

## **Minutes of the Local Governing Board of Winifred Holtby Academy**

Virtual via Teams. Monday 09 November 2020 at 17:00

### **PRESENT:**

Mr V Tennison (Chair, VT), Mr D Brooke (DB), Mr M Brown (Headteacher, MB), Mr C Foster (CF), Mr B Horsley (BH), Mrs A Hoy (AH), Mrs J Smallwood (JS), Mrs S Waller (SW)

### **ALSO IN ATTENDANCE:**

Mrs L Craxton (Clerk to the LGB, LC)

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

## **13 WELCOME AND INTRODUCTIONS**

VT welcomed all existing and new Governors to the meeting and each Governor gave a brief introduction of themselves

## **14 APOLOGIES**

**Full attendance**

## **15 DECLARATIONS OF INTEREST**

All Governors had completed their annual declaration of interests. None specific to this meeting were declared

## **16 ELECTION OF GOVERNING BOARD POSITIONS**

All link positions have now been allocated:

**Chair 2020/2021:** V Tennison

**PP Link:** V Tennison

**DSEN Link:** S Waller

**Safeguarding Link:** C Foster & D Brooke

**Careers Link:** J Smallwood

The decision was made not to appoint a Vice-Chair at this time and to focus on the above links. The Vice-Chair position will be looked at in the new academic year

- MB to forward the contact details of E Wilkie to SW
- CF to contact J Richardson to discuss safeguarding
- VT to forward the Governor shared calendar for all Link Governors to populate with details of virtual visits. A targeted approach will be discussed in January

**ACTION: MB to forward the contact details of E Wilkie to S Waller**

**ACTION: CF to contact J Richardson to further discuss safeguarding**

**ACTION: VT to forward the Governor shared calendar for all to populate with details of virtual visits**

## **17 MINUTES OF THE LAST MEETING (14 September 2020)**

**Resolved:** That the minutes of the meeting held on 14 September 2020 be confirmed as a correct record and will be electronically signed by the Chair, VT.

## **18 MATTERS ARISING FROM THE MINUTES**

**ACTION:** D Bowman to email CF with regards to missing the LGB and his need to contact J Richardson to discuss important Safeguarding information. LC to report back to VT once this is done. **Completed**

**ACTION:** LC to follow up with CF for the return of completed PI and DC forms. **Completed**

**ACTION:** Governors to consider being Vice-Chair, PP link or SEN Link as this will be an agenda item at the next meeting. **Completed**

**ACTION:** LC to pass on VT's contact details to JS. **Completed**

**ACTION:** LC to follow up with GS regarding the use of interim Governors at WHA. **Completed**

**ACTION:** MB to RAG rate ADP and link ADP to TCAT vision and values and present at a later meeting. **Due to the current situation, this item to be removed from the minutes**

**ACTION:** Progress against strategies in the PP Plan to be presented at the October 2020 meeting. **See minute 21**

**ACTION:** 3 Link Governors to complete a termly visit. Only to be undertaken once safe to do so. **Link governors to contact the respective Academy staff for virtual visits. To be removed from the minutes**

**ACTION:** LC to follow up with G Stafford re: any planned Governor Induction training in the future. **Completed**

**ACTION:** LC to contact NS & CF with regards to completing their Learning Link modules. **Completed**

**ACTION:** LC to follow up with C Thorley and report back on any updates regarding the WHAT liquidation. **Completed. LC to circulate report once received from CT**

**Prior to the meeting, MB invited Governors to submit questions. These have been copied below as anonymised general questions within the relevant areas, alongside questions asked during the meeting. Responses to pre-submitted questions had been formed prior to the meeting by Mr J Richardson (JR), Mr K Ziebeck (KZ), Mr M Brown (MB), Mrs K Farmer (KF)**

**VT to forward a copy of the Q&A to SW after the meeting**

## **19 HEADTEACHER SUMMARY OF FIRST HALF TERM**

### **Safeguarding & Attendance**

- Although staff and student attendance is dipping, the Academy continues to run as normal as is possible. Very little supply staff have had to be used
- A total of 23 staff, teaching & support, are currently self-isolating
- Whole school attendance HT1 to end of week 4 was 92.6%, slightly higher than the national average of 92.5%
- 125 students have been logged as Unauthorised Absence since September
- A large number of face to face meetings took place during the first national lockdown between students and parents and Pastoral staff focusing on welfare checks as well as the setting of high quality home learning tasks
- Prior to the first national lockdown, the current Year 11 recorded 98% attendance and socially distanced home visits were made to those shielding. The current Year 9 recoded a pre-September attendance of 96%. Concerns and worries were listened to and addressed
- Risk Assessment to be looked at again to keep up with the ever-changing situation
- Significant amount of welfare work was done during the first lockdown by Pastoral and Attendance teams
- Early indications are that, for the most part, students are happy to be back in school
- All student well-being and mental health concerns have been noted on CPOMS and have been addressed

