

Minutes of the Local Governing Board of Winifred Holtby Academy

Monday 03 October 2022 at 17:15

PRESENT:

Mr V Tennison (Chair, VT), Mr D Brooke (DB), Mr M Brown (Headteacher, MB), Mr B Horsley (BH), Mrs A Saunders (AS), 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 O'Brien (JOB)

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

01 WELCOME AND INTRODUCTIONS

VT & LC welcomed all Governors to the first meeting of this academic year

02 APOLOGIES

Apologies had been received from Mrs A Hoy

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

03 DECLARATIONS OF INTEREST

Resolved: Governors present returned their completed pecuniary interest and data collection forms.

04 LGB MEMBERSHIP

It is the duty of the Governing Board to elect a Chair and Vice-Chair annually. VT volunteered to continue as Chair. Nobody else wished to be considered for the role

Resolved: All Governors approved VTs appointment as Chair

Chair 2022/2023: V Tennison

Vice-Chair 2022/2023: To be revisited at the November meeting

PP Link: V Tennison

SEND Link: S Waller (until the end of term)

Safeguarding Link: D Brooke

Attendance & Behaviour: A Hoy

Teaching & Learning: B Horsley

Careers & Curriculum: A Saunders

VT also officially welcomed A Saunders to the LGB and noted this would be S Waller's final meeting, although SW is on hand to support until the end of the Autumn term

Due to work commitments, C Foster has also stepped down with immediate effect

All present thanked CF & SW for their contributions to the LGB and wished them well for all future endeavours

05 MINUTES OF THE LAST MEETING (20 June 2022)

Resolved: That the minutes of the meeting held on 20 June 2022 be confirmed as a correct record and be signed by the Chair, VT.

06 ACTION POINTS

ACTION: KF to discuss with D Waterson the possibility of seconding a TA from another Trust school **Completed**

ACTION: MB to email Behaviour Policy to governors, once ready, for electronic approval **Completed**

ACTION: LC to check with G Roundill that all governors are registered with The National College. Once done, AS to complete the Safeguarding Governor module **Completed although issues have arisen when allocating modules. LC, DB & D Waterson looking into them**

NEW ACTION: LC, DB & D Waterson looking into allocation issues on The National College

ACTION: RR to be presented to governors for discussion at the September meeting **See minute 13**

07 PERFORMANCE DATA REPORT – Outcomes 2021/2022

The new reporting structure allows all academies to have sight of all data, allowing for wider collaboration and support where needed

Although there is still a lot of hard work to be done, key strengths include GCSE English Literature and OCR Sport

Reducing rates of PA remains a focus including a plan of action to increase capacity within the attendance team

KS4 Progress and Attainment

* All published with 2019 actuals for progress calculations

	KS2	Cohort	Progress 8 *	Attainment 8	Basics		Ebacc		
	APS				% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WHA 2019	4.92	239	-0.66	43.4	57	34	31	15	8
WHA 2022	4.8	236	-0.32	43.2	56	41	31	21	14
East Riding 2022				48.4	70.1	47.7	33	23.3	17.1
Hull				47.1	61.5	43.6	-	-	-
National 2022 **				49.1	69.5	49.6	37	26	19.2

** National data not yet published. Indicative figures from collaboration data on SISRA & FFT

NB: East Riding comparison has been added whilst waiting for Hull

DA Progress and Attainment

	KS2	Cohort	Progress 8 *	Attainment	Basics		Ebacc		
	APS			8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WHA 2019	4.84	112	-0.92	39	46	24	23	11	5
WHA 2022	4.71	100	-0.77	37.2	46	30	20	13	9

SEND EHCP Progress and Attainment

	KS2	Cohort	Progress 8*	Attainment	Basics		Ebacc		
	APS			8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WHA 2019	4.46	5	-2.74	12.3	0	0	0	0	0
WHA 2022	5.08	4	-1.48	33.1	50	50	25	25	0

54/58

	KS2	Cohort	Progress 8*	Attainment	Basics		Ebacc		
	APS			8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WHA 2019	4.32	20	-0.89	27.1	20	10	5	0	0
WHA 2022	4.1	33	-0.92	23.7	18	12	9	6	6

