



**Minutes of the meeting of the Local Governing Board
of Holderness Academy**

Monday 15 December 2025 at 5.00pm



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT: M Kitching (Chair, MK), N Allison (NA), N Holder (Headteacher, NH), S Laud (SL), and N Trory (NT)

ALSO IN ATTENDANCE:

K Ashbridge (Assistant Headteacher and SENDCo, KA), T Briggs, (Deputy Head, TB), E Buckley (Assistant Headteacher, EB), T Cook (guest, TC), M Gent (Assistant Headteacher, MG), D Hastings, (guest, DH), G Stafford (Governance Professional, GS), M Watts (Designated Safeguarding Lead, MW), Mr D Wobbaka (Deputy Headteacher, DW)

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

15 WELCOME

M Kitching welcomed everyone to the second meeting of the academic year. He welcomed two new Parent Governors, T Cook and D Hastings, who were attending as guests this evening until the DBS checks are finalised, along with N Allison, Trust Appointed Governor. All governors were welcomed and introductions were made.

The Board were informed that due to personal reasons L Smith had decided to step down. LS was thanked for her service and dedication to the Board.

16 APOLOGIES

J Bagnall, K Harding and L Johnson

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

17 DECLARATIONS OF INTEREST

There were no declarations of interest made specific to this meeting.

18 MINUTES OF THE LAST MEETING (22 September 2025)

Resolved: The minutes of the last meeting held on 22 September were accepted as a true record and approved by the Chair.

19 MATTERS ARISING FROM THE MINUTES

19.1 Safeguarding for Governance and Suspensions and Exclusions modules to be completed in the autumn term – see minute 27.1

19.2 All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub) – there had been 4 link visits completed since the last meeting

20 HEADTEACHER'S REPORT

- Meet the Tutor evening for Year 7 was well attended

- Year 5 and 6 Open Evening had 228 families attending
- Primary partnerships are developing
- Holderness has Talent Evening was held, with 16 acts taking part
- Top 2 risks:
 - Student numbers
 - Outcomes

NH: The risk of a low 2026 Year intake has reduced due to 163 families choosing Holderness as their first choice. There are also approximately 10 EHCP students, so we are hoping for 180 students to a PAN of 210.

Q: (NA) Do you find out which primaries they are coming from?

NH: Yes. We are sent another update in January from the Admissions Team.

Q: (TC) Historically does the number rise from the first report?

NH: Yes, but we need to be aware of the falling birth rate.

Q: (NA) Can you target partnership work with primaries if their numbers are low?

NH: Yes, and we do. One member of SLT has transition as her area of responsibility and she does lots of work with primaries after January.

Q: (MK) Is there any resource issue with an increase in Year 7 student numbers?

NH: No. Ideally the entry is 180 as that is 6 forms. Any more could be an issue with timetabling. With the Good Ofsted report and the fact we are offering more curriculum choice we are seeing more positivity towards the school. In the future we may look to lower the PAN from 210 as the in year fair access is on the up.

Q: (NA) I have read that you are working with Keyingham Primary. What other work are you doing with primaries?

NH: We have a dedicated primary classroom that is set up, and we invite schools in. We send out the offer to all Headteachers, and I will attend cluster primary events.

20.1 Quality of Education

- Quality First Teaching is monitored using Learner Insights – a Monitoring, Evaluation and Development platform. The data of which informs staff training
- This half term there has been focus on Questioning and Feedback and Practice and Retrieval with 87% lessons judged impactful
- Performing Arts has been re-introduced to the Key Stage 3 curriculum from September 2025
- Geography, history and science all now follow a Trust aligned curriculum
- From September 2026 MFL, RE, Design Technology and Computer Science will also follow an aligned curriculum

Q: (MK) Why were 17% of lessons found to be not impactful? What support has been put in place?
EB: Many of these lessons were MFL due to instability with staffing. I have been carrying out book looks and behaviour observations to ensure lessons start well. Also, history was an issue with variation seen in independent practice in a Year 10 book look. However, we have since seen significant improvements.

Q: (GS) Has the platform Learner Insights improved since the July LGB meeting as at that meeting we discussed limitations to the analysis?

EB: Yes, Learner Insights has had an overhaul since last year. The teaching and learning leads met and discussed the platform and across the Trust we have agreed sets of statements to use to go into classrooms and see if the lesson is impactful. We have done lots of training with middle leaders and joint observations and drop ins. The next phase is to gather student voice.

Q: (NA) Do you carry out formal observations and if so, how many?

EB: We have moved away from formal observations, but we do drop ins that should be less than 10 minutes, and we can carry out an unlimited number but the total time should be less than 3 hours for a teacher. We also do learning walks – these should be less than 6 per year. We tend to use these in themed reviews such as Pupil Premium or high ability. We also do compliance checkers which are in house, such as the Holderness communicator and behaviour walks.

