



**Minutes of the meeting of the Local Board of
Holderness Academy
Monday 13 December 2021 at 5.00pm**



PRESENT: Mr S Gallant (Chair, SG), Mrs K Batty (KB), Mrs S Fellows (SF), Mr M Kitching (MK), Mrs S Laud (SL), Mr S Wilson (Headteacher, Holderness Academy, SW).

ALSO IN ATTENDANCE

Mrs K Ashbridge (KA), Mr D Wobbaka (DW), Mrs R Blackburn (RB) - Clerk (standing in for Miss H Gale, HG)

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

36 WELCOME

SG welcomed everyone to the meeting.

37 APOLOGIES

Apologies were received from Mrs J Millard, Mr C Jones, Mr P Woods and Mrs R Veitch.

Resolved: Approval was given for the absence of the above named Governors.

38 DECLARATIONS OF INTEREST

SG stated this would be recorded under each agenda item as required.

39 PRESENTATION - SAFEGUARDING UPDATE

K Ashbridge - Assistant Headteacher for Safeguarding and Inclusion and Designated Safeguarding Lead gave an update on safeguarding in the Academy.

In summary, the presentation gave information on:

- Lanyard colours for staff and visitors
- Updates to KCSiE 2021
- How sexual harassment and sexual violence can be reported and how staff deal with this - tell a member of staff, email to welfare@holderness.academy or via a reporting button on the website homepage (opens a google form which is sent to the welfare email address)
- How information about the Safeguarding team can be found - posters, planners, screens
- Annual certificate in understanding sexual harassment and sexual violence for DSL and Deputy SGL - KA would like to roll this out to all staff from July 2022 via The National College training portal
- Electronic systems used in the Academy include SIMS, CPOMS and Class Charts - the safeguarding alert on class charts is working well; concerns can be picked up by

the staff member on call and radios are used to contact other staff to check the whereabouts of a pupil

- Summary of staff training - weekly e-briefing, whole Academy updates in September, whole school B-brief and quiz, National College and initial training for new staff
- The Safeguarding team are always available if staff have any questions
- Next step is to provide a monthly paper bulletin for staff who are not on the email system - such as the catering and cleaning teams.

C(SW): It is a statutory requirement to have a Relationships and Sex Education (RSE) Policy in place. Specific areas of the policy are covered during ARK lessons including sexual harassment, relationships and sex education. Mrs Lloyd has delivered a number of themed assemblies and has created resources to support the teaching of this area.

C(SG): The format of the child protection and safeguarding report changed significantly recently and specific incidents such as sexual harassment have to be recorded.

C(SG): The Academy has worked hard to raise the profile of this issue (sexual harassment) in an appropriate way and feedback from the student voice has been positive.

Q(SF): Is it generating more reports of issues from students?

KA: No, it has helped to highlight the issue and our students have responded in a mature way. They do come to us if there is an issue.

C(SW): All staff are aware that sexual harassment is not tolerated in the Academy.

Q(SG): A number of issues have been reported as taking place outside of the Academy, do you get the full picture of what happens outside of the Academy?

KA: As much as we can via the police and other agencies. That's only if the incident is reported - some things we may not know about if it isn't reported.

Q(SF): What safeguarding training do new staff receive?

KA: They are allocated a number of documents and policies to read on The National College such as: KCSiE, Child Protection Policy and the Code of Conduct. There are also video presentations to watch on Prevent and FGM followed by a multi-choice test. All policies are regularly updated and managers can see what staff have read and completed. They also meet with myself or Mrs Ruston.

Q(MK): There was one incident of physical restraint reported this term - are staff trained in Team Teach techniques?

KA: Yes, the Pastoral Managers and Learning Support Team are trained in Team Teach.

C(SW): This is difficult for staff to manage as you often have to deal with these situations immediately as best you can, as in most cases you can't wait for trained staff to arrive, the main thing is to avoid getting to that situation in the first place. These incidents are rare.

