



The Secondary Local Board of The Hessle Academy



Minutes of the meeting of the Secondary Local Board.
Hessle High School. Wednesday 22 January 2020 at 6pm

PRESENT:

Mr M Benson (Chair, MB), Mrs A Etheridge (AE), Ms N Gaddu (NG), Mr V Groak (Headteacher VG), Mr K Nicholson (KN), Miss K Staveley (KS), Mr D Willoughby (DW)

ALSO IN ATTENDANCE:

Mr M Craven (Trustee, MC), Mrs J Meir (Assistant Head - Standards, JM), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head – Student Welfare, CSi) Mrs G Stafford (Clerk to the Trust, GS), Mr D Willson (Director of Maths, DWi present for minutes 28 to 31)

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

28 WELCOME AND INTRODUCTIONS

MB welcomed everyone to the meeting and introduced N Gaddu who was attending her first meeting.

29 DECLARATIONS OF INTEREST

No conflicts of interest were declared for this meeting.

30 APOLOGIES

Apologies had been received from Ms C Sharpe and Miss J-M Quinn.

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

31 SUBJECT LEADER PRESENTATION – Dave Willson (Director of Maths)

DWi had been invited to present to Governors, to explain how tiering decisions are made and outline strategies for improvements in Maths.

Distinctions between the foundation and higher papers were outlined:

- Foundation:
 - students can achieve grade 1-5
 - questions to achieve grades 4 and 5 are at the end of the paper
 - 20% marks are from algebra questions
 - 50% marks are targeted around grade 3
- Higher paper:
 - allows grades from 4 to 9 to be achieved
 - questions to achieve grades 4 and 5 are at the start of the paper
 - 30% marks are algebra
 - 50% marks are targeted around grades 7, 8 or 9
- The split of students sitting each paper last year was 58% foundation and 42% higher

(national 2019 F59%, H41%)

- This split is expected to be F45% and H55% this year. The decision as to which tier students are placed depends on PPEs, teacher judgement and analysis of last year's exams

Long-term strategies for improvements:

- Mastery principles adopted
- Upskilling non specialist teachers through CPD
- Ensure the KS3 curriculum has the depth to develop the skills required to achieve at KS4
- Ensure assessments are an accurate picture of progress
- Give high quality lessons and address underperformance

Q: (MC) How do you ensure that skills are embedded before progressing?

DWi: We teach parts that are pre-requisites and then we test the students' understanding. We do not move on until everyone scores 80%+ on each part.

Q: (MB) What is meant by a non -specialist teacher?

DWi: Someone who is not Maths specific or a Maths graduate.

C: (VG) There is a shortage of Maths teachers nationally. We have three non – specialist Maths teachers now and seven specialists.

C: (LP) There are non -specialist subject teachers at every school.

C: (AE) Shared planning upskills NQTs.

VG: We also have two SCITT providers to recruit specialists.

Q: (MB) Are some students only taught by non – specialists?

DWi: Yes a small number at KS3. We do try and pair specialist teachers and non – specialists.

Q: (MB) Are the classes split into tiers?

DWi: KS4 is split by ability – banded.

Q: (MB) If I was in the higher tier, would it be more likely that I would be taught by a specialist?

DWi: No.

C: (LP) It should be said there are some very strong non – specialist teachers. We offer enhancement courses for non – specialists.

DWi: It is about the competency in front of the students and that is strong.

Q: (MC) Do you have a full complement of Maths teachers?

VG: Yes, we have recruited two so we now have a team of ten.

Q: (MB) Regarding tiering, when you choose to put a student on the higher paper you are doing so knowing that they are being asked to sit a paper that they may only be able to answer less than half the questions. How do you manage their expectations?

DWi: This is one of the most difficult things, but often their resilience surprises us and they want to sit the higher paper.

Q: (DW) What percentage of marks do you need to get a grade 5 on the higher paper compared to the foundation?

DWi: A student needed to get 80 out of a possible 240 marks to get a Grade 5 on the Higher paper and 184 out of a possible 240 marks on the Foundation papers last year but boundaries change. The experience is better on the Foundation paper but as more students were entered to the Foundation paper nationally last year the grade boundaries went up.

Q: (MC) What are your predicted outcomes this year?

DWi: Progress 8 at +0.23 compared to -0.03 last year. Attainment at 7+, 5+ and 4+ are all forecast very similar to last year.

