



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 3 October 2022 at 5.00pm**



PRESENT: S Gallant (Chair, SG), K Batty (KB), G Cannon (Interim Headteacher), S Fellows (SF), M Kitching (MK), S Laud (SL), P Woods (PW)

ALSO IN ATTENDANCE:

K Ashbridge (KA), E Buckley (EB) T Briggs (TB), J Lovel (JL), R McDonald (RM), D Waterson (Director of Improvement and Standards - EYFS and Primary, DWA) Mr D Wobbaka (Associate Headteacher, Holderness Academy, DW) (Senior Leadership Team)

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.

01 WELCOME

S Gallant opened the meeting by welcoming everyone.

02 APOLOGIES

C Jones was not present at the meeting; however, apologies were not received.

03 DECLARATIONS OF INTEREST

All Governors had been asked to complete the personal details and pecuniary interests form which is an annual housekeeping requirement. No further declarations were made.

04 LGB MEMBERSHIP

After 8 years on the Local Governing Body S Gallant announced he would be resigning as a Governor. D Waterson thanked S Gallant for his years of contribution to the LGB, the school and the local community.

Governors were asked to appoint a Chair and Vice Chair. M Kitching expressed an interest to serve as Chair. There were no further nominations for either role.

Resolved: M Kitching appointed as Chair, and Vice Chair to be revisited at the next meeting.

ACTION: Appoint a Vice Chair at the next meeting

Link Governors confirmed that they would like to continue in their roles. There were no other expressions of interest for these roles.

Resolved: M Kitching will continue as the Safeguarding Link Governor, C Jones will continue as the SEND Link Governor, K Batty & S Fellows will continue as Teaching & Learning Link Governors, P Woods will continue as Careers & Sixth Form Link Governor.

ACTION: Appoint a Pupil Premium Link Governor at the next meeting

05 MINUTES OF THE LAST MEETING (20 June 2022)

Resolved: The minutes of the last meeting held on 20 June 2022 were accepted as a true record and approved by the Chair.

06 MATTERS ARISING FROM THE MINUTES

06a D Wobbaka/K Ashbridge to share feedback from parental surveys - Carried forward

06b Final Safeguarding report to be shared with Governors, once available - Complete

06c C Jones to share Visit Report at the next meeting - Carried forward

06d 'Holderness Academy Parent & Visitor Code of Conduct' Policy to be approved by email and formally ratified at the next meeting - Complete

Q(SF): Were there many students who did not get onto the engineering course?

(DW): It was oversubscribed, product design also sits underneath engineering course.

Q(SF): How is the progress of the knowledge organisers?

(DW): They already exist in each curriculum area and are on the website. Heads of Faculties update these and are shared on the parent bulletin.

07 PERFORMANCE DATA REPORT (outcomes 2021/2022)

This report outlines the performance data for the school in respect of attendance, behaviour, and achievement. Key strengths of the performance of this academic year were an improvement in DA Attainment 8 and Basics and EBacc scores at GCSE when compared to 2019. There remains a sharp focus on continuing to improve the overall outcomes for all learners with a particular focus on HA, MA and DA and SEND learners. Linked to this, attendance must remain a high priority within school. The outcomes for KS5 were below expectations this year, the performance of the academic subjects must improve moving forward.

Strengths

- The % entry for EBacc for DA and the whole cohort is above regional and national
- The performance of DA learners in 2022 has improved when compared to 2019 using the following metrics Attainment 8, Basics 4+ & 5+ as well as EBacc 4+ & 5+
- The performance of Textiles, Computer Science and French has been positive when compared to other subjects within the Academy

Areas in need of development

- The percentage of students achieving Basics at 4+ and 5+ in English and Maths is below both national average and the local authority average. The performance of English Literature is below the performance of English Language. SDP priority 1.
- Improve the quality and impact of tier 1 assessment (classroom-level), tier 2 assessment (department level) and tier 3 (national standardised level) assessments so that interventions and additional support is better targeted and effective. SDP Priority 1
- Improve attendance across all years and subgroups by focussing on reducing PA and overcoming barriers to attending. Mitigate the impact of low attendance on outcomes for the current Year 11, especially PP. SDP Priority 1

Q(KB): Has persistent absence improved since September?

