

PRESENT: Mr S Gallant (Chair, SG), Mr G Cannon (Interim Headteacher), Mrs K Batty (KB), Mr M Kitching (MK), Mrs S Laud (SL), Mr P Woods (PW), Mr D Wobbaka (Associate Headteacher, Holderness Academy, DW)

ALSO IN ATTENDANCE:

K Ashbridge (KA), E Buckley (EB), E Bull (EBU), T Briggs (TB), J Lovel (JL), R McDonald (RM) (Senior Leadership Team) and 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.

64 WELCOME

S Gallant opened the final meeting of this academic year, everyone introduced themselves.

65 APOLOGIES

Apologies had been received from S Fellows.

Resolved: Approval was given for the absence of the above-named Governor

66 DECLARATION OF INTEREST

SG stated that any declarations would be recorded under each agenda item as required.

67 MINUTES OF THE LAST MEETING

The minutes of the last meeting were accepted as a true record and approved by the Chair.

68 MATTERS ARISING FROM THE MINUTES

68a ACTION - H Gale to resend all internal deep dive reports to Governors (Reading, Behaviour and attitudes, Maths & SEND) - Action complete

68b ACTION - SEND Category to be added to this part of the report) - Action complete

68c ACTION - D Wobbaka/K Ashbridge to share feedback from parental surveys - Carried forward

68d ACTION - C Jones to come in for a visit and meet with the SEND department - Action complete

68e ACTION - Investigate whether the ELSA receives supervision. - Action Complete - KA confirmed that the ELSA does receive supervision.

68f ACTION - D Wobbaka to speak with DSL to establish if the allegations made have outcomes.
- Action complete

68g ACTION - Impact of intervention funded by Education Recovery Fund to be presented at the next meeting. - Action complete

68h ACTION - M Kitching to share his visit report at the next meeting. - Action complete

69 STRATEGIC HEADTEACHERS REPORT

69a Overall Effectiveness

Main priorities - Establishing expectations of parents/carers and celebrating positive aspects of Academy life. The following has been put in place to ensure staff feel safe and supported:

- Visitor sign in screen clearly states expectations
- Staff given clear guidance on how to deal with abusive parents on the phone/in person
- Monitoring social media posts and supporting families on their use of social media

Twitter - Increased use of Twitter/Facebook to showcase things happening at Holderness Academy.

Mental Health & Wellbeing - Holderness Academy & Sixth Form College has received the National College Award for Mental Health and Wellbeing. Would like to thank the staff who supported the process. Holderness Academy and Sixth Form College is the first Academy in TCAT to receive the award.

Safeguarding Audit - Holderness Academy hosted an external safeguarding audit by The Safeguarding Alliance. Lizann Lawson (CEO) wanted to share some feedback regarding this:

'With safeguarding being paramount in everything we do, we carry out internal audits across all our schools. In 2021/22 we extended this further by commissioning an external organisation to conduct safeguarding audits. The Safeguarding Alliance has recently conducted an audit at Holderness Academy and Sixth Form College, and we are pleased with the findings. Although the report has not been finalised, strengths include 'a strong culture of safeguarding' exists across the Academy; stakeholders including learners and staff expressed how 'individuals feel safe at the school;' 'leadership of safeguarding is a strength' and 'Academy attendance is very good with robust processes in place to challenge low attendance.' Most importantly, the audit endorsed our view that the Academy 'has a very good range of interventions (internal and external) offered to support the welfare of pupils.'

Exams - All students conducted themselves well and have shown remarkable resilience.

Q(SG): Now there is a report from the Safeguarding Audit, can that be shared with Governors? and are there any areas of concern from this?

(KA): TCAT Safeguarding audit was last year, this felt more like validation as it was from an external company. Opening line from the audit was 'strong culture of Safeguarding'. Areas for development was the fence surrounding the site, the gaps are too big and that someone could fit their hand through. Another comment was for the Designated Safeguarding Lead to receive supervision, G Cannon already put this in place. Logs on CPOMS to use the acronym 'RASHEN' - Review, attendance, school, help, education & next steps - when closing a case on CPOMS.

