



The Primary Local Board of the Hesse Academy



Minutes of the Meeting of the Primary Local Board.
Penshurst Primary School. Thursday 7 November 2019 at 5.30pm

THE CONSORTIUM
ACADEMY TRUST

PRESENT:

Dr R White (Chairperson, RW); Mrs S Brodie (SB); Mrs B Potter (BP); Mrs M Preston (MP); Mrs J Spencer (Headteacher, JS); Mrs J Woodford (JW)

ALSO IN ATTENDANCE:

Mr M Duncan (Guest, MD), Mr V Groak (HT Hesse Academy, VG), Mrs G Stafford (Clerk to the Trust, GS).

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

RW welcomed everyone to the first meeting of the academic year and acknowledged that the agenda was heavy. Other Trust academy Autumn term LGB meetings had been very lengthy and so the decision was made at a recent meeting of all LGB Chairs that from September 2020 there will be an additional business meeting to specifically review the PP Plan, SP Plan and ADP.

A special welcome was made to the two new Parent Governors – Becki Potter and Sarah Brodie - and to Matt Duncan who was attending as a guest today with the view of joining the LGB.

Four Governors had resigned since the last meeting for various reasons: M Burke, F Heald, A Rimmington and P Toogood.

02 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

03 APOLOGIES

Mrs A Fordham had sent apologies. AF had sent questions to the Chair and Clerk in advance of the meeting, some of which have been included in the minutes.

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

04 MEMBERSHIP AND APPOINTMENTS

The Clerk explained that it was the Governing Board duty to elect a Chair and Vice Chair annually. RW was content to stand as Chair for one further year. All Governors approved RW's appointment.

Resolved: Rachel White be Chair for 2019/20

AF had informed the Clerk that she would be happy to continue as Vice Chair. All were in favour.

Resolved: Amanda Fordham be Vice Chair 2019/20

Resolved: The following Link Governors were confirmed:
Disadvantaged Link: B Potter (supported by J Woodford)

Safeguarding Link: A Fordham
SEND Link: R White

05 MINUTES OF THE LAST MEETING (15 July 2019)

Resolved: That the minutes of the meeting held on 15 July 2019 be confirmed as a true and correct record and signed by the Chair, RW.

06 MATTERS ARISING FROM THE MINUTES

- 06a ACTION: RW to write to M Burke regarding his future position on the Governing Board and email F Heald** - Completed, MB and FH then resigned from governance.
- 06b ACTION: AR to observe the Graduate Programme with the PP Champion and feedback** - AR has resigned due to a promotion at work and not having the time to commit. It is hoped that the new PP Link will meet up with the PP Champion to observe the Graduate Programme
- 06c ACTION: All governors to complete at least the following Learning Link modules: "Safeguarding: The Governor's Role" and "Progress and Attainment: using data to improve educational outcomes"** – discussed in minute 14.

07 STRATEGIC HEADTEACHER REPORT

This Report now mirrors the Ofsted new Framework with four sections: Quality of Education Summary, Behaviour and Attitudes Summary, Personal Development and Leadership and Management.

07a Quality of Education Summary

Curriculum

- 92% of teaching is consistently good or better
- 2 teachers have support plans
- Vocabulary used by teachers has improved and this impact can be seen in the quality of writing within the school
- Forest Schools cannot be provided due to reduced staffing and financial constraints
- MFL and Music are main areas for development

Q: (RW) The number of fixed term exclusions for last year was nine with three from last year's Year 5. Forests School and Nurture Provision were in place to support children access the curriculum. With the decision made to no longer run these provisions, how will you support children with behavioural issues?

JS: The Year 4 Forest Lead could not be released which was a big shame as the strategy was working. We have also put a third teacher into Year 6 and, so far, the behaviour has been contained.

Q: (MD) Historically, is this a difficult year group?

JS: Yes. This year group came in with the lowest KS1 scores we have seen. They are the year group that had lots of in year transfers and they are a difficult group to handle.

C: (VG) We have talked about a through school approach to behaviour and we could take pupils from Years 4, 5 or 6 for limited periods at the High school.

