



**Minutes of the Meeting of the Local Governing Board of
Holderness Academy & Sixth Form College, held on Monday 29 April 2019, at 6.00pm.**

Present:

Mr S Gallant (Chair, SG), Miss A Ferguson (AF), Mrs P Gerrard (PG), Mr J Glover (JG), Mrs D O'Toole (DO), Mrs W Swindells (WS), Mr G Thurston (GThu), Mrs S Young (Interim Executive Head, SY)

In attendance:

Mr T Briggs (Progress Leader, Year 11, TB), Mr I Fernie (Deputy Head, Winifred Holtby Academy, IF), Mrs T Jarvis (Clerk to the LGB, TJ), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Acting Deputy Head, NP), Mr G Truran (Deputy Head, GT), Mrs J Waddingham (Visitor, JW), Mr S Wilson (Head of School, Hessle High School, SW)

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

31 WELCOME

SG opened the meeting and welcomed everyone to the meeting. Introductions were made. JW was welcomed in the capacity of visitor. SW was welcomed as the newly appointed Headteacher of Holderness Academy (with effect from 3 June 2019).

32 PRESENTATION - IF

Researched Action Plan

Holderness Academy & Sixth Form College has supported IF to complete his final NPQH Assessment. IF delivered a presentation based on evidence provided by Interim EHT and SLT, and made the following recommendations regarding possible areas for development:

- Reduce variability in assessment
- Improve performance of subjects that contribute to the Open Element
- Review the curriculum offer at KS5
- Improve the attendance of specific cohorts of students
- Reduce the number of students in receipt of Fixed Term Exclusions
- Review the impact of the Reception area

IF was thanked for his presentation and the recommendations made.

IF left the meeting at 6.20pm

33 PRESENTATION – IM and TB

'How has the strategic preparation of Year 11 students, including those for whom the PP is appropriate, for the exam season given students the best chance to maximise their achievement?'

Revision Plus (Additional learning opportunities for students after school)

- Revision Plus opportunities for students available 3 days per week
- Students have been directed towards specific subjects (based on their Progress 8 scores)
- Late buses in operation to encourage attendance
- Staff have volunteered their time for Revision Plus
- Students' attendance initially 86%- 93%, this has since dipped
- Incentives to encourage attendance introduced (Loyalty card - stamps collected can be used towards the School Prom or High Street Vouchers)
- Positive parental support of Revision Plus has been received

Steph
27/9/19

- A personal choice element ensures that one Revision Plus subject is selected by the student, the other 2 subjects identified by staff

Study Plus (provides students with the opportunity to 'drop' a subject)

- Collaborative decision (with Students, Parents and Staff)
- Informed decisions based on accurate predictions

Q: (SG) What proportion of students have opted to drop a subject?

SY: 21, which is less than 10%. There were 42 who 'applied' but the final number is 21

Q: (DO) At what stage in the academic year is the decision made?

IM: January (at the second data collection) is the earliest, with some students deciding to remain following conversations

PPEs and Results Day

- Increased number of subjects are conducting PPEs
- New PPE 'Results Day' procedure
- Walking Talking Mocks integrated close to the official exams

Progress Reports

Tuesday 15 January – Year 11 Revision and Where Are We Now (WAWN) event

- Students received their PPE results in a 'results day' style envelope and setting to mimic the environment and potential feelings they may have this August
- FORCE gave a session of 'How to Revise Effectively'
- Moj Taylor gave a motivational talk whilst discussing revision techniques that are outside of the box

Wednesday 3 April – Year 11 WAWN/ Sean Conway Visit

- Students received their PPE results once again in a mock results day style. It was decided this time that students could use mobiles phones to contact parents to inform them of their results.
- Students were given a motivational talk from professional adventurer Sean Conway.
- Students made aware that £5 revision packs are available to buy from the finance office.

Sixth Form Mentors

- Team comprises of 18 mentors (including 2 x Senior Mentors)
- Each tutor is allocated 2 mentors to use at their discretion to assist students with revision; Pupil Premium boys in the first instance
- Mentors are employed on a casual basis for 2 hours a week
- Mentors record the work they carry out and pass this to Mr Briggs for monitoring purposes
- Tutors use SISRA data to be strategic in their approach

Q: (SW) Who delivers the training?

TB: I have delivered the training and the Deputy Headteacher has delivered the Safeguarding training.

Q: (SW) Is there an interview process?

