderness to go to Ron Dearing?

(DW): 15 students are confirmed to be leaving Holderness for Ron Dearing this year.

Q(DWA): How does that compare to last year?

(DW): Last year was 13. Previously offered a similar course 'product design'. This year it will be made very clear to parents that this is an engineering course.

C(SF): Timing is wrong, other schools are very proactive. Students/parents have made the decision to move prior to the progress evening.

C(KB): Students can have a confirmed place at Ron Dearing before parents at Holderness are fully aware of the courses offered.

C(SF): I would recommend getting in front of others and bringing the process forward by 6 weeks.

(DW): Conversations have been had with students around when they decided they wanted to move to Ron Dearing, and they have stated sometimes as early as the Summer Term. DT Department to start promoting the Engineering course to Year 8. Promotion is key.

Q(LL): How resource heavy is the Engineering course? How has this been factored into the budget?

(DW): We can deliver 2 classes of 24. Other places can offer a wider package with links to business and apprenticeship. This is something to develop.

Q(KB): Can those links be made? Are there any links to businesses?

C(SL): Sometimes hands are tied, as links are already made elsewhere.

(DW): Part of improving the offering.

C(LL): It's about doing it well and then translating it to KS5.

(DW): In terms of Sixth Form offering, the specialist equipment is not in place. Only product design can be offered to Sixth Form at this time.

57c Standards

KS4 Headlines

Guidance was released from Ofqual & DFE on the awarding of grades for GCSEs. The announcement made clear the following key principles will be applied to the awarding of qualifications next year -

- Summer examinations will be used by exam boards to determine final grades for learners
- Exam boards will provide advance information about the focus of the content of the exams for GCSE, AS and A level subjects for summer 2022 exams
- Grade boundaries set by exam boards will be a midway point between 2019 and 2021 national trends
- Teacher Assessed Grades (TAGs) will only be used as a contingency measure if exams cannot go ahead
- Exam results will be published and available for collection from Holderness Academy on:
 - Thursday 18 August A Level and Level 3 Vocational qualifications
 - Thursday 25 August GCSE and Level 1/2 Vocational qualifications

Measure	Analysis Statement
Progress 8	At present there is not an accurate figure for Progress 8 (normally taken from SISRA Analytics), based on the comparison with the data set from 2019 we expect this to be in line or slightly below last year's figure of -0.14.
Attainment 8	47.01 The A8 score is predicted to be above the 2019 score of 45.78 . The figure is below the figure from the CAG grades from 2021 (47.99) . This figure is still below the national figure of 51.16. The gap between the school performance and national performance has increased slightly this academic year.
'Standard' BASICS (9-4 in English maths)	62.50% The Standard Basics percentage is predicted to be above the 2019 score of 60.40 . The figure is below the figure from the CAG grades from 2021(69.30) . Compared to national 2021 standards (72.80%) there is still a significant gap that has increased slightly.
'Strong' BASICS (9-5 in English maths)	34.80% The Strong Basics percentage is predicted to be below the 2019 score of 37.30 . The figure is below the figure from the CAG grades from 2021(43.60) . Compared to national 2021 standards (51.80%) there is still a significant gap that has increased slightly.
EBacc Entry %	38.00% The EBacc entry is above the 2019 score of 24.10% . When compared to EBacc entry in 2021 , the figure is slightly below the CAG (43.6%). Current predictions indicate that 32% of learners are predicted to achieve an EBacc graded 9 - 4, this is broadly in line with CAGs from 2021 (32.6%). Current predictions indicate that 22% of learners are predicted to achieve an EBacc graded 9 - 5, this is slightly below CAGs from 2021 (23.4%).

Q(KB): Where Holderness is compared to national standards is worrying; the students should not be as low as that.

Q(DWA): Is it certain subjects that are pulling the Basics down?

(DW): Looking at Basics 5+ it is maths.

