



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 11 October 2022 at 5.30pm



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT:

Mr M Benson (Chair, MB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mr A Haynes (AH), Mr K Nicholson (KN), Miss K Staveley (KS)

ALSO IN ATTENDANCE:

Mrs J Anderson (Assistant Head, JA), Mr A Chapman (Deputy Head, AC), Mrs E Craft (Associate SLT, EC), Mr S Jarman (Director of Sixth Form, SJ), Mr N Leckenby (Associate SLT, NL), Mrs J Meir (Assistant Head, JM), Mr J O'Brien (Director of Improvement and Standards Secondary and Post 16, JOB), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, 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

MB opened the meeting by welcoming everybody to the first meeting of the academic year. Introductions were made.

02 DECLARATION OF INTERESTS

I Frankish raised that he is the owner of a tutoring company – Tutor Doctor West Hull. The annual housekeeping requirement of checking accuracy of personal data forms and pecuniary interest forms was completed.

03 APOLOGIES

Ms N Gaddu, Mrs E Kenny and Mr R Lambert

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

04 LGB MEMBERSHIP

It is the annual duty of an LGB to elect their Chair. MB reported he was content to stand for another year. All Governors approved this appointment.

Governors were asked if they would like to be considered for the position of Vice – Chair. AH stated he would be happy to stand for his position again.

Resolved: The Hessle LGB positions for 2022/23 were agreed to be as follows:

Chair: M Benson

Vice Chair: A Haynes

Careers Link: K Nicholson

Safeguarding and Educational Visits Link: A Haynes

Sixth Form Link: I Frankish

It was agreed that due to the absence of 3 governors the PP Link and SEND Link positions will be agreed over email.

ACTION: PP Link and SEN Link positions to be agreed remotely

05 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 12 July 2022 were confirmed as a correct record and signed by the Chair.

06 MATTERS ARISING FROM THE MINUTES

06.1 ACTION: ICT to arrange for all governors to be added to the electronic sign in system - complete

06.2 ACTION: Clerk to circulate preliminary report and full Safeguarding Report to governors – Preliminary report circulated. Full report to be sent

06.3 ACTION: All Links to carry out a visit before the end of term. Any other governor encouraged to carry out a visit to school and complete a visit report – see minute 14

06.4 ACTION: All governors to complete one National College training module of their own choice, plus one directed module over summer – see minute 15

07 PERFORMANCE DATA REPORT 2021/22

Quality of Education

KS4 Outcomes

- Outcomes are above 2019, and above national average and the LA average
- Basics 9-5: 50% (Hessle 2019 45%, East Riding 2022 47.7%, national 49.6%), Basics 9-4: 70% (Hessle 2019 64%, East Riding 2022 70.1%, national 2022 69.5%)
- Progress +0.12 (Hessle 2019 +0.03)
- Disadvantaged outcomes: Basics 9-5: 30% (Hessle 2019 34%), Basics 9-4: 53% (Hessle 2019 44%)
- DA progress -0.57 (Hessle 2019 -0.31)
- SEND EHCP Progress: P8 -0.99, Basics 9-5: 0%, Basics 9-4: 25%
- SEND support P8 +0.18, Basics 9-5 24% (Hessle 2019 16.7%) Basics 9-4 41% (Hessle 2019 33%)
- Subjects with the highest average grade: Biology, Physics, Turkish, Chemistry, Polish (all above grade 7)
- Best performing non-GCSEs: Performing Arts, Motor Vehicle, Dance and Music

*VG: These results provided positive validation of the CAGs over the last 2 years. This year we will focus on achieving more A*A grades, the higher ability and the Disadvantaged. Last year's cohort had significant challenges with some DA students*

C: (MB) The results are good – we performed very well against other secondaries in the Trust and exceeded the LA average. This is the first time that we have had comparisons like this.

C: (JOB) It should be said that these are provisional results and the P8 will move slightly due to remarks. On the 20 October the final results will be available and that is when school league tables will be published.