(TB): Difficult to say at this point in the academic year. Attendance meetings taking place with Attendance Officer and Pastoral Staff this week.

Q(MK): Is attendance a problem in Sixth Form?

(TB): No, the culture of attendance is strong.

Q(SG): Are the results as expected?

(RM): Estimates were generous. Work is being carried out with Heads of Faculties to compare results to forecasts to identify CPD needed.

Q(SG): Were forecasts over optimistic or more rigorous marking?

(GC): Not all students carried on the trajectory and did not catch up.

Q(KB): Do assessments show that?

(GC): A lot of students were not doing things at home to keep on track.

Q(DWA): Looking at Science in particular, typically higher ability students would take these papers and the results are low, why are these low compared to others?

(DW): Science is an open option subject, which means students are allowed to opt into this. When it was previously a pre-selected group, the performance was better. Director of Science is looking at this as an option block going forward.

Q(DWA): How many students were put in for the higher paper that did not achieve on that paper?

(DW): 8 students on borderline with results. Staff need to make better informed decisions.

Q(SF): Teacher attendance is key and ensure the quality of the lessons, so targets are met.

(GC): Catch up was key, and the 6th period of the day is important.

Q(SF): How will that be facilitated?

(RM): Steps to Success programme is now in place – revision classes, informing parents, strategies to support teaching staff with revision strategies. Main barrier to this is engagement; working with raising standards team to get parents and students on board. Encouraging students with rewards is being discussed and training Sixth Form Mentors to support.

Q(SG): Primarily for Year 11?

(RM): Yes but will roll down to Year 10. We are creating a culture of independent study.

Q(MK): What was attendance like at the Steps to Success event?

(RM): 27% for Year 10 and 47% for Year 11. Video sent out so parents who did not attend can still access this.

Q(KB): Will the school be working on supporting parents to help students with homework?

(TB): New associate senior leader has been appointed to specifically look at homework. Looking at cultures and actual homework platforms.

Q(KB): Assessments done for Year 11 last year, could you tell us how effective they are and how the data is produced?

(RM): Varies across subjects. Past papers or parts of these. Boundaries given by exams boards to inform grading.

Q(KB): Do other schools do this? Can they go online and find answers to past papers?

(RM): Most recent past papers are restricted online, and therefore can't be accessed by students.

Q(DWA): Period 6 can be encouraged but not controlled, however the school day can be controlled. What percentage of teaching is judged effective from last year?

(EB): Looking at MED & performance, 82%.

Q(SF): Has that figure been quality assured? Results do not match that figure.

(EB): Yes. Working with TCAT on Teaching and Learning framework.

C(GC): Pandemic has had a prolonged effect on schools.

Q(GS): Great results in French but German and Spanish were not as high, why?

(DW): This was down to staffing; this has now been rectified.

Q(DWA): Lack of top end grades at A Level, is that accurate?

(DW): Attracting top end students has an impact but equally teaching practice and aspirations.

Q(DWA): What curriculum changes have been made?

(DW): Rationalised qualifications offered.

Q(MK): Only one student achieved A*, is that correct? Did all students achieve their chosen destinations?

(DW): Yes, a lot of work has been done to ensure students went on to appropriate destinations/chosen career paths.

Q(MK): Is staff/student absence an issue in Sixth Form?

(EB): If staff are absent, the lesson is covered online for Sixth Form. There was an issue with long term absence. This has been addressed this year by upping the number of staff members able to teach certain subjects such as Criminology. A small number of students had to go through clearing, but all students have gone on to do their chosen subjects at alternative locations.

Q(KB): How is the Consortium Sixth Form going to benefit the school?

(EB): Going into the Sixth Form there are visual changes, rebranding has taken place. The Consortium allows the collaboration of resources and good practice. Funding for free bus passes has been put back in place and is real benefit.

