



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 16 May 2023 at 5.30pm



**PRESENT:**

Mr M Benson (Chair, MB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mr A Haynes (AH), Mrs E Kenny (EK), Mr R Lambert (RL), Mrs H Marshall (HM), Mr K Nicholson (KN)

**ALSO IN ATTENDANCE:**

Mrs J Anderson (Assistant Head, JA), Mr A Chapman (Deputy Head, AC), 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.

**55 WELCOME**

MB opened the meeting by welcoming everybody to the fourth meeting of the academic year. Helen Marshall was introduced as a new Trust Appointed Governor.

**56 DECLARATION OF INTERESTS**

No conflicts other than those documented on the annual forms were declared. There were no conflicts specific to this meeting.

**57 APOLOGIES**

Ms N Gaddu and Miss K Staveley

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

Mr S Jarman (Director of Sixth Form) had also given his apologies for the meeting.

**58 PRESENTATION FROM YEAR 13 STUDENTS**

Three Year 13 Head Students had been asked to attend the meeting and take questions from the governors. The students were planning to go to university to study computer science, maths and philosophy and psychology.

*Q: (IF) Are you pleased you made the decision to stay at the Consortium Sixth Form?*

*Yes, some of my friends moved on to college and found the transition more difficult. I had connections here and so felt more comfortable, I had a good relationship with my teachers and that was the biggest factor to stay.*

*Knowing all the teachers meant I was looking forward to joining the Sixth Form.*

*Q: (IF) Did you look at different options?*

*Yes, but not as much as some of my friends. Some colleges didn't offer a physical chance to view.*

A handwritten signature in black ink, appearing to be 'M Benson'.

Q: (KN) *Is there anything you would change?*

*Nothing major but easier access to our bikes at lunchtime would be good.*

VG: *The problem is the bikes are behind the safeguarding line so it is a locked gate, but we will look into bike access.*

*I would also encourage separate rules for Sixth Formers regarding mobile phones as sometimes our independent learning session is held in the main school and I am not allowed to research using my phone.*

Q: (VG) *Could you talk governors through the process you had to go through to become a head student?*

*We completed an application form and then had a formal interview with Mr Groak, Mr Jarman and Mrs Greenley. I feel that this prepared me for the real world having to go through an interview.*

Q: (MB) *What is your role as a head student?*

*We have different roles; my role is to be the voice for my peers and prepare students for the future.*

Q: (EK) *Have you been supported in your role?*

*Yes, very much, especially by Mrs Wilson and Mr Jarman.*

*We have also been supported to run charity events.*

Q: (KN) *Do you feel there was been a change in relationship with staff members when you became a Sixth Form student compared to secondary student?*

*Yes we have a really good relationship and we feel more comfortable with the teachers.*

Q: (MB) *Have you experienced classes at other sites?*

*Yes, I've got one of my subjects at Wolfreton and I really enjoyed it. I got used to the travel and after at first being reluctant to go, I really enjoyed meeting the new teachers and being in a different school. I feel that this has helped me prepare for moving to a different learning environment. I also love having consortium Sixth Form friends.*

Q: (KN) *After all that you know now, if you had the choice again would you choose to stay at the Consortium Sixth Form?*

*Yes, absolutely.*

Q: (IF) *Did You explore other pathways?*

*We did, and our range of choices were communicated really clearly but I always knew I wanted to go to university.*

Q: (KN) *Do You have any advice for the new Year 12 students?*

*Start your revision early, make use of all the opportunities in front of you such as learning first aid and do this in Year 12 when you have less to fit in and enjoy every minute as it passes really quickly.*

Q: (MB) *As you were the last group that didn't sit GCSE exams due to COVID do you feel that this has affected your confidence to sit exams at A level?*

*Yes, very much it seemed really hard to believe that these exams are real although we have done lots of mock exams in real exam conditions, with invigilators.*

MB: *Thank you very much for your time this evening. You should all be very proud of yourselves and best of luck in your future.*

## 59 MINUTES OF THE LAST MEETING

**Resolved:** That the minutes of the meeting held on 24 January 2023 were confirmed as a correct record and signed by the Chair.

