



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 15 December 2020 at 5pm



PRESENT:

Mr M Benson (Chair, MB), Mr G Burley (GB), Ms N Gaddu (NG), Mr V Groak (Headteacher, The Hessle Academy, VG), Ms S Howroyd (SH), Mrs J Linwood (JL), Mr K Nicholson (KN), Miss K Staveley (KS), Miss JM Quinn (JMQ)

ALSO IN ATTENDANCE:

Mrs J Meir (Assistant Head, Standards JM), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), 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.

26 WELCOME

MB welcomed everyone to the third meeting of the academic year and introduced G Burley who has joined as a Trust Appointed Governor.

27 APOLOGIES

Full attendance.

28 DECLARATIONS OF INTEREST

No conflicts of interest were declared for this meeting.

29 MINUTES OF THE LAST MEETING (20 October 2020)

Resolved: The minutes of the meeting held on 20 October 2020 were confirmed as a correct record and were signed by the Chair, MB.

30 MATTERS ARISING

30a ACTION: KN to discuss with VG / LP how he can assist with student voice / mentoring – action carried forward

30b ACTION: LP to report on the issues with College provision in the Quality of Education section of the Strategy Report for the next meeting – complete

30c ACTION: Consistency in presentation of graphs required – all graphs to have current data at the top - complete

- 30d 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 –complete**
- 30e ACTION: KN to look into mastery within English- action carried forward**
- 30f ACTION: Governors to complete the Data Protection module on GDPR Sentry – ongoing see minute 32**
- 30g ACTION: Governors to complete the Safeguarding Learning Link module plus any other module – ongoing see minute 32**
- 30h ACTION: JMQ and SH to arrange a virtual call with Jo Anderson (SEND and Safeguarding Lead) this term to review SEND progress and Safeguarding compliance – SH had met with J Anderson to discuss SEND. A meeting has been arranged between J Anderson, JMQ and SH 14 January.**
- 30i ACTION: NG to arrange a virtual call with Jo Meir (PP Lead) this term to review PP progress and strategies – action carried forward**
- 30j ACTION: GS to circulate the Governor visit template - complete**

31 Overall Effectiveness

- There had been 12 positive Covid cases amongst staff and 22 positive learners
- Year 11 students had been most badly hit with some students having to self-isolate on four occasions.
- On day one of isolation the student is provided with work on Google Classroom
- Planned leadership restructure has taken place and the new year group system will take effect from 1 January 2021
- A recent staff survey revealed that 85% staff felt supported and 81% believed that SLT had made decisions to improve their work/life balance

Q: (MB) Some schools are receiving requests to keep children off so that they can visit grandparents/ vulnerable adults over Christmas, have you granted any such requests?

VG: No. Attendance has dropped off this week and is around 86%. Some parents are making that choice but hiding behind the illness excuse.

Q: (MB) Have you chosen to move the inset day to 18 December?

VG: No – we only get 5 such days and some are disaggregated for training long in advance. All the days were committed.

Q: (KN) Is there any way I could help with inviting feedback to the well – being survey?

MB: That's a great idea but would be best if there is a dedicated Governors' email address for staff to share thoughts.

ACTION: GS to arrange to set up a Governors@hessleacademy.com email account for VG to share with staff should they want to feedback thoughts

Q: (SH) Have you had any thoughts about increasing the amount of work for self-isolating children?

VG: Staff upload lessons to Google Classroom. This is never as good as a live lesson as there isn't the interaction.

LP: 3-4 hours work is set per day. There are there additional resources available should learners want to access more.

Q: (JMQ) I have a concern about the well-being of learners; some may feel that they have too much work to complete. Do you make a clear differential of what is required and what is optional additional work?

LP: We compartmentalise the day as if the learner was at school. If a student has done 50 minutes on a subject there is no expectation to do more and we have had conversations that they shouldn't stress about doing more.