Q(KB): Staff who deliver A Levels, do they get to work with other schools?

(EB): Yes, in a supportive way. Utilised subject specific support.

08 SELF EVALUATION FORM

All Governors have sight of the SEF as a live document via teams and follow updates throughout the year.

DWA commented that Jamie O'Brien had worked closely with Senior Leaders and praised the response from them and work ethic of the whole team.

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

09 PERFORMANCE DATA REPORT (targets 22/23)

The report outlines the proposed targets for 2022/23 in addition to the current position on attendance and behaviour.

C(RM): Moving from FFT5 to FFT20 means targets are lower but still aspirational and realistic and may help with accuracy.

C(DWA): Still a significant shift to make these targets from where the figures are now.

C(GC): If the school sets targets that are low, and they achieve these it still would not look great compared to national figures. Setting realistic targets and falling slightly short still shows aspiration.

C(DW): Important for a level of consistency across the Trust.

Q(SG) If grades fall short of these targets, what happens the following year?

(DWA): Setting FFT20 targets is a challenge but compared to SISRA targets they are higher.

C(DW): Previous was FFT5. Happier with FFT20 than the SISRA targets.

C(KB): Challenging students to achieve the best they can is a priority. Unachievable targets could affect a student's mental health, this is something that the school will have to be mindful of.

(RM): Student wellbeing will be part of the Steps to Success programme.

10 SCHOOL DEVELOPMENT PLAN

Key Priorities are as the SEF

Q(DWA): How have the leadership team found the new format of the SDP?

(DW): Compared to other schools within the Consortium the difference is that this SDP has only two strategic priorities. Another document that sits underneath this is needed to break it up into half termly actions to ensure it remains manageable. As a document, it is useful.

Q(KB): After RAG rating, will reds become priorities for the next review?

(DW): Yes.

Q(SG): Early career framework interesting, are there many ECTs?

(JL): Yes, 9. All doing very well.

Q(KB): Will Governors get the RAG rating on the SDP?

(DW): Yes, it is important from an accountability point of view. This will remain a live document in the Teams folder.

11 SAFEGUARDING REPORT

- Continue to meet trust DSLs half termly
- CPOMS categories now collaborated, so all academies have the same categories and will include students who have had a social worker
- Fortnightly safeguarding walks suggested as part of the safeguarding audit, these are taking place with the Facilities Site Manager.
- Child friendly safeguarding posters to be introduced.

Q(SG): Is the information reported to you automatically by social care?

(KA): No. If a student comes to the Academy who historically had help but no longer does, this information is hard to come by. Hull do send this out automatically.

Q(MK): Is this a problem across all the academies in the Trust?

(KA): Yes.

Q(DWA): What has been put in place to make sure information is not missed that is key to a student?

(KA): Added RASHEN which is an acronym for reviewing. This has been adopted Trust wide. Open cases reviewed every 3 months and closed by Safeguarding Manager and DSL. Monitoring list sent out with a reason for closure.

Q(DWA): When will Governors see the safeguarding report that goes to LA?

(KA): This is a version of the below, actual report will also be sent.

ACTION: K Ashbridge to send Safeguarding report to Governors

Children looked after (CLA)	Autumn Term
Number of children	10
Number of families	10
Number of responsible LAs	3
Number of PEPs in place	10
Number of previously CLA children	11

Physical Restraint	Autumn Term
Number of Incidents	0
Number of Students	0

Vulnerable Children	Autumn Term	
	Children	Families
Children subject to a Child Protection plan during any part of the report period.	2	2
Other children subject to Child in Need plan during any part of the report period.	10	9
Child Protection	Autumn Term	
Consultations with Safeguarding and Partnership Hub	0	
Referral for Service made to Safeguarding and Partnership Hub (Request for Service Form completed)	0	
Feedback received from Local Children's Safeguarding Team within 24 hours of receipt of RFS	0	

Prevent	Police	LA
Referrals made	0	0
Response received	0	0
Operation Encompass	Autumn Term	
	Children	Families
Referrals Received	3	2
Received within 24 hours of incident	3	2

12 PREMIUM REVIEWS

Governors had sight of the Pupil Premium Plan in advance and were invited to ask questions in relation to this.

