

**PRESENT:** Mr S Gallant (Chair, SG), Mrs K Batty (KB), Miss S Fellows (SF), Mr C Jones (CJ), Mr M Kitching (MK), Mrs S Laud (SL), Mrs J Millard (JM), Mr S Wilson (Headteacher, Holderness Academy, SW), Miss R Veitch (RV)

**ALSO IN ATTENDANCE:**

L Arnett (LA), K Ashbridge (KA), R Bird (RB), T Briggs (TB), E Buckley (EB), E Bull (EBU), J Lovel (JL), A Lowery (AL), K Mulkern (KM), V Parker (VP) (Senior Leadership Team), Mr D Wobbaka (Associate Headteacher, DW)

Miss 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**

SG opened the meeting and welcomed new Governor, Sue Fellows.

**02 APOLOGIES**

Apologies had been received from Mr P Woods.

**Resolved:** Consent was given for the absence of the above named governor

**03 ACADEMY DEVELOPMENT PLAN**

All Governors had been issued with the Academy Development Plan, and were asked to send Academy Senior Leadership questions prior to the meeting. Each member of the Academy Senior Leadership then presented their key action points and answered the pre-submitted questions.

**03a L Arnett - Director of Mathematics.** LA's presentation highlighted the key action point to develop cross curricular links to reinforce numeracy across Science, Geography and DT to improve quality of education.

- CPD session for all staff
- Members of the Maths faculty will be assigned to each of these departments and will communicate via email.
- Ensure consistent numeracy methods are taught across the Academy
- This is going to improve the numeracy scores across the school and will be tracked using AMT tests & CAT tests
- Numeracy question at the start of each lesson (Science, Geography & DT)
- Students will feel more confident within numeracy

Q(JM): What are AMT tests?

C(LA): A test used nationally - Similar to PUMA (Progress in Understanding Mathematics Assessment) They are done online and are more accurate. They are marked immediately to ensure personalised learning.

Q(KB): Are they done internally?

C(LA): Yes, and done twice to track progress.

### **03b R Bird - Assistant Headteacher, Curriculum.**

- Further enhance curriculum mapping, sequencing and cross curricular links through curriculum-based workshops for staff
  - Implement tier system (mapping curriculum, progress planning, resources)
  - Part of mapping - audited that against national curriculum
- Further develop curriculum offer with further focus on identified key groups of workers
  - Develop engineering course
  - Develop links between subjects e.g. History & English
  - The Academy has delivered this course for the last 3 years, previously labelled as Product Design. Marketing it more of an engineering course with more focus on local businesses could attract students who may go on to specialised places such as Ron Dearing.

### **03c K Ashbridge -Assistant Headteacher, Safeguarding & Inclusion (SENDCO & DSL)**

- Highlight key support strategies for SEND/CLA learners to include surveys and drop ins for parents
  - Introduced provision map - direct link from home to whole learning support team
  - Parents who provision map has been rolled out like the system
  - Drop ins for parents will begin once a fortnight beginning w/c 20 September
  - Drop ins to include introduction to the refurbished rooms within the learning support corridor. Rest of the sessions will be timetabled.
- Provide regular Safeguarding training and updates alongside specialist support for all staff, particularly those working with learners with additional needs.
  - Frequency of training - just had September Safeguarding training which goes alongside KCSiE training. This is tracked on a programme called National College.
  - Information drip fed into weekly staff e-Brief & b-Brief.
  - Half yearly update/Safeguarding quiz.
  - Additional training for new starters
  - Drop ins for staff who are not on email list (e.g. Cleaners, Kitchen staff)
  - Part of Tutor Programme for students
  - TCAT training - all DSL meet half termly to share practice & support with training.
- Subject matters are decided by the KCSiE (Keeping Children Safe in Education) document & staff voice
- TCAT Safeguarding Audits will take place annually.