31a Quality of Education Summary

- Lesson observations are not held in their normal format due to Covid so typicality remains the same as last December (87% teachers are good or better)
- 3 NQTs joined in September and there are 4 RQTs (recently qualified teachers)
- Blended learning provision has evolved and learner engagement varies between subjects. Surveys of parents, learners and staff have all been generally positive
- Difficulty when part bubbles are self-isolating as the teacher needs to deliver a live lesson and set work on Google Classroom
- Staff having to self-isolate has led to 1351 cover sessions, compared to 829 cover sessions for the equivalent period last year
- From September 2020 it became statutory to deliver Relationships and Sex Education
- Year 7 students have settled in quicker than previous years
- Curriculum mapping is a key focus for all and all departments have fully mapped their curriculum against the national curriculum
- Most CPD training is currently online
- Curriculum challenges: staff having to self-isolate, staff who are the sole provider for some courses is a known risk, provision for vocational students, large cohort sizes in Year 7 and the number of students joining mid-year
- GORSE partnership ends this term as Yorkshire Wolds Teacher Training is the preferred partner for TCAT
- Disappointed with both ER and Hull College provision during the pandemic with large gaps in teaching
- The trial of Education Endowment Foundation enters its second year in the English department. This is a national trial with 110 schools in English Mastery

Q: (MB) I believe that you are not able to tell who logs on to Google Classroom when at home so we cannot get the stats for log ins. Is this something we could get?

LP: There is not a way to get log on information from Google Classroom. If the complete cohort is out then staff complete physical registers at the time. Student services would then contact those that do not access. However, sometimes due to a limited number of devices in a household one sibling may access the recorded lessons later. If a learner does not access at all then the staff member requests work to be uploaded and then feedback is given on the work submitted.

Q: (MB) Why do you believe the Year 7s have settled in quicker this year?

VG: We have been clear on expectations. It has helped with them being in bubbles and also Penshurst Year 6 pupils came to the High School for the last 6 weeks of the summer term so this also aided their adaption.

Q: (MB) Do you think the initiative will be repeated next year of having Penshurst Year 6 at the High School in the last few weeks of the summer term?

VG: We will, but it won't be for a 6-week period.

Q: (JMQ) Regarding the typicality figures, if 87% are good or better and 29% outstanding yet 0% inadequate, what are the other 13% and how are you supporting the staff with areas of development?

LP: 29% of the 87% are outstanding. The 13% have areas of development and we are supporting them with online CPD opportunities and a support programme.

Q: (JMQ) Do you believe those 13% feel supported enough?

LP: Yes, the figures are not published to the staff; they are aggregate figures of lesson observations, scrutiny, learning walks etc so we can direct means of support.

VG: It is a little archaic really but it does identify aspects that can be improved.

Q: (JMQ) The report refers to large Year 7 classes – how large is large?

LP: 31 is the largest. The average size is 29.

Q: (JL) Are you confident that standards of teaching have not dropped if lesson walks and scrutiny cannot take place?

LP: We do drop ins which last 5-10 minutes, we also do more student voice but we are mindful that teaching is so far removed from the norm. Delivery is different so until there is a return to normality, activities are restricted.

C: (VG) It should also be pointed out that we will not have the capacity to improve teaching and learning this year. The SLT do 3.5 hours duties per day and there is no capacity. We are delivering the learning diet that is needed, not that we want to deliver.

Q: (NG) Have you noticed any change in attitude to teaching from the teachers as it is such a different experience?

VG: No, the frustration is that they can't do what they want to do, especially in subjects such as Science, Design Technology and PE. We have to teach the curriculum in the order that is needed, not necessarily the best order, but staff have been very supportive and cannot be faulted.

C: (LP) We have also seen a great number of positives: for example, Technology record practicals to show on line and online revision sessions are developing after school.

Standards

Year 11 cohort is 181 students, 58 (32%) being Disadvantaged. The Year 11 data below is from the October collection point

Measure	Current standard	October 2019
Progress 8	-1.3	-1.0
Strong Basics	11%	17%
Standard Basics	28%	49%
Attainment 8	32.5	35.3

- Girls are making better progress than boys in English and the Open bucket. Boys are making better progress in Maths and EBacc
- Progress of the high ability cohort is lower than other ability bands
- All year groups are plugging gaps
- There is no forecast data yet as data was collected 11 December – will be available at the next meeting
- Government has announced the following measures for summer 2021 exams:
 - grading will be more generous
 - some exam aids may be given in some subjects
 - advance notice of some topic areas will be given to focus revision
 - reduced exam content
 - delayed start to exam timetable
 - students will have the opportunity to sit a paper if they were to miss an exam due to Covid

- exam results will not be included in performance tables; instead the focus will be on destinations and attendance
- Mock exams were different this year – full suite not done due to time limitations.
- Disadvantaged have larger gaps and are not accessing online learning as well. The Disadvantaged Champion is working on engagement of this group

C: (JL) We are aware of gender gaps and the high ability is making less progress than other bands but it would be useful to know where the specific gaps and in what subjects and to have a summary of the target areas.

