



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 16 September 2025 at 5.30pm



PRESENT:

Mr I Frankish (Chair, IF), Mr M Benson (MB), Mrs R Bird (RB), Ms A Carlill (AC), Mrs J Clapham (JC), Mr V Groak (Headteacher, VG), Mr A Haynes, Mrs E Kenny (EK)

ALSO IN ATTENDANCE:

Mrs J Anderson (SENDCo, JA), Mr M Brown (Executive Director of Education, MBr), Mr A Chapman (Deputy Head, AC), Mr S Jarman (Assistant Head, SJ), Mrs L Price (Deputy Head, LP), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Assistant Head, DWi)

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

01 WELCOME

The Chair opened the meeting and welcomed everyone to the first meeting of the academic year. J Clapham, newly appointed Trust Governor was welcomed, and introductions were made.

02 APOLOGIES

Mr A Brannon and Mrs H Marshall

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

Mrs L Leeman - absent without apology.

ACTION: GS to contact L Leeman about her absence from the meeting

03 DECLARATION OF INTERESTS

There were no declarations of interest made specific to this meeting. Governors were reminded to report any change in personal data to the Clerk.

04 LGB MEMBERSHIP AND ROLES

Last academic year, the Chair, MB, informed the Board of his intention to step down from this role. He proposed I Frankish be Chair and this was seconded. The Board unanimously agreed that Ian Frankish be Chair for 25/26.

Ian proposed that Liz Kenny be Vice Chair. The Board unanimously agreed that Liz Kenny be Vice Chair for 25/26.

The following Link positions were agreed for 25/26

Attendance – L Kenny

Behaviour – J Clapham

Careers – H Marshall

Raising Aspiration – I Frankish
Safeguarding – A Carlill
SEND – L Leeman
Sixth Form – A Brannon
Quality of Education x 2 – R Bird and A Haynes

I Frankish, newly appointed Chair chaired the meeting from this point onwards.

05 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 24 June 2025 were confirmed as a correct record and signed by the Chair.

06 MATTERS ARISING FROM THE MINUTES

06.1 Clerk to inquire as to the reason for HG's absence from the meeting – complete. Reason accepted.

06.2 A Carlill, A Brannon, A Haynes and H Marshall to complete their visit and send the visit form to GS – A Carlill and A Brannon completed visits and report forms.

06.3 Board to be invited to attend performance data training on Teams with Jamie on Tuesday 9 September – complete, 3 attendees.

07 HEADTEACHER'S REPORT

- Top 2 risks:
 - Declining reputation caused by weak key stage 4 outcomes
 - SEND / LEAP area insufficient for growing demand
- Outcomes at KS5 significantly improved
- Recruitment into Year 12 was 72 (target was 80)
- Theme running through School Development Plan is the need to build aspiration in students, parents and staff
- KS4 curriculum has been re-structured in to north, south, east and west bands. Each band is timetabled at the same time to allow movement between bands. This restructure also means less students will be forced to study MFL so EBACC entry will drop to around 38%. A reduced number of subjects studied at KS4 allows more time to be devoted to the remaining subjects

Q: (IF) Regarding the concern around SEND space, are you a victim of your own success?

VG: Yes, as we have such a good reputation with SEN families and if we are named on their plan then we are compelled to take them.

JA: Although a good problem to have, it impacts on others and places the focus more on EHCP learners. We need to keep this on the risk register as we have no control over the growth.

Q: (MB) What will a change in curriculum do to affect the Basics?

DWi: It will give an additional hour for maths, so we have comparable teaching times to the rest of the secondary schools in the Trust.

VG: We would expect maths, humanities and MFL outcomes to be closer to national.

LP: And we should also see a rise in engagement.

Q: (IF) What has been the change management process for staff and parents regarding the change in the curriculum?

LP: This is the second year through, and we have had far less queries this year; it has been well received.

Q: (IF) Is there a drive for students to get into the north band or are the students who are in south band disillusioned?

LP: We have assured parents of students that are not in north, that the students still have access to the top grades. There are fewer than 10 students in south band, and due to the nature of support given, they know that is the best place for them. East and west are parallel bands.

Q: (RB) Do students studying functional skills fit within this curriculum?