## 60 MATTERS ARISING FROM THE MINUTES

**60.1 ACTION: Head of Science to be asked to present at the next meeting** – this will take place in the autumn term when plans for improvement can be discussed

- 60.2 **ACTION: SJ to produce a KS5 update report for an update in March via Teams - complete**
- 60.3 **ACTION: VG to produce a one page summary of the SDP actions that have a red status in the HT 4 column for the May meeting - complete**
- 60.4 **ACTION: JM to provide an update of PP progress by year group - complete**
- 60.5 **ACTION: Attendance, Safeguarding, SEND and PP Links to carry out a visit before the end of term - ongoing**
- 60.6 **ACTION: N Gaddu to complete the Certificate in the Role of a School Governor - Outstanding action**
- 60.7 **ACTION: L Kenny, N Gaddu and R Lambert to complete the “Certificate in Data Protection and GDPR for Governors and Trustees (2022/23)” ASAP - NG still to complete**
- 60.8 **ACTION: GS to liaise with JM for a suitable date in March for a Year 11 and Year 13 update Teams meeting – complete.**

## 61 MINUTES OF THE EXTRAORDINARY MEETING

**Resolved:** That the minutes of the extraordinary meeting held on 28 March 2023 were confirmed as a correct record and signed by the Chair.

## 62 MATTERS ARISING FROM THE MINUTES

- 62.1 **JM to share the trust comparison data for the maths mock GCSE on basics 4+ and 5+ plus when available – complete.** Spring predictions suggest a progress 8 score of -0.55, basics 9-4 of 67% and basics 9-5 of 38%

## 63 HEADTEACHER’S REPORT

- Priority in the spring term was to prepare Year 11 and Year 13 students for their exams
- Two appointments have been made to the middle leadership team; Assistant Head of English and new Head of Year
- There is an ever-increasing number of children joining with educational health care plans meaning the SEND staff team have recruited to support these children
- A list of key dates was shared with governors and they were invited to attend any event

*Q: (KN) Have you checked the well-being of staff and students during the exam run up?  
VG: Regarding staff, they have all recently completed the Trust survey and the results for that will be released at the end of the academic year and they will also complete our own school well-being survey in June. We see if students are struggling and offer support. If any governor would like to see the exam process, then please contact Jo Meir. If anyone would like to attend any of the other events such as the Enterprise Day, careers week or the Aspirational Dinner then please contact Sarah Greenley and you would be very welcome.*

## 63b Quality of Education Report

- In March 2023 the Trust performed a through school curriculum review focusing on English and history



18.7.23

- Departmental reviews have taken place in each department with the strengths and areas for development listed
- Student voice has been positive: 99% of Year 11 respondents stated they enjoyed the mock interview day and 94% Year 7 have stated they've settled in well
- There are 8 Early Career Teachers
- Plans are in place to offer work experience to Year 10 next year

Q: (MB) How are areas for development fed back and is the department then re-audited?

LP: Yes, after each review, findings are discussed with the leader and a report is written up. They then feedback to the rest of the team. At the next review, action points feed into the next report. Reviews take place each term. Findings are also discussed at SLT link meetings.

Q: (KN) In the areas for development, has anything jumped out?

LP: No. 18 months ago some departments were not used to the quality assurance but now we are in a good place within departments.

Q: (AH) Can you evidence that improvement over the 18 months?

LP: Yes, the leadership team could provide data, book looks, student voice – we have a raft of information. It remains that some staff are still not as comfortable delivering lessons as they were pre-Covid.

Q: (AH) What are Purple Zone activities?

LP: These are opportunities to work independently; it can be a small assessed piece that is marked and feedback is given.

KN: On visits I have seen Purple Zone work in books and it is very impressive.

C: (JOB) This is a really good document. When the school is inspected as a through school governors will need to know where the strengths are carried through both schools.

Q: (MB) Do you do a similar report for Penshurst?

LP: No.

VG: We do not have guidance as there is nothing in the framework for through school inspections, but we should be able to talk about how we operate as a through school.

Q: (RL) In an LGB meeting in September we spoke about how different subjects interweave different aspects to improve quality of learning. Does this still take place?

LP: Yes, it continues to take place but it's not a finished product. Staff talk of threads that run through departments.

Q: (KN) Was anything that was brought up in the Key Stage 3 learner surveys also picked up in departmental reviews?

LP: Yes, due to the M&E that the departments are completing and the frequency of the department reviews, the surveys verified what we saw in the learner surveys.

C: (MB) The reporting of the student voice feels a little cherry picked as it states there are 20 questions, yet data provided from only 6.

VG: No, we can share the answers to all 20 questions, we just gave you the headlines.