C: (JS) The education agenda is about inclusion not isolation but sometimes a short isolation period is needed.

C: (RW) To decide to not run Forest Schools is a shame given the rhetoric of broadness of the curriculum and accessibility of this.

Q: (AF) *If no teachers were inadequate, how are the two teachers that were not rated 'at least good' classified?*

JS: *These teachers require improvement but are doing very well.*

Q: (RW) *Were they on support plans last year and if so when should the decision be made to move from support plans to the capability process?*

JS: *I fully expect both to be off support by the end of this term. They have continued support as they have moved key stages but they are not a cause for concern.*

Q: (JW) *You continue to work with CAMHS – how is that going?*

JS: *The process for making referrals has changed; we now have to make referrals to CAMHS but the threshold is too high and we are often unsuccessful. There is not sufficient support from the NHS in place for younger children with mental health issues.*

Governors requested an update on the curriculum at the next meeting.

Standards

- Outcomes 2019 at KS2 were significantly above national for expected and greater depth
- Area of development at KS2 is Writing
- Outcomes at KS1 were also above national in Reading, Writing and Maths
- Forecast for this year at KS2 is still above national but there is a very low bottom end with behaviours and attitudes

JS explained that forecasting this year's Year 2 results is difficult as they came into FS2 below GLD. 14 then didn't pass the Year 1 phonics. In Year 2 this cohort of 14 have been given an Outstanding teacher but progress is slow.

Q: (BP) *What is the reason they came in so low?*

JS: *Four have an EHCP, and many are boys. For the first time eight pupils may be disapplied from taking KS1 tests. The challenge is that this year we may not meet the benchmark in Phonics – this has been addressed with putting in our best teacher, but remains a risk.*

Q: (RW) *There was also concern about last year's Year Four cohort. How are this year's Year 5?*

JS: *Academically they are low. Behaviour is low but they are triers. I have put the Assistant Head, Reading Lead and two HLTAs in that year group and progress from September has been amazing.*

SEND Update

- 44 children have SEN, an additional 5 have EHCP
- Most SEN are seen in Reception, Year 1, 5 and 6
- 55% of needs are SLCN (Speech, Language and Communication Needs)
- RW met with the SEN Lead 4 November
- Provision is limited due to current staff training needs

JS explained that the issue is the level of need is severe (e.g. mute children). SLT are carrying out an audit of TAs to identify the skills and knowledge which already exist as well as further training needs. In relation to impact, SLT will also consider where staff can be placed to give the most support.

Q: (RW) *My DSEN report will be in the next agenda pack but it was clear from my discussions with Vic White that staff may not have the knowledge and skills needed to meet all the needs of our DSEN children. Training is critical. How is this to be addressed especially given financial constraints?*

C: (VG) *We are looking at SEN provision as a Trust. We have a member of staff who is leading on carrying out training. This is critical for staff well – being. Two staff at HHS have Team Teach training (Team Teach provide positive behavioural management courses) as previously there was not the need for more to be trained. However, the need is there now as more challenging behaviour is seen.*

Q: (BP) Are all instances of restraint logged?

JS: Yes, fully.

Q: (RW) What is in place for those children without an EHCP?

JS: There are all sorts of unidentified problems in Nursery. Until we have the EHCP in place there is not the money to place additional staff in there. We have had to take some of the 1: 1 TAs from KS2 to give more support in KS1 for limited periods. The KS2 pupils then have independent short periods of time or a TA has to look after small groups rather than 1: 1. We have to ask ourselves, as we are not legally bound to take these Nursery children should we refuse them but as they will be coming to our FS2 anyway, we believe we should start working with them now; it is the right thing to do.

LAC Update

- 3 current LAC in FS2, Year 1 and Year 4

Q: (AF) Why is the child that has returned to mum not been classed as Previously LAC?

JS: If a child goes back to the parent/s they are not classed as PLAC.

