



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 20 November 2023 at 5.00pm**



THE CONSORTIUM

Shaping Positive Futures

PRESENT: M Kitching (Chair, MK), J Bagnall (JB), K Batty (KB), N Holder (Headteacher, NH), S Laud (SL), T Marrow (TM), L Smith (LS)

ALSO IN ATTENDANCE:

K Ashbridge, T Briggs, C Settle (Guest, CS), D Waterson (Executive Director of Education, DW), G Stafford (Clerk to the LGB), C White (Director of Humanities – present for minutes 15 – 18), D Wobbaka (DWo)

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

15 WELCOME

M Kitching welcomed everyone to the second LGB meeting of the academic year. CS was attending as a guest with the view to joining the Board as a Trust Appointed Governor.

16 APOLOGIES

S Fellows and N Steadman

Resolved: Consent was given to the absence of the above governors

17 DECLARATIONS OF INTEREST

There were no declarations of interest made specific to this meeting.

18 PRESENTATION -Director of Humanities – C White

A Level

- Geography (9 students): 33% achieved A*B (national 52%), 55% achieved A*C (national 78%), VA (value added) -0.93
- History (15 students): 20% achieved A*B (national 57%), 40% achieved A*C (national 81%), VA was -1.34
- Philosophy and Ethics (2 students), 0% achieved A*B (national 56%), 100% achieved A*C (national 80%), VA was -1.59

CW: We were very disappointed with the A Level results, but all did get places at the next stage of education. Nationally A Level outcomes have dropped as exam boards reverted to 2019 grade boundaries. This cohort accessed the Sixth Form with CAG GCSEs and 40% were not the right calibre for the courses. We have now addressed this and the current Year 12 and Year 13 cohorts are smaller. Geography outperformed the other two subjects at A Level but was still disappointing. Many of the students had unconditional offers and this had a negative effect on their motivation. We have had a change of staff in Philosophy and Ethics and the appointed member of staff has experience of teaching at A Level. I believe that we now have the right students on the right course, with a settled teaching staff. We are moderating across the Trust and confident that outcomes will improve next year.

Q: (DW) How far off were your predictions? What reassurance can you give that Year 13 will hit target?

CW: We were too aspirational in our targets and were not as close as we should have been.

Q: (DW) How are the Year 13s performing now?

CW: They are performing better, but I do not have the data with me.

C: (MK) The concern is that the Year 13s were recruited under the same conditions (i.e. following CAGs) as last year's group.

CW: Yes, but the students are a better calibre, and it is a smaller group.

Q: (KB) What is the admission criteria for A Levels?

CW: Students need a grade 6 in Philosophy and Ethics. For Geography we would also look at grades in Maths and Science.

Q: (KB) How many GCSEs do students generally need in order to move on to A Levels?

NH: 5 at grade 5 or above but we look for higher grades in Maths and the sciences.

Q: (JB) The number of unconditional offers is not subject specific. What can we do to continue to motivate students?

CW: The number wanting to apply to universities has dropped due to the cost. We have had a Sixth Form review today. The expectation for students to be in between 8.30 and 3 has led to a culture shift and students are more focused now with independent study periods taking place at school, not home.

NH: E Bull could be invited to attend the next meeting to give an update to the changes made in the Sixth Form and a summary of the review.

Q: (KB) There are 2 students studying Philosophy at A Level. At what point is that not viable?

NH: It isn't viable. We have pressed 're-set' over the summer and changed the culture and conducted a review as we must improve outcomes.

CW: Year 12 and 13 are taught together in Philosophy and Ethics due to class size.

