



**Minutes of the meeting of the Local Governing Board
of Holderness Academy & Sixth Form College
Monday 10 February 2025 at 5.00pm**



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

ALSO IN ATTENDANCE:

T Briggs (Assistant Head, TB), E Buckley (Assistant Headteacher, present for minutes 32-40, EB), M Gent (Assistant Headteacher, present for minutes 32-38, MG), C Jarvis (present for minutes 32-40, CJ), G Stafford (Governance Professional), J Tupai (Assistant Headteacher, JT), M Watts (Designated Safeguarding Lead, present for minutes 32-39, MW), Mr A Wilds (Trust Director of Maths, present for minutes 32-37, AW)

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

32 WELCOME

M Kitching welcomed everyone to the third meeting of the academic year. The Governance Professional stated that H Robinson had left the Board for personal reasons.

33 APOLOGIES

S Fellows

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

34 DECLARATIONS OF INTEREST

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

35 MINUTES OF THE LAST MEETING (20 November 2024)

Resolved: The minutes of the last meeting held on 20 November were accepted as a true record and approved by the Chair.

36 MATTERS ARISING FROM THE MINUTES

36.1 Governors to inform GS if they would like to be Vice Chair – ongoing

36.2 A Wilds to update the LGB on progress made in maths at the February meeting – see minute 37

36.3 Organogram to be circulated showing number of staff and vacancies per department – action carried forward. NH to action

36.4 Governors to have a preparatory session in January 2025 with S Shaw / G White, focusing on answering questions around the PP strategy and general prep for an Ofsted visit – complete, this took place 27 January

- 36.5 SF and KB to carry out a review in Literacy in January** – SL will do this as part of her link role
- 36.6 M Mawer (maths) and A Lowery (English) to be asked to present at the next meeting, 10 February 2025** – English presentation was postponed due to the high number of items on the agenda
- 36.7 JOB to discuss with the Director of Finance the request for a Trust statement explaining GAG pooling to accompany each school's PP Strategy action** carried forward
- 36.8 KA to add the proportion of PP students benefitting from each strategy, where possible** – PP Strategy to be re-visited with G White
- 36.9 J Bagnall (Behaviour), K Harding (Careers), L Smith (Community) T Marrow (SEND), S Laud (Literacy) and H Robinson (PP) to complete their link visit and send the completed form to GS this term** – see minute 44
- 36.10 J Bagnall, T Marrow and H Robinson to complete the training before the next meeting (all posted on Governor Hub noticeboard). GS to inform TB /MW when all training is complete so that this can be written into the safeguarding reports - complete**
- 37 PRESENTATION – MATHS UPDATE -Trust Director of Maths**
- Year 11 mocks taking place 6, 10 and 28 February with moderation taking place in March
 - Question Level Analysis takes place of mocks which produces grades based on 2024 grade boundaries and feeds into Active Hub and Just Maths to provide more learning in specific areas where development is needed
 - Lessons /revision sessions are being created centrally and stored for all to use
 - Magma Maths homework and classroom aid platform is being trialled at Hessle and will be rolled out to Holderness

Q: (TM) How is staff morale in the maths department?

AW: Change happens, and I am helping to manage the change. I have put in extra support.

Q: (TM) Have you put in training for staff as some are non- specialists?

AW: Yes, I am doing ongoing work to increase confidence. My aspiration is to be on site once a week but that hasn't happened as I am supporting at CHS.

Q: (MK) At the LGB meeting in September you assured us about the time you would be able to spend each week at Holderness, has this happened?

AW: I am based in a shared role with the Trust and have been working to support the recent industrial activity at CHS. I am cautiously optimistic that I can be at Holderness at least one day per week.

C: (GS) The LGB heard from an external quality assurance consultant at a previous meeting that basing you at Holderness full time was something to consider.

AW: I have to balance the competing pressures on my time across all of the schools in the Trust.

Q: (MK) I recognise the push and pull of other schools, but the November mocks suggest that half the year group will not achieve at least a grade 4. That is of concern for us.

AW: At the next meeting I will have robust predictions after this round of mocks.

NH: We are six months into the academic year and need to ensure we have the right support in place, the school needs more support from you and the Maths Practitioner.

AW: I will feed this back to the Executive Director of Education.

Q: (JB) This sounds like something we need to urgently address. What is the plan to recruit?

