



The Primary Local Board of the Hessle Academy

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



Thursday 10 December 2020 at 5pm

PRESENT:

Mrs A Fordham (Chair, AF), Miss L Hatfield (LH), Mrs R Potter, (RP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT), Dr R White (RW), Mrs J Woodford (JW)

ALSO IN ATTENDANCE:

Mr V Groak (HT Hessle Academy, VG), Mr K Key (Subject Leader, Maths, present for minutes 20- 23a, KK), Mrs P Petch (Subject Leader, Reading present for minutes 20-23b, PP), 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.

20 WELCOME

AF welcomed everyone to the second meeting of the academic year. The meeting was held on MS Teams.

21 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

22 APOLOGIES

Matt Duncan

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

23 PRESENTATION

Maths Leader – K Key

KK outlined what was implemented in 2019/20, what has changed in 2020/21 and what was found in the first work scrutiny

- Introduced termly teaching timetable with strands to teach per week
- 3 number lessons and various splits of fractions, shape and measure depending on the year group
- All lessons include questioning for tasks
- Theme /Maths links
- Changed monitoring terminology; moving away from colours to working towards expected, working at expected and working at greater depth
- Increased amount of questioning in ARE to 12 as pupils have to be exposed to reasoning questions in preparation for Year 6 SATs papers

- The work scrutiny revealed that the pitch is correct for the age-related expectation, marking for improvements is evident and progress over the week is clear
- Further work is to ensure literacy rules are embedded on books and pre-assessment is used effectively to monitor how assessment links to book work

Q: (RW) Can you clarify that reasoning is incorporated from EYFS to Year 6?

KK: From Year 1 to Year 6 as EYFS have a number of the week focus.

Q: (RW) Given the restriction on staff movement, how do you share a WAGOLL? (What A Good One Looks Like)

KK: We use Google Classroom, Google Hangout or Meet.

C: (CT) Thank you. I see that your assessment procedure has changed and I really appreciate the change as it is clearer for all, including parents, to see the level the child is at. Have you had buy in from the pupils that it is clearer for them too?

KK: It is definitely clearer as a colour does not have the same impact. These terms give more motivation.

PP: Certainly, in Year 2 it is much easier for a child to understand where they are if they are told they are working towards...

C: (AF) As a parent colours are meaningless unless the full range is known. I think this is much better.

C: (JS) One thing to be careful of is the term 'working towards' as this a very broad term. It could mean slightly or significantly below. We need a balance between using the term working towards and being really honest where the child actually is to understand the challenges.

C: (RW) The new system also makes it much easier for parents to benchmark the school against others, should they want to.

KK was thanked for a very informative presentation and left the meeting at 5.23pm.

Reading Leaders – L Hatfield and P Petch

- Hooked on Books didn't cater for the lower ability so has been replaced with a whole class reading scheme that focuses on reading at age related expectations.
- For the pupils not at ARE, the Fresh Start catch up program is in place with the focus on phonics
- On Monday and Friday, the class read a class novel together and on Tuesday, Wednesday and Thursday the children read linked texts to provide breadth and balance
- Text and PowerPoints are pre- planned for the mid-week sessions
- Year 6 has been using whole class reading since September. The scheme has recently been introduced to Years 3,4 and 5
- Recent monitoring and evaluation has shown that progress is definitely evident, the standard of writing has improved and work is correctly pitched at ARE for each year group

C: (JS) Thank you. This is a mammoth task but the early signs are very promising.

Q: (RW) If on the middle three days set texts are being used, can you be sure there is enough challenge for the higher ability and sufficient support for those that need it?

LH: Yes, we differentiate the way we teach. We scaffold questions to support those that need, such as giving options to questions and we ask further questions to stretch others.

Q: (CT) Thank you for all the work you are doing. I really like the idea that the class are reading the same book, do you find this encourages more discussion between pupils?

LH: Yes, there is lots of feedback, we discuss and edit answers.

