



The Local Governing Board of Holderness Academy & Sixth Form College
Minutes of the Virtual Meeting held on Monday 19 October 2020 at 5.00pm

Present:

Mr S Gallant (Chair, SG), Mr M Kitching (MK), Mrs S Laud (SL), Mrs W Swindells (WS), Miss J Waddingham (JW), Mr S Wilson (Headteacher, SW), Mr P Woods (PW)

In attendance:

Mrs T Jarvis (Clerk to the LGB, TJ)

Throughout the minutes, 'Q' indicates a question and 'C' a comment made.

14 WELCOME

SG opened the meeting and welcomed everyone. Introductions were made. Mr Woods was welcomed as a recently appointed governor.

15 APOLOGIES FOR ABSENCE

Apologies had been received from Mrs J Millard.

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

16 DECLARATION OF INTEREST

None declared

17 LGB MEMBERSHIP

SG confirmed that the resignation had been received and accepted from Mrs O'Toole with effect from 18 October 2020.

18 MINUTES OF THE LAST MEETING (14 September 2020)

Resolved: The minutes of the meeting held 14 September 2020 were accepted as a correct record and recommended for approval by the Chair, SG. Minutes to be signed by hand when practically possible.

ACTION: TJ to forward a copy of the minutes from the meeting of 14 September 2020 to PW

19 MATTERS ARISING FROM THE MINUTES

None.

20 HEADTEACHER'S SUMMARY OF FIRST HALF TERM

Learner and staff wellbeing

Positive response to full opening by both staff and learners; all have adapted to the necessary changes.

Staff

- Teaching staff continue to move from room to room due to year group bubbles
- Staff invited to raise suggestions for improvement or seek clarity of processes through staff survey / live FAQ document for which responses have been mostly positive
- Several supportive changes implemented to improve staff wellbeing including flexible approach to Period 5 PPA and Management time, and the purchase of trolleys for all teaching staff to support with moving resources from room to room
- Staff meetings and open events have been reduced. Where meetings have taken place, these have been virtual or pre-recorded, and where meetings have been physical, they have been distanced.

Learners

- Wellbeing programme for learners has been reviewed and a STEPS programme of support created, ensuring all learners from all key stages have a support network that they can be signposted to via their Pastoral Manager.
- An extra layer of support has been made available through the academy's welfare email address allowing parents or students to contact the academy for welfare related matters or concerns
- regular low stakes assessments in the classroom used to identify gaps to allow staff to plan next steps in learning rather than a high stakes assessment

Safeguarding

- Increase in referrals around Mental Health
- Decision taken to allow external agencies to enter academy building to provide the necessary support to young people. (This decision has been made based on the impact of Covid-19 but also the recent tragic loss of two students)
- Increase in support has been needed for our young people due to domestic abuse as a result of the lockdown period

Attendance

- First week reached a high of 98%
- Despite an obvious drop in attendance over the first five weeks, attendance remains significantly above the national average
- Current attendance for all students is 94.8%. However, there has been a drop in attendance from disadvantaged learners when compared to their non-disadvantaged peers; this continues to be a whole school focus this year.

Concerns and Barriers

- No notification of a positive Covid-19 case in our school community at the time of report going to governors*

- The academy is fully prepared for learners to continue their education remotely should an individual or group have to self-isolate,
- The teaching and learning team of staff have been trained in blended learning provision.
- The concern is ensuring learner engagement.
- The financial implications of Covid-19 are an obvious burden, although with TCAT support and Catch Up Funding, the academy is hopeful of maintaining high-quality provision.

*SW advised governors that there had (today) been a confirmed case and advice had been sought from Public Health. The advice provided was that no student bubble or group needed to close.

Q: (SG) Despite the recent announcement that next year's exams will go ahead, but 3-weeks later than usual, it is expected that schools will carry out more mock examinations so that assessment data is available on which to base exam grade should this be needed. How will this be built into planning?

