Notes and Action Record of the Holgate Local Academy Committee
Held on Monday 28 September 2026 at 16.30 at The Holgate Academy

Membership	Initials	Governor category	Absence
Kate Turner (Chair of Governors)	KT	Appointed governor	
Emma Redgate Vice Chair of Governors)	ER	Appointed parent governor	
Phil Bailey	PB	Staff governor	
Emma Paine	EPn	Appointed governor	
Emma Paling	EPl	Appointed parent governor	
Scott Comer	SC	Appointed parent governor	
Paul Simpson	PS	Appointed AC governor	

Staff In Attendance	Initials	Position	Absence
Henry Diamond	HD	Principal	
Dan Cook	DC	Assistant Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

Quorum required	4	Governors present	

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/45/2526	Summer 2	Governors to share information on vacancy on the LAC with any interested parties	All governors	Sep 2026		Complete / ongoing

THA/45/2526	Summer 2	Carry out work on defining and measuring VFM and report back	LP	End July 2026		C/F
THA/45/2526	Summer 2	Carry out further work on use, purpose, GDPR implications of Governor Whatsapp group	LP	End July 2026	It was agreed that there would be no LAC Whatsapp group	Complete

Notes of meeting:
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/01/2627 Welcome and apologies	Apologies were received from E Paine due to illness.	
THA/02/2627 Declarations of Interest	All governors have completed the 2026/27 declarations. SC advised that he had a new interested to declare with regard to his employment at Leicester City Council. It was confirmed that there were no additional declarations for any items on the agenda.	
THA/03/2627 Notes of last meeting / action log	Notes of the previous meeting were accepted Updates were given for all actions (see above).	
THA/04/2627 Governance report	Trust-wide training dates for link governor roles were confirmed and governors encouraged to attend to build knowledge and skills in key areas. Forthcoming national education policy changes were discussed and it was agreed to alternate between national policy and Trust/local policy updates in the governance report.	
THA/05/2627 Principal's update	The Principal gave an update on changes to leadership structures at the Trust. There are no longer Chief Education Officers or Executive Principals (Eps). Former Eps are now Directors of Education with Trust-wide portfolios working across all schools and phases.	

	Principals now have sole responsibility for leading their schools. **Q - How long do you think it will take to see an impact of the new roles?** SLT at THA are all aware of and understand additional responsibilities for our own school. There will be more consistent Trust-wide support and approach to certain issues, across all settings. Directors of Education are currently meeting with all Principals. **Ofsted inspection and initial feedback:** HD feedback on the Ofsted inspection that had taken place the previous week. Some key points / observations for governors: • Inspection took place under the new framework, where schools have to meet every single criteria to achieve a particular grading. • Graded as per SEF, except leadership and management which was graded lower than SEF at needs attention. • The academy had to fight hard to demonstrate sustainable improvements in achievement and outcomes. • No major surprises, the inspection has not told the academy anything we don't already know. • Noted that the Year 6 Open Evening was taking place at the same time. • The inspection process was intensive and extremely hard work. • By day 2, inspectors gave indicative grades when they thought they had seen enough evidence to award a particular grading in that area. • Staff were exemplary and some requested additional conversations with the inspection team to follow up and counter any negative comments made. • Gradings went from urgent improvement to needs attention in some areas due to the evidence presented. Final inspection report and any initial learning and action taken in response will be shared with governors at the next LAC meeting. KT advised that she would be seeking a meeting with Trust leaders regarding the leadership and governance findings and how all can continue to work together to secure the improvements that are needed. KT gave feedback on the change in culture at the academy in recent years and that it is visible that staff are all pulling together. Positive relationships were highlighted by inspectors.	
THA/06/2627 Governor training and development	**LAC training: 2025/26 exam results data and analysis** DC attended to present the session to governors.	

	<u>Overall progress</u> Due to Covid, there are no KS2 SATs results for this cohort and so no published Progress 8 measures. Attainment 8 is therefore the key measure used, this measures the percentage of the cohort achieving Grades 4+ and 5+ in English and Maths. Ofsted methodology looks at percentage of cohort achieving Grade 5+ only vs national average. Internally, schools across the Trust use FFT aspire for target setting based on pupil's starting points, which gives a proxy Progress 8 score. FFT 50 – target grades representing average rate of progress from KS2 starting point nationally. FFT 20 – aspirational target representing cohort with top 20% of progress nationally. If the academy achieves FFT20 targets, the academy would achieve a positive Progress 8 score and would significantly improve overall outcomes. Academy has shown sustained improvements in the progress measure over 4 years from -1.1 in 2023 to -0.36 2026. This shows incremental and sustainable progress. <u>Overall attainment</u> Actual % attainment 8 = 37% Below our target Below national average = 45.7% 10% percentage point increase in % achieving grade 4+ in English and Maths Not as much progress on % achieving grade 5+ in English and Maths. If the academy achieved an average of Grade 4 overall, Grade 4+/5+ performance would increase to above 40%, but would still not be at national average overall attainment. For context, last year's Year 11 cohort's ambitious FFT 20 target was 36% so the academy would not achieve national average performance even if this excellent rate of progress from pupils' starting points was achieved. <u>Areas of strength and challenge</u> SEND students just below national average performance FSM students below target and national average Small but not significant gap between male/female performance Governors observed grade distributions for each subject and saw some subjects such as Art and Photography performed very strongly. Governors considered subject areas to areas to work on.	

