

Minutes of the Local Governing Board of Winifred Holtby Academy
Virtual via Teams. Monday 17 May 2021 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), Mrs K Farmer (KF), Mr I Fernie (IF), Mr J Richardson (JRi)

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

55 WELCOME AND INTRODUCTIONS

VT welcomed all Governors to the last meeting of the academic year.

56 APOLOGIES

Full attendance

57 DECLARATIONS OF INTEREST

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

58 MINUTES OF THE LAST MEETING (15 March 2021)

Resolved: That the minutes of the meeting held on 15 March 2021 be confirmed as a correct record and will be electronically signed by the Chair, VT.

59 MATTERS ARISING

ACTION: LC to liaise with C Thorley re the liquidation report and refer back **Carried Forward.**
LC to liaise with CT

ACTION: MB to look into promoting the website careers section in the Academy newsletter.
In progress. To be removed from the minutes

ACTION: AH to complete the updated Safeguarding Module on Learning Link before the next meeting. **Completed**

60 STRATEGIC HEADTEACHER REPORT

60a Overall Effectiveness

- The verbal feedback from the recent virtual Ofsted monitoring visit was incredibly positive. Although the visit does not change the rating of 'Requires Improvement',

inspectors judged that leaders and governors are taking responsible action to provide education in the current circumstances and Senior Leaders are clear about what is needed for the community

- Students and staff have returned to the academy for face-to-face teaching and operate in Year Group bubbles
- The split start, break, lunch and end times are having a huge impact on staff as it takes up a large portion of their day
- Continued Covid working is starting to take its toll on staff
- CAG workload is phenomenal
- WHA is on track to return to a 3-year curriculum next year

Q: (SW) With regards to staff wellbeing, is this looked at Trust or Academy level?

MB: Line managers are the initial go-to but we are receiving good support at Trust level. We are trying to give staff the time they need to do the work that goes into CAGs

Q: (SW) Are you seeing a high staff absence?

MB: There has been an increase in the past 2 weeks but we are keeping an eye on it

Q: (VT) What is the consequence if the work is not done?

MB: The work is being done but it is getting done before or after work

Q: (VT) Have you touched base with TCAT or SLT?

MB: Yes, and Sarah Young was here last week, it was good for her to see first-hand what we are sometimes dealing with

60b Quality of Education Summary

60bi Curriculum

- Work is ongoing for adapting the curriculum. This is running alongside the preparation work for submitting CAGs
- Internal assessments weighted heavily across all GCSE subjects
- Yr11 not expecting to be in school after half term unless vocational coursework needs to be completed
- Currently working on a programme of work for Yr11 to access from home
- Faculty Leaders to be taken off timetable after half term along with another member of staff to allow quality time to put the grades together
- Quality assurances are done in house
- All CAGs will be submitted 18 June after being signed off by the class teacher, Head of Faculty, KF and MB
- Policies shared with parents, students and the JCQ. KF waiting to hear from AQA regarding the CAG process and to make sure the policy has been accepted
- Second timetable ready and waiting for lockdown lifting on 21 June although, with news of the new variant, this may not happen. Yr7 have not seen the rest of their school yet, they have been kept in their bubble
- 3-year KS3 developing with students currently going through their options to broaden their range of subjects
- Reading strategy planning in progress with the focus on Phonics
- Currently trialling the Read Write Inc Fresh Start programme, aimed at 9-13-year-olds
- KF working with Director of English to look at more robust training for the English Faculty. Language and History leads to also meet to support this development

Q: (VT) How will you track the progress of the Read Write Inc Fresh Start programme?

KF: It's built into the programme and we are being supported by some of the TCAT primaries as how to run it and it has measurable outcomes all the way through. Small groups are currently being trialled with the aim of making it bigger next year

Q: (VT) Does this feed into the schemes of work?

