



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 18 May 2021 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mr G Burley (GB), Mr V Groak (Headteacher, The Hessle Academy, VG), Mr A Haynes (AH), Mr R Lambert (RL), Mrs J Linwood (JL), Mr K Nicholson (KN), Miss K Staveley (KS), Miss JM Quinn (JMQ)

ALSO IN ATTENDANCE:

Mrs J Anderson (Assistant Head, JA), Miss A Pinkney (Year 7 Leader, AP, present for minutes 50 to 53 only), 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.

50 WELCOME

MB opened the meeting by welcoming everybody to this physical meeting and everyone introduced themselves.

51 DECLARATION OF INTERESTS

No conflicts of interest were declared for this meeting.

52 APOLOGIES

Full attendance from Governors. Apologies had been received from Mrs J Meir.

53 PRESENTATION: HEAD OF YEAR 7 – Miss Pinkney (AP)

Miss Pinkney explained that she had originally been a Head of Year, then Head of House and had been appointed Head of Year 7 again following the recent restructure in January 2021. Throughout this time, she has remained Transition Coordinator.

Key points were:

- The reputation of the school is such that the number of Year 6 pupils that choose HHS is high. As Transition Coordinator, AP visits primaries before the transition week and builds relationships with the pupils and parents.
- AP will remain Head of Year 7, whereas all other year leaders will 'move up' with the students each year
- There is an established tutor team that will stay in Year 7
- As Year 7 Leader, AP has the opportunity to embed all strategies from the start and put her stamp on expectations
- AP knows all 250 Year 7 students and feels in control and connected to them
- In the capacity of teacher, AP can also see the students in a classroom environment
- Year groups allows full year group assemblies with consistent messages given
- As Head of Year there is the facility to put specific class reports in place to pin point where the problem lies if things are going wrong

Q: (GB) Which are the feeder schools?

AP: Other than Peshurst, there is All Saints and Eastfield. I also work with Acre Heads and St Andrews Kirkella but they feed Wolfreton.

C: (VG) Six years ago when intake numbers were low Ali's transition work was critical. We have been getting our full numbers in for the last 4 years but have deliberately not changed our transition work as it is working. When the Year 7 students get a place, they are proud.

Q: (MB) The data for Year 7 is good despite it being a very difficult year – why do you think that is?

VG: That is difficult to say; it may just be a very settled strong cohort. The parents are very supportive and the children have settled in well.

AP: This year it has been very difficult to measure progress and attendance but I do hope that having the students in year groups will contribute to good performance and attendance.

AP was thanked and left the meeting at 5.45pm.

54 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 16 March 2021 were confirmed as a correct record and signed by the Chair.

55 MATTERS ARISING FROM THE MINUTES

55a ACTION: KN to discuss with VG/ LP how he can assist with student voice – it was agreed that KN, as Careers Link, would talk to the students about their career aspirations

55b ACTION: KN to look into mastery in English - complete

55c ACTION: NG to arrange a call with Jo Meir (PP Lead) to review PP progress and strategies) – MB as PP Link will arrange a visit with Jo M

55d ACTION: JM to provide more detail around subject gaps and the main subject focus areas – complete

55e ACTION: J Anderson to grey out non-applicable training in the Safeguarding Report – complete

55f ACTION: JM to inform Governors what proportion of the DA and SEND students came into school during the lockdown – 10.6% DA and 20% SEND attended

55g ACTION: Confirmation of number of learners eligible for Catch up funding and total funds to be circulated by JM - complete

55h ACTION: JM/ VG to present more information around the Catch-up Statement at the next meeting (approximate and confirmed costs, benefits, who will benefit, which subjects, what is hoped to achieve, how success will be measured and a RAG rating for the success of the strategy) - will be addressed in the PP Link meeting

55i ACTION: R Lambert to complete the NGA Safeguarding module - complete

55j ACTION: A Haynes and R Lambert to be sent the link for Data Protection training – Link sent and training completed

56 STRATEGIC TERMLY REPORT

56.1 Leadership and Management – V Groak

- Only 8 positive Covid cases since the school re-opened in March 2021
- Deadline for submission of CAGs is 18 June
- Hayley Lawes recruited as new Careers Leader
- Feedback week introduced (week commencing 28 June) where staff are invited to share their feelings and ideas
- Development Plan – new Plan is based on four terms, running from Easter. Will be presented at the next meeting so Governors can judge progress against each objective.

