



Holderness Academy  
& Sixth Form College

**Minutes of the meeting of the Local Board  
of Holderness Academy  
Monday 15 March 2021 at 5.00pm**



THE CONSORTIUM  
SCHOOL PARTNERSHIP

**PRESENT:**

Mr S Gallant (Chair, SG), Mrs K Batty (KB), Mr C Jones (CJ), Mr M Kitching (MK), Mrs S Laud (SL), Mrs J Millard (JM), Miss R Veitch (RV), Mr S Wilson (Headteacher, Holderness Academy, SW), Mr P Woods (PW)

**ALSO IN ATTENDANCE:**

Miss 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.

**43 WELCOME**

SG opened the meeting by welcoming the new Parent Governor – C Jones and everyone introduced themselves.

SG also informed the Board that W Swindells had resigned from her position after the last meeting.

**44 DECLARATION OF INTERESTS**

None declared.

**45 APOLOGIES**

Full attendance.

**46 MINUTES OF THE LAST MEETING**

**Resolved:** The minutes of the meeting held 14 December 2020 were accepted as a correct record and recommended for approval by the Chair, SG.

**47 MATTERS ARISING FROM THE MINUTES**

**47a ACTION:** HG to follow up with individual Governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020' – action carried forward

**47b ACTION:** Latest internal data to be presented at the next meeting – complete

D Wobbaka summarised a report detailing data for Year 11 students from Centre Assessed Exams sat in November and December 2020. Headlines were:

- Cohort Size 219 (57% female)
- Progress 8 -0.01 (2020 -0.19)
- Attainment 8 47.94 (2020 46.91)
- Strong Basics (grades 9-5 in English and Maths) 39.7% (2020 42.1%)
- EBacc entry 43.4% (2020 24.2%)

C:(SG) Overall there is a feeling of relief as actually overall the school is continuing to make improvements. There are some areas where we know we have an issue, particularly regarding Maths. There is good year on year progress. Progress at -0.01 is an improvement on last year, and Attainment 8 is an improvement on last year. The basics 9-5 in English and Maths is a bit of a dip from last year. When you look at the breakdown across the board it shows steady progress. The trend over the last 2-3 years has seen a steady improvement in our performance in terms of attainment and progress. Our weakness continues to be boys' performance, particularly Maths. The difference between the DA students and non DA students remains significant, but better than it was a year ago.

Q:(JM) on page 4 of year 11 data document – table is not clear.

SW: In terms of a student achieving a 4 plus in English or Maths we are looking at 12.7% students that have a 4 plus in English not Maths. This is identifying where students have one and not the other and therefore where we need to focus to improve our basics score.

Q:(JM) The ones who are underachieving in Maths, are they doing the foundation or the higher paper? Is there a problem in which paper they have been entered or is there not a correlation between that?

SW: These papers were sat prior to Christmas. After that leading up to the exam that's when in normal circumstances you would then identify who was being put in for foundation or higher. This data set at this time, would have served to identify that. Obviously, it isn't a normal year and this has moved on even from this particular data set.

Q:(JM) So the Maths isn't the problem with them being put into the wrong tier?

SW No, it may well be that they have sat a particular paper but the process for identifying what the best paper is for that particular individual for the summer examinations, would be decided following discussions between D Wobacka and HoF in Maths and English.

Q: (KB) It does recognise that historically MA learners have underperformed, and it does state that could be due to lack of challenge. What previous monitoring was done for that and what is planned for monitoring this year to ensure we do not come to this again next year? How will you do that differently?

SW: It is about identifying the learners, and that is one of the things in September all be it that the data set we had and their outcomes from last year were centre assessed grades. We have identified MA boys as a priority area, and we have obviously made all staff aware of that. When we dug a bit deeper, we realised that maybe not all staff were aware who their MA learners were in the classroom. Class Charts has identified exactly who the MA learners are. The Teaching for learning CPD that has gone in, is about bespoke planning and progress planning. It is about what are we doing to ensure we are stretching and challenging not only our HA learners, but also our MA learners and asking staff - Do you know who these students are, as well as the DA learners within your class? You might be able to identify who they are, but what are we doing about them? This is where the CPD came in around formative assessment. Again, we were looking at formative assessment strategies, how is that informing your planning to ensure you are challenging your learners? The CPD this year has focused on the use of Formative Assessment Strategies to inform planning for next steps and that has been a whole school priority. We have monitoring, evaluation and development which is all on Blue Sky. We input the information that we see in the lesson, this would then identify where areas for improvement within faculties and individual teachers lay, and



CPD would then be put in place to improve the teaching for learning to also improve the progress for our young people.