The statement details the Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of disadvantaged pupils. It outlines pupil premium strategy, how Holderness Academy intends to spend the funding in this academic year and the effect that last year's spending of pupil premium had.

Q(SG): Are Sixth Form Mentors assigned to specific students?

(RM): *Not initially. Once Sixth Formers are recruited, it will then be a case of looking at their subject specialism. Where needs of subject knowledge cannot be met, a teacher will assist.*

Q(KB): *Could mentors go into lessons to support in free periods to give extra support to students in need?*

(RM): *This is something to be looked at.*

13 RISK REGISTER

Current risks

1. Falling outcomes resulting in failure to deliver on the mission statement and less students' progress onto appropriate pathways
2. Failure to retain or recruit staff to the school who attend school more often that impacts on the student outcomes and experiences
3. Decline in numbers in Sixth Form in 2022 cohort
4. Students' attendance with specific reference to PA is above national averages in some year groups and some sub-groups.
5. Migration to a new MIS system and moving from Google to Microsoft disrupts teaching and learning for a period of time.
6. Increase in numbers of Year 9 students leaving for Ron Dearing UTC.

Q(KB): *Are staff wellbeing checks done?*

(GC): *Our staff wellbeing manager is working on a survey. A staff wellbeing group meet regularly. Speaking with HR on how to improve staff wellbeing and retention, monitoring staff absence.*

Q(MK): *Declining numbers in Sixth Form. Last year numbers had improved however this year the number has declined, why?*

(EB): *Data and conversations with student have been strong. Law has always been a popular choice however a cohort of staff left to join Wyke which made an impact, which is the same case for Business Studies. A lot of students changed choice to follow these teachers. Process will now be in line with the Consortium College with a more united approach.*

Q(MK): *Failure to retain staff, does this link with that?*

(EB): *Yes. Most staff who had long term absences were absent due to non-work related factors. Wellbeing is at the forefront of all decisions made. Currently advertising Progress Leader posts which the Academy is struggling to fill due to the TLR being quite low.*

Q(KB): *Is the TLR in line with other academies in the Trust? If it is lower, why is that?*

(EB): *No, we are not in line; research was done, and the average was TLR 2C, Holderness is offering TLR 2A which is significantly lower. This is under review.*

14 POLICY UPDATE

14a Assessment and Feedback Policy

Resolved: Assessment and Feedback Policy approved by all Governors

14b Parent and Visitor Code of Conduct

Resolved: Parent and Visitor Code of Conduct approved by all Governors

15 LINK VISITS

All Link Governors must complete a termly visit to the school and complete a Governor Visit Form

ACTION: M Kitching & P Woods to arrange a visit this term

16 GOVERNOR TRAINING

All Governor online training will take place on The National College. All Governors need to complete the following modules:

Certificate in the Role of a School Governor" and "Annual Certificate in Safeguarding for School Governors 2022/23"

ACTION: All Governors to complete statutory training on National College by the next meeting

17 DATE OF THE NEXT MEETING

28 November 2022, at 5pm

18 AOB

None

19 ACTION POINTS

19a ACTION: Appoint a Vice Chair at the next meeting (minute 04)

19b ACTION: Appoint a Pupil Premium Link Governor at the next meeting (minute 04)

19c ACTION: D Wobbaka/K Ashbridge to share feedback from parental surveys (minute 06a)

19d ACTION: C Jones to share Visit Report at the next meeting (minute 06c)

19e ACTION: K Ashbridge to send Safeguarding report to Governors (minute 11)

19f ACTION: M Kitching & P Woods to arrange a visit this term (minute 15)

19g ACTION: All Governors to complete statutory training on National College by the next meeting (minute 16)

Meeting closed at 19:03