## 64 ATTENDANCE AND BEHAVIOUR REPORT

### 64.1 Attendance

- Attendance to date is 90.9% (target 94%)
- Lowest attendance is in Year 10 (87.4%) and Year 11 (89.4%), highest in Year 7 (94.1%).
- 423 days have been lost through suspension and this is impacting on attendance
- Girls' attendance is lower than boys (89.9% compared with 91.9%)
- PP attendance is 83.7%
- SEND attendance is 87.1%
- The challenge 100 initiative which targeted a group of persistently absent students to achieve 100% attendance for six weeks was successful with 49 of these students no

longer being PA. The initiative will be repeated and will target students with 85 to 90% attendance

- There was a DfE supported audit into attendance on 11 May 2023 – findings will follow

Q: (MB) How many students were in the challenge 100 initiative?

AC: 217. 49 of which are no longer persistently absent and 15 hit 100% attendance.

Q: (HM) What other measures do you use for those that the challenge 100 did not impact on?

AC: We work with the year teams to raise the profile of attendance, we issue half termly letters to those with 100% attendance, we have a weekly draw for attendance in Year 7, we discuss the importance of attendance in assemblies and the EEF project starts in September and focuses on specific personal messages to each child and parent. On 11May, a group from the DfE met attendance leads both from this school and WHA and looked at trends per year group. Narinder has arranged a link attendance visit next week and we can share the action plan with her initially.

## 64.2 Behaviour

- 198 suspensions in the autumn and spring term by 74 students, most in Year 11 (63 suspensions from 21 Y11 students). This is a substantial increase from the same period last year in which there were 70 suspensions
- Number of days lost to suspensions to date is 423
- 2 permanent exclusions: drugs in school and persistent disruptive behaviour
- Most classroom removals take place in Year 8 and 9 for lower-level disruption
- The number of classroom removals from autumn and spring term is 1302, compared to 727 for the same period last year
- Staff have received training on de-escalation techniques. There continues to be a zero tolerance approach to students not showing respect or not upholding school values
- 40 penalty notices have been issued or are about to be issued, for low attendance
- New behaviour system will be brought in from September which sees a reduction in steps of sanctions from 5 to 3

Q: (EK) Attendance is good in Year 7 for girls, but then drops off every year between Year 8 and Year 11, why is this?

AC: We have found that lots of girls particularly in Year 8 stay off school when they are menstruating. We have done what we can and provide sanitary protection but the problem is around the resilience of parents. The challenge is to narrow the gender gap and the decline by year group is common and a national picture.

VG: Girls also seem to be affected more with anxiety.

C: (MB) The number of suspensions by girls in Year 8 and Year 9 is very high.

CS: We are faced with challenges daily, and you can see the number of incidents leading to suspensions this year compared to last has more than doubled. This is down to a key core of students. We expect high standards of behaviour and will sanction those that oppose this. There have been 10 suspensions in Year 7, all by girls. There have been two permanent exclusions this academic year and using alternative provision at the right time has prevented further permanent exclusions. Most suspensions are due to persistent disruptive behaviour and verbal abuse. Across the East Riding schools are seeing more high tariff behaviours.

VG: Over the year we have held the belief that the students in Year 11 and Year 13 were the ones that were most substantially impacted by Covid. We actually believe now the students in Year 8 and 9 are the ones that are most affected as they missed the transition from primary to secondary. It can be difficult to get the support from parents as they have either lost some ability to discipline or they are struggling themselves.

Q: (IF) Do staff in Year 8 and 9 receive additional support?



VG: Yes they do. We are looking at tightening the behaviour policy so there are fewer chances for correction. The School Development Plan will be more focused on behaviour and attitudes from September. We receive recovery funding and this has been used on pastoral support, such as an additional safeguarding member of staff, a roving pastoral leader and to fund external agencies such as the Life Skills Hub.

Q: (RL) I often volunteer to be part of the permanent exclusion panel for this school and other Trust schools and see the amount of time and resource that is taken before the final stage of permanent exclusion is reached by staff. This is admirable but it must be asked how much disruption at classroom level has there been for the rest of the students before the threshold is reached to perm ex?

CS: We use classroom removals to manage poor behaviour and this will be tighter next year.

RL: Disruption affects the quality of learning in the school and that must be the key focus area, with everything else being secondary.

VG: Mr Sinclair and his team work very hard being creative and using alternative provision when needed.

Q: (EK) Do you find that students having a period of time at alternative provision are as disruptive when they are there?

CS: Sometimes the students thrive in a different setting and the intervention has then worked.

