



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 30 January 2023 at 5.00pm**



PRESENT: M Kitching (Chair, MK), J Bagnall (JB), K Batty (KB), S Fellows (SF), N Holder, (Headteacher, NH), S Laud (SL), T Marrow (TM), L Smith (LS), N Steadman (NS), P Woods (PW)

ALSO IN ATTENDANCE:

R McDonald (Assistant Headteacher, RM), Mr J O Brien (Director of Improvement and Standards, JOB), Mr D Wobbaka (Deputy Headteacher, DW), G Stafford (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.

39 WELCOME

M Kitching opened the meeting by welcoming a new Headteacher, Neal Holder and four newly appointed governors. J Bagnall and L Smith are two newly appointed parent Governors and T Marrow and N Steadman are both newly appointed Trust Appointed Governors. Introductions were made.

40 APOLOGIES

Full attendance

41 DECLARATIONS OF INTEREST

No declarations were made specific to this meeting.

42 LGB LINK POSITIONS

It was agreed that all governors would adopt a link position. The following positions were agreed:

- Chair and Safeguarding Link – M Kitching
- Vice Chair and Attendance and Behaviour Link – N Steadman
- Careers and Sixth Form Link – P Woods
- Pupil Premium Link – L Smith
- Special Educational Needs and Disabilities Link – J Bagnall and T Marrow
- Data, Teaching and Learning Link – K Batty and S Fellows

43 MINUTES OF THE LAST MEETING (28 November 2022)

Resolved: The minutes of the last meeting held on 28 November 2022 were accepted as a true record and approved by the Chair.

44 MATTERS ARISING FROM THE MINUTES

- 44.1 ACTION:** Appoint a Vice Chair, PP Link and SEND Link at the next meeting – complete, see minute 42
- 44.2 ACTION:** K Ashbridge to list trained ELSAs and amount of support available in the newsletter - complete

- 44.3 ACTION: Update on Risk Register including the Arbor behaviour system to be given at the next meeting – on next meeting's agenda**
- 44.4 ACTION: P Woods to arrange a Careers and Sixth Form Link visit this term – action carried forward, see minute 52**
- 44.5 ACTION: K Batty and S Fellows to conduct a Teaching and Learning Link visit – visit date organised**
- 44.6 ACTION: T Briggs to update the Uniform Policy to reflect recent recommendations in the DfE uniform affordability guidance. Policy to then be sent to the Clerk to circulate for remote approval - complete**
- 44.7 ACTION: P Woods to complete the outstanding two training modules ASAP – see minute 54**
- 44.8 ACTION: All Governors to complete the Certificate in Data Protection and GDPR for School Governors (2022/23) before the next meeting – see minute 54**

45 HEADTEACHER'S REPORT

Highlights of the term to date include:

- Headteacher been in place for three weeks
- very high uptake at the recent Year 9 parents' evening (76%) and Year 9 options evening
- 48% of learners are involved in extracurricular activities
- a curriculum review was sent to all parents in December. There were 78 responses. 2 key points were that 76% learners believed that the school could do more to promote English literacy, maths and science and secondly most parents had mixed views on whether they would be in favour of a reduction in options
- decision made that when choosing their options Year 10 will only have three options

Q: (MK) The curriculum survey had a very low response rate and a key response from parents was mixed regarding reducing the number of options available for Year 10. How can a decision be made on this with so few responses and those that were received were not fully in favour of reducing the options?

Q: (SF) How does this number compare to other Trust schools?

JOB: We have recently carried out lots of curriculum led financial planning meetings withal Trust Headteachers. Most schools offer 4 options and some offer 3. Those that offer 4 options are reducing to 3.

Q: (KB) Will reducing to 3 have an impact on the students?

DW: It will do as we are reducing their choices, but we think morally it is a good decision.

Q: (SL) As a parent of a SEND student is it very strict for them?

DW: 2022 results (as well as previous years) show that in the low and middle ability group subjects outside the first 8 subjects, the average grade achieved was a 3. There is a clear trend that additional qualifications do not contribute positively, and students are better to focus and have more time for 8 subjects. We have involved stakeholders and yes, a small sample gave a divided response. This form of consultation has not been conducted before. There is sufficient supporting evidence to justify the changes in curriculum structure. This change will have a positive impact on all learners at Holderness Academy.

