

Notes and Action Record of the Holgate Local Academy Committee Spring 2 Development Meeting Held on Monday 9th March 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	A
Emma Paling	EPl	Appointed parent AC governor	
Emma Redgate	ER	Appointed parent AC governor	
Scott Comer	SC	Parent AC governor	
Paul Simpson	PS	Appointed AC governor	

Staff In Attendance	Initials	Position	Absence
Heather Widdup	HW	Executive Principal	A
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
THA/29/2526	Spring 2	Circulate Spring 2 HT Safeguarding report to governors	HD/LP	Next meeting – 11/5/2026		

THA/30/2526	Spring 2	Update link visit report template to include a specific section to cover inclusion of disadvantaged students	LP	11/5/2026		
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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/26/2526 Welcome and apologies	Apologies were received and accepted from EPn			
THA/27/2526 Declarations of Interest	There were no interests to declare in relation to any items on the agenda.			
THA/28/2526 Notes of last meeting & update action log	Notes of the previous meeting received and accepted. It was confirmed that there were no actions from the previous meeting and that there are no outstanding actions.			
THA/29/2526 Safeguarding Report	This half-term's Safeguarding Report will be shared following the meeting	Circulate Spring 2 HT Safeguarding report to governors	HD/LP	By next meeting – 11/5/2026
THA/30/2526 Governor Training and Development	New Ofsted inspection framework and inclusion at Holgate HD introduced this training and development session for the academy committee governors and highlighted the following: Overview of the new framework:			

