



**Minutes of the meeting of the Local Governing Board  
of Holderness Academy & Sixth Form College  
Monday 28 November 2022 at 5.00pm**



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

**PRESENT:** M Kitching (Chair, MK), K Batty (KB), G Cannon (Interim Headteacher, GC), S Fellows (SF), S Laud (SL)

**ALSO IN ATTENDANCE:**

K Ashbridge (KA), E Buckley (EB), E Bull (EBull), T Briggs (TB), J Lovel (JL), R McDonald (RM), Mr D Wobbaka (Associate Headteacher, DW)

G Stafford (Clerk to the LGB)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**20 WELCOME**

M Kitching opened the meeting by welcoming everyone to the second meeting of the academic year.

**21 APOLOGIES**

C Jones and P Woods

**Resolved:** Consent was given for the absence of the above two governors.

**22 DECLARATIONS OF INTEREST**

No declarations were made specific to this meeting.

**23 LGB MEMBERSHIP**

The Clerk updated the Board that C Jones was struggling to attend meetings due to a change in his personal circumstances and had offered to step down. As there was a ballot ongoing between five parents to appoint two Parent Governors it was agreed that the remaining three parents would be interviewed and if suitable, one will be chosen as a Trust Appointed Governor.

As there were now three vacancies on the Board it was agreed that the positions of Vice Chair, PP Link and SEND Link would be agreed at the next meeting when there was a full complement.

**ACTION: Appoint a Vice Chair, PP Link and SEND Link at the next meeting**

**24 MINUTES OF THE LAST MEETING (3 October 2022)**

**Resolved:** The minutes of the last meeting held on 3 October 2022 were accepted as a true record and approved by the Chair.

**25 MATTERS ARISING FROM THE MINUTES**

**25.1 ACTION: Appoint a Vice Chair at the next meeting – see minute 23**

**25.2 ACTION: Appoint a Pupil Premium Link Governor at the next meeting – see minute 23**

**25.3 ACTION: D Wobbaka/K Ashbridge to share feedback from parental surveys** – RM stated that in a survey linked to KS3 parents (199 responses) 82% reported that their child felt happy at school, 88% felt their child was safe at school, 95% believed their child behaves well, 71% believe that the Academy does all it can to deal with behaviour, 74% felt that concerns were dealt with properly and 76% would recommend the school

*Q: (SF) Did the parents make any suggestions about feeling safe?*

*RM: Not specifically, no.*

*Q: (KB) It would be really useful to have parental views from the last 12 months as things have improved. We need to promote the Academy in Action more, so parents feel more positive about the school after seeing it.*

*RM: We could look to use Progress Evenings to fill out surveys and get up to date views.*

**25.4 ACTION: C Jones to share Visit Report at the next meeting** – not complete. To be removed from the actions.

**25.5 ACTION: K Ashbridge to send Safeguarding report to Governors** - complete

**25.6 ACTION: M Kitching & P Woods to arrange a visit this term** – MK complete, PW ongoing

**25.7 ACTION: All Governors to complete mandatory training on National College by the next meeting** - see minute 35

## **26 HEADTEACHER'S REPORT**

Highlights of the term to date include:

- Ten Y8 students have signed up to be active travel ambassadors looking at transport issues that affect the school
- Recently some students met with members of the Yorkshire Energy Park, developing a relationship between the technology park and the school
- Record number of Y6 six induction packs have been issued
- 32% students are involved in the wider curriculum. The focus will now be on PP students that are not engaging
- 50% of parents attended the Y11 Steps to Success evening and 27% of Y10 parents
- Curriculum area reviews have taken place in English and science
- Six Form open evening took place in early November and the attendance of Year 11 and Year 10 students was above that of last year
- Monthly newsletters are sent out to parents highlighting the key school events
- First drop down day is coming up (23rd of November) and will focus on contextually apt and age specific areas for each year group

*Q: (MK) Do you see Ron Dearing College as a major threat?*

*GC: Yes, they are still a threat as they can offer what we cannot with the engineering experience. 15 students left to go there last year.*

*C: (DW) We are looking at changing the curriculum offer and how we meet the statutory needs of the RSE framework. We currently use drop down days, but wider curriculum reforms are planned.*