TB: Yes, students must submit a letter of application and attend an interview

Intervention - Tutor time and HoFs

Success with Maths intervention taking place during tutor time. Due to the nature of this subject, students can get through quick response work. The material covered in English makes intervention during tutor time more difficult.

Parents Revision Evening

- Parents/carers invited into the Academy to receive guidance on how to support their child through revision and examinations
- IM delivered presentation about general revision skills and expectations
- Maths, English and Science delivered a carousel to offer subject specific guidance
- Revision books were available to purchase
- Booklet handed out to parents/carers to use as a point of reference (these were posted to those parents who did not attend the Revision Evening)

Pupil Premium

- 1:1 meeting with all 39 students to identify barriers and build relationships
- Regular dialogue (CDE) with faculties/stronger subject support
- Entitlement for resources - students more aware of what they need, e.g. revision guides ordered independently or from teacher recommendation
- Individual revision timetables created and amended (if required) after trial period
- Professional relationships with parents/carers, consistent dialogue-raising awareness for P6 intervention/parents' evening
- Support with dropped subjects - office time allowing students to focus on core revision
- Weekly attendance tracking/meetings with Assistant Headteacher – Welfare, to identify gaps in attendance - packages made for PA students

Q: (PG) Are more boys coming to revision sessions now?

TB: Largely yes. The loyalty card has helped this. Some subjects see more boys attending than others. Maths is well attended.

Q: (PG) Will the gap between the boys and the girls close as a result of the revision sessions?

IM: I think the issue is symptomatic. The gap is still quite stark within our English faculty

SY: From an attainment perspective, what we would hope to see is that attainment would increase. A strategic approach to the attendance of students who have SEND has been taken; the Learning Support Team telephoned the parents of all Year 11 children who have an additional need to ask what the barriers were to attendance. The two main reasons identified were: Transport (generally that is arranged by the LA), and the other barrier was support during taught lessons as students were anxious about attending if they did not have this support available. We have contacted the LA regarding transport, and this is now arriving later on two afternoons each week. TAs have also volunteered to support intervention.

DO noted the fantastic work and strategic planning that has been done and the effort that has gone into this.

TB and IM were thanked for their presentation.

TB left the meeting at 7pm

34 DECLARATION OF INTERESTS

None declared.

35 APOLOGIES FOR ABSENCE

No apologies had been received

36 GOVERNORS TERM OF OFFICE

The terms of office for the following 4 Governors ends on 31 August 2019:

- GThu
- NT (not in attendance)
- PG
- JG

SG thanked GThu, and noted thanks to NT, for their work on the LGB over the terms they had served as Governors.

GThu recognised the work of TCAT, namely Mr McCready, CEO, Mr Furlong, Chair of Trustees, and Mrs Young, Director of Education and thanked all staff for the work they do to support the students of Holderness Academy & Sixth Form College.

JG and PG confirmed they wished to stand for a further 3 years and will therefore continue in their respective role as Governor on the LGB of Holderness Academy & Sixth Form College until 31 August 2022.

Resolved: JG and PG to stand for a further 3-year term.

37 MINUTES OF THE LAST MEETING (21 January 2019)

Resolved: The minutes of the meeting held on 21 January 2019 were accepted as a correct record and recommended for approval by the Chair, SG

38 MATTERS ARISING FROM THE MINUTES

38a ACTION: TJ to circulate date to Governors to attend an Extraordinary meeting for IDSR training (minute 23a) Complete

38b ACTION: TJ to make any necessary amendments to the Emergency Evacuation Policy (minute 25) Complete

38c ACTION: TJ to publish the approved policies on the Academy website (minute 25) Complete

38d ACTION: TJ to publish the approved Uniform Policies on the Academy website (minute 26) Complete

38e ACTION: TJ to forward a copy of the Governor Visit template to all Governors (minute 29) Complete

39 STRATEGIC TEAM REPORT TO GOVERNORS

SY's report summarised the key events of the Spring term and recognised the positive engagement and participation of both students and staff in Revision Sessions and the Revision Plus Programme. Other notable events during the Spring term included:

- International Women's Day – celebrated throughout the Academy on 8 March 2019
- Comic Relief – a total of £1,160.51 was raised
- Theatre Dramatics 'Under the Influence' – Performance around safe decision making around the issues of alcohol
- East Riding Orchestra Concert performed in school for the benefit of students
- Sports Partnership – opportunities provided and taken up by students to demonstrate Leadership skills as they supported and umpired primary partner school events in a range of different sports
- Youth Speaks Team (3 students from Year 10 and Year 11) won a speaking competition and progressed to the finals on 30 March 2019

SY advised that the Youth Speaks Team did not win the final but noted that the team was one of the youngest teams in the competition and did exceptionally well and thoroughly enjoyed the experience.

