



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 19 November 2024 at 5.30pm



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT:

Mr M Benson (Chair, MB), Mr A Brannon (AB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mr A Haynes (AH), Mrs E Kenny (EK)

ALSO IN ATTENDANCE:

Mr M Brown (Executive Director of Education, MBr), Mr A Chapman (Deputy Head, AC), Mr S Jarman (Assistant Head, SJ), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Assistant Head, DWi)

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

14 WELCOME

MB opened the meeting by welcoming everyone to the second meeting of the academic year. Adam Brannon was introduced as a newly appointed Trust Appointed Governor.

The Board were informed that R Lambert had resigned from his role. Richard was thanked for his time served and commitment to his governance role.

15 APOLOGIES

G Burnett and H Marshall

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

16 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting.

17 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 24 September 2024 were confirmed as a correct record and signed by the Chair.

18 MATTERS ARISING FROM THE MINUTES

As R Lambert had resigned from the Board, the Link position for SEND was vacant. A Brannon agreed to step into this role and the Board supported this.

Resolved: A Brannon to be SEND Link

18.1 Staff survey results to be presented in graph form – to be implemented when survey results are presented.

4/2/2025

18.2 Overall attendance per Trust secondary school over the last 3 years to be shared at the next meeting - complete

18.3 ACTION: Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance - ongoing, see minute 27

19 HEADTEACHER'S REPORT

- Attendance has significantly improved, especially in Year 11 and disadvantaged students
- Behaviour has improved
- Very low staff absence
- School focus is on KS4 outcomes and the Aiming Higher programme has contributed to Year 11's positive culture
- Top 3 risks:
 - Declining reputation caused by weak outcomes
 - Weak attendance has a significant impact on outcomes (risk reducing)
 - Sixth Form provision (risk reducing)
- Leaders continue to conduct QA drop ins - 300 took place in the first half term

Q: (MB) Are you surprised by anything you have seen due to your drop ins or have they affirmed what you are doing is making an impact?

LP: We have now completed 600 drop ins. They have clarified trends and enabled us to identify any concerns quickly, such as pace of the lesson or a teacher's well-being. Student voice and book looks show us trends and are confirming improvements. We know we still need to teach to the top.

Q: (MB) Is this number of visits sustainable and will anything else suffer?

LP: The drop ins are only 5-10 minutes each. Last year we devoted a lot of time to Ofsted preparation and now we have everything in place, so we have the time to do drop ins.

VG: With behaviour being significantly better we are not using as much time dealing with behaviour. We have seen fantastic practise in the classrooms and the volume of drop ins gives us a clear picture of what is going on.

Q: (IF) Have you had any pushback from staff?

VG: A little at the start, but once the reason for the drop ins was explained they were readily accepted. The more visits that are done, the more any negative findings are diluted.

Q: (MB) Last year we suffered with inaccurate forecasting. Will this additional data give more accuracy and more ability to challenge?

DWi: Drop ins are just one strand of data. We now have quality data that will enable us to better forecast. Lots of the forecasting was accurate; there were pockets of poor forecasting where staff were too optimistic forecasting those students with poor attendance.

Q: (IF) How do you select which lessons you will visit?

LP: We know which subjects have been recently viewed and we respond to what is going on in the school. DWi records the drop ins and knows the spread across the school.

Q: (MB to MBr) Is this what you want from the drop-in programme?

MBr: Yes, the key is the depth of the progress. Schools are doing what they need to.

LP: Every fortnight we also carry out deeper subject reviews. We have reviewed maths, English and science and will do business and IT next week.

Q: (MB) What are the plans to reduce the risk at the front of the school with the number of cars, buses, pedestrians and cyclists?

VG: The central estates team have viewed the problem and we have several ideas such as creating an additional pedestrian entrance, relocating where the buses go and painting clear lines etc. There have been no incidents so far, but that is due to close supervision by staff every morning and afternoon.

20 EVALUATION AGAINST OFSTED CRITERIA

MBr explained that this is a new Trust wide report which shows where a school is not good against the Ofsted criteria, with exceptions being brought to the LGB.

Hessle leaders assess the school as good across all areas, but development is needed to improve KS4 outcomes, for students to achieve more top grades, to continue to improve attendance and to further develop provision for SEN students.

