

HOLYROOD ACADEMY
LOCAL GOVERNANCE COMMITTEE

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Minutes of a Local Governance Committee Meeting
Held at Holyrood Academy
On 19th September 2018 at 5.30pm

PRESENT: Pearl Barnes Peter Chapple, Ali Collins, Matt Collins, Banah Crook, Mac Davison (Chair), Jonathan Farey, Anna Flindell, Pauline Lamond, Mark Pinney, Kate Yamada, Paula Gibson (Minutes Secretary)

APOLOGIES: Jason Swarbrick

IN ATTENDANCE: Lorraine Heath – Uffculme Academy Trust
Dave MacCormick – Director of Sixth Form

1. WELCOME

MDa welcomed all to the meeting. MP, new Governor, gave a brief explanation of his background. MP's link areas will be Behaviour, including fixed term and permanent exclusions.

2. APOLOGIES

Apologies were received and accepted from Jason Swarbrick

3. ELECTION OF CHAIR AND VICE CHAIR

PG explained that nominations had been received for MDa for the role of Chair and for AC for the role of Vice Chair, there were no other nominations, and they were both asked to leave the meeting at 5.35pm.

The LGC discussed the nominations and the merits of each candidate.

MDa was proposed for the role of Chair by JF, and was seconded by AF
AC was proposed for the role of Vice Chair by JF, and was seconded by AF
Both were elected unopposed.

It was confirmed that the role of Chair required the approval of the Board of Trustees - nominations for the Chairs at both Academies had been approved in principal at their previous meeting.

MDa and AC returned to the meeting at 5.40pm and thanked all for their support.

4. DECLARATION OF PECUNIARY INTERESTS.

No Pecuniary Interests were declared. Governors completed and returned their pecuniary interest forms for 2018/19.

5. MINUTES FROM MEETING ON 5th JUNE 2018 AND MATTERS ARISING

MDa signed the minutes as a true and accurate reflection of the meetings held on the 5th June.

Action	Update
Future presentations requested by Governors	Action complete – this was discussed and agreed at the Governors training day on the

	12/09/18
Link Contacts to be made	Action complete

MDa thanked Governors for attending the Training Day held on the 12th September, during which the Academy Improvement Plan (AIP) was presented to those present by the SLT and those items will form future presentations for 2018/19.

6. SUMMER TERM RESULTS – MATT COLLINS / DAVE MACCORMICK

MJC gave a detailed presentation to Governors about the 2018 GCSE results and key information such as the top performing subjects and those subject areas that need to improve upon their results.

It was noted that the group of high achieving students was dominated by girls, the gender gap has not closed - this is similar to the national pattern.

Top performing subjects have been looked at and it clear that structure, aspiration and the level of expectation within those subjects was found to be key in helping to determine the outcomes for students.

The subjects which MJC explained to be areas for development had both experienced significant changes in staffing, and were being supported by the Lead Practitioners, as well as curriculum changes, such as ECDL being withdrawn as an available option course.

MJC explained the trend in Progress 8 scores (P8) as disappointing but recognised that the 2018 results were still a positive P8. LH noted that the P8 results had not yet been validated but were based on SISRA analysis. MJC reiterated that the removal of the ECDL course had a significant impact on this year's P8 scores, as it had previously been a qualification that generates good results.

Progress 8 is a measure of the progress students make between the end of primary school and the end of secondary school. It's based on pupils' performance in eight qualifications. These are English and Maths, up to three subjects from the Ebacc list, and students' three highest scores from a range of other qualifications, including GCSEs and approved non-GCSEs. English and maths are given double weighting to reflect their importance.

The Progress 8 score is calculated by comparing each student's Attainment 8 (the average raw point score from the eight qualifications) score to those nationally of other students who had the same KS2 SATs results. This is designed to measure how much progress each student has made from Year 6 to Year 11. A school's Progress 8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower.

The average Progress 8 score of all secondary schools nationally is 0. Schools with a Progress 8 score of below -0.5 are not achieving the minimum standard expected by the Government. A score of +0.5 or above shows that pupils in that school are making well above the expected level of progress.

MJC explained that the majority of students at HA take an Ebacc curriculum. Governors questioned MJC if the removal of RS and Computer Science from the core subject offer would have a positive impact and if this time would be then dedicated to other core subjects - MJC hoped that this would be the case, it would remove some stress from students and time gained within the timetable would be given over to core subjects.

