



## The Secondary Local Board of The Hessle Academy



THE CONSORTIUM  
ACADEMY TRUST

Minutes of the meeting of the Secondary Local Board.  
Hessle High School. Wednesday 23 January 2019 at 5.45pm

### PRESENT:

Mr M Benson (Chair, MB), Mr I Billinger (IB), Mr M Craven (MC); Mr I Furlong (IF), Mr V Groak (Headteacher, VG); Ms S Howroyd (SH), Ms C Sharpe (CS), Miss K Staveley (KS)

### ALSO IN ATTENDANCE:

Mr N Leckenby (House Leader, NL present for minute 17), 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.

## 16 WELCOME AND INTRODUCTIONS

MB welcomed everyone and introductions were made as two new Parent Governors, S Howroyd and C Sharpe, were attending their first meeting.

## 17 PRESENTATION

### N Leckenby (Cassio House Leader):

#### “House Leader monitoring of attendance, behaviour and progress”

- NL is House Leader of Cassio; there are 237 students in the House between Years 7-11
- NL explained that House Leaders analyse data daily from SIMs including attendance, behaviour and progress

#### Behaviour of Cassio House team:

Sept – Dec 2018			Sept – Dec 2019		
Sanction	No. Issued	% of group	Sanction	No. Issued	% of group
C3	100	46	C3	191	81
C4	50	23	C4	108	46
C5	2	1	C5	4	2

- Year 9 students have the biggest impact on behaviour, 73 C3s were given to Year 9 students, 72 of which were from just 6 students
- 30 C4s were given to Year 9 students, 1 student has 10
- 2 students each have 2 C5s

- 6 Year 9 students have been identified as a target to reduce behaviour by interventions, meeting with parents etc.

*Q: (IF) In terms of numbers; how does the behaviour of males compare to females and Disadvantaged and Non- Disadvantaged?*

*NL: Disadvantaged have more C3s and C4s and most are from boys.*

**Attendance:**

- Target attendance is 96% for the Academy, Cassio Jan 2019 was 94.8% and Academy was 94.9%
- 26% of the Disadvantaged Cassio cohort have an attendance rate of less than 90% and are thus PA. This compares to a 31% Disadvantaged being PA in the Academy.
- Strategies to improve attendance are: targeting of specific groups, parental engagement, Prom tickets etc.

**Progress:**

	<b>2017/18</b>	<b>2018/19</b>
All	-0.264	-0.667
Cassio	-0.041	-0.548

**Raise your Game (RYG):** Initiative was started to engage students and parents. Aimed at students with above average ability that may have become disengaged.

Students on the Raise your Game programme have to commit to keeping a progress diary to record their attendance, attitude to learning and behaviour. This diary is signed off by the House Leader weekly. Reward for improvements seen are: participation in a staff v students football match, ten pin bowling, reduced Prom ticket and inspirational talkers.

Impact on attendance by the participants of RYG:

- 74% have improved attendance, attendance has increased by 0.76% on average and Disadvantaged attendance has risen 1.35%
- Behaviour has improved amongst participants: C3s are lower by 60%, C4s are lower by 64%
- 85% participants have made positive progress; 9 are showing progress of more than +0.5.

*Q: (IF) Is the RYG initiative only targeting boys?*

*NL: We have discussed how to attract girls on to the programme. We are aware that more girls should be involved.*

*Q: (IB) Have you had comments from any girls or boys missing out on the programme?*

*NL: Last year, yes. I have had the odd comment about people wanting to join in but these are usually just before the football match.*

*C: (IB) I am arranging an initiative in Hessle called Twilight Football in anti- social areas. This might link into your work.*

IB and VG agreed to discuss this initiative after the meeting. NL left at 6.25pm.

**PRESENTATION: Staff Well-Being Survey – S Wilson**

SW gave governors background to the survey; as the SLT was a new team of 7 they were very aware not to impact on staff with 7 initiatives all at once and wanted to ensure the focus was on staff well –being.