ACTION: VG to share the Governor group email address (hhs governors@hessleacademy.com) with staff should they want to raise any issue

ACTION: GS to circulate the link for Governors to view the ASCL presentation on how GCSE grades are awarded

56.2 Quality of Education

56.2.1 Quality of Teaching and Learning– L Price

- In September 2021 a coaching model with a checking system of classroom non-negotiables will replace lesson observations
- 3 priority areas for teaching and learning identified: develop reading, independence and metacognition and self-regulated learning
- 3 NQTs are making good progress but are receiving support as they have not had the full timeframe to develop their craft due to Covid

56.2.2 Curriculum Update

- Following full consultation, the Academy is moving to a 3-year Key Stage 3 from September this year. Subjects are currently reviewing their lesson content and sequencing to ensure they are suitable. Expanding the KS3 to 3 years will provide students with the breadth and balance of a full curriculum without narrowing their option choices prematurely. In addition, the students are more mature in Year 9 to make informed decisions about their options
- The Academy has been disappointed with the provision of all college providers with the exception of GTA, and so there will be a change in providers used.
- The English Department started a national 2-year trial with the Education Endowment Foundation last year. The trial will conclude this year, and has been successful, but the level of data is restricted due to Covid

Q: (JMQ) Have the NQTs given any feedback on their experience?

LP: Mon Davison has provided a very good mentor programme and has met them virtually or face to face weekly. The feedback is that they feel supported but haven't had the opportunity to see good practise as it is so hard to get into classrooms.

Q: (JMQ) Have you fed back your disappointment with the college providers?

VG: Yes, by LP and TCAT. We have had concern over the last 2 years and will move away from some providers.

56.2.3 Standards of Achievement – V Groak

- Year 11 cohort is 179, 54% boys, and is generally of lower ability than last year's cohort
- 58 are Disadvantaged (32%) and 30 students (17%) have SEND support

- Outcomes this year will be based on grades submitted to the exam boards. As Year 11 will not be examined on a whole course content, Progress 8 will not be published this year so very difficult to evaluate performance over the year
- It is expected that outcomes will be broadly in line with recent years
- Options delayed until Year 9 to allow for a 3-year Key Stage 3

Headlines: (figures in brackets show the comparative score at the same time last year)

- Progress 8 is currently -1.19 (-0.92)
- DA progress 8 is -1.25 (-1.13)
- 13% students are working at Strong Basics (9-5 in English and Maths) (19%)
- Attainment 8 score is 33.7 (36.2)

Q: (JL) I know the data collection was in December and we know why there are such gaps in attainment but what do you believe the Year 11 projections are?

VG: Overall, we will be in line with the last 2 years. The DA gap will be less than last year, gender gaps and ability gaps have not changed. Now know we need to push the more able DA students.

Q: (MB) Standard Basics is way down on this time last year (27% compared to 49%). Why do you believe you will achieve similar in August to previous years?

VG: The impact of Covid has made it pointless to compare against other years.

Q: (MB) 27% is where we are now with Standard Basics, so how will we get from that to national average?

VG: 27% was when the mocks covered the whole curriculum of each subject. We won't test on the full course due to the gap of learning between March and September.

It was agreed that the subject specific progress data was good to see but would be more useful if the size of each cohort was shown as data can be skewed by small cohort numbers.

ACTION: Additional column be added to the subject specific progress table showing size of cohort.

Centre Assessed Grades Update: (Worked with the Trust to agree a common approach)

- Students' grades will be based on 5 pieces of work, in the majority of cases these pieces of work will be the same for all students. However, if a student has missed more learning than others then further evidence can be submitted
- A portfolio of work for each student in each subject will be put together
- Students sign to agree to those pieces of evidence being used and can raise concerns at that point.
- 18 June is the deadline for grades to be submitted to the exam boards
- Between 18 June and 16 July, the exam boards quality assure and finalise the grades
- 12 August is GCSE Results Day
- There is the opportunity to appeal if the student feels that the grade does not reflect the quality of the work

Q: (MB) Are the assessments standard across the country or selected per school?

