



Minutes of the meeting of the Secondary Local Board  
of Hessle Academy  
Tuesday 10 February 2026 at 5.30pm



**PRESENT:**

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

**ALSO IN ATTENDANCE:**

Mr A Chapman (Deputy Head, ACh), Mrs C Groak (Head of MFL, CG), (Mrs L Price (Deputy Head, LP), Mrs J Meir (Head of Maths, JM), Mrs G Stafford (Governance Professional, GS), Mr D Willson (Assistant Headteacher, DWi)

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

**31 WELCOME**

The Chair welcomed everyone to the third meeting of the academic year.

**32 APOLOGIES**

J Clapham and A Haynes

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

**33 DECLARATION OF INTERESTS**

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

**34 SUBJECT PRESENTATIONS**

**34.1 Maths – J Meir**

- Summer 2025 A Level outcomes showed positive value added of +0.59 with 33% of the cohort achieving A\*A
- Summer 2025 GCSE outcomes: 13% achieved 7+, 46% achieved 5+ and 69% achieved 4+
- Classes AB1 – AB6 had 8 hrs teaching per fortnight, this is less than the average hours of maths teaching across the Trust
- The current Year 11 has 9 hours teaching per fortnight and next year's Year 10 will have 10 hours teaching
- Since the 2025 outcomes:
  - Quality First Teaching is known to be the key to success
  - Current Year 11 started on the foundation or higher paper at the beginning of Year 10
  - Each Year 11 class is taught by strong teachers. Director of Maths is supporting some members of the team
  - Question level analysis takes place following each test

A handwritten signature in black ink, appearing to be 'M. Nixon'.

- Staff CPDL held to boost marks on crossover topics (between foundation and higher)
  - High frequency topics re-visited
  - Weekly past papers are linked to topics that students have struggled with, identified by question level analysis
  - Additional class created in the north and east band
  - Staff have done a training course run by the exam board - how to achieve a grade 5 on the higher paper
  - Not teaching to mock 2. In the past similar questions that are in the mocks have been given as examples of "I do, you do" meaning the students are likely to perform very well in the mocks which has given a false sense of security of achieving grades.
  - Focus is on increasing the number of grade 5s
- Summer 2026 outcomes expected to be higher than 2024/25 as the improvement from the Year 10 mock to Year 11 mock is significant this year compared to last, see below:

Cohort 2025/26	% achieving 4+	% achieving 5+	% achieving 7+
Year 10 Mock	46	28	5
Year 11 Mock 1	61	31	8

Cohort 2024/25	% achieving 4+	% achieving 5+	% achieving 7+
Year 10 Mock	40	19	5
Year 11 Mock 1	41	19	5

Q: (MB) Why was there only 8 hours teaching per fortnight?

JM: During timetabling English were given 11 lessons, but next year both subjects will have 10 hours.

LP: A parity curriculum has been put in across the Trust.

Q: (MB) Do you still carry out early morning interventions?

JM: Yes, all students do interventions at 8.30am in tutor time and then we have additional focus groups. Before the mocks we also run sessions 7.45- 8.30am in the dining hall.

Q: (MB) Where are we with forecasting?

DWi: At Raising Attainment and Progress meetings (RAP) we discuss each student and use a Trust model for forecasting. This has been led by R West and shows if the trajectory continues then a student will receive grade x.

Q: (IF) Did you start the curriculum early enough to allow sufficient time to revise in class?

JM: Yes, Year 11 are now revising. Question level analysis from Year 11 mock 1 refines the teaching.

Q: (IF) Do you have concerns with any members of staff?

JM: Yes, but they are being supported. Most are very strong and we have a new deputy in the department.

Q: (MB to JN) How do you feel about the changes put in at Hessle? Are you certain this is right?

JN: I have spent lots of time with JM and been impressed with all the work going on. I have been pleased with the demands for assistance, particularly at key stage 3, the interventions and the preparation for the mocks.

Q: (IF) Do you forecast that the improvement in A Level outcomes will continue?

JM: Yes, the last set of A level mock data is in and 37.5% achieved A\*A (compared to 33% last year) and 58% achieved A\*B. The GCSE mock data is starting to come in, and I will circulate it to you.

**ACTION: Maths Mock 2 data to be circulated to governors**

JM was thanked and left the meeting at 6.10pm.