SW: There was a staggered return to the academy at the start of term. Years 7 and 12 returned on the first day. All other students returned to school the following day. Normally on the first day Year 7 students would sit CAT tests, however, we did not want these students' first experience of our school to be sitting in an exam hall, therefore we have delayed the CAT tests. These tests will take place this term, but at a time when the students have settled into secondary school. Similarly, to be able to determine where the gaps for all students in all year groups sitting examinations so soon after returning to school in September was not an experience we wanted them to have having been away from the academy building for almost 6 months. The academy has adopted a formative assessment approach to identifying gaps, allowing staff to plan accordingly and personalise planning. Formative Assessment forms one of our key priorities this year and is about staff assessing regularly through quizzes, self-assessment, and peer assessment to identify the gaps. There has been a change in the terminology in that PPEs are now referred to as Centred Assessed Exams (CAE). Year 13 students have been taking these, and Year 11 students will take their CAEs after October half term. Should the government's stance on exams change, we have CAEs planned for Year 10 students and standardised assessments for Years 7, 8 and 9 around English and maths to identify the literacy and numeracy gaps. In February 2021 there will be a further series of CAEs which will mean we have robust data to inform centre assessed grades should this be required again next summer.

C: (SG) I am sure it has been very difficult for everyone, but the first half term appears to have gone quite smoothly in terms of the way the academy has operated.

21 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2019/2020

Governors had been provided with a copy of the review from Mr Truran, Deputy Headteacher, ahead of the meeting which highlighted

- This was an unprecedented school year for the whole country and therefore it is impossible to carry out a like for like analysis as has been done previously.
- Year 11 students were awarded exam results based on Centre Assessed Grades and/or the re-calculated DFE algorithm grade - whichever was the highest. As a result of these grades DA students have had a very encouraging year with improvements seen in virtually all key measures. This is not due to non-DA students not making progress, as five out of the eight key measures saw an improvement/were in line for this group of students as well compared to the 2019 outcomes.
- Attendance for DA students has improved for the last three years and is now above National average.
- FTE figures and reflection data for the whole school shows significant reductions up to lockdown when compared to 2019.
- Isolations were significantly reduced across the school and in all year groups up to lockdown.
- DA Students in isolation significantly reduced every month and subsequently overall.
- The PPG continues to support our DA students in numerous ways and everything we have included contributes to these improvements.

- Some of the additional support that was planned for students was unable to take place as a result of the lockdown.
- During lockdown DA students were prioritised with the welfare calls that the pastoral/ICT/ support staff made. Students were categorised within a day of the start of lockdown and from that moment on the staff were amazing in their dedication and commitment in making sure that DA students were safe, well and engaging where possible with learning at home. Where issues were identified then the support that was given was exemplary from the above teams.
- 33 DA students were provided with access to laptops/dongles throughout lockdown through the DFE/LA project

22 PUPIL PREMIUM PLAN 2020/2021 & REVIEW OF CATCH UP FUNDING PLAN

22.1% of the student cohort meet the criteria for Pupil Premium and the pupil premium allocation for this academic year is £249,000.

SW advised governors of the intention for the pupil premium plan to be linked with the catch-up funding plan and the Year 7 Catchup Premium.

The catch-up funding allocation is £85,600; this funding stream is for one year only and cannot be spent on other Covid related matters and informed governors that the Catchup funding must be used on catching up those learners that have been identified as having gaps in their literacy and/or numeracy and required additional support.

Year 7 catch up premium for this year is £15k. This funding is used to reduce the gap in Year 7 literacy and numeracy

Catch up funding statement is focused on:

- High quality first wave teaching and closing the literacy gap with one to one intervention
- Academic intervention for identified students through use of:
 - My Tutor programme for Year 11 students
 - My tutor 3:1 sessions for Year 9/10 students
 - P6 revision sessions commencing November
 - Yipiyap scheme- two tutors for two days a week
 - Brilliant Club for post 16 students

Wider strategies:

- Tigers Trust event focusing on mental health support
- Wellbeing STEPS programme

Q: (SG) When will the Catchup Funding document be published?

SW: Mid to later November, however things are happening now

Q: (MK) I am aware that the Consortium may move the academy away from Google Classroom. What impact is this likely to have?

