



The Secondary Local Board of The Hessle Academy

Minutes of the meeting of the Secondary Local Board.
Hessle High School. Wednesday 16 October 2019 at 6pm



PRESENT:

Mr M Benson (Chair, MB), Mrs A Etheridge (AE), Mr V Groak (Headteacher VG), Ms C Sharpe (CS), Miss K Staveley (KS), Mr D Willoughby (DW)

ALSO IN ATTENDANCE:

Mrs J Anderson (Assistant Head, JA), Mrs C Groak (Director of humanities, present for minutes 11 to 14), Mrs J Meir (Assistant Head for Data, JM), Mr K Nicholson (Guest, KN), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CSi) 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.

11 WELCOME AND INTRODUCTIONS

MB welcomed everyone to the meeting. KN (new Governor) was attending the meeting as a guest until his DBS is processed.

12 DECLARATIONS OF INTEREST

No conflicts of interest were declared for this meeting.

13 APOLOGIES

Apologies had been received from Miss J-M Quinn.

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

MB informed the group that unfortunately S Howroyd had resigned from the Board for personal reasons.

14 SUBJECT LEADER PRESENTATION – Claire Groak (Director of Humanities)

CG had been invited to present to Governors, as 2019 MFL outcomes were disappointing. Although the trend is an increase in outcomes over last 4 years, a dip was seen in this year's results: VA 2018 +0.565, VA 2019 -0.233.

CG explained that she is Director of Humanities and is accountable for MFL, Geography, Geology, History, ITT, RE and Sociology.

The following changes have been implemented or are long-term strategies:

- Every student will take a language from Year 7 and study the same language for 5 years. A second language can be taken as a second option but the student cannot change what they started studying at Year 7.
- Only French and Spanish are offered. Students are told what they will study as the two languages rotate.
- Staff have settled and responsibilities made clear
- More rigorous tracking ensures students are placed on the correct tiered paper
- Success seen with EAL students so looking to increase breadth of language exams offered
- Looking into increasing the teach time at KS3 to be in line with other schools in the area. Hessle have the lowest teaching hours in KS3 and KS4:409 teaching hours (2 hours per week) compared to other providers offering in excess of 600 hours
- With increased interest in languages, HHS would look to offer A level in house. Students could then see the pathway from Year 7 and uptake could be greater. Staff would also benefit from teaching to A Level.

Q: (MB) You have identified that not teaching a language at KS3 has been a factor. What stage are the current year groups at?

CG: Year 7 and 8 are studying one language for 5 years, Year 9 and 10 have done a limited amount in KS3 and Year 11 started Spanish in Year 9.

Q: (MB) Can EAL students do their own language as well as another?

CG: Yes, some do.

Q: (KN) Can the students choose which of the two languages to study?

CG: No. In order to keep both languages going we rotate them year on year. For example, all Year 7 students will study French for 5 years. Next year's Year 7 will all study Spanish. There has never been any criticism from parents so this model will continue. We inform the parents and students early – at the Year 7 Open Evening. We are also starting to talk to our feeder schools so that they introduce the language in Year 6 that they know the students will study at Year 7.

Q: (MB) Where will the additional teaching time come from in the curriculum?

CG: If language time goes up then something else will suffer.

C: (LP) We have to increase the EBacc entry and there is already a strain, so there is no slack in the curriculum. Language teams are at capacity so we would need more staff, as teaching languages is a unique skill set.

C: (VG) We may need to get a fourth teacher. We do need to address this but it has to be sustainable.

Q: (MB) Do you feel you have enough support?

CG: Yes, I have and I am comfortable with the realism presented.

Q: (KN) You reported that last year staff came to you for queries and disrupted your teaching. Has that eased now and are you coping?

CG: Yes, they used to come to tell me things whilst teaching. It is now understood that I cannot be disturbed. Heads of Departments meet fortnightly and any issues are picked up there.

Q: (DW) How is the general feeling in the team now?

CG: Languages and Geography are strong and content. History have issues as the Head of History stepped down after 4 weeks. RE are OK too. As a faculty there are many voices. We are confident we have set strategies that will improve outcomes.

CG was thanked for her presentation and left the meeting at 6.25pm.

15 MEMBERSHIP AND APPOINTMENTS

The Clerk explained that it was the Governing Board duty to elect a Chair and Vice Chair

annually.

MB was content to stand as Chair for a further year. Nobody else wished to be considered for the role. All Governors approved MB's appointment.

Resolved: Matt Benson be Chair for 2019/20

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

Resolved: Kelly Staveley be Vice Chair 2019/20

JM Quinn had informed the Clerk prior to the meeting that she was happy to stand as Safeguarding Link from 1 January. It was proposed that JM Quinn be asked to also be the SEND Link, as J Anderson is responsible for Safeguarding and SEND reports.

