



THE
HOLGATE
ACADEMY

Part of
DA Diverse
Academies

**Notes and Action Record of the Holgate Local Academy Committee Summer 1 Business Meeting
Held on Monday 29th June at 16.30 at The Holgate Academy**

Membership	Initials	Governor category	Absence
Kate Turner (Chair of Governors)	KT	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	Parent AC governor	A
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	
Jo Chapmson	JC	Assistant Principal	

Quorum required	4	Governors present	6
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Action Record:

Agenda / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
THA/37/2526	Summer 1	Raise with SM if governors can routinely see the outputs of the Student Forum and what has changed as a result of student feedback	ER	End July 2026		C/F

THA/37/2526	Summer 1	Clarify Trust lead for PSHE and report back to governors	LP	Next meeting 29 June		C
THA/38/2526	Summer 1	Include 6 th form reporting in LAC agenda planning cycle	HD/KT/LP	End July 2026		C
THA/40/2526	Summer 1	Share Feedback reports from G&P with the LAC	LP	Next meeting 29 June		C
THA/45/2526	Summer 2	Governors to share information on vacancy on the LAC with any interested parties	All governors	Sep 2026		
THA/45/2526	Summer 2	Carry out work on defining and measuring VFM and report back	LP	End July 2026		
THA/45/2526	Summer 2	Carry out further work on use, purpose, GDPR implications of Governor Whatsapp group	LP	End July 2026		

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/42/2526 Welcome and apologies	Apologies were received from HW due to this being a governor development meeting. SC was absent from the meeting and had not submitted apologies.			
THA/43/2526 Declarations of Interest	There were no interests to declare in relation to any items on the agenda. Governors confirmed that the declarations previously given were correct.			
THA/44/2526 Notes of last meeting & update action log	Notes of the previous meeting were received and accepted, and updates were provided for all actions (see above)			