KF: Yes, it will do. I think we are going to have to integrate teaching of phonics more widely than ever before

C: (SW) Read Write Inc is a good scheme, very robust and this is a real positive

Q: (DB) It looks like things will get tougher over the next couple of months with loading deadlines for CAGS etc, what impact is that going to have on moving to the 3-year KS3 and the workload to get that job done?

KF: That's in hand and not really a concern. We started talking about that planning process 2 years ago and we've just be redefining it. It's the next couple of weeks we need to get through, the longer term we will be alright

Q: (DB) with regards to the CAGs. Do the students have any involvement in them before they are sent? I'm just thinking of the potential appeal process, wrong grades etc.

KF: I have communicated with the students every step of the way via email and asked tutors to flag these emails up about the process. They've been sent emails in their language and I've asked for their feedback. We've kept them informed every step of the way. They sign off their evidence so they know exactly what is in their portfolio. We have been really transparent

Q: (BH) Can I just clarify the acronyms – are they CAGs or TAGs? Centre assessed or teacher assessed?

KF: Everything that comes from the government is a teacher assessed grade. The TCAT stance on it is the quality assurance that everything is going through centre assessed because it's not from one teacher, no one teacher is accountable for that grade

Quality of Teaching

- Terms 2 and 3 have continued to be challenging
- Over 500 laptops and 50 dongles issued so far
- Middle leaders worked on adapting the curriculum during the first term. This meant when the third lockdown announcement was made, WHA saw a seamless transition from face-to-face to remote learning
- Practical subjects have had to be adapted more
- Bespoke curriculum published on the website to ensure students and parents have an overview for the rest of the academic year
- During January, subject leaders worked to produce a RL Assessment Strategy to establish a feedback strategy that accelerates learning and student progress
- During the recent Ofsted inspection, students told inspectors how well they thought they were being taught and how they had confidence in the teachers and felt well supported
- Session attendance for the first half term was 90.2% Academy wide with 71.7% attending lessons. Full lesson engagement for the period 25/01 – 05/03 was 67.8% Academy wide
- Compliance monitoring has taken place and Heads of Faculty are working on inconsistencies
- NQTs, who make up 17% of the workforce, continue to do very well in difficult circumstances
- Teach First will continue as NQTs next year

C: (VT) I'm going to try and schedule a meeting with Michelle (Kermeen) before the summer and talk about how she is addressing inconsistencies with teaching across all faculty groups as I know that was one of the key areas Ofsted were looking at. I'll also be focussing on the

professional mentor and how that feeds in. Do you know when the deep dives are going to take place?

KF: We do have some scheduled for after 18 June for Maths, English & Science

Q: (VT) If at all possible, would I be able to sit in?

KF: Yes, of course

VT: Thank you. When we are inspected I'd like to be able to say I've seen it with my own eyes

MB: We have been limited this year but going forward, if any other governors want to sit in on any subject deep dives they are more than welcome to do so

60bii Standards including Disadvantaged Update

C: (KF) From the point in time when GCSEs were cancelled, no data collection has been done for Yr11. The focus has been to find out what the students know and don't know and work with that rather than fill in a spreadsheet, putting more pressure on staff. For the last data collection for Yr9, they had not been in school. Most of them had been out, due to isolation, for 10 days and then we shut the bubble

VT: That is fair enough, I don't think we can do more than that

- Gaps are still apparent between DA and non-DA students. However, they are not widening
- No trends or patterns to note
- Assessments have taken place to assess gaps in knowledge and intervention, catch-up and schemes of learning will be reviewed based on the outcomes

