



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 22 April 2024 at 5.00pm**



THE CONSORTIUM

Shaping Positive Futures

PRESENT: M Kitching (Chair, MK), J Bagnall (JB), K Batty (KB), S Fellows (SF), N Holder (Headteacher, NH), L Smith (LS)

ALSO IN ATTENDANCE:

K Ashbridge (Assistant HT and SENDCo, present for minutes 50 to 58, KA), T Briggs (Assistant Headteacher, present for minutes 50 to 57, TB), J Lovel (present for minutes 50-53, JL), G Stafford (Clerk to the LGB), D Waterson (Executive Director of Education, DW), D Wobbaka (Deputy Head, DWo, present for minutes 50 to 59)

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

50 WELCOME

M Kitching welcomed everyone to the fourth LGB meeting of the academic year. The Board was informed that C Settle had left the LGB for personal reasons.

51 APOLOGIES

S Laud

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

N Steadman and T Marrow absent without apology.

ACTION: GS to ask the reason for TM's non -attendance

ACTION: GS to discuss the reason for NS's absence with the Chair. Only if the reason is deemed reasonable by the Chair did the Board give authority to accept the apology

52 DECLARATIONS OF INTEREST

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

53 CAREERS PRESENTATION - C Derbyshire

- CD, overseen by J Lovel, had been the careers lead for 2 years and had fed the Ofsted feedback regarding careers into the improvement plan
- CD summarised the 8 Gatsby Benchmarks:
 - every school should have a programme of career education
 - every pupil and parent should have access to information about future study options and market opportunities
 - advice needs to be tailored to the needs of each pupil
 - all teachers should link curriculum learning with careers
 - every student should have encounters with employers
 - every student should have first- hand experiences of the workplace
 - every student should understand the range of learning opportunities available- both academic and vocational routes

11/7/24

- every student should have guidance interviews with a careers advisor who is trained to an appropriate level
- Compass+ is used as a benchmark tool and the scores of each benchmark from July 2023 and March 2024 were circulated. 6 scores had increased significantly and 2 had remained the same (benchmarks 7 (70%) and 8 (100%)). 5 of the 8 benchmarks were 100% compliant in March 2024
- CD summarised a number of strategies he had introduced /continued to run: the Careers Fair to always run alongside Parents' evenings, future skills questionnaires sent to parents and students for regular feedback, regular careers slot in the HT fortnightly newsletter, careers talks in ARRK lessons, careers page on the website overhauled and made more accessible, mock interview days, Year 10 work experience, one to one interviews (all Year 11, 12 and 13) and regular speakers invited to school from the same providers

Q: (SF) Do students find their own work placement in Year 10?

CD: Yes, although we do have a bank of regular certainties where we can place students that do not find their own.

Q: (SF) Do you offer virtual employers for those that cannot be placed?

CD: Yes, students have access to a virtual careers experience.

Q: (SF) Do you find that attendance drops off for those without a placement?

CD: Yes, it is a mindset.

Q: (SF) It is great that you have made the careers page accessible in two clicks – have you monitored the number of times that the page has been accessed?

CD: No, but we can investigate that.

Q: (KB) You stated that there were 82% students interviewed during the mock interview days – why not 100%?

CD: Some students are educated off site, some did not attend, some did not want to join in due to nerves.

C: (JL) Some did choose to withdraw because they found the event too big and overwhelming, so we are looking at creating smaller scale events in the future.

C: (JB) Careers events and interviews are so useful for students as it is an important life skill.

Q: (GS) Are you audited by an external group for compliance?

CD: Yes, alongside self-assessments.

CD and JL left at 5.30pm

54 MINUTES OF THE LAST MEETING (22 January 2024)

Resolved: The minutes of the last meeting held on 22 January 2024 were accepted as a true record and approved by the Chair.