SW: The long-term IT strategy within the Trust is to migrate to Microsoft Teams. We were in a position during lockdown where we had half of our subject areas trained in Google Classroom and the other half were using Google Drive; this meant our remote provision was quite disjointed. We haven't done much about this due to the Trust's strategy to move to Teams as we were of the opinion that if those who are trained in Google Drive were trained in Google Classroom, that is one lot of training, if we were to then inform staff that we are migrating to Teams, we will be training staff twice in a very short space of time; this, from a staff workload perspective is not best use of their time. Following discussions with the Trust, the proposed plan for the academy is now to have everyone trained on Google Classroom until there is a

clear strategy for the migration to Teams, with sufficient time to train staff allowing all departments to migrate to Teams together.

Resolved: Governors were content to approve the Pupil Premium Plan 2020/21

23 ACADEMY DEVELOPMENT PLAN AND SELF-EVALUATION UPDATE

Governors received 6 audio embedded presentations from all members of the Academy Senior Leadership Team prior to the meeting.

Ray Bird's (RB) presentation highlighted:

A summary of impact from his 2019/2020 disciplined line of inquiry:

- Research undertaken. The Curriculum offer was compared to other institutions including other schools within TCAT; -a good breadth of subjects at Key Stage 4 is offered and from September all statutory requirements for RSE/PSHE and PE included.
- Audit was undertaken regarding Curriculum time and the introduction of the new statutory requirements for September 2020, several models were created including 6 period day and 2-week timetables. Heads of Faculty, teaching staff and the Senior Team were all consulted on the best approach and the decision was made to go with a two-week model.
- Audit created for mapping the RSE/PSHE already been delivered through subject areas compared against the set core values. Subject leaders and staff completed the document that then went on to be the starting point for the new program of study delivered in ARRK (Aspirational, Resilience, Respectful, Kind) lessons.
- First stage of Curriculum Mapping complete and there is now an overview of what is getting delivered in each year group, in each half term for every subject. It also shows how that content is sequenced throughout each year to get to ambitious end points for students.
- Curriculum intent reviewed and updated.

Current Priorities from SEF:

- Continue to develop Curriculum map, focusing on end points, sequencing, and work with key staff to develop links between subjects.
- Review the length of Key Stage 3 and 4, have discussions with key staff and collate feedback. Create models for staffing requirements and give recommendation.
- Continue to reduce non-specialist teaching through staff recruitment and the creation of next year's timetable.

RB proposed the following line of disciplined inquiry and success criteria for 2020/2021:

Do we need to consider the length of our Key Stage 3? How a change in the length of either Key stage will affect positively or negatively the breadth and experiences of the Curriculum we offer? And what impact will a possible change have on specialist staffing requirements?

Success Criteria

- To decide the length of Key Stage 3 based on evidence and what is the best choice for our learners.
- Continue to develop a flexible Curriculum using the new mapping system with subject leaders and teachers to develop a deep and rich Curriculum that is beneficial to all our students and school

Q: (SG) Are there any downsides to changing the length of Key Stage 3?

SW: Switching to a 3-year Key Stage 4 presents an opportunity for improved outcomes at the end of Key Stage 4 but can narrow the curriculum. A 3 Year Key Stage 3 gives greater breadth and balance to the curriculum.

Q: (SG) (on behalf of Mrs Millard) How can you evaluate and evidence if a 3-year Key Stage 4 has been successful or not when last year's Year 11 students were the first to take their options in Year 9?

SW: This forms part of RB's disciplined inquiry. There is no directive on the length of the Key Stage but there will be consultation and research driven to decide what is best for our learners which it is why this forms part of RB's disciplined inquiry this year. It is a fairly new initiative to move to a 3-year Key Stage 4 and while we won't necessarily have the outcomes to use as evidence to evaluate the success there exists the breadth and balance of the curriculum at Key Stage 3, although there is still the potential claim that the curriculum is being narrowed by adopting a 3-year Key Stage 4.