VG: The cost of alternative provision is approximately double the funding that we receive. We have never had a permanent exclusion from an alternative provision so the placements are successful.

Q: (KN) Who are you more concerned about regarding behaviour, Year 8 or Year 9?

CS: Year 8. There is a small core of students in Year 10 of concern but of those the majority are at alternative provisions, The biggest concern with the Year 10 is their attendance.

C: (JOB) We are using B11 for a behaviour review on the 23rd of June, they will produce a report with recommendations. All schools in the Trust are moving to the same model behaviour policy which has the central message Warn Move Remove.

C: (AH) I have been on permanent exclusion panels at other schools and see the level of intervention that is given before a permanent exclusion. This has not been at the same level as Hessle, so we should be reassured that as much as possible is done before a perm ex is reached.

## 65 SCHOOL DEVELOPMENT PLAN

At the request of governors at the last meeting, VG had produced a summary showing actions from the development plan that had not yet been fully developed and the reasons for these not yet being in place.

Q: (IF) Do you have any information on Sixth Form recruitment as the measure of 40% recruitment from Year 11 does not look likely?

VG: We usually expect a retention rate for Year 11 of 40% students. We have 243 students in Year 11 this year and we are expecting 36% to stay which will be 87 students. The reasons are that some want to experience new provisions and there is a big pull to Wyke. The Trust average for retention is 28%. We have planned the curriculum and are fully staffed for Sixth Form next year.

Q: (EK) How do you promote the Sixth Form? Do you use Sixth Formers as the ones we saw tonight were very impressive.

VG: Yes, we do but we could do more to promote. The real positive is the relationship with the teachers and we will also promote the students enjoy travelling between Consortium Sixth Form schools.

Q: (HM) Do you spend anything on marketing?

VG: Marketing is a central function but the budget compared to colleges such as Wyke is tiny.

Q: (JOB) The number of cause for concerns is very high, I wonder if there is a danger of having too many logs? If they are incorrectly identified as a cause for concern the amount of work to review each one is substantial.

AC: I would always rather staff report any incident and I believe our number is high as we are very good at reporting any concerns. All the designated safeguarding Leads are due to meet in June and we are looking at the categories for logging concerns and will take out behaviours.

JA: I agree that logging any incident is building a picture and is invaluable information.

MB: I dealt with a complaint at stage three of the complaints process that was a bullying issue. The parents made an accusation that bullying was prevalent at Hessle and now we have all this information to hand I am very pleased that it is all logged. I would ask is the amount of work going through the concerns detracting from anything else done? But what I would also ask is what are the other schools missing if they are not recording such a level of cause for concerns. I will defend Hessle for reporting all incidents and the work done.

## 67 PUPIL PREMIUM UPDATE

- **Quality First Teaching**

- Alternative curriculum provision for some learners with greatest need
- Adaptations to curriculum plans

- **Targeted Academic Support**

- Literacy interventions following reading tests
- Yipiyap in class
- Double staffing of key groups in Year 11
- English and Maths Learning Assistants provide tutoring in class
- 2 Success Days have taken place off site for focused revision

- **Wider Strategies**

- Engagement at extra-curricular clubs is increasing in KS3 and KS4 – 33 clubs
- 13 students have enrolled on Smash programme to improve self-esteem, resilience and confidence
- 30 Year 10 students have started Mindspan programme to support with emotional well being
- Brilliant tutoring of Year 11 finishes this week and will then move on to years 7 to 10

JM informed Governors that the second round of testing for reading interventions took place on the 1st and 8<sup>th</sup> May and at the next meeting there will be breakdown of interventions for Years 7 to 9 presented.

## 68 ALTERNATIVE PROVISION

- 16 children are attending AP in 10 settings (1 from each of Year 7, 8 and 9, 4 from Year 10 and 9 from Year 11)
- Schools also use off site direction (12 weeks at a different school) to deal with behaviour. Daily attendance and welfare checks take place and CS visits AP termly
- 9 students have opted for elective home education

## 69 GOVERNOR LINK VISITS

There have been 2 visits since the last meeting:

24/3/2023 – E Kenny conducted a SEND and PP observation

31/3/2023 – N Gaddu visited a 'Success Day' revision session

The importance of completing the visit forms was stressed once again, as although governors are getting into school, without a form there is no evidence of this.

LP: Year 13 students have been into Year 11 groups to promote the Sixth Form and we have even launched a trip to New York.

VG: We are very lucky to have Steven Jarman in the Sixth Form who is strategic and effective and retention from Year 12 to Year 13 is 96%. Retention at Wyke is less than 90% and we should use this fact to students when they are considering their choices.

