



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 14 December 2021 at 5.30pm



**PRESENT:**

Mr M Benson (Chair, MB), 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 K Staveley (KS)

**ALSO IN ATTENDANCE:**

Mrs J Anderson (Assistant Head, JA), Mrs C Groak (for minutes 33 -36, CG), Mrs J Meir (Assistant Head, 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.

**33 WELCOME**

MB opened the meeting by welcoming everybody to the third meeting of the academic year. The meeting was held on MS Teams. The Chair informed the Board that JM Quinn had decided to stand down due to personal reasons. JM was thanked for the contribution made to the Board since May 2019.

**34 DECLARATION OF INTERESTS**

No conflicts of interest were declared for this meeting.

**35 APOLOGIES**

N Gaddu

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

**36 PRESENTATION: MFL Leader Mrs C Groak**

Mrs Groak had been invited to present the recent curriculum changes in MFL and the likely impact on outcomes

Key points were:

- 5 years ago the department re-assessed where they were due to variable results. As MFL Leader CG had inherited a poor curriculum and although staff were willing, they were not competent in all areas. Planning was disjointed with no logical sequencing which led to students becoming disengaged and behaviour deteriorated.
- The MFL team has changed now: there are 4 in the department, all willing and dedicated. They all take an active part in planning. There is a new curriculum with increased teaching time in KS3. MFL now sits in the humanities department. The curriculum is more exciting and links to other subjects. There is rationalised sequencing and the level of engagement and behaviour has increased.

- Through CG's SLE work she has looked at different models and has chosen one where one language is studied from Year 7 onward. In other schools that follow this model this has led to better results at KS4 and higher uptake of languages at A level
- One language is studied from Year 7 to 11. Another language can be chosen as an option
- First year group to be on the new curriculum is the current Year 8
- A Level Spanish will commence September 2023

*Q: (MB) Thank you. You have made great progress. How did you select which parts were left out of the curriculum?*

*CG: It was more deciding what to teach when, not leaving anything out. For example, we don't start teaching Year 7 with how to count to 10 as they would become disengaged straight away.*

*Q: (MB) You said that the aim is to have the same teacher all the way through – how possible is that?*

*CG: Certainly in KS4 the students will have the same teacher. For KS3 they get settled in Year 9 so they could change teachers then.*

*Q: (MB) Do other Trust schools follow the same model?*

*CG: No, I am working with Wolfreton to redesign the curriculum as they do a carousel activity – splitting the cohort in 2 and directing to 2 pathways. The schools that do this such as Beverley Grammar and Bridlington have the best outcomes*

*Q: (MB) If you could go back 3 years, what would you do differently?*

*CG: I would start this change earlier. I would use the cultural aspect earlier to get strong engagement.*

*C: (MB) Thank you – we will look forward to seeing the fruition of your work.*

CG left the meeting at 5.50pm.

### **37 MINUTES OF THE LAST MEETING**

**Resolved:** That the minutes of the meeting held on 21 October 2021 were confirmed as a correct record and signed by the Chair.

### **38 MATTERS ARISING FROM THE MINUTES**

- 38a ACTION: Additional column be added to the subject specific progress table showing size of cohort** - complete, see p.21 of the Strategic Headteacher Report
- 38b ACTION: Two governors have completed Safer Recruitment training – this to be reflected on the Safeguarding Report** - complete, see p.32 of the Strategic Headteacher Report
- 38c ACTION: Trust aggregate attendance to be included in the next Attendance Report** - complete, see p.45 of the Strategic Headteacher Report
- 38d ACTION: Trust data to be included in the Strategic Termly Report as much as possible to allow for comparisons.** Power BI is only used for attendance comparisons for now, but other streams of data will soon be available for comparison
- 38e ACTION: Subject Leader in Music and French to present plans for improvement in the March LGB meeting** – see minute 36
- 38f ACTION: KN to discuss with H Lawes the various post 16 pathways to promote, particularly to the DA** - KN has a meeting with H Lawes on 16 December

