

Minutes of the Local Governing Board of Winifred Holtby Academy

Tuesday 19 November 2024, 17:00

in the Winifred Holtby Academy Conference Room

PRESENT:

Mr V Tennison (Chair, VT), Mr S Berry (SB), Mrs K Farmer (Headteacher, KF), Mr B Horsley (BH), Mrs A Hoy (AH), Mr D Ord (DO), Mrs D Worrall (DWo)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mr I Fernie (Deputy Headteacher, IF), Mr S McKelvie (Assistant Headteacher, SM), Mr J Nassau (Assistant HT, JN), Mr R Pindar (Assistant Headteacher, RP), Mr D Waterson (Executive Director of Education, DW), Mrs E Wilkie (Director of Learning Support, EW), Mrs Y Jackson (SENDCO, YJ), Mr K Ziebeck (Deputy Headteacher, KZ)

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

14 WELCOME AND INTRODUCTIONS

VT welcomed all to the first meeting of the new academic year

15 APOLOGIES

Apologies had been received from Mrs L Foster and Mr L Pearson

Resolved: That consent be given to the above-named staff member and governor

16 DECLARATIONS OF INTEREST

None declared for this meeting

17 MINUTES OF THE LAST MEETING (24 September 2024)

The minutes of the meeting held on 24 September 2024 were declared a true record and are to be signed by the chair, VT

18 MATTERS ARISING

ACTION: LF to include acronym sheet in the next safeguarding report **Completed**



19/11/25

ACTION: DW recommended the LGB do a student voice focussing on racism **Student voice currently underway, to be removed from the minutes**

ACTION: All governors to complete their safeguarding training no later than 19 November 2024 **See minute 29**

ACTION: Governors to feedback to LC with regards to any amends/suggestions in the draft Code of Conduct by the end of October **Completed**

19 HEADTEACHERS REPORT

New colleagues have settled well and student uniform standard are high. Relationships are better than ever and there is a definite, positive change in culture

Risk Summary

- Outcomes in Maths remain a concern
- Although below national, attendance is much improved
- Small minority still displaying challenging behaviour

Quality Assurance

- Climate and Culture team track data to look for patterns and trends
- Relationships between staff and students praised in recent safeguarding review

Evaluation of Curriculum Planning

Four curriculum areas were analysed in half term 1. Recommendation and next steps include:

English

- Explicit retrieval practice sessions considered
- Early focus on core skills
- There is a need to focus earlier on SPaG issues

History:

- Develop cross-curricular links with relevant subjects
- Build resilience to write more in 2B question

Geography:

- Retrieval practice in KS3 could be enhanced
- Start field work earlier in Year 10

Engineering

- Core knowledge and skills from previous key stages need to be referenced in the scheme of work
- Forensic use of tracking needed to identify gaps earlier
- Trust wide collaboration is to be developed

Q: (DO) How do we know the new staff have settled well?

KF: Through standard day to day monitoring and evaluation. GR looks after all new teachers and line managers monitor their staff regularly

C: (KF) We still have a small number of children who cause issues regularly but the vast majority do the right thing every day. We are struggling to find the right fit for this minority. YJ has been seconded to the leadership team to identify the right support

Q: (BH) Is there support in place for new teachers who may be struggling?



04/02/25

KF: The ECT Lead (Academy Improvement) at Trust level supports them and SLT feed into the support plan. Weekly mentor meetings take place and we make it clear from the outset what support is available. As a school, we go above and beyond

Q: (VT) If JN is supporting in Maths, who is supporting JN?

KF: JNs teaching time has been reduced and we have brought in a specialist to cover his lessons. He is also working with the Trust Director of Maths

C: (JN) I am also supported by KF and the wider team. Interventions are being written externally by an ex-Maths teacher

Q: (VT) How will you monitor impact?

KF: Through outcomes, the January mocks, half paper tests and revision sessions

Q: (VT) What about other year groups?

KF: We have a specialist Maths teacher and have collapsed the Year 10 group

Q: (VT) What do you mean by collapsed?