55 MATTERS ARISING FROM THE MINUTES

55.1 Data from next round of mocks to be circulated – complete, see minute 61.1

55.2 TB to look into the CPOMs bullying entries in Year 7 and feedback at the next meeting – complete, the pastoral team have been back through the logs, and many have been changed as they were one off incidents and not bullying

55.3 CS, KB and SF to visit Business and IT and Food during the next Curriculum visit – complete, see minute 63

- 55.4 All Links to carry out a visit before Easter and complete a governor report visit before the end of term** – there had been 4 Link visits: Curriculum, PP, safeguarding and SEND
- 55.5 N Steadman to complete the safeguarding module ASAP: “Annual Certificate in Safeguarding for Governors and Trustees (2023/24)”** - action carried forward
- 55.6 J Bagnall, M Kitching, L Smith and N Steadman to complete the “Annual Certificate in Data Protection and GDPR for Governors and Trustees 23/24”** - see minute 64
- 55.7 C Derbyshire to present at the next meeting, 22 April** – complete, see minute 53

56 ATTENDANCE AND BEHAVIOUR REPORT

56.1 Attendance

- Overall attendance is 92.8%
- Lowest attendance is in Year 10 at 91.3%, although this is above national
- Year 11 attendance is the best across Trust secondary schools
- Girls’ attendance is 92.1%, boys’ 93.6%
- PP attendance 87.3%, non-PP 94.2%
- SEND attendance is 91.4% (5% above national), non-SEND is 93.1%
- 20% students are persistently absent (attendance of <90%)
- Attendance Assistant has been recruited
- Number of in year transfers is increasing with 43 to date including 14 to Year 10 and 7 to Year 11
- Approximately 20 students are expected to leave at the end of Year 9 to go to Ron Dearing College
- 17 students have left for elective home education

56.2 Behaviour

- Number of sanctions issued is beginning to reduce after an initial sharp rise at the beginning of the year
- 68 students have been suspended– totalling 559 days
- 50% suspensions are attributed to just 11 students
- 63% suspensions are by girls – most in Y8 and 9
- Layout in Reflection has been changed to reduce friction
- Consultation ongoing about changes to the Behaviour Policy from September where allowances may be introduced for disadvantaged students as they are receiving a disproportionately high number of sanctions

Q: (TB) A change that has had positive impact is the change to the layout of the Reflection Room with 10 booths removed and forward-facing exam style desks. Also, we have painted the room a calming blue. Students in there know the ‘warn move remove’ process and all these changes are having an impact.

JB: I really like the proposal of changing the Behaviour Policy, as a high number of disadvantaged pupils are receiving sanctions that they may not be responsible for or capable of changing. This is brilliant work.

TB: We want disrupters to be in the Reflection Room.

SF: Exactly. However, if you do alter the Behaviour Policy make sure that all your staff know the various levels, or this will create problems.

TB: A challenge we are facing is the number of in-year transfers that we are having to take, particularly in Key Stage 4 where we have had 20. Several of these students have not been in

education for a considerable length of time and some parents are using elective home education as a vehicle for changing schools.

Q: (MK) Are many of the in-year transfers from Hull?

TB: Yes.

C: (JB) The recent attendance letters that have been sent out from school feel more positive and in partnership with families, rather than in conflict, which is good.

Q: (SF) What happens if an excluded student refuses to go into Reflection on their first day back?

TB: That does not really happen, although they may refuse to come into school at all. We do offer an adjustment, for example, they could sit at a desk on their own outside the Headteacher's office.

C: (SF) Ofsted had a positive view of the Reflection Room and since then you have made further improvements. I would really like to see the Reflection Room and will ensure that I visit before the end of term.

Q: (KB) You expect to lose about 20 students at the end of Year 9 to Ron Dearing, how many did you lose last year?

NH: About the same number. Hull College has now improved its marketing campaign too.

C: (MK) This shows the success of the careers advice, that there is movement between schools and colleges as the place has to be right for the child.

57 SAFEGUARDING REPORT

- Strong safeguarding culture in the school
- All staff training is up to date
- 14 Children in Need and 3 under Child Protection
- 96 children are on the monitoring list
- 11 Operation Encompass notifications
- 21 bullying logs have been reported in Year 7
- Increased number of Smoothwall alerts seen in KS3 for racist comments
- 161 referrals to Early Help and 13 to the Safeguarding and Partnership Hub
- There will be a safeguarding audit by School Safeguarding on 28 September

Q: (MK) Were the Year 7 logs that were logged as bullying but were found not to be, a result of overzealous staff?

TB: Yes, they were one off incidents, not how we class bullying.

Q: (MK) Have the members of staff had training since then to identify exactly what is bullying?

TB: Yes.

Q: (SF) Did you take up the offer of supervision from Safeguarding Alliance?

