



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 11 October 2018 at 5.45pm

PRESENT:

Mr P Hogan (PH, Trustee and Chairperson); Mr M Burke (MB); Mrs A Fordham, (AF); Mr K Key (KK); Mrs M Preston (MP); Mrs Adele Rimmington (AR); Mrs J Spencer (Head of School, JS); Mr P Toogood (PT); Dr R White (RW)

ALSO IN ATTENDANCE:

Mrs G Stafford (GS; Clerk to the Trust)

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 AND INTRODUCTIONS

PH welcomed everyone, and introductions were made. PH was pleased to introduce a new governor, R White. RW explained that she had been Chair at Kingsway Primary in Goole for 3 years and in that time the school had gone from RI to Good. She had resigned from the position after successfully securing a job within the school. RW is also a Local Leader of Governance.

This was the first meeting of the academic year as the Results meeting that was planned for 12 September had to be cancelled due to the Ofsted inspection and so JS summarised the 2018 outcomes at the beginning of this meeting.

02 2018 OUTCOMES

JS summarised results from EYFS, Key Stage 1 and Key Stage 2:

EYFS

- Pupils come into EYFS well be low national. At the end of FS2 (Reception) pupils are assessed against early learning goals which allow measurement of a ‘Good Level of Development’ (GLD). The percentage of pupils leaving FS2 in July achieving GLD was 68% which was broadly in line with national
- Area for Development: to increase the number of pupils achieving GLD in Literacy, especially Disadvantaged boys

Key Stage 1

- Pupils are screened at the end of Year 1 by a national phonics test, pass mark being 32 out of 40
- Percentage of pupils achieving a phonics pass was above national at 88% (national 82%)
- Percentage achieving greater depth in Maths and Writing is at national
- Maths: Percentage achieving expected standard was 80% (national 76%)
- Reading: Percentage achieving expected standard was 76% (national 75%)
- Writing: Percentage achieving expected standard was 76% (national 70%)
- Boys outperformed the girls in all 3 outcomes in Key Stage 1

- Area for development: to increase the number of Disadvantaged pupils achieving greater depth particularly in Reading. To do this an A/H teaches the greater depth cohort in Year 2, extra support staff are also used to support smaller class sizes

Key Stage 2

- Pupils are tested in Maths, Reading, Writing, SPAG (Spelling, Punctuation and Grammar)
- JS stressed that the cohorts from the last two years had over 35% pupils that had joined PPS in either Year 4, 5 or 6. They were normally pupils that had had issues in other schools; either child protection, DSEN or excluded. This, in addition to the cohort being low ability with 23% SEN, the forecast was accurate. The pupils that achieved greater depth tend to be the pupils that were at PPS from Key Stage 1
- Pupils' progress is calculated from the attainment in these tests compared to their Key Stage 1 score
- Pupils achieving the expected standard did not meet national in Maths, Reading, SPAG or Combined. However, pupils achieving greater depth exceeded national in Reading, Writing, SPAG and Combined.
- Maths: Percentage of pupils achieving expected standard was 68% (school 2017 was 64%, national 2018 was 76%). Percentage of pupils achieving greater depth was 20%, (national 2017 23%). Progress of -1.84
- Reading: Percentage of pupils achieving expected standard was 71% (school 2017 was 76% national 2018 was 75%). Percentage of pupils achieving greater depth was 46% (national 2017 was 25%). Progress is +0.67
- Writing: Percentage of pupils achieving expected standard was 81% (school 2017 was 82% national 2018 was 78%). Percentage of pupils achieving greater depth was 36% (national 2017 18%). Progress of +1.54
- SPAG: Percentage of pupils achieving expected standard was 77% (school 2017 was 72% national 2018 was 78%) Percentage of pupils achieving greater depth was 50%, (national 2017 31%)
- Percentage of pupils achieving greater depth in all subjects is higher than average
- Combined: the percentage achieving Combined at expected level has increased to 61% (national 67%). Percentage achieving greater depth is 14% (national 9%)
- Areas for development: Increase the number of pupils (especially Disadvantaged) achieving expected level, with a focus on Maths. To do this an extra teacher has been put in Year 6, there are additional interventions and nurture provision is available in Year 6 as 9 pupils need additional support

Q: (RW) Do boys have any problems with engagement?