- 38g ACTION: GS to request risk register training for all** - CEO has met with V Tennison to discuss risk management training which will take place early in the new year.
- 38h ACTION: A Haynes, N Gaddu and J Linwood to conduct a Governor Link visit with their school contact before the next LGB meeting.** See minute 43.
- 38i ACTION: A Haynes, N Gaddu and JM Quinn to complete the 2021 Safeguarding: A Governor's Role ASAP** - complete
- 38j ACTION: M Benson, N Gaddu, K Nicholson and K Staveley to complete and return the NGA skills matrix** - complete

### **39 STRATEGIC TERMLY REPORT**

#### **39.1 Leadership and Management – V Groak**

- Positive Covid cases are declining over the last 3 weeks with 13 cases last week.
- A Etheridge and M Davison have been seconded to the SLT team
- Deputy Head of Maths and Assistant Head of English are both newly recruited and a PE vacancy has been filled by an “exceptional ECT.” Head of History interviews are taking place this week– strong pool of candidates
- Well being survey conducted week commencing 6 December
- Curriculum developments moving to the 3-year KS3 are ahead of schedule
- Attendance is above national
- Behaviour improving as students get back into following routines
- Academy Development Plan is to be re-hauled with the top 3 or 4 strategies selected. Consideration to be given to specifically referencing PP in the plan

**ACTION: Results of staff well – being survey to be presented to the LGB next meeting**

#### **39.2 Quality of Education**

##### **39.2.1 Quality of Teaching and Learning– L Price**

- In September 2021 a coaching model with a checking system of classroom non-negotiables replaced lesson observations
- 31% staff have been coached and observed this term
- First term has focused on non-negotiables and from 316 visits to classrooms, there has been 75% full compliance
- 3 departmental reviews have taken place by the DH and AH Standards this term – Maths, Science and The Arts. In these reviews staff could talk confidently about the curriculum and sequencing and positive relationships with students. Development areas highlighted from the reviews were consistency between all department members and providing stretch and challenge for the more able
- Had TCAT review of reading – areas for development were to attain standardised reading scores across the year group, develop reading for pleasure, incentives to read and to embed the whole school approach to reading
- Summer term staff survey highlighted only 50% used Google Classroom effectively. To address this a training programme was put together and following the sessions 82% of staff agreed or strongly agreed the training videos were useful

*C: (MB) It is great that the training to be more effective on Google Classroom was so useful.*

*VG: M Davison was a driving force with this.*

*Q: (KN) What did the 18% feel that didn't agree the training videos had been useful?*

*VG: I think that the training was not appropriate in comparison to what they were expecting to be taught.*

*Q: (MB) If you were told there was going to be another lockdown how well equipped are the students and staff?*

*LP: It is fortunate our staff are so adaptable. We would be very ready to adapt to online learning.*

*Q: (MB) Could we do more to be in a better position?*

*VG: We would quickly press in to action. We have the devices available. The new Year 7 DA will be given devices. We would be in touch with the most vulnerable more frequently.*

*Q: (MB) What have we learnt?*

*LP: The staff skill set has changed and we have been more reflective of work covered during lockdowns. A number of learners find learning on line very difficult.*

*Q: (RL) Half the staff commented that they needed extra help with Google Classroom – have you canvassed if they are happier now?*

*LP: Yes, but this was about Google Classroom training at a higher level giving additional ways to move lessons forward. I am very confident they can all very comfortably deliver lessons.*

*C: (RL) Over the year, I observed a wide difference in ability of teachers to deliver, so hopefully they would be more prepared now.*

### **39.2.2 Curriculum Update**

- Following full consultation, the Academy is moving to a 3-year Key Stage 3. KS3 subject leaders reviewed their lesson content and sequencing to ensure they are suitable. Phase 2 requires KS4 leaders to reduce their 3-year teaching plans into 2 years.

