



**The Local Governing Board of Holderness Academy & Sixth Form College**  
**Minutes of the Meeting of the Local Governing Board of**  
**Holderness Academy & Sixth Form College, held on Monday 14 October 2019, at 6.00pm.**

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**Present:**

Mr S Gallant (Chair, SG), Mrs L Connor (LC), Mr J Glover (JG), Mr M Kitching (MK), Mrs J Millard (JM), Mrs W Swindells (WS), Miss J Waddingham (JW), Mr S Wilson (Headteacher, SW)

**In attendance:**

Mr R Bird (Assistant Head – Curriculum, RB), Mrs E Buckley (Lead Practitioner, EB), Mrs T Jarvis (Clerk to the LGB, TJ), Miss J Lovel (Lead Practitioner, JL), Mr D McCready (CEO to the Trust, DM), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Director of Key Stage 5, NP), Mr G Truran (Deputy Headteacher, GT),

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

**10 WELCOME**

SG opened the meeting and welcomed everyone. Introductions were made and MK was welcomed in the capacity of Governors recently appointed.

**11 APOLOGIES FOR ABSENCE**

Apologies had been received from Mrs P Gerrard and Mrs D O'Toole.

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

**12 DECLARATION OF INTEREST**

None declared

**13 MEMBERSHIPS AND APPOINTMENTS**

Governors were asked to appoint a Chair and a Vice Chair. Mr S Gallant was nominated and confirmed that he would like to continue to serve as Chair. Mrs L Connor expressed that she would like to serve as Vice Chair. There were no other nominations or expressions of interest for either role.

**Resolved:** Mr S Gallant was re-appointed as Chair and Mrs L Connor was appointed as Vice Chair.

SG confirmed the following Link Governors, who were appointed during the meeting of 29 April 2019:

- Safeguarding: Mrs P Gerrard
- DSEN: Mrs J Waddingham
- Pupil Premium: Mr S Gallant

## 14 MINUTES OF THE LAST MEETING (5 September 2019)

**Resolved:** The minutes of the meeting held 5 September 2019 were accepted as a correct record and recommended for approval by the Chair, SG.

## 15 MATTERS ARISING FROM THE MINUTES

No matters arising

## 16 STRATEGIC HEADTEACHER'S REPORT TO GOVERNORS incorporating a review of the 2018/2019 Academy Development Plan

### 16a Overall Effectiveness

SW informed Governors that after a consultation process, involving all stakeholders, the Vision and Values for the Academy were decided, and the Holderness Learner launched. The Academy's vision for the Holderness Learner is *'To inspire and empower young people to make a positive difference today; ready for tomorrow'*.

The Holderness learner has four strands that are unique to the Academy; these are:

- EXPLORER
- LEADER
- COLLABORATOR
- SCHOLAR

Each strand has four values attributed to them with the **core values** being:

- EXPLORER (**ASPIRATIONAL**, Ambitious, tolerant, adventurous)
- LEADER (**RESPECTFUL**, caring, honest, proud)
- COLLABORATOR (**KIND**, articulate, confident, enthusiastic)
- SCHOLAR (**RESILIENT**, independent, reflective, hardworking)

SW explained that key values are being embedded in Academy life via:

- Tutor Program (weekly assemblies for each year group and tutor activities)
- The Learning Beyond the Classroom and the Holderness Learner postcards home
- The Academy environment
- Curriculum Mapping
- Progress Planning

C: (SW) Every student in Years 7, 8 and 9 have received a Learning Beyond the Classroom booklet

Q: (JM) How many students are doing the Learning Beyond the Classroom work at home?

SW: Our Year 7 students have been great. Learning beyond the Classroom is based on independent learning and on students taking responsibility for their learning and being able to reflect on this. It is a rolling programme and the initial signs have been positive.