Q: (SL) What additional options do SEND students get on the blue pathway?

DW: All learners will get English, maths, Science, ARRK and PE with humanities and open options available, this includes creative subjects. Furthermore, Level 1 qualifications in English (Step Up), and entry level qualifications in Maths and science will be available as a safety net for our SEND students. They ultimately will receive the same curriculum experience as other learners with the additional safety net of a Level 1 qualification.

Q: (KB) Will you continue to suggest the most appropriate pathway for each child?

DW: Yes, we will always give guidance and are expecting 45% EBacc entry this year.

C: (MK) It is concerning that 76% of our students believe we could do more to promote English maths and science.

KB: I think this was more of a problem with the survey structure as one question had two answers; only strongly disagree and disagree and you couldn't go back to change your answer. This could have skewed the results.

C: (TM) I also think that the name of the survey 'curriculum review' will have put some parents off as may have thought they don't want to answer as they are not familiar with the curriculum.

SF: Also parents of those in Years 10 and 11 will have less investment in completing the survey as their children will have already chosen their options.

Q: (JOB) Has there been any push back with having physical parents' evenings?

DW: No, we have taken telephone calls if the date is inconvenient for parents.

46 PERFORMANCE DATA REPORT

46a Attainment Data

Key Stage 4

- Both Basics 4+ and Basics 5+ mock data from December are 25% below target but predictions indicate an improvement on 2022 results
- GCSE subjects with predicted low average points include DT Food, German, Photography and Spanish
- Non- GCSE subjects with low average points are ICT and PE
- High and middle attainers are predicted to underperform. Low attainers are making good progress
- December mock data along with predictions and last year's outcomes are shown below:

Holderness	KS2 APS	Cohort	Progress 8 *	Attainment 8	Basics		EBacc		
					% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
Autumn Mock	103.5	202	-1.09	37.5	47.5	24.3	45.5	18.3	9.9
2023 Predicted	103.5	202	-0.25	46	66.8	40.1	45.5	26.2	16.3
2023 Target				51	73	51			
2022 Published	4.72	184	-0.5	41	59	35	38	14	9
East Riding 2022			-0.17	48.4	70.1	47.7	33	23.3	17.1
National 2022			-0.03	48.7	70	50	39	27	20

Q: (SF) At the last LGB meeting we commented how inaccurate forecasts were last year. What has been done differently to ensure we hit our predictions and do you moderate predictions to outcomes?

RM: Not many Head of Faculties moderated last year. They have now been given very specific questions to answer and I check forecasts against the mocks. I compare 2019 and 2022 and go through the anomalies and then have further conversations with the Faculty Leaders. It is difficult to moderate against other Trust schools as we use different exam boards in some subjects.

C: (JOB) We have had a meeting with all Trust maths leaders, and we have agreed that all secondaries will do a November 2022 mock Pearson paper. Both paper 1 and 2 results will be uploaded on Sisra, and we will receive analysis of strengths and weaknesses. This will give us direct comparisons between schools in Maths.

C: (SF) That is a really positive start.

Q: (KB) Is it the school's choice which exam boards they use?

JOB: We do want to harmonise exam boards, but we will not force a school to change as we understand there is lots of work involved in changing a board. However, if a school is considering changing we will bring the school in line with other schools. All schools use the same board for Maths. Holderness is the only school that uses a different exam board than all other secondary schools in English and one other school uses a different board in science.

NH: Going forward I have introduced challenge meetings where the heads of department come to me, and we scrutinise results and the evidence. I will ask what monitoring and evaluation is going on, what is going on in the classroom, what learning walks take place, what is evidenced in learner books. There will be much more accountability.

Q: (MK) The predicted attainment in MFL, Food and Photography is low. What interventions are being targeted to pull things round?

RM: We have period 6 intervention. Last term the students chose which interventions to attend. This term the teachers are requesting the attendance of the targeted students. If they don't attend they are chased up. The first week there were 70 students per night.

Q: (KB) Are all subjects offered in period 6?

RM: Not all – this is run on teacher good will. We offer period 6 for all the large cohort subjects, but not in drama or music.

C: (SF) To encourage teacher support you could look at their directed time and build good will.

Q: (MK) ICT is a large cohort of 110, is that targeted for intervention?

