



The Secondary Local Board of The Hessle Academy

Minutes of the meeting of the Secondary Local Board.
Hessle High School. Wednesday 3 October 2018 at 5.45pm



THE CONSORTIUM
ACADEMY TRUST

PRESENT:

Mr I Furlong (Chair, IF); Mr M Benson (MB), Mr I Billinger (IB), Mr M Craven (MC); Mrs A Etheridge (AE); Mr V Groak (Headteacher, VG); Miss K Staveley (KS);

ALSO IN ATTENDANCE:

Mrs C O'Loughlin (Head of English, COL), Mrs J Meir (Assistant Head for Data, JM); Mrs L Price (Assistant Head – Director of Studies, LP), Mrs G Stafford (Clerk to the Trust, GS); Mr S Wilson (Head of School, SW)

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 AND INTRODUCTIONS

IF welcomed everyone and introductions were made.

02 PRESENTATION - C O Loughlin

Questions posed: "Early indications suggest that progress of students in Key Stage 4 English this year lags behind that of other subjects. We understand that the results in English Literature contributed to this.

We know that we have the capability in our English teaching team to deliver excellent outcomes.

- On this occasion what did not go as well as planned?
- Why was that?
- What will we be doing this year to improve outcomes
- What can we reasonably expect in August 2019?"

Context:

- Results in English Language were better than in Literature and so the following discussion applies to English Literature GCSE results.
- 55% students at A Level Eng. Lit. achieved A*A suggesting a high level of expertise within the Department
- English Literature results at GCSE had fallen for the second year running
- There were 9 classes: 175 students in total
- 14% students achieved 9-7 (national 19%, school 2017 17%)
- 49% achieved 9-5 (national 55%, school 2017 58%)
- Forecasts were very accurate
- Progress was negative at -0.15
- Gap between Disadvantaged and non – Disadvantaged has narrowed to -0.37
- Gap growing between males and females (progress males -0.48 compared to +0.45 progress for females)

Signed by the Chair:

Date:

- 9 Nurture students (students with SEN requiring specialist support) were entered, when these results are removed attainment was in line with national
- 100 Year 10 students (from all 3 bands) were entered to sit their GCSE English Language exam with an average grade of 5, 25% achieved 9-7, 64% 9-5 and 81% 9-4

Elements that contributed to the fall in English Lit results:

- 16 staffing changes took place over the last 2 years
- 12 students (7% cohort) answered questions on texts that they had not studied
- 25 students did not answer or fully answer questions on unseen poetry which represents 20% of the marks
- Male performance was a full grade lower than females, particularly in the middle (C/D) band
- Following investigation, teaching of higher ability students was pitched more at A Level than GCSE

To improve outcomes the English Department:

- Early entry of students sitting English Language means there can be focus on Language in Year 10 and Literature in Year 11
- Tighter guidelines for course delivery have been set so that consistency in teaching is achieved
- Students will be shown the whole paper in PPE (pre- public examinations) to completely understand the format
- Unseen poetry unit has been added to the pathway with weekly revision classes
- Actions taken to address boys performance: boys only intervention, texts chosen that appeal more and joint working with Winifred Holtby as their Literature results for boys had improved
- Action taken to address number achieving higher grades: master classes to improve more stretch and challenge and smaller classes for A/B band
- Change of Pathway so most challenging texts are assessed in the mocks in November
- Standardised homework

Forecast Outcomes August 2019:

- Students to achieve 9-7 13%
- Students to achieve 9-5 65%
- Average grade 4.8

Q: (IB) There has been much volatility in teaching with high number of staff absences and restructure. Is the restructure complete now?

COL: Yes, the most volatility was in 2016/17, last year less so and the restructure is finalised now.

Q: (IB) What was the reason for 12 students answering questions about a text they hadn't studied?

COL: No reason was given. We have spoken to them all. They are all from different bands but they couldn't answer why they did this. In PPEs we will now give students the complete paper so that they are aware there are texts on there that have not been studied and they need to select correctly.

Q: (IF) Can you explain the process of Unseen Poetry?

COL: At end of the exam there is a question worth 20% on a poem that is not taught. We have now introduced an Unseen Poetry unit to the Pathway to build understanding and resilience. We will also rigorously track this as a single strand.

Q: (IB) Can you explain the drop in 9-7 grades?

COL: The number of top grades fell last year. We have investigated this and believe that a teacher who also teaches A Level was pitching the content too high. The content was more matched to that of an A Level and what was needed to answer for GCSE was not fully met.

