



**Minutes of the Annual Results Meeting of South Holderness Technology College, held on  
Monday 10 September 2018, at 6.00pm.**

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**Present:**

Mr S Gallant (Chair, SG), Mrs P Gerrard (PG), Mr J Glover (JG), Mrs W Swindells (WS), Mr G Thurston (GThu).

**In attendance:**

Mrs T Jarvis (Clerk to the LGB, TJ), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Acting Deputy Head, NP), Mrs G Stafford, (Clerk to The Consortium Academy Trust, GS), Mrs S Young (The Consortium Academy Trust Director of Education and Interim Executive Head, SY)

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

**01 WELCOME**

SG opened the meeting and welcomed all governors to the Annual Results Meeting. SY informed governors that the new Holderness Academy logo is now being used for internal communication and internal documents. The strap line being 'Collective Aspirations: Individual Success.' The logo and strapline were inspired by students and voted for by the school community.

**02 APOLOGIES FOR ABSENCE**

Apologies had been received from Mr N Taylor and Mrs D O'Toole.

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

Apologies also received from Mr G Truran (Deputy Headteacher)

**03 KEY STAGE 5 OUTCOMES – N Pinder**

**Headlines:**

- 63 students sat A2 qualifications. The following are the unvalidated results:
- A\*A 24% (national 26.4%), A\*B 50% (national 53%) and A\*E 99% (national 97.6%)
- Average grade C+ (national C)
- Average point score 34.11 (national 32.39)
- Progress (measured using value added) +0.11 (2017 was -0.14 and national is 0)
- ALPs overall score of 4, an improvement from 2017 when it was 5. Without enrichment subjects included the ALPs score would be 3
- Vocational: average score 30.33; downward 3 year trend from 35.72 in 2016 and 35.09 in 2017. Vocational progress -0.08. All vocational subjects include the exam element for the first time. Though national benchmarks for progress are currently not available in a comparative format

- The term “near pass” brought confusion to staff in vocational subjects. It was thought that staff possibly prioritised time to work on the exam at the expense of coursework to ensure a pass as they did not fully know the grade boundaries.
- Subjects requiring attention: English Literature (ALPs 9), Creative Writing (8), Film Studies (8), Theatre Studies (8) and Drama (9)
- Successful subjects in terms of attainment and progress: Biology (ALPs 3), Business (3), Law (2) and Maths (3)

*Q: (WS) What are enrichment subjects and why are they not included in the headline results?*

*NP: Enrichment qualifications are taught for 1 hour per week. They include subjects such as Film and Creative Studies. We run these subjects to enrich students and offer a breadth of programmes but they are delivered on far fewer hours than other subjects which have 5 hours teaching time per week and below the recommended GLH (Guided Learning Hours)*

*Q: (WS) Are vocational subjects assessed and if so how much feedback is given to students on vocational courses?*

*NP: They are assessed. We are restricted to how much feedback is given. We can only give written feedback once.*

*C: (SG) The year on year drop for vocational subjects is not due to this though as the same assessment rules will have applied.*

*C: (NP) This year we were hit by the inclusion of the exam and the uncertainty around the grade boundaries.*

*Q: (SG) There will be a huge cluster of schools around the national average of zero progress, we are +0.11; where does this rank us nationally?*

*NP: That will become clear when the validated IDSR results are published in November. J Dalton is our Quality Nominee – a link between the school and the exam board*

### Forecasts

A conversation followed around the accuracy of forecasting; accuracy of predictions give more chance of delivering success as interventions can be targeted appropriately. NP explained that under forecasting is as futile as over forecasting. Examples of inaccurate forecasts were given as follows:

Subject	Ave Points Forecast	Ave Points Actual
DT	36.6	28.6
English Lit	28.6	23.6
Music	26.7	16.7

*C: (GThu) I am surprised that forecasting is still out. 2 years ago the predictions were very inaccurate; I would expect them to be better now.*

*NP: They are better but there is still room to improve. New specifications have impacted on predictions against outcomes but variances across subjects has improved.*

### Subject Analysis:

- Students showed significant progress in the following subjects: Computing, Criminology, Law, Textiles, PE and Physics.
- Students showed negative progress in the following subjects: National Diploma Science, BTEC Applied Science, Creative Writing, English Literature, Film Studies, Further Maths, Music and Drama / Theatre Studies.