60biii SEND Update

- Currently 195 students with SEN, 45 of these also have an EHC
- 2 students, 1 Yr10 & 1 Yr11, with EHCP have been moved to more specialist placements
- The Hub saw a high level of attendance from KS3 & KS4 during lockdown
- E Wilkie is looking into SEN in the normal curriculum and assessing individuals, most are doing well now
- Planning and lesson observation being looked into
- All Yr7 & Yr8 one-page profiles updated
- LA supported Resource Base bid has been taken through. No further information is available at this time
- Supported set 5s continue. The pandemic has resulted in some staffing issues which has had a knock-on effect with unwanted behaviours in the classroom
- Groups of current Yr. 10 and Y9 have been identified as needing a level 1 provision. These students are not accessing work or core lessons. A more nurturing environment is what is needed for this group whilst following a more appropriate curriculum
- Emphasis this term is on accountability for those students out of the mainstream school
- WHA has been selected as a placement academy for an initial one-year test and learn pilot called Mental Health Support Team. This will be funded over the next 5 years by the NHS and will support the academy to understand their student population and mild to moderate mental health issues. Target based interventions will be delivered through a team of Educational Mental Health Practitioners, Senior Practitioners and clinical leaders within the team

Q:(SW) The report talks about privately sourced speech and language support – who is that and when are they hoping to come in and do face-to-face support?

KF: I think we might have had them in. I'll ask one of our admin team to confirm that for you Q:(SW) The report also mentions various alternative provision. I just wondered what are they, how many students does it involve and why is WHA not able to meet their needs?

KF: It's from the Hub, it's where we can't meet their needs and quite often it's because they are displaying levels of behaviour that we find difficult to cope with. The Hub also has very vulnerable students and we have one at the moment who we are finding incredibly challenging to keep in school and I think we are looking at a placement at Aspire.

IF: Yes, we are. Just to add to that, he is really finding it very difficult in there, he is being very volatile towards other students and we have a duty of care to make sure that other students are safe in that provision

60biv LAC Update

- Progress is on target or above for the most part
- One Yr9 student struggling with attendance and as a result is substantially low with academic progress

60c Behaviour & Attitudes Summary

60ci Attendance Report

- All school attendance for Half Term 4 is 88.9%. DA attendance for the same period is 85.2% with SEN sitting at 85.8%
- Attendance figures are significantly lower than 2019/2020 and this is attributed to the pandemic

60cii Behaviour Report

- Behaviour has been challenging from various individuals
- Yr7 & Yr8 key pupils are responsible for the poor behaviour. The biggest challenge is girls in Yrs 9 & 10 and there are no issues with Yr11
- One cohort in Yr9 and one in Yr10 are extremely challenging at the moment. This pattern is citywide
- Good inroads were made with exclusions before lockdown but there has been a huge increase in half term 1, of 1 or more exclusions
- There has also been an increase in 2 or more exclusions. This is expected to continue to increase
- DA and SEN exclusions have also increased
- Increase in numbers can be attributed to the time spent at home with very little boundaries but WHA has stuck to the rules
- Link provision has been used for students who have sworn at staff
- CONNECT programme running well. To date, 24 students across Ys 7 & 8 have been developing strategies to help them become more self-aware and have been developing skills to equip them to make better choices
- Slight decrease in low level disruption in half term 1 with current daily average of 10.8 compared to the Autumn term daily average of 11.4. Strategies to reduce C3s include:
 - Use of On Call
 - C2 reiteration of expectations
 - Doubling up of On Call
 - Parental meetings



- Faculty support
- Timetable reduction

C: (SW) I agree with what you are saying about it's important to stick to the rules. It would be far worse to allow those to slip just to keep the number of sanctions down. I think it's really positive that the school is doing the one-year pilot for mental health and support

Q: (SW) How does the number of exclusions compare with other Trust schools?

IF: They are not compared as I don't have access to that data but speaking to city colleagues, it's a similar picture

C: (MB) The need to share data across the Trust schools has been discussed at HT Board. At the Secondary Heads meeting this morning the pattern across the Hull schools is that this is certainly on the rise with similar behaviour – swearing at staff, defiance. I'm not sure how useful cross Trust data would be as we are not similar schools, however I think across the city it's really important that we gather that data

C: (IF) A lot of our work at the moment is pre-emptive; it's getting them before it's too late. We will be able to refer students to the MHST, although it's only a small number initially, 5 students. The Community Police is set to launch in the final half term and we are hopeful we'll be able to put together a cohort of around 10 students who are just showing signs of not getting it right

