



**Minutes of the Meeting of the Local Governing Board of
Holderness Academy & Sixth Form College, held on Monday 1 October 2018, at 6.00pm.**

Present:

Mr S Gallant (Chair, SG), Miss A Ferguson (AF), Mrs P Gerrard (PG), Mr J Glover (JG), Mr N Taylor (NT), Mrs D O'Toole (DO), Mr G Thurston (GThu), Mrs S Young (Interim Executive Head, SY)

In attendance:

Mrs T Jarvis (Clerk to the LGB, TJ), Mr R Mattocks (Assistant Faculty Head, RM), Mrs V Meunier (Faculty Head, VM), Mr I Midgley (Assistant Head, Standards, IM), Mr N Pinder (Acting Deputy Head, NP), Mrs G Stafford (Clerk to The Consortium Academy Trust, GS), Mr G Truran (Deputy Head, GT),

Throughout the minutes, 'Q' indicates a question and 'C' a comment made.

01 WELCOME

SG opened the meeting and welcomed all governors and the newly appointed staff governor, AF, to the first Local Governing Board Meeting of Holderness Academy.

SY informed governors that communication strategies including media notifications have been taking place. A banner, displaying the Academy name has been erected on the site gate. Students have been asked to submit one positive word which best describes their school. These will be used to create displays around the Academy.

02 PRESENTATION Computer Science and ICT – Mr R Mattock Computer Science and ICT

Outcomes in Computer Science and ICT are consistently below National and outside tolerance range for predictions. What actions are leaders taking to ensure this trend does not continue into 2018/19 outcomes?

Computer Science

Lines of enquiry (from summer 2018 results)

- P8 significantly below where predicted
- PP lower than non-PP (2 students)
- Girls outperformed boys (total number of students 20 of which 2 were girls; one girl achieved the school's top grade)
- High ability students not gaining the higher grades

Computer Science – Actions

- 5% added to summer grade boundaries, to be used as a benchmark for target grades
- Plan to have theory content covered by end of November
- PPE planed Nov/Dec using 2018 papers to give accurate picture of current progress
- Actively use the NEA (Non- Exam Assessment) to support revision of topics from Paper 2 (this was not allowed/unclear last year). NEA does not carry any marks now but must be completed
- Year 10 will complete their NEA in the summer term 2019 (current Year 11 - this was not permitted)
- A range of centres will be involved in Nov/Dec PPEs. Results data from PPEs will be compared across centres, form further lines of enquiry and provide external validation.

- The Academy must ensure all students are given the opportunity to spend 20 hours of timetabled time on the NEA task
- Tracking document looks at target grades and grade boundaries plus 5%

Q: (DO) The tracking document displays a very 'boy heavy' group, is that indicative of all your groups?

C: (RM) Yes, except for Year 9 where just under half are girls.

C: (SY) For last year's Year 11s there was little structure as to which students were able to pick the course, so any student could choose it. It is incredibly maths based and quite a difficult course. There were some students who have SEN/low ability on the course and it was not an appropriate course for these students to succeed in. We have now changed the way we select students for this course, as it is not fair to accept students onto a course they cannot possibly access. This change is effective from the current Year 9 group.

C: (RM) We did not tell students they could not choose the course, we guided them towards IT, which is more appropriate for them and, on the whole, they accepted this.

ICT

ICT Lines of Enquiry

- P8 significantly below where predicted
- PP lower than non-PP
- Girls significantly outperformed boys
- High ability students not gaining the higher grades
- B064 internally assessed unit was moderated down - appealed
- This was the last year of GCSE.
- Student numbers much higher in ICT (64) than Computer Science (20)
- The pending appeal could make an upwards difference of a grade for 14 students.

ICT Actions

- Year 11 - CiDA
Tracking document is in place for the coursework
Tracking document was used to analyse the exam marks and support predictions in the recent data collection
- Year 9 & 10 - BTEC Tech Award DIT
Tracking document being developed with support from Deputy Head of Faculty

CiDA course only being run for one cohort (Year 11) and has been removed from the approved qualification list so is not being offered to other groups. Year 9 and 10 are doing BTEC

CiDA tracker is a new tool being used to track progress and identify coursework gaps. Students can see exactly what they have completed, what they have outstanding and teachers' comments. The tracker also has links to exam board materials.

