

DRAFT MINUTES OF THE BOARD OF TRUSTEES HELD ON THURSDAY 20 OCTOBER 2016 AT 11AM  
IN THE VICE CHANCELLOR'S BOARDROOM, MINERVA BUILDING, BRAYFORD POOL.

Present:

Deputy Vice Chancellor/ Chair of Governors: University Academy Holbeach

Professor Scott Davidson [Chair]

Chief Executive Officer (LET)

Andy Breckon

Principal: University Academy Holbeach

Steve Baragwanath

Principal: Holbeach Primary Academy

Sue Boor

Principal: Gosberton House Academy

Louise Stanton (from item 3)

Trustee

Professor Ian Abrahams

Chair of Governors: Holbeach Primary Academy

Jenny Worth

Chief Finance Officer (LET)

Catherine Hamblett

In attendance:

Governance Manager

Lisa Baker [Clerk]

## Action

### 1. (i) APOLOGIES FOR ABSENCE

Apologies were received from Professor Val Braybrooks.

### (ii) DECLARATIONS OF INTEREST

There were no declarations of interest.

### PART A – ITEMS FOR DISCUSSION

### 2. MINUTES OF THE PREVIOUS MEETING/MATTERS ARISING

#### **Received and Agreed:**

The minutes of the meeting held on 5 July 2016 were **agreed** as an accurate record.

Matters arising not covered on the present agenda.

#### 2.1 LET BUDGET 2015/2016 (item 2.1 of 5/7/16 refers)

##### **Noted:**

- The Chair and Principal of UAH had met outside of the meeting to discuss BTEC qualifications. The University welcomed applicants with BTECs and the admissions information on the institution's website included BTEC requirements for programmes. The University could arrange a Schools Liaison visit to UAH if that would be helpful.

#### 2.2 2016/2017 BUDGET (item 3 of 5/7/16 refers)

**Noted:**

- The 2016/2017 budget had been submitted to the EFA.

3. GOVERNANCE STRUCTURE AND FRAMEWORK - CONFIDENTIAL ITEM – SEE ANNEXE

(item 5/7/16 refers)

4. STANDARDS REPORTS 2015/2016

- UNIVERSITY ACADEMY HOLBEACH
- HOLBEACH PRIMARY ACADEMY
- GOSBERTON HOUSE ACADEMY

**Received:**

Standards Reports for 2015/2016 submitted by each Principal.

**Noted:**

University Academy Holbeach

- UAH had been Ofsted inspected in January 2016 and graded as 'good', the same outcome as the previous inspection three years earlier. Some recommendations had been made around planning and the attainment of higher ability students.
- Early analysis of the 2015/2016 Year 11 cohort indicated that significant progress had been made with a Progress 8 score of +0.44. Changes had been made to generate this figure nationally which is why it differed from the +0.62 presented to governors in September 2016.
- The average grade had risen to a 'C' (4.93) from 'C-' (4.63) in 2014/2015. This was a very pleasing result achieved in challenging circumstances. It was also noteworthy that the 65% boys and 35% girls split had bucked the trend of boys performing less well than girls and had increased the 5 A\* to C (including English and Mathematics) performance from 50.5% to 55%.
- A level performance had remained strong with the average grade rising from 'D' to 'C-' and the average BTEC grade remained as Distinction.
- BTECs would become more challenging in the future as the examination component increased.
- Success rates with apprenticeship provision had risen to an 87% completion rate which exceeded the national average. The number of apprentices on programme had also increased significantly.
- In terms of High Ability students, the data relating to the 16/177 students initially indicated that this group had not performed as well as expected. However, the underperformance centred on two individuals with significant deficits which has skewed the data. Removing the data related to the two students showed that overall the High Ability students had demonstrated good progress.
- There remained significant volatility within the exam system with regard to the accuracy of marking by the exam boards and significant (positive) changes to school performance measures had been made since results day; for example, the 5 A\* to C (including English and Mathematics) had risen from 50% to 55%.
- The Principal explained that the Geography results remained the subject of appeal and it was likely that a formal complaint would be submitted to the exam board.
- In 2016/2017 the academy would seek to ensure that progress of the most able students resembled that of lower and middle ability students to deliver the same outstanding pupil progress measures. It would also continue to improve progress and attainment measures in English, Humanities and Business Studies.
- The proportion of pupils entered for MFL at KS4 would be reconsidered in light of staff recruitment and current success rates. Removed students would be provided with extra English tuition.
- There could also be opportunities to strengthen Art and Design.

- The Principal would submit a paper regarding the Pupil Premium to the next meeting.