Q: (DH) There are so many online platforms for the students including Tassomai, Sparx, Language Nut and Educake that it must be very hard for students to remember a range of passwords particularly when they first join the school. Should you not streamline the platforms?

EB: Access to all the platforms is only one click for the students. The problem is that certain platforms work better for certain subjects – such as Sparx for maths.

Q: (DH) Is there any data available from extended learning tasks?

MG: Last year there were 374,000 questions answered on Educake, this year for the same period there were 701,000 questions answered. The knowledge is being embedded. The school is above national for Educake scores.

TB: Extended learning used to be optional, but we are now seeing the fruits of it with improved knowledge retention.

EB: Extended Learning is very much about knowledge retrieval. Educake is very inciteful and we can use the data to address any gaps in knowledge.

Q: (DH) Is homework all online?

EB: Mostly online but some is on paper. It is important that subject leaders have autonomy to choose the best resource.

Q: (TC) How do you collate the data from the different homework platforms and Learner Insights?

EB: We look at data from the platforms from groups of learners such as high ability or SEND and the Head of Faculty uses the data to revisit areas. Learner Insights is used to quality assure the work in the classroom.

NH: The main QA is book looks, where you can see the story of the curriculum over time. It is a powerful tool as it shows progression of the students. Heads of Departments go to faculty reviews and address any issues and then check in the books if the issue has been addressed. In house trackers are used by leaders to pinpoint what is offered.

Q: (NT) What is meant by a focus on disciplinary writing?

EB: This is a legacy from Covid, during which the stamina for longer pieces of writing fell, so the Head of English is working on the fluency of writing. This is a key factor nationally.

NH: Extended writing questions are where the students lose marks, even in geography, history and science. We are trying to improve the resilience.

Q: (DH) Are you missing an opportunity not setting extended learning for homework?

DWo: Basic understanding of facts of A01 knowledge is covered in homework where retrieval is effective. Extended writing is done with support under controlled conditions in the classroom where students have the opportunity to complete longer questions. In the run up to exams we do give opportunity for this practice more.

EB: We also cannot control the use of AI to complete longer questions if completed at home. Scaffolding in the classroom is key.

21 PERFORMANCE DATA REPORT

Year 11 students completed a round of mocks in October, and the results were as follows:

- Basics 4+ 52% (target 68%) and Basics 5+ 29% (target 48%)
- Attainment 8 is 43
- Strengths include separate sciences, art, geography, English and ethics
- Subjects of concern are ICT, Health and social care, business and food

Q: (DH) How do the subject attainment grades take into account course work?

MG: 5 subjects have coursework and each is slightly different, but most have 60% coursework, so we have done the assessment and exam portion and calculated the weighting between both. By February half term the course work will have been completed. We have done lots of work with accuracy of predictions. Last year 87% subject leaders predicted within one grade of the final outcome. 44% were spot on.

NH: It is very hard with moving grade boundaries to be spot on, but we aim to be within one grade.

Q: (DH) The analysis does not tell me the action plan to address areas of weakness. We need to know next steps.

MG: We have done a coursework day where we have advised of coursework that needs to be repeated. We address gaps from analysis of homework, target gaps in period 6 sessions and target the students that we need to attend.

EB: Next steps vary across subjects – it may be an issue with modelling or a certain element of the curriculum. We have surveyed the students and most do independent learning; this evolves according to need.

NH: In February we will hold a second round of mocks and when this data is published I will have data challenge meetings with the faculty leaders and discuss those on the cusp of grades. We then create intervention lists and arrange period 6 or morning tutor interventions.

MG: The number of period 6 hours has increased by 600 hours since September and attendance is up by 10%. If a student does 20 period 6 lessons the correlation is that they will achieve one grade higher than had they not attended those sessions. Every student is 0.6 grade further on than this time last year and if the same progress is seen from mocks to outcomes, then attainment 8 would be 48. Last year it was 43. If we achieve 48, we would be above national.

Q: (NA) Are period 6 sessions optional?

MG: Yes. 91% students have signed up.

NH: We do not want to make the sessions compulsory as some students have responsibilities at home or would struggle to get home after the sessions. We run 3 P6 sessions each week but we are reliant on staff to volunteer to run these.

Q: (NA) Are there any incentives to attend?

NH: We may look to link attendance to the prom We also give sweets and have pizza parties.

Q: (NA) is every student invited to attend P6?

MG: No, we have to take a strategic view due to space. We invite the students according to their mock results and start with focus on the lower grades, but all will have the opportunity to attend maths and English.

EB: We have also introduced an independent learning session in the library where we take the students off timetable and trial the use of flash cards and highlighting techniques etc; all ways to help students apply their knowledge.