For the benefit of new governors, JOB was asked to explain progress 8. The attainment 8 figure is a measure published annually showing the average academic performance of a secondary

school. It is calculated by adding together students' highest scores across eight government approved school subjects: English and Maths are double weighted, the top 3 scores from the EBacc basket and the remaining top 3 scores. The attainment 8 figure is then compared to all the students from a similar prior attainment group to give the progress 8 score. A positive P8 means that, on average, the students made more progress than students that achieved similar key stage 2 results.

Q: (KS) Why is the total number of grades for Combined Science 282 when there were 174 in the cohort?

JM: Each student did 2 papers and there was a higher class that sat separate sciences. Last year we had one class that did separate sciences. The current Year 10 has 3 classes doing separate sciences, but this is expected to drop to 2.

Q: (MB) In the notes it states that languages are alternated each year. Spanish was sat in 2022 so why is it being studied again this year?

JM: Year 11 have studied Spanish for a number of years. Last year's Y11 did a mix – some did Spanish and some French. Moving forward we will alternate between French and Spanish.

Q: (IF) There is a massive variation in achievement in Spanish: 10% achieved a 7 plus, yet 35% did not achieve a standard pass. From a teaching point of view with some sitting the foundation paper and some the higher paper, this must make it extremely difficult to teach effectively.

LP: Generally, most classes are streamed. In each band there at least 2 groups so we can create streaming.

VG: This was a legacy group for a curriculum choice made years ago.

Q: (KS) You state that the improvements in science have come after changing exam board, is this an option for other subjects?

JM: Possibly RE – we might move from Eduqas to AQA with next year's Year 10. The improvement in science now needs to be maintained. If things are working well, we won't change.

Q: (MB) Do we now have a full complement of teachers in science?

JM: Yes, although some are new to teaching.

Q: (KN) What is the benefit of changing an exam board?

JM: More support.

JOB: If you are considering changing exam boards you need to first have the dialogue with the Trust as it is a benefit for all to be on the same board for support and resources. We need a clear rationale for any change.

Q: (IF) What led to the improvement in science?

JM: There has been much more working together of the department towards the exams.

Q: (IF) 28% did not achieve a standard pass in science – what is the goal for the number to achieve a standard pass?

JM: As many as possible but not all can get a standard pass and we will always give intervention to improve grades even if from a 2 to a 3.

C: (VG) It should be said this is not 28% of the cohort that didn't achieve a pass – 30 students were in the separate science class.

Q: (AH) What are the areas to improve?

JM: High ability (P8 -0.18), High ability boys (P8-0.27) and Disadvantaged boys (P8 -1.24). If we take out the non-attenders the progress is back in line with 2019.

Q: (MB) Does that imply the higher ability are poor attenders?

JM: 3 did not turn up regularly – even though they did turn up for the exams. We can only work with the students that are in front of us. We are already working on these groups; each department has had their SEF and have analysed the DA and High ability.

C: (JOB) We are looking to link with schools outside the Trust that are doing very well with high ability boys (including the DA) such as St Mary's and Beverley Grammar.

KS5 Outcomes

- Cohort of 42

- Progress +0.03
- Average grade B- (average)
- Top subjects where average grade is considered were Art, Classics, Law and Photography
- Outcomes are above 2019 and validate the teaching and learning after 2 years of CAGs
- Only 65% students went on to a university

*SJ: The vast majority (87%) of students achieved an A*C, this is validation after 2 years of CAGs. This is above Trust schools and the LA average. However, the proportion of A*A grades at 26% is below the LA and national average and is a development point.*

VG: The results and the enrolment into Sixth Form were both as forecast. We targeted 69 Year 11 students and have retained 73, some being external.

Q: (MB) How did Hessle student outcomes that studied at Hessle compare to Hessle students that studied at another Consortium school?

SJ: There is much less disparity this year between Consortium schools. Psychology is taught at Wolfreton and was very positive this year, As Heads of Sixth, we regularly meet and have joint targets of concerns. We know we all contribute to the grades achieved and have powerful monitoring in place.