### 16b Quality of Education

(i) Curriculum

RB provided an overview of the KS3 and KS4 curriculum



Key action taken in 2018/2019:

- Reviewed staff outcomes from previous years against ability of groups and determine who could deliver new courses, and target staff to ability bands in TT for more successful progress outcomes
- Discussed with Faculty and subject leads to develop flexibility within the Pathways process
- Developed curriculum and option model and integrate new courses which is financially sustainable
- Discussed Vocational options with TCAT link - Meet with SLT colleagues to look at suitable students for both Pathways and Vocational courses
- Student voice- survey students and feedback on current subject choices.
- Analysed the Pathway choices secured by Students in current Year 8; Continued to monitor the progress outcomes of ability bands of students (HAPS/MAPS/LAPS) to ensure progress is being made and curriculum kept under constant review
- Reviewed the Curriculum Intent document July 2019
- Ensured that curriculum delivers breadth and responds to SMSC and British Values requirements

Summary of Impact 2018/2019

- Reviewed previous year's Curriculum offer and produced Intent document and researched possible courses both regarding staff skillset and possible progression routes into KS5
- Developed Curriculum offer and built new courses and qualifications into last year's option process and created a financially viable timetable. New qualifications offered in PE, Technology, Photography
- Worked in collaboration with TCAT colleagues at other schools and enrolled 11 students on Vocational courses at East Riding and Hull College (one morning a week)

RB outlined the following current priorities from the School Evaluation Form for 2019/2020:

- Continue to create Curriculum map and work with key staff to develop links between subjects
- Work with Primary schools to map Key stage 2 to help bridge the gap with transition
- Review the time allocated to subjects
- Create alternative models to include statutory requirements at Key Stage 4. Work with the senior team and middle leaders to develop a solution
- Continue to reduce non-specialist teaching through staff recruitment and the creation of next year's timetable

RB proposed the following Disciplined Inquiry for 2019/2020:

**How can we continue to develop our Curriculum offer to ensure breadth and balance throughout and have a clear rational for the Intent and Implementation of all subjects in all Key Stages. Also, how can we make sure we meet all statutory requirements and that we have a Curriculum that meets the needs of our students and the new Ofsted framework?**

*Q: (SG) We are covering the statutory requirements of the curriculum now but how will this work in future with the time allocated to subjects such as Maths and English?*

*(RB): There are other options such as going to a 2-week timetable or using a 6-period day. We are looking at research based on the pros and cons of these particular models. Following this, further discussions with the Senior Leadership team will take place. We will then consult with Middle Leaders and staff to obtain feedback and identify the best approach.*

*Q: (SG) Something as drastic as switching to a 6-period timetable, you wouldn't be able to implement this until the following year, or would you?*

*(RB): No, but if we are planning to develop the curriculum, these decisions need to be made sooner rather than later.*



Q: (SG) Key Stage 2 students who arrive from Primary Schools – is this just an issue of consistency of what is taught at Key Stage 2, and not that these students are coming in ill-prepared? Is it that different schools have taught different things at Key Stage 2?

RB: I would say that, but different staff have different skillsets and they approach this in different ways. I think we take what has been done at Key Stage 2 and build on this, rather than starting from a clean slate in Year 7 because we do not know where these students are (in relation to their prior learning).

Q: (DM) Do any staff, other than you, go into primary schools?

(RB): Yes, we have links with several Primary English and Maths departments, and we are continually building on this. The Year 7 Progress Leader, who supports with Year 6 transition, spends a lot of time working with Primary Schools and we will continue to build on the relationships we have with Primary Schools.

C: (SW) We have also been able to look at exercise books from Key Stage 2 Primary students so that we can identify the different starting points to support progression from Key Stage 2 to Key Stage 3.

Q: (JM) Is it a statutory requirement that students do PE in Year 11?

(RB): The National Curriculum states that this should be offered to students at Key Stage 4. As part of our Options process we do offer PE, and students do have core PE in Years 9 and 10. Current Year 10 students are on the new Pathway system; Year 11 are on the old Pathway system. When the current Year 10s reach Year 11, we will have 110 students combined on the Blue and Green Pathway who will have an additional 3 hours.

Q: (JM) What is the difference in the Pathways?

(RB): Green is the foundation Pathway; this year there are fifteen students on this; last year there were twelve. The Blue Pathway is the mid-ability students – they have 3 option choices and they do ICT, and these are the students who will have the additional time in Year 11. The Orange Pathway is the Ebaac Students (high ability). These students must do a Humanities subject, a MFL, and they have 2 free option choices.

Q: (SG) One of the key objectives is to reduce teaching by non-specialists. It is already a relatively good picture, certainly in the upper part of the school. How confident are you that this figure can be improved?

(RB): I believe we can improve. We have improved on last year and we will be looking at reducing this further.