DW: There was the opportunity for supervision for DSLs, but Safeguarding Alliance were not good at offering dates for this. 6 supervision dates will be offered from the new company.

Q: (MK) Why has there been a spike in racist comments seen in KS3?

TB: We believe that this is done by students typing comments into the computers of others when they leave their seat, as students cannot lock the computers.

C: (DW) The issue of not being able to lock the computers has been brought up by Tom in DSL meetings. They are not able to lock their computers, as if they leave them locked when they leave a lesson others cannot access the computers, so this is being looked at further.

Q: (KB) Do you believe that the number of Smoothwall incidents is accurate as we find that sometimes random words can lead to an alert?

TB: I Believe that only 20% are accurate. I receive a list of Smoothwall alerts every morning and Smoothwall call me if they see any immediate concerns, such as a search for suicide.

Q: (SF) Do you have many staff alerts?

TB: No.

Q: (MK) What does the PCSO delivery of interventions look like?

TB: The PCSO is invited into school once per term and give assemblies on local context issues with the latest being 'one punch can kill.' We have built a particularly good relationship with the PCSO.

Q: (JB) Do you feel that parents expect the school to deal with all behaviours, whether they took place inside of school or not?

TB: Yes, for example there may be an incident over the weekend on TikTok and the parents arrive on Monday asking what we as a school are going to do about this. We need to manage expectations and can advise for the students to come off social media and report to the police if that is what they want to do.

ACTION: TB to check the Year 12 cause for concern data as safeguarding report states zero cases

ACTION: DSL and DDSL to report on the correct number of Early Help referrals as data currently includes all internal support

TB left the meeting at 6.15pm.

58 SEND REPORT

- 172 receive SEND Support and 46 have an EHCP
- The highest level of need is autism
- The highest level of need is seen in Year 7
- SEND Support and EHCP attendance is the highest in the Trust
- 19 students are in the Enhanced Resource Provision
- 4 staff have been trained to deliver the forest school curriculum and two further staff have been trained as emotional literacy support assistants (ELSA)
- Thrive have delivered whole school training
- Interventions are in place such as Lego Therapy, Thrive, Read Write Inc (RWI), dyslexia support. There have also been additional interventions in maths, English and science

Q: (SF) The interventions that are taking place in maths, English and science are great, and it is brilliant to hear that 63% of improved in English and 68% of improved in maths, but what do those that have not made progress do?

KA: They will continue with the interventions. The Heads of faculties have looked at the accuracy of the tests and moderation is ongoing. We meet as a department and agree who moves on and who needs to stay on the interventions, and we discuss this with the parents.

Q: (KB) Do you run Read, Write Inc within the English lessons?

KA: No, they miss a subject. The intervention has to be at the same time every day.

Q: (MK) Do you anticipate that all Year 10 SEND students will have a work placement?

KA: Yes, as we would find them placements within our school or our Trust.

KA left the meeting at 6.32pm.

59 QUALITY OF EDUCATION REPORT

- 360 Monitoring, Evaluation and Development (MEDs) completed on SISRA Observe by middle leaders to date – an increase from 252 last year
- Parental attendance at the Year 9 pathways evening was 75%
- Modelling strategies are seen in 93% lessons
- Questioning and retrieval seen in 93% lessons
- Parents receive half termly updates about the curriculum
- In March this year Holderness hosted a curriculum development meeting with East Riding primaries, focusing on KS2 endpoints, sharing good practice and building links

- An area to develop is assessment and feedback as it is currently inconsistent – only 60% books seen contained effective feedback. Whole staff CPDL has been arranged on assessment and feedback for 16 May
- A further area to develop is Adaptive teaching as 20% lessons seen needed improvement in this area

Q: (SF) When do you expect Ofsted to come back for the monitoring visit?

DW: We may not get a monitoring visit; we may just get the inspection.

Q: (KB) Have all teachers been through an MED?

DWo: Yes, they have all been seen in the window.

Q: (JB) Are all the observations on SISRA Observe?

DWo: Yes, when the observation is complete, we talk to the staff and discuss the findings.

Q: (MK) Is the plan to build on the number of MEDs, beyond 360?

DW: No, we are building a solid picture of each member of staff.

Q: (MK) Do you have the resources to enable this?

DWo: We have stripped other responsibilities from the Head of Faculty.