JA: Yes, they are in the south band. 4 students are studying functional skills as it is the right course for them, despite the qualification not counting in the school measures.

08 SAFEGUARDING REPORT (2024/25)

- 79 Operation Encompass notifications
- 155 Smoothwall alerts
- 48 cases of inappropriate sexualised behaviours, most in Year 7 with 21 logs
- Number of conflicting behaviours high but this is due to being picked up by Smoothwall
- Focus this year is online safety and AI
- Number of unauthorised holidays through the year was 53, 4 requests were authorised

Q: (MB) What is the reason for the 26 Smoothwall logs in Sixth Form?

SJ: This is due to a search by the criminology class.

Q: (MB) Have you heard much from students about the Online Safety Act and not being able to access some content?

AC: No. We are aware there are ways around systems, so all our staff must be vigilant and check screens. Our PCSO has delivered online safety during the September training day.

Q: (MB) Do you do training on phishing? Staff need regular phishing training to be aware of risks.

AC: Yes, through National College.

Q: (IF) How do you investigate if a family is on holiday if they haven't submitted a request form?

AC: Usually the child tells you, the dial tone being from abroad or the neighbours inform us when home visits are carried out.

VG: We will always find a way to challenge this, we do not condone unauthorised holidays, and a discussion may discourage the family from taking unauthorised holidays again.

09 PERFORMANCE REPORT

- Outcomes at Key Stage 5 showed a 3 year upward trend with value added of +0.4 and average point score of 32.29 (2024 32.15)
- Outcomes at Key Stage 4 were disappointing; although attainment 8 and Basics 4+ increased on last year the level of forecasted improvement did not materialise
- Successes at KS4 were in English, vocational and outcomes for Disadvantaged

KS5 Detail

- 15% achieved A*A, 41% A*B and 76% A% C
- A*A is a key area for improvement as this has dropped from last year
- Value added of +0.4 places Hessle in the top 20% schools for progress
- Top performing subjects when value added is considered were Chemistry, Criminology, BTEC Engineering and Biology (all had VA of > +1)
- Vocational subjects performed well, with Engineering being top at +1.12 VA
- Forecasting was accurate

- 77% went to university with 96% achieving their first choice. 22% went to a Russell Group university
- Current Year 13 forecasts are 31% A*A, 59% A*B and 86% A*C with a VA of +0.14
- Recruitment to Year 12 was lower than target – 72/80

Q: (MB) Well done, your results are good and importantly the forecasts were accurate. One observation, English Lit had a VA of -0.21 and a large cohort of 15. Why is this subject not on your action list?

SJ: We believe this was a highly unusual group, they became very disengaged which is an anomaly in that subject. This year's Year 12 are on track and fully engaged.

Q: (IF) Are there any courses not available in future years due to Cottingham's Sixth Form closing?

SJ: Defunding of courses has more of an impact. We are not offering BTEC Business, BTEC Media or English Language / Literature. Our offer is still strong.

KS4 Detail

- No external progress 8 measure as there is no published prior attainment data due to the cancellation of KS2 assessments in 2020 because of the pandemic
- Attainment 8 44.4 (2024 42.6, target was 50)
- Basics 4+ 62.5% (2024 61.7%) and Basics 5+ 38.7% (2024 39.1%)
- Basics 7+ 9% (2024 6%, target was 12%)
- Maths outcomes were same as last year for 4+, but dropped at 5+
- Autumn mock to summer outcome saw a 25% rise
- 9 students that were working at just below a grade 4 in maths at the February mock did not achieve in maths
- Lessons learned regarding maths– 9 lessons a fortnight now given, up from 8. Decisions on tiering to be made earlier. Impact of interventions to be reviewed; lots of volume, but not sufficiently specific
- 35% of students entered on the maths foundation paper did not achieve a grade 4 across the Trust, 43% of HHS students did not pass
- English at 4+, 5+ and 7+ all improved on last year
- Outcomes of disadvantaged were top of the Trust at 63% Basics 4+ and 37% 5+
- BTEC subjects saw improved performance with gains in childcare, health and social care and ICT
- SEN EHCP performance was improved on last year at 4+ and 5+
- SEN Support performance was improved at Basics 4+ but down on 5+ from last year
- Year 11 attendance as 92.7% (5% improved on last year)

Q: (LK) Do you think that support and interventions should have been implemented earlier?

