

## The Local Governing Board of Winifred Holtby Academy

Minutes of the meeting of the Local Governing Board.  
Winifred Holtby Academy. Thursday 24 October 2019 at 17:00

### PRESENT:

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

### ALSO IN ATTENDANCE:

Mrs L Craxton (Trainee Clerk to the LGB, LC), Mr I Fernie (Vice Principal, 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.

## 09 WELCOME AND INTRODUCTIONS

LC was introduced to the meeting as the Clerk in training.

## 10 DECLARATIONS OF INTEREST

None other than the annually declared interests were tabled.

## 11 APOLOGIES

Apologies had been received from Mrs A Hoy & Mrs N Sketchley (Maternity Leave)

**Resolved:** Consent was given for the absence of the above named governors.

No apologies had been received from K Nicholson and C Foster.

**ACTION: LC to follow up the reason for the absence of KN and CF.**

## 12 MEMBERSHIP AND APPOINTMENTS

The Clerk explained that it was the Governing Board duty to elect a Chair and Vice Chair annually.

With GB standing down, CB volunteered to be Chair. Nobody else wished to be considered for the role. All Governors approved CB's appointment. MB extended his thanks to GB for her time and support over the past year.

**Resolved:** Chris Bushell be Chair for 2019/20

VT volunteered to be Vice Chair. All were in favour.

**Resolved:** Mr V Tennison be Vice Chair 2019/20

GS explained the Link Governor functions.

**Resolved:** The following Link Governors were confirmed:

Disadvantaged Link: Miss C Bushell

Safeguarding Link: Mr G Barley

SEND Link: Miss C Bushell

Careers Link: Mr V Tension

It was advised that if CB found the workload too much after one term the roles would be revisited.

CB chaired the meeting from this point onwards.

### **13 MINUTES OF THE LAST MEETING (16 September 2019)**

**Resolved:** That the minutes of the meeting held on 16 September 2019 be confirmed as a correct record and signed by the Chair, CB.

### **14 MATTERS ARISING FROM THE MINUTES**

**14a** ACTION: IF to divide self – harm reporting into 3 terms and state the strategies used where incidents are increasing. Also to report on the top 10 most vulnerable pupils that appear in differing CPOMs categories (minute 4c) – **Carried over to next meeting as reports will only be compiled after Term 1**

**14b** ACTION: IF to produce case study examples of support put in place and therefore pupils not re appearing on the report (minute 4d) – **Carried over to next meeting as reports will only be compiled after Term 1**

### **15 STRATEGIC HEADTEACHER'S REPORT**

#### **Overall Effectiveness**

MB informed the meeting that the term had started and ended well. Year 7 had settled well despite a small number of boys displaying extremely difficult behaviour.

- There are 6 boys who are displaying extremely difficult behaviour
- 4 boys have been referred to Compass for a 12-week assessment for behaviour and 2 are currently still in school and receiving support.

*Q: (GB) Are they all friends?*

*MB: Yes, they come as a group. We are still working with the 2 we still have in school*

*C : (IF) I'd just like to add that one of them is supported by a Local Authority funded place*

*Q : (GB) Was the transition in place? Did they tell you they were coming?*

*IF: Yes, they came on early transition and caused us issues on transition*

MB detailed a particular encounter with one of the boys, the foul and offensive language and behaviour. The boy in question was excluded on day 2.

MB was happy to report that the Positive Discipline Strategy was working well and what a pleasure it was to see the students lining up to choose their awards for recognition of good behaviour.

The planner also appeared to be working well. There were one or two instances where the planner had been forgotten but it was always produced the next day.

Staff had taken part in training focused on meta-cognition as part of the whole school drive to further develop the quality of teaching.

Meta-cognition, literacy and oracy are the main focuses this year.

*Q: (VT) What would you like to see out of it, what does success look like?*

*MB: The success here will be centred around outcomes, closing the gaps between disadvantaged and non-disadvantaged students. Huntington have completed the first round of training and we have invested in an additional cover supervisor to ensure that professional coaching can take place to support staff in the development and implementation of these strategies.*

#### **Academic Weekly Position Statement:**

- LA short on places, WHA took in an additional 10 students; took in 280 on a 270 PAN in Year 7
- Numbers need to be kept high for revenue
- 2020/2021 – predicted 200 unplaced Year 7's, pressure will be applied to admit over PAN
- Looking at Curriculum Led Financial Planning, the building can take the extra students (designed for 1350) but more staff would be required