Q:(KB) How often would you normally go into the lessons to do that?

SW: When I started at Holderness Academy, lessons observations were carried out. A Senior Leader would go in to observe the staff member. The Senior Leader would send an email to the staff member on the Friday afternoon giving them a 2-day window prior to their visit. From a staff wellbeing point of view, this is not the way most schools are moving now, with the Ofsted style 2-day window. The validity of the data was skewed because staff would/could give something that wasn't their typical lessons as they knew when they were coming. We have moved to a lesson review process which is much more of a coaching model and in terms of CPD for staff to get the very best teaching for learning would improve their typical lessons. The lesson review approach was around trying to get the member of staff to be open and honest about what their areas for improvement are. That is where the coaches would then come in and review the lesson. The lesson would be reviewed and then the discussion would take place after with some bespoke strategies to try out before a follow up. That coaching model is the way I want to go because I believe that is the way we are going to drive teaching for learning in school. We are in the process of talking about MED again, and I would like to move to binary model where I would say to staff 'yes we are checking up on you. and we have these expectations' – this is something I need to talk about with my team. Alongside that we have this coaching model to improve our staff, and the hope is that staff are willing participants in that.

Q:(SG) Our EBacc entries have lagged behind the national average for years, yet this year we have nearly doubled and actually ahead of national average, what is the driver behind such a huge increase, year on year?

SW: The curriculum model. 3 years ago that was something that was a priority driven by DfE. So, the curriculum model was put in place and that is something we are always mindful of but obviously not always right for all students.

Q:(SG) The girls predicted performance this year is up by about 3 points, whereas boys is down 3 points. Similar picture with the SEND – down from 39 to 36 and negative progress score verses more or less flat last year, is this the impact of prolonged lockdown and remote learning? Less engagement from the boys?

SW: We are always trying to seek ways to improve that focus and level of engagement with boys. In terms of SEND, I would need to look back but this may be down to attendance of one individual. This has a massive impact when you already have a small cohort. I would be lying if I said the impact of Covid hasn't been realised, but rest assured we are doing everything we can to improve that. Going back to MA, we have a larger MA cohort with Year 11 but a smaller cohort in general. There are about 14 students less than last year – this can impact things a lot.

- 47c ACTION: KB, SG, MK, JM, RV to complete the 2020 Safeguarding Learning Link Module plus any other module – action carried forward (MK still to complete)**
- 47d ACTION: MK, SL, RV, PW to complete Data Protection module on GDPR Sentry - complete**
- 47e ACTION: G Stafford to arrange Ofsted preparation training – action carried forward**
- 47f ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form – Action carried forward (SG, MK still to complete)**
- 48 HEADTEACHER UPDATE**

#### 48a Safeguarding

- Impact of Covid – increase in numbers of PP students, FSM Students, Operation Encompass cases.
- Well-being steps programme – should be celebrated in terms of early identification. Pastoral Manager, Learning support in primarily Year 7 & 8 students. Usually it is in KS4 where external agencies are used for additional support (prevention in education team, youth and family support, TCAT mental health and well-being support).
  - 22 students were receiving support in Feb 2020, increased to 38 in Oct 2020 with 8 of these needing specialist care
  - Currently 71 students receiving support from external agencies with 12 receiving specialist care and on the waiting list for these services.
- Online safety training for all staff.

*Q(SG): The numbers are very concerning – are we getting good support from East Riding children's services and social services? The Trust is providing exceptional support and increasingly these problems are being dealt with by schools and not local authorities. East Riding children's services were recently rated inadequate by Ofsted.*

*SW: Yes, it is a concern, it is the time that it takes. We will do our best with internal strategies in that period of time, but that young person is not getting the support they need for maybe 12 weeks. This is the same for all schools. CAMHS or other higher level support in normal circumstances is a 6-8 week waiting period so you can imagine what the waiting period is like now. This is why we brought in our wellbeing steps programme to make sure we are doing everything we possibly can internally.*

*Q(CJ): What is the process for identifying the students that receive support?*

*SW: We have a dedicated welfare email address. We had a few students raising concerns for their friends, this would prompt a call from pastoral team. Self-referral, parent referral. We have a list of vulnerable students that hasn't changed from normal times, we were checking the students on these lists constantly to see how they were, daily or weekly. Anything new that came up came through welfare and pastoral manager, we checked up on. If we felt further support was required, we would signpost those to external agencies or make contact with them daily. Now we are back it is about the staff to signpost those students to the relevant person.*