VG: They cannot be national as the impact of Covid across the country has been variable.

Some students have missed more days than others so there is great inconsistency. We use past exam papers. The portfolios will be weighted in favour of assessments using the Year 10 mocks along with assessments in early Year 11 and April. The Year 11 students will leave next week, following their last assessment.

Q: (RL) Is the coursework selected the same for all students in the class or more appropriate to each individual child as what is chosen will determine the result that may not suit all?

VG: We pick what best matches the performance of that cohort.

Q: (RL) Are the pieces chosen in advance?

VG: Yes, most (3 or 4) pieces are the assessments. We have been able to steer students in what the assessments will cover as they have not been assessed on parts of the curriculum that has not been covered. We cannot tell the students their grades until they have been externally moderated.

56.3 Personal Development Summary

56.3.1 SEND Update

- Report format has been changed after Link visit between JA and JMQ to show more comparable data
- 11.6% students receive SEND support (national 11.5%)
- Highest proportion of SEND students are in Years 9 and Year 11
- 1.5% have an Education Health Care Plan (national 1.8%)
- Higher than average percentage of students with an EHC Plan in Year 8
- Progress of SEND students is above that of their non-SEND peers and is significantly greater than SEND students nationally
- Internal gap is only -0.01 (reduced from -0.36 in 2020)

C: (JL) The SEND data is looking positive and reading through the SEND school profile section shows real care and great understanding for these students.

Q: (KN) With St Anne's School soon to open in Hessle, do you expect to see a change in SEND students here?

JA: No, we take high needs students now such as Downs. It is exciting to be linked with St Anne's as an Associate Member of the Trust and have access to their facilities.

Q: (JMQ) Do you compare SEND progress in other TCAT academies and share best practice?

JA: No but that would be a good idea. We only share at area level for the whole East Riding.

VG: There is a barrier to share some internal data as schools collect at different times using different collection tools. We will soon have access to Power BI which would enable us to view data from other Trust academies.

AH: It would be really useful to see the aggregate of performance so that we know how we are performing compared to other Trust schools and how the Trust is performing as a whole.

56.3.2 LAC Update

- 6 Looked after children in school, 10 previously looked after
- All bar one has very good attendance and are performing well. One will be placed in full time provision at a special school

56.3.3 Safeguarding and Child Protection

- 267 safeguarding concerns reported on CPOMs compared to 96 the previous term; a 3-fold increase
- 2291 CPOMs incidents this term compared to 3510 last term – reduction due to students not being in school over the majority of the Spring term
- Operation Encompass cases have increased to 16 from 9 last term
- All case reviews and core group meetings have been fully attended
- Recruiting a Deputy DSL. Statutorily covered with being a through school and a Deputy DSL being at Penshurst Primary

Q: (GB) Are the increases in safeguarding concerns and Operation Encompass reflected in other Trust schools?

JA: Yes, it is inevitable during these times and with possibly a recession on its way.

Q: (JMQ) Are the concerns mental health or other?

JA: There has been a significant increase in anxiety in students and parents around Covid. It all takes so much time to settle them back into school.

C: (VG) TCAT has encouraged leaders to conduct peer audits in other academies so Howden's safeguarding team will audit us and we will reciprocate.

JA: During the audit they are conducting student voice around concerns and anxiety.

JMQ: During my Link visit on 8 June, I would like to see the results from that student voice and possibly carry out some of my own. It is commendable that all conferences and meetings have been attended.

It was noted that the staff training was up to date. Two Governors (JL and JMQ) reported that they had actually completed the Safer Recruitment training and so the Report will be amended to reflect this.

ACTION: Two Governors have completed Safer Recruitment training – this to be reflected on the Safeguarding Report

56.4 Behaviour and Attitudes Summary

56.4.1 Behaviour

It should be remembered that the students have been out of school for 20 weeks this academic year so direct comparisons cannot be made year on year

Fixed Term Exclusions (student temporarily removed from school)

- 66 FTEs so far this academic year, compared to 98 for last year
- Year 9 has the most FTEs at 33
- Year 7 students have settled well, with just 2 FTEs for racial comments
- Covid defiance is the most common reason for an FTE

Permanent Exclusion (student expelled from school)

- 2 permanent exclusions this year (2 x Year 10 boys)
- A number of Year 9 are "at risk" of permanent exclusion and are being supported in numerous ways

Internal Exclusion (student removed from class for disciplinary reasons)

- Split provision – pastoral and booths for high end behaviour
- 287 incidents of IE compared to 707 last year
- New Inclusion Manager in place
- Year 9 has double the number of IE incidents than any other year group at 103

Low Level Behaviour – Reflection Room

- Used for low level disruption: staff discuss the behaviours with the students to reflect and change the behaviour

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

- 61% of C5s are boys

Q: (MB) How big a problem is behaviour in Year 9?

