



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 23 April 2024 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mr G Burnett (GB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mrs E Kenny (EK), Mr R Lambert (RL), Mrs H Marshall (HM)

ALSO IN ATTENDANCE:

Mrs J Anderson (Assistant Head, JA), Mr A Chapman (Deputy Head, AC), Mr S Jarman (Assistant Head, SJ), Mrs J Meir (Assistant Head, JM), Mr J O'Brien (Director of Improvement and Standards, JOB), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Associate SLT / Head of Maths, DWi)

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

46 WELCOME

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

47 APOLOGIES

A Haynes and K Nicholson

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

Absent without apology: N Gaddu

ACTION: GS to follow up with N Gaddu as to the reason for her absence

48 DECLARATION OF INTERESTS

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

49 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 30 January 2024 were confirmed as a correct record and signed by the Chair.

50 MATTERS ARISING FROM THE MINUTES

50.1 Year 11 and Year 13 February mock data to be circulated to governors - see minute 52.1

50.2 All links must complete a visit and the visit report form before Easter – six Link reports completed

50.3 A Haynes and N Gaddu to complete the data protection training module prior to the next meeting – action carried forward, see minute 58

50.4 M Benson, I Frankish, N Gaddu, A Haynes and H Marshall to complete the Cyber Security module prior to the next meeting – see minute 58

51 HEADTEACHER’S REPORT

- Improved attainment seen in the spring mocks
- Improved attendance and behaviour
- Enhanced Resource Provision (ERP) confirmed for Cognition and Learning
- Top 3 risks:
 - Losing Good status in an Ofsted inspection
 - Moving to a single lunchtime will lead to challenges managing increased student numbers
 - The safety at the front of school with students, cars, buses and cyclists
- Year 9 options have reduced in line with other Trust schools
- Percentage of lessons deemed good by leaders has increased by 3% to 95%
- Work experience for Year 10 will take place in June and 65% students have secured a placement to date

52 PERFORMANCE

52.1 Performance Data Report

Key stage 4

- A second round of mock exams were held either side of February half term
- Headline measures are ahead of mocks last year, so it is projected outcomes will be in line with national average and targets will be achieved
- Year 11 attendance is a concern
- Subjects with low average points per entry in the spring mocks were religious studies, sociology, design and technology, French, history and maths
- Many interventions are taking place including maths and English during tutor time, revision timetables, revision classes and school led tutoring sessions

	Attainment 8				Basics % 9-4				Basics % 9-5			
	All	PP	SEND EHCP	SEND SUPP	All	PP	SEND EHCP	SEND SUPP	All	PP	SEND EHCP	SEND SUPP
2024 Target	52	47			75	66			51	38		
Autumn Mocks	36	28	11	21	49	38	0	23	24	14	0	8
Spring Mocks	40	31	11	25	58	43	0	29	32	16	0	8

JM: We are in a good position compared to last year although Year 11 attendance is still a concern. Members of SLT have been linked to non-attenders to support. There is still a risk in English with two long term sick absences. There is usually a big push in the lead up to the English exams by experienced staff, but that is limited with the sickness. We are carrying out interventions in tutor times and after school.

Q: (MB) What is the engagement of interventions?

JM: Really good attendance at Easter.

GB: During the Easter break we got 34 students in for the revision sessions and over 70 in the power lectures in English.

Q: (MB) Is there anything that you would have liked to have done but didn't?

JM: I would have liked to have started the success meetings and interventions earlier. I would also have liked the first round of mocks to take place earlier.

Q: (IF) What difference would that have made?

JM: We could have put support in place sooner. There is discussion centrally about the possibility of having just one mock next year but if we did go down to one round then we would carry out our own assessments.

C: (GB) As a teacher of English we put in early interventions, and I would definitely support the continuance of holding two rounds of mocks as when the mock data was presented to students it was very effective.

Q: (MB) What is the feeling of staff across the board?

GB: In English we've lost a key member of staff, but we have a very resilient head of department.

