



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College**

Monday 30 June 2025 at 5.00pm



**THE CONSORTIUM
ACADEMY TRUST**

Shaping Positive Futures

PRESENT: M Kitching (Chair, MK), J Bagnall (JB), K Batty (KB), S Fellows (SF), K Harding (KH), N Holder (Headteacher, NH), S Laud (SL), L Smith (LS).

ALSO IN ATTENDANCE:

K Ashbridge (Assistant Headteacher and SENDCo, KA), T Briggs (Assistant Headteacher, TB), L Johnson (guest, LJ), G Stafford (Governance Professional), M Watts (Designated Safeguarding Lead, MW), 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.

66 WELCOME

M Kitching welcomed everyone to the final meeting of the academic year. L Johnson had been invited to the meeting as a guest until his DBS is processed and he can join as a Trust Appointed Governor.

67 APOLOGIES

Full attendance.

68 DECLARATIONS OF INTEREST

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

69 MINUTES OF THE LAST MEETING (3 April 2025)

Resolved: The minutes of the last meeting held on 3 April were accepted as a true record and approved by the Chair.

70 MATTERS ARISING FROM THE MINUTES

- 70.1 GS to request the reason for TM's absence from the meeting – TM has now resigned from the Board due to personal reasons.**
- 70.2 JOB to discuss with the Director of Finance the request for a Trust statement explaining GAG pooling to accompany each school's PP Strategy – to be included in the PP Strategy for 2025/26**
- 70.3 KA to add the proportion of PP students benefitting from each strategy, where possible - as 70.2**
- 70.4 SENDCO to provide SEN K and SEN E national and regional averages in future reports - complete.**
- 70.5 Number of student suspensions to be shown by year group - complete.**

Date 22/9/25

- 70.6 J Bagnall (Behaviour), K Batty and S Fellows (Curriculum), K Harding (Careers), M Kitching (Safeguarding), L Smith (Community), S Laud (Literacy) and T Marrow (SEND) to complete their summer term link visit and send the completed form to GS by 23 June**
– 4 visit forms had been received, see minute 77

71 HEADTEACHER'S REPORT

- A Director of Maths, Director of MFL and Head of Performing Arts have been appointed.
- 255 Monitoring, Evaluation and Development assessments conducted – 165 through Learner Insights and 90 through Sisra Observe. Average score on Learner Insights is 2.7/3.
- Secondary schools in the Trust are aligning their history, geography and science curriculum for Year 7 in September.
- No Early Career Teachers are expected 2025/26.
- An Alternative Provision report had been provided showing provision, attendance and course studied. TB was commended on how thorough the report was.
- Top 2 risks:
 - Student numbers – For Year 7 2025 there were 162 confirmed applications due to falling birth rates (PAN 210). To compound this further approximately 50 students leave at the end of Year 9 to go to RDC or Hull College
 - Learning Environments – quality of classrooms needs improving

Q: (MK) Will you be fully staffed for September – support and teaching staff?

NH: Yes.

Q: (KB) Do you feel a positive Ofsted result helped you finally recruit in maths, MFL and Performing Arts?

NH: Yes, most probably.

Q: (MK) There is a Teach First teacher in MFL, as well as a newly appointed Director of MFL. Will adequate support be given to both?

NH: Yes, they will be supported by the Trust ECT Lead and an Assistant Headteacher.

Q: (MK) Why do you continue to use Sisra Observe for quality assurance?

DWo: Learner Insights is not currently doing what we need it to do so we have done lots of checks for quality assurance and consistency. We have faith in the output.

Q: (SF) What happens to Sisra data if you move over totally to Learner Insights?

DWo: We can archive data; just cannot use it live.

Q: (LJ) What are the plans for archiving data?

DWo: We will archive centrally and retain for points of reference for the following year.

Q: (SF) What is the driver for moving to Learner Insights?

DWo: To enable direct comparisons across the Trust and there is also a financial benefit.

Q: (KB) Regarding the low expected Year 7 intake, we need to advertise the good outcome. Do you attend primary events and advertise the Ofsted outcome?

NH: Yes, we have done this, and we have widened our attendance to primaries that we haven't previously been to.

Q: (SF) What are your plans to retain Year 9 too?

