



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 26 September 2023 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mr G Burnett (GB), Mr I Frankish (IF), Ms N Gaddu (NG), Mr V Groak (Headteacher, VG), Mrs E Kenny (EK), Mr R Lambert (RL), Mr K Nicholson (KN), Miss K Staveley (KS)

ALSO IN ATTENDANCE:

Mr A Chapman (Deputy Head, AC), Mrs J Meir (Assistant Head, JM), Mr S Jarman (Assistant Head, SJ), Mr J O'Brien (Director of Improvement and Standards, JOB), 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. Garry Burnett was welcomed as the newly appointed Staff Governor.

02 APOLOGIES

Mr A Haynes

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

Mrs L Price

03 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting. The housekeeping duty to complete pecuniary interest and data collection forms was completed.

04 PRESENTATION – J Boyes – Head of Science

KS4

Separates - positives

- On the whole positive results from the separates cohort in comparison to 2019
- Above or in line with National in all areas: 9-7: +7% above national, 9-5: 20% above national, 9-4: 13% above national
- 20% average Increase in 9-7 across all subjects from 2019
- Students had a higher average scaled mark compared to similar AQA centres in biology and physics and paper 2 in chemistry
- Biology 2nd to Wolfreton in the Trust, Chemistry 3rd in the Trust and Physics joint 1st

Combined Positives:

- 2% above national at 9-5 and 6% above national at 9-4
- 1% increase on 2019 and with a larger cohort (26 grade 7+ in 2023, 16 grade 7+ in 2019)
- Foundation: 12 marks above similar centres nationally and higher was 7 marks above
- Higher average scaled mark in 9 of the 12 papers compared to similar and national.

Year 13 A Level and Applied

- Academically challenging cohort that had students who had not had exam experience of previous year groups

2023/24

KS4

- Aspirational targets: 100% 9-7 in separates and 10% 9-7 50% 9-5 and 70% 9-4 at Combined
- Separates: Already started morning revision sessions Monday, Tuesday and Friday after school: this fits in with the maths, English and Basics revision
- Confident in the staff on these classes

Combined

- In order to raise aspirations, students down to AB4 to sit the higher paper on the mock
- Educake usage – Especially on the lower ability band – Need to focus on AO1 for paper 1
- More success required with AO1 on paper 1 exams – Retrieval activities are all focussed on paper 1 content – this is a focus of QA
- JB to visit Howden to see how they got the strong 9-5 scores
- Physics equation practise – flashcards, retrieval activities, Educake, equation sheet
- Staff have their target students identified from Year 10 end of year exams
- Classes set based on similar model to this year in reducing the number of “split tier teaching classes” even if it means a smaller group within the AB band
- Already spoken with the students of concern from Year 11

KS5

- BTEC tracker to be shared across Sixth Form and “soft deadlines” have been brought in to identify students underperforming earlier
- Earlier intervention of students - meeting to discuss target students and formulate plans earlier to support these students

ECT Support

- Supportive ECT programme by C Groak in the previous years
- Excellent working relationship between two of the ECTs last year
- Used the expert teachers to help in offering advice and observations where needed
- Excellent mentors within the science department

Q: (KN) Is the department feeling positive about holding revision sessions in the morning?

JB: Yes, as they understand the need and know we aspire to be the best.

Q: (MB) Disadvantaged students have not performed well across the board. What does Science do to try to bridge that gap?

JB: The Disadvantaged outperformed non-DA in separates. We track the performance of the DA in Combined. We have intervention strategies with the support of the Learning Assistants. Students are on board with us and the aspirational targets.

Q: (MB) Is there any more support you need?

JB: No, I am ably assisted by J Meir and S Jarman, and they are supportive of the strategies we want to implement.

Q: (MB) How many students attended the Combined revision today?

JB: 75 and there were just over 60 last week.

Q: (RL) Are 3 sciences mandatory or can 1 or 2 be dropped if a student is struggling? Some sciences will appeal more than others.

JOB: Some specific students could take one science, but they should be encouraged to go for the full diet of 3 disciplines.

Q: (NG) Is there a contingency for underperforming in separate science mocks? Would a student that struggled in separates be able to move to Combined?

