



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 24 March 2026 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mrs R Bird (RB), Mr A Brannon (AB), Ms A Carlill (AC), Mrs J Clapham (JC), Mrs E Kenny (EK), Mrs L Leeman (LL), Mr J Nixon (Headteacher, JN)

ALSO IN ATTENDANCE:

Mr M Brown (Executive Director of Education, MBr), Mr A Chapman (Deputy Head, ACh), Mr S Jarman (Director of Sixth Form, SJ), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Assistant Headteacher, DWi)

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

42 WELCOME

The Chair welcomed everyone to the fourth meeting of the academic year. The MIS and Reporting Manager had been invited to the meeting to ensure all governors could access PowerBI attendance and suspensions reports, and talk about future developments with the platform. Governors put forward ideas to modify the reports.

43 APOLOGIES

I Frankish and A Haynes

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

44 DECLARATION OF INTERESTS

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

45 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 10 February 2026 were confirmed as a correct record and signed by the Chair.

46 MATTERS ARISING FROM THE MINUTES

46.1 ACTION: Maths Mock 2 data to be circulated to governors – complete: 7+ 16%, 5+ 48% and 4+ 73.5%

46.2 ACTION: A Haynes to complete the Safeguarding Refresher module ASAP - complete

46.3 ACTION: M Benson, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module (minute 38.1) – 3 governors still to complete, action carried forward

46.4 ACTION: All governors to complete a spring term visit and submit the report in time to be considered at the LGB meeting, 24 March – complete, see minute 52.2

47 HEADTEACHER REPORT

- Current risks include SEND outcomes, key stage 4 outcomes and attendance
- Recent initiatives include risk weeks, reduced SLT meetings, a single lunch break, relocation of SLT and pastoral offices and remodelling of the ARK with the booths removed
- SEF and SDP are being reviewed after a Trust school has recently gone through an inspection under the new framework
- This year to date there have been 41 leavers (15 to elective home education) and 39 starters
- Quality assurance has focussed on less drop ins and more in depth analysis with a strong focus on book looks. A theme in spring has been "Talk Less Teaching." Areas for development include consistency of presentation in books, curriculum planning, assessment preparation and further work on questioning
- Now that the infrastructure of lesson time is stronger the school has moved into the 'improvement phase' of the school improvement plan

Q: (AC) What are the reasons for Elective Home Education (EHE)?

JN: The parent has the right to send the letter in to say they are going to EHE and we cannot challenge this decision. They do not even have to give a reason – it may be they are poor attendees that are struggling in mainstream or have attendance or mental health issues.

Q: (AC) Is it that their needs cannot be met?

JN: No – they are school refusers in the majority.

Q: (MB) What enabled us to move to a single lunchtime, without having to invest in more seating provision? What barriers have been removed?

JN: We looked at the food being served, rather than the number of students and we re-structured the queueing system. We can now offer clubs and activities which is really popular and everyone can have lunch with their friends. We have also saved 40 hours of staff duty time a week.

DWi: There have not been any negative comments from parents.

Q: (GS) During the pre-meet we were surprised that the SEF would show areas as "Needs Attention" – why is that?

JN: Yes, that is how we would judge all areas apart from Sixth Form. This is due to the increased standard required in the new framework as every criteria has to be hit to reach that rating.

C: (MBr) The new framework is much more stringent and the Expected Standard is very high. We need market the fact 'Expected Standard' is actually something to be proud of to our parents.

JN: As we are approximately 2 years away from an inspection, parents will be more familiar with the new ratings.

Q: (GS) What evidence do you have that Talk Less Teaching works?

JN: The evidence is clear in the EEF – students learn more when they are actively involved. If teachers talk too much the children stop listening.

Q: (MB) As teachers have different teaching styles, how has this gone down with them?

LP: There are some areas for improvement, but this allows more live marking, discussion and teachers to move around the classroom.

Q: (AC) Can you expand on the risk around SEND attainment?

JN: I am very worried about SEND. We need to change the culture and need to train staff to know the needs of the students.

Q:(LL) You identify an area of need of curriculum planning – why is that particularly important in Year 7?

JN: This is a transition issue as we do not know enough about what the learners joining us in Year 7 are capable of. We are therefore working on transition and visiting primaries. There is a big piece of work to do between Year 6 and 7.

