



Holderness Academy
& Six Form College

**Minutes of the meeting of the Local Board
of Holderness Academy
Monday 17 May 2021 at 5.00pm**



THE CONSORTIUM

PRESENT:

Mr S Gallant (Chair, SG), Mrs K Batty (KB), Mr C Jones (CJ), Mr M Kitching (MK), Mrs S Laud (SL), Mrs J Millard (JM), Mr S Wilson (Headteacher, Holderness Academy, SW), Mr D Wobakka (Assistant Headteacher, DW), Mr P Woods (PW)

ALSO IN ATTENDANCE:

Miss H Gale (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.

56 WELCOME

SG opened the meeting.

57 DECLARATION OF INTERESTS

None declared.

58 APOLOGIES

Apologies were accepted from Rose Veitch

59 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held 15 March 2021 were accepted as a correct record and signed by the Chair, SG.

58 MATTERS ARISING FROM THE MINUTES

58a ACTION: HG to follow up with individual Governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020' – Action complete

58b ACTION: G Stafford to arrange Ofsted preparation training – Action complete

58c ACTION: All 3 Links to arrange visits with the school links during the Summer Term – Action complete

Q(JM): Are visits still remote?

(SW): The last one we had was remote, but it is possible for it to be physical. I am happy for visits to be physical or remote.

58d All Governors to complete the NGA Safeguarding module ASAP – Action complete

Signed by the Chair

Date

13/5/21

58e Vice Chair to be appointed at next meeting – Action complete

59 APPOINT A VICE CHAIR

JM put forward her interest, all other Governors agreed

Resolved: JM to take on the role of Vice Chair.

60 STRATEGIC HEADTEACHER REPORT

60a Overall Effectiveness

- SW reminded the Governors that during most of the Spring Term, students were still learning remotely
- The Spring Term saw our remote learning continue to evolve in response to feedback from January. This high quality blended learning continues for those students who are instructed to self-isolate.
- Risk assessments and standard operating procedures were updated weekly throughout the Spring Term
- Alongside the obvious need for safety, we had to ensure a consistent approach to allow our learners to RECONNECT and MOVE FORWARD with their learning
- Each senior leader provided staff with a video presentation of key points for their area of responsibility.
- Tom Briggs and the pastoral team have been revising our rewards system with the introduction of Class Charts. The initial signs are positive, allowing staff to give rewards electronically
- Structure of the school day post Covid is being discussed. Different models sent to staff to see their preference.

60b Quality of Education Summary

Curriculum

- Our Lead Practitioners (Julia Lovel and Emma Buckley) have provided high level support and training for our staff via the Teaching and Learning Classroom.
- This work has been enhanced by support from other members of the Quality of Education team, David Wobbaka and Ray Bird.
- With the input of other senior leaders, this formed the basis of our work in preparation for a possible OFSTED monitoring visit

Teaching and Learning

- Remote learning continued to evolve in response to feedback and guidance
- During the full lockdown a weekly letter to parents reported student engagement in each subject; 58% of parents requested this information
- Pastoral and faculty teams used this data to provide early intervention and support for students struggling to engage
- We have established a Teaching for Learning Google Classroom as a central base to support CPDL. A recent survey showed that 92% of staff had accessed, used and benefited from material on this platform

- We have embedded the use of an application utilised in Google Classroom that facilitates individual verbal feedback being recorded for students called Mote. Described by many of us as a 'game changer' this is a tool we look to continue using.
- DWO training staff in formative assessments strategies.