Resolved: The following Link Governors were confirmed:

Disadvantaged Link: C Sharpe

Safeguarding Link: J-M Quinn

SEND Link: J-M Quinn (to be confirmed)

Careers Link: K Nicholson

16 MINUTES OF THE LAST MEETING (11 September 2019)

Resolved: That the minutes of the meeting held on 11 September 2019 be confirmed as a correct record and signed by the Chair, MB.

17 MATTERS ARISING FROM THE MINUTES

17a ACTION: GS to seek the reason for the non -attendance of AE – GS had been in touch with AE who is currently on maternity leave but has attended this meeting.

17b ACTION: JM to update the 2018 data on the graph evidence presentation - will be evident in the January 2020 meeting data

17c ACTION C Sinclair to present the revised Behaviour Policy at the next meeting - see minute 19

17d ACTION: All governors to complete at least the following Learning Link modules: "Safeguarding: The Governor's Role" and "Progress and Attainment: using data to improve educational outcomes" by the end of September -see minute 23

17e ACTION: C Groak to be invited to the October LGB meeting to present improvement strategies - see minute 14

17f ACTION: VG to circulate important school dates for 2019/20 to Governors - complete

18 STRATEGIC HEADTEACHER'S REPORT

Overall Effectiveness

VG explained that the vision of students developing exceptional character, building cultural and global awareness and enjoying happy memories that last a lifetime was evident in the number

of events and school trips that have already taken place in the first half term. There had been over 300 trips, events and activities last year.

18a QUALITY OF EDUCATION SUMMARY

18ai Curriculum

- Typicality grades have been reassessed and 87% teaching was rated as 'Good or better' in September 2019.
- Lesson Observations: not marked numerically – viewed much more of a supportive exercise and has had a positive effect on well – being of staff
- Monitoring and Evaluation at whole school and Middle Leader level is being closely tracked by student voice forums and book scrutiny. Learning walks also continue to take place within each department by middle and senior leaders.
- Currently working towards the new Ofsted framework and the new key objective is to develop an effective curriculum intent throughout all year groups
- Trial deep dives have taken place
- Layers of support: all staff are offered CPD fortnightly, the third cohort of Teaching and Learning Leads has started, School Centred Initial Teaching Training (one placement from Wolds and nine from GORSE), 3 PGCE students on site, 5 NQTs undergo mentoring and leadership support is offered to recently appointed leaders
- Partnerships: GORSE partnership proving to be successful, 2 Specialist Leaders in Education are supporting other schools in MFL 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. This trial involves 110 schools and provides training so that KS3 teachers can deliver 3 elements: Literacy Heritage, Mastery Writing and Reading for Pleasure. Outcomes at the end of Year 8 and Year 11 will be measured
- Curriculum challenges:
 - Large class sizes in Year 7 with an intake of 250.
 - Concern over provision for vocational students on the Motor Vehicle course offered by East Riding
 - Large number of in year transfers in the first few weeks of term
 - Finance restraints due to lagged funding has led to large class sizes
 - Concern over covering certain classes (Computer Science, Sociology and Engineering) that have sole providers i.e. teachers that cannot be covered in the event of sickness

Q: (DW) What is the 'purple zone'?

LP: This is part of developing independence. Basically, students are given time to complete a difficult task on their own and they write this in a purple pen so we know that they have done this work independently. It gives the teachers knowledge of how much is understood. This initiative has been rolled out to the whole school.

Q: (MB) Are the deep dives targeted?

LP: Yes, from information received. We inform the subject leaders how to deal with deep dives, which are going to be part of the new framework.

Q: (MB) What is coming out of the student voice exercises?

LP: We question the students on their learning. They need to be able to verbalise the importance of the curriculum.

Q: (DW) Do you communicate "you said / we did" at the student voice, i.e. publicise what you have done in response to what has been said?

LP: Data is being collected now. We will feedback on what we find.

C: (VG) This is a mind-set change; less about outcomes and more about the curriculum offered. Ofsted will talk to parents, students, governors, teachers to determine if the curriculum is appropriate. In previous meetings we have spent a lot of time talking about outcomes. This report from LP shows how prepared we are for this change.

KN volunteered to carry out some student voice and offered to take a mentorship role.

ACTION: KN to discuss with VG / LP how he can assist with student voice / mentoring.

