



THE
HOLGATE
ACADEMY

Part of
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Academies

**Notes and Action Record of the Holgate Local Academy Committee Spring 1 Business Meeting
Held on Monday 12th January at 16.30 at The Holgate Academy**

Membership	Initials	Governor category	Absence
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	
Paul Simpson	PS	Appointed AC governor	

Staff In Attendance	Initials	Position	Absence
Heather Widdup	HW	Executive Principal	
Henry Diamond	HD	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

Quorum required	4	Governors present	8
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Action Record:

Agenda / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
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Notes of meeting:

Blue text = academy committee governor check and challenge

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/18/2526 Welcome and apologies	There were no apologies for the meeting.			
THA/19/2526 Declarations of Interest	There were no interests to declare in relation to any items on the agenda.			
THA/20/2526 Notes of last meeting & update action log	Notes of the previous meeting received and accepted. There were no actions from the previous meeting			
THA/21/2526 Governance Report	LAC action plan: CoG asked academy committee governors for any views on the draft 2025/26 LAC action plan circulated in advance of the meeting. It was noted that LAC responsibilities that need to be achieved are included in the plan, along with any additional actions where needed, to ensure effective governance is in place for all areas of LAC responsibility. Q – The plan includes assessing value for money. In relation to the 6th form, how do we define ‘value’? A – Do income and costs align? Can we afford to run the provision? Is the 6th form self-sufficient and not funded by KS3 and 4. A break even position has been identified and is being monitored. Q – Of there is no 6th form at Holgate, where would the students go? A - Plan is to keep a 6th form. Building staff and stakeholder relationships to increase numbers. Applications for September 2026 currently at 150. But difficult decisions may need to be made regarding the curriculum / subject choice.			

	Balance needs to be struck between intake quality, entry requirements and outcomes – which is also a measure of success, not just financial performance. It was noted that if students are accepted to the 6th form with lower than G4 in English and Maths, they will need to re-take these subjects and re-sit the exams, drawing resource from KS3/4. Governors discussed and noted the government curriculum review and potential increase and uptake of vocational pathways. Q – What are the minimum viable numbers for the 6th form? A – In the planning, Year 1 of our 6th form will run at a significant loss. Year 2 involves refining subject choice and teaching delivery models, with break-even point by Year 3. HD advised that student number forecasts are largely out of the academy’s control e.g. GCSE results can be unpredictable, and so future numbers are based on a set of assumptions. Q – What happens to the students if subjects previously on offer are dropped? A – Students would be counselled re subject options and alternatives offered. Q – How is the 6th form promoted throughout school to increase uptake? A - 6th Form promoted throughout the whole school. Messaging integrated in all communications to parents. At parents’ meetings and other events, we use the 6th form facilities so families can see what’s on offer. Governors agreed that delivery of the governance action plan would be monitored throughout the remainder of the year. Link Visit Reports: Link visit reports for the Autumn term were reviewed in respect of: • 6th form opening event • 6th form open evening • Leadership and management • NCC Safeguarding Audit • Safeguarding • SEND			
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	• Year 11 parent's evening • Year 6 open evening CoG encouraged all governors to complete 1 visit per term and to submit a report with their findings. Feedback from Chairs/Vice-Chairs of Governor and Trustee meeting: KT advised that she and MN as VCoG had attended this Trust event and feedback on areas discussed and next steps. Scheme of Delegation: All governors confirmed that they had received the new Scheme and Delegation in advance of the meeting. KT advised academy committee governors of the additional areas that have now been delegated to LACs: • School food standards • School uniform – adherence to DfE guidance and implementation of policy. HW and HD advised that uniform was currently under review by the Trust. Governor responsibilities would include assessing affordability and accessibility. Q - For children on FSM can they afford a hot meal? Can they keep any change/credit? One academy trust nationally has resolved this. A – Daily allowance allows for a hot meal / meal deal in the academy. No credit can be built up / carried over. Schools are funded from the DfE for the actual meals claimed for, not a nominal budget that can be redistributed. Q – Similarly, for the 6th form bursary, what proportion of Holgate's budget is spent and do individual students directly receive any unspent / unused funds? A – Holgate use this to fund TAs to provide support plus any additional costs dependent on individual need e.g. equipment, funding for trips, transport to and from school, etc. It was noted that arrangements for reporting and monitoring in these areas would be developed.			
THA/22/2526	ERM report			