C: (VT) I'm looking forward to seeing how the CONNECT programme will work in the new academic year. I really endorse and echo everybody's sentiments – there are some non-negotiables with behaviours and it's good that you are trying to support initiatives before the horse has bolted. It's good work, thank you

IF: With regards to the CONNECT programme. We are coming up to week 5 of 6 with our first cohort. There have been some successes but there have been some pupils that we probably made a mistake with putting them on, I think they are too far down the line. We would never write them off, it's about whether that specific programme is right for them

Alternative Provision

- 22 students currently engaged in AP
- 6 full time at Compass with 1 student waiting to be processed and 1 successfully reintegrated back into Yr9
- 16 students attending Aspire's main site
- 4 students in Yr7 engaged with the 'Thrive' programme
- 1 Yr7 attends Rising Stars part time at Rise Academy and 1 Yr11 attends Rise Academy on an LA commissioned place
- IF to meet with Aspire SLT on 26 May to look at who is ready to return to school
- All students in AP remain on roll

Q: (VT) Is there any link-up in terms of safeguarding between WHA and Aspire? John, are you happy that they meet your needs and expectations?

JRi: Yes, absolutely and the education welfare officer calls weekly

Q: (DB) What does reintegration back into the academy look like if we've spent half the year trying to make them fit in?

IF: I think sometimes students think that the grass is greener and the other thing you have to consider is that Aspire does house an awful lot of permanent excludees from across the city. Some of our students who we do send have reached the end of the road in terms of that mainstream support but I think some of them do realise very quickly that actually, where they need to be is back in Winifred Holtby. To answer your question, we look for one day a week with us in week one with four days at the provider. Week two, providing it was successful would be two days in the academy and it builds to three, four, five until they are attending full time

BH left the meeting at 18:00

60d Professional Development Summary

Spring Term Safeguarding Children Report

- WHA continues to have a strong safeguarding culture, staff know what to look for and how to respond to concerns
- Staff are updated via an ongoing programme of safeguarding briefings
- Students are confident to share concerns
- 514 safeguarding concerns logged on CPOMS this term. Compared to the year before last, it was 302 for the same period. Last year cannot be compared as students were not in school
- Rise in numbers attributed to lockdown and also the confidence pupils have in staff
- Top of the list for concerns is family home issues, followed by anxiety/student mental health and online behaviours such as sexting and inappropriate sexual behaviour online
- 37 referrals made to outside agencies
- 18 pupil mental health support capacity (TCAT MHSW) in school is full. NHS programme will provide more capacity
- PSHCE programme has been built on to ensure universal information is shared.
- Strategies developed for managing stress and anxiety and a section on online safety and online behaviour has been included
- Corner House brought in to deliver RSE, focussed around consent for all Year Groups

C: (VT) We've had 2 Ofsted inspections and both validate the safeguarding that you and SLT are providing, so thank you for that John. Also, the Safeguarding Link Report that Craig and David put together gives a really good flavour, from a Governor perspective, of what they saw. Craig and David took up the mantle of safeguarding, I asked them to go right back to the beginning, looking at the SCR for example.

C: (JRI): Thank you for that Vince. I will say it's really important that we keep revisiting those basic things consistently just to make sure that we continue to get it right

60e Leadership & Management Summary

- MB thanked key leaders who attended tonight and went through the relevant sections of the report
- Ofsted report an endorsement of the leadership actions already taken
- CPD programme has brought staff up to a level never seen before
- Focus is still on returning to a 3-year KS3
- WHA identified to be part of a LA driven programme to develop reading in schools

C: (MB) I'm very lucky to have the leadership team I've got and I want to extend that to the curriculum leaders and the wider leadership team, we have a really strong team. Our key message with the inspectors is that we haven't changed what we are doing, we've had to put things in place for Covid but our future actions have remained core to what we are doing. We have a really strong team of Governors and the levels of challenge are the best we've ever seen and I thank you for that

