



THE  
**HOLGATE**  
ACADEMY



Part of  
**Diverse  
Academies**

**Notes and Action Record of the Holgate Local Academy Committee Autumn 1 meeting  
Held on Monday 15<sup>th</sup> September at 16.30 at The Holgate Academy**

<b>Membership</b>	<b>Initials</b>	<b>Governor category</b>	<b>Absence</b>
Kate Turner (Chair of Governors)	KT	Appointed AC governor	
Margaret Newcombe (Vice Chair of Governors)	MN	Appointed AC governor	
Phil Bailey	PB	Staff AC governor	
Emma Paine	EPn	Appointed AC governor	
Emma Paling	EPL	Appointed parent AC governor	
Emma Redgate	ER	Appointed parent AC governor	
Scott Comer	SC	Appointed AC governor	A
Paul Simpson	PS	Appointed AC governor	

<b>In Attendance</b>	<b>Initials</b>	<b>Position</b>	<b>Absence</b>
Heather Widdup	HW	Executive Principal	A
Henry Diamond	HD	Principal	
Dan Cook	DC	Assistant Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

<b>Quorum required</b>	4	<b>Governors present</b>	7
------------------------	---	--------------------------	---

## Action Record

Agenda item	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
THA/063/2424	2024/25 Summer 2	Share AIR staff, student and parent/carer survey results with academy committee governors			Survey results were shared following the July meeting	C
THA/063/2425	2024/25 Summer 2	Governors and staff to ensure student voice is a feature of all link visits in 2025/26			Agreed and ongoing action. Clerk to update link visit guidance and circulate to governors to ensure this is addressed throughout the year.	CF / ongoing
THA/063/2425	2024/25 Summer 2	Governors to consider link roles of interest for 2025/26 by the first meeting of the new academic year			Complete and link roles confirmed during this meeting	C
THA/066/2425	2024/25 Summer 2	H Diamond to share 2025/26 AIP with academy committee governors			Complete and presented to governors during this meeting	C
THA/066/2425	2024/25 Summer 2	Governors to focus on AIP priorities, especially whole-academy focus on reading, during all link visits in 2025/26			Agreed and ongoing action. Governance Professional to update link visit guidance and circulate to governors to ensure this is addressed throughout the year.	CF / ongoing
THA/066/2425	2024/25 Summer 2	H Diamond to investigate whether safeguarding concerns can be provided as a % of each cohort as well as raw numbers, in the regular safeguarding update			HD updated that all safeguarding reporting for 2025/26 will show reported concerns expressed as numbers and proportions of each Year group	C

**Bold blue text = academy committee governor check and challenge**

**Bold green text = academy committee governor decision-making / approval**

Q= Question from governors

A=Answer from senior leaders

Agenda item	Key points /summary of discussion	Action Required	Responsible Person	Timeline
THA/01/2526 Welcome and apologies	Mr Comer was not present at the meeting and no apologies had been received. Apologies were not accepted by the committee.	Governance Professional to write to Mr Comer regarding his attendance and continuation on the local academy committee.	LP	Within 2 weeks of LAC mtg 29/9/2025
THA/02/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
THA/03/2526 Governance Report	<p><b>The appointment of Mr Paul Simpson as academy committee governor agreed by email, was confirmed and approved.</b></p> <p><b>Link governor roles for 2025/26 were discussed and the following was agreed:</b></p> <p><b>Safeguarding (including attendance) – KT</b>  <b>SEND – MN</b>  <b>Careers (including post-16) – EPn</b>  <b>Behaviour – EPI</b>  <b>Quality of Education – PS</b>  <b>Leadership and Management – KT</b>  <b>Parental and stakeholder engagement – ER</b>  <b>Health and Safety - PB</b>  <b>Data privacy/GDPR – PB</b>  <b>Young carers – KT</b></p> <p><b>It was agreed that all governors are to explore staff and student mental health and wellbeing during all link governor visits.</b></p> <p>The Pupil Premium link role remains vacant at present.</p>	Governance Professional to confirm SLT and middle leader lead roles for each area with the Principal and circulate to governors	LP	Within 2 weeks of LAC mtg 29/9/2025

