



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 24 June 2025 at 5.30pm



**PRESENT:**

Mr M Benson (Chair, MB), Mrs R Bird (RB), Mr I Frankish (IF), Mr V Groak (Headteacher, VG), Mr A Haynes, 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), Mr J O'Brien (Director of Improvement and Standards, JOB), 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.

**64 WELCOME**

The Vice Chair (IF) was chairing this meeting for experience. He opened the meeting by welcoming everyone to the final meeting of the academic year.

**65 APOLOGIES**

Mr A Brannon and Ms A Carlill

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

Mrs H Marshall was absent without apology.

**ACTION:** Clerk to inquire as to the reason for HG's absence from the meeting

**66 DECLARATION OF INTERESTS**

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

**67 MINUTES OF THE LAST MEETING**

**Resolved:** That the minutes of the meeting held on 22 April 2025 were confirmed as a correct record and signed by the Chair.

**68 MATTERS ARISING FROM THE MINUTES**

**68.1 MB to raise the issue of multiple homework platforms and lack of detail provided by Learner Insights at the Chairs' meeting** – this is being dealt with Trust wide: the streamlining of applications. Learner Insights is being developed over summer following feedback from data leads.

**68.2 A Haynes (Safeguarding Link) to be invited to attend the external safeguarding review**  
– review has not yet taken place.

**68.3 All Links to conduct a summer term visit and send completed forms to GS** - see minute 75.

## **69 HEADTEACHER'S REPORT**

- Attendance is 92.9% YTD which is 2.1% up on last year's YTD and above regional and national averages
- Behaviour continues to improve with reduced suspensions and removals
- Fully staffed for teaching posts
- Outcomes are forecast to improve
- 928 drop ins have taken place by SLT year to date. Quality First Teaching found to be at 93%. The following were identified as strengths: behaviour, modelling, staff subject knowledge and recall and retrieval. Challenge, pace of lessons, questioning lacking rigor and oracy are all areas for development.
- 272 drop ins have been recorded on Learner Insights. Areas for development include raising aspiration of learners, questioning, pace and stretching the more able
- Learner walks showed 87% lessons were quality first teaching
- Secondary schools in the Trust are aligning their maths and English curriculum and to date, it has had a positive impact. Now work has begun adopting the same approach to history, geography and science for Year 7 starting September.
- Top 2 risks:
  - Forecast improvements in outcomes do not materialise
  - Financial constraints limiting the capacity to deliver improvements

*Q: (MB) When you say fully staffed, do you mean for teacher posts?*

*VG: Yes, we are fully staffed to deliver the existing curriculum. We are 1.5 support staff positions short.*

*Q: (IF) Are you provided with purely the number of baseline staff you need to run the curriculum?*

*VG: Yes, integrated curriculum led financial planning starts with the curriculum and that generates teaching periods. We can rationalise this and have discussions with shared services. We then discuss leadership time and part time positions etc.*

*Q: (IF) Do you overstaff in key areas?*

*VG: This is risky, but we have overstaffed in maths before as that would be a huge risk if we couldn't deliver.*

*C: (JOB) We are moving to align model curriculums and the number of periods taught per subject, as there is variation particularly in humanities. This will bring minor changes. To overstaff would be controversial as some schools could be short and others could be overstaffed.*

*Q: (MB) Could overstaffing be used if candidates are told they may be based at any of the schools?*

*VG: This hasn't been successful when we tried this before in English and maths positions.*

*Q: (IF) If you are building off a curriculum model you are looking at number of teaching staff, not all the additional support staff that you need. Are you staffed in those roles?*

*VG: Not quite. I need approval to recruit in SEN due to the increase in EHCP learners. We are also looking to appoint an Assistant Head of Sixth.*

*Q: (GS) Will the number of SLT drop ins reduce when Learner Insights has been modified?*

*LP: No as SLT has a programme to follow. We want to continue so that we capture all the data needed.*



Q: (IF) What is meant by vertical delivery?

SJ: We teach Year 12 and Year 13 Photography at the same time – 'joint delivery'. This is used to keep small cohort classes running.

C: (JOB) Vertical delivery works in subjects with lots of independent work, it wouldn't work in many subjects.

Q: (MB) Do you have any health and safety concerns in the school?

VG: No, the significant improvement has been around the front of the site with barriers to segregate pedestrians from cars, buses and cyclists.

## 70 EVALUATION AGAINST OFSTED CRITERIA

- All areas are assessed as 'good'
- Areas for development include
  - improving outcomes in English and maths
  - achieving a higher proportion of top grades at key stage 4 and 5
  - developing the provision for SENDS students

VG: To work towards improving outcomes we have increased quality assurance, we use staff support plans when needed, we have a Year 11 success team and enhanced intervention plans. We also need to raise aspirations, so we have done work with the extended leadership team around using data to support more challenge of the staff around aspiration.

Q: (MB) Do we get the message across to parents about aspiration?

JOB: Improvements in attendance is a success, so we are getting messages across. It is hard to understand why they are not as onboard with aspiration.

Q: (IF) How can we track an improvement in aspiration?