*Q: With regards to those students who have been subject to a form of abuse at home, how does the Academy support them to deal with the psychological aspects of the abuse?*

*C: (JR) When we are notified of a domestic abuse incident the Pastoral Team check in with the child that morning. If the child presents as anxious or upset internal support measures are put in place or in some instances the concern is referred to Children Services. In cases where the family already has a social worker, that professional will engage with the child in school to assess welfare out of the home environment*

*Q: How do you know that the strategies utilised by the safeguarding team, pastoral and link staff are effective and remain effective?*

*C: (JR) CPOMS allows us to record and track all incidents, concerns and interventions for each individual child. There are always 3 key members of staff monitoring CPOMS for any given child. By monitoring these factors, we can assess the effectiveness of interventions in place. Sometimes strategies are not effective and decisions are made to adapt or escalate interventions appropriately*

*Q: How often do you liaise with the Pastoral Teams as a collective to discuss lessons learnt from what interventions are working and those that are not?*

*C: (JR) Meetings take place daily between the Safeguarding Officer and the Pastoral Teams. Interventions tend to be specific to particular children so lessons learned also tend to be*

specific to those key staff involved. A whole team meeting would only occur termly to review any significant changes to Academy or Children Services procedures

Q: Has the Academy accessed the professional one day per week service from TCAT?

How does the Academy monitor the external support from TCAT to ensure no child is refused counselling support due to exceeding the one day per week limit?

C: (JR) The TCAT Counsellor does not work confidentially. Concerns raised are shared via CPOMS with key staff in the Academy. The Counsellor may, and has made recommendations for further intervention which have been acted upon by our own pastoral teams

Q: How long has this service been in place?

What percentage of students (who are deemed 'eligible') are taking advantage of this service? Is it having a positive impact? Assuming it is, how are you determining this?

C: (JR) The TCAT counsellor has been in place since 16/09/2020. She is currently supporting 9 students who she meets each week and early indications are that these meeting are effective in reducing anxiety related incidents.

We could refer more but capacity is limited. We do also have access to other agencies through Headstart so we can meet need in other ways

Q: How resilient are the safeguarding continuity strategies to always have access to a Safeguarding Lead at the Academy in the event of self-isolation, COVID related illness etc?

C: (JR) The Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL both who are members of the SLT. In addition to this we have a Safeguarding Officer who is a fully trained social worker and a Deputy Safeguarding Officer who is Level 2 trained.

When the March Lockdown was implemented all SLT members were issued with key information on how to deal with a safeguarding incident and where to seek external support. Mobile contacts have been shared between all SLT members. Our Safeguarding continuity strategies are robust

Q: When looking at the attendance report for those students categorised PA SEND K and PA Disadvantaged attendance ranges between 30.5% and 33.9% respectively; do we know what is preventing them from coming to the Academy and what strategies are the Academy employing to reach out to them to attend?

C: (JR) These two cohorts tend to return the highest absence and PA figures in any year. This is because parents may be more concerned about the child's welfare given their special need or disability, or for Disadvantaged children it is often the case that parents will keep children at home for lesser ailments because a parent is available to be at home with them. These figures would typically be 6-7% lower at week 4 but concerns and sometimes confusion around Covid 19 have escalated the numbers. The attendance team continue to engage parents daily when students are absent. Support is offered by our EWO and doorstep visits are made where absence persists. Link support is still made available for students anxious to engage with mainstream lesson and individual attendance mentoring is in place for those students with sporadic absences. We have been unable to establish the Attend and Achieve mentoring programme due to Covid 19 restrictions

Q: What is the numerical equivalent to each data set - it would be useful to see in numbers, how many students each % equates to?

C: (JR) The data below is for the full half term, rather than the first 4 weeks that were initially reported to Governors

HT1 to end of WK 7	%	Number of Students
PA.	22.8	<b>295/1291</b>
PA. SEND K	27.6	<b>51/185</b>
PA. PP.	28.8	<b>169/586</b>

Q: At what point does the Academy contact a student's parents as to their absence?

C: (JR) When a student is absent and the parent has not informed the Academy the parents/carers are contacted by phone or text the same morning. This is done again in the afternoon if contact has not been made. On the second day of no communication all other contacts on the system are accessed and emails are sent. Visits are completed on the 3rd day of absence without contact

Q: How does the Academy internally record, monitor and manage those students where the parents do not respond to a child's absence? (The assurance I am seeking is with regards to the safety of the student and the internal processes are joined up so as to prevent a child being further at risk).