Q: (WS) Is there funding available for the specialist staffing requirements referred to in RB's disciplined inquiry, or is there currently the specialist staff in place? How would any further specialist training that is required impact on teaching hours?

SW: In core subjects in time the aim is for these to be taught solely by specialist teachers. That is not to say that those teachers, currently teaching these subjects as their second subject are not doing a good job. There is no additional funding available; we are currently operating at 2.8 staff over-allocation. This has its benefits as it can reduce cover costs but the budget cannot operate based on this.

Gary Truran's (GT) presentation highlighted:

A summary of impact from his 2019/2020 disciplined line of inquiry:

- FTEs significantly reduced overall as a school. (Compared up to lockdown for previous year) 4.15% v 5.25%
- Each year group (apart from Year 8) totals reduced when comparing to previous year

Number of students 18/19 v 19/20

- Year 8 0 v 2
- Year 9 17 v 11
- Year 10 19 v 7
- Year 11 15 v 13
- FSM Exclusions significantly reduced 4.29% v 5.8%

Isolations were significantly reduced across the school and in all year groups up to lockdown.

	Sep	Oct	Nov	Dec	Jan	Feb
2019-20	59	80	102	90	108	58
2018-19	137	194	174	168	136	142

- DA Students in isolation significantly reduced every month and subsequently overall.
- Total DA students 333 (18/19) v 169 (19/20) – when comparing to end of February 2020.

Current Priorities from SEF:

- Research from EEF during lockdown shows that the gap between DA students and Non-DA student will have further increased.
- HA DA students were found to be less engaged in blended learning and tutor-based engagement during lockdown. (Tracking from tutors/teachers)
- DA attendance is considerably lower than Non-DA attendance in the five weeks since returning to school in September. (Gap 4.7% v 2.5% at same time last year)
- A higher proportion of DA students are not meeting Covid 19 behaviour expectations. Increase in Reflection numbers/FTEs for DA students since the start of term.

GT proposed the following line of disciplined inquiry and success criteria for 2020/2021:

How do we ensure that DA students are not further disadvantaged due to Covid-19?

- Continue to follow EEF (Education Endowment Foundation) research for DA students.
- Key elements High Quality teaching and positive working relationships.
- Priority for T and L team and working with faculties
- Review the PPG statement with Headteacher.
- Working group to formalise the DA Catch Up Funding Plan.
- Raise the importance and awareness of DA students for all teaching staff through regular drip feeding of information at training and briefings.
- DA Champion to work with key students on specific areas of focus.
- DA Champion to work with DA students in Year 9-11 - where capacity allows and depending on need.
- ICT access audit to be circulated to all Faculties to ensure that where required DA students have access to paper copies of work should it be needed in a lockdown.
- If any kind of lockdown is in place, contact the LA with a list of ICT requirements for DA students immediately.
- Issue laptops to appropriate DA students using the TCAT loan scheme.
- Pastoral teams to continue to prioritise monitoring of welfare and engagement of DA students.
- Introduce a welfare email that will allow all students to report any concerns that they might have regarding mental health and welfare.

Q: (SG) (on behalf of Mrs Millard) What proportion of students did not engage in remote learning (during lockdown), and how does this compare between DA and non-DA students?

SW: This varied across year groups and it also varied across subjects. For example, 82% of all Year 10 learners had engaged with at least one subject area. However, overall, there was a significant gap in engagement between DA and non-DA students.

Q: (SG) Is the accessibility of laptops/PCs and quality of Wi-Fi in the home an issue for the students learning at home?

SW: Yes. There could, for example, be 3 young people in the same household sharing IT resources and therefore all 3 cannot access their lessons at the same time. The good thing with Google Classroom is that the work from a lesson is still available even if it is not accessed at the timetabled slot, although there will not be the interaction.

JW left the meeting at 6.20pm

Q: (WS) What are the alternatives for additional high-level consequences which have been made available through TCAT partners?

SW: These alternatives include, for example, the use of isolations in other Trust schools, whereby Holderness send one of its students to another Trust school's isolation. Sometimes this can be more effective than a fixed term exclusion

Q: (WS) What are the improvements to Isolation?