Q(DWA): If it is maths, what is being done about it? What is happening to support learning?

(DW): Conversation has been had with the Director of Maths to look at students in the cusp of 5+ in particular. Historically some students have been entered for the foundation paper when they have the ability to sit the higher paper. This is something that is currently being looked at. Some classes are performing in line with what is expected compared to national, others this is not the case. It is around working with those students.

(DW): Students themselves if scoring well should be given the opportunity to do the higher paper.

Q(SF): Is that the teachers making that decision?

(DW): Yes.

Q(SF): What can be done now in the time before GCSEs begin to give those students additional support?

(DW): On Mondays and Tuesdays students have the opportunity to take part in additional maths. Students who were identified in January have been signposted to this.

C(SF): This needs to be identified sooner than this if possible.

Q(LL): How informed are the students and parents of the current profile they are on? Do they understand their child could be getting a grade 3 for example?

(DW): Based on data parents receive a report before half term with current grade, predicted grade and target grade. This also included current topics they have done.

Q(LL): Are guidance and tips that may be useful sent home to help parents support students at home?

(DW): Yes. Revision of topics have been sent home. We promote Sparx a lot, if a student does not do well in a particular topic, Sparx then gives them more of these questions to give them support. Classes that have finished content and are now going back over key areas and are given historic exam papers to help inform.

C(SG): Looking at the data collection compared from this time last year, there were a number of areas of concern. However, the progress made from this point last year to the results was good. The final picture will most likely be positive.

C(SF): It would be great to be above national.

Q(KB): Has the YipiYap had an impact?

(DW): Yes. YipiYaps are used for KS3 into KS4 learners who historically perform below national level. Sixth Form mentors are also used. YipiYaps have more impact than other interventions such as tutoring programme. There is more of an impact if done in school.

Q(LL): Students achieving 4+ and then 5+, 4+ are going the right way, but 5+ going the other way. Is the balance of focus on not just those who require intervention on the cusp of a 4, compared to those who are on a 6 or 7, who could be 7 or 8. How much are the top cohort being pushed?

(DW): This is being approached by ensuring T&L Strategies join up. Something that will benefit all students including MA/more able make sure there is modelling and scaffolding as part of the practice used. All groups should experience this. There is a T&L need to make sure there is that stretch and challenge. So far there is more to be done with these learners to push them.

- MFL - 2 members from this faculty have resigned which left some inconsistency, these posts have now been filled.

Q(DWA): What informed the decision to drop German?

(DW): Looking at specialisms, offering French and Spanish are the best options for supporting learners. Looking at data and outcomes of German previously, the outcomes are not as great as French and Spanish.

Q(KB): Did they have a lower number of students compared?

(DW): Usually a cohort no larger than 20.

Impact of actions

KS3 students below 20% of national average "lift learners" identified with clear intervention targets based on standardised tests. The lift groups receive support and intervention via YipiYap and Sixth Form tutoring.

- DA learners are checked against Power Bi to ensure that records are consistent, and support is targeted against the correct pupils.
- External mentoring program provided by Pearsons and My Tutor based on report 1 data (From Easter onwards)
- COVID Catch Up policy updated in line with the changes made this academic year
- HoF completed Year 11 report 1 – Subject development plan updated

Next steps

- RAG meeting for DA learners after report 2. This will identify what support is needed going forwards. Follow up meetings with lower tier performing learners.
- Raising Standards group to be established with key pastoral leaders, and the Directors of English and maths.

- Staff training on using SISRA Analytics and Class Charts.

Pupil Premium

The proportion of students classified as disadvantaged (50 students – 27%) is higher than in 2021 (43 students - 23%), this is above the national average of 20.8%.