Is the unresponsive nature of a child's absence escalated outside of the Academy to the Local Authority?

C: (JR) If the family are involved with outside agencies the agency is informed of the unexplained absence on the same day. It is worth noting that the attendance team has full access to CPOMS records and check them for any students with unexplained absences. For families without multi-agency support a 3rd day of unexplained absence would result in an enquiry notification to the local authority and an internal referral to safeguarding. A lack of contact for 3 days or more is very rare. If 10 days were to elapse without a satisfactory explanation for absence the student would be reported as missing in education.

Q: (VT) What would be the tipping point for full closure?

C: (MB) We are learning as we go along and are working with Hull Public Health, trying to link up cases. If a local outbreak was declared, that could be the tipping point for full year closures. Our main focus is to keep the Academy open. We are in an area of severe deprivation and keeping the young people in sight and in the building is the best thing for them right now

### **Staff Well-Being Survey**

- WHA staff were recently invited to take part in a well-being survey. The return from this was good and SLT have taken onboard the suggestions
- MB took the opportunity to commend TCAT CST for the help and support WHA has received and extended thanks to all WHA staff
- A second staff survey will be sent out after Christmas

Q: What was the total number of available staff that could have completed the survey and which role descriptors do they occupy?

C: (MB) We have 186 staff employed at the Academy. The survey was sent to all staff along with a reminder to complete the survey if they wished to do so.

Responses were collected from: 4 Senior Leaders, 24 Middle/Curriculum Leaders, 25 Teachers, 20 Support staff (teaching) & 12 Support staff (Admin)

Q: 85 staff took the survey, if they were from a selection of represented roles, how were they selected?

C: (MB) Staff were not selected, all were able to respond. The survey was sent to everyone.

Q: What was Q1 & Q2 as they do not appear on the report?

C: (MB) Q1 is what is your name and Q2 is what is your role at the Academy

Q: There appears to be at least circa 10% or above of neutrals throughout the whole question set – these are opportunities for learning, how is the Academy responding to them?

C: (MB) Staff had the option to respond anonymously to the survey. This was a conscious decision so that staff could share their true concerns openly. 37/85 (44%) chose not to provide their name and therefore we are unable to follow these up individually.

The survey was discussed at SLT and, whilst generally positive overall, opportunities to develop our approaches to supporting mental health and well-being were identified as a next step.

*Q: In the same vein as above, for those that have disagreed / strongly disagreed - is there an action plan in place to respond to these stakeholders and how is progress being tracked?*

*C: (MB) No specific action plan in place yet. However, routes to access support for mental health and well-being support through line managers and HR have been more explicitly publicised with all staff. In a few very specific cases, where staff provided their names, direct conversations with the Headteacher and subsequent referrals to TCAT Mental Health support made.*

*C: There is an evident consensus that with regards to COVID - all staff have felt well communicated, informed and being well-led – I know this has been a lot of work from you and your leadership team – this survey is good recognition of that hard work!! However, there seems to be less consensus when considering other aspects such as mental health and safety. How have the questions around mental health and safety been addressed?*

*C: (MB) Please see responses above and Appendix 1 at the end of this document. This has been shared with all staff. In addition, a member of teaching staff has undertaken the Adult Mental Health First Aid course with TCAT. In the next few weeks we will be planning how this new role can be integrated into our 'offer' for staff. Standardised 'out-of-office' replies were used over the half term in order to reinforce our expectation that staff take a break away from the Academy and that the mental health and well-being of all staff is a priority for us. A few have commented how reassuring they found this – that there was a clear recognition from leaders that they were not expected to send or reply to emails during holidays or out of normal working hours. We are constantly reviewing our Covid Risk Assessment and making changes to improve the safety and welfare of all staff. Each time an improvement is made, this is clearly communicated in addition to the reasons for doing so. We actively seek ideas and feedback from staff and have implemented a number of these strategies to improve safety and welfare for everyone.*

*C: (CF) After talking to people who work there, I know they will not give in. The staff ethos is to be held in high regard, well done to Mark and team*

*Q: (VT) Are you receiving any assistance from external Health & Safety providers?*

*C: (MB) Pat Morris (Head of Estates, TCAT) and ERYC have visited the school and I am happy with that*

*C: (MB) The key thread of negativity in the survey is centred around support mechanisms and we are addressing these*

*Q: (SW) How are you communicating with all staff during this time?*

*C: (MB) We have had to fully resort to using email and staff bulletins. These are not ideal but it is the best we can do at the moment. Prior to reopening we held 3 separate briefing sessions where we answered all questions and dealt with any concerns raised. 1*