07b Behaviour and Attitudes Summary

Attendance (3 September to 24 October 2019)

- Year 5 had highest attendance at 96.6%
- FS2 had the lowest at 93.9%
- Attendance for All was 95.4% (national is 96.2%)
- Attendance of DA was 95.7%

Punctuality (3 September to 24 October 2019)

- Total number of lates before the registers closed was 349
- Total number of lates after the registers closed was 20
- Spike in lateness before registers close in Year 1 (109)
- Classification of being late after the registers close has changed from 9.10am to 9am

C: (RW) Whilst overall attendance is good, persistent lateness continues to be an issue.

JS: All we can do is encourage the children to want to be present for the circle and pledge time.

C: (RW) The difficulty is that lateness is not the children's fault so it is difficult to use sanctions on the children.

Q: (SB) Do you have meetings with parents regarding lateness?

JS: Yes, we lay down the expectations of children going into Year 1, as this is when they hit the behaviour system. However, I think it would be worth re-iterating this message to all parents around the expectations of the behaviour system.

Q: (RW) Should the person who is responsible for attendance within the academy (or Family Liaison Officer) not be visiting families who are persistently late or absent, especially when the reason for absence given is "duvet day"?

C: (JS/VG) The person is new to role but this could be developed.

Q: (BP) Perhaps it would be worth using a diluted form of the behaviour system in Nursery and FS2 to start the children becoming used to it?

JS: We do need to be more explicit in expectations to parents and children.

Q: (RW) Whilst there is no statutory duty for children to attend FS1 sessions, we need to encourage good practice from an early age in terms of attending school and on-time. It would be useful to review attendance and punctuality data for FS1 too.

JS: if children are late for nursery they have to wait in the foyer until a member of staff is free to come and collect them.

The following changes to the presentation of data was requested for future meetings: totals for lateness and to include FS1 (Nursery) data.

ACTION: Spring term punctuality data will include FS1 and totals to show whole school performance.

Behaviour

- Sanctions at each stage were presented for 2018/19
- Most sanctions were given to last year's Year 5
- Most high level sanctions (level 3 and above) were given to Year 5
- Behaviour system been in place for 3 years and all pupils have clear understanding of how it works

Q: (RW) In the text it says that SMSC and British Values are woven into the curriculum and each pupil has a clear understanding of what is meant by each of the British Values. The focus in schools is often on pupils. But in relation to staff well-being, how do we incorporate these values (the school's and British Values) into the whole community – i.e. staff?

MP: Staff at PPS have a tight bond. The respect amongst staff is clear and we show the same respect to pupils.

Q: (RW) Do you think there are differing levels of respect to different types of staff – i.e. does the level of respect offered to teachers differ to the respect shown for TAs both amongst the different staff and from the pupils?

VG: We changed our mission statement to be "Everyone can achieve the extraordinary" from "Every child has the potential for extraordinary achievement," suggesting that everyone can improve in what they do. The values are ours too. We need to be kind, show respect etc. too. It is also important to always consider support staff too.

MP: In classrooms TAs and teachers command the same respect, there is no differentiation and in assemblies we all know the values apply to everyone.

Q: (SB) Do TAs run some lessons occasionally?

JS: Yes, but we have reduced our number of TAs and we have HLTAs per year group. They do cover classes and it is difficult to differentiate between teachers and HLTAs. Support staff are included more now for example, there are Trust Support Staff Conferences as well as Teacher Conferences.

RW: I am encouraged by what I hear.

C: (BP) The values are so positive but as a parent, this is the first time I have seen them. We should communicate them to the wider school community.

C: (SB) We should use the children to communicate the values to their parents – perhaps by setting homework such as recording examples of when a child shows the values at home and then discussing them at school.

JS: I agree we do need to do more work with parents and will look into ways to do this effectively.

C: (RW) I think it would be useful for governors to speak with parents/carers who use the cafe and the support staff who run it to ask them about their views about the café. This would be a good task for one of the new parent governors to undertake.

ACTION: JS to update Governors how the values are to be communicated to parents.

ACTION: RW to liaise with new parent governors about speaking with parents at the café.

ACTION: JS to take new governors on a learning walk so they become familiar with school.