JB: Yes, when we get the mocks through and conduct a question-by-question analysis we can tailor the revision. The staff member will talk to the student and try to boost their confidence. There is the option to do a foundation paper but then a student cannot get a 9-7. We can offer the student to re-sit the mock to show that they can achieve on that paper. They could also move from separates across to Combined.

Q: (IF) Your aspirations to achieve 100% 9-7 on separate sciences is excellent to hear. How confident are you that this can be achieved? How close were the mocks to this?

JB: Biology and chemistry mock results were above previous years. The equation sheet is not available in physics this year, but the students still performed well. The number attending revision sessions last year averaged 10 and this year we are seeing between 20 and 30.

Q: (IF) Your Combined Science results were one of the lowest in the Trust – was there a particular science that dragged the outcomes down?

JB: Students underperformed in Chemistry at Combined and in the AQA it was paper 1 that let us down. We are teaching paper 1 content earlier and will re-visit.

C: (MB) Thank you very much. We look forward to seeing the science outcomes next year.

JB left the meeting at 6pm.

05 LGB MEMBERSHIP

GS informed the Board that it is the annual duty of an LGB to elect their Chair. MB was content to stand again, and the Board unanimously voted to approve this appointment.

Resolved: The Hessle LGB positions for 2023/24 were agreed to be as follows:

Chair: M Benson

Vice Chair: I Frankish

Attendance Link: N Gaddu

Careers Link: K Nicholson

Safeguarding and Educational Visits Link: A Haynes

SEND and PP Link: L Kenny

Sixth Form Link: I Frankish

Year 11 Progress Link: H Marshall

K Staveley was thanked for her contributions as Staff Governor over many years and wished well in her next post.

06 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 18 July 2023 were confirmed as a correct record and signed by the Chair.

07 MATTERS ARISING FROM THE MINUTES

07.1 ACTION: Clerk to find out the reason for HM's non- attendance – complete

07.2 ACTION: Head of Science to be asked to present at the September meeting - complete

08 HEADTEACHER'S REPORT

- The term has started positively, routines have been embedded
- The behaviour policy and reward system was overhauled last term and all changes shared with staff
- Have seen a reduced level of sanctions with staff addressing poor behaviour earlier
- The new Year 7 have settled in very well with only few issues
- The school is fully staffed, although there are two long term absences
- Following a dip in outcomes there is increased urgency to improve outcomes, SLT have already met with the heads of department to prepare for the results review meetings
- All year groups are full, except for Year 10 due to some students leaving to go to Ron Dearing College

C: (VG) We have made a great start to the year, and we have never had more students on site. The results were a relief, not a disappointment as we had predicted accurately.

C: (GB) Year 11 this year have a much more positive ethos, they arrive to lessons on time, are extremely focused and the attitude to learning is good.

Q: (KN) What are the bottlenecks in the detention system that you have raised in your report?

AC: This is due to the move from Class Charts to Arbor for behaviour. Not all members of staff were allocated on Arbor so we're working through this, and behaviour feels calmer.

Q: (RL) Do you do training for staff to ensure parity of staff giving sanctions?

VG: We could always do with more training time, but consistency is key, and this is now a conscious effort, and we learn from each other.

Q: (RL) Do you meet as a group to discuss sanctions and rewards?

AC: Yes, we meet as a group. We also got the more experienced staff together and asked for their assistance in helping the less experienced ones.

Q: (MB) Have you communicated the behaviour policy to the parents, and have they bought in?

AC: We have only had a few issues but we're giving further rationale for the decisions made. Our lines of communication on the behaviour system are much clearer and occur much earlier.

Q: (NG) Have you reviewed your reward offer?

AC: The rewards last year were just not good enough, so we have relaunched, and we have stamps recognising positive behaviours. We have looked at what the students want; for example, stamps can lead to a reduction in the Year 11 prom ticket. We have given out double the number of house points compared to last year; over 20,000.

Q: (EK) Have you noticed a difference in the behaviour types?

AC: There is less defiance, although we do need to do more work to stop back chat.

C: (KN) You must be happy you are fully staffed.

VG: Yes, although we do have a couple of long-term sick members of staff. We have recruited a new cover supervisor.