*C: (SF) The drop down days are not appropriate for RSE coverage.*

*DW: There are elements of the RSE curriculum that are better suited to drop down events such as STI Support Team, Self-examination talks and Prison! Me? No-Way, this will continue after the RSE changes have been made. As we discussed in the LGB Meeting in March 2022, RSE for Year 7 will be delivered in timetabled lessons starting from September 2023. This was not*

possible before this as the timetable (and the associated staffing) had already been set. The earliest opportunity at the time was September 2023. We currently cover the RSE framework through a combination of assemblies and drop down mornings. We need the drop down dates for 22/23 but from next year the time will be built into lessons.

Q: (SF) What is Ofsted's view of the curriculum going to be?

DW: Everything that should be in the curriculum is already timetabled in.

Q: (SF) What are they going to say about the curriculum not being ready?

DW: We offer everything statutory and meet the needs now, but we appreciate that RSE needs to be timetabled correctly. We will still have some dropdowns for externals to come in such as Prison!Me?NoWay but we will not be reliant on dropdowns for meeting the needs.

## 27 PERFORMANCE DATA REPORT

### 27.1 KS4 Outcomes 2022

- The DfE has released the Attainment 8 scores from 2022 that have been used to calculate the Progress 8 scores. The recalculation has led to a reduction in the progress score for all Trust secondaries
- Holderness's Progress 8 has dropped from -0.27 that was reported in the October meeting to -0.5
- Basics 9-5: 35% (East Riding 2022 47.7%, national 49.6%), Basics 9-4: 59% (East Riding 2022 70.1%, national 2022 69.5%)
- Disadvantaged outcomes: Basics 9-5: 23%, Basics 9-4: 42%. DA progress has dropped to -0.95

C: (GC) Progress 8 has dropped for all schools in the East Riding by around 0.4.

Q: (KB) Were remarks included in the results in July?

GC: Yes

Q: (MK) The Basics scores are worrying and way below the LA, what is being done?

RM: Our Raising Standards teams meets fortnightly to look at current match up of English and maths and to ensure the correct interventions are in place. Children are attending P6.

Q: (SF) If all schools found their progress 8 drop by a similar amount were their forecasts as way out as ours?

GC: We predicted what we got in the first wave. There has been national variance in how schools perform.

DW: We were aware of the issues around staffing in English, so we used Pearson services to moderate. This exam board was used to mark assessments and input forecasts. They took data from data reporting 2 for the forecasts and Pearsons were actually less accurate with their forecast than us.

Q: (SF) Did other schools find that they also did not meet the forecasts?

DW: Forecasts are internal data and schools do not share this information.

Q: (SF) Surely forecasts between Trust schools can be shared? Did all Trust schools drop the same amount below their forecasts?

DW: We could explore this further between subject heads.

C: (KB) You say that progress is down as this area was hit hard by Covid, but you have said again and again in governor meetings that attendance is good and 2% above national. To say that we were hit hard in this area for COVID contradicts – either attendance was good or we were hit hard by Covid.

### 27.2 Attendance Summary

- Currently 93.2%
- Highest in Year 7 at 95.6% and lowest in Year 12 at 89.4%

- Highest persistent absence amongst girls in Year 9 at 31%

*Q: (KB) Attendance tails off as the year groups go up – why?*

*TB: We are doing everything we can. This is a pattern seen when growing up.*

*Q: (SL) Do we know why students are off?*

*EBull: In Sixth Form the removal of fines has had an impact. We are also having to deal with significant mental health issues and when the year groups are small any absence influences the percentage greatly.*

*EB: It is a trend that parents of Year 12 and 13 leave their children to be independent.*

*Q: (MK) How does this attendance compare with other schools?*

*TB: It is similar; we have attendance meetings, meetings with the parents, rewards for good attendance, we talk about the importance of good attendance. We are doing all we possibly can.*

*EB: The number of unconditional offers to Year 13 students does not help attendance.*

*EBull: There seems to be less unconditional offers this year but certainly an unconditional offer does not encourage students to do their very best. Lincoln is the only one to offer unconditional offers so far.*

SF left the meeting at 5.45pm.