Q: (IB) Do you not have quality control to ensure this is picked up earlier?

COL: That is fair; we should have picked this up.

Q: (IB) How can master classes address the needs of individual students when you say there are 45 students in the class?

COL: Master classes are structured around types of questions. These take place at 3.15pm once a week.

AE: Regardless of a student's ability, they are shown how to structure their answers around the level that they are expected to attain.

Q: (MB) Do the students see these classes as a punishment if they are held after school?

COL: Not at all. They are very receptive to what is taught, and attendance is excellent.

Q: (IF) How did you feel when the results came out?

COL: Disappointed. Language had held firm, but I was very disappointed in Literature outcomes.

Q: (IF) Have you seen a link between boys' performance and persistent absence?

VG: Anecdotally, yes.

SW: We do not track PA at subject level.

Q: (MB) At the meetings between yourself and your teachers to analyse results, were feelings aligned across the Department?

COL: Yes, there is a very cohesive will to move forward together. We have reflected on what went wrong and put in corrective actions.

Q: (MB) The teacher that was teaching top set, how did they take being removed from teaching that level class?

COL: Through discussions we came to the same conclusion together. That person is still teaching the top class, but not on their own.

Q: (IF) The number of students currently at 9-5 Basics is 15% compared to 19% at this time last year. Why is that?

JM: This is due to when the data was collected. The data was taken from July.

Q: (IF) So, if this meeting was the correct side of a data collection point, then the result would be different?

JM: Yes.

Q: (MB) In your forecasts you are expecting the number of students achieving 9-5 to increase from 49% to 65%, an increase in real terms of 30%. That is massive.

COL: We are confident in our forecasting. I would like to extend an invitation for governors to come to visit our Department to view lessons and see the tracking methods used.

Q: (MC) As Head of English what are you doing to improve the culture of reading that was criticised in the Ofsted report? (Area of development was cited in the Ofsted Report "a clearer approach to the development of pupils' reading skills and the culture of reading across the whole school, particularly in key stages 3 and 4")

COL: How to expand the culture needs to be embraced by the whole school. We are looking at providing more books to students and also introducing reading at tutor time. We are looking into putting up posters around the school of members of staff holding their favourite book.

VG: Students need to see us all reading; the impact of seeing staff reading would make an impact.

Q: (IB) Do you use audio books too?

COL: We are looking into using audio especially as a revision help. We are looking at using electronic text too; all GCSE texts are free on Kindle.

C: (IF) Thank you for your presentation and answering our questions. We will keep a keen eye on progress throughout the year. Thank you also for your invitation for governors to come into school.

COL left the meeting at 6.20pm.

Q: (IF directed to AE) Do you feel the English Department are one team?
AE: Very much so. The volatility did cause problems but we are not giving excuses.
Q: (IF) Do you think the ambitious targets are achievable?
AE: It is very difficult to say. There is little data to base the forecasts on. My honest answer is that I am a bit nervous as the figures are not based on much data, so it is tricky.
C: (IF) Thank you. We will track this very closely.
VG: I think COL underestimates the strength of her leadership. She has given a very positive response to the questions asked and I am confident that she will turn things round.

03 DECLARATIONS OF INTEREST

There were no conflicts of interest to declare for this meeting.

04 APOLOGIES

Apologies had been received from H Morgan and D Willoughby.

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

05 MEMBERSHIP AND APPOINTMENTS

The following constitution was noted:

Mr Ian Furlong	Chair of the Trust
Mr Martin Craven	Trustee
Mr Dave Willoughby	Trustee
Mr Vince Groak	Headteacher
Mr Scott Wilson	Strategic Link
Mr Matt Benson	Co – opted Governor
Mr Iain Billinger	Co – opted Governor
Mr Huw Morgan	Parent Governor
Mrs Annabel Etheridge	Staff Governor
Miss Kelly Staveley	Staff Governor

Appointment of Chair: IF raised that as Chair of the Trust it was not good practice to be Chair of a LGB and so had given notice last year that he would stand down. MB was prepared to stand as Chair. IF proposed, IB seconded and the vote was unanimously in favour of MB being Chair of the LGB.
Resolved: MB is Chair of Hessle LGB 2018/19.

It was agreed that IF chaired the remainder of this meeting.

Appointment of Vice Chair: DW was Vice Chair last year but as he is also a Trustee there needs to be clear delineation. IB put himself forward, IF proposed, MB seconded and all were unanimously in favour of IB being Vice Chair.
Resolved: IB is Vice Chair of Hessle LGB 2018/19.