Q(MK): How do staff complete the annual update for safeguarding?

KA: The policies and documents are available to read on The National College, managers can see when staff have completed each section allocated to them (depending on their role).

Q(MK): What is the procedure if an Academy ID badge is lost by staff?

SW: The badge can be deactivated and a new badge issued. If the staff member is leaving their employment at the Academy, then badges and keys must be handed in during the exit interview. Their access to online systems will also be deactivated.

ACTION: SW to share the weekly safeguarding e-briefing with Governors.

40 MINUTES OF THE LAST MEETING HELD 18 OCTOBER 2021

SG noted that Phil Woods was missing from the attendance list.

ACTION: RB/HG to amend the October minutes to include P Woods

Resolved: The minutes were approved as a true record and an amended copy to be signed by the Chair.

41 MATTERS ARISING FROM THE MINUTES

- 41a ACTION: H Gale to amend the minutes and add R Veitch to those present -** action completed.
- 41b ACTION: H Gale to send D Wobbaka's recorded presentation on the impact of the Pupil Premium Strategy 2020-21 to all Governors -** action incomplete as there was an issue with the presentation. Action carried forward - RB/HG to re-send presentation to Governors.
- 41c ACTION: Pupil Premium Strategy to be approved at the next meeting -** on this agenda for approval.
- 41d ACTION: R Veitch to complete NGA Safeguarding Module -** action completed.
- 41e Action: H Gale to chase governors who have not completed and returned the Skills Matrix -** SF reported an issue with Teams and requested a copy of the SEF be sent via email. SW to email a copy of the SEF to SF.
- 41f ACTION: H Gale to set Governors up on National College to read the updated Keeping Children Safe in Education document -** action completed.
- 41g ACTION: K Ashbridge to present at the next meeting -** action completed.
- 41h ACTION: All link Governors to arrange a visit within the term -** SG and MK have completed visits, unsure if JM has completed this - RB/HG to check.
- 41i ACTION: H Gale to send out the previous visit report from M Kitching -** action completed.
- 41j ACTION: Mrs A Lowery to present at the next meeting -** SW stated that she had presented the Holderness Communicator at the TCAT Conference held on Friday 10 December and a video recording of the presentation is available.

ACTION: RB/HG to circulate the link of the recording of Mrs Lowery's conference presentation to all Governors.

42 STRATEGIC HEADTEACHERS REPORT

The report was shared with all Governors in advance of the meeting. Not all sections of the report were covered in detail, this section of the minutes records the discussions held on key areas of the report as presented by SW and colleagues.

Overall effectiveness

The SEF overall currently grades the school at 3 - requiring improvement.

Quality of Education - grade 3

Behaviour and Attitudes - grade 2

Personal Development - grade 2
Quality of Sixth Form provision - grade 2
Leadership and Management - grade 2

SW highlighted the recently held review days with TCAT colleagues; 'deep dives' focused on reading, maths, SEND and behaviour and attitudes. The reports from these deep dives have been shared with the Governors. These have been very positive and have given the SLT the external validation that the Academy is heading in the right direction. They have also highlighted areas that need further development; such as in maths. SLT will meet with the HOF to put together a subject action plan which will then feed into the ADP.

The areas for development from each deep dive have been acted upon in preparation for the next review day.

In terms of overall effectiveness, the Academy continues to focus on its vision and values, the behaviour and attitudes of its learners and its teaching and learning.

Quality of Education

Teaching and learning is developing a coaching culture via 'Walk Through Champions' and 'Instructional Coaches'. Each faculty/curriculum area has this support in place. This term has seen the roll out of questioning in lessons via Cold Calling and support for students via modelling. Student voice feedback indicated that 94% highlighted questioning as a strength in lessons and 92% highlighted modelling as a strength in lessons.

Q(SF): Are we waiting for another review of Quality of Education in order to move up from 3 to 2 in the SEF?

