



Holderness Academy
& Sixth Form College



THE CONSORTIUM
ACADEMY TRUST

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

Present:

Mr S Gallant (Chair, SG), Mrs K Batty (KB), Mr M Kitching (MK), Mrs J Millard (JM), Mrs S Laud (SL), Mrs W Swindells (WS), Miss R Veitch (RV), Miss J Waddingham (JW), Mr S Wilson (Headteacher, SW), Mr P Woods (PW)

In attendance:

Mrs G Stafford (Clerk to the Trust) and H Gale (Clerk to the LGB, HG)

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

30 WELCOME

SG opened the meeting and welcomed everyone and introductions were made. K Batty and R Veitch were welcomed as recently appointed governors.

SG informed governors that JW was standing down at the end of this meeting for personal reasons. She was thanked for her time and commitment as a governor and for her level of scrutiny, especially in SEND areas. JM volunteered to be SEND Link Governor.

Resolved: J Millard to be the SEND Link Governor for the remainder of the academic year

31 APOLOGIES FOR ABSENCE

Full attendance.

32 DECLARATION OF INTEREST

None declared

33a PRESENTATION: SEND – Kirsten Ashbridge (Director of Learning Support) and Mike Pearson (Enhanced Provision Manager)

- 26 on EHCP, 86 on SEN support
- Attendance of those with an EHCP is 89% and for those with SEN needs 93.5%
- There haven't been any exclusions for SEN students although one is on a managed move
- Strengths: training undertaken in L2 Autism, Behaviour Management training, social skills training and literacy intervention
- Focus for Spring term 2021: development of numeracy interventions and to expand the Enhanced Resource Provision
- In a survey of EHCP students during lockdown 78% were very happy with the communication received
- Long term plan is to increase the numbers in the Enhanced Resource Provision from 4 to 12. This would bring in £228K and then further increase to 20 (income £380K).
- Also in discussions with the LA regarding a new ERP around SEMH to give additional support for young learners with emotional and behavioural issues – initial intake would be 3
- Finally, development of the outdoor area with a sensory garden and a well – being garden

C: (SG) The attendance figures for SEN learners is very good and shows good engagement.

C: (JW) Thank you – that was a brilliant presentation. There is so much work going on that I wondered if there should be something in the ADP for SEND? Also, in the last Ofsted report SEN was highlighted as an area for improvement and that SEN students were not making sufficient progress. What are the future plans and how have SEN students progressed over the last 3 years since the report?

SW: This will be discussed further in Part B. I am so proud of the progress made. The amount of work that the whole department has done is fantastic, led by Mike and Kirsten, I am fully behind the plans and future development.

Q: (SG) The long-term plan is to increase provision to cope with 20, yet there are already 26 on an EHCP now – are your plans ambitious enough?

KA: The aim of 20 is for the ERP, there are only 4 on roll there now. We need to expand ready to admit learners that we are aware of from a feeder primary.

MP: We are also conscious that we do not want to grow too quick. We can choose our cohort carefully.

Q: (SG) When will you know about the East Riding funding?

KA: We have not had the monitoring visit yet. It was scheduled for November but had to be pushed back. We have had conversations with the LA and they are desperate for provision. We would be the first school in the ER to have SEMH provision – the only other is in Bridlington and that is only for Year 7 and 8. The SEMH students would come as consultations for the 3 places. Following the monitoring visit the hope is we can progress with our plans over summer.

SG: These are ambitious plans and it is good to see.

KA and MP were thanked for the presentation and left the meeting at 5.30pm.