GCSE

- Geography (46 students): 56% achieved 9-4 (national 66%), average grade 3.9, progress -0.04
- History (158 students): 49% achieved 9-4 (national 64%), average grade 3.8, progress -0.4
- Philosophy & Ethics (28 students): 57% achieved 9-4 (national 73%), average grade 4.4, progress -0.27

CS: The experience of geography at KS3 is poor, so most students opt for history. KS3 lessons have been taught with non-specialist teachers. The predictions were closer in all 3 subjects following CPD on accuracy of forecasts. There was an improvement on grades for those that attended P6 sessions. We need to increase engagement of P6 sessions. In geography, boys outperformed girls but in history it was the other way. There has been inconsistent staffing, and this is the last year of a 3 year KS4. An experienced history teacher has been recruited and starts in January. We now have the teachers and the right students on the right courses.

Q: (LS) How are you addressing the PP gap?

CS: We buy revision guides for all students and fund geography field trips for the PP students. We monitor groups of students, and any gaps should be picked up early.

Q: (KB) What is the period 6 uptake?

CW: This is difficult to say as we only see the same students every other week. It has started at about 70% but usually does tail off.

Q: (KB) How do you encourage attendance at P6?

CW: We contact parents following the mock results and advise attendance – we cannot say attendance is compulsory, but we can encourage it.

NH: *We will be much more strategic with P6 this year. Middle Leaders have been asked which students they want to invite to attend the sessions. 85 parents have signed their child up to P6 and we have individual timetables and keep registers.*

Q: (DW) *How does this compare to last year?*

NH: *We have not monitored in such detail before. We started P6 much later last year – in January.*

C: (DW) *The progress is positive.*

Q: (MK) *Does Seneca monitor the rate of engagement?*

CW: *Yes, this started patchy, as if students spend less than 35 minutes they get a comment.*

C: (MK) *Thank you. I hope that we see the fruits of your work next summer.*

CW left the meeting at 5:50

ACTION: E Bull to present the outcome of the Sixth Form review and an update to the changes made at the next meeting

19 MINUTES OF THE LAST MEETING (18 September 2023)

Resolved: The minutes of the last meeting held on 18 September 2023 were accepted as a true record and approved by the Chair.

20 MATTERS ARISING FROM THE MINUTES

- 20.1 ACTION: Clerk to chase up the reason for HA and PW's non- attendance –** HA decided not to join the Board due to work commitments. PW has decided not to renew his term of office.
- 20.2 ACTION: Future safeguarding reports to include how many families that were referred to Early Help or the Safeguarding Hub access support -complete, minute 26**
- 20.3 ACTION: N Steadman to assist the Headteacher in the development of the Risk Register - see minute 27**
- 20.4 ACTION: Update on completion of homework to be given at the next meeting –** 992 students are active on the extended learning task (ELT) platform, Seneca. 12 subjects set ELT on Seneca. The average study time of students using the online platform is increasing month on month
- 20.5 ACTION: T Briggs to provide a breakdown of rewards – by year, gender and department awarding points - complete, information circulated at the meeting**
- 20.6 ACTION: Clerk to invite Head of History to present at the next meeting - see minute 18**
- 20.7 ACTION: JOB to provide an update on the revised 2024 KS4 and KS5 targets - action carried forward**
- 20.8 ACTION: Clerk to send out Trust Behaviour Policy for information - discussed at minute 28 as a group discussion was required.**
- 20.9 ACTION: Clerk to send out the Careers Policy and Exams Policy once the changes made have been marked. Governors to give their approval for the changes if content – policies have been approved**

20.10 ACTION: All Link Governors to complete an autumn term visit - ongoing

21 HEADTEACHER'S REPORT

- Mock exams have taken place in Y11 and Y13 -results will be given out on 1 December during a revision skills evening
- Period 6 revision sessions have started
- The contextual value added (CVA) function has returned to FFT and this gives an updated progress measure when similar demographics are considered of -0.08 (from -0.22)
- Numerous sporting success stories
- Year 11 students and families were invited to the 'Steps to Success' Event to support with revision – and over 50 families attended

Q: (MK) If it is only Year 11 that are invited to the Steps to Success event, why are Year 13 not involved?

NH: They were given all their resources before the CAEs.