The survey was completed in July 2018 and again in November 2018. As can be seen from the sample below there was on average a 10% increase in positivity between surveys:

Question	% Strongly agree July 2018	% Strongly agree Nov 2018
I feel supported at school	20	28
My well – being is considered	11	18
My achievements are acknowledged	7	17
I would be supported if I raised concern about my work: life balance	8	18

SW explained that the initiatives introduced following the July survey were: a coaching model rather than lesson observations, re-arranged duties with SLT carrying out extra duties and a staff Well – Being Day.

*C: (VG) Some staff still have negative feelings and are still waiting to hold us to account.*

*C: (MB) There is always a risk of a negative swing as they have seen action put in place following the July survey.*

*VG: We need to get the timing right of introducing new initiatives.*

*Q: (MB) Do you have plans for a student well -being survey?*

*SW: This would be worth doing.*

*VG: The Year 11s complete a survey at the end of the year which informs interventions for the following year.*

*Q: (IF) Several of the comments on the survey refer to noise at lunchtime. What is your view on the noise level and is it linked to behaviour?*

*SW: There is lots of noise as the bottom floor is a very populated area but the students are not shouting. We have a pass system where students with a pass can go upstairs to a quieter area for Clubs.*

*Q: (IF) How do you think the Trust Conference was received by staff?*

*VG: I think it gave everyone the sense of size of the organisation with over 450 staff present. The key note speakers have promoted lots of discussion. I think that staff would have appreciated some time to network but the Conference was received very positively.*

## 18 DECLARATIONS OF INTEREST

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

## 19 APOLOGIES

Apologies had been received from A Etheridge.

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

D Willoughby was absent without apology. GS to seek a reason for this absence.

## **20 MEMBERSHIP AND APPOINTMENTS**

MB again thanked and welcomed the two new Parent Governors: SH and CS. SH volunteered to be the Governor with specific responsibility for Disabilities and Special Educational Needs.

**Resolved:** S Howroyd to be the Hessle Secondary Board Link for DSEN.

**ACTION:** GS to arrange a meeting between SH and J Anderson (Academy SENCo)

## **21 MINUTES OF THE LAST MEETING (3 October 2018)**

**Resolved:** That the minutes of the meeting held on 3 October 2018 be confirmed as a correct record and signed by the Chair, MB.

## **22 MATTERS ARISING FROM THE MINUTES**

**22a GS to raise the deferred decision to appoint a DSEN link governor - complete.**  
(See minute 20)

**22b Outcomes of staff well-being survey to be reported at the meeting on 23 January 2019 - complete.** (See minute 17)

**22c JM to report on validated 2018 outcomes at the January meeting – complete.** (See minute 23)

**22d JM to produce progress data for Disadvantaged students year on year – complete.**  
(See minute 23)

**22e LP to report on the new partnership with East Riding College for Year 10 students – complete.** (See minute 23)

**22f IF to refer student managed moves to the Trust Board.** This has been requested to be in a Trust wide Exclusions Policy

**22g MB to revise the Equality Report – action to be carried forward now that more data is available.**

## **23 STRATEGIC REPORT TO GOVERNORS**

VG informed governors that first preference applications received for Year 7 for September 2019 was 181, plus approximately 48 from PPS. This is an increase of 35 students to last year. 147 Year 11 students will leave and approx. 250 will come in to Year 7, once the typical number of second preference students are admitted. As funding for these students is lagged, VG reported that there is a need to recruit an additional 2.8 staff. VG is requesting approval from the CEO to do this.