Headline Measure	Whole cohort	PP (50 students)	Non-PP (134 students)	PP v non-PP Gap (+/-)
Attainment 8	47.01	40.02	49.62	- 9.60
% Basics 4+	62.50	42	70.1	- 28.1
% Basics 5+	34.80	22	39.6	- 17.6

- The performance of DA learners was significantly below non-disadvantaged learners in all performance measures.
- DA learners are now clearly identified through Class Charts
- All DA learners have a provision document which identifies their barriers to learning and how they are best engaged

The following strategies have been put in place to support DA learners:

- Staff training on using SIMs and SISRA Analytics.
- Raising profile of DA learners. Clearer updated icons for DA students. Barriers to learning for DA learners added to Class Charts Provision Map profile. Information shared with staff via training day
- Weekly meetings with PP Champion.
- DA session during training day.
- DA "ready for exams" issued to all DA Year 11 students to ensure that there are no barriers to learning because of a lack of equipment. Where a need has been identified CDE has equipped a child.
- Process started for Academic Learning Champions who will focus on support for DA learners via subject mentoring
- Subject development plans and progress reports focus on raising the quality of education with a specific focus on improving the outcomes for DA, SEND and MA learners
- Structure of training day ensured that all staff must take part in T and L strategies (effective questioning, practice and scaffolding)
- Create and lead bespoke training for staff related to data management and Class Charts
- Ensure records correlate with one another i.e. SIMs, PP strategy and COVID catch-up
- There has been a significant investment in resources that will narrow the gap and improve the outcomes for disadvantaged learners

Q(DWA): Has the work had an impact at all, has the gap narrowed over the year?

(DW): The gap at 5+ has improved slightly for PP learners. This was shared and implemented by November. Need to check with staff engagements with this strategy.

Q(LL): What is the difference between learners with SEND and those without?

(DW) With DA and SEND there is a lot of crossover. SEND provision has a dedicated area and access to resources there. The number of DA is around 25% which makes it more challenging to have that 1-1 care. PP champion has met with all DA learners at KS4 to help with PP profile. This hasn't had the same effect as a SEND only group would.

Q(LL): Is the gap as wide between those with SEND and those without SEND, compared to PP and non-PP? In future reports it would be useful to have SEND progress as a category.

(DW): Yes, can feed this back and add it to the report

ACTION - SEND achievement and progress to be added to the Standards section of the HT Report

Provision

- SAPTS visits every fortnight to assess visually impaired students, as part of their support plans and one student is starting to learn braille during his sessions.
- All access arrangements have been processed by our external assessor and the exam board.
- (SMASH) Programme has continued this academic year providing 1:1 and small group face to face support.
- ELSA continues to provide support for students as well as the Trust counsellors. Also have additional mental health support from MIND and Tigers Trust who deliver a small group programme as well as 1:1 sessions.
- Developed an online safety package to work alongside the PCSOs to educate students on the importance of keeping safe online. Students will also take part in a specifically devised programme on sexting and the consequences as part of a development morning.
- Developing a programme on sexual harassment and violence, as well as the package which is delivered to all students as part of the curriculum, to ensure that all those students in the vulnerable categories receive a more bespoke package in preparation for adulthood.
- Continue to receive consultations for next September, attending Year 6 annual reviews and providing family tours of the provision and Academy.
- Encourage SEND parents to attend drop in sessions

Summary of actions

- SEND parents have been invited to sign up to Provision Map.
- Monthly parent SEND drop ins with outside agencies invited.
- Further development of Enhanced Resource Provision (ERP)

Impact of actions

- Positive feedback and engagement from department drop-in sessions.
- Additional ERP consultations.

Next steps

- Collate parent voice comments via a survey.
- SEND booklet to showcase the department and inform primary schools.

Q(SF): How effective has the work been with parents?

(DW): We do have parental surveys; this is something I can share with you. It is positive.

ACTION - D Wobbaka/K Ashbridge to share feedback from parental surveys

C(SF): Next steps, there are bigger things for the SEND department to think about. SENDCO and link Governors need a meeting. 'Collate parent voice comments via a survey' - are they good or bad comments? How many came in? Booklet - that's great but more important is linking with other faculties and ensuring they are providing for the pupils.