## **Behaviour & Attitudes to Learning**

- Parents have been contacted again regarding the rules around home learning. Parents cannot choose to keep children at home if they do not fall into any of the vulnerable Covid-related categories
- There has been a backlash from parents over the refusal to close full year groups. WHA has assured all concerned they are following strict guidelines and advice from PHE
- Years 7 and 8 are experiencing behavioural issues with a high number of FTEs. A large part of the problem seems to be non-adherence to the Covid regulations and swearing/abuse against staff. Alternatives to FTEs are being looked into

- All students have been asked to take part in the Reflection Survey. This is still open and the results will be used to plan future curriculum and pastoral areas. A sample of results so far are:
  - 5% of students did not feel positive during lockdown whilst 75% stated that they felt positive for the future
  - 92% felt safe and secure during the lockdown period compared to only 2% who felt that they were not
  - 62% were able to overcome and deal with problems through accessing a range support strategy to help them manage their thoughts and feelings. A high proportion equally stated that they were not in need of any direct support
  - 79% felt happy and remained positive
  - 8% reported that they lacked general motivation whereas it wasn't the case for 62% of students
  - 55% of students increased their use of social media and television viewing thus having a negative effect on the amount of physical exercise undertaken. (18% of those surveyed decreased their amount of physical activity)
  - A reasonably high proportion (32%) found adhering to a daily routine difficult
- All in all, it has been a positive as is possible start to the new academic year

*Q: I understand that you are still collating the results of the reflection survey; however, do you know the reasons why primarily Years 9-11 have completed the survey and not so much Years 7 and 8?*

*C: (KZ) The switch of IT support from RM to TCAT in early September did not allow all students to complete the survey electronically (student access to WiFi limited in certain areas of the Academy). Under the current COVID guidelines at the time we were unable to issue students with paper copies to complete*

*Q: What was the total number of completed surveys at the time of compiling the report?*

*C: (KZ) A total number of 495 students had completed the survey at the time of compiling the report*

*Q: 5% of students did not feel positive during lockdown – did they elaborate the reasons why?*

*C: (KZ) Students didn't elaborate in more detail to that specific question, however in the "Any other comments section" their main concerns centred around three main areas:*

- a. The duration of the lockdown*
- b. Impact on future examinations*
- c. Longer term implication on their futures (career pathways)*

*Any concerns made by students since returning from lockdown have been picked up by the pastoral teams*

*Q: 2% of students did not feel safe during lockdown, in terms of numbers how many students did this equate to? What was the level of interaction by the Academy with these students?*

*C: (KZ) From the students surveyed this represented 8 students. The pastoral teams were proactive throughout the Lockdown period.*

*Actions during Lockdown:*

- a. Each House team was issued a list of vulnerable students.*
- b. Vulnerable students received a weekly telephone call checking on both Academic issues as well as a Welfare check*
- c. All calls were logged on CPOMS*
- d. Any concerns following the calls were logged on CPOMS and therefore signposted to the relevant person.*

*e. Parents/Carers of the vulnerable cohort were given the House teams direct mobile phone number should they need to contact them. Where necessary Social Workers were contacted to extend appropriate support to the relevant families*

*Q: Do we know what support strategies provided by the Academy the students felt helped the most?*

*C: (KZ) The Academy ensured that welfare checks were carried out on a fortnightly basis to students in each of the respective five Houses. During the calls the following strategies were found to have a positive impact on students:*

- a. Use of Teams by tutors: "Tutor Groups" set up so that students could make contact with their respective tutors*
- b. Students encouraged to email staff directly to clarify any issues with the Home Learning packs*
- c. The ability to provide regular follow up by the pastoral team when issues occurred*
- d. KOOTH training took place for House teams and subsequent signposting (anonymous online mental health and emotional wellbeing support service for children and young people aged between 11 and 25 in Hull)*
- e. Progress Directors were also tasked with making regular contact with their year group, providing reassurance and clarification with Home Learning*

*Q: What are the key behavioural challenges you are facing as a consequence of the integration back into an academic routine and what strategies are you employing to address these challenges?*

*C: KZ) A revised Behaviour Policy has been implemented since September in the light of COVID 19 which has resulted in some procedural changes:*