AW: We are interviewing one candidate this week. I have asked other Headteachers to talent spot when they are interviewing. There is unfortunately a national shortage of maths teachers.

Q: (KB) We are not questioning your desire to help, but there is significant challenge at Holderness, is there opportunity for the Maths Practitioner to be based at the school?

NH: When strikes are not taking place could the school have either you or the Maths Practitioner based here?

AW: That is a fair request that I will feedback.

C: (MK) We need to ensure that we do not run out of time as we all want maths to shine but from what we are seeing this is not the case. it is really important that we see tangible results.

Q: (KB) You stated in your presentation that half term revision sessions will only take place if there is capacity. Is there capacity?

AW: We are putting virtual maths sessions online for everyone to access.

Q: (KB) How long is the Maths software trial?

AW: Hessele are trialling until Easter and then we will evaluate. It is a bespoke homework platform.

C: (EB) A different maths software package has been rolled out to all subjects and is very successful and well thought of across the school. The data informs the teachers' planning. We thought that this was also going to be trialled in maths?

AW: Yes, this different software package is on a 30-day trial but then we might move to the alternative software package.

Q: (KB) Will there be a consideration of a school's preference?

AW: Yes, the platform does not need to be the same at every school. I will talk to the school leaders before any decision.

C: (TB) There is lots of talk about assessment – has the curriculum been taught already?

AW: Yes, the scheme of work will be completed by February half term and then we carry out weekly assessments and can then focus on what areas needs further teaching.

C: (MK) Thank you. The picture needs to improve. Please take our voice back.

AW left the meeting at 5.45pm.

C: (KH) I will take back with me the fact that maths has had four platforms and now a fifth is being considered.

C: (SL) The maths department want to use their preferred software provider as the whole school uses it.

ACTION: KH to raise with the Executive Director of Education that maths has had five platforms

37.1 SCHOOL DEVELOPMENT PARTNER VISIT – Maths (10 December 2024)

G White carried out a quality of teaching and learning review in maths, the findings were as follows:

- A lack of specialist teachers is leading to some students not accessing a sequenced curriculum
- Some students have 2 or more teachers, and so different units are taught by different teachers. This means that some students have a separate book for each teacher and do not have continuity to their learning
- Application of the behaviour policy varies with temporary staff
- The school “quickly needs additional support for the leadership of maths and to support teaching and learning”
- The range and depth of CPDL in maths is a concern as staff cannot get released due to the staff shortages in the department

38 PERFORMANCE REPORT

38.1 Key Stage 5

- 21 students in Year 13
- November mocks: Level 3 value added -0.46 (A level -0.45 and Applied General -0.49)
- Strengths seen in biology, applied science and health and social care
- Areas in need of development include physics, geography, RE and sociology

38.2 Key Stage 4

- 178 Students in Year 11
- Based on CATs and SATs this cohort is weaker than the 2024 cohort
- November mocks: 38% students are working at Basics 4+ and 16% at Basics 5+
- Girls are performing better than boys regarding progress. 40 underperforming boys have been split into 8 teams headed by each member of SLT. With support from the SLT the attitude to learning has improved by 0.7
- English is outperforming maths
- 81% students have signed up for P6 lessons (63% last year). There is a clear correlation between number of P6 lessons attended and average total attainment
- Strengths include triple science, 3D design and engineering
- Area in need of development include maths, English, history and health and social care
- Accuracy of forecasting improved last year and continues to do so

Q: (JB) What have you done to improve the attitude to learning scores of the underperforming boys?

NH: It has been successful; we support them and all meet on a Friday and have prize giving for most improved. Everyone is buying into it. We now need a team of girls. This will be rolled out to other year groups.

Q: (KB) Did mocks take place in the hall?

MG: No, following discussions amongst the Headteachers' group a decision was made not to sit formal Year 11 mock exams as the curriculum was not completed and it was only 7 weeks after the Year 10 mocks and the results were so low that it did not help with the correlation of final predictions.

Q: (JB) How is P6 pitched?

MG: We have had sessions with the students and parents showing the positive effect of P6 on attainment. The students like the quizzes and exam practice. Some do not like the mixed ability sessions.

Q: (KH) Why are late buses a barrier to P6 attendance?

TB: Some late buses stop at the boundary so students from Kingswood and Victoria Dock have a long walk home which affects 8 students.

KH: I will investigate this.

Q: (KB) Do staff get time back for taking P6 lessons?