JOB: Year 11 assessment window is in the autumn term. The two sets of mocks are very useful for the subjects with multiple papers. If schools wish to continue with two mocks, I will say that having two rounds in English, maths and science are invaluable. For those with more vocational subjects or subjects with one paper, there may not be need for 3 assessment points (end of Year 10, November and February).

Q: (RL) By October, have all subjects finished teaching the entire syllabus?

JM: It depends on the subject. In maths for example we will have the majority covered so the students do all 3 papers. In English they may only do one paper of Literature and one for Language. Others may remove questions that have not yet been covered. All content has been taught by February half term.

GB: It is really useful running the mocks as it demystifies the exams for the students.

SJ: It should also be said that the switch to a 2-year KS4 has been handled really well.

C: (MB) Well done – things do really seem to be going in the right direction.

Key stage 5

- Spring mock value added was -0.62
- The mock outcomes are higher than this time last year
- A*A forecast of 23 % will be close to national, A*C (80%) is forecast to be above national
- Vocational: D*D forecast to be 41%, D*M 79% and D*P 100% with a positive progress of +0.26
- Attendance in Year 13 is a focus as it is 92.8%
- Much work has been done on accuracy of predictions
- Year 12 is a strong cohort with a strong work ethic

Q: (MB) What would you do differently if you had the chance to?

SJ: I would have ensured that the right students are on the right course with higher entry criteria. However, I do feel confident with the Year 12 cohort. Also, the Year 11 that have expressed an interest in coming to the Sixth Form are very strong.

C: (MB) Year 12 attendance is good.

SJ: We have reviewed our processes and will not accept attendance below 90%. We see the trends and have meetings with the students and families before their attendance drops below 90%.

Q: (IF) What are the excuses for absence?

SJ: Many and varied. We have more work to do with parental engagement.

C: (IF) At my Sixth Form Link visit it was impressive to see the amount of data you have at your fingertips and how you can cut data and filter it. This is a powerful tool at your disposal for the advantage of the students.

SJ: We can see there is still work to do with aspiration as we can push Wolfreton students to the higher grades more than we can our own students; we get better outcomes for other schools' students.

VG: Other students come with a thirst to achieve the higher grades, adding more value. This may be due to the family / social background. There is a piece of work to do with aspiration of Hessle home students.

Q: (MB) Would other schools say the same about our students – that they achieve higher than their home students?

VG: No – there is no evidence that they add more value.

SJ: Some of our students do not know what they really want to aspire to do – they are immature due to when Covid fell in their school life. It is not an excuse but does explain the situation.

52.2 Attendance

- Overall attendance is 91.7% (at the last meeting in January it was 91.1%)
- Attendance in Year 9 and 11 continues to be below national for their year groups. Year 9 is a concern but is improving (0.7%) and Year 11 is 0.3% off national
- Attendance in Years 7, 8, 10 and Sixth Form is above national. Attendance in Year 10 has increased by 1.4% from last term
- Year 11 has the lowest attendance at 89.9%
- Pupil premium attendance is 86.4%, compared to non-PP at 93.4%. The PP attendance gap is at 7% but is closing
- SEND support attendance is 88.1%, compared to non- SEND at 92.4%
- 22.8% students have an attendance of less than 90% (persistently absent), with the highest proportion being in Year 9.
- 40 students are severely absent (<50%) but this is reducing
- Non-attendance fine for term time holidays is increasing from £60 per parent per week to £80. More work is being done with parents about the importance of attendance.

Q: (EK) Do you think the increase in fine will deter parents?

AC: Not at all. A holiday outside of the school holidays is still cheaper. There is a pattern that at the beginning of the autumn term attendance dips and then picks up.

Q: (IF) Do you see a trend in year groups? And are the holidays short breaks or longer?

AC: There is more absence in KS3 but other than that, no. The holidays are usually one week or two, some significantly longer.

VG: Last year, we allowed anyone that missed the mocks to sit them on their return, but we have not allowed this to happen this year to deter from any term time holidays – the student receives a 'U' if they miss a mock.

MB: Very well done in improving attendance. Let's keep it going.

