

Minutes of the Local Governing Board of Winifred Holtby Academy

Tuesday 09 December 2025, 17:00

in the Winifred Holtby Academy Conference Room

PRESENT:

Mr S Berry (Chair, SB), Mrs K Farmer (Headteacher, KF), Miss R Hannam (RH), Mr B Horsley (BH), Mrs C Marshall (CM)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mr I Fernie (Deputy Headteacher, IF), Mrs Y Jackson (SENDCo, YJ), Mr S McKelvie (Assistant Headteacher, SMc), Mr S Mills (Guest, SM), Mrs A Morris-Jarvis (Assistant Headteacher, AMJ), Mr J Nassau (Assistant Headteacher, JN), Mr J O'Brien (Director of Improvement and Standards Secondary and Post-16, JOB), Mr R Pindar (Assistant Headteacher, RP), Mr P Stallard (Assistant Headteacher, PS), Mrs E Wilkie (SENDCo, EW)

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

15 WELCOME AND INTRODUCTIONS

SB welcomed all to the meeting and introduced RH as one of the newly appointed parent governors

SM was also welcomed and will be joining the board once DBS checks have been finalised

16 APOLOGIES

Apologies had been received from E Fairclough, L Foster, A Hoy and D Ord

Resolved: That consent be given for the absence of the above-named governors and staff member

17 DECLARATIONS OF INTEREST

All previously declared

18 MINUTES OF THE LAST MEETING

The minutes of the meeting held on 16 September 2025 were declared a true record and are to be signed by the Chair, SB

19 MATTERS ARISING

ACTION: LC to forward data collection and pecuniary interest forms to the LGB for completion **Completed**

ACTION: LC to contact People Services regarding a standard safeguarding induction for all new starters **Ongoing**

ACTION: JN to forward event calendar to LC for distribution to the LGB **Completed**

ACTION: JOB to speak with the Trust Advanced Maths Practitioner and Executive Director of Education regarding more support for WHA in English and Maths **Completed**

ACTION: EW to feedback the impact the SEND Champions are having at the next meeting **See minute 27**

ACTION: Governors to complete the safeguarding (where applicable) and suspension and exclusions training on Governor Hub before the end of the half term **See minute 28**

ACTION: LC to forward the Code of Conduct to the LGB feedback and any suggested amends. The Code of Conduct for 2025-2026 will be agreed to at the next meeting **See minute 28**

20 HEADTEACHER'S REPORT

General Update

- Vast majority of students continue to attend well
- House competitions have offered a broad range of opportunities including a Year 7 tug-of-war, Odd Socks Day and charity days
- Wini's Got Talent was a huge success
- Various charity work has so far raised £1623.56

Risk

- Biggest risk is teaching staff attendance at work. Supply staff have been sub-standard
- Examination outcomes, student attendance and behaviour of a minority 3 remaining risks

Quality Assurance

- Monitoring and Evaluation embedded across the school
- Overall positive reviews of English and Maths completed
- Areas for development in English and Maths include continued refining of modelling, ongoing coaching, improving consistency of feedback and the refining of the RAG system

Q: (CM) Are People Services involved in the staff absence issue?

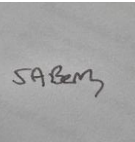
KF: They have been depleted recently and stretched to their limit but they have now picked this up. It's better now but it hit us hard

Q: (CM) Do you have too much supply?

KF: No, and they are not the quality we expect

Q: (CM) What changes are you making lower down to improve outcomes?

JN: We have adopted the stanine approach and grouped them into GCSE targets. We analyse the data from Year 7 and put early interventions in place



Q: (CM) With all the recent changes, it is too soon to see improvements?

JN: Yes. It launched last year and we are building on it

Q: (CM) With the behaviour coming from a small minority, does the time it takes staff to deal with it disproportionate? Are the other children receiving enough attention?

KF: Yes but we have put things in place for those who do the right thing, day in and day out. We walk round to see the those children and make sure they know we know who they are

C: (RP) A lot of behaviour comes from external influences such as social media. We are out and about, getting to know the families. Mondays are particularly challenging as are the first few days back after a holiday

Q: (SB) How are staff coping?

KF: We include wellbeing and workload in the briefings

Q: (SB) How will the increase in workload be fed back when the new initiatives start?

KF: Through line management

C: (KF) Workload also increases when staff absence is high. Some teaching specialists are not available through the agencies

C: (IF) That knock-on effect is seen throughout the day, it has a huge impact

C: (PS) I take staff voice regularly and after each initiative landed and the feedback has been positive

Q: (SM) What is in place for the lower sets to catch-up?

