



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 5 April 2022 at 5.30pm



**PRESENT:**

Mr M Benson (Chair, MB), Mr V Groak (Headteacher, VG), Ms N Gaddu (NG), Mr A Haynes (AH), Mr K Nicholson (KN), Miss K Staveley (KS)

**ALSO IN ATTENDANCE:**

Mrs J Anderson (Assistant Head, JA), Mr S Jarman (Director of Sixth Form, SJ), Mrs J Meir (Assistant Head, JM), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), 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.

**49 WELCOME**

MB opened the meeting by welcoming everybody to the fourth meeting of the academic year.

**50 DECLARATION OF INTERESTS**

No conflicts of interest were declared for this meeting.

**51 APOLOGIES**

Mr R Lambert and Mrs J Linwood

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

**52 LGB MEMBERSHIP**

The Clerk informed the LGB that J Linwood had given notice that she was stepping down from governance at the end of the academic year due to moving jobs.

The LGB now has two vacancies for Trust Appointed Governors. Governors were asked to pass on the Clerk's contact details should they know anyone that would be interested to find out more about governance.

**53 MINUTES OF THE LAST MEETING**

**Resolved:** That the minutes of the meeting held on 14 December 2021 were confirmed as a correct record and signed by the Chair.

**54 MATTERS ARISING FROM THE MINUTES**

**54a ACTION: KN to discuss with H Lawes the various post 16 pathways to promote, particularly to the DA – complete, see minute 59**

**54b ACTION: Results of staff well – being survey to be presented to the LGB next meeting – complete, see minute 55.1**

**54c ACTION: A Haynes to conduct a safeguarding visit ASAP in the spring term – complete, see minute 59**

## **55 STRATEGIC TERMLY REPORT**

### **55.1 Leadership and Management – V Groak**

- Covid is not going away with current case numbers around 30-40 cases per week. The risk is to Year 11 and Year 13 as they enter their exam period.
- Staff are coping well with increased number of duties to cover as supply is thin
- Staff workload is being addressed
- Recruited two scientists and retained a Maths teacher who is on maternity cover
- Positions still to be filled are two English teachers, Assistant Head of Science and Deputy Head (pastoral)
- Academy Development Plan has been completely overhauled and is now a through school plan with 4 key priorities. The ADP is a rolling plan with full SLT review of progress made against priorities taking place each half term. Priorities are:
  - Ensure ambitious and appropriate curriculum for all pupils
  - Ensure consistency of teaching and learning across all phases and for all groups
  - Ensure a positive, safe learning culture in which all individuals treat each other with respect and tolerance
  - Secure high levels of engagement and well – being of all stakeholders
- External PAN is reduced from September to 180 to accommodate 70 Penshurst pupils

### **Well - Being survey**

MB requested all the 'disagree' and 'strongly disagree' data is provided.

*Q: (MB) Why has the percentage of staff strongly agreeing to the statement "my achievements are acknowledged" dropped so sharply from 46% in December 2018 to 19% in December 2021?*

*VG: The December 2018 feedback was boosted after the surveys were introduced in the preceding summer term. Quick wins that had been introduced led to such positivity in December 2018. Following then, the changes became normalised and so many staff would switch their feelings to agree from strongly agree. We will look further into this.*

*C: (MB) It is much easier to analyse if results are plotted on a chart. Strongly agree and strongly disagree are the main factors.*

*Q: (MB) Why did 109 respond in December 2019 and only 64 in December 2021?*

*VG: There could be apathy around too many surveys.*

**ACTION: VG to produce a chart of the well – being survey results, including strongly disagree and disagree**

### **55.2 Quality of Education**

#### **55.2.1 Quality of Teaching and Learning– L Price**

- 69 teaching staff have had a one-to-one meeting with their Line manager and a separate meeting with their Instructional Coach. There are currently 3 Instructional Coaches, yet more will be trained up next term
- Second term has continued to focus on non-negotiables and from 192 visits to classrooms, there has been 84% full compliance
- 8 departmental reviews have taken place by the DH and AH Standards this term in Maths, Science, Geography, English, RE, MFL, Technology and The Arts. In a survey

following the reviews 80% staff felt supported and less stressed than formal observations

- Since the TCAT review of reading a Reading Coordinator has been appointed, standardised reading scores testing has been purchased, there are rewards and incentives for reading and the Hessle Reader has been launched; this is the ethos that every teacher is a teacher of reading
- There are 3 areas of performance management: to develop reading, independence and meta – cognition and self- regulated learning
- Student voice: (Year 9) – 92% considered their lessons to be good or excellent. Culture capital surveys are currently taking place
- 4 ECTs and 2 RQTs – are all being supported

Q: (KN) Why do only 92% of Year 9s consider their lessons to be good or outstanding?

