



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 28 November 2023 at 5.30pm



PRESENT:

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

ALSO IN ATTENDANCE:

Mrs J Anderson (Assistant Head, JA), Mr A Chapman (Deputy Head, AC), Mr I Furlong (Chair of the Trust IFur), Mrs J Meir (Assistant Head, JM), Mr S Jarman (Assistant Head, SJ), Mr J O'Brien (Director of Improvement and Standards, JOB), Mrs H Power (Chair of Wolfreton – observing, HP), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS), Mr D Waterson (Executive Director of Education, DW)

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

16 WELCOME

MB opened the meeting by welcoming everyone, including the Chair from Wolfreton who was observing the meeting and the Chair of the Trust.

17 APOLOGIES

N Gaddu and K Nicholson

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

18 DECLARATION OF INTERESTS

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

19 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 26 September 2023 were confirmed as a correct record and signed by the Chair.

20 MATTERS ARISING FROM THE MINUTES

20.1 ACTION: Data showing number of stamps issued per teacher and how many students have not received a stamp to be given at the next meeting - 37 students have not received any stamps. Some are at alternative provision, and some are non-attendees. There are no students that attend that have not got at least a stamp.

20.2 All Link Governors to complete an autumn term visit - 5 visits have been undertaken in the first half term

20.3 ACTION: Annual list of events to be circulated to all governors - complete

20.4 ACTION: Governors to complete the safeguarding training module as a minimum prior to the next meeting - complete

21 HEADTEACHER'S REPORT

- The contextual value added (CVA) function has returned to FFT and this gives an updated progress measure when similar demographics are considered of 0 (from -0.28)
- The number of students joining the school has grown since 2017, these are predominantly from West Hull and are typically a greater proportion of disadvantaged students with low attendance compared to students from the traditional catchment area, so managing this changing cohort is a priority
- Work experience for Y10 will commence again in the summer term
- Year 11 have completed their mocks with results being given out during a progress evening
- Year 11 attendance is a priority area
- Year 13 forecast: 24% A*A, 48% A*B and 79% A*C. A Level students that were 2 grades or below in mocks had to resit
- QA procedures have moved to Sisra Observe allowing more analysis of quality of teaching
- Currently consulting on a reduction in options for the AB band – this would lead to additional teaching time in maths, English and PE
- ERYC has agreed to fund an enhanced resource provision for students with cognition and learning needs. The intention is that this opens in September 2024 for 10 students

Q: (MB) Why are Hull students choosing to come here?

JM: We have done well by their siblings.

Q: (MB) How many applied this September but couldn't get a place?

CS: There are 48 on the waiting list for Year 7.

Q: (MB) Is parental engagement with the school increasing?

JM: We are giving the Year 11 mock results to the students and their parents at a progress evening. We are hoping that this increases parental engagement and means we can have more bespoke conversations about the results. 84 parents (30% of the year group) have not made an appointment so far, so the year leader is calling parents.

Q: (IF) Is there capacity to catch up with parents that cannot attend the evening?

JM: Yes, we will call them.

Q: (IF) What was the percentage attendance at parents' evening last year?

VG: It was lower last year (around 60%) for Year 10, we are aiming for 70% this year.

Q: (MB) Is there a correlation of the 84 families that are not attending the progress evening and general attendance?

JM: Yes, there is a link between engagement and attendance. For any parents that cannot attend the evening due to being at work we have arranged separate meetings.

Q: (IFur) We have students on the waiting list to come to Year 7 so the parents are engaged at this point, but at Year 11 engagement has dropped off, is this systemic that the parents become less and less engaged as their children go through school?

VG: No, engagement is up and down; typically, it is high in Year 7 then dips in Year 8 then picks up during the exam years but we have noticed that information evenings have been very low this year. I am looking at other ways to send information so we are tailoring our communication such as sending bulletins instead.

Q: (MB) How do we increase engagement? It seems we need to target Year 8 parents and keep the engagement there.

VG: It is not for lack of trying but is typical in secondaries in general.

JA: Yes, they will be integrated. In KS3 they will be in our foundation learning groups and follow a mainstream curriculum but will be heavily supported. In KS4 they will be in lessons and be in our learning support area.

22 SAFEGUARDING REPORT

- There are currently 9 CLA (Children Looked After)
- 13 students have a Child in Need Plan
- 3 Child Protection cases
- 31 Operation Encompass notifications (from 2 the same period last year)
- 593 logs for concern have been made since September
- There have been two incidents of bullying
- There has been an increase in conflicting behaviours in Key Stage 3 and there is a core group who are engaging in group self-harm and filming this on social media
- There have been 3 referrals to Early Help
- The safeguarding team has attended 59 multi agency meetings in three months (an increase from 35 in the last three months of the summer term)
- There are only four staff still to complete the mandatory safeguarding training, but these are on either long term sick or maternity leave

C: (AC) There have been high number of conflicting behaviours (142), we are seeing self-harm behaviour in Key Stage 3 and mental health issues in Key Stage 4. The number of safeguarding concerns of 593 is a reduction on last year as we triage what is entered on CPOMs and attendance has been removed from this category.