#### **16a QUALITY OF EDUCATION SUMMARY**

##### **16ai Curriculum**

- Still undecided on whether to continue with the 2 year KS3 or revert back to a 3 year KS3
- Maths, English and Science – 5 year program
- Current Year 11 are the first to go through 3 year KS4, will have to wait for their outcomes and if no improvement seen will have to consider other options
- In terms of attainment, WHA are 4<sup>th</sup> in the City
- Attainment on entry is the highest in the City and in the MAT
- In terms of Progress, WHA are at the bottom
- Concern with regard to future MFL teachers due to the lack of PGCE offered at universities

*Q: (GB) Are you linking in with other schools in the MAT, are there any other schools in the MAT that are facing the same dilemma as to which length of KS3 to decide upon?*

*MB: CHS run a 3 year KS3, everybody else is the same as WHA. We are all going through the same thought process and it was discussed at length at the last HT Board meeting.*

CB requested an update from KF at the next meeting as to her thoughts on 2 year KS3 / 3 year KS4.

*C: (VT) This is more generic, from a Trust perspective, using data from the schools in the Trust to see how they are performing. It's not down to individuality, it's more a strategic decision.*

*C: (MB) It is but it's also down to your community and your cohort. E.g. the vast majority of WHA students, particularly those who are disadvantaged, around 50%, don't naturally leave school and go home and carry on studying and learning. We have to do so much more, unfortunately they all*

*don't go home to study. We hold Lesson 6 as we know we have them for another hour of the school day.*

*Q: (GB) Are these a stronger cohort than last year's Year 11?*

*MB: On paper they are much stronger looking at the KS2 data*

**ACTION: KF to provide her feedback on the new KS3 structure at the next meeting**

**Standards**

Four subjects are causes for concern: ICT, Maths, MFL & Science

ICT to be discussed in Part B

- Maths outcomes were disappointing, variability in teaching. There is a need to improve out comes in Grade 4 and above, Grade 5 and above and Grade 7 and above
- Science held its own, nothing remarkable. There has also been variability in the quality of teaching. The Science team comprises:
  - A science graduate
  - A Teach First
  - A non-specialist
  - A recently qualified teacher who is new to the school
- A lead teacher for Science has been appointed and will join in January 2020.
- MFL has issues at the higher grades, need to not only focus on 5 and above but also 7 and above

**16a ii SEND Update (Sept 2019)**

- 153 students have SEN with an additional 44 with an EHCP
- Proportion of students with SEN is above national average (13.8% compared to 12.7%)
- E Wilkie (SENDCo) has a non-teaching role for this year as she is needed in the classroom due to under par SEND outcomes last year.

*Q: (VT) How are you planning on monitoring the success of this role?*

*MB: We will look at the CAD data and the outcomes*

*Q: (GB) Is this connected to her performance targets?*

*MB: Yes, it will form part of her performance management.*

**16a iii Looked After Children Update (LAC)**

There was a discrepancy in LAC numbers in the Strategy Report and in the Weekly Academy Updates.

The discrepancy refers to:

- 5 students who are dual registered due to attending an alternative provision
- 2 in a private fostering arrangement

Not including the above there are currently:

- 2 in Y7 On Target
- 1 in Y8 Below Target
- 3 in Y9, 2 On Target, 1 Below Target

- 2 in Y10, 1 On Target, 1 Below Target
- 3 in Y11, 2 On Target, 1 Below Target

Attendance is good for LAC and is currently just under 96%

## **16b BEHAVIOUR AND ATTITUDES SUMMARY**

### **16bi Attendance Report**

- National attendance figures for 17/18 were 94.8%, WHA was 94.6%
- WHA attendance for All for 18/19 was 94.4%
- Attendance is currently at 94.7%, a slight reduction on last year's half term figures (94.8%)
- The target for 19/20 is 95%
- Gaps need to be addressed with DA & SEND students

*Q: (GB) Is 95% a realistic target as this hasn't been hit in 2 years?*

*IF: We have to aspire to it. In terms of attendance, 0.1% is massive to shift but we have to aim for 95%*

*Q: (CB) Is it stronger in KS3 than KS4?*

*IF: Y7 & Y8 are doing well, Y9 & Y10 are struggling but Y11 has improved greatly from last year*

*Q: (CB) Do the dual registered students get included in this data?*

*IF: No, it doesn't affect it. The alternative providers carry their attendance and ring it through every day.*

### **16bii Behaviour Report**

#### **FTEs**

- The target for 19/20 is to reduce FTEs to below 4.3%. The final figure for one or more FTEs last year was 6.0% (national 7.35%)
- There was a 46% reduction in FTEs compared to last year
- 11 students have received more than one FTE
- The number of SEND students has risen from 3 out of 11 in 18/19 to 6 out of 11 in 19/20
- Repeat FTEs has seen a decrease of 1.0% to 3.4% (0.71% lower than national)
- Written warnings are working well
- Detention is consistent
- There is a general shift in the right direction and Ofsted found the behaviour in school to be 'good'