07c Personal Development Summary

Safeguarding 2019 Report

- 8 children are subject to Child Protection Plan
- 5 children are subject to Child in Need plan
- Safeguarding concerns around 18 children

- 3 have been referred to EHaSH (Early Help)
- Jean Pickerill had completed a Safeguarding audit 1 October 2019 which was very positive

Q: (AF) Why is there no training recorded for the Safeguarding Governor or all Governors?

RW: I think a full audit of training completed and training needs is required as training has taken place but it needs pulling together.

ACTION: GS to carry out an audit of completed training and highlight training needs to RW.

Q: (RW) In the external Safeguarding Report by J Pickerill, she states the SCR is a "work in progress". That is very concerning. What is meant by that?

VG: There used to be errors in it and various personnel were responsible for maintaining it. Sarah Greenley has gone through it very carefully and now there are only a few minor gaps such as a second reference missing for a member of staff that has been here for many years. I am very comfortable with it now and know where the gaps are.

EYFS

- Good Level of Development 2019 was 71% (national 70.5%)
- Only 4% children last year came in on track to reach GLD, 71% left with GLD
- Gap between DA and Non DA was only 1% 2019
- DA children are focus children weekly, rather than four weekly.
- TA has been recruited to work with DA children, focusing on Literacy and Maths
- FS2 children are introduced to theme lessons to prepare them for Year 1

07d Leadership and Management Summary

- Large year groups coming through the school
- Research taking place into feasibility of expanding to a 3 form year to 90, remaining at 70 or reducing the PAN to 60
- 117 learners across the through school are unfunded this year due to lagged funding

Q: (AF) I am concerned about the comments regarding lagged funding especially when reading Mrs Spencer's comment about forest provision and dyslexia provision being suspended. What else will be sacrificed?

VG: The lack of funding is temporary. The funding will be received 2020/21 but yes, it is difficult to have an additional 117 learners without funding for them. We have not sacrificed teachers but have had to look at other ways of managing. Once the funding comes through we can look at reinstating what worked.

Q: (AF) Where are we with the possible expansion of the PAN to 90?

VG: The CEO and Head of Estates are looking into the feasibility of this. Expanding to accommodate 90 would mean seven additional classrooms and a behaviour support unit but we need to understand if there is continual demand for places year on year. In December the CEO will report to the Trustees which way he recommends to go.

C: (JS) We were way oversubscribed last year but there is a birth dip next year so it is difficult to see how we could fill 90 places without leaving ourselves open to in year transfers.

C: (RW) It needs to be made clear to the Trust that reducing the PAN to 60 would be preferable to keeping it at 70.

ACTION: Governors to be updated on the Trust decision regarding the PAN

08 PUPIL PREMIUM PLAN

- Allocated funding 2018/19 was £143,540. Actual spend was £191,864 on varying strategies

- Attainment of Year 6 DA pupils was higher than non DA in Reading, Maths and Combined
- PP budget 2019/20 is £129, 360
- No national data released yet
- Will move to a 3-year strategy plan
- Strategies to be continued this year include: additional Year 2 teacher, Forest School Leader, additional Year 6 teacher, literacy resources, Educational Well Being Coordinator, Nurture Provision, additional TA in EYFS and Breakfast Club provision

Q: (VG) Is there much understanding among parents of a "disadvantaged" child and Pupil Premium?

BP: I think some families will be aware but others not at all.

SB: As teachers, we get to know families and understand what is needed to get the best out of each child. We need to guide parents to be more involved in their child's education.

C: (JS) The Parent Café is seen as less intimidating; parents can just turn up to chat. It is a moral debate: why should we target just the disadvantaged. We simply need to understand why any child is not achieving – irrespective of family circumstance.

C: (RW) We need to ask the child what the barriers to learning are.

VG: P Alston and H Lawes (PP Champions) do profiles of all learners and filter out the DA learners. These profiles detail any perceived barriers.

Q: (RW) Are the PP strategies based on research?

JS: Yes, they are from outcome data, national trends and our knowledge that this is a family driven community school. We know the needs.

Q: (RW) On the planned expenditure for this coming year, you report that you will use money to release time for the Forest School Leader. In the Curriculum section, you reported that you are unable to provide Forest School provision this year. Which one is correct?

