

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

Winifred Holtby Academy. Monday 20 January 2020 at 17:00

### **PRESENT:**

Miss C Bushell (Chair, CB), Mr G Barley (GaB), Ms G Barley (GB), Mr M Brown (Headteacher, MB), Mr B Horsley (BH), Mr V Tennison (VT)

### **ALSO IN ATTENDANCE:**

Mrs L Craxton (Clerk to the LGB, LC), Mrs K Farmer (Deputy Head, KF), Mr I Fernie (Deputy Head, IF), Mrs G Stafford (Clerk to the Trust, GS)

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

### **30 WELCOME AND INTRODUCTIONS**

CB welcomed everyone to the meeting and thanked them for their attendance.

### **31 DECLARATIONS OF INTEREST**

None other than the annually declared interests were tabled

### **32 APOLOGIES**

Mr C Foster was absent without apology for the second meeting in a row.  
Mrs A Hoy and Mrs N Sketchley (Maternity Leave) had both given apologies. NS had informed the Clerk that she will return to Governance after the summer break

**Resolved:** Consent was given for the absence of the two named governors who had sent apologies.

**ACTION:** LC to follow up the reason for the absence of CF. GS to ask CF if he wants to continue as a Governor.

It was felt that the LGB would be strengthened with more members and an advert should be placed on the Academy website.

**ACTION:** Advert to be placed on the Academy website for Governors

### **33 MINUTES OF THE LAST MEETING (24 October 2019)**

**Resolved:** That the minutes of the meeting held on 24 October 2019 be confirmed as a correct record and signed by the Chair, CB.

**34 MATTERS ARISING FROM THE MINUTES**

- 34a ACTION: LC to follow up the reason for the absence of KN and CF.** KN has resigned from the LGB due to personal reasons. CF informed LC of his Thursday evening lecturing commitments at the University of Hull, therefore was unable to attend
- 34b ACTION: KF to provide her feedback on the new KS3 structure at the next meeting**  
See minute 35
- 34c ACTION: 2019 – 2022 Pupil Premium Plan to be presented at the next meeting.**  
See minute 36
- 34d ACTION: MB to RAG rate ADP and link ADP to TCAT vision and values and present at a later meeting.** To be presented at the May 2020 LGB
- 34e ACTION: Governors to complete the Learning Link Safeguarding mandatory Module ASAP.** VT has completed this, CB is in progress. All other governors urged to complete the module before the May 2020 LGB. GS to resend the link to all
- 34f ACTION: Governors are encouraged to come into School to witness school events. Link Governors are to visit the School at least once per term.** VT to meet with Pete Stallard (Director of English) on Friday 24 Jan at 11:20 for a walkthrough. VT also has an audit planned with Michelle Sykes on 23 March to measure progress in Careers Advice Guidance
- 34g ACTION: MB to inform LA Admissions team of intention to restrict Y10 & Y11 PAN to 245.** Completed

**35 STRATEGIC HEADTEACHER'S REPORT**

**Overall Effectiveness – MB**

- Now in the second term of membership of the Trust. Staff have enjoyed two Trust Conferences
- Metacognition being embedded throughout the Academy
- Positive feedback received from parents attending Parents' Evenings regarding recommending the Academy to others (98%) and their child feeling safe (97%).
- A recent staff survey had 70 responses and 99% stated they were proud to be a member of WHA
- Positive Discipline was introduced in Autumn term; rewarding good behaviour
- Work to develop the 'cultural capital' continues with trips both abroad and nearer to home and charity work is a strength of the Academy
- SEND Hub provision is strong
- The Arc, in collaboration with Aspire Academy, is for students at risk of exclusion and ensures that every students is given the opportunity to achieve

**35a QUALITY OF EDUCATION SUMMARY**

## Curriculum

- Currently looking at the advantages and disadvantages of a 3 year or 2 year KS3. WHA currently have a 2 year KS3 with the current Year 11 being the first cohort to complete the 3 year KS4. The outcomes of this cohort will be closely analysed before any changes to the curriculum are made over the next 18 months
- Teachers were given the January 2020 training day to review their needs against the curriculum
- Students are given the opportunity to enter a CPA scholarship which is funded by NCOP exceeding £84 000
- Curriculum time in Core and EBacc subjects increased in KS3
- For future cohorts WHA is looking to introduce Travel & Tourism and Psychology this year along with a textile element to the Arts & Graphics suite of options
- Careful selection required for students offered college provision as some did not behave to the expected standard and have been withdrawn from the course
- GTA Motor Vehicle course is going well with students making good progress
- Hub students' qualifications do not count in performance tables but they all get at least entry Level 1 in vocational subjects