	Introduction of new scorecard is biggest change There will be separate gradings/judgements across 6-8 areas on the scorecard (depending on phase/school type), with no overall judgement. Introduction of new area around leadership and governance (previously leadership and management), which will require governors to: • Understand academy strengths and areas for improvement for strategic planning. • Move from operational to strategic • Challenge senior leadership team Q – Under the Trust Scheme of delegation, what is the Trustees responsibility and what is LAC responsibility with regard to the new Ofsted requirements? A – this will be taken into account. It is likely that a Trustee will be required at meetings with Ofsted to review leadership and governance. Introduction of Report card: Table with judgement/grading plus full report sitting behind this Grading scale: • Exceptional • strong standard • expected standard • needs attention • urgent improvement Starting point = expected. All schools will need to prove or disprove if their setting meets this standard. New gradings do not align and cannot be mapped to the old ‘good’, ‘outstanding’ gradings. No ‘best fit’, now a secure fit assessment model – schools must meet ALL requirements in order to achieve the relevant standard.			
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	Adjust expectations of governor visits – please question senior leaders on the expected standard as a baseline / starting point, then look at areas of excellence and good practice. Updated evaluation areas: 6-8 core areas, phase-dependent (e.g. Early years, Post-16): • Safeguarding • Inclusion becomes its own distinct evaluation area focusing on the support provided for vulnerable, disadvantaged and SEND students • Curriculum and teaching • Achievement • Attendance and behaviour • Personal development and wellbeing • Leadership and governance • Post-16 Safeguarding has a binary met / not-met judgement, emphasises absolute compliance, any partial non-compliant area will result in a not-met judgement. Governors were asked to continue to monitor safeguarding practices and compliance. Safeguarding is everyone's responsibility Contextual data will now be taken into account – biggest change from a data perspective. DfE will be providing comparison / benchmarking data with similar schools e.g. DfE attendance dashboard, IDSR compares school performance with national and local data. Takes away excuses and holds leaders to account for rate of improvement. Methodology changes: Broader evidence collection, all inspectors will be responsible for all areas, reduction in deep dives. External contextual data and community context considered. Support for staff – no. of inspection days capped. Headteacher wellbeing check ins. Secure fit assessment model: Must meet every criterion to achieve the grade – ensures consistency across inspections and removes subjectivity.			
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	Governors were asked to develop their understanding of the inspection criteria, and focus on this in monitoring visits, thinking about: • How well do you know the school? • How do you know that the right things are happening to maintain or improve outcomes? • Strategic planning precision – evidence-based approaches to support strong performance • ‘Show me where’ – have confidence to look for evidence The Principal asked Academy Committee governors to note the following: • Academy needs to supply information to give the governors confidence to challenge • SLT needs to be put under pressure / tested against the standards • Governors please read the new inspection framework and other information provided by the Principal today, and during future LAC meetings and link visits - ask follow up questions to assure and verify the information you are being given, and if something doesn't seem right, challenge! Anecdotal feedback was then provided from inspections that have been carried out so far under the new framework. It was noted that the following have featured: • Getting to know governors • Structure of governance – e.g. MAT / LAC, LA maintained • Wellbeing of leadership • Minutes of LAC meetings – Inspectors looked for evidence of questions and challenge especially around disadvantage, SEND, PP, FSM. • Monitoring visits – Inspectors looked for evidence of challenge and assurance of what governors were being told in link visits – Academy Committee governors were encouraged to ask to look at samples of pupil files, examples letters / communications parents, survey results, attend forums, etc. Inclusion: This new inspection area focuses on how SEND and other disadvantaged and vulnerable pupils are able to participate fully in school life e.g. How well are any barriers to learning, wellbeing and sense of belonging removed? Do they have every chance to succeed? Defined by:			
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	• SEND • Disadvantaged (PP / FSM) • Looked after Children or previously Looked after Children • Other vulnerabilities – schools may self-select. Can be subjective and depend on context e.g. some schools may identify young carers, other may identify children from single parent families as ‘disadvantaged’. Q – What data will be used to identify disadvantaged students? Can we look at differences between disadvantaged and non-disadvantaged students in all areas e.g. attendance, behaviour, educational outcomes? A – yes, more contextual and benchmarked data will need to be provided to governors. Trust-led reporting for disadvantaged students is being developed and once available will be shared with governors at all LAC meetings. The intention is that there will be consistent definitions for all schools in the Trust. Ofsted will assess: Sense of belonging Equity of experience Behaviour expectations and consistency Attendance patterns for vulnerable groups Case sampling – 6 students from this vulnerable list (in any size school) will be chosen and Inspectors will follow their diet/journey for a whole day. Inclusion at Holgate: A new core Inclusion team has been developed, with senior leaders each having overall responsibility for practice for different groups of disadvantaged students. Learning walks are key method of QA in relation to our SEND and disadvantaged students e.g. are Pupil Passports put into place, is there evidence of appropriate scaffolding in all lessons. Staff (at class teacher level) expected to identify and know all disadvantaged students. Suggested questions to ask senior leaders during monitoring visits have been developed and were shared with the governors during the meeting.			
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	Q - With the focus on inclusion for vulnerable students, is there sufficient focus on stretching our more able students? A – This will be delivered via Quality first teaching. Evidence-base shows teachers can/should teach to the top, with scaffolding and adaptations to ensure all can access the curriculum. Q – What if the children do not want to be observed? Do they have a say? A – The children are not identified by the academy or inspectors as being ‘observed’. Inspectors will attend and observe every one of their lessons during the day. Later in the week will observe general population Q – Has the academy SEF been updated? A - Early stages of self-assessing against new standards. Governors will receive a copy of the SEF in due course. Governance: The Leadership and Governance extract from the inspection toolkit was shared with governors and the requirements for expected standard / strong standard / needs attention were discussed. Governors were encouraged to know the difference between the standards and were asked to RAG rate each requirement for where they think that their governance knowledge and understanding is currently. Link visits were discussed. Governors were encouraged to report on their own observations as well as questioning of senior leaders e.g. describe what you saw and experienced, what was the ‘feeling’ during your visit? Examples to explore..... What is the data telling you? E.g. SEND v non-SEND, Holgate v benchmarked group Where does it come from? How are you using it? What next? The visit report template was discussed and it was agreed that this would be updated to include a section explicitly considering inclusion of disadvantaged students.			
		Update link visit report	LP	11/5/2026

	In advance of the meeting governors received a sector-led 'question bank' from recent Ofsted inspections. Governors discussed their knowledge and understanding of each question area and reported that they had confidence in the majority of areas but required additional information from the academy in relation to staff and student wellbeing and staff CPD. It was agreed that this would be explored further in planning future LAC meetings and governor training and development sessions, especially in assessing impact of activity being undertaken. Any other business The Principal updated the governors that the Assistant Principal for Safeguarding is leaving the academy at May half term The Principal provided an update on social media 'school wars' – attendance has been affected, 52 children kept off school today by their parents.	template to include a specific section to cover inclusion of disadvantaged students		
THA/31/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
THA/32/2526 Report to Trustees	A report will be submitted to Trustees following the meeting			
THA/33/2526 Date and time of next meeting	The meeting closed at 18.20 Next meeting Monday 11th May 2026			

Signed by Chair: K Turner	Date:
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