GCSE Subject Attainment

Subject	Total Grades	9-7	9-4	Average Pts Per Entry
Biology	1	100	100	8
Chemistry	1	100	100	8
Physics	1	100	100	8
Polish	3	66.7	66.7	7
Maths Further	16	31.3	100	5.81
English Literature	214	29.4	75.2	5.13
Religious Education	9	22.2	77.8	5.11
English Language	216	18.5	70.4	4.73
History	76	25	63.2	4.51
Science combined	430	18.4	65.8	4.5
Sociology	30	13.3	66.7	4.5
Spanish	36	8.3	75	4.44
Geography	140	20	62.1	4.29
Maths	217	14.3	66.8	4.29
Computing	16	25	68.8	4
French	42	7.1	57.1	3.67

Non-GCSE Subject Attainment

Subject	Total	L2D*-L2P %	L2D*-L1P %	Average Pts
	Grades			Per Entry
Construction	49	94	98	5.27
Music	28	93	100	5
Acting	33	88	100	4.89
Business	44	68	100	4.61
Dance	16	75	100	4.47
Health & Social Care	36	69	40	4.42
Art	80	68	89	3.84
Engineering	18	72	94	3.72
ICT	20	25	100	1.7

- There has been an overall improvement in the 'Basics' at grades 9-7 and grades 9-5 (Strong Pass) and similar outcomes to 2019 for Grade 9-4 (Standard Pass)
- Strong improvements in overall Ebacc standard and strong pass and in the humanities, MFL and science Grade 4+ & 5+ measures
- GCSE English Literature and OCR Sport highest performers
- Areas in need of improvement include progress outcomes for DA and bringing students in line with the national average

Attendance & Behaviour

- Overall attendance for 2021/2022 was 87.3%
- Attendance across all year groups requires significant improvement
- A total of 3217 classroom removals took place last year. This equates to 16.6 students per year group
- 4 Permanent Exclusions, 134 receiving 1 or more FTS and 80 receiving 2 or more FTS
- SEND students less likely to be removed from lessons due to their strong relationships with staff
- Boys still higher than girls for removes at 69%

Quality of Teaching & Learning

- 84/87 teachers displaying Quality First Teaching at the end of 2021/22
- 100% of ECTS achieving the national standards
- Modelling and explaining allows students to develop their knowledge and understanding of concepts and processes
- SEND-K support strategies in need of developing
- Further enhancement of the reading strategies needed

C: (KF) We are not where we want to be, but the outcomes have improved

Q (VT) Why do you think that is?

MB: It is due to a number of things, the quality of teaching and learning being just one, it's hard to pinpoint. Ofsted noted our book content was strong. There has also been significant improvement in MFL with curriculum changes

Q: (VT) Combined Science has performed well but not so for the individual sciences, why?

KF: The confidence of the cohort was not high and we also made the decision to run it as a double and not triple at breakfast club. Only one student excelled at the single sciences

C: (VT) Dance always seems low

KF: It is but we maintain the course as it demonstrates the breadth of our curriculum

C: (MB) With regards to behaviour, it's a small minority responsible. However, as we move up the school, the maturity levels are higher

Q: (DB) What's behind the low French outcome?

KF: Half of Yr9 do French, the other half do Spanish. There are no lower or higher cohorts so we will always get a mix plus staff absence had an impact

C: (MB) The KS3 curriculum has started to reap rewards

Q: (DB) Attendance is higher in the SDP – is this too aspirational?

MB: We have to aim higher and 'realistic' targets sometimes give the wrong impression

Q: (VT) How confident were you with the predictions?

MB: Very, they are more accurate than ever before

Q: (VT) Has the SEND provision map been rolled out?

KF: The map is now talking to Arbor, the strategies for teaching have been logged, parents and staff have access and the feedback so far from parents has been very positive

Q: (VT) Will it improve the quality of teaching and learning?

KF: Yes. The document is live and works well for the student. The staff plan from the monitoring and evaluation cycle

C: (MB) The deep dive in DA & SEND focussed on SEND classroom support

C: (KF) The addition of the 2nd SENDCo has seen the quality of documentation greatly improved. The children all have very different needs

C: (IF) Some of the SEND cohort have serious developmental issues. We have Thrive practitioners in place, therapeutic activities and we are continuing with CONNECT. The support is there and a number of students to engage daily. Tigers Trust also come in twice a week

Q: (SW) Are parents consulted when a student asked to be removed from a course?

KF: Yes always

Q: (VT) How did the Yr11 Hub students do?

