



The Secondary Local Board of The Hessle Academy



Minutes of the meeting of the Secondary Local Board.
Hessle High School. Wednesday 11 September 2019 at 6pm

PRESENT:

Mr M Benson (Chair, MB), Mr V Groak (Headteacher VG), Ms S Howroyd (SH), Miss K Staveley (KS), Miss J-M Quinn (JMQ)

ALSO IN ATTENDANCE:

Mr D McCready (CEO, DM), Mrs J Meir (Assistant Head for Data, JM), Mrs L Price (Deputy Head, LP), Mrs G Stafford (Clerk to the Trust, GS)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

01 WELCOME AND INTRODUCTIONS

MB welcomed everyone to the first meeting of the new academic year.

02 DECLARATIONS OF INTEREST

There were no conflicts of interest to declare for this meeting. All governors completed the personal details and the pecuniary interest forms.

03 APOLOGIES

Apologies had been received from C Sharpe and D Willoughby.

Resolved: Consent was given for the absence of the above named governors.

Non -attendance without apology: A Etheridge.

ACTION: GS to seek the reason for the non -attendance of AE.

04 MINUTES OF THE LAST MEETING (1 May 2019)

JMQ queried the accuracy of the attainment on page 4 of the minutes. The actual 2018 results recorded in the minutes were different to those in JM's presentation. JM confirmed that the minutes were correct and the data on her presentation had not been updated since re-marks.

ACTION: JM to update the 2018 data within the graph evidence presentation.

Resolved: That the minutes of the meeting held on 1 May 2019 be confirmed as a correct record and signed by the Chair, MB.

05 MATTERS ARISING FROM THE MINUTES

- 05a ACTION C Sinclair to present the revised Behaviour Policy at the next meeting - action carried forward.**
- 05b ACTION: GS to make all agreed amends and circulate the updated six policies - complete**
- 05c ACTION: GS to ensure all Governors have access to the SchoolBus and Learning Link platforms -complete**
- 05d ACTION: All governors to complete at least the following Learning Link modules: “Safeguarding: The Governor’s Role” and “Progress and Attainment: using data to improve educational outcomes” by the end of July -ongoing. See minute**

06 OUTCOMES

JM reported the following:

Measure	2019 Actual	2018 Actual	Forecast	National
Progress 8	+0.01	+0.21	+0.06	0
Basics 5+	44%	47%	49%	42.4%
Basics 4+	64%	68%	65%	64%
Attainment 8	46.9	48	47	46.9

2019 Year 11 Cohort:

- Small year group of 149, 41 DA students (28% of the year group)
- Forecasts were revised in June
- Progress 8 for ‘All’+0.01 (2018 +0.21)
- Progress 8 of DA -0.246 (2018 +0.07). This is a drop in progress from last year but is still above national of -0.35. If the 6 in year transfers were excluded from this data the progress would be -0.04
- Performance in the Strong Basics measure puts HHS 4th in the LA league but was down on forecasts
- Standard Basics: slightly down on forecast: Maths at 4+ above national yet English 4+ was lower. This puts HHS 11th in the LA league table
- Progress of high ability students was lower than students in other ability bands (with the exception of English)
- Progress of girls was significantly higher than boys in all areas except Maths
- EBacc entry 45%
- 6 in year transfers into Year 11 had negative impact on outcomes
- Successful subjects with regard progress were Design and Technology, Photography, BTEC Sport, Computer Science, Art and Engineering. These all showed progress above +0.5. Geography and Art Subject Leaders were asked to present strategies at previous LGB meetings due to underperformance. These are now included on the list of high achieving departments for progress.

Negative progress subjects were as follows:

Subject	Cohort Size	Progress
Biology	29	-0.26
French	15	-0.45
Physics	29	-0.6
Chemistry	29	-0.68
Spanish	45	-0.87
Life		-1.14
Music *	21	-1.56
BTEC Media	7	-3.35

(* This cohort was the last to study GCSE music, next year on BTEC)

Progress in languages a concern particularly with the increase in EBacc needed. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025. Attainment in languages is below national. Staff are looking into the number of language lessons given in KS3 and also the accessibility of the papers for students – some students haven't had the life experiences needed to be able to answer some questions in detail. This target was deemed unrealistic.

A discussion followed around which Subject leader to invite to present improvement strategies at the next meeting. Science, Humanities, Maths and MFL were discussed. It was agreed that the S/Leader in MFL be invited to address the LGB next month.

ACTION: C Groak to be invited to the October LGB meeting to present improvement strategies.

The impact of six in year transfers was discussed and data presented included these students and then the scenario was presented with the students' data removed. The P8 if the in year transfer students were not included would be +0.16. This was not cited as a reason, just presented to illustrate the impact of these students on the overall results. VG and JM confirmed that they would never off roll students as this was felt to be immoral.

Q: (DM) How many Year 11s left mid-year?

JM: One left; a managed move to CHS.

VG had researched the progress measure of other schools with the same cohort make up as Hessle High (i.e. 30% PP and low EAL). The national benchmark for progress was -0.3. Schools with a higher proportion of EAL students tend to have higher progress as these students are, overall, more aspirational. As these students pick English up later, the KS2 scores are lower and so progress is accelerated.

Q: (MB) How is the progress measured; from Year 6 SATs or from your tests on Year 7 entry?

VG: Year 6 SATs only.

Q: (MB) Do we see gaps in progress from different primary feeder schools?