Engagement

- Overall engagement improved, although there has been a reduction in engagement during weeks 20 & 21.
- The engagement of KS3 remained above that of KS4
- Years 9 and 10 show the lowest engagement
- MA learners have shown the greatest engagement score
- Students awarded a grade 0 reduced overtime
- the engagement of SEN students largely followed the rest of the cohort.
- boys have not engage as well as girls
- DA students less engaged than non-DA students

Standards

David Wobakka summarised the below points in a presentation:

- Year 11 data – Assessments last done in November/ December. Formative assessments done for weeks after return. Data collection done after this based on predicted.
- P8 increase from 2020
- Attainment 8 increase from 2020
- Slight increase in 4+ Basics
- Decrease in 5+ Basics
- DA have made less progress

KS2 Ability Group	2021 with comparison to 2020			
	A8	P8	% Basics 4+	%Basics 5+
All	47.99↑	-0.02↑	66.10↑	36.70↓
High Ability (HA)	63.55↑	0.22↑	94.80↑	76.60↓
Middle Ability (MA)	41.92↑	-0.13↑	58.30↑	17.50↓
Lower Ability (LA)	26.19↓	-0.29↓	5.00↑	0.00

	Compared to cohort (All)			
	A8	P8	% Basics 4+	% Basics 5+
All	47.99	-0.02	66.1	36.7
Girls	52.43	0.30	77.00	43.70
Boys	41.91	-0.47	51.10	27.20
DA	41.25	-0.38	53.50	18.60

SEN	34.30	-0.74	27.3	18.2
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Headline Measure	DA	Non-DA	Gap (+/-)
Progress 8	-0.38	0.06	-0.44
Attainment 8	40.67	49.79	-9.12
EBAcc APS	4.03	4.69	-0.66
% Basics 4+	53.50	69.10	-15.60
% Basics 5+	18.60	41.10	-22.50

(C):SG It will be interesting to see where other schools are this year. the process is a lot more robust this year in terms of evidence needed to back up the grades.

(C)DW: Examples have a greater role to play. With A Level and GCSE a sample can be taken from the school and you have justify the decision you have given. We are confident in the decisions we made last year and process we are following his year.

Possible concerns by subject:

Subject	Total grades	Residual	Subject Progress Index (SPI)
PE Camb Nat	26	-0.74	-2.09
German	23	-1.12	-0.75
Business Studies	69	-0.32	-0.57
Drama	27	0.20	-0.54
DT food	41	0.04	-0.42

SPI is a better measure, staff are being trained to use this. Move away from the Residual.

ACTION – Curriculum Leader for PE to present to Governors at the next meeting

Q(JM): Is the SPI saying we are 2 grades less?

(SW): Not in GCSE PE, just the Cambridge National course. These are different courses. We moved to this due to underperformance in a previous qualification in that subject. The curriculum leader felt it was more appropriate for certain learners.

Q(JM): Do they get taught with the GCSE PE?

(DW): They are separate, Cambridge National PE is more theory and project work.

Assignments with a smaller exam element. There is a pattern emerging with the performance of Cambridge National. Questions need to be asked about its suitability.

Q(SL): How do they make the decision of who goes on what course?

(DW): In PE it is done on staff's impression on students in terms of ability to cope. Sometimes their physical abilities. If they do sport outside of school, they are more suited to GCSE PE.

(SW): It is similar to in other subjects with them doing higher and lower.

Q(JM): Could it be that some schools only offer the Cambridge National course, and so therefore have a higher pass rate due to the HA students also doing it?

(SW): It could be a number of different factors. I think it's appropriate to have the curriculum leader of PE here to explain.

Q(SL): In terms of grading, what do they get from the Cambridge National Course?

(SW): Similar to BTEC, level 1 or 2, pass, merit, distinction.

(DW): Referring back to only offering Cambridge national, GCSE allows students onto certain pathways like physio therapy etc. Cambridge national might not be the right choice for certain student's pathways.

Q(KB): When the groups are chosen, are they informed of whether it is GCSE or Cambridge National?

(DW): They receive a letter home with their course on, with some information.

Q(PW): Scott, do you think we should keep both courses?

(SW): There is an argument to be had for either way. If the specification of both courses remains the same, I think there is scope for learners to go down different pathways and that is appropriate. It's easy to say let's not do that. I still want as many students taking part in that type of subject as possible.

Q(KB): When are clubs starting back up?

(SW): They have started. Y7&8 are doing Hull KR rugby sessions. We cannot mix bubbles, so this is one-year group at a time.