C(SG): Auditor seemed impressed on the day with pupil behaviour & lack of litter.

C(PW): Inappropriate use of social media from parents is a minority.

C(KB): If the expectations of parents are clear and make it clear, then that sends the message.

C(TB): Staff wellbeing - staff do not come to work to be verbally abused. Main job is to be role models for our young people.

C(SL): Guidance given to staff for parents' evening was useful.

ACTION - Final Safeguarding report to be shared with Governors, once available.

Planning and preparation for academic Year 2022-2023

- SLT (Senior Leadership Team) preparing ADP (Academy Development Plan), SEF & Risk Register during the summer term.
- SLT completed a needs-based analysis based on training materials circulated from the Vantage CPD hub. From this needs-based analysis the Key Priorities that were derived are:
 - The further embedding off the Academy values in the curriculum/Academy life to make them explicit so that students can understand
 - -The raising of achievement of middle ability boys and Disadvantaged Students by changing the aspirations of those students

Third Priority will come out of the quality of curriculum reviews that are being undertaken during the Summer Term. When all the reviews are completed the leadership team will identify a key theme that needs to be addressed that will improve the quality of education across the school.

69b Quality of Education Summary

Curriculum planning for the next academic year has been completed to ensure that the Religious Studies framework, PSHCE, British Values and Sex Education is being delivered across key stages in various ways.

Actions to date

- Engineering course launched, expected to be 40 learners between the 2 classes.
- Amendments made to options process to ensure that there is flexibility.
- Proposed curriculum structures will be discussed with SLT in the summer. The consultation will be shared with Governors and the wider staff body during the Autumn term.
- Common numerical methods used consistently within science have been shared.

Impact of Actions

- Engineering course established and will be promoted to Year 8 learners.
- Each subject has given an overview of SMSC (Spiritual, Moral, Social, Cultural) in their Department Development Plan.
- All subject mapping complete for KS3 and 4 ready for the next stage.
- Curriculum information for each subject area is now on the website.

Next Steps

- Establish curriculum working groups to develop cross curricular links.
- D Wobbaka to explore the use of knowledge organisers.
- Use student/parent voice and onward destination data ensure that the curriculum is responsive to requirements.
- Work with Heads of Faculties to ensure that there is a clear and explicit link between the school's ethos, values and the curriculum intent / implementation.
- Develop links with primary schools to enhance provision and curriculum.
- Continue to embed the Holderness Communicator strategy.
- D Wobbaka to work with external providers and K Ashbridge to look at external provision.

Generating Walk Thru systems for students to help with revision in KS4 and roll out to KS3 to integrate the culture of revision.

Exams are currently underway. These have been supported by exam 'breakfast briefings' for the core exams, where Year 11 gather for last-minute reminders/notices as well as ensuring that they've had something to eat/drink for breakfast.

Q(KB): Bringing a culture of revision and support is good. Students may want to revise but do not know how.

Q(GC): We are also helping those students who do not have a place at home to revise

(RM): We are looking at lunchtime sessions for next year, supervised by Sixth Form Mentors & existing homework club after school.

Q(KB): Extra sessions for current Year 11's after school have been very useful, and I would like to thank staff for supporting this.

C(PW): A lot of students do not know how to revise. Higher Ability seem to be able to take in revision at home, Middle ability may need more support with this.

Q(KB): Strong basics - still significant gap. Can you talk through that?

(DW): Looking at the comparison between Maths and English, it's the Maths performance in terms of 5+ which contributed to that lower figure. Data quoted is taken from report 2 in April. Best comparison is to 2019. Promotion with learners is key in Maths and boundaries in Maths tend to be more challenging. Whilst it doesn't present as well from a data point of view, the rigour and standard are what they believe the lower figure will be. Basics is Maths and English tied together, it does give that disparity with that drop. Intervention and support in maths early on is being offered.

C(RM): Going forward, the raising standards team will be looking at individual students and picking out bespoke interventions for them.