BTEC tracking tool

- Tracks student progress
- Identifies gaps in work completed
- Calculates the grade for a component
- Overview sheet pulls data together
- Facility to share with students on an individual level

Teaching and Learning

- Monitoring and Evaluation schedule - Head of Faculty to put in place
- Work Scrutiny and Lesson drop-ins – track where teachers are in term of Scheme of Learning compared to where they should be

- Student Voice – new to department and will involve KS4 pupils and start before half-term
- Head of Faculty leading Faculty Schemes of Learning - to follow faculty template to support the higher ability through stretch and challenge

NT joined the meeting at 6.20pm.

Q: (SG) The initial concerns were relating to the under-performance versus forecast. The B064 was moderated down. Do you think there is a link between our over-optimism and the marking of externally assessed work?

C: (RM) I do not think we assess external work optimistically. The board agreed with our marking of B062. They have given us a written report for B064 which we have gone through and tried to understand but we disagree as we have found evidence for some (not all) students where the board has said they have not seen any evidence at all. We will wait to see what they say.

Q: (SG) You sound quite hopeful that many of the appeals will be upheld, will that close the gap?

C: (RM) Yes it will

Q: (SG) To what degree?

C: (RM) It depends. It could make quite a significant difference to seven students. (SY) not likely that grades will be changed at this time

Q: (JG) Is there any way you can get boys to perform the same as girls?

C: (JG) We have found that once girls get over their fear, and often it is that, they are actually very good programmers and tend to think very logically and solve problems very well. Girls tend to be hesitant, but once this is broken down, they will fly. It is still seen, unfortunately, as a very male subject area.

Q: (DO) There is a danger that all you do with trackers is track underachievement – what one thing are you going to do this year that is going to make a difference?

C: (RM) We are going to take the 4 or 5 students who are underperforming the most, speak to them and maybe look at the reasons why and see if there is anything we can do about those reasons. Use the support sessions; where this is IT coursework we can work with them on that and set very clear things they need to do. For Computer Science, it may be the case of looking at extra questions, targeting areas they are struggling with the most. If we can, then move onto another group and use this to inform our intervention

C: (VM) Pupil progress meetings with TLR holders within the faculty are happening – we need to hold our team to account. We need to sit down with them prior to data entry and we need to check that the data being input is constantly accurate. This is a leading theme within the faculty.

RM and VM left the meeting at 6.30pm

03 DECLARATION OF INTERESTS

Annual declaration forms were handed to governors after the meeting and were completed and returned.

04 APOLOGIES FOR ABSENCE

Apologies had been received from Mrs W Swindells

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

05 MINUTES OF THE LAST MEETING (11 June 2018)

Resolved: The minutes of the meeting held on 11 June 2018 were accepted as a correct record and recommended for approval by the Chair, SG

06 MATTERS ARISING

DO asked Mr McCready a question pertaining to RE and SMSC at the Extraordinary Meeting on 4 July 2018. GS confirmed this is recorded in the corresponding minutes.

- 06a ACTION: NP to present the findings from the video clips regarding student expectations towards their teachers and learning at the next meeting.** SY confirmed this will be presented at the next meeting, action to be carried forward.
- 06b ACTION: GT to present relevant attendance data in the same format and style as the earlier 'achievement' section for consistency and ease of understanding.** Completed
- 06c ACTION: GT to circulate to governors the LA / Wolds TSA review on Disadvantaged provision at the next meeting.** Completed, date is 18 October 2018 at 17.30
- 06d ACTION: CLA, Safeguarding, Equality, Key Stage 5 Achievement, Effectiveness of Leadership and Management and the Post Ofsted Plan reports to be reviewed at the next meeting.** On the agenda for this meeting

07 MINUTES OF THE LAST MEETING (10 September 2018)

Resolved: The minutes of the results meeting held on 10 September 2018 were accepted as a correct record and recommended for approval by the Chair SG

08 MATTERS ARISING

- 08a TJ to invite the Computing Faculty Leader to present to governors at the next meeting 1 October 2018 - Complete.** See minute 02.
- 08b TJ to circulate 4 policies for review: Marking and Feedback, Behaviour, Homework and Curriculum Intent - Complete**

09 STRATEGIC TEAM REPORT TO GOVERNORS

SY confirmed the LGB will meet four times a year. The primary focus of all meetings will be based on what affects the children and young people in school and what is impacting on them. Governors will receive a report each term and this will be in a consistent standardised format.