NH: We are seeing a drop off in number of students leaving at the end of Year 9 due to our technology area. We also have a strong sports reputation.

C: (SF) You are right – what sets Holderness apart from Ron Dearing is the sports offer, so you need to promote this.

TB: We had our first Sports Awards Evening last week, which was well supported.

Q: (LJ) Is there anything you can take from RDC?

NH: They have links with big companies such as Siemens.

Q: (MK) What are the plans to address the quality of the learning environments?

KH: There are plans in place. 12 classrooms are being refurbished over summer, plinths in 9 rooms are being removed, windows and fire doors are being replaced, the SEN area is to be moved to the sixth form areas and money is being put towards the stage, hall and lighting. We are just waiting on the Trust Board to push the button regarding funds at their next meeting.

MK: Thank you, that is really positive. Could we have an update as to their decision?

ACTION: Clerk to update LGB on Trust Board decision to update learning environments

72 EVALUATION AGAINST OFSTED CRITERIA

- School leaders assess the school as Good in all areas.
- Further development is required in quality of education (improving outcomes generally, particularly in vocational qualifications), staff do not implement pupils' SEND support plans as well as they should, and learners do not consistently learn about other faiths and cultures.

C: (NH) We are continuing to embed what we are doing. The new schemes of work in Geography, History and Science will help in those areas. We are also well on with the government's requirement that all Key Stage 3 learners have to do 25 hours of work experience.

Q: (LJ) What support are you putting in place for SEN development?

KA: We tailor CPD and work with the Educational Psychologists around understanding support plans. We also actively collaborate with the attendance team and ARRK team.

73 SCHOOL DEVELOPMENT PLAN

The four development priorities for 2024/25 were:

- To ensure effective implementation of the whole school literacy strategy with effective quality assurance to identify progress and next steps
- To further embedded our ambitious and challenging curriculum for all consistently across the whole school and teach it highly effectively across all subjects.
- To ensure greater consistency in the delivery of teaching and learning within departments and across the school to help drive outcomes above local and national averages.
- To adapt personal development for all pupils so that they have access to a wide and rich set of experiences and careers guidance that prepare them for a successful adult life.

Progress in completing the actions was discussed. It was explained that actions that had been RAG rated as red for a particular half term had just not been progressed further that half term. The new plan will be a three-year strategic plan with a focus on outcomes.

Q: (KH) It is great to see that most targets have been hit, but why has there not been any progress made towards launching speech of the year and the great Holderness debate to raise the profile of Oracy?

NH: We realise that this was too aspirational for this year and will be a focus for next year.

74 SAFEGUARDING REPORT (data up to 31.1.25)

- There is a strong safeguarding culture in the school. A self-assessment was completed in May and sent to the safeguarding in education team, and it confirmed that the school

fully met each criterion within the assessment including policy, DSL, recording, multi-agency working, safer recruitment, managing allegations, training etc.

- 16 Children in Need, 2 under Child Protection
- 9 families have been referred to Early Help
- 34 Operation Encompass notifications
- 23 Smoothwall alerts (most in Year 11)

Q: (MK) Thank you for breaking down the safeguarding incidents to show number of children and year group of those involved. Many of the categories of concern have more students related to each incident than number of incidents, can you explain that please?

MW: Many incidents have more than one learner accused. There could be lots involved in the same incident.

TB: Many of the Smoothwall alerts were related. When the learners log on to a PC, they now see a PDF explaining that, as a safeguarding measure, key school staff are made aware of any words that they search for that could lead to concern.

Q: (KH) What conflicting behaviours do you more commonly see?

MW: Most are Smoothwall offences, followed by peer-on-peer abuse. I'm currently plotting the patterns of concerns and will bring this with me to the next meeting.

Q: (SF) Has the Trust done work on ensuring the thresholds of conflicted behaviours are consistent across different schools, so the permanent exclusions are also for the same level of incident?

MW: Yes, I'm planning to visit the DSL at Winifred Holtby this term to look at thresholds.

C: (SF) It is good to see that the number of physical restraints is low at just 5 incidents concerning 3 children.

MW: Yes, 3 incidents concerned the same student.

TB: We have staff Team Teach trained and we're also working with Oakfield to share practice.

