



The Local Governing Board of Holderness Academy & Sixth Form College

Minutes of the Meeting held on Monday 20 January at 5.00pm

Present:

Mr S Gallant (Chair, SG), Mrs P Gerrard (PG), Mr J Glover (JG), Mr M Kitching (MK), Mrs J Millard (JM), Mrs W Swindells (WS), Miss J Waddingham (JW), Mr S Wilson (Headteacher, SW).

In attendance:

Miss N Bhim-Rao (Teacher of English, NB), Mrs E Buckley (Lead Practitioner, EB), Mrs T Jarvis (Clerk to the LGB, TJ), Miss M Mawer (Deputy Head of Maths Faculty, MM), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Director of Key Stage 5, NP).

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

24 WELCOME

SG opened the meeting and welcomed everyone. Introductions were made

25 APOLOGIES FOR ABSENCE

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

ACTION: TJ to seek the reason for the non- attendance of D O'Toole.

26 DECLARATION OF INTEREST

None declared

The English Junior Leadership Team and English Teacher
Miss Bhim-Rao joined the meeting at 5.05pm

27 PRESENTATION FROM THE ENGLISH JUNIOR LEADERSHIP TEAM (JLT)

The English JLT delivered a group presentation to the LGB. The following topics were covered:

- An overview of the team and what they do
- Achievements this year
- The benefits of being part of the team
- The future plans of the English JLT

Governors thanked the English JLT for their presentation

The JLT and Miss Bhim-Rao left the meeting at 5.15pm
EB and MM joined the meeting at 5.20pm

28 PRESENTATION FROM SUBJECT LEADER – Maths M Mawer

Given the change in leadership in the 2019-20 academic year how will leaders ensure that attainment and progress outcomes remain favourable and accurate for the current Year 11 cohort? Also, considering the increased importance of curriculum design what is being done to safeguard and improve outcomes for the future?

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

Leadership in Maths

- Monitoring Evaluation and Development (MED) Policy in place
- Regular meetings taking place with EB who is currently overseeing the Maths Faculty and with IM, Assistant Headteacher, Standards
- Regular meetings taking place with the 3 teachers overseeing KS3, KS4 and KS5 respectively

Monitoring, Evaluation and Development

- Students understanding of what they are learning and what the success looks like at the end of the lesson is strong and explicit in all lessons seen.
- Planning considers the sequence of lessons in the unit, but does not consistently link to the prior learning of groups and individuals. Students' longer retention is also poor, and consideration needs to be given as to how to develop this through retrieval strategies and the effective use of summative and formative assessment.
- Planning relies too heavily on a prewritten bank of resources and does not consider starting points or the need to revisit in all lessons.
- The teacher can articulate the sequence of learning however this understanding is not transferred to the students in all lessons.
- Learning and understanding is checked in lessons, however the quality varies as does the teacher's response and use of it to plan future learning.

Department Progress Report

- Targeted intervention (students who have a 5+ in English but not in Maths) with SSH.
- Production of "Grade Booster" elements on MathsWatch which will be set as intervention for groups of students who have been identified as underperforming (based on target grade and results from the most recent PPE).
- Implementation of one past paper per week for all Year 11 students.
- Teachers have access to a detailed analysis of the PPE's; colour coded by question to show areas of strength and weakness. Priority areas in terms of content taught have been identified for each class based on these.
- Deployment of revision schedules which links to MathsWatch (vital revision resource) to all Year 11 students.
- P6 revision sessions on a Tuesday and Wednesday.
- Further Maths provision to extend the higher end which will hopefully increase the girls struggling at the higher grades.
- Teachers continue to utilise pre-populated structured starters to help with the retrieval of key facts and skills.
- Work closely with TAs to help support our SEN students and use our Maths volunteer to provide intervention with small groups during lessons.

Positive Impact of Leadership

- Has allowed MMA to attend both internal Heads of Faculty meetings and external Heads of Maths meetings (East Riding) and TCAT.
- Has allowed other staff members in the Department to take on responsibilities and support their professional development.
- Work collaboratively with members of the Senior Leadership Team.
- Development of Teaching and Learning for progress.