Q: (JOB) You state you have issued 20,000 stamps to 1300 learners. If some students are receiving hundreds, how many are not receiving any stamps? Are these students invisible?

AC: I do not have the figures for that now, but I can provide them. I do know that some tutor groups are behind in issuing stamps as they are not yet on the system.

C: (RL) It would be useful to know the number of points issued by each teacher to ensure there is parity between the staff members.

Q: (IF) Are you pleased with the numbers recruited to Year 12?

SJ: The aim was to retain 90 but we knew they were a very challenging year group and if the culture is wrong in Year 11 then students will not stay as college alternatives are more attractive to a lot of students. However, we can offer smaller classes and good relationships with teachers.

Q: (IF) If there is a lower enrolment does this impact on the classes offered?

SJ: It has. For example, we normally run three geography classes (one at each school) but we have collapsed this to two this year.

JOB: We have had to cancel more courses this year due to numbers across the Trust.

Q: (IF) Is there a fear that this will trigger a downward spiral; less options are less attractive so the numbers drop and the options reduce again?

SJ: We are running the same options but at fewer sites.

VG: We have had reduced numbers before; for example, Cottingham only had 21 in Year 12 and then recovered, we have good recruitment strategies.

Q: (MB) What are the typical Sixth Form class sizes?

SJ: Criminology is extremely popular and that can attract over 25 students, psychology usually has about 20 and then we run two maths classes of 10 students each. We've had a few returns from Wyke, and the feedback has been that they are not recognised and they feel they will get more support at school.

Q: (GS) What is the current entry criteria for Sixth Form courses?

SJ: 5 GCS at grade four or above including English and maths, but we do have different entry criteria for different subjects. If a student gets less than a grade 4 in English language or maths, they must re sit but only 20% on average improve their grade yet they have to keep attempting to pass until they're 18.

ACTION: Data showing number of stamps issued per teacher and how many students have not received a stamp to be given at the next meeting

09 PERFORMANCE REPORT

Key Stage 4

- Outcomes were lower than in 2019
- The downturn in results was largely predicted although there was some unexpected underperformance in some subjects
- Basics 4+ and 5+ were below national
- Only 35% Disadvantaged students achieved Basics 4+ and 15% achieved Basics 5+ (5th in the Trust for both measures)
- 30% SEND support students achieved Basics 4+ (3rd in the Trust)
- Strong subjects when average points per entry are considered, were separate Sciences and Further Maths
- Key areas of development are Business, Engineering, History, RE, and Spanish
- EBacc entry was 57% (the highest in the Trust) yet only 31% achieved EBacc 4+

SCHOOL	KS2 APS	Cohort	Attainment	Basics		EBacc		
			8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
HHS 2019	4.80	148	47.2	64	45	36	18	12
HHS 2023	104	237	43.6	62	38	57	31	15
National 2023 *			46.5	66	45	38	23	16
HHS DA 2019	4.55	41	39.3	44	34	32	12	5
HHS DA 2023	102	60	31.7	35	15	32	15	7

C: (JM) It was a relief on results day as we got what we expected. Staff worked tirelessly to get these results and it should be remembered that 12 were on alternative provision studying courses such as functional skills which do not count towards the headline figures. The positives were a positive P8 for the lower ability and English language. English department had lots of change in staff but did their best, but we should have put more students into Literature in Year 10. David Willson (Head of Maths) is an associate member of SLT this year and his task is to improve middle ability across all departments, so this is this year's focus. We are looking at the design of the curriculum and the number that we enter into EBacc.

C: (JOB) Maths and English literature results led to below national progress 8. We are looking at the proportion of students in A/B. 60% are doing 10 or 11 GCSEs, which is 2 surplus GCSEs that will not add to the headline figures. Other schools are following the three-option model with students doing eight or nine GCSE's. Obviously, the curriculum time to deliver 11 GCSE's means less time per subject. There is a good amount of time given to core subjects, but the number of additional qualifications offered is too high.

Q: (MB) Are 60% students at other schools doing over 8 GCSE subjects?

JOB: No, this is the highest. Although we would still promote languages, we may reduce the number selecting a language so this will affect EBacc entry. We need to match up the numbers achieving in both English and maths to get the Basics up.

