



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 4 February 2025 at 5.30pm



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT:

Mr M Benson (Chair, MB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mr A Haynes (AH), Mrs E Kenny (EK), Mrs H Marshall (HM)

ALSO IN ATTENDANCE:

Mrs J Anderson (SENDCo, JA), Mr M Brown (Executive Director of Education, MBr), Mr A Chapman (Deputy Head, AC), Mr S Jarman (Assistant Head, SJ), Mrs H Lawes (Careers HL), Mrs L Leeman (guest, LL), Mrs L Price (Deputy Head, LP), Mr R Sellers (Associate SLT, RS), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Assistant Head, DWi)

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

31 WELCOME

MB opened the meeting by welcoming everyone to the third meeting of the academic year. L Leeman (Trust Appointed Governor) was attending as a guest until her DBS is processed. R Sellers, new Associate SLT was also introduced.

The Board were informed that G Burnett had resigned from his role as Staff Governor. An invitation had gone out to all staff to submit an expression of interest for the vacancy.

A parent governor election is currently underway for two Parent Governors. The ballot will close on 14 February.

32 APOLOGIES

A Brannon

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

33 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting.

34 CAREERS PRESENTATION – H Lawes

- H Lawes has been Careers Lead since 2021
- In 2018 the DfE brought out specific requirements for education settings, including the Gatsby Benchmarks
- The Gatsby Benchmarks are as follows - the school must have a Careers Programme, learn from careers and labour market information, address the needs of each student, link curriculum learning to careers, provide encounters with employers, provide experience of workplaces, provide encounters with further and higher education and give personal guidance

- Careers learning is provided through drop down days, assemblies, trips, information evenings, careers fairs etc
- The careers journey showing what is offered to students from Year 7 to Year 13 is published on the website
- Year 10 have a careers week including 3 days of work experience and an aspirational dinner
- Work experience was re-launched 2023/24. 76% students were placed and 97% of those enjoyed it
- Year 11 have a careers week, careers interviews and mock interview day
- Destinations data for 2024– 95% were in education, training or employment; 34% students stayed on in the Sixth Form, 37% went to a FE College, 13% went to other Sixth Form providers, 5% started an apprenticeship

Q: (HM) Keeping the rest of the school open for Y11 mock interviews over 2 days was new for this year. What has been the feedback regarding this change?

HL: The students knew no different, a few commented that they would have liked to have worn their own clothes. The event was very slick. Student attendance was very high those two days.

Q: (MB) Is there anything you don't do that you would like to offer?

HL: It was work experience, but that has now been re-introduced.

Q: (IF) Careers seems to be a whole school approach – how long have initiatives been in place since Year 7?

HL: Always, but they are more sequenced and developed now.

Q: (IF) Is there more focus on careers when the students are in KS4?

HL: There is focus all the way from Year 7 but there are certainly more events in KS4.

Q: (GS) Do you receive a grade for compliance to the Benchmarks?

HL: Yes, we receive a percentage for each benchmark.

35 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 19 November 2024 were confirmed as a correct record and signed by the Chair.

36 MATTERS ARISING FROM THE MINUTES

EK asked for the results from AC's comment at the last meeting: *We are carrying out student voice to establish why girls' attendance is lower than the boys.*

AC stated that the data is being analysed, and he will feedback during the Attendance Link visit.

36.1 Staff survey results to be presented in graph form -complete, see minute 43

36.2 GS to report number of formal complaints per 100 students -action carried forward. Reporting will be in this format at the next meeting

36.3 M Benson (Behaviour and Leadership), A Brannon (SEND), A Haynes (Safeguarding), I Frankish (Outcomes) to complete their link visit and send the completed form to GS this term – see minute 44

36.4 Governors to complete two modules on GovernorHub this term: Safeguarding for Governance and either Induction for Academy Governors or Suspensions and Exclusions -complete