ACTION: LP to feedback comments from Student Voice sessions on the appropriateness of the curriculum

18aai SEND Update (Sept 2019)

- 13 students with an EHCP / Statement and 149 with SEN support, slightly above national
- Large number of students with EHC Plans in Year 7 is having an impact on resources but the department is coping well. All parents of Year 7 EHCP students are happy with the support for the transition to High School
- SEND students performed well at GCSE and progress of HHS SEN students was greater than SEN students nationally. Furthermore, the gap to non- SEN students at HHS narrowed.
- Changes in SEN team personnel have settled in well
- Unprecedented amount of EHCP applications to the East Riding

C: (VG) The size of the team at ER has tripled to deal with the increase in requests.

Q: (DW) What is the reason behind the increase in applications?

JA: We believe this is down to the way academies are funded. A non-SEN student receives approximately £4K per year, a SEN student £6K and if more support is needed top up funding is applied for using a EHCP. The top up funding can be £8K leading to a total fund for an EHC student to be £14K. This amount does not cover a TA wage even though 1:1 support may be required.

18aiii 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 since the start of term is 94%
- Performance in GCSEs for 3 LAC students was mixed: 2 had positive progress and one negative due to a safeguarding incident.

KN questioned the difference in number of LAC students declared on the Academy update (2) to the number discussed in the LAC report (4). JA explained that discrepancies occur due to Previously Looked After Children (PLAC) having to be declared in reports. Future reports will include data from both LAC and PLAC.

ACTION: JA to report on Previously Looked After Children as well as LAC

18b BEHAVIOUR AND ATTITUDES SUMMARY

18bi Attendance Report

Overall Attendance

- Absence for 2018/19 was 5.8%, (national 5.5%).

- Persistent Absence (<90%). 17.7% students have attendance of less than 90%. DA PA is 33% (national 22.6%)
- Absence of the Non – Disadvantaged cohort 2018/19 was 4.6% and of Disadvantaged is 8.6% (gap 4%)
- 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.
- New attendance team work well together

Q: (MB) How is Persistent Absence looking since the start of term?

VG: Data is skewed close to the start of term as there are not many working days to calculate absence.

Q: (DW) Are there any common themes coming through for absence?

CSi: Anxiety, illness, mental health. We also have students still on roll affecting our figures that are not even in the county. They have moved away but until they are taken off our roll we have to report on them.

18bii Behaviour Report

It was suggested that all consequences should be reported as a percentage of the student roll to be comparable year on year as student numbers are changeable and some months have 4 weeks, some 5. The variables make it impossible to show any trends.

ACTION: CSi to report on % of roll for each consequence level.

Fixed Term Exclusions (FTEs)

- FTEs as a percentage of the total roll 2018/19 was 7.7% (72), national average for secondaries 10.1%
- 45 students have received more than 1 FTE (4.5%) (National 4.7%)
- Number of Year 7 and Year 8 students having an FTE has declined due to effective use of Inclusion Unit.
- 52% of all FTEs are male
- 3 permanent exclusions (2 x Year 7s and 1 x Year 10)

C5 Interventions

- The number of C5 incidents 2018/19 was 120 (12.35% of roll)
- 71% are male, 65% Disadvantaged
- Strategies include reducing low level disruption, focus on intervention strategies for PP males in particular, effective use of Inclusion Unit

C4 Department Isolations

- The number of C4 incidents 2018/19 was 829
- 68% receiving a C4 were male, 57% were Disadvantaged
- 53% students were given to Year 7 and 8 students.
- More work being carried out on the younger offenders, written warning system minimises low level disruption.

C3 Class Teacher Detentions

- The number of C3 incidents 2018/19 was 1476
- 71% receiving a C3 were male, 46% were Disadvantaged
- 61% students were given to Year 7 and 8 students

- Introduced new 6 written warning and 8 written warning system in the revised Behaviour Policy

Q: (DW) Do you have safeguards in place when the Attendance Manager conducts home visits?

CSi: Yes, she doesn't go on her own. We now have four Student Services Managers to assist.

18C PERSONAL DEVELOPMENT SUMMARY

18ci Safeguarding Children Report

- J Anderson took over as DSL in June 2019. Prior to that S Wilson reported as a through school. However, as each phase has its own LGB it was agreed that information reported should only be specific to each school.
- JA explained that the report submitted contains through school information from September 2018 to 1 June 2019 and HHS information only from June 2019 to July 2019 making any comparisons between years impossible. Future reports will be HHS only.
- Vanessa Toole was appointed in September 2019 to replace Anne Hanning (Safeguarding Manager) who retired
- Increased use of CPOMs by staff. All safeguarding issues have to be thoroughly investigated by the Safeguarding team which is a pressure on time
- All staff Safeguarding training is up to date
- Report of school self-supported review concluded the school is very safe, had good student voice and students know what to do if they feel unsafe. 2 actions arose from the SSR: need a site security audit and CPOMs could be used more effectively. JA is visiting Hornsea school to see the extent to which CPOMs can be used

18d LEADERSHIP AND MANAGEMENT SUMMARY

- Focus on recruiting students for next year's Year 7 as PPS and All Saints have 50 fewer pupils in Year 6 but still hoping to be full at 250 September 2020
- Looking into the possibility of expanding PPS to a three form entry
- The problem of lagged funding continues to be felt with 117 learners across the through school not funded until 2020/21.

