



## The Governing Boards of The Hesse Academy

Minutes of the Annual Meeting of the Performance Results Review  
Room F05, Heads Lane. Thursday 14 September 2017 at 5.45pm

### 1.0 GOVERNORS PRESENT

Mr M Craven (MC); Mr A Crossland (AC); Mr M Davison (MD); Mrs M Edwards (ME);  
Mr I Furlong (Chair to the Trust Board, IF); Mr V Groak (VG); Mrs E Hepburn (EH);  
Mr P Hogan (PH); Mr G Huckstep (GH); Mr M Kensett (MK); Mr H Morgan (HM);  
Mrs L Price (LP); Mrs M Raymond (MR); Mrs J Spencer (JS); Mr D Willoughby (DW);  
Mrs S Young (Executive Headteacher, SY)

#### ALSO IN ATTENDANCE:

Mr C Sinclair (Assistant Headteacher, CS); Mrs G Stafford (Clerk to the Trust, GS);  
Mr S Wilson (Assistant Headteacher, SW)

### 2.0 APOLOGIES:

Mrs E Buckley, Mrs A Fordham, Mrs L Hemingway, Mr K Key, Mr M Owen and  
Mrs J Woodford

#### ABSENCES:

Mrs S Goodfellow, Mr P Hardy, Ms J Heselton, Mrs A Rimmington and Mr P Withers

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

### 3.0 WELCOME

IF welcomed all to the meeting saying this was the first meeting within the TCAT structure and it was business as normal! Education remains the priority led by great leadership and efficient governance. He also said that the results throughout the whole-school were “reasonably solid” set against a background of change. He encouraged the governors to be critical and have in the forefront of their minds: what went well, what went not so well and why and what can be done to make it good.

### 4.0 2017 OUTCOMES

#### 4.1 J Spencer: Penshurst Primary School Results

##### 4.1.1 EYFS / Year 1 headlines were as follows:

- 80% pupils come into EYFS at PPS below or well below the Good Level of Development (GLD). Therefore for 70% pupils to achieve GLD at the end of EYFS is a great achievement. This figure has never been reached before – attributed to outstanding teaching and possibly the change in teaching; a move away from teacher led activities to focus on the child. This link between a change in teaching methodology and the results could be further confirmed following another year as the system was only introduced in January 2017.
- 94% pupils passed the phonics test at the end of Year 1 (national 81%)
- Reading at Key Stage 1: in line with national at both expected and greater depth

- 1 - Signed by the Chair: .....

Date: .....

- Writing at Key Stage 1: in line with national at both expected and greater depth
- Maths at Key Stage 1: above national at expected but below at greater depth

#### 4.1.2 Key Stage 2 Results

##### Reading

- expected attainment in Reading has dropped from 93% 2016 to 76% 2017 but this is still above national (71%). Those pupils reaching high attainment remains the same as last year (28% compared to 25% national)
- average progress score is +0.8 (where 0 is national)
- as yet there are no national figures for groups but internally Disadvantaged pupils are outperforming “national all” (i.e. not broken down into groups). However, there is still an internal gap of 10% between Non- Disadvantaged and Disadvantaged, in favour of Non – Disadvantaged. There are 16 Disadvantaged pupils and 34 Non- Disadvantaged and so each pupil accounts for 2%.
- non SEND outperformed SEND pupils. There are 13 SEND pupils in the year group.

##### Writing

- expected attainment in Writing has dropped from 90% 2016 to 82% 2017 (national is 76%). 22% reached high attainment (30% 2016 and national 18%)
- average progress score is +1.7 putting PPS in the significant + category (where national is 0)

*Q: (PH) What was the progress score for writing last year?*

*JS: 5.1*

- non-Disadvantaged children are outperforming Disadvantaged in attainment at the expected level
- non-SEND pupils are outperforming SEND pupils at a higher writing level

##### SPAG (Spellings, Punctuation and Grammar)

- significant drop in pupils achieving the expected standard: 72% compared to 93% in 2016; national 75%. Achievement at the higher level dropped from 33% 2016 to 30% 2017 but this is the same level as national.
- Non-disadvantaged are outperforming the Disadvantaged,
- non SEND are outperforming SEND

*Q: (IF) Why such a drop in attainment on SPAG?*

*JS: We have looked into this and there is no trend. The pupils either know the answer or don't; the only explanation we can put forward is you need to be fast to complete the test. It is the same for Maths; you need to be quick to answer 36 questions in 30 minutes and we predicted that pupils in this year group would struggle to answer at speed.*

##### Maths

- Maths results dropped significantly; just 64% pupils achieved expected compared to 83% 2016 and 75% national. 16% achieved the higher level (a drop from 28% in 2016, national being 23%)
- average progress score is -0.2. This dip below national for progress was due to 4 pupils; one EAL, one with an EHC and two that had inflated Key Stage 1 scores when they joined from another school. Without these 4 included the remainder of the group achieved a progress score of +0.8
- Disadvantaged are performing the same as Non- Disadvantaged
- non SEND are outperforming SEND

**Combined Score (Reading, Writing and Maths)**

- this score measures attainment in the above three disciplines from Key Stage 1 to Key Stage 2. Peshurst is 58% (national 61%) for expected attainment; a drop from 78% in 2016. 8% achieved higher level (national 6%) compared to 15% the previous year.