52.3 Behaviour

- To date, 74 children have had 153 fixed term suspensions, totalling 337 days. This is a reduction in number of suspensions year on year.
- Pleasing that Year 11 suspensions are 40% down on last year after two terms
- Main concern is around repeat offenders in Year 10 with 28 students in Year 10 having 52 suspensions
- There have been two permanent exclusions
- School is usually calm
- Students of concern with complex needs are supported including managed moves and onsite provision, several are on part time timetables or supported through SMASH, Tigers Trust, Mable Therapy etc. 235 students have been supported since September 2023 by these external agencies.

Q: (MB) Are the complexities in need consistent across the Trust?

CS: Yes, there are lots of Trust initiatives in place as we have not seen such a level of need before.

Q: (MB) Do you feel there is enough provision to continue this support? The level of need will not go down.

JOB: The provision across the Trust is very strong compared to other Trusts. There is always more demand than supply. There is a risk of culture of dependency, so we have gatekeeping processes.

C: (JA) *There is such a squeeze on external agencies such as CAMHS so the expectation to support comes back to schools.*

CS: *Some students cannot cope in a mainstream school, we then support that child by funding them to go to alternative provision. This is at considerable cost but that is the right thing for the child as they remain in education. We also have to consider that if at an AP the child will not negatively affect all other students.*

C: (RL) *I am involved in lots of permanent exclusion hearings at other schools and know that the number of exclusions is increasing year on year. The number of suspensions has reduced from last year but increased in Year 7 and Year 10.*

C: (VG) *There is no doubt we have an issue in Year 10 and more resource is needed. The issue in Year 10 is the attitude towards staff, the poor behaviour in Year 8 is small groups of students.*

AC: *There has been a reduction in classroom removals in the last 11 weeks compared to last year for the same weeks. There is much less disruption.*

53 DEVELOPMENT PLAN

There are 4 priorities to the Development Plan as follows. VG summarised progress against each:

- To ensure that students attend school regularly and behaviour and relationships remain good – *progress is being made in attendance and behaviour management*
- To improve outcomes for students at KS4 and KS5 so they are able to progress well to the next stage of their education – *indications are that the outcomes will be much improved on last year. JM has formalised the interventions used for Year 11*
- Ensure consistently high-quality leadership – *this is an area still to develop as there has been insufficient time to develop the Leaders programme*
- Ensure pupils have the reading skills to succeed – *reading for access and reading for purpose are being developed but at present there is insufficient data to see the impact of reading interventions*

54 SAFEGUARDING REPORT

- There are currently 8 CLA (Children Looked After)
- 10 students have a Child in Need Plan and 4 Child Protection cases
- 41 Operation Encompass notifications from September 2023
- 371 logs for concern have been made since September 2023
- There has been an increase in conflicting behaviours in Year 8 and an increase in cases of self-harm in Year 9
- There have been 15 referrals to Early Help
- All mandatory safeguarding training has been completed including Female Genital Mutilation and PREVENT

AC showed governors the tracking that is carried out regarding safeguarding; this is the background data to the figures presented in the report for governors and allows trends to be spotted which showed impressive detail. For example, a spike in racist comments following the summer holidays and comments dropping off following an assembly on tolerance. This assembly has therefore been moved to the beginning of the autumn term. Following a spike in inappropriate behaviours, the PCSO was invited to school and a session on healthy relationships was arranged.

Q: (EK) *When inappropriate behaviour is seen, do you work with the parents?*

AC: *Yes, we always educate the child with the behaviour teams and SEN teams if applicable and inform the family.*

Q: (MB) Now you have a complete picture of how to report behaviour do you believe it will evolve further or remain the same so we can map the data year on year?

AC: It is always useful to see trends and be proactive, but there may be tweaks.

Q: (MB) Will you use PowerBI to extract safeguarding data?

Job: Not from CPOMs as there is too much sensitive data. We use schools BI to set up our Power BI systems and we cannot give a third-party access to such sensitive data.

Q: (JOB) The NSPCC has reported that 50% girls have experienced sexist language / misogynistic behaviour towards them. Do you think there are enough ways for girls to report appropriately?

