



The Local Governing Board of Holderness Academy & Sixth Form College
Minutes of the Annual Meeting of the Performance Results Review
Holderness Academy & Sixth Form College, held on Thursday 5 September 2019, at 6.00pm.

Present:

Mr S Gallant (Chair, SG), Mrs L Connor (LC), Mrs P Gerrard (PG), Mr J Glover (JG), Mrs J Millard (JM), Mrs D O'Toole (DO), Mrs W Swindells (WS), Miss J Waddingham (JW), Mr S Wilson (Headteacher, SW)

In attendance:

Mrs T Jarvis (Clerk to the LGB, TJ), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Director of Key Stage 5, NP), Mrs S Young (Director of Education, SY)

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

01 WELCOME

SG opened the meeting and welcomed everyone to the meeting. Introductions were. LC and JM were welcomed in the capacity of recently appointed Governors.

02 DECLARATION OF INTEREST

None declared

03 APOLOGIES FOR ABSENCE

Apologies had been received from Mike Kitching (newly appointed Governor)

Resolved: Consent was given for the absence of the above Governor

04 MINUTES OF THE LAST MEETING (29 April 2019)

Resolved: The minutes of the meeting held 29 April 2019 were accepted as a correct record and recommended for approval by the Chair, SG

05 MATTERS ARISING FROM THE MINUTES

5a 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) Completed

5b 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) Pending

5c **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) Complete

5d **ACTION:** TJ to make arrangements for JW to complete Governor Induction (minute 42) Complete

06 RESULTS

06a KS4

IM advised that individual Outcome Meetings with Faculty and Curriculum Leaders are scheduled to take place w/c 9 September 2019.

Sustaining outcomes

- 50% of subjects are performing at or above national attainment average
- The disadvantaged gap remains smaller than last year's national gap
- The gender gap closed by 0.1
- Disadvantaged students sustained their outcomes in the Ebacc
- The number of students entered for the Ebacc doubled this year (from 12.4% to 24%) and will remain stable for the next couple of years
- The number of subjects making accurate predictions this year is similar to the last

C: (IM) The Ebaac entry will change after the next two years to nearer 40%

Q: (SG) Is this National average for Ebaac entry?

IM: The last two years have been 35%. The government's ambition is to see 75% of pupils studying the Ebacc. But they have also released documentation that highlights the shortfall in MFL Teachers

Q: (DO) Is Languages still the limitation that the school has?

IM: There were 16 pupils in French this year and a few more in German, so yes, small cohorts of pupils

Headline Measures

The table below does not include any adjustment for 'remarks' and is based on SISRA upload of approximately 182,000 student marks (this is almost a third of the students sitting exams this year).

First data release is expected approx. 28 Sept 2019

	School 2019	Pred'd 2019 (Apr)	Local 2019	School 2018	National 2018
Progress 8	-0.17	+0.07	-0.02	-0.16	0.0
Attainment 8	43.6	46.5	44	45	44
EBacc APS (new 2018 measure)	3.77	3.90	3.9	3.79	3.83
% Entering EBacc	24	24.1	32	12.2	35
% Basic (5+)	37.3	42	41	41.2	40
% in ed/emp after KS4			96	97	94

- **Progress 8:** -0.17. Similar to last year, -0.16

- **Attainment 8:** Each student got 1 grade less in 1 or 2 subjects when compared with last year's 45.0
- **EBaac APS (new 2018 measure):** includes zero score for many students as they did not have an MFL score

Grades 9-4 (Standard Pass)	'Holderness Academy' %	National 2019 %	Final predictions
English Language	70	62	83
English Literature	70	73	83
Maths	68	60	68

Grades 9-5 (Strong Pass)	'Holderness Academy' %	National 2019 %	Final predictions
English Language	48	44	57
English Literature	42	56	58
Maths	45	40	51

Q: (SG) What were the outcomes last year and were predictions outlandishly higher than last year's predictions?

IM: They were higher, but the methodology was the same, although it looks like specific members of staff were being overly generous. The actual exam outcome last year for English Language was 72% and 71% for Literature, so we almost have the same results but predictions for this year were much higher. There are two classes that we are looking at.

Q: (SG) Will this lead back to particularly classes and particular teachers?

IM: There are two classes. One contained almost every disadvantaged pupil and a substantial number of boys.

C: (SY) The 9-4 in English, across the Trust, has dipped.

Q: (DO) Was this not flagged up in PPEs?

IM: We were above Pixl trend in PPEs; Pixl has 1,004 schools out of around 2,000 and we were above it.