**23a ACHIEVEMENT (OUTCOMES) SUMMARY - JM**

JM reported validated data from the summer 2018 exams:

Measure	Academy	Local Authority Average	National Average
Progress 8	+0.21		
Progress 8 - Disadvantaged	+0.04		
Progress 8 – Girls	+0.5		
Progress 8 - Boys	-0.061		
Attainment 8	48.65	48	44.3
% achieving 5+ in English and Maths	47	46	39.9
% entering EBacc	24	32	35
EBacc ave. points score	4.06	4.17	3.83

**2019 Year 11 Cohort (data from LPS1 data collection December 2018):**

- 39% have entered EBacc (compared to 24% last year)
- Progress 8 currently –0.67 (in line with this time last year)
- 26% currently working at 5+ Basics (4% higher than this time last year)
- Some students have already achieved a 5+, having sat English Language a year early
- Results for Early English Language: 25% achieved 7+, 64% achieved 5+ and 81% achieved 4+
- Maths and English Leaders are meeting to discuss the tracking of the match up of English and Maths grades to optimise the basics measure
- Attainment 8 score currently 40 (in line with this time last year)
- Number of Disadvantaged students is 42 (29% of the year group)
- Current Progress 8 of Disadvantaged is –0.688
- High ability Disadvantaged progress is a focus
- Progress of Disadvantaged students exceeds the Non -Disadvantaged in Years 8 and 9 but is lower in Years 10 and 11. Disadvantaged Peer Review to take place 31 January 2019 by J Pickerill
- Progress of girls is significantly higher than boys in English, EBacc and Open
- Boys are making better progress in Maths
- Progress of high ability students is lower than the progress of students from other bands. Close tracking of high ability students is a focus in the subject SEFs (Self - evaluation forms)
- Underperforming subjects from 2017/18: English, Combined Science, Biology, Chemistry, Physics, Geography and Music.
- Actions taken: Working with Winifred Holtby to identify development areas within English Lit, whole school reading strategies, support from Wolfreton in Science, looking at exam papers to see if OCR is the most appropriate board for Science, Science and Maths Leaders meet fortnightly to discuss tiering, new

leadership in Music, course move to BTEC music and apps for Geography and Maths introduced.

- Concerns: Leadership in Science and no Physics specialist, staff changes within English and concern over standard of work completed in Music

*Q: (IB) What did you mean when you said that entering EBacc is not good for all students?*

*JM: Some students struggle to do a language and without a language they cannot be entered for EBacc.*

*LP: EBacc suits a niche group of higher end students. We need to provide a broad and balanced curriculum.*

*VG: The government has set a target of 90% entering EBacc by 2025 so we need to increase our entry numbers.*

*Q: (MB) When do you decide if students will do early entry exams this year?*

*VG: After the February PPEs. We need to carefully consider early entry, especially for the higher ability groups. Although 25% achieved 7+, we believe this figure would have been higher with another year's study and many would have got 9s. Perhaps the high ability band need more time to get a better grade for themselves and the school.*

*Q: (IF) So, the 100 that took English Language early, they can focus completely on English Lit?*

*VG: Yes they can but there are still 50 Year 11 students to sit English Language too.*

*Q: (MC) We heard from the Head of English at the last meeting following concerns around English Literature, do you feel any of the strategies put in place are working?*

*JM: Things are moving in the right direction but English Lit is still a concern.*

*VG: With the current leadership in English and the second being pregnant there is concern.*

*Q: (MC) You mention the early entry high ability band did not perform as well as hoped, was this the same in the other bands too?*

*VG: No, other bands did well. I would be interested to hear your perception on early entry, some see it as banking grades but we believe that by reducing the number of exams in Year 11, the stress will be reduced.*

*C: (MC) The answer will be evident if other subjects benefit from students sitting less exams in Year 11.*

*C: (IB) I believe it is good experience and preparation.*

*C: (IF) I don't believe early entry is gaming, we have good ethical reasons for doing it. The key is going to be the results in English Lit. this year, whether it pays off for the students.*

*C: (JM) Perhaps we could look into which other subjects could benefit from early entry, other than English and Maths.*