Areas for Improvement

- Curriculum overhaul.
- Effective communication between key stake holders.
- Timely recruitment of specialist Maths teachers to ensure students are provided with the best opportunity to learn well.
- Less non-specialist Maths Teachers.

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Date: 4 May 2020

Curriculum Design

- Discussions around changing the Schemes of Learning (SoL) began towards the end of the last academic year.
- Currently two Schemes of work are being considered: Edexcel and White Rose SoL
- There is still a need for a Foundation Support curriculum to accommodate the weakest learners within each year group.
- It is evident that there is an increasing need to offer the Core Maths qualification within the Sixth Form
- As part of whole staff development, teachers have been asked to select one of three areas (communication, retrieval and feedback) to research and develop within their subject

Q: (PG) *What strategies, practical for example, are you using to ensure students are not bored in lessons and that they can retain what they are being taught?*

(MM): *Relating learning to real life scenarios and situations and mixing up the work.*

EB: *Our best practice makes use of live visualisers and whiteboards to support formative assessment so that we can be sure what students know, who is ready to be moved on and who is not. This very much fits with our focus. It is true that if the students are not engaged, it affects their retention and retrieval. There is a diversity in what is being taught, however this is probably not consistent across the faculty at the moment, but we are working to improve this.*

C: (SG) *You said that the current curriculum may not be fit for purpose.*

(MM): *We have had some really good results with the current curriculum, but we do feel it is a bit dated now.*

Q: (SG) *We have had strong performances previously in Maths. What you are proposing is a radical overhaul; how have we gone from achieving good results to where we are now?*

MM: *Some of this is attributable to the change in grade boundaries since 2017. Also, at the top end, in the current Year 11 cohort, there doesn't seem to be the calibre we have had in the past.*

C: (JM) *If the current curriculum is not fit for purpose and you are considering changing it for the new Year 7s in September, this means that you are going to have five years of GCSE results based on the current curriculum.*

MM: *It is a massive step to change it, and to change five years at once is not possible; there are not enough members in the Maths team to do five years at once. We could possibly look at doing two years (Years 7 and 8), but this will still be a lot of work to get this up and running.*

JM: *I appreciate it is a lot of work, but you have many children who are not going to get what they should in their GCSEs*

EB: *We can do both Edexcel and White Rose. Edexcel would allow us to chunk topics, cover these and then go deeper again. This could be helpful to students with SEN who are not performing as well, as well and to the middle and lower attainers. The actual content being taught is not going to change; it is the order and how we teach it.*

Q: (JW) *How do you envisage using Teaching Assistants to help students with Special Educational Needs?*

MM: *We would like to invite the SENCo to our meetings and to lessons to see what else we can do with TAs so that they are being used more effectively.*

C: (JW) *My concern is that the responsibility to differentiate work will be removed from the teacher and there will be a reliance on the TA to differentiate the work.*

SW: *The responsibility remains with the teacher to differentiate work. What is being suggested is that TAs are used more effectively and that could be through having conversations about strategies on how best to do this.*

Q: (JM) *Is staffing in Maths more stable than it was?*

SW: *There is still no Director of Maths. We will be advertising this post in a couple of weeks. We advertised on two separate occasions last year but did not appoint. We appointed a new member of staff last August. (SL). This was following a newly appointed Maths teacher who was due to start in September not being able to take up the post for unforeseen reasons. SL was unfortunately unable to take up her post with us until January 2020 but is now in post. We brought in supply during the Autumn term. Our Assistant Head of faculty is due to return to from maternity leave in March 2020.*

Q: (SG) *Are there still non-specialist teachers teaching Maths?*

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

MM: Yes, some in Years 7 and 8

Q: (SG) Are the KS3 and KS4 students getting specialist Maths teachers?

MM: Yes

Q: (SG) Do we have the resources (staffing) for 3 different Maths courses in the Sixth Form?

MM: Yes

Q: (MK) You mentioned the difference in the attainment between girls and boys. What strategies are being implemented?