ACTION: JM to provide more detail around subject gaps and the main subject focus areas

Q: (JMQ) The persistent absence of the Disadvantaged is high at 37%, are there any safeguarding concerns around these children?

JM: All House Leaders call the persistently absent each day and some are visited.

VG: Details of calls from the pastoral leaders are entered on CPOMs and the Safeguarding team pick up any concerns.

Q: (MB) What is your gut forecast for progress 8 and strong basics?

JM: It is very hard to forecast as the grade boundaries may change. I think the measures will be slightly down on last year.

C: (VG) This Year's Year 11 are very focused and mature as a consequence of the lockdown but there are so many variables and it is very difficult to predict. A number have had to self-isolate numerous times and although they are engaged it is not the same as being in school. Progress 8 will not be reported next year.

SEND Update

- 160 students on the SEND Register, 17 of which have an EHCP
- 13.2% students on the Register, compared to 13.3% nationally
- Recent bid for setting up an Enhanced Resource Provision was unsuccessful.

C: (SH) J Anderson discussed Year 9 requiring a higher level of SEND support with me.

Q: (JMQ) Were you told why the bid for the Enhanced Resource Provision was unsuccessful?

VG: Cognitive learning is not currently within the local authority's development plan, we will revise our bid as we are looking to support mental health too and re-submit it.

Q: (JMQ) Could TCAT fund the Year 9 student who requires a scribe whilst the appeal is carried out so that the progress of the student could be seen?

VG: I will take this back to the Trust; this would be effectively a one to one as the scribe would be needed all the time.

ACTION: VG to request financial assistance from TCAT for a student requiring a scribe

LAC Update

- 5 current Looked After Children and 8 Previously Looked After Children

Q: (JMQ) The LAC with 60% attendance – do they require more support?

VG: We are supporting and will offer a placement at the Hub to avoid permanent exclusion.

31b Behaviour and Attitudes Summary

Attendance (Autumn term 2020)

- Overall attendance to date is 92.9% (PP 88.3% and Non- PP 94.7%)

- Attendance this week has dropped to 86%
- Last Autumn term (2019) comparable figures were 93.8% (PP 90.4% and Non- PP 94.5%)
- Covid related absence is recorded as an X and does not count in the absence stats
- Academy feels calmer due to staggered breaks / lunches
- % of students persistently absent (<90%) has increased from 18.1% Autumn term 2019 to 20.1% this term
- Praise given to the attendance team for working with parents and students to alleviate Covid anxiety

Behaviour

- Fixed Term Exclusions are similar to last year (50). Covid related defiance is the most common reason for this sanction as there is a zero-tolerance policy
- Most challenging year group is Year 9 with the highest number of FTEs (11)
- Year 11 are very mature with only one FTE, compared to 11 in the same group last year for the Autumn term
- Year 7 settled in very well
- Zero tolerance to any racial / inequality behaviour
- Remaining for 5 hours in the same classroom has been difficult for Year 7 and 8 students but they have responded well
- Corridors are calmer and quieter
- Number of C5 sanctions (SLT intervention) is much reduced compared to last year (31 this term compared to 83 Autumn 2019)
- New pastoral centre with a split for Internal Exclusion and Reflection. Students in Internal Exclusion work in silence and the room is manned by Mr Crooks.

C: (VG) Effectively this is a social experiment – how students respond to being kept in year groups with no mixing. The Academy is definitely calmer.

C: (MB) The number of C3 and C4 sanctions were very similar to last year but there has been much less classroom time this year so in real terms the frequency has increased. However, you have done a fantastic job developing the behaviour system.

Q: (MB) Are there still booths in the Internal Exclusion room?

CS: Yes, but they are more pleasant than they were. We have extended the school day by 30 minutes to 3.30pm for students in the Exclusion room. There are desks (not booths) in the Reflection room.

C: (MB) Thank you. It is great to see the attendance is so closely monitored.