*Q: (SG) I was aware of staffing issues in Drama but why is progress negative in the other subjects?  
SY: The issues in English Literature have been ongoing, leaders have now taken positive action and this teacher has been removed from the course delivery to be replaced by a teacher who is also an examiner in the area. Positive conversations and action plans are in place.*

## **SEN**

There were only 2 SEN students in last year's Year 13; both had positive progress and an average grade of C-.

## **Gender**

- Females outperformed males but the gap has been reduced by half a grade.
- Girls' average grade was C+ whereas males' average grade was C.
- NP reminded governors that performance by gender entirely depends on the makeup of the cohort.

## **Pupil Premium**

- PP students (n=11) achieved the same average grade (C) as non PP students
- Progress of PP students was +0.35 compared to non PP students at -0.08

## **Challenges**

- All subjects are now fully linear
- Usefulness of AS as progress indicator reduced, discussion round strategy across TCAT will take place in 2018/19
- Accuracy of forecasts a concern in some subject areas
- The number of students into the Sixth Form is a concern; just 66 of 238 students (28%) entered Year 12, 112 had a firm offer. Students are being poached by nearby Sixth Form Colleges

A meeting is being held next week to look at marketing of the Sixth Form. SY reported that she has investigated conversion rates of students into the Sixth Form in previous years and they were only 28-30%. She highlighted that a conversion of 30% of smaller year groups coming through the school was a concern and will ultimately impact upon the number of teaching staff if this trend was to continue. In answer to a question posed by WS, NP confirmed that surveys were being sent out to all students that had accepted an offer into Sixth Form yet chose to go elsewhere and students who put SHTC as their second choice to find out exactly why the students chose to go to alternative sixth form provision. SY explained that the recruitment strategy needs to be looked at internally; ensuring that the right student is on the right course.

SY reported that NP and J Dalton were to promote the SHTC Sixth Form at Winifred Holtby. As Winifred Holtby Academy does not have a Sixth Form, it was agreed to be worthwhile to promote the proximity of sites to those students that may prefer to continue within a school setting rather than a Sixth Form College.

*Q: (SG) Are there any gaps in the Sixth Form curriculum which means that students go elsewhere?*

*SY: We must not fall into the trap of putting on courses without considering the cost and the moral aspect of providing a poor learning experience because of tiny cohorts. We need to look at the breadth of the curriculum and perhaps collapse Years 12 and Year 13 where possible.*

On behalf of governors, SG thanked NP for the quality of his presentation. He said it was disappointing to have low entry numbers of students into Year 12 when there were so many positive stories / results that have been heard tonight.

#### 04 KEY STAGE 4 OUTCOMES – I Midgley

##### Headlines:

- Progress 8 has improved to -0.12 (2017 school -0.26, national -0.03)
- Attainment 8 (grade value of the top 8 performing subjects for each student divided by the cohort size) improved to 45 (2017 school 43.4, national 44.2)
- % students achieving 'strong' basics 9-5 41% (2017 school 42%, national 42%)
- % students achieving 'standard' basics 9-4 63% (national 62%)
- EBacc Ave. point score (average grade of qualifying subjects) 3.79 (2017 school 3.57, national 3.87)
- EBacc entry is low at just 12% compared to 35% nationally

Q: (WS) Is there a criteria to meet to be entered into EBacc?

IM: There are 5 subject areas for EBacc: English Language and Literature, Maths, Sciences, Geography or History and a language. The government want more GCSE students to study EBacc subjects. Only the top 40% do languages so they are the ones that enter EBacc.