Q: (DO) The teachers who you are talking about in the PPEs – are these their predictions?

IM: It questions the moderation and marking. The Head of Faculty, historically, marked every single one of the PPEs herself. This is not sustainable and there are other members of staff who we should be able to trust to do this.

Q: (LC) Obviously there are progress assessments throughout the year. Do you collectively take these assessments and find a student nowhere near their prediction?

IM: It is the current attainment measured against the predicted grade. We work with a network of schools which are involved in Pixl and we put our results in for every question. Although there have been dips across the Trust of these Basics results, don't be misled because the national picture hasn't changed. From a comparative norms point of view, the same percentage of pupils that got a 4 in English last year and the year before, got a 4 this year as well. The same percentage of pupils getting 9-4 hasn't changed and the same percentage of pupils getting 9-5 hasn't changed. This is the same for Maths as well. The percentage of pupils who achieved a 9-4 grade in Maths was as predicted (68%). What I would like to do this year is to find out how many individual predictions went up and how many went down; If, for example, 100% went up and 100% went down, you will still end up with a perfect overall prediction, so we need to look deeper.

Q: (WS) Are the girls still achieving higher than boys in English?

IM: Yes, ultimately this is a systemic issue. We are paying into a programme called 'Accelerated Reader' and the books have a number on the spine; books are no longer ordered by author. What we are aiming to do is, when we assess pupils, get a 'development number'. When the students select a book, they do so

from the identified zone, and this allows them to have suitable level of challenge which helps stretch them and push them forward. Students are then not picking up similar books each time because they are interested in them, or books that are too challenging or too easy for them. Year 7 and Year 8 will be largely using this system but also Year 9.

Q: (JM) Is this why Year 8 have a Library lesson this year?

IM: Yes, Years 7 and 8 both have Library lessons. Mr Truran and I are looking at this; once students have read a book, they will take a comprehension quiz on it. These quizzes are from the Accelerated Reader programme. Students will receive stamps for completion and this ties in with our Positive Discipline System.

Q: (WS) What about Years 10 and 11?

IM: We do have whole school strategies to support these students further as well, but these are not Library based ones. These students are immersed in GCSE courses, however what we are doing for all Year groups is trying to support on academic language, primarily to tier 2 vocabulary. This has been split into faculties; each faculty has been given a specific number of words (from the Averil Coxhead's Academic Word List) so they can help students with the higher-level demand that is in exam papers.

Q: (LC) Do you think there is an issue with books, as electronic tablets and devices are used more by our younger generation?

IM: Not generally. From an electronic book point of view, there is a system called Myon which has around 8,000 books, but only around 800 of this are UK English; the rest are US English.

Q: (JM) Looking at the Maths predictions (for 9-5) and the outcomes, does this suggest that many students who were predicted to get a 5 actually got a 4?

IM: Yes, it means exactly that, because we are spot on with the 9-4 predictions and outcomes (68/68).

Successful subject areas include:

(Subjects that achieved the highest percentage of standard pass and above)

Subject	Pass Rate % 9-4/A*-C/D*-P	Cohort Size
Art	96	75
Biology	95	63
Physics	95	63
Chemistry	91	63
French	87	15
Business	82	84
ICT	82	44
DT Food	80	25

Subjects that achieved the highest residual values within the school

Subject	Residual Value
Art	1.27
Business Studies	0.60
English Language	0.31
RE	0.30
DT Food	0.22
Science Combined	0.22

Underperforming Subjects areas

Name	Total Grades	% Cohort	Residual	National Diff	KPI	Subject Progress Index	Positive SPI
DT Produce NCFE	58	27	-1.89	-0.2	-1.69	-2.57	9
Physics	63	30	-0.61	0	-0.61	-0.71	17
Drama	19	9	-0.34	0.1	-0.44	-0.85	6

Chemistry	63	30	-0.42	0	-0.42	-0.53	21
Music	16	8	-0.4	-0.1	-0.3	-0.65	4
ICT CIDA	44	21	-0.28	0	-0.28	-0.85	16

Q: (JG) Why are both Physics and Chemistry shown as successful subjects and also as underperforming subjects?

IM: They are successful from an attainment point of view, but not from a progress or comparison against national picture.

