



Minutes of the meeting of the Secondary Local Board
of Hessle Academy
Tuesday 22 April 2025 at 5.30pm



PRESENT:

Mr M Benson (Chair, MB), Mrs R Bird (RB), Mr A Brannon (AB), Ms A Carlill (ACa), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mrs E Kenny (EK), Mrs L Leeman (LL)

ALSO IN ATTENDANCE:

Mrs J Anderson (SENDCo, JA), Mr A Chapman (Deputy Head, AC), Mr S Jarman (Assistant Head, SJ), Mrs C Lancaster (Inclusion Manager, CL, present for minutes 48 to 51), Miss E Norman (Associate SLT, EN), Mrs A Pinkney (Associate SLT, AP), Mrs L Price (Deputy Head, LP), Mr C Sinclair (Assistant Head, CS), Mrs G Stafford (Governance Professional, GS)

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

48 WELCOME

MB opened the meeting by welcoming everyone to the fourth meeting of the academic year. Two newly elected Parent Governors were attending their first meeting, so introductions were made.

E Norman and A Pinkney (new Associate SLT) were also welcomed.

49 APOLOGIES

A Haynes and H Marshall

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

50 DECLARATION OF INTERESTS

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

51 ARK PRESENTATION – C Lancaster (Inclusion Manager)

- The ARK has three provisions – Aspiration Room, Resilience Room and Kindness Room
- The Aspiration Room is where students are sent following poor behaviour choices and work must be completed in silence. The teachers provide the work so that the student does not have gaps in knowledge
- Students can engage with each other and staff in the Kindness Room
- Reflection packs are completed every time a student enters to Aspiration Room – these are used to address behaviour and are bespoke to the reason why the student is in the room
- The Resilience Room is where students go following a period of absence from school to re-integrate
- The number of students seen in the ARK has reduced year on year

Q: (GS) Thank you for showing the Board the rooms; it is an inviting environment. How do you ensure students do not misbehave to be sent there?

CL: We are very aware of this, I know who is in there and if a student is entering the Aspiration Room regularly, I send them to other quiet areas such as outside the HT's Office.

AC: We need to understand why students want to be in there and we have meetings with the child and the parents to understand. We also consider SEN needs and work closely with the SENDCo; we know some SEN students cannot work in booths, and some prefer to be alone in booths.

Q: (IF) Do students stay in there a full day?

CL: Yes, mostly. Some can be in there for up to 3 days if a serious offence.

Q: (AB) What do students do at break and lunch?

CL: Students from the ARK go down to the canteen but when the other students are not there – they have 15 minutes in the canteen then a further 10 minutes back in the ARK.

Q: (MB) Do you see many repeat offenders?

CL: Some but not many. Last year one student entered the ARK 57 times, this year they have been in 9 times.

Q: (MB) Is there anything that you would like to have or do that you do not currently?

CL: I would like the opportunity to go to more lessons to see high need students. This will happen more as numbers continue to drop in the ARK. I would also like more space so that the 3 ARK rooms can be in the same area.

CS: The work done by CL is amazing. Students used to hate being in the Inclusion Room but now they get the educational side and the number of repeat offenders has reduced dramatically.

AC: Students feel safe. We are working to understand the behaviours better so that we can better provide and have a positive relationship with the children.

CL was thanked for her presentation and left the meeting at 6.05pm.

52 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 4 February 2025 were confirmed as a correct record and signed by the Chair.

53 MATTERS ARISING FROM THE MINUTES

53.1 GS to report number of formal complaints per 100 students - complete

53.2 Results of Y11 and Y13 February mocks to be circulated to governors – complete; Y11 mocks were discussed in a meeting 25/3. Post 16 mocks discussed in minute 56

53.3 Incidents of safeguarding concerns to be broken down by year group - complete

53.4 All Links to carry out a spring term visit and send completed forms to GS by 14 April - 2 reports completed, see minute 60

54 HEADTEACHER'S REPORT

- Attendance continues to track above national and regional averages
- Behaviour continues to improve
- Engagement in Year 11 is high and improved outcomes are forecast
- KS5 is a strength
- Data from a recent learner survey in which there were 867 results, was largely positive. 55% stated they were happy studying at the school, this is 15% higher than the Trust average to this question. Further work will be done on when and how to report any potential cases of bullying.