KF: We have lessened the groups. It means larger classes but it is better for the students. The supply Maths teacher is doing really well and is with us until Easter. He is also experienced in high end KS4 and A-Level and we have made a cover supervisor an instructor until April

C: (JN) Maths is more settled and the students are more focused. We will be looking at Maths behaviour data in the coming weeks

C: (KF) We have 6 TLRs in place too, the students are eager and willing to learn

Q: (DW) How is their bookwork?

KF Really nice

C: (IF) It's of a high standard, good quality

Q: (DW) What do you think the students would say the changes are?

JN: I'd like to think more settled teachers, patterns to lessons and a greater use of the mini whiteboards. It's a gradual process of change for the Maths department

Q: (DW) Is evaluation, curriculum planning and retrieval built into the curriculum?

IF: All actions from the curriculum review have been sent out to leaders and retrieval is built into questions and homework

Q: (VT) How are leaders being ambitious in raising standards?

IF: All findings are shared – it goes back to the nuts and bolts. All staff in the faculty are clear what the changes are and why they have been implemented

Q: (VT) How do you know they can deliver to the top?

IF: We are confident in our middle leaders. We know they are ambitious and push the students

20 EVALUATION AGAINST OFSTED CRITERIA – EXCEPTIONS REPORT

- The curriculum is broad and ambitious for all
- The impact of the education students receive is strong, especially for DA and SEND
- Although Maths is a concern, the planning and implementation of the curriculum supports a strong impact on students' learning. Maths remains an urgent focus
- Attendance is improving and is 2.51% above v this time last year
- Student leadership opportunities continue to develop
- Parent focus groups to get underway this half term. These will be led by S McKelvie

Q: (SB) The are adaptations to SEND in Year 8 – why only Year 8?

KF: There was an opportunity to do something different in Year 8 and we looked at Kingswood. During the first 2 weeks of December we will be conducting SEND Through a Lens

Q: (SB) Can there be governor input during the review?

KF: Absolutely

Q: (VT) What are the aims of the parent focus group?



04/02/25

SM: 7 parents have signed up for the first meeting on 21 November and all are keen to have input. We are starting small but will grow as times goes on. It will have a good knock-on effect hopefully. It should be a good way to chat to the harder to reach parents
C: (VT) Yes, hopefully they will promote to other parents

21 PUPIL PREMIUM STRATEGY

Detail	Data
Academy name	Winifred Holtby Academy
Number of pupils in the academy	1346
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	
Date on which it will be reviewed	Oct 2025
Statement authorised by	Karen Farmer Headteacher
Pupil Premium lead	J Nassau Assistant Head
Governor/Trustee lead	V Tennison Chair of Governors

Detail	Amount
Pupil premium funding allocation this academic year	£629,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£629,635

The Pupil Premium and Recovery Fund is divided into 4 areas (budgeted cost in brackets):

1. Attendance (£79 635)
2. Quality First Teaching (£350 000)
3. Targeted Support (£50 000)
4. Culture (£150 000)

Intended outcomes include, but are not limited to:

- Close the attendance gap between DA and non-DA
- Accelerate attainment for DA cohort
- Reduce fixed term suspensions for DA cohort
- Ensure reading fluency is not a barrier to learning

This academic year (brief)

- Operation Safe Harbour tackling poor attendance (disengagement, mental health etc)
- Employ 3 EWOs (Education Welfare Officer)
- Implementation of the Thrive Approach
- Run diverse clubs during lunch and after school
- Enhanced leadership and management time for curriculum leaders
- Increased PPA for ECTs

- Lesson 7 to be planned across the academy
- Reading and comprehension interventions
- Link provision to re-engage reluctant students
- Bespoke career guidance

Previous academic year review (brief)

- Quality First Teaching: reduction in the gap seen between DA and non-DA
- Targeted Academic Support: students engaged with reading interventions and made positive gains
- Wider Strategies: DA lesson removed significantly reduced

External providers include YIPIYAP, Tigers Trust, Elm Tree Academy and Fast Forward Vocational Training

C: (JN) As part of the PP review process, RW (Independent consultant) spent a full day in the academy and produced a report on strategy. He was impressed with the previous strategies. Attendance is our highest challenge and Culture has been built in

Q: (VT) How do you measure? Where is the golden thread?