Q: (MC) Is there a degree of nervousness about entering 55% on the Higher paper this year?

DWi: Yes, as it is an unknown paper but as a department we spend significant time looking at tiering.

JM: We only make these decisions for the right reasons for each student.

Q: (DW) Do Edexcel tell you how many are being entered to each paper nationally?

JM: They could but schools can change decisions right up to the day of the exam.

DWi was thanked for his presentation and left the meeting at 6.35pm.

32 MEMBERSHIP AND APPOINTMENTS

The Clerk explained that a Staff Governor cannot be Vice or Chair and so the LGB needed to elect an alternative Vice Chair.

NG volunteered to be Vice Chair. All were in favour.

Resolved: Narinder Gaddu be Vice Chair 2019/20

33 MINUTES OF THE LAST MEETING (16 October 2019)

Resolved: That the minutes of the meeting held on 16 October 2019 be confirmed as a correct record and signed by the Chair, MB.

34 MATTERS ARISING FROM THE MINUTES

34a ACTION: KN to discuss with VG / LP how he can assist with student voice / mentoring. KN explained that he had been in to the Academy twice now but still needs further discussions with VG about how he can help conduct student voice sessions. Action carried forward.

34b ACTION: LP to feedback comments from Student Voice sessions on the appropriateness of the curriculum - see minute 35a

34c ACTION: JA to report on Previously Looked After Children as well as LAC - complete, see Strategy Report page 21

34d ACTION: CSi to report on % of roll for each consequence level - complete for C5s

34e ACTIONS: Governors to complete the two mandatory modules ASAP – see minute 36

34f ACTION: Governors are encouraged to come into School to witness school events. Link Governors are to visit the School at least once per term

35 STRATEGIC HEADTEACHER'S REPORT

Overall Effectiveness

VG explained the steps taken to maximise staff wellbeing: reduction in data drops, changes to lesson observations, improved internal communication, employment of 2 cover supervisors, a minimum of 13% PPE time given, staff well-being day and ongoing staff development.

Staff surveys are conducted every 6 months and answers reveal that well-being is improving. Only 11 staff left the Academy during 2018/19 compared to 15 the previous year.

35a QUALITY OF EDUCATION SUMMARY

Curriculum

- Typicality grades remain the same. Four staff currently require further

- improvement.
- Lesson Observations: 9 lessons to be observed in January and then the cycle will be complete
 - Monitoring and Evaluation:
 - Student Voice has taken place at whole school and also enquiring how Year 7 feel they have settled into the school and Year 9 regarding option choices
 - 2 external visits: one on the culture of Reading with a development area being to develop vocabulary and another on Pupil Pursuit in Years 7 and 11
 - Development of an effective curriculum intent through all year groups; importance of curriculum mapping, regular curriculum review of sequencing (rationale of why lessons are taught in a particular order) and writing mastery into schemes of learning
 - Layers of support:
 - all staff are offered CPD in teacher led enquiry, retrieval practice, spacing and interleaving and cognitive load therapy
 - there are three teaching and learning leads groups this year (Reading and Vocabulary Gap, Independence and Purple Zone and Metacognition)
 - two members of staff are being trained to be GROW coaches
 - School Centred Initial Teacher Training (SCITT) from Wolds and GORSE
 - 3 PGCE students
 - 4 NQTs
 - Middle Leadership support provided by Heather Edwards
 - 2 members of staff are enrolled on the National Professional Qualification for Senior Leadership and 2 on the NPQ for Middle Leadership
 - Partnerships:
 - GORSE partnership proving to be very successful
 - 3 Specialist Leaders in Education are supporting other schools in MFL, PE and Computer Science
 - Continued partnerships with East Riding College, Hull College and GTA for vocational courses
 - English Department have embarked on a 2-year trial for Mastery to which students are reacting positively
 - Curriculum challenges:
 - Large class sizes in Year 7 and Year 10
 - 23 in year transfers since September 2019
 - Concern over Motor Vehicle Course at East Riding College

Q: (MC) The changes to the lesson observations were to aid staff well – being, yet the staff well-being survey results suggest that changes to the lesson observation have had less of a positive impact than when surveyed in July 2019 – why is that?

VG: In July, the results were overwhelmingly positive due to the timing. It will be interesting to see the next results.

Q: (MC) The different approach seen from Ofsted, how big an impact on you has there been?