	<p>Code of Conduct and Declarations of interest were discussed and KT reminded governors to complete if they had not already done so.</p> <p>Mandatory training was discussed and KT reminded all governors to complete.</p> <p>The new LAC meeting cycle, and approach to governor training and development, minutes and reporting to Trustees was discussed.</p>	<p>Governors with outstanding Code of Conduct and Declaration of Interests returns to complete</p> <p>All governors to complete mandatory training via National College and send certificates to the Governance Professional once complete. Contact LP if experiencing any issues with access.</p> <p>All governors to contact Chair of Governors or Governance Professional with any suggested agenda items for the Autumn 2 meeting</p>	<p>KT, EPI, ER, SC</p> <p>All governors</p> <p>All governors</p>	<p>30/9/2025</p> <p>30/9/2025</p> <p>By next LAC agenda-setting discussion 13/10/25</p>
THA/04/2526 Minutes of last meeting	Minutes of the previous meeting were received and accepted.			
THA/05/2526 Action log	The Action log was discussed and updates provided for all actions from the previous meeting.			
THA/06/2526 Principal's Report	<p>Mr Dan Cook (DC), Assistant Principal and data lead tabled a report and presented on KS4 summer exam results.</p> <p><b>KS4 / GCSE:</b> DC explained the definitions of Progress 8 and Attainment 8 measures.</p> <p>No Progress 8 results available for this cohort as these students did not take KS2 SATs due to covid, therefore there is no national baseline data on their starting point at secondary.</p>			

**Q – How are KS4 targets for each student calculated in the absence of KS2 data?**

A - Fisher Family Trust (FFT) targets are used which calculate what a student would be expected to achieve at KS4, based on their prior levels of attainment. For this cohort, CAT scores in Year 7 have been used. We have 81% CAT data coverage for the students.

This year, gap between target and actual achievement has narrowed, showing students are making good levels of progress. There would have been a continued improvement in our Progress 8 measure, following the previous 3 years improvements.

**Key messages:**

- This was an unusually weak cohort in terms of prior attainment/starting point
- Holgate overall target was 36.47% achieving Grade 4+ passes/Attainment 8 (A8) which is lower than the prior year's target and this year's Year 11 target
- Overall, 33.98% achieved Grade 4+ passes on the Attainment 8 measure. This is below target, but attainment is closer to target than in previous years
- Compared nationally, attainment is low, on the 99<sup>th</sup> percentile. But does not take into account the starting point, as the Progress 8 measure would have shown
- SEND students have achieved Attainment 8 (A8) outcomes closer to A8 target than in previous years. But, the gap in outcomes between SEND and non-SEND students has widened
- There is a similar pattern for Pupil Premium students – achievement is closer to target, but gaps between this cohort and students not in receipt of Pupil Premium has widened
- There is a negligible gap between male/females in terms of actual outcomes v target suggesting both have made similar levels of progress
- All subjects except Business Studies have closed the gap on outcomes v target

	<ul style="list-style-type: none"> <li>- Whilst we have performed well relative to target, because the targets were significantly lower for this cohort, there could be a question around how far our teaching and learning has improved</li> <li>- Aim for this year is to be an average Grade 4 school, not 3.</li> <li>- We are aiming for 40% of cohort to achieve a good pass rate overall</li> </ul> <p><b>Q - Can the academy provide examples of strategies that have been put in place to improve achievement v target.</b></p> <p><b>Q - What is being done differently to ensure increased numbers/proportions of students achieve grades 4+?</b></p> <p>A - Position statement meetings are being held with every Head of Faculty, reviewing last year's performance and looking forensically at what the exams tell us about any areas of weakness – content, question types in exam papers, etc. All Heads of Faculty have been asked to identify a maximum of 3 things that will make the greatest impact between now and December, then plans will be reviewed and refined again.</p> <p>Examples include focusing on 6 mark questions in Geography, and the whole-school approach to improving reading – the reading age of exam papers is age 16 but nationally reading age of Year 11s is dropping, some subjects suffer more if levels of reading fluency and comprehension are poor e.g. History.</p> <p>Position statements for all subject areas will be in place by the end of October.</p> <p>All staff will have a collective understanding of where we are at currently and what we need to do to achieve higher overall numbers achieving 4+.</p> <p><b>Q - Targets are higher for this year's Year 11 cohort - is this due to the teaching and learning strategies of the school that have previously put in place, or the cohort?</b></p>	<p>DC to share position statement process and an example complete position statement</p>	<p>DC</p>	<p>Within 2 weeks of LAC mtg 29/9/2025</p>
--	---	--	-----------	--