Q: (KB) Does the updated CVA take into account the number of students that have come in and out – mid year?

NH: Yes, as we can still gather their KS2 data so know progress made.

Q: (TM) Have all the staff resignations been filled? I feel as a school we need to push drama.

NH: We have concerns about the quality of teaching and learning in drama and we no longer deliver GCSE or A level. We may go to advert for Head of Performing Arts.

Q: (MK) Was the Sixth Form Open Evening successful?

NH: It was disappointing that we only had 44 students attend, as we have a target of recruiting 50 into Y12. Our problem is that we lose 30 students in Year 9 to Ron Dearing College. We give the parents and students information about options early now so everyone is aware of what we can offer. David has designed a questionnaire about other providers and we have had an 85% response rate so we understand more where they are going and why.

C: (KB) It is important that families know that our Engineering option is good.

NH: With +1.5 progress

Q: (TM) Do you try to get the students back in to Y12 that left in Year 9?

DWo: No, as RDC has a Sixth Form. We do not sell our story well.

22 PUPIL PREMIUM STRATEGY

- 20% school population are PP (224 students)
- PP attendance is 87.7% and non-PP 94.7% (first half term)
- Total funding for 2023/24 is £312K
- Budgeted cost for teaching and CPD is £19,120, for targeted academic support £82,697 and wider strategies £140,000

The Board felt that there was insufficient detail to approve the Strategy today.

C: (DW) To spend £140K on wider strategies seems a very high proportion of the funds with a much smaller amount to interventions. Quality First Teaching makes a difference. You also need to increase the culture capital by investing in this.

C: (LS) We need to see detail around the impact.

DW: Agreed. There needs to be more data around academic intervention. There is insufficient evidence.

C: (TM) There needs to be the detail as parents can look on the website to know how and where the money is spent.

C: (CS) I would argue that £19K on CPDL is a tiny amount. Part B – the Review of the previous academic year does not have lessons learned; the impact is not clear, and neither is the cost. For example, this is the third year of Walkthrus – but what is the impact? We need to justify the continuation (or not) of the strategies.

DW agreed to assist KA with revising the Strategy – adding detail around the impact and lessons learned.

ACTION: Once more impact is detailed, a Teams meeting to be arranged to approve the PP Strategy

23 SEF – SCHOOL EVALUATION FORM

- Rated RI in each category with the exception of Behaviour and Attitudes which is rated Good
- Whole School Priorities:
 - To deliver an ambitious curriculum, underpinned by high quality consistent teaching and learning, assessment and feedback, which ensures all students make good progress and prepares them for the next stage in their education
 - to establish a successful a sixth form provision which provides a demanding curriculum, high quality teaching and learning and the life skills to succeed in a university or work environment
 - to ensure strategies for supporting the needs of all our students are deployed by all teachers to ensure students make good progress
 - to adapt Personal Development for all pupils, so that they have access to a wide and rich set of experiences and careers guidance that prepares them for successful adult life

Q: (DW) Behaviour and Attitudes is rated Good. Which grade do you expect to go to Good next?
NH: Quality of Education as all our resources are going into this. David's work on the curriculum is now embedded.

DWo: Ofsted found that neither students nor staff were clear of the end points, so we have been doing considerable work on a knowledge rich curriculum. Work has been quality assured and is consistent and clear. On 4 December we are looking at upper KS2 to be aware what gaps are coming to us. Next, we need to build on cross curricular links.

Q: (KB) What is being done to collect more student voice as that is showing as red in the Behaviour and Attitudes section?

NH: We have not got sufficient voice yet. These are outstanding grade descriptors as that is currently a good category. Governors could help with gathering student voice around behaviour.

24 SCHOOL DEVELOPMENT PLAN

- Development Plan evolves over time and is reviewed each half term
- Performance management is structured for the first time in years and staff understand that this drives standards

Q(KB) Is the performance management reviewed termly?

NH: Yes, and the cycle will close 31 October.