Appointment of a DSEN governor: This was deferred to the next meeting

Appointment of a Safeguarding governor: D Willoughby

06 MINUTES OF THE LAST MEETING (26 June 2018)

Resolved: That the minutes of the meeting held on 26 June 2018 be confirmed as a correct record and signed by the Chair IF.

07 MATTERS ARISING FROM THE MINUTES

07a Outcomes of staff well-being survey to be reported at the meeting on 3 October - see minute 10cvi

07b ACTION: GS to recruit parent and staff governors – Two new staff governors elected. Letters to be sent out again inviting parental interest. MW raised that he would be happy to mention on the school Twitter account the need for governors with his contact details.

07c ACTION: Presentation from a House Leader regarding work on attendance to take place 3 October - action carried forward to 23 January 2019.

07d ACTION: SW to revise the table detailing equality information seen by the LGB - table had been updated but MW to correspond with SW regarding what data he would like to see, (minute 10cv)

08 MINUTES OF THE RESULTS MEETING (25 September 2018)

Resolved: That the minutes of the Results meeting held on 25 September 2018 be confirmed as a correct record and signed by the Chair, IF.

09 MATTERS ARISING FROM THE MINUTES

There were no matters arising from the Results meeting.

10 STRATEGIC REPORT TO GOVERNORS

Overall Effectiveness

This is a section giving the flavour of the significant number of enrichment activities at the Academy. VG said that following the Ofsted inspection the general feel of the Academy was positive. Staff were very confident and so were disappointed with the outcome although it was acknowledged to be fair. The staff now have space and time to move the Academy in the right direction.

VG reported that the Year 7 intake was 242, a significant increase from last year's 180.

Q: (IB) Does this bring additional pressure?

VG: It is great to have so many Year 7 students, but yes, there is pressure on class sizes with some classes being 33.

C: (MC) The down side is that the money from these pupils will not be received until next year so we have budgeted for this lag. We have allowed for more staff within the budget.

Q: (IB) Have other schools in the area seen an increase in numbers too?

VG: It is a combination of birth rate and students being attracted to this school.

Q: (MB) Are you secretly pleased you got Good so that you have something to work towards?

VG: We got very close to getting Outstanding in Sixth Form but yes, we can now show the impact.

C: (IB) I was perplexed to read in the report about radicalisation –surely this is not a major issue in this area.

IF: Radicalisation in this area is modest but it is an issue. The concerns are predominantly pockets of white male far right individuals. We need to be aware of it.

SW: The students are aware; however, they have issues recalling lectures / briefings unless it was a powerful event like 'Prison me? No way!'

VG: The report gives more credibility to three surveys carried out than ever before; staff, parents and student surveys.

C: (IF) I have read the report again and it is really good. It gives an impression of a warm, friendly school. There are clear challenges to address, but this is a great school to move forward.

10a ACHIEVEMENT (OUTCOMES) SUMMARY - JM

JM reported that as this is such an early meeting the forecasts will change after the PPEs in November. Data given today is from the data collection in July 2018. VG confirmed that at this meeting a snapshot of the new Year 11 will be given with more informed information given at the January and April meetings. JM also stated that when the results data is validated from the DfE she will give an update at the January meeting.

- Year 11 is smaller than in previous years at 151 students
- Progress 8 currently -1.1 (2017 was -0.64 at this time, forecast is +0.33). This is expected to increase after the PPE data collection in November.
- 9-5 Basics currently 15% (forecast 49%)
- Attainment 8 currently 36.4 (this time last year was 40.3) but improvement expected after the PPE exams in November
- Number of Disadvantaged students is 44 (29% of the year group)
- Progress of Disadvantaged students exceeds the Non -Disadvantaged in Years 8 and 9 but is lower in Years 10 and 11 (no data as yet for Year 7 students)
- There has been a change in the way targets are set for Year 7. They will now receive a target for the end of Year 8 not Year 11, which should be more motivational and give less anxiety
- School to school support is both ways in many subjects; e.g. JM is assisting Wolfreton in Maths and Wolfreton is supporting Hessle in Science
- Progress of girls is significantly higher than boys in all elements, with the exception of Maths
- Progress in Geography, Music and English Literature was significantly below average. There is a new subject leader in Geography and a change in qualification in Music to BTEC
- Progress of high ability students is lower than progress of students from other bands
- The link between attendance and outcomes for last year's Year 11 students was shared:

Attendance	Progress
100%	+0.88
96%+	+0.57
Less than 90%	-0.78

Q: (IF) COL referred to the amount of staff churn; is there a correlation between that and the lower outcomes in English Literature?