31c Personal Development Summary

Safeguarding Autumn 2020 Report

- 1 child is subject to Child Protection Plan
- 6 children are subject to Child in Need plan
- Safeguarding concerns around 96 children
- 1 referral made to EHASH (Early Help)
- 9 Operation Encompass cases

Q: (JMQ) Do you think the high number (96) of safeguarding concerns is due to home schooling and concerns seen in live lessons?

VG: There has been an increase in safeguarding issues from September but only a minority seen from online learning.

Q: (JMQ) *If a child raises concern, do you follow up each case?*

VG: *Yes, any concern is logged on CPOMs and followed up by our safeguarding team.*

Q: (JMQ) *Domestic abuse is on the rise. How do you follow up on Operation Encompass cases?*

VG: *The Designated Safeguarding Lead notifies the staff of any Operation Encompass alert so that everyone is vigilant.*

It was agreed that it would be beneficial for the non-applicable training to be greyed out on the training record of staff in the Safeguarding Report so that Governors could easily see if there were any training gaps.

ACTION: J Anderson to grey out non-applicable training in the Safeguarding Report

31d Leadership and Management Summary

- Staff absence peaked at 17% for Covid reasons so a working from home rota was implemented for Years 7,8 and 9 for a 3 week period
- Additional Covid costs include extra cleaning staff, hand sanitiser stations, additional PPE, barriers to segregate areas, signage, additional outdoor seating, protective screens, ICT equipment and supply teachers. Furthermore, there is a loss of income due to internal lettings being on hold

32 GOVERNORS' TRAINING & SUPPORT

The Clerk reminded governors that everyone needs to complete the NGA Learning Link 2020 Safeguarding module as it has been updated to include changes to the KCSiE 2020 guidance. Governors are also expected to complete at least one other module, linked to their area of responsibility within the Board.

ACTION: M Benson, N Gaddu, S Howroyd, K Nicholson and J-M Quinn to complete the 2020 Safeguarding Learning Link module plus any other module

Four governors have still to complete the Data Protection training module.

ACTION: N Gaddu, S Howroyd, K Nicholson and K Staveley to complete the Data Protection module on GDPR Sentry

ACTION: GS to send links for the NGA and GDPR Sentry to G Burley

33 GOVERNOR VISITS TO SCHOOL

Physical visits to school cannot take place until further notice.

However, Links were reminded to organise a virtual meeting with the staff in school responsible for PP, Safeguarding and SEND each term. Virtual visits should be recorded on the Governor visit form.

ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form

34 DATE OF NEXT MEETING

Tuesday 16 March 2021 5pm if a virtual meeting, 5.30pm if physical

35 ANY OTHER PART A BUSINESS

35.1 Academy Development Plan

It was agreed that the ADP will feature on every LGB agenda. The ADP clearly shows a RAG rating against each aim. VG explained that an aim may be red as there has not been sufficient progress made yet. All Governors appreciated the clarity of the document. It will be reviewed in more detail at the next meeting.

35.2 Thank you

MD closed the meeting by thanking the SLT for their incredible work this term and wished them a happy and healthy break over Christmas.

36 ACTION POINTS

- 36a ACTION: KN to discuss with VG/ LP how he can assist with student voice – action carried forward (minute 30a)**
- 36b ACTION: KN to look into mastery in English – action carried forward (minute 30e)**
- 36c ACTION: NG to arrange a call with Jo Meir (PP Lead) to review PP progress and strategies) – action carried forward (minute 30i)**
- 36d ACTION: GS to arrange to set up a Governors@hessleacademy.com email account for VG to share with staff should they want to feedback thoughts (minute 31)**
- 36e ACTION: JM to provide more detail around subject gaps and the main subject focus areas (minute 31a)**
- 36f ACTION: VG to request financial assistance from TCAT for a student requiring a scribe (minute 31a)**
- 36g ACTION: J Anderson to grey out non-applicable training in the Safeguarding Report (minute 31c)**
- 36h ACTION: M Benson, N Gaddu, S Howroyd, K Nicholson and J-M Quinn to complete the 2020 Safeguarding Learning Link module plus any other module (minute 32)**
- 36i ACTION: N Gaddu, S Howroyd, K Nicholson and K Staveley to complete the Data Protection module on GDPR Sentry (minute 32)**
- 36j ACTION: GS to send links for the NGA and GDPR Sentry to G Burley (minute 32)**
- 36k ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form (minute 33)**

Part A closed at 6.52pm