C: (TC) Separate science performance is strong. There is a discrepancy in the number of grades though – with 27 showing on the attainment table, yet 31 in the narrative.

MG: After the mocks 4 moved over to Combined Science.

DWo: We leave the decision to select students to do separate sciences until the end of Year 10 as the same content is studied for both pathways. Students cannot choose to follow separates, they are selected. We are working with parents so they understand that a student achieving 2 high grades in Combined is better than 3 lower grades at triple. We need to continue to offer triple science for some or there could be a risk of losing some high performing students to another school.

MG: To be in the top 20% FFT for Combined Science with this cohort, we would need to achieve average points per entry of 4.76.

Q: (MK) How are you stretching the more able?

EB: We have identified a 7+ strand throughout the development plan and introduced the term 'think harder'. We have asked every department to choose a strand to focus on to get students thinking harder e.g. depth of writing.

Q: (MK) Are any subjects taught by non-teaching specialists?

DWo: All subjects are taught by subject specialists. ARC sessions have non - specialists as a specialist is not needed for teaching the PSHE curriculum.

ACTION: Summarise ways to address subjects that are in need of improvement. Pull together QA and subject analysis in the next Data Report

22 PUPIL PREMIUM STRATEGY

- New 3-year strategy has been written but the 5 challenges identified in the last strategy have been carried forward:
 - Students who are disadvantaged do not make the expected attainment and progress
 - A disproportionate number of disadvantaged students are affected by issues of low self esteem and mental health concerns
 - Limited aspirational educational goals
 - A greater proportion of disadvantaged students come from outside of catchment with inherent attendance and parental engagement barriers
 - Limited life experiences outside of the immediate community
- 24.8% of students are eligible for pupil premium funding
- £256,881 has been allocated for 2025-26

Resolved: Governors were content to approve the 2025-28 PP Strategy

23 ATTENDANCE AND BEHAVIOUR REPORT

Real time PowerBI attendance and behaviour data is now available to governors.

23.1 Attendance

- Today's attendance is 93.5% - girls 93%, boys 94.1%. Attendance is on average 1% above national average and 2% above regional average
- SEN 92.3% - highest in the Trust and top of 21 schools in the region
- Disadvantaged 89.3%
- Year 8 is a national concern regarding a drop in engagement and attendance and is 1% below the same cohort last year – work is ongoing to increase the feeling of belonging in school
- Attendance was affected in weeks 11 and 12 due to a sickness bug
- Year 11 attendance is strong and 0.5% higher than last year
- Areas of focus for improvement are long term absence, Year 10 Disadvantaged attendance and Year 8

Q: (NA) Do you understand why Year 8 attendance is poor?

TB: We have collected surveys about numerous things such as transport, feelings, lunchtimes, clubs etc so will analyse the responses. We are also working with the Student Council to encourage the feeling of belonging.

Q: (TC) Did Year 7 attendance drop off at the end of the 2024/25 academic year?

TB: Yes, but all year groups tend to.

23.2 Behaviour

- Behaviour has improved with a reduction in removals and suspensions year on year
- There have been 85 suspensions to date this academic year – 48 by boys, 37 girls
- 47 suspensions are disadvantaged
- Year 8 and 10 have the highest number of suspensions at 25 and 23 respectively

- 70% of suspensions are just 8 students
- There has not been a permanent exclusion this term

TB: The Behaviour Policy has made positive changes as we have upped expectations and done work on self-regulation strategies. We have the lowest number of faculty removals in the Trust; a daily average of just 6 from 9 last year. Our work to reduce the number of girls being suspended has been successful but boys' suspensions has increased so our focus will turn to them. We have looked at our alternative provision strategy, and it is now being used more for day provision rather than full time placements and we are seeing success.

Q: (DH) As movement of students into the academy mid-year is high, if you know problems are likely do you monitor them when they join?

TB: Yes, the top 3 offenders regarding suspensions are all in year transfers. Before they join they have a meeting with me and the Headteacher to outline expectations and offer support. They go to the ARC if they are not classroom ready. We are also introducing a 4-week review meeting with parents from the new year.

Q: (DH) How have you achieved the decrease in girls being suspended?

TB: We have an associate member of SLT who is pastoral based and who was tasked with reducing girls' suspensions. She looked at provision, mentoring and engagement and it had a significant impact. She will now be tasked to look at reducing boys' suspensions.

24 SAFEGUARDING REPORT Data 3.9.25 – 30.11.25

- Strong safeguarding culture across the school
- 14 families are open to Early Help
- 11 Children in Need
- 4 children under Child Protection
- 14 Operation Encompass notifications
- 2 incidents of bullying
- 22 Conflicting behaviour logs– these are a small minority
- Safeguarding curriculum this term has addressed toxic masculinity, anti – social behaviour, vaping and mis information online
- Prison! Me! No Way! onsite 12 .12.25 for Year 9 students

Q: (MK) With an increase in demands, do you feel that you have adequate resource and support?