VG: We have had a negative progress 8 for two years running, there has been the luxury of too much choice in the options. The trade-off is - if we reduce the number of options then the more able students will only have one free choice.

Q: (MB) Can a student reduce the choices part way through?

JM: It can be possible to switch a course if some courses are run parallel but if they drop the subject it's a question of where does that student then go.

JOB: It is much better to proactively design the curriculum. The department heads are meeting to discuss the curriculum model and the implications of changing it.

Q: (MB) How do you go about making a curriculum change? Religious Education only had an average grade a 3.27 so why do we continue with it?

JM: We have already switched so the RE is not a full course this year, it's half a course and it doesn't affect the performance tables.

Q: (NG) Why is RE compulsory?

VG: RE is the vehicle to deliver lots of compulsory topics such as diversity, healthy relationships and tolerance so it takes part of the PSHE curriculum.

Q: (KS) How does this school compare to others with the delivery of RE?

VG: Other schools cover these subjects in drop down days, assemblies or have specific PSHE classes.

JOB: Most schools have moved away from universal entry of RE and it is provided as an option.

Q: (KN) Did English mastery affect last year's Year 11?

JM: No, this year's Year 10.

C: (RL) A few years ago we heard about mastery and how it links across all subjects; it was exciting to hear how this would work.

VG: The departments do work together but it is very much a work in progress.

C: (JM) The current Year 11 already feeling more settled and the Head of Year and myself check the engagement and the aspirations. We have a success team using the tag line 'hitting the ground sprinting.' After the October mocks we will run more targeted interventions but attendance in Year 11 is still a concern at 87.7%. We have very aspirational targets at FFT5.

C: (MB) It seems ridiculous to set the subject level target so high. For example, target grade of 7.3 for computer science when they achieved 4.82 this year. It is simply not achievable to think that they can improve their grades by 2 1/2 grades.

JM: We have set very aspirational targets and have erred on positivity. We are not expecting the students to achieve those figures and will not hold the teachers to account against these targets.

MB: There is no point in having these targets if they are not real and achievable.

VG: We want to break the cycle of low aspiration, and these are healthy targets.

JM: We cannot afford another year of negative progress; we must shift the aspiration.

C: (JOB) These targets were set before the Trust approach was rolled out. The Trust wants to set targets as FFT20.

Q: (RL) Could we link the reward scheme in some way to achieving target?

AC: No, as it is about intrinsic motivation.

VG: We have spoken too much about negativity and it's time to be aspirational.

C: (MB) You stated in your report that the outcomes this year were a relief not a disappointment. Yet what you are saying is you were disappointed with these results and there is a need to be more aspirational.

JM: We could not have done more as a team with that year group.

Q: (MB) If you are so much more confident with this year's cohort, why are your 2024 forecasts not much higher than the outcomes achieved (an increase in Basics 4+ of 6% and Bascs 5+ of 3%?)

JM: We are re-looking at the predications and think they will change to 75% for 4+ and 55% for 5+ and P8 of +0.2. Much work still needs to be done with attendance.

Q: (MB) Do all the subjects that use the same exam board do the same mock paper?

JOB: Yes, the same paper is used with standardisation across the Trust. After the papers have been marked we get colleagues in from different schools to give feedback.

Q: (GS) Are questions that contain content that has not yet been taught removed from the mocks?

JM: Not all subjects do all papers. Maths students do all the papers but in geography and history for example they might take questions out that contain untaught content.

Q: (IF) 50% of the 55 students studying business did not pass. We have to ask should 50% therefore not have been studying business?

JOB: It could be that business was the fourth option for some of these students and they did not want to study this.

Q: (IF) Are you concerned about the staff's ability to deliver in business?

JM: No.