#### 48b Personal Development

- Surveys sent to parents – favourable outcomes in terms of parents being happy with provision.
- Throughout lockdown, personal development program continued to be offered to all students. These things serve to satisfy the Ofsted criteria/inspection framework criteria.
- Express yourself enrichment day was a huge success.
- Rewards have moved to an electronic rewarding system – Class Charts

*Q (KB): Are rewards recorded on class charts and planners and are staff, parents, students aware which one?*

*SW): We are trying to promote the Holderness learner values, and that has taken off over the past year and is developing. Class Charts was then brought in; at the minute we are trying to iron out some of the teething problems such as duplication of recording on the system and the planner. Further down the line we might not need the planner because all of it can be done on Class Charts. There is a student app and a parent app. I would like the parent app so parents can see these rewards coming through. At present everyone is using the Gateway/Schoolcomms app where you receive letters, ideally we would like Class Charts to run through that so parents only need one app for everything. Unfortunately, the systems do not talk to each other, so at the moment parents would need both apps. Staff like Class Charts using it at the click of a button.*



C: (SL) *Class Charts* is fantastic, the duplication of the planner and *Class Charts* is a lot of work. Eventually it will be good, it works well for all of our reporting. I can see clearly who my MA and PP students are and makes it really visible so they get the support they need. It is nice and eye catching.

Q: (KB) It doesn't say in this report but looking back to the number of stamps awarded to Year 10, this was thousands below other year groups from September to December time. Is that a concern, that may be looking at the engagement chart, that they are actually the lowest engagers? Is this being looked at, as I am concerned that these are the next cohort that will be doing GCSE's.

SW: When you look at the reward system in any school, Year 7&8's tends to be higher than the top end of the school – have we actually got a meaningful reward system? Year 11s were buying into it, when considering money off the prom etc. we are always looking at where it is dipping: Are the staff not giving out rewards? Why aren't the staff giving out rewards? Which again goes back to the monitoring, evaluation and development process of planners on desk and are we physically stamping the planners and trying to encourage and give praise. We are always looking at where those peaks and troughs are and trying to identify what the reason for that is. That's when the student voice comes in because you are trying to fix and match the rewards. I got a group of boys in the latter part of Year 10 and said this is our current rewards system, is that going to entice you to do what you need to do? And they were happy. There is also a *Class Charts* teacher app, the teacher could actually give the rewards by a click on their phone. There is wider discussion for the need of the physical planner.

C: (JM) In our house there is a lot of sibling rivalry regarding stamps. I used to get that when they got to Years 10 and 11 stamps weren't given out as much as lower down the school. A lot of the 10s and 11s really do appreciate those stamps. Anything that makes it easier to do that is good.

SW: Some might say it is babyish, but we haven't actually seen that, but we have to say that to the staff as well. They may see it as something for the younger students in the school. They might not think it's something older students want to be involved in, but it is. It's about over communicating those key consistent messages.

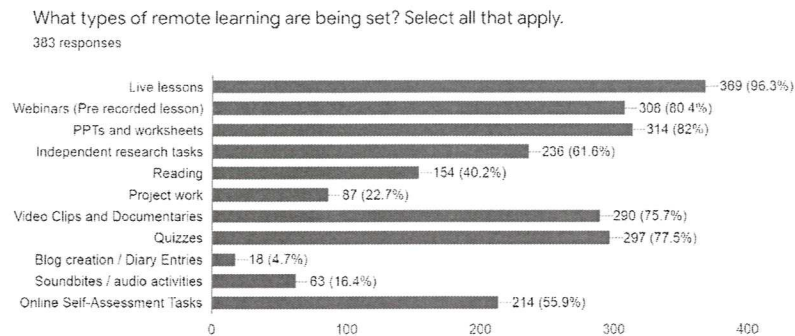
#### **48c Curriculum Development**

- Last 2 years working on compiling a complete Map of the Curriculum for every subject in each year group to illustrate the journey students take.
- Map works in conjunction with the new Intent which is still under development and triangulates all the areas together. Next steps will be:
  - Greater links with core values including the Holderness Learner
  - A whittled down version of the curriculum Map for parents and students, giving them a greater understanding of what we are doing and why
  - Using the Map in the monitoring and evaluation of the academy to drive improvement
  - Focused CPD for staff using the map as a tool for greater development and collaboration between subjects linked with Teaching for Learning
  - Embed literacy (already started by ALO, communication strategy) and numeracy across all areas
- In some areas the curriculum and sequence of delivery has not changed because of the nature of the subject and the ease in which it can be delivered in different ways.
- Others have had more difficulty but by changing the sequencing of delivery, bringing forward different theory-based elements or looking at an alternative way of teaching the subject content using new technology and web based platforms, they have succeeded.

