



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 24 September 2024 at 5.30pm



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

**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), Mrs H Marshall (HM)

**ALSO IN ATTENDANCE:**

Mrs J Anderson (Assistant Head, 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), 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.

**01 WELCOME**

MB opened the meeting by welcoming everyone to the first meeting of the academic year.

**02 APOLOGIES**

R Lambert

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

**03 DECLARATION OF INTERESTS**

Annual pecuniary interest and data collection forms had been collected. There were no declarations of interest made specific to this meeting.

**04 LGB MEMBERSHIP**

There is currently one vacancy on the LGB. Invitations for nominations for the positions of Chair, Vice Chair and Link governor positions were sent in advance. The Link positions for 2024/25 were set to align with the school development plan priorities.

M Benson was content to stand as Chair for a further year and I Frankish was content to stand as Vice-Chair for a further year.

**Resolved:** Governors unanimously approved the appointment of Chair and Vice-Chair

Link Governor positions were agreed to be:

Attendance – E Kenny

Behaviour – M Benson

Careers – H Marshall

Leadership – M Benson

Outcomes – I Frankish and G Burnett

Safeguarding – A Haynes

SEND – R Lambert

A handwritten signature in black ink, appearing to be 'M Benson', written over a horizontal line.

## 05 MINUTES OF THE LAST MEETING

**Resolved:** That the minutes of the meeting held on 16 July 2024 were confirmed as a correct record and signed by the Chair.

## 06 MATTERS ARISING FROM THE MINUTES

**06.1 Link positions to be aligned to the five new development priorities** - complete, see 04

**06.2 Staff survey results to be presented in graph form** – carried forward, to be actioned when the results of the next survey are presented

**06.3 Overall attendance per Trust secondary school over the last 3 years to be shared at the next meeting** – carried forward. D Garton to provide this data

## 07 HEADTEACHER'S REPORT

- Positive start to the new academic year
- Attendance is up on this time last year
- Behaviour has improved
- School focus is on KS4 outcomes
- Fully staffed
- Enhanced Resource Provision (ERP) is open
- Top 3 risks:
  - Declining reputation caused by weak outcomes
  - Weak attendance has a significant impact on outcomes
  - Sixth Form provision

*JA: The ERP is a 10-place unit so we have funding for 10 learners. It is currently accessed by 5. We have created 4 new roles: 2 Teaching Assistants, a SEND Administrator and an ERP Manager.*

*VG: Consultation has started to close the Sixth Forms at Holderness and Cottingham due to student numbers. This is an opportunity to strengthen our Sixth Form.*

*Q: (EK) You refer to measures that began to take effect on attendance during the year but were too late to impact outcomes – what were these?*

*AC: We brought in rewards, staff to pick up students from home, the challenge 100 initiative. I will give you a full update at the next meeting.*

*Q: (MB) Was the number of Year 11s entering the Sixth Form lower than forecast due to Year 11 outcomes?*

*SJ: Yes, the target for recruitment to Year 12 was 95. We had to turn 7 down as they did not have the grades needed.*

*Q: (MB) Did those 7 get placed elsewhere?*

*SJ: Yes, we recommended places that would permit GCSE resits and a reduction in A Levels.*

*Q: (HM) With the closure of two Sixth Forms, will this mean that there are reduced subjects offered?*

*SJ: Unfortunately, some vocational courses will not run.*

## 08 PERFORMANCE DATA REPORT

### Key Stage 5

- Average grade increased from C to C+



- Average point score (APS) increased from 30.92 to 31.87
- A\*A increased from 14.4% to 17.5%
- A\* B increased from 36% to 38.7%
- A\*E has increased from 99% to 100%
- VA has increased from -0.52 to -0.43
- Forecasting accuracy has improved, slightly
- Strong performing subjects were Further Maths, Engineering, Product Design, Criminology and Applied Science
- 87 students have enrolled to Year 12 including the top 10 performers at GCSE
- Way forward: review forecasting to identify trends, closer tracking of Consortium subjects, mentoring of underperformers in Year 13, QA support from Wolfreton for chemistry and English Language

There followed a discussion about the lack of accurate forecasting.