JM: Yes, there has been a big change of staff in the English department but we also need to track all Year 11 in a more rigorous manner. We need to make sure that what we are told is happening is actually happening.

ACTION: JM to report on validated 2018 outcomes at the January meeting.

IB left the meeting at 7.05pm.

MC requested that progress of Disadvantaged students is given year on year.

ACTION: JM to produce progress data for Disadvantaged students year on year.

Disadvantaged strategies:

- Disadvantaged Champion
- Disadvantaged First
- All Disadvantaged students have been interviewed to ask how they can be helped with their learning.
- Focus on attendance of Disadvantaged students

10a (ii) DSEN Update (report from Autumn 2018)

- 7 students with an EHC / Statement and 149 with SEN support
- Students with additional needs are above national in Years 7, 9, 10 and 11
- Outcomes 2018: students with SEN Support (K) stands at -0.2 which is better than national but the gap between SEN and non- SEN did not close

10b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY - LP

- Lesson observations have taken on more of a holistic approach and are a coaching model to develop continuous improvement which has been very well received by the staff
- Monitoring and evaluation of middle leaders has been introduced along with whole school monitoring and evaluation
- Layers of Support:
 - GROW Coaching is a new in house framework introduced by M Davison to structure coaching
 - School Centred Initial Teacher Training (SCITT) pairings is to support trainee teachers to work with experienced teachers
 - BTP Mentoring cycle to assist teachers that require support
- Challenge of some Year 7 classes having 30+ students, particularly felt in IT with limited work stations. Also, class sizes has led to a review of students in each set
- New partnership set up for Year 10 Construction and Hair and Beauty students with East Riding College – update to be provided at the next meeting.

ACTION: LP to report on the new partnership with East Riding College for Year 10 students

Q: (IF) Is the decision to move from lesson observations a more collaborative approach?

LP: Yes, the lesson observations were counter-productive, they were just a snapshot of one lesson. Teachers planned the lessons around the observation as they knew it was coming. There is more monitoring now and we listen to student voice and ask students to talk through their books.

C: (AE) This has added to the general good feeling between SLT and teachers as there are more conversations had, more of an open door policy. This is now seen as non-threatening, more cohesive.

10c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY - SW

10ci Overall Attendance

- Absence is 5.3% (national 5.4%). Academy target is 4%. Action: Continue attendance trackers and rewards for good attendance

- Absence of Non – Disadvantaged is 4.3% and of Disadvantaged is 7.5% (gap 3.2%). Attendance of the Disadvantaged is improving but slowly.
- Persistent Absence (<90%). 13.2% students (national 13.5%) have attendance of less than 90%. This was reduced from 2016/17 when it was 14.5%. Action: PA is a regular item on the student service team meeting agenda and the PA focus group works with families to break down barriers for attendance

10cii Behaviour

Fixed Term Exclusions (FTEs)

- FTEs as a percentage of the total pupil group 2017/18 was 3.8% (48), below the 2016/17 school figure and also below national average of 9.4%
- 10 students have received more than 1 FTE
- 75% FTEs are by Disadvantaged students , 79% of all FTEs are male
- there have been 3 permanent exclusions 2017/18 (0.7% of cohort) (national 0.2%)

C5 Interventions

- the number of students receiving C5s 2017/18 was 42 (4.9% of the pupil group). Number of incidents was 78
- there has been a reduction in the total number of C5s issued this year compared to last year
- 69% are male, 55% Disadvantaged

C4 Department Isolations

- 180 students received a C4 2017/18 (20.9% of the total group)
- 69% receiving a C4 were male, 49% were Disadvantaged

SW reported that the Consequences System is working with reductions of incidents seen in Fixed Term Exclusions, SLT Interventions and Department Isolations. A behaviour focus group involving a cross section of staff are looking into tackling low level disruptive behaviour.

Q: (IF) The low FTE number – is this because you are placing students in SLT interventions instead, i.e. masking the problem?

SW: No but we have increased the number of ways that a student can get an internal isolation. There are some non-negotiables regarding FTEs e.g. swearing unless there is a safeguarding reason will automatically lead to a FTE.

VG: Staff have fed back that they feel supported by SW and C Sinclair and with the behaviour system.

