



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 31 January 2019 at 5.45pm

PRESENT:

Dr R White (Chairperson, RW); Mr M Burke (MB); Ms F Heald (FH), Mrs A Fordham, (AF); Mrs M Preston (MP); Mrs Adele Rimmington (AR); Mrs J Spencer (Head of School, JS); Mr P Toogood (PT); Mrs J Woodford (JW)

ALSO IN ATTENDANCE:

Mrs G Stafford (GS; Clerk to the Trust), Mrs V White (Assistant Head, VW), Mrs S Young (Director of Education, TCAT)

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

15 WELCOME AND INTRODUCTIONS

RW welcomed everyone to the meeting, her first in capacity as Chair. RW stressed that the reason they were all there was to hold the HT and SLT to account, ensuring that the pupils at Penshurst were given the best education possible.

16 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

17 APOLOGIES

Mr K Key

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

Mrs S Goodfellow was absent without apology.

As this was SG’s third consecutive absence without apology and the Clerk had not received any communication since November 2018 despite numerous attempts, the decision was made that SG was no longer a part of the Penshurst LGB and GS would write to her to inform her of this.

ACTION: GS to write to SG, informing her that she was no longer part of the Penshurst LGB.

18 GOVERNOR APPOINTMENTS

RW was pleased to welcome F Heald who had joined the LGB as Parent Governor.

RW recommended that the Board had a PP Link Governor: AR volunteered.

Resolved: A Rimmington to be the PP Link

19 MINUTES OF THE LAST MEETING (11 October 2018)

Resolved: That the minutes of the meeting held on 11 October 2018 be confirmed as a true and

Signed by the Chair:.....

Date:.....

correct record and signed by the Chair RW.

20 MATTERS ARISING FROM THE MINUTES

- 20a JS to bring some reasoning questions from last year's Year 6 SATs papers to the next meeting.** Action carried over as SATs papers were not brought to the meeting.
- 20b GS to contact SG and ask for the reason for her second consecutive absence –** See minute 17
- 20c GS to write a list of responsibilities for the DSEN link.** GS circulated the draft Governor Handbook which contains a list of responsibilities for all Link Governors. The document also contains suggested questions for Governors to ask at each stage of the agenda.
- 20d JS to benchmark Hull and East Riding regarding Safeguarding provision.** JS informed the LGB that of the 44 safeguarding calls made last term, 13 were to the East Riding. In all 13 cases a phone call was returned within 24 hours. Of the 31 calls that were made to Hull, a call was only returned in half the cases.
- 20e The support for reducing the PAN to 60 be shared with the Trust Board - PH and DM.** This matter was brought up at the Trust Board meeting on 10 December 2018. More financial information was requested to inform the decision whether to revert to 60, stay at 70 or increase to 3 full classes of 90 per year group. GS to feedback following the Trustees' meeting on 11 February 2019.
- 20f GS to issue a local governor skills audit for completion –** audit was issued however there are still two Governors that had not returned their completed audits.
- 20g GS to organise PREVENT training for the LGB -** see minute 22c
- 20h GS to issue KCSiE with the minutes. Governors to return the acknowledgement that the document has been read and understood -** completed.

21 PRESENTATIONS

21a Pupil Premium

JS summarised that:

- The Pupil Premium Report is a statutory report that Governors need to be familiar with
- Pupil Premium funding comes into the school twice per year.
- The funding is from the government to assist PP children (Disadvantaged (DA)) in schooling as they do not generally do as well as non – PP.
- The Report has to be published on the website detailing: allocation, spend and impact
- Funding is as follows:
 - Children in year groups Reception to Year 6 recorded as Ever 6 free school meals £1320
 - Looked After Children £2,300
 - Adopted Children £2,300
 - Children of Service parents £300
- The majority of the spend last year was on the employment of the Emotional Wellbeing Coordinator, subsidising Breakfast Club, the cost of having additional teachers in high DA year groups, subsidising /funding trips and subsidising uniform

- Pride is a barrier, preventing some parents from completing the necessary forms to claim funding as parental income has to be declared.
- Penshurst has below the national average number of DA pupils but this would be much higher if all eligible parents completed the forms to claim funding for the school.
- The impact of Universal infant Free School meals has a significant impact as pupils receive a free meal in FS2, Year 1 and Year 2 irrespective of parental income
- A Middle Leader has taken on the role of DA Champion, in addition to their teaching role

Q: (RW) Do you incentivise parents to apply for Free School Meals, such as issuing uniform or a voucher?