Q: (KN) Has the number of disadvantaged students increased in the Sixth Form?

VG: Yes, the figure used to be 10% but is now 25% which is below the proportion in years 7 to 11, but not significantly below.

C: (AH) It is important to promote other pathways that might attract more Year 11 students to stay on as university does not suit everyone.

MB: The three students we heard from tonight all spoke of the wide range of opportunities that they were told about.

KN: I can confirm that H Lawes is passionate about other routes.

Q: (HM) Do you target schools on the South Bank for the Sixth Form?

LP: There are some students from Barton and Barrow in years 7 to 11. It is usually those that have experienced key stage 3 and key stage 4 that then stay on at key stage 5.

## 66 SAFEGUARDING REPORT

- 8 CLA (Children Looked After)
- 13 students have a Child in Need Plan
- 1 Child Protection case
- 75 multi agency meetings from January to May. All case reviews and core group meetings have been fully attended
- 20 referrals made to Early Help
- All SLT have completed the L3 safeguarding training
- 1865 logs made as cause for concern
- 34 cases of bullying – 24 of which were verbal and most from Year 7 – bullying is addressed in assemblies driving the culture of the school values
- First case of child sexual exploitation reported

C: (MB) The number of causes for concern is very high at 1865, why is this?

AC: This could be that the staff are better at recognising a concern and logging it or that there are more issues. I believe that it is a combination of both of these.

Q: (MB) How do you discover bullying incidents on social media platforms?

AC: The parents tend to report these to us as when they are aware images have been shared as it is a criminal offence to share images.

Q: (MB) Do you have the police support in this?

AC: Sometimes it can be a challenge.

C: (JA) Statutory guidelines that came in in the last two years state the local authority safeguarding team has to be contacted with such images, I am not sure how effectively this was communicated to the police as two years ago the police did not accept their part in this but now they should be involved.

C: (MB) Surely it is a massive deterrent when students see that the police are involved.

AC: It is, and it also wakes the parents up to the significance of the incident. We send out regular tweets about Snapchat and advice from the national online platform to parents.

Q: (MB) If 50% bullying incidents occur in Year 7 surely education against this should be pushed further down the through school?

JA: We do work with Penshurst Primary and also other local primaries promoting online safety.

Q: (RL) Do most bullying cases take place between pupils from different primary schools when they merge into one year group in the secondary school?

JA: No - it tends to be conflict that occurred at primary schools that is then brought into the secondary school. Parents of Year 7 students are more likely to report these incidents.



**ACTION: Attendance and Safeguarding Links to carry out a visit before the end of term**

**70 GOVERNOR TRAINING AND SUPPORT**

**ACTION: N Gaddu to complete the “Certificate in the Role of a School Governor” and “Certificate in Data Protection and GDPR for Governors and Trustees (2022/23)” ASAP**

**71 RISK REGISTER**

There has been no movement in the order of risks and ‘failure to maintain robust safeguarding arrangements’ is still regarded the number one risk. This is due to the number of safeguarding incidents. VG informed the board that there was now a separate safeguarding risk register with school specific risks.

MB asked for the Register to be reviewed as it had not been updated since January.

**ACTION: Reviewed Risk Register to be presented at the next meeting**

**72 DATE OF NEXT MEETING**

Tuesday 18 July 2023, 5.30pm  
Pre-meet Monday 17 May 2023, 7pm online

**73 ANY OTHER BUSINESS**

**Ofsted Readiness**

JOB offered to run an Ofsted readiness training session for both Penshurst and High school governors. The session will last 90 minutes and will cover what is expected during an inspection. GS to send out a calendar invitation.

**ACTION: GS to organise an Ofsted readiness training session, conducted by JOB**

**73 ACTION POINTS**

**73.1 ACTION: Head of Science to be asked to present at the September meeting (minute 60.1)**

**73.2 ACTION: Attendance and Safeguarding Links to carry out a visit before the end of term (minute 69)**

**73.3 ACTION: N Gaddu to complete the “Certificate in the Role of a School Governor” and “Certificate in Data Protection and GDPR for Governors and Trustees (2022/23)” ASAP (minute 70)**

**73.4 ACTION: Reviewed Risk Register to be presented at the next meeting (minute 71)**

**73.5 ACTION: GS to organise an Ofsted readiness training session, conducted by JOB (minute 73)**

Part A meeting closed at 7.50pm