PP: This is an illustration of Hooked on Books not working as there were so many different books being read and the teacher couldn't encourage discussion, this is a more positive way of thinking deeper about the text. Where Hooked on Books worked was where pupils were reading the same text.

Q: (AF) Have you noted any difference in the lower ability pupils' approach to the scheme?

LH: At first we noticed there was a lack of stamina for the length of a text, we now see more independence and a love of reading being fostered.

The Chair thanked PP and LH for not only their presentation but their hard work to embed the love of reading to the curriculum.

PP left the meeting at 5.45pm.

24 MINUTES OF THE LAST MEETING (22 October 2020)

Resolved: That the minutes of the meeting held on 22 October be confirmed as a true and correct record and signed by the Chair, AF.

25 MATTERS ARISING FROM THE MINUTES

25a ACTION: VG to include in his weekly communication to parents that both the High School and Penshurst are looking to recruit Parent Governors – was actioned but nobody has come forward yet. It was suggested that a text is sent out asking for interest

ACTION: Text to be sent to parents to ask for interest in becoming a Governor

25b ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward

25c ACTION: Punctuality data to include FS1 and totals to show whole school performance – this cannot be actioned as Nursery is on a staggered start time – to be removed from the minutes

25d ACTION: Covid Risk Assessment and Standard Operating Procedures to be circulated with the minutes – complete

25e ACTION: GS to amend the Governor visit form to include a section on Covid catch up – complete

25f ACTION: Governors to complete the Safeguarding Learning Link module plus any other module – see minute 28

25g ACTION: Governors to complete the Data Protection module on GDPR Sentry – see minute 28

25h ACTION: GS to arrange some face to face training sessions for all Governors – see minute 28

26 STRATEGIC HEADTEACHER REPORT

Overall Effectiveness

- Priority was assessing where pupils are in their learning using NFER tests

- Theme lessons have evolved and class scrapbooks dominate the afternoons and highlight the knowledge and skills acquired. Proving to be popular with pupils and staff and the pupils are retaining more knowledge
- Broad and balanced curriculum offered
- Staff share work in remote staff meetings

C: (CT) This all sounds very positive; will you continue with any changes you have implemented for Covid after the pandemic?

JS: I would certainly like to retain the staggered start to the school day and perhaps staggered playtimes as behaviour has improved and there are less first aid incidents.

Q: (AF) Do you feel the communication between staff has improved in some respects?

JS: In some ways but staff meetings is one area that is just not as good remotely; discussions are not as in depth or interactive.

26a Quality of Education Summary

Curriculum

- Moderation up to April 2020 evidenced 88% of teaching is consistently good or better
- A love of reading is embedded in the curriculum
- Whole class reading scheme introduced in KS2 to replace Hooked on Books
- Theme lessons have moved away from evidence in children's books to class scrapbooks

C: (VG) JS and I have spoken about what we can realistically achieve when the priority is to keep the academies open. We may not be able to progress in teaching and learning as we would like to and are mindful that this possibility is a risk.

JS: We have the opportunities to drive behaviour expectations as children don't interact with children outside of their bubble. We have learnt a lot about ourselves during this time.

C: (RW) Sometimes it is time to look positively and retain the good strategies implemented.

Q: (RW) The majority of teaching is deemed good or better. For those needing support, is there more support offered going forward? Teachers that use good practices will find it easier to bounce back to "normality".

JS: Only 2 or 3 teachers are borderline good. It is about them being more consistent day in day out. In actual fact, this structure imposed on us has made them be more consistent and has certainly helped 2 of them. We give them targeted feedback to work on.

Q: (AF) Are you encouraged as a team to move forward to change strategies?

JS: Yes, we have actually moved quicker on changes as we can't move around. This allows us to take risks with a set group of pupils.

Q: (AF) The teachers needing support, do they need more support with the ICT side?

JS: No, it is purely about consistency in every subject every day.

C: (RW) The curriculum appears to be getting more creative. Have you altered it much to plug gaps of the topics the children have missed?

JS: Yes, some groups have taken some of the afternoon Theme time to