MG: No, they do it out of care. Some will do over 40 hours of P6 lessons.

KB: Please can you pass on our thanks for all the extra work that staff do.

MG left the meeting at 6.20pm

ACTIONS: MG to circulate the KS4 and KS5 mock data to governors as soon as available

ACTIONS: KH to look into the routes of the late buses

39 SAFEGUARDING REPORT (data up to 31.1.25)

- Strong safeguarding culture in the school
- 13 Children in Need, 3 under Child Protection
- 20 Operation Encompass notifications
- 9 inappropriate sexualised behaviours seen in Year 11, 7 CSE in Year 10
- Increase in Smoothwall alerts

Q: (KH) Can you expand on the CSE logged concerns?

MW: These may be due to the CPOMs category that staff have used. I will break these down in further detail in the future.

Q: (MK) What is being done about the increase in Smoothwall reports?

MW: We are working to inform the students what is flagged to us. When students log in they have an information screen regarding safeguarding.

Q: (KH) Have some Smoothwall alerts been linked to the business curriculum and certain websites?

MW: Yes, there is an online shop that is covered in the curriculum that is flagged up.

Q: (TM) Have you drilled down into the 5 cases of bullying in Year 8?

TB: Yes, we have contracts in place. 3 of the 5 cases were regarding one out of school incident.

MW: We are doing ongoing work with the police to address recurring themes.

C: (JB) It is good that you have picked up that gaming is an increasing concern.

MW: We have seen several students fall asleep during the school day as they have been up late into the night. We have put information for parents on the website about this.

Q: (MK) Which year group presents a concern around self-harm?

MW: There are some from Year 10 and 11 that are open to CAMHS but are on waiting lists.

C: (MK) Your appointment as non-teaching DSL is very welcome. Do you have any concerns about your workload?

MW: No, as I can be flexible. The DSL non-teaching contract is term time plus 5 so sometimes I need to take time back.

MW left the meeting at 6.35pm

40 QUALITY ASSURANCE SUMMARY REPORT

The report highlights the commitment to Quality First Teaching, which is monitored and evaluated through the Monitoring, Evaluation, and Development (MED) schedule.

Key areas of focus include:

- **Quality Assurance:** Emphasises Adaptive Teaching, Behaviour Management, Questioning, Assessment for Learning (AFL), Modelling, Practice, and Retrieval. Quality assurance is supported by learning walks, work scrutiny, and student voice.
- **MEDs:** 143 MEDs have been conducted this year, focusing on book looks at all key stages to evaluate curriculum development and learners' progress. These are carried out by middle leaders and quality assured by the Trust School Improvement Leads (SIL) and Director of Improvement and Standards.
- **Curriculum Reviews:** Conducted by Gina White (OFSTED consultant) for Science, History, Maths, and Holderness Communicator. The reviews highlighted well-planned curriculums, effective teaching, and strong literacy emphasis.
- **Additional Support:** Updates on Early Career Teachers (ECTs) show progress and engagement with the Vantage HUB framework and program.
- **Areas of Strength:** Positive feedback from CPDL staff surveys, improved parental communication about the curriculum, and high ratings from Learner Insights.

- **Areas to Develop:** Continuity of teaching in Maths, consistency in the use of SELF regulation, and the impact of planned interventions at Key Stage 3.

EB and CJ presented how the Independent Practice strategy has been introduced.

This initiative came from the Gorse Academy, was trialled in the English department and then rolled out to the whole school in September. The concept is frequent opportunities given for students to have a go (low stakes) leads to more retained knowledge

EB and CJ have delivered staff CPDL. Two monitoring and evaluation platforms are used – Sisra Observe and Learner Insights. Observations have shown that 100% lessons are giving independent practice opportunities. Staff survey has revealed that independent practice leads to an increase in learners' confidence, mastery of skills and improved knowledge retention. Students have reported that they can retain more information and are more confident in writing.

EB and CJ left the meeting at 7pm.