KF: All of them left with a suite of qualifications that will allow them to access the next level of their education

C: (VT) I'd like to acknowledge the hard work that has gone into this, thank you. It is clear the students are benefitting greatly

08 SELF EVALUATION FORM (SEF)

- Overall Effectiveness, the Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management are all judged to be Good
- Internal and external endorsements have been colour coded for easy identification
- **Quality of Education:** The curriculum remains strong and accessible to all students
- **Behaviour & Attitudes:** As the curriculum has developed, strong improvements to behaviour have been seen. The development of CONNECT (in house programme) has supported the improvements in attitudes to learning for identified cohorts in Yrs 7 & 8
- **Personal Development:** Students' spiritual, moral, social and cultural development is a strength of the WHA curriculum and makes a significant contribution to students' wider development
- **Leadership & Management:** leaders & governors share a clear and ambitious vision for the provision of a high quality education for each student and the core values of Respect, Ambition & Achievement permeate the day-to-day practices

Q: (SW) Is this document the new Trust format?

MB: It is but it's very similar to the one we had last year

C: (SW) It's very thorough and clear

C: (JOB) The strength is in the level of detail

C: (VT) I welcome the separation between internal and external endorsement

C: (VT) When I was on site recently, I could feel the school is in control of behaviour, all lessons were quiet and the students were engaged. The deep dives gave a lot of assurance

Q: (DB) The SEF judges behaviour as 'Good' but the Headteacher report depicts a different picture, why is that?

MB: Any negative behaviour is by a minority and does not reflect the wider student body behaviour

Q: (SW) How is behaviour and break and lunchtime?

IF: It's a mixture, some good, some boisterous

C: (KF) It's much better than before as we have more staff on duty now and we are looking into different routines

Q: (VT) Has the segregation of the Year groups worked?

MB: Yes, Yr7 are still very much primary school children, they like to play and run around. Yrs 7, 8 & 9 line up each morning and Yrs 7 & 8 after each break

C: (KF) Movement times have also improved greatly

C: (VT) This is a strong SEF. It's easy to read and the data and details are very good

09 PERFORMANCE DATA REPORT – Targets 2022/2023 & Current Performance

2022/23 targets for KS4:

Measure	FFT20 Benchmark	Aggregated Students' Targets (SISRA)	School Target
A8	55	56	51
PP A8	51	53	47
% Basics Standard Pass 4+	81	85	67
PP % Basics Standard Pass 4+	75	82	52
% Basics Strong Pass 5+	62	70	48
PP % Basics Strong Pass 5+	54	63	35
% Basics 7+		29	22
PP % Basics 7+		22	16

- Key strengths highlighted in the current data include the good behaviour shown at KS4 and the strong start of students in Yr7
- Attendance target for 2022/23 is 94%, current attendance is 88.9%
- Only Yr7 currently sit above 90% at 93.9%
- Current Yr8 classroom removals and PP classroom removals highest at 100 & 85 respectively
- 42 students currently accessing AP

C: (MB) Myself, Jamie, Dave Waterson and Lizann Lowson met to discuss these realistic targets and they have been amended where necessary. Everything feeds into the Risk Register. Classroom removals are high and this is attributed to a zero tolerance approach to poor behaviour by staff

C: (DB) That sounds good but there does seem to be a problem

C: (MB) It is getting better. It's a small minority causing most of the issues

C: (SW) It's good for the governors to be able to see the support put in place

C: (JOB) Governors need to be fully supportive in all disciplinary matters, such as exclusion
C: (VT) We support as much as we can and ensure all the correct procedures have been followed

10 SCHOOL DEVELOPMENT PLAN

MB presented the SDP and outlined the strategic priorities for this academic year. All priorities are clearly linked to the Trust Development Plan and include further strengthening of the quality of education, improvement of behaviour and attitudes to learning, enhancing personal development and further strengthening of leadership and management

Governors invited to attend the Yr11 deep dive on 18/10. (see minute 14)

C: (VT) This a good strong, focused plan, thank you

C: (MB) We will need a link governor for each area. I'll make sure targets are shared and all information will be uploaded to the Teams shared area

ACTION: Governors to let MB know if they would like to attend, or are unable to attend the Yr11 deep dive on 18/10

ACTION: BH to monitor the quality of teaching and learning in AP, CPD levels and to look over samples of marked work

11 SAFEGUARDING REPORT

- J Richardson to update the template as certain areas of governor training are inaccurate
- 13 students currently LAC. 5 are performing well, 2 are average and 3 are below. There is no current data for 3 students
- 16 children subject to a Child Protection Plan
- 17 children subject to a Child in Need Plan
- 100 children logging safeguarding concerns
- 23 referrals made to EHaSH (Early Help and Safeguarding Hub)

C: (MB) With JRi retiring at the end of this academic year, we are looking to recruit from Easter to allow the new DSL to work under his guidance for one term. To enable full capacity, we are leaning towards making the position a non-teaching role

12 PREMIUM REVIEWS

12a Annual Review of School Led Tutoring

- £180 000 was received and fully allocated. More funding was channelled into Yipiyap support
- At the time of the May census, 7833 hours across 570 students had been logged
- 2 phonics tutors have delivered interventions 25 hours a week. Significant gains seen in reading scores with 98% of the 45 students making expected or better progress
- Yipiyap have delivered Science, Maths, Geography and Spanish tutoring. Weaknesses were identified before starting the tutoring and assessment tools were used after the interventions to measure progress.

