



**Minutes of the Meeting of the Local Governing Board of  
Holderness Academy & Sixth Form College, held on Monday 21 January 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), Mr G Thurston (GThu), Mrs S Young (Interim Executive Head, SY)

**In attendance:**

Mrs T Jarvis (Clerk to the LGB, TJ), Mrs A Lowery (Faculty Head, AL), Mr D McCreedy (Trust CEO, DM), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Acting Deputy Head, NP), Mrs J Simpson (Trust HR Director JS), Mr G Truran (Deputy Head, GT)

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

**16 WELCOME**

SG opened the meeting and welcomed everyone. Introductions were made and AF was welcomed in the capacity of Staff Governor.

**17 PRESENTATION English – Mrs A Lowery, English**

*Leaders in English have implemented positive strategies to reduce the DA gap in achievement.  
Can the same short and long-term strategies be applied to reduce the gender gap within the subject area?*

**English**

- 89 Boys with a negative P8 score in 2018
- 60 Boys predicted a negative P8 score in 2019

**2018**

| English Language | Girls | Boys  |
|------------------|-------|-------|
| Grade 4          | 85%   | 62%   |
| Grade 5          | 67.9% | 42.5% |
| Grade 7          | 21%   | 10%   |

**2019 Predictions**

| English Language | Girls | Boys  |
|------------------|-------|-------|
| Grade 4          | 95.4% | 80.6% |
| Grade 5          | 73.1% | 44.7% |
| Grade 7          | 19.4% | 4.9%  |

| English Literature | Girls | Boys  |
|--------------------|-------|-------|
| Grade 4            | 82%   | 63%   |
| Grade 5            | 64.2% | 38.2% |
| Grade 7            | 25%   | 7%    |

| English Literature | Girls | Boys  |
|--------------------|-------|-------|
| Grade 4            | 95.4% | 80.2% |
| Grade 5            | 70.4% | 47.5% |
| Grade 7            | 17.6% | 4.0%  |

C: (AL) As teaching delivery improves, boys' attainment improves but so does girls', consequently, the gender gap remains

Q: (SG) In English Language the gender gap between predictions at Grade 4 is approximately 15% but at Grade 5 is almost 30%, is the level of attainment the real challenge?

C: (AL) Yes, but those boys could have come in with low scores at Key Stage 2 so actually their Progress 8 might be better than their attainment

C: (SG) There are similar gender gaps between both English Language and English Literature

C: (AL) This does fit with the National picture and our percentages are very similar to National in terms of the gaps

#### Short-term Actions (Current Year 11)

- PP boys' group: P8 score of +0.5 (Lang) +0.52 (Lit)
- Boys HA group: +0.12 (Lang) +0.02 (Lit)
- Whole school attendance drive is having a positive effect.
- Quality of T&L is improving
- Two boys already completed GCSE Literature course gaining a Grade 9 and 8 making +1.89 progress
- Whole cohort intervention strategies -breakfast club-period 6-countdown to success-WTM, all positive in their impact
- There are no PD sessions during Year 11 English lessons

#### Long-term Actions - Strategies to foster a gender-equitable and inclusive ethos

- Challenge perceptions of masculinity and femininity
- Curriculum content 'texts which do not conform with stereotypes' Romanticism unit Year 8
- Year 7 and 8 reading initiative with inter form competitions (grant received from Ernest Cook Trust.)
- English Twitter page highlighting boys' achievement
- Classroom displays which tackle stereotypical constructions of masculinity and femininity- linked to the English curriculum
- Whole school literacy strategy to foster high literacy attainment- particularly oracy

#### Long-term Actions - Strategies to foster greater gender equity in English attainment

- Boys reading club (invite only). Materials secured from the BookTrust. Support should be maintaining self-esteem whilst increasing literacy skills
- Junior Leadership Team (JLT) boys leading initiatives, recommending books and feeding into T&L strategy
- Faculty training with sessions related to oracy: to talk explicitly with students in terms of rigour, determination, dedication and scholarship because the higher the expectations we have of our students, the better they will perform
- Sixth Form Mentoring: high percentage of boys within A level English classes, providing good role models

