



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 9 December 2025 at 5.30pm



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT:

Mr I Frankish (Chair, IF), Mr M Benson (MB), Mr A Brannon (AB), Ms A Carlill (AC), Mrs J Clapham (JC), Mr A Haynes (AH), Mrs E Kenny (EK), Mrs L Leeman (LL), Mr J Nixon (Headteacher, JN)

ALSO IN ATTENDANCE:

Mrs J Anderson (SENDCo, JA), Mr M Brown (Executive Director of Education, MBr), Mr A Chapman (Deputy Head, ACh), Mr S Jarman (Assistant Head, SJ), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), 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.

15 WELCOME

The Chair welcomed everyone to the second meeting of the academic year. The new Headteacher, J Nixon, was welcomed and introductions made.

16 APOLOGIES

Mrs R Bird

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

17 DECLARATION OF INTERESTS

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

18 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 16 September 2025 were confirmed as a correct record and signed by the Chair.

19 MATTERS ARISING FROM THE MINUTES

19.1 GS to contact L Leeman about her absence from the meeting - actioned.

19.2 DWi to enter historic forecasts to the new forecasting model and judge the accuracy - it was agreed that the time needed to action this would be too onerous for little insight

19.3 Summary of October mock data to be sent out ASAP – minute 21

19.4 Safeguarding for governance and suspensions and exclusions modules to be completed in the autumn term – see minute 27

Signed by the Chair

Date

10/2/2026

- 19.5 J Clapham, E Kenny and L Leeman to be given PowerBI access – complete**
- 19.6 All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub) – 2 visits have taken place, see minute 27**
- 19.7 GS to send out Teams link for KS5 data training – complete, training took place 13.10.25**

20 HEADTEACHER'S REPORT

- New Headteacher (J Nixon) in place full time from January 2026
- Risks include potential turbulence following the change in leadership, key stage 4 outcomes, attendance and recruitment to the Sixth Form
- SEF and SDP to be re-written in a more succinct form with more focus on inclusion and key stage 3. These documents will then be presented to governors at a later date
- SENDCo is leaving at the end of this term
- Quality assurance takes place using Learner Insights and SLT drop ins
- JN presented a PowerPoint he had given to staff 24.11.25 which included the vision for the school, strategies around engineering the school, developing the school and forging a new school culture.

JN: This has been the most enjoyable start to a headship, and it is a privilege working with the school; students and staff have been awesome. I have only done 6 full days but I am looking forward to joining full time from January. We have already reduced the number of middle leader meetings to enable them to focus more on outcomes.

Q: (MB) How do the middle leaders feel about that?

DWi: There has been positive feedback from middle leaders.

ACh: The reduction in paperwork for them allows them more time to have with their teams.

Q: (MB) Focusing more on key stage 3, are you planning to go to more primaries?

JN: Yes. A dip in performance is always seen in Year 7. The priority is to understand Year 6 SATs and what children can achieve in Year 7.

Q: (IF) There has been lots of change, so can I ask the staff in the room - are you feeling positive? Are you concerned with the change?

ACh: There is a real positive buzz between students and staff; we are all engaged with the changes.

JA: There is a real sense of anticipation.

SJ: We feel energised by it.

JN: We are addressing concerns in staff working groups and line management meetings. I just need to provide a clear vision; the talent is already here.

Q: (IF) There is lots of ambition. What is the time frame for the vision to come to fruition?

JN: Some changes need to be broken down into phases, to manage the workload. I think within two to two and a half years there will be great things to see.

Q: (IF) Have there been any quick wins?

LP: Reverting to one lunch break has been a big plus for the staff as it reduces their time on duty and the students have opportunities to do clubs.

Q: (MB) Is one lunch break not a physical constraint?

SJ: No, only about 150 students have a hot meal on a Friday and other days there are only around 50, so it's about organising the food stations.

JN: We have looked at what people do and use the space available. Caterlink are keen for this to

happen too, so we are looking at strategies to make it a success. Two sittings were also a disruption to learning as people were walking past classrooms to get to lunch.

C: (AC) You just need to be aware that some students may struggle with queuing.

JN: We may look at zones for different groups, offer a pre-order service or issue passes so the vulnerable students do not need to queue.