C(SG): Analysis of girls and boys, the boys are showing an improved performance.

SEND Update

- Looking at how to offer more to students with SEN - have taken part in sports competitions, bowling competitions etc.
- Life skills trip coming up in preparation for adulthood.
- Looking to take part in a session with a school nurse to cover consent.
- Looking at increasing provision from 4 students to 12.
- Discussing with D Wobbaka additional pathways for students with SEND.
- All transitions have taken place. (Year 6-7 & Year 11 onwards)
- SEMH (Social, Emotional & Mental Health) is growing and becoming more talked about. Working towards EHCP for students purely for SEMH.
- By 22/23 the school will have 4 trained ELSAs
- From September Holderness will be a Thrive School, this helps support students with mental health.

LAC Update

- LA (Local Authority) cannot place LAC children in RI Schools, Holderness has 8 and 3 more in September. LA has said they want students coming to Holderness because of the support offered to these students.
- Trained 3 drawing and talking practitioners.
- Took part in work experience, the team did visits to students on placements.
- Weekly meetings to ensure on track.

Q(GC): Are we sure SEND and LAC students will not be NEET (not in education, employment or training) next year?

(KA): Yes. In house careers teams have meetings. If students turn down places that the team has found them, then someone from the Local Authority steps in and tracks the student until they have a place.

69d Behaviour and Attitudes Summary

- Video implemented for external supply staff which is shown when coming into school, explains policies, systems & values.
- Increase in in year transfers.
- Classcharts parents' app has been launched successfully
- EQTs supported with their behaviour management techniques.
- Improved operations in Reflection with appropriate work and restorative/reflective sessions
- Improved data tracking systems allowing the Pastoral Team to be more proactive and know 'WAWN'
- Implementation of rewards into the Sixth form
- Holderness Communicator Rewards implemented
- Implementation of the 'Golden Buzzer'
- Reward trips in the final week of the year
- Queue jump for students with a Holderness Learner badge
- Behaviour Curriculum group formed
- Teaching staff are expected to ring home to a parent/carer after removing a learner from their lesson
- Around 14 students have left for Elective Home Education. Once parents express an interest in EHE, they are being invited into school to make them aware of what this means in a hope to discourage them from taking their child out of school.

Q(KB): How do home educated students take their GCSEs?

(TB): GCSEs can be taken in local libraries etc. 4 out of the 14 this year are in KS4. Safeguarding audit delved deeper into reasons why (risk of Perm Ex, behaviour etc). The evidence we had of the Academy inviting parents in to discuss reasoning and options helped.

Q(SG): It is good news around students coming in, what is driving them to Holderness Academy? Behaviour elsewhere?

(TB): If this is the case, a Level 3 managed move is always offered first. Managed moves have proven a success this year. There are a lot of students coming back from EHE also.

Q(SG): Good to see low level of suspensions, has the number of reflections gone down?

(TB): They have stabilised. Faculty removals are still a concern. Staff are now ringing home after a faculty removal, to build relationships with home and to prevent reoffending. Averaging 6 a day, out of over 1000 students.

Q(KB): What do students do in evening detentions?

(TB): Workbooks and copy out ARRK values.

Q(KB): Detentions are given for lack of homework, could this be completed in the detention?

(TB): 15% of all behaviour comments are because of lack of homework. Consultation took place regarding centralisation of detentions last year. Most of the students in detention were PP, this could be down to having no internet at home etc. Homework clubs were then introduced to help those students complete their homework if help is needed.

Q(KB): Will the whole of the Homework Policy be reviewed or just the behaviour part?

(TB): This is something for senior leaders to discuss at the next SLT Meeting.

C(GC): Interesting to see the suspension rates nationally to compare. Figures have remained low at Holderness, which is favourable.

69e Safeguarding

- External Safeguarding audit showed 'a strong culture of safeguarding.'
- Regular TCAT DSL meetings.
- Use of National College for Annual Safeguarding certificate, policies and tracking.
- Additional safeguarding training and quiz.
- Weekly safeguarding training and updates.
- New starter training.
- Sexual harassment and sexual violence posters around the academy.
- Sexual harassment and sexual violence reporting stickers for student planners.
- Certified school status.
- Certified Mental Health & Wellbeing status.