### **39.2.3 Standards of Achievement Year 11– J Meir**

- Year 11 cohort is 177, 55% boys, and of higher ability than 2021 cohort
- 45 are Disadvantaged (25%) and 30 students (17%) have SEND support
- November mocks were held with good attendance. Since then English and Math departments have had meetings to target students to boost the basics scores

### **Headlines from October MFLPS data: (figures in brackets show the comparative score at the same time last year)**

- Progress 8 is currently -1.32 (-1.30)
- DA progress 8 is -1.78 (-1.30)
- SEND progress is -0.97 (-0.99)
- 21% students are working at Strong Basics (9-5 in English and Maths) (11%)
- 37% students are working at Standard Basics (9-4 in English and Maths) (28%)
- Attainment 8 score is 34 (32.5)
- EBacc standard pass currently 7% (7%)
- Subject progress index shows how each learner has performed in a subject compared with all students with the same KS2 data. BTEC Music -3.62, Spanish -2.37, French -2.28
- Concerns raised by SLT were the middle ability in Science and MFL
- Maths, Computer Science, Science and MFL revision sessions take place
- Following conversations with the students and their families there has been a reduction in the curriculum for some learners.

The grade boundaries from 2019 were used for the November mocks but the school has been advised that the grade boundaries will be between 2019 levels and 2021 CAGs. There will be further mocks in Spring and all test papers will be kept as evidence in the event of going to CAGs in 2022.

The whole specification is being taught although the learners will be advised of what specific areas to revise from exam boards.

If external exams did not go ahead then there would be further assessments in the summer term.

The Mocks grades have been fed back to the student making it clear that the grade was from one paper, not necessarily an assessment of a level in the subject.

*Q: (AH) What has been fed back to learners in Year 11 and 13 regarding mock results? I have heard from Trust schools and non-Trust schools that students have not been told their results but instead get a percentage score with the rationale that the marking regime is currently unclear. For some that need certain grades they need to know how they are progressing. What is your view?*

*JM: We have given the students their grades making it explicit that the grade is the grade for a particular paper and that may differ from CAGs but may be part of the CAG evidence. We believe the children need to know where they are against their targets.*

*Q: (RL) Can I confirm that all students will be told their results?*

*JM: Yes, some papers will still be being marked and some students won't have had their lesson yet following the marking but yes all will be told.*

*VG: We didn't have one appeal last year due to the clarity of our communication so we felt confident sharing the information.*

*Q: (MB) Did you get a refund from the exam boards last year?*

*VG: The Trust received a proportion back that has been put together to develop a whole school reading strategy that we support.*

*Q: (JL) How did learners feel the mocks went? Was there any increased anxiety?*

*JM: They dealt with the pressure really well. They have not had the experience of sitting an exam since Year 8 so some were apprehensive but additional support was given where needed.*

### **39.3 Personal Development Summary**

#### **39.3.1 SEND Update**

- 11% students receive SEND support (national 11.5%)
- Nurture provision has been re-instated in Years 7,8 and 9
- Bespoke curriculum will be offered to up to 7 learners in Year 10 from September 2022
- Highest proportion of SEND students are in Years 7 and Year 10
- 2.2% have an Education Health Care Plan (national 2%)
- Highest % of students with an Educational Health Care Plan in Year 7
- Progress of SEND students is above that of their non-SEND peers and is significantly greater than SEND students nationally. However, the progress of SEND students is typically not linear and is expected to dip towards the end of the year
- Average attendance of SEND students in Years 7-11 is 85.5% (non -SEND 7-11 is 90.2%). Gaps seen in Years 9 and 10 due to one student in each year with an EHCP. These are not expected to stay in mainstream education.
- Apart from in Year 10 where fixed term exclusion rates are high across all students, FTE figures for students with SEND are lower than for Non -SEND which bucks the national trend

*C: (JA) I am really pleased that we are re-instating the nurture groups in Years 7 to 9 for ten students in each year with the greatest need.*

*VG: The cost of nurture provision will be significant as it will take 1.4 members of teaching staff per year group so a huge investment for us but something we are proud of. In addition, the KS4 curriculum that is being developed at significant cost due to the ratio of staff to students required will really benefit these young people.*

*Q: (KN) Can we accommodate the Down's Syndrome learners throughout their school life?*