#### Holbeach Primary Academy

- The outcomes in Early Years and Year 1 remained as measured in 2015. KS1 and KS2 now utilised 'expected' as a required measure of attainment and these two areas were currently provisional around pupil achievement outcomes for the impact of work and next steps.
- Early Years remained consistently good when measured against the 17 areas of learning prescribed by the Early Learning Goals (ELG). Children needed to be working well within 12 of the ELGs to demonstrate a 'good level of development' and as at July 2016 72% of children had achieved this standard. Work was now underway with higher achievers and a number of children had been identified as a baseline.
- Phonics had been measured at 80% compared with 87% in 2015 and 71% in 2014. The national benchmark was 80.6%. The work was now embedded and it was likely that the measure had been impacted by the late arrival in the school year of two pupils.
- Key Stage 1 had moved to 'good with increased greater depth' with both reading and writing expected to be above the national average. All aspects of these areas had been moderated during 2015/2016.
- Key Stage 2 had previously been 'outstanding' but had dipped when analysed for the 2017 data return (although the data had not yet been validated) with reading, writing, mathematics and grammar, punctuation and spelling expected to be below the national average. Some areas for development had been addressed immediately and close work with children would continue throughout the year.
- Going forward, there would be a clear focus on Years 5 and 6, the cohorts where significant embedding was needed. Consistent scaffolding of learning was in place and while the steps to learning were slower there was already clear evidence of progress from the starting points.
- In respect of reading development, conversations took place every 6 weeks regarding the progress of individual children and there was a focus on increasing greater depth in Year 2. Checks took place weekly to ensure that all required areas were being covered.
- Staff had responded quickly and both teachers and governors had assimilated the language around expectations very well.
- Further opportunities to teach and apply skills through daily mathematics lessons and a booster group were planned. There was a focus on pupils responding well to marking and feedback so that the gaps closed.
- Teaching Assistants would undertake targeted work with Year 6 pupils around mathematics with meetings every fortnight to update on assessments and progress so that intervention could be tailored as appropriate.
- Recommended targets and predictions had been set for Years 2 and 6. Year 5 would continue to be monitored with funding for an additional Teaching Assistant. Additional funding for a consultant to work with the SLT and team was also sought. It was also hoped than an extra teacher could be recruited for Year 6.
- HPA would continue to plan for increasing numbers of pupils and support mobility impact for maximised outcomes.

#### Gosberton House Academy

- GHA worked within a local, national and international context to ensure that pupils had the best possible start in life. Its core aims revolved around in-reach to enable youngsters with complex social communication/learning needs to optimise their learning potential, outreach to enhance access and achievement for all Lincolnshire pupils with complex social communication/learning needs and legacy building to support all education, health and social services in the county and beyond to offer the highest quality provision for young people with social communication needs through the Quality Marks, Aim4Lincs (education) and Aim4Lincs in the Community (under development).
- The Quality Marks work facilitated recognition and accreditation by the National

Autistic Society and the academy's most recent Ofsted inspection in 2012 achieved 'outstanding'.

- The last outreach review took place earlier in the week and the report was expected to be positive.
- A total of 92 pupils had been on the roll in 2015/2016 of which 38.9% had been eligible for free school meals. Some students were non-verbal and it was therefore difficult to determine whether, in some cases, English was not their first language. The majority of students (96.7%) had a SEN statement or EHC plan. Additional support on top of that was only provided to pupils with extreme medical needs.
- The academy had a low level of stability in that students did not tend to be in the school from reception through to Year 6.
- The academy used the CASPA system for 2015/2016. The data did not indicate that students in receipt of free school meals were likely to achieve less well than others and neither was the data significantly below the Lincolnshire average.
- In terms of moving forward, the academy would engage with the LCC/EEF Mobilise project to maximise the impact of Teaching Assistants on pupil progress so that TAs were involved in students' cognitive development and not purely management of behaviours.
- The academy would continue to challenge its most able pupils to optimise their outcomes. Pupils reacted to this differently in terms of their behaviour. Working within the Quality Marks would give access to external benchmarks.
- There was a focus on individuals and problem solving to promote outstanding outcomes for all pupils with social communication needs.
- The academy would also enhance family engagement beyond the school day; learning outside of the classroom was needed with life enriching activities such as reading and theatre and cinema visits.

**Agreed:**

- Congratulations were extended to all academies on their results.
- The recommendations submitted by HPA were **approved**.

5. START OF TERM REPORTS

- UNIVERSITY ACADEMY HOLBEACH
- HOLBEACH PRIMARY ACADEMY
- GOSBERTON HOUSE ACADEMY

**Received:**

Oral reports from the Principals of UHA, HPA and GHA.

**Noted:**

University Academy Holbeach

- More than 160 students had entered the 6<sup>th</sup> form although this figure tended to drop a little in the first month and final numbers would be available later in October.
- Year 7 had enrolled 215 students and the academy was still oversubscribed.
- Eleven new academic teaching staff had started in September and had settled in well. There was a weakness in MFL currently due to sickness and a member of staff who had decided to retire following an operation. Long term supply resource had been recruited.
- Fifteen more students had entered the apprenticeship programme than last year.
- The academy had been fully redecorated over the summer in time for an open evening which had been very successful. At a recent Open Day 93 families had been welcomed compared with 37 at the same time last year.
- The academy's production of The Lion King had been very well received and the cast had been sent to London to watch the West End version which had been appreciated.