C: (SG) *Forecast for boys is much improved on last year and a lot of activity going on to support this and you deserve credit for this*

Q: (SG) *Does the selection of exam texts help or hinder in the gender issue?*

C: (AL) *The main thing is that we all do the same text across the groups, so staff are not choosing the texts they want to do. All revision can then be focused*

Q: (SG) *What about the texts set by the Exam Board*

C: (AL) *It depends on the teaching and what is in place. There is nothing to say that one text is better for boys than girls*

Q: (JG) *Are there more female English teachers than male?*

C: (AL) *Yes*

C: (SY) *We are fortunate that we have two male English teachers*

Q: (DO) *As the Reading Initiative focuses on Years 7 and 8, do you think reading engagement will drop off once boys reach Year 9 and 10 and is there a possibility for the focus on reading to be continued all the way through the school?*

C: (AL) *If we were to receive further funding. The Reading Initiative scope was purely for Years 7 and 8*

C: (SY) *We need to get this right early in Years 7 and 8 so that students have the core reading skills*

Q: (GThu) *What was the £2,000 funding spent on?*

C: (AL) *Books. Every student in Years 7 and 8 has been given a book to read during Form time*



SG acknowledged that good progress in English is being made and thanked AL for her attendance and delivering her presentation to Governors.

AL left the meeting at 18.25

## **18 DECLARATION OF INTERESTS**

No conflicts of interest to declare for this meeting

## **19 APOLOGIES FOR ABSENCE**

Apologies had been received from Mrs W Swindells and Mr N Taylor.

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

## **20 MINUTES OF THE LAST MEETING (1 October 2018)**

**Resolved:** The minutes of the meeting held on 1 October 2018 were accepted as a correct record and recommended for approval by the Chair, SG

## **21 MATTERS ARISING FROM THE MINUTES**

- 21a ACTION: NP to present the findings from the video clips regarding student expectations towards their teachers and learning at the next meeting. Complete**
- 21b ACTION: TJ to invite the English Faculty Leader to present to governors at the next meeting 21 January 2019. Complete**
- 21c ACTION: TJ to circulate government document 'Keeping Children Safe in Education to all governors and ask that they read part 2 and respond to acknowledge they have read and understood this by 26 October 2018. Information circulated**
- 21d ACTION: NP to include information on feedback from students who opted not to accept Sixth Form place in his January 2019 report. See item 23d**
- 21e ACTION: TJ to publish the approved policies on the Academy website. Website not yet active. See item 25**
- 21f ACTION: TJ to circulate information in relation to Termly Trust updates to all governors Complete**

## **22 HEADTEACHER APPOINTMENT PROCESS**

SY summarised the importance of Governors' awareness of the robust nature of the process of recruiting a Headteacher and the associated timelines to this process

JS provided an overview of the content within the Headteacher vacancy pack which was published on TES today

- Closing date is 4 February 2019
- Shortlisting will take place on 4 February 2019
- Interviews will be held on 11 and 12 February 2019 and appointment made on 12 February 2019

- Some members of the LGB have already been asked to support during the interview process as have members of the Trust Board and a Headteacher from one of the Trust schools along with various other personnel

#### Interview Day 1, Monday 11 February

- Shortlisted candidates welcomed and have a tour of the Academy
- Completion of Data Task
- Meet with Governors and members of staff, CEO and Trust staff
- Five Interview Panels each made up of three members, plus there will be one Student Panel
- Selection Panel (made up of the lead from each Interview Panel) will meet at the end of the day to determine which candidates will be invited to Day 2 of the interview process
- Candidates successful at the end of Day 1 will be provided with a presentation title