VG: We need to educate our students what is a good lesson.

C: (NG) Students and parents need to know that this is their opportunity to raise any concerns.

**ACTION: LP to feed back on the results of the student culture capital surveys at the next meeting**

### 55.2.2 Curriculum Update

- Middle Leaders are working on their Schemes of Learning for the 2-year KS4 which will be introduced in September
- School will move to Microsoft from Google, ready for September. Training is taking place with staff this term to alleviate any anxiety
- A new Management Information System (MIS) is also to be implemented for September, again advance training will be given

### 55.2.3 Standards of Achievement Year 11– J Meir

- Year 11 cohort is 174, 56% boys, and of higher ability than 2021 cohort
- 45 are Disadvantaged (25%) and 30 students (17%) have SEND support
- Had two sets of Mocks – one in December 2021 and one set in February 2022
- On 7 February, all schools received Advance Information of exam content giving 6 weeks to tweak revision plans
- English and Maths departments hold ‘match up’ meetings and have 63 target students
- 9 have been removed from RE lessons to have additional Maths or English lessons
- Girls are making better progress than boys in English, EBacc and Open buckets
- Please see the data below for current attainment and predictions for summer exams

#### Year 11 Data

	Progress 8	DA Progress 8	Strong Basics (9-5 in English and Maths)	Standard Basics (9-4 in English and Maths)	Attainment 8	EBacc standard pass
Current data	-0.86	-0.77	26%	46%	38.37	13.2%
2022 forecast	-0.06	-0.64	45.4%	68.4%	46.5	33%
2019 HHS	+0.01	-0.25	44%	64%	46.8	17.3%
2019 National	0	-0.58	43.2%	64%	46.7	

Q: (NG) Will the DA P8 gap be reduced any further than the predicted -0.6?

JM: The problem is that the DA attendance is down. They came in for the Mocks but are not in for enough lessons. The DA have missed out most on their education during Covid. We will continue trying and be focused but I do not think we will further close the gap.

*VG: It feels like we have gone back years. Our DA progress has always been strong, but the attendance is letting them down. When they are in, they are doing very well.*

*Q: (MB) The 2022 progress forecast is down on the 2019 HHS actual - is that all attributed to the DA?*

*JM: No but it plays a big part.*

*VG: The students have been baselined against 2019 students and it should be remembered that they did not have any gaps in their education. The grade boundaries are expected to be wider, which should brighten the picture.*

*JM: We have been told that the grade boundaries will be between 2019 and 2021 so will be more favourable. A recent PIXI wave suggest our results will be above many others.*

### **55.3 Personal Development Summary**

#### **55.3.1 SEND Update**

- 11% students receive SEND support and 2.1% have an EHCP (national SEND support 11.5%, national EHCP 2%)
- Highest % of students with an Educational Health Care Plan in Year 7 – leading to a stretch in resources
- Bespoke curriculum will be offered to up to 7 learners in Year 10 from September 2022. 5 students have confirmed places
- Waiting list for Educational Psychologist is exceedingly long and may delay making EHCP applications. Problem has been raised with the Trust DSL
- Progress of SEND students is above that of their non-SEND peers and is significantly greater than SEND students nationally
- Average attendance of SEND students in Years 7-11 is 86% (non -SEND 7-11 is 90.7%).
- Higher than national figures for suspensions for SEND students in Years 9 and 10 – due to a minority in each year group

#### **55.3.2 LAC Update**

- Four Looked After Children in school, ten previously looked after
- All LAC have excellent attendance and attitude to learning and are making good progress

#### **55.3.3 Safeguarding and Child Protection**

- 98 safeguarding concerns reported on CPOMs this term compared to 146 the previous term. Training last term on the appropriateness of logging has been successful
- 4036 CPOMs incidents this term compared to 4220 last term
- Significant increase seen in Children in Need Plans - 16 students are subject to CIN. For each child there is a meeting every 4 weeks and there is only one member of the Safeguarding team, so this is a heavy burden on resource
- All case reviews and core group meetings have been fully attended
- Query raised around which governors have completed Safer Recruitment training
- Newly appointed Deputy DSL is on long term sick and the Safeguarding Manager has resigned. The previous Safeguarding Manager is supporting one day per week and a Deputy DSL will be recruited to cover the long-term sick absence until Christmas.