- Three staff were being supported in undergraduate study, one through Boston College.
- Attendance was running at 94.9% and the Principal was currently receiving one or two requests a day to authorise holiday during term time. All requests were denied but this did not always stop parents removing their children. The academy had recently taken two families to court regarding this issue, both of whom had been fined £560.
- Some absence resulted from illness; a sickness virus had affected a significant number of students in the past few weeks.
- Saturday School had recently started and would continue through until July 2017.
- The current Year 11 students were being tracked and 58% were predicted to obtain 5 A\* to Cs including English and Mathematics. This would place the cohort above last year's and indicated good pupil progress.
- The academy had adopted the Lincolnshire Ladder of Behavioural Intervention and the Deputy Vice Principal, Dr Milne, had been commended by Lincolnshire County Council for his work around this.

#### Holbeach Primary Academy

- With 295 enrolled at HPA there was a waiting list for Reception and Years 4, 5 and 6 and the Admissions Policy was being applied in relation to any available places.
- Attendance was running at 96% (the minimum requirement was 95%) with absences around illness, some holidays and one fixed-term exclusion. The new pastoral support system was working well to support the excluded child. A pastoral lead had been appointed in September 2016 and families were finding the role-holder very supportive. The academy aimed to raise its attendance rate to 97% by the end of the academic year.
- Students who failed to attend or were consistently late were followed up and absence was closely monitored.
- The academy had eleven classrooms although an additional classroom was now needed.
- An NQT had joined the team and was being consistently judged as good. A Year 3 post was being advertised due to the retirement of a member of staff in a job share. The academy was also looking to recruit staff to assist with Key Stage 2 work.
- Tapestry had been launched for SEN students to increase communication with parents and this linked in with the SENCO who had just introduced family learning.
- The academy had been awarded the silver kite mark for sport in July 2016 and had ambitions to go for gold.
- Mobilise had been launched in September 2016 and the academy was part of a cluster that was working with TAs.
- Work with a consultant around assessments had been very valuable.

#### Gosberton House Academy

- Having recently joined the LET, the academy was still sorting out its administration but was making good progress. The new governing body was establishing itself well.
- The academy was fully subscribed and fully staffed. Waiting lists for the school were not allowed. Six children had joined Reception, three pre-school, three Year 1 and four Year 2.
- Gosberton had joined the apprenticeship scheme and four individuals were on teaching and learning apprenticeships.
- Performance management had taken place for staff all of whom had achieved a minimum of 'good' and some 'exceptional'.
- The academy had recently been reaccredited for its outreach work.
- Tapestry was employed across the school and was a very valuable way of keeping in touch with families.

- Attendance was running at 95%; absence was usually attributable to students' complex medical needs. Previously, medical appointments had been accommodated within the academy which had been very valuable but this facility had been withdrawn and students were required to attend appointments externally.
- An application had been submitted to be re-awarded the science quality mark.
- The academy was also part of Mobilise and working in a cluster.
- Lincolnshire County Council was currently working to repair the academy's roof and it was hoped that this would be finished before the end of half term.

## 6. SAFEGUARDING AND CHILD PROTECTION POLICY

### **Received:**

An oral report from the CEO.

### **Noted:**

- The Trust had agreed to adopt Lincolnshire County Council's Safeguarding and Child Protection Policy and to customise it for each academy in line with its specific requirements.

## 7. ACADEMY PERFORMANCE – LESSONS LEARNT IN THE LAST 12 MONTHS – CONFIDENTIAL ITEM – SEE ANNEXE (item 6 of 5/7/16 refers)

## 8. OPERATIONS BOARD: PURPOSE AND MODE OF OPERATION

### **Received:**

A paper submitted by the CEO.

### **Noted:**

- As reported at the last meeting, with the expansion of the Trust greater co-ordination was needed to ensure best value for money with tasks shared across the academies to ensure low central costs. This also encouraged collective responsibility for the whole of the Trust's activity and reduced reliance on the need to employ external consultants. The establishment of an Operations Board facilitated this endeavour.
- The Board had met once to date and its effectiveness would be reviewed at the end of the academic year.
- The CEO reported that a finance training programme had been set up by Ms Marion Clare for Principals and senior staff. It was important that each academy became financially autonomous.
- The currently appointed Chartered Accountants were not working optimally and were creating more rather than less work for the Trust. This was not a sustainable position and did not represent value for money. The Audit Committee would be mandated to deal with this issue once the financial statements had been through their cycle.

## 9. NEW DEVELOPMENTS WITHIN THE TRUST – CONFIDENTIAL ITEM – SEE ANNEXE

## 10. ANY OTHER BUSINESS

There was no other business.

## 11. DATE OF NEXT MEETING

The next meeting of the Board of Trustees would take place at 11am on 6 December 2016.

PART B – ITEMS TO BE RECEIVED

12. There were no B items.

The meeting closed at 1pm.

These Minutes, together with the papers presented to the Board, form the official record of the business conducted at the meeting. The papers are held on file by the Clerk to the Board of Trustees.