



The Primary Local Board of the Hessle Academy

THE CONSORTIUM
ACADEMY TRUST

Minutes of the Meeting of the Primary Local Board.
Penshurst Primary School.

Thursday 18 March 2021 at 5pm

PRESENT:

Mrs A Fordham (Chair, AF), Mr M Duncan (MD), Miss L Hatfield (LH), Mr B Munro (BM), Mr M Peck (MP), Mrs R Potter (RP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT), Dr R White (RW)

ALSO IN ATTENDANCE:

Mr P Alston (Disadvantaged Lead present for minutes 34 – 37), Miss H Barnett (EYFS Lead present for minutes 34-37), Mr V Groak (HT Hessle 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.

RW had to leave the meeting at 6pm but had provided the Chair and Clerk with questions to ask throughout the meeting.

34 WELCOME

AF welcomed everyone to the third meeting of the academic year. The meeting was held on MS Teams. Introductions were made as there were two new Governors present: Parent Governor Mike Peck and Trust Appointed Governor, Ben Munro.

Special mention was made to Jan Woodford who had resigned from governance in January 2021. Jan had been a Governor at Hessle or Penshurst for over 8 years. A card and flowers had been organised as a token of thanks.

35 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

36 APOLOGIES

None

37 PRESENTATION

EYFS Leader – H Barnett

- EYFS Development Plan Aims:
 - embed early Reading / Maths interventions to ensure the percentage of children at age related expectations (ARE) is in line with national
 - ensure interventions for the bottom 20% of learners are consistent and robust in order to raise attainment to ARE
- Strategies:
 - Ensure all members of EYFS model high quality language to the children

- To ensure all members of middle and senior leadership understand daily practices, assessment and teaching and learning in EYFS
- Ensure children achieve ARE – specific focus on boys and DA
- Ensure all practitioners follow restorative practice behaviour policy
- Remote Learning for FS2:
 - 3 live lessons were delivered per day: Phonics, Literacy and Maths
 - Weekly group snack time and story time
 - Personalised packs for children with additional needs
 - Parents shared work using online journal – Tapestry
- Remote Learning for FS1:
 - Tapestry was used
 - Daily activity set
 - Staff recorded themselves reading

Q: (VG) Thank you, your presentation reminded us that you have to teach basic behaviours.

C: (CT) Thank you, that was really informative. You mentioned that lots of pupils are below age related expectation when they start, how many?

HB: Only about 4% are on track and this is lower each year.

Q: (CT) All the data around DA pupil suggests 11% were on track in December 2020 – why all 11%?

HB: It's just the way it was. A lot of strands tie into each other.

Q: (RW) Can I re-iterate thank you and well done on finding creative ways of teaching very young children. I understand that the Academy Development Plan has Maths and Literacy at its heart but for EYFS this is Personal, Social and Emotional Development (PSED). What is your inkling that pupils have retained these skills on their return to school?

HB: Sadly, they have lost PSED skills such as self-confidence and self-awareness. We ran social groups weekly to develop these skills but we will have to increase interventions.

Q: (RP) Not all the pupils that entered FS2 will have gone to the Nursery at Penshurst. Is there a difference in the level of skills between those that did attend FS1 here and those that didn't and how will you address any difference?

HB: In April each year we find out who the FS2 cohort will be and we can normally visit them in their Nursery settings. This will be virtual this year. We do find that there is a gap in skills acquired if the children come from a private nursery rather than ours. We are prepared for this.

C: (AF) Thank you and thank you to your team for all their hard work. The weekly snack times to develop social skills is a really good idea. How early did you recognise that this was needed?

HB: We knew in January that we needed to give them this opportunity to see their friends.

Q: (AF) How many were in the sessions?

HB: We had 15- 20 pupils in the sessions and rotated the classes. The children loved it.

HB was thanked again for her presentation and left the meeting at 5.25pm.