RF: Not for period 6 but the teaching is being looked at by J Lovel.

C: (KB) As the middle pathway had to do ICT, this wasn't chosen by many and could be a reason for being low.

DW: Yes, this is the last year group that had to do ICT and humanities. ICT is now an option subject.

A level

- A Level subjects that require improvement include chemistry and psychology
- Mock results and predicted outcomes are shown below:

	Cohort	Progress Score *	Average Grade	Average Point Score
Autumn Mocks	67	-0.35	C=	30.53
2023 Predicted	67	-0.17	C+	33.1
2023 Target	67	0.2		38
2022 Published	60	-0.66	C	30.21

MK requested that the KS5 cohort size data is sent out to the board, as the information provided was incorrect.

ACTION: RM to circulate correct KS5 total entries data

46b Attendance Summary

- Attendance to date is 91.6% (target 94%) – significantly above national average
- Lowest attendance is in Year 12 (88.7%) and Year 13 (90.6%), highest in Year 7 (93.8%)
- Girls' attendance is lower than boys (91.6% compared with 92.3%)
- PP attendance is 87.3%
- SEND attendance is 89.7%

C: (MK) It is very unusual to have low attendance in sixth form. The sixth form attendance is dragging down the whole school attendance. Without the sixth form attendance the attendance Year 7-11 would be 92%. Is there an issue with absence reporting in sixth form?

Q: (SF) What is the size of the cohort in sixth form? It would be really useful to see the numbers per year group. We don't know how many SEND are in Year 12 that only have 66% attendance, it may only be two or three students.

ACTION: Low attendance in sixth form to be investigated and the reasons for this reported on at the next meeting

ACTION: Future attendance reports to include number of students per year group

46c Behaviour Summary

- 118.5 days were lost to suspensions in the autumn term, most suspensions occur in Year 10 and most are girls
- 2 permanent exclusions in the autumn term
- 5 bullying logs since September, 3 currently active
- External interventions include SMASH, Tigers Trust and Prison! Me! No Way!

ACTION: Suspension data to show number of students (along with days lost)

47 CURRICULUM STRUCTURE

DW took the board through the Year 10 curriculum structure 2023. The changes being:

- a reduction in design technology in Year 7 to facilitate RSE provision
- the number of options has reduced from 4 to 3 giving more time to option subjects and science. This year's Year 11 is the legacy group with 4 options
- Triple science is integrated into the core and is not an option
- Humanities has been removed from the green pathway and replaced with a college Level 1 qualification and a Level 1 BTEC 1st / ASDAN qualification.

Q: (SL) As a parent of a SEND child, is there the option to remove humanities?

DW: Yes, we would base this on standardised scores and teacher assessments, each has to be treated as bespoke.

Q: (SF) Is engineering still an option?

DW: Yes,

Q: (SF) Did everyone that wanted engineering get it?

DW: We run 2 classes of 24. If there are more than 48 wanting to do engineering we offer 3D design to the less academic.

Q: (KB) Do you think we are doing a disservice to the more gifted, only offering 3 options?

SF: Would a flexible hybrid model offering 3 or 4 options not be best?

JOB: This tends to create problems. A school should choose one that suits most.

Q: (TM) Is the curriculum time standardised across the Trust?

JOB: We have not mandated this. We have looked at FFT dashboards and English and maths are weak across the Trust; lots didn't achieve a grade 4 in English or maths and therefore cannot continue on a level 3 qualification. We have looked at the curriculum and highlighted the differences in the schools. The schools then look at the options to make the curriculum the best. Reducing the options gives more focus. We will only see the results of the changes in July 2025.

SF: The rationale for reducing options is strong and will be the norm. You may get some Year 9 asking for more options than 3, you need to be prepared.

NH: This is in the best interests of the students. We will now implement and in 2 years we will see the impact. Ofsted would judge that this curriculum is right for our learners.

48 SCHOOL DEVELOPMENT PLAN

The development plan has two priorities:

- To further strengthen the curriculum to inspire and empower young people to make a positive difference today, ready for tomorrow
- To develop leadership and management at all levels to accelerate achievement across the curriculum

Q: (SF) As HT, did you write this development plan?

NH: No, I have inherited it.