SW: Isolation is now referred to as 'reflection'. Last year a Positive Discipline (PD) Manager was appointed. The PD Manager is the link between subject teachers and the students. Subject teachers send the work (that the student would be doing in the lesson) to 'reflection' so the student is not further disadvantaged by missing out on key work. Previously students would have completed work from textbooks that was already in the isolation (reflection) room.

Q: (WS) What is the new Pastoral Structure?

SW: There is an Inclusion Unit, a Pastoral Team and Learning Support Department. If we had young people who were continually 'getting it wrong', rather than applying fixed term exclusions, we would look at taking these students out of the mainstream lessons, modifying these behaviours in the Inclusion Unit before gradually reintegrating these students back into mainstream lessons.

C: (MK) If the academy is looking to move to some live learning sessions this could be an issue where internet connection is weak

SW: Consideration needs to be given to those who are, for whatever reason, unable to access live learning as they may be disadvantaged. However, live learning can enhance remote learning, but only when it is

done well; I do think it is important that we provide it but this must be high-quality. Likewise, the paper resources that we send out must have the same high-quality so that those students who cannot access live learning all or some of the time are not disadvantaged because of it.

Julia Lovel's (JL) presentation highlighted:

A summary of impact from her 2019/2020 disciplined line of inquiry:

- Launch Undertaken
- CPD Delivered
 - Evidence Based Research
 - Retrieval
 - Communication
 - Formative Feedback
- All questions formulated by individuals
- Meeting with case studies

Current Priorities from SEF:

- Further develop consistency of provision whilst balancing staff workload issues
- To drive forward and raise the profile of the importance of presentation, bespoke planning, and formative feedback
- Work collaboratively with the TCAT Director of Education and AILs to develop strategies for continue improvement
- Ensure Lead Learning and CPDL is embedded within the Academy culture (Communication, Retrieval, Formative Assessment)
- Develop a culture of collaborative work through the coaching programme
- Introduction and embedding of a new observation model focused on self-development and collaborative improvement.
- To ensure the academy meets the DfE directive for high quality remote learning

JL proposed the following line of disciplined inquiry and success criteria for 2020/2021:

To provide high quality remote education during any further disruptions in 2020-2021, how will Holderness Academy ensure lesson design and pedagogy replicates the classroom remotely and maintains the engagement of staff, students and parents?

Success Criteria

- Quality assured remote provision (Blended Learning)
- Effective and consistent use of an interactive platform
- Aspects of school life maintained online (pastoral/community/ ARRK)
- Increased and improved use of technology by students and staff
- Student engagement and motivation maintained
- Assessing student progress
- SEND access supported
- Increased and maintained parental engagement and support

Q: (WS) With reference to the establishment of a teaching and learning hub, has there been a 'hub' or a room available to teachers previously, where materials for professional development and computers were available for staff?

SW: This was certainly something that we wanted to improve and having a 'coaching' ethos around the school to improve teaching and learning. JL and Emma Buckley (EB) share an office, and this has become a hub for staff to go to for reading materials, research materials with the idea that staff can go there to

discuss teacher-led inquiries and also improve their own practice. This continues to be developed and in time will become a real asset of the academy and we will continue to promote the coaching model.

C: (SL) The teaching and learning hub is helpful to go to, and both JL and EB are very encouraging of those who use it. I have been one of the volunteers who has undertaken the live training and JL has supported everyone very well with this.

Emma Buckley's (EB) presentation highlighted:

A summary of impact from her 2019/2020 disciplined line of inquiry:

SLT Lesson reviews Oct-Jan

- Staff feedback was overwhelmingly positive. Felt the process was development and supportive.
- HOF felt the process supported their DPR focus
- Helped to inform MED proformas

Current Priorities from SEF:

- Further develop consistency of provision whilst balancing staff workload issues
- To drive forward and raise the profile of the importance of presentation, bespoke planning and quality feedback
- Work collaboratively with the TCAT Director of Education and AILs to develop strategies for continuous improvement
- Ensure Teacher Led Inquiry and CPDL is embedded within the Academy culture. (Communication, Retrieval, Formative Assessment)
- Develop a culture of collaborative work through the coaching programme
- To ensure the academy meets the DfE's directive for high-quality remote learning

EB proposed the following line of disciplined inquiry and success criteria for 2020/2021:

How will Holderness Academy embed a culture of high-quality teaching for learning during the coronavirus pandemic and beyond to ensure our learners make good progress?