48 PERFORMANCE REPORT

Please see below for mock 1 and mock 2 data, along with end of year targets

School	Basics 4+			Basics 5+			Basics 7+		
	Autumn Mock	Spring Mock	Target	Autumn Mock	Spring Mock	Target	Autumn Mock	Spring Mock	Target
Hessle High School	51	60.2	68	27	40.7	48	6	9.5	12

- Improvement seen in Basics 4+ (an increase of 9%), 5+ (an increase of 13%) and 7+ (an increase of 3%)
- Increase is largely due to Maths improving significantly
- Attainment 8 after mock 2 is 41.43 (target 50), largely due to improvements in bucket 1
- The engagement of parents and students is high
- 65% of students have signed up for Easter revision sessions

Year 7

C: (MB) It is good to see that we are using common assessments for Year 7 in maths, science, history and geography, but disappointing that we are close to the bottom when compared to the other secondaries, particularly when we have a primary attached to the through school.

DWi: Yes, this ties in with the work being done between Year 6 and 7. Our knowledge of the curriculum in Year 6 needs improving as we need to improve the quality of teaching in key stage 3 and put support in place to ensure the lessons are of a high quality.

LP: We have discussed at head of department meetings how we are going to improve the Year 7 data. There are differences in curriculum times across the schools and we need to standardise but we couldn't move quickly to additional lessons in some subjects meaning other schools' students had more knowledge.

Year 11

Q: (MB) There has been a good improvement in maths in mock 2, particularly at 5+. This has not been matched in English; do we need to mimic the level of support and focus given to maths in English?

DWi: English performed better last year. English Language improvements at 4+ are 10% and 5+ 9%. Literature improvements are not as good (same at 4+ and 3% at 5+). However, we expect to see an improvement in English Literature now as we've got through the content and we are having lots of support from the Trust Director of English. We hold RAP meetings regularly and go through the students forensically.

JN: It should also be remembered that English is not an exact science and 2019 grade boundaries have been used to mark these mocks. We are forecast to be above national in 4+ and 5+ in both English and maths.

Q: (MB) how confident are you that your forecasting is accurate?

DWi: We have great confidence in this year group, and our data confidence comes from the RAP meetings that include Trust colleagues. At these meetings we hone in on specific students. There are 39 key marginal students between grade 4 and 5. We are confident that at 5+ we can improve from the mock 2 score of 40% to achieve 47% with our target being 48%. We learned last year that we can expect just over 50% of our key marginals to improve to the next grade and therefore 20

students will improve over the borderline. On the cusp of grade 4 we have 37 target students and last year we had a 66% success rate of moving these on to the next grade, so we therefore hope that 25 additional students will achieve grade 4 which would move 4+ from 60% in the mock to around 69% in the summer outcomes. We're all working together and staff are giving up their half term, Easter break and lunch times as we all want the same thing.

C: (MB) Thank you; I feel much more confident than I have done in previous years. Things are clearly changing for the better, thank you for all that you are doing.

Year 13

	Level 3 Value Added	A-Level APS	A-Level Value Added	Applied General APS	Applied General Value Added
Hessle (Mock)	-0.22	32.4	-0.26	25.7	-0.10
Hessle (Prediction)	0.32	38.8	0.37	29.6	0.23

SJ: We are anticipating a 7% increase in A*A grades and a 6% increase in A*B grades from last year. This is a very strong cohort but, due to their high prior attainment, our value added will be around zero. Regarding vocational we are looking to achieve above forecast, with particularly strong performances in BTEC business, BTEC Engineering and BTEC Film & Video.

MB: Thank you for your report and your hard work. These figures look promising.

49 SAFEGUARDING REPORT (data 1 September 2025 to 13 March 2026)

- 54 Operation Encompass notifications
- Seen a significant increase in Conflicting Behaviours (racist) from the last report in December – an increase of 12 logs (mostly in Year 8)
- 17 families are under Early Help, 19 families (22 students) are Children in Need and 3 students are under child protection. There are 4 Looked After Children
- Curriculum is adapted to respond to local concerns such as vaping and safety online
- Trust DSL is auditing the school procedures in April
- Interim DSL in place who has worked on improving the recording of incidents on CPOMs and addressing local trends in the curriculum

Q: (AC) Why has the number of racist incidents increased?

ACh: These are mostly online and verbal racist comments by key stage three children and there is a repeat offender in Year 7 so we are carrying out targeted interventions with these children.

Q: (AC) Before the invac practise during unstructured time, will anything be discussed with SEND learners that perhaps struggle with change to routine, to give them an understanding of what will take place?

ACh: Yes, this will be discussed in tutor time. We need to test this as we have a concern around missing mag locks on a number of doors, including Tranby House.