36.5 H Lawes to update the Board on careers provision at the next meeting – complete, see minute 34

37 HEADTEACHER'S REPORT

- Attendance continues to improve, especially Year 11 and disadvantaged students
- Behaviour continues to improve
- 184 students have selected Hessle as their first choice for Year 7 in September despite a reduced Year 6 catchment number, so there will be an increase of out of catchment students at the school
- Top 3 risks:
 - Declining reputation caused by weak outcomes
 - Weak attendance has a significant impact on outcomes (risk reducing)
 - Sixth Form provision (risk reducing)
- Leaders continue to conduct QA drop ins – these are low stakes, high frequency – 468 have taken place since September
- New inspection framework to be introduced from September 2025 with ten areas of evaluation

38 QUALITY ASSURANCE SUMMARY REPORT

- Department reviews have taken place in English, maths, science, history, geography, the arts, PE, technology and MFL
- Strengths seen during department reviews include the depth of subject knowledge, retrieval and modelling
- Areas for development include questioning, pace and stretching the more able
- Learner walks showed 89% lessons were quality first teaching. An area for development is history
- Learning Insights on the Arbor platform is now used to collect QA data. Out of a possible score of 3 for lesson components, the average score was 2.8 across 139 evaluations

Q: (MB) French has a score of 2.1 but has only had 2 evaluations. Surely if there is concern there should be more evaluations?

LP: There have been other evaluations in Spanish. Yes, where we have concerns there will be more evaluations.

Q: (GS) Is history the subject you are most concerned about regarding quality of education?

LP: Yes, there is variance in history regarding pace and pitch of the lesson, some very good teachers but we do have some concerns.

Q: (LL) There is now a greater use of cold calling, a no hands approach. Do students have the opportunity to talk first?

LP: Yes, in some lessons we might want to check engagement.

Q: (IF) When supporting teachers, how long do you give them to improve and show a demonstrative improvement?

VG: Depends on where the teacher is in their career. If they are a qualified teacher then we will put support plans in place, and if that fails go down the capability route. There are various tiers of support. ECTs have mentors that can coach and support.

Q: (MB) How do you ensure the students are not affected by teachers that are on support plans? We have a duty to the learners to provide good education.

LP: We have the support of Trust Directors. Teachers buddy up. We balance the timetable to support ECTs. We track the progress of learners in a "weak" class.

DWi: It stands out if there is a whole class at "working towards". If students are not where they should be we intervene and re-jig sets if we have concerns.

39 LEARNER ACHIEVEMENT

39.1 Key Stage 4

- Mocks took place in November. The students sat the mocks in the Hall. Basics 4+ was 36% and Basics 5+ 15%. Forecast 4+ 70% and 5+ 45%
- Subjects of concern include history with 30 U grades from a cohort of 139, Engineering Cambridge Tech with 7 U grades and Spanish with low student engagement
- Different maths strategy being used: entering the majority of students to a higher paper
- No progress 8 at KS4 due to no prior attainment data available from KS2 due to Covid
- Next set of mocks will run in February

Q: (MB) Did all Trust secondaries use the same papers for the mocks?

DWi: Yes, for English and maths. Other subjects are at different stages of completion. Also, some schools ran their mocks in the classrooms over a number of lessons.

MBR: From next year there will be more rigour to monitoring and evaluation in the autumn series.

DWi: We must give the strategy around entering more students to the higher maths paper more time. Students only have to get 17% right on a higher paper to get a grade 4, we are confident in this strategy.

Q: (IF) Are staff behind it?

DWi: Yes, the team understand the reasons for doing it.

Q: (IF) Has there been any pushback from parents?

DWi: A small number after the first mock, but they are now seeing improvements with the weekly exam papers that their child is completing. 30 of 162 students are sitting the foundation paper.

Q: (IF) How was it received by parents taking away the grade projections at Parents' Evening?

DWi: We discussed what the child is achieving. We had a couple of push backs, but they understood that we were focusing on what the child is currently at. With the data from the next mocks we will be able to forecast more accurately and let learners know.

Q: (AH) Can the same strategy that is being used in maths be used in science?

