



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 16 March 2021 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mr G Burley (GB), Mr V Groak (Headteacher, The Hessle Academy, VG), Mr A Haynes (AH), Mr R Lambert (RL), Mrs J Linwood (JL), Mr K Nicholson (KN), Miss JM Quinn (JMQ)

ALSO IN ATTENDANCE:

Mrs J Meir (Assistant Head, Standards JM), 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.

37 WELCOME

MB opened the meeting by welcoming the two new Parent Governors – A Haynes and R Lambert - and everyone introduced themselves.

The Clerk informed the Board that S Howroyd had resigned from her position in January 2021 and N Gaddu had requested a break from governance duties, but will resume in September 2021.

38 DECLARATION OF INTERESTS

No conflicts of interest were declared for this meeting.

39 APOLOGIES

Apologies had been received from Miss K Staveley.

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

40 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 15 December 2020 were confirmed as a correct record and signed by the Chair.

41 MATTERS ARISING FROM THE MINUTES

41a ACTION: KN to discuss with VG/ LP how he can assist with student voice – action carried forward

41b ACTION: KN to look into mastery in English – action carried forward

41c ACTION: NG to arrange a call with Jo Meir (PP Lead) to review PP progress and strategies) – action carried forward

- 41d **ACTION: GS to arrange to set up a group Governor email account for VG to share with staff should they want to feedback thoughts – complete. Email address is hhs governors@hessleacademy.com**
- 41e **ACTION: JM to provide more detail around subject gaps and the main subject focus areas – action carried forward**
- 41f **ACTION: VG to request financial assistance from TCAT for a student requiring a scribe – following her link visit, JMQ confirmed that the student was trialling Dragon; a voice activated script**
- 41g **ACTION: J Anderson to grey out non-applicable training in the Safeguarding Report – action carried forward**
- 41h **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 - complete**
- 41i **ACTION: N Gaddu, S Howroyd, K Nicholson and K Staveley to complete the Data Protection module on GDPR Sentry - complete**
- 41j **ACTION: GS to send links for the NGA and GDPR Sentry to G Burley - complete**
- 41k **ACTION: All Links to arrange a visit (physical or virtual) in the Spring Term and complete a Governor Visit Report Form - complete**

42 ELECTION OF PUPIL PREMIUM LINK

As NG had requested a break from governance duties, M Benson agreed to be the PP link for the rest of this academic year.

Resolved: MB to be the PP Link for the remainder of this academic year.

43 HEADTEACHER REPORT

The agenda for this meeting had been changed from the norm due to the COVID-19 crisis and academies being closed to all but the vulnerable and children of key workers until 8 March.

43a Safeguarding

- New Deputy Designated Safeguarding Leader (DDSL) has been appointed
- The focus of safeguarding work with staff has been on online safety
- All staff in TCAT have recently undertaken an accredited Online Safety course
- During Lockdown 3 regular contact was made with all students. Where staff had concerns about students, this became daily contact and, where contact was not possible, the DSL paid a home visit (24 visits conducted)

VG: The Student Services team make regular contact with their team and the Heads of Year made at least weekly contact with the learners. Where there were additional concerns regarding safeguarding or well – being, daily contact was made.

43b Health and Well- Being of Learners and staff

- Around 60% of students were consistently logging on to lessons and engaging with learning; this was tracked each lesson

- The Student Services team aimed to make a weekly well-being call with all students and where contact could not be made, home visits took place
- 40 students were identified to be vulnerable
- Staff were given the choice of where they wished to do their work and approx. 40% regularly worked in school
- Regular contact was made with all staff via their Heads of Department / Line Managers

Q: (MB) Have any staff struggled to come back in to work?

VG: A couple had concerns with close working to learners but we talked things through and everyone is now back.

Q: (KN) Did anyone resign as they could not deal with returning?

VG: No. Staff retention is very high and no one has resigned in the last 18 months. Covid has put a halt to lots of recruitment within schools and staff absence is much lower than previous years due to not picking up colds / flu and feeling well enough to work from home.

43c Learner Education and Engagement

- Provision much improved to lockdown 1 – majority of teaching is online live teaching with students following their normal daily timetable
- 60% all students engaged on a regular basis. Engagement defined as ‘regularly attending lessons and showing evidence of engaging with the work’
- Engagement ranged from 55% in Year 11 to 63% in Year 7
- TCAT has done 2 parental surveys which showed an overwhelming increase in satisfaction of blended learning provision from the first lockdown to this.

Q: (AH) How do these engagement figures benchmark against other academies in the Trust?

VG: They are broadly in line. Engagement is more than just attending a lesson – the student has to show engagement by asking questions and submitting work.

JM: 60% attendance is an average across all subjects for the whole week. For example, a breakdown of English in Year 11 shows 83% attended whereas only 13% attended PE. These figures are in line with the other secondaries.