WS left the meeting at 7.30pm.

##### Forecasts

- Accuracy of forecasts variable: e.g. Maths Standard pass forecast to be 66%, actual was 68% but Maths Strong pass forecast to be 39% and actual was 47%
- The following all forecast within 5% of actual: Maths, English, Science, Biology, Chemistry, Physics and Business
- Aim for 2019 is forecasting within 3% tolerance across all subjects

##### Subject Analysis

- Successful subjects include: Biology, Chemistry, Physics and Business with at least 95% students achieving a 9-4 pass in each.
- Subjects achieving the most 9-7 grades (A\*A) include Biology, Business, Textiles, Chemistry and Physics
- Underperforming subjects include Drama, Health and Social, French, Music, Computing and ICT

As two of the underperforming subjects (Computing and ICT) are within the same faculty it was agreed that the Faculty Leader should be invited to attend the meeting on 1 October to explain what went wrong and outline actions taken to improve outcomes for next year.

**ACTION: TJ to invite the Computing Faculty Leader to present to governors at the next meeting.**

##### SEN

- SEND support students (n=16) had a P8 of -1.30 compared to Non – SEND -0.01
- SEND support group is mostly made up of males



## Gender

- Girls outperforming boys in terms of progress; +0.21 compared to -0.39.
- Concern raised over the low band boys in particular with P8 of -0.27

## Pupil Premium / Disadvantaged

- Disadvantaged students P8 gap has reduced from -0.57 in 2017 to -0.23 (Disadvantaged -0.36 compared to 'Other' -0.13)
- Disadvantaged Standard Basics 50% (Other 67%), Strong Basics 35% (Other 43) and Attainment 8 39 (Other 46)
- PP Champion has made a distinct impact on the engagement of Disadvantaged students

## Year 11 2018/19 Cohort

- Smaller cohort (n=219)
- Group were at national average on entry therefore progress must be seen above 0
- P8 forecast is +0.29
- SY commented that the 2017/18 cohort was very similar in makeup and had a P8 of -0.12 so need to drill down in all departments and work on accurate forecasts
- Focus to be on the gender gap and SEND support (K) students especially in English and Open

SG thanked IM for his presentation. He summarised that results were promising and that plans had been outlined to deal with highlighted issues.

SY remarked that governors should be re-assured in the rapid turnaround for analysis just one week in to the start of the new academic year with detailed actions already outlined. It was agreed that the two leaders had spoken in a confident manner, displaying a depth of understanding.

## 05 DATE AND TIME OF NEXT MEETING

Monday 1 October, 6pm in the Library, SHTC.

## 06 AOB

### Headteacher at SHTC

SY reported that she had requested permission from the CEO and the Trust Board to stay on as Executive HT for the full year. This will provide consistency, give staff confidence and will give a higher quality of field if recruitment takes place in time for September, rather than mid-year.

SY outlined that from 1 October LGB meetings will focus purely on data as other areas such as finance, health and safety and risk would be taken care of at Trust level. Many policies will originate from the Trust but some will be bespoke to the school. The method for adopting policies was explained; i.e. policies due for review will be sent out on email 4 weeks before a meeting. Any suggested amends should be emailed back to the Clerk. The LGB meeting would then be the platform to formally adopt the policies.

**ACTION: TJ to circulate 4 policies for review: Marking and Feedback, Behaviour, Homework, Teaching and Learning, plus the Curriculum Intent document.**



The meeting closed at 7.58pm.

**07 ACTION POINTS**

- 07a ACTION: TJ to invite the Computing Faculty Leader to present to governors at the next meeting 1 October 2018 (minute 04)**
- 07b ACTION: TJ to circulate 4 policies for review: Marking and Feedback, Behaviour, Homework, Teaching and Learning, plus Curriculum Intent document (minute 06)**