09a Achievement

i) Internal Tracking Analysis including Disadvantaged Learner update

- Year 11 Reports home will be sent in January 2019 and will coincide with next Governors' meeting.
- Since outcomes presentation was made available to Governors, a number of re-mark requests were received and subsequently sent to exam boards. Many successful returns and no results have gone down
- The direction for Autumn is 'Preparing Students for Exams'
- There is a focus towards improved outcomes in 2019 via rigorous accountability

	<i>School 2018</i>	<i>Local 2017</i>	<i>National 2017</i>	Year 11 2019 Pred'd
Progress 8	-0.12	0.02	-0.03	0.25
Attainment 8	45	47	44.2	48.3
EBacc (English Baccalaureate) Average Points Score (APS) (new 2018 measure)	3.79	3.89 ER (3.35 Hull)	3.87	4.15

% Entering EBacc	12.2	30	35	23.7
% Basic (5+)	41.2	44.1	42	41.1
% in ed/emp after KS4		95	94	

C: (JG) There is no School 2018 data for % of students in education/employment after KS4

C: (IM) There is lag on the collection of this, but we are above national based on internal information

Q: (JG) What is the definition of 'Open Element'?

C: (IM) Progress 8 as a measure is categorised into four major elements. English and Maths account for 2 each, EBacc is three and the Open Element is a further three.

SY advised governors that both subjects (MFL and ICT) have been placed in the same faculty and are now under the same leadership, which is a cause for concern based on outcomes and teaching and learning. SLT is meeting regularly to look at monitoring evaluation schedules and to identify what further support is required.

C: (SG) Percentage of students achieving 9-4 Basics is forecast at 57.1%. Considering English predicting their best year ever, this seems low.

C: (IM) It is the best year ever in terms of 5+ and 4+ but the crossover for those students is particularly low. I am meeting once every two weeks with the Heads of Maths and English Faculties to ensure we have appropriate pupils who get both English and Maths at grade 4 and above. If you consider English got 77% in Summer 2018, they are looking at 82% this year. They are accurate with their forecasting, but the concern is that only 57% of those pupils are going to get Maths as well as English, so the crossover is not good. Maths are looking at high 60%. Therefore, there are pupils achieving English but not Maths and pupils who will get Maths but not English. The current focus is on 5+ as it is one of our headline measures. 12 pupils in Maths to focus on and 18 in English.

C: (SY) Maths predictions for 5+, as reported in the Results Meeting, were not accurate

C: (SG) There hasn't been much focus on PE underperformance

C: (SY) Performance was well below national

C: (IM) 2018 PE was 33% below national average in terms of forecast and 28% the year before

Q: (GThu) Why are History doing so well?

C: (IM) This faculty also contains Geography. History went through the Teacher Improvement Programme with NP. One of the main foci was to do with high ability pupils and stretch and challenge. This did show in the results as they secured better results at the higher end. Although, we were not achieving the top grades; there should be more 8s and 9s.

C: (SY) Conversations taking place in relation to the reliability of their internal tracking data – they are not able to confidently identify those students at the top end to potentially intervene. Girls have outperformed boys in History. The removal of foundation tiered papers is a concern for boys as questions are no longer broken down. We are looking at a restructured revision programme. Similar issues exist in PE. Previously 60% of the PE course has been practical. This is now 30% with 70% for the written exam.

Q: (NT) Is there a tie-in between PE and Science? Can the Science faculty provide any help to PE?

C: (SY) We have put English in place to do this. We have found that it is not the subject knowledge, it is the literacy skills. It is a bigger problem for boys than for girls, but as girls tend to outperform boys in English it is not a surprise.

C: (IM) Observations and support will focus on PE classroom-based lessons as this is where the direction is needed.

C: (SG) Achievement of 'other groups', Progress 8 Gender gap will narrow this year, but the English element still has the largest gap. The gender gap for English is between -0.125 and -0.412 whereas in Maths it is 0.181 and -0.410.

C: (SY) The English confidence interval offers a greater range so therefore this would suggest there is an issue there.

C: (SG) But in Maths, it is the girls who are not making the progress.

C: (SY) Yes and this is a national trend.

Q: (JG) GT and SY attainment predictions MFL action plan with Head of Faculty – is this ongoing or has it finished?

C: (GT) Ongoing, we meet each week and the action plan will be finalised after the CEO visit which is taking place this week.

Governors requested a presentation from the English faculty to review progress and outcomes. A specific question will be formulated and sent to the Faculty Leader.