Q: (SG) The (non-specialist) figures are higher in Years 7 and 8. Is this due to Science and Maths being taught by non-specialists?

(RB): This year Science has been a lot better and this is as a result of improved staffing. Languages and ICT are the key areas.

EB provided an overview of the Academy's Recruitment and Retention position, staff wellbeing issues and the provision and outcomes for students.

#### Key Actions taken in 2018/2019

- Establish a Staff Wellbeing group
- Staff Wellbeing to be a key agenda item in leaders' decision making
- Create an action plan based on the outcomes of the staff wellbeing survey.

Key focus areas identified

- CPDL
- Staff Wellbeing
- Positive Discipline
- Community

#### Summary of 2018/2019 Impact

- New approach to CPDL – Teacher led inquiry model
- Introduction of a new Progress Planning document – aim to reduce workload long term
- Monitoring and assessment - moving to 2 data collections per year and no target or current grades for Year 7 and 8. Aim to reduce workload
- Learning beyond the classroom replaces Year 7-9 homework - reduction in staff workload planning and marking homework



- Lesson observations moving towards a coaching model; removal of the 2-day window seen as a positive step for staff wellbeing
- Increase in faculty time 2019-2020 (12 hours, a 50% increase)
- RQTs (up to 3 years) will receive an extra free period

EB outlined the following priorities from the School Evaluation Form for 2019/2020:

- Further develop consistency of provision whilst balancing staff workload issues
- Continue to develop strategies to ensure all staff are teaching to the top
- Work collaboratively with the TCAT Director of Education to develop strategies for continuous improvement.
- Ensure Lead Learning and CPDL is embedded within the Academy culture
- 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

EB proposed the following Disciplined Inquiry for 2019/2020:

**At a time when record numbers of teachers are leaving the profession, how can Holderness Academy ensure the retention and recruitment of high-quality staff by fostering their well-being whilst at the same time improving provision and outcomes for students?**

Q: (JG) When you conduct a wellbeing survey, do you think it is important to ask exactly the same questions the following year so comparisons can be made from year to year?

(EB): Yes. Although, the difficulty in making comparisons has come through the fact that the surveys were completed anonymously so I could not tell who had completed the survey, and some of the staff had left. 19 employees left the Academy in the summer. None left education, some retired and some were due to redundancies - we haven't seen any member of teaching staff leave the profession.

Q: (JG) Are the same wellbeing surveys taken in all the schools within the Trust?

(DM): Very similar surveys, yes.

Q: (WS) Do you envisage the staff survey feedback will improve to a point where you will be reasonably happy with the results?

(EB): I don't think it is realistic to think we will ever be 100% happy with the results of the staff survey, or that all staff will be. Sometimes it can just be a reflection on what has happened any particular week. I definitely think that stability, particular given the number of Headteachers the school has had, will make a positive difference. One recurring response from the survey was that things change too frequently; teachers 'buy in' to one method only to be informed that things are changing again, as a result of, for an example, a new leadership team and/or a new Headteacher. I think there is still a long way to go. Staff are still struggling and there are still some issues with workload. Progress Planning for example, the Science faculty has been able to build theirs so that staff are really focussing on the annotations and the learning that has happened in the classroom to the point where they are almost ahead of other subject areas. They are seeing a workload reduction in that area and are focussing on what learners have learnt and where do I need to go next.

Q: (WS) Is there a counsellor at the Academy that staff can go to; like occupational health? Who do the teachers rely on for their wellbeing at work?

(EB): There is a very approachable and respected member of staff and a room which has just been converted for this member of staff to work with staff members and support them as far as wellbeing conversations.

Q: (WS) Are there many staff get-togethers/social events?

(EB): There are some which are driven by the staff. In the summer we held a staff rounders tournament which was well attended. We are in the process of organising a Christmas Fair, which is a new event and is being driven by two members of Support staff. This will support work within the community which we have not done enough of, however this is on the agenda for this year.



C: (DM) As a Trust we have commissioned some Mental Health and First Aid training for staff. This is starting with Pastoral staff, but we are conscious that we need to do something for both teaching and other support staff.

Q: (MK) It was mentioned that the Science department is ahead in some areas – has this been shared with other departments?

(EB): We do intend to make the Progress Planning documents available centrally, but each model does look different. There is a school approach. The Director of Science has invited others to view and talk about the approach in Science.