Disadvantaged Lead – P Alston

PA presented the DA Development Plan. The 5 areas for development being:

- Maintain the seven building blocks with the focus on DA (fortnightly phone calls home, pupil check ins each lesson, DA books to be marked first, teachers can recite the names of the DA pupils, stickers identify the DA to other members of staff). PA explained that when teachers were assessed in November for compliance with the

non-negotiables the compliance rate was 89%, but a month later this had increased to 100%

- Launch the Graduate Award Scheme to promote scholarly aspirations – launch had to be delayed to the summer term due to Covid
- Ensure DA strategies are implemented to a high standard
- Ensure individual DA pupil learning needs are met -all DA received individualised interventions pre lockdown, 60 Chromebooks and 6 dongles issued
- Improve engagement with DA families – phone calls and home visits increased engagement. Attendance gap has reduced by 0.59% this year between DA and the Non- DA

Q: (AF) Thank you – that was very interesting. Is the compliance survey of the non-negotiables a new initiative and why did 11% not comply?

PA: Yes, it is a new check. 11% is 2 members of staff that didn't consistently apply the standards but they do now.

Q: (RW) What is the impact of 100% compliance of non-negotiables on DA children?

PA: Attendance has improved following increased rapport with parents. Assessment week is this week and we will then know where the gaps are.

Q: (RW) How do we get the balance of equality right between over discriminating between DA and Non-DA?

PA: I believe that every child matters but I feel that I owe the DA that extra mile as they need the extra help. They are classed as disadvantaged for a reason. No one loses out.

VG: If we accept the criteria that the DA criteria picks up the pupils that need extra support (as sometimes it is not actually a true indication of who really is disadvantaged), the children are classed as disadvantaged for a reason and they do need more support. Occasionally they may get a better deal if their books are marked first but they need it.

PA: Last week I delivered two pairs of school shoes to a DA family and the smile on the children's faces was brilliant. I need to be the role model that they may not have at home; I want to make them better young people. I want every child to make the most progress they possibly can.

JS: It should be remembered that the other children also get interventions such as SEND or more able etc., it is just the DA get more direct feedback.

C: (BM) This is really good work. Do you talk to the parents to try to make them engage to take responsibility and ownership?

PA: Yes, we talk about this at Parents' Evenings and in our fortnightly phone calls home. We carry out home visits if required. The parents are aware of the gaps and areas of need.

JS: Staff are not backwards in having challenging conversations with parents. We set up the Parent Cafe to target parents and improve the bond with harder to reach parents. The focus for next year will be for DA parents to take accountability for attendance, behaviour and learning.

Q: (AF) Is the Graduate Award different to one that was previously launched?

PA: Yes, it is now a PPS initiative and we have made it more relevant for our pupils. There is a PPS Learning Wall online that the children access, they study information in a certain subject and then have a quiz. If they can answer over 80% correctly then they get a pass and a badge. The aim is to complete all activities.

Q: (AF) A lot of humanity is coming out from what you say. Are the fortnightly calls a new initiative?

PA: We always did call home but they really appreciated fortnightly contact.

Q: (CT) Have you found that parents are more open to ask for support at virtual Parents' Evenings?

PA: Yes, mental health is so important particularly now. There isn't stigma attached to asking for help.

CT: Perhaps virtual Parents' Evenings can be continued?

JS: We are looking into this.

PA was thanked and left the meeting at 5.54pm.

38 MINUTES OF THE LAST MEETING (10 December 2020)

Resolved: That the minutes of the meeting held on 10 December be confirmed as a true and correct record and signed by the Chair, AF.

39 MATTERS ARISING FROM THE MINUTES

39a ACTION: Text to be sent to parents to ask for interest in becoming a Governor – complete and LGB is now full

39b ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward

39c ACTIONS: Governors to feedback what format current attainment and progress data should be presented – action carried forward

39d ACTION: JS/ M Adams/ S Hornby to grey out non-applicable training on the Safeguarding Report - complete

39e ACTION: M Duncan, R Potter and J Woodford to complete the 2020 Safeguarding Learning Link module plus any other module -complete

39f ACTION: M Duncan to complete the Data Protection module on GDPR Sentry- complete

39g ACTION: All Links to arrange a virtual visit in the Spring Term and complete a Governor Visit Report Form - complete

40 HEADTEACHER UPDATE

Q: (RW) How are staff feeling with the return to school?