SW: In terms of Ofsted, we will be pitching for good in all areas. The grading in the SEF is for our own internal information. There is still evidence needed to show that teaching and learning is improving. We are on track with the curriculum, but need more time for teaching and learning. The improvement is there, it's just not as rapid or as sustained as I want it to be.

C(SW): We have developed a coaching culture amongst staff, we are seeing improvements and good outcomes from this.

Q(SF): Do you know the Academy's strengths and weaknesses?

SW: Yes, through deep dives held recently. Also staff absence is an issue. We are well prepared, have looked at key questions by subject, we know what we are going to say and we know where we would like the inspectors to go - maths, English and art. I would have concerns if they chose PE at the moment.

C(SF): Staff absence is affecting everyone, they will have to make some allowances for that.

C(SW): I want the Governors to be sure the Academy is good, I feel the school is borderline at the moment, I'm pleased we have had an extra term to prepare.

SEF and ADP

SW stated the SEF has been reviewed and updated recently and includes information on actions needed, the impact of those actions and next steps. The SEF summary and ADP have been shared with all Governors via Teams.

C(SF): These are really useful documents, we know where we have come from and where we are heading.

Behaviour and attitudes

SW reported that behaviour and attitudes continue to improve across the Academy. There has been a reduction in the number of fixed term exclusions and reflections. Attendance is at 92.5% (as at 12.11.21) and is 4% above the national average (87.5%). Persistent absence (less than 90% attendance) as an average across all school years is 28%.

C(SG): Looking at the data, Year 11 students appear to have the worst attendance, which is a worry (89.64%).

SW: We have reviewed the attendance data and there are 4 students with very poor attendance. One student is an in-year admission, with social service involvement. This student is currently at home on the advice of external agencies involved, however we have to keep them on roll, so this affects the figures. If you remove those students from the data then the figures are comparable.

Leadership and management

In terms of leadership and management, SW stated that the senior leaders in the Academy are the right people and they are doing fantastic work. There will shortly be interviews for a new assistant headteacher focusing on the quality of education to complement the work of the SLT. Twelve applications were received and 6 have been shortlisted for interview.

C(SF): The high level of interest in this post shows where the school is at now.

C(SW): It bodes well.

SW reported that there are long term absences in the modern foreign languages department, history department and maths department. There are concerns that for some students they may have three different supply teachers in one day and this looks negative to some parents.

C(SF): I would focus on the pupils in their GCSE years, give information out about the absence (though you are bound by how much personal information you can give) and the measures in place to provide continuity.

C(SW): I currently have a supply teacher covering IT who is maths and science trained, I plan to move them to cover the absence in Maths. The long term supply teacher in MFL is working OK.

SW stated that the Academy recently went through a redundancy and restructuring process and staff moved on for the right reasons with three members of staff leaving on Friday (17 December).

C: (SW) I don't want to give the impression that lots of staff are leaving. The three that are leaving on Friday are all being replaced.

C(SG): It's healthy to have a turnover of staff. Going back five years there wasn't enough fresh input. If people are succeeding they move on.

C(KB): From a parents perspective it's good to see some turnover. Parents are more accepting if they are informed of long term absences.

SW reported that the Careers Leader vacancy has been filled by Mr C Derbyshire and Mrs K Edmondson.

There will be an advert going out in the Spring Term for the position of Mental Health Champion. This is to support the reintegration of persistently absent pupils due to the pandemic.

Standards

Mr D Wobbaka gave an overview of KS4 standards.