JS: Forest Schools will be re-introduced in January 2020 when a member of staff returns and the Forest Schools Leader can be released.

C: (SB) The action of taking some children out of class can impact positively on those left in the classroom.

RW requested the 3-year Plan to be circulated as soon as it has been finalised. The PP Link will commence their termly monitoring this term.

ACTION: GS to circulate the 3-year PP Plan to Governors

JW left the meeting at 7.05pm.

09 SPORTS PREMIUM PLAN

- £18,000 received 2018/19 to develop sport and physical education
- Wide range of sports offered
- Extra-curricular programme is extensive and includes breakfast clubs, lunchtime and after school clubs.
- PPS is part of the South Hunsley Sports Partnership and through this participation in local and county competitions is offered.
- £18,000 received 2019/20 (actual spend will be £25,000)

Q: (BP) Do all children have access to sports? I know that some parents have not been able to get their children into after school sports clubs.

JS: Yes, they do. The after school clubs get full as staff do these in their own time. They have doubled up to cope with numbers and for safeguarding reasons, so as a result less clubs are offered. Staff have asked for the club membership to remain constant for the full year so that they can develop skills within that club. Children who did not get into an after school club still have access to sports at breakfast club or at lunchtimes. In addition, we offer more PE time during the school day.

C: (BP) I feel that we do need to look at more sports club provision.

Q: (SB) Have you asked parents to assist?

JS: A DBS would be needed and all volunteers still have to be accompanied.

C: (MP) This may be a possibility though as double the amount of clubs could then be offered and it would serve to make parents more engaged too.

Q: (RW) What about equality? By limiting access to clubs to those children who returned forms in September we are not enabling all children to have the opportunity to experience additional curricular activities. Should you consider renewing membership on a termly basis to widen the opportunity pool? Are you monitoring the proportion of Disadvantaged or DSEN children who are attending clubs?

JS: We cannot ask staff to do more – they all run a club. There may be the option of paying a sports provider to run an additional club but then this time of year we have not the facilities to run more clubs inside as both halls are full.

C: (RW) There is also the opportunity to think about sport improving mental health.

C: (JS) I agree that more work is needed on clubs and fair provision.

ACTION: JS to feedback thoughts on increasing extended sports club offer

10 ACADEMY DEVELOPMENT PLAN

- New vision and values have been rolled out
- All members of SLT have agreed a development focus as follows:
 - JS: How to build an outstanding curriculum
 - VW: How to achieve outstanding outcomes and provision for the bottom 20%
 - SH: Best practice in mental health awareness and support
 - HB: How to enable leadership to provide effective monitoring, evaluating and provision within EYFS

Q: (RW) Does each development focus link to performance management?

JS: Yes they are all tied into everyone's targets. All staff get a target around improving outcomes of the bottom 20%, all have a target around reading and the third target is personal development.

Q: (RW) How do you measure the impact of the plan? Do subject leads have their own plans?

JS: Through SLT meetings. This plan is much simpler and is what we are all doing anyway; it is much more of a working document. We have termly through school meetings to review. Subject Leaders all have their own plans based around their subject.

11 SELF EVALUATION SUMMARY

This document was circulated electronically a week before the meeting.

Comments around the SEF:

- RW requested that the first page refers to evidence from governance activity.
- Page 12 should include details of how governors ensure that safeguarding procedures are observed not a list of governor training, e.g. Link termly meetings, external reviews etc.
- Page 15 reports SEN children are performing "exceptionally well" RW highlighted that whilst KS2 outcomes were good this is not an accurate of DSEN progress across all year groups and that maybe this comment should be re-evaluated.

Q: (RW) How do you show that pupils understand their learning journey?

JS: Pupils can see displays of work from FS2 through to Year 6. We need to use more pupil voice. We constantly re-enforce themes. Staff need to be more aware of what has been taught before and why as teaching should not be compartmentalised. We need to demonstrate the progression of learning over time. We have much work to do in Music and MFL. Music is a real area for development but MFL is our current priority.

BP offered assistance in music as she has a music degree. BP to follow up with JS.