JL provided an overview of the following priorities from the School Evaluation Form for 2019/2020 in relation to evidence-based teaching and the impact on teaching and learning and outcomes:

- Further develop consistency of provision whilst balancing staff workload issues.
- Continue to develop strategies to ensure all staff are teaching to the top.
- Work collaboratively with the TCAT Director of Education to develop strategies for continuous 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.

JL proposed the following Disciplined Inquiry for 2019/2020:

**How will the embedding of evidence-based teaching have a positive impact on teaching and learning and outcomes?**

Q: (WS) What is Bluesky?

(JL): Bluesky is our monitoring and evaluation system; it is a shared platform where we upload details of any learning walks lesson observations etc.

C: (SW) Bluesky can be used for a number of different purposes; appraisals, allowing staff to upload evidence against their targets and it means that all this information is stored in one place.

Q: (LC) Is Bluesky unique to this school?

(SW): No, it is something we buy into as do many other schools in the Trust.

## **(ii) Standards**

IM summarised the key actions taken and the impact of these actions in relation to the extent to which rigorous assessment protocols impacted the accuracy of predictions when compared with final outcomes, both externally and internally in 2018/2019:

Key Actions taken in 2018/2019:

- Met with the Faculty Leaders to establish the protocol for assessment and what is being used to inform predictions
- Supported the development of assessment protocols for faculties across all year groups which highlighted mastery opportunities reflective of linear exams
- Delivered staff training to ensure fine grading became embedded
- Ensured parents were aware of the use of fine grading and its meaning by holding Parent Information Evenings
- Collaborated with the subject leaders that needed support and allowed them to make decisions that resulted in an assessment format that was reflective of the course that they are running.
- Facilitated standardisation and moderation training for all faculties

- Created an annual plan to coordinate Controlled Assessment
- Increased the number of subjects that conducted PPEs than previous.

#### Summary of 2018/2019 Impact

- Some subjects developed systems that calculate a prediction based on actual exam evidence
- Controlled assessments were centralised. Each subject identified the areas of assessment that took place outside of normal lesson time. Timetabling and coordination now take place centrally so there are no clashes and they are completed at appropriate times
- Extensive research led to a new Assessment and Feedback policy that was written to commence for September 2019 – this will see the increase of formative assessment
- New report structure has been developed for September 2019 in order to reflect the information collected
- Similar professional language has started to be used around assessment
- Teachers, especially the middle leadership are starting to question the purpose of their assessments
- Due to further research a thorough MED schedule has been developed
- The validity of assessments is improving
- Parents were fully informed of the reporting procedures the Academy has

IM outlined the following current priorities from the School Evaluation Form for 2019/2020:

- Embed the initial elements of the Holderness Communicator Strategy in the Academy. Students will benefit from wider reading at a level that is stretching them from their start. Students will also benefit from the development of Tier 2/Academic vocabulary - this will allow them to access the curriculum.
- Enable standardised assessments to be embedded into the English and Maths KS3 curriculum. This measure of progress will demonstrate how students are progressing against a national cohort and how they are developing with cumulative knowledge.
- The reduction of data collections across all year groups will decrease any unnecessary burden for teachers, thus reducing workload. The reduction also decreases the number of summative assessments implemented which will give rise to the focus on formative assessment. Teachers time is better spent on formative assessment and the new Assessment and Feedback is reflective of this.
- ME&D has been overhauled. Collecting evidence within a new culture is important. The purpose is to lead to the development of the staff. There is a shared understanding to 'Know what it is like to be a Holderness Learner in their faculty'. The MED process will also develop a culture of self-reflection and improvement within faculties.

IM proposed the following Discipline Inquiry for 2019/2020:

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

*Q: (LC) You say the atmosphere around Monitoring and Evaluation is largely negative. Is there an overall reason for this?*

*(IM): Monitoring and Evaluation can have that connotation, but we are looking at the culture since our Ofsted outcome over two years ago and some of this is based on how we have implemented lesson observations in the past. This culture is now changing significantly when we now consider what lesson reviews and observations are this year compared to previously, and the developmental angle that we are going towards which has already begun to resolve issues within some faculties.*

*Q: (JW) Does this development include children with SEND and any specialist training that teachers may need for their own development?*



(IM): Absolutely, as it will encompass this, especially from a SEND and also from a disadvantaged perspective.