Signed by the Chair 

Date 24.3.26

### 34.2 Modern Foreign Languages

- 4 staff in the department – 3 full time and one @ 0.8
- Currently work on a one language model, with either French or Spanish starting at Year 7 and continuing through the school, Spanish is the most popular
- Lots of work has been done with not just the feeder primaries but also other local primaries
- Lesson time is 4 hours / week in KS4
- Current Year 11 has 92 students studying French
- MFL department produced their own resources after months of research and planning
- There are lunchtime and after school revision sessions
- What worked well....consistent teaching staff, increase in KS3 teaching time to 3 hours/ week, ability to set students due to parallel taught groups, revision from week 1 in September for Year 11, shared moderation across schools and AQA training
- Summer 2025 Spanish outcomes: 5% achieved 7+, 38% achieved 5+ and 61% achieved 4+
- Boys on average perform lower in languages than girls. Boys now in mixed sets
- Areas for development are outcomes at 7+ and boys
- Year 11 is the first group on the new spec, designed to be more accessible. However, a drawback is that no grade boundaries have been provided
- 2026 predictions: 14% 7+, 58% 5+ and 79% 4+
- Priorities: maintaining 4+ and improving 5+ and correct tiering (students have sat one foundation paper and one higher to aid this decision)
- To improve, the department is visiting other schools to observe KS4 lessons, is involved in the changes to the shared Trust curriculum and focusing on pace and challenge
- Trust aligned curriculum from Sept 2026 Year 7. Subject will be an option rather than core
- Currently trialling Year 7 studying both French and Spanish – the preferred subject will then become the sole choice from Year 8

*Q: (MB) Do you think you will see an improvement in average scores of those that have chosen a language as an option rather than those that have had to study a language as a core subject?*

*CG: Yes, when we make MFL a choice then the more able will tend to choose and therefore results will increase.*

*Q: (MB) Do you think it will be an advantage to only study one language, as the department will be more focused?*

*CG: Research suggests there is only one county that has selected a single language and they opted for Spanish with very good outcomes. Locally, most schools do French – I cannot find a local school that only does Spanish.*

CG left the meeting at 6.30pm.

### 35 MINUTES OF THE LAST MEETING

**Resolved:** That the minutes of the meeting held on 9 December 2025 were confirmed as a correct record and signed by the Chair.

### 36 MATTERS ARISING FROM THE MINUTES

**36.1 Autumn term complaints data to come to the next meeting, checking if the categorisation is correct for the reason for 'staff behaviour' complaints** – GS reported that 3 complaints over the autumn term had been categorised by the parent as 'behaviour

of a member of staff'. On further investigation 2 were re-categorised to reflect the primary reason for the complaint.

**36.2 A Haynes to complete the Safeguarding Refresher module ASAP – see minute 38.1**

**36.3 M Benson, R Bird, A Brannon, J Clapham, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module – see minute 38.1**

**37 COMPLAINTS SUMMARY (autumn term)**

- Over the 75 days of the autumn term, the Trust received 52 formal complaints across all schools, a reduction from 64 in autumn 2024
- Only 7 of the 52 were from Hessle parents, this is 0.51 complaint per 100 learners
- The reasons for the 7 complaints were communication (3), behaviour of a child (2), behaviour of a member of staff (1) and SEN needs (1)

**38 GOVERNANCE MATTERS**

**38.1 Training**

**ACTION: A Haynes to complete the Safeguarding Refresher module**

**ACTION: M Benson, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module**

**38.2 Link Visits**

**Resolved:** R Bird kindly agreed to be Careers Link.

Governors were urged to book a visit now for the next half term as it is only 5 weeks in duration.

**ACTION: All governors to complete a spring term visit and submit the report in time to be considered at the LGB meeting, 24 March**

**39 NEXT MEETING DATE**

Tuesday 24 March 2026, 5.30pm

**40 ANY OTHER BUSINESS**

None

**41 ACTION POINTS**

**41.1 ACTION: Maths Mock 2 data to be circulated to governors (minute 34.1)**

**41.2 ACTION: A Haynes to complete the Safeguarding Refresher module ASAP (minute 38.1)**

**41.3 ACTION: M Benson, I Frankish, A Haynes and L Leeman to complete the Exclusions and Suspensions module (minute 38.1)**

**41.4 ACTION: All governors to complete a spring term visit and submit the report in time to be considered at the LGB meeting, 24 March (minute 38.2)**

IF thanked everyone for their attendance and closed the meeting at 6.48pm.

Signed by the Chair 

Date 24.3.26