Groups

Disadvantage Student Outcomes

Measure	Disadvantaged	Other	Gap
BASICS (4+)	43%	64%	-21%
BASICS (5+)	19%	41%	-22%
Att 8	33.3	45.8	-12.5
Ebacc (5+)	5%	9%	4%
Progress 8	-0.55	-0.09	-0.46

More on specific groups

Gender	Progress 8
Boys 104	-0.43
Girls 108	+0.08
Banding	Progress 8
Low 20	-0.35
Middle 107	-0.16
Upper 84	-0.14
SEN	Progress 8
N – Non-SEND (198)	-0.14
K – SEND support (6)	-0.73
E – Education Health Care Plan (8)	-0.57

Q: (LC) Are the subjects tests that some of these specific groups take compulsory for them?

IM: We still have a relatively academic curriculum for these groups; they have English, Maths and Sciences. Some will have additional support time so will do extra Maths and extra English.

SY: At primary school, you can disapply a child if it is felt that KS2 SATs are not appropriate for them and these will not count towards results. We can disapply a child, but they will still count on our results, so they basically get a zero.

SW: We are looking at improving the curriculum offer and provision for the present Year 10.

Focus Groups

- Gender and Disadvantaged Gap – still a systemic issue

- Further lines of enquiry are being developed with the Heads of Faculty in their detailed analysis over the next two weeks.

Summary

- Results have been sustained
- More subjects are at or above national average for attainment
- MFL have a value-added score of 0.24
- Areas for improvement are clear and implementation for Assessment, Standards, and Teaching and Learning in particular are moving ahead rapidly

Q: (JM) MFL have a value-added score of 0.24. Clearly French was really good, and Spanish was positive, but German was a minus. Is this why you are not offering German in Year 7 and Year 8?

SY: This is more to do with the skills of the staff rather than the course content. It might be that there is an opportunity to pick German up in Year 8 and then choose which one they want to do in Year 9. It just depends on the skills of the staff. We only have one specialist in each language, one French, one German and one Spanish.

IM: The benefit for MFL purposes is that we effectively have a 3-year KS4 so there is additional time.

C: (SY) This time last year, the previous year (2017) was -0.29 for Progress 8. Last year (2018) it was -0.16 and this year it is -0.17. We are still working through a lagged period of curriculum, of teaching and learning and staff skills, so to be able to stay at a standstill position when you've removed all the crisis management things you could have done, which we did do, is actually quite an achievement and this is good springboard for the staff and senior leaders in the school and particularly for the current Year 10.

C: (SW) We are trying to keep staff motivation levels high and we have stood still, yet other schools have dipped. We have a lot more stability in staffing compared to last year. We have been really pleased over the last two days with how the students have come back – returning and new Year 7 students, it has been a really pleasant atmosphere.