VG: We do see differing data from Year 6 pupils but we cannot appeal it – we just have to live with it. We do our own CAT tests when they join us but their progress is calculated from the SATs.

C: (DM) For information, WHA has the highest average point score at KS2 in the city. This makes it extremely difficult to demonstrate progress at KS4.

Q: (MB) How does the LA league position compare to last year?

JM: We have dropped in the Standard Basics measure. Most East Riding outcomes have dropped. Schools that had the highest measures last year have dropped most percentage points.

C: (DM) All academies within the Trust have dropped in Strong and Standard Basics and the progress measure. None of the Year 11 cohorts were at full capacity so there was always potential for in year transfers.

VG: Our two nearest schools are both Hull schools.

The importance of selecting the right paper for the right student in the tiered papers was discussed. Tiered papers are used in three subject areas: Maths, Languages and Sciences. Each tier is targeted at a range of the new numerical grades: 9 to 4 on the higher tier (with a 'safety net' grade 3 for students scoring a small number of marks below grade 4), and 5 to 1 on the foundation tier. Choosing the right paper is so critical as a grade 4/5 student will only be able to answer a limited number of questions on the higher papers and so staff have to be certain that the students are resilient enough.

Q: (MB) Do the tiering decisions involve the parents?

JM: Yes, through consultation they usually back our decision. Decisions are always in the best interest of the child.

VG: We need to build the resilience of students taking the higher papers. Some aiming for a grade 5 or 6 will only be able to answer 20% of the paper. We need them not to lose confidence.

Priorities:

- High ability students, especially DA
- Tiering decisions in Maths, Science and Languages critical
- Build resilience of students towards exams
- DA boys in English
- Improve accessibility of language papers

Strategies:

- DA Champion is meeting with DA high ability students to discuss strengths / weaknesses before the PPEs
- To tackle DA boys in English there is going to be a DA Champion for boys, AE is doing research into improvements in English for DA boys and House leaders SEF includes targeting English and maths to match up of DA and boys
- To tackle HA students' attainment: interventions will start in KS3, more lessons planned in KS3, IAG to raise aspirations of disaffected students.

DM recommended using the Academy Improvement Leader – Steve McKelvie – for stretching the high ability cohorts. Steve is a Science specialist who has been tasked with stretching the high ability across the Trust.

English Update

- 143 out of 170 sat English early. The results were: 9-7 10%, 9-5 50% and 9-4 67%. Research shows that DA boys do better nationally in early English but this was not the case at HHS and the DA gap actually increased. JM reported that at the end of the 2019/20 year students will not be entered early for English.
- The English 'best of' increased to 0.031
- English language above national
- English Lit -0.05

- Change in middle leadership due to maternity. VG remains the SLT link
- Mastery at KS3; HHS are involved in a national trial of mastery, repetitive but fast paced teaching

Q: (DM) Did the grade boundaries change significantly in English?

JM: Yes, and that is why forecasting was out at 5+. It is understood that there were grade boundary changes (6 or 7 more marks needed to achieve a grade 4) compared to 2018.

Q: (MB) Is the proportion of DA students comparable to last year's cohort?

JM: Yes, but the proportion becomes much higher in the current Years 8 and 10.

DM thanked JM for her excellent presentation.

07 GOVERNOR TRAINING AND SUPPORT

All Governors have activated their link to The SchoolBus and the NGA Learning Link.

Mandatory Learning Link modules: "Safeguarding: The Governor's Role" and "Progress and Attainment: Using data to improve educational outcomes" must be completed by the end of September. To date, only 4 governors have completed the Safeguarding module and no one has completed the Progress and Attainment module.

Exclusion Training – MB, VG, SH and CS are attending exclusion panel training Thurs 26 September, 6-8pm.

Keeping Children Safe in Education (2019) – changes made since the 2018 document were circulated and new document will be sent out with the minutes.

JMQ as Safeguarding Link Governor was invited to attend a peer review with Jean Pickerill 1 October.

08 MEETINGS 2019/20

Wednesday 16 October, Wednesday 22 January and Wednesdays 6 May – all 6pm start

09 ANY OTHER URGENT BUSINESS

Penshurst Primary LGB

Due to 3 resignations the Penshurst LGB is very low on numbers. A Parent Governor election is due to take place at the end of the month and initial interest is promising. Governors were asked if they would consider sitting on both Boards until PPS numbers rise. JMQ, SH and KS all volunteered and will be contacted should they be needed.

Year 6 Open Evening

VG invited Governors to attend the Open Evening for next year's Year 7 students on Thursday 19 September 5.30pm.

MB requested that dates of school events be sent out well in advance.

ACTION: VG to circulate important school dates for 2019/20 to Governors.

10 AGREED ACTION POINTS

10a ACTION: GS to seek the reason for the non -attendance of AE. (minute 3)

- 10b ACTION: JM to update the 2018 data on the graph evidence presentation (minute 4)**
- 10c ACTION C Sinclair to present the revised Behaviour Policy at the next meeting - action carried forward (minute 5a)**
- 10d ACTION: All governors to complete at least the following Learning Link modules: “Safeguarding: The Governor’s Role” and “Progress and Attainment: using data to improve educational outcomes” by the end of September (minute 5d)**
- 10e ACTION: C Groak to be invited to the October LGB meeting to present improvement strategies (minute 6)**
- 10f ACTION: VG to circulate important school dates for 2019/20 to Governors (minute 9)**

The meeting closed at 7.25pm.