	Interventions for English and Maths have been implemented at the academy from our learning from the RISE programme. Students subject to intervention increased each grade by 0.6 on average. **Q – In Maths are results affected by students sitting either foundation or higher tier – is there a cap on achievement?** A – All students are on the right paper. Decisions on which paper to sit continue to be made until close to exams. <u>Key stage 5 / Year 13</u> Academic subjects: Average grade C+ up from C- last year Value added / progress has improved All students accepted to their first choice university, 2 students to Oxbridge Average points score per entry improved for all student groups Vocational subjects: Average grade D- Value added +0.25 Average points score per entry improved for all groups of students Holgate ranked 1st for value added /progress measure within the Trust +0.16 value added for disadvantaged groups Governors praised the excellent outcome and noted the positive move of 6th form provision back onto site and having more control over teaching and learning. Governors reflected that the school is contributing positively to social mobility in the local area. **Q – Thankyou for informing governors of the plan for interventions for GCSE, what happens at A Level?** A – Students have significant targeted interventions at A Level, these are smaller in scale and more personalised depending on each students' needs. **Q – Does performance at GCSE level affect the subject offer at A Level?** A – We use in-year predictions / projections data to look at any subjects that may be on a downward trend; if performance is poor, that may not the right offer for our students.	

	6th form outcomes are very strong and improving. **Q – Does this depend on the ability of staff to predict grades?** A – Yes, and we are very strong at this and continue to improve accuracy of predications. Consistent use of Pupil Progress system ensures evidence-based predictions. **Q – Are you using good assessment data to build the predictions?** A – Yes, all assessments from Year 7 onwards stored in the system. Latest data is used to adjust predicted grades ie weighting Year 11 mock exam results more highly than Year 10 data. **Q – Is there enough data in the system? How many years have this Y11 cohort had in the PP system?** A – 2 full years' worth of data. As noted, future cohorts will have all assessment data from Year 7 included. **Q – Which will be the first cohort fully tracked with Pupil Progress data from Year 7 all the way through to GCSE?** A – Current Year 8. **Q – Is the Pupil Progress data used as a tool for planning and interventions, as well reporting on assessments?** A – Yes. Meetings with DC have been held with all faculties post-mock results to look at patterns and trends and where interventions need to be targeted. DC showed governors on screen the level of granularity in the system e.g. data can be broken down by subjects / classes / individual children at / above / below target, 1 grade away, etc, PP, SEND, gender. DC advised that the data feeds into decision about groups / sets, assessments planning, interventions down to topic, question type. Level of rigor regarding data collection and analysis and the provenance of data is much improved. **Q – Do key messages from the data and areas for improvement come from DC and other SLT?** A – No need, live data, all teachers and faculties can see in real time DC explained how the data can be broken right down to individual exam paper questions to identify overall and individual students strengths and weaknesses, and then teaching, support and interventions can be adapted accordingly. **Q – Are PP students tracked as a group / cohort?** A – SM responsible for inclusion / PP as a whole	

	Leadership team assess PP students' level of progress Each teacher knows which students are PP, all flagged on MyAcademy and Pupil Progress systems and RAG rated. It is every class teacher's responsibility to identify and adapt their teaching accordingly. **Q – Is the Pupil Progress system supported at Trust level or up to the individual school?** A – Pupil Progress is a shared / preferred Trust system. Schools fund out of own budgets. **Q - How does the Trust support analysis of assessment and prediction / target data?** A – Sharing of good practice with all schools takes place **Q – What is the route for sharing data and delivering change in the academy? Is there confidence that all Heads of Faculty will work consistently?** A – HoF meetings with DC. Middle leaders then roll out messaging to subject teachers. Stronger QA system this year. Line managers will have access to data at subject teacher level and manage performance accordingly. All data is centralised and consistent, there are no localised measures for targets / achievement against targets. **Q – What do you anticipate will be the progress of the current Year 11?** A – Higher starting point at KS2 than last year. Overall, this cohort performed better in Y10 mocks than last year's Year 11. Good platform upon which to build throughout this year. **Q – Are there any subjects currently causing concern?** A – There are some subjects projected to perform better than others, some staff are more experienced. SLT job is to identify and support staff appropriately to deliver improvements. **Trust-wide training:** **Safeguarding / Keeping Children Safe in Education (KCSiE) 2026 update** It was confirmed that this had been added to all governor learning plans on National College, and all governors are to complete via the platform. The system will trigger automatic reminders if not complete. KT confirmed that governors will not be allowed into the academy if safeguarding training has not been completed. **DAT strategic plan** A video was shown on screen so that all governors had an awareness of the new 5 year strategic plan and priorities.	

	Governors requested an update on how the plan would be implemented and how this would impact on delivering the improvements needed and raising standards at the academy.	
THA/07/2627 How has Equality, Diversity and Inclusion been considered?	Summer exam results broken down by gender, SEND/non-SEND and PP, and academy committee governors asked questions throughout regarding progress made so far and improvement planning including targeted interventions for different students.	
THA/08/2627 Exception reporting to Trustees	Ofsted inspection leadership and governance findings: Academy Committee governors are keen to work together with Trustees and Trust Executives as well as the academy, on improvement planning and ensuring the academy has the support needed to continue on its improvement journey and to demonstrate impact at pace. Academy committee governors would like to receive progress updates on the implementation of the Trust strategic plan to aid understanding of the wider context in which the academy works, the support it may expect to receive, and how this impacts on delivering the improvements needed and raising standards at the academy.	
THA/09/2526 Determination of Confidentiality	**Governors determined that there were no confidential discussions**	
THA/10/2627 Date and time of next meeting	Monday 23rd November at 4.30pm.	

The meeting closed at 18:14

Signed by Chair: K Turner	**Date: 23.11.2026**