	<p>A – FFT targets are set at Year 7 and based on prior attainment levels, so the target is cohort specific.</p> <p>In the summer Year 10 mocks, 32% of the new Year 11 cohort achieved good pass rate / A8 measure. Mock exam reports are going home this week and will show each individual pupil’s Year 10 mocks baseline scores.</p> <p>If the rate of progress between this summer’s Year 10 mocks and the end of their GCSE is same as last year, then the academy will achieve an overall average Grade 4.</p> <p><b>Q- Why are we aiming for / relying on the same rate of progress as last year’s Year 11s for a more able cohort? Should there be more stretch in the targets?</b></p> <p>A – Our target is for all children to improve by at least one grade between their mocks and by end of year GCSEs, regardless of what the FFT rate of progress tracks at.</p> <p>By the 2<sup>nd</sup> set of mocks, the academy is aiming for 40% of the cohort to achieve good pass rates/A8 measure.</p> <p>There will be greater tracking of individual pupil progress.</p> <p><b>Q - Do all students take 9 GCSEs? Is there benefit to less academically able students concentrating on achieving better outcomes in fewer subjects?</b></p> <p>A - 9 GCSEs are taken on average. Strategic decisions are taken for a small number of students on whether they should sit all subjects / exams, but all start an intended programme of study for 9 subjects to give them access to a broad and balanced curriculum.</p> <p><b>Q- Is any contextual data taken into account such as proportions of students in different schools accessing private tutoring? It is reported that nationally 40% of students have private tutors,</b></p>			
--	---	--	--	--

	<p><b>therefore it is not necessarily the quality of teaching and learning of the school that leads to pupil's rates of progress and outcomes achieved.</b></p> <p>A - This is not taken into account in any DfE measure.</p> <p>Data is not captured on private tutoring uptake, though rates are likely to be low at Holgate due to demographics and income levels in the community.</p> <p>Discussion took place on using 6<sup>th</sup> form students to tutor/mentor younger age groups as an enrichment and development activity for 6<sup>th</sup> formers and as an additional intervention for the current Year 10 and 11s.</p> <p><b>Q- Are there any subjects of concern, and what is being done to improve in these areas?</b></p> <p>A - Business Studies. This was the only subject area where the gap between target and actual average point score has widened over time.</p> <p>There has been a change in staffing for this year who will be supported through the faculty positioning and improvement work.</p> <p><b>Q – Could the subject teacher come and update the governors on the change in approach this year?</b></p> <p>A – would not support for this year, allow time for new strategies to bed in.</p> <p><b>KS5 / A Level</b></p> <p>DC and HD gave an update on A level outcomes:</p> <p>Holgate has improved from average Grade of C- to C this year.</p> <p>Holgate achieved the highest rates of progress between GCSE and A Level for all secondaries across the Trust.</p>	<p>HD/DC to explore implementing a 6<sup>th</sup> formers as tutors/mentors scheme and report back</p>	<p>HD/DC</p>	<p>Next LAC mtg 10/11/2025</p>
--	---	--	--------------	------------------------------------

	<p>Now that 6<sup>th</sup> for provision has been brought back into the academy, KS5 outcomes will be an area of focus.</p> <p>KT attended GCSE results day and feedback on the good news stories from students. She commented on how many staff were in attendance which was in stark contrast to previous years and praised their hard work and clear commitment to their students.</p>			
	<p><b>2025/26 AIP</b> RISE Advisors have visited the academy today (15 September).</p> <p>An initial planning meeting is taking place on 16 September to confirm and agree priorities that RISE advisors can support with such as teaching and learning strategies to improve outcomes, along with possible funding for targeted support, training and research projects. This RISE plan will complement, and sit alongside, the AIP.</p> <p>HD presented the 2025/26 AIP and confirmed there are 4 objectives:</p> <ul style="list-style-type: none"> <li>• Attendance: RISE advisors have acknowledged the significant improvements already made, but attendance is still below national average levels and must continue to improve. If students are not in school, they cannot learn and make progress.</li> <li>• Behaviour (including reduction in suspensions and use of/expenditure on AP): Educational outcomes are lower at KS4/Year 11 for students who have accessed AP and have not been in the academy full time. RISE will advise and assist the academy in this area.</li> <li>• Reading:</li> </ul>			