#### **C3 Removal from Lessons**

- In 18/19 the overall daily average was 10.6. The average number for the first 6 weeks of 19/20 is 9.1, an increase of one per day compared to the same period last year. This is due to higher expectations in the classroom

#### **Rewards – ATL**

- Good behaviour is recognised by a stamp in the student's planner.
- On average, students are collecting 10 times the number of achievement stamps as they are behaviour points
- Strategies are working and behaviour feels more consistent and settled

### **Alternative Provision**

- Currently there are 22 students in AP
- An additional 5 Y7s and 1 Y8 are awaiting a starting date at Compass Academy
- 5 of the Y7 cohort have very complex needs. 4 of these come from Highlands Primary School
- 2 of the Y7 boys account for all 4 of the FTEs this term

*C: (MB) What's important to remember is that we know it's not 'job done', we can't let our guard down. The turnaround time from incident to returning to normal is much quicker*

*Q: (VT) The introduction of the learner profile and the planner has been good. Are we seeing improvements?*

*MB: Yes we are and staff are tolerating much less. Unacceptable behaviour is dealt with before it can get out of hand*

*C: (VT) Consistency is key, all must be treated the same.*

*C: (BH) There are a few inconsistencies and a little reluctance to accept the planner but inconsistencies are dealt with.*

*C: (IF) We have challenging days but not as many as a few years ago*

IF left the meeting at 17:55

*Q: (GS) As Positive Discipline was only introduced this term, are you seeing a spike in low level behaviour?*

*MB: If there is a spike, it's in the teachers not tolerating what they would have done in the past. We are not quite at the level where the students fully understand why they have a stamp in their planner or why they were praised for a certain piece of work. We need to promote the culture of success, get them to value the benefits of pushing themselves and doing well. As we approach the end of the half term, stamps in planners have reduced but we have to keep the momentum going.*

### **16c PERSONAL DEVELOPMENT SUMMARY**

#### **16ci Safeguarding Children Report**

- The report covered the 18/19 academic year
- CB & GBa conducted a Governor Safeguarding Monitoring Visit on 05/11/2018

*Q: (GS) Do you record assaults on staff?*

*MB: Yes, it would be recorded on SIMS and CPOMS*

### **16d LEADERSHIP AND MANAGEMENT SUMMARY**

- The Arc has been set up with support from Aspire Academy
- 1 TA from Aspire is full time
- There are currently 9 boys from Yrs 9 & 10 attending
- The 9 boys currently attending were at significant risk of exclusion last year
- WHA staff teach the lessons and the Aspire staff are responsible for behaviour management
- An adapted, appropriate curriculum is taught; not the traditional EBacc curriculum but students do participate in the Princes' Trust, ECDL, English and Maths

- English and Maths can be taken multiple times to maximise their chance of success, regardless of the affect it will have on Progress 8 and these students remain on WHA's roll
- This system keeps them in school, safe, engaged
- One boy has been placed into Home Education rather than be excluded. An Aspire tutor goes to the students' home and sits with him through lessons. The students don't like this arrangement so this is seen as a deterrent

*C: (MB) The impact on the teaching in the classroom the boys have been removed from is immense, the lessons are so much easier without the disruptions the boys were causing*

*C: (BH) Teaching in The Arc, you don't feel like you are going into a bad group, its hard work but you do get through to them*

*C: (MB) We need monitor the Arc, it's costing £40,000 p.a. and I want be sure we are getting the most out of it.*

*Q: (VT) How are you recording the academic distance travelled for them, their personal development with them not doing the traditional EBacc?*

*MB: Aspire are recording all of this. We do need to get more involved in that, we are 8 weeks into the new year and it's time to start asking questions about this. They are monitoring readiness for work, respect, punctuality. Attendance has also been fairly good.*

*Q: (GB) How does this work with parents?*

*MB: Originally, not all were fully on board but once the seriousness of the situation was explained they could understand that this level of additional support for their child would be favourable to permanent exclusion.*

*Q: (VT) Do you find the relationship between TA and tutor beneficial?*

*BH: Yes it is. The TA deals with behaviour whilst the tutor deals with teaching but in reality it's a dual role*

*C: (MB) We are a little disappointed with some elements of what Aspire have provided so far, we expected more. They had an incident at another Arc and this took attention away from us. They are improving but there is a lot of work to be done*