MM: One strategy is Further Maths to help improve grades. 80% of this syllabus is GCSE. Generally, girls' attitudes are fine, but they can sometimes just lack confidence; this comes with practise and more revision. Revision sessions will start in February.

Q: (MK) Will this link with MathsWatch as well?

MM: Yes, we have put together Booster Packs on MathsWatch

Q: (SG) In previous years there has been very optimistic forecasts, and through the year these are 'trimmed'. Are you worried that you are being too pessimistic this year in the forecast?

MM: The data that is being used comes from students' PPE results from November last year. The next round will be in February and hopefully most students will have moved up a grade, or nearly a grade.

Q: (JM) Are students taking all 3 papers in their mock exams?

MM: Yes

Governors thanked MM for her presentation.

EB and MM left the meeting at 6pm

29 MEMBERSHIPS AND APPOINTMENTS

SG informed Governors that Mrs L Connor, Vice Chair, had resigned from the LGB. Governors were asked to appoint a Vice Chair. Mrs W Swindells expressed that she would like to serve as Vice Chair. There were no other nominations or expressions of interest.

Resolved: Mrs W Swindells was appointed as Vice Chair.

30 MINUTES OF THE LAST MEETING (14 October 2019)

Resolved: Once a minor typo is corrected, the minutes of the meeting held 14 October 2019 were accepted as a correct record and recommended for approval by the Chair, SG.

ACTION: TJ to amend the date stated in minute 16b from 2010 to 2019

31 MATTERS ARISING FROM THE MINUTES

GT was due to present Pupil Premium Report however GT was not in attendance.

ACTION: SG to liaise with GT to discuss the Pupil Premium Report which will then be shared with Governors

32 ACADEMY DEVELOPMENT PLAN

Resolved: Governors accepted the Academy's Development plan for 2019/2020.

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

33 STRATEGIC HEADTEACHER'S REPORT TO GOVERNORS

33a Overall Effectiveness

SW informed Governors of the key highlights over the last term and how these can be seen to link to the Holderness Leader and the vision and values of the Academy. Community involvement and projects:

- Student visits to Hollyrood House
- Memorial Service
- Carol Service at St Augustine's Church
- Food Bank collections
- Tree Planting Project

Years 7, 8 and 9 have started their learning Beyond the Classroom tasks.

Drop down mornings took place and focussed on student welfare:

- Prison Me No Way
- Road Safety
- PREVENT
- Physical and Mental Wellbeing
- Emotional Wellbeing
- CEIAG

33b Quality of Education

(i) Curriculum

Over the past 6 months mapping the Academy's entire curriculum, with an initial focus on Key Stage 3 and 4, has started to be developed. The purpose of this is to build up a true picture of what knowledge, skills and understanding-the students are being taught in the first instance and then through a phased approach focus on:

- The Curriculum offer and why it is being delivering it in this way
- Identifying the high-end points at different stages of delivery
- How to sequence the content to achieve those endpoints
- What cross curricular links can be formed
- Audit against the national curriculum to inform the knowledge gaps in the different subject areas
- Audit against PSHCE core values to identify the gaps in delivery for the 2020 statutory requirements
- Work with Primary feeder schools to map their delivery at Key Stage 2 to allow better transition
- Mapping against Key Stage 5, transition, recruitment and delivery
- Develop how staff and students talk about the Curriculum

C: (SW) One of the reasons to map against the national curriculum, particularly at KS3 was 'is it covered, is it ambitious and are we meeting the requirements of the national curriculum?'. I am happy that the KS3 curriculum is ambitious enough and that we are meeting the national curriculum.