06b KS5

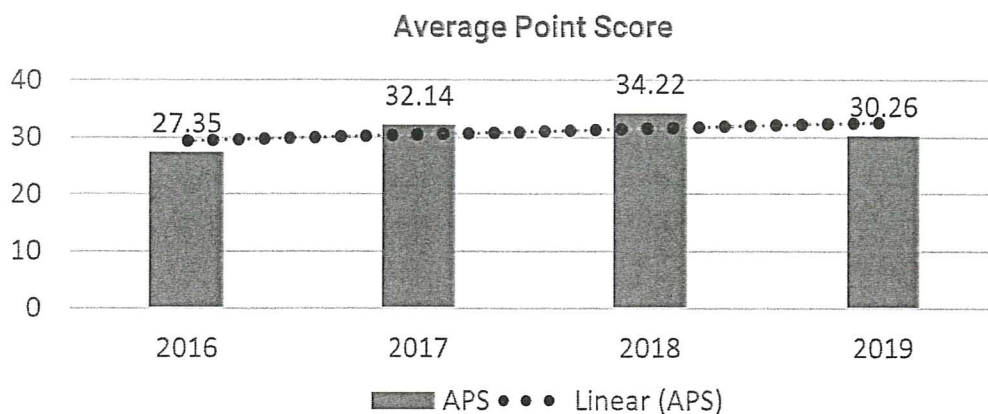
Headlines

Attainment and progress results at A level – including enrichment subjects

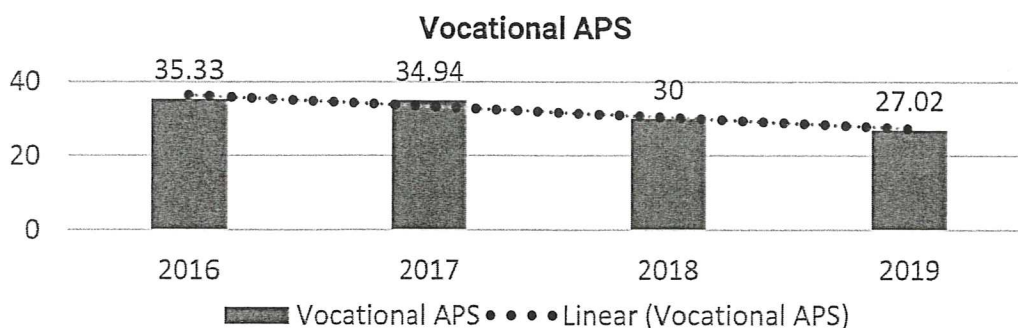
- 14% A*-A
- 31.4% A*-B
- 76% A*-C (National average 2019 is 75.8%)
- 98.3% Pass Rate (National average 2019 is 97.6%)
- 5 U grades
- Average grade decreased to a C grade average (APS of 30.26) from a C+ grade average (34.11)

Attainment levels reflect a cohort that had lower target grades and a slight reduction in the national average but does evidence student underperformance.

Four Year Trend – A Level



Four Year Trend – Vocational



Progress – Value Added (VA)

- Sixth Form continue to use this as key targeting measure
- Is a careful monitoring requirement in subject areas (using ALPS Connect)
- A Level VA internally calculated at: -0.06
- Overall VA internally calculated at: -0.08
- National figure is 0.00
- Reflective of fall in attainment this summer

Some individual successes

- A* A*, A, Dist
- A, A, A
- A*, A, B
- A*, A, B
- A*, A, B
- A, A, A, B
- A, A, B
- Dist x 2, B, D
- A, A, B, B

Destinations

- Every student who wanted to progress to university secured a place
- Two students will progress to high-level apprenticeships in Finance and Accounts

VALPS Progress

2015/16 2016/17 2017/18 2018/19

1	T score - Single year score	3.67	5.33	4.33	5.00
	T score - Single year grade	3	5	4	5
2	RED teaching & learning %	37.4%	25.5%	37.2%	31.8%
	RED teaching & learning grade	4	5	4	4
3	BLUE teaching & learning %	11.6%	33.5%	21.3%	38.2%
	BLUE teaching & learning grade	4	6	5	6
4	Provider A level Quality Indicator score	0.98	0.94	0.96	0.95
	Provider A level Quality Indicator grade	3	5	4	5
5	T score - Three year score	4.89			
	T score - Three year grade	5			
6	A levels on target %	72.7%	69.7%	75.6%	65.4%
	A levels on target grade	3	5	3	5

Subject value added

A number of these are enrichment subjects and delivered on just one hour a week (or less).

Subject	Entries	Expected Points	Actual Points	Score	Grade
A - Art (Fine Art)	11	790.69	840	1.04	6
A - Biology	20	1,820.32	1,700	0.94	3
A - Business Studies	8	686.40	660	0.97	5
A - Chemistry	6	586.22	540	0.92	3
A - Computer Science	2	169.78	120	0.75	7
A - Creative Writing	2	142.37	120	0.89	7
A - D&T (Product Design)	6	458.19	280	0.70	8
A - D&T (Textiles)	7	503.14	500	1.00	4
A - Drama & Theatre Studies	4	314.02	220	0.76	8
A - English Lang. & Lit.	9	700.11	800	1.11	2
A - English Literature	17	1,348.91	1,100	0.85	8
A - Film Studies	8	589.41	440	0.81	9
A - Geography	6	508.72	540	1.05	3
A - History	24	2,025.96	1,740	0.88	7
A - Law	25	1,943.05	2,520	1.23	1
A - Mathematics	12	1,152.45	1,120	0.97	4
A - Maths (Further)	2	201.14	180	0.89	7
A - Music	2	156.29	120	0.82	6
A - Physical Education	3	248.20	280	1.11	2
A - Physics	8	781.51	620	0.80	6
A - Psychology	17	1,350.17	1,160	0.89	6
A - Religious Studies	18	1,381.40	1,140	0.87	7
Totals	217	17,858.45	16,740		

Q: (SG) If a student is struggling with an enrichment subject, is this impacting on the result they can achieve in the other three subjects?

NP: It could indeed, but for some of them, the enrichment subject ends up being their third subject, particularly if they are a weak student with a weak KS4 programme in the first instance. It is very much on an individual basis. Ultimately, it is important that our level of direction, understanding and analysis of where those students are, throughout the two years, which will prevent this type of thing from happening; this didn't quite happen this time around. This comes down to quality assurance not being where it needed to be.

C: (JM) Further Maths is a 7, but only two entries.

