



**Minutes of the meeting of the Local Governing Board  
of Holderness Academy**

**Monday 9 February 2026 at 4.30pm**



**PRESENT:** M Kitching (Chair, MK), J Bagnall (JB), T Cook (TC), K Harding (KH), D Hastings (DH), N Holder (Headteacher, NH), L Johnson (LJ) and N Trory (NT)

**ALSO IN ATTENDANCE:**

T Briggs, (Deputy Head, TB), E Bull (Director of Social Sciences, EB), G Stafford (Governance Professional, GS), Mr D Wobbaka (Deputy Headteacher, DW)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**31 WELCOME**

M Kitching welcomed everyone to the third meeting of the academic year.

**32 APOLOGIES**

N Allison and S Laud

**Resolved:** Consent was given for the absence of the above governors.

**33 DECLARATIONS OF INTEREST**

There were no declarations of interest made specific to this meeting.

**34 SUBJECT PRESENTATIONS**

**34.1 Digital Information Technology (DIT) BTEC- D Wobbaka**

- Summer 2025 outcomes (14 learners): 57% achieved a pass (national 61%)
- Course introduced in 2025 in place of Creative iMedia
- There are 3 components to the course – 2 coursework components and one exam
- There are 20 learners in the 2025/26 cohort. Have moved from whole class teaching in some areas to a scaffolded, tiered approach
- Sending coursework for resits to bank as many marks prior to the exam as possible
- 55% achieved a pass in the December mock exams

*Q: (KH) What trends are you seeing in topic areas in which students need more support?*

*DWo: Some students struggle with the clarity of definitions and understanding exactly what the questions are asking.*

*Q: (TC) It would be good to see like for like data – SEN performance against national SEND for example.*

*DWo: I can provide that.*

*Q: (GS) Does the school pay for coursework resits?*

*DWo: Yes. It is about gaining experience of knowing the assessment and when to do the components. Some of the cohort have poor attendance and need to re submit coursework.*

*Q: (MK) Are some students sitting the exam and not fully understanding the questions?*

DWo: We give support in the lessons and those that struggle have a teaching assistant with them to break down the questions further. We give the skills to answer those questions through modelling and best practice.

NH: We have the Holderness Communicator as we have seen that the longer literacy questions are not answered as well as the short questions. This is a focus for this year.

Q: (KH) Are students supported for the exam preparation as well as coursework?

DWo: Yes, we have 6 lessons a fortnight; 4 are for coursework and 2 for exam prep.

Q: (DH) Regarding the exam – is it on paper or digital?

DWo: Paper.

Q: (DH) In terms of coursework, does your scaffolding indicate different template standards that if reached would achieve a pass, merit or distinction?

DWo: Yes, they are modulated in their coursework. While completing the coursework we can only give extremely limited feedback, but we do a practice at the start of the year and give lots of feedback then.

### **34.2 Business and Enterprise – NCFE (Northern Council Further Education) – D Wobbaka**

- Only 42% achieved at least a L2 pass in summer 2025 (national 62%), value added -0.7
- Issues – Head of Faculty left in 2024 and was not replaced. DWo oversaw the faculty. Business teacher was supported by DWo and grades improved in 2025. However, this teacher then left (December 2025) and a cover supervisor with a business background is now teaching the course. Schemes of work were initially incomplete and not challenging enough, and monitoring and evaluation was ineffective in diagnosing issues. There was also lack of robust tracking for the coursework
- Year 11 coursework (60% of the final grade) is completed between October and January and the exam element is 40% of the final grade
- During the December 2025 mock, only 38% were working at a pass – another mock is being held later this week
- Improvement Measures: weekly measures to evaluate and support students, schemes of learning have been enhanced, data trackers, question level analysis of the exam assessment, DWo and E Buckley conduct supportive weekly drop ins and the Trust Vocational Lead marks the coursework before submission
- This is the final cohort taking this course

C: (JB) This has obviously been a challenging time, and you have been working hard to turn things round. It is also good to hear you are getting support from the Trust.

DWo: Yes, AW does the quality assurance each time we complete one of the four tasks for the coursework.

Q: (DH) There were issues with the scheme of learning. Who made them for the cover supervisor who is currently teaching the course?

DWo: They were written centrally and then adapted for our school.

Q: (DH) Weekly lesson observations seem a lot of pressure on one member of staff?

DWo: She values this. They are not observations, more supportive drop ins.

NH: Importantly the students need to receive the education they deserve.

Q: (KH) How enthused are the students when you drop in?

DWo: They see me as a supportive measure, it is positive for the learners and the teacher.

Q: (LJ) What is the make-up of the cohort?

DWo: Some disaffected boys and middle and low ability.

Q: (MK) And the cohort size?

DWo: 34. There has been a spike in popularity of the course. Each year I send out a survey in Year 9 regarding option choices and this year there were only 12 interested in business. We will no longer offer business but instead can offer sociology, psychology and photography as well as engineering and creative arts.

Q: (TC) There has obviously been disruption with a teaching leaving but is the quality of data poor?

DWo: The critical eye over data was missing and a full understanding that the coursework was 60% of the grade. We now have granular attention to the data.

Q: (TC) How do we know that this is done on a larger scale?

DWo: By monitoring over time.

### 34.3 Health and Social Care BTEC – E Bull

- 2025 outcomes were disappointing: only 61% achieved at least a L2 pass (national 68%)
- 14 Year 11 students are taking this option
- The course was taught by a nonspecialist in 2024/25. When they left, this person was replaced by two non-specialists. When they took over the schemes of learning were only partly in place and were not sufficiently robust to focus on retrieval. In addition, the QA process was not effective to diagnose issues in relation to teaching and learning
- Improvement measures – HSC is now part of the faculty of Social Sciences, support has been given from Hessle and Wolfreton including the provision of schemes of learning, data trackers are in place to monitor progress and QA predicted grades. Resit sessions have been delivered for components 1 and 2.
- The component 1 average score has improved from 27.4 2024/25 to 36.2 2025/26 and component 2 from 30.6 to 38.2 year on year

Q: (DH) Do you have any trips and visits planned to make the course come alive?