- a. Isolation/C3 room with booths no longer exists.  
There are currently five intervention rooms for each Year group which is staffed by a mix of house teams, TAs and Link staff to replace the one isolation room.  
This is not ideal when a student is removed from a lesson and could potential disrupt the focussed work that is taking place in there. Trial to commence during HT2 with Year 8s and run a separate remove room*
- b. Parental meetings  
These have only taken place over the telephone to date. The café will now be used to host reintegration meetings during HT2. This will allow face to face meetings to take place thus having greater impact.*
- c. Pastoral teams  
They have been working in allocated Learning Zones and across all five years. They adapted well to a new way of working, however daily issues became extremely time consuming to arrive to a resolution. Pastoral teams were unable to build up solid relationships with students and their parent/carers. From HT2 House teams are now working as Year teams.*
- d. Unable to run Headteacher detentions due to COVID measures.*
- e. Restrictions with the curriculum have meant that students in Y7 and 8 are restricted to one classroom for 23 periods out of 25 per week. They can't fully access our curriculum offer including CPA, full range of PE, practical DT, Food technology, Practical science measures.*
- f. Effective use of the planner - Under the current climate staff are unable to reward students with stamps which as a visual tool promotes positive behaviour in the classroom. Staff are currently recording these electronically on SIMS. Half term commendations cards are being awarded by Faculties and the Reward Shop has been open to Year 7 with a view of rolling it out to all Years prior to the end of HT2.*



*g. Staggered Day – Students are keeping to their bubbles for the start and end of the day, breaks and lunches which has brought a calm atmosphere to social times. SLT are having to spend up to 4 hours plus a day to ensure that all these duties are covered.*

*Q: (VT) Given the current situation, students will lash out, I support the FTE system*

*Q: (CF) Will the alternative to FTEs be recorded?*

*C: (MB) Yes, it's essentially an internal exclusion but different language will be used*

*Q:(CF) Are faculty detentions running as per normal?*

*C: (MB) Yes but we have stopped whole school and HT detentions for the time being*

*Q: (CF) Are you still continuing with managed moves within TCAT?*

*C: (MB) We work mainly with Kingswood and Sirius North only because of the geography of other TCAT academies. Students who are being moved must spend a week at home self-isolating before attending their new school*

## **20 REVIEW IMPACT OF STUDENT PREMIUM STRATEGY, INCORPORATING CATCH-UP FUNDING, THE COVID CONTINGENCY PLAN, FULL REOPENING MANAGEMENT PLAN & CONTINGENCY PLAN FOR REMOTE LEARNING**

- Annual PP budget just under £500 000
- No great changes are anticipated and although it appears that WHA overspend, more funds are channelled towards DA students. On the whole, the budget balances
- WHA is held accountable for the spending of this money and are using it in areas where there is a greater need using budget monitoring software

*Q: (DB) Did the Covid fund compliment the PP Plan? Is there other funding you can tap into?*

*C: (MB) The laptop scheme has helped and we do redirect from the main Academy to assist with DA spending*

*Q: A lot of the training has been halted due to Covid-19. Has any provision been made to move the training online or coaching through Teams?*

*C: (KF) We have joined the National College to provide access for all staff in the Academy to online training events. Although formally halted we are working tirelessly to support and develop our new staff who started with us in September. This is a combination of in-class support and the more formal training events that staff in training are entitled to. A blended learning approach has been adopted. We have also enrolled 2 instructors onto the Teaching apprenticeship programme that will provide on-line training and in-school training*

*Q: Is there a PP allocation budget for these academic years?*

*C: (KF) Yes, the plan has now been updated and will be circulated. Projected income is similar to 2019/ 2020*

*Q: Given the Academy was closed from March to July 2020 - how much of the PP was delivered and was there any financial carry-over from 2019/20 into 2020/21?*

*C: (KF) All the PP funding was re-directed into supporting those students that were working from home. A wealth of resources, work books, basic equipment was purchased to enable our students to continue with their learning.*

*Budget £578,870*

*Actual spend £591,313*

*Q: How is PP budget expenditure monitored to prevent potential over-spend?*

*C: (KF) The vast majority is planned for and will not change such as salaries. We have limited left for other spending. Faculties can bid for this for specific projects/ resources. All spending is recorded*

*Q: I recognise that in the opening statement that the impact of the spending will be reflected in sustained academic performance - is there any critical success factors you wish to see and how*

are you monitoring them? For example; Out of hours learning opportunities (100x3 hrs sessions) - a CSF could be to achieve 90% take up of allocation with a stretch target of 95%. 39 hours of reading intervention, 15 days for bespoke support for speech and language - what would you deem a successful application/ access to this support?

C: (KF) Planning for this spending is incredibly challenging at the minute. We have spent some on resources to support catch up and increased the YIPIYAP days. The reading intervention is in place and working effectively with the children we have in school. I do not want to commit money to an intervention that will not go ahead due to current difficulties

Q: How will the Academy test to see if students are clear about future pathways and opportunities?