ACTION: TJ to invite the English Faculty Leader to present to governors at the next meeting 21 January 2019.

ALP

SY explained that Alternative Learning Provision is about providing an opportunity for some of the Academy's more challenging young people, and at times can be about avoiding permanent exclusion. The Academy commissions a variety of placements with providers allowing these students to take on courses which are generally more practical based and more appropriate to their needs.

- Approximately £68k being spent on ALP per year
- The Academy will be more selective about the providers used in the future
- All students currently attending ALP were at risk of permanent exclusion

Q: (NT) If students start performing well on an ALP, is there a chance you can bring them back to mainstream?

C: (SY) No. The alternative provision is very different and more bespoke. By bringing them back you could have a very disenchanted young person who was succeeding in a setting, yet you are bringing them back to a place which previously proved negative for them.

Q: (PG) Are these children with SEN?

C: (SY) No this is not to do with children with SEN. It is largely due to behaviour issues and students at risk of being permanently excluded unless we can find them alternatives which are successful.

ii) SEND update

- Maternity SENCo cover (3days per week) is working well
- Number of children and young people with SEN Support and EHCPs is significantly below national

REGISTER				
Year Group	No. in Cohort	SEN: 2017/18 (SEN support/EHC)	(%) School 18/19 (SEN support/EHC)	(%) National 16 / 17 (SEN support/EHC)
7	221	(19/4)	10.4 (8.6/1.8)	
8	197	(22/0) ↓	11.2 (11.2/0.0)	14.0 (13.2/1.8)
9	243	(22/5) ↑	11.1 (9.1/2.1)	14.3 (12.5/1.8)
10	246	(13/6) ↑	7.7 (5.3/2.4)	13.6 (11.7/1.9)
11	219	(7/8) ↓	7.9 (4.5/3.6)	13.2 (11.2/2.0)
Whole School	1175	(83/23) ↑	8.1 (7.4/2.0)	12.7 (11.0/1.7)

09b Quality of Teaching, Learning and Assessment

i) Quality of teaching

NP explained that the key issue is consistency

- Training day on 3 September 2018 focused on non-negotiables as well as the key Teaching and Learning elements
- Seven additional Teaching and Learning events planned – foci to include questioning, differentiation and AfL
- Heads of Faculty training to include lesson observation
- Looking at Monitoring and Evaluation structure within faculty areas. Mrs Gibson (Deputy Head at Bridlington School) supporting with this.

Q: (SG) *Teaching standards in Science seem to be seriously adrift of the rest of the curriculum in terms of these assessments, yet we are getting good results in Science. Why is that?*

C: (NP) *It was a good year for Science in terms of KS4 results, but at the same time there was a significant action support plan put together by our teaching partners. It is fair to say that the level of coaching intervention that took place fairly rapidly had a real impact.*

C: (IM) *The Head of Faculty should be praised for the work she has performed in what is a difficult faculty. Schemes of Learning have been written which are structured and take both students and staff down the right path. Without this, supply teachers would not have the necessary direction.*

C: (SY) *The study plus programme has also be significantly beneficial where we tried to make up for periods of inadequate teaching by providing intervention at the end. This did work and did pay off for last year's Year 11, but this is a crisis management strategy that cannot continue so we need to look at improving teaching and learning.*

Q: (NT) *Have we lost four teachers from Science?*

C: (NP) *No, ICT staff have simply moved out of the Science Faculty and into the Business Faculty*

C: (SG) *Creative Arts, both this year and last - more 'requires support' than 'strong'*

C: (SY) *This marries up with the outcomes*

ii) Curriculum

- Student voice – Year 9 students positive about the start of their GCSE studies
- Minimal students wanting to change GCSE course (3)
- Significant improvement in EBacc entry (97/244) 40%, which is 28% increase on last year
- Last year 12.2% entry EBacc entry – 7.6% achieved it

C: (SY) *Our current curriculum is not flexible to deliver a little more appropriately to the mid to low ability learners. We are looking at how we can work across TACT to maximise the opportunities for a variety of different courses to better match the needs of the students. We are looking to run a GCSE PE course and a BTEC PE course. Photography is a new course this year and has proved popular – limited to one group this year as a new course. We have discovered that we have 11.5% Year 11 and 10% Year 10 where the course code entry discounts another course, e.g. as some students are doing Art, Product Design and Textile the course code is the same for these 3 courses, only one of their exam entries will count. This doesn't matter for the students, they will receive 3 grades, but of us it makes a difference. It is not their best grade that will count, it is their first grade.*