LP: In the Sixth Form this would be destination data. However, the caveat is that some learners may want to do a particular career so many do not want to progress to university. We have a careers programme that gives sound advice so that students are fully informed on options.

Q: (MB) Aspiration is relative, so it is about offering different pathways. The way to measure would be to question students in Year 7 and then throughout their school journey.

VG: We have ambition events and repeat the message of opportunities.

## 71 SCHOOL DEVELOPMENT PLAN

- Continue to improve attendance of all year groups
- Improve and sustain outcomes at KS4 / 5 at least in line with national averages
- Continue to develop positive behaviours across school
- Continue to develop SEND provision
- Develop Leadership and management all levels

VG: As mentioned previously, a priority for 2025/26 is to raise aspirations of learners and staff, using the Pygmalion Effect principle and greater use of data.

Q: (MB) Regarding developing SEND provision, how far in advance do you know the numbers of future year groups?

JA: The local authority confirms the numbers in March for a September intake, but we are still getting consults now. The LA can instruct schools to take students.

Q: (MB) To increase the size of the SEN area have you bid for reserves?

VG: Not formally, but this has been discussed.

Q: (IF) The increase in students with an EHCP raises a risk to outcomes, are you concerned about this?

DWi: Yes.

JA: Many have significant learning difficulties, and the alternative pathway is the best one for them but not for the school, as it does not count towards our measures.

Q: (GS) The training that was planned in December for staff to receive specific SEND strategies around ADHD and Autism is marked red, did it not happen?

JA: No due to staff absence, however it is planned for the September training day.

Q: (IF) During our pre-meet we discussed the removes and suspensions data. How did you decide on the target being a 10% reduction from last year as lengths of half terms are not comparable?

AC: We wanted to set ambitious targets. Yes, there are differences in term lengths.

Q: (EK) What was the reason for the spike in both removals and suspensions in autumn 2 and spring 2?

AC: Events in school, Hull Fair week, longer length of half terms – not one thing. Overall, we are seeing suspensions down 19% year to date and a 34% reduction on the number of learners accessing the ARK.

Q: (EK) Are you seeing any spikes in year groups?

AC: Spikes in Year 8 defiance.

Q: (GS) Will the 5 priorities stay the same for next year?

VG: Yes, in some form. The next plan will be a 3-year strategic plan.

## **72 SAFEGUARDING REPORT (cumulative data from the September 2024)**

- 13 students have a Child in Need Plan and 7 Child Protection cases
- 66 Operation Encompass notifications
- 148 Smoothwall alerts
- Increase seen in number of inappropriate sexualised behaviours (34) – particularly in Year 7 with 13 logs
- 3 logs of physical restraint in Year 8
- The 'One punch' assembly and Manosphere (misogyny) has been delivered to all year groups
- Number of self-harm cases has increased in key stage 3 – often related to e-safety and sexualised behaviours. Safety plans have been put in place

Q: (MB) What caused the spike in Smoothwall alerts?

AC: Many of these came from one Year 11 student so the data is skewed.

Q: (GS) Why were there 24 Smoothwall alerts in Sixth Form?

SJ: This was due to students searching for certain words for their criminology course.

Q: (IF) Is physical restraint a new issue that teachers are having to encounter? Are they adequately trained?

CS: Yes, no one is comfortable doing this, but they are Team Teach trained. It is about de-escalating situations.

Q: (MB) Are the 3 cases in Year 8 the same child?

CS: No.

Q: (MB) How many staff are Team Teach trained?

AC: Approximately 20.

Q: (RB) Why are there only 20 trained?

VG: It is not mandatory. We cannot force anyone to volunteer to do the training.

Q: (IF) Are these cases becoming more prevalent?

CS: No, there has actually been a reduction this year.

Q: (EK) Obviously the size of the student varies between Year 7 and Year 11. Do the techniques work across the board?



AC: Yes, same techniques – it is about stopping an incident using knowledge, skill and confidence.

### 73 SEND REPORT

- 13.5% of learners (175) have SEND support (national is 11.4%)
- 4.8% of learners (60) have an Education Health Care Plan (national is 2.2%)
- There are 21 learners with an EHCP in the current Year 7 with 18 joining in September and a further 3 in the pipeline.
- The Enhanced Resource Provision (ERP) will be filled in September with 11 learners
- To support the increased numbers with an EHCP 1.5 more staff are needed
- SEND attendance remains higher than national

JA: We are now over double the national average for students with EHCPs and the increase in learners with an EHCP will only continue, so we are having discussions about increasing the SEN area. Although these increases bring increased funding it also impacts on both human and physical resources. I have put in a request for another 1.5 full time staff equivalent, but this may need to increase with numbers increasing throughout the year. We cannot work on a set income per year.

Q: (MB) Do you have any other current learners that may need an EHCP?

JA: Yes, one in Year 7 and one in Year 8.

Q: (IF) How do you judge that the Enhanced Resource Provision is a success?

JA: By being full from September. We also have parents of Year 5 pupils putting us down as the school linked to the EHCP. Also, learners in the ERP are settled and doing well. We have done all their annual reviews, and they are meeting their targets.