#### **48d Teaching for learning**

- Remote learning continued to evolve in response to feedback and guidance.

- A weekly letter sent to parents reports on child's engagement (58% of parents requested this information) this has been positively received.
- Pastoral and faculty teams are using this data to provide early intervention and support.
- Regular CPD for staff to improve the practice as we went through the most recent lockdown
- Graph below highlights the blended offer our students receive:



- 99% students report receiving feedback weekly, or even every lesson.
- Every leader sent a pre-recorded video to all staff, highlighting key points, expectations of staff to drive consistency and high standards.

C: (SG) It is good to see that parents have really appreciated how staff have adapted to remote learning and live teaching. Parent appreciation has only gone up a bit since the first lockdown, although the standard of teaching delivered has increased dramatically. It is very positive to see such a good report from parents.

SW: I did expect it to be higher. Compared to the other schools to get to that sort of 81-82% was great, the highest in the Trust was 85%. It was down to the live teaching. The miscommunication in what remote learning was about, was remote learning is live teaching. People thought if they couldn't see the staff member physically teaching their child, they thought they weren't doing anything, this was a misconception portrayed in the media. We did not have ICT infrastructure to begin with, we didn't have cameras, headsets, numbers of laptops and we didn't have staff trained. We are a Google school and others are Microsoft schools. Microsoft schools could adapt the live teaching a lot quicker. We had to train staff and upload resources to Google Classroom. We got to 50 out of 72 teaching staff trained in live learning. (this was not mandatory).

C:(SG) It is not always about live is best, some subjects lend themselves well to being able to pause and come back and replay something.

C:(SL) The mixture worked really well. Top set Y9 engaged well with live, so we did a lot of live lessons with them. Students were emailing even during live to get answers etc.

Q:(MK) Is it a potential problem with live lessons with broadband issues etc.as we know the internet can be unreliable?

SW: Digital poverty, surrounding villages and internet connection etc- We made sure the digital poverty gap was bridged. We were due to get 78 laptops if a bubble went down in September to October, but we didn't have a bubble closure. When we did in November that 78 went down to 15, why? Because the government had promised the number of allocations. The schools that had the early bubble closures got their full allocations so there weren't enough devices left. They had to recalibrate it all, so we got 15. We had 160 students needing access, that's when we had to beg, steal and borrow to get laptops out to those who need it. It was about making sure the quality of provision was there.



#### 48e Engagement

- In accordance with DfE Remote Learning Framework Holderness Academy must record and report the daily engagement of all learners.
- Teachers awarded students grades from 0-2. If no engagement was shown in a lesson they were awarded a 0, minimum engagement 1, students who completed all work were awarded a 2.
- This information is updated at the end of the school week and sent home to parents on the Monday.
- Overall engagement has improved although there has been a reduction in week 20 & 21.
- Engagement of KS3 has remained above that of KS4
- Years 9 & 10 show lowest engagement
- MA learners have shown the greatest engagement score
- Students awarded a grade 0 has reduced over time.
- Although DA learners have improved with engagement, they are still less engaged than non-DA Students
- Data shows boys have engaged less than girls (must be noted that the performance of boys & girls was very close at KS3)
- There has been improvement in the engagement of SEN, this has been facilitated by regular contact by SEN Team with parents/carers.
- Overall input of all KS5 students has been very good, Year 12 in particular.

*Q: (MK) The Year 12/13 engagement, there is quite a gap between the Year 12 and 13. The Year 13 have consistently tracked behind the Year 12. Is this a concern? And what is being put in place in terms of strategies? How have they been engaged with to help them with their own ability to be self-directed in learning?*

*SW: I was pleasantly surprised about how well engaged the Y12 were, considering how much contact time they have missed. In terms of preparation for the next stage, we were worried about that cohort being prepared for Sixth Form life. Are we preparing our young people for next stage in learning? That is what N Pinder and team are looking at to put things in place for the next young people to have these skills.*

*C(MK): I was also pleasantly surprised when I read that, and they have shown real resilience, so thank you.*

#### 48f LFT Testing

- As per Government directive all students have been offered 3 onsite tests before subsequent home testing.
- Over 2200 tests have been administered since Friday 5 March.
- 82% parents have consented to testing programme
- Home testing kits starting to be sent home with students.
- Thank you to Cheryl Oglesby for voluntarily taking on role of team leader.
- No positive results to date.