CS: There is a key cohort of 17 with 9 having key concerns.

Q: (JMQ) Are these 9 the same ones that are at risk of permanent exclusion?

CS: Yes, and they are influential.

Q: (KN) Is it repeat behaviour?

CS: It can be low level or repeated defiance – they are all on report and we are working hard with all of them as the last thing we want is to permanently exclude. The parents are on board and supporting the school.

VG: Most are disadvantaged, from Hull, are friends outside school that get caught up in petty crime. They are finding rigid routines very difficult.

CS: *There are 3 influencers and when they are not in school the atmosphere improves.*

Q: *(JL) Have they been here since Year 7?*

CS: *Most, yes although some are in year transfers.*

Q: *(JMQ) It is boys that are committing the majority of C5, C4 and C3s (65%, 68% and 75%) – is this due to the level of maturity?*

CS: *Yes, I think so.*

Q: *(KN) Have you noticed any synergy with feelings of staff in welfare surveys and student behaviour i.e. does staff morale suffer when behaviour is poor?*

VG: *We haven't looked at this but what we do know is that staff absence is higher at certain times of the year and there is a spike in behaviour at the end of half terms as the students and the staff are tired.*

C: *(LP) We run a staff well-being group and student behaviour issues have never been brought up.*

56.4.2 Attendance

- Attendance to date is 91.6% (2019/20 was 92.7%). There appear to be no patterns around absence but Covid anxiety is significant. Seen an increase in part time timetables to re-integrate students back to school
- Absence of 8.4% does not include Covid related absence
- Pupil Premium attendance is 85.3% to date (2019/20 was 88.9%). Lowest attendance is in Year 10 (78.5%)
- Non -PP attendance is 94.3% to date
- Proportion of Persistent Absence (student has attendance of <90%) students has risen from 23.5% in 2019/20 to 25.9% this year to date
- Disadvantaged PA is very high at 44.6% (national DA PA is 22.6%)
- 9 students have chosen Elective Home Education this academic year

C: *(CS) 91.6% attendance is a big concern but there is still huge anxiety around Covid. There is lots of work ongoing to coax people back. We are supporting 40-50 students each week with anxiety.*

Q: *(JL) There are very large gaps between attendance for PP and non-PP, particularly in Year 8, Year 9 and Year 10. Do the PP families state Covid anxiety as a reason for absence and do you believe some are now hiding behind the Covid banner?*

CS: *Yes, they could be. The PA DA figure of 44% is particularly concerning compared to National of 21%*

Q: *(MB) When was that national average from?*

CS: *2018/19 – so pre- Covid. We need live data. I believe we are one of the worst secondaries in the Trust for attendance. The DA attendance of 85.3% perhaps indicates that the less resilient families have been hit harder by Covid.*

VG: *The more vulnerable poor attendees live further away. Unfortunately, Covid has normalised absence so we have working parties looking at how this can be improved.*

Q: *(JL) Are the PA students the same offenders as last year?*

CS: *Yes*

Q: *(JMQ) Has the number of eligible PP students increased since Covid and has that had an impact on our persistent absence?*

VG: *No, in fact the proportion of PP in some year groups has gone down. I think we will see the proportion of PP drop with more children coming from the new houses being built in Hessle. I do think though that we are still masking Covid so when the furlough scheme ends in September we may see more hardship.*

Q: *(KN) Regarding poor attendance of those from the centre of Hull, could the buses start at Paragon Station for the ones living in the centre?*

VG: *The routes are planned with East Yorkshire buses when we provide the postcodes of our intake so the routes are there, but if they miss a bus they just won't come in.*

C: *(AH) Again aggregate data would be so useful as we can then see trends.*

Q: *(JMQ) If children are home educated – how does the CAG process work for them?*