Options preparations

- Year 8 students will participate in a full week of assemblies focusing on the Options Pathways
- Three different Pathways for students
- 50% of students will be initially placed on the Orange Pathway, this will be aimed at students who it is felt will benefit from achieving the Ebacc Award, with a 40% of cohort target after the process is complete
- Between 10 to 15 students will be placed on the Green Pathway (numbers depend on the needs of the specific cohort), this will be a bespoke Curriculum for foundation students, which may include a Vocational option at a College placement once they move into Year 10

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Date: 4 May 2020

- The remainder of the students will be placed on the Blue Pathway; students who it is felt could benefit from three option choices (including an Ebacc qualification). ICT will be core for these students

Vocational Update

- Currently 10 students attending College on a Tuesday morning
- Working in collaboration with other secondary schools within TCAT; this allows the placements to be financially viable with the cost of the College and Travel
- Looking to expand on this next year, as Year 10 and 11 attending on different days

(ii) Standards

Assessing the Quality of Education through Monitoring, Evaluation and Development.

- The current Quality of Education in each faculty, based on the triangulated evidence, was gathered over the first term
- The specific areas of education reviewed in order to draw these conclusions were, assessment, planning and prior links to the curriculum
- The evaluations would indicate that the Quality of Education that students receive at Holderness Academy and Sixth College currently 'Requires Improvement'
- The improvements that need to be made are clear within each faculty and action plans outline the developments that are taking place this term
- The impact of which will be measured throughout the term using bespoke proformas to gather evidence

Q: (SG) Why does (through MED) the quality of education of the Maths Department indicate that this is 'good'?

IM: This data does not relate to outcomes; this is about things like assessments; assessments being planned for; students are saying they are receiving feedback on these. It is also about what a leader is seeing in the classroom.

SW: The information being reported on the quality of education through MED is across all year groups. The Teaching and Learning team is now working with HoFs to support what they have found to be areas for development for faculties. Lesson reviews are part of this MED process – this is not called a 'lesson observation'. Teachers are asked to be open and honest about what they consider to be an area for their own development as a practitioner. Some individual staff are receiving further support to become compliant.

Governors were provided with a copy of the Academy's Secondary Inspection Data Summary Report. IM explained that much of the data relates to SHTC and the Data Manager has been asked to contact the DfE to question this.

KS4 Headlines (Current Year 11)

Measure	Analysis Statement
Progress 8	The predicted Progress 8 score is -0.25. This is much lower than in previous years where the historic trend has been to predict higher then decreases up to the final outcome. Progress in Maths, DT Food and RS predictions has decreased the most.
Attainment 8	Attainment 8 is predicted to be 43.2, which is just below the final outcome of 2019 (-0.4) – need 2019 A8 figure here. Estimated A8 is 45.7, this would result in a P8 of 0.0
'Strong' BASICS (9-5 in English and Maths)	This is one of the lowest and most significantly impacted predictions at 33%. Maths impact it the most with 45 students predicted to achieve a 5 in English but not Maths (Converse 8)

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'Standard' BASICS (9-4 in English and Maths)	A prediction of 62.9% is similar to previous outcomes. English have 35 students predicted to achieve a grade 4 where Maths are not (Converse 9).
EBacc entry/achievement (9-5)	24.6% of students will be entered for the EBacc this year, slightly higher than 2019. 12.9% set to achieve grades 9-5, however, our EBacc APS is likely to be in line with last year and slightly below the national average.

ACTION: IM to organise an ISDR training session for all Governors which will take place at 5pm on Monday 4 May 2020

ACTION: Governors to retain relevant reports and bring these to the ISDR training session in May 2020

Measure	Analysis Statement
Internal and National 'Gaps'	The 2019 internal gap was -0.55, similar to the national gap of -0.58, however, disadvantage outcomes were -0.16 behind the national disadvantaged cohort. The gap this year is estimated at -0.08, however, the Other pupils are uncharacteristically being predicted -0.23 overall. A higher percentage of disadvantaged students are predicted to get a positive Progress 8 score than Other students, which has not happened for the previous three years.
Current 'Gaps' and Tracking	Maths have the largest drop in internal Progress 8 figures as well, and as a consequence of decreasing the Other attainment significantly also, they have a gap that is negligible.

Measure	Analysis Statement
Gender	The gender gap remains at roughly half a grade per student, with 20% more females predicted to achieve a positive Progress 8 score than males.
SEN	Both the SEN-E and K groups have seen their Progress 8 value decrease by -0.5 in contrast to -0.25 for those with No-SEN.