#### Interview Day 2, Tuesday 12 February

- Formal Interview
- Presentation delivery

Q: (SG) *How many candidates are you expecting to shortlist?*

C: (DM) *This depends on the quality of applications*

Q: (SG) *Given the school's recent history, do you think this will be reflected in the number of applicants?*

C: (DM) *This can be looked at in two ways; the school is clearly on the rise. It is now part of a Trust with a good reputation and from this point of view I am hopeful that this will attract a competitive field*

Q: (SG) *Will the appointment commence in the Summer term?*

C: (JS) *The advert states from the Summer term, however this depends whether the successful candidate is an existing Headteacher. If they are, they will not be able to start until September 2019 as they will need to give 3-months' notice. However, if they are not an existing Headteacher, they will be able to start at the beginning of the Summer term*

C: (DM) *Even if the successful candidate is an existing Headteacher, there is often the opportunity for some negotiation with the school which they are coming from. It is important that there is a good handover period and that the induction process goes as well as it possibly can.*

SG recognised that as part of a Trust, Holderness Academy is in a stronger position to recruit a good Headteacher than it would have been had the school still been a LA maintained school.

Governors thanked JS for attending.

JS left the meeting at 18:35


## 23 STRATEGIC TEAM REPORT TO GOVERNORS

SY summarised the key events of the Autumn term and recognised the positive engagement and participation of both students and staff in events in the build up to Christmas and the shift towards a community perspective, which is what the students and staff had voiced they would like to do more of.

### 23a Achievement

IM proposed that an Extraordinary meeting be held to go over the IDSR as part of a training session for Governors

- Second data collection for Year 11 has just taken place
- Controlled Assessments will be completed early to allow more focus on exams, this is a strategic priority



Headline predictions as they stand for 2019 outcomes

|                              | School 2018 | Year 11 2019 (Predicted) |
|------------------------------|-------------|--------------------------|
| Progress 8                   | -0.16       | +0.18                    |
| Attainment 8                 | 45          | 47.6                     |
| EBacc APS (new 2018 measure) | 3.79        | 4.04                     |
| % Entering EBacc             | 12.2        | 24.4                     |
| % Basic (5+)                 | 41.2        | 46                       |
| % in ed/emp after KS4 (2017) | 97          |                          |

C: (SG) Last year the predictions were more accurate. This year Basic (5+) has gone up quite substantially  
 C: (IM) It has gone up just over 4%. As identified in the English presentation today, the process by which we collaborate through Pixl is with 1,000+ schools. The paper used has been standardised; it is the one which has been used most recently and is a pretty true reflection of where students are at that point - Maths and Science are doing the same as English.

C: (SY) If you speak to English and Maths Faculty Leaders and look at their evidence, this will show that they have got this right for the previous two years; they are a year ahead of everyone else in terms of understanding their syllabus

C: (IM) Computer Science still have some very high predictions. However, they are engaging in initiatives set up through the MAT and beyond for standardisation

SY clarified the revised faculty changes to the previous one faculty which was MFL, Business, ICT and Computing which has now been split.

- Leadership has been split
- Involved in a SSIF project to support MFL
- Working with an SLE to support Computer Science

Q: (DM) PE is well below the national average. Across the Trust, PE is quite a high performing subject; are you using any of the Trust schools for support?

C: (IM) Meetings are scheduled to take place with Assistant Heads (Standards) within the MAT to identify the subjects we can get involved in in terms of moderation and using similar papers. For PE there is nothing planned yet, but this is in the pipeline

C: (SY) An SLE has been deployed to work with the PE Faculty and will deliver a lesson on how to structure and answer a 9-mark question. The Head of PE is on a Middle Leader Programme and has also been accepted as a Marker

C: (IM) It is important to recognise how the PE course has changed. It is now largely theory based

Q: (JG) Can you explain more about Music, and why this continues to be a major concern?

C: (IM) Music were challenged at the last collection and they have reduced their predictions.