33b PRESENTATION: BLENDED LEARNING – Emma Buckley and Julia Lovel

- Key was to take everyone forward, keeping everyone safe and driving progress
- During the first lockdown a range of platforms were used, work was set on a Monday for the whole week, there were IT challenges and pre-recorded lessons started in May. A survey asking for a rating of the effectiveness of work set during this lockdown revealed 28.4% of the 274 responses found it either somewhat ineffective or very ineffective. Only 11.7% thought it was very effective
- The DfE has released guidance that states pupils should know clear expectations, use scaffolded practice to support knowledge of new material, apply new skills and enable pupils to receive feedback on progression.
- Preparation to satisfy the DfE guidance was the understanding that it would be easier if all were to use one platform (Google Classroom), CPD needs for staff were identified, sufficient equipment (dongles, Chromebooks, dongles, headsets, cameras etc) was acquired
- Autumn term remote learning: all students received their timetabled lessons for that day, all learning was on G Classroom, all students had training on G Classroom and a support email account was provided for further help. Students have to submit work and lessons show curriculum provision. A further survey was circulated with 274 responses and the results were much more positive. Effectiveness of work was deemed 38% very effective with a further 44% somewhat effective. Children most engaged with live lessons and worksheets. 73% parents were at least ‘somewhat happy’ with the communication from the school and subject teachers. 82% parents rated the provision to have improved since the first lockdown. Most students (60%) were spending at least 3 hours a day on the work set. The students that did not rate provision highly were questioned further and most simply did not like working from home
- Staff were also surveyed and 52 responses were gathered. 69% had delivered live lessons and 60% had divided a pre-recorded lesson. 85% staff felt they had been given appropriate training to deliver remote learning. 9% staff (4) are receiving further bespoke training
- From 4 January the Academy has a legal responsibility to inform the parent if their child is not engaging with remote learning during a period of self - isolation. Pastoral leaders are working with children that find it difficult to engage.

C: (SG) A huge amount of work has been done, well done, considering where we were in March it is phenomenal to get where we are now. At the beginning there were issues raised about shared IT provision, are we happy all that has been addressed?

JL: We have a live document to assess everyone's needs. We keep this up to date and check with parent engagement feedback. Just under 500 students completed an audit and 100% have access to some form of device. 75% have access to a laptop / desktop. We have a bank of IT provision to assist if we need to.

C: (SW) Our allocation, should a bubble burst, was 78 laptops from the DfE. However, as we went 8 weeks without an incident this allocation dropped to 15 as there was a national shortage. D Brooke (Head of ICT) put in a special consideration and got 50 additional devices and dongles. Hessle Academy sent us 30 more devices that they didn't need at the time so we got what we needed.

The amount of work to enhance remote learning has been astounding. It has been a real team effort, but led by EB and JL.

Q: (SG) 82% parents rated the provision has improved since the last time. What are the issues outstanding for the remaining 18%?

EB: The pastoral team made phone calls and discussed the responses. Some of the children were challenging and the parents found it difficult for them to be at home. Some believe they are only learning if the lesson is delivered live which is a fault of the media as this is not true.

Q: (SG) What is the challenge of training certain staff?

EB: This is one department that has lots of diversity of subjects. Their subject lends itself to practicals and they have been taken out of their comfort zone.

C: (SL) As a member of staff I can tell you that the training we received was very easy to digest and enjoyable. Yes, it has been a learning curve but following the second lockdown provision has been much better.

Q: (MK) From a parent, it is fantastic to hear all the progress made. What have you learnt and what changes would you keep if there was a return to normality?

JL: A lot will be retained. I think we will keep the one stop place for resources of Google Classroom. I think recording lessons for learners to replay is also great.

C: (EB) We could also use recorded provision for excluded learners or those in reflection. The working world has changed and staff are feeling more comfortable with the technology.

SW: TCAT's choice is Microsoft and the ICT Strategy is to migrate to Microsoft in the future. We delayed that migration as we need more time as a body of staff to be comfortable with a different platform.

C: (KB) The remote learning work is fantastic – well done. You spoke about the DfE guidance to inform parents of non-engagement – how often will you speak to parents?

JL: We will feedback weekly. We record engagement on Sims.

EB: There is no other way of recording attendance other than staff having to do this, we will review this and go to consultation with the staff.

Q: (SG) Is it mostly the dis-advantaged that are not engaging and therefore adding to the learning gap?

EB: Some, but there are some high ability students that cannot work from home. We are building our understanding of our harder to reach families.

SG thanked EB and JL again for the presentation and the amount of work done, teaching students and staff new skills and all responding positively.

EB and JL left the meeting at 6.15pm.

34 MINUTES OF THE LAST MEETING (19 October 2020)

Resolved: The minutes of the meeting held 19 October 2020 were accepted as a correct record and recommended for approval by the Chair, SG.