Q: (JM) In P&E the predictions for Year 11 have gone down and it has been stated that a supply teacher was used last year. Are supply teachers monitored in the same way permanent teachers are?

IM: Yes, they are. Although monitoring and evaluation is more vigorous this year than it ever has been

Q: (JM) The EBacc entry states 24.6% of students will be entered for the EBacc this year and that 12.9% are set to achieve grades 9-5. Is this 12.9% of the 24.6% or 12.9% of the Year group?

IM: The 12.9% relates to the overall cohort. This is largely due to the options students take.

(iii) SEND Update

REGISTER				
Year Group	No. in Cohort	In School SEN: 2019/20 (SEN support/EHCP)	(%) School 2018/2019 (SEN support/EHCP)	(%) National 18/19 (SEN support/EHCP)
7	199	(28/0) ↓	14.1 (14.1/0.0)	14.0 (13.2/1.8)
8	245	(20/5) ↓	10.2 (8.2/2.0)	14.3 (12.5/1.8)
9	261	(27/6) →	12.6 (10.3/2.3)	13.6 (11.7/1.9)
10	224	(10/8) ↓	8.1 (4.5/3.6)	13.2 (11.2/2.0)
11	238	(16/2) ↓	7.5 (6.7/0.8)	12.9 (10.9/2.0)
Whole School	1167	(101/21) ↓	10.5 (8.7/1.8)	12.7 (11.0/1.7)

→ ↓ ↑ show the trend in terms of number of students with an EHCP per year group compared to the last report.

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

(iv) LAC Update

There are 8 LAC on roll.

CLA students have good attendance and the majority are making good progress. 1:1 tuition has been put in place to support those students who are not making good progress.

33c Behaviour and Attitudes

(i) Attendance

Monthly Attendance Year 7 - Year 11 Attendance Data Comparison

Monthly Attendance Year 7 - Year 11 Attendance Data Comparison											
Whole School Attendance											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
2016/17	95.6	94.3	94.3	93.7	91.6	94.0	94.6	93.9	93.9	92.6	91.1
2017/18	94.5	94.8	95.1	92.3	94.4	93.5	93.3	94.9	93.3	93.3	91.8
2018/19	95.4	95.6	95.4	93.9	95.0	94.8	95.5	95.0	95.0	94.8	93.1
2019/20	95.6	95.3	94.4	92.1							

DA Attendance											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
DA 16/17	93.5	91.7	91.9	91.3	90.3	92.4	91.4	90.8	91.3	89.6	88.1
DA 17/18	91.5	92.2	93.2	90.8	92.4	91.6	91.2	93.2	90.9	90.5	90.1
DA 18/19	93.3	93.9	93.4	90.6	91.9	92.8	92.9	91.8	93.0	92.3	89.7
DA 2019/20	93.9	93.6	92.21	88.06							

Tragically, the events surrounding one Year 11 student combined with a highly contagious national flu bug and an early bout of the norovirus impacted on attendance significantly on the last 4 weeks of the autumn term.

- Overall attendance for the term Sept - Dec 94.5% (Dec 2018 95.1%)
- DA attendance for the term Sept - Dec 92.2 % (Dec 2018 92.8 %)
- PA overall Sept - Dec 15.2% (Oct - Nov 26.4%)
- DA PA Sept - Dec 26.4% (Oct - Nov 33.7%)

(ii) Behaviour

Positive Discipline

Holderness Academy is in the second year of Positive Discipline and after the initial launch from last year some minor amendments to the PD policy were made for September 2019. Comparable data strongly suggests that all areas of PD are showing improvement and reduction in numbers with sanctions, yet at the same time the PD stamps continue to be issued at the same rate.

Fixed Term Exclusion

Analysis

Fixed Term Exclusions significantly reduced in the first term

- 16 FTEs (12 students) 1.3% of student cohort compared to 2018/19 35 FTEs by the end of current week equal to 3.1% of the cohort.