*C: (AH) As Safeguarding link I am concerned about the lack of resourcing but have heard a pro-active response tonight. I hope the interviews tomorrow for a Deputy DSL are successful.*

*VG: We recognised the risk associated with a lack of resource and asked the previous Safeguarding Manager to come out of retirement and the Deputy Head (pastoral) new role will further support.*

*Q: (AH) Is this sustainable?*

*VG: We want to avoid one temporary situation after another and that is why we have planned for an adequate handover between the temporary cover for the DDSL and her return to work.*

**ACTION: Clerk to report back who has completed Safer Recruitment training**

## **55.4 Behaviour and Attitudes Summary**

### **55.4.1 Behaviour**

#### **Suspensions (student temporarily removed from school)**

- 56 suspensions between Sept and March (at the time of the meeting this figure had risen to 65). Defiance, use of bad language and smoking paraphernalia are the most common reasons
- Year 10 gives the most concern with 26 of the 56 to date (now 30/65)
- Seen a rise in Year 11 suspensions in the spring term
- Year 7 students continue to behave well, with 0 FTEs
- 2 students are on commissioned places and 5 on managed moves with partnership schools

*Q: (NG) Is the Year 10 problem a trend this year?*

*CS: Year 10 have always been an issue moving through the school. The Head of Year is on it with strategies used and the impact on the rest of the school is negligible.*

*Q: (NG) Could the rise in Year 11 suspensions be anxiety around exams?*

*CS: Yes, maybe.*

#### **Permanent Exclusion (student expelled from school)**

- 0 permanent exclusions this term – although 2 are “at risk” of PE

#### **Internal Exclusion (student removed from class for disciplinary reasons)**

- Split provision – pastoral and booths for high end behaviour
- 524 incidents of IE Sept to March
- Years 9 and 10 are the most challenging year groups

#### **Low Level Behaviour – Reflection Room**

- Used for low level disruption: staff discuss the behaviours with the students to reflect and change their behaviour
- Failure in the Reflection Room would mean a move to Internal Exclusion

#### **C5 – SLT Intervention – student spends one day in Internal Exclusion**

- 171 C5s between September and March, a significant increase from last year

*C: (VG) The increase in suspensions and C5s is a clear indication of the impact of staff absence; cover is not as good, and the students become disengaged and less well behaved.*

*Q: (KN) The student that you are looking to move to college – why is that not taking place now?*

*CS: We have worked with the student for a long time.*

*JA: We had to exhaust every other means of support first.*

*C: (KS): When the students are not in due to Covid their behaviour can go backwards.*

*Q: (NG) What are you doing to address the behaviour of Year 10? It is a concern that they are responsible for almost 50% of the total number of suspensions.*

*CS: We continue with zero tolerance towards behaviour of this year group. We use strict protocols and routines and have non – negotiables around behaviour. We will use managed moves and alternative provision when necessary. We continue to work with target families.*

### 55.4.2 Attendance

- Attendance to date of all is 90.2% (2020/21 was 91.1%)
- Persistent absence (<90% attendance) is 30.1% (national is 34%) with the most PA students from Year 10
- DA attendance is 85.1%
- DA PA is 47.5% (national average pre Covid was 22.6%)
- DA students are the first to be contacted in the event of an absence
- Attendance is in line with other Trust secondaries
- Still much anxiety around Covid - attendance team works closely with parents and external support
- Praise culture for high attenders
- 9 students have chosen Elective Home Education this academic year (1 in Year 8, 3 in Year 9, 2 in Year 10 and 3 in Year 11)
- Trialling a medical alerts procedure: one of the Attendance team is called to a class if the teacher alerts them to a student that has reported not feeling well. The vast majority then return to class following assessment

*C: (MB) The Power BI data is great; however, we need to know school, Trust and national data.*

*Q: (NG) Is there a direct correlation between the cumulative attendance of Y10 DA at 76.1% and the DA lack of progress?*

*VG: Yes.*

*Q: (NG) What are you doing to reach out to the DA families?*

*CS: Home visits, telephone calls, re-integration timetables, relentless care.*

*VG: Y10 has a high number of suspensions too which negatively affects attendance.*