JS: No, they just can't access. To appeal to boys we have re written themes so they are boy friendly, we have male teachers, teach Forest schools and also have computer based reading.

Q: (RW) Which part of the Maths papers do the pupils struggle with?

JS: The reading component in the reasoning questions.

Q: (RW) Do they have exposure to reasoning in every lesson?

MP: Yes, we try to be creative and change the appearance of questions. We create mini projects to help the children learn how to pick the Maths out of a problem.

KK: Each term we also have Challenge Days and try to be creative with reasoning.

JS: Success comes back to reading – if the children see Maths questions with lots of text some give up without even attempting the question.

C: (PH) If we go back 3 years Maths was not a problem at this school.

JS: It is very cohort specific.

Q: (RW) Do the children like Maths?

JS: They love it, especially the boys.

Q: (PH) Have you asked for assistance from Croxby?

JS: At Croxby all the pupils can read, they are at age related expectations for Reading and can therefore attempt the reasoning on the Maths paper.

Q: (RW) So they can decode but not comprehend?

JS: Exactly, we need to bring the standard of Reading up throughout the school. Online homework helps as many don't have books at home. My A/ Head is working at Key Stage 1 to improve Reading.

C: (MP) In Year 4 we are having to work on splitting words to decode them and then put them back together to understand before attempting the question. This is unusual in Year 4.

PH requested that some reasoning questions are brought to the next meeting.

ACTION: JS to bring some reasoning questions from last year's Year 6 SATs papers to the next meeting.

Q: (PH) How will you know that your strategies to improve Reading are working?

JS: This will be after a full year. We need to up skill the staff too to be able to teach phonics problems and decoding after Key Stage 1.

Q: (AR) How soon do you try to get parents involved?

JS: Immediately; parents of nursery pupils are invited to attend Challenge Days and attend Stay and Play sessions. We are hoping that the parental café sessions will help, and more parents will come in to school other than during Parents' Evenings.

Q: (RW) What is the uptake at Parents' Evenings?

JS: High, 90% on average. Parents know they should come in for these evenings.

C: (JS) An additional complication is that a Year 6 teacher will be leaving for maternity leave.

RW: We have to remember though that Year 6 results are about the whole journey through school; it's not just about the teaching in Year 6.

JS: Agreed, but Penshurst must have good results this year.

Q: (RW) Do you use PP funding to address the Disadvantaged?

JS: Yes, We have appointed a Disadvantaged Champion and additional staff. The number of SEN pupils in Nursery is huge.

03 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

04 APOLOGIES

Mrs J Woodford

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

Mrs S Goodfellow was absent without apology.

ACTION: GS to contact SG and ask for the reason for her second consecutive absence.

05 MEMBERSHIP AND APPOINTMENTS

Appointment of Chair: Prior to the meeting RW had been approached to consider taking on the role of Chair as she was experienced in this role and an LLG. RW was willing to stand for this role. PH proposed, AR seconded and the LGB voted unanimously in favour of RW becoming Chair of the LGB.

Resolved: R White be Chair of the Penshurst LGB for 2018/19.

Appointment of Vice Chair: AF offered to stand as Vice Chair. Proposed by PT, seconded by MP and the LGB voted unanimously in favour of AF being Vice Chair of the LGB.

Resolved: A Fordham be Vice Chair of the LGB for 2018/19.

Appointment of Safeguarding Link Governor: AF volunteered to be the Safeguarding Link. All governors were unanimously in favour.

Resolved: A Fordham be Safeguarding Link Governor for 2018/19.