35 MATTERS ARISING FROM THE MINUTES

35a ACTION: TJ to forward a copy of the minutes from the meeting of 14 September 2020 to PW - complete

- 35b ACTION: TJ to arrange a meeting with DWO and KAS to explain SEND Data to governors – complete**
- 35c ACTION: TJ to follow up with individual governors who have not confirmed they have read ‘Keeping Children Safe in Education, 2020’ – action carried forward**
- 35d ACTION: TJ to arrange for a Learning Link account to be activated for PW – complete**
- 35e ACTION: TJ to ask K Mulkern to resend GDPR training links to all governors where the module remains incomplete – complete, link sent.**

36 STRATEGIC HEADTEACHER REPORT

Overall Effectiveness

- Covid-19 working party has been established and has led to a number of cases to improve staff well-being and enhance safety measures
- There was not a positive Covid case for the first 8 weeks of the Autumn term
- In November there was a spike with 32 staff off for positive tests or self-isolating. The Academy was closed for 2 days and then opened for Year 7 and children of key workers and vulnerable learners.
- All year groups are currently present at school
- Possibility of an Ofsted visit up to 17 December. Ofsted monitoring visit is expected in the Spring term

Q: (SG) Would the Autumn term Ofsted visit be a supported non-judgemental visit?

SW: Yes, there is no grade. Schools having visits receive a letter regarding safeguarding, behaviour and how the school has put in strategies to ensure the safe return of the learners to be displayed on the website. A monitoring visit would have more focus on the curriculum and how we are moving the school to at least good.

C: (SG) There would certainly be a positive story to be told.

36a Quality of Education Summary

Curriculum

- Bubble timetable set up in which students are based in specific areas of the school. The only exception to this was specialist subjects such as ICT or Design Technology
- R Bird and subject leaders looked at sequencing of the curriculum to review what could be brought forward to be more easily delivered in bubbles
- Information is filtering through from exam boards regarding exam content and some units not to be tested
- Identifying gaps that students have at all levels to plan for catch up
- Please see minute 33b for details of how staff have delivered quality remote provision

Q: (KB) When will you review standards in Years 8 to 11 to see if the learners are on track?

SW: DW will share the most recent data at the next LGB meeting.

Standards

- Data collection for Year 11 is due 14 December – the date has been extended due to the partial closure of the Academy during the exam period.
- Final data for the 2019/20 cohort was shared in the Report and showed that Strong Basics, Standard Basics and Attainment 8 scores had all improved over the last 2 years. Progress 8 remains constant at -0.16 in 2018, -0.17 in 2019 and -0.19 in 2020. The Disadvantaged students accounted for 20% of the 2019/20 cohort and performance was below that of the non-disadvantaged in all measures apart from

Strong Basics. A raising standards team has been established to plan support for underperforming students. SEND students made better progress than their peers

- Focus for this year is on the large middle ability cohort
- Focus subject areas include PE, Drama and DT Food as progress was not in line with national

ACTION: Latest internal data to be presented at the next meeting

SEND Update

- 86 students on the SEND register, 13.9%. National is 15.4%
- 26 have an EHCP
- All EHCPs are up to date
- Learning Support department occupies new position on the ground floor and the Enhanced Resource Provision has undergone an extensive upgrade
- External partners are still actively involved and include agency meetings, Sensory and Physical Teaching Service, external access arrangements assessor, educational psychologist, inclusion practitioner and speech and language therapists

LAC Update

- 8 current LAC
- Only one has attendance below 94%
- All Personal Education Plans completed virtually with all agencies and students

36b Behaviour and Attitudes Summary

Attendance (Autumn term 2020)

- Week 9 attendance was 95.1% for All and 93% for DA, national is 88%
- Any Covid related absence is recorded as an X and does not count towards absence figures
- Persistent Absence is 14.8% (national 2019 13.8%)

C: (SG) Last year's attendance figures were very good so to be better than that is impressive. This was an Ofsted area of improvement.

Behaviour

- Level of reporting has improved drastically. HT pleased with the level of scrutiny
- Fixed Term Exclusions as a % of the roll is 2.7% (28 FTEs to 21 learners)
- 6 students have more than 1 FTE
- Managed Moves cannot be used during the pandemic as a strategy
- Number of students placed in reflection is higher than the comparable time last year.
- Number of students put in reflection for 7 behaviour warnings is considerably less than last year (October 2020 16, October 2019 32). No Year 7 or Year 8 students are in this group.
- Written Warnings: Fallen from 4893 September and October 2019 to 3448 September and October 2020 – learners are adhering to the Behaviour Policy addendum
- Number of stamps issued this term is almost 100,000
- Learners being in bubbles has improved low level disruption

36c Personal Development Summary

Safeguarding Autumn 2020 Report

- 4 children from 3 families are subject to Child Protection Plan
- 17 children are subject to Child in Need plan
- Safeguarding concerns around 262 children
- 27 referrals made to EHASH (Early Help)