### **03d E Buckley & J Lovel -Teaching & Learning team.**

- Implementation of Instructional Coaching
- To further enhance the quality of T&L (teaching and learning) by focusing on questioning, modelling and practice techniques
  - Going from a single observation to something consistent
  - Each teacher in the year will go through 3 coaching cycles



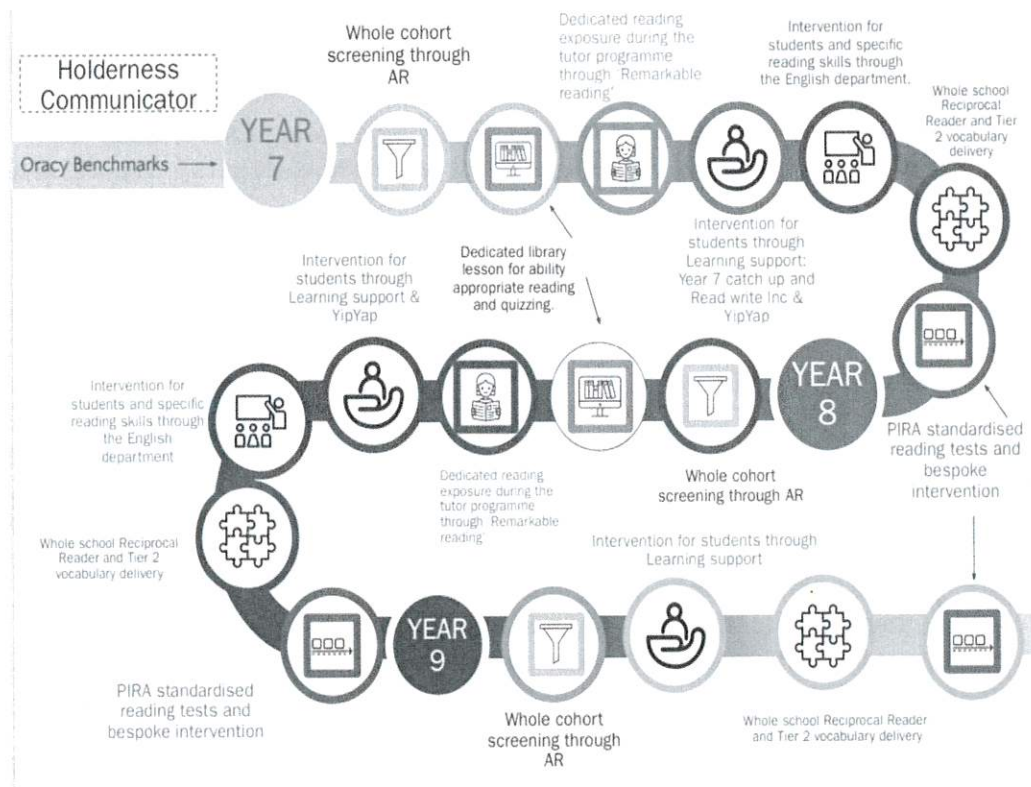
- Based on Walkthrus (connected resources to build professional development).
- Monitoring and evaluation mapped out for the year, meaning data is more robust
- Continued Professional Development recorded on blue sky, can then work with HoFs to appropriately address situations.
- SLT will be seen regularly in classrooms
- Teachers supporting teachers for good long-term development
- Excellent practitioners who already embody this who are coaches
- Currently have 10 coaches across all faculties, apart from Science
- Select these staff as they are collaborative, proactive, passionate about T&L
- Each coach is attached to a department who work with a Walkthru champion. The Walkthru Champion will generally be a TLR holder in larger faculties or Curriculum leader in smaller faculties. This team will coach each other in the first cycle within faculty meetings, promoting the sharing of good practice. Planning with colleagues to help develop their T&L. Also supporting MED (Monitoring, Evaluation, Development)
- Sustained long term improvement, building resources that can be adapted for learners.

*Q(SF): The people that participate in cycle 1, will you collect their views and use this within Cycle 2?*

*(EB): The MED for each one will happen in the second half term, so we have the data and information from the coaches and Walkthru champions for feedback, to develop this going forward. Everyone will be paired up with someone within their faculty to ensure everyone is getting the experience of coaching.*

**ACTION - J Lovel & E Buckley to present at the next meeting**

**03e A Lowery - Director of English began by handing out the below -**



Key action -

- Embed the Holderness Communicator through disciplinary literacy across the curriculum through targeted vocabulary and reading of complex texts.
  - Disciplinary literacy is to have all subjects leading literacy, not just English. Each subject takes ownership of literacy.
  - Screening at the start to see where students are in Years 7, 8 & 9
  - Go through an accelerated reader programme to help with quizzes & reading.
  - Dedicated reading time in tutor time.
  - YipiYap Intervention in English
  - Dedicated Library lessons
  - Introduced whole school reciprocal reader
  - All staff to see reading age of every student on ClassCharts
  - Tracking with summative assessment, standardised reading tests, comparative writing assessments (national standardised tests for writing - called 'no more marking' Judged by staff across the school, not just English staff)