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- National FTE average = 10.13% of cohort
- Only 2 reoffenders 0.28%, last year was 0.78% to date.
- PP (5) 2% of the PP cohort compared to PP 2018/19 (16) 6.3% of PP cohort
- Boys (8) 1.7% of cohort compared to 2018/19 boys to date (26) 4.59% of cohort
- Girls (4) 0.7% of cohort compared to 2018/19 girls to date (15) 2.1% of cohort
- SEN support (2) 2.2% of SEN support cohort compared to 2018/19 to date (6) 5.71% of SEN support cohort
- National average- % of cohort 28.47%
- 1 PX 0.09% of cohort compared to 2018/19 (2) 0.16% of cohort
- National for the year 0.2%

Actions

- Level 1 Managed Moves effective particularly with Y10 girls.
- Success of Faculty Removal
- Development of isolation
- Launch of Isolation Unit

Isolations

Isolations significantly reduced in the first term

Analysis

- 2019-20 Only 2.5% of students (27) have been in isolation 3 or more times.
- 2019-20- 53% of students have not reoffended
- Monthly totals from 2018/19 to 2019/20 have fallen over the 3 months by 52%
- Year 7- DA fallen by 91% compared with 2018/19 cohort
- Year 8 DA fallen by 41% compared to 2018/19 cohort and 38% year on year improvement.
- Year 9 DA 29% improvement and 37% year on year improvement
- Year 10 DA isolations fallen by 90%, year on year improvement of 88%

Actions

- The more consistent and effective use of Faculty Remove has contributed to this reduction
- The PD Manager's work and management in Isolation has been highly effective
- Level 1 Managed Moves (Y10 Girls) The use of other schools' Isolation has reduced the figure
- The amount of Year 8 Isolations has remained static since Year 7 with DA boys being of particular concern. Stage 1 Contracts have been issued to these students with regular contact home

PD Written Warnings

Analysis

PD Written Warnings are significantly reduced compared to last year

- Year 7 WWs have fallen by 57%
- Year 7 DA WWs have fallen 67%
- Year 9 WWs have fallen 48%
- Year 10 WWs have fallen 12%
- Year 11 cohort has received 22% fewer WWs then this time last year

Actions

- Holderness Learner has had a positive impact on the behaviour and attitudes especially Year 7: 2 Gold, 4 Silver, and 18 Bronze
- Rewards assemblies/ rewards for 0-4 WWs
- All Year 7 students with a WW meet Year 7 Pastoral Manager the following day

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- DA Year 8 Boys- Ongoing work with Year 8 Progress Leader and Year 8 Pastoral Manager - parental engagement and contracts
- Concerns re Year 11 compared to last year's Year 11 cohort but down from last year when they were in Year 10.
- Raise your Game/Extra Mile
- Accelerate program and bespoke TTs working with a group of Year 11 boys.

ACTION: SW to invite T Briggs and T Harris (Director of Upper School and Director of Lower School) to present at the LGB in May 2020

33d Personal Development

(i) Safeguarding

Governors were provided with safeguarding information and data. No issues or questions were raised.

33e Sixth Form Update

Currently 139 students on roll in Sixth Form (62 students in Year 13 and 77 students in Year 12)
This remains the lowest number of Sixth Form students for some time although the current Year 12 students represent 38% of the Y11 cohort which is a larger conversion rate percentage than in recent years.

KS5 Headlines (Current Y12 and Y13) Expected outcomes based upon Data Collection 1 (Nov 2019)

	Y13 Data Collection 1	Y12 Data Collection 3
Overall APS entry	29.23	26.34
Average grade per entry	C	C-
Overall Value Added	-0.37	-0.8

	Y12 Data Collection 1
Overall APS entry	26.01
Average grade per entry	C-
Overall Value Added	-0.22

Value added via ALPS

- The Sixth Form has an ALPS target for all subjects of a grade 3.
- Each HoF can use the ALPS software to identify how many more grades are needed to achieve an ALPS grade of 3 and allow subject teachers to maximise student intervention with the support of the Sixth Form Leadership Team.
- The Extended Project Qualification is not included within these statistics and both Film Studies and Financial Studies are enrichment qualifications which are delivered on one hour a week.