DWo left the meeting at 6.55pm.

60 HEADTEACHER'S REPORT

- Top 3 risks:
 - Recruitment of staff – currently have vacancies in business, geography, maths and MFL
 - Retention of staff - staff can resign up to 31 May so until then there is a risk of losing more staff
 - Student numbers - it is anticipated that there will be 201 in Year 7 in September which would leave 9 spaces, and this combined with the number of Year 9 that leave to go to Ron Dearing leaves the school open to in-year transfers.
- Development Plan Summary:
 - Deliver an ambitious curriculum
 - To establish a successful sixth form provision -
 - To ensure the needs of all SEND students are supported
 - To adapt personal development so that students have access to experiences and careers guidance
- an extensive list of sporting successes and good news stories across all year groups was provided

Q: (JB) What do you believe are the reasons for the lack of applicants to the current job vacancies? What have you learned from carrying out exit interviews?

NH: We have not done exit interviews yet, but it will be due to teacher pay and terms and conditions not being competitive compared to other jobs.

Q: (KB) Running only one language next year due to a lack of MFL teachers will lead to a fall in your EBacc entry. Are option choices done in collaboration with the students and the parents?

NH: Yes, we have key members of staff involved in choosing the right students for the right course.

Q: (SF) Can you request secondments from other Trust schools?

NH: No, as other schools are all in a similar position.

Q: (SF) Where are you advertising the teaching roles?

NH: We use all the normal channels including the websites and My New Term.

Q: (SF) Have you considered running apprenticeships?

NH: No, we use the ECT route and that tends to lead to longer retention.

Q: (MK) What are you doing to mitigate against the risks you have explained?

NH: We are looking at the job vacancies and how we can make them more attractive. For example, we will advertise for the Head of Maths again and offer SLT experience.

Q: (KB) I think the main concern is having to reduce the offer to one language which will be Spanish due to not having sufficient teachers. Have you had support from the Trust?

NH: Yes, we have had a member of the school improvement team teach MFL.

Q: (MK) Do you believe that these are unique issues for Holderness Academy?

NH: No, these are countrywide issues.

DW: I can support that, as I have been informed of a school not offering a language at all so of course the EBacc then drops dramatically.

Q: (MK) What can be done about falling student numbers?

NH: We were told last year that the numbers had peaked so we are still getting fair access requests for the spaces.

NH: Regarding the development plan priorities we are progressing; the curriculum is becoming embedded and the assessment and feedback policy has led to improved assessments. We have had a follow up report from a consultant employed to look at Sixth Form provision. We know we have a strong Year 12, and we hope that the intake numbers will increase next year. We have done lots of training of staff towards SEND students and the attendance gap is certainly closing. Finally, you have heard tonight how well we are progressing towards achieving all Gatsby benchmarks.

61 PERFORMANCE REPORT

61.1 Key Stage 4

- Mocks took place either side of the February half term
- School targets based on FFT20 are 9-4 Basics 75% and 9-5 Basics 51%
- Mocks results from autumn to spring have improved, but only by 2% in 9-4 Basics and 5% in 9-5 Basics
- Subjects of particular concern following the latest mocks are Food, French, Geography, Maths and Spanish
- Art, Photography and separate sciences are all performing well
- Lots of intervention is ongoing - tutor time has been collapsed so that students receive an extra 25 minutes of maths, English or science revision and a number of students have been removed from iMedia so now receive additional English, maths and science. Period 6 revision classes are well attended, some Sixth Form students are teaching small intervention classes and a revision day at Hull University was attended by 80 students

	Attainment 8				Basics % 9-4				Basics % 9-5			
	All	PP	SEN D EHC P	SEN D SUP P	All	PP	SEN D EHC P	SEN D SUP P	All	PP	SEN D EHC P	SEN D SUP P
2024 Target	52	47			75	66			51	38		
Autumn Mocks	36.2	27.9	16	18.4	44	32	13	0	22	5	13	0
Spring Mocks	41	30	20	22	46	17	25	30	27	6	0	17

61.2 Key Stage 5

- Improvements have been seen between autumn and spring mocks

- A Level value added following the spring mocks was -0.14 and Applied General value added was -0.74
- Psychology and Health and Social Care are subjects of concern

C: (NH) It is positive that Year 11 attendance and behaviour is good. We are working on all the marginals and are doing all we can to boost performance.