Q: (GS) One of the areas for development that you have listed in your report is to improve record keeping practises of some staff. Can all staff log a concern on CPOMs and who quality assures each log?

MW: Staff that do not regularly use PCs such as facilities and canteen staff have a concerns log. All the rest of staff can log a concern on CPOMs and then myself and the Safeguarding Manager quality assure the logs and ensure that they are categorised correctly.

75 SEN REPORT

- 72 students have SEN support (K) and 48 have an EHCP (E)
- There are a high number of students with an EHCP in Year 8 (13) and Year 11 (14)
- SEN K attendance is 90.8% (national SEN K is 86.1%, regional 84.9%)
- SEN E attendance is 88.4% (national SEN E is 80.9%, regional 80%)
- SEND team are relocating to the Sixth Form building, this will be called the 'Learning Support Centre'.
- Transition remains a priority, and weekly visits are taking place with Year 6 so that the school is familiar to the students and their families.
- Two staff are completing their level 5 Thrive apprenticeship.

C: (JB) I think it is really positive that SEND provision will move to the sixth form building and will be at the heart of the school.

KA: Yes, it is really exciting, it allows us to expand and has a separate entrance so we can be more parent and community focused. It also means that all staff will be in one place and all our interventions will be in one place. It also allows us to grow our enhanced resource provision. We will have our own outdoor space. The plan is to move in, live with what we have and then plan to enhance the area and build our sensory rooms.

Q: (SF) Do you have plans to increase your SLA for the Enhanced Resource Provision?

KA: Yes, as the need is certainly there. If we have more learners than the SLA then it is safer as we cannot be directed to take learners that wouldn't fit with the existing learners in there.

Q: (SF) In the Evaluation against Ofsted Criteria Report it states that staff need to be upskilled on SEND learners' needs. How do you quality assure that?

KA: We had an external educational psychologist deliver CPD so that all staff got the same message. We quality assure lessons, and SEND is a focus for all staff. We have a one page SEND profile for each learner and from September this will be in the teacher files. They will not only be reviewed 3 times a year as now but will be adapted further.

Q: (KB) Do all staff have input in the SEND learner profiles as some staff will know the learner better than others?

KA: Yes, we send out SEND round robins and staff respond so that we can add their comments.

NH: SEN is a key area in the school development plan and needs to be a priority for all.

C: (SF) It would be good to include in your next SEND Report the areas in school where SEN support is working well.

Q: (KH) Do you experience a difference in the processing of EHCPs between Hull and East Riding?

KA: The speed of processing is similar but communication with Hull is easier. It is a step forward that Hull is now matching the East Riding with the funding for the lowest band.

76 ATTENDANCE AND BEHAVIOUR REPORT

76.1 Attendance

- Attendance continues to be well above national and regional averages.
- Whole school attendance to date is 93.1% (national secondary is 91.4%).
- Boys' attendance is 93.6%, girls' 92.6%.
- Non – PP attendance is 94.4%, PP 88.5%.
- Non – SEND 93.4%, SEND 90.8% (this is 4.7% above SEND national average). SEND attendance is the best of all East Riding secondary schools.
- 7% students still have 100% attendance.
- 18.5% students are persistently absent (attendance of <90%).
- Year 10 attendance was a focus of a TCAT Intra school competition.
- Areas in need of development are to close the pupil premium gap and girls' attendance, particularly in Year 10

C: (JB) Congratulations on the best SEN attendance in the region, it is excellent.

C: (KA) I must commend all your attendance statistics, well done.

Q: (MK) Why are you experiencing problems with carrying out home visits?

TB: Some of our students live a long way away, such as Leconfield or Spring Bank. The visits take a long time and use considerable staff resource as two staff always attend, and it may take two hours out of the day. Home visits do work though.

Q: (LJ) Why does attendance drop off in Years 9 and 10?

TB: This is a typical trend – it is high in Year 7, dips in the following year groups and then increases again in Year 11. We initiated a TCAT competition to improve Year 10 attendance, particularly on Fridays and we all chose 10 students to focus on. 6 of the 10 now have attendance of above 90%.

