



The Secondary Local Board of The Hessle Academy

Minutes of the Annual Performance Review.
Hessle High School. Tuesday 25 September 2018 at 5.30pm

PRESENT:

Mr I Furlong (Chair, IF), Mr M Benson (MB), Mrs A Etheridge, (AE), Mr V Groak (Headteacher, VG), Miss K Staveley (KS), Mr D Willoughby (DW)

ALSO IN ATTENDANCE:

Mrs J Meir (JM); 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.

1.0 APOLOGIES

Mr I Billinger, Mr M Craven, Mr H Morgan and Mr M Owen

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

02 WELCOME AND INTRODUCTIONS

IF welcomed two new Staff Governors – AE and KS - and introductions were made. IF wanted to thank MO for his contribution during his 3 year term as Staff Governor.

IF also explained that the Results Meeting does normally take place within 2 weeks of the start of the year but the meeting scheduled for 12 September had to be postponed due to the Ofsted inspection.

03 2018 OUTCOMES

Headlines

- After 5 years of flux with new frameworks results are significantly above national average
- Headline forecasts were all very accurate
- 69% students achieved Standard Basics (4+ in English and Maths), national 64%, 2017 school 72%
- The Standard Basics score placed HHS tenth in the East Riding – a drop from fifth last year
- 48% students achieved a Strong Basics (5+ in English and Maths), national 42%, 2017 school 50%
- The Strong Basics score placed HHS 6th in the East Riding table
- Progress 8 +0.29 (top 20% nationally)
- Attainment 8 48.8 (national 46.3)
- EBacc average point score 4.07 (national 3.99)
- English Lit results were lower than in previous years pulling the Attainment 8 score down
- Successful subjects in terms of A*C were French, German, Photography, Business and PE
- The following subjects had the most A*A grades – Computer Science, Biology, Textiles, History and PE
- The most successful subjects when progress is considered were: BTEC Sport, BTEC Engineering, History, German, Business and Maths

Q: (DW) Were English Lit results down nationally?

VG: No – this was a dip for our school.

Signed by the Chair:.....

Date:.....

Q: (IF) Can you explain why some schools perform well at 4+ but not 5+? For example, Wolfreton performed well at 4+ (75%) meaning they were sixth in the table, yet only 45% achieved 5+ thus slipping to tenth in the table?

VG: The students were not pushed hard enough to get a Grade 5.

JM: Tiering in Maths is also a factor; the high tier had a big jump of 15 points in grade boundaries.

Q: (IF) It is encouraging to see that French and German are listed as successful subjects. A few years ago we invited the Head of MFL to present to the LGB as MFL was our Achilles heel.

C: (DW) The progress shown in languages is fantastic.

VG: We are also particularly proud of the progress in Maths (+0.31) when you consider the size of the cohort is 175.

Q: (DW) How can the progress jump from +0.28 (on the hand-out) to +0.31?

JM: This is due to recent changes in the attainment data on SISRA and some successful remarks

VG: Lots of Middle Leaders had anxiety as they didn't know the grade boundaries of the reformed GCSEs. Students coped very well having such a large number of exams. One student had to cope with 29 exams.

C: (MB) It would be really beneficial to see year on year comparisons of subject performance.

C: (IF) It is really important to remember that if the teaching is good and our focus is on progress then the results will follow. We require the leadership team to accurately forecast results as if they do this teachers know exactly where students are and where intervention is needed. Again, the level of accuracy of forecasts is within 2%.

VG: The teaching and learning is very good, the leadership is very good, and we have created an environment where we can be accurate, with no chances. As a leader that is a nice position to be in.

Q: (IF) Can I ask the two Staff Governors how staff felt when the results were released?

AE: The English Literature results were down and this stung. Overall, headlines remained broadly the same and that is testament to the work done so overall, I was happy.

KS: To get good results across so many subject areas is fantastic. The students handled the pressure so well. They were told of the reforms in Year 9 which must have been daunting but they did themselves proud.