ACTION - C Jones to conduct a summer term SEND visit

LAC Update

- Developed a strong working relationship with all three virtual schools and developing links with a fourth.
- CLA students are supported by the designated teacher and their pastoral manager who both attend all PEP meetings.
- The virtual school delivered whole school trauma and attachment training

Summary of actions

- Attended designated teacher training for all local authorities.
- Home visits to aid integration and transition to the Academy.
- Weekly multi agency meetings to support a CLA student with transition.

Impact of actions

- Designated teacher has access to all local authority recording programmes.
- Positive relationships with CLA students, carers, social workers and virtual school.

Next steps

- To ensure Year 11 CLA students are equipped for their next steps.

57d Behaviour and Attitudes Summary

- Class Charts app launched successfully
- Staff received copy of 'Running the Room' - CPD to follow
- Behaviour & attitudes Deep Dive completed
- Positive language CPD attended by all staff
- Launch of online reward shop
- Improved systems in Reflection
- Improved data tracking allowing Pastoral team to be more proactive
- Improved systems to track unpleasant behaviour and potential bullying
- Implementation of rewards in Sixth Form

Impact of Actions

- Reduction in suspensions and reflections compared to previous year
- Staff have referred to the improved atmosphere around the Academy describing atmosphere as 'safe and calm'
- Attendance 4% up from national average
- DA attendance in with national non-DA figures
- Enormous shift in culture of rewards 150000 more rewards in Autumn term compared to last year

Next Steps

- T Briggs to investigate involving staff in restorative practice conversations after faculty removals.
- Homework policy to be reviewed.
- Narrow inconsistency gap in the implementation of Class Charts rewards.
- Delve deeper into the behaviour data to track DA students in lower-level behaviour incidents.

Q(SF): Next steps - investigate involving staff in restorative practice again, investigate to what end?

(DW): In the policy, there is an element of detachment. Once a student goes to a report, it sits then with pastoral and then teachers do not engage with parents of students with what that looks like. Want to make them part of the process.

C(SL): Everyone working on behaviour curriculum.

Q(KB): Class Charts and parents is a great move forward, receiving immediate feedback compared to planners.
 (DW): Encourages students as well.
 Q(SF): Next step should be making sure the rewards are appropriate/consistent.
 C(KB): Gives students an incentive to get vouchers for the Summer Ball etc. Website rewards page is out of date.
 Q(MK): Quite an array of rewards, do they go through the Student Council to review?
 (DW): Has previously.
 Q(MK): Reviewing it and making it attractive from a student's perspective. What about implementation in Sixth Form?
 (DW): It is not prominent, there is work to do there. What motivates KS4, does not necessarily motivate KS5.
 Q(MK): Compare to other Sixth Forms and see what they do.
 C(SL): Others do days out.
 C(LL): More has happened with rewards across other schools with Sixth Forms in the Trust. Head of Sixth Form is part of a group of schools working together and sharing ideas/practice.
 Q(MK): So, others have rewards?
 (LL): Yes. They are starting to develop something that is consistent across the Trust.
 Q(SG): Attendance is good considering the current situation with Covid.
 Q(SF): EHCP figure, persistent absence. Are there some students on a reduced timetable?
 (DW): Yes and shielding.
 C(SG): There is a reduced number in reflections, this has also been consistent in the last few years. Good to see this continue.

57e Personal Development Summary

- Class Charts set up with wider curriculum opportunities through rewards
- Classes set up on Class Charts to make it easier for staff to track students
- Active and involved student council
- Trophy cabinet implemented into the planner to showcase rewards
- Continued development of corridor and classroom environment
- Sixth Form rewards have been embedded and are live
- Recruitment of 2 careers leaders

Impact of Actions

- 35% of all attendance to wider curriculum opportunities were PP students
- 15% of PP student have attended an extra-curricular sports club
- More SEN participation in the wider curriculum than non-SEN.
- SEND reflections and suspensions have reduced.