- Data from a parent voice survey in which there were 314 results showed 75% would recommend the school to other parents. An area for development is regarding communicating homework
- Top 3 risks:
 - Declining reputation caused by weak outcomes
 - Weak attendance has a significant impact on outcomes (risk reducing)
 - Sixth Form provision (risk reducing)

Q: (MB) Why didn't all students answer all questions? Some have 904 responses, some have much less?

VG: I don't know, the data was compiled centrally.

Q: (IF) Can you break the results down by group?

VG: Yes, we can filter by year group, sex, disadvantaged, SEN etc

Q: (MB) Why do you think parents do not feel informed about their child's homework?

LP: We have trialled various methods of communicating and feel we cannot punish if students do not do homework as some cannot access the online work. Arbor doesn't sync with Teams so there is a duplication of work issue. Parents can only log in to see the homework if they go on the child's app. We have lots of different homework platforms so that is not helpful.

MB: I will raise this issue of homework platforms at the next Chairs' meeting.

Q: (MB) Do you think the top three risks that you identified at the start of the year are still valid?

VG: Yes, but I will discuss emerging risks in my next report.

Q: (GS) What do you mean by 'English and maths teams continue to have adapted well to the new curriculums provided'?

LP: This is the order and content delivered. If each secondary follows the same curriculum then long term it allows for more collaboration and sharing of resources.

Q: (IF) How have the staff teams responded?

LP: Really positively.

55 QUALITY ASSURANCE SUMMARY REPORT

- 755 drop ins have taken place by SLT year to date
- Learning Insights on the Arbor platform is also used to collect QA data. Out of a score of 3 for lesson components, the average score is 2.8
- Strengths seen during department reviews include the depth of subject knowledge, retrieval and modelling
- Areas for development include questioning, pace and stretching the more able
- Learner walks showed 87% lessons were quality first teaching

LP: There are limitations to Learner Insights; we do not get enough information and find drop ins much more effective. Insights is still in its infancy and is not giving us as much information as we need.

VG: We are overcoming the lack of granular data by the number of drop ins that are taking place.

C: (MB) At present governors cannot see Learner Insights on PowerBI. Do the staff members find the QA supportive?

EN: Yes, as Assistant Head of Department I also do drop ins but find it cumbersome to complete the forms and hard to capture all that I see. I do see them as supportive.

AP: Noone is uncomfortable with anyone dropping in to a lesson, we are all very used to that.

Q: (IF) Is the number of drop ins sustainable? They must take an awful amount of time.

VG: Yes, we hope to continue the level of drop ins next year.

ACTION: MB to raise the issue of multiple homework platforms and lack of detail provided by Learner Insights at the Chairs' meeting

56 POST 16

- This is the first year since 2019 that VA will be published externally – this is a fairer reflection for KS5
- Mock data shows an increase year on year in A*A, A*B and A*C
- Overall forecast value added is +0.7
- Attendance and attitude to learning is strong
- 129 have been offered a place to Year 12. 64 students are 100% certain they will stay at HHS

Q: (AB) What is the plan to drive recruitment to the sixth form?

SJ: A joint delivery sixth form with Wolfreton is working and we can deliver a broader curriculum.

Q: (MB) Do you think that widening the offer will have a positive effect or diluting effect on outcomes?

SJ: Ensuring the right student is on the right course is the key, not the range of subjects.

Q: (AB) How visible are sixth form students to the rest of the school?

SJ: We realised that they were not visible enough and the voluntary scheme has really helped with this. Sixth formers also have a new study area on the top floor. Things are improving but we could still do more.

57 ATTENDANCE AND BEHAVIOUR REPORT

57.1 Attendance

- Whole school attendance year to date is 92.9% (1.2% above national average and 2.3% higher than the same time last year)
- Year 11 attendance is 5.2% higher than the comparable time last year
- Boys' attendance is 93.2%, girls' 92.1%
- Year 11 PP attendance is 14% higher than the same period last year
- Non – PP attendance is 94.5%, PP 88.2% (PP attendance is 2.6% higher than 23/24 YTD).
- Non – SEND 93.3%, SEND 91%
- 20% students have attendance of less than 90%
- HHS has the highest percentage of students in the 100% attendance band (13.7%) of the Trust secondary schools
- Areas for development include girls' attendance, particularly in Year 8 and Year 10, attendance of PP Year 10 and SEND Year 8 and Year 10. To address these Year 8 And Year 10 are subject to Challenge 100 and the DA and SEND students have specific attendance plans

AC: 150 girls in Year 8 and 10 were surveyed regarding absence and the top 3 reasons given were illness, periods and holidays.