JS: A little anxious, but positive.

Q: (RW) Are all staff in school?

JS: One is clinically extremely vulnerable (CEV) so is working from home and currently due to a Year 2 bubble pop the three Year 2 teachers are self-isolating.

Q: (RW) Do we have any CEV pupils on school and how are you supporting them?

JS: We have two: one in Year 5 and one in Year 6. One has returned and we are setting online work for the other.

Q: (RW) What has pupil attendance been like since 8 March?

JS: 97.6%

Q: (RW) Are there changes to operating procedures / risk assessments since September 2020?

JS: Yes, many amends. I will provide a copy of the latest version to send out with the minutes.

ACTION: Latest operating procedure and risk assessment to be circulated with the minutes

Health and Well – Being

- Staff have had to rewrite schemes of work and plan for bespoke learning packages
- Staff have adapted to new school timetables and staggered breaks and lunches

- Health and well – being of pupils and staff is at the forefront of everyone’s minds, with staff workload a particular consideration for leaders
- As time went on systems became more stream lined and workload more manageable
- All pupils are triaged in class via class morning circles with any concerns flagged to the Emotional Well Being Coordinator and to external partners if necessary
- Increased phone calls to vulnerable families continue
- The Trust Mental Health Counsellor has Teams calls with existing case pupils

Q: (RW) Are the morning triage sessions revealing any similar trends in the way that children are feeling post lockdown?

JS: Most are attachment issues between the child and parents. We are seeing this in older year groups that we haven’t seen before. Children are struggling with the resilience to get through a full day, but we are managing this.

Safeguarding

- Weekly safeguarding meetings take place to ensure all the safeguarding team are aware of any developments within the school
- During the second week following the return on 8 March there were numerous safeguarding and welfare concerns due to a lag of information coming to the school
- At the time of writing the Safeguarding Report there were 5 children that are subject of a Child Protection plan, 7 subject to a Child in Need plan, 4 have safeguarding concerns and zero referrals made to Early Help
- CT had completed Safer Recruitment training this week
- RW completed online PREVENT training February 2021

Q: (RW) Has there been an increase in safeguarding concerns since January 2021?

JS: Yes, we are now getting inundated with concerns. There was a lag of information coming from external agencies. It is not just disclosures from the pupils but also from Police, Early Help Assessment Intervention and from the Children’s Centre.

Q: (AF) In view of the additional number of concerns, could we request an increase in time from the TCAT Well – Being Counsellor?

VG: No unfortunately as he divides his time between the other primaries in the Trust.

It became apparent that some downloads of the Safeguarding Report did not show the shading of non-applicable training. It was agreed that N/A would be used instead of shading and a review of what was applicable and what wasn’t for each category of staff would take place.

ACTION: A full review of the training record within the termly safeguarding report to take place

Blended Learning

- Remote learning has been very challenging but there is a feeling of pride over what has been achieved, staff went “above and beyond”
- Parental surveys indicate a much higher level of satisfaction in blended learning provision compared to the first lockdown
- Live lessons were available daily with the content mirroring what was being taught to vulnerable and children of key workers at school
- Bespoke packages were available to SEN and DA
- Pre-recordings of lessons / interventions could be accessed on Google Classroom
- Devices and dongles have been loaned to families in need
- Challenge now is when individuals self-isolate and learning has to be provided to these pupils as well as the rest of the class

- Engagement online was extremely high at 94% on average. Non – engagers received telephone calls home or home visits
- Since February half term, online attendance decreased and the number of pupils submitting work to a high standard fell to 67%

Q: (RW) Approach in school does appear to have been successful. What are teaching staff's views on what has worked and what has not?

JS: I am incredibly proud of what the staff have achieved. I do think that they would say that we didn't fully gather enough evidence for assessment remotely.