Q: (MK) In relation to controlled assessments, it sounds as though it was not on a firm footing before, I wondered if the students were informed of the dates, and if so, when are they informed? It would be good preparation going forward in life in helping students to plan ahead.

(IM): I will speak to Heads of Faculties to ask what information is provided to students.

Q: (WS) Are the students ever surveyed on what they see as a good teacher?

(JL): Approximately 18-months ago, every student was questioned about this. One thing that came out of this was that the students wanted the teacher to smile when they entered the classroom. Now students are asked as part of the monitoring and evaluation.

C: (IM) Monitoring and evaluation has several codes at the end to show where the evidence stream is coming from; when you go through the Ofsted framework this refers to sources of evidence; the sources of evidence are teacher interviews, student interviews, observations, document reviews i.e. progress planning, information dashboard summary reports, data sheets and work scrutiny in terms of students' books. We are covering all the evidence streams.

Q: (WS): How would you address then if, for example, you had a teacher who was very knowledgeable in their specialist subject area but was unable to stimulate the interest of students and whose approach was uninspiring?

(IM): You would isolate other variables first and then work on what you want to work on; this might be planning for a variety of different activities within the lesson to make sure it isn't boring.

Q: (WS) Can you be blunt if the issue lies with a teacher's personality and characteristics?

(IM): We could have a conversation about the enthusiasm a teacher is portraying during a lesson and talk through what improvements they could make. Or, they might themselves, reflect on what improvements they could make. Lessons today are a lot less didactic. Teachers can enthuse students in other ways in terms of the different resources they have access to.

NP summarised the key actions taken and the impact of these actions in relation to how the Academy's bespoke CPD programme has targeted underperformance, created a self-improved culture and increased the overall typicality judgments of current teaching staff in 2018/2019:

#### Key actions taken in 2018/2019

- Observation cycle to identify strengths in teaching and an increase in typicality
- Assessment and outcomes audit via HoFs and IM to identify underperformance
- Bespoke CPD programme as appropriate to enhance outcomes that includes action planning and implementation as necessary
- Evaluation of observation outcomes and assessment outcomes using a feedback loop

Substantial emphasis on T&L during whole staff training sessions where best practice is actively shared

#### Summary of 2018/2019 Impact

Significant progress made in the following four areas:

- Since 2018 – Number of strong observations have increased from 62% to 77%; Requires support reduced from 26% to 18% and Requires Significant Support from 6% to 4% (3 staff) Note: Since July, two of those staff have moved on after intensive support through appraisal input
- All staff have completed a bespoke CPD path with final cycles of CAC and TIP (28 staff in total) completed and two staff moved onto support through appraisal (English and IT)
- Significant increase in staff involvement in CPD T&L carousel events from 14% to 97%. Highlights a profound culture shift in terms of sharing and supporting one another
- All scheduled T&L events been delivered in-line with calendared expectations leading to an improved overall culture of teaching quality (reflected in observation statistics).



- Coaching team now in place with trained coaches ready to provide support in self-reflective practice (training on 25/9/18 and 2/4/19)
- Bespoke support for Science Team and History team
- Additional differentiated groups (5) provided specific areas of support and focus as appropriate to those staff in order to 'differentiate, motivate and celebrate' (7 requires support/requires significant support staff have now moved on)
- All HoFs working in a more harmonious manner. HoFs and Middle Leaders trained on developmental observations and focused on their own Faculty enquiries for improvement and improve M&E.

NP outlined the following current priorities from the School Evaluation Form for 2019/2020:

- Sustain the upward trend in attendance at a target of 96%
- Ensure less variability in KS5 outcomes so all subjects are performing above national including a curriculum review of all KS5 subjects particularly those who are underperforming
- Work toward the aspirational target of 40% of all Y11 students being recruited to the Sixth Form
- Re-establish strong QA outcomes through current Sixth Form Leadership Team (academic and pastoral) by robust and rigorous monitoring of assessments against targets, intervention strategies and evaluation of course delivery/outcomes
- Continued development of support strategies for student resilience and independence through the use of the Sixth Form 'guidance counsellor' and improved links/hand-over meetings with Designated Safeguarding Officer and Progress Managers/Head of Upper School

NP proposed the following Disciplined Inquiry for 2019/2020:

**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) Are you hoping to take on the students from Withernsea Sixth Form (with it closing)?*