Q: (MB) Are we supporting the group engaging in self-harm?

AC: Yes, this is a Year 9 WhatsApp group where the members are encouraged to self-harm. The parents and social services are aware and supporting.

C: (AH) As Safeguarding Link I was pleased to see the way the school engages any agencies that are not responding or supporting. We also discussed the draft Trust Behaviour Policy and how several points within the policy could not be agreed between Headteachers.

VG: This policy is currently on hold with the Trust; there are lots of challenges.

Q: (MB) It should not be hard to agree a behaviour policy.

VG: We want this policy to be operational but we are finding it difficult to harmonise where the students are removed to.

C: (IFur) I agree with the Chair that it should not be difficult to come up with a choice of words and to have consistency across the Trust regarding behaviour. The risk is that there is a collaborative brief part of the policy and then numerous appendices for each school. I do not want that.

VG: I agree that the broad expectations are the same, but we need the school level detail in there or we will get challenged.

C: (AH) I have attended numerous permanent exclusions across different schools and behaviour is dealt with differently across the schools. It is time that we have consistency.

ACTION: Update on the Trust wide Behaviour Policy to be given at the next meeting

23 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Overall attendance is 91.5%
- Attendance in Years 7, 8 and Sixth Form is above national
- Year 11 has the lowest attendance at 87.5%

Sixth Form

SJ: Our enrichment offer in the Sixth Form is strong and we are increasing the number of trips. Destinations are holding up well with a low level of NEETS. It is looking like we will have a healthy number in Year 12 next year as our current Year 11 really rate the school, but we are seeing a high proportion of lower ability students apply and there has been a drop in middle ability as these students are mostly choosing to go to Wyke. We need to attract more of the high ability students to stay.

Q: (DW) As we control who enters the Sixth Form is the criteria wrong if the lower band are increasing in number and are we saying that the students are not achieving the right level down the school? We are creating this larger pool of low ability students. How many of your high ability are choosing to stay with you?

SJ: 13 of 20 are currently in Year 12. I'm talking to the Sixth Form heads about Oxbridge support and looking at how to retain more high ability students.

C: (MB) The Head of Science did a great presentation at the last meeting, but we can see biology, chemistry and physics are currently all forecasting a significantly negative progress at A Level. JB was very confident that every student would at least pass at GCSE so what do we need to do to translate this success to A level? I wonder if we are focusing on GCSE science at the expense of A level.

SJ: There is more support being given to the science team and the Head of maths is also assisting as maths and science are very closely related. This year's Year 12 cohort is very strong.

Q: (IF) 13 high ability students are in Year 12. How will you give more Oxbridge support and are there any other initiatives in place?

SJ: As a Consortium we are getting some students to Oxford and Cambridge, and we are looking to collectively buy in support. We do have HE+ which includes residential visits to Oxford and Cambridge.

Q: (IF) How easy a fix is this?

SJ: It is easy with the funding.

VG: I am Chair of the Consortium Sixth Form steering group and we're looking at unlocking funding to improve our students' chances of going to Oxbridge.

Q: (IFur) If 95% lessons met quality first teaching, do the other 5% lessons fall into a particular pocket and if so, are support plans in place?

LP: The departments in which the lessons were not deemed to reach standard have been supported to improve.

VG: The lessons that need improving tend to fall into science.

Q: (MB) It is great that we have gained approval for an enhanced resource provision. how do we choose the students that attend?

JA: Yes, we are very excited, and this will be the first provision for Cognition and Learning needs in the East Riding. It may be an Easter or summer start. We will be funded for 10 places, and it is very important that we ensure that learners will fit. We will not take students with significant SEMH needs, this is for vulnerable learners with cognition and learning difficulties. We gatekeep who attends, and this will bring significant additional funding to the school.

VG: The risk is that a very subtle change of the criteria will change who is admitted so it is very important that we get the service level agreement watertight with East Riding.

Q: (MB) Do we have any other schools within the Trust that have such a provision?

DW: We have 4 ERPs; two in our primary schools and two in our secondary schools so we are well positioned to support. The challenge is in the criteria as there are more children than places with very high needs.

JA: I have been talking to the Head of a local special school where there are some children that attend that should be in mainstream.

Q: (IF) How does the provision work? Will the students be integrated in classes?