39a Achievement

(i) Internal Tracking Analysis including Disadvantage Learner update

- Study Plus initiative had concluded. 20 students (approx. 9%) took advantage of being *removed* from a subject in order to focus on other curriculum areas

- 'Challenge and Support' interviews - Discussions have reflected on the previous term's foci and what can be done to either preserve predicted grades or to improve the outcomes beyond predicted grades.
- Current grades, PPE grades and predicted grades were provided in a 'Results Day' fashion to the students, who had a 25 minute window to contact parents and discuss grades with teachers. This was followed by a motivational presentation.

Headline predictions as they stand for 2019 outcomes

	School 2018	Year 11 2019 (Predicted)
Progress 8	-0.16	+0.07
Attainment 8	45	46.5
EBacc APS (new 2018 measure)	3.79	3.90
% Entering EBacc	12.2	24.1
% Basic (5+)	41.2	42
% in ed/emp after KS4 (2017)	97	

The courses now being offered by the Creative Arts Faculty in Design Technology and in Textiles will allow for more accurate predictions

C: (IM) The Progress 8 Prediction of +0.07 is likely to reduce.

Q: (SG) Is this reduction driven by a particular subject?

IM: No, just holistically.

Q: (WS) Is the school going to improve from last year?

IM: Yes, if you compare the data from 2018 to the 2019 predicted data in the table, you will see that the predicted data for 2019 is an improvement on that from 2018.

Disadvantaged (DA) Students Outcomes

Predicted progress – internal data			
	Gap	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 Score – Year 11	-0.35	-0.22 (38)	0.13 (174)
Progress 8 Score – Year 10	-0.11	-0.04 (52)	0.07 (192)

- The proportion of students classified as 'disadvantaged' (38 students – 16.5%) is lower than in 2018 (2.5%) and still below the national average.
- The ability on intake of the disadvantaged students (4.42) is lower than other students (4.8) and 2017-8 disadvantaged students (4.51).

(ii) DSEN update

Year Group	No. in Cohort	SEN: 2018/19 (SEN Support/EHCP)	(%) School 18/19 (SEN support/EHCP)
7	225	(30/5) ↓	15.5 (13.3/2.2)
8	195	(21/0) ↓	10.3 (10.3/0.0)
9	240	(20/5) →	10.4 (8.3/2.1)
10	241	(11/7) ↓	7.5 (4.6/2.9)
11	212	(5/9) →	6.6 (2.4/4.2)
Whole School	1113	(86/26) ↓	10.0 (7.7/2.3)

SY reported that the Academy is in a more positive position in relation to DSEN than what was previously reported.

- An External Consultant has been supporting the Learning Support Team to plan the delivery of K-Coded Student Intervention programmes in Literacy
- Several 'tutor time' interventions have been implemented with a good attendance, and early impact assessments are positive
- Scheduled timetabled Literacy and Dyslexia Interventions will begin after the Whit break. Staff delivering these sessions have been trained in Read, Write, Inc and the delivery has been role modelled by an experienced member of staff.
- 'Small Steps' Programme to build emotional literacy and social skills has begun
- The Learning Support Department has now moved to a central location within the Academy to promote inclusion.
- Afterschool clubs have been initiated with thanks to the Learning Support Teaching Assistants who have willingly volunteered to run these clubs
- The Trust has made a strategic decision to enter into a further arrangement to extend the Autism Spectrum Condition (ASC) Provision within the Academy. This provision will be co-located with Learning Support. The provision will be accessible for all students with an ASC. Both funding and staffing have been built into the Academy's resources
- The Academy continues to experience difficulties with the LA's SEN Team and the staffing issues they are experiencing are impacting negatively on the Academy in terms of communication, attendance at meetings and Annual Review statutory timeframes. This has been raised with Leaders within the LA on three separate occasions
- The Academy is currently working on a Core Offer for SEND Provision and our Statement of Financial Impact

Q: (DO) Do you have nurture groups in school?