LP: This is not a big shift; we need to ensure we have evidence to justify any change to the curriculum.

C: (VG) It should be said that the partnership with GORSE is a strength. We have set up a regional hub with LP and Mon Davison leading. This is attracting trainees and we also benefit from visiting other schools.

LP circulated information regarding College provision, which provided costs, average grades and subject progress. The new courses are more theory heavy, which does not suit this cohort of students. Exam results have gone down year on year and curriculum delivery is not

as effective in some providers. The average cost per learner for 2019/20 is £1210 yet the results last year were disappointing. A student satisfaction survey showed that 75% students described the teaching at College as “not as good as at Hessle.” LP wanted to make Governors aware that HHS were looking into whether these subjects were a viable option. DW requested that the information be broken down into the different providers so that any problem can be linked to a particular provider.

Q: (MC) Have you taken these issues up with Hull and East Riding?

LP: Yes, we have had an apology from ER College and a reimbursement.

C: (VG) We have to ensure that this fits with the curriculum as students have to be released each week.

KN: I attended East Riding College 7 years ago and it was well known that the Motor Vehicle course was of poor quality.

LP: It must be said that this is a problem with the East Riding Motor Course; I have had no issues at all with the GTA Motor Vehicle course.

ACTION: LP to report on the issues with College provision in the Quality of Education section of the Strategy Report for the next meeting

Q: (MC) What are your thoughts on the educational support you are receiving from the Academy Improvement Leads?

LP: The support is very beneficial and there are many groups collaboratively working but there is a need for leadership or departmental leadership development

35aii Standards

- Current Year 11 is 170 students, 45 are DA (26%)
- Information below is from the December 2019 PPEs

Measure	Current Position (LPS1)	Score at same time last year	Summer Forecast	2019 Result
Progress 8	-0.92	-0.67	+0.04	+0.01
Strong Basics	19%	26%	48%	44%
Attainment 8	36.2	40	45.5	46.8
DA Progress 8	-1.1	-0.7	-0.17	-0.25

- Progress 8 is forecast to improve to +0.04 but is currently -0.25 behind this time last year
- Strong Basics is forecast to increase by 4% to 48%
- House Leaders focus is to improve the attendance of the DA
- Summer borns are a target group for intervention as 36 of the 170 are born after April.
- Gender gaps are still evident with girls making more progress than boys. The English gender gap is currently -0.58 (2019 outcomes gap was -0.98)
- Progress of High Ability is less than that of others
- Early Entry English: 141 sat English Language in Year 10

Underperforming Subjects

- Science Trilogy: Current progress -1.36: change of exam boards.
- Separate Science Year 10 are on a new board and this is going well
- Chemistry: current progress -1.01. teacher getting support

- Spanish and French: progress -2.8 and -1.66 not enough curriculum time as only one language introduced in Year 7
- Music: progress: -3.48. Moved away from GCSE to BTEC

Governors queried the title of the report "Outcomes are consistently Good". JM argued that for the school's context with 30% DA and 10% EAL students a similar progress 8 national figure would be -0.3 and HHS are forecasting a P8 of +0.04 and so it is true to say Outcomes are good. The P8 for DA nationally was -0.44, Hessle DA 2018 was -0.35 2018/19.

C: (VG) There has been a significant change in leadership with four losses in the past 18 months. The SLT I now have are great but the impact of this change on outcomes has happened. There has also been the financial situation to consider with 104 students taught with no funding due to the lag.

JM: In Year 11 in the past we could make more gains as we had spare capacity in the staff and we could build in intervention periods but we only have me available to do that now. We are running the February PPEs as per the summer timetable to ensure the students experience the pressure of a real exam timetable in order to build resilience towards the exam series.

Q: (MB) How can you justify forecasting a slightly improved P8 result but you require a bigger jump from the current position to get there?

JM: Our forecasting at English Lit 5+ was not as accurate as we thought so this is being reviewed and so will drop below forecast.

C: (MC) But to forecast a P8 of +0.04 from a lower position than last year looks too optimistic.

JM: Last year there were a high number of in year transfers to Year 11. Without these transfers considered, the P8 would have been +0.23. There are not as many in year transfers in the current Year 11.

C: (VG) The profile of each cohort makes a difference and impacts on the P8. The current KS3 are stronger so we will see the benefits come through later. The current position of Year 11 has been briefed out to all and target setting is taking place this Friday. We have communicated that every student matters. We are also carrying out no notice lesson visits. We have introduced an interdepartmental competition to increase progress with the winning department receiving £15 per head to celebrate.