*Q: (SG) When the students are testing from home is this more of a concern. Will parents send students in regardless & will problems occur?*

*SW: The 3 on site tests ensure students know how to self-swab. The validity of test results increases with a trained person in school as they ensure the students swab correctly. With an untrained person at home this will reduce the validity of test. People who have not provided consent - might be due to thinking they are not reliable. With a trained swabber the LFT tests are 50-70% reliable that drops lower without the trained person.*

## 49 COVID CATCH UP FUNDING STATEMENT

- £85600 catch up premium has been allocated
- Funding is based on £80 per learner
- Catch up strategies were based on good teaching priorities, targeted academic support and wider strategies for support
- Funding Statement is to be monitored by Governors as Headteacher must be able to show the funding has been used to resume teaching a normal curriculum as quickly as possible
- Purchase of mobile phones for Pastoral Team to make daily calls is an update since the last Catch Up Funding Statement

*Q: (KB) Accelerated reading, star reader programme, and TT Rockstars that has been bought through the Covid catch up - is time given in school to complete these and how is it monitored? If there are pupils who never go on it, then you won't be getting an assessment from these and you will not know if intervention is needed.*

*SW: This forms part of our Holderness Communicator Strategy where we are trying to drive oracy and literacy skills. When we have looked at outcomes in the school, that's why we started with the vision and values, then you have something to always hang your hat on. Improving the culture of the school, behaviour attitudes, sound curriculum, sound teaching for learning; get all those right and outcomes will follow suit. One of the big things around outcomes was the literacy skills of our young people as a whole, trying to put something in place earlier on in school to try and drive literacy and numeracy would have an impact on improving outcomes when they get to GCSE and ultimately A Level. So, the Holderness communicator strategy was introduced to develop oracy etc. – and this is why in English, Maths and Science lessons we have reading in the first 10 minutes. We wanted to be able to track the literacy skills, so we brought in a raising standards team and that team was brought in to ensure we have harmony between our learning support team, pastoral team and faculty leads. Our Director of English fronts up the Holderness communicator strategy, all departments in the curriculum revamp have to include elements of the Holderness communicator strategy to drive literacy in all faculties. The raising standards team then identify the young people who are below reading ages when they arrive in Year 7. Intervention is then put in place through numeracy and literacy catch up. They are then taken out of lessons to have extra reading & literacy in the hope that their reading ages and their skills improve. Accelerated reader is something that is part of English lessons, they have a library lesson which is tracked, so all that is identifiable. We changed our assessment for KS3 to PIRA PUMA assessments to give that literacy and numeracy score to try and improve. A conversation this year with the Director of Maths was about whole school numeracy. One of the first introductions was TT Rockstars to try and drive numeracy throughout the school.*

## 50 POLICY UPDATE

**Resolved:** The Addendum to PD policy was approved by all.

## 51 GOVERNOR VISITS

Virtual visits had taken place as follows:

J Millard (SEN Link) – Met with K Ashbridge & M Pearson to understand how students with SEN are having their needs met at Holderness Academy



Q: (SG) 78% positive from SEN parents in terms of teaching, lower than the school as a whole. What are the other 22% unhappy about?

SW: Although 78%, you have to remember about the cohort size and the impact 1 or 2 responses make. It was around the provision, modelling and scaffolding of lessons to not only challenge our SEN learners, but also that staff were ensuring the work was tailored to their needs. What was felt by a couple of parents was that that modelling & scaffolding was left to the TA. If it was a live lesson then the TA was in attendance, and if it was pre-recorded lesson the TA was also there to support. Some parents felt the scaffolding and modelling should have been provided by the teacher, they felt it was left to the TA. That was something that was addressed.

**ACTION: All 3 Links to arrange visits with the school links during the summer term.**

## **52 GOVERNOR TRAINING AND SUPPORT**

Data protection training complete.

**ACTION: M Kitching to complete the Safeguarding NGA module**

**ACTION: Vice Chair to be appointed at next meeting**

## **53 AOB**

None.

## **54 DATE OF NEXT MEETING**

17 May 2021, 5pm.

## **55 ACTION POINTS**

**55a ACTION: HG to follow up with individual Governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020' – action carried forward (minute 47a)**

**55b ACTION: G Stafford to arrange Ofsted preparation training – action carried forward (minute 47e)**

**55c ACTION: All 3 Links to arrange visits with the school links during the summer term (minute 51)**

**55d ACTION: M Kitching to complete the NGA Safeguarding module ASAP (minute 52)**

**55e ACTION: Vice chair to be appointed at next meeting (minute 52)**

Part A closed at 6.35pm