Q: (SG) (on behalf of Mrs Millard) I am worried about staff wellbeing. It is only the first half term and staff are exhausted. What is being done to support staff?

SW: There is a FAQs document which staff can add their questions to and these will be responded to usually within one day. There has been a staff survey from which issues that were highlighted have been addressed; for example, PPA and Management Time timetabled in period 5 (last lesson of the school day) can be taken off site. The staff Wellbeing group continue to meet and met last week. There is still concern around staff wellbeing; if staff continue to raise questions and suggestions as they have been doing, we will continue to resolve these and work and support one another as a team.

David Wobakka's (DW) presentation highlighted:

A summary of impact from the previous Assistant Headteacher's (for Standards) 2019/2020 disciplined line of inquiry:

- Perceptions about M&E have improved (especially with HoF)
- All HoF were able to use whole MED data to look at the strengths and areas to improve within their subject.
- Middle leaders are starting to ask critical questions about how they measure the impact of their initiatives through MED.
- Middle leaders showed greater confidence and autonomy in leading their departmental priorities and subject specific CPD.
- HoF could see the importance of cyclical MED and how this fed into subject development and wider initiatives.

Current Priorities from SEF:

- Significant steps have been made with MED this year. It must now be used with rigor to monitor and evaluate the strategies employed at a whole school and a subject level. The purpose is to lead to the development of staff. The MED process will also develop a culture of self-reflection and improvement within faculties. There must be a shared understanding of what it means to be a 'Holderness Learner' within a faculty'
- Wider use of MED by leaders at all levels i.e. curriculum leaders, faculty deputies, and assistants.
- Improve the consistency and quality of formative assessment. There must be a shared understanding that formative assessment allows us to monitor learners and provide ongoing feedback that can be used by teachers to inform future planning.
- To continue to promote the importance of presentation, bespoke planning and quality feedback.
- Develop and share strategies that meet the needs of identified underperforming groups (disadvantaged, boys and middle ability) and secure consistent high-quality teaching for all.

DW proposed the following line of disciplined inquiry and success criteria for 2020/2021:

To what extent does a rigorous MED schedule develop a culture of self-reflection and sustained development - leading to an improved Quality of Education for all learners at Holderness Academy and Sixth Form?

Current Priorities from SEF:

Develop M&E processes that track the quality of teaching and learning with key identified groups, namely:

- Boys
- Middle ability learners (KS2 identified)
- Disadvantaged learners

Effectively share this substantive data for SLT, HoF and the wider teaching staff to drive continuous improvement with these learners.

Q: (SG) Are the more junior members of staff involved in the MED process or is it just Heads of Faculties who are seeing the benefits?

SW: The MED process will continue to grow. Based on the MED process that was done in the autumn term and in the run up to lockdown, Heads of Faculties had created a subject development plan; areas were highlighted from MED that they needed to improve. This same plan has been picked up and will be focussed on after the October half term.

C: (WS) DW's presentation was highly engaging provided enthusiasm and optimism that the academy is moving forward

Neil Pinder's (NP) presentation highlighted:

A summary of impact from his 2019/2020 disciplined line of inquiry:

- Variability against data and outcomes reducing in Science
- Attendance currently at 95.95%
- Positive number of applications to Sixth Form – 134 after interviews
- Analysis of curriculum against numbers and outcomes taken place (now need to map against new KS4 curriculum and consider progression routes for KS5)
- Well-being support significantly improved
- Teaching staff using CPOMS more effectively
- Identified students for counselling support earlier and these sessions taking place with Sam or external agencies
- CP Officer more involved with KS5 safeguarding/welfare concerns and system working well

- Director of Learning Support sharing information through SEN more readily than in previous years which is a great help during Y11 interviews. Interview staff also factoring in questions on academic support/well-being support during meetings.