*JA: We can, now we are having the nurture groups.*

*Q: (GS) Will the results of the students on the bespoke curriculum on Year 10 count towards the school's results?*

*JA: No – they will have an impact on the statistics but as there will only be about 5 students on a different curriculum the impact will be insignificant. We will write up the reasons for the students on these different courses and have a solid case study to show.*

### **39.3.2 LAC Update**

- 6 Looked after children in school, 9 previously looked after
- All have excellent attendance and attitude to learning and are making great progress

### **39.3.3 Safeguarding and Child Protection**

- 146 safeguarding concerns reported on CPOMs this term compared to 267 the previous term
- 4220 CPOMs incidents this term compared to 2291 last term
- All case reviews and core group meetings have been fully attended
- All staff and governor safeguarding training is up to date. More staff training has been conducted on CPOM concerns which explains the reduction in safeguarding concerns logged on CPOMs
- Increased capacity in the safeguarding team following the appointment of a deputy designated safeguarding lead

## **39.4 Behaviour and Attitudes Summary**

### **39.4.1 Behaviour**

#### **Fixed Term Exclusions (student temporarily removed from school)**

- 21 FTEs Sept - Nov, compared to 39 for the same 3 months last year
- Defiance is the most common reason
- Year 10 is the concern with 13 /21 FTEs
- Year 7 students have settled well, with 0 FTEs
- Alternative Provision: One student is currently in The Hub, and one student from Year 10 and one from Year 11 has a commissioned place at College

#### **Permanent Exclusion (student expelled from school)**

- 0 permanent exclusions this term
- A number of Year 10 are “at risk” of permanent exclusion and are being supported in numerous ways

#### **Internal Exclusion (student removed from class for disciplinary reasons)**

- Split provision – pastoral and booths for high end behaviour
- 200 incidents of IE Sept to Nov compared to 146 for the comparable months last year
- Years 9 and 10 are the most challenging year groups

#### **Low Level Behaviour – Reflection Room**

- Used for low level disruption: staff discuss the behaviours with the students to reflect and change their behaviour
- Failure in the Reflection Room would mean a move to Internal Exclusion

#### **C5 – SLT Intervention – student spends one day in Internal Exclusion**

- 67 C5s between September and November, an increase from 31 for the same 3 months last year. The spike in November is due to the introduction of Class Charts and the ease of logging incidents

### 39.4.2 Attendance

- Attendance to date is 90.6% (2020/21 was 91.1%). It should be noted that the absence rate of 9.4% does not include Covid absences as students are marked with X until they have a positive result. If positive they are recorded as I which then is included in the attendance data. National attendance for end of November was 89.3%
- Still much anxiety around Covid and the attendance team works closely with parents and external support
- Number of FTEs in Year 10 has impact on attendance
- Pupil Premium attendance is 85.2% to date (2020/21 was 85.6%). Lowest attendance is in Year 10 (76.1%)
- Non -PP attendance is 92.2% to date
- Proportion of Persistent Absence (student has attendance of <90%) students has risen from 25.5% in 2020/21 to 35.2% this year to date
- Disadvantaged PA is very high at 48.5% (national DA PA Pre Covid was 22.6%)
- 4 students have chosen Elective Home Education this academic year (3 in Year 9, 1 in Year 11)
- 7 spaces in the Year 10 year group is a concern as this year group is already a concern with behaviour and attendance

*C: (VG) The amount of non Covid staff absence is much reduced this year. We have been lucky; our staff are fabulous.*

*Q: (KN) Are you happy with the current attendance data?*

*CS: Yes, we are holding our own against other Trust secondary schools.*

## 40 SIXTH FORM DATA

The governance for Sixth Forms has reverted back to each Local Governing Board following the disbandment of the Consortium Sixth Form Board. SJ gave a brief introduction to the key sixth form progress measure – value added. The purpose of level 3 value added (L3VA) is to measure the progress students make from the beginning to the end of their level 3 qualifications (i.e. between the end of key stage 4 (KS4) and the completion of their level 3 qualification). If a VA is +0.5 then that learner is working at half a grade better than where they were expected to be.