SY: No, we are fully integrated across the school. We are currently in discussions with consideration to having a group of Year 7 students (from the new intake in September 2019) who will not study MFL in Year 7. If this is the route taken, we would be looking to offer a nurture group to include those students who are struggling to make the transition, those who did not attain where they needed to in Year 6 in English and Maths. This would give these students 3 lessons to work on (with the Learning Support Team) elements of social skills, their transition, and the higher expectations in terms of maturity, independence, resilience and organisation, while also providing the opportunity for these students to catch up in English and Maths, with a view to, in Year 8, go back into having that breadth of experience before they make their option choices.

39b Quality of Teaching, Learning and Assessment

(i) Quality of teaching

Observation judgements 2018-2019

	Number of observations	Percentage per criteria	Cumulative
	67		
Strong	52	78%	78%
Require Support	12	18%	96%
Requires Significant Support	3	4%	100%

Strong observations are now at 78% (a 1% increase) and requires support observations have fallen 1% to 18%.

C: (GThu) One in five teachers either 'Requires Support' or 'Requires Significant Support'

SY: Yes, but this is moving in the right direction. The new Leadership Structure ensures that the focus on Teaching & Learning remains high on the agenda. There is an evident culture of engagement and staff are

relishing the opportunity to talk about Teaching and Learning and to develop themselves and participate more than they have done previously.

- 3 members of staff continuing on the Teacher Improvement Programme and are going through their second cycle.
- Two of these staff will have a final observation which will see them either return to the pool or begin support through appraisal.
- One member of staff was unable to sign-off on the second cycle and has been moved to support through appraisal.
- CPD has had a heavy focus on teaching and learning strategies
- Staff have engaged in eight specific CPD activities that are all intended to raise the standards of teaching and therefore outcomes.

Q: (WS) How would you describe staff morale now?

NP: It has been a difficult few years at the school. From a CPD perspective, an input of 15% of staff wanted to invest time and share their resources; this has increased to 97% of staff. Staff are working exceptionally hard but are also working for each other. For me, this demonstrates a strong level of motivation in terms of what staff are doing and why they are doing it.

C: (SY) The staff Wellbeing Group continues to meet.

Q: (DO) Is it possible that we can see the staff wellbeing survey?

SY: This is something that is being discussed, with a view to a member of senior staff coming to the LGB meeting in the Autumn term to talk about where we started, what this information told us and the 'you said, we did' comments and responses. One example is that Support Staff feel on the periphery of things happening. Recent discussions with SLT considered involving Support Staff in training opportunities and discussion about the vision and values of the school.

Q:(DO) The gender pay gap, displayed on the TCAT website, is very high. Is there a reason for this, and what is the gender pay gap like here?

SY: It is a similar reflection to the Trust's position, but the national position is similar to this too. It is predominantly Senior Leaders in the Academy that affect the gap; the number of Senior Leaders, contrary to the number of staff we have, are male. Throughout the Trust, the predominant number of staff are female. However, the gender pay gap would suggest that those people that are in promoted posts, and therefore earning higher salaries, are male.

Q: (DO) What is the Academy doing to address the gender pay gap?

SY: Through CPD and lower levels of opportunity the Academy is offering a breadth of experience for staff to develop leadership skills. On the new leadership structure there are quite a lot of lower level TLR posts which the school has not had historically, and this provides opportunity for staff to take on roles to identify if leadership is for them and to start to work their way up in terms of leadership. This year we have offered bursaries to staff to have a go at running a small whole school project, and all those who applied for and took up these bursaries were all female.

Q: (DO) What is meant by 'Support through Appraisal'?

SY: We support staff through various forms of CPD (e.g. coaching, mentoring and training at faculty level); If it is identified that there is still a problem, the Appraisal and Capability Policy, that we have adopted is implemented; this is a 2-part process. The first stage is 'Support through Appraisal', whereby appraisal targets cease and there is a particular focus on a strand which has been identified as underperformance, and a support programme is put in place which is reviewed by the headteacher, the teacher, the coach and usually their Trade Union representative.