CS: *They come off our roll and the parent would have to enter them as a private candidate. C; (VG) I am on the Fair Access Panel and we have seen a big increase in home educated children wanting a place back in schools.*

Q: *(KN) If you could look towards September and a return to routine what do you think attendance will look like?*

CS: *I really hope there is a return to routines and normality and our attendance climbs again, it has never been so low. I hope for attendance to be much improved; we aspire for 96% but it has been 94% for the last few years.*

C: *(VG) The diet of teaching and learning has not been what we want it to be. The students have had to sit in the same classroom all day with the same children but that is the reality and most are resilient to it. Hopefully, from September they can start moving around school again and enjoy all the facilities this school has to offer and they will want to attend.*

ACTION: Trust aggregate attendance to be included in the next Attendance Report

ACTION: Trust data to be included in the Strategic Termly Report as much as possible to allow for comparisons

57 COVID CATCH UP FUNDING STATEMENT

- £118,960 catch up premium has been allocated to the through school, £84,000 to the High School, funding is based on £80 per learner
- Catch up strategies are based on good teaching priorities, targeted academic support and wider strategies for support

Q: *(MB) The £80K costs to the exam boards this year – will that be coming back?*

VG: *There may be some rebate but this hasn't been confirmed despite teachers setting the papers, marking and moderating.*

VG: *There is an amount of Catch up funding unspent which may be used to deliver small group support or it may go to providing summer schools. The Government has encouraged schools to run summer schools but the uptake was low so they have extended the deadline. We have signed up and I have asked staff what they would like to offer. The staff proposals have to be with me after half term then we will select what we offer. It is likely to be at least Maths tutoring for Year 6 coming into Year 7.*

58 GOVERNOR VISITS

Link visits had not taken place since the last meeting in March although visits were planned over the next few weeks. A Haynes volunteered to accompany JM Quinn on 8 June (2.30pm) when she carries out a Safeguarding and SEND link visit with J Anderson.

ACTION: All Link Governors to conduct a visit and complete the Governor Report Form

59 GOVERNOR TRAINING AND SUPPORT

All Governors had completed the mandatory Safeguarding module 2020 and the DP training.

Governors were reminded that the expectation was to complete at least 2 NGA modules each academic year. M Benson, G Burley, K Nicholson and R Lambert to complete at least one more module before the end of the academic year.

ACTION: M Benson, G Burley, K Nicholson and R Lambert to complete at least one more NGA module before the end of the academic year.

60 POLICIES

The following policies had all been reviewed and approved virtually:

- Assessment, Recording and Reporting
- Curriculum
- Communication and Numeracy
- Teaching and Learning

61 DATE OF NEXT MEETING

Meeting dates for 2021/22 will be issued ASAP

62 AOB

None

63 ACTION POINTS

- 63a **ACTION: KN as Careers Link to carry out student voice around career aspirations (minute 55a)**
- 63b **ACTION: MB as PP Link to arrange a visit with Jo M to discuss PP strategy and how the LGB would like to see catch up funding presented (minute 55c and 55 h)**
- 63c **ACTION: VG to share the Governor group email address (hhsgovernors@hessleacademy.com) with staff should they want to raise issues (minute 56.1)**
- 63d **ACTION: GS to circulate the link for Governors to view the ASCL presentation on how GCSE grades are awarded (minute 56.1)**
- 63e **ACTION: Additional column be added to the subject specific progress table showing size of cohort (minute 56.2.3)**
- 63f **ACTION: Two Governors have completed Safer Recruitment training – this to be reflected on the Safeguarding Report (minute 56.3.3)**
- 63g **ACTION: Trust aggregate attendance to be included in the next Attendance Report (minute 56.4.2)**
- 63h **ACTION: Trust data to be included in the Strategic Termly Report as much as possible to allow for comparisons (minute 56.4.2)**
- 63i **ACTION: All Link Governors to conduct a visit and complete the Governor Report Form (minute 58)**
- 63j **ACTION: M Benson, G Burley, K Nicholson and R Lambert to complete at least one more NGA module before the end of the academic year (minute 59)**

The Chair thanked all the academy staff for their thorough reports and quality presentations and the governors for their challenge.

Part A closed at 7.12pm