*Q(SG): Is this judged on creativity?*

*(AL): Spelling, punctuation & grammar.*

*Q(SG): Boys continue to struggle compared to girls, does this come back to reading and communicating?*

*(AL): This is the case nationally, there is a lot of research surrounding this. I have done a session on oracy on how staff can speak to boys and girls so they do not get placed into these social categories.*

### **03f K Mulkern - Data & Systems Manager**

- Further develop the use of data by staff and middle leaders to inform bespoke planning, targeted support and effective intervention to accelerate the progress of identified groups of learners.
  - Get data visible for everyone, to make best use of this
  - New training plans for staff
  - Working alongside the exams department, using CAT tests to see what students can do. Use this data to make targets.
  - Improve people's knowledge of data/GDPR by introducing FAQ sheets
  - Making students aware of the data, so they can discuss targets in reports etc.

*Q(RV): How will you monitor what staff have learnt?*

*(KM): By questions asked, comparing data, how often staff are logging into systems.*

*(DWO): Also by making calendared time for data CPD, and quizzes to help gage understanding.*

### **03g Ellie Bull - Head of Sixth Form**

- Develop teaching and learning practices and processes so that they are in line with KS3 & 4
- Increase recruitment of students to HA Sixth Form college by raising the profile of the Sixth Form internally and with other local schools.
  - Big focus on open evenings, to include physical and virtual events
  - Market these events of social media & in the community
  - promote and celebrate all the enrichment activities in more depth to market subjects in Sixth Form
  - Target the open evenings to younger students e.g. Year 10
  - Recruit students from outside the Academy, mainly Withernsea & Winifred Holtby
  - Assembly based promotion to the above schools
  - Key reasons for students going onto other colleges have been captured in an exit survey showing competitors appear more exciting.



- Key reasons students do choose Holderness Academy is excellent results & small class sizes
- Current intake for this year's Year 12 is 81.
- 2020 - 27% intake, this has increased this year by 9% to 36%

*C(SL): From experience going to promotional events for colleges/Sixth forms I have seen interactive open evenings where they have done murder mystery events for criminology. Found these quite attractive.*

*(EBU): This is something the Sixth Form has looked at, doing Wild West Saloons to promote History. Making the physical open evening as successful as possible will be key.*

*Q(KB) When will the open evening be?*

*(EB) First week in November.*

*Q(KB) When will the applications be open/closed?*

*(EBU) They are open now, there is no deadline. Interviews take place November/December. Students can apply after this.*

*C(SW): On enrolment day it was 62 students, it is now at 81 - shows hard work Ellie has done.*

*Q(CJ): Out of the cohort that went elsewhere, do you know where they went?*

*(EBU): Higher number of students going onto apprenticeships, but at the minute Wyke is our main competitor.*

*Q(MK): Are you trying to build relations with universities to try to attract the higher achieving students?*

*(EBU): Yes, we would like to be part of the HE plus programme. Really good for students applying for medicine/Oxbridge. Recently set up a conference for a current student applying to Oxbridge with a recent graduate.*

### **03h T Briggs -Assistant Headteacher, Culture & Climate**

#### **Key Actions -**

- Increase opportunities for Rewards
  - Celebrate success with post cards and pin badges
- CPDL activities using 'Running the Room' by Tom Bennett
  - 'Running the Room' is a widely received evidence-based book given to all staff. Not to be used as a behaviour policy, but to encourage staff to read more and stimulate thought. Book can be used as CPD & can be referred back to.
  - Key message of the book is consistency, rigid sanctions with level of understanding.
- Use of ClassCharts to track engagement and participation in wider curriculum opportunities
  - Sims/ClassCharts to look at data daily to inform
  - Unpleasant behaviours alert on ClassCharts to recognise trends in behaviours to prevent bullying
  - Extra-Curricular timetable to be added to the website & to be tweeted
  - Extra-curricular activities to be tracked and monitored better to improve data - tracked on ClassCharts
- Embed ARRK (Aspirational, Resilient, Respectful, Kind) Values across all subjects as part of curriculum mapping
  - Development of Holderness Values & Holderness Learner to reduce the number of detentions due to teaching behaviour within the curriculum
- To develop tutor time with further reference to British Values & Diversity
  - Tutor programme allows flexibility to react to things going on around the Academy. For example, there has been more litter since coming back after the Summer Break, Recycling will be added into the Tutor programme this week in reaction to this.