Q: (IF) Do the ERP students integrate with other students?

JA: Yes.

Q: (IF) What tweaks would you make?

JA: Just to make the ERP bigger, that way we could include a Key Stage 5 offer.

Q: (IF) Are you based at Hessle full time from September?

JA: Yes, I have been supporting Howden and Penshurst for a day each but that will finish at the end of this term. I will be on site to have the capacity to do whole school SEN training so we can move forward faster.

C: (MB) There have been positive conversations I have heard about SEN provision at this school and how parents are proactively choosing Hessle for their SEN child.

CS: People want to be here – we are one of only three schools in the county that have not got free spaces in Year 7 in September.

### 74 ATTENDANCE AND BEHAVIOUR REPORT

#### 74.1 Attendance

- Whole school attendance year to date is 92.7% (1.3% above national average and 2.1% higher than the same time last year)
- School has received recognition from Fischer Family Trust for being in the top 25% of secondary schools nationally for attendance
- Year 11 attendance is 5% higher than the comparable time last year
- Boys' attendance is 93.4%, girls' 92%
- Non – PP attendance is 94.5%, PP 88%
- Non – SEND 93.2%, SEND 90.5%
- 19.9% students have attendance of less than 90%

- HHS has the highest percentage of students in the 100% attendance band (9.9%) of the Trust secondary schools
- Areas for development include girls' attendance (Years 8 and 10) and DA attendance

#### **74.2 Behaviour**

- Behaviour continues to improve with number of days lost to suspensions down from 467 last year to 291 for the equivalent time this year
- YTD there have been 150 suspensions, involving 71 students (last year YTD 213 from 89 students)
- 5.8% of the school population have received a fixed term suspension compared to 7.2% last year
- Most suspensions are from students in Year 10
- The boy /girl split of suspensions is almost equal
- Only 34 students have had more than one suspension (this is 2.7% of the student population)
- There have been 4 permanent exclusions (2 for 2023/24)
- 22 students have gone to elective home education (EHE) (for the whole of 2023/24 14 left for EHE)
- There has been a significant reduction in KS4 removals (56% decrease in Year 10 and 66% decrease in Year 11), but an increase in Year 8
- 122 students have been supported by external agencies (Tigers Trust, Well Being Workers, Think for the Future, CAMHS and the Trust Well Being Support workers)
- Years 7, 8 and 9 are full to PAN

*Q: (EK) Are you concerned that Year 8 attendance has improved, but not Year 10?*

*AC: I am always concerned; we are tracking groups. Year 8 is above national but still needs attention. Year 10 attendance at the time of the Year 10 mocks was 95%, which is promising.*

*Q: (MB) Is Year 8 always worse than Year 7 as the learners have settled in and this drop off is typical?*

*AC: Yes, there is a drop off after Year 7. It is relentless work, working on communication with the families. We are working on 'making school unmissable.'*

*Q: (EK) What are you doing to understand the increase in removals in Year 8 (267 last year -513 this)?*

*CS: We are doing quality assurance in lessons to see what is going on. We are also swapping year leaders round in September.*

*Q: (EK) What are the reasons for the rise in elective home education (EHE)?*

*CS: We discourage EHE, but some choose EHE to escape the pressure of attendance.*

*C: (EK) Some could potentially be off for a year, not do work and then come back to school negatively affecting outcomes.*

*AC: Yes, they will also have had a lack of boundaries and social skills. Some want to come back but as Key Stage 3 is full we cannot take them.*

#### **75 GOVERNANCE LINK VISITS AND TRAINING**

Only 1 Link visit has been completed since the last meeting, IF completed a visit on the curriculum on 20 June 2025. However, visits in the following areas have been booked in with school staff ARK Rooms (9 July), SEND (30 June), and safeguarding (9 July).

**ACTION: A Carlill, A Brannon, A Haynes and H Marshall to complete their visit and send the visit form to GS**



Governors requested training on performance data. JOB kindly offered this online.

**ACTION: Board to be invited to attend performance data training on Teams with Jamie on Tuesday 9 September**

**76 POLICY UPDATES**

**Uniform**

Moving to a Trust statement on uniform. The local procedures were sent out to parents early. The only real change is to only permit black pleated box skirts.

**77 NEXT MEETING DATE**

Tuesday 16 September 2025, 5.30pm

**78 ANY OTHER BUSINESS**

**Closing statement**

*MB: You have had a great year, you deserve the results, and I really hope they come. All the very best for the future.*

VG, on behalf of the leadership, thanked MB for his chairmanship.

**79 ACTION POINTS**

- 79.1 ACTION: Clerk to inquire as to the reason for HG's absence from the meeting (minute 65)**
- 79.2 ACTION: A Carlill, A Brannon, A Haynes and H Marshall to complete their visit and send the visit form to GS (minute 75)**
- 79.3 ACTION: Board to be invited to attend performance data training on Teams with Jamie on Tuesday 9 September (minute 75)**

MB thanked everyone for their attendance and closed the meeting at 7.15pm.