VT: The biggest endorsement I can give you personally is my child going to your school. I believe she has access to high quality education and I thank you for all that you do



61 COVID CATCH-UP FUNDING

- A large portion of this has been used to secure Yipiyap for another year.
- 2021/2022 Yipiyap support includes 5 days across Maths, Science and 4 days across Geography and 4 days across MFL using the discount the Trust secured
- All areas for 2021 – 2022 are covered with the bulk of the spend going to exactly where it is needed
- 1-1 online tutoring has had a poor uptake. This was aimed at students in Yrs. 9, 10 & 11 but had them accessing the work out of school hours
- National Tutoring Academic Mentor programme to continue

Q: (VT) Will we remain in budget?

KF: Yes absolutely. I've costed £57 000 in for next year's Yipiyap support and I had just over £8 000 left but when we got the Trust discount from Yipiyap I used the extra to get an additional 4 days of support in school

62 POLICY UPDATE

LC has spoken with D Bowman regarding incorrect headings on a handful of Academy-based policies. DBo to update with the correct Academy logo

62a Attendance Policy

The Attendance policy was tabled for approval.

Resolved: The Attendance Policy was approved

62b BTEC Pupil Appeals Policy

The BTEC Pupil Appeals Policy was tabled for approval.

Resolved: After the suggested amends had been made, the BTEC Pupil Appeals Policy was approved

62c BTEC Registration & Certification Policy

Resolved: After the suggested amends had been made, the BTEC Registration & Certification Policy was approved

62d Provider Access Policy

The Provider Access Policy was tabled for approval

Resolved: The Provider Access Policy was approved

63 GOVERNOR LINK VISITS

Safeguarding: CF & DB recently conducted a safeguarding visit. Both would like to spend time in the future with various HoY with the focus on following up with staff who raised initial concerns.

Summer Term follow-up to also include:

- Deeper insight into the record keeping of staff training
- Streamlining incident reporting on CPOMS
- Checking of SCR
- Clarity on escalation paths – who decides the level and when to move forward?
- Look at 3rd party support offered to ensure external provider has up to date records
- A walk through to look at potential H&S concerns

Overall, the report was positive

Pupil Premium: VT and KF to meet before the end of the academic year to discuss Pupil Premium

VT urged Link Governors to arrange a visit, virtual or physical, after the CAGs have been submitted

ACTION: VT & KF to meet before the end of the academic year to discuss Pupil Premium

64 GOVERNOR TRAINING AND SUPPORT

LEARNING LINK & GDPR SENTRY

All Governors have completed the required modules for safeguarding and GDPR with just one Governor to complete the additional NGA module due to technical issues. LC in contact with AH to try resolve the issues with the module.

OFSTED GOVERNOR PREPARATION TRAINING

At the time of the meeting, 3 Governors, DB, CF & VT, had put themselves forward to attend the Ofsted training with Brian Stillings at Wolfreton in July.

After the meeting, AH has also confirmed she would like to attend the training should she be re-elected as Staff Governor.

65 DATE OF THE NEXT MEETING

September 2021, date TBC

66 AOB

66.1 VT MESSAGE

VT closed the meeting by thanking all Governors for their contributions during a very difficult year and asked them to consider how they see the LGB going forward.

Governors were encouraged to keep in contact through their WhatsApp group and, as the Chair position is voted on annually and therefore up for renewal in September, to give serious thought to the position. VT also expressed interest for a second term as Chair

VT to organise an informal meeting of the LGB before the start of the new academic year

ACTION: VT to organise informal meeting of the LGB before the start of the new academic year

67 ACTION POINTS

ACTION: LC to liaise with C Thorley re the liquidation report and refer back (**minute 59**)

ACTION: VT & KF to meet before the end of the academic year to discuss Pupil Premium (**minute 63**)

ACTION: VT to organise informal meeting of the LGB before the start of the new academic year (**minute 66**)

The meeting finished at 18:24