Q: (JG) *Have you considered splitting the MFL French group (of 32 students) into two groups of 16?*

C: (SY) *There is not the staff. A member of MFL was made redundant last year.*

YEAR 7 Detailed Analysis of Non Specialist Teaching			
Non Specialist Teaching Periods Each Week	No of Students	Percentage of Student in Cohort	Percentage of Time Per Week
0	13	5.94%	
1	65	29.68%	4.00%
2	67	30.59%	8.00%
3	26	11.87%	12.00%
4	20	9.13%	16.00%
5	9	4.11%	20.00%
6	19	8.68%	24.00%

C: (SY) There is a small number of students with a significant concentration of non-specialist teachers and we need to look at how this is spread out next year, if required, and we will.

C: (S) Is Business Studies being addressed by appointment of new member of staff in January?

C: (SY) Yes. We have had a Cover Supervisor delivering to last year's Year 11s who achieved positive outcomes. This has been structured so that she teaches the same unit and develops confidence in delivering that unit and the students are rotated

Q: (SG) Will the appointment of the Business Studies teacher bring the periods of non-specialist teaching figures down?

C: (SY) It will for Years 9, 10 and 11, but not Year 7

09c Personal Development, Behaviour and Welfare

i) Attendance and Punctuality

GT reminded governors that any student whose attendance falls below 90% will be classed as a Persistently Absent (PA) student.

Monthly Attendance Year 7 - Year 11 Attendance Data Comparison											
Whole School Attendance %											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
2016/17	95.6	94.3	94.3	93.7	91.6	94.0	94.6	93.9	93.9	92.6	91.1
2017/18	94.6	94.7	94.8	91.7	94.3	92.1	94.6	94.8	93.6	93.3	91.8
2018/19	96.4										
DA Attendance %											
Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
DA 16/17	93.5	91.7	91.9	91.3	90.3	92.4	91.4	90.8	91.3	89.6	88.1
DA 17/18	92.0	92.4	93.2	90.8	92.2	89.6	93.3	92.6	91.5	90.5	90.1
DA 18/19	93.7										

Other significant Improvements in attendance over the year:

- Year 11 DA students improved their attendance by 3.1% - this is significant and clearly impacted on outcomes
- Year 10 DA students improved their attendance by 1.4% - significant gain.
- Year 7 DA students improved by 0.5%
- Year 8 DA students improved their attendance by 0.1%
- Non-DA students Year 7-11 improved by 0.4% to 94.7% slightly below National of 95.1% (2016)
- Year 7, 8 and 11 all improved their overall attendance by 1.0%, 0.5% and 0.9% respectively

Strategies 2018/2019

- Continue to increase awareness of attendance through Social Media – Twitter feed.
- Attendance letter/information sent home to parents/carers during the first week of term
- 23 Penalty notices/fines for holidays/10 unauthorised absences in 13 weeks.
- Structural change in the management of Attendance Action Plans – added consistency and rigour.

ii) Behaviour

Isolation Analysis - *C4 Data is students placed in isolation.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	All
15/16	48	73	93	55	80	84	139	57	98	113		917
16/17	73	67	102	34	81	68	85	45	69	75	78	777
17/18	61	107	80	64	86	98	99	86	103	95	66	945
18/19	*50											

*Positive Discipline Isolations to 19 September 2018

GT advised governors that the review of Isolation and Behaviour and rewards was the trigger and rationale behind the implementation of a Positive Discipline approach towards behaviour management and welcomed governors into school to look at what this involves.

C: (SY) It would be good if Positive Discipline could be discussed by governors and students at the Student Council meeting. Ask the students' view on this and report these views back.

C: (GT) Positive Discipline is working well and so far, approximately 27,000 rewards stamps have been issued. These will lead to a tariff in terms of a reward buying shop.

Exclusions

Academy Exclusion data (number of students)

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	All
15/16	9	19	30	21	11	4	7	12	19	13	14	159
16/17	9	12	12	7	6	9	13	4	13	11	3	99
17/18	3	13	14	13	8	10	15	11	13	7	12	119
18/19	*4											

- Total exclusion figures are broadly in line with national average
- Figures for boys' exclusions are slightly above national average
- The number of DA student exclusions is above average

National exclusion figures are always at least 18months behind

iii) Safeguarding

- Pastoral Managers working closely with Child Protection Officer
- 409 causes for concern over the year
- Staff training increased over the last year
- All staff are required to read part 2 of the Government Document 'Keeping Children safe in Education. This requirement extends to governors
- Child Protection Policy is currently in the process of being updated – this will be a TCAT Policy

GT recognised the work of the team in terms of the safeguarding that they do.