AC: Year 10 attendance is a Trust wide issue, so we participate in a cross-Trust competition to improve Year 10. It should be said that even though Year 10 is below national they are above regional average.

Q: (EK) What are the issues with Year 7 boys as they have a lower attendance than the girls?

AC: This is due to a specific small number – some have medical issues and are on a part time timetable.

C: (MB) Very well done delivering what you said you would regarding attendance.

AC: Thank you – it is very much a team effort.

VG: AC has worked hard to raise the profile of attendance, so thank you for your comments.

57.2 Behaviour

- Behaviour continues to improve with number of days lost to suspensions down from 330 last year to 239 for the equivalent time this year (a 24% reduction)
- YTD there have been 120 suspensions, involving 60 students (60 students= 4.8% of the student population)
- ~~Only 25 students have more than one fixed term suspension~~
- Of the 60 students receiving a FTS, 39 were boys
- Only 17 students have had more than one suspension (this is 1.4% of the student population)
- There have been 3 permanent exclusions with potentially more due to persistent disruptive behaviour
- 17 students have gone to elective home education (EHE) (for the whole of 2023/24 14 left for EHE)
- There has been a 48% decrease in removals from Year 10 and 58% decrease in removals from Year 11 year on year. There has however been an increase in removals in Years 8 and 9.
- 101 students have been supported by external agencies (Tigers Trust, Well Being Workers, Think for the Future, CAMHS and the Trust Well Being Support workers)
- 3 students are accessing EdClass - online Alternative Provision

C: (VG) Years 7, 8 and 9 are full. It should be said that there has been a decline in birth rate in the East Riding since 2010 and this may affect our numbers, although it is expected that we will not be as impacted as other schools. We have meetings with the 2 local authorities to find out more detail.

Q(MB) Are you oversubscribed for Year 7 in September?

VG: Yes, but beyond 2027 we need more detail.

58 SAFEGUARDING REPORT (cumulative data from the September 2024)

- 14 students have a Child in Need Plan and 5 Child Protection cases
- 41 Operation Encompass notifications
- Only 2 cases of bullying
- 70 Smoothwall alerts
- Increase seen in number of inappropriate sexualised behaviours (23) – particularly in Year 7
- External safeguarding review to take place

AC: Number of inappropriate sexualised behaviours has increased, but one boy accounts for 4 incidents. We meet with the parents in every case. The number of racist incidents has also increased. To deal with this we have work packs and discussions with the students. To date, only one student has re-offended.

Q: (LL) Do you RAG rate the inappropriate sexualised behaviour according to age and stage such as the Brook's Sexual Behaviours Traffic Light Tool?

AC: We use a similar tool and look at each on a case-by-case basis.

ACTION: A Haynes (Safeguarding Link) to be invited to attend the external safeguarding review

59 COMPLAINTS SUMMARY

- Total number of formal complaints across the Trust since September 2024 is 127
- 15 are from HHS parents (0.5 complaints per 100 learners)

- A concerns log keeps formal complaints to a minimum
- Most complaints are regarding communication and behaviour / action of staff member

VG: We have done work with how staff communicate with the students focusing on the structure around a conversation. We feel we have a good handle on complaints.

60 GOVERNANCE UPDATE

All training is up to date.

3 Link visits have been completed since the last meeting – attendance, curriculum and SEND.

All Links were asked to complete a summer term visit and send their completed visit form in a timely manner following the visit.

One recommendation from the SEND visit that will be adopted was to survey SEND students when they leave HHS.

Resolved: ACa expressed an interest in being ARK Link for the summer term

ACTION: All Links to conduct a summer term visit and send completed forms to GS

61 NEXT MEETING DATE

Tuesday 24 June 2025, 5.30pm

62 ANY OTHER BUSINESS

The Clerk informed all governors that the same access to Power BI that has been trialled with Chairs and Vice Chairs will be rolled out to all governors shortly. This will give current attendance and behaviour data.

63 ACTION POINTS

63.1 ACTION: MB to raise the issue of multiple homework platforms and lack of detail provided by Learner Insights at the Chairs' meeting (minute 55)

63.2 ACTION: A Haynes (Safeguarding Link) to be invited to attend the external safeguarding review (minute 58)

63.3 ACTION: All Links to conduct a summer term visit and send completed forms to GS (minute 60)

MB thanked everyone for their attendance and closed the meeting at 7.35pm.