*C: (KF) The forecast of the Year 11 outcomes are looking very positive but we are not able to determine if this is due to them having a 3 year KS4 as other changes have also been made, such as a significant improvement in the quality of teaching.*

*Q: (VT) Which model does Ofsted favour?*

*KF: There is no recommended model but it is clear that they do want to see a 3 year KS3 and justification of any alternative would need to be clear.*

*Q: (GB) What do other Trust academies follow?*

*KF: Cottingham and Wolfreton follow a 2 year KS4 – the others do a 3 year KS4. It seems that a 2 year KS4 is cheaper but our gain would be 8 periods per week.*

*Q: (VT) What is your gut instinct?*

*KF: I think we will have to go back to the 2 year KS4 but what we could do is a mid-way solution and offer a balance of core and EBacc subjects as a transition year in Year 9.*

*Q: (VT) If we went back to the 2 year KS4 would this support the EBacc subjects?*

*KF: It wouldn't change for English, Maths, Science, History and Geography as they are a 5 year curriculum.*

*C: (MB) It is clear when you read Ofsted reports that they do not like a 3 year KS4.*

*KF: I believe that a 2 year KS4 plus taster EBacc / Open subjects in Year 9 would get the same results.*

*Q: (CB) Do you think Year 8 students are too young to choose their options?*

*KF: No as we ensure they have a broad curriculum.*

*Q: (CB) Do you believe that the College students that misbehaved did so due to their attitude to learning or the programme was wrong and did not engage them?*

*KF: They were just not mature enough to see the value of what was offered. The course is a successful long running course.*

## Standards



The following data was collected from PPEs in November. 5% was then added to the results to give a forecast grade for summer outcomes. Previous forecasts have been accurate. Challenge meetings take place through January where Faculty Leaders outline their plans for key student groups. All forecasts have been shared with parents and students.

Headlines are:

- Progress 8 forecast is -0.3 (2019 outcome -0.67). 5 Hub students and 5 in the Link are on a reduced curriculum and all affect the P8
- Attainment 8 forecast is 45.59 (2019 outcome 43.2, 2019 national average was 46.5)
- Strong Basics (9-5) forecast is 43.6% (2019 outcome 32.6%, 2019 national average was 43%)
- Standard Basics (9-4) forecast is 66.2% (2019 outcome was 56.9%, 2019 national average was 64.9%)
- Maths and English leads work closely with their teams on target cohorts to ensure progress is maintained
- EBacc entry is 46.2% (2019 entry was 30.5%) with 12% achieving a strong pass
- Concern over accuracy of forecasting in Science
- The PP cohort attainment will be better than similar pupils nationally but their progress will not be as good as national
  - Predicting bigger gap than the national gap at 9-7
  - Slightly bigger gap than national at 9-5
  - Predicting a smaller than national gap for 9-4
  - PP HAP is struggling, and the largest gap is predicted from this cohort
  - Least able PP cohort of 13 LAPS is making limited progress. Their gaps are significant. 10 are PP with 5 of those educated in the HUB
  - Largest gaps in attainment and progress are forecast in the high ability PP cohort – work continues to engage these students and encourage working at home.
- Gender gap is in line with national. Girls are forecast to outperform boys at Strong Basics by 18%
- 7 of the 19 students with SEN K needs are forecast to make positive progress

Subjects of concern:

- MFL was previously identified as a subject for concern but forecasts are good
- ICT now has new leadership and also specialist support but attainment will not be where it should be due to the scale of the catch up required that was minuted at the October meeting.
- Maths are forecasting better outcomes but progress still needs to improve
- Science PPE outcomes were lower than expected

*C: (MB) We are encouraged that the predicted outcomes are stronger than previous years with a significant improvement expected in Basics. These are based on PPEs and last year the forecasts were accurate. EBacc entry is up again. I am disappointed with Science PPEs and this is big area for improvement.*

*Q: (VT) Who did we appoint to the Lead Teacher of Science post?*

*KF: We made a permanent appointment with successful experience as a Head of Faculty – we are very lucky to have appointed him. Feedback from the team and students has been very positive.*