41 ATTENDANCE AND BEHAVIOUR REPORT

41.1 Attendance

- Whole school attendance to date is 93.2% (same period last year was 92.6% and national 91.9%)
- Boys' attendance is 93.7%, girls' 92.7%
- Non – PP attendance is 94.5%, PP 88.6%. Large gap but DA attendance is above national and regional average
- Non – SEND 93.3%, SEND 92.3% (this is 7% above SEND national average)
- 17% students have 100% attendance
- 19.9% students are persistently absent (attendance of <90%)
- Areas in need of development are attendance of disadvantaged, girls, Year 10 and attendance on a Friday

41.2 Behaviour

- 175 days have been lost to 144 suspensions since the start of the academic year (comparable period last year was 385)
- Most suspensions involve girls
- Most suspensions are from students in Year 8 and 9
- There have been 0 permanent exclusions
- The ARKK unit supports with behaviour and re-integrating students back to school
- Leaders feel that Arbor is less user friendly than Classcharts

C: (GS) The data that the MIS Manager has shared shows that more rewards have been given this year to date compared with the whole of last year, which suggests the system is user friendly.

TB: Apologies, the number awarded is in line with last year, but I feel the rewards are not as impactful as they are not personable. Two thirds of the rewards are given because of lesson attendance.

Q: (JB) Why do you feel awarding rewards is more difficult via Arbor?

TB: It is more clicks. IT have done things with platforms that have set us back. We have been promised things like pivot tables on Power BI and this hasn't happened yet. The MIS Manager is doing a phenomenal amount of work, but we are still not where we should be or where we were with the previous system.

C: (MK) Please do not include such level of personal detail regarding the student panels.

JT: This was to give context of understanding but I accept what you have requested.

Q: (TM) What are the next steps if parents refuse alternative provision?

JT: If parents refuse an AP provision, then we cannot force them. The student then has to remain in school but is at risk of repeated suspension and finally a permanent exclusion.

Q: (JB) It is great to see the number of suspensions reduce, but what is the reason for this?

JT: We continue to hold high accountability of students and have the option of offsite direction which we use to good effect.

Q: (JB) What are most detentions given for?

JT: Lack of extended learning – mostly students in Year 8. Despite the number reducing, we have a high number of detentions compared to other schools as we have a low number of stages in our Behaviour Policy.

42 HEADTEACHER'S REPORT

- Top 2 risks:
 - Recruitment of staff – still have 3 vacancies in maths (including Head of Maths), 2 in MFL (including the Head of MFL). Head of Maths interview is taking place 12 February
 - Student numbers – Year 7 2025 intake may be 180 (PAN 210), approximately 50 students leave at the end of Year 9 to go to RDC or Hull College

ACTION: In year joiners and leavers to be reported by year group on HT Reports

43 DEVELOPMENT PLAN SUMMARY

The Headteacher fed back on each area of strength and areas for improvement (in red):

Areas of Strength

- To ensure effective implementation of the whole school literacy strategy with effective Quality Assurance to identify progress and next steps
 1. Whole school launch of oracy strategy and CPDL to give strategic oversight to all staff (**Trust has asked to share our whole school literacy plan**)
 2. Mapped 'oracy' curriculum for KS3/4 to ensure fidelity and progression (**Survey of Y7 students has feedback that >80% of Y7 students now believe they are good or better readers**)
 3. Foster a love of reading from Year 7 with a summer book club reading challenge and book gift 'Wonderscape' with students engaging with reading outside of school to be able to meet an author in the first half term (**56% of Y7 and 60% of Year 8 students have improved their reading**)
- Further embed our ambitious and challenging curriculum for all consistently across the whole school and teach it highly effectively across all subjects
 1. Improve the visibility of MA / HA learners: All teachers to annotate and highlight seating plans with MA and HA learners (**Now embedded**)
 2. DHT to evaluate and report on the relevance of vocational curricula (and Bucket 3) to the needs of local employers and post-secondary institutions. Changes to be implement in Pathways 2025 process. (**Now only HSC/DT/Business – others removed**)
 3. Rigorous curriculum review and associated support / challenge of Business and Enterprise at Key Stage 4 to improve learners progress (**On going support**)

- 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
 1. Eng/Maths/Sci/His/Geog to attend 3 subject days to develop subject pedagogy, teaching and learning and to carry out moderation (EBU has provided feedback in her report)
 2. Whole school CPDL sessions on 'Teach to the top' to ensure teachers are confident with a range of strategies to improve outcomes especially at 7+ (65% of staff found recent CPDL very useful, CAEs will show evidence of impact)
 3. Attendance team to focus on low attending Y11 students, especially the borderline students/PP/SEND (See minute 41.1)
- 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
 1. Students with SEND to complete life skills program in preparation for adulthood
 2. KS3 students to have opportunity to experience employer opportunities through both trips and the academy careers fairs (KS3 parents' evenings will have careers fairs during day, STEM visits and KS3 NWA workshops 11/02)
 3. Establish a designated Careers HUB in the Academy to further increase the profile of, and access, to high quality careers guidance and information for all learners – to sustain current Gatsby Benchmarks (HA is one of only nine flagship schools across the UK recognised for the career's education during National Apprenticeship Week)