*Q: (IF) For 81% early entry students to achieve Grade 4 or above, this is very high so surely there is no worry?*

*VG: The problem is that the early entry students were not students from across all the ability bands, the average profile was higher / middle ability so perhaps should have achieved higher grades.*

*Q: (IF) With leadership changes in Geography, Music and Science, if the leadership is improved then logically we should see improvements?*

*VG: I believe we will see improvements in Geography as the quality of teaching is better but improvements in Music may take longer. We are focussing on these subjects as they were below the expected performance of the school. Some were below national average but some were not.*

*C: (MC) If we are content that the quality of leadership is better now that should lead to improvements at the appropriate time.*

*C: (MB) Unfortunately we cannot say the same for English due to impending maternity leave. Do you need to bring new resource in to cover maternity leave?*

*Q: (IF) Can we float talented Leaders across to English from within the Trust?*

*VG: We are not in a crisis situation; we have cover for maternity and we will manage with what staff we have in English.*

*Q: (MC) Last meeting you mentioned improving the culture of widespread reading, how is that progressing?*

*VG: We have introduced more resources to the library and in tutor groups and the Head of English read to the whole of Year 7. We are trying to change the culture and raise the profile of reading.*

*Q: (IF) The fact that 31% of the Disadvantaged cohort have attendance of under 90% is worrying.*

*SW: Without the work of the Disadvantaged Champion this figure would be higher.*

*Q: (IF) What about the Disadvantaged children that are not involved in the Raise Your Game programme?*

It was agreed that the presentation at the next meeting should be by the Disadvantaged Champion, Hayley Lawes to talk about strategies to improve the attendance and outcomes of Disadvantaged.

**ACTION: Hayley Lawes to be invited to present at the meeting 1 May to inform on the work of the Disadvantaged Champion**

**23a (ii) DSEN Update** (report from Spring 2019)

- 7 students with an EHC / Statement and 150 with SEN support
- Numeracy and Literacy Intervention sessions for Year 7 and 8 students are proving popular and successful as accelerated progress is being seen.
- Internal gap between SEN and Non – SEN is narrowing
- Assistant SENDCo resigned last term and will be replaced

**23b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY - LP**

- Typicality grades have been reassessed and an 11% reduction has resulted in ‘Good or better’ teaching; from 94% Good or better in April 2018 to 83% in December 2018.
- 42 staff have been observed since November 2018 within the new lesson observation process which is seen as a much more supportive exercise than previously. Some staff are choosing to be observed during more challenging lessons and this has led to the expected drop in grading.
- Monitoring and Evaluation at whole school and Middle Leader level is being closely tracked by learning walks and book scrutiny. 116 Learning Walks took place in the Autumn term and book scrutinies in every department.
- Layers of Support:
  - GROW Coaching is a new in-house framework introduced by M Davison to structure coaching. 7 staff are on the current programme
  - School Centred Initial Teacher Training (SCITT) pairings is an initiative to support trainee teachers to work with experienced teachers. Current pairings are in Languages, Maths and English

- BTP Mentoring cycle to assist teachers that require support. 3 staff will be on this cycle next term.
- 4 NQTs are closely mentored
- Curriculum challenges:
  - Reports of students studying Construction at East Riding College being disengaged led to meetings with the College and engagement is now much improved with a replaced tutor
  - Number of in year transfers was very high in the Autumn term but has now steadied. This led to problems with space and equipment
  - Students studying ICT are finding the course very challenging
- Partnerships:
  - GORSE: Hessle has joined a partnership with other providers which is an Outstanding provider of secondary Initial Teacher Training
  - Metacognition Training: Hessle teachers are joining a TCAT initiative for Meta cognition training (aim is to help the student think about their own learning more explicitly, by teaching strategies for planning, monitoring and evaluating)

### **23c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY**

#### **23c (i) Overall Attendance**

- Absence continues to drop and is currently 5.1% (national 5.4%).
- Academy target is 4%. Action: Continue attendance trackers and rewards for good attendance
- Persistent Absence (<90%). 12.7% learners within the through school (national 13.5%) have attendance of less than 90%. The secondary phase PA is 14%. This has 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
- Absence of Non – Disadvantaged is 4.2% and of Disadvantaged is 7.4% (gap 3.2%). Attendance of the Disadvantaged is improving and the attendance gap is closing, but slowly.

