



**Minutes of the Results Meeting of Winifred Holtby Academy,
held on Monday 16th September 2019, at 5pm.**

Ms G Barley (Chair GB), Miss C Bushell (CB), Mr G Barley (Ga B), Mr M Brown (Principal, MB), Mr C Foster (CF), Mr B Horsley (BH), Mrs A Hoy (AH), Mr V Tennison (VT)

Also in attendance:

Mrs K Farmer (Vice Principal, KF), Mr I Fernie (Vice Principal, IF), Mrs G Roundill (Clerk to the LGB, GR)

Throughout these minutes, 'Q' indicates a question and 'C' a comment made.

1 DECLARATIONS OF INTEREST

Annual completion of pecuniary interest forms took place. No further declarations specific to this meeting were made.

2 APOLOGIES FOR ABSENCE

Apologies had been received from K Nicholson and N Sketchley (maternity leave).

Resolved: Consent was given for the absence of the above Governors.

3 MINUTES OF THE LAST MEETING (13 June 2019)

Resolved: The minutes of the last meeting were agreed as a true and correct record of events and were signed by the chair, GB.

4 MATTERS ARISING FROM THE MINUTES

CB – Offered an update on item 125:

4a ACTION: CT to choose a liquidator. Details of the process to then be circulated, along with the cost and cover of insurance (minute 113) - **Completed**

4b ACTION: Governors to become familiar with the new Ofsted framework (minute 118) - **Completed**

4c 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 122) – **Carried over to next meeting**

4d ACTION: IF to produce case study examples of support put in place and therefore pupils not re appearing on the report (minute 122) – **Carried over to next meeting**

5 OUTCOMES

K Farmer took the group through a presentation on the provisional 2019 Key Stage 4 Outcomes:

Cohort Summary: There were 239 pupils in the 2019 Year 11 cohort and of these, 113 were eligible for the Pupil Premium Grant. A high proportion (46%) were Higher Attaining Pupils, classified in relation to their Key Stage 2 Attainment on Entry to the Academy in Year 7.

Headlines:

- There was a slight dip, from 61% in 2018 to 57% in 2019, in the proportion of pupils achieving a Standard Pass (Grade 4+) in the 'Basics' of English and mathematics. The proportion of pupils achieving a Strong Pass (5+) in the 'Basics' also dipped from 39% in 2018 to 33% in 2019.
- Whilst leaders were disappointed with these outcomes, they were very close to predictions made in the Spring Term of 2019, indicating that assessment is becoming more secure.
- Similarly, leaders reported their disappointment in the indicative estimate of Progress 8 score of -0.67. However, this is an improvement on the predicted estimate of -0.82. Leaders expressed concern at this decline in Progress 8 score compared with last year's figure of -0.41.
- Attainment 8 also took a dip from 44.7 in 2018 to 43.3 in 2019 but, again, this was close to the figure of 42 predicted in the Spring Term.
- Outcomes in all 3 core subjects have dipped in comparison with 2018 outcomes. However, leaders reported an increase in EBacc entry from 23% in 2018 to 30% in 2019.

Q: (GB) Can leaders account for some of these dips in performance?

KF: Pupils in the Hub have followed an appropriate curriculum, meaning that they didn't sit the full range of Core and EBacc subjects. However, they did achieve Entry Level qualifications that have secured their progression to college and further training. Equally, a number of pupils in the Link, followed a heavily adapted curriculum. This kept them in school and also ensured that they had a progression route beyond 16. Had we not put these programmes in place, many of these pupils would have stopped attending school and achieved nothing.

Q: (VT) Is the EBacc entry high enough?

MB: We are aiming to increase our EBacc entry because, currently, it is not on track to meet the government's ambition. However, this cannot be done overnight because we need to have a longer term plan to increase staffing and expertise, particularly in Modern Foreign Languages. The problem is that Hull University has ceased its MFL Teacher Training Programme so, locally, there is a lack of MFL teachers being trained.

Q: (VT) So, how are leaders going to resolve this issue?

MB: We have already recruited an additional TeachFirst MFL teacher who we will train ourselves.

- When comparing Winifred Holtby Academy's outcomes to those across the city, the Academy remains in 5th position, based on attainment.

Governors were informed that, in total, 160 pupils of the 2318 Year 11 pupils from across Hull were removed from school rolls. The Headteacher reassured governors that only 6 of these were from Winifred Holtby Academy and each one had full justification and parental

consent. He went on to explain that Ofsted had looked at this rigorously during the inspection in July and reported that off-rolling hadn't taken place and the Academy was justified in its actions.