Q(JM): Anti Bullying steps - if stage 1 contract broken they move to stage 2, if concerning the same student. What if unpleasant behaviour towards multiple students, will they still move to Stage 2?

(TB): Yes, as this will be picked up on ClassCharts, and will be addressed.

### 3i V Parker - Director of Science

- Introduce STEM (Science, Technology, Engineering and Mathematics) club, embed STEM activities into the KS3 Science curriculum and tutor time to develop a STEM week.
  - Start a STEM Club
  - Creation of a 'STEM team' to not just include members of the Science faculty, but also DT & Maths
  - Aimed at Years 7-9
  - Aim to increase numbers taking Separate Science, further Maths & Engineering
  - More time in KS3 to imbed STEM
  - Looking at adding STEM challenges into the Tutor Programme

Q(MK): Are you hoping to link with external companies?

(VP): Yes, this is the aim to bring in some STEM Ambassadors

Q(MK): Historically females have been hard to recruit into STEM subjects. Have you got some targets for this?

(VP) The students will be exposed to many females in these roles. There will be a number of female members of the Science team and STEM team. Would be good to see more girls following through with Science into A Level.

### 3j D Wobbaka - Associate Headteacher

- Develop consistent approach to QA & MED practices at all levels and key stages through the training of SLT, ML and other leaders to use level 3 Bluesky analysis
  - Staff to use data analysis software such as ClassCharts, SISRA, ALPS, Bluesky
  - ClassCharts helps staff personalise planning for learners, this promotes better outcomes if used effectively
  - Helps staff identify PP students, the ability of learners
  - Improvement in quality of Teaching for Learning & consistency
  - Bring KS5 in line with KS4 in terms of quality of T&L
  - Bluesky to be used by staff, Leaders to have support to use the data & analysis
  - Every half term there will be a specific focus, and look at specific groups of learners.
  - Develop peoples understanding of Bluesky and promote use.

Q(SF): Is this built into staff management targets, to use data?

(DW): Yes, as part of training through directed time. Expectation that progress analysis is part of progress planning. All staff expected to use SISRA at KS4.

Q(CJ): Who does the training?

(DW): Internally, we have a wealth of expertise that needs to be utilised. By doing this internally, we can make the data bespoke to what is needed. External agencies are also used in terms of Software training etc.

- This academic year there is more focused CPD - questioning, using diagnostic questioning, modelling and scaffolding.
  - above completed through Walkthrus
  - Focused so students get the best outcomes



- In terms of improved quality of T&L in KS5 - vocational courses underperform compared to academic.
  - More time in faculties looking at curriculum
  - Move ownership away from Head of Sixth Form to HoFs
  - Making sure there is consistency with quality of assurance
- Frustrating thing for students is inconsistency with staff -
  - Address through process, and B-brief. Drip feed what is expected throughout the Academy & reinforce expectations.
  - MED, staff doing observations
  - E-brief to again share expectations & personal development
  - HoF to share whole school priorities in meetings

*Q(KB): Can staff access ClassCharts at home?*

*(DW): Yes, it can be accessed anywhere with internet access.*

#### **04 HEADTEACHER SEF & ADP UPDATE**

- Going in the right direction to give the best provision for the young people & give the community the best Academy possible
- Balanced budget for the next 3 years based on projected intake/numbers (Year 7 & 12)
- Supply budget gone down - big impact
- Interactive whiteboards installed in classrooms
- New windows & fence installed, new catering company used. This wouldn't be possible without being part of the Trust
- ADP to be shared at the start of the academic year going forward
- Success criteria will be shown by sharing SEF with the LGB
- End of each term, S Wilson & D Wobbaka to meet with Senior Leaders to discuss key actions and success criteria to ensure actions are met. These meetings will be calendared.
- If things are not in place yet, they are well on their way
- Leadership challenge day planned - Ofsted style for leaders who are new to role as CPD

*C(SF): Important to know the capacity is there. Proof that things are on the way can make a big difference.*

*(KB): A lot of marketing leaflets have come through the door recently for other schools/academies. Communication can also sell the Academy by promoting extra-curricular clubs, pin badges etc*

*C(SF): Information on Social Media also.*

*C(SW): Trying to write to parents weekly. Letter going out next week for the ClassCharts parent app - this will show the values & rewards. Sports clubs will be sent out in a tweet.*

**ACTION - S Wilson to share live SEF document with all Governors**

**Resolved:** All Governors were happy to accept the Academy Development Plan.

#### **05 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.

#### **06 LGB MEMBERSHIP**

Governors were asked to appoint a Chair and a Vice Chair. Mr S Gallant expressed he would like to continue to serve as Chair. Mr Gallant advised that J Millard would like to continue to serve as Vice Chair. There were no further nominations or expressions of interest for either of these roles.