21 SELF EVALUATION FORM

The SEF is a working paper that documents progress against the Ofsted criteria. All criteria – overall effectiveness, quality of education, behaviour and attitudes, personal development, leadership and management and post 16 are rated by leaders as good.

A query was raised why the latest DfE destination data is from 2020. SJ confirmed that the school has its own internal data but the DfE data is lagged by at least 2 years.

22 PUPIL PREMIUM STRATEGY

- 3-year strategy covering 2024 – 2027
- Number of students in years 7-11 is 1226 of which 27% of the student population are eligible for PP funding
- This year's funding is £402,260

A discussion followed around the reporting restrictions of the template; the difficulty for school staff to allocate finances when they have little discretionary spend and also the governors' responsibility to approve a document when they do not have delegated responsibility for finances and do not have view of last year's spend. However, it was accepted that this is a DfE template to follow and DWi had done well making the document as transparent and clear as possible.

Resolved: Governors approved the PP Strategy

23 ATTENDANCE AND BEHAVIOUR REPORT

23.1 Attendance

- Whole school attendance to date is 93.8% (same period last year was 91.5%)
- Year 11 attendance is 6% higher than the comparable time last year
- Boys' attendance is 94.5%, girls' 92.9%
- Non – PP attendance is 95.2%, PP 89.5%
- Non – SEND 93.9%, SEND 92.7%
- 10 students have left for elective home education

C: (MB) It is great to see the improvement in attendance, well done, we just need to see this sustained week in, week out. What strategies do you think contributed to this improvement?

AC: We are not doing anything different this year, but we are seeing the strategies from last year having an impact. Our staff contact home quicker if a student is not at school and we issue fines quicker too. Year 10 remains a concern (90.9%), but it is pleasing that their attendance is higher than the attendance for this set of students last year. We are carrying out student voice to establish why girls' attendance is lower than the boys. Many girls have mentioned needing time off for their periods but they have also raised that they do not feel a sense of school membership

which we are exploring further. Even some students that attend every day do not feel that they belong, and so that is an area we are looking into deeper. Year 10 PP attendance is also low at 82.6% but is above national PP. Year 10 girls and Year 10 PP are the target groups. Finally, it is pleasing that we have a higher proportion of students with 100% attendance compared to last year as there is a clear correlation between attendance and outcomes.

Q: (EK) What is the reason for the high number of students that have left for elective home education?

AC: A number have left due to the high-level fining. They are also avoiding attendance plans.

VG: The Local Authority has agreed that if a student leaves for EHE and then wants to return to school they must return to the same school.

Q: (EK) Do you have regular meetings with non- attenders?

AC: Yes, every fortnight. Some do not feel that mainstream is right for their child, yet the LA feel that the school can meet their need.

Q: (EK) How often do you carry out home visits?

AC: We will visit if the child is vulnerable but otherwise at least every fortnight, although we would telephone daily.

Q: (MB) As a team, do you feel that you have more head space to cope now as attendance has improved?

AC: Yes, admin feel that they have the time to conduct home visits and pastoral staff have more time to support students and a consequence is that behaviour improves.

Q: (MB) As part of our ambition to be an outstanding school the target for attendance is 96%. Is this a realistic ambition?

AC: Yes, we are seeing the impact of our strategies. Good attendance creates its own success and we had it confirmed in a recent visit to a very high attending school that our strategies are robust.

MB: It is a very good improvement. Please pass on our thanks to all those involved in attendance.

23.2 Behaviour

- Behaviour continues to improve
- 53.5 days have been lost to suspensions since the start of term (comparable period last year was 56.5 days)
- There were 32 incidents, involving 21 students (10 are repeat offenders)
- Of the 21 students, 14 were boys
- Most suspensions are by Year 10
- Year 7 are settled, with only 3 suspensions
- There have been 0 permanent exclusions, but one has a governor hearing shortly
- There has been a significant reduction in the number of removals from KS4 lessons but an increase in the number of removals in Year 8.
- Developing expectations in KS3 continues to be a focus

VG: The improvement in behaviour in Year 11 is very pleasing. It should be said that we have 55 students across the school with an Education Health Care Plan and 21 of these are in Year 7.