C: (SY) There are some concerns around Leadership and Management in this area too and this is being challenged under different circumstances

C: (DO) There seems to be several areas where you are questioning predictions; this was also the case last year

C (SY) Compared to last year, we now have an Accountability Structure in place and this system allows us to challenge this and follow-up. Following-up is having an impact on how data collection is then done. SLT Links are also having conversations. Therefore, there is a process in place now, where not one previously. Staff are aware that there are levels of challenge happening with their data, and Leaders are being challenged. The core subject areas (English, Maths, Science, Humanities) is where we have done the most work to make sure predictions are accurate, and these are significantly improving.

**ACTION: TJ to circulate date to Governors to attend an Extraordinary meeting for IDSR training**

## 23b Quality of Teaching, Learning and Assessment

### i) Quality of teaching

| Comparison of observation judgements in January 2018 and January 2019 | January 2018 | January 2019 | Variance |
|---|--------------|--------------|----------|
| Number of observations  | 78           | 64           |          |
| Strong  | 68%          | 77%          | ↑9%      |
| Require Support   | 26%          | 19%          | ↓7%      |
| Requires Significant Support  | 6%           | 4%           | ↓2%      |

- 9 Teaching and Learning Training sessions in 18/19
- Increase in CPD engagement (Teacher Takeaway event) June 2018 15% engagement compared to 97% engagement in December 2018
- Science Faculty staff continue to receive bespoke support from TCAT external consultants and are following a specific action plan. Improvements already evident.

Q: (DO) When observing lessons and identifying these as 'Strong', 'Requiring Support' or 'Requiring Significant Support', how do you decide this and how do you make sure it is standardised across all Observers?

C: (NP) We carry our joint observations with SY in the first instance and joint observations within the SLT. SY has also been carrying out joint observations with Heads of Faculties. This ensures that we have got the exact same criteria and we are working towards the same goal

Q: (DO) Do you have set criteria?

C: (NP) As part of our lesson observation schedule we have criteria that is built into this. We use BlueSky, which is a monitoring and evaluation tool. Within this is a series of grids and as we work through these there are key areas that we are looking for to be able to report back and we make a judgement of best fit. In this we talk about the strengths, areas for development and this feeds into CPD and the coaching programme.

Q: (DO) Do you feedback in the same way that Ofsted do?

C: (SY) Yes, we do not give out 'labels' when feeding back observations; if we did staff would not hear the feedback. Further moderation comes from observations carried out by SLT which looks at identifying judgements made and the evidence for these. Lesson Observation Training been delivered to all (26) Middle Leaders. Four are attending a catch-up session this week to offer additional support

Q: (JG) Is the process for observations and the amount of observations the same as all the other schools within TCAT?

C: (DM) It is about the same yes, and the process is similar; we always look for areas to improve and do not feedback any level of grading

C: (SY) The bank of evidence we use is the observations, the outcomes, student voice, work scrutiny, evidence from Middle Leaders, Learning Walks and Drop-ins. More recently, we have been looking at how proactive a member of staff has been in engaging in CPD opportunities that we have put on.

C: (JG) It does seem that an inordinate amount of Senior Teachers' time is spent observing other teachers when they could themselves be teaching

C: (SY) We do an SLT observation in the Autumn Term. Middle Leaders do a Development Observation. Only those we have concerns about will have a further observation in the Summer Term. Observations do not last the entire lesson. We also use the evidence we get from observations to inform CPD and identify bespoke training for staff. It is not just about doing observations, it is what we do with the information we get from these, and what we have done with it has made a difference and the evidence suggests this