DWi: The 27 students on the separate science courses have been following the course for 3 years so the content to change to combined doesn't marry. They could however do a foundation paper for one of the separate sciences if need be.

Q: (IF) How can we achieve higher in separate sciences, especially chemistry?

DWi: The ability of the cohort is down on last year. We have put on an extra 3 hours per week in science. The level of teaching in separate sciences is high; they are all very experienced.

Q: (IF) Only 25% are working at 4+ in Combined Science – what is the target for 4+?

DWi: 70%.

C: (IF) There is a long way to go from 25% to 70%.

AC: The data doesn't show how many students are on the cusp of 4+.

VG: We have 73% currently working at 3+.

Q: (IF) Are the science teachers supported enough? Are you concerned with the impact?

LP: There are 12 staff in science, they are a good team supporting each other. The science leadership team meet weekly and focus on students on the cusp of levels and put interventions in.

C: (RS) The combined science classes are close to finishing the course content and then the four science leaders will focus on doing bespoke interventions if they are free.

C: (VG) It should be said that M Kermeen has been brilliant with both teaching and support. R West has delivered 2 sessions of maths per week. We are spending a lot of time matching the students for basics; some are coming out of PE, P6 attendance is encouraged and they have mentors.

Q: (IF) How many do you lose at the end of Year 9 to RDC or Hull College?

LP: 6-8 students.

ACTION: Results of Y11 and Y13 February mocks to be circulated to governors

39.2 Key Stage 5

- Provisional value added is -0.07. Forecast an improvement to A*A, A*B and A* C compared to last year
- Mocks took place week commencing 20 January 2025
- This is the first year since 2019 that VA will be published externally – this is a fairer reflection for KS5
- Attendance and attitude to learning is strong
- Support plans are in place for any underperformance and supervised study periods are in place for underperforming students
- Year 12 voluntary role model scheme rolled out to all students
- 121 have been offered a place to Year 12. 72 students are 100% certain they will stay at HHS

C: (IF) Sixth Form students being role models for students lower down the school is positive.

Q: (GS) Of the 72 students who are 100% certain they want to stay on, how many are top performers?

SJ: The more talented students plan to stay as there is a campus feeling in Tranby House.

40 SEND REPORT

- 13.8% of learners (190) have SEND support (national is 11.4%)
- 4.6% of learners (56) have an Education Health Care Plan (national is 2.5%)
- Most SEN learners are in Year 7 and 9. 21 EHCPs are in Year 7
- Many SEN learners have more than one need and staff need to be aware of all needs
- The Enhanced Resource Provision (ERP) has 4 students; all 10 places will be filled in September
- The number of SEND with suspensions is significantly below national average
- SEND attendance is 91% (national average is 88.5%)
- Year 11 SEND outcomes is forecast to be above national and better than last year. This is largely due to good attendance

Q: (MB) Is the high number of EHCPs in Year 7 a Trust wide pattern?

JA: Yes, but we have the highest number of all the schools.

Q: (MA) How many of the Year 7s with an EHCP are from within catchment?

JA: 3

C: (LL) The school is a victim of its own success with parents choosing the school as it has a good reputation for providing for SEND.

JA: That is why we have had to be very specific with the wording of admissions to the ERP.

Q: (EK) What is the reason for low SEND attendance in Year 8 and Year 10?

JA: Year 10 attendance is low generally and the gap to non-SEND is only 2.4%. One Year 10 learner has not attended for 3 ½ years. The Year 8 SEN attendance is lower as one learner is having external support but 88% is still higher than this time last year.