Next Steps

- AHT to deliver Class Charts training to support staff in tracking the wider curriculum participation- tracking is still not fully accurate
- Advertise opportunities more through social media and the new booklet
- Continue to re-establish new opportunities for students

Safeguarding

Actions to date:

- Use of National College for annual safeguarding certificate, policies and tracking.
- Additional safeguarding training and quiz.
- Weekly safeguarding training and updates.
- New starter training.
- Sexual harassment and sexual violence posters around the academy.

- Sexual harassment and sexual violence reporting stickers for student planners.
- Website updated.
- Certified school status.

Impact of actions:

- All staff have been informed and are aware of the changes in the KCSiE document.
- The Academy is developing a culture of vigilance.

Next steps:

- Further website development
- Invite all parents to sign up to receive guidance and support from National Online Safety.
- Monthly safeguarding training newsletter for cleaning and catering staff.
- Sexual harassment training for staff.

Q(SF): Danger of things up in classrooms is that they become wallpaper. Has anyone checked in with students to check they know systems for reporting?

C(MK): I did a student voice at my last visit and did a walk around.

C(SF): Important to get information out to all staff to ensure they know procedures and to keep going over things in e-briefs and staff meetings.

C(MK): This is something I asked.

Q(KB): Does everyone get the e-brief?

(DW): Yes, all staff. B-brief are 20 minute directed time slots and are also given. Most recent, was regarding Safeguarding. PCSO came in recently and talked to students, this was shared with staff also.

C(MK): Also, about recognising problems in the local area.

C(DWA): The Trust has commissioned an external Safeguarding review. This will be over 2 days and picks up supervision of DSL & Headteacher.

Q(SF): How often will the supervision be?

(DWA): Half termly for DSL and termly for Headteacher.

Q(SF): Does the ELSA get supervision?

(DWA): Not from the external review, no.

Q(SF): Does the ELSA get supervision at all?

(DW): Do not know, will find out.

ACTION - Investigate whether the ELSA receives supervision.

C(SF): In the Safeguarding report, it says there have been 5 allegations against staff/volunteers. It does not say if any were passed to the LADO or if there are any outcomes. It is important that this is also shared.

ACTION - D Wobbaka to speak with DSL to establish if the allegations against staff have outcomes

57f Sixth Form

	Y13 2022 Data Collection 1	Y13 2021 Data Collection	Y13 2020 Data Collection
Overall APS entry	39.23	38.38	38.95
Average grade per entry	B-	B	B
Overall Value Added	0.18		

- Subject reviews linked to Y12 and 13 data collections have taken place
- Both internal and external Year 11 student interviews have now taken place.
- A Trust wide Post-16 Steering Group has been formed to improve provision and increase recruitment at Sixth Form.
- A new post-16 enrichment programme has been created.
- Y12 and 13 student surveys focussing on teaching and learning have been carried out.
- MED observations of Sixth Form lessons have continued throughout this term.

Impact of actions

- Subject review meetings have resulted in barriers to progress being highlighted and addressed, and clear support and intervention strategies being put into place.
- MED observations evidenced high levels of compliance with teaching and learning expectations. Both Year 12 and 13 can confidently articulate how key teaching and learning strategies are having an impact on their learning and progress.
- Promotional events at Holderness Academy, Winifred Holtby and Withernsea High School have been successful and, to date, 99 applications have been received
- Interviews of both internal and external candidates have resulted in 84 formal offers being issued to students.

Next steps

- Further promotional events are scheduled to take place at Winifred Holtby Academy and Withernsea High School.
- A Year 11 Induction Day will be held in the summer term.
- Improving both the Sixth Form provision and student recruitment will continue with the TCAT Post-16 Steering Group.