### **27.3 Behaviour Summary**

- 14 students have been suspended – 6 boys and 8 girls
- 1 student permanently excluded – girl in Year 8

## **28 CURRICULUM PROPOSAL**

A proposal was made to the Board to restructure the curriculum to create a fortnightly ARRK lesson in Key Stage 3 (this already takes place in KS4). It was felt that the statutory requirements of RSE which are currently covered in form time and drop down mornings would be better taught in specific lessons. Form time is short and often needed to discuss other elements such as behaviour and attendance and drop down mornings are not sufficiently frequent to lead to long term learning. In a survey of parents last year it was indicated that they would welcome more RSE content.

It was proposed that the new fortnightly ARRK lessons would become the primary mode for delivering the RSE framework and teaching of the ARRK values. A benefit of having time tabled specific lessons would mean that a team of teachers would be trained to deliver these lessons.

*Q: (MK) Do we need teachers with specific knowledge to teach this subject?*

*DW: We would adopt a phased approach building teaching capacity. We would have a small number of staff teaching this as a second subject; having a core group would enable us to train them to become experts. There would be an ongoing CPDL element.*

*C: (TB) I am fully behind giving RSE devoted time and wonder if there is a qualification that would fit in the Open bucket.*

*GC: I agree to look for an appropriate accreditation but perhaps not one that goes towards the progress scores.*

*DW: From a moral point of view we have to make the course functional and well informed but the beauty of ARRK is the freedom for students to share their thoughts. I would not want to jeopardise this to make it fit within an award, but if that award did not affect that freedom then I would support it.*

*Q: (KB) How would this be timetabled in and what would need to give way to make way for this subject?*

*DW: SLT need to have further conversations around this. We have identified where we would find the time, but this will be discussed at the next Board meeting.*

**Resolved:** Governors were in support of the dedicated RSE and ARRK lesson in Key Stage 3

## 29 SCHOOL DEVELOPMENT PLAN

The development plan has two priorities. The first being to further strengthen the curriculum to inspire and empower young people to make a positive difference today, ready for tomorrow. The second priority is to develop leadership and management at all levels to accelerate achievement across the curriculum.

GC stated that although a considerable amount had been done to embed the strategies in this first term, he admitted that in some areas they had been overambitious. At the next meeting there will be an evidence document to explain each judgement.

Governors focused on actions that had been RAG rated as red for this term. One area being targeted interventions for key groups.

*Q: (KB) I see in the development plan under priority two leadership and management, that YipiYaps are not yet used for intervention in maths and English why?*

*RM: Arbor doesn't yet map progress, so we have set up our own spreadsheet.*

*KB: We are almost one term in, we want to know that interventions are running.*

*Q: (MK) The plan states that Year 11 students with below 90% attendance last year are targeted for revision sessions at lunchtime and after school. I'm interested if you can force students to attend interventions at lunch times?*

*RM: No, we cannot. Period 6 interventions have started, but not lunchtime interventions. We are waiting for a recruitment approval form to be approved centrally before we can recruit Sixth Formers for lunchtime revision sessions.*

*Q: (KB) Is it the student's choice which interventions they attend for Period 6 or do the Heads of Faculty put the lists together?*

*RM: Teachers select a wish list for P6, and the students use a form to also select which subjects they would like to attend. We then work out a timetable which might use the student preference but English and maths get the priority.*

*Q: (MK) Parental engagement with in-person events is shown as red for this term, why?*

*RM: This is due to Year 10 and Year 11 parents' evenings not being as highly attended as hoped. We were hoping for 70 – 80% but in Year 11 there was 48% engagement, and this was even lower in Year 10.*

*Q: (MK) Why do you think people struggle to attend?*

*RM: Lack of availability. We sent postcards home for all Year 11 that didn't attend with future dates to note.*

*C: (MK) Perhaps the increased cost of living means people have to work additional hours and they cannot find spare time to attend school events.*

*TB: There is only a 50% parental take up of the Class Charts app which shows we need to do further work on engagement.*

*Q: (KB) One action that was due for completion in October was for Heads of Faculty to put together and monitor their development plans in response to data analysis discussions. This is still red and yet we've nearly had a full term, do they not have development plans in place?*

*GC: This is marked red as we did not have a full data set available.*

*RM: We do have the plans in place and Year 11 data will be added this week.*

*EB: It should be remembered the RAG rating was completed in week 8. We should really review progress in January when we've had a full term.*

EBull, EB, JL and SL left the meeting at 6.20pm.