Appointment of a Disabilities and Special Educational Needs (DSEN) Link Governor: PT volunteered to be the DSEN link. All governors were unanimously in favour.

Resolved: P Toogood be DSEN Link for 2018/19

It was agreed that a list of responsibilities for the DSEN link would be useful.

ACTION: GS to write a list of responsibilities for the DSEN link

To note the following constitution of the Primary Local Board:

Co- opted Governor	Michael Burke
Co- opted Governor	Siobhan Goodfellow
Co- opted Governor	Adele Rimmington
Co- opted Governor	Paul Toogood
Co- opted Governor	Rachel White
Co- opted Governor	Jan Woodford
Parent Governor	Amanda Fordham
Staff Governor	Kev Key
Staff Governor	Michelle Preston
Trustee	Paul Hogan
Head of School	Jo Spencer

Sub – Committee Structure - To note that all non – staff governors are included on the Learner Disciplinary Committee and could be called on to consider cases of attendance or behaviour.

06 MINUTES OF THE LAST MEETING (19 July 2018)

Resolved: That the minutes of the meeting held on 19 July 2018 be confirmed as a correct record and signed by the Chair PH.

07 MATTERS ARISING FROM THE MINUTES

07a GS to contact SG and AR for the reason for their absence – GS confirmed that she had requested the reason for SG’s absence but had not heard anything to date. GS to continue trying to contact SG. Action carried forward.

07b GS to run a Parent Governor election in the Summer term – A letter asking for interest was sent home with every pupil but not one parent expressed an interest. JS has had one parent come to her interested in knowing more. JS to follow this lead up and a meeting to be arranged with the potential governor and GS so that responsibilities of being a local governor can be explained.

- 07c GS to investigate if TAF can replace CAF on the Child Protection and Safeguarding Report** - Early Help has replaced CAF and this is reflected on the Safeguarding Report
- 07d GS to circulate the responsibilities of being a Safeguarding Link governor** - complete
- 07e GS to update the Maths and Uniform Policy with all agreed amendments. GS to circulate the EYFS Policy once further amends are made** – complete. Changes to the EYFS Policy were explained and agreed.
- 07f The PAN be an agenda item for the meeting on 11 October. JS to provide a paper of pros and cons of the PAN being 70. The Scheme of Delegation be checked to see who has the authority to agree a PAN** - To be discussed in Part B minutes
- 07g GS to issue MB with the Learning Link shortcut** – there was an issue with MB’s DBS link going to an email address that had not yet been created. The DBS link has now come through and MB confirmed that he had completed his details. A school email can now be created and the Learning Link shortcut will be sent using that address.
- 07h JS to prepare a data exercise for training purposes for 31 January** - to be actioned 31 January 2019.

08 STRATEGIC TEAM REPORT TO GOVERNORS

JS reported that the introduction of the compulsory rule that Year 6 pupils wear ties has been very successful. The pupils have pride in their appearance and can tie a tie in preparation for next year at secondary school.

08ai) Recorded in minute 02

Q: (RW) How do you calculate progress?

JS: The objectives are listed on the software we use, these are to meet a beginning, developing or secure level. Each child is expected to make 3 levels a year, or 4 if they are at greater depth.

C: (PH) The data does not tally; in the SEN report it says that the 12 SEN pupils made 4 and a half levels progress in Reading yet the Reading attainment is low.

JS: This is because the pupils come in at such a low level so make great progress but they are still not at age related expectations. They actually need to make 5 or 6 levels progress to achieve national expectations.

Q: (PT) How can you measure how much reading is done at home?

MP: We can't, although we can see who has done reading by looking at their online homework.

C: (PH) It is great to read that both Ofsted and the LA during their recent monitoring visit, recognised the amount of extra- curricular activities and how adaptable the curriculum is to suit differing needs.