SY: No, but should we choose to do this, it could be accounted for in the PP Statement.

It was agreed that this could be looked into further by JS and team.

ACTION: JS to trial the use of incentives to encourage parents' completion of PP funding forms.

Q: (RW) How have the outcomes of 2017 Spending Plan informed the plan for 2018-19?

JS: The Forest Schools trial was successful and although the gap narrowed we did not hit our targets as they were aspirational. I think that although the SEN and Nurture provision had an impact, it only helped limited numbers. I am looking to re-deploy staff for next year to reach more pupils. Children from the Nurture Room have to exit into mainstream but then often need to come back into the Provision. I am hoping the DA Champion can offer a more consistent approach.

Q: (AF) How long can children stay in the Nurture Room?

VW: It is not recommended that children stay in for more than 4 consecutive terms. In that time they can be in the Room variable hours per week, according to their need. If they stay for longer then they will miss out on other core learning. We have to teach them strategies to re-build their strength.

SY: We don't want to make more problems for the children by them being in too long; they may have a lack of confidence about being re-introduced to mainstream.

Q: (RW) There has been significant research which shows the link between poverty and children's learning especially in relation to metacognition. How does external research inform the plan? Do you use a Meta Cognitive approach?

VW: We use the Boxall Profile which identifies diagnostic or development needs, such as engagement issues. The Boxall Profile is an invaluable resource for the assessment of children's social, emotional and behavioural development.

Q: (AF) What percentage of Nurture children are DA?

VW: 70%

Q: (MB) How many pupils are utilising the provision for all 4 terms?

VW: 8

Q: (FH) Could the intervention be throughout the child's school life rather than be so intensive?

VW: It works intensively, working on targets. Most DA are doing very well. The 8 that are in the Nurture Room are on our high risk register.

Q: (RW) Is improving DA in staff performance management targets?

JS: No staff member is working exclusively on DA, but all have improving the DA as a target.

Q: (RW) There are not many children in the Nurture Room. Could the strategies employed for these children not be applied to other Disadvantaged children in school?

JS: This is something the Disadvantaged Champion will be looking into, including research that has been undertaken into effective strategies to employ.

C: (MP) As a teacher in Year 4 which has significant behavioural issues, we have just completed 4 weeks of PHSE, learning to love ourselves which has really benefited the group

21b Sports Premium

This funding:

- Is to be used to promote PE within the primary sector
- The fund, introduced in 2013, goes directly to the Headteacher to use however they want, to provide PE and sporting activities for pupils
- Penshurst received £9K for the first 2 years following the introduction of the funding and £18K for the last 2 years
- The funding is used to improve resources / equipment for teaching
- Join the S Hunsley Sports Partnership
- Dedicated Sports Coach (es)

JS reported that the success of the specialised Sports Coach entirely depends on the quality of the recruitment as behaviour and engagement of children in PE lessons given by the Coaches is poor when compared to behaviour and engagement in teacher led PE lessons or general lessons. A meeting has been called to discuss the future of using Sports Coaches.

Q: (AF) What length contracts are the Sports Coaches on?

JS: One year, so far we have had 5. The children think of them as strangers within the school although we really do try and integrate them.

Q: (RW) How much PE do the children do?

JS: 2 hours per week plus there is the opportunity to do PE at Breakfast and After School Clubs.

Q: (RW) How many DA pupils take part in After School Clubs? Do you target specific children?

JS: One third of all our DA pupils participate in After School Clubs.