	<p>This will underpin all areas of the curriculum. HD gave an update on the approach that is being adopted:</p> <ul style="list-style-type: none"> <li>- The academy has purchased the Fresh Start scheme and staff have received training from the Trust English Strategic Development Lead</li> <li>- Possibility of securing funding from the DfE via RISE for the Read Write Inc scheme and associated staff training</li> <li>- Whole-school training on the approach to reading took place during the September INSET days</li> <li>- Possibility of a funded research project on reading ages through RISE</li> <li>- Reading priority is the responsibility of all teachers in all subject areas. There will be explicit teaching of key words and vocabulary for all areas of the curriculum.</li> </ul> <p>Reading for pleasure was discussed. HD confirmed that practice in other academies has been considered. The academy does not want to make reading 'forced' and so will focus on positive reward and recognition approaches. HD confirmed that reading records and rewards will be led by the English faculty.</p> <p><b>Q – How is the academy ensuring that all students will have access to books and other reading materials if they don't have these at home?</b></p> <p>A – All students access the library in English lessons. New books in the library are promoted through tutor messages, as is positive messaging such as reading for 10 minutes per day can lead to a 60% improvement on overall learning and development.</p> <p><b>Q – How confident is the Principal that there is sufficient diversity of reading materials for different students' interests?</b></p> <p>A - Confident that the library stocks fiction and non-fiction texts, graphic novels, newspapers, etc to promote the uptake of all types of reading.</p>			
--	--	--	--	--

	<p><b>Governors suggested displaying extracts of different types of text around the school, and that this could tie-in with 70<sup>th</sup> anniversary messaging, as well as quotes from different novels, plays, etc to find a ‘hook’ to interest different students.</b></p> <p><b>Use of Audiobooks and displaying subtitles when video clips are used as part of teaching was discussed and encouraged by governors.</b></p> <p><b>Governors felt that a combination of approaches would help to promote uptake of reading, support language processing and comprehension, and develop fluency.</b></p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> form: HD explained the reasons for the inclusion of this priority in the AIP and gave an update on some of the strands of work being undertaken.</li> </ul> <p>Holgate to promote and explain KS5 provision in all subject areas throughout the school journey so that students understand that they can now pursue higher levels of study at the academy.</p> <p>Continuity of personal relationships with staff and the pastoral support are key features of the Holgate offer that set the academy apart from other providers. As an example of positive relationships being built between students and staff, students have organised the staff v 6<sup>th</sup> form ‘Holgate games’ with a trophy to be won for different competitions and matches such as a spelling bee.</p> <p>6<sup>th</sup> formers will be influencers and positive role models, encouraging others to stay at, or come to Holgate for KS5.</p> <p><b>Q – What impact has having 6<sup>th</sup> form provision back on site had upon staff?</b></p>	<p>HD to raise all governor ideas/suggestions for reading with staff for consideration and possible implementation and report back</p>	<p>HD</p>	<p>Next LAC mtg 10/11/2025</p>
--	--	--	-----------	------------------------------------

	<p>A - Direct impact on financial viability, staff recruitment and retention. Staff enjoy teaching at KS5 as this is a different type of teaching and approach to curriculum implementation.</p> <p><b>Q – What marketing strategies are being put in place regarding 6<sup>th</sup> form recruitment?</b></p> <p>A – A Trust-wide marketing campaign is being delivered which includes sponsored social media posts and posts on our own socials incorporating videos of our current 6<sup>th</sup> form students.</p> <p>Messages regarding 6<sup>th</sup> form provision is now fully integrated into our whole-school messaging.</p> <p>6<sup>th</sup> form Open Evening is taking place on 2 October, all governors welcome and encouraged to attend.</p> <p>Governors who attended the 6<sup>th</sup> form opening day provided feedback and shared the positive viewpoints, ideas and level of involvement from the students.</p> <p>Governors commented on the change in culture and the noticeable positive atmosphere around the school site, which was evident on the recent visit to the 6<sup>th</sup> form.</p>			
	<p><b>Safeguarding</b></p> <p>Governors acknowledged receipt of the safeguarding report.</p> <p>Governors agreed it was positive that work has been undertaken to categorise all historical reports and that there were no undefined concerns. This allows for comparison and evaluation of impact over time.</p> <p><b>Q – What would be the academy response / approach to a personal hygiene concern, as reported in these figures?</b></p> <p>A - Clean uniform, uniform swap shop and shower facilities are all available on site. Conversations would take place between the</p>			

