



**The Local Governing Board of Holderness Academy & Sixth Form College**  
**Minutes of the Virtual Meeting held on Monday 14 September 2020 at 5.00pm**

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**Present:**

Mr S Gallant (Chair, SG), Mr M Kitching (MK), Mrs S Laud (SL), Mrs J Millard (JM), Mr S Wilson (Headteacher, SW)

**In attendance:**

Mrs T Jarvis (Clerk to the LGB, TJ), Mr N Pinder (Director of Key Stage 5, NP), Mr D Wobbaka (Assistant Head, Standards, DW),

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

**01 WELCOME**

SG opened the meeting and welcomed everyone. Introductions were made. Mrs Laud was welcomed as a recently appointed Staff Governor.

**02 APOLOGIES FOR ABSENCE**

Apologies had been received from Mrs W Swindells and Miss J Waddingham

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

Mrs D O'Toole was not in attendance and no apologies had been received.

**ACTION: TJ to seek the reason for DT's non attendance**

**03 DECLARATION OF INTEREST**

All Governors had been asked to complete the personal details form and pecuniary interests form which is an annual housekeeping requirement. No further conflicting interests were declared for this meeting.

**04 LGB MEMBERSHIP**

Governors were asked to appoint a Chair and a Vice Chair. Mr S Gallant expressed he would like to continue to serve as Chair. Mr Gallant advised that Mrs W Swindells had confirmed she would like to continue 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 W Swindells was re-appointed as Vice Chair.

Link Governors confirmed that they would like to continue in their respective link governor capacities. SG confirmed Miss Waddingham had advised prior to the meeting. There were no other nominations or expressions of interest for the link governor roles.

**Resolved:** Mr M Kitching will continue in the role of Safeguarding Link Governor, Miss J Waddingham will continue in the role of DSEN Link Governor and Mr S Gallant will continue in the role of Pupil Premium Link Governor.

## 05 MINUTES OF THE LAST MEETING (4 May 2020)

**Resolved:** The minutes of the meeting held 4 May 2020 were accepted as a correct record and recommended for approval by the Chair, SG. Minutes to sign when practically possible.

## 06 MATTERS ARISING FROM THE MINUTES

**ACTION TJ to forward the 19/20 Pupil Premium Report to all Governors**

## 07 RESULTS ANALYSIS / AWARDED RESULTS SUMMARY

### 07a KS5 Summative Outcomes 2019-2020

Cohort Summary	2019/2020
Cohort	62
A Level Cohort	57
Academy Cohort	57
Vocational Cohort	19
Applied General Cohort	39

Academic Attainment and Progress Headlines 2020	
Pass Rate (Academic)	100%
A* / A	33%
A* / B Academic	60%
Average Grade	B-
ALPS (indicative)	2
Retention Figure	96%

Vocational Attainment and Progress Headlines 2020	
Pass Rate (Academic)	100%
D* / D	37%
D* -M	95%
Dept Successes	Business & Applied Science (Ext. Certificate)
Retention Figure	98%

*Q: (SG) Did the algorithm impact more on the subjects where there were larger cohorts of students?  
 NP: With the algorithm, a lot of the top-end grades that were expected did not come to fruition. Particularly in Law, English, History and Psychology in which students were left quite disappointed in the way this had happened. Within the subjects where there were fewer students, the algorithms seemed to have very little impact.*

NP acknowledged the work of the Systems & Information Manager, and the Examinations Officer with regards to the work they did over the summer.

## Value Added (Internal 2020), at the time of writing

- A Level Programmes +0.41
- Applied General +0.17

Performance	2018	2019	2020
Number of students	67	74	62
% achieving A*A	18%	14%	33%
% achieving A*B	36%	31%	60%
% pass rate	99.7%	98.3%	100%
Average grade per entry	C+	C	B-
Average Point Score per entry	34.22	30.26	37.14
Overall VA	+0.11	-0.08	+0.39

## Successful subject areas

Subject	VA	A*B/D*D	Cohort Size
Law	+1.18	89%	19
Physics	+1.01	100%	4
Biology	+0.98	83%	6
Lan/Lit	+0.65	75%	12
Chemistry	+0.65	100%	5
Maths	+0.46	75%	8
Business Studies	+0.46	72%	18
Criminology	+0.45	76%	25

NP informed Governors that the Sixth Form is performing well in subject areas where there are larger cohorts.