Key Stage 5

- Outcomes were lower than in 2019 and below forecast
- Average grade was a C
- Applied General – average grade Merit
- Forecasting was significantly out for a number of subjects

A level Summary

SCHOOL	Included in Measure		Pass		A*-A		A*-B		A*-C	
	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
Hessle High School	100	60	98%	99.30%	14%	14%	43%	36%	71%	71%
Consortium Sixth Form College	339	265	97.5%	91.3%	15.3%	12.8%	35.6%	35.7%	67.3%	63.2%
Yorkshire and Humber (provisional)				97.2%		23.0%		49.3%		73.8%
National (provisional)				97.2%		26.5%		52.7%		75.4%

Predictions for 2024

GCSE Basics 4+ 68%, Basics 5+ 41%

A Level B-

Applied General Merit+

Targets 2024

GCSE Basics 4+ 75%, Basics 5+ 51%

A Level value added +0.2

Applied General value added +0.4

SJ: We were extremely disappointed with the Key Stage 5 results as we did not forecast these outcomes and were on average one grade below in each subject. The average point score is up from 2019 but it was very low in 2019 too. The forecasting is usually particularly good, so we are looking into what happened with this. It could be where the grade boundaries changed. In history maths and English Literature the grade boundaries went up and the results therefore took a hit. However, some great boundaries did not go up and these subjects still underperformed so we need to be much tighter on the scrutiny. On the positive, the Consortium students that studied at Hessle did well so we can deliver if the students are capable. The students in this year's Year 12 are the right students on the right courses. Science and maths share a tracker and action plan as many of the students do both subjects and we have fortnightly reviews of this action plan. I still believe that the COVID ripple is working its way through Sixth Form now.

Q: (IF) What does this mean?

SJ: The students in the Sixth Form seem to have more reliance on the teachers and need more support to complete independent work.

VG: We have had conversations with all the staff about getting on and teaching the students that are in front of them and not having any more excuses.

10 SAFEGUARDING REPORT

- There are currently 10 CLA (Children Looked After)
- 6 students have a Child in Need Plan
- 3 Child Protection cases
- 51 logs for concern have been made
- There have been 13 referrals to Early Help

- All staff have completed the Annual Certificate in Safeguarding for Staff 23/24 and the senior leadership, heads of year and safeguarding leads have completed the Annual Advanced Certificate in Safeguarding for Safeguarding Leads

AC: We have taken communication out of CPOMs as this is now recorded in Arbor and this will reduce the number of logs on CPOMs.

Q: (NG) Can you challenge if a student refuses to engage with support given?

AC: There are some students and some parents that do not want to engage. If the parents refuse early help we cannot proceed as we need their consent.

Q: (KN) Has there been any changes to the number of bullying logs following the introduction of the change in wording around bullying that was discussed last meeting?

AC: This has not been launched yet. We wanted to launch the behaviour curriculum first and after half term I will roll out the communication around bullying wording.

11 GOVERNOR LINK VISITS

A Link Visit is expected every term, ideally the autumn term visit will take place before the next LGB meeting. Governors were reminded that a governor visit form must be completed for each visit and sent to GS.

A Haynes wanted to thank VG for his time following a permanent exclusion.

Governors were invited to attend the Year 5 and Year 6 open evening this Thursday. Governors requested an annual list of events so that visits could be planned around these events.

ACTION: All Link Governors to complete an autumn term visit

ACTION: Annual list of events to be circulated to all governors

12 GOVERNOR TRAINING AND SUPPORT

Governors must complete the safeguarding module prior to the next LGB meeting: "Annual Certificate in Safeguarding for Governors and Trustees (2023/24)"

Should Governors wish to get ahead, then the module that is expected prior to the January meeting is "Annual Certificate in Data Protection and GDPR Governors and Trustees (2023/24)".

ACTION: Governors to complete the safeguarding training module as a minimum prior to the next meeting

13 2023/24 MEETING DATES (all 5.30pm start)

Tuesday 28 November
Tuesday 30 January
Tuesday 23 April
Tuesday 16 July

14 ANY OTHER BUSINESS

None

15 ACTION POINTS

- 15.1 ACTION: Data showing number of stamps issued per teacher and how many students have not received a stamp to be given at the next meeting (minute 08)**
- 15.2 All Link Governors to complete an autumn term visit (minute 11)**
- 15.3 ACTION: Annual list of events to be circulated to all governors (minute 11)**
- 15.4 ACTION: Governors to complete the safeguarding training module as a minimum prior to the next meeting (minute 12)**

Part A meeting closed at 7.50pm