**Development Areas**

- need to increase the number of pupils that achieve the expected level or higher level across all subjects but with a particular focus on Maths. To achieve this there is an additional teacher in Year 6, enhanced intervention sessions, extra session of Maths and English per week, tutoring by HHS Maths teachers to prepare pupils for exams and more onus to be placed on all Key Stage 2 teachers, not just teachers from Year 6.

**Summary**

- number of pupils achieving the expected level has dropped across all subjects from last year; some significantly so
- this drop in results from the 2016 results was predicted; the cohort was known to be weak with 55% pupils being “imported” to the school in Key Stage 2, 32% of the year group being Disadvantaged and 26% with SEN.
- expected attainment is above national in Reading and Writing
- attainment at greater depth is above national in Reading and Writing indicating that the More Able are being stretched.
- progress is positive in all subjects with the exception of Maths

*Q: (PH) Do the pupils practice test papers?*

*JS: They do a SATs question every day but not the whole papers as it puts pupils off coming to school..*

*Q: (IF) What jumps out to me are the Disadvantaged versus Non – Disadvantaged results; the Disadvantaged are performing below in every single subject. Are you confident that your Pupil Premium plan is as robust as possible? I foresee that this will be a major focus for the LGB this year.*

*JS: We are judged on how our Disadvantaged are performing against Non – Disadvantaged others nationally and we fare well. Every single Disadvantaged pupil made positive progress up to Year 4*

*SY: The SLT have done much work on engaging parents of Disadvantaged children, raising awareness of how they can support.*

*Q: (IF) The Pupil Premium finance is spent across a range of activities; what works best?*

*JS: We spend the Pupil Premium money where it is needed across all year groups; it is the Just About Managing group that I feel we need to focus more on so they do not get forgotten.*

*Q: (IF) What disappointed you most about the results?*

*JS: The Maths results. We were very pleased to be above national in Reading and Writing but we had put such effort into Maths. Some pupils just missed the standard by a few marks.*

**4.2 V Groak: Key Stage 4 Results**

VG reported that the results were “solid”.

**The headlines were as follows:**

- 4 years of improvement
- headline forecasts have all been achieved and were very accurate
- National figures are not available yet but when compared to other schools in the region we rank 5<sup>th</sup> (6<sup>th</sup> last year) when Standard Basics (grade 4+) is considered

- 72% achieved Grade 4+ in English and Maths; national although not confirmed yet, is expected to be 58%
- 48% achieved “strong” Basics (grade 5 and above) in English and Maths. (National approximately 40%)
- the Attainment 8 score is 51.36; meaning the average grade is a 5
- 23% achieved EBacc; a reduction from last year but this was expected as a grade 5 is required in both English and Maths to achieve the qualification.
- the headline measure – Progress 8 score is +0.28 (pupils achieved over a quarter of a grade higher than their peers nationally). This is an excellent result placing HHS in the top 12% schools nationally.
- 24% of all grades were A\*A (9-7) which is higher than national
- particularly successful subject areas with regard to number of students achieving an A\* - C pass (Grade 9-4) were: Textiles, German, Media, Art, photography and Computer Science
- 49% students achieved A\*A in Biology and 40% A\*A in History
- SEND students made almost as much progress as non – SEND (+0.26 v +0.29)
- the internal gap between Disadvantaged students and non – Disadvantaged still exists but has narrowed; -0.56 in 2016 and -0.41 in 2017. The gap is now smaller than national (-0.44). Gaps further down the school are much smaller and has even been reversed in some year groups.
- 4 subject areas are the focus for improvement: Geography, Science, Music and Performing Arts. Geography is on this list due to its decline over 2 years as used to be one of the most successful subject areas. Subject Leaders in the above 4 subjects have had meetings with SLT to examine the reasons for the results.

### **Class of 2018**

- slightly weaker cohort than 2017
- smaller group (183)
- forecast for Progress 8 is +0.39 which would place HHS in the top 6% nationally
- 2017 -18 will see the introduction of the next wave of GCSEs

*Q: (IF) The fact that many local schools are achieving improved results year on year, do you believe this is due to a deliberate collaboration of schools?*

*SY: East Riding Secondary Heads do meet up regularly to share good practice; this is unique and doesn't happen anywhere else in the country. We also use PIXL; a national good sharing network*

*C: (MD) The target now is to keep this standard of results up.*

*C: (VG) The current Year 11 have settled in very well and will sit their first mock next month.*

*Q: (PH) When the second phase of GCSEs comes through, are all subjects then 9-1?*

*VG: No – Technology and Business Studies will be a further year behind.*

*C: (IF) My observation is that these are a very solid set of results and credit must go to students and staff. It shows that staff are very adaptable to change – last year the change in building had to be contended with and this year all the grading changes. It is very pleasing to see that forecasts are again extremely accurate; plus or minus 1%. Music is a disappointment with students achieving a grade lower than expected. Why is that?*