## ii) Curriculum

### Year 8 Pathways Process

- 70% Attendance rate at Year 8 Parents' Evening (40% DA) is positive
- Professional Pathways Booklet, targeted to the Year 8 students produced by Ray Bird
- Year 8 Pathways assemblies taking place this week

|                            | 2018-19            | 2017-18            |       |
|----------------------------|--------------------|--------------------|-------|
|                            | Initial Allocation | Initial allocation | Final |
| Student Numbers            | 192                | 244                | 244   |
| Orange Pathway             | 96                 | 122                | 97    |
| Blue Pathway               | 81                 | 107                | 132   |
| Green Pathway              | 15                 | 15                 | 15    |
| Ebacc (initial target 30%) | 50%                | 50%                | 40%   |

Orange Pathway – largely academic

Blue Pathway – slightly more vocational

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

### SMSC - Life Skills events

Years 7-11 have taken part in 4 dropdown events covering the following topics:

- Health and Wellbeing
- Living in the Wider World (PREVENT)
- Science, Technology, Engineering and Mathematics (STEM)
- Relationships
- Careers Advice and Guidance (Year 11 only)
- SMSC – Social, Moral, Spiritual and Cultural Awareness

## 23c 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 |      |      |       |       |      |      |      |

| 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 |      |      |       |       |      |      |      |

GT reported that the Academy continues to focus on the importance of attendance and the impact good attendance has on progress

- Attendance is a regular feature in Tutor time
- Students complete attendance data in their planners
- Attendance discussed in assemblies

#### Overall Attendance for Term 1 (week 1-15)

- Improvement of 0.8% to 95.1% (2017/18) from 94.3% (2018/19)
- 14 out of the 15 individual weeks from September 2018 were an improvement from the previous year for all students.
- 14 out of the 15 weeks from September 2018 cumulative attendance higher than previous year.
- Persistent Absence for all students 12.74% which is below the National Average of 13.6%

#### DA Attendance

- Overall improvement of 0.8% to 92.9% from 92.1% the previous year
- Years 7-10 DA attendance improved on last year when comparing 'Year on Year' groups
- Year 8-10 DA attendance all improved when comparing 'Same Year' groups
- Persistent Absence for DA students is 36.81% - above the National Average of 28.1%

#### 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)

GT advised that the non-attendance of three students is having a significant impact on attendance data reported. 29 fines have been issued due to term time holidays.

#### 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, including the use of Penalty Notices and Prosecution
- Daily Attendance Tweets
- Relentless drive and focus from everyone

GT reported that the Academy is working with the Attendance Officer at Hessle High regarding pre-legal approaches and continues to work with the LA regarding the legal process.

#### 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 |     |     |     |     |     |     |     |     |

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

As PD becomes embedded, students are aware of the consequences of their behaviour; the number of FTEs has fallen significantly (50% in November and December, compared to last year), and is now at a 3-year low.



Q: (SG) What is the data for January Isolation looking like? Do you expect Isolation numbers to start to drop?

C: (GT) January's Isolation figures are looking similar. We are expecting a drop eventually. This is a relatively new system and something we look at in SLT meetings on a weekly basis. We have a dashboard which highlights those students who have been in isolation the most and those who have the most warnings. This is the negative side of PD the vast majority is focused on the positives.

C: (DM) In Cottingham School, where PD was started in the Trust (a year ahead of Holderness), they saw a similar spike in the first year and are reaping the benefits in the second year.

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   |     |     |     |     |     |     |     |     |

Two Permanent Exclusion - both from 17/18 Academic Year

- One incident happened at the end of the 17/18 Academic Year
- One due to alternative placement unable to meet child's needs

DO left the meeting at 19.30

Q: (GThu) I am concerned about bullying in the school – please can you comment on this and how you deal with this.

C: (GT) Our surveys in relation to bullying, whether this be student voice or parent voice, suggest that the number of bullying incidences is very low. Where we do have incidences, these are dealt with by following the correct procedures set out in the Behaviour Policy. Every incident is dealt with on an individual basis and dealt with through the Pastoral depending on the incident. I am confident that if there is any form of bullying, that we are aware of, our teams in school deal with it correctly

### iii) Safeguarding

C: (GT) There is now a lack of external support and resources available and this is making the safeguarding role more difficult. There are concerns that we have open cases with services which are no longer available.