- Pupil premium attendance is 85.2%, compared to non-PP at 93.6%
- SEND attendance is 87.6%, compared to non- SEND at 92.3%
- 35.3% students have an attendance of less than 90%, with the highest proportion being in Year 11. There are 15 students in Year 11 with attendance below 50%
- 2 additional Attendance Officers have been recruited with the focus of making calls to students' home
- There are many ongoing incentives to encourage good attendance

Q: (MB) An Attendance Manager was recruited last January. What is the remit of the two Attendance Officers?

AC: We have employed additional Attendance Officers as we are taking all the calls for Penshurst and Hessle and we must prioritise Penshurst due to the age of the pupils, also the vulnerable ones and Year 11. We have a lot of students turning up after 9:05am and these get a U code and count as absent. They are challenged when they come in but there is a small number of regular offenders. We have had 180 students with U codes over 10 weeks.

Q: (MB) If the students with U codes were counted as present, how would this affect attendance?

VG: It would lead to an additional 0.5%

Q: (MB) What impact in terms of numbers do we expect from these calls?

AC: If we could get most of the U codes in on time this would be a significant improvement.

Q: (MB) We must ask if this is the best use of resources, what do we need to significantly improve attendance?

JM: We need Year 11 in at the beginning of the lessons as this impacts on results.

AC: We have also joined the DFE national attendance hub group to share good practise. We have a high level of mental health needs that are working with high level support. We will not get 5% of students into school.

C: (MB) Then the Trust target of 94% attendance is unrealistic if 5% are not going to attend.

VG: Yes it is for Year 11 for this year, as there are significant needs.

Q: (MB) What can we learn from Cottingham 93.5% Holderness 93.3% and Wolfreton 93.6%?

AC: I have been to a school in Fulford where attendance is 94.9% and there is nothing that they are doing to improve attendance that we are not but it is an affluent area and they do have parental support to get their children into school. We need to get our parents on board.

MB: We could report the number of lessons missed back to parents which will have more of an impact than giving them an attendance percentage.

VG: We have sent information home linking attendance to academic performance.

Q: (IFur) It does look like attendance falls off dramatically from Year 9 onwards. Do we put sufficient emphasis on understanding why there is such a drop off at Year 9?

JA: Engagement also drops off in Year 9.

AC: I will be working with a company called ImpactEd to help us understand the barriers to attendance which is understood through parent voice.

JA: We also have three learners with educational health care plans that do not attend at all.

DW: It is the students with attendance around 85% where the focus needs to be.

MB: I would like to hear from the Attendance Manager at the next meeting please.

ACTION: C Kibart (Attendance Manager) to present at the next meeting

AC left the meeting at 6.45pm.

Behaviour

- 27 children have had 42 fixed term suspensions, totalling 82 days
- The number of suspensions is 10% lower than this time last year
- Persistent disruptive behaviour and swearing at staff is the most common reason for suspensions (43% suspensions relate to this)

- Main concern is around repeat offenders in Year 10 and 11
- There have been two permanent exclusions
- Students of concern are supported including managed moves and onsite provision, several are on part time timetables or supported through SMASH, Tigers Trust, Mable Therapy etc
- The number of classroom removals has increased from this time last year from 434 to 490. This was expected due to a reduction in number of steps to a sanction
- 260,000 positive stamps have been given this year compared to 420,000 for the whole of last year
- There are places in Year 10 due to several students leaving at the end of Year 9 to go to college and there are currently 6 gaps in Year 11

C: (GB) There is a small group of repeat offenders but generally behaviour is more settled, and the reduction of steps in the Behaviour Policy has helped.

Q: (IFur) Do you find there is less impact to receiving a stamp in the planner when the students are older?

CS: Yes, but they do still like it. There is also the incentive of the Year 11 prom passport which starts in January and reduces the price of a ticket with a certain number of stamps.

Q: (EK) Do you find there are more suspensions in the winter months?

CS: Behaviour does go up and down depending on the time of year, for example gets much worse during Hull Fair.

24 PUPIL PREMIUM STRATEGY

- 28% are pupil premium students
- Pupil premium funding 2023/24 is £344,655
- Recovery funding 2023/24 is £111,000

C: (JM) PP students that are in school get a good deal. Our PP students have progress of -0.95, the Fulford PP cohort is much smaller with progress of -0.9 but they do have attendance of over 90%.

Q: (MB) Do you follow the punitive route for poor attendance?

VG: Yes regularly, there are 8 being prosecuted currently.

C: (IF) I really like the detail on this plan and the clear priorities but there is no evidence of enrichment of the cultural capital.

JM: We run after school activities and many trips.

DW: This is a valid observation so will be included to the strategy.

Q: (IFur) How does a governing board know the impact of this strategy, is there a separate impact statement?