C: (JR) There is a Careers curriculum in PSHE lessons for each year group with programmes of lessons at various points in the school year. Progress and development checkpoints are built into these lessons. For Year 11 students, career pathways is the main focus of term 1 into term 2. There is significant input from post 16 providers and Connexions which is logged on Compass, a careers tracking database. Class teachers monitor progress and support applications in lessons each week

Q: There appears to be a projected overspend against allocated funding - how is the overspend being funded? Not sure what HOP is? Forgive me if I have this incorrect

C: (MB) There is an apparent PP overspend every year and the additional funding is from the Academy's general budget. However, we still operate within a balanced budget overall. In reality, many of the strategies earmarked for Student Premium spending cut across a range of priorities so it is sometimes difficult to 'isolate' activities as either PP or not PP. Simply put, our spending on disadvantaged students far exceeds the Student Premium budget allocation that we receive

Q: 100 x 3 hours of teaching out of hours. How are you splitting these hours? Are you planning on offering this to all year groups? What plans are in place to encourage students to take advantage of this additional teaching?

C: (KF) In reality this needs to be broken down further into faculties and time allocated. The plans have slipped already due to the lockdown. Our PPEs are in December and staff were offering Saturday support that is not going ahead now. We are switching to on-line learning in some areas. History is delivering after school sessions through MS Teams. We are very responsive to the changing times

Q: It's great to see that you have a plan in place to reduce the movement of students in the Academy by introducing static sets for Years 9 and 10.

How do you pitch lessons at the correct level of understanding if you have (for example) a child who is in set 2 for English (pre-Covid) yet set 3 for Maths? I assume they would be placed in set (e.g.) 2. How will this affect their engagement and learning?

C: (KF) We aim high and support those who need it to help them get there. We have thought carefully about the groupings and have progress leaders in place to make decisions about any students who are misplaced. As these groups are together for 16 periods they needed careful engineering. Where we have got it wrong we made changes. The teachers have the skills and resources to ensure sufficient stretch and support for all. The overarching factor has been getting the right mix of students in the room

Q: Reading the plan, pending Government guidelines, it would appear that you are planning to teach many lessons live on Teams in order to ensure that you have a full timetable.

What percentage of students have the ability to join in live lessons on Teams at home?

How do you plan to monitor that they are joining in the lessons? What is the communication plan back to the parents for non-attendance? What plans do you have in place to monitor attendance and disruptive behaviour?

C: (KF) 4 points of communication happened in the first 8 weeks.

1. A survey for all families asking about their IT access and facilities
2. A letter with guidance and instructions about our intentions for live teaching and the use of teams and school email
3. Individual calls to families without access to IT who were asking for paper packs
4. An offer of the loan of a laptop should one be required.

Despite this we have still not had feedback from all families. We are confident of 60% uptake of live lessons. Laptop allocation of the new stock will increase this. Monitoring will be done via Teams as the students join the lesson and registers will be taken as usual.

The chat function has been disabled as this has caused some issues across TCAT schools. The teacher is in control of all students' cameras. They can remove students from the lessons that can be followed up with parents

Q: You mention about amalgamating classes should a teacher be self-isolating. What would the total number of children be in a virtual class? How do you plan to engage with an increased number of students?

C: (KF) I don't know the answer to this yet. Our blended learning approach is adapting all the time. We may use recordings for some classes. Staffing changes on a daily basis, our plans keep evolving. We already have staff teaching from home via the whiteboard with cover supervisors in the room. It was a plan in September, it's now reality in a number of classrooms for many children

Q: Children with no internet access: what improvements have you put in place to engage with these students and encourage more printed packs to be collected?

C: (KF) We are providing dongles and laptops for some families. (some are unwilling to sign loan agreements). We envisage students will be out for 2 weeks and in for 2 weeks. They will need to bring their work back in to school to be assessed. Paper packs will be pre-prepared and taken for the 2-week period

Q: There are no Open Evenings planned for the Autumn half term. How do you plan to keep parents informed of their child's progress or areas of improvement?

C: (KF) When we collect CAD data we send this out to parents with attitude to learning grades and areas for improvement. The first data capture for Year 11 has taken place and will be sent home this week

Q: How will remote learning strategies incorporate differentiated learning for each student based on their individual planning for progress baselines?

C: (KF) Staff will continue to teach using a range of strategies and techniques. Teachers will plan activities appropriate to the students as they do in lessons. Individual support has been challenging this term as staff cannot support students as closely as they once did. We have seen excellent practice develop with the use of the visualisers for modelling and supporting learning

Q: How is the quality of learning resources for remote learning being reviewed?

C: (KF) It is now more closely aligned to the curriculum being taught in school. Work is logged weekly and matches as closely as possible to what the students will be missing

Q: Has there been a review of lessons learned from the original lockdown as to the access and active engagement of students to remote learning?

C: (KF) Yes- our learning experiences were only paper based either collected or available through MS Teams. We only delivered live lessons during the last month of the Summer term. This was a learning experience for our staff and students. We want more students to access their learning via Teams and have worked with the students to train them on this

Q: How will progress against preparations be monitored?