C: (SY) We have to acknowledge the workload for staff who all run an After School Club. To have two thirds of the whole school population stay every night is phenomenal. The breadth and enrichment demanded in the new Inspection Framework Handbook is already embedded here.

C: (FH) My children love the Clubs and friends from outside this area are amazed by the provision available.

C: (RW) So these clubs are not just extra-curricular opportunities they are effectively providing wrap around care available 8-4pm.

Q: (AR) Do you run lunchtime clubs too?

JS: No as the Teaching Assistants are all out on duty over lunch as we do not have Lunchtime Supervisors.

21c Safeguarding and PREVENT

JS carried out a short refresher for Governors:

- J Spencer is the Designated Safeguarding Lead
- S Hornby and M Adams are Deputies, M Adams attends all the Safeguarding meetings
- All staff have the names of the Safeguarding team on the back of their ID badges for referral
- CPOMS (online system of recording Safeguarding incidents) has enabled all S/G information to be on one system
- All staff have a Safeguarding refresher on the September Training Day; all staff know how to record any concerns and receive updates on the KCSiE guidance
- If any staff / governors have any concern about any staff then they report this to JS
- If staff have any concerns regarding the Safeguarding Team then this is reported to LADO (T Marsh) or Chair of Governors (R White)
- Governors need to be aware of rising extreme right wing behaviour in Hull
- 2 PREVENT incidents have been reported but did not have any substance
- Biggest concern for children is the use of social media at home and language used at home towards groups

22 SCHOOL IMPROVEMENT PLAN

Q: (RW): How have the themes for the Disciplined Enquiry Questions (DEQ) been identified?

C: (JS). The themes were evident in both the Ofsted Report and through interrogating internal data. Each Senior Leader chooses a project to focus on and 'delve deep'. There has been a shift towards a more holistic approach and concern for welfare. Each SLT has 2 other targets as well and the review cycle runs April to April when SLT from the throughschool meet to discuss findings and plan their next focus. In addition, there is a mid -year review.

The SLT have the following Development Foci:

JS: How do we ensure that the welfare, behaviour and curriculum input in the primary ensures a smooth transition into the secondary phase leading to accelerated academic progress and low records of behaviour and welfare incidents?

VW: How do we ensure consistent Quality of Teaching and Learning at Penshurst?

SH: How do we ensure that children are explicitly aware of British Values and keeping safe?

ZW: How do we ensure that pupils retain and consolidate the necessary skills to access fluency and mastery levels in Maths?

C: (SY) Each project needs to make a difference to children and their outcomes. Each has to be evidenced and therefore make a difference in provision.

Q: (RW) What happens to all the areas of improvement identified on the Ofsted Report that aren't chosen to be an area of SLT focus?

JS: All areas are covered by SLT and Subject Leaders too.

Q: (RW) Bearing in mind Maths is a major focus and the Maths Leader is soon to start maternity leave, what will happen to her Development Focus?

JS: I conducted the mid- term review with her and we are interviewing internally for a Maths Lead. The successful applicant will take the project on for a year and I also want them to focus on EYFS and KSI; asking are we accelerating progress in Maths enough? I want them to develop mastery at grass roots level.

VW: We need to broaden Maths with Reading as that is the barrier.

Q: (RW) Yet Reading outcomes are much higher than Maths. Children are clearly answering comprehension questions so why aren't they able to apply the same skills to mathematical questioning? Does this reflect the quality of teaching of Maths?

JS: The issue is that they can't speed read in order to complete all the Maths questions. The Maths skill is there. External and internal evidence indicates that the teaching of Maths is very strong in school.

Q: (FH) Are there any other schools where Reading is not a barrier that could be worked with?

JS: Woodlands. They have the same problems as us. We have had 2 very low ability cohorts but this year group is looking stronger.

C: (RW) There needs to be more exposure to reasoning in Early Years as Reading data would suggest that the pupils are capable at Year 2.