**Resolved:** Mr S Gallant was re-appointed as Chair, and Mrs J Millard was re-appointed as Vice Chair.

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

**Resolved:** Mr M Kitching will continue as the Safeguarding link Governor, Mrs J Millard will continue as the SEN link Governor and Mr S Gallant will continue in the role of Pupil Premium link Governor.

## 07 MINUTES OF THE LAST MEETING

**Resolved:** The minutes of the last meeting held on 17 May 2021 were accepted as a true record and approved by the Chair.

## 08 MATTERS ARISING FROM THE MINUTES

08a **ACTION - Curriculum Leader for PE to present to Governors at the next meeting – Action carried forward**

08b **ACTION - Tom Briggs to present at the next meeting - Action carried forward**

08c **ACTION - J Millard to visit KA on 8 June 2021 as SEND Link - Action Complete**

## 09 AWARDED RESULTS SUMMARY

09a **KS4 Summary**

### KS4 Headlines

#### Attainment/Progress 8 Summary

Measure	Academy 2021	Academy 2020	Academy 2019	Nat 2019
Average Total Attainment 8	49.86	46.91	44.09	46.87
Average KS2 Prior Attainment	102	4.76	4.75	-
Average Total Progress 8 *indicative values	0.13	-0.19	-0.14	0.01

#### Basics 9-7

Measure	Academy 2021 %	Academy 2020 %	Academy 2019 %	Nat 2019
Students Achieving 9-7 in English and Maths	16.1	7.5	6.1	11.6
Students Achieving 9-7 in English	22.6	14.4	41.4	17.4
Students Achieving 9-7 in Maths	20.8	11.0	11.0	20.4

#### 'Strong Pass' Basics 9-5



Measure	Academy 2021 %	Academy 2020 %	Academy 2019 %	Nat 2019
Students Achieving 9-5 in English and Maths	43.6	43.8	37.5	42.4
Students Achieving 9-5 in English	51.2	47.6	47.6	53.4
Students Achieving 9-5 in Maths	19.1	44.5	44.5	50.1

#### 'Standard Pass' Basics 9-4

Measure	Academy 2021 %	Academy 2020 %	Academy 2019 %	Nat 2019
Students Achieving 9-4 in English and Maths	69.3	64.2	60.4	64.9
Students Achieving 9-4 in English	73.7	69.7	69.7	70.7
Students Achieving 9-4 in Maths	75.5	68.4	68.4	71.5

#### EBacc Total Measure

Measure	Academy 2021	Academy 2020	Academy 2019	Nat 2019
% Students Entered for the EBacc Pathway	43.1	24.2	24.1	38.3
EBacc Average Points Score	4.39	4.04	3.78	5.18
% Students in cohort Achieving the EBacc (Standard Pass Grade 4+)	32.6	19.6	15.6	23.2
% Students in cohort Achieving the EBacc (Strong Pass Grade 5+)	23.4	14.2	8.5	15.5

- Continued improvement against the majority of performance measures
- 50% of subjects are performing at or above national attainment averages
- CAG GCSE and A level process was fair, valid and robust
- Basics showed continued improvement
- Significantly improved EBacc % entry
- 5+ or equivalent must continue to improve across all subjects
- PP performance has improved year on year however gap needs to narrow
- MA students performed better this year than last
- The gender gap still remains, but has narrowed slightly

Q(SG): Overall shows improvement in terms of attainment and progress, best we have seen in years. Can see where the issues are. In the Spring those achieving 5+ looked as though it was going to be poor; is that good progress, or poor forecasting?

(DW): The reason why the forecast was given in April was a result of the process of the experience students had that year. To inform how we carry out our CPD is the reason we generated that report. Positive things came from that report. We used that data to ensure we had better training.