C: (MB) *There have been slight improvements from last year to this, and we have heard all the reasons why the outcomes were not better, but the main issue here is the forecasts all the way through the school were way off. The challenge is being accurate and real. Last year forecasts were 10% out, this year 7% out on A\*A and A\*B.*

SJ: *That is just one grade out. We wanted our staff to air on the side of positivity.*

VG: *We were more accurate at KS4 and KS5, but we are still looking at the rigor of assessment.*

C: (MB) *Being over positive with forecasts brings a danger of over complacency.*

Q: (IF) *Are the UCAS applications based on forecast grades.*

SJ: *Yes. Forecasting is well off in the vocational subjects. These subjects are more controllable with the amount of coursework compared to A levels so should be more accurate. We have two years of external data (2022/23 and 2023/24) to analyse trends. Forecasting at A\*C was accurate but at A\*A and A\*B forecasting dipped with the results. We believe next year we will improve in all 3 grade boundaries but will still be below national. This year's cohort is less able. Mocks next week will give a clearer picture.*

Q: (IF) *We need to focus on subjects with high cohorts; Criminology did well with 0.87 VA, but Science seems to be struggling. What are the underlying reasons for that?*

SJ: *We believe this was down to student selection onto courses. We have tightened this now and we are also giving more support to science.*

Q: (IF) *What has changed regarding the entry requirements?*

SJ: *We expect a 6 in Maths and 7s in individual sciences to get on a science course. This has not changed, but we are no longer lenient if someone has slightly lower grades than that.*

Q: (MB) *How big are the cohorts in science this year?*

SJ: *There are more students in Chemistry and Physics and the same number in Biology.*

Q: (MB) *Why are we still getting the forecasting wrong? It seems that the challenge is identifying accurately where the students start.*

VG: *We have told our staff to be positive, but they have to be real, not a dream. We actually have 3 audiences for the forecasts; a forecast for UCAS applications which will always be more positive, a forecast for the student to motivate them and also a forecast for governors.*

C: (MB) *The point of a forecast is to tell us accurately what we will achieve at the end. As a Board we have no confidence in forecasting. There should be one real forecast.*

VG: *Now we have a sense of the issues in relation to forecasting, we can work with the leaders.*

C: (MB) *In the April minutes you stated that targets will be achieved. At 9-4 this was 75%, you achieved 61% so therefore you need to take a different approach. The targets and the forecasts need to be delivered.*

SJ: *We have taken out the first assessment point in KS5.*

Q: (IF) *If zero is national regarding VA, where is the aspiration? What would it take to be positive?*

VG: *There is no simple answer. The quality of teaching in Sixth Form is good. Yes, there is an issue with forecasting but the big work to do is around aspiration and aspiring to go to university. We want as many students as possible to get the high grades.*

Q: (MB) How many went on to do a degree apprenticeship? These are a popular choice for many.  
 SJ: 6, with most going to university.

### Key Stage 4

SCHOOL	KS2 Prior Attain.	Cohort	Att. 8	Basics		Ebacc		
				% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
HHS 2024	105.5	237	43.1	61	40	59	30	17
HHS 2023	104	237	43.6	62	38	57	31	15

- 2024 outcomes have not returned to pre pandemic levels despite being a more able cohort than 2022/23
- Attainment 8 and Basics are all down on national average
- Attendance had a significant effect on outcomes with a clear correlation between attendance over 90% and stronger outcomes compared to those with less than 90%
- Disadvantaged outcomes have risen compared to last year
- Forecasting at grade 4 boundary has dropped
- Matchup of English and maths a focus with 36 students missing the grade 4 in either subject
- History and MFL outcomes a particular focus

C: (DWi) We were not expecting these results. The average point score is a low grade 4 whereas pre-Covid the APS was almost a 5.

Q: (MB) Going back a year, what would have been an aspirational APS?

DWi: Some subjects were way too aspirational. We are being much more forensic now.

VG: We need to clearly communicate our messaging in relation to aspiration

Q: (IF) Is each department accountable for its APS?

LP: Yes, all departments had targets but its about pushing this as a collective now that everyone has a part to play in the school APS.

Q: (MB) Can you measure APS at class level?

DWi: Yes, on SISRA and we share this with each department.

Q: (IF) What is national APS?

DWi: On Sisra it is 4.61

VG: Targets are set at individual level, subject level and school level.

DWi: There were five root causes for the outcomes: Firstly, Data Leadership – as we were in the Ofsted window this was a distraction. There was insufficient tracking at Year 11 and so we were less responsive to setting interventions and gave inaccurate forecasts. We now have central Year 11 tracking and middle leaders are challenged on the rigour of assessments.

LP: Secondly, we moved to a 2-year KS4 from September 2023. The aim has always been to increase the EBacc entry and preserve the choice of options and a broad KS4. Some students sat over 24 exams, and many were disengaged from MFL. We have now reduced the number of options and given English and maths more curriculum time. In the current Year 11 everyone is doing a humanity or a language. 86 students are doing EBacc in Year 10.

AC: Third, attendance had a major part to play. 153 students had at least 90% attendance and the APS of this group was 49.9. 69 students had over 95% attendance and an APS of 54. The attainment 8 was dragged down due to the high number of students that had attendance below 90% (84 learners).

MBr: When results are published we will look into the students that had over 95% attendance and see what they achieved.