Q: (SG) November when compared to predictions is quite a big step up in many subjects. Are you confident that these are on track?

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IM: Realistically and as a trend these tend to be accurate, and in some areas, there may even be some pessimistic predictions.

Recent Events

Sixth Form Open Evening (Thursday 14 November)

- Well-attended event regardless of the weather and the fact that this clashed with the open evening of another local Sixth Form College.
- Over eighty families attended, including some Year10s and external applicants from Newland, Andrew Marvel and Winifred Holtby

Sixth Form Parents' Evening (Thursday 28 November)

- Almost 70% of parents attended (which is in line with most years).
- Positive event with many parents taking the time to say how well they felt that their son/daughter was being supported through the Sixth Form
- Deadline for applications is 24 January 2020

UCAS applications

- Now completed after the internal deadline of 19 December
- Fifty-five students have made an application which is 88% of this current cohort
- All students have now met with Director of KS5 to maximise the quality of their application and they have now been sent
- students here are well-received by university admissions departments with most receiving offers within the first day of applications being sent
- Unconditional offers are rife again, although a number of students are offered additional bursaries for B grades and above

As part of the recent lesson reviews through November to January there have been no KS5 teachers identified as having concerns over their teaching.

Sixth Form Concerns and Actions

- Two students removed due to poor attendance and a poor attitude to work
- Currently 4 students on 'contracts' and being monitored closely
- Mental health remains a key concern with trained member of staff dealing with a number of referrals
- A significant number already in receipt of counselling and evidenced through CPOMS
- The use (or lack of) of the Dashboard is concerning – issues with missing assessment marks and UCAS subject references this year which will be followed up with HoF
- Staff absence through illness has been a concern
- KS5 lessons are not covered during short-medium term staff absence and as the fifth hour is set by staff, students have missed out on teaching time
- Specific students to be monitored in order for targeted progress to take place and subject staff will need to support through additional intervention as necessary

Q: (WS) Why do you think that there is more concern regarding students' mental health and is there anything else that you could be doing to support this?

IM: The number of students with mental health issues has increased. We are seeing a higher volume of mental health issues transfer from KS4 into KS5. One of the issues we have in KS5 is being able to access support, especially through referral services. A lot of what does take place is a mental health triage over the telephone and even these appointments can take 2-3 months to come through. We are very good at supporting students in the Sixth Form but in terms of expertise such as specific counselling, we are waiting a long time for our students to be able to access that level of support and this is a

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concern. We are incredibly fortunate however that we have a member of staff on a slightly reduced timetable enabling her to be available to provide some of the stage 1 support the students need.

Q: (WS) If students' mental health issues continue to increase, do you have the support network necessary?

SW: We are very fortunate that we have a specific member of staff to support our students. We have also recently appointed a Teaching Assistant who is ELSA trained and she will be able to provide low-level support. Following the tragic circumstances in December, a flowchart document was put together to show the support that is available in school. Mental health is high on the list of priorities across the Trust. There is a body of student work being conducted in terms of a project on mental health. The training day in January for all support staff across the Trust focussed largely on mental health. Some Pastoral Managers have been on Youth Mental Health First Aid training.

Sixth Form Attendance

Month	Year 12 2017-18	Year 12 2018-19	Year 12 2019-20	Year 13 2017-18	Year 13 2018-19	Year 13 2019-20
Sept	98.3	98	98.1	96.7	97.2	96.6
Oct	95.9	96.7	97.9	97.2	94.9	95.6
Nov	95.4	95.8	96.4	96.5	95.1	93
Dec	94.5	93.8	95.4	93.1	92.3	94.6
Jan	95.3	96		94.5	94.4	
Feb	94	95.3		95.5	94.7	
March	94.9	95.8		95.4	95.3	
April	95.1	96.4		93.6	94.5	
May	96.7	97.6		92.5	95.6	
June	96.9	96.32		97.8	98.6	
July	92.1	93.2		N/A - Left College	N/A - Left College	
TOTAL YEARLY	95.4	95.9		95.7	95.26	