KF: Strategic placements and interventions, we have a good core team in place. We are also running 3 lesson 6's

C: (RP) Our RAP meetings look in depth at each student and individual plans are in place. After Christmas, PSHE will be collapsed to allow an extra hour for those specialist subjects

C: (IF) Lesson 6 last year was quite ad-hoc, this year students are directed

C: (JN) Each Year 11 student has a personalised timetable and on Monday, Tuesday and Wednesday they do a proper full hour. Attendance at lesson 6 is linked to rewards and they have so far been very successful

Q: (SB) Does this place additional responsibilities on staff?

BH: They get paid for it!

C: (JN) It's also voluntary, no one is made to do it, they want to do it

21 PERFORMANCE REPORT

Winifred Holtby Academy	Basics 4+		Basics 5+		Basics 7+	
	Autumn Mock	Target	Autumn Mock	Target	Autumn Mock	Target
	25 (23)	62	8 (6)	41	0 (0)	11

Winifred Holtby Academy	Attainment 8	
	Autumn Mock	Target
	28	45

Q: (SB) After robust internal moderation and predictions, how confident can we be?

JN: The data you have is all mock exams that the students sat in full exam conditions. They were all marked by experienced markers and moderated by the Trust Directors of English and Maths. It's early days for the predictions, Maths and English is much more structured

C: (IF) It's not comparable to last year as the mocks were done in a classroom

Q: (CM) How are we going to get 4's? there are lots not hitting it

JN: Maths is focussing on them and the RAP meetings focused on them. Each question is graded and the interventions are led by question level analysis

C: (RH) It's good that parents can see that, it helps with independent learning at home

Q: (CM) How do you get them to aim higher than a 4?

JN: We always push them to do better

C: (PS) We have good quality teaching in place and we have 5 solid months to do just that

Q: (CM) Is that happening in all subjects or just English and Maths

PS: All subjects

Q: (SB) How do you prepare them for post-16 life?

KF: Our careers programme is very robust and recognised through the Gatsby benchmarks. We are hitting all the targets. Careers runs through PSHE and external visitors and the students visit various colleges and education providers

C: (KF) The Hub and Futures get enhanced support to make sure their destination is the right one for them. Our students have visited Hull College, Wyke and Bishop Burton for instance

C: (EW) The team are brilliant with additional needs

Q: (SB) How is cultural capital and enrichment monitored for DA?

AMJ: Through House Champions, all activities are logged

Q: (SB) Do you have the destination data from last year?

AMJ: out of 241 leavers, 14 are NEET, 2 of those due to medical reasons. 95% of the cohort progressed

ACTION: K Armstrong to attend a future meeting to present on enrichment, NEET sustained data and inclusion

22 PUPIL PREMIUM STRATEGY

Budgeted costs:

- Attendance: £79 635
- Quality First Teaching: £350 000
- Targeted Support: £50 000
- Culture: £150 000

Challenges identified include but are not limited to

- Attendance rates for pupils eligible for DA
- Writing struggles of DA pupils
- Re-engagement with learning after lockdown
- Low parental engagement
- Engagement with self-study and homework
- Low self-esteem
- Closing the gap

Strategies in place to support these challenges include, but are not limited to

- Operation Safe Harbour
- Thrive Approach

- Hodder screening to identify learning gaps
- Enhanced Leadership and management time
- SEN expert deployment across the curriculum
- Lesson 6 planned
- Fresh Start Phonics intervention
- Tigers Trust partnership

A review of the last academic year includes:

- Significant improvement for DA students
- More students engaged in reading
- Positive gains made in Phonics

C: (BH) I can see every day that the gap is closing

Q: (BH) Attendance is improving. Out of all the strategies, what do you put it down to?

JN: I can't take all the credit, SMc has done a lot of work. We've used the data better to be able to put earlier interventions in place and a high percentage of PP students have attended lesson 6

Q: (SB) What do the DA students and their parents say about the support? Any stigma attached?

JN: they are all treated the same in the classroom, it's what goes on behind the scenes that makes the difference, they are not identified as DA or PP

C: (IF) We run the breakfast club and give clean uniform for all who need it, even though they may not 'qualify' as PP

C: (RP) It's all done discreetly at the gate with no fuss

Q: (RH) Have the changes to uniform to allow trainers made an impact?