(ii) Curriculum
Year 8 Options

	2018-19
	Initial Allocation
Student Numbers	194
Orange Pathway	96
Blue Pathway	86
Green Pathway	12
Ebacc (initial target 30%)	49%

Orange Pathway – largely academic pathway

Blue Pathway – slightly more vocational

Green Pathway – aimed at those who require a little more support

39c Personal Development, Behaviour and Welfare

i) Attendance and Punctuality

Monthly Attendance Year 7 - Year 11 Attendance Data Comparison											
Whole School Attendance											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
2016/17	95.6	94.3	94.3	93.7	91.6	94.0	94.6	93.9	93.9	92.6	91.1
2017/18	94.5	94.8	95.1	92.3	94.4	93.5	93.3	94.9	93.3	93.3	91.8
2018/19	95.4	95.6	95.4	93.9	95.0	94.8					

DA Attendance											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
DA 16/17	93.5	91.7	91.9	91.3	90.3	92.4	91.4	90.8	91.3	89.6	88.1
DA 17/18	91.5	92.2	93.2	90.8	92.4	91.6	91.2	93.2	90.9	90.5	90.1
DA 18/19	93.3	93.9	93.4	90.6	91.9	92.8					

GT reported that the Academy continues to focus on the importance of attendance and the impact good attendance has on progress and advised that a more accurate formula is being used to calculate the Academy's Persistent Absence percentage.

Overall Attendance for Term 1 and part Term 2 (weeks 1-22)

- Overall improvement of 1.1% to 95.1% from 94.0% (2017/18)
- Non-DA attendance up 1.0% to 95.8% from 94.8% (2017/18)
- Year 7 – 11 have all shown an improvement on 2017/18 in their overall attendance when comparing 'Year on Year' cohorts
- Year 9 -11 have all shown an improvement in their attendance overall when comparing 'Same Year' cohorts.
- 21 out of the 22 individual weeks from September 2018 were an improvement from the previous year for all students
- Persistent Absence for all students is currently 12.41% which is below the National Average

DA Attendance

- Overall improvement of 0.8% to 92.7% from 91.9% the previous year
- Years 8-10 DA attendance improved on last year when comparing 'Year on Year' cohorts
- Year 9 and 10 DA attendance all improved when comparing 'Same Year' cohorts
- Persistent Absence for DA students is 38.31% - above the National Average of 24.3%

Areas to Improve/Focus

- DA students, in particular, Year 7 Boys DA, Year 11 Boys and Girls DA
- Year 8 (slight drop from same cohort in Year 7)

Strategies

- Building positive working relationships with DA students and parents
- Continuing to raise awareness of the importance of good attendance through weekly tutor session/assemblies
- Rewards for good attendance – weekly and termly
- Increasing the rigour and consistency of the Attendance Team staged approach
- Attendance Tweets
- Relentless drive and focus from everyone

GT informed Governors of the excellent work of the Attendance Officer and the Year 7 Pastoral Manager as they continue working with staff, parents and students to improve communication and student attendance.

C: (SG) The Governing Body recognise the hard work and impact that the staff team and strategic leadership have had on school attendance which is the highest the school has ever had.

ii) Behaviour

Isolation data

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	All
16/17	73	67	102	34	81	68	85	45	69	75	78	777
17/18	61	107	80	64	86	98	99	86	103	95	66	945
18/19	140	200	167	177	139	144						

The rise in number of isolations was anticipated due to the introduction of the Positive Discipline (PD) Policy

Q: (DO) Is it the expectation that as the PD system embeds, the number of students in isolation will reduce?

GT: Yes, this would be expected. If you look at the trend line, you will see these are starting to reduce.

Exclusion Data (number of students)

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	All
16/17	9	12	12	7	6	9	13	4	13	11	3	99
17/18	3	13	14	13	8	10	15	11	13	7	12	119
18/19	11	16	8	6	7	6						

iii) Safeguarding

- CPOMS (new electronic system) now being used and is making a positive difference

GT recognised the work of all the Academy's Safeguarding Officer, Pastoral Managers and Deputy Safeguarding Lead and advised that this is evident in both attendance and outcomes.

39d Effectiveness of 16-19 Provision

Year 13 Predictions

	Progress	APS Collection 1	APS Collection 2
Overall	+0.02	(C+) 32.97	(C+) 32.17
A Level	+0.29	(C+) 34.57	(C+) 33.78
Vocational	-0.31	(Merit) 23.89	(Merit) 22.95

- Pleasing results within the SEN category with students achieving APS of 36.67 (B-) and progress residuals of +0.72 (though the numbers in cohort make this statistically insignificant)
- Vocational data predicts a Merit grade which is below national expectations
- A meaningful prediction remains difficult at this stage of the year as a number of units are still not yet completed and staff remain cautious in their forecasts
- The Sixth Form continues to run 'enrichment' A-levels on just one hour a week in comparison to the five hours expected.

Attendance

	Year 13	Year 12
2016/7	94.7%	95.3%
2017/8	95.4%	95.7%
Current	96.1%	94.9%

40 POLICY UPDATES

The following policies were emailed to all governors in March 2019. Comments were received which did not change the fundamental intention of the policies, although minor changes have been made to the policies to reflect the comments received.