Q: (IF) Have there been any other changes that have taken place already?

JN: We have reduced the paperwork and the number of SEF meetings.

Q: (MB) How do you measure the impact of quality assurance? You have said you want to reduce the number of QA sessions, but how will you know there has been improvement?

JN: By being out and about around the school, by listening to student voice, by looking at books and by having review meetings. The key is the depth; not the number of times that we go in. We need to join all these checks together to get the bigger picture.

LP: We accompany the middle leaders as they are the experts in their subject area. We have the conversations together and put plans in place.

SJ: Quality assurance became a bit of a tick box exercise with the volume of checks that we were doing but now we have more time for conversations.

MBr: We also have an established QA process across the schools in which Headteachers review each other's schools. There is two-way benefit from this; new eyes looking at a school and then when the Headteacher returns to their school they see new things too. The priority this year is to do more of these Headteacher QA checks.

21 DATA PERFORMANCE

21.1 Key stage 4 Data

Year 11 students completed a round of mocks in October, and the results were as follows:

- Basics 4+ 52% (target 68%) and Basics 5+ 28% (target 48%)
- Attainment 8 38 (target 50)
- Maths performance at 4+ is improving although more work to be done at 5+
- Subjects of concern are Combined Science, history and geography

DWi: Outcomes are up at every level compared with the last collection point and this gives confidence of the strategies used. Attainment at 5+ is still an area of development. We have changed the tutoring intervention programme to focus on two revision groups, and this is working well. This is having the impact as hard-to-reach students do not come after school due to either transport issues, home life or apathy, so the tutor morning sessions work. The timetable stays the same, so the students know exactly where they need to be. We also have Raising Attainment and Progress meetings (RAP) in which the Heads of English and maths, Directors of English and Maths, head of year, Deputy Headteachers and the Headteacher all meet and discuss the key marginal students and the barriers that they may have and where they may need more help.

LP: The monitoring and evaluation team meet up and talk about the focus for students but basics 4+ and 5+ are the priority.

DWi: We currently have 71 key marginal students, and they do 30 minutes of maths and English boosters in class sizes of less than 15. We are now moving at pace and the students have made lots of progress from the end of Year 10.

Q: (JC) Can you give more intervention sessions over lunch if there is one sitting and so more time available?

DWi: We are keen to move to this but there is not the capacity now.

Q: (MB) How accurate do you feel your forecasting is?

JN: The RAP model is used across the Trust; it is powerful and allows decisions to be made at pace. We are moving in the right trajectory without doubt, and the focus is on the core purpose of improved outcomes.

DWi: Achieving 72% Basics at 4+ would be a 9% improvement on last year so we are feeling confident.

Q: (MB) Last year there was an issue with not having the students on the right tier in maths – is that now resolved?

DWi: Last year we made the call about tiering decisions way too late. This year we made the decision for all bar 5 students at the end of Year 10 / the beginning of Year 11. Tiering decisions are discussed at RAP meetings.

Q: (IF) When were the tiering decisions made last year?

DWi: After the second mock in March.

Q: (IF) Combined Science mocks look low, why is that?

DWi: Lots of students that were doing the higher paper did poorly in the mock (i.e. achieved a U), so the grades did not count and have since moved to the foundation paper. We have put more students in for foundation combined science this year compared to last. We have made this decision 13 weeks earlier than we did last year.

Q: (IF) Can you talk us through your areas of concern?

DWi: Combined Science at 5+ and subjects in bucket 2 such as geography and history which are both large cohorts and have a forecast average grade of 4.2. French is also a concern. It should also be said that some subjects look low in the autumn term mocks as the coursework is not yet completed. Our priority is English and maths, with the second priority being subjects in bucket number 2.

21.2 Key Stage 5 Data

- No new performance data since the last meeting
- Level 3 value added +0.15 (A Level VA +0.15 and Applied General VA +0.13)
- Forecasts based on the review in October are 34% grades A*A and 93% A*C
- Areas of concern include recruitment to the Sixth Form, accuracy of forecasting in Photography and value added is lower than this time last year due to a higher attaining cohort
- Retention for 2026 cohort: of 119 interviews 73 have indicated Hessle is their 100% choice, with a further 25 stating it is their first choice

SJ: A value-added headline of +0.18 would put us in the top 20% of colleges for progress – this will be published in January.