CS: We normally have around 7 students in Year 7 with an EHCP, but this year it is dramatically higher and puts the pressure on.

AC: Many have significant needs without an EHCP; this is becoming more and more of a problem and a challenge for our SEN team.

Q: (IF) Have other Trust schools seen such an increase?

VG: There are 49 in Year 7 with an EHCP across the 6 secondary schools, and 21 are here.

C: (MB) Our good reputation for dealing with SEN has led to parents choosing to send their children here. There is probably the same amount with the same need, but without an EHCP.

Q: (IF) Do you work with families to get an EHCP?

AC: Yes, with the families and with their previous schools.

C: (MB) That means that some schools are not identifying needs.

Q: (EK) Do you identify needs during transition week?

CS: If alerted, we bring them in before transition and also identify needs during transition week.

Q: (IF) Are teachers trained to identify students that should have EHCPs?

VG: No, but they would alert any concerns with behaviour to the SEN team. We also use professionals to make a diagnosis, such as dyslexia.

C: (CS) The pastoral team has settled well and offsite direction is a strategy used with lots of different schools, both within and outside of our Trust.

Q: (AB) A positive impact of behaviour interventions is a decreased level of stress; how do you measure this?

CS: We work with Phoenix well – being. Most of the stress is around exams.

C: (DWi) A couple of years ago there were lots of requests for students to take exams in separate rooms. There has been a significant reduction in these requests.

24 SAFEGUARDING REPORT (data from the start of the autumn term 2024)

- 11 students have a Child in Need Plan and 5 Child Protection cases
- 5 Operation Encompass notifications
- High number of SEND support and EHCP learners in Year 7
- Hard to reach staff have face to face safeguarding training each term
- Only 1 case of bullying
- 23 Smoothwall alerts

Q: (MB) Are there trends with the Smoothwall alerts?

AC: There was an issue with iPads as iPads are not allocated to specific students, they are used for the whole class so we could not see who was creating alerts. Numbers are now reducing.

C: (MB) This report has much less information on than the reports we were used to seeing. Can we see more information?

AC: Yes, I will present more data at the next meeting.

25 COMPLAINTS REPORT

- 38 formal complaints received across the Trust since the start of this academic year – 3 are from parents of HHS students
- Hessle record all concerns internally and respond promptly. 22 concerns have been received which have kept the number of formal complaints low. There are no patterns to the concerns as yet

MB requested that future data for formal complaints is shown per 100 students

ACTION: GS to report number of formal complaints per 100 students

26 GOVERNOR LINK VISITS

GS reminded governors that all resources are now on Governor Hub, including termly visit forms and training resources.

E Kenny had conducted an attendance link visit and H Marshall a careers Link visit. All other links were remaindered a visit must take place before the end of this term.

ACTION: M Benson (Behaviour and Leadership), A Brannon (SEND), A Haynes (Safeguarding), I Frankish (Outcomes) to complete their link visit and send the completed form to GS this term

27 GOVERNOR TRAINING

I Frankish and A Haynes have completed at least 2 training modules.

ACTION: Governors to complete two modules on GovernorHub this term: Safeguarding for Governance and either Induction for Academy Governors or Suspensions and Exclusions

28 NEXT MEETING DATE

Tuesday 4 February 2025, 5.30pm

29 ANY OTHER BUSINESS

The Careers Lead – H Lawes – to be invited to the next meeting to present progress against the Gatsby Benchmarks.

ACTION: H Lawes to update the Board on careers provision at the next meeting

30 ACTION POINTS

30.1 ACTION: Staff survey results to be presented in graph form (minute 18.1)

30.2 ACTION: GS to report number of formal complaints per 100 students (minute 25)

30.3 ACTION: M Benson (Behaviour and Leadership), A Brannon (SEND), A Haynes (Safeguarding), I Frankish (Outcomes) to complete their link visit and send the completed form to GS this term (minute 26)

30.4 ACTION: Governors to complete two modules on GovernorHub this term: Safeguarding for Governance and either Induction for Academy Governors or Suspensions and Exclusions (minute 27)

30.5 ACTION: H Lawes to update the Board on careers provision at the next meeting (minute 29)

MB thanked everyone for their attendance and closed the meeting at 7pm.