## Subject areas requiring attention

Subject	VA	A*B/D*D
English Literature	-0.2	14%
Media	-0.32	0%
Health and Social Care	-0.5	50%

- Film Studies and Finance (LIBF) continue to show negative value added (-0.62 and -0.19 respectively) and residuals as enrichment subjects.
- They continue to be taught on one hour a week only and therefore are not fairly compared against national statistics where centres deliver on significantly more time.
- The Extended Project Qualification (EPQ) compares much better on an hour a week (+0.43) due

to the lack of taught content. It is research skills based and more conducive to independent work.

### **Student Successes**

NP informed Governors of individual student successes including the following onward study and destinations:

- Chemistry – University of York
- Medicine – Newcastle University
- Maths – Durham University
- Law – University of Hull
- Accountancy Apprenticeship

### **Performance by Group**

- A strong performance was noted within the DA group with over 80% of students achieving positive added value.
- Every student in the DA group applied to study a degree programme and every student achieved their first-choice place at university.

NP advised Governors that this is the first time all these factors have combined and highlights the hard work and skills of the Sixth Form tutor team.

*Q: (SG) How many DA students were there?*

*NP: Nine*

### **Year 13 Leavers' Destinations**

- University 62%
- Russell Group 11%
- Employment 17%
- Apprenticeships 8%
- TBC 2%

### **Summary Analysis**

- Stronger than expected results due to CAG with a high B- average grade
- Even with the algorithm a strong C+ (almost B-) average grade
- Highlights a 'bounce-back' from last year's disappointing performance
- Vocational subjects remain weakest performing subjects overall
- Strong progression rates to university remain
- Despite a summer of confusion, all but one student received their first-choice university place
- Every DA student successfully applied to university and received their first-choice place

### **Academy KS5 Development Priorities 2020/21**

- A term of consolidation and assessment as both Y12 and Y13 have missed a significant amount of time in an educational setting. This will have widened the gap and will generate more well-being concerns
- Review Vocational courses – i.e. achieving better success on WJEC Applied A levels than Pearson BTEC
- Recruitment – how the Sixth Form builds upon and develops USP considering ever-increasing competition.

*C: (NP) We received 134 applications for the Sixth Form in December 2019 / January 2020, however this materialised into just 70 places being taken up.*

*Q: (SG) Is this an improvement on last year?*

*NP: It is an improvement on 62 last year, but we would like more. On results day this year 89 students had signed up, but by the following week some had taken the decision to go to a different institution.*

*Q: (SG) Of those 19 that opted for an alternative institution after signing up, are these more academic or vocational?*

*NP: It is a mixture of both*

*C: (JM) Other Sixth Form Colleges' approach to recruitment does seem to be so much better; they have several open days and send frequent communication. Some Sixth Form institutions offer more teaching time than Holderness.*

*NP: There are economies of scale when an institution delivers solely a Sixth Form curriculum and every member of its staff is a Sixth Form teacher. The open evenings we hold for students coming into Year 7 from Year 5 and Year 6 for example, these times, in other institutions (where that institution is a dedicated Sixth Form College) will be dedicated to Sixth Form open evenings. We would find it very difficult to request for our staff to put on more open evenings from a Sixth Form perspective.*

*Conversations are taking place as to how the Sixth Form can be further promoted, and one possible area is a YouTube channel. Other institutions have dedicated Marketing personnel whose entire role is to market and promote the institution; it is difficult for us to do this.*

*SW: An advantage of being a school Sixth Form is that there is already an audience in the Year 11 students, but from a marketing perspective we cannot compete against the larger stand-alone Sixth Form colleges. How we market ourselves is through familiarity and smaller class sizes. Within these constraints we must look at how we market ourselves, but, from a marketing perspective, we are likely to be able to compete against stand-alone Sixth Form colleges because they have stand-alone marketing departments.*

*C: (SG): Having small class sizes is a key difference and a big upside*

*NP: This is what we need to make sure we continue to address as part of our message and unique selling point in terms of the 'teaching time' students receive*

*C: (JM) I think it would be useful to draw on current Year 12 students to advertise the Sixth Form*

*NP: We have certainly started to adopt that approach, but it is that forward-facing time that is needed to do this and we can only do this so many times at our open evenings.*

*C: (MK): Having peer to peer discussions can really help new students; for Holderness it should be about what is unique about the Sixth Form College, rather than trying to compete.*

*Q: (SL) Do you have reasons why students are going to other colleges rather than coming to us?*

*NP: There were a variety of reasons. We always try to do as many follow-up interviews as possible. Reasons can be anything from staff to a combination of subjects as we can only offer a standard academic curriculum.*

SG requested thanks be passed onto the Systems & Information Manager and Exams Officer for the work they carried out over the summer in relation to examination grades awarded. SW also highlighted the work undertaken by the Sixth Form Pastoral Manager, the Head of Sixth Form and Sixth Form tutors and thanked them for their work over the summer, during results days and ahead of the start of the academic year.