#### **23c (ii) Behaviour**

At every sanction level discussed below, the number awarded to students in Year 7 and 8 was reported as a concern. 2 members of SLT have behaviour as the subject of their Disciplined Enquiry Question (DEQ) in the Development Plan (see minute 25)

#### **Fixed Term Exclusions (FTEs)**

- FTEs as a percentage of the total pupil group 2018/19 is 1.9% (26), similar to this time last year but below national average of 9.4%
- 6 students have received more than 1 FTE (0.4%)
- 82% FTEs are by Disadvantaged students, 53% of all FTEs are male
- 41% FTEs were by students in Years 7 and 8
- The use of the managed moves process is being used between TCAT academies
- There have been no permanent exclusions (national 0.2%)

*C: (SW) The number of FTEs is an increase compared to last year at this time but it must be remembered that student numbers have increased and as a percentage of the student group this is identical to last year.*

*Q: (IF) Do you believe you have enough information regarding behaviour of students coming in to Year 7?*

*SW: We need to look at getting more information passed on from the primaries. The Inclusion Unit manager does observe targeted students in the first half term.*

#### **C5 Interventions**

- The number C5 incidents since September 2018 is 27 by 18 students
- 83% are male, 72% Disadvantaged

#### **C4 Department Isolations**

- The number of C4 incidents since September 2018 is 369 by 137 students. This is 14.5% of the student group.
- 66% receiving a C4 were male, 53 % were Disadvantaged
- 40% students were given to Year 7 and 8 students.

A focus group has been set up with the aim to reduce the number of C4s. Work is also being carried out in Years 7 and 8 on behaviour expectations and consequences.

#### **C3 Class Teacher Detentions**

- The number of C3 incidents since September 2018 is 714 by 228 students. This is 24% of the student group.
- 65% receiving a C3 were male, 46% were Disadvantaged
- 51% students were given to Year 7 and 8 students

#### **23c (iii) Safeguarding Children Report**

SW reported that due to the introduction of CPOMs (a system to log safeguarding concerns) he can report as a through school for the first time. The Safeguarding Report within the Strategy Report is therefore a through school report.

A discussion followed around the value of Safer Recruitment training at LGB level. If the Academy was to recruit at SLT level then Local governors would be involved in the recruitment process; therefore a pool of governors is required to be Safer Recruitment trained.

**ACTION: Director of HR to inform how many Local governors need to be trained in Safer Recruitment**

#### **23c (iv) Looked After Children (LAC)**

- There are 4 LAC at the High School; 1 in Year 7 and 3 in Year 11.
- Attendance of each LAC is closely monitored as some do cause concern. One has 100% attendance but 2 are PA.
- 1:1 exam based tutoring for the 3 Year 11 students.

IB is on the Children in Care Council Board and raised that children dislike others knowing they are attending PEP meetings as their status is then highlighted. SW said that they try to do these meetings out of lesson time.

### **23c (v) Equality Report**

No comments.