AC: Yes, we had spikes in the autumn term which drove encouragement to report. Girls are comfortable to report, and I will use pupil voice to ensure this.

Q: (IF) Do you believe that the student culture is changing so that they police each other with regard to behaviour?

AC: We are aiming to get to that. Students are increasingly more confident to raise issues, but it depends on the year group. Our PSHE curriculum ensures that issues are reported and dealt with appropriately.

Q: (MB) You have reported a spike in behaviours at Penshurst and you can have an influence on that. Are you seeing similar issues at other feeder primaries?

AC: We have good relationship with our feeders, but it is quite difficult getting into the schools as they are in different Trusts.

JA: As DSLs we have professional links with all the schools.

55 SEND REPORT

- 11.8% students on SEND support (national is 13%) and 3.4% have an Education Health Care plan (2.2% national). There are 14 students known to have an EHCP that are joining Year 7 in September which will take the percentage of EHCP students above national
- Highest need is Cognition and Learning
- Seeing an increase in referrals to the neurodiversity team for autistic and attention deficit hyperactivity disorder assessments. This increase puts strain on the admin resource in the SEND department, but the approval of the ERP and subsequent funding has led to the recruitment of an admin member of staff.
- The enhanced resource provision (ERP) for cognition and learning will open in September 2024 and will initially be for 10 students, 3 from Hessle High. JA explained that the students in the ERP will join different year groups following the foundation learning pathway. The plan is to grow the provision year on year and may include Sixth Form students in the future.

Q: (RL) Who is responsible for identifying who would benefit from being in the ERP? I have been in numerous permanent exclusion panels at other schools and there are many that would benefit. What is the process for applying for an EHCP?

JA: The statutory guidance states it should be a 20-week process from the application from a parent to the issue of the plan. The delaying factor is that the school must have 3 terms of evidence before a referral can be put in, and the evidence always involves lots of multi agencies.

C: (RL) So if you watch the students that need the provision you then have an area to migrate them to and avoid a permanent exclusion.

MB: Great work putting the bid together for the provision, well done all that were involved.

56 COMPLAINTS REPORT

- Trust schools have received 201 formal complaints since June. Of these, just 7.5% (15 formal complaints) are from Hessle parents/community

- There were 8 complaints in the autumn term and 7 in the spring term
- One support staff member is responsible for chasing completion of concerns /complaints and this gives the SLT the opportunity to respond quickly and allows trends to be tracked

57 GOVERNOR LINK VISITS

There have been 6 governor visits since the last meeting:

5 February 2024 – SEND Link visit – Liz Kenny
9 February 2024 – Sixth Form Link visit – Ian Frankish
21 February 2024 – Year 11 Link visit – Helen Marshall
29 February 2024 – Safeguarding Link visit – Andy Haynes
23 April 2024 – Attendance Link visit – Kallum Nicholson
23 April 2024 – Careers Link visit – Kallum Nicholson

MB thanked the governors for their visits and reports.

ACTION: All links must complete a summer term visit and report form before the next meeting

58 GOVERNOR TRAINING AND SUPPORT

Two governors have still to complete the mandatory training.

ACTION: A Haynes and N Gaddu to complete the data protection training module and the Cyber Security training module ASAP

59 NEXT MEETING DATE

Tuesday 16 July, 5.30pm

60 ANY OTHER BUSINESS

60.1 Uniform Policy

From September 2025 there will be a Trust wide Uniform Policy. Schools will retain their own logos.

If any changes to existing policies are made before then the change has to go through SLT. The reasons for moving to a Trust wide policy are consistency between schools, cost effectiveness and streamlined management of the policy.

61 ACTION POINTS

61.1 **ACTION: GS to follow up with N Gaddu as to the reason for her absence (minute 47)**

61.2 **ACTION: All links must complete a visit and report form before the next meeting (minute 57)**

61.3 **ACTION: A Haynes and N Gaddu to complete the data protection training module and the Cyber Security training module ASAP (minute 58)**

MB thanked everyone for their attendance and closed the meeting at 7:23pm