SF: We feel that there needs to be a focus on teaching and learning; it is not an explicit priority, and it should be.

JOB: The original development plan of the school had too many focus areas and we needed to focus on the core and reduced to 2 priorities. We will however look to strengthen the leadership section with specific focus on teaching and learning.

Q: (NS) What does 'empower' mean in the first priority?

NH: it means giving young people the skills and confidence to make informed choices so that they are ready for their next level of education.

Q: (NS) I am always nervous seeing a target in a development plan of 100% as this does not seem realistic as a measure. Also, in the success criteria it is stated twice that 'the vast majority' of learners etc. What exactly does vast majority mean? It needs to be more measurable.

C: (SF) There are also lots of actions that have been rated amber with no explanation as to why these haven't been completed.

Q: (MK) We also need the actual data in the impact indicators – the percentage of PA is shown as red against a target of 20% but we don't know the actual and the % of parents and carers that engage with in person events was targeted 70% percent last term, has been rated red yet we don't know the actual.

NH: I will meet with the SLT to inform the plan; we'll review it thoroughly and present again at the next meeting.

ACTION: NH to present the updated school development plan at the next meeting (strengthen reference to teaching and learning, review actions and their RAG rating, insert actual data in the impact indicators)

49 SAFEGUARDING REPORT

- 16 Children in Need

- 3 under Child Protection
- 66 children on the monitoring list
- 9 Children looked After
- 15 students are in the Enhanced Resource Provision
- 7 Operation Encompass notifications
- 272 children logged as a cause for concern
- 46 referrals to Early help and 6 to the Safeguarding and Partnership Hub in the first term
- 105 staff have completed the annual safeguarding training

C: (KB) The 13 incidents where students have used comments like "that is so gay" can lead to bullying if it is used several times on the same person and should be a red flag.

Q: (MK) 105 staff have completed the training - is that all the staff?

NH: Yes, and we are chasing the 25 outstanding staff that haven't completed the Prevent training. We are providing some DSL training for our pastoral managers as DSLs are in short supply.

Q: (NS) I note that an action on the development plan that has been marked red is "to further develop the implementation of mental health and well-being support." Why is this red?

NH: We now have SMASH intervention and the well-being dog. This action will be reviewed

Q: (MK) Could you please let us know of the number of referrals to Early Help and the Safeguarding Hub, how many families are actually accessing support?

ACTION: Future safeguarding reports to include how many families that were referred to Early Help or the Safeguarding Hub actually access support

50 PUPIL DISADVANTAGE

- the progress gap is in line with national but below expected progress
- target Y11 Basics PP students are receiving interventions in English and maths
- 40 PP Y11 students receive academic support
- 68 KS3 students access withdrawal interventions for English and maths
- Rewards and incentives given for PP to attend period 6

Q: (MK) It is a concern that of the 98% teachers that are using wave one interventions only 53% are doing this consistently. Why?

RM: We have picked this up under quality first teaching and subject leaders will have training on ensuring that the interventions are followed.

Q: (SF) Do subject leaders have an MED form?

RM: Yes, this is half termly for behaviour. We have created a calendar for strengths and areas for development and SLT have access to this via Sisra. Wave 1 interventions are tied in with staff CPDL.

NH: This is about ensuring consistency of teaching and learning – ensuring the line managers are making sure documentation is completed and there is accountability.

Q: (MK) When will the percentage of teachers following the interventions be judged again?

RM: Next half term.

Q: (MK) What is the target compliance rate?

RM: 80% as a starting point.

SF: This should be a 100% non-negotiable.

Q: (MK) The Year 11 data PP gap is wider than it should be; are interventions in place?

RM: Not just for PP students, but we do prioritise PP attendance. We have identified any barriers to attendance with C Derbyshire and addressed them. The attendance of PP at last term's period 6 was just 20% but has now increased to 40% this term. 60% of all Year 11 attend period 6.

Q: (TM) Do you communicate the importance of attendance to PP parents?

RM: Yes, C Derbyshire does this. We also invite these parents to events and follow up with a phone call if they cannot attend.

Q: (JOB) I am interested why only 11 of the 20 PP students that access music lessons have accessed the funding.

RM: If the PP parents ask for the funding we provide it.