## **24 TERMLY TRUST UPDATE**

- The first Trust Conference was held on Monday 7 January 2019. Over 450 teachers from across the family of academies attended the event. Speakers included John Edwards, (Regional Schools Commissioner), who provided an outline of the national picture regarding the development of multi-academy trusts, Marc Rowland, whose area of expertise is disadvantaged students, and Mary Myatt, an education advisor, writer and speaker, who delivered two sessions on the curriculum and the importance of creating environments that provide high challenge but low threat for learners and staff alike. Feedback from colleagues has been overwhelmingly positive.
- On the same day a series of workshops and training events were held in academies across the Trust for Support staff colleagues.
- Currently working with Winifred Holtby and the DfE to convert that academy's status from Associate to Full member, a process which is hoped to be concluded by the end of this academic year.
- A number of appointments to the Central Service Team are likely to be made over the coming months, including a Strategic IT Manager and a Pensions Clerk
- Funding has been received from the DfE to run a project aimed at improving outcomes for Disadvantaged learners
- An application to SALIX – an energy efficiency programme – to replace lighting at Holderness Academy has been approved and this project will start shortly. Still waiting to hear whether applications to the same scheme for Croxby, Penshurst, Cottingham and Howden were successful.

## **25 HT SUMMARY OF DISCIPLINED ENQUIRY QUESTIONS**

VG explained that all SLT have Disciplined Enquiries set in related areas. The impact of actions taken over time need to be evidenced. The cycle runs from October to October and governors are invited to hear the feedback and be involved in setting the next DEQs. The focus for each member of SLT is detailed below:

- J Anderson: personalised learning, breaking down barriers to learning leading to a reduction in low level disruption in lessons.
- V Groak: To what extent can the through school Academy improve academic outcomes?
- S Jarman: To what extent can early engagement and individualised targeting increase the retention from Year 11 to Year 12?
- J Meir: Strengthen KS3 tracking and assessment to contribute to improved KS4 outcomes

- C Sinclair: Use character education programme to impact on levels of respect in school and the community.
- L Price: Improve Monitoring and Evaluation processes to aid Teaching and Learning
- SWilson: Co-ordinated approach to avoid increased workload on staff and, where possible, reduce it.

## **26 POLICIES FOR REVIEW**

The following policies had been circulated to governors in December 2018.

All amendments and review dates were approved:

- i) Access to Education (Review date January 2021)
- ii) Assessment Recording and Reporting (Review date January 2021)
- iii) Communication and Numeracy Policy (Review date January 2021)
- iv) Curriculum Policy (Review date January 2021)
- v) Marking and Literacy Policy (Review date September 2019)
- vi) Teaching and Learning Policy (Review date January 2021)

**ACTION: GS to make all agreed amends and circulate the updated 6 policies**

## **27 GOVERNOR TRAINING AND SUPPORT**

All Governors were reminded to send electronic certificates of any completed Learning Link modules to GS for filing. Governors were urged to use the SchoolBus that everyone has access to as it is a very useful resource and it is paid for by the Trust.

IF explained that he had carried out PP training to governors from Cottingham and Holderness. As it was received favourably, he will offer the same to all other LGBs within the next 6 weeks.

**ACTION: IF to offer PP training to Hessle Governors**

## **28 DATE OF NEXT MEETING**

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

## **29 ANY OTHER URGENT BUSINESS**

### **Hesslewide Trust**

IB is a Trustee of the Hesslewide Trust which is a charity that was set up to assist deprived children. Funds are available for individuals if a case is made for assistance. Requests were invited, to be sent to [ian.billinger@hessleacademy.com](mailto:ian.billinger@hessleacademy.com)

## **30 AGREED ACTION POINTS**

**30a ACTION: GS to arrange a meeting between SH and J Anderson (Academy SENCo) (minute 20)**

- 30b ACTION: MB to revise the Equality Report (minute 22g)**
- 30c ACTION: Hayley Lawes to be invited to present at the meeting 1 May to inform on the work of the Disadvantaged Champion (minute 23ai)**
- 30d ACTION: Director of HR to inform how many Local Governors need to be trained in Safer Recruitment (minute 23ciii)**
- 30e ACTION: GS to make all agreed amends and circulate the updated policies (minute 26)**
- 30f ACTION: IF to offer PP training, GS to coordinate (minute 27)**

The meeting closed at 8.25pm.