ACTION: TJ to circulate government document 'Keeping Children safe in Education' to all governors and ask that they read part 2 and respond to acknowledge they have read and understood this by 26 October 2018

09d Effectiveness of 16-19 Provision

- 71 Students enrolled into Year 12
- Interviews for 2 further students scheduled

Q: (SG) The biggest issue is retention. Are we following up with the 40 students who were offered a place but decided not to accept?

C: (NP) All those students have been contacted and we have requested for them to provide us with the reasons why. We have received some responses. Some issues relating to free transport, but I can provide a more detailed report once all the information is in.

ACTION: NP to include information on feedback from students who opted not to accept a Sixth Form place in his January 2019 report

Q: (SG) Are Enrichments A levels, with the level of teaching support only being one hour a week, effectively self-study courses?

C: (NP). They are not the most academic but as part of a wider programme add further support to students' applications for higher education.

Q: (SG) Is there a risk it becomes a distraction from the 3 A levels they are doing?

C: (NP) There is always a risk. It comes down to pastoral care and intervention.

Q: (DO) Has not having the Sixth Form bus had a negative impact?

C: (NP) We have fewer numbers and there have been a few issues with the Local Authority, but these are now sorted. The Local Authority were not supportive of our Sixth Form students having a space on the bus even though seats were available. But in terms of overall numbers, we have maintained where we would expect to be

C: (SY) Behaviour of some of the buses has improved because Sixth Formers are travelling on these.

10 POLICY UPDATE

SY reiterated the previously agreed process for approving policies in that these will be emailed to governors a month before the next meeting for governors to read and comment on. Four policies were emailed to all governors on 11 September 2018. Comments were received which did not change the fundamental intention of the policies, although minor changes have been made to the policies to reflect the comments received.

Governors unanimously approved the following policies and review dates:

- a) Behaviour for Learning – Review October 2019
- b) Marking and Feedback – Review October 2019
- c) Homework – Review October 2020
- d) Teaching and Learning – Review October 2019

Resolved: The Behaviour for Learning, Marking and Feedback, Homework and Teaching and Learning policies were approved with their review dates.

ACTION: TJ to publish the approved policies on the Academy website.

11 GOVERNOR TRAINING AND SUPPORT

GS explained to governors that as the Academy is part of the Trust they will have access to the NGA Learning Link and online learning modules. Governors will receive an emailed link and can access over 60 different training modules. Governors are free to select which modules they wish to complete and should send a copy of certification following the completion of a module to TJ for filing.

SY suggested that governors identify where there are gaps in the Governing Body and select, from the NGA Learning Link, two mandatory modules for the Local Board.

12 Termly Trust Update

GS explained that Dave McCready writes a termly update for governors.

ACTION: TJ to circulate information in relation to Termly Trust Updates to all governors

13 DATE AND TIME OF NEXT MEETING:

Monday 21 January at 6.00pm in the Library

14 ANY OTHER URGENT BUSINESS

School Improvement Plan

SY explained that there was a month of the current academic year where the school operated as a grant-maintained school and a support plan for the period 3 September 2018 to 1 October 2018 was written. This will be reviewed and SY will write and submit a report to the Local Authority about the impact of the month.

15 ACTION POINTS

- 15a ACTION: NP to present the findings from the video clips regarding student expectations towards their teachers and learning at the next meeting (minute 06a)**
- 15b ACTION: TJ to invite the English Faculty Leader to present to governors at the next meeting 21 January 2019 (minute 09a)**
- 15c ACTION: TJ to circulate government document 'Keeping Children Safe in Education to all governors and ask that they read part 2 and respond to acknowledge they have read and understood this by 26 October 2018 (minute 09ciii)**
- 15d ACTION: NP to include information on feedback from students who opted not to accept Sixth Form place in his January 2019 report (minute 09d)**
- 15e ACTION: TJ to publish the approved policies on the Academy website (minute 10)**
- 15f ACTION: TJ to circulate information in relation to Termly Trust updates to all governors (minute 12)**

MEETING CLOSED 8.10pm



8/2/19