The current Year 11 group is smaller than previous years at 184 (2021 cohort was 210). Further assessments of this year group will take place in March 2022. Current data (from July 2021) shows the following:

- Progress 8 score of -0.17 which has decreased compared to previous academic year (0.13)
- Attainment 8 score of 49.21 which is an improvement on the previous year (47.99)
- Standard basics (9-4) in English and Maths at 65%, down from 69.3% last year
- Strong basics (9-5) in English and Maths at 44%, which is slightly higher than last year (43.6) but there is a significant gap to close to reach national average of 51.8%
- 43% enter EBacc
- The APS is 4.39
- The average grade remains between a 4 and 5 which is broadly in line with national average

DW stated that steps are being taken to improve the Progress 8 score via targeted interventions, to increase the number of students at grade 4 and 5 in the Basics. Every learner, every subject and every grade counts.

DW highlighted outcomes by group - females are underperforming in English and Maths while males have improved considerably. There is a need to explore the reasons why this is happening.

Q(SF): What interventions are in place to increase the performance of females?

DW: We need to drill down to see what is happening in those classrooms - it could be the structure of lessons are more suited to male learners, we need to meet with HOF to discuss.

DW reported that Pupil Premium students' performance is lower than expected. SEND students, due to low numbers, have significant swings in performance.

DW also made the Governors aware that several subject areas are under performing in terms of grades, including:

- DT food - due to 11 out of 21 students not engaging with remote learning and impact this had on practical work. Focus is now on completing coursework to a high standard.
- Music - majority of learners are below their SPI
- History - three teaching groups are underperforming, there are issues with classroom behaviour in some teaching groups which is being addressed
- ICT - this subject should be over performing
- GCSE PE - one teaching group underperforming

Q(KB): How many teaching groups are there in history?

DW: Five - we need to explore why these groups are underperforming - is it the lesson structure, the mixture of students - we have mixed ability groups in history.

C(DW): The next round of assessments will be held in March 2022, which gives teachers and students more time. This should give us a good indication of what grades to expect in the summer.

C(KB): The data you have already gives a good indication.

C(KB): We can have an impact now and after March.

C(DW): Yes, with extra intervention via teaching staff and / or external tutors.

Sixth Form / A Levels

DW gave an overview of the grades expected for Year 13 students. As of the 1 November data collection, the average expected grade for summer 2022 exams is B-, this is slightly lower than last year (B). It is expected that students will sit final exams this summer. However, due to the impact of Covid, they haven't had the experience of sitting formal exams.

DW reported that a new consistent approach to assessment is up and running and all teaching staff are aware of their expectations. There has been a move towards more teacher based assessment as they have more ownership of the Sixth Form learners.

DW stated the Academy is focusing on consistency of teaching and learning across Key Stages 3 to 5.

DW reported that the Sixth Form College is looking to increase the number of students from both internal applicants and externally. Good links have been established with Winifred Holtby Academy and Withernsea High School. The Sixth Form Open Evening held recently was attended by 120 students.

DW explained that by using Covid Catch Up funding and some Pupil Premium funding, they have recruited a number of Sixth Form students to take part in the National Tutoring Programme. They will tutor small groups (usually 3 to 1) in Years 10 and 11 who have been identified as needing extra support with their learning. The Sixth Form students involved in tutoring will earn an income from tutoring and will help them to focus on their own learning by reducing the need to work during the weekends, thus feeding up time for study.

Q(SG): What guidance do GCSE students get regarding subject pathways (that then influences what degree is studied at university)? There is one student studying physics, 3 studying maths and 27 studying criminology.

(DW): There were 30 students studying triple science at GCSE, the subjects were promoted by the teaching staff. It is recognised that we don't promote the Sixth Form early enough. We need to focus on giving a taster of the Sixth Form in Year 10 or earlier, and this needs calendaring in order to make sure staff are available to do the promotion work.

C(SF): Especially if you want to keep your students, they are tempted by other providers, the earlier the better.

C(DW): We also need to get information to parents earlier.

C(SF): Promotion of the Sixth Form needs to happen much earlier to help you keep the students you want to keep.

C(SW): We are always trying to improve and have developed good links with Withernsea High School, but you can't compete with the likes of Wyke College.