JN: Attendance has improved but the PP gap is still too high. However, Trust wide data shows our PP gap is significantly smaller

C: (VT) There is a real reduction in the gap – well done. I'll be following up to see what is working and not working

C: (JN) We have dropped 3 elements this year

Resolved: The Pupil Premium was approved and is to be uploaded to the WHA website no later than 31 December 2024

22 SEF (SELF EVALUATION FORM) SUMMARY

Priority 1 – Improve overall attendance and punctuality and reduce rates of severe and persistent absence

Priority 2 – Review and refine curriculum structure and pedagogy to enable all learners to make excellent progress

Priority 3 – Ensure a positive climate for learning to enable excellent outcomes for all

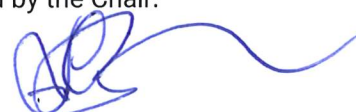
Self-Evaluation Grades				
Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
Good	Good	Good	Good	Good

- Significant changes in the senior leadership team have led to sharper focus which is of benefit for all students
- Parents overwhelmingly express satisfaction with all aspects of the academy provision
- Support for vulnerable families a particular strength for the school

C: (KF) The SEF is much more concise than previous years. It's a work in progress and was shared at the first school review meeting in September

Q: (VT) How does the SEF inform decision making?

KZ: The SDP (School Development Plan) feeds the SEF



04/02/25

Q: (VT) How is the SDP used?

KZ: We have key priorities and specific actions and these are RAG rated. The SDP is a positive tool which is reviewed regularly and in turn informs the SEF

Q: (VT) Is having an AHT assigned to a year group having a positive impact?

RP: Yes, we know more, we are getting to know the students and are a familiar face to them. It's also helped break down barriers with parents

C: (KZ) They are also supporting the pastoral leads with certain elements of their roles

23 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Attendance currently at 91.4%
- Year 7 highest at 94.7%, Year 9 lowest at 89.3%
- Girls and boys fairly even on 91.5% and 91.3% respectively
- SEND attendance 89.6%

Behaviour

- 188 days lost to suspensions
- Year 8 highest with 119 (24 students), Year 11 lowest with 6 (4 students)
- 1 permanent exclusion
- 67% of all classroom removes are boys, 34% are girls, 61% are PP and 28% are SEND. Most classroom removes occur on a Monday

House Champions

- 407 students have participated in sign up house events
- All year groups participating in Duolingo/Educake
- 3 house events have involved every student
- Year 11 participating in GCSE revision

Alternative Provision (AP)

- 35 students attending AP with 11 of those in commissioned places
- 4/5 Year 11s will follow on to Post-16 places

Q: (VT) How is Operation Safe Harbour improving attendance?

SM: It's everyone's responsibility, the message is getting across

Q: (VT) Can you give me an example?

SM: The Year 11 cohort are proud of their attendance and they come and tell me

C: (KF) It's starting to impact on their grades. The link between attendance and achievement is obvious

Q: (VT) What about the other year groups?

SM: Year 11 are the best descriptors at the moment but it is permeating through to the other year groups

C: (BH) The stamp in the planner, the day to day system – they are all working towards the Big Day Out

C: (IF) They are also keeping hold of their planners, it's their record of achievement

Q: (DO) Is the Progress Director working with cohorts?

SM: The EWO assigns cohorts to the Progress Director each fortnight based on PA (persistent absence)

Q: (DO) What do you do with them once back in?



06/02/25

SM: We make sure we have contact with them when they return to school, they feel sully supported

Q: (SB) How do you reduce the barriers for SEND non-attenders?

EW: Through The Link provision. Myself and KF also work with students struggling to get through the door. Futures also supports the students. Autism is our biggest need and part-time timetables are offered in some instances

C: (SM) Compared nationally, we are closing the gap

C: (RP) It's the culture of staff change too. They welcome a face at the door each day, a nice comment can make all the difference

C: (SB) I would imagine the size of the school is a challenge for some

C: (VT) I've been in and out to see the transitions – arrival, lesson movements and lunchtime – and the staff genuinely care

Q: (VT) Attendance is currently between 89-91% - is it realistic to get to 94%?

SM: Realistically, it's a long term plan and will not happen overnight. The progress made this year will form the basis for years to come

Q: (VT) How will student leadership improve attendance?