Q: (MB) What is going on in Law and Photography – attainment seems low?

SJ: Law is affected by one student. In photography Year 12 and Year 13 students are taught together and there has been a breakdown in relationships that we are addressing with a few students.

SJ: Our interviews with current Year 11 are going well with 73 stating they are 100% certain they want to stay here.

C: (AB) I am keen to help with the marketing of the Sixth Form.

SJ: Thank you - we are keen to celebrate more, such as the students that go to Oxbridge. We will re-survey the students again in March and see if any have dropped in interest.

Q: (IF) What is the target for numbers?

SJ: 150 across both Hessle and Wolfreton.

22 PUPIL PREMIUM STRATEGY

- 27.8% of students are eligible for pupil premium funding
- £353,765 has been allocated for 2025-26

Q: (IF) Have there been any significant changes made since our last review?

DWi: No – the majority of the fund goes on staffing such as LA support, specialist learning assistants in English and maths, onsite learning provision, CPDL of staff, tutoring and well-being support. A smaller proportion goes on support for trips and resources for pupil premium students.

Q: (IF) Why has the proportion of PP students increased from last year, yet the fund has reduced?

DWi: This is due to the lag of payment and the DfE calendar works from September to August, yet the pupil premium funding is from April to April.

Resolved: Governors were content to approve the PP Strategy

23 ATTENDANCE AND BEHAVIOUR REPORT

23.1 Attendance

- Attendance and behaviour are two priorities in the school development plan
- Attendance is in line with national, with Hessle being 10th of 21 similar schools for attendance during the first half term
- Today's attendance is 93.2%; girls 92.6%, boys 93.8%
- SEN attendance is 89.7% and Disadvantaged is 89.1%
- Year 11 Attendance has significantly improved compared to when that cohort was in Year 10
- Year 9 is a concern - particularly girls. Challenge 100 is being used in Year 9

C: (EK) During my Attendance Link visit I spoke with the Attendance Officer and the Assistant Head of Year and it was enlightening to hear all the strategies that are used to address poor attendance.

C: (MB) We need PowerBI data on the screen so that we can focus in on areas of concern.

Q: (JC) What is Challenge 100?

ACh: This is when we challenge students to have 100% attendance over 6 weeks and they get rewards if successful. We need to keep changing the rewards to keep interest high.

C: (MB) Ash and the attendance team have done an excellent job with attendance over the last two years, and it is fantastic to see that the school is above national.

Q: (EK) Do students also get rewarded for improving their attendance from a low start point rather than just rewarding those at 100%?

ACh: Yes, we give weekly rewards such as hot chocolate and positive points.

JN: At a recent SLT meeting we discussed how it must feel for students to return after an extended period of absence and how we might address this.

Q: (IF) Has there been an increase or decrease in term time holidays?

ACh: It seems to be the same level; there are four Year 11 students off now for 2 weeks. We know that if attendance drops below 90% then students on average lose a grade. We're also looking at rewarding attendance on a Friday as there tends to be a 1% dip compared to mid-week.

Q: (JC) What percentage of students missed the mock exams?

DWi: Just those on holidays have missed the mocks, but we do let those that have been sick catch up. At the recent Year 11 parents' evening we had 91% attendance and that was when we gave out mock results and the opportunity for parents to meet individual teachers too.

LP: We also gave out revision aids during a carousel event in September which was also very highly attended (85%).

23.2 Behaviour (data 1.9.25 – 24.11.25)

- The number of removals has reduced year on year 505 (2024/25) to 426 (2025/26). However, removals in Year 9 remain high

- 29 students have been suspended, (16 girls 13 boys) 52 suspensions
- Most suspensions are from Year 7 and 8 students
- Disadvantaged and girls are the focus
- 10 students have gone to home education
- 84 students have had external support such as Tigers Trust, CAMHS and well-being

CS: There has been a recent increase in suspensions from 52 in your report to 80 with 13 happening last week alone. The 80 suspensions are by 40 students. 12 students have three or more suspensions, and all these students have individual behaviour plans. 64 of the 80 suspensions are from key stage 3 students, most in Year 8. The reason for most suspensions is defiance. The number of students that have been suspended in each year group are as follows: Year 7 – 7, Year 8 – 16, Year 9 -8, Year 10 – 3 and Year 11 – 6.