## **07b KS4 Summative Outcomes 2019-2020**

### **Trend Summary**

- Results have been sustained or improved over the last 3 years. The academy however remains below national performance measures
- More than 50% of subjects are performing at or above the national attainment average
- EBacc % is similar to the previous academic year. This falls below national performance measures

- Maths, English, and open bucket subjects must continue to improve to narrow the gap between academy and national performance measures
- Gender, disadvantaged and middle-ability cohorts underperformed when compared to the cohort as a whole

### Basics (Standard Pass – Grade 4)

	% Basics 4+ 2018	% Basics 4+ 2019	% Basics 4+ 2020
Holderness Academy	63.9	60	<b>64.2</b>
National	64	65	<b>71.5*</b>
Home LA	69	67	-

### Basics (Strong Pass – Grade 5)

	%Basics 5+ 2018	%Basics 5+ 2019	%Basics 5+ 2020
Holderness Academy	41.2	37.3	<b>43.8</b>
National	43.2	43.3	<b>49.3*</b>
Home LA	46	43	<b>N/A</b>

### EBacc Summary

- The difference between national % entry and the academy has reduced over the last three years. There has been no significant change in EBacc entry over the last year (24%)
- The difference in the average points awarded has broadly remained consistent
- The number of students receiving a strong pass has decreased when compared to national

Headline Measure	HA 2020	National (Indicative)	HA 2019	National 2019	HA 2018	National 2018
Progress 8	<b>-0.19</b>	0.01↓	-0.17↓	0.00↓	-0.16↓	0.00↓
Attainment 8	<b>46.91</b>	50.32↓	43.60↑	46.50↑	45.00↑	44.00↑
Average Point Score	<b>4.69</b>	5.03↓	3.77↑	4.07↑	3.79↑	3.83↑
Basics 4+	<b>64.20%</b>	71.50 %↓	62.50%↑	65%↓	63.90%↑	64↑
Basics 5+	<b>43.80 %</b>	49.30 %↓	37.30 %↑	43.30 %↑	41.2↑	43.20 %↑

Q: (SG) Is there a disproportionate number of boys in the middle ability group?

DW: Yes, and this has an impact on the performance measure too. Boys have, historically, underperformed and they have continued to do so this year.

Q: (SG) Compared to the national picture, are the Progress 8 scores better or worse?

DW: They are slightly worse than the national picture.

## Summary Outcomes – Disadvantaged Students

Headline Measure	DA	Non-DA	Gap (+/-)
% Basics 4+	59.60	68.20	-8.60
% Basics 5+	48.90	43.80	+5.10
%EBacc Entry	10.60	24.20	-13.60
%EBacc 'Pass'	6.40	19.60	-13.20
Attainment 8	40.33	46.91	- 5.58
Average Grade	4.03	4.69	-0.66
Progress 8	-0.35	-0.19	-0.16

## English & Maths

% 9- 4 Grades	Holderness Academy 2020	Holderness Academy 2019
English Language	74.70	70
English Literature	72.80	70
Maths	69.30	68
% 9- 5 Grades	Holderness Academy 2020	Holderness Academy 2019
English Language	53.30	48
English Literature	51.20	42
Maths	48.30	45
% 9- 7 Grades	Holderness Academy 2020	Holderness Academy 2019
English Language	15.90	14.4
English Literature	13.10	9.6
Maths	15.90	11

## Successful Subjects

### GCSE

Subject Name	Cohort Entry	% Grade 9-4	% Grade 9-5	% Grade 9-7	SPI
Design Tech	12	100	83.3	33.3	0.58
Art	85	100	87.1	34.2	0.45
German	17	82.3	70.5	23.5	0.35
Biology	53	100	98.1	58.5	0.21

## Vocational

Subject Name	Cohort Entry	% D*/D	% Pass Rate	SPI
DT Product	47	10.6	83	0.35
Business studies	60	23.3	76.6	0.16

## Under-performing subjects

Subject	Total grades	% Cohort	Residual	Subject Progress Index
PE Camb Nat	28	11.6	0.2	-1.04
Drama	22	9.1	0.31	-0.56
ICT	78	32.5	0.18	-
DT Food	56	23	-0.11	-0.37
English Lit	236	98.3	-0.2	-0.33
Maths	238	99.1	-0.28	-0.32

## Accuracy of Forecast

Headline Measure	Data Collection Col 1	Actual (CAG)
% Basics 4+	43.8	64.2
% Basics 5+	32.5	13.3
EBacc Pass Rate	19.6	12.5
P8	-0.19	-0.97
DA Gap P8	-0.16	-0.04

There is a significant difference between assessed grades and predictions based on Data collection 1. In part this was caused by lockdown.