C: (AH) It is great that you can quote these figures and there is science behind the figures.

JM: Some couldn't access live lessons as they had responsibilities towards their siblings, so a text message was sent to reach these students and parents. In fact, some parents preferred to be contacted by text and we will continue with this form of communication.

Q: (RL) Are these engagement figures from the start of the lockdown?

JM: Yes, from the first day (5 January). We recorded attendance on paper registers to start with and then on SIMs. In some weeks attendance was much higher, but 60% is the average over the whole period.

43d Technology Provision

- An early bubble closure led to devices being received before the DfE allocation rules changed
- Around 150 devices (mostly Chromebooks) and 25 dongles have been issued
- Engagement, not technology was the challenge

Q: (JM) Have multiple devices been issued per family if necessary or do siblings have to share?

JM: Some families have been issued with more than one device. We did not run out of devices and some have been returned and paper issued instead.

43e Group Performance

- Level of engagement was much lower for SEND and DA learners compared to their peers.
- Extensive communication was made to try to increase engagement, giving specific examples for parents to follow up

- Based on levels of engagement, as shown below:

	Year 7	Year 8	Year 9	Year 10	Year 11
DA	45%	38%	38%	37%	44%
Non-DA	72%	67%	68%	66%	60%
SEND	56%	41%	38%	51%	49%
Non-SEND	64%	62%	68%	58%	56%

C: (JL) There are big gaps, particularly between the DA and Non DA. What follow up and chase took place to try to get more engagement?

VG: The follow up was relentless. Increased contact was made and we were specific to parents about engagement during certain days or times.

JL: It deserves a mention to specially thank the staff for making these calls.

Q: (JL) Are these figures for SEND all the SEND cohort?

JM: Yes, includes all the SEND students that came into school too.

Q: (MB) What proportion of DA and SEND students came in to school?

JM: I will find this out. J Anderson called all those eligible to work from school and some chose to come in.

VG: The guidelines of who was eligible to attend was wider this lockdown. We have had more students in this lockdown but we did have the capacity and so contacted more vulnerable learners to invite them to attend, but some were functioning well at home.

ACTION: JM to inform Governors what proportion of the DA and SEND students came into school during the lockdown

43f Return to Normality

- Students came back over a phased 3 day period
- Staff have been very clear on enforcing clear boundaries such as the students have to line up in tutor groups and are brought in at the start of the day class by class. This has led to a calm start to the school day
- The plan is to have 3 weeks of diagnostic assessments to see exactly where the gaps are
- Will switch to a 16 month Academy Development Plan from a 12 month Plan and as there are major changes such as changes to the curriculum and a shift to a 3 year KS3, 2 staff have been seconded to SLT for a year
- On 18 June centre assessed grades are to be submitted for Year 11 and Year 13 students. Parents have been informed of the process: there will be 2 assessment windows in April and May. Assessments will use internally produced papers that cover all the topics that have been learned. This follows national guidelines. JM will then work with the Heads of Department to quality assure the grades. There will be an appeals process. Students have responded positively to the process

C: (VG) The process to come up with centre assessed grades will be an intimidating amount of work for staff – to set the papers, mark and come up with a grade. They cannot inflate any grade and the process has to be robust, transparent and fair.

Q: (RL) There are 2 assessment windows but why is one much shorter than the other?

VG: There will be fewer exams in April. Some schools have chosen only one window but we wanted to be as fair as possible and provide opportunity for a wider range of evidence to be gathered.

Q: (RL) Some of Year 11 are self-isolating now. If a student is self-isolating during the assessment window will they sit the paper at home?

JM: No, there will be back up papers but they cannot sit the test at home. Hopefully all will get at least one window.

Q: (RL) So there is back up provision in place if a student misses both windows?

VG: Correct. Some students have been disproportionately affected – such as some in Year 11 have had 5 instances of self isolation. Giving 2 assessment windows will provide valuable, crucial data but if someone will be disadvantaged going into the assessment window we will use other evidence. The safety net is the right of appeal to the exam board.

43g Lateral Flow Testing

- This was set up w/c 18 January with 8 staff volunteers, led by the Operations Manager and Deputy Headteacher
- Mass testing began on Friday 5 March, and 912 tests were carried out
- Since then over 2500 tests have taken place with one positive result
- Tests have served to give people reassurance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Cohort	249	249	246	184	180	59	48	1215
Tests	176	187	190	137	135	46	41	912
%	71	75	77	74	75	78	85	75

C: (VG) A huge thank you must go to Louise Price and Sarah Greenley and their team of testers – they have done an unbelievable job.

MB: Please pass on our thanks. Everyone has worked so hard.

44 COVID CATCH UP FUNDING STATEMENT

- £118,960 catch up premium has been allocated
- Funding is based on £80 per learner
- Catch up strategies were based on good teaching priorities, targeted academic support and wider strategies for support
- Funding Statement is to be monitored by Governors as Headteacher must be able to show the funding has been used to resume teaching a normal curriculum as quickly as possible

Q: (MB) If the funding is £80 per learner why doesn't the funding work out for the number of learners by 80?