33f Leadership and Management

The first Self Supported Review in the Autumn Term (key points shared in October) highlighted some areas for development:

- Encourage staff to develop a language that gives them confidence to talk about the intent behind the order of learning
- Develop language of assessment with KS3 students that is much broader than being based on GCSE questions and grades
- Share with students in each subject a half termly plan at the start to ensure they know what comes next and perhaps even why that comes next
- Ensure that students understand why it's important to be a successful Holderness Learner

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

34 GOVERNOR TRAINING AND SUPPORT

SG reminded all Governors of the requirement to access and complete three e-learning modules and email certificate of completion to the Clerk:

- (i) Safeguarding: The Governors Role (mandatory)
- (ii) Relevant link module for those Governors who are link Governors; if not a link Governor, any module or Governor's choice can be completed
- (iii) Governor's choice

ACTION: All Governors to ensure mandatory and choice modules (3 in total) are completed no later than 1 May 2020 and that certificates of successful completion are emailed to TJ by this date.

35 GOVERNOR VISITS TO THE ACADEMY

Governors were provided blank visit forms and advised that these should be completed after each visit to the Academy. Governors were informed that these templates form part of the appendices in the Governance Handbook, which was recently issued to all governors via email by the Clerk.

Governors were informed that visits to the Academy should be pre-arranged.

ACTION: TJ to email the governor visit templates (as separate editable documents) to all governors.

36 DATE OF NEXT MEETING

Monday 4 May 2020 in the Library at 5.30pm (with ISDR training for all Governors 5pm-5.30pm)

37 ANY OTHER BUSINESS

The Clerk informed governors that all staff were invited to express interest in becoming a staff governor, but no interest was received. The Academy will continue to explore this.

C: (SW) It was disappointing, during the recent memorial service, to see that many of the students did not know the Lord's Prayer. It might be worth the words to the prayer being displayed for those students who would like to say the prayer at future services.

C: (JW) Please can consideration be given to a presentation by the Director of Learning Support at a near future LGB meeting?

SW: We will look at arranging this for a future meeting

Q: (SG) Can you tell us a bit more about the Mock Interview Day planned?

SW: This event is taking place on Friday 7 February and is for our Year 11 students. We are trying to raise aspirations amongst our young people. This event is also being held in other schools across the Trust. All our Year 11 students have completed their CV, and these have been matched with suitable employers and we have over 45 employers coming in. This will be our first Mock Interview day, and this will become an annual event.

All students in Year 11 will have a mock interview. In the afternoon of 7 February, a guest motivational speaker is coming into the Academy to speak to the Year 11 students. The Academy will be closed to all other Year groups on 7 February 2020.

Signed by the Chair: *Approved remotely*

Date: 4 May 2020

38 ACTION POINTS

- 38a ACTION: TJ to seek the reason for the non- attendance of D O'Toole. (minute 25)**
- 38b ACTION: TJ to amend the date stated in minute 16b from 2010 to 2019 (Minute 30)**
- 38c ACTION: SG to liaise with GT to discuss the Pupil Premium Report which will then be shared with Governors (Minute 31)**
- 38d ACTION: IM to organise an ISDR training session for all Governors which will take place at 5pm on Monday 4 May 2020 (Minute 33b)**
- 38e ACTION: Governors to retain relevant reports and bring these to the ISDR training session in May 2020 (Minute 33b)**
- 38f ACTION: SW to invite T Briggs and T Harris (Director of Upper School and Director of Lower School) to present at the LGB in May 2020 (Minute 33c)**
- 38g ACTION: All Governors to ensure mandatory and choice modules (3 in total) are completed no later than 1 May 2020 and that certificates of successful completion are emailed to TJ by this date. (Minute 34)**
- 38h ACTION: TJ to email the governor visit templates (as separate editable documents) to all Governors (Minute 35)**

MEETING CLOSED at 7.40pm

Signed by the Chair: *Approved remotely*

Date: 4 May 2020