Q: (RW) How many children were in school on average as key worker / vulnerable?

JS: Between 140 and 160 each day.

VG: Live teaching was not insisted upon and in fact the majority of local primary schools didn't do live teaching which is incredibly difficult to teach younger children. The desire to do that should be whole heartedly commended. Yes, mistakes were made but we learned from them.

Q: (BM) This is really good work.

C: (JS) It is increasingly difficult to teach when one or two from class are self- isolating and the teacher has to live stream the lesson.

Q: (BM) Will there be an impact on safeguarding if teachers are live streaming?

JS: No as the webcam on the computer is focused on the teacher or the white board, not on any pupils.

Curriculum

- Theme scrapbooks will continue as pupils had good knowledge retention when questioned about the topics
- Staff have fed back that the most challenging part of remote learning was not being able to facilitate learning as they can in a classroom by monitoring and giving instant feedback
- Moderation and Evaluation: work scrutinies and learning walks have continued but formal observations cannot take place due to crossing of bubbles
- Funding from Covid catch up will provide every pupil in KS2 with a copy of the lead text
- A new Phonics assessment and tracking package compliments Read Write Inc assessment
- Pupils will achieve either "working towards the expected standard," "working at the expected standard" or "greater depth"

Q: (AF) Will the scrapbooks be shared with parents?

JS: Yes – they would normally be shared at Parents' Evenings. The challenge and breadth and balance remain in Theme.

C: (LH) The children are fully involved in creating the scrap books and are desperate to have some of their work included as only a restricted amount of work can be included. The books are creative and hands on. From a teacher's perspective, the books have reduced teacher workload as all the class theme books have been replaced with the scrapbooks.

Q: (AF) I am interested what "hidden talents" were discovered in support staff?

JS: We saw TAs step up and teach interventions or support staff show a gift for dealing with parents or welfare concerns.

Groups

The following data is purely from **teacher assessment** and shows % of pupils at or above the expected level

Year	% pupils at or above expected level - READING	% pupils at or above expected level - WRITING	% pupils at or above expected level - MATHS
1	20%	17%	25%
2	48%	30%	36%
3	48%	46%	64%
4	71%	57%	65%
5	66%	4%	60%
6	57%	55%	57%

- % DA pupils at or above expected level is below that of their Non- DA peers in all year groups in Reading, Writing and Maths
- % SEN pupils at or above expected level is below that of their non-SEN peers in all year groups in Reading, Writing and Maths
- 8 of the 11 EHC Plan children opted to attend school during the partial closure
- No pupil is judged to be working at greater depth in Reading in Years 1,3 or 5.
- No pupil is judged to be working at greater depth in Writing in Years 1,3,5 or 6.
- No pupil is judged to be working at greater depth in Maths in Years 1,3,5 or 6.

Q: (RW) Year 1 in general is very low – does this reflect the double impact of missing out on so much of the reception year?

JS: Exactly that. We are working hard to get them back on track. We have split Year 1 into smaller groups

Q: (RW) How are we going to get all children back on track to reach age related expectation and especially those who should be working toward greater depth?

JS: By quality first teaching and strategic interventions. The children of key worker and vulnerable are now struggling with having a full school in attendance. Assessments are taking place this week which will give us accurate data. Maths at greater depth is very hard to do at home as there isn't the element of competition that you get in a class. In remote lessons we saw that pupils only completed the minimum and not the extension to the work. Writing has regressed due to remote learning. To do extended pieces of writing is very hard to do remotely. To achieve this a beginning, middle and end is needed which is often taught on consecutive days and if pupils are missing some of the lessons they cannot complete the task.

Q: (RW) How are interventions selected and their impact monitored and measured?

JS: By using formative and summative assessments. We use NFER summative testing to measure if teachers' assessments are accurate.

JS: The data is not as dire as it looks. Teacher assessment relies on evidence which is harder to gather with remote learning. An additional complication is that parents did a lot of Year 1 work.