DWi: Ideally yes but on reflection the volume of interventions was huge. We need more quality interventions, specific to gaps. So, instead of having large groups we would invite specific students and cover specific areas of need.

C: (IF) If students are going to interventions they want support, I would be nervous if we turned them away.

DWi: All students will have access to English and maths revision during tutor time, and we will then hold tailored interventions at different times.

VG: We must make some tough choices. I have told everyone that our priority must be getting more students to grade 4. The success rate at re-sits is extremely low so we must get as many a pass first time as we can. If there are students that are bordering a 5 to 6 or 3 to 4, we must focus on that 3 to 4 group.

Q: (GS) Why was the teaching time for maths not the same as other schools?

LP: This was due to us offering an additional option. The squeeze on time meant we had to find 5 hours per fortnight and so one hour was taken from maths.

C: (MBr) Some schools have seen more success after fine tuning interventions, covering particular questions then once covered the student moves out of the group, and another comes in. It is about forensically looking over the data and addressing gaps.

VG: I need to be clear that we have always taken a forensic approach, but more support will be given this year from the Trust Director of Maths.

Q: (MB) As a Board, we have often challenged around the confidence of forecasting, you have been nowhere near this year at KS4. This is the biggest disappointment for me. How can you assure us that this year's forecast is accurate?

DWi: English and maths are following a Trust wide forecasting model and tracker after conversations with Heads of English and maths. If we do not get close to the forecasts this year, then something is not happening in the classrooms. We will use the Trust Basics RAG tracker to bring even more analysis on Basics match up.

Q: (JC) If you are using a different metric for forecasting, would it be feasible to look at historic forecasts to see if they would be more accurate using the new model?

(An action has been raised regarding this).

Q: (MB) It is true that the gain from the mocks is substantial, but the mocks were very low. How do we get the mocks up and apply the same gain?

DWi: The change to the curriculum will provide more maths time. The decisions made should lead to improved outcomes.

VG: It is very disappointing but if the 9 students that were on the cusp of a grade 4 in maths achieved then our Basics 4+ would be up to 67%. This is still not where we want to be, but we also need to make sure we don't unpick too much of what we are doing right.

DWi: Any forecasting model that has a child at 3a in a mock would forecast them to reach a 4 so yes, we do need to understand what happened in maths between February and June.

Q: (MB) Are the mocks consistent across the Trust?

MBr: Yes, for English and maths.

Q: (MB) Did other schools forecast independently?

MBr: Yes, the Director of Maths then put the forecasts into his tracker and had further discussions if it was felt to be too high / low.

Q: (IF) We have heard about strategic decisions, but do you have any concerns about the teaching in maths?

VG: Yes, we have had to make challenging decisions and moved a couple of staff and are upskilling them. They no longer teach key groups.

Q: (MB) Last year there was massive focus on QA, and we heard how many hundred checks had been carried out with positive results. Did we have concerns about those two teachers during the checks?

VG: Not enough to remove them, no. We were assured that the curriculum was being followed, and the learners were engaged.

Q: (LK) Do you gather feedback from learners regarding lesson quality?

DWi: Yes, we collect student voice and discuss in the department reviews.

Q: (MB) What are the lessons learned to apply this year?

VG: The Trust Director of Maths and Advanced Practitioner of Mathematics will support with focused QA. Tiering decisions will be made earlier in the year, and interventions need to be specific.

C: (IF) This is similar to the volume of interventions comment. We had a huge volume of QA, but it was not specific enough.

Q: (MB) It is understood that due to other need, the Director of Maths was needed elsewhere last year. Is he now available?

DWi: Yes, every Monday.

Q: (IF) What will you do differently around tiering in maths?

Dwi: Too many students either on the foundation or higher paper got a grade 3; 33 last year and 42 this year did not pass in maths. 96% that sat a higher, achieved at least a grade 4, 6 didn't. We moved 16 students after the February mocks from higher to foundation. Of the 16, 10 did not pass. We need to make these tiering decisions much earlier.

Q: (MB) Will the October mock data be available before the LGB meeting in December?

VG: Yes, we will discuss in detail then, and we will send out a summary in advance.