Personal Development Summary

Attendance

- Attendance: 89.9%, national 89.7%
- Lowest attendance was in Year 10 and Year 11
- Non-PP attendance was 92.8%, lowest in Year 10 (90.4%)
- PP attendance was 87%, lowest in Year 10 (75.5%)

Behaviour

- 2 permanent exclusions – in line with national
- Zero tolerance with defiance, using managed moves to deal with behaviour
- 109 suspensions (most (42%) in Year 10)
- Disproportionate proportion of suspensions by boys and disadvantaged
- 1374 classroom removals
- Most concerning year group was Year 10

Q: (MB) Could the format of the behaviour table be looked at? There is double or triple reporting as, for example, the suspension could be by a boy, who is PP and SEN.

JOB: We will review this.

Q: (KN) Usually Year 9 are hard work. The number of classroom removals in Year 9 is 25% of the total.

KS: Year 9 do not like challenge – they don't recognise when they are using the wrong tone, so we are working with them. However, it is only a handful that are causing issues.

Teaching and Learning

- No concerns – 95% teachers considered to demonstrate Quality First Teaching (QFT)
- All 4 ECTs are achieving the national standards
- 2-year KS4 started September 2022
- Reading continues to be a whole school priority
- New SEND provision for KS4 started in September – this is for 4 students who are on an alternative pathway appropriate to their needs. This cohort is disapplied from GCSEs and therefore the progress 8 score for SEND will be negatively affected
- C Groak is leader in ECT provision and E Craft is leader of the ITT (Initial Teacher Training)

Q: (MB) How many new teachers are there this year?

VG: 11

Q: (IF) What is the norm?

LP: About 4, but we have had to increase capacity because of increased student numbers. All have settled in well, but we have lost experience of staff knowledge of the students.

Q: (KN) Of the 4 that weren't demonstrating QFT, were they in the same department?

LP: No. 2 have left and 1 has come on greatly.

Q: (IF) Was the decision to take newly qualified teachers deliberate or a result that experienced teachers could not be attracted?

LP: It all depends how the candidates performed in the interviews. Some of the new teachers are exceptional.

Q: (MB) Is this the first time that an alternative KS4 curriculum has been offered?

JA: Yes, and so far it is working really well. The students all have good attendance.

Q: (MB) Did you have any resistance from the parents?

JA: No, they have been very supportive and appreciate what we are doing.

VG: It is important that you understand this is a huge financial model for four students, but we felt we must support them.

JOB: They will get a meaningful qualification; this is positive practice. They will not have too much impact on P8.

MB: It is good that we are doing the right thing.

ACTION: Reporting of behaviour to be reviewed to avoid double / triple reporting

08 SEF

The four strategic priorities that can be seen in the SEF and Development Plan are:

- Ensure consistency of teaching & learning across all phases and for all groups
- Ensure ambitious and appropriate curriculum for all pupils
- Ensure a positive, safe learning culture in which all individuals treat each other
- Secure high levels of stakeholder engagement with academy vision and values

The SEF is an assessment of where the school currently rates overall effectiveness, quality of education, behaviour and attitudes, personal development, leadership and management, EYFS and post 16. All areas are rated as good. VG stated that he does not think the academy is currently outstanding as there are pockets of inconsistency.

09 TARGETS 2022/23 AND CURRENT PERFORMANCE

Measure	FFT 20 Benchmark	Aggregated Pupils' Target (SISRA)	School Target
Attainment 8	53	54	53
PP Attainment 8	47	50	47
% Basics Standard Pass (EM4+)	75	92	75
PP % Basics Standard Pass (EM4+)	68	89	68
% Basics Strong Pass (EM5+)	52	63	52
PP % Basics Strong Pass (EM5+)	42	50	42
% Basics (EM7+)		17	15
PP % Basics (EM7+)		11	10

JOB explained that FFT (Fischer Family Trust) is a non-profit organisation that uses a variety of educational tools for target setting and provides detailed dashboards.

FFT20: based on the cohort's prior attainment this is an estimate of the results that might be expected in a top 20% ranked school.