Q: (MK) Do all members of staff have performance management?

NH: Yes, everyone needs to be held to account.

Q: (KB) What about support staff?

NH: The cycle is later in the year.

C:(JB) It is shocking that this did not take place before. It is supposed to be a positive experience.

Q: (DW) Why are some actions red after a half term?

NH: This is due to the timing of the writing of this report. For example, we have now strategically targeted the students for the P6 interventions.

25 ATTENDANCE AND BEHAVIOUR REPORT

- Overall attendance is 93.3%
- Lowest attendance is in Year 10 at 91%, with girls in Y10 at 89.7%. This is an area of focus
- Year 11 attendance is above national
- PP attendance 87.7%, non-PP 94.7%
- 21% students are persistently absent (attendance of <90%)
- Attendance Assistant has been recruited
- There have been 90 suspensions by 42 students – totalling 172 days
- 70% suspensions are attributed to just 10 students
- 66% suspensions are by girls – most in Y8 and 9
- Currently 4 students are at Alternative Provision: 3 at KS4 and 1 KS3
- Average attendance of AP students is 90%

C: (DW) 90% attendance of AP students is excellent, well done.

TB: We have an improved relationship with the Education Welfare Office.

Q: (TM) Why is there a dip in attendance on a Friday?

TB: This is the worst day of the week for attendance – and we are about 0.5% down. Attendance drops on non-uniform days too.

Q: (MK) What is going on in Year 10?

TB: There is lots of persistent absence, especially girls.

Q: (TM) If a student fails a managed move are they then permanently excluded?

TB: That is a Headteacher decision.

Q: (KB) If a Year 11 has a sanction for not completing homework, can they complete it in the detention?

TB: They are put in a computer room and can do the work. There are arguments both ways for this as it may just encourage them to think they don't have to do the work at home as they can complete during a school detention. Year 11 behaviour is generally very good with just 2 suspensions.

A breakdown of positive and negative points awarded during each subject type and by which teacher was circulated. In total, 249,557 positives had been awarded to 8,936 negatives: 97:3.

Q: (MK) Is there a pocket of parents that are not engaging with Seneca?

TB: Yes, we are going to run a surgery for parents to explain more.

C: (TM) It is really time-consuming to give rewards, so well done to all staff for issuing almost 250,000.

Q: (JB) How does the breakdown of positives to negatives compare to last year?

JB: During 21/22 we awarded 17 positives for each negative. Many of our negatives this year are due to students failing to complete an Extended Learning Task as they need to spend a certain amount of time online to complete the work.

Q: (KB) How many parents have engaged with Class Charts?

TB: 65%

Q: (JB) How does this engagement figure compare with other Trust schools?

TB: I am not sure – half of the secondaries use Class Charts and half use the Arbor behaviour app. Class Charts is much more sophisticated regarding behaviour analysis.

26 SAFEGUARDING REPORT (first half term)

- 6 Children in Need
- 1 under Child Protection
- 72 children on the monitoring list
- 3 Operation Encompass notifications
- 225 children logged as a cause for concern
- Concern with online safety – taking and sharing inappropriate images in Key Stage 3
- 24 referrals to Early Help and 9 to the Safeguarding and Partnership Hub

TB: The key is the online safety concerns of shared images via Snapchat and Tik Tok in KS3. A letter has been sent out to parents and the PCSO has delivered targeted intervention. In addition, the IT department has begun online safety training in the curriculum. We are also delivering messages to students in assemblies.

Q: (TM) Is the problem taking or sharing images?

TB: Both.

Q: (MK) And is it both sexes?

TB: Yes.

Q: (MK) How are you trying to control vaping?

TB: We do bag searches and we do not allow bags to be taken into the toilets. There is more evidence coming out of the effects on health, that we will communicate.

Q: (DW) Logged concerns average 50 per year group between Years 7 and 10 and then there are none for Year 11. Is this accurate?

TB: This is a typo. I will update.