THA/45/2526 Governance Report	The academy committee unanimously re-elected KT as Chair of Governors. Under the new Scheme of Delegation, the term is now for 2 academic years. Following an expression of interest process after the resignation of the previous Vice Chair of Governors, academy committee unanimously elected ER as Vice Chair of Governors. Link governor roles for 2026/27 were discussed and agreed. The updated list will be circulated. A vacancy for a SEND link governor remains. A discussion on governor recruitment, with an emphasis on interests in SEND took place. It was agreed that governors would share details of vacancies on the academy committee within their own networks initially, with recruitment campaigns in conjunction with Marketing to take place from September 2026. KT presented the governor skills survey results and governance annual self-assessment. It was noted that there were improvements in governors' levels knowledge and confidence across a wide range of governance responsibilities. The survey enables us to identify areas of improvement for the following year. A discussion took place on governors being able to assess value for money and it was agreed to carry out some further work on ways of defining and measuring this. Following recent attendance at a CoG and Trustees meeting and sharing practice with other local academy committee Chairs within the Trust, a discussion took place on setting up a Governor Whatsapp group to enable quick and easy sharing of information. It was confirmed that the Governance Professional is not a member of any other governor Whatsapp groups currently, if the GP were added to the group it would not be used to share any information relating to official governance business. It was agreed that some further information on purpose, use, and GDPR was needed before making a decision.	Governors to share information on vacancy on the LAC Carry out work on defining and measuring VFM and report back Carry out further work on use, purpose, GDPR implications of Governor Whatsapp group	All governors LP LP	Sep 2026 End Jul End Jul
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THA/46/2526 Governor training and development	Jo Chapman (JC), Assistant Principal, delivered a governor development session on the academy's behaviour strategy and progress against the Academy Improvement Plan priority. It was confirmed that suggestions submitted by governors in advance had been incorporated into the presentation. <u>Rewards and Recognition</u> Governors received an overview of recent changes to the rewards system. The academy this year introduced guaranteed rewards linked to a certain number of positive points, rather than prize draws. Positive points have reduced, student feedback suggests immediacy of rewards is motivating, so further refinements are planned for 2026/27, including options for students to redeem or save up points for higher value rewards so there is an element of choice. Governors heard about parental celebration events and attendance incentives, including non-uniform days at the end of every half-term, which have contributed to improved attendance. <u>Suspensions and Exclusions</u> Governors noted the significant reduction in suspensions, with rates now in line with national and regional averages. Q – What are the main reasons for the reduction in suspensions this year? A – The academy now makes greater use of internal suspensions within the PPSR and focuses on understanding individual circumstances rather than applying automatic sanctions. Decision-making considers the needs of individual students alongside the impact on the wider school community. Governors reviewed behaviour trends across year groups and a discussion took place on challenges of the current Year 10 cohort, including a higher level of identified need and involvement from external agencies. Q – Is there any data on whether SEND needs contributed to behaviour incidents and suspensions? A – SEND needs are considered carefully when making decisions around sanctions. SENCO is involved in the process.			
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	Suspension rates for SEND students have reduced, with the gap between SEND and non-SEND students narrowing. Governors discussed the academy's approach to permanent exclusion and noted the extensive support and interventions offered before a permanent exclusion is considered. Academy leaders emphasised the importance of balancing the needs of individual students with those of their peers and staff, and governors confirmed that when sitting on behaviour panels they always consider the impact of the behaviour on other students and on staff. Behaviour interventions will be tracked through MyAcademyApp from September 2026, alongside attendance interventions, providing a more holistic overview of support. Q – How does Holgate's suspension and exclusion data compare with other local schools? A – Data doesn't exit at this level. Direct comparisons are difficult due to differing contexts and demographics between schools. Governors received an update on RISE support and noted that this has had a positive impact on behaviour strategies ad interventions. Governors received an update on work with external services and the Local Authority. A new model, providing schools with a dedicated contact, is helping to improve communication and the quality of referrals for additional support for families. Q – What are the reasons for referrals not being accepted? A – Historically, thresholds for support were not always clear and outcomes could be inconsistent. The academy's relationship with the Local Authority has improved, although it is too early to assess impact as new arrangements have only been in place this term. Governors discussed the wider challenges faced by schools when seeking support for children with attendance, behaviour and safeguarding needs, and noted the importance of demonstrating the support already provided by the academy. Q – Are EHAFs new?			
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	A – No. However, the referral process is now more detailed and resource-intensive. Pastoral teams lead submissions. Q – Should there be a Trust-wide role to support this work given pressures on Local Authority services? A – As we now have more support and a point of contact at the Local Authority, there is no immediate case for a dedicated Trust role, and it is unlikely that this would be supported by the Trust. <u>Alternative Provision</u> Governors received an update on the academy's use of Alternative Provision (AP). Quality assurance of providers has been a key focus during the year, and a smaller number of AP providers are now used. Fewer students are now accessing AP and overall costs have reduced. Academy leaders outlined developments to local Fair Access arrangements and updated governors on discussions taking place across Nottinghamshire regarding processes and placement pathways. <u>Part-time timetables</u> Part-time timetables are monitored closely and reviewed regularly. Previous Ofsted feedback was that there were too many children accessing part-time timetables <u>OTS</u> Governors received an update on numbers accessing the OTS provision and plans to focus future provision primarily on Key Stage 3 after the current Year 10 students have moved through Year 11. Key Stage 3 OTS provision has already moved to main academy so not as isolated from the rest of the school, students follow same behaviour and uniform expectations. This consistency aids with reintegration. Q – What are the current numbers of students in OTS provision? A – Approximately 6-7 Key Stage 3 students and 8 Year 10 students. Placements are intended to be short term for around six weeks.			
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	Not a long-term provision but a re-set. Q – How do you communicate with parents regarding reintegration from OTS back into mainstream provision? A – Parents are advised from the outset that placements are temporary. Work is needed to change mindset of parents who often want some respite for them and their child and request places in OTS. Data shows children in OTS do not always achieve as well, as they have not accessed the full curriculum, so mainstream education provides the best long-term outcomes for them. Current model is not sustainable in terms of inputs (level of spend) v outcomes. <u>RISE support</u> Learning conversations: Guidance to faculty leaders, and staff development, have contributed to stronger classroom practice, increase in learning conversations, and reduction in classroom removals to faculty isolation. Compliance with learning conversations approach now stands at 94%. Duty: The academy's duty rota systems and checks by SLT support positive behaviour at social times. Punctuality: Changes this year include timetabling so that P1/2 and P4/5 at the same end of school wherever possible to reduce lates and lost learning. Punctuality is checked and whole school interventions and targeted individual interventions put in place. <u>Mobile phone use</u> It was confirmed that the academy's approach is already in line with new government expectations, and that this will continue. <u>Success stories</u> Governors heard case studies across all year groups of students who had accessed support and made significant improvements to behaviour and attendance.			
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	Next steps • Staff CPD • attendance interventions • refinement of behaviour pathway • development of the PPSR curriculum • graduated response linking behaviour, SEND and safeguarding interventions. Q – Is the Trent Bridge Cricket Foundation working with Holgate? A – Yes. LA Virtual School approached us as want to support looked-after and previously looked-after children during transition to secondary school. A new role will be based at the academy; there will be opportunities to develop links across the wider family of schools. Q – Timely interventions appear central to the academy's approach. What work takes place during transition between year groups? A – Faculty handover meetings are held alongside timetable planning. Tutors move with students to provide continuity. Additional pastoral support has been introduced across Years 7 and 8. Q – Will proposed SEND reforms and greater mainstream inclusion have implications for behaviour? A – Mainstream schools already face increasing levels of need and challenges especially with numbers of children with special schools named in their EHCPs and who are waiting for places to become available. Clear communication with families regarding the support available within a mainstream setting remains important, especially at the transition between primary to secondary school. The majority of support in the academy will be delivered through ave 1 interventions I the classroom, this is typical of a mainstream secondary. Q – Governors frequently see extensive interventions at behaviour panels, but some students do not engage or attend regularly enough to access support. How is this addressed? A – This is a challenge for a minority, but the vast majority of students are wonderful and behave well.			
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	Rewards afternoon 21 July at 1.15pm. All governors invited to attend. AOB Q – Are there any staffing issues for 2026/27? A – Current vacancies include one Teaching Assistant, one Cover Supervisor, and a maternity cover teacher in maths from October half term. Q – How have GCSE exams gone this year? A – Positive overall. Very small numbers not attending exams – we call home and send minibus to pick students up to support students to attend. The Principal gave several examples of student resilience and praised the phenomenal attitude shown by Year 11 students throughout the exam period. Governors thanked staff and students for their continued hard work and commitment and noted that there are lots of positive workstreams happening that will start to impact upon outcomes.			
THA/47/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
THA/48/2526 Report to Trustees and receive report from Trustees	A report will be submitted to Trustees following the meeting. The previous feedback from Trust G&P committee has been circulated.			
THA/49/2526 Date and time of next meeting	28 September 2026 at 4.30pm The meeting closed at 18.14			

Signed by Chair: K Turner	Date:
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