**ACTION: PowerBI attendance data to show school, Trust and national data**

**ACTION: Presentation from attendance team to take place at the next LGB meeting**

### 56 SIXTH FORM DATA

- Number on roll: 79 in Y12 and 52 in Y13
- Retention from Y12 to Y13 has dropped to 91% (usually at 98%). This mirrors the picture across the East Riding with more volatility and a switch to apprenticeships for an increasing number of students. The drop could also reflect the reduced level of careers advice given during the pandemic
- Strengthened enrichment offer to be launched from September 2022
- 6-week revision plans have been approved with each department
- Students work from home for independent study periods. The reduced number of students on site has allowed for more focused group work
- Overall VA forecast is -0.3. VA will not be published externally but will be calculated internally. Revised grade boundaries are unknown
- A\*A forecast to improve to 27.5% (from 14.4% in 2019)
- A\*B forecast to improve to 55.9% (from 43% in 2019)
- Maths progress stands out at +0.18 VA with 75% of students predicted A\*B
- Concern around Biology with a VA of -0.59 and only 9% students predicted A\*B
- Access to SISRA data given to each Consortium school
- Termly quality visits take place by Heads of Sixth between sites
- Average attendance in Y12 is 94.6% and for Y13 93.8% - figures are pulled down by a small group of PA students
- Recruitment to Y12 September 2022 expected to be 40% of Y11. Target is 70- 75 students

Q: (AH) Thinking ahead to this time next year when the current Y10 will be thinking about their next pathway, do you think this could have a potential impact on the Sixth Form numbers?

SJ: This is a concern if they are more disengaged. We are bringing the Y10 into the Sixth Form in groups of 50 in the summer term to discuss pathways.

JA: There is only a pocket in Year 10 that are causing concern. I do not think that they would progress to the Sixth Form as most come from the E/F band.

C: (NG) It is great to see the enhanced enrichment programme that will be offered. This will really give the students more direction.

SJ: The programme will be launched to Y10. Not all courses are new, but they are now packaged together which gives more impact.

Q: (KN) When Y12 study from home, how do you manage them?

SJ: They come in for morning sessions. They have made the move to Sixth Form and must become more independent learners and so we have to give them more trust. If progress data holds up then they are working well, if it drops then we will address any issues.

Q: (KN) Has studying at home affected attendance?

SJ: Yes, positively.

## 57 EDUCATION RECOVERY FUND

- School Led Tutoring fund is £39K and will be used on 90 students in Years 7-10 in English, Maths and Science teaching. Spent £18K to date
- Recovery fund is £47K – used for a Learning Assistant, digital theatre subscription and reading materials. Spent £7K to date

## 58 ACADEMY RISK REGISTER

Following training on risk management on 7 April to all Headteachers, the risk register will be fully reviewed by the SLT and then presented to Governors in June

## 59 GOVERNOR LINK VISITS

The following Link visits have taken place since the last meeting:

- 10 January 2022 – AH – Safeguarding visit
- 17 February 2022 – KN – Careers visit

**ACTION: VG to provide a calendar of school events so that Link Governors can plan their visits to school in advance**

## 60 GOVERNOR TRAINING AND SUPPORT

All Governors had completed the mandatory Safeguarding module 2021.

Governors were reminded that they can complete as many NGA Learning Link modules as they wish to advance their knowledge.

## 61 DATE OF NEXT MEETING

Tuesday 21 June 2022 at 5.30pm

## 62 AOB

None

**63 ACTION POINTS**

- 63a ACTION: VG to produce a chart of the well – being survey results, including strongly disagree and disagree (minute 55.1)**
- 63b ACTION: LP to feed back on the results of the student culture capital surveys at the next meeting (minute 55.2.1)**
- 63c ACTION: Clerk to report who has completed Safer Recruitment training (minute 55.3.3)**
- 63d ACTION: PowerBI attendance data to show school, Trust and national data (minute 55.4.2)**
- 63e ACTION: Presentation from attendance team to take place at the next LGB meeting (minute 55.4.2)**
- 63f ACTION: VG to provide a calendar of school events so that Link Governors can plan their visits to school in advance (minute 59)**

The Chair thanked everyone for their attendance and wished everyone a happy Easter.

The meeting closed at 7.28pm