Q: (MB) Why is our standard basics aggregated target so high at 89%?

JM: We have put targets that are aspirational to get more positive progress.

Q: (MB) Can we measure in year, or do we have to wait until the end of the year?

JOB: We can give you progress towards the targets through the year.

Attendance

- Target 94%, attendance to date is 93.7%
- Attendance is currently lowest in Year 11 (91.4%) and Year 10 (91.7%). This has been affected by the number of suspensions
- There are some significant safeguarding issues affecting some students' attendance in Year 11
- Boys' attendance is 94%, girls 92.7%
- Pupil premium attendance is 89.4%, non – PP 94.8%; a 6.4% gap
- SEND attendance is 88.4%
- Covid outbreak in the Sixth Form has affected the attendance of Year 12 and 13

Behaviour

- 78 classroom removals: 40% are from Year 9
- 7 suspensions, all from Year 10 and 11, 70% are boys
- 1 permanent exclusion (Year 10)
- 7 learners in alternative provision
- Managed moves are being used to manage behaviour
- Leaders are working with the 15 new members of staff to follow the behaviour policy

Q: (MB) Have Year 7 settled in well?

VG: 175 Year 11 left and we welcomed 253 Year 7 so the school is full. Year 11 is full at 243. There are 43 on the Year 7 waiting list. The Year 7s have settled in well and attendance and behaviour are good. It was agreed that governors would benefit from seeing the weekly position statement to have a snapshot of the makeup of each year group.

Q: (MB) We are aware that Year 11 are challenging but what about Year 10? They seem to have the same issues in terms of attendance and behaviour.

NL: There are pockets of repeat offenders in Year 10, we are looking at alternative pathways for some.

ACTION: GS to send out the weekly position statement to governors

10 DEVELOPMENT PLAN

The Plan plots when progress against each action can be measured. VG explained that in future revisions of the plan there will be an appendix detailing improvements. Governors pointed out that some of the data in the plan differs from the data in the targets report.

ACTION: J Meir and V Groak to ensure the targets agreed are reflected in both the SEF and ADP

11 SAFEGUARDING REPORT

- 242 safeguarding concerns reported on CPOMs this half term compared to 476 during the summer term.
- 7 CLA (Children Looked After), 14 PLAC
- 14 students have a Child in Need Plan
- All case reviews and core group meetings have been fully attended

- Number of Operation Encompass cases expected to increase during the football World Cup due to alcohol fuelled abuse
- 2 allegations made against staff – both did not meet the threshold
- External review of safeguarding took place 23 and 24 May. The report was very positive

MB committed to completing the Safer Recruitment module on The National College.

ACTION: M Benson (any governor welcome) to complete the National College module: “Annual Certificate in Safer Recruitment for Education Settings (2022/23)”

A Chapman circulated additional statistics by year group of child-on-child abuse, sexual harassment and violence, bullying, post child protection / children in need and dates of school central record checks and asked if governors would like this information in future reports. Governors welcomed the data and this information will be given at each meeting. In addition to this information MB requested that complaints data is included.

ACTION: A Chapman to include complaints data in the additional safeguarding data

12 EDUCATION RECOVERY FUND

Pupil Premium Statement

- Pupil Premium funding 21/22 £310,375
- Recovery Premium 21/22 £47,125. Some Recovery Premium has been rolled over from last year and earmarked for HLTAs
- Total spend £380,000

School Led Tuition Funding

- Total allocation £66,420; £49,066 allocated to the High School
- Total spend £34,233 (DfE funded £25,684, school contributed £8,549). £40,735 returned
- Brilliant Club tutoring, although much preferred to Mytutor, led to limited impact.
- LA and Teacher tutoring sessions gave more impact but was only for Year 11 in English, maths and science
- 2022/23 allocation is £72,900 (through school). School would have to pay 40%. Funds will be spent on tutoring by yipiyaps, Sixth Form tutors, and subject LAs

C: (JM) Tutoring money is not “free” money as there is considerable work that has to go on behind the scenes. We need tutoring that is tailored to the students.