ACTION: JS to present new summative data at the next meeting

EYFS

- FS2 pupils received 3 live lessons per day – Maths, Literacy and Phonics
- Pupils in FS2 show an upward trend in all areas of learning Autumn 2020 compared to the baseline data in September
- Concern as pupils have lost a full term of PSED which will have a knock on for Year 1

- Pupils also had access to Tapestry – online learning journal where work can be shared.
- Pupils in FS1 (Nursery) used Tapestry but did not receive online lessons. Instead they had daily challenges to complete

Q: (RW) How many in Penshurst Nursery are joining FS2 in September?

JS: 51

LFT Testing

- 64% staff initially took up the LFT tests but this has risen to 80% following encouragement
- Year 2 bubble recently popped due to a positive case which has raised concern

Q: (RW) Are the majority of class based staff self-testing?

JS: Yes – all but one teacher tests but there has been a lower uptake from support staff.

Q: (BM) Why do you think that 20% staff do not want to self-test and can we alleviate these concerns?

JS: I sent an email out stating that testing was optional but was in their best interests.

VG: I think for some it is an economic reason – particularly those with partners that do not receive sick pay.

41 COVID CATCH UP STATEMENT

- £118,960 catch up premium has been allocated to the through school
- Funding is based on £80 per learner
- Catch up strategies were based on good teaching priorities, targeted academic support and wider strategies for support
- Funding Statement is to be monitored by Governors as Headteacher must be able to show the funding has been used to resume teaching a normal curriculum as quickly as possible

Q: (AF) The majority of funds (£15,107) has been spent on purchasing lead texts for each child. How will you review the effectiveness?

JS: We have done this as Reading is the biggest issue to tackle and we wanted to engender the love of reading in all pupils. We will monitor the progress in Reading and the gap between the DA and Non DA

VG: PPS has used just over £40K with the two big outlays: the lead texts and the employment of an additional member of staff to support Year 1 and 2. These were decided upon after JS fed her initiatives to me.

JS: We have decided to plough funds lower down the school with an additional member of staff. We are also using NFER assessment (summative testing) to provide effective baseline testing and continual assessment so we can analyse and plug the gaps.

42 POLICY UPDATE

- Homework Policy (review date March 2022)
- Marking Policy (review date March 2023)

Governors had fed back comments to the Clerk for including in the policy review.

Resolved: The Homework Policy and Marking Policy were both approved

43 GOVERNOR VIRTUAL VISITS

All three Link Governors had completed virtual visits:

- Pupil Premium – R Potter – February 2021
- Safeguarding – A Fordham – February 2021
- SEND – R White – February 2021

Following the resignation of J Woodford, B Munro offered to support R Potter with the PP Link role.

M Duncan reiterated that he would support R White with the SEND Link role and C Thorley to continue with supporting A Fordham with Safeguarding.

ACTION: All Links and the Link Support Governors to complete a summer term physical / virtual visit

44 GOVERNOR TRAINING AND SUPPORT

All Governors were reminded to complete at least one additional NGA training module.

ACTION: B Munro and M Peck to complete the NGA Safeguarding: A Governor’s Role module ASAP

45 ANY OTHER BUSINESS

None

46 DATE OF NEXT MEETING

Thursday 20 May 2021, 5pm

47 AGREED ACTION POINTS

47a ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward (action 39b)

47b ACTIONS: Governors to feedback what format current attainment and progress data should be presented (minute 39ca)

47c ACTION: Latest operating procedure and risk assessment to be circulated with the minutes (minute 40)

47d ACTION: A full review of the training record within the termly safeguarding report to take place (minute 40)

47e ACTION: JS to present new summative data at the next meeting (minute 40)

47f ACTION: All Links and the Link Support Governors to complete a summer term physical / virtual visit (minute 43)

47g ACTION: B Munro and M Peck to complete the NGA Safeguarding: A Governor’s Role module ASAP (minute 44)

AF thanked everyone for their attendance and challenge and thanked the school staff for their continued hard work.

Part A closed at 6.55pm.