41 SAFEGUARDING REPORT (data from the September 2024)

- 12 students have a Child in Need Plan and 4 Child Protection cases
- Big increase in Operation Encompass notifications (from 5 in November to 36 YTD)
- Only 1 case of bullying
- 70 Smoothwall alerts
- 18 records of conflicting behaviours – in Years 7 and 9

ACTION: Incidents of safeguarding concerns to be broken down by year group

42 ATTENDANCE AND BEHAVIOUR REPORT

42.1 Attendance

- Whole school attendance to date is 92.9% (same period last year was 90.7%)
- Year 11 attendance is 6% higher than the comparable time last year at 92.8%. However, there are 9 Year 11 students that are either severely absent or close to SA (<50%)
- Boys' attendance is 93.6%, girls' 92.2%
- Year 11 PP attendance is 14% higher than the same period last year
- Non – PP attendance is 94.4%, PP 88.5%
- Non – SEND 93.3%, SEND 91%
- 22% students have attendance of less than 90%
- HHS has the highest percentage of students in the 100% attendance band (21.1%)
- Areas for development include girls' attendance particularly in Year 8 and Year 10, attendance of PP Year 10 and SEND Year 8 and Year 10
- 10 students have left for elective home education

Q: (MB) Are you confident that you can keep up these improved attendance levels of specific cohorts and whole school?

AC: Yes. We are running a competition between SLT in which we are trying to improve attendance of small groups of Year 10 students. The Heads of Year are proactive in challenging absence and we have data for attendance by lesson so we can see for example that a student may have 80% attendance yet has only attended 50% of maths lessons due to what day of the week the absence falls.

42.2 Behaviour

- Behaviour continues to improve with number of days lost to suspensions down from 219 last year to 134 for the equivalent time this year
- YTD there have been 72 suspensions, involving 38 students (10 are repeat offenders)
- Of the 38 students suspended, 27 were boys
- Most suspensions are by Year 10 with 9 students having 23 suspensions
- Only 17 students have had more than one suspension (this is 1.4% of the student population)
- There have been 2 permanent exclusions
- 14 students have gone onto elective home education (EHE) (for the whole of 2023/24 14 were EHE)
- There has been a 14% reduction in the number of removals from lessons, particularly in KS4
- 82 students have been supported by external agencies (Tigers Trust, Well Being Workers, Think for the Future, CAMHS and the Trust Well Being Support workers)
- The ARK (Aspiration, Resilience, Kindness) Centre is used for regulating behaviour

C: (VG) We have reflected on the permanent exclusions and the number of fixed term suspensions that the two students had before exclusion and we believe that we possibly waited too long to exclude. To act earlier would be better for the students as they would be in a more appropriate setting earlier.

C: (MB) If exclusion is inevitable then we owe it to all the learners including those going through the process to act swiftly, so long as the exclusion is lawful and procedurally compliant.

Q: (IF) Of the 14 students that have gone onto elective home education how many were in key stage 4?

CS: Most were in KS3.

43 STAFF SURVEY

- Responses from the biannual staff surveys from 2018 to December 2024 were presented
- 89% staff felt supported in school
- 31% felt that their achievements were not acknowledged – highest negative response since December 2021
- Further work will be done to ensure a work life balance, as 23% felt this could be improved
- 89% would recommend the school as a good place to work
- 21% staff felt that student behaviour has not improved compared to last year so evidence of behaviour will be shared with staff more frequently

44 GOVERNANCE UPDATE

GS reminded governors that all resources are on Governor Hub, including termly visit forms and training resources. All training is up to date.

The Board were asked to ensure that they send their completed visit form to GS in time to send out with the LGB meeting papers.

ACTION: All Links to carry out a spring term visit and send completed forms to GS by 14 April

45 NEXT MEETING DATE

Tuesday 22 April 2025, 5.30pm

46 ANY OTHER BUSINESS

None

47 ACTION POINTS

47.1 ACTION: GS to report number of formal complaints per 100 students (minute 36.2)

47.2 ACTION: Results of Y11 and Y13 February mocks to be circulated to governors (minute 39.1)

47.3 ACTION: Incidents of safeguarding concerns to be broken down by year group (minute 41)

47.4 ACTION: All Links to carry out a spring term visit and send completed forms to GS by 14 April (minute 44)

MB thanked everyone for their attendance and closed the meeting at 7.50pm.