*(NP): We have taken students from the school and other schools in the past and have always been open to this. We would need to consider the issue, as we always have, with transport as living in this rural community this is always a problem. We are currently liaising with a number of other schools.*

*Q: (JM) With reference to reviewing the Key Stage 5 curriculum, are you looking to reduce or increase the number of subjects offered?*

*(NP): It is about looking at where we are. The demand for certain subjects fluctuates each year. Psychology, for example, 6 years ago we were running two classes in Year 12 and now this is not the case. We need an appropriate number of students in order to ensure a course can run. Part of what we do is to have those conversations with students in Key Stage 4, so we have information in advance.*

## **16c Sixth Form Update**

- Year 13: Currently 63 students in Year 13 - six of whom did not progress from Year 12 to instead take up employment or apprenticeships.
- Year 12: Currently 77 students which is an additional 7 students based upon initial targets. This equates to 37% of the Year 11 cohort progressing to the Sixth Form.
- Destination surveys for last cohort of Year 13 not yet complete.

### **Sixth Form Personal Development**

In this half-term-students are engaged in:

- Tutorial sessions - Completing UCAS workshops and tutorials.
- supported on signing up to Unifrog (a web-based programme that helps identify university, employment and apprenticeship opportunities)
- The Sixth Form is running enrichment qualifications in Film, Finance and EPQ this year

## 16d Behaviour and Attitudes

### Attendance and Behaviour

GT summarised the key actions taken and the impact of these actions in relation to the strategies employed to further improve the attendance of all students at Holderness Academy, with particular focus on improving the PA of DA students across all year groups in 2018/2019

#### Key actions in 2018/2019

Continue with successful strategies implemented last year to change ethos and culture.

Continue to reinforce the importance of attendance by -

- Weekly tutor session and focus through PD sessions.
- Weekly reinforcement through half year and full assemblies.
- Add motivation through group awards – form non –uniform days for highest attendance/most improved per term.
- Analysis of data by attendance team/Progress Leaders/ SLT to identify 'winnable' students.
- Focus on 92% to 95% attendance students.
- Strategic change in Attendance Team to add consistency and rigour to the staged response.
- Collaboration with Attendance Leaders in TCAT to share good practice and support with Legal proceedings.
- Inform and educate parents through Attendance newsletters, use of Social Media, Parents Evenings – compulsory discussion, included in report information.
- Introduce 100% challenge to all individuals, forms and Year groups.

#### Summary of Impact

- Overall attendance up 1.1% to 95.1% on the previous year.  
DA attendance up 0.8% to 92.8% on the previous year.
- Overall NA (national average) 94.5%  
DA NA 91.9%
- Significant improvement which now puts HA above the National Average by a significant margin for the first time ever. No longer a line of enquiry.
- Persistent Absence at 10.2% which is 3.4 % below the NA 13.6%  
PA for DA (FSM) is 18.5% which is 9.2 % below the NA 27.7%
- PA for Non-DA is 7.9% (Gap 10.6%)
- All other vulnerable groups are also below NAs.
- 3 out of 4-year groups improved from the previous year.
- Year 11 and 9 by 2%.

GT outlined the following current priorities from the School Evaluation Form for 2019/2020:

- Reduce FTEs further particularly with DA Boys
- Reduce the number of students attending isolation and the number of repeat offenders.
- Continue to reduce the gap between DA and Non-DA attendance.
- Continue to improve the attendance of all students.
- Reduce the number of periods in isolation, particularly for vulnerable groups and repeat offenders.



GT proposed the following Discipline Inquiry for 2019/2020:

**How a strategic overview of the new pastoral team can further reduce fixed term exclusions (FTE's) and isolation periods**

Q: (JW) Do you get many children with SEN in Isolation and receiving exclusions?

(GT): There are some, but we are well below the national average

Q: (JW) Will the new Pastoral team help to identify any underlying problems?

(GT): Yes

8.30pm RB, EB, JL and IM left the meeting

#### **16e Safeguarding**

- Number of Safeguarding issues increasing
- PET Worker in the Academy once a week
- Mental Health worker coming in from Christmas
- SMASH Program
- Internal Safeguarding training for all staff has taken place during this half term
- External Review (ERYC) took place during this half term – awaiting report

**ACTION: GT to issue TJ with safeguarding information to email to all Governors**

**ACTION: All Governors to return signed form to confirm they have read and understood safeguarding documents.**

#### **17 2019/2020 ACADEMY DEVELOPMENT PLAN**

**Resolved:** Governors agreed that all Disciplined Enquiry questions proposed should inform the Academy's 2019/2020 Development plan.