AH: They are already involved, they deliver the 100% attendance sweets and they also mentor the younger students

C: (VT) The restructure of houses doesn't seem to be helping with Year 8

KZ: It's a small number of Year 8 with challenging behaviour. We praise and reward good behaviour and send positive news home to parents. Positive language is promoted

C: (RP) They are also only included in the sports challenges if they behave

C: (KZ) It builds community spirit

Q: (VT) What has been the biggest impact with the lunchtime clubs?

KZ: It's not one thing, it's a series of strategies

Q: (VT) How do you know what is working and what isn't?

KZ: All clubs are reviewed termly

C: (KZ) Uniform standards are high and classroom removes are at their lowest ever

C: (EW) The House Champions are helping students want to come to school. We also have a plan to increase the number of lunchtime clubs for the SEND cohort

C: (VT) I urge governors to come into school and visit with the year heads of their assigned houses

24 SAFEGUARDING REPORT

- 13 subject to Child Protection Plan
- 35 subject to Child in Need Plan
- 37 open to Early Help
- 16 LAC on roll
- 296 causes for concern logged
- 29 Operation Encompass alerts received
- 4 reports of bullying
- Positive safeguarding review carried out by Schools Safeguarding

C: (KF) We are waiting for the official report but verbal feedback shows our DSL is doing a fantastic job, staff are more informed than ever before and there is a clarity of process. The PSHE curriculum is good and the hour lunch was welcomed. Formal support for the DSL has been booked but is yet to start



04/02/25

25 SEND REPORT

- 48 students with an EHCP (Education, Health and Care Plan)
- 253 receiving SEN Support
- Speech, Language and Communication main need
- Audit of SEND to take place in December
- Learning plans for SEND students has greatly improved communication with parents

Q: (SB) Earlier, you mentioned working with Kingswood – why them?

EW: They are a Hull school. All of our Trust secondaries are in the East Riding and processes differ. Professional and parents recommend WHA for SEND support. The way Kingswood celebrate their students is phenomenal and we are now on that path

Q: (VT) Is the SEND audit root to branch?

EW: It's a Trust template – SEND Through a Lens and we will be looking the lessons – what is preventing them from going to class and staying once there. All SLT and Progress teams will be involved in going into the lessons and from that we can look at a restructure. We are a mainstream school that provides SEND support, we are not a SEND school

C: (KF) We will also be looking at The Link. It's under resourced and we need to know if we are having the necessary impact on the students, is the provision still having the desired effect?

C: (VT) I'd like to thank the team for all they are doing

26 COMPLAINTS SUMMARY

During half term 1, WHA received 5 complaints. All of these were resolved at stage 1

27 POLICY REVIEW

Attendance and Absence Policy

The Attendance and Absence Policy was tabled for approval

Resolved: The Attendance and Absence Policy was approved

28 GOVERNOR LINK VISITS

ACTION: All link governors who have completed visits were asked to complete their visit forms as soon as possible and forward to LC

29 GOVERNOR TRAINING

LP and DWO yet to complete mandatory safeguarding training on Governor Hub

LP to complete as soon as possible

As this was DW's first official meeting, the deadline for completion was extended to 04 February 2025

LP and DWO to complete suspensions and exclusions module as soon as possible



04/02/25

ACTION: LP complete the safeguarding and suspensions and exclusions training as soon as possible

ACTION: DWo to complete the safeguarding training before the February meeting along with suspensions and exclusions training

30 DATE OF NEXT MEETING

Tuesday 04 February 2025, 17:00. Pre-meet at 16:00

31 ANY OTHER URGENT BUSINESS

None

32 ACTION POINTS

ACTION: All link governors who have completed visits were asked to complete their visit forms as soon as possible and forward to LC (**minute 28**)

ACTION: LP complete the safeguarding and suspensions and exclusions training as soon as possible (**minute 29**)

ACTION: DWo to complete the safeguarding training before the February meeting along with suspensions and exclusions training (**minute 29**)

VT closed Part A of the meeting by thanking SLT and their teams for all the hard work so far this term

Part A closed at 19:09

Signed by the Chair:



Date:

04/02/25