### 40.1 Year 13 Outcomes

- Forecasting progress of 0.07 with an average grade of -B for A Levels
- Forecasting 29% will achieve A\*A and 61% will achieve A\*B
- Forecasting progress of 0.13 and merit + for Applied General
- Mocks have just taken place and data from these will be available at the next meeting

### 40.2 Recruitment

- Full review of entry criteria was conducted across the Consortium and the entry requirement has been adjusted to five grade 4s
- There is increased contact with Year 11 team to ensure students receive targeted guidance to select a post 16 destination
- 44% of last year's Year 11 were recruited to sixth form. The target 2022 is 40% of Year 11
- Retention whilst in the sixth form is typically 97% but has dropped for the current Year 13s to 87% with 8 students leaving with taking up apprenticeships. This drop-in retention is typical in the East Riding this year. The reasons are thought to be due to less support given to Year 11 around targeted careers during Covid and fewer apprenticeships were available at the point of students selecting their destination
- 90% of the top 20 Year 11 learners stayed into sixth form

#### **40.3 Attendance**

- Average attendance for Year 12 and 13 is 95.65%
- There is only one student on a behaviour contract, no other behaviour concerns

#### **40.4 Strengths**

- Destinations: over 20% of university applicants are accepted for Russell Group places
- Pastoral care: students feel safe and supported
- Enrichment programme includes EPQ, work experience, first aid, BEAMS (becoming a medical student) and BEATS (becoming a teacher) programmes
- SEND and PP students perform very well and in line with their peers
- Regular quality assurance visits between the 3 Consortium schools to ensure travelling students get as good a deal as a home student

*Q: (MB) This is the first term that sixth form leaders are presenting to each school LGB and not the Consortium Board. Are the Heads of Sixth still collaborating?*

*SJ: Yes absolutely. The Consortium LGB served its purpose; governors could see what was happening across the Consortium and we looked at data of all students. This will now continue and the Heads of Sixth work very closely together.*

*VG: It is much better from an Ofsted point of view – being able to view data over each phase.*

#### **41 COVID CATCH UP FUNDING STATEMENT**

- Total Academy catch up income was £118,900. Hessle High income being £84K
- £29K has been spent on teaching priorities: including development and use of GCSE Pod for 3 years, purchase of dongles and eBooks
- £31K has been spent on targeted academic support: salary of a cover supervisor to take interventions and the National Tutoring Programme Pearson – in English, Maths and Science
- £10K on wider strategies for support: temporary increase in working hours of the Safeguarding Manager and The Scholars Programme

#### **42 ACADEMY RISK REGISTER**

Following training in the new year the risk register will be fully reviewed by the SLT and then presented to Governors in April.

#### **43 GOVERNOR LINK VISITS**

The following Link visits had taken place since the last meeting:

24.11.21 N Gaddu – Pupil Premium

16.11.21 J Linwood – SEND

JL thanked JA for her time during the visit and said that excellent work was being done for SEND students.

**ACTION: AH to conduct a safeguarding visit ASAP in the spring term**

#### **44 GOVERNOR TRAINING AND SUPPORT**

All Governors had completed the mandatory Safeguarding module 2021. Governors were reminded that they can complete as many NGA Learning Link modules as they wish to advance their knowledge. The minimum each year is the Safeguarding module plus any other one.



**45 POLICIES**

**Resolved:** The Highly and Most Able and Talented Policy was approved.

**46 DATE OF NEXT MEETING**

Tuesday 5 April 2022 at 5.30pm

**47 AOB**

None

**48 ACTION POINTS**

**48a ACTION: KN to discuss with H Lawes the various post 16 pathways to promote, particularly to the DA - KN has a meeting with H Lawes on 16 December and will report back at the next meeting (minute 38f)**

**48b ACTION: Results of staff well – being survey to be presented to the LGB next meeting (minute 39.1)**

**48c ACTION: A Haynes to conduct a safeguarding visit ASAP in the spring term (minute 43)**

The Chair thanked everyone for their attendance, governors for their support and academy staff for their presentations and work over a very busy term.

Part A closed at 7.50pm