JS: I believe that the children come in at such a low level in Maths that a whole new different approach is needed. Following an Ofsted inspection last September we now have 3 or 4 years grace and this is the time to trial new approaches.

SY: To teach a 3 or 4 year old the teacher has to be very skilful. It is a misconception that teaching young ones is easier.

AR and JW left the meeting at 7.15pm.

23 STRATEGIC TEAM REPORT TO GOVERNORS

Terms: Attainment: Is the child working at Age Related Expectations (ARE)?

- Progress: Is the child making steps towards the attainment level? Each child is expected to make 3 points progress per year, 1 point per term

JS explained that the Penshurst curriculum goes beyond the national curriculum. The spreadsheets provided to Governors were reports from Classroom Monitor which are used by teachers to inform of gaps and therefore show attainment and progress to the Penshurst curriculum. The data in the Strategy Report is referencing whether children are meeting national ARE. There are currently 3 data drops per year at Penshurst but this will be reviewed as the drafted Ofsted Framework recommends fewer.

It was generally agreed that to present 2 different sets of data was confusing and does not make challenge by Governors effective.

Q: (RW) The difference is evident in EYFS; the text states 79% are on track to achieve Good Levels Development (GLD) whereas the spreadsheet states just 37% are on track. This is also true at Year 6. We must have consistency in the data presented to be able to ask questions effectively. We need the data and then text to describe the actions taken when problems are identified. I believe having the data behind the text is important so that we can move to analysing the data and forming questions but we must understand what we are looking at.

VW explained that GLD is very different from Early Learning goals.

JS suggested removing FS2 and Year 6 from the spreadsheet for future circulation as Years 1-5 shows progress against the curriculum. It was suggested that FS2, Y2 and Y6 should be reported in relation to statutory expectations.

It was agreed that a Governor would come into school to discuss what data is needed and in what format. MB volunteered to carry out this action. SY thought this to be appropriate as he had had no previous experience of looking at school data and the way data was to be presented therefore had to be clear.

ACTION: MB to discuss with VW what attainment and progress data is needed and in what format.

Q: (AF) Were there any surprises when the data was put together?

JS: No, we just need to look at whether we have made the curriculum too wide at Year 6.

Headlines of pupils' performance against ARE were as follows: (ARE means Age Related Expectations)

- 79% pupils on track to achieve GLD in EYFS, with 70% DA pupils working at the expected standard
- Year 1: 85% pupils are expected to reach ARE in Maths, 69% in Reading and 75% in Writing. 88% pupils are forecast to pass phonics
- Year 2: 93% pupils are expected to reach ARE in Maths, 80% in Reading and 72% in Writing
- Year 3: 62% pupils are expected to reach ARE in Maths, 54% in Reading and 40% in Writing
- In Year 4: 40% pupils are expected to reach ARE in Maths, Reading and Writing
- In Year 5: 50% pupils are expected to reach ARE in Maths, Reading and Writing
- In Year 6: 78% pupils are expected to reach ARE in Maths, 84% in Reading and 84% in Writing

RW stated that whilst ASP (Analysing School Performance) data had yet to be validated JS had put together a summary of 2018 results. These were circulated to governors.

Q: (RW) Given the confusion surrounding the narrative versus the data tables, what 3 key things are going well?

VW: Year 3 are doing very well with attainment and their transition to KS2. Secondly, the Year 6 SATs forecasts are promising with the forecast to achieve expected standard in Maths at 78% and above 80% for both Reading and Writing. Thirdly, pupils in FS2 are performing very strongly and are on track within their band.

Q: (RW) What about Y4? This data indicates that children are not doing as well?

JS/VW: There are problems with this year group, not helped by staffing issues in the previous year. We are already planning how to get this group back on track over the next two years so they achieve good outcomes in Y6.

08a (ii) DSEN Update (Autumn term)

- The percentage of pupils on the SEN register is in line with the national average (12%)
- The year groups with the highest proportion of SEN pupils are Years 4 and 5 with 22% and 15% respectively
- A significant number of Nursery children are receiving additional support
- V White has taken on the role of SEN Lead for Peshurst

Governors discussed these data noting that it would be easier if data was presented as headcounts not percentages.