EB: Building the cultural capital is a priority. Unfortunately, we struggle to have visits as they are often cancelled at short notice due to the nature of the work (care).

Q: (KH) Have you contacted the FE Colleges to join when they have talks?

EB: No, but I could try that, but ideally we have a visit into a hospital.

Q: (TC) You mentioned staffing issues and data issues. Is this a theme throughout the school?

EB: No, it is not an issue throughout the school but there are underperforming subjects. We need a keen eye on question level analysis.

Q: (TC) Were the data challenge meetings going on last year?

EB: They were, but we need to ensure that there is accurate data across all subjects.

DWo: In science for example, we assess every 6 lessons and feedback and take action if needed. Some leadership did not have that same critical eye.

Q: (LJ) Do you have support from the Trust, such as shared planning and PPE?

EB: Yes, we have shared subject days and we help each other moderate. We can now share things too.

Q: (MK) What is the demand for the HSC course?

DWo: Demand is falling; there is a single class in Year 10, and less than 20 Year 9 have indicated interest.

### 34.4 History- E Bull

- 2025 outcomes were disappointing with only 52% students achieving a 4+ (national was 64%), 38% 5+ (national 51%) and 15% 7+ (national 26%)
- History is an extremely popular option with 126 students in 2024/25 and only 39 choosing Geography.

- Issues – some groups had multiple teachers, QA was not effective in aiding progress of learners and question level analysis of mocks was not carried out (the 12 and 16 mark questions were the ones that students significantly underperformed in), and staff were not sufficiently challenged to support progress
- Improvement measures – more guidance given when students choose options (and the predicted grades in maths and English are considered) so the split of history and geography is more even this year (3 classes of each)
- Head of History is line managed by the Director of Social Sciences. Head of History now meets staff to review progress and tracking accuracy, staff CPDL focuses on department priorities and question level analysis is carried out after every set of unit tests
- Projections: 4+ 66%, 5+ 47% and 7+ 26%

*Q: (JB) Why were things not challenged before the change in line management?*

*EB: I think the leader shied away from challenging the staff.*

*NH: We also restructured to remove the Head of History from responsibility for the other social sciences (geography, philosophy and ethics).*

*Q: (KH) If there wasn't sufficient challenge in history, has there been the same effect on the other subjects?*

*EB: The Head of Geography and Head of Philosophy and Ethics are also line managed by me. We have the same interventions across all social sciences.*

*NH: Geography and Philosophy and Ethics results were strong last year.*

*Q: (LJ) Outcomes for SEN and PP learners were down last year – what additional support is in place for these cohorts?*

*EB: We use interventions trackers that separate SEN, high ability and pupil premium students and review these groups, they are also a priority for the MED and live marking.*

EB left the meeting at 5.55pm.

### **35 MINUTES OF THE LAST MEETING (15 December 2025)**

**Resolved:** The minutes of the last meeting held on 15 December were accepted as a true record and approved by the Chair.

### **36 MATTERS ARISING FROM THE MINUTES**

**36.1 Summarise ways to address subjects that are in need of improvement. Pull together QA and subject analysis in the next Data Report - action carried forward**

**36.2 MW to provide a list of safeguarding topics and assemblies at the next meeting – action carried forward**

**36.3 GS to consider the suggested recommendations for improving the complaints form – emphasis has been put on resolving concerns informally before they escalate to a formal complaint. GS has checked all autumn term complaints that were categorised by the complainant as 'Behaviour of a member of staff' and if that was not the primary cause for the complaint, has re-categorised to reflect the true reason**

**36.4 J Bagnall to complete the Safeguarding for Governance Refresher and Suspensions and Exclusions module - complete**

**36.5 T Cook and D Hastings to complete the full Safeguarding module – see minute 38**

### 37 COMPLAINTS SUMMARY (autumn term)

- Over the 75 days of the autumn term the Trust received 52 formal complaints across all schools, a reduction from 64 in autumn 2024
- 15 of the 52 were from Holderness parents, this is 1.67 complaints per 100 learners
- The reasons for the 15 complaints were widespread, with complaints around communication and sanctions being the two highest categories

Communication from the school has improved significantly over the last 2 years.

### 38 GOVERNANCE MATTERS

NT had completed a safeguarding link report from her visit 16 January 2026. She confirmed that she had been impressed with the school policies and felt assured that all safeguarding procedures were in place.

All governors (apart from NT) were urged to book a visit in now as the next half term is only 5 weeks.

**ACTION: All governors to complete a link visit before the next meeting, completing the report in time to be considered at the meeting**

**ACTION: D Hastings to complete the Safeguarding module**

### 39 DATE OF THE NEXT MEETING

Wednesday 25 March 2026, 5pm (pre-meet 4.15pm)

### 40 AOB

None

### 41 ACTION POINTS

**41.1 ACTION: Summarise ways to address subjects that are in need of improvement. Pull together QA and subject analysis in the next Data Report - action carried forward**

**41.2 ACTION: M Watts to provide a list of safeguarding topics and assemblies at the next meeting – action carried forward**

**41.3 ACTION: All governors to complete a link visit before the next meeting, completing the report in time to be considered at the meeting (minute 38)**

**41.4 ACTION: D Hastings to complete the Safeguarding module (minute 38)**

The Chair thanked all for their contribution and closed the meeting at 6pm.