#### 09b KS5 Summary

- Sustained performance comparable to 2020 Y13 CAG
- The average grade awarded B- in line with the previous performance securing an ALPS Grade 2 score
- Vocational subjects remain the weakest performing subjects overall
- In spite of a summer of confusion, all students secured places at university or employment

- PP students outperformed non-PP students against the majority of performance measures in academic and applied subjects

*C(SG): Outstanding results for PP Students*

*(DW): This is a real success as historically nationally PP students have underperformed.*

*(SW): As KS4 attainment improves, it becomes harder to improve KS5. This raises the bar. This is why T&L needs to be consistent.*

## 10 LEARNER RETURN TO SCHOOL ANALYSIS

- Year 7 - 210 learners
- Sixth Form recruitment good
- Covid-19 - Getting back to some normality in the safest way possible
  - Hygiene/ventilation a priority
  - Students still sanitising when going in/out of classrooms
  - LFT Testing this week
  - Student back to walking around the site
  - Face coverings optional

## 11 LINK VISITS

### **J Millard met with K Ashbridge 15/7/21 -**

- Students felt supported during lockdown
- Transition support important in September
- Enhanced Resource Provision is expanding in September to 15 students
- Attendance has been generally good
- From September a TA from SAPTS (Sensory and Physical Teaching Service) will be in the Academy twice weekly
- Department now sponsoring a guide dog to raise awareness among all students
- From September a monthly Parents' forum will take place after school where parents can come to drink coffee, meet other parents and external parent support groups
- The Academy is investing in upgrading the provision provided in some extra-curricular activities. Year 7 homework club has been running this year

### **S Gallant came in to the Academy to review progress of Pupil Premium Strategy and Catch up funding plans 22/6/21**

- Prolonged closure has hampered delivery of elements of PP Strategy
- Programmes such as My tutor, Tigers Trust, YipiYap have resumed
- On return KS4 figures and gaps had grown, most recent assessments show improved Att8, EBacc. Still a drop on last year
- Focus on first teaching through faculty time and CPD
- Baseline Assessments for English and Maths - use YipiYap and TAs to improve scores
- Plan to repeat the above end of year to see progress
- Catch up funding used for laptops, YipiYap, raising standards team & My tutor programme
- Plan to resume Sixth Form Mentoring in September
- Wider gap in KS4 for DA students is evident, in lower years and probably will be in the new Year 7 cohort.
- PP funding alone is insufficient for increased need for DA tuition support

*Q(SG): Are we in a position that non-link Governors can come for visits?*



(SW): Yes, but from a Trust wide approach to check with G Stafford

**ACTION: H Gale to seek guidance on non-link Governors coming into the Academy for visits.**

## 12 GOVERNOR TRAINING

- NGA Safeguarding Module 2021 to be shared with Governors once updated
- Ofsted Training available for those who missed the previous session - Wednesday 15 September
- Skills Audit to be shared with the minutes

**ACTION: H Gale to send out Skills matrix to all Governors with the minutes of the meeting**

**ACTION: All Governors to complete the NGA Safeguarding module before the next meeting**

## 13 POLICY REVIEW

Anti-Bullying STEPs – **Resolved:** All Governors approved this addition within the Anti-Bullying Policy

Q(SF): Do you look termly at bullying incidents?

(SW): We can do this daily as it is all on ClassCharts. Unpleasant behaviour can be misunderstood as bullying. STEPS policy helps break those behaviours.

C(SF): It is very clear. Would be useful to see how ClassCharts work.

(SW): T Briggs will present an example at the next meeting within his presentation

## 14 DATE OF NEXT MEETING

Monday 18 October 2021

## 15 AOB

None raised

## 16 ACTION POINTS

16a ACTION - E Buckley & J Lovel to present at the next meeting (minute 03d)

16b ACTION: S Wilson to share live SEF document with all Governors (minute 04)

16c ACTION: G Hansom (PE - Curriculum Leader) to present at the next meeting (minute 08a)

16d ACTION - T Briggs to present at the next meeting (minute 08b)

16e ACTION - H Gale to seek guidance on non-link Governors coming into the Academy for visits (minute 11)

16f ACTION - H Gale to send out Skills Matrix with the minutes of the meeting (minute 12)

16g ACTION: All Governors to complete the NGA Safeguarding module before the next meeting (minute 12)

Meeting closed at 7:24pm