- School needs to submit Early Help Assessments
- Prevention and Education Team (PET) is no longer available
- Tim Harris is currently undertaking the training for Designated Safeguarding Lead (DSL) and will carry out associated duties in school alongside and in the absence of GT.

C: (GT) We do have Andy Hill (Mental Health worker) coming in one day a week and this is a significant help and support, but we would benefit from having this support 5 days a week. The need is greater than it has ever been while the support is the least it has ever been.

## 23d Effectiveness of 16-19 Provision

|            | Progress | Average grade points |
|------------|----------|----------------------|
| 2016 exams | +0.02    | (C-) 27.35           |
| 2017 exams | -0.14    | (C) 32.09            |
| 2018 exams | +0.11    | (C+) 34.11           |

### Y13 Predictions - 2019

|            | Progress | Average grade points |
|------------|----------|----------------------|
| Overall    | +3.13    | (C+) 32.97           |
| A level    | +3.29    | (C+) 34.57           |
| Vocational | +1.45    | (Merit) 23.89        |

- APS (average point score) remains consistent
- Concerns as value-added is beyond expectation at this point
- Chemistry, Physics and Maths extraordinarily high predictions
- DT, Music and Psychology showing low predictions
- Vocational data is predicting a Merit grade (below national expectations)

*C: (NP) Data is preliminary as it is based on predictions at a very early stage. We have a series of mock examinations running this week, more summative assessment the week after and finalised coursework coming through. We therefore to get a level of data over the next 4 weeks and we will be able to make more meaningful predictions.*

### Attendance

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

#### Contributing factors

- Health issues
- Mental health issues
- Family holidays (no penalty notices)
- General illness (prior to Christmas)

Attendance has decreased in the Sixth Form but is being monitored closely.

#### Strategies

- Tutors continue to monitor attendance
- Follow up concerns
- Sixth Form Dashboard
- Intervention and Action Plan systems
- 'Return to work' style interview for students whose attendance falls below 95%



## Year 13 Destination Data

| Destination            | No. | %    |
|------------------------|-----|------|
| Higher Education       | 48  | 76   |
| Of which Russell Group | 10  | (20) |
| Employment             | 10  | 1    |
| Apprenticeship         | 4   | 7%   |
| NEET                   | 1   | 1    |

- First NEET
- 2 Students progressed to Medicine (York and Liverpool)
- University of Hull most popular destination
- University of Lincoln second most popular

*C: (NP) There are some concerns around the unconditional offers to students, while this does help some students who may suffer with a little anxiety and exam stress; the worry is that students will be tempted to 'take their foot off the gas'.*

### Retention and Recruitment

- Predicted retention for this academic year has fallen to 93%
- Disappointing level of recruitment in September 2018
- Internal recruitment strategy launched in Spring term
- Sixth Form Leadership Team working with other Sixth Forms across TCAT

*Q: (GThu) Were there many students who signed up to Sixth Form, but then had second thoughts?*

*C: (NP) There is a huge amount of competition and this is something we have always has to contend with. We have had 7 students who left, went somewhere else and then came back as they felt they had made the wrong decision*

*Q: (JG) Is the website still down?*

*C: (SY) Yes, photographs have been taken. Claire Gordon (TCAT Marketing Manager) is working with Ray Bird, Tracey Jarvis and Shaun Gill to get the basic content up. The website will be live before we break up for February half term. We will then open sections of the website over the following weeks.*

## 24 DEVELOPMENT PLAN

- Robust process undertaken to identify priorities
- Leaders have been tasked and challenged by each other and by the SLT to come up with appropriate areas of focus which are data led and data driven along with the success criteria
- Development Plan has been shared with all members of staff