C(SW): There is a post 16-steering group in TCAT and discussions are ongoing regarding marketing of Sixth Form provision and calendaring in time for open evenings and promotional activities. DW is also building on cross curricular links for pathways information.

C(MK): The strength of our Sixth Form is its small and personal, if students decide to go to Wyke then it's generally because of the courses offered.

43 ACADEMY RISK REGISTER

This document was circulated to all Governors for information.

SW reported that the biggest risk to the Academy is a poor Ofsted judgement, this would hit student numbers and affect the recruitment of staff.

There were no further questions.

Resolved: Governors approved the Academy risk register.

44 COVID CATCH UP FUNDING

DW gave an overview. The funding is being used on:

- Internal Tutoring programmes such as Yipiyap in English for students in Year 7 - 11, the My Tutor Programme focusing on Year 10 and the training of Sixth Form students as tutors (School Lead Tutoring).
- Equipment to provide a legacy and long term benefit; Head of Faculties can access funding, departments have been purchasing flash cards, revision guides and other equipment to help students.
- Mental Health first aid training for two staff members in recognition of the wider ranging support students will need going forward

Q(SG): Do we get the funding next year?

DW: No, there is £27K to spend this academic year on School Lead Tutoring.

C(SG): We will be dealing with the impact of Covid for years.

C(DW): That's why it's so important to have a legacy from this funding. The main legacy will be the Sixth Form tutors.

C(SL): A government report highlights that Year 8 students have been most affected.

45 PUPIL PREMIUM STRATEGY

This was rolled over from the previous meeting. There were no questions.

Resolved: Governors approved the Pupil Premium Strategy

46 POLICY UPDATE

There were no policies to approve, however SW reported that a parent forum is due to be held shortly to seek comments on the draft Relationships and Sex Education (RSE) Policy.

47 GOVERNOR LINK VISITS

Reports from SG - Pupil Premium Link Governor and MK - Safeguarding Link Governor, were circulated to all Governors.

There were no questions and these reports were noted.

SG commented that RV had put herself forward as Careers Link Governor and has already completed some training in this area.

There was a discussion around setting up link Governors to focus on Quality of Education, Behaviour and Attitudes, Leadership and Management and Personal Development.

SW stated that information is shared amongst governors outside of meetings via Teams and that it would be good practice to have a box for comments under each link area that Governors can complete at the end of each term.

Resolved: Governors agreed to establish new Link areas as outlined above.

ACTION: SG/SW to allocate Governors to the new Link areas as outlined in the New Year.

48 GOVERNOR TRAINING AND SUPPORT

SG commented that all Governors need to complete at least two other modules during the academic year.

49 AOB

Sarah Young

SW also paid tribute to Sarah Young, Director of Education, who is leaving The Consortium Academy Trust. She was Executive Headteacher here shortly after the last Ofsted inspection and laid the foundations for turning the school around.


50 DATE OF NEXT MEETING

25 April 2022 at 5pm at Holderness Academy.

51 ACTION POINTS

- 51a ACTION: SW to share the weekly safeguarding e-briefing with Governors (minute 39).**
- 51b ACTION: ACTION: RB/HG to amend the October minutes to include P Woods (minute 40).**
- 51c ACTION: RB/HG to re-send D Wobbaka's recorded presentation on the impact of the Pupil Premium Strategy 2020-21 to all Governors (minute 41b).**
- 51d ACTION: SW to email a copy of the SEF to SF (minute 41e).**
- 51e ACTION: RB/HG to check if Link Governor JM has completed a visit to the Academy this term (minute 41h).**
- 51f ACTION: RB/HG to circulate the link of the recording of A Lowery's conference presentation to all Governors (minute 41).**
- 51g ACTION: SG/SW to allocate Governors to the new Link areas as outlined in the New Year (minute 47).**

Meeting closed at 7.05pm

Signed by the Chair: 
Date: 25/6/22