Q: (CB) Why have so many pupils been removed and where have they gone?

MB: That's not something we can really comment on as each school is responsible for its own actions and potential consequences. However, an independent review of Alternative Provision has been commissioned by the Local Authority and we shall wait and see what the report says.

Core and EBACC subjects:

- Leaders explained that English had once again performed relatively well with 72% of pupils achieving a Standard Pass and 57% achieving a Strong Pass. 23% of pupils achieved Grade 7+ and 15 of the highest Grade 9s were also achieved.
- In Mathematics, improvements were made on Grade 7+ outcomes compared with 2018 and 4 Grade 9s were achieved. However, leaders expressed disappointment with both Grade 4+ and Grade 5+ outcomes, which were 60% and 37% respectively. In further Mathematics, an additional, higher level GCSE, two pupils achieved the top Grade A⁺.
- A similar improvement was seen in the proportion of pupils achieving the highest grades in Triple Science. Overall, the proportion of pupils achieving 2 or more Standard Pass GCSEs in science was 57% compared with 61.5% in 2018.
- Overall outcomes improved slightly in history and geography when compared with 2018 but still require significant improvement.
- Outcomes in Modern Foreign Languages were low. In French, 36% of pupils who were entered achieved a Standard Pass; in Spanish this was 60%. As in previous years, insufficient pupils achieved Strong Passes in either subject, 23% in French and 38% in Spanish. Only 1 pupil achieved a Grade 7 and this was in Spanish.

Q: (GB) Are leaders concerned about the outcomes in Modern Foreign Languages and, if so, what is going to be done to improve the situation?

KF: Yes. We have previously shared our concerns about outcomes in MFL, particularly the apparent lack of aspiration to achieve the highest grades. This has been tackled with the Head of Faculty in the past and will be again through our exams analysis meeting taking place this half term.

WHA v SISRA collaboration data:

Leaders explained that comparative national data is not yet available to benchmark performance against. However, significant data sets have been shared through SISRA Analytics, the academy's data analysis package. Early indications show that outcomes in English at Grade 7+ compare favourably with the rest of the country; 10% at WHA compared with 11% in other schools. In English alone, Grade 7+ outcomes may exceed the national figures, when published.

K Farmer explained that the 2018 Year 11 cohort only studied history and geography for one hour per week in Key Stage 3. This has been addressed and improved outcomes should be achieved in the future as the curriculum time has been increased to 2 hours each week.

SEN Progress and outcomes:

An overview of the progress of SEND pupils was shared and K Farmer explained that whilst outcomes looked low, there were several reasons for this. Firstly, a number of the SEND

cohort had very poor attendance, which affected their final outcomes. A few took family holidays during the examination period and others had significant mental health problems. Governors were reassured that strong support is offered through the Link and the Hub, in addition to the specialist support from Teaching Assistants.

Link Provision:

Leaders explained that in previous years, pupils accessing the Link for a range of social and emotional issues missed out on specialist subject delivery, ultimately impacting on their final outcomes. Last year, specialist staffing had been increased by the deployment of subject specialists and YIPIYAP academic mentors. This had some positive impact, particularly in Childcare.

C: (VT) – The Link is a real success story

C: (MB) – Yes. The Link enables some of our most vulnerable pupils to remain engaged with education, keeping them safe and providing them with progression opportunities once they leave us.

Q: (CF) – What is the childcare qualification?

KF – It is a CACHE qualification, and a full GCSE equivalent.

K Farmer demonstrated the significant negative impact of these pupils' outcomes on the whole academy Progress 8 score. Removal of this small number of pupils' from the data moves the Progress 8 score from -0.67 to -0.58, and this is significant.

Q: (VT) – Do you think Progress 8 will spike for other schools now they can't off roll them?

C: (MB) – Obviously, we can't comment on other schools' approaches, we can say with confidence that we keep pupils on our roll and do the very best for them, even if this means we take a 'hit' on our Progress 8 score. Ofsted rightly praised our ethical approach and commented on our moral purpose.