JM: I think it is because the 1681 learners includes the sixth form who are not eligible for the funding.

VG: The learner numbers are taken from the October 2020 census.

MB: Please could we have confirmation that this is the case?

Q: (JM) Is Pearson tutoring offered on line or at school?

JM: It is online but can be completed at school.

Q: (JM) As each of The Trust academies gets catch up funding have you considered purchasing services together?

JM: We wouldn't get any further discount if we booked as a group. The slots have to be booked individually.

Q: (MB) Could we have the Penshurst details removed from our Statement?

JM: No, as we are a through school we have to publish all the strategies.

Q: (GB) Why has Penshurst received 52% of the funds so far?

VG: As a through school we have been allocated £119K, we then decide where it is best spent. It is not meant to be allocated absolutely equally.

Q: (GB) Have you received all the funding?

VG: Not all – it is paid in 3 instalments, we get the third in the summer term.

Q: (GB) If the funds are not spent could the Department ask for it back?

VG: If the money is not spent then it will sit in our final surplus that will then become part of the Trust surplus. We will spend it but we have to ensure we make an impact.

C: (MB) I would like to see further detail behind the Statement – approximate costs of strategies, what are the benefits, who will benefit, which subject, how success will be measured, confirmed costs, whether the strategy will be continued etc. I would also like to see a simple RAG status for each strategy.

C: (AH) I agree. The report needs to make it easier to see where the money has been spent. It is difficult to know the impact.

Q: (JMQ) In the wider strategies section, it states that in the absence of a member of the safeguarding team, you have managed to respond to all safeguarding issues during a period of vastly increased number of concerns raised. Have the numbers “vastly increased?”

VG: No, with students coming back we expected a surge of safeguarding issues and we wanted to have sufficient capacity to deal with them, However, this has not materialised which may be due to the amount of contact made throughout. The Deputy Designated Safeguarding Lead (DDSL) is now the Head of Year 11 so we needed to increase the hours of the DDSL.

Q: (JMQ) What are the rules about reporting this Statement?

VG: The Plan of the spend has to be published on the website and I have to be held to account of how I am using the funding.

Q: (MB) When does this have to be spent?

VG: It is not clear when the funds have to be spent, but it is allocated for just one year.

ACTION: Confirmation of number of learners eligible for Catch up funding and total funds to be circulated by JM

ACTION: JM/ VG to present more information around the Catch up statement at the next meeting (approximate and confirmed costs, benefits, who will benefit, which subjects, what is hoped to achieve, how success will be measured and a RAG rating for the success of the strategy).

45 GOVERNOR VISITS

Virtual visits had taken place as follows:

26 January 2021 JM Quinn – Safeguarding and SEND

22 February 2021 K Nicolson – Careers

The Governors were thanked for their visits and quality reports. There were no questions.

46 GOVERNOR TRAINING AND SUPPORT

All established Governors had completed the mandatory Safeguarding module 2020 and the DP training.

6 Governors from The Hessle Academy were booked on the ER course: Becoming an Evidence Informed Governor, 24 March 5.30-7pm.

ACTION: R Lambert to complete the NGA Safeguarding module

ACTION: A Haynes and R Lambert to be sent the link for Data Protection training

47 DATE OF NEXT MEETING

Tuesday 18 May, 5,30pm. The Chair expressed his wish that the meeting can be held safely physically.

48 AOB

None

49 ACTION POINTS

- 49a ACTION: KN to discuss with VG/ LP how he can assist with student voice – action carried forward (minute 41a)**
- 49b ACTION: KN to look into mastery in English – action carried forward (minute 41b)**
- 49c ACTION: NG to arrange a call with Jo Meir (PP Lead) to review PP progress and strategies) – action carried forward (minute 41c)**
- 49d ACTION: JM to provide more detail around subject gaps and the main subject focus areas – action carried forward (minute 41e)**
- 49e ACTION: J Anderson to grey out non-applicable training in the Safeguarding Report – action carried forward (minute 41g)**
- 49f ACTION: JM to inform Governors what proportion of the DA and SEND students came into school during the lockdown (minute 43e)**
- 49g ACTION: Confirmation of number of learners eligible for Catch up funding and total funds to be circulated by JM (minute 44)**
- 49h ACTION: JM/ VG to present more information around the Catch up Statement at the next meeting (approximate and confirmed costs, benefits, who will benefit, which subjects, what is hoped to achieve, how success will be measured and a RAG rating for the success of the strategy) (minute 44)**
- 49i ACTION: R Lambert to complete the NGA Safeguarding module (minute 46)**
- 49j ACTION: A Haynes and R Lambert to be sent the link for Data Protection training (minute 46)**

Part A closed at 6.54pm