### 30 INCLUSION REPORT

#### 30.1 Safeguarding Report

- 16 Children in Need
- 3 under Child Protection
- 66 children on the monitoring list
- 9 Children looked After
- 5 Operation Encompass notifications
- 25 referrals to Early help and 3 to the Safeguarding and Partnership Hub in the first half term
- 243 children logged as a cause for concern

KA: We had a TCAT safeguarding audit last week which was very positive. In it, we reviewed the actions arising from The Safeguarding Alliance audit.

Q: (MK) Is there an issue with staff not completing mandatory training?

KA: The training level is at 93% - 3 haven't completed – one is on maternity leave and 2 are sick.

C: (MK): The e brief we receive is really good and gives a good overview of safeguarding.

Q: (MK) Is there an issue with safeguarding resources?

KA: Mental health is an issue and there are many referrals. We do not have a TCAT Counsellor within the Trust anymore.

MK: It would be beneficial to give further information around mental health support in the newsletter.

**ACTION: KA to list trained ELSAs and amount of mental health support available in the newsletter**

DW left the meeting at 6.35pm.

#### 30.2 Enhanced Resource Provision (ERP)

- Currently 15 students in the ERP
- ERP Manager has a teaching commitment so is not always in the provision
- Currently got a service level agreement with the local authority for 12 students with allocation meetings ongoing with the LA on whether more will be accepted
- Care taken to ensure the children that are accepted fit with the existing cohort and whether the school can meet their needs
- All children in the ERP are "flourishing, resilient and live the school values"

Q: (MK) With the ERP Manager having a training commitment – is it not a risk to have students in there alone?

KA: We have a part time HLTA and if they are not available the students are not in the provision. It is not a safeguarding risk but is an issue if the sensory room is needed. These are part of the discussions with East Riding – we need to be able to man the room fully.

#### 30.3 Special Educational Needs Report

- 40 students have an EHCP, 15 are supported in the ERP
- SEND training is planned for staff in December to support with strategies to use in the classroom. Looking to raise the profile of SEND so every teacher is a teacher of SEND

KA reported that there was currently a 3-year waiting list for testing autism and ADHD. Parents are paying for private diagnosis, but they don't need to, if there is a need the school will support.

## 31 RISK REGISTER

### Current risks

1. Falling outcomes resulting in failure to deliver on the mission statement and less students' progress onto appropriate pathways
2. Failure to retain or recruit staff to the school who attend school more often that impacts on the student outcomes and experiences
3. Decline in numbers in Sixth Form in 2022 cohort
4. Students' attendance with specific reference to PA is above national averages in some year groups and some sub-groups.
5. Migration to a new MIS system and moving from Google to Microsoft disrupts teaching and learning for a period of time.
6. Increase in numbers of Year 9 students leaving for Ron Dearing UTC
7. GDPR – Number of breaches

The Register had been updated by SLT with comments made in the summary of review outcomes. GC informed the Board that an additional risk had been added – GDPR – as he wished to raise the profile of data protection in the school. An increase in breaches recently has caused concern but it could simply be that staff are more aware of the need to report breaches. Additional training has taken place by the Trust DPO to the school Data Protection Link.

GC explained that the pressing concern for risk number 1 is due to the staffing situation in English.

Risk number 5 – the move to Arbor. Arbor is being used for attendance and will be used for behaviour reporting in the future.