Governors unanimously approved the following policies and review dates:

- a) Equal Opportunities – Review April 2021
- b) Critical Incident – Review April 2021*
- c) Exams – Review April 2021
- d) Literacy – Review April 2021
- e) Most Able and Talented – Review April 2021
- f) Relationships and Sex Education (RSE) – Review April 2021
- g) Social, Moral, Spiritual and Cultural (SMSC) – Review April 2021

* The Critical Incident Policy requires one addition to the appendix with regards to the alarm bell sound; this information will be added once the technical issue is resolved. The information added will not change the fundamental meaning of the policy.

Resolved: The Equal Opportunities (Students), Critical Incident, Exams, Literacy, Most Able and Talented, RSE and SMSC policies were approved with their respective review dates as stated above.

ACTION: TJ to make all approved policies available to staff and, with the exception of the Critical Incident policy, publish on the Academy's website.

41 TERMLY TRUST UPDATE

- The application from the Trust to bring Winifred Holtby Academy into the Trust as full members has been approved
- St Anne's School and Sixth Form College has received confirmation that work will begin on the building of their new school which will be built on the site of the old Hessle Lower School
- The Central Service team continues to expand and over recent months several key appointments have been made
- The Trust is currently in the middle of a restructuring programme that will see the full centralisation of the Finance Team and the creation of an in-house HR Team. Both these teams will be based at the Trust offices at Cottingham High School with effect from 1 September 2019. The HR team will be complemented by a senior Pensions Clerk who will be responsible for pensions across the Trust thereby removing this task from individual academies
- TCAT is now eligible for capital funding under the Schools Condition Allowance as a result of having 5 or more schools. This funding must be used by the Trust to maintain and improve the estate

42 GOVERNANCE MINIMUM STANDARDS

SG advised all Governors that they must complete the Safeguarding Learning Link Module and the Attainment and Progress Module by the end of the Summer term. All Governors should have signed and returned the acknowledgement sheet to confirm that they have read and understood the Government document 'Keeping Children Safe in Education'. Governors were also reminded that, for good practice, they should access their Academy email accounts **at least** twice a week.

JW confirmed that she would like to assume the role of Trust appointed Governor at Holderness Academy & Sixth Form College.

Resolved: Subject to necessary DBS requirements and successful completion of induction, JW appointed to the role of Governor.

The following Link Governors were confirmed: Safeguarding: PG, DSEN: JW and Pupil Premium: SG

Resolved: PG appointed by the LGB to the role of Safeguarding Link Governor, JW appointed by the LGB to the role of DSEN Link Governor, and SG appointed by the LGB to the role of Pupil Premium Link Governor.

ACTION: All Governors to complete the NGA Learning link Modules 'Safeguarding' and 'Attainment and Progress' and email a copy of certificate, on successful completion, to the Clerk by Friday 19 July 2019

ACTION: All Governors to read and return signed sheet to the Clerk to confirm that they have read the Government document 'Keeping Children Safe in Education' by Tuesday 7 May 2019

ACTION: TJ to make arrangements for JW to complete Governor Induction

43 DATE AND TIME OF NEXT MEETING:

The first meeting is expected to be Monday 16 September 2019, which will be the Results Meeting. This will be confirmed.

44 ANY OTHER URGENT BUSINESS

On behalf of LGB, SG thanked SY for the work she has done with the school since 2017 and in her role as Executive Headteacher at Holderness Academy & Sixth Form College since 2018.

SY thanked Governors for their support.

SW addressed Governors and stated he is looking forward to working with the LGB upon his commencement in post as Headteacher from 3 June 2019.

45 ACTION POINTS

- 45a ACTION: TJ to make all approved policies available to staff and, with the exception of the Critical Incident policy, publish on the Academy's website. (minute 40)**
- 45b ACTION: All Governors to complete the NGA Learning link Modules 'Safeguarding' and 'Attainment and Progress' and email a copy of certificate, on successful completion, to the Clerk by Friday 19 July 2019 (minute 42)**
- 45c ACTION: All Governors to read and return signed sheet to the Clerk to confirm that they have read the Government document 'Keeping Children Safe in Education' by Tuesday 7 May 2019 (minute 42)**
- 45d ACTION: TJ to make arrangements for JW to complete Governor Induction (minute 42)**

MEETING CLOSED 8.20pm