NP proposed the following line of disciplined inquiry and success criteria for 2020/2021:

How will a review of the KS5 curriculum and quality assurance methodologies support improved outcomes, progression, recruitment and improved well-being of our Sixth Form students?

Q: (WS) The Sixth Form is very academic. Why now are vocational subjects being considered?

SW: There can sometimes be a misconception, due to the way vocational subjects are examined, that they are easier than traditional A 'levels. This is not the case; it is just that vocational subjects can be more appropriate for specific learners. While we will offer vocational subjects, these are now very academic and there is now a training need around vocational subjects (for teaching staff) to continue to get successful outcomes and doing this will enhance the Sixth Form. A recruitment drive is also needed to attract learners to the Sixth Form. Currently we recruit around 32-35% of the Year 11 cohort to the Sixth Form, with no external recruitment. We now offer MFL at KS5. This is based on 7 students wanting to study this at A' level.

Q: (MK) How does 32% recruitment to Sixth Form compare to other similar size schools?

SW: The aspirational aim is 40% of Year 11. To do this we have to have the right offer. 32% could have probably been 35% but NP and the Head of Sixth Form take into consideration the appropriateness of the Sixth Form for each learner who applies; sometimes it is not the right place for learners to continue their studies. This could be down to subject offer or attitudes displayed in Year 11. The aim is to get the right students on the right courses who have the right attitude to learning.

Resolved: Governors were content to approve the Academy Development Plan 2020/21 and all the proposed Discipline Enquiry Questions.

24 GOVERNORS' TRAINING & SUPPORT

SG reminded all governors that a further (minimum of) 2 Learning Link modules should be completed during the academic year. Certificates should be forwarded to the Clerk upon completion.

Governors requested clarification on GDPR training following receipt of an email from K Mulkern.

ACTION: TJ to follow up with individual governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020'.

ACTION: TJ to arrange for a Learning Link account to be activated for PW

ACTION: TJ to ask K Mulkern to resend GDPR training links to all governors where the module remains incomplete.

25 GOVERNORS VISITS TO SCHOOL

SG reiterated that physical visits to the academy were still not possible due to the current covid-19 restrictions. Link governors were encouraged to participate in remote visits with the link member of staff. Governor visit forms are still to be completed for virtual meetings.

26 POLICIES FOR REVIEW

The following policies were approved and review dates agreed:

Policy Name	Review Date
Assessment and Feedback	September 2021
Admissions Arrangements	September 2021
Access to Education	September 2021
Communication and Numeracy	September 2021
Behaviour for Learning	September 2021
Pupil Premium	September 2021
Homework	September 2021
Emergency Evacuation	September 2021
Examinations	September 2021
Teaching for Learning	September 2021
Infection Control	July 2022

*JM had raised a question regarding the PAN being different for different Year groups SW confirmed that this is due the current numbers in each year group. If, for example, 60 in-year admissions are received there would not be the staff to accommodate these admissions.

Resolved: Governors approved the eleven policies and their review dates

27 DATE OF NEXT MEETING

14 December 2020 at 5pm.

28 ANY OTHER BUSINESS

ACTION: TJ to arrange a meeting with DWO and KAS to explain SEND Data to governors

29 ACTION POINTS

- 29a ACTION:** TJ to forward a copy of the minutes from the meeting of 14 September 2020 to PW (minute 18)
- 29b ACTION:** TJ to follow up with individual governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020' (minute 24).
- 29c ACTION:** TJ to arrange for a Learning Link account to be activated for PW (minute 24)
- 29d ACTION:** TJ to ask K Mulkern to resend GDPR training links to all governors where the module remains incomplete. (minute 24)
- 29e ACTION:** TJ to arrange a meeting with DWO and KAS to explain SEND Data to governors (minute 28)

MEETING CLOSED at 7pm