Non GCSE courses, such as BTEC Sport / Cambridge National Health & Social Care are not easier but are tested in a different way which benefits some students – Governors recognised that these courses demonstrated skill rather than conceptual knowledge. MJC explained that more vocations options can often be taken prior to the traditional year 11 exam season, which again would allow more time to be given over to key GCSE subjects. Other non GCSE options, in subjects such as Drama and Music, are being explored.

It was noted that achievement of PP students is lower than non-PP students – this is the case at AVA, UAT as well as nationally, however the gap has increased over the past two years. LH pointed out that this is a crude measure of comparison as it does not compare “like for like” and suggested that only true way of analysis would be to breakdown the results of PP and non-PP students based upon prior attainment – if a gap is evident after this, then it would require further investigation.

The current Year 11 cohort has a larger group of PP boys, however in an attempt to combat this students with prior lower attainment and / or PP students have all been allocated the strongest mentors.

Governors asked MJC how the Subjects Leaders (SL), especially English and Maths, have been challenged – each has met with the SLT and LH, and whilst these meetings were not easy they were constructive and each were driven to improve with appropriate strategies and interventions (such as changing teaching groups or exam entrants) to use in key areas identified. LH noted that she had been impressed by the level of discourse, and explained that the English SL had identified areas where marks had been lost and looked at programmes of study to be taken forward.

MJC explained that a number of things were being looked at including the preparation of topics, long term strategies as well as rapid changes, such as taking English Literature early, in a way of aiding retention. Actions are agreed and will be managed and revisited throughout the year.

A Governor tackled MJC on the performance of SEN students – he agreed that the results had been disappointing for this student group so the impact of additional support will need to be investigated. The responsibility for this was queried, and MJC explained that is the responsibility of all, but that Sam Davison (SDa) has overall responsibility. PP student support was discussed with MJC noting that financial gaps (such as help with uniform) is dealt with first and then interventions to narrow the gap, such as the mentoring programme, specific training on strategies used to narrow the gap as well as attendance focused tutor groups.

BC left the meeting at 6.30pm

MJC explained that he was unhappy with attainment gaps in the key areas of SEN, PP and Boys and this will form part of the 2018/19 appraisal targets.

Student voice is used, especially with boys, grade 3 into 4 groups as well as pupil perspective interviews. It is anticipated that teaching and learning changes, for “quality first” teaching should have an impact. Other aspects now introduced is a Friday, Year 11 after school study session, aimed at students who may not have support at home. This is currently a voluntary arrangement, and all bar one student who attended the first session were PP students.

Governors asked if the SL focused on key groups in their lesson observations and what training had been held to assist this – a full CPD programme is in place with in-depth training on the improvement of the quality of teaching and learning. MJC explained that the nature of lesson observations could vary depending on the observation targets but the performance of key groups was an underlying theme and forms part of the 2018/19 QA programme.

Governors questioned MJC about the significant difference in predictions and would like him to provide them with a more detailed explanation at another time.

A curriculum review is to take place and a redesign of KS4 is likely to allow for the reallocation of core time and options which should then show a benefit. This review is likely to be top to bottom and although the core offer will not change, other subjects maybe altered, offered or withdrawn.

Dave MacCormick presented Governors with key information about the GCE A Level results.

The significant differences in results against predictions has meant that a number of difficult conversations had been held with Staff. The reformed specification had made predictions difficult, but he noted that the core subjects had been both the most out and the most underperforming subjects – generous predictions were thought to be used. QA work on tracking grades and SL's satisfaction with evidence is a key target for 2018/19, and forms part of the Sixth Form AIP. In an attempt to manage this, half termly review and monitoring meetings will take place.

A Governor asked if the Sixth Form had a specific entrance requirement – it has (grades 5-6 for A level, 4 for BTEC courses), but DMc explained that this was not always adhered to, often for financial reasons. The Yeovil college vocational partnership has recruited well for 2018/19, but explained that the majority of high achievers had transferred to Richard Huish. Governors asked for an explanation – friendship groups were seen as a key influence and DMc explained HA staff will, this year, spend more time encouraging / influencing student choice. Another factor, obtained via student voice, is that a students with a negative social influence was admitted to the Sixth Form – this impact was not known at the time of entry.

The target for Sixth Form applications was 120 students – 101 students have actually been admitted, this includes 2 students from Woodroffe, 1 from out of the area and 13 from AVA. There is growth via both the vocational partnership and AVA student applications. DMc is meeting with Year 11 students w/c 24/09/18.

DMc explained that differences in average points comes from old specifications of some subjects not recognised by SISRA – this has now been remedied, and therefore could not be a like for like comparison.