Q: (AF) The DSEN group are performing significantly below Non – DSEN in some year groups. Is that due to their issues?

VW: Yes and often the cohort is very small so care needs to be taken when analysing.

Q: (RW) But you would expect to see good progress from these children. What would be your concerns?

VW: Year 4 have a very high proportion of SEN with a massive literacy barrier. They also have a high DA cohort and the gap is not closing. 5 of the 8 pupils from the Nurture Group are from Year 4. We have changed the lessons and the curriculum and although 45% from Year 4 are doing OK, the lower half are struggling.

PT left the meeting at 7.45pm.

Q: (AF) Is Writing in general good?

JS: Yes, it is a strength of the school. We are refining our practice now so that children can re edit their work.

Q: (FH) Does a high proportion of SEN children impact negatively on the outcomes of others?

VW: No, they have their own barriers which don't affect the rest of the class.

Q: (RW) I am aware that you have taken on the role of SEN Lead, do you have the capacity for this?

VW: Yes, I am loving my new role. I have lost other responsibilities and my new challenge is very exciting.

23b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY

- recent moderation and evaluation show 85% teaching to be good or better
- 3 teachers require support are showing considerable progress
- Cross moderation in KS1 suggest pupils are working towards expected standard
- Forest School continues for the second year with low attainers and attendees from Year 4
- Trialling SEN intervention class in Year 1 with V White

- Visitors representing a wide variety of faiths continue to be invited in to school

23c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

23c (i) Attendance and Punctuality

- attendance for 'All' Spring Term to date was 96.3%
- the attendance of the Disadvantaged for this period was 95.2%
- FS2 have the lowest 'All' attendance out of the whole school (95.9%) with Year 1 having the lowest Disadvantaged attendance (92.9%).

Q: (RW) Whilst overall attendance is good what is the cause of absence and how does this compare to this time last year?

JS: Unauthorised absences (term-time holidays) are an issue.

ACTION: Attendance data to include last year's equivalent term's data and also percentage of unauthorised holidays taken.

23c (ii) Behaviour

This information had been requested for the first time.

- Levels of behaviour sanctions range from Level 1 to Permanent Exclusion.
- Year 5 are responsible for 39/74 (53%) of all Level 2 sanctions
- Year 5 are responsible for 40% of all sanctions given across the school
- There have been 2 FTEs: one from Year 2 and one from Year 5

Q: (RW) What is going on in Year 5 with regards behaviour?

JS: Year 5 has children with severe SEN and also Child Protection / Safeguarding issues.

Q: (RW) Was this the same last year when they were in Year 4?

JS: Yes but many were on the Forest Schools trial and behaviour did improve. The biggest problem now is social media and behaviour at home. We will strategise what to do with Year 5.

Q: (MB) Are there ringleaders instigating poor behaviour?

JS: 12 boys are the problem. We are getting to the point where we need a Behaviour Unit on site.

C: (SY) There is a difference between Hull and East Riding policies: Hull gives an EHCP for behaviour whereas the East Riding do not.

ACTION: Behaviour Summary to include last year's equivalent term's data so comparisons can be made and impact of Behaviour Policy monitored.

23c (iii) Safeguarding Children Report / LAC (Looked After Children)

No comments.

23c (iv) CLA (Children Looked After) Report

There are 2 LAC in PPS, 1 in FS1 and 1 in Year 6.

23c (v) Equality Update

No comments.

Leadership and Management

JS reported that many of the staff that were on maternity year last year had requested to come back on a part time contract. There were 9 maternities last year, and although part time positions are not ideal, this is a way of retaining good staff. There are 4 part time positions in operation now but some are still on maternity leave.

Q: (RW) How do you manage part time staff?

VW: We use Google drive to share resources. Everybody works very well together and sharing work is not an issue.

Q:(FH) Do you think there is any impact on teaching performance from part time staff?