C: (JB) During my Link visit to the ARRK I saw the streaks idea for attendance which I really like as it is student friendly and simple and students want to increase their unblemished streak of days attended.

76.2 Behaviour

- Days lost to suspensions has reduced by 28% from this point last year. Much of this can be attributed to the ARRK Unit supporting with behaviour and re-integrating students back to the school.

- 498 days have been lost to suspensions YTD compared to 692 days at the same point 2023/24.
- Year 8 is the most concerning year group with the highest number of suspensions and a very high re offending rate.
- Year 11 has the lowest number of behavioural incidents.
- Most suspensions involve girls (more than 2:1). Girls have higher rates of suspension than boys in every year group, except Year 9
- There have been 2 permanent exclusions YTD.
- Area for development is to ensure staff use consistent techniques to promote students' self - regulation.

Q: (MK) Why is self-regulation an area for development?

TB: This is about staff applying self-regulation techniques consistently. To improve consistency JT and I visit the classrooms to look at compliance, but we are aware we need to do more QA.

Q: (GS) Is Year 8 being the biggest area of concern typical each year as the initial good behaviour of Year 7 has reduced and the students are still immature in Year 8?

TB: Not always, usually the biggest concern is Year 9. The work we did with Year 11 to increase the attitude to learning (ATL) has been rolled out to Year 8 and we are seeing an improvement of half a grade in their ATL. This is now being seen in their improving behaviour.

77 GOVERNOR LINK VISITS

Four Link visits have taken place since the last meeting:

Careers – K Harding 11 June 2025

Community – L Smith – 5 June 2025

Literacy – S Laud 20 April 2025

Safeguarding – M Kitching 23 May 2025

The Chair thanked the Link Governors that had completed visits. All reports were of high quality and informative.

ACTION: J Bagnall (Behaviour), K Batty and S Fellows (Curriculum) to complete their summer term link visit ASAP

78 POLICY MATTERS

A Trust wide **Attendance Policy** will be in use from September 2025.

A Trust **Uniform Statement** will also be in place from September 2025. There were a couple of details to the Trust policy that needed clarification.

The Board asked for the Clerk to feed back after speaking to the owner of the policy.

Minor changes to the local **Behaviour Policy** procedures were discussed:

- Peer on peer contact has been added as a warning.
- 2 x faculty removal in a week = Reflection
- 2 x late in a week= detention

SF commented that the reward aspect to the policy needs development as there were too many penalties and not enough rewards. The question was asked what would happen to unspent rewards at the end of term as reverting the reward balance to zero would lead to disillusionment.

TB stated that the number of rewards given was reduced on last year as staff find it more challenging to give a reward using Arbor.

Resolved: Changes to the local Behaviour procedures were approved.

ACTION: Clerk to feedback on uniform expectations (nose studs and AF1)

79 DATE OF THE NEXT MEETING

Monday 22 September 2025, 5pm (pre-meet 4.15pm)

80 AOB

80.1 Understanding Data

The Director of Improvement and Standards has agreed to do a Teams session to explain performance data in detail before the next meeting. The date for this is Tuesday 9 September at 5pm. Link will be sent.

ACTION: Clerk to invite LGB to a Teams meeting – Understanding Data, 9.9.2025

80.2 Thank you

This was KB and SF's last LGB meeting as they had decided not to renew their terms. The Chair thanked them both for their hard work, dedication and challenge over 5 years. SF agreed to continue to support the school in student and staff panels, which was very much appreciated.

80.3 Education Team Attendance

The Board requested the attendance of a member of the central Education team at future meetings so that they could explain the rationale for decisions, such as the change in uniform policy and the change in scheme of learning in English when Holderness had the highest results in English across the Trust in 2024.

81 ACTION POINTS

81.1 ACTION: Clerk to update LGB on Trust Board decision to update learning environments (minute 71)

81.2 ACTION: J Bagnall (Behaviour), K Batty and S Fellows (Curriculum) to complete their summer term link visit ASAP (minute 77)

81.3 ACTION: Clerk to feedback on uniform expectations (nose studs and AF1) (minute 78)

81.4 ACTION: Clerk to invite LGB to a Teams meeting – Understanding Data, 9.9.2025 (minute 80.1)

The meeting closed at 6.30pm