Q(SG): Attainment and progress figures showing good progress overall from last year with HA & MA learners. LA goes down year on year and have negative progress scores, is that the impact of lockdown? Because they are less engaged?

(DW): It has a part to play. There are things from lockdown we have learnt in terms of teaching practice. Formative assessment and diagnostic assessment. I feel it has been better when they have returned getting staff to think about what do students actually know. The problem we have had previously is we take our starting point from what students should know, rather than what they do know. It is a significant difference if we have different abilities in the classroom. We can miss a lot in terms of their T&L, this is something going forward we want to address.

Q(KB): Are students being delivered 5+ work?

(DW): Yes, the moderation training that has taken place has a real focus on that. Some staff underestimate the learners. This is down to their training and previous experience. CPD going forward - Scaffold how we work our ways up to 4 and 5, so they are consistent to what is being delivered to students and know what this looks like. MED to inform our practice and how we deliver CPD and strategies used in the classroom.

Q(KB): Do you follow a scheme in Maths?

DW: Director of Maths has done a lot this year, she has been developing and improving consistency. Raising aspirations of modelling and scaffolding. We are only a year into that process, we should see that coming through.

Q(JM): EVAc entries higher this year compared to national average, is this to do with options?

DW: normally after they have done assessments in December, we look at if students might be better on other courses, this is the time considerations are made, this year this is not something we need to do. This is temporary. We still need to offer the broadness of curriculum.

60c Behaviours and attitudes

ACTION – Tom Briggs to present at the next meeting.

- Given the current climate, we are proud of our overall attendance figures and what we have achieved to get as many students in school as possible, in extremely challenging circumstances.
- DA over 4% below non DA
- Our PA (persistent absence) is marginally above the National of 13.9%
- FTE - Slight increase on last year, however still well below national average
- Written warnings have reduced considerably.
- Reduction in FRs despite raising expectations (3 warnings to 2 before removal)
- Reflections - Significantly lower than 2018/19

SG(Q): Inspection grade and SEF Grade, we are currently saying we are a 3 when we got 2 in the OFSTED inspection. Do you think we have moved forward in behaviour and attitudes? Do you think a 3 is underplaying our performance?

JM(Q): Is behaviour worse than pre-Covid?

SW: I still think we need to aspire to minimise low level disruption, that is our focus with the WARN MOVE REMOVE. Behaviour isn't worse, but we have raised the bar. 2017 and now will look comparable, however it was previously 8 warnings before reflection and it is now 7. We now have higher standards. I think we are a 3 but very close to a 2.

Q(JM): FTE down from last year, however if you get rid of January & February as the students were not in school, this makes it the same as 2018. Is there any reason why high in December?

SW: Previously we have used the managed move process, as FTE meant they were going to do nothing for 3 days at home. We have seen the national average go up this year, was 7% now 10%, as long as we are below the national average, we are doing something right. Speaking too other HT's, it isn't just us. Again, we have raised the bar. If students refuse a reflection, they get a FTE, but still have to do the reflection upon their return – their reflection isn't going away. With raising the bar, you raise the figures.

60d Personal Development Summary

- Throughout lockdown, our Personal Development program continued to be offered to students. The activities formed part of the tutor program or weekly events.
- Since January we have taken the opportunity to move to an electronic rewarding system
- Since returning to school there is a continuing upward trend for both ARRK and HL rewards

60e Termly School Child Protection & Safeguarding report

- Safeguarding Audits across the board within the Trust.
- Our Audit June
- Posters around to highlight who the Safeguarding Team are
- Staff now have safeguarding labels on their lanyards with contact details of the team and the LADO.
- We have been developing the culture of safeguarding within the Academy with weekly reminders and updates in the e-briefing
- We still continue to see a significant increase in the demand for support for students with mental health issues and anxiety

Q(MK): Great to see K Ashbridge developing the culture of safeguarding.

SW: Appointed a wellbeing champion, she is part of the safeguarding team. Mental health issues have rocketed throughout Covid.