Principal's Report	The Principal explained that Trust-level ERM meetings have taken place and invited any questions on the ERM report circulated to governors in advance. Q – Please explain the acronyms A - ERM = Education Review Meeting. A report is co-constructed with Principal and Executive Principal and reviewed along with Dave Cotton, Trust CEO and Neil Holmes, Trust Secondary Chief Education Officer once per half term. This process is designed to hold academy leaders to account on live / latest data and recommend any areas for improvement. AIR = Academy Improvement Review. This takes place once per year, and includes a visit to the academy and observations by senior Trust staff, focuses on overall delivery and progress of Academy Improvement Plan (AIP). Q – Does the ERM only relate to Year 11, as there is no data on actual / projected outcomes for other year groups? A – ERM process covers whole school and all key stages, but highest priority is educational outcomes. Q – Where is post-16 data reviewed and leaders held to account? A – performance data monitored through the AIR. KS5 data is monitored regularly by the academy, but not at Trust level. As a Trust, the main issue for strategic monitoring is viability. Q – Is there over-scrutiny from the Trust? What is the impact on staff? A – AIRs are good reviews, provide an opportunity to discuss successes, challenges and issues with Trust, hold Principal to account, provide and offer support in relation to issues raised. The Trust do listen; there has been no AIR at Holgate so far this academic year as the visit was postponed due to RISE and the impact on staff and ability to manage multiple action points from different types of review. HD explained the commissioning and funding process for RISE and advised that the initial phases were intensive, but our RISE partners now in support and additional capacity phase. Termly monitoring against plans does continue with the DfE RISE Advisor, but we are very much in a delivery phase.			
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	Q – What is the impact of the changed approach to managing behaviour? A – The number of suspensions is down but cumulatively the number of days of suspensions are higher as the academy is suspending students for more days following 1-2 days of internal suspension. Small numbers of students are refusing to do internal suspension and so are accruing fixed period suspensions. Overall, numbers are lower than prior years and days of lost learning are also down. Q - What does internal suspension look like at the academy? A – students attend the PPSR and are provided work to complete, dependent on key stage. Autumn term review of AIP The Principal referred to the report circulated in advance and explained that this is the latest version of the AIP amalgamating AIP and RISE objectives all in one place, with all activity linked to form consistent set of objectives / priorities. It was explained that the latest version of the plan shows lead staff / stakeholders and resource needed. Transparent, with spend tracked appropriately. Q – What is the greatest success so far? A – Attendance continuing to improve, currently above target Deeper analysis this year into attendance for different groups. Previous patterns show attendance worsens later in the academic year, so the challenge is to maintain current good performance. Behaviour – re-launch of conduct cards this term as academy leadership not confident in consistency of previous approach. All students carry conduct cards. Uniform infringements, toilet use in lesson including whether mobile phone was handed in, are recorded. Tutors check daily, with sanctions for number of incidents. Alternative Provision – numbers of students accessing and cost has dramatically reduced. Existing placements are continuing. The academy is in the early stages of a new plan for our internal alternative curriculum provision.			
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	Reading and literacy - whole school focus launched this September. RISE support in place for a research project on improving literacy in school. Q – It is positive to hear of the new strategy for reading in the academy, what are the strategies in place at feeder primaries? A – All feeder schools do have a focus on literacy, but of 7 feeder schools, 5 different platforms are used. Progress and impact regularly discussed at Hucknall Headteachers meeting. Evidence shows that parental engagement in reading in early years makes biggest difference to educational performance, and challenges with achieving this, and the impact this has upon the Year 7 children coming to Holgate were discussed. The Principal confirmed that TAs are deployed to support with reading. The MyAcademy app shows the reading age of all children so that teaching staff can support and deliver appropriate adaptations. Governors confirmed that on a recent link visit the Head of English feedback that all Year 7 had completed tested for reading age and any difficulties, so that the children requiring support could receive targeted interventions. Governors feedback that higher ability children are stretched and challenged. Governors confirmed that information on books and authors is regularly shared via Weduc and that the first reading challenge awards have been given out. Q – Behaviour and attendance data shows a gap between FSM and non-FSM students? Does their ability to access a meal have any impact on this? A – Behaviour and attendance not necessarily related to actual food received or even children struggling with the unstructured time at lunch, but these children potentially have multiple indicators of disadvantage and barriers to overcome to access education. RISE report The Principal explained that as the academy has targeted RISE monitoring and support we can access additional funding. RISE Advisor produces report each term, with input from the Executive Principal. RISE Advisor oversees use and impact of DfE funds.			