*Q: (CB) Does he specialise in a particular area?*

*KF: Biology but he can teach all.*

*Q: (CB) Forecasts last year were accurate but was your forecast for Progress 8 (-0.67) also accurate?*

*KF: Staff believe there is more to give. If 10 students could be taken out (5 in the Hub and 5 in the Link) then progress would be -0.2 but we are happy that we are offering the right courses to these students. We can get the biggest gains from boys and especially PP boys with targeted intervention. We are predicting big progress in History, Geography, MFL and Science. We are also predicting big progress improvements in English, Maths but the EBacc bucket is sitting low and that is where we need to see the gains*

*C: (VT) When looking at raising aspirations, it is great to see we are rewarding the well behaved with reward stamps. As a parent, I have received a letter from English outlining the expectations around homework. There is a definite language change that has taken place in the last 3 years and I would like to thank the staff for this.*

*MB: Expectations are going up more and more but we do get resistance from some parents.*

### **SEND Update**

- 39 students with an EHCP / Statement and 155 with SEN support
- Deep dive of Hub provision planned to take place this term by the HT of Tweendykes Special School and a lead inspector for special schools with Ofsted.
- Increase in EHCPs means that 23 TAs are employed and are under the management of the SEN team.

**ACTION: CB to carry out a SEN Link visit following the deep dive**

### **Looked After Children Update (LAC)**

- There are 13 LAC at the Academy
- 2 are educated at alternative provision
- 7 of the 13 have 100% attendance with a further 3 having attendance above 96.5%.

## **35b BEHAVIOUR AND ATTITUDES SUMMARY**

### **Attendance Report**

#### **Overall Attendance**

- Attendance for 'All' students 2018/19 was 94.4%, (national 94.5%).
- Target for 2019/20 is 95%
- Attendance during Autumn term 2019 was 94.4%
- Attendance dropped to 93.3% in December due to high number of students affected by the norovirus
- DA attendance was 93.5% for the Autumn term
- Small group of SEN students are impacting on attendance but are being offered significant support
- Persistent Absence (<90%). 16.5% students have attendance of less than 90%. DA PA was 20.45% over the Autumn term (national 22.6%)

### **Behaviour Report**

- Still working on ensuring a consistent approach to positive discipline



- Target is to reduce the proportion of one or more fixed term exclusions to below 4.3% (2019, 6.0%)
- Year 7 boys are the most challenging cohort with 6 being assessed at a specialist behaviour provision
- Consequence system used to deal with low level disruption. A C3 indicates that the student has disrupted a lesson to such a degree that they have been removed from class. All C3 information is monitored. In 2019 the daily average for C3 Lesson Removals was 10.6. The Autumn term daily average is 10.6
- Year 7 received the most reward stamps in Autumn term 2019, closely followed by Year 8
- 20 students are currently in alternative provision. Daily contact is made to ensure attendance and discuss any concerns

Q: (VT) Has the introduction of the planner for rewards stamps led to a reduction in low level behaviour?

IF: The Planner is for rewards but we need to work on consistency among staff awarding. We push this weekly and do tackle staff that do not use the system.

MB: For example, we recently conducted a deep dive in Geography and popped in and out of 6 lessons and did not see a stamp awarded all day.

Q: (CB) Has there been any permanent exclusions this year to date?

IF: No

Q: (GB) Do you learn what leads to spikes in behaviour – such as Hull Fair week?

IF: Post Christmas and Summer holidays is always tough but the place does feel much calmer month on month.

Q: (CB) Were Hub children receiving FTEs?

IF: Yes, last year, but they are much more settled now.

### 35C PERSONAL DEVELOPMENT SUMMARY

#### Safeguarding Children Report

- 13 students are subjects of a Children Protection plan
- 15 are subject to a Child in Need plan
- 181 safeguarding concerns have been logged
- 8 children have been referred to EHASH
- 32 alerts have been received from the Police to inform the Academy about domestic violence incidents (27 alerts in Autumn term 2018)

IF had prepared an analysis of self-harm incidents logged on CPOMS over the last year. There are 5 categories for self-harm: cutting, depression, eating issues, drug related and overdose. The data showed a reduction in incidents of cutting. 17 of the 20 students that generated the Autumn term data were in Key Stage 4.

Q: (GaB) Has there been an increase in bullying?

IF: No, we had a spike in the early summer term in terms of reported cases of bullying. We've put in place bullying ambassadors, peer to peer mentors, we raised the profile around bullying. I don't feel there has been a significant increase.