JS: No, but we are keeping a very close eye on this as it is the first time we have allowed part time positions. Children are very resilient and adapt well to changes.

24 POLICIES FOR REVIEW

- Assessment Policy (review date January 2021)
- Behaviour Policy (review date January 2021)
- Literacy Policy (review date January 2021)
- Most Able Policy (review date January 2021)
- Sex and Relationship Policy (review date January 2021)
- Teaching and Learning Policy (review date January 2021)

Resolved: All amendments to the above policies had been accepted and written into the policies

25 TRUST UPDATE

SY strongly advised Governors to be familiar with the termly Updates as the draft OFSTED Inspection Framework details how staff and Governors will be asked about developments within their Trust. A summary of the Update was as follows:

- The first Trust Conference was held on Monday 7 January 2019. Over 450 teachers from across the family of academies attended the event. Speakers included John Edwards, (Regional Schools Commissioner), who provided an outline of the national picture regarding the development of multi-academy trusts, Marc Rowland, whose area of expertise is disadvantaged students, and Mary Myatt, an education advisor, writer and speaker, who delivered two sessions on the curriculum and the importance of creating environments that provide high challenge but low threat for learners and staff alike. Feedback from colleagues has been overwhelmingly positive.
 - On the same day a series of workshops and training events were held in academies across the Trust for Support staff colleagues.
 - Currently working with Winifred Holtby and the DfE to convert that academy’s status from Associate to Full member, a process which is hoped to be concluded by the end of this academic year.
 - A number of appointments to the Central Service Team are likely to be made over the coming months, including a Strategic IT Manager and a Pensions Clerk
 - Funding has been received from the DfE to run a project aimed at improving outcomes for Disadvantaged learners
 - An application to SALIX – an energy efficiency programme – to replace lighting at Holderness Academy has been approved and this project will start shortly. Still waiting to hear whether applications to the same scheme for Croxby, Peshurst, Cottingham and Howden were successful.

AF asked why the Trust does not have a Facebook page in addition to Twitter. SY replied that there had been many cases where Facebook had been the cause of misuse and as staff have to deal with the negative side of Facebook, it felt morally wrong to support the site.

26 GOVERNOR SKILLS AUDIT, TRAINING AND SUPPORT

2 Governors are still to complete their Skills Audit and submit to RW. Once complete, training needs across the Board can be identified and a Governance Action Plan drawn-up.

ACTION: Governors that have not yet completed the Skills Audit to submit to RW before 15 February 2019.

27 GOVERNOR VISITS TO SCHOOL

2 Governors (AF and RW) had made a visit to school. All Governors were encouraged to visit school and were reminded to complete the Visit Form on every occasion. RW informed Governors that she would like to liaise with JS to arrange a Learning Walk for Governors after February half term.

28 ANY OTHER BUSINESS

Additional Governor Meeting

RW asked Governors if they would attend an additional meeting or extend the next LGB meeting to discuss how different sources of data are triangulated.

ACTION: GS to circulate the date of an extraordinary Governor meeting.

29 DATE OF NEXT MEETING

Summer term meeting – Thursday 9 May 2019

30 AGREED ACTION POINTS

30a ACTION: GS to write to SG informing her that she was no longer part of the Penshurst LGB (minute 17)

30b ACTION: JS to bring some reasoning questions from last year's Year 6 SATs papers to the next meeting (minute 20a)

30c ACTION: JS to trial the use of incentives to encourage parents' completion of PP funding forms (minute 21a)

30d ACTION: MB to discuss with VW what attainment and progress data is needed for Governors and in what format (minute 23)

30e ACTION: Attendance data to include last year's equivalent term's data and also percentage of unauthorised holidays taken (minute 23ci)

30f ACTION: Behaviour Summary to include last year's equivalent term's data to enable comparisons (minute 23cii)

30g ACTION: Governors that have not yet completed the Skills Audit to submit to RW before 15 February 2019 (minute 26)

The meeting closed at 8.35pm.