MW: Yes, as I am non- teaching and we now have a full complement of pastoral staff.

Q: (GS) Do you feel that the children under safeguarding care are the ones with heightened behaviour in Years 8 and 10?

MW: There isn't really a link, although there are students open to social care with lots of issues. There are lots of Year 7 at Early Help level with behavioural issues.

Q: (TC) Is there a unified way of recording on CPOMs?

MW: Yes. All DSLs in the Trust have worked on the categories so it is standardised.

Q: (TC) Are logs recorded in a timely fashion?

MW: Yes – I audit when a log is put on CPOMs and review active cases and causes for concern and check the classification and then if needed send out guidance to staff.

Q: (DH) Cyber is a major issue but was not covered in the Prison! Me! No Way! day – why?

TB: Cyber crime is covered in the ARC curriculum and ICT lessons. Tutor time gives the opportunity to address emerging trends.

MW: I can provide a breakdown of safeguarding curriculum topics and assemblies.

Q: (NT) Is the increase in prejudice and racist language used a concern?

MW: Yes, I have attended conferences about extremism and the impact of this.

C: (NA) My child took part in the Year 9 Prison! Me! No Way! Day and thought it was amazing. It made a big impact on his group of friends and prompted lots of discussion.

ACTION: MW to provide a list of safeguarding topics and assemblies at the next meeting

25 COMPLAINTS SUMMARY (2024/25)

- 178 formal complaints were received across the whole Trust last year (2023/24 212)
- 37 were from Holderness, this is 21% of all Trust complaints
- 2 complaints were escalated to stage 3 final stage
- The reasons for the 37 complaints were spread across a range of categories, but the top 3 were behaviour of a member of staff, sanction given and SEN needs not being adequately met

Q: (DH) What actions have followed when a member of staff is identified in a complaint?

GS: The complaints webform requests that the complainant categorises their complaint by selecting one of twelve options. On reading the content of some of the complaints it is apparent that behaviour of a member of staff is a secondary reason and the primary may be another reason, such as a sanction. From September I will check through the 'behaviour of a member of staff' ones and if that is not the primary reason for the complaint I will re-categorise. If there is a real concern about a member of staff I report this to the Director of People.

NH: Most complaints are dealt with informally, but it is easy in a keyboard world to log a complaint. I would like there to be a question on the webform before the complaint is logged "Have you approached the school in the first instance?" if the answer given is no then the telephone number of the school / email address will be given. If the answer if yes, then the rest of the form can be completed.

TB: It would also be good if there is a space in the form for the person's availability to be logged as it is sometimes very difficult to contact the parent.

C: (NA) Often parents are just frustrated when a call is not answered so it would be worth setting an auto acknowledgement.

ACTION: GS to consider the suggested recommendations for improving the complaints form

26 SEN REPORT

- 72 students have SEN support (K) and 38 have an EHCP
- Most SEN students are in Years 7 and 8
- SEN support attendance is significantly above regional and national average

KA was thanked for a clear and positive report.

27 GOVERNANCE MATTERS

27.1 Training

- JB to complete the Safeguarding for Governance: Refresher module
- DH and TC to complete the full Safeguarding module – link will be sent
- JB to complete the Exclusions and Suspensions module

ACTION: J Bagnall to complete the Safeguarding for Governance Refresher and Suspensions and Exclusions module

ACTION: T Cook and D Hastings to complete the full Safeguarding module

27.2 Link Visits

The following visits have been completed:

- Careers – KH 19/11/2025
- Community – LS 30/9/25
- Curriculum - MK 8.12.25
- SEND – SL 13.11.25

The Safeguarding link visit has been booked for January.

Resolved: N Allison agreed to take the Community Link role.

Resolved: The Attendance and Behaviour Link position has now been split. T Cook will be the Attendance link and D Hastings the Behaviour Link.

28 DATE OF THE NEXT MEETING

Monday 9 February 2026, 5pm (pre-meet 4.15pm)

29 AOB

None

30 ACTION POINTS

- 30.1 **ACTION:** Summarise ways to address subjects that are in need of improvement. Pull together QA and subject analysis in the next Data Report (21)
- 30.2 **ACTION:** MW to provide a list of safeguarding topics and assemblies at the next meeting (minute 24)
- 30.3 **ACTION:** GS to consider the suggested recommendations for improving the complaints form (minute 25)
- 30.4 **ACTION:** J Bagnall to complete the Safeguarding for Governance Refresher and Suspensions and Exclusions module (minute 27.1)
- 30.5 **ACTION:** T Cook and D Hastings to complete the full Safeguarding module (minute 27.1)

The Chair thanked all for their contribution and closed the meeting at 7.22pm.