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	HD advised that the report circulated to governors was from early November so at this time the majority of progress reported was from the academy and our own input into planning, etc. Since this time the academy has received support from RISE partners Spencer Academes Trust and have made links with several academies within the Trust e.g. Principals and Assistant Principals from other schools do peer support with our SLT weekly, and there is now much more coherent on the ground support and development. There were no questions on the report. Safeguarding Report Q – Why are there fewer Encompass reports / referrals this half term? A – Predominantly a change in personnel / process within Nottinghamshire Police. The level of incidents and need remains similar to previous reports. Governors feedback that it is positive there are no repeat victims of discrimination and that this highlights how the approach to education and working with the victim and perpetrator at Holgate works. Governors feedback that the regular reporting gives a real sense of the volume of concerns and size of the safeguarding workload for staff at Holgate, as well as assurance of the approach and its impact. Q – How is self-harm addressed amongst the wider student body? A – Regular meetings are held between our Safeguarding and Personal Development leads, any themes are fed into curriculum or tutor time to educate the students. Additional data 9 police requests 6 SARs – process of triaging starting to have impact. 4 data breaches – all lower end 6 Complaints - Primarily from parents of SEND students, a number of these have been referred to Trust-level for investigation. Q – Is the academy supported at Trust level in these processes?			
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	A – Yes in terms of senior staff supporting / investigating and communicating outcomes and any learning. Governors discussed how complaints from parents of children with SEND could be minimised, such as FAQs or myth busting on the academy website. Pupil Premium (PP) strategy/plan The Principal advised that the new plan has now been published on the academy website: Pupil premium strategy statement The plan has been informed by support from RISE / Derby research school and is led by Assistant Principal Sophie McKenna. It is intended to be a live document, and will be updated over the year. A root and branch review has been carried out this year, with interventions for disadvantaged pupils linked to overall academy improvement priorities in the following areas: Reading Metacognition and self-regulation Attendance A discussion regarding Pupil Premium funding took place and it was confirmed that a large proportion is spent on staffing for TAs and reading interventions, as well as staff CPD for upskilling staff in the plan's priority areas. Q – How does the academy evidence need for, and use of staffing/hours? A – CLFP process shows where staffing is needed and what proportion is funded by PP. Risk Register Q – What are governors' responsibilities with regard to risk? A – Strategic overview. Approve new risks and any risks that can be removed from the risk register. Q – In relation to the HSFC risk, who bears the costs of running the building at present? Are there any updates on the sale? A – current operating costs being met by the Trust. An offer has been received and is being reviewed. Trust will not allow commercially adverse buyer. School staff and governors will be informed once a buyer secured.			
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	Proceeds of sale will be apportioned between the academy and the Trust. Important that some of the resource from the sale benefits students at Holgate. Governors received assurance that regular site checks are carried out and that academy staff do not visit alone. A discussion on the likelihood and impact of the risk materialising, who bears the risk, financial impact, and reputational impact amongst local community took place. Governors agreed to approve the new risk, noting its high score (calculated by likelihood x impact), and to monitor. Governors also agreed and were satisfied that the resolution is straightforward ie sale of the building. Q – Has the Nabbs window replacement been resolved? What is the timeframe for a decision from the DfE on the new build? A – Number of new schools building programme allocations is decreasing. A decision from the DfE is due in April. Q – Does the academy / Trust need to take action to resolve in the meantime and not defer to a decision on the schools building programme? A – If we do not hear from DfE programme, then this issue needs to progress. The Principal and Executive Principal receive regular capital updates across the Trust and governors received assurance that everything is being done by them to ensure Holgate's estate requirements are raised and considered at every level of the Trust. A discussion took place on ensuring that funds are well spent and directed towards what will make the greatest difference on outcomes for Holgate students, and whether or not the academy / Trust should invest in buildings if they are likely to be replaced in the near future. Governors commented that investment in the students' physical surroundings could increase their sense of pride and belonging and improve their wellbeing. It was agreed to include this issue in the report to Trustees following the meeting. Stakeholder engagement report			
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	Q – Does the academy record numbers of attendees to evidence increase in engagement, alongside the anecdotal feedback? A – Yes. At the recent Year 11 information evening, all attendees had to sign in, this showed there were over 100 attendees. This year, following feedback, there was a change to the name and format of the event. Further changes to the information given to parents is planned. Governors who were present confirmed that the event was very well attended and that they received positive feedback from parents/carers and students. Changes to parental engagement events are also being planned for Years 7-10 and will be reported to governors through the regular stakeholder engagement report. Governors noted that it may not be possible to compare attendance / engagement with prior years however as some new events are planned and / or events may not have run in the same format in previous years. Category C trips No further updates / no new trips planned			
THA/23/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
THA/24/2526 Report to Trustees	A report will be submitted to Trustees following the meeting			
THA/25/2526 Date and time of next meeting	The meeting closed at 18.20 Next meeting Monday 9th March 20026			

Signed by Chair: K Turner	Date:
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