#### **18 IMPACT OF 2018/2019 PUPIL PREMIUM PLAN**

- Year 12 and Year 13 Mentoring Scheme has been in place for Year 11 DA Students and has been hugely positive
- DA students' progress has been stable

*GT advised governors that the 2019/2020 Pupil Premium Plan is not yet finalised but will be available for the January 2020 meeting, and available on the Academy's website before this.*

**ACTION: GT to present the 2019/20 Pupil Premium Plan at the next meeting.**

Q: (SG) When will the PP budget for 2019/2020 be confirmed?

(GT): The SBM is currently finalising this. The students are not disadvantaged by this and we are still continuing to provide for these students and activities are still taking place.

C: (DM) This relates to closing down the accounts for the financial year, which has been complicated by the fact that the school converted to an academy during the last financial year

## 19 GOVERNOR TRAINING AND SUPPORT

SG reminded all Governors of the requirement to access and complete two mandatory e-learning modules:

- (i) Safeguarding: The Governors Role
- (ii) Progress and Attainment: Using data to improve educational outcomes

SG directed Governors to access the School Bus website if they had not yet done so.

**ACTION: TJ to email all Governors details of the e-learning modules they have outstanding to complete**

**ACTION: All Governors to ensure that both mandatory modules are completed before the next meeting in January 2020 and that they forward certificates of successful completion to TJ before this date.**

## 20 GOVERNOR VISITS TO THE ACADEMY

SG informed all Governors that they should visit the Academy at least once each year and it is expected that Link Governors will visit at least once per term.

Governors were reminded to complete, and return to TJ, a Governor Visit Form each time they visit the Academy in the capacity of Governor.

SG advised Governors that all visits should be arranged in advance.

## 21 DATE OF NEXT MEETING

Monday 20 January 2020 in the Library

Governors were asked if the start time for the January meeting could be brought forward by one hour

**Resolved:** Governors agreed that the start time of the next meeting would be 5pm

SW informed Governors that the Junior Leadership Team would like to present to Governors at the next meeting. Governors agreed and this should be the first agenda item on the January meeting agenda.

Governors requested a presentation from the Maths Faculty at the January 2020 meeting.

**ACTION: SW to invite the Junior Leadership Team and a member from the Maths Faculty to the January meeting.**

## 22 ANY OTHER BUSINESS

### i) Permanent Exclusions

*Q: (JG) Is there a possibility that the Academy will be looking to move towards a policy where permanent exclusions do not happen?*

*(DM): As a Trust, and all the Academies within it, we all try to avoid permanent exclusions, and this is a decision that no Headteacher takes lightly. There are always two parties to a permanent exclusion; it is about acting in a fair and balanced way for both parties. When a permanent exclusion does occur, everything that can possibly be done has already been explored and it is in the best interest of the child and, in the best interest of the rest of the school that the decision is made. Sometimes there is just no other option than to permanently exclude a student.*



**ii) Bank account closure**

Authorisation was requested from the Local Governing Board to close a SHTC HSBC bank account that is no longer in use. Governors were informed that it had been established that none of the staff currently authorised to spend monies at Holderness Academy were listed as signatories on the account and the signatories on the account are unknown.

**Resolved:** Authorisation to close the SHTC bank account was granted.

**23 ACTION POINTS**

- 23a ACTION: GT to issue TJ with safeguarding information to email to all governors (Minute 16e)**
- 23b ACTION: All Governors to return signed form to confirm they have read and understood safeguarding documents (Minute 16e)**
- 23c ACTION: GT to present the 2019/20 Pupil Premium Plan at the next meeting (Minute 18)**
- 23d ACTION: TJ to email all Governors details of the e-learning modules they have outstanding (Minute 19)**
- 23e ACTION: All governors to ensure that both modules are completed before the next meeting in January 2020 and forward certificates of successful completion to TJ (Minute 19)**
- 23f ACTION: SW to invite the Junior Leadership Team and a member from the Maths Faculty to the January meeting (Minute 21)**

**MEETING CLOSED** at 9.05pm