The highlight's had been in the increase of A and A* results and two students who had achieved Medicine offers via the HA Sixth Form medical prep programme. Three students are enrolled in this programme for 2018/19 and external contacts are being used to support this programme.

Governors asked about the Oxford entrant students – it was explained that this student missed the entrance requirement by 1 raw mark (despite 3 papers being remarked). It was noted that the support put in place for this students had been amazing including Oxbridge interview preparation. Governors asked about how this student had been supported post results – DMc spent time with him on results day personally supporting him and that DMc, MJC and Tina Coles had supported him throughout the rest of the summer break via remarks and conversations with the student and family. LH noted that this was not a failure of the Academy, and the student himself recognises that he could not have done anything more.

Both the Medical Prep programme and the Oxbridge entrant had had a positive cultural impact in raising aspirations going forward as a number of students are likely to apply this year.

The achievement gaps of key groups of students is that similar of those identified in the lower school – boys achieved by 9%, which was against the national trend, the lower prior attaining students and PP students, who underperformed by 15%.

It was agreed that the high expectations and culture of “no excuses” now seen as standard in the lower school need be followed through into the Sixth Form.

Governors were asked to let PG know if they had any further questions about the results and she will ensure that MJC responds accordingly.

MDa thanked both MJC and DMc for their presentation and explained that key performance indicators will be revisited throughout the year.

AF / DMc left the meeting at 7.08pm

7. BEHAVIOUR AND EXCLUSIONS

As anticipated there has been a spike in students being sent to the new Ready to Learn (R2L) or received fixed term exclusions resulting from failing to behave in the R2L room. Approximately 6 students across Years 7-11 are being sent to the R2L room, and there are only a few “repeaters” - anecdotal evidence suggested that R2L is working well, and those students who are “repeaters” are known to the Academy staff. Students have reported that lessons are quieter and that teachers are now “able to teach”, which therefore has a positive impact on the majority of students. Positive parental feedback has also been received.

It is too early to look at the impact the R2L room has for “repeaters”, understanding that they are missing out on quality first / teacher led teaching – however this raw data is being investigated this week by the Year Leaders.

MJC and PL explained that the Year 11 boys are finding it tough, as they are the group who are most likely to push boundaries – some parental feedback was that the R2L room was seen as a “badge of honour” especially amongst boys.

MJC explained that other settings who have introduced R2L also experienced a short term spike – training and the updating of guidance will be given once data is available. Consistency and fairness is key and will be addressed at all times. It was further explained that any negative feedback received has been as a result of students not accurately explaining the reasons behind their R2L – these parents are either being phoned or met with to discuss the circumstances.

Governors recognised the short-term work load impact for staff that R2L is having. MDa and now MP will receive regular updates from MJC.

8. STANDING ITEMS

8.1 SAFEGUARDING

Statutory update training took place for Governors on 12th September.

PB, link Governor, has already met with SDa and another meeting scheduled throughout year.

8.2 CHAIRMAN’S UPDATE

The Governance section of the Academy Improvement Plan (AIP) was circulated in advance – this has been completed in line with the whole school AIP.

A skills audit is to be included.

MDa has received a letter from the outgoing Head Girl, with observations / suggestions for the Sixth Form – this was a real insight into the Sixth Form and he will write to her with his thanks.

8.3 GOVERNORS VISITS / LINK GOVERNORS

MDa reminded all about the importance about link visits and explained that an extensive report was not required, but some notes.

MDa and AC both have meetings planed with Jo James

8.4 GOVERNOR TRAINING

If there are any items of interest, Governors should contact PG. Safer Recruitment training is also being organised Trust Wide.

8.5 TRUST BUSINESS

MDa explained that the concerns regarding the lack of communication between all levels has now been addressed and the Chairs of both HA and AVA LGCs now attend the first part of the Trust meetings. This has enabled each Academy being able to represent their own areas. Trustees had been impressed by the Link Governor system.

8.6 CLERKS BUSINESS

PG had previously circulated information from the Clerks Autumn term update.

PG explained that due to GDPR Governors will now be issued with county emails, and that these will need to be used in future. Once these have been created, PG will send the appropriate information and will include information on how to link email accounts.

FUTURE AGENNDA ITEMS

MJC will review the KPI's agreed at the Governors training day and will best for these into the Academy year.

MEETING CLOSED AT 7.33pm

CHAIR:

Approved as a true and accurate record of the meeting;

..... Signed

..... Date