08a (ii) DSEN Update (Autumn term)

- the number of pupils requiring support is lower than national and the regional average
- 48 pupils require SEN support or EHCP in the school. Largest proportion are in Year 4 and 5.
- 4 pupils (3 in nursery and 1 in Reception) could require additional support through an Educational Health Care Plan

Q: (PH) Those pupils requiring an EHC Plan, who funds the additional support required?

JS: We have to be very creative with resources as we receive only half the money needed to fund a Teaching Assistant. We receive £6K per EHC Plan which obviously does not cover the salary of a TA.

Q: (AF) Do we have to accept children with EHC plans if we cannot sustain their support?

JS: I have asked the LA this question. I believe there are 2 children in nursery that are not ready to be there as they are severely autistic, so I have asked where I stand legally.

08b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY

- recent moderation and evaluation show 85% teaching to be good or better
- 3 teachers require support but one has not had their contract renewed.
- External moderation from the LA has confirmed that assessments are accurate
- Forest Schools will continue with a low ability cohort of boys and girls from Year 4
- A/Head is trialling an intervention for Year 1 SEN pupils.
- Visitors representing a wide variety of faiths continue to be invited in as the pupils remember more experiential learning

08c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

08c (i) Attendance and Punctuality

- attendance for 'All' Autumn term to date (5 weeks) was 95.5%
- the attendance of the Disadvantaged for this period was 94.1%
- Year 4 have the lowest 'All' attendance out of the whole school (94.8%) and also the lowest Disadvantaged attendance (89.7%).
- Year 2 have 48% of the late marks before registers close

08c (ii) Safeguarding Children Report / LAC (Looked After Children)

It was noted the 100% attendance at conferences and meetings.

Q: (PH) Do the 2 authorities coordinate well?

JS: Not at all. They have different criteria for funding and use different strategies.

It was agreed that a useful exercise would be to benchmark both authorities regarding safeguarding.

ACTION: JS to benchmark Hull and East Riding regarding Safeguarding provision

08c (iii) CLA (Children Looked After) Report

There is 1 LAC in PPS.

08c (iv) Equality Update

No comments.

9 TRUST UPDATE

- Howden School joined the Trust 1 September and Holderness 1 October. This takes the number of learners to over 6200
- 3 schools have become Associate Members: St Anne's School, Swinemoor Primary and Winifred Holtby.
- J Simpson is the newly appointed Director of HR
- P Morris has worked with external consultants to identify capital projects.
- Looking to provide a Trust wide solution to IT
- DM visited every academy on the training day in September
- First Trust wide conference for teaching staff will be held in January 2019

- 23 colleagues attended a GDPR training session
- The second cohort of staff have started their Teaching and Learning Leaders course.

10 GOVERNOR TRAINING AND SUPPORT

A Skills Audit will be issued in October for completion and will be used to shape governor training.

ACTION: GS to issue a local governor skills audit for completion

Governors asked for PREVENT training.

ACTION: GS to organise PREVENT training for the LGB

Governors were also asked to read and sign to say they have understood Keeping Children Safe in Education.

ACTION: GS to issue KCSiE with the minutes. Governors to return the acknowledgement that the document has been read and understood.

11 MEETING DATES 2018/19

Spring term meeting – Thursday 31 January 2019

Summer term meeting – Thursday 9 May 2019

12 ANY OTHER URGENT BUSINESS

None.

13 AGREED ACTION POINTS

13a ACTION: JS to bring some reasoning questions from last year's Year 6 SATs papers to the next meeting (minute 02)

13b ACTION: GS to contact SG and ask for the reason for her second consecutive absence (minute 04)

13c ACTION: GS to write a list of responsibilities for the DSEN link (minute 05)

13d ACTION: JS to benchmark Hull and East Riding regarding Safeguarding provision (minute 08cii)

13e ACTION: GS to issue a local governor skills audit for completion (minute 10)

13f ACTION: GS to organise PREVENT training for the LGB (minute 10)

13g ACTION: GS to issue KCSiE with the minutes. Governors to return the acknowledgement that the document has been read and understood (minute 10)

The meeting closed at 7.25pm.