## Expectation – Class of 2021

- This cohort is projected to achieve an attainment 8 score of 50.18 (2020 cohort 46.91)
- % EBacc entry is projected to be 23.1% (2020 cohort 24.2%)
- Basics 4 + is projected to be 75.5% (2020 cohort 64.2%)
- Basics 5+ is projected as 38.0% (2020 cohort 43.8%)

KS2 banding shows that there are more middle ability learners and fewer high ability learners when compared to the 2020 cohort.

It is important to note that there has been no assessment data for this group since March 2020.



## Summary of 2020/21 Leadership Development Priorities

- Close the gap with boys and disadvantaged learners – this remains a systemic issue
- Improve outcomes for middle ability learners
- Develop the effective use of formative assessment to inform high-quality teaching and learning
- Maths, English, and open bucket subjects must continue to improve
- Further leadership development opportunities for middle leaders
- High-quality teaching and learning for all learners to drive continued improvement

*Q: (SG) When assessment data is next available do you think this will show a bigger gap than usual given lockdown? And will this create a challenge to teachers to bridge that gap?*

*DW: Yes, but within challenges there are opportunities. We will have an opportunity to develop formative assessment and use this to understand what learners know. We need to reconnect with learners and employ strategies. There are a lot of teachers who want to improve their teaching and who are open to trying new strategies. From a leadership point of view, it is important that these are accessible and that they add value, and that we push and support this.*

*Q: (SG) Teaching to the top and trying to keep the higher-ability students stretched – will this be a difficult job for teachers this year?*

*DW: It is going to be a challenge. Some of these learners have 'fear of failure', which can at times stop a learner being independent. One thing we want to do is to develop independent and resilient learners, and this comes through in terms of our school ethos and our focus on academia. In allowing these students to try, and to experience failure, there are opportunities where we can focus on our middle and low-ability learners and our disadvantaged learners to make sure they are getting high-quality learning experiences in the lesson. Allowing opportunities for the more able students to try, and sometimes experience failure, from this they learn better and understand how to improve and they learn and adopt the strategies they need. Going into A level there is no doubt they will need these strategies in terms of the split in teaching and learning. If we do not practise and embed these skills, especially with our more academic students, we would be doing them a disservice in terms of preparing them for A level.*

*Q: (JM) With the percentage of students entered for EBacc being lower than the national average, are there any numbers for the up-coming years (Year 9 and Year 10s)?*

*DW: Not to hand, but this can be made available at the next meeting. In terms of performance, with the Assistant Head for Curriculum this is something we are looking at to move the entry beyond the 24% which has been at. Some of this will involve looking at the target grade that students come from in terms of Key Stage 2 to Key Stage 4 which can set the of the pathway students take, although equally it is about looking at advancement.*

*SW: Two years ago, the EBacc entry was around 12% and while there is a government drive to increase the percentage of EBacc entries, this can go against the pathways that we have set up. It is not something we are always looking at to push up in terms of the percentage of entries, especially where this is not right for the learner.*

*Q: (SG) (on behalf of Miss Waddingham) Do we have any criteria for measuring the success of the SEND students?*

*DW: We would normally measure against TCAT and national for these groups of learners. This information can be made available to Governors before the next meeting.*

*Q: (SG) Are there improvement targets for these groups of learners for this year?*

*DW: Yes, targets are put in place for these learners. We look at the KS2 data to project and set targets.*

*SW: We have committed to a software package 'Class Charts', which is a seating planner for teaching staff to identify those key groups of learners. There is also a provision map tool for SEND learners to make staff more aware of who these learners are and of their progress.*

**ACTION: DW to provide criteria, for measuring success of students with SEND, to Governors before the next LGB meeting in October 2020**