	<p>student and a trusted adult, and conversations with home as needed. External agency support such as Early Help referrals would be pursued and supported by school as appropriate.</p> <p><b>Q – How are any overarching patterns and trends in the data addressed within the academy?</b></p> <p>A – Keir Mather, Assistant Principal and safeguarding lead, looks at data with the academy personal development lead on a half-termly basis to assess which year groups etc may need more education around different topics, so the experiences of our students do shape our personal development planning and provision. Similarly with external agencies, we look out for and discuss any general themes or areas for concern so that they become areas of focus in our partnership working and for agencies working in our community.</p>			
	<p><b>Stakeholder update</b></p> <p><b>Stakeholder engagement report</b> Governors welcomed receipt of the stakeholder engagement report and had no questions.</p> <p>Governors were reminded about and invited to attend the Year 5/6 Open Evening on 23 September.</p> <p><b>Complaints/claims</b> 1 complaint that had been escalated and dealt with at Trust level regarding communication/turnaround times, is now linked to a SAR.</p> <p><b>Data protection (Breaches/SARs/FOIs/Police data requests</b> No data breaches. 1 each of the other categories in this reporting period. Governors had no questions.</p> <p><b>2027/28 Admissions Appendix</b> Governors received the Admissions Appendix and noted there were no changes proposed to PAN, catchment area or oversubscription criteria.</p>			

	<p><b>Q – Are the Year 12 PAN numbers high enough to ensure sustainability?</b></p> <p>A - Numbers are the highest they can be at present due to building capacity. As noted in the AIP priorities discussion, we are doing all we can to maximise 6<sup>th</sup> form numbers.</p> <p><b>Governors determined the admissions arrangements for 2027/28 and approved the academy policy appendix.</b></p>			
	<p><b>AOB</b></p> <p><b>Death of former staff member</b>  Ross Bofinger, former Holgate science teacher sadly passed away in the summer. The academy posted an announcement on social media channels and received overwhelmingly positive responses from current and former pupil and the community. The funeral will be attended by staff members representing the academy, and there will be a remembrance within the school.</p> <p><b>Progress Reports</b></p> <p><b>Q - Has there been any feedback from parents regarding the new-style end of year reports and are there any plans to change the reports?</b></p> <p>A – the academy won’t be making any further changes to the format of reports to home, but from feedback received, recognise the need to be clearer on communication and information so that parents understand what the reports are showing them about achievement v target.</p> <p><b>Governors suggested that there could be one area of reporting on academic progress, and another on ‘other’ areas of development such as character, attitude to learning, MDT, personal development, etc.</b></p>			

	<p><b>Uniform</b></p> <p><b>Q – Has there been a change to the Uniform Policy?</b></p> <p>A – students can now wear smart tailored shorts a part of the standard Holgate uniform. This update is available on the uniform section of the academy website.</p> <p>HD advised that he is part of a working group across the Trust looking at uniform standards and expectations more generally, and is ensuring that Holgate pupil and parent/carer voice is shared.</p> <p><b>Governors supported the work being carried out on uniform and asked the Principal to provide further updates on developments as this work progresses</b></p>			
THA/07/2526 Determination of Confidentiality	There were no confidential discussions			
THA/08/2526 Report to Trustees	A summary of the meeting notes and action record will be submitted to Trustees following the meeting.			
THA/09/2526 Date and time of next meeting	<p>The meeting closed at 18.03pm</p> <p><b>Next meeting</b> Monday 10<sup>th</sup> November at 4.30pm</p>			

**Signed by Chair:** K Turner

**Date:** 30<sup>th</sup> September 2025