60e Leadership and Management Summary

- extremely proud to lead such a committed senior team and staffing body who continue to go above and beyond to ensure a high quality provision for our learners.
- Our Lead Practitioners (Julia Lovel and Emma Buckley) have worked tirelessly to provide high level support and training for our staff via the Teaching and Learning Classroom (a classroom set up on Google classroom to share ideas) to enable our staff to support our learners to RECONNECT with learning and MOVE FORWARD
- In a recent parent survey, we were made aware that the term, Personal Development was slightly unfamiliar with our parents and some students
- Further development of our school environment is planned to showcase some of the work in this area.
- We also continue to plan to develop and enhance our culture of safeguarding at the school throughout the summer term.

KB: I have noticed from times I have been in school, you can see things look nice and can see students work.

SW: We also share students work on twitter. I have managed to secure some funding to try and improve classroom environments, we have too many displays, we want more of a digital focus so they are all the same theme throughout the school. Staff then do not feel under pressure to keep them up to date. The brickwork around the site has been painted white, this has made a big difference. The upper school corridor has turned into a personal development corridor, with the memorial garden, activities from tutor time, diversity tree, Marcus Rashford mural. The mural idea I want more of round the school as the students respect them more.

Some of the digital style displays that look better as students haven't touched them. In year areas there are some older display boards, that have been picked at etc. There are plans to update the environments in the classroom. All classrooms have TVs but they are sometimes put up hiding the white board – this is a vital tool. Moving these gives the teacher a chance. In the classroom we want a Behaviour and attitudes wall, a vision and values wall, and a notice boards showing work. A4 clip frame outside all rooms that can showcase different work every term. This is to show our values.

61 Covid Catch up Funding

- Yipi yap funding for next year - focused on KS3 Interventions.
- Hof have now started to use their allowance of Catch Up Funding. This is around £1000 per faculty

C(SW): YipiYap is a national scheme for young people straight out of doing A Levels/Sixth Form to gain experience. Students engage well with them as they are more relatable and young. This is something as we as a trust have really bought into.

62 Policy Updates

- Status Changes on Sims Policy - SW informed Governors there are no changes to this policy.
- Emergency Evacuation Procedures & Threat Procedures Policy - SW informed Governors the only change within the policy is the named persons.
- Governors approved of all the above.

63 Governor Link visits

MK visit with DSL -

- Virtual meeting, was very useful
- There is a date in diary for physical meeting/follow up meetings
- Really good ideas from the Safeguarding team
- Information is constantly kept up to date

SG Visit with G Truran -

- Attainment and progress showed improvement with DA students year on year.
- Attendance better compared to other schools
- A8 & P8 improved with DA students
- This time last year PP students struggling without laptops/broadband - this improved over time.

Action – J Millard to visit KA on 8 June 2021 as SEND Link

64 Governor Training

- Recommended NGA modules circulated to Governors
- Ofsted Training in the diary – 7 July 2021
- Trust diagnostic survey to complete

65 AOB

Summer Schools -

- We will be running a Summer School. DFE stated if you do not provide a summer school, they will be contacting to ask why.
- Likely to be within the first week of the Summer Holidays. Staff have already volunteered to take part and have had a good response. The
- DFE feel Year 6 have missed KS2 and that they need to catch up. We could use the Summer School to aid transition. Could focus on mental health and wellbeing rather than academic subjects.

Q(JM): Will it be compulsory?

(SW): It will be strongly recommended. It will be a great week for them to attend.

Q(SG): Kirsty, do you agree with that in regards to Year 6's?

(KB): No, they are fine.

C(SW): Senior leaders in school disagree with the DFE in relation to this.

C(KB): I think it would have a better impact on children already here.

Q(SG): and you are doing that straight from the Summer Term?
(SW): Logical place to put it, staff and students will not yet be in 'holiday mode'

66 Date of Next Meeting

The 2021/22 meeting calendar will be issued as soon as possible

67 Action Points

67a ACTION – Curriculum Leader for PE to present to Governors at the next meeting

67b ACTION – Tom Briggs to present at the next meeting.

67c ACTION– J Millard to visit KA on 8 June 2021 as SEND Link