Q: (CB) Is there a well-being team?

IF: House Leaders are the well-being team with 10 staff in all.

Q: (GB) Has the reduction in self-harm been due to behaviour due to a change in their circumstances or aligned to the interventions?

IF: It could be both. External and internal factors have an impact.

*C: (KF) We have just had intervention at Cornerhouse over 6 weeks to provide exam coping techniques. It was a very positive course.*

### **35d LEADERSHIP AND MANAGEMENT SUMMARY**

- Emphasis on reviewing the curriculum and breadth of offer
- Introduction of deep dives. To date this has taken place in MFL and are planned in History, Geography, Hub and SEND provision this half term
- 3 year Pupil premium Strategy developed

*Q: (VT) Do Ofsted look at having external validation of deep dives?*

*MB: We are using external personnel in some of the deep dives (e.g. Tweendykes HT).*

*Q: (VT) How do Ofsted see consistent of quality of teaching?*

*MB: Deep dives allow this. We talk to the Subject Leader about the curriculum and then go and see it, looking from different angles. They will see a consistency of approach.*

### **36 3 YEAR PUPIL PREMIUM STRATEGY**

- Proportion of DA students is 48.8%
- Funding allocated 2019/20 is £581K
- P8 of DA 2018/19 was -0.93
- 24% achieved Strong Basics

The new 3 year Strategy was circulated a week in advance of the meeting. Single most effective strategy to improve outcomes is to receive consistently good teaching. New teachers receive training and resources so they can be as good as they can be as quickly as they can be. Targeted support offered for DA students. Five Progress Directors have been appointed to work with each year group to target underperformance. Third strategy is to continue to provide resources through the Link, the arc and alternative provision.

MB explained that twice per year progress against strategies would be presented to Governors.

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

### **37 GOVERNANCE HANDBOOK**

The Governance Handbook has been issued to all Governors throughout the Trust. The Handbook documents the membership of TCAT, vision and values, visit protocol, responsibilities of Link Governors and gives recommended questions in all areas of the LGB agenda.

### **38 GOVERNOR TRAINING AND SUPPORT**

Only one Governor had completed the mandatory Learning Link module. Governors were reminded that they all had to complete the module named: "Safeguarding: The Governor's Role" plus any other module.

**ACTION: GS to resend instructions to join the Learning Link**

**ACTION: All Governors to complete the Safeguarding module before the next meeting in May and any other one module by July.**

### 39 GOVERNOR VISITS TO ACADEMY

There had not been any Governor visits to the academy in the Autumn term. However, VT to meet with Pete Stallard (Director of English) on Friday 24 Jan at 11:20 for a walkthrough. VT also has an audit planned with Michelle Sykes on 23 March to measure progress in Careers Advice Guidance. Link Governors (DA, SEND and Safeguarding Links) were reminded of their responsibility to complete a termly visit.

**ACTION: 3 Link Governors to complete a termly visit.**

*Q: (VT) The careers provision looks good on the website. Does M Sykes get additional time for careers provision work?*

*MB: Yes, she has the time off from teaching equivalent to a Head of Faculty.*

### 40 ANY OTHER BUSINESS

VT asked the SLT if they were getting what they wanted from the LGB and was there sufficient challenge.

MB replied that the time invested by the Chair for grievance meetings was appreciated. He also said that he did feel the Board held him and his team accountable and there was challenge.

GS took the opportunity to thank IF, KF & MB for the quality of their reports

### 41 DATE OF NEXT MEETING

Monday 04 May, 17:00.

### 42 ACTION POINTS

**42a ACTION: LC to seek the reason for the absence without apology of CF. GS to ask CF if he wants to continue as a Governor. (minute 32)**

**42b ACTION: Advert to be placed on the Academy website for Governors (minute 32)**

**42c ACTION: MB to RAG rate ADP and link ADP to TCAT vision and values and present at a later meeting (minute 34d)**

**42d ACTION: CB to carry out a SEN Link visit following the deep dive (minute 35a)**

**42e ACTION: Progress against strategies in the PP Plan to be presented at the October 2020 meeting (minute 36)**

**42f ACTION: GS to resend instructions to join the Learning Link (minute 38)**

**42g ACTION: All Governors to complete the Safeguarding module before the next meeting (minute 38)**

**42h ACTION: 3 Link Governors to complete a termly visit (minute 39)**

Part A finished at 18:40. All staff and Staff Governors left at this point.