VG: The tutoring money is intended to improve outcomes, but we already had good systems in place that work. It seems wasteful to return unspent money, but it would have detracted from things we knew were working.

Q: (MB) 60% total funds have been returned. From an academy point of view could this not have been given to Penhurst?

VG: No, they had the same issues regarding finding what would match the pupils.

Q: (MB) Do most parents see the sessions as a childcare provision?

JM: No, as the attendance was not good. Those that did turn up did OK.

Q: (IF) Was the tutoring online?

JM: Yes

C: (MB) As I have mentioned before we do not know details of the spend. This information would be good to know as we cannot review details of what worked.

JOB: The majority of the spend goes on staffing but I will feed this back.

13 ACADEMY RISK REGISTER

VG presented the risk register. There are 5 risks:

- Failure to ensure robust safeguarding arrangements in place
- Failure to secure good or better Ofsted judgement
- Failure to comply with Health and Safety legislation; risk of serious injury to students / staff
- Failure to maintain effective governance
- Inability to maintain high quality learning environment

VG confirmed that the risks are not around quality of education, but instead around behaviour and safeguarding. A Chapman has strengthened the pastoral team.

A particular concern raised was the mix of traffic and pedestrians at the front of the school. Leaders are out every day to ensure it is a safe area. An officer from the ERYC has been to the school and is looking at ways of re-designing the entrance.

14 GOVERNOR LINK VISITS

There has only been one link visit since the last meeting. KN conducted a careers link visit with H Lawes on 21 September.

ACTION: All Links to carry out a visit before the end of term.

15 GOVERNOR TRAINING AND SUPPORT

Most Governors had completed the following on The National College: "Certificate in the Role of a School Governor". This has to be completed before the next meeting.

The next module to be rolled out is "Certificate in Safeguarding for School Governors (2022/23).

ACTION: N Gaddu, A Haynes, L Kenny and R Lambert to complete the "Certificate in the Role of a School Governor" ASAP

ACTION: All Governors to complete the 'Certificate in Safeguarding for School Governors' (2022/23) before the next meeting

16 POLICIES

Resolved: Changes made to the Written Feedback Policy were approved

17 DATE OF NEXT MEETING

Tuesday 22 November, 5.30pm
Pre-meet Monday 21 November 7pm online

18 AOB

Data Protection Policy

During an external audit of data protection at the school, a recommendation was that governors are provided with the Data Protection Policy and requested to sign to say that they have read and understood the policy.

ACTION: GS to circulate the Data Protection Policy. Governors to read the policy, complete the back page and return

19 ACTION POINTS

- 19.1 ACTION: PP Link and SEN Link positions to be agreed remotely (minute 04)**
- 19.2 ACTION: Clerk to circulate full Safeguarding Report to governors (minute 06.2)**
- 19.3 ACTION: Reporting of behaviour to be reviewed to avoid double / triple reporting (minute 07)**
- 19.4 ACTION: GS to circulate the weekly position statement to governors (minute 09)**
- 19.5 ACTION: J Meir and V Groak to ensure the new targets agreed are reflected in both the SEF and ADP (minute 10)**
- 19.6 ACTION: M Benson (any governor welcome) to complete the National College module: "Annual Certificate in Safer Recruitment for Education Settings (2022/23)" (minute 11)**
- 19.7 ACTION: A Chapman to include complaints data in the additional safeguarding data (minute 11)**
- 19.8 ACTION: All Links to carry out a visit before the end of term (minute 14)**
- 19.9 ACTION: N Gaddu, A Haynes, L Kenny and R Lambert to complete the "Certificate in the Role of a School Governor" ASAP (minute 15)**
- 19.10 ACTION: All Governors to complete the 'Certificate in Safeguarding for School Governors' (2022/23) before the next meeting (minute 15)**
- 19.11 ACTION: GS to circulate the Data Protection Policy. Governors to read the policy, complete the back page and return (minute 18)**

The Chair thanked everyone for their attendance and contributions to the meeting.

The meeting closed at 7.55pm