Q: (MC) The reason quoted last year for Early Entry English was to give students an example of exam pressure and this would reduce the pressure during Year 11, as the student would not have to sit the full suite of exams.

VG: This did not play out. Results were no better especially for High Ability students.

JM: This was the right decision at the time due to staffing constraints but there are no plans to enter early in the future.

Q: (DW) This is excellent analysis delving into summer borns etc. I am pleased that outcomes are forecast to be consistent. You used the word 'hopefully' lots of times so I ask how confident are you in the forecasts?

JM: There is definite caution in some departments, such as Science. Music is another grey area. English Literature had negative progress last year and middle ability girls are not doing well this year. The main issue is subjects in the Open bucket are low – these are the College courses, good things are going on but we await the impact.

VG: Two years ago our P8 put us in the top 10% nationally. Quality of teaching is better now with no inadequate staff. Yes, there has been significant change in leadership but we are forecasting positive progress. We were the best school in the Trust last year and we need to keep confident in the things we know work.

C: (DW) It is unrealistic to expect an improvement year on year on year.

VG: We have invested in KS3. I don't think we have taken our eye off the ball from Year 11 but last year's forecasts were accurate and we have no reason to believe this year's won't be.

JM: Forecasts will be revised after the next round of PPEs.

MB requested consistency in graphs – all 2020 data should be at the top. The P8 DA graph has 2020 information at the bottom.

ACTION: Consistency in presentation of graphs required – all graphs to have current data at the top

35aiii SEND Update

- 14 students with an EHCP / Statement and 138 with SEN support, slightly above national. All 14 are making at least expected progress
- 2 students have complex mental health needs and will spend a term at the Hub specialist Provision
- a bid will be submitted at the end of January to create an enhanced resource provision to support students with Down's syndrome. If successful, this unit could take 4 students and would have a manager and an assistant

35aiv Looked After Children Update (LAC)

- There are 4 LAC at the High School; 3 in Year 7 and 1 in Year 8.
- Attendance is generally very good and the average of the 4 is 96.7%
- All 4 are progressing well

35b BEHAVIOUR AND ATTITUDES SUMMARY

35bi Attendance Report

Overall Attendance

- Absence for 2018/19 was 5.8%, (national 5.5%)
- Current cumulative absence is 7.5%
- PP cumulative absence is 11.3%
- 55 Fixed Term Exclusions affect attendance as do students on part time timetables
- Persistent Absence (<90%). 20.3% students have attendance of less than 90%. DA PA is 38.6% (national 22.6%)
- Strategies to improve attendance include rewarding good attendance and tracking at house level. House Leaders have a Persistent Absent focus group to break down barriers for non –attendance, working with external agencies and carrying out home visits.
- 5 in year transfers have entered Year 11 – all with issues

Q: (MB) Why has attendance dropped so heavily?

CS: School target is 96%, we are now at 92.5% but last week (week 17) the attendance was 94.55%. 494 students have attendance of above 96% and 151 have 100% attendance. The number of FTEs has a big impact.

Q: (MB) How does this drop compare with other local schools?

CS: The Norovirus hit the schools to varying degrees and some reported attendance of under 80% during that period. Some schools closed. We stayed open but attendance did significantly drop. We are supporting students on part time timetables as this is the right thing to do for them but this does affect attendance.

VG: The average will start to go up. As the Year 11 leave in Spring the attendance goes up. This is seen each year.

Q: (MC) *Absence to date this year is 7.5%, compared to 5.8% last year. As last year's figure is a total figure we need to be able to compare like with like as you have said absence varies though the year.*

Q: (MC) *How many students have left to go elsewhere?*

VG: *Two*

ACTION: Attendance graphs to show absence for comparable time last year e.g. Autumn 2019 compared to Autumn 2018 not 2018/19 as a whole.