*C: (TB) We use Class Charts for behaviour recording and it is integral to safeguarding. I am not convinced that the Arbor behaviour system has the same functionality as Class Charts.*

*Q: (KB) So why are we moving over to the Arbor behaviour system?*

*GC: If it has the same functionality, it will be good to have it all in the same system, but we are not convinced yet. TB is going to WHA this week to see the system in operation and will feed back.*

*C: (KB) We need to keep an eye on this and will need to weigh up the costs versus the functionality.*

**ACTION: Update on Risk Register including the Arbor behaviour system to be given at the next meeting**

## 32 RAINBOW FLAG AWARD

Holderness is working towards the Rainbow Flag Award, led by RM. There are six standards to work towards: skilled teacher, pastoral support, supportive governors and parents/ carers, effective policies, inclusive curriculum and student voice. S Laud volunteered to be the Link Governor as there needs to be governor buy in to achieve the standard.

*Q: (KB) It is great that we are working towards this, but what is the rationale for doing it?*

*RM: We say we are an inclusive school, but some students don't feel it. We need to deliver on our aims.*

*Q: (KB) Will we be able to gather sufficient evidence for the award?*

*RM: That part will be easy as the award gives the structure to go above and beyond.*

*Q: (MK) Will there be a review from the Rainbow Flag?*

*RM: There will, but the award has not been going for long. We will have our own action plan based on the standards.*

*Q: (KB) Will there be student ambassadors?*

*RM: We have given the students until today to put their names forward if they are interested.*

### **33 LINK VISITS**

All Link Governors must complete a termly visit to the school and complete a Governor Visit Form. A visit had been completed in safeguarding but there still needs to be visits conducted in teaching and learning, careers and Sixth Form, PP and SEND.

**ACTION: P Woods to arrange a Careers and Sixth Form Link visit this term**

**ACTION: K Batty and S Fellows to conduct a Teaching and Learning Link visit**

### **34 POLICY UPDATE**

#### **34.1 Uniform Policy**

The Uniform Policy was presented to the Board with no changes since the last review in September 2020. KB enquired if the school is permitted to state where the branded uniform is to be purchased following the latest DfE guidance on uniform affordability. It was also recommended that TB inserts more information about affordability and make more allowances for leniency towards PE kit.

**ACTION: TB to update the Uniform Policy to reflect recent recommendations in the DfE uniform affordability guidance. Policy to then be sent to the Clerk to circulate for remote approval**

### **35 GOVERNOR TRAINING**

One governor still to complete the Certificate in the Role of a School Governor” and “Annual Certificate in Safeguarding for School Governors 2022/23.”

The next module to complete before the next meeting is “Certificate in Data Protection and GDPR for School Governors (2022/23)”. This will be the final mandatory module for this academic year; governors may choose to continue their learning with any modules of their choice should they wish.

**ACTION: P Woods to complete the outstanding two training modules ASAP**

**ACTION: All Governors to complete the Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting**

### **36 DATE OF THE NEXT MEETING**

30 January 2023, 5pm

Pre-meet 30 January at 4.30pm



**37 AOB**

**37.1 Pre-meets**

The Clerk raised that pre-meets have been introduced as good practice in all other LGBs across the Trust. The pre-meets are designed to only last 30 minutes, be for governors only (no school staff) and have led to wider participation in meetings. The purpose being to discuss areas where challenge is needed and to ensure there is sufficient questioning in key areas. It was agreed that the pre-meet would take place directly before the next meeting at 4.30pm.

**Resolved:** Pre-meets to take place 30 minutes before all future LGB meetings

**38 ACTION POINTS**

- 38.1 ACTION: Appoint a Vice Chair, PP Link and SEND Link at the next meeting (minute 23)**
- 38.2 ACTION: K Ashbridge to list trained ELSAs and amount of support available in the newsletter (minute 30.1)**
- 38.3 ACTION: Update on Risk Register including the Arbor behaviour system to be given at the next meeting (minute 31)**
- 38.4 ACTION: P Woods to arrange a Careers and Sixth Form Link visit this term (minute 33)**
- 38.5 ACTION: K Batty and S Fellows to conduct a Teaching and Learning Link visit (minute 33)**
- 38.6 ACTION: T Briggs to update the Uniform Policy to reflect recent recommendations in the DfE uniform affordability guidance. Policy to then be sent to the Clerk to circulate for remote approval (minute 34)**
- 38.7 ACTION: P Woods to complete the outstanding two training modules ASAP (minute 35)**
- 38.8 ACTION: All Governors to complete the Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting (minute 35)**

The meeting closed at 7.12pm