C: (NP): Where there are very low entries statistically this is insignificant and this is where we need to be careful with the Value-Added, particularly with ALPS as it just takes one student to get a low grade.

C: (SY): There is a wider conversation that needs to happen on two fronts. One is about the financial viability of groups of two, and the other is about the actual quality of the learning experience with a group of two students where the dynamic learning environment isn't necessarily there.

Q: (LC) If it is just two students then the learning is almost 1:2:1; would this be better than a larger group?

SY: There are some subjects where this is true, like Maths for example, but when you are looking at subjects like languages – French, German, Spanish, English – where you need that hub of debate, it is quite difficult.

C: (NP) There were five U grades across four students. We let them progress as it was important in terms of their aspirations. If they had achieved what we wanted in terms of the expectations, with the extra points, this would have put us into ALPS 4. This explains some of the reasons why our Value-Added has dropped overall in comparison to previous years.

Underperformance explanations

- Long-term absence of Head of Sixth Form was a significant issue - quality assurance was not as effective before and during frequent absences
- A longer period of absence allowed Director of KS5 and Deputy Head of Sixth Form to deal with a large variety of issues
- Much of this was crisis management rather than quality assurance
- A student cohort in need of much support (one in every four students)
- Exam illness for some of our stronger students (special consideration was requested and given – these students were given a 2% uplift)
- Student mental health and/or well-being issues.
- Safeguarding concerns

Led to many students underachieving (-2.97 as an example) but thankfully securing their progression routes due to a lot of staff support and intervention. Appreciation for the work carried out by Teacher of Psychology, but also working as an interim counsellor.

Enrolment 2019

- Year 13 – signed across 64 students. A total of six students have left over the summer, some their choice and some the academy's choice. This is indicative of a weak enrolment last year
- Currently 76 students have signed up to Year 12, a significant increase on last year and from a smaller cohort
- Sixth Form is reasserting its presence - need to continue to convince students of the fact that this is their Sixth Form

C: (NP) 7 out of the top ten students (in terms of GCSE performance) have signed up to our Sixth Form. Last year this was two.

Q: (SG) Of the top 50 GCSE performers, how many are we keeping?

NP: 10 out of the top 20, 18 out of the top 30, 26 out of the top 50 and 38 out of the top 75

C: (SW) Our Sixth Form students are in the whole school. Some work as Lunchtime Supervisors, in the Positive Discipline shop and also working as mentors.

Q: (WS) Do you want the Sixth Form to be purely an academic Sixth Form? Other Sixth Forms offer vocational courses as well. If we are to grow the Sixth Form, I would like to see vocational come into it, for those students who we bring up through the school who are not academic, but who would be incredibly good at vocational training. Provided of course there are the teachers to teach these courses.

NP: I would not want to see the vocational curriculum disappear completely from the Sixth Form, but it has to be balanced.

C: (SY) The TCAT recruitment target for Sixth Form is 45% - this is an aspirational target as for some students it is just not appropriate for them to stay on in the Sixth Form, and it is the right thing for them to go.

Challenges ahead

- Subject remarks to be sent as soon as possible
- All subjects now fully linear
- New specifications for some subjects and change of exam board for others
- Some subjects have seen performances significantly below their predictions
- Impact of grade U on overall attainment and added value
- Need to develop a seamless working partnership with Head of Sixth Form (new position for her as Head of Sixth)
- Reduction in pastoral support – Progress Leader position has now gone, two experienced tutors have left and a third have moved to KS4. Two tutors have been asked to work between Sixth Form and KS3/KS4. This leaves quite a hole that needs to be filled
- Curriculum review of KS5 – need to take a fresh look at the effectiveness of provision, expectations and delivery
- Re-establishing a rigorous quality assurance for student progress – reducing the number of data collections will allow more progressive intervention and provide time to measure impact and hold staff to account.

Q: (JM) Are there minimum grades that students need to get to progress into Sixth Form?

NP: Yes. We ask for the equivalent of five grade 4s and with some subject areas we will ask for an additional minimum grade.

C: (SY): One of the advantages, from a Leadership and Management perspective, of being part of a Trust that has four schools with a Sixth Form is that SW will attend Sixth Form strategy meetings and the Head of Sixth Form will have this opportunity too.

SG thanked both NP and IP for their presentations.

07 DATE AND TIME OF NEXT MEETING:

Monday 14 October 2019 at 6.00pm in the Library

08 ANY OTHER URGENT BUSINESS

None

09 ACTION POINTS

None

MEETING CLOSED at 8pm



Signed by the Chair

Date 14/10/19