19 BEHAVIOUR POLICY

CSi took Governors through changes made to the Behaviour Policy. Changes made included positive stamps in Planners, a comprehensive list of sanctions from written warning through to fixed term exclusions and a tightening up on the use of mobile phones during the school day. This revised planner system will probably cause a spike in behaviour initially but is aimed at reducing low level disruption. Any C2 will get entered in the Planner so parents are aware. 6 C2s in a week will lead to a 60-minute detention and 8 C2s will lead to a day in the Internal Exclusion area

Resolved: Governors approved the Behaviour Policy

20 REVIEW IMPACT OF PUPIL PREMIUM PLAN 2018/19 AND AGREE 2019/20 PLAN

- 309 students eligible for PP funding 2018/19
- £334,470 spent (including an overspend of 54K) on PP strategies 2018/19. These included £70K on appropriate curriculum, £80K LEAP facility, £70K small group tutoring and £23K on a PP Champion: all of which will be carried forward to 2019/20

- Despite these strategies, PP outcomes and progress dropped from the previous year. Progress 8 gap increased from -0.2 to -0.345 and the Strong Basics gap increased (11% to 14%)
- Significant barrier to attainment is attendance. Attendance gap of PP students to non – PP students 2018/19 was -3.8%
- PP students have significantly more fixed term exclusions than non -PP (16% compared to 4%)
- Engagement at Parents' evenings, and afterschool classes is much lower for PP students
- A disproportionately high number of PP students suffer from low self -esteem and mental health issues
- 326 PP students (28% of roll) 2019/20
- Aims for 2019/20 are to have a positive P8 score for PP, reduce gaps in the following: attendance, progress, attainment and behaviour
- Planned spend 2019/20 is £320,537. This includes an overspend of £40,537

Resolved: Governors were content with the PP Plan for 2019/20 and the analysis of the PP Strategy 2018/19

21 ACADEMY DEVELOPMENT PLAN AND SELF EVALUATION FORM

VG summarised that the priorities identified in the SEF feed into the ADP.

Each member of SLT had been tasked with a research focus:

- VG: The organisation and practice of through schools in England
- LP: How to build an outstanding curriculum that delivers outcomes and the Hessle Academy vision
- CSi: Alternative provision in schools locally and nationally
- JA: Adverse childhood experiences – causes and effects
- JM: Motivation and progress of boys, especially PP boys

These research foci will be worked on and fed back to governors periodically.

22 TRUST NEWSLETTER

GS confirmed that the electronic Trust newsletter that had been sent to Governors in advance of the meeting was to continue every half term.

23 GOVERNOR TRAINING AND SUPPORT

All Governors have activated their link to The SchoolBus and the NGA Learning Link. However, a few Governors are still to complete both mandatory Learning Link modules (Safeguarding: The Governor's Role and Progress and Attainment: Using data to improve educational outcomes). The deadline for completion is Wednesday 24 October.

ACTIONS: Governors to complete the 2 mandatory modules ASAP

24 GOVERNOR VISITS TO SCHOOL

There had been no Governor visits to School in the first half term. GS emphasised that as a minimum, the Links must visit the school at least once per term.

VG invited Governors to attend highlights of the school year such as Results Day, Awards Evening and Open Evenings. Event dates have been sent to Governors.

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

25 REMAINING MEETINGS 2019/20

Wednesday 22 January and Wednesday 6 May – 6pm start

26 ANY OTHER URGENT BUSINESS

None.

27 AGREED ACTION POINTS

27a ACTION: KN to discuss with VG / LP how he can assist with student voice / mentoring (minute 18ai)

27b ACTION: LP to feedback comments from Student Voice sessions on the appropriateness of the curriculum (minute 18ai)

27c ACTION: JA to report on Previously Looked After Children as well as LAC (minute 18aiii)

27d ACTION: CSi to report on % of roll for each consequence level (minute 18bii)

27e ACTIONS: Governors to complete the 2 mandatory modules ASAP (minute 23)

27f ACTION: Governors are encouraged to come into School to witness school events. Link Governors are to visit the School at least once per term (minute 24)

The meeting closed at 8.25pm.