JN: We will give students the rationale as to why this needs to be tested and walk through the process first, so everyone is aware of what needs to be done.

CS: We previously did an invac practice during lesson time but now need to do one during unstructured time.

SJ: We asked two Sixth Form students to not wear their lanyards for a week and make a note of how many staff challenged them. This number was too low, so we need to raise awareness of potential dangers.

Q: (AB) Will the plan be to practice invac each term?

JN: Twice a year.

Q: (AC) At the last meeting we discussed your capacity as DSL and responsibility for overseeing SEND and behaviour and attendance and how you were very stretched. How are you?

ACh: I'm really enjoying the challenge and I'm studying the NPQ in SEN and the interim DSL is driving safeguarding forward.

AC: I agree that the interim DSL is excellent and feel assured that safeguarding at this school is in good hands.

50 SEND REPORT

- 15.5% of learners (188) have SEND support (national is 11.4%)
- Significantly above national for learners (69) with an EHCP: 5.7% of learners (national 2.2%).
- There are 39 learners with an EHCP in Year 7 and Year 8
- EHCP and SEN Support attendance is 3% below national
- SEND Support suspensions are above national

ACh: We are not where we should be as a school, particularly with SEND academic outcomes. We have 11 learners in the enhanced resource provision which is 3 above the service level agreement with the local authority and so this is stretching capacity. We are also taking a significant number of EHCP students, and we are aware that 19 more will join in the Year 7 September cohort. The reason for the SEND suspensions being above national is due to two students in particular. As a SENDCo I need to see a culture change within the department around the expectation and support given to SEND students. We have some extremely strong practise in the classroom but there is too much variability.

Q: (GS) If we have an SLA for 8 learners how can we take 11, with a further 2 in September?

ACh: The students are not taught in a provision; they are supported in lessons as we believe in inclusion.

Q: (EK) But are only 8 spaces funded?

ACh: Yes, but the funding is lagged so we will receive it next year.

JN: The costs are always way more than the funding we receive.

Q: (AC) Are we ensuring that the learning support profiles are known by every teacher?

ACh: Yes, we have changed the profiles and they're much easier to understand> Some profiles were too generic. Many of the SEN needs can be met with quality first teaching.

C: (LL) The school being a magnet for SEND children is not going away and the need will only increase, so getting the curriculum correct and giving more support is key.

JN: Yes the government white paper is clear. There will be fewer special schools and more inclusion in mainstream schools. We are always very honest with parents about what we can provide.

51 ATTENDANCE AND BEHAVIOUR REPORT

51.1 Attendance

- Attendance to date is 92.6%, boys 93.2% and girls 91.9%
- Year 9 has the lowest attendance at 90.9%, girls 89.1%
- Lots of initiatives to reward good attendance are in place
- Year 11 attendance is up by 2.3% on this time last year. Girls 91.4% and boys 93.4%
- Year 8 have 12 severely absent (SA) students (attendance of <50%)
- There are 6 SA in Year 11

Q: (LK) Are positive messages regarding good attendance sent home?

ACH: Yes, we are focusing on improving persistent absentees currently. We are also running the Year 11 Prom Passport.

ACH: There have been 43 holiday fines this year with five families through the DSR with another 4 in the pipeline.

51.2 Suspensions

- There have been 158 suspensions year to date YTD 2024/25 was 121
- Only 5.2% of the student population have been suspended
- 40 students have been suspended more than once
- Defiance is the reason for 70% suspensions
- Year 7 30, Year 8 60, Year 9 28, Year 10 26 and Year 11 14
- The relocation of SLT and pastoral offices has been positive
- Using off site direction and external agencies; 140 students have accessed external support

CS: The 60 suspensions in Year 8 are from 22 students, they are a concern, but we are working hard with both external agencies and families.

52 GOVERNANCE MATTERS

52.1 Training

ACTION: I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module

52.2 Link Visits

25.02.2026 Careers – RB. RB stated that she was really impressed with the work done by H Lawes.

16.03.2026 Sixth Form – AB. AB has offered to assist with marketing the Sixth Form. AB also raised that work needs to be completed in offering transport to Howden students who want to join the Sixth Form.

53 NEXT MEETING DATE

Tuesday 16 June 2026, 5.30pm

54 ANY OTHER BUSINESS

Thank you.

JN thanked the staff, SLT and governors for all they have done so far and stated “this is just the start”.

55 ACTION POINTS

55.1 ACTION: I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module (minute 52.1)

MB thanked everyone for their attendance and closed the meeting at 7.07pm.