*Q: (SG) Is the Staff Wellbeing Group up and running?*

*C: (SY) Yes, and this is working well. The Assistant Associate Head has had 3 meetings plus other various activities including a wellbeing survey. We will be doing a dip sample in the penultimate week of this half term.*

*Q: (SG) Has there been any feedback?*

*C: (SY) There was a good response rate from a survey perspective (approx. 80%). One overwhelming response was that staff did not all want to be 'tarred with the same brush'. We have responded to this by amending our CPD accordingly. Staff wanted more community engagement, which we have acted on.*

## 25 POLICY UPDATES

The following policies were emailed to all Governors in December 2018. 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) Access to Education – Review January 2020
- b) Admissions Arrangements – Review January 2020
- c) Communication and Numeracy – Review January 2020
- d) No Smoking – Review January 2020
- e) Pupil Premium – Review January 2020
- f) Provider Access – Review January 2020
- g) Status Changes on SIMS – Review January 2020

\*Governors unanimously approved the following policy and review date subject to substitute Fire Marshalls being identified throughout the policy where appropriate:

- h) Emergency Evacuation – Review January 2020

**Resolved:** The Access to Education, Admissions Arrangements, Communication and Numeracy, \*Emergency Evacuation, No Smoking, Pupil Premium, Provider Access and Status Changes on SIMS policies were approved with their review dates.

**ACTION: TJ to make any necessary amendments to the Emergency Evacuation Policy**

**ACTION: TJ to publish the approved policies on the Academy website.**

## 26 UNIFORM POLICY REVIEW

SY reported that the Student Council and members from Year Group Councils had requested a black jumper be included as an optional item of school uniform. The Jumper will be optional but must be a black school badged V-neck jumper.

The School Uniform Policy has been amended and restructured as follows:

- It is now gender neutral
- Compulsory items are listed together
- Optional items are listed together (and this includes a badged V-neck black jumper)
- Additional statement added for clarity to acknowledge that the overall decision as to whether any item of clothing is appropriate is that of the Headteacher

SY advised Governors that the uniform supplier is under review as currently the orders, receipt of stock, sales, distribution and returns is managed on site by the Finance Office.

Governors unanimously approved the Uniform Policy and the inclusion of the option V-neck black school badged jumper.



**ACTION: TJ to publish the approved Uniform Policy on the Academy website.**

**27 Termly Trust Update**

DM informed Governors that the Trust Conference held on 7 January 2019 was a huge success and a significant amount of positive feedback was received from teaching staff.

- The focus on the next year will be on the recruitment of Primary Schools
- Winifred Holtby is in the process of formally joining TCAT as a full member
- Application to SALIX (an energy efficiency programme) to replace lighting at Holderness Academy has been approved and this project is in the very early stages

**28 DATE AND TIME OF NEXT MEETING:**

Monday 29 April 2019 at 6.00pm in the Library

**29 ANY OTHER URGENT BUSINESS**

SG reminded Governors of the NGA Learning Link which is available to them and requested that all undertake a minimum of 2 learning module per year. Upon completion, certificates should be sent to Tracey Jarvis electronically.

Governors were also reminded that they should complete a 'Visit form' each time they visit the Holderness Academy and each time they attend a school event in their capacity of Governor.

**ACTION: TJ to forward a copy of the Governor Visit template to all Governors.**

**30 ACTION POINTS**

- 30a ACTION: TJ to circulate dates to Governors to attend an Extraordinary meeting and for IDSR training (minute 23a)**
- 30b ACTION: TJ to make any necessary amendments to the Emergency Evacuation Policy (minute 25)**
- 30c ACTION: TJ to publish the approved policies on the Academy website (minute 25)**
- 30d ACTION: TJ to publish the approved Uniform Policies on the Academy website (minute 26)**
- 30e ACTION: TJ to forward a copy of the Governor Visit template to all Governors (minute 29)**

MEETING CLOSED 8.15pm