- 18 Operation Encompass cases

36d Leadership and Management Summary

- Collaborative approach to improving remote provision led by E Buckley and J Lovel was deemed a highlight
- Moved to single platform – Google Classroom – in response to feedback gained from the first lockdown
- Barriers to remote provision were removed by providing paper copies, staff were given the ICT equipment and training needed
- Blended Learning strategy follows the TCAT Blended Learning Policy
- Created a Raising Standards Team to coordinate all the initiatives in the Pupil Premium Strategy, Year 7 Literacy and Numeracy Catch up Plan and the Covid Catch Up Plan.
- Covid additional costs include supply, hand sanitiser, signage, additional Mellors staffing cost due to staggered breaks and lunches, barriers etc. Each month £1K is spent on hand sanitiser alone
- Covid catch up of £80 per learner is for catch up learnings such as extra tutoring
- Some English tutoring using my Tutor has been disappointing and will be followed up

C: (SG) It makes sense to combine the three initiative strands together. However, the Covid catch up funding is a one-off contribution from the Government even though there will be legacy issues.

C: (JM) All additional costs will lead to a deficit – is there any way of getting more Government funding?

SW: We were in a deficit anyway and we are always trying to look for ways to reduce this. We were making great strides and TCAT is looking at using some reserves to help academies out.

Q: (SG) Are all the strategies displayed on the website?

SW: Yes

36e Sixth Form Provision

Cohort

- 67 students in Year 12 and 70 in Year 13
- Retention from Year 11 was only 34% - linked to low level of Year 11 students attending the exam results day physically which is usually a normal face to face interview day

Expected outcomes based on data collection 1 (November 2020)

- Average grade C+
- Overall APS entry 32.45
- Overall Value Added +0.29
- BTEC qualifications show poor predications on ALPS

Provision

- Sixth Form Open Evening took place virtually. However, the company that was arranged to support couldn't deliver and the Academy had to produce their own version at short notice. Only 22 applications to date but there are plans for Year 11 to have an Open Afternoon in the Sixth Form area in January 2021
- UCAS applications have an internal deadline of 18 December. 63 (94%) students have made an application
- A survey of Sixth Formers showed 97% felt the quality of blended learning had improved since the first lockdown

Attendance data

Year	Attendance 2020/21 average to date	Attendance 2019/20 average Sept - March
12	97.9%	96.7%
13	96.4%	95.2%

37 GOVERNORS' TRAINING & SUPPORT

The Clerk reminded governors that everyone needs to complete the NGA Learning Link 2020 Safeguarding module as it has been updated to include changes to the KCSiE 2020 guidance. Governors are also expected to complete at least one other module, linked to their area of responsibility within the Board.

ACTION: K Batty, S Gallant, M Kitching, J Millard and R Veitch to complete the 2020 Safeguarding Learning Link module plus any other module

Four governors have still to complete the Data Protection training module.

ACTION: M Kitching, S Laud, R Veitch and P Woods to complete the Data Protection module on GDPR Sentry

SG raised that at the recent meeting of LGB Chairs he requested training for Boards in Ofsted preparation. This will be pursued with TCAT. SG reminded governors that Ofsted will review LGB meeting minutes to ensure there is sufficient level of scrutiny in holding the HT and SLT to account.

ACTION: GS to arrange Ofsted preparation training

38 GOVERNOR VISITS TO SCHOOL

Physical visits to school cannot take place until further notice. However, Links were reminded to organise a virtual meeting with the staff in school responsible for PP, Safeguarding and SEND each term. Virtual visits should be recorded on the Governor visit form.

ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form

39 POLICIES FOR REVIEW

The Sex and Relationship Policy was approved.

Resolved: Governors approved the Sex and Relationship Policy

40 DATE OF NEXT MEETING

15 March 2021, 5pm.

41 ANY OTHER BUSINESS

None

42 ACTION POINTS

42a ACTION: HG to follow up with individual governors who have not confirmed they have read 'Keeping Children Safe in Education, 2020' – action carried forward (minute 35c)

- 42b ACTION: Latest internal data to be presented at the next meeting (minute 36a)**
- 42c ACTION: K Batty, S Gallant, M Kitching, J Millard and R Veitch to complete the 2020 Safeguarding Learning Link module plus any other module (minute 37)**
- 42d ACTION: M Kitching, S Laud, R Veitch and P Woods to complete the Data Protection module on GDPR Sentry (minute 37)**
- 42e ACTION: GS to arrange Ofsted preparation training (minute 37)**
- 42f ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form (minute 38)**

The meeting closed at 6.55pm.