Disadvantaged Pupils Summary:

- The Attainment 8 gap has increased in comparison to last year by 2.28.
- The Progress 8 gap has also increased by 0.51, equivalent to half a GCSE grade.
- The Standard Pass in the Basics gap is 24%, 45% for DA pupils compared with 69% for 'Other' non-DA pupils. However, the gap at Grade 5+ remained static at 15%.
- Mathematics are closing the Attainment 8 gap as a result of successful intervention strategies. The Director of mathematics accurately identifies gaps in pupils' knowledge and understanding and then ensures that additional intervention is deployed appropriately, prioritising DA pupils.
- Within the DA pupils, it is the boys who have the worst progress overall.

Gender gaps:

- There has been a significant improvement in the achievement of boys but girls continue to make better progress than boys overall. The Progress 8 score for girls was -0.55, compared with -0.8 for the boys.

Prior attainment:

- Analysis of local data shows that Year 7 pupils join Winifred Holtby Academy with the highest Key Stage 2 outcomes in the whole City and in comparison to other secondary schools in The Consortium Academy Trust. This means that pupils at Winifred Holtby Academy need to achieve much higher outcomes than other Hull schools in order to achieve positive Progress scores. Nationally, the average

attainment on entry to secondary school was 4.83, compared with 4.98 at Winifred Holtby Academy.

Specific issues and concerns

- Leaders explained that 1 pupil out of a cohort of 51 had passed the CiDA ICT qualification, this being a significant concern. The Headteacher assured governors that the Head of ICT and Computing had been spoken to about this in preparation for the exams analysis meeting. Whilst the academy had requested a re-moderation of the full coursework sample, leaders were not confident that this would result in any significant changes because initial feedback from the moderator had not been very positive.
- Leaders explained that the grade boundaries had been changed at the last minute for BTEC courses and this had resulted in some downgrading of outcomes, particularly in Health and Social Care. In Dance and Performing Arts, the impact was less marked.

Q: (VT) How will the ICT results be tackled because these results are a real worry?

MB: I can reassure governors that the Head of ICT and Computing will be required to provide a full explanation of the reasons behind these results. Once the issues had been fully identified and investigated, governors will be updated.

Top 10 pupils:

K Farmer took governors through some of the exceptional performances of individual pupils. Governors noted that these pupils had achieved some really impressive results.

Q: (VT): Is this something we can bottle up and replicate?

KF: It is fair to say that this cohort of pupils, including the boys, had an outstanding work ethic and had really high aspirations for their future. We certainly need to learn from these achievements but also recognise that we have everything that we need in this Academy to ensure that pupils can achieve well.

Highlights:

- 22% of all GCSE grades were grades 7-9.
- 23% of pupils in English achieved a Grade 7 or above
- In triple Science, 30% of all grades awarded were Grade 9.
- Vocational outcomes were strong, particularly in Sport, Business, Childcare, Construction, Food and Performing Arts
- Pupils in the Hub and the Link have secured outcomes that will allow progression at their chosen establishments.

Priorities:

- Improve attainment across all subject areas and reduce in-school variability.
- Improve rates of progress for all cohorts of pupils.
- Improve the progress and attainment of pupils with SEND. Leaders explained that the SENDCO does not have a teaching commitment this year so will be expected to spend more time in lessons supporting staff and pupils in developing strategies that will improve learning and outcomes.

Current Y11:

- Compare Year 10 CAD 3 to current Y11 column

- An overview analysis of the Current Year 11's attainment was shared with governors. There are positive indications that this Year Group are ahead of last year's Year 11 cohort at the same time last year.

Q (VT): Will the CPD work M Kermeen has been doing mean we should see some improvement?

MB: Science is an area that requires improvement in terms of securing consistently good teaching with staff who have varied experience and expertise, ICT, as already discussed is an area causing concern. More subjects will be moving onto the Technical award. PE has moved away from BTEC. Food has also changed qualification.

Q (GB): How have conversations gone with TCAT in terms of support?

MB: TCAT have been in today and we have discussed some more sharing of expertise. Science is an area that many schools need to make improvements with, although specific outcomes haven't been shared yet. The key issue with our Science team is the variability in staffing currently. One of our strongest teachers now has a leadership role in TCAT for 2 days each week, supporting other schools in the Trust.

Q: (GB). What are leaders doing to address this?

MB: We have advertised for a Lead Teacher of Science and hope to appoint for January 2020.

KF: In addition to the above, one of our best Maths teacher has moved to Wolfreton to take on a promotion.

6 DATE OF THE NEXT MEETING

Thursday 24 October, 5pm

7 AOB

None

The meeting finished at 6.10pm.

8 ACTIONS

- 8a **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**
- 8b **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**