ACTION: TB to update the Y11 data for logged concerns

27 RISK REGISTER

NH verbally updated the Board on the top 3 risks.

1. Sixth Form – a decline in results has led to a decline in numbers and a narrowed curriculum. In addition, the number that leave in Year 9 has led to overall numbers reducing. The options process has been brought forward and different courses introduced, such as BTEC Sport and GCSE Psychology
2. The number of students leaving to go to Ron Dearing College in Year 9 is leading to reduced funding. A questionnaire has been given to all leavers and a dedicated Careers Advisor appointed.
3. Wages: Income. Governors should be aware that this school is the joint highest in the Trust regarding ratio of wages: income at 80%. Good practice states that this ratio should be around 70%

28 POLICIES FOR REVIEW

Resolved: The Careers Policy and Exams Policy were approved by Governors.

Governors had communicated a number of concerns with the revised Behaviour Policy which was discussed today.

The first discussion was around the need to include a pencil case in the equipment needed: *Students will be successful if they arrive to school with the necessary equipment needed for that day. Students are expected to bring the following to school:*

Student planner, School bag, Pencil case, Pen, Pencil, Ruler, Scientific calculator, Reading book and PE Kit (on appropriate days- see timetable)

SLT confirmed that a pencil case should be compulsory as students lose pens and to have a pencil case shows readiness for learning expectations. Governors asked how many students do not currently have a pencil case and were told 10. It was agreed that a pencil case will be given to these 10 students if necessary, and pencil cases will be put in the rewards shop.

The discussion turned to aerosols not being permitted:

Aerosols of all types are not permitted in school because of their potentially dangerous nature and impact on asthma sufferers and other health implications.

SLT stated that aerosols should not be permitted for health reasons. Governors asked why the aerosol statement was under 'banned activities'. TB agreed to move the position of the statement as this caused confusion.

Resolved: Behaviour Policy was approved, subject to the above change.

29 GOVERNOR LINK VISITS

A Safeguarding Link visit (11/10/2023) and Teaching and Learning Link visit (15/11/2023) has been conducted. The following needs to take place before the end of term:

Behaviour Link visit – N Steadman

PP Link visit – L Smith

SEND Link visit – T Marrow

Governors were reminded that a governor visit form must be completed for each visit and sent to GS.

ACTION: N Steadman, L Smith and T Marrow to carry out a link visit before the end of term

30 GOVERNOR TRAINING AND SUPPORT

ACTION: T Marrow, L Smith and N Steadman to complete the safeguarding module prior to the next LGB meeting: "Annual Certificate in Safeguarding for Governors and Trustees (2023/24)"

ACTION: All Governors to complete the "Annual Certificate in Data Protection and GDPR for Governors and Trustees 23/24)" prior to the January meeting.

31 DATE OF THE NEXT MEETING

22 January 2024 at 5pm. Pre-meet at 4.30pm

32 AOB

None

33 ACTION POINTS

- 33.1 ACTION: E Bull to present the outcome of the Sixth Form review and an update to the changes made at the next meeting (minute 18)**
- 33.2 ACTION: JOB to provide an update on the revised 2024 KS4 and KS5 targets (minute 20.7)**
- 33.3 ACTION: Once more impact is detailed, a Teams meeting to be arranged to approve the PP Strategy (minute 22)**
- 33.4 ACTION: TB to update the Y11 data for logged concerns (minute 26)**
- 33.5 ACTION: N Steadman, L Smith and T Marrow to carry out a link visit before the end of term (minute 29)**
- 33.6 ACTION: T Marrow, L Smith and N Steadman to complete the safeguarding module prior to the next LGB meeting: "Annual Certificate in Safeguarding for Governors and Trustees (2023/24)" (minute 30)**
- 33.7 ACTION: All Governors to complete the "Annual Certificate in Data Protection and GDPR for Governors and Trustees 23/24" prior to the January meeting (minute 30)**

The meeting closed at 8pm