ACTION: DWi to enter historic forecasts to the new forecasting model and judge the accuracy

ACTION: Summary of October mock data to be sent out ASAP

10 SEND REPORT (data for September 2025)

- 15% of learners (185) have SEND support (national is 11.4%)
- Significantly above national for learners with an EHCP: 5.7% of learners (70, national is 2.2%). There are 41 learners with an EHCP in the current Year 7 and Year 8
- The Enhanced Resource Provision (ERP) had 4 learners last year and 12 this year
- Providing this level of support is creating a significant strain on resources and the LEAP area is not large enough
- The number of learners excluded per 100 is 3 x national average due to the level of need of learners that are being directed from local authorities

	EHCP (national in brackets)	SEN Support (national in brackets)
Attainment 8	22.1 (14.2)	28.8 (33.1)
Progress 8	-0.9 (-1.1)	-0.6 (-0.5)

C: (JA) The high number of EHCPs brings lots of funding as most are high level. We are consistently oversubscribed in Year 7 due to the reputation we have in the community. We also have 7 consults from Hull already for next year's Year 7. It is called a consult but even if we are clear with the parents and Local Authority that we cannot offer the support that is detailed in the plan we are still directed to take the learners. The attainment 8 figure doesn't consider the context of the learner and ours have such a high level of need. However, we still exceeded national with our EHCP learners by a considerable margin. The focus this year is on SEN Support as that fell below national.

Q: (IF) Are you managing the expectations with parents regarding not being able to provide the level of support needed?

JA: Yes, I am always transparent, and I also make them aware that I have tried to push back with the local authority. We are really concerned about the capacity of the learning support area; it is not adequate for this level of demand. There is also concern around the physical space for the 21 staff in the area. Also, you must be aware of the effect this level of learners has on the school's outcomes. To summarise, SEN learners still get a great deal at this school, but the focus is changing to the impact of the number and level of need of the learners.

VG: We have had an expansion bid for the area rejected centrally for financial reasons. We are looking into the possibility of expanding the SLA for the ERP for an additional 5 spaces to provide more income. We have also experienced difficulty getting increased staffing approved.

11 GOVERNANCE MATTERS

Training – Training will be posted on GovernorHub.

All established governors must complete the Safeguarding for Governance: Refresher module.
JC to complete full safeguarding module.
All governors to complete the Exclusions and Suspensions module.

GovernorHub – the Clerk reminded the Board that GovernorHub was an extremely useful resource for training and documents, such as the visit templates.

Code of Conduct – had been circulated in advance. Governors voted to accept the Code.

Key Stage 5 – The Clerk informed the Board that the Director of Improvement and Standards had offered to do a KS5 data performance presentation and asked if there was an appetite for this. This was confirmed. Link to be circulated.

PowerBI – The Clerk informed the Board that attendance and behaviour current data is available to view on PowerBI. Chairs and Vice Chairs already have access. As agreed at the LGB Chairs' meeting, the next roll out will be to Attendance, Behaviour and SEND Links.

ACTION: Safeguarding for governance and suspensions and exclusions modules to be completed in the autumn term

ACTION: J Clapham, E Kenny and L Leeman to be given PowerBI access

ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub)

ACTION: GS to send out Teams link for KS5 data training

12 NEXT MEETING DATE

Tuesday 9 December 2025, 5.30pm

13 ANY OTHER BUSINESS

Awards Evening

Governors were invited to the KS4 and KS5 Awards Evening on Thursday 18th September, 6pm.

14 ACTION POINTS

14.1 **ACTION: GS to contact L Leeman about her absence from the meeting (minute 2)**

14.2 **ACTION: DWi to enter historic forecasts to the new forecasting model and judge the accuracy (minute 09)**

14.3 **ACTION: Summary of October mock data to be sent out ASAP (minute 9)**

14.4 **ACTION: Safeguarding for governance and suspensions and exclusions modules to be completed in the autumn term (minute 11)**

14.5 **ACTION: J Clapham, E Kenny and L Leeman to be given PowerBI access (minute 11)**

- 14.6 **ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub) (minute 11)**
- 14.7 **ACTION: GS to send out Teams link for KS5 data training (minute 11)**

IF thanked everyone for their attendance and closed the meeting at 7.50pm.

Signed by the Chair 

Date _____