DW and NP left the meeting at 6.33pm

## 08 LEARNER RETURN TO ACADEMY SUMMARY

- Year 7 and Year 12 students returned to school first (on Wednesday 9 September)
- A Parent Guide was provided to all parents via email and uploaded on the academy website ahead of students returning to school this term
- All Year groups returned to school on Thursday 10 September – this provided an insight as to what the following weeks and months could look like
- Since the full return to school, tweaks and adaptations have been made to facilitate a smoother running to the school day
- All staff have been positive in terms of their approach to the change in circumstances
- Staff are moving around the building; teaching in 4 or 5 different rooms across the 2-week timetable; this may take a while to get used to
- Students have been fantastic
- Action is being taken against those students who do not comply with the Behaviour Policy and the addendum to this policy. The message is being sent out to students and parents regarding behaviour and expectations
- Isolation is now called 'Reflection'
- There have been 3 fixed term exclusions since students returned to school this term
- Students are positive about the staggered lunches and break times, (where it is only one Year group taking break/lunch at that time)
- Staff are escorting students to the canteen at break and lunchtimes and this is providing a better and more positive start to lesson in terms of behaviour and attitude, albeit often 5 minutes later than the lesson would usually start
- There are elements of the new structure that could be continued and taken forward
- A downside to staff escorting students is that there is extended travel time for staff

SW informed Governors that two key emphases brought about by the changes are trying to appease staff and ensuring students have the right attitude to learn.

SW advised Governors that the bar has been raised in terms of the behaviour expectations brought about by Covid-19 and therefore, future behaviour data may well show a spike. Students are expected to comply with these changes and this may take some getting used to; consequences of non-compliance result in sanctions and these are recorded as behaviour breaches.

JM expressed how pleased and impressed she has been with the communication and information the school has shared with parents both ahead of the return to school and since the return. The plans that were sent out were welcomed by the children and helped them know and understand what to expect upon their return to school this term.

*Q: (SG) How are the staff feeling?*

*SL: Some staff have been a bit nervous, but overall, most are enjoying being back at work*

*C: (SW) There was no way that start times could be staggered since so many of our students arrive at school by bus. To mitigate risk, we have directed year groups to sit in specific levels and sections on the buses. The wearing of face coverings were initially based on personal choice, but communication was sent to parents last weekend stating students and staff must wear a face covering in school, but that these do not need to be worn in the classroom or when eating and drinking. Face coverings do not need to be worn outside, but students and staff can if they wish to.*

*SW: Attendance during the first week of the autumn term was 98%.*

*SW: The academy is changing its Blended Learning programme and moving from Google to Microsoft so that if the need to provide remote learning arises again, students will have a login for this. 30 members of staff are currently being trained and this training will be completed by the end of September 2020. Should the school go into lockdown again, we will be better prepared than we were previously.*

SW provided Governors with an update on the school's Catchup Funding of £83K. The Trust has secured part-funding for 7 (DA) learners to be involved in the My Tutor Programme (a remote programme which allows for 1-2-1 support with core subjects, typically Maths and English); the remaining cost of the programme will be met by Catchup funding. It is expected to begin in October.

Conversations are now taking place in school and with other Trust schools as to the best use of the remaining funding. Although it is possible, should staff need to self-isolate, much of the remaining funding will need to be used to cover these lessons (with agency/supply teachers) to allow the school to continue to remain open.

## **09 GOVERNORS' TRAINING**

TJ advised Governors that they should read the 2020 KCSiE government document before the next meeting and complete a further 2 e-learning modules (of choice) from the NGA Learning Link website before the end of the current academic year.

Most Governors have successfully completed the 2 mandatory modules (Safeguarding and Pupil Attainment)

**ACTION: All Governors to read KCSiE 2020 and return signed form to confirm they have read and understood this information**

**ACTION: All Governors to complete a (minimum of) 2 further e-learning modules from the NGA Learning Link website before the end of the current academic year**

**ACTION: TJ to arrange for an NGA Learning Link account to be set up for SL**

## **10 POLICIES**

The Academy's Uniform Policy was approved by Governors via email on 30 June 2020.

**Resolved:** Uniform Policy is approved

## **11 DATE AND TIME OF NEXT MEETING**

19 October 2020 at 5pm. The meeting will be held remotely.

## **12 ANY OTHER URGENT BUSINESS**

None

## **13 ACTION POINTS**

**13a ACTION: TJ to seek the reason for DT's non -attendance (Minute 02)**

**13b ACTION TJ to forward the 19/20 Pupil Premium Report to all Governors (Minute 06)**

**13c ACTION: DW to provide criteria, for measuring success of students with SEND, to Governors before the next LGB meeting in October 2020 (Minute 07b)**

- 13d **ACTION: All Governors to complete read KCSiE 2020 and return signed form to confirm they have read and understood this (Minute 09)**
- 13e **ACTION: All Governors to complete a (minimum of) further 2 e-learning modules from the NGA Learning Link website before the end of the current academic year (Minute 09)**
- 13f **ACTION: TJ to arrange for an NGA Learning Link account to be set up for SL (Minute 09)**

**MEETING CLOSED** at 7pm