*C: (BH) The burden on the main site has been significantly lightened*

*Q: (GS) Is it deliberately just boys?*

*MB: No, we did have 2 girls but it wasn't fair on them to be in there with the boys. We made further alternative arrangements at college for them*

## **17 REVIEW IMPACT OF PUPIL PREMIUM PLAN 2018/19 AND AGREE 2019/20 PLAN**

- Date of most recent PP review was 17 May 2017 with an internal review in September 2019
- 615 students eligible for PP funding 2018/19 (1318 on roll)
- Total PP budget for 2018/19 £597 640.18
- Significant gaps between DA and 'other' students
- The P8 gap has remained comparable to that in 2018 (gap -0.4) but the A8 gap widened by 4 points. Keeping students who are in the Link on roll has a significant impact on the figures
- Engagement at Parents' evenings and afterschool classes much lower for PP students
- Some pupils eligible for PP have low self-esteem and lack drive as they are not receiving any encouragement in the home from parents and carers
- Attendance of PP eligible students remains lower at 93.4% than that of 'other' which stands at 96.0%
- PP students, particularly boys in Y7 – 9 receive more C3 and FTEs

- Need to understand what is working at Years 7, 8 & 9 where gaps are much smaller, and carry that momentum forward to Years 10 & 11

*Q: (CB) Have you appointed a TLR PP Champion?*

*MB: We took this position out as it had no impact as it was too big a job to do with only one hour per week available. This year we have put in place 5 directors of progress, 1 in each year group, and their principal aim is to close the gaps between DA and 'other' students.*

*Q: (GB) Any strategies that are discontinued will 'free up' funds, do we therefore have spare funding?*

*MB: No, we have allocated it to existing projects, the Link being a good example as they work with PP students.*

MB explained that the DfE recommendation is to move to a 3 year PP Plan. This will be presented at the next meeting but will be circulated as soon as finalised.

**ACTION: 2019 – 2022 Pupil Premium Plan to be presented at the next meeting**

## **18 ACADEMY DEVELOPMENT PLAN AND SELF EVALUATION FORM**

MB presented the Academy Development Plan. This will be RAG rated for future meetings. Both VT & CB stated that a strategy meeting was needed as soon as possible to discuss areas for Governor visits. GB recommended that as part of TCAT, it would be beneficial to link WHA objectives to the TCAT vision and Values.

**ACTION: MB to RAG rate ADP and link ADP to TCAT vision and values and present at a later meeting.**

## **19 TRUST NEWSLETTER**

GS confirmed that the electronic Trust newsletter that had been sent to Governors in advance of the meeting was to continue every half term.

## **20 GOVERNOR TRAINING AND SUPPORT**

- Governors were reminded that they had to log on to the Learning Link to undertake training modules from the NGA
- All Governors must complete "Safeguarding: The Governor's Role"

**ACTION: Governors to complete the Learning Link Safeguarding mandatory module ASAP**

## **21 GOVERNOR VISITS TO THE ACADEMY**

There have been no Governor visits to the Academy in the first half term. GS emphasised that as a minimum the Links must visit the Academy at least once per term.

**ACTION: Governors are encouraged to come into School to witness school events. Link Governors are to visit the School at least once per term**



**22 DATE OF THE NEXT MEETING**

Monday 20 January, 17:00

**23 ANY OTHER URGENT BUSINESS**

**23.1 PAN**

- There has been a reduction in the Y10 & Y11 PAN and over the last 2 years to 245
- MB suggested restricting this year's Y10 & Y11 to 245 to restrict access to unplaced KS4 children. All governors were in agreement with this
- MB to inform the LA of the intention to restrict the Y10 & Y11 PAN

**Resolved:** Year 10 and Year 11 PAN to be reduced to 245.

**ACTION:** MB to inform LA Admissions team of intention to restrict Y10 & Y11 PAN to 245

**24 AGREED ACTION POINTS**

**24a ACTION:** LC to follow up the reason for the absence of KN and CF (minute 11)

**24b ACTION:** KF to provide her feedback on the new KS3 structure at the next meeting (minute 16ai)

**24c ACTION:** 2019 – 2022 Pupil Premium Plan to be presented at the next meeting (minute 17)

**24d ACTION:** MB to RAG rate ADP and link ADP to TCAT vision and values and present at a later meeting (minute 18)

**24e ACTION:** Governors to complete the Learning Link Safeguarding mandatory module ASAP (minute 20)

**24f ACTION:** Governors are encouraged to come into School to witness school events. . Link Governors are to visit the School at least once per term (minute 21)

**24g ACTION:** MB to inform LA Admissions team of intention to restrict Y10 & Y11 PAN to 245 (minute 23.1)

The meeting closed at 19:00.