51 ALTERNATIVE PROVISION

- 4 students attend alternative provision across 3 settings
- daily attendance checks take place and termly site visits take place by T Briggs
- attendance counts in the whole school Holderness figure

52 GOVERNOR LINK VISITS

No governor visits have taken place this half term. All Link governors are to complete a visit once per term.

ACTION: Clerk to send out school contact for each link and a governor visit form.

ACTION: All Link Governors must complete a spring term visit to the school and complete a Governor Visit Form

53 POLICY UPDATE

53.1 Uniform Policy

Following the request of governors at the last meeting to include more information about affordability and make more allowances for leniency of PE kit, T Briggs had reviewed the policy. Governors approved the updated policy

53.2 RSE Policy

ACTION: RSE Policy to be sent to governors for remove approval

53.3 Exams Policy

At the Chair / HT pre-meet it was agreed that the Exams Policy draft should be reviewed again as it is too lengthy (over 80 pages)

ACTION: RM to re-write the Exams Policy

54 GOVERNOR TRAINING

All five established governors had completed the safeguarding module. One governor still to complete the Certificate in the Role of a School Governor" and Certificate in Data Protection and GDPR for School Governors (2022/23)".

The four new governors will be sent the link for The National College and must complete the three mandatory modules before the May LGB meeting.

ACTION: P Woods to complete the outstanding two training modules ASAP

ACTION: Clerk to send the link for The National College to new governors in order to complete the "Annual Certificate in Safeguarding for School Governors 2022/23", "Certificate in the Role of a School Governor" and "Certificate in Data Protection and GDPR for School Governors (2022/23)" before the May meeting

55 DATE OF THE NEXT MEETING

It was agreed that the next scheduled date for a meeting (May) is too far away, and governors would like to have a meeting in April to hear of the Year 11 and Year 13 updated data. This would be a one agenda item meeting – progress of Year 11 and Year 13.

ACTION: DW to provide Year 11 and Year 13 data to the Clerk for circulation by Friday 21 April so governors have a chance to read before the meeting the following Monday

Data meeting: 24 April 5pm

Next full LGB meeting: 15 May 2023, 5pm, pre-meet at 4.30pm

56 AOB

NEU Industrial action

NH provided an update on the intended industrial action by members of the NEU. There are 5 planned strike days: 1st and 28th February, 1st, 15th and 16th March. Although the number of NEU members is known per school, it is not known how many intend to take action, so it is very difficult to know the impact on the first day. It has been confirmed that the school will be open for vulnerable students and parents of emergency workers, Year 11 and Year 13.

57 ACTION POINTS

- 57.1 ACTION: R McDonald to circulate correct KS5 total entries data (minute 46a)**
- 57.2 ACTION: Low attendance in sixth form to be investigated and the reasons for this reported on at the next meeting (minute 46b)**
- 57.3 ACTION: Future attendance reports to include number of students per year group (minute 46b)**
- 57.4 ACTION: Suspension data to show number of students (along with days lost) (minute 46c)**
- 57.5 ACTION: N Holder to present the updated school development plan at the next meeting (strengthen reference to teaching and learning, review actions and their RAG rating, insert actual data in the impact indicators) (minute 48)**
- 57.6 ACTION: Future safeguarding reports to include how many families that were referred to Early Help or the Safeguarding Hub actually access support (minute 49)**
- 57.7 ACTION: Clerk to send out school contact for each link and a governor visit form (minute 52)**

- 57.8 ACTION: All Link Governors must complete a spring term visit to the school and complete a Governor Visit Form (minute 52)
- 57.9 ACTION: RSE Policy to be sent to governors for remove approval (minute 53.2)
- 57.10 ACTION: R McDonald to re-write the Exams Policy (minute 53.3)
- 57.11 ACTION: P Woods to complete the outstanding two training modules ASAP (minute 54)
- 57.12 ACTION: Clerk to send the link for The National College to new governors in order to complete the "Annual Certificate in Safeguarding for School Governors 2022/23", "Certificate in the Role of a School Governor" and "Certificate in Data Protection and GDPR for School Governors (2022/23)" before the May meeting (minute 54)
- 57.13 ACTION: D Wobbaka to provide Year 11 and Year 13 data to the Clerk for circulation by Friday 21 April so governors have a chance to read before the meeting the following Monday (minute 55)

The meeting closed at 7.20pm