C: (KB) We can see all that is being offered and that is pleasing to see. Hopefully we will see the impact.

C: (MK) It is disappointing that our core subjects of English and maths are struggling.

NH: Many students did not revise for their mocks, and they must make up a lot of ground to improve but interventions are having an impact.

Q: (KB) The spring data shows the average points per entry for English and maths are 3.8 and 3.6 – do you think these will improve?

NH: Yes – they will improve dramatically.

Q: (MK) DT Food mocks are low, why?

NH: The course is too academic, and we are looking to change this to a BTEC offer.

C: (LS) The students on the course are doing it more for life skills than a qualification.

C: (DW) All the processes around interventions at Holderness are strong. The leadership of the students is very strong. Yes, there are concerns over outcomes, but improvements will take time.

Q: (SF) If the Sixth Form were to close would you lose some of the KS5 teachers or would they teach lower down the school?

NH: I do not know; we need to sell ourselves as a pastoral Sixth Form with small classes.

62 COMPLAINTS REPORT

- Trust schools have received 201 formal complaints since June
- Of these, 66 (33%) of complaints are from Holderness parents/community
- The complaints per term have reduced dramatically from 42 in the autumn term to 9 in the spring term

C: (SF) It is great that we are monitoring these trends as an action from the Ofsted visit was to build relationships with the community. Engagement with the local community needs to be looked at more and we should see the parental survey summary.

DW: There have been 200 Parent View responses online of which 80% state they would recommend the school. Last year this was down at 50%.

ACTION: NH to present the latest Parent View survey summary at the next meeting

63 GOVERNOR LINK VISITS

The following four Link visits have taken place:

8 April 2024 – T Marrow – SEND Link visit

9 April 2024 – L Smith PP Link visit MK Safeguarding Link visit

12 April 2024 – M Kitching – Safeguarding Link visit

18 April 2024 – K Batty - Curriculum Link visit (Business and IT and Arts)

SF asked NH if there was anything that he would like to be covered on the next curriculum visit. He asked for this to be personal development as there were plans for a new ARRK programme from September.

ACTION: All Links to carry out a summer term Link visit before the next meeting

64 GOVERNOR TRAINING AND SUPPORT

One governor has still to complete any training.

ACTION: N Steadman to complete the "Annual Certificate in Safeguarding for Governors and Trustees (2023/24) and the "Annual Certificate in Data Protection and GDPR for Governors and Trustees 23/24" ASAP

All governors were asked to complete the Annual Certificate in Cyber Security for Governors and Trustees (2023/24).

ACTION: All governors to complete the Annual Certificate in Cyber Security for Governors and Trustees (2023/24)

65 DATE OF THE NEXT MEETING

It was agreed that the next scheduled date of 15 July 2024 would make attendance difficult for other school leaders as it was the last week of the academic year, so the meeting date will be changed to **Wednesday 10 July at 5pm**. Pre-meet at 4.30pm.

66 AOB

Uniform Policy

From September 2025 there will be a Trust wide Uniform Policy. Schools will retain their own logos. The reasons for moving to a Trust wide policy are consistency between schools, cost effectiveness and streamlined management of the policy.

67 ACTION POINTS

- 67.1 ACTION: GS to ask the reason for TM's non -attendance (minute 51)**
- 67.2 ACTION: GS to discuss the reason for NS's absence with the Chair. Only if the reason is deemed reasonable by the Chair did the Board give authority to accept the apology (minute 51)**
- 67.3 ACTION: TB to check the Year 12 cause for concern data as safeguarding report states zero cases (minute 57)**
- 67.4 ACTION: DSL and DDSL to report on the correct number of Early Help referrals as data currently includes all internal support (minute 57)**
- 67.5 ACTION: NH to present the latest Parent View survey summary at the next meeting (minute 62)**
- 67.6 ACTION: All Links to carry out a summer term Link visit before the next meeting (minute 63)**
- 67.7 ACTION: N Steadman to complete the "Annual Certificate in Safeguarding for Governors and Trustees (2023/24) and the "Annual Certificate in Data Protection and GDPR for Governors and Trustees 23/24" ASAP (minute 64)**
- 67.8 ACTION: All governors to complete the "Annual Certificate in Cyber Security for Governors and Trustees (2023/24)" module (minute 64)**