Q: (IF) Is it unusual to see girls being suspended more than boys?

CS: No, most behaviour by boys are low level behaviours but with girls it's high level. Alternative provision is highly successful and used when we are heading for permanent exclusion. The high level of removals in Year 9 is also a concern.

Q: (IF) What is being done about this?

CS: We are doing lots of work in Year 8 and 9 to get them right for when they're in Year 11; early intervention works.

24 SAFEGUARDING REPORT (data 1.9.25 – 24.11.25)

- 29 Operation Encompass notifications
- Seen an increase in Smoothwall alerts, 17 to date
- 9 cases of inappropriate sexualised behaviours, most in Year 7
- Number of conflicting behaviours high, with 13 for racist comments and 14 for LGBTQ+
- 15 families are under Early Help
- 18 families (20 students) are Children in Need
- 3 students are under child protection
- Curriculum is adapted to respond to local concerns – knife crime, vaping and staying safe online
- Recent lockdown practice has highlighted areas that need to be addressed

C: (AC) During my Safeguarding Link visit I could see that the safeguarding culture throughout the school is positive. I also know from hearing from my two children how issues are addressed through the curriculum.

25 COMPLAINTS SUMMARY (2024/25)

- 178 formal complaints were received across the whole Trust last year (2023/24 212)
- 21 were from Hessle, just 12% of all complaints
- 2 complaints were escalated to stage 2, none to the final stage
- The reasons for the 21 complaints were spread across a range of categories, the most common being behaviour of a member of staff

GS explained that the category is determined by the complainant when they log a complaint. Often behaviour of a member of staff is a secondary reason and the primary may be an issue against a sanction or decision made. GS agreed to go through the 'behaviour of a member of staff' complaints from September 2025 onward and check the category is correct and re-categorise if not the true reason for the complaint.

ACTION: Autumn term complaints data to come to the next meeting, checking if the categorisation is correct for the reason for the 'staff behaviour' complaints

26 SEND REPORT (data for September 2025)

- 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 is 2.2%).
- There are 39 learners with an EHCP in Year 7 and Year 8
- Attendance of SEND learners is strong and above national
- Suspensions are below national
- An agreement was made with the Place Sufficiency Team at the LA to match fund to support an expansion to the Enhanced Resource Provision, creating an additional 10 spaces, to 20 from 10. However, this project has been paused until a new SENDCo is in place and established

JN: There is no rush to replace the post of SENDCo, we are looking into leadership roles to cover in the interim. Jo has done a fantastic job, and we need the right person to continue her work.

IF: You have done a brilliant job, thank you. Do you see not having a SENDCo a risk?

JN: Yes, potentially but not major as the school is very SEN orientated. We will advertise but not rush into filling the post. We hope to have someone in place for the start of the summer term (April). We need the right person.

JA: Thank you to the LGB for being so supportive of inclusion, I have loved working with you.

27 GOVERNANCE MATTERS

27.1 Training

ACTION: A Haynes to complete the Safeguarding Refresher module

ACTION: M Benson, R Bird, A Brannon, J Clapham, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module.

27.2 Link Visits

There have been 2 link visits:

20.11.2025 – E Kenny – Attendance

01.12.2025 – A Brannon – Sixth Form

28 NEXT MEETING DATE

Tuesday 10 February 2026, 5.30pm

29 ANY OTHER BUSINESS

None

30 ACTION POINTS

30.1 ACTION: Autumn term complaints data to come to the next meeting, checking if the categorisation is correct for the reason for 'staff behaviour' complaints (minute 25)

- 30.2 **ACTION: A Haynes to complete the Safeguarding Refresher module ASAP (minute 27.1)**
- 30.3 **ACTION: M Benson, R Bird, A Brannon, J Clapham, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module (minute.27.1)**

IF thanked everyone for their attendance and closed the meeting at 7.28pm.