DWi: Attendance in the first 3 weeks for Year 11 is 3% up compared to this time last year and whole school attendance is 0.67% above the attendance during the same period last year.

AC: There have been 30 instances of term time holidays – some from Year 11.



Q: (EK) Has the number of term time holidays increased since last year? Do you think parents are taking the holidays before the increased fine is introduced?

AC: The increase has already been introduced. It is really difficult to know exactly how many are on holiday as some do not notify us but pretend to be ill.

Q: (EK) Are you carrying out more home visits this year?

AC: Yes – we have 3 members of staff that conduct home visits, and this does have an impact.

VG: Disadvantaged attendance has increased by 10%.

Q: (MB) What can this increase be attributed to?

AC: Day to day relentless pursuit of attendance. We carry out home visits, we have aspirational assemblies and always talk about attendance and the link to better outcomes.

VG: Fourth is to raise aspiration, especially in Year 11. We have delivered tailored meetings to groups of Year 11s every week. We believe that university should be an option for everyone.

C: (MB) I would suggest changing the wording to "Gaining a degree should be an option for everyone" as there are degree apprenticeships that will appeal too.

VG: We believe that university is more understood by the community.

Q: (IF) Do you believe that all Trust schools have made inroads into the aspiration area?

VG: We realised we need to strengthen our careers advice and guidance.

AC: Our community is second highest in deprivation across the Trust and our students have the second lowest attendance.

VG: This area is in the lowest 10% of those holding a degree nationwide.

SJ: To change culture is very difficult.

C: (IF) We need to bring parents on board.

DWi: Finally target setting and quality assurance had an impact. This is comparing prior attainment of someone of the same gender, month of birth and what they achieve. We had problems with this. We are having conversations about individual targets compared to the starting points.

C: (IF) We need more students to believe they can achieve more and create a tipping point. Would a parent get to see the target on a report card?

VG: No, we have a common Trust report card.

C: (IF) Different schools present reports in differing ways and parents do not understand the information in general. Whatever way the data is presented parents struggle and so this should be a piece of work to educate them.

LP: Lots of quality assurance took place but it was found we were stuck in an Ofsted mindset. We now have a new focus on teaching and learning linked to a department's continuous professional development. We have done 200 lesson drop ins during the first 3 weeks, 100 of which were in Year 11 and there was an overwhelming compliance to routines. We feedback what we saw to Heads of departments. I would really like the Outcomes Links to drop into Year 11 lessons.

Q: (IF) Is that level of drop ins sustainable?

LP: No, but it has given an early true picture of quality of teaching. We can now focus on clear areas to improve.

Q: (MB) Last week at the LGB Chairs' meeting there was a need for focus on English and maths match up – how are we going to achieve this?

DWi: The Directors of English and Maths will work with us to ensure we achieve this as we need to do a better job at this. Better tracking will reveal this and enable us to be more responsive.

Q: (IF) Is it normal to have 35% students failing either English or maths?

DWi: Yes, 82 students failed English Language and 74 failed maths. They have the best chance when they attend.

VG: Nationally one third do not pass both English and maths.

IF: Having English and maths is fundamental to access the next stage of education. Are there any activities to improve the pass rate?

VG: We do not have spare English and maths teachers. Teaching Assistants do interventions with leaders. We are working on match up.

C: (MBr) *The root focus for the Directors of English and Maths is to get it right in the classroom.*

**09 SAFEGUARDING REPORT (data from the start of the autumn term 2024)**

- There are currently 8 CLA (Children Looked After)
- 11 students have a Child in Need Plan and 2 Child Protection cases
- 4 Operation Encompass notifications
- High number of SEND support and EHCP learners in Year 7

AC: *We addressed the riots in Hull early in the term as there was fear within the community. We have not seen any issues, so the awareness had an impact. The personal development programme is a 3-year rolling programme which increases the broad capacity.*

JA: *The national average for EHCP students is 2.4%, we have 7.6% of Year 7 with a care plan, which is obviously a draw on resources.*

**10 GOVERNOR TRAINING**

GS explained that all governors have been sent a link to the GovernorHub – this will be the resource centre for governors to access papers, visit forms, training and any other resources.

**ACTION: Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance**

**11 NEXT MEETING DATE**

Tuesday 19 November 2024, 5.30pm

**12 ANY OTHER BUSINESS**

None

**13 ACTION POINTS**

**13.1 Staff survey results to be presented in graph form (minute 6.2)**

**13.2 Overall attendance per Trust secondary school over the last 3 years to be shared at the next meeting (minute 6.3)**

**13.3 ACTION: Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance (minute 10)**

MB thanked everyone for their attendance and stated that the Board looks forward to a successful year. The meeting closed at 7.45pm.