35bii Behaviour Report

Fixed Term Exclusions (FTEs)

- FTEs as a percentage of the total roll 2018/19 was 7.7% (72), national average for secondaries 10.1%
- 55 (5.3% of the Year 7-11 cohort) FTEs to date this year compared to 72 for whole 2018/19
- 37 students have received 1 or more than 1 FTE (3.6%) (National 4.7%)
- 12 students have received more than one FTE (1.2%)
- 40 of the 55 FTEs were by boys
- One permanent exclusion – Year 8 girl
- Students are more challenged than previously. Working on consistency of consequence system across all the staff and reduce the low level disruption

C5 Interventions

- The number of C5 incidents 2018/19 was 120 (12.35% of roll)
- 94 C5s in the first term 2019/20, 40 from 2 students in Year 8
- Strategies include reducing low level disruption, focus on intervention strategies for PP males in particular, effective use of Inclusion Unit, students on part time timetables

C4 Department Isolations

- The number of C4 incidents 2018/19 was 829
- 286 C4s in the first term 2019/20
- 73% receiving a C4 were male, 52% were Disadvantaged

C3 Class Teacher Detentions

- The number of C3 incidents 2018/19 was 1476
- 530 C3s in the first term 2019/20
- 67% receiving a C3 were male, 49% were Disadvantaged

6WW (6 written warnings a week leads to 1 hour detention)

Number of 6WW has dropped month on month since the introduction in September

8WW (8 written warnings in a week leads to 1 day in isolation)

Number of 8WW has dropped month on month since the introduction in September

Number of mobile phones confiscated has come down from 72 in September to 16 in December. Policy is mobiles must be "off and away" in the building.

35C PERSONAL DEVELOPMENT SUMMARY

35ci Safeguarding Children Report (Autumn term 2019)

- 0 children are subject to a Child Protection Plan
- 18 children are subject to Child in Need plan
- 106 safeguarding concerns logged
- 1 referral to EHaSH

ACTION: Governor safeguarding visit section to be updated on the CP and SG Report– MB in but not challenged

35d LEADERSHIP AND MANAGEMENT SUMMARY

- V White has taken up interim Headship at Keyingham Primary
- M Preston appointed as Assistant Head at PPS
- Year 7 2020 will be full with 307 first preference applications for a 190 PAN, an additional 60 students come from Penshurst
- 3 more staff will be needed as 171 Year 11 students will leave and 250 Year 7 will come in – an increase net of 79 students

36 GOVERNOR TRAINING AND SUPPORT

Modules

Two Governors are still to complete the mandatory Learning Link module Safeguarding: The Governor's Role.

ACTIONS: CS to complete the assessment section of the Safeguarding module. AE to complete the full module. All other Governors to choose one other module to complete

Governance Handbook

The Governance Handbook has been issued to all Governors throughout the Trust. The Handbook documents the membership of TCAT, vision and values, visit protocol, responsibilities of Link Governors and gives recommended questions in all areas of the LGB agenda.

ACTION: GS to circulate the Governance Handbook electronically.

37 GOVERNOR VISITS TO SCHOOL

K Nicholson had conducted a learning walk on 13 December. He observed two classes – Year 9 and Year 11. The report form had been completed.

It was agreed that KN's next visit would be to look at mastery within English.

ACTION: KN to look into mastery within English.

All Governors were reminded to complete the Governor Visit Form whenever they attend the Academy. It is a minimum requirement of the Link Governors to visit the Academy at least once per term.

38 DATE OF NEXT MEETING

Wednesday 6 May 2020– 6pm start

39 ANY OTHER URGENT BUSINESS

GS informed Governors to expect some policies on email for remote approval. These are policies that are due for review and all changes since the last agreed version will be shown in yellow.

40 AGREED ACTION POINTS

- 40a ACTION: KN to discuss with VG / LP how he can assist with student voice / mentoring (minute 34a)**
- 40b ACTION: LP to report on the issues with College provision in the Quality of Education section of the Strategy Report for the next meeting (minute 35ai)**
- 40c ACTION: Consistency in presentation of graphs required – all graphs to have current data at the top (minute 35aii)**
- 40d ACTION: Attendance graphs to show absence for comparable time last year e.g. Autumn 2019 compared to Autumn 2018 not 2018/19 as a whole (minute 35bi)**
- 40e ACTION: Governor safeguarding visit section to be updated on the CP and SG Report (minute 35ci)**
- 40f ACTIONS: CS to complete the assessment section of the Safeguarding module. AE to complete the full module. All other Governors to choose one other module to complete (minute 36)**
- 40g ACTION: GS to circulate the Governance Handbook electronically (minute 36)**
- 40h ACTION: KN to look into mastery within English (minute 37)**

The meeting closed at 8.50pm.