C: (KF) With an ever-changing environment we are trying to keep up so that we are ready to close bubbles or move to a rota system. Less of a monitoring situation and more getting it done

## 21 3-YEAR STUDENT PREMIUM PLAN

- Now in the 2<sup>nd</sup> year of the 3-year plan
- Teaching and Learning has been the main priority. WHA needs to be able to offer the best support for the young people and focus on their needs as a community
- Certain plans have come to a halt due to Covid but will hopefully resume soon
- Staff CPD still in the forefront

Q: How has the Academy arrived at the priorities for the PP strategy?

C: (KF) We have used all of the following in the identification of our priorities:

- Our knowledge of the student community over recent years. Particularly the knowledge that our House Teams have of some of our hard to reach families. In addition, the fantastic working knowledge that Anita Hoy has of our community.
- Data relating to academic outcomes in recent years,
- Analysis of frequent internal assessment data, including analysis of gaps (progress and attainment)
- Attendance data and patterns compared with local and national trends
- Analysis of reading scores and other data relating to reading comprehension and proficiency
- Evidence from internal monitoring and evaluation of the quality of teaching and learning
- Scrutiny of students' work, in comparison with other, non-DA students
- Evidence from our partner primary schools on transition, especially in relation to reading, writing and oracy
- Behaviour and consequences data, including Fixed Term Exclusion data and patterns
- Analysis of attendance at additional learning opportunities, such as Lesson 6
- NEETS data in recent years (Not in Education, Employment or Training) and post-16 pathways

Q: Given the disruption to education and the additional SLT Academy floor presence, how will you manage the strategic oversight of the PP Strategy and the successful implementation of the proposed strategies?

C: (KF) There will be a direct impact on workload of all senior and middle leaders who are already stretched to capacity. However, we will monitor this and, if necessary, stop doing some of the things that we can maybe 'park' for a while. There will be a need to regularly assess our priorities and take full account of everyone's workload

Q: What are the internal mechanisms in place to test the effectiveness of the PP strategies - when do these take place?

C: (KF) Internal monitoring of data systems, including:

- Quality of teaching and learning data from internal monitoring activities
- Assessment data
- Attendance data and patterns
- Reading scores
- Behaviour data analysis
- Exclusions data
- Student Voice Surveys
- Parent surveys
- Feedback from House Teams

Q: How does the PP Strategy align with the Academy Development Plan?

C: (KF) Both plans have the same core development priorities. Teaching and learning are the core priorities of both the ADP and the PP plan and much of the common development work centres on the development of staff expertise, particularly metacognition which is a recognised

*strategy that promotes the learning and progress of DA students. In addition, the high levels of support and development we provide for our new trainee teachers and Newly Qualified Teachers that ensure we have a high-quality work force that can teach and support all of our students effectively.*

*The development of vocabulary interventions features in both plans, as does the provision of high-quality intervention. This is also mirrored in our Catch-up plans.*

*The development of our curriculum, including appropriate pathways such as the Arc and AP (Alternative Provision) for students with more challenging behaviours are complemented by the development of a behaviour curriculum which aims to prevent students falling into a cycle of consequences, exclusion and AP*

*Q: (VT) How are you managing to prioritise to get together to discuss, review and assess?*

*C: (MB) SLT meet weekly and the development plan is always central to these meetings. Priority number one is to remain open and safe*

*C: (MB) The DfE provide regular guidance and updates but the best support we have received has come from the Trust, primarily Sarah Young and Dave McCready*

*Q: (SW) With regards to the recovery curriculum, are you monitoring where they are against what they have missed?*

*C: (MB) There is no new recovery curriculum, we are building as we go along. We have got them back in the classrooms with their regular teachers and our mantra is teach, teach, teach. We will assess as we go along*

*Q: (VT) During 'normal' times we have strong and not so strong areas of curriculum, how are they now?*

*C: (MB) There is only one area of concern and Senior leaders are monitoring with a 'hands off' approach. This week will see the first round of line management meetings*

## **22 RATIFY STUDENT PREMIUM PLAN 2020/2021**

**Resolved:** The PP Plan for 2020/2021 was approved and is to be published on the Academy website

## **23 ACADEMY DEVELOPMENT PLAN AND SELF-EVALUATION UPDATE**

- Small groups of 4 -5 have been removed from the mainstream and are following a behaviour curriculum
- Behaviour curriculum is aimed at those students on the verge of falling into a bad behavioural pattern
- Educational psychologist is training staff and compiling a bespoke curriculum along with I Fernie for a suite of 17/18 lessons
- Hull Pathway currently visit the Academy one day per week. It is too early to see any impact
- The Link provision is currently closed. Year groups are in intervention rooms staffed by Link staff, Pastoral staff and TAs
- The hope is to reopen the Link and have it staffed from 12:00 – 17:00 weekdays as a few days in the Link for students is better than going straight to FTEs. The decision to open in the afternoons may be an unpopular one as it will need to be staffed but this is something that has to be tried