10c (iii) Safeguarding Children Report

The only difference since the last report is the introduction of a new system CPOMs. SW informed governors of a new appointment – a Mental Health worker employed by the Trust- working 1 day per week at each secondary school.

10c (iv) Looked After Children (LAC)

There are 8 LAC at the High School; 3 in Year 7, 2 in Year 8 and 3 in Year 11. Attendance of each LAC is closely monitored as some do cause concern. J Anderson has responsibility for the LAC reports now and has introduced the child's Attitude to Learning (ATL) score where 1 is the highest and 4 the lowest.

10c (v) Equality Report

Although reduced in size this report is still weighty. MB will feedback to VG what he would like to see on the Report.

ACTION: MB to revise the content required in the Equality Report.

Points raised were:

- Only in week 5 and have already had 13 in year admissions; 2 of which were permanently excluded from other schools
- Number of English as an Additional Language is high at 82, 26 in Year 7. KS reported that the young EAL students pick up English very quickly and are very keen to please

C: (IF) The number of excluded students being taken on could be an issue for the Trust. The problem is simply being moved around.

SW raised that he recommends accepting a managed move, and, usually that fails. When it does fail, the parent can be advised not to send the child to the school as he / she has already failed there. SW is involved in writing a managed move strategy for the Trust.

ACTION: IF to refer student managed moves to the Trust Board.

10c (vi) Well Being Survey

SW updated governors on results from a well -being survey carried out in July 2018.

- 70 responses, a 66% return rate
- Particularly positive responses were received to the following:
 - 93% enjoy working at this school
 - 76% feel supported at school
 - 98.5% believe they have good relationships with students
 - 97% feel safe in school
- Questions which weren't answered so positively were:
 - Only 58% felt their well-being was considered by the school
 - 46% felt their achievements were acknowledged
 - 60% knew what to do if they felt anxious at school
 - 56% felt they had a good work / life balance
 - 53% believed that school leaders considered the staff's work / life balance
 - 52% felt they would be supported if they raised concerns about their work /life balance
 - 54% felt their professional development was well supported
- Common themes were anxiety over lesson observations, cover for absent colleagues and being acknowledged for what they do, being listened to and equality for support staff
- For future surveys SW will split teacher and support staff responses
- Action already taken:
 - Lesson observations have been changed to a more coaching model
 - SLT cover staff absences
 - A staff social committee has been set up
 - Staff well -being day 26 October
 - Further survey planned for November

C: (IF) The reference to concern over the absence of professional development – if staff feel the same way at the next survey in November we need to look further into this.

Q: (MB) What are the levels of absence for staff?

VG: Last year we had 365 total days off for staff which is fairly low.

IF: Interrogating sickness data can be very revealing. I am meeting all the Chairs of the LGBs and will pick up issues such as personal development of staff.

11 TERMLY TRUST UPDATE

- Howden School joined the Trust 1 September and Holderness 1 October. This takes the number of learners to over 6200
- 3 schools have become Associate Members: St Anne's School, Swinemoor Primary and Winifred Holtby.
- J Simpson is the newly appointed Director of HR
- P Morris has worked with external consultants to identify capital projects.
- Looking to provide a Trust wide solution to IT
- DM visited every academy on the training day in September
- First Trust wide conference for teaching staff will be held in January 2019
- 23 colleagues attended a GDPR training session
- The second cohort of staff have started their Teaching and Learning Leaders course.

12 GOVERNOR TRAINING AND SUPPORT

All Governors were reminded to send certificates of any completed Learning Link modules to GS for filing.

13 MEETING DATES 2018/19

Spring Term meeting – Wednesday 23 Jan 2019, 5.45pm, Conference Room

Summer Term meeting – Wednesday 1 May 2019, 5.45pm, Conference Room

14 ANY OTHER URGENT BUSINESS

There was no further business.

15 AGREED ACTION POINTS

- 15a ACTION: GS to raise the deferred decision to appoint a DSEN link governor (minute 5)**
- 15b ACTION: Outcomes of staff well- being survey to be reported at the meeting on 23 January 2019 (minute 7c)**
- 15c ACTION: JM to report on validated 2018 outcomes at the January meeting (minute 10a)**
- 15d ACTION: JM to produce progress data for Disadvantaged students year on year. (minute 10a)**
- 15e ACTION: LP to report on the new partnership with East Riding College for Year 10 students (minute 10b)**
- 15f ACTION: IF to refer student managed moves to the Trust Board (minute 10cv)**
- 15g ACTION: MB to revise the Equality Report (minute 10cv)**

The meeting closed at 8.15pm.