Q(SG): Could it be looked at to transition Year 11 onto a Year 12 timetable at the end of Summer Term? Going back this has happened in other places after exams. When you came back, you had already started on curriculum/reading, students then hit the ground running.

Q(KB): Wyke do 2 days transition after GCSE exams, trialling subjects. This would showcase the Sixth Form.

(DW): This is something that could be offered. Sometimes it is too late for Year 11 learners. Year 10 is when learners should be approached.

(SF): Must learn to promote early in all key stages. Other schools send Sport Coaches and do science experiments for Year 6's. Really gets students' attention.

Q(MK): Where students are heading off post 18 may have an impact on Sixth Form choice also.

C(LL): There is certainly more work to be done around destinations.

57g Leadership and Management Summary

- Members of the TCAT wider team have supported the Academy this term. During this period D Wobbaka has been the Acting Headteacher at Holderness Academy, he has received additional support from, M Brown, Headteacher at Winifred Holtby, in addition to one-to-one meetings with L Lowson and support from D Waterson.
- An experienced Headteacher from Howden School, G Cannon, will become the interim Headteacher. As a result, D Wobbaka, will return to his role of Associate Head teacher.
- New Assistant Headteacher, R McDonald, joined the Academy at the start of half term 3.
- Focus has remained on providing a consistent message related to providing a high-quality education for all learners through shared vision and values.
- Strong emphasis on the provision of a highly effective programme of professional development. The subscription to the National College has been effective with all departments (Teaching and support) now set up and CPDL activities assigned.

C(SG): Feedback from external visitors has been positive recently.

C(SF): People have commented on how good you are with communication; this is a big strength of yours. Very much appreciated, makes such a difference. Well done.

58 ACADEMY RISK REGISTER

Only update has been leadership capacity.

Risk Register training took place for all Headteachers and will be available for Governors shortly.

59 EDUCATION RECOVERY FUND

Most recent funding allocated to the below -

- Pearsons training
- Sixth Form Student Mentors
- YipiYaps 3 days a week

Q(KB): Is there any data to show the impact these strategies are having?

(DW): Yes, can be added to the next meeting.

ACTION: Impact of intervention funded by Education Recovery Fund to be presented at the next meeting.

60 GOVERNOR LINK VISITS

- S Fellows & K Batty came in for a visit and have another meeting booked in for Friday.
- M Kitching came 22/3/22 and attended a student voice meeting. Spoke about safeguarding/safeguarding concerns, the group had free reign to discuss concerns. Did a walk around with K Ashbridge, school was calm at change over time, staff visible.
- M Kitching attended a student council meeting involving students from Years 7 to 12, just need a Year 13 representative. Very articulate students.
- M Kitching attended a music concert, got the opportunity to see students perform and showcase musical talents.

ACTION: M Kitching to share his visit reports at the next meeting.

61 GOVERNOR TRAINING AND SUPPORT

All Safeguarding training up to date. Governors were reminded that they have access to National College.

62 DATE OF NEXT MEETING

Monday 20 June 2022, 5pm.

63 ACTION POINTS

63a ACTION - H Gale to resend all internal deep dive reports to Governors (Reading, Behaviour and attitudes, maths & SEND) (minute 57b)

63b ACTION - SEND achievement and progress to be added to the Standards section of the HT Report (minute 57c)

63c ACTION - D Wobbaka/K Ashbridge to share feedback from parental surveys (minute 57c)

- 63d ACTION - C Jones to conduct a summer term SEND visit (minute 57c)
- 63e ACTION - Investigate whether the ELSA receives supervision. (minute 57e)
- 63f ACTION - D Wobbaka to speak with DSL to establish if the allegations against staff have outcomes (minute 57e)
- 63g ACTION: Impact of intervention funded by Education Recovery Fund to be presented at the next meeting. (minute 59)
- 63h ACTION: M Kitching to share his visit reports at the next meeting. (minute 60)

Meeting closed at 6.45pm