12 TRUST TERMLY NEWSLETTER

GS informed the Governors that an electronic newsletter would be sent out every half term.

13 PPS GOVERNANCE ACTION PLAN / GOVERNANCE MONITORING

RW informed Governors that the 2018/19 action plan had not been effective due to the number of Governor resignations last year.

For this year, the following are the priorities:

- Need to fill all LGB vacancies with committed individuals
- Three Links to visit school at least every term
- At least one other formal governor visit per term (e.g. Learning Walk)
- Governance evidence to be varied and include pupil, staff and parent voice
- To develop the Monitoring Calendar focused on the ADP objectives

RW proposed that the monitoring for the Spring term would focus on the curriculum. All Governors to understand the curriculum. Deep dives will take place by SLT in reading 18 November. RW suggested that governor activities during the spring term could include parent voice to gather feedback on how they know what the children are learning and their progress. Pupil voice could cover the understanding by the children of why they have been taught what and when, whether they find learning exciting. There was also discussion as to how to incorporate governor book looks.

ACTION: RW to put together a curriculum monitoring proposal. Governors to submit ideas to RW.

14 GOVERNOR TRAINING AND SUPPORT

All but one Governor had completed the two mandatory modules from last year: Safeguarding: The governor's Role" and "Progress and Attainment."

At the recent meeting of LGB Chairs, it was agreed that this year all new Governors must complete the Safeguarding module plus another module relevant to their training needs. Existing Governors should choose any two modules e.g. Link Governors should look for modules to enhance their area of knowledge.

ACTION: All governors to complete two modules and forward the certificates to GS. Safeguarding module must be completed by all newly recruited Governors.

15 GOVERNOR VISITS TO SCHOOL

There had been three visits to school in the first half term:

RW: 16 September – Learning walk

AF: 2 October - Safeguarding visit

RW and JW: 4 November - Learning walk

Governors were reminded to complete a Governor Visit form whenever they come into school, even for assemblies or stay and play sessions.

ACTION: GS to send all governors the Governor Visit Report template

16 GOVERNANCE NEWSLETTER

RW communicated that she intends to start a governance newsletter. The first would explain the function of the LGB and introduce the Governors to the parents and all staff.

ACTION: Governors to send a head shot and pen portrait to RW for inclusion in the newsletter

17 DATE OF NEXT MEETING

Thurs 30 January 2020, 5pm

18 ANY OTHER BUSINESS

18.1

Analyse School Performance

RW requested that Governors meet for an additional meeting to review the data on ASP and IDSR. This meeting will be in early February 2020.

ACTION: Governors to attend an extraordinary ASP meeting 6 February 2020, 5pm.

18.2 School Dates

RW requested that school dates be circulated to Governors such as Parents' Evenings and Christmas performances.

ACTION: GS to circulate all school dates of interest to Governors.

19 AGREED ACTION POINTS

19a ACTION: Spring term punctuality data will include FS1 and totals to show whole school performance (minute 7b)

19b ACTION: JS to update Governors how the values are to be communicated to parents (minute 7b)

19c ACTION: RW to liaise with new parent governors as to visiting the café (minute 7b)

19d ACTION: JS to take new governors on a learning walk so they become more familiar with school (minute 7b)

19e ACTION: GS to carry out an audit of completed training and highlight training needs to RW (minute 7c)

19f ACTION: Governors to be updated on the Trust decision regarding the PAN (minute 7d)

19g ACTION: GS to circulate the 3-year PP Plan to Governors (minute 8)

19h ACTION: JS to feedback thoughts on increasing sports club offer (minute 9)

19i ACTION: RW to put together a curriculum monitoring proposal (minute 13)

19j ACTION: All governors to complete at least two NGA modules and forward the certificates to GS. Safeguarding module must be completed by newly recruited Governors (minute 14)

- 19k ACTION: GS to send all governors the Governor Visit Report template (minute 15)**
- 19l ACTION: Governors to attend an extraordinary ASP meeting on 6 February 2020, 5pm (minute 18.1)**
- 19m ACTION: GS to circulate all school dates of interest to Governors (minute 18.2)**

The meeting closed at 8.12pm.