JM: I normally create a summary of PP for Board meetings; detailing what is working and what is not

Q: (MB) I would really like to see year on year if the full budget is spent, where it was projected, did it achieve the expected outcome and what strategies were successful.

VG: PP funding is a nominal amount which is very hard to track as it is spent not just on PP students.

C: (IFur) In an inspection governors need to know the answer to 'how do you know that the PP spend is working?'

JM: PP students that are here do very well.

ACTION: Activities to increase the cultural capital to be added to the PP Strategy

25 SELF EVALUATION FORM AND DEVELOPMENT PLAN

- This is a through school document
- Quality Effectiveness is judged to be good

VG: *I feel that teaching is good, but this is not converted into results as we have falling outcomes in Key stage 2, 4 and 5. Leadership is focused on the quality of teaching throughout the development plan. Behaviour is our number one priority as last year was problematic and affected the outcomes and the staff well-being followed by improving academic achievements.*

Q: (GS) *If this SEF was solely for the High School would you rate the categories the same as you have rated the through school?*

VG: *Yes*

JOB: *It is important that it is understood that the school is in a vulnerable position due to Year 11 attendance, last year's outcomes at Year 11, Key Stage 2 outcomes, behaviour and attitudes and post 16 outcomes. The school needs to show a trajectory of improvement to secure a good judgement.*

Q: (IFur) *The adaptation of the curriculum for SEND students is impressive with 87% of parents stating their son child receives the support they need to succeed. How is this measured?*

VG: *Parent view is very positive.*

DW: *Unfortunately, this year there has only been 167 responses on parent view and only 47% of parents feel that their child has the support they need to succeed. 24% have indicated that they do not know, these are significantly reduced responses to last year.*

C: (IFur) *It is very difficult to satisfy the parents of SEND children, so you are doing something right as progress for SEND support is good.*

JOB: *As governors you need to demonstrate that you know the areas of improvement and that the school has the capacity to do so.*

MB: *It would be worthwhile to have another Ofsted preparation session with the Penshurst LGB.*

ACTION: Clerk to arrange an Ofsted preparation meeting for both the Hessle and Penshurst Boards

26 RISK REGISTER

C: (IFur) *At a recent conference RSM who conduct our audit work, presented on the value of school level risk registers and they support not having school level risk registers so long as there is a mechanism for reporting risks up. You will continue to have discussions about risk in your local board meetings and feed this to the strategic Trust level risk register but will not need a school risk register any more.*

VG: *The only comment is that the student numbers have plateaued but there is still a strain on the building and we are looking at returning to a single lunch sitting. This will not only enable an additional PE lesson but will also be good for staff well-being, but changes to the building are needed for this to be possible.*

27 GOVERNOR LINK VISITS

There have been 5 governor visits:

25 September 2023 PP and SEND Link visit- E Kenny

4 October 2023 Sixth Form link visit – I Frankish

5 October 2023 Safeguarding link visit – A Haynes

5 October 2023 Year 7 Open Evening – E Kenny

17 October 2023 Sixth Form Open Evening – I Frankish

Additional comments were:

IF - My wife and son attended the Sixth Form open evening with me, and we found it brilliant. We had attended lots of schools and this one felt very well prepared; your students did you proud.

EK - I echo that. The Year 7 open evening was very engaging with lots of interaction particularly in the science classrooms and we found the Headteacher speech inspirational

DW - We were conducting a safeguarding review today and Jamie and I both said that we would send our children to Hessle.

MB thanked the governors for their visits and reports.

28 GOVERNOR TRAINING AND SUPPORT

All Governors have completed the safeguarding module.

The module that is expected prior to the January meeting is "Annual Certificate in Data Protection and GDPR Governors and Trustees (2023/24)".

ACTION: Governors to complete the data protection training module prior to the next meeting

29 NEXT MEETING DATE

Tuesday 30 January, 5.30pm

30 ANY OTHER BUSINESS

None

31 ACTION POINTS

31.1 ACTION: Update on the Trust wide Behaviour Policy to be given at the next meeting (minute 22)

31.2 ACTION: C Kibart (Attendance Manager) to present at the next meeting (minute 23)

31.3 ACTION: Activities to increase the cultural capital to be added to the PP Strategy (minute 24)

31.4 ACTION: Clerk to arrange an Ofsted preparation meeting for both the Hessle and Penshurst Boards (minute 25)

31.5 ACTION: Governors to complete the data protection training module prior to the next meeting (minute 28)

IFur: Thank you very much for having me attend your meeting tonight, I've really enjoyed it. It is great to hear about the number of visits conducted, it is so valuable to see a class in action and ask questions around what has been observed.

MB thanked everyone for their attendance and closed the meeting at 7:45pm