- Assessment data in Science EDUCAKE/Sparx shows that all students increased by at least 50%
- 100% of Maths & Science staff reported students were accessing lessons better after intervention
- 80% of Yr7 Geographers showed a clear understanding of core skill not taught in primary due to lockdown
- 100% of students in French & Spanish improved ability to converse and showed improved enjoyment of the language
- WHA staff members carried out small group tuition before and/or after school. This allowed weaknesses to be identified early and the students worked on building confidence and closing the gaps in knowledge

12b Annual Review of Pupil Premium (success of 21/22 & impact & 22/23 approach)

KF presented an overview of the 2021 – 2022 PP Strategy. Main points noted as below:

- 47% of the school population of 1319 are PP
- PP funding received: £549 125
- Recovery funding received: £157 235
- Total budget for 2021/2022: £706 360
- WHA PP recovery divided into 3 areas – Quality First Teaching, Targeted Support & Wider Strategies
- Curriculum adaptations, school led tutoring and the NTY will all be integral to targeted support for DA and non-DA
- Going forward, challenges include low self-esteem in some DA students, engagement with learning outside of the classroom, low attendance and lower parental engagement

Q: (VT) Did you have full take up? Who was it aimed at?

KF: It's directed towards DA but we also used it for after-school programmes for non-DA

Q: (VT) When you look at the money spent vs impact, was it worth it?

KF: Yes, we have done small group tuition for years and it really does work well

Q: (DB) Can you identify what worked best?

KF: No, it's impossible to pinpoint with so many variables

Q: (DB) What are your plans for when the funding stops? How will you maintain the interventions that are working well?

KF: We will have to look at the budget and moving forward release more of the PP funding that is currently used for staffing to place into the recovery budget

Q: (DB) What is the time frame for the interventions?

KF: Everything we have spent will run no later than this academic year

Q: (VT) With regards to the parent apps, does Arbor have the ability to track homework and notify when done or not done?

DB: At the moment no but it can be set up

C: (VT) It would be useful to know if the homework is done

13 RISK REGISTER

- The RR contains 4 risks:
 1. Behaviour
 2. Attendance
 3. Quality of Education

4. Quality of Education (Curriculum & Standards)

All generic risks, Data Protection, Cyber Security etc., have been moved to the Central Risk Register

C: (VT) *This reads really well, thank you*

14 LINK VISITS

VT visited the Academy on 05 September for the training day. During this visit the new Mission Statement was rolled out – VT expressed his thanks to the LGB for their input

PP visit to take place after the new plan is launched

VT to attend the Yr11 SEND & DA deep dive planned for 18/10

ACTION: All governors urged to complete one visit by the end of November and to let VT know if this is not possible

15 GOVERNOR TRAINING

Governor training is now exclusively with The National College. All members are expected to complete the annual 'Certificate in Safeguarding for School Governor' & 'Certificate in the Role of a School Governor' before the next meeting

ACTION: Governors to complete Certificate in Safeguarding for School Governor' & 'Certificate in the Role of a School Governor' before the next meeting

16 DATE OF NEXT MEETING

Monday 28 November 2021, 17:00

17 AOB

None

18 ACTION POINTS

Meeting & Date	Action	By whom	By when	Update
LGB 03 Oct 2022	Minute 05: LC, DB & D Waterson looking into allocation issues on The National College	LC, D Waterson & D Brooke	28/11/22	
	Minute 10: Governors to let MB know if they would like to attend, or are unable to attend the Yr11 deep dive on 18/10	All	17/10/22	
	Minute 10: BH to monitor the quality of teaching and learning in AP, CPD levels and to look over samples of marked work	BH	Ongoing	

	Minute 14: All governors urged to complete one visit by the end of November and to let VT know if this is not possible	All	30/11/22	
	Minute 15: Governors to complete <i>Certificate in Safeguarding for School Governor</i> & <i>'Certificate in the Role of a School Governor'</i> before the next meeting	All	27/11/22	

Part A closed at 19:08 and BH & JOB left the meeting