Disadvantaged Students Headlines

	Disadvantaged	Other	Gap	2017 Gap	National Gap
Basics 4+	57%	71%	-14%	-31%	-27%
Basics 5+	39%	50%	-11%	-35%	-20%
Attainment 8	44	51	-7	-13	-9
Progress 8	+0.07	+0.36	-0.29	-0.43	-0.45

- The internal gap has reduced in all measures
- The gap is smaller than national in all measures
- Positive progress score of +0.07 (national -0.30)

Q: (MB) What proportion of students in Year 11 were Disadvantaged?

VG: One third.

C: (DW) Academies with a larger proportion of Disadvantaged often have a smaller gap.

VG: There has been lots of research into whether strategies aimed at reducing gaps are working. It is true that if there is a large population of Disadvantaged then that becomes your core and you receive lots of funding. We are mid-way at 25 – 35% a “substantial minority” which is a difficult place to be.

Q: (MB) The results for Disadvantaged students are a massive improvement. Is this an accumulation of lots of work?

VG: Results tend to be cohort specific. In 2017 there were 40 Disadvantaged students, but many were disengaged. We also didn't have systems in place that we now have: PP Champion, raise awareness with staff to reduce learning barriers and specific tracking by subject leaders.

C: (IF) The positive progress of Disadvantaged students deserves particular mention, well done.

VG: *This is the measure we are most pleased about.*

Subject areas for Improvement

- **English:**
 - Progress just positive at +0.007
 - Negative progress in 2017
 - 100 Year 10 students sat English Language early

- **Music:**
 - Changing from GCSE Music to BTEC from Sept 2019
 - Negative progress of -1.0
 - Had below average outcomes for 3 years

- **Geography:**
 - Negative progress of -0.16
 - Outcomes declining over 3 years

Q: (MB) Do you believe the students sitting English Language early performed as well as if they had sat the exam in Year 11?

AE: 80% got Grade 4 or above. We lost out at the top end with no Grade 9s. I fully believe the decision for these students to sit English early was the right thing for the children, passing an exam early has given them a boost and confidence for this year.

Q: (MB) Can they resit if they want to?

VG: Only privately. We removed that option so that they really tried. The whole process has been managed really well. The students were enthusiastic, and the parents were informed and supportive.

Q: (DW) Why is early entry only an option for English Language not Literature?

AE: We believe that students need more maturity for the Literature course as it involves 2 plays, 16 poems and a novel.

C: (IF) On the Results Day Vince and I discussed subjects that required improving and agreed that the Head of English should be invited to our first governing board meeting to explain why results are lagging behind.

VG: Invitations to present at LGB meetings have had a positive impact. We do feel supported and know that Governors are well aware of what is working and what isn't.

Q: (MB) Could early entry be an option for other subjects?

VG: It is a possibility but there is little point as there will then be gaps in the timetable. Ofsted challenged the rationale behind early entry and we could justify it.

AE: We worked really hard. I looked at it from a parent's perspective: would I like the school to reduce the pressure for my child by sitting an exam early? Absolutely. This was a risk I was happy to shoulder. There is inordinate pressure on 16 and 17 year olds.

Q: (MB) Has this reduced pressure on teachers too?

AE: Yes, we are not juggling between Literature and Language. We can now focus on the Literature texts.

Q: (IF) Has the Head of Music bought into the change of course to BTEC?

VG: Yes, after some convincing but he is satisfied that this is the right course for these 10-15 students.

C: (VG) Regarding Geography, we have lost some strong teachers and the Subject Leader has stepped down. He did feel supported, but the job was too much, and he is teaching more now. We have a new Subject Leader.

C: (IF) We had a presentation from the Head of Geography in the Autumn term last year as we had identified that outcomes were down. As outcomes are down again this year if interventions were not made we would have challenged this vigorously.

There were no further questions so IF thanked VG for his presentation.

C: (IF) Thank you. You have analysed the strengths and weaknesses and have picked out what is important to focus upon this year. Thank you for the preparation of data and thank you all for your attendance and questions.

04 2018/ 19 MEETING DATES

Autumn Term meeting: Wednesday 3 October 2018, 5.45pm, Conference Room

Spring Term meeting: Wednesday 23 Jan 2019, 5.45pm, Conference Room

Summer Term meeting: Wednesday 1 May 2019, 5.45pm, Conference Room

The meeting closed at 6.40pm.