69f Sixth Form

- Subject reviews linked to Y12 and 13 data collections have taken place.
- Further internal and external Year 11 student interviews have now taken place throughout this term.
- Y12 and 13 student surveys focusing on teaching and learning have been carried out.
- Promotion of the Sixth Form via online platforms such as Logonmoveon has continued throughout this term.
- Monthly promotional events and postcards have been held and given out to prospective future students.
- A renovation and rebrand of the Sixth Form have been planned and will be completed ready for September 2022.
- Sixth Form recruitment going well - 4 external applicants from St Marys.

Q(SG): 104 applications so far, but only 87 places offered. Why is this?

(EBU): Interviews are still taking place, and some want to wait until they have their results.

C(SL): Should get current Sixth Form to promote in an assembly for 10s/11s.

(EBU): There will shortly be a Year 10 taster day. Some current Sixth Formers are working as student mentors which shows them as role models.

70 ACADEMY RISK REGISTER

Risk Register is a live document and is continually updated.

Main risks at the time of meeting -

- Academy is not graded as 'Good'
- Risk of underspending in certain areas
- Staff retention/stability

Q(SL): Are student figures coming in similar to last year?

(GC): Yes, within 3.

Q(KB): Who monitors funds? As Governors no longer see this, who do Governors question about this?

(GC): I get regular updates as a Headteacher to check in year variables. Our Finance Business Manager is very thorough, and funds are discussed at weekly meetings. Finances as a whole are discussed in great depth at the Trust Finance and Resources Committee meetings.

Q(SL): Can budgets be adjusted?

(GC): Yes, budgets will be set soon.

Q(SL): Will the newly appointed Headteacher have an input in that?

(GC): Yes.

71 EDUCATION RECOVERY FUND ANDS SCHOOL LED TUTORING

- School led tutoring specifically for tutoring
- Predominantly used for YipiYap tutoring and external tutoring.
- Student voice to gain feedback - was positive
- My tutor programme, improvement by 0.4 of a grade
- 3-1 intervention, grades improved by 0.15 of a grade
- Pearsons tutoring used with current Year 10's
- School led tutoring by Sixth Form Students in Maths
- Additional £7000 funding received in May will be used for summer school provision

C(SL): Pearsons do a skills test at the beginning and at the end to show progress.

Q(KB): Is that done after school?

(DW): Yes. Best way to increase uptake is to get them involved at the end of the day and keep them in school to do the tutoring.

Q(SG): Recovery funding will be reduced going forward, what will that look like?

(DW): Received around £32,000, next year closer to £23,000, then will reduce consecutively.

Q(KB): Money given now has to be published, if using own mentors, it may not look as good?

(DW): Whilst it looks like hours provided might not be high, the scope of learners they are able to see is more.

72 GOVERNOR LINK VISITS

- K Batty came in for a Quality of Education visit.
- C Jones has been in for a visit, a report to be shared at the next meeting.

ACTION - C Jones to share Visit Report at the next meeting.

73 GOVERNOR TRAINING AND SUPPORT

Governors were informed that the National College will be the single provider for all training needs. All Governors will be issued with a link to create an account.

Governors can also choose to complete the Safer Recruitment module: "Annual Certificate in Safer Recruitment for Education Providers."

74 AOB

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

75 DATE OF NEXT MEETING

Monday 19 September 2022 at 5pm.

76 ACTION POINTS

76a ACTION - D Wobbaka/K Ashbridge to share feedback from parental surveys. (minute 68c)

76b ACTION - Final Safeguarding report to be shared with Governors, once available. (minute 69a)

76c ACTION - C Jones to share Visit Report at the next meeting. (minute 72)

76d ACTION - 'Holderness Academy Parent & Visitor Code of Conduct' Policy to be approved by email and formally ratified at the next meeting. (minute 74)

Meeting closed 7.12pm