Areas for Improvement

- To ensure effective implementation of the whole school literacy strategy with effective Quality Assurance to identify progress and next steps
 1. ML to update subject reading lists for our 'Love reading' portal to enable students to read confidently and widely in specific curriculum areas (£1709 has been raised by parents who have brought books from the reading list. This will now be reinvested in the library)
 2. QA and revise disciplinary writing within curriculum plans (ALO delivered CPD to MLS last week, who will in turn deliver to their faculties)
 3. Develop form time focus of WOTW to retrieve from the previous week completion of subject examples in planners (this is now happening)
- Further embed our ambitious and challenging curriculum for all consistently across the whole school and teach it highly effectively across all subjects
 1. Rigorous curriculum review and associated support / challenge of History and Geography at Key Stage 4 to improve learners' progress (Filtering students so that the correct students choose Bk2)
 2. Rigorous curriculum review and associated support / challenge of French and Spanish at Key Stage 4 to improve learners' progress (1 class in Y9 options/No HoD)
 3. Quality of Guidance: Assess the quality and effectiveness of guidance provided by teachers, HoF, and other school staff to effectively inform and stream

learners into worthwhile qualifications (Options evening. 91% of students completed options survey and shared with HoF)

- 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
 1. MED used to quality assure the effective use of EL to address misconceptions and support the progress of all learners (Focus with MLs)
 2. ML to present termly to SLT on the QofE in their department triangulating MED, CPDL and outcomes (Learner insights, (the replacement for SISRA), is not working correctly, so MLs cannot analysis data trends. DG is working on it)
 3. Create alumni displays for academic success (survey being sent to parents next half term)
- 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
 1. Y6 – Transition to be focused on preparing to be a Holderness learner. Programme to be re-written focusing ensuring that students understand how to be a Holderness Learner (EPR/TBR are currently working on this, and we are awaiting confirmation of students on March 3rd)
 2. Students to experience other cultures and faiths around Hull and East Riding. Subjects to offer exposure to, and opportunities, through their curriculum offer, guest speakers and trips (NH meet with KL this morning to put a plan in place)
 3. PSHE to be mapped across the full curriculum offer to create a more integrated offer for 2025-26 building on the ARRK curriculum by embedding it within the whole school offer - (JLO currently working with DWO on this)

Q: (MK) Considering our concerns around maths staffing and outcomes, should maths not be a standalone development point?

NH: I believe this comes under development priority 2 "Further embed our ambitious and challenging curriculum".

44 GOVERNOR LINK VISITS

Link visits have taken place for Community and PP. The Clerk stressed that visit forms need to be returned a week before Board meetings.

ACTION: 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 link visit and send the completed form to GS by 21 April

45 GOVERNOR TRAINING

All members of the Board had completed at least two training modules, including safeguarding.

46 POLICIES FOR APPROVAL

Resolved: Online Safety Policy and RSE Policy were approved for use

47 DATE OF THE NEXT MEETING

Monday 28 April 2025 (pre-meet 4.15pm)

48 AOB

None

49 ACTION POINTS

49.1 ACTION: Governors to inform GS if they would like to be Vice Chair (minute 36.1)

49.2 ACTION: Organogram to be circulated showing number of staff and vacancies per department (minute 36.3)

49.3 ACTION: JOB to discuss with the Director of Finance the request for a Trust statement explaining GAG pooling to accompany each school's PP Strategy (minute 36.7)

49.4 ACTION: KA to add the proportion of PP students benefitting from each strategy, where possible (minute 36.8)

49.5 ACTION: KH to raise with the Executive Director of Education that maths has had five platforms (action 37)

49.6 ACTION: MG to circulate the KS4 and KS5 mock data to governors as soon as available (minute 38)

49.7 ACTIONS: KH to look into the routes of the late buses (minute 38)

49.8 ACTION: NH - In year joiners and leavers to be reported by year group on HT Reports (minute 42)

49.9 ACTION: 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 link visit and send the completed form to GS by 21 April (minute 44)

The meeting closed at 7.50pm