*MD: The course has been misjudged in its delivery.*

*VG: Coursework has now been adjusted to better fit our students and the course. The Music Department has worked in isolation and needs to learn from other departments.*

*SY: We have had meetings with the outstanding teacher in Music; action plans are now in place. He needs to be more objective and gear the course more to performance and theatre and away from classical.*

*C: (IF) Geography was one of the subjects identified for particular attention last year, so you have quite rightly identified this is not a 'blip'. I think this would be a worthy subject for presentation at the first LGB meeting.*

**ACTION: GS to liaise with the Chair and SLT to make arrangements for a presentation from the Geography Subject Leader at the next Secondary Local Board meeting.**

**4.3 L Price: Key Stage 5 Results**

**4.3.1 A2 headlines were as follows:**

- sustained attainment and progress (significantly above national)
- progress is +0.17 for A level and +0.35 for Vocational Courses (national is 0)
- indication is that A Levels rose nationally so when results are validated in October a rise in VA may not be seen
- 25% achieved A\*A (down from 30% 2016)
- 60% A\*B (down from 66% 2016)
- 100% A level pass rate (for the fifth year running)
- 89% achieved Distinction\*/Distinction in Vocational Courses (a 1% rise from last year)
- achieved a single year ALPs T score of 3; 3 year ALPs T score of 2
- placed fourth in an unofficial local Authority ranking table (non -validated results)
- the most successful subjects at A level were:

<b>Subject</b>	<b>A*A</b>	<b>A*B</b>
Biology	33%	89%
History	32%	55%
Geography	40%	100%

- tracking was very accurate following concern from staff and students regarding the new standards / uncertainty around grade boundaries
- males outperformed the females
- Disadvantaged outperformed the Non – Disadvantaged
- SEND outperformed non SEND

**4.3.2 AS Headlines:**

- seen a dip in AS results but this is a national trend. Some Colleges are choosing not to enter students at AS yet HHSSFC chose to enter students at AS as it gives telling data on the suitability of candidates for A2.
- must be considered this is a 2 year course and the targets are based on 2 years. However, students are tested after 1 year.
- 28% achieved A-B grades at AS; an 8% drop from the previous year
- 88% achieved A-E; a 3% drop from 2016

**Funding, Retention and Recruitment**

- numbers are lower than anticipated (Year 12 93; Year 13 58)
- top performers from Year 11 are not all retained to Year 12. Reasons for this include some courses are not provided at Hessle, some students are choosing the apprenticeships option.

*Q: (EH) How many students went on to universities?*

*LP: 83%. 31 students received unconditional offers from Hull, Leeds Beckett, Loughborough and Lincoln*

*Q: (MR) How many students went on to Russell Group Universities?*

*LP: 19%, compared to 35% last year.*

*C: (MD) The culture needs to change; the Local Authority berates us for not getting high numbers to Russell Group Universities yet it is due to the number of unconditional offers from Hull University mainly that affect our numbers.*

*Q: (MK) Is the fear factor of the cost of living away affecting the students' decisions of their destination?*

*LP: I am sure it does.*

*C: (PH) The environment after Year 13 is changing; there is more choice. Maybe our KPIs need to change to reflect this.*

*C: (IF) This year with the formation of the Consortium Sixth Form Board we can look at results as a whole and work with the other schools to learn from each other: e.g. why are our boys outperforming the girls. What is your view on this value?*

*LP: It is great to share good practice but we must be mindful of the different backgrounds of the students going to each school.*

*C: (MD) Two years ago Wolfreton had a different entry policy and therefore a very different profile.*

*C: (AC) Going forward we need to be mindful of the external environment with reforms, unconditional offers, retention rates between Year 11 and 12, the viability of running a Sixth Form attached to the school...*

*C: (MD) There is no love of school Sixth Forms from the government.*

*SY: Yet this helps to attract quality staff as they can experience the different phases. This is a really complex issue though as 10 years ago the Sixth Form supported the rest of the school financially, this is now reversed.*

*Q: (AC) We have 93 students in Year 12, how many students are at Cottingham and Wolfreton?*

*SY: 29 at Cottingham and 120 at Wolfreton but as mentioned, Wolfreton have very different course entry standards than we do.*

*C: (AC) As a new Board we need to be alive to these differences.*

*IF: Thank you all and our appreciation must go to my fellow governors for your time tonight. Thanks must also go to the staff for their work last year and in advance of their hard work this year. I really appreciate the time given up this evening and also the excellent quality of the presentations.*

**5.0 DATE AND TIME OF NEXT MEETING**

Primary Local Board - Thursday 21 December at 5.45pm in Room 13 at Penshurst Primary School.  
Secondary Local Board –Thursday 16 November at 5.45pm in the Conference Room at Heads Lane.  
Sixth Form Local Board – Thursday 09 November at 5.45pm in the TCAT Conference Room at Cottingham High School.

The meeting closed at 7.55pm.

**6.0 ACTION POINT(S)**

**6.1 ACTION: GS to liaise with the Chair and SLT to make arrangements for a presentation from the Geography Subject Leader at the next Secondary Local Board meeting (minute 4.2)**