*Q: Given the additional demands on supporting the COVID arrangements, how do you plan to achieve effective monitoring and evaluation of the ADP in the current climate?*

*C: (MB) This is going to be a challenge and it is fair to say that since writing and submitting the Plan the national picture in relation to Covid has changed, as have the guidance documents that we work to, and we need to respond accordingly. Our priority is, and must be, remaining open for as many students as possible, remaining safe for all staff and students and being ready with a remote learning strategy. Also, in these exceptional circumstances, our priority needs to be support and development for staff, rather than rigorous monitoring and evaluation. That being said, our leaders know their teams well. They know the strengths and where weaknesses exist, they have plans in place to support and develop. As the situation continues to evolve, our plans will need to as well*

*Q: (VT) Do you meet with any other HTs, Mark? Any peer groups?*

*C: (MB) Not really. We do have annual appraisals with Sarah Young that focus on Academy development and have regular full Trust Headteacher meetings. The outlook is it's your school, you need to run it as you see fit*

*C: (CF) Given the demographic of TCAT schools there really is no one size fits all and it is the right decision to let the HTs run the academies. Any behaviour issues are Trust wide*

## **24 GOVERNOR TRAINING AND SUPPORT**

**24.1 NGA Learning Link modules.** LC urged all Governors to complete the new 'Safeguarding: The Governor's Role' module as soon as possible plus one more of their choice

**24.2 KCSiE 2020 Guidance and updates.** LC reiterated the importance for all Governors to familiarise themselves with this document

**24.3 Governor Data Protection Training.** VT thanked all Governors who had undertaken the 'GDPR Staff Awareness Test' on GDPR Sentry and urged those who hadn't to do so as soon as possible

LC also asked the Governors to complete the new 'Data Protection for Governors' as, to date, only 2 had completed it

**ACTION: LC to collate all Governor training results and forward to VT**

**ACTION: LC to put together a spreadsheet of training to be undertaken and where to locate it**

## **25 GOVERNOR VISITS TO SCHOOL**

Under the new lockdown rules, no non-emergency visitors should visit the Academy. All Link Governors were urged to contact their relevant Academy link by telephone or Teams to check in

## **26 POLICIES FOR REVIEW**

### **26.1 Behaviour Policy for Students**

The Behaviour Policy for Students was tabled for approval

**Resolved:** The Behaviour Policy for Students was approved

## 26.2 Inclusion Policy

The Inclusion Policy was tabled for approval

**Resolved:** The Inclusion Policy was approved

## 26.3 RSE Policy

The RSE Policy was tabled for approval

*Q: How is the policy communicated to the parents? How do you seek involvement? Is this through the governing body?*

*C: (JR) RSE policy and practice takes effect in Term 2. In January 2021 all parent will receive a letter setting out RSE provision in the academy. This details external provider sessions and the scheme of work for each year group. These actions fall well within the revised DfE deadline of Summer Term 2021-*

*Q: How do parents have the option to withdraw their children from non-statutory components of sex education? Is this just when the form is sent out? Is it sent out?*

*C: (JR) Parents/carers have the option to withdraw their children from RSE lessons. The process for doing so will be set out in the letter. A dedicated RSE email address has been set up to facilitate parental correspondence. Plans are in place to offer a parent /teacher working group for RSE to ensure that we can best meet the needs of our community in this respect. These plans have of course been set back by Covid 19 measures*

**Resolved:** The RSE Policy was approved

## 27 DATE OF THE NEXT MEETING

Monday 07 December 2020, 17:00, virtual via Teams

## 28 AOB

None

## 29 ACTION POINTS

**29a ACTION:** MB to forward the contact details of E Wilkie to S Waller (**minute 16**)

**29b ACTION:** CF to contact J Richardson to further discuss safeguarding (**minute 16**)

**29c ACTION:** VT to forward the Governor shared calendar for all to populate with details of virtual visits (**minute 16**)

**29d ACTION:** LC to circulate the WHAT liquidation report (**minute 18**)

**29e ACTION:** LC to collate all Governor training results and forward to VT (**minute 24**)

**29f ACTION:** LC to put together a spreadsheet of all training to be undertaken and where to locate it (**minute 24**)

VT closed the meeting by asking Governors to contact him should they need anything at all.  
MB echoed the sentiment

**The meeting finished at 18:35**

A handwritten signature in black ink, appearing to read 'A. H. T. E.', followed by a horizontal line extending to the right.