KF: Yes, our shoe bill is down and there is less conflict in the building

C: (JOB) It's been introduced at all schools across the Trust

C: (RH) The hoodies have been positively received, the rewards really work

C: (KF) We are also consulting on a summer uniform as this building is just far too hot in summer

Q: (SB) Does the Pupil Premium Strategy align with the SDP?

KF: 50% of our students are PP, it is completely aligned

Q: (SM) When it comes to staffing issues, do you facilitate ECT time?

KF: Yes. We don't expect them to do cover or duties but some do volunteer

Resolved: The Pupil Premium Strategy was approved. KF to upload to school website before 31 December 2025

23 SEF (Self Evaluation Form) SUMMARY AND SDP (School Development Plan)

The 4 strategic priorities are

1. Attendance
2. Quality of Education
3. Culture and Climate
4. Leadership

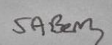
C: (KF) There is very little change from last year

Q: (SB) How do the SEF and SDP link? Attendance stands out for one

KF: Lots of actions sit behind the plan. Our formal SEF is a work in progress

Q: (SB) Are the actions and timescales realistic?

KF: We have to keep moving, we can't stop just because we are short staffed



Q: (SB) *IS anything deprioritised to make sure the actions stay live?*

KF: *Our wellbeing. It may sound flippant but we need to be constantly working on it*

Q: (SB) *What changes will we see for DA and SEND in the classroom?*

KF: *Their progress rate will improve*

C: (IF) *We have increased rigour and expectations*

24 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Attendance is currently 90.22%
- Persistent Absence at 31.4%
- Year 7 highest attenders at 92.42%, Year 10 lowest at 88.30%
- SEND 86.50%, DA 87.59%
- Boys and girls fairly even on 90.0% and 90.3% respectively

Behaviour

- 149 suspensions equating to 182 days lost (78 boys, 71 girls)
- 5 permanent exclusions
- Year 8 boys highest for classroom removes
- 51 SEND suspensions

Q: (SM) *Have you engaged with the community to decrease term time holidays?*

SMc: *We have more term time holidays than the other trust secondaries combined, holidays are just so much cheaper in term time but we work hard with the families. The EWOs are out and about each day conducting home visits and making phone calls. We are hoping to use the community space inside the shopping centre for informal coffee mornings with parents*

Q: (SM) *Does the prosecution route impact on relationships between school and home?*

SMc: *Not really. The fines are still much less than a holiday in the school holidays*

C: (KF) *The paperwork and man hours also far outweigh the fine amount*

Q: (RH) *Is there a strong, graduated response prior to the fine?*

SMc: *Yes, and we now have the attend framework which allows us 4-6 weeks of working with the families before we may have to fine*

Q: (RH) *Does attendance improve once the legal route has started?*

SMc: *Sometimes but some choose home education*

C: (RP) *Working with them and earning their trust plays a big part*

Q: (SM) *There has been 5 permanent exclusions, what are the main causes?*

KF: *Persistent defiance and assault on staff. At this point in time, 2 are still pending*

Q: (SB) *Do you consult other Trust leaders?*

KF: *Yes, PEx is always a last resort. Sometimes we are not enough, we cannot meet that need and we cannot have that student in the building. It's a failing of external agencies*

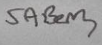
Q: (SB) *Have staff received de-escalation training and trauma management?*

KF: *Bespoke training is given*

C: (SMc) *Our DSL has a confidential and positive approach to safeguarding*

25 SAFEGUARDING REPORT

- 43 open to Early Help
- 43 Children in Need
- 14 on Child Protection Plan



- 22 Operation Encompass alerts received
- 58 Smoothwall incidents logged
- Increase in sexualised behaviours

C: (KF) LF is grateful for the professional supervision and wanted to pass on her thanks to the LGB for initiating it

Q: (SB) What does LF do if she is not happy with a response from external agencies?

KF: She will escalate it until a suitable answer is received

C: (RP) The local PCSO is on stand-by should something spill over from school onto the estate. He works very closely with our families

Q: (SM) Do you have a social worker on site?

SMc: No but we do have many children with an assigned social worker who we work closely with

Q: (SB) Are you seeing any specific trends or have any specific concerns?

KF: No

C: (SMc) Anything flagged on Smoothwall is followed up regardless of the severity or concern level

C: (KF) Staff are also Smoothwalled!

C: (SMc) Anything of note will be addressed in a PSHE lesson

C: (AMJ) We also have One Punch coming into school during Brain Health month

26 ANNUAL COMPLAINTS SUMMARY

- 26 complaints received in the past academic year
- 1 resolved at level 2 with none reaching level 3
- No major concerns and no trends identified

27 SEND REPORT

- 266 receiving SEND support
- 53 EHCPs in place
- 26 being monitored for SEND
- Speech, Language and Communication Needs highest

Q: (SB) Has the notional spend budget impacted on SEND?

EW: A lot of the spend goes into staffing such as TAs, EWOs, the Link team. We also use it for Tigers Trust and MIND

C: (EW) We top-up for specific students and that ties in with the PP strategy and we have a new SEND room underway to future proof the provision. We are getting a lot of in-year requests from other schools

C: (EW) We are very clear on the fact the money received for a child is for that child only. The LA are understaffed, and we are on our 4th SEND Officer already. CAMHS is also falling short on care. The constant change of social workers also hinders progress

Q: (SB) What does training look like for you?

EW: Paying staff to do additional training would make a huge difference but the hours needed to do that are just not feasible

Q: (SM) Do Trust leaders support your battle with SEND? Are you victims of your own success?

JOB: The LA is the admission officer and the legal position sits with the LA

C: (KF) We are widely recognised for doing our best but also know we cannot go beyond what we have got and what we can do. The LA support when moving the children on but they should never have been placed here in the first place. Funding is an issue. Our Finance Business Partner fights hard for us and works hard to make sure the children get what they deserve

C: (JOB) We have whole trust budgeting so it's easier for money to be repurposed when needed

C: (YJ) Having those links with Oakfield has been beneficial, they are very supportive

C: (EW) We have Trust wide SENDCo meetings and the Trust DSL supports us

C: (KF) The high turnover of staff at the LA impacts negatively

Q: (SB) Given the pressures, what are the risks?

EW: The biggest one is becoming overwhelmed with in-year EHCP transfers. Changes to staff at the LA is the biggest risk to processes and the sheer number of SEND has hindered communication with parents

C: (YJ) All SEND passports have been updated, SEND champions have been allocated and end of term phone calls are underway. Parents can now see the passports on the system

28 GOVERNANCE MATTERS

28a Autumn term visits

3 visits have taken place

1. A Hoy conducted an attendance visit on 10 September 2025 and noted it may be beneficial to look at good practice in other schools
No issues raised
2. S Berry conducted a SEND visit on 04 October 2025 and noted the SEND team were highly experienced yet capacity needs to be monitored
No issues raised
3. D Ord conducted a safeguarding visit on 13 November 2025 and noted that although balconies pose a risk to certain students, access to these areas is restricted
No issues raised

28b Training Review

R Hannam to complete the safeguarding training as soon as possible

All governors to complete their GDPR training before the next meeting

Trust staff and staff governors have completed this through The National College learning platform and are not required to complete it through Governor Hub

ACTION: All relevant governors to complete their GDPR training before the next meeting

28c Code of Conduct

The Code of Conduct for 2025-2026 has been finalised. All governors received an electronic copy

29 POLICY REVIEW

29a Provider Access Policy

The Provider Access Policy was tabled for approval

Resolved: The Provider Access Policy was approved

29b RSE and Health Education Policy

The RSE and Health Education Policy was tabled for approval

Resolved: The RSE and Health Education Policy was approved

It was noted the local procedures for attendance had not been submitted with the papers.
SMc to send to LC for electronic approval

ACTION: SMc to forward local attendance procedures to LC for distribution to and electronic approval from the LGB

30 DATE OF NEXT MEETING

Tuesday 03 February 2026, 17:00. Pre-meet from 16:00

The LGB noted the next meeting was very close in school days to the current meeting and tonight's agenda was far too big. LC to discuss with the Director of Governance

ACTION: LC to discuss the meeting frequency and agenda size with the Director of Governance and will feedback to SB and KF

31 ACTION POINTS

31a ACTION: LC to contact People Services regarding a standard safeguarding induction for all new starters **(minute 19)**

31b ACTION: K Armstrong to attend a future meeting to present on enrichment, NEET sustained data and inclusion **(minute 21)**

31c ACTION: All relevant governors to complete their GDPR training before the next meeting **(minute 28)**

31d ACTION: SMc to forward local attendance procedures to LC for distribution to and electronic approval from the LGB **(minute 29)**

31e ACTION: LC to discuss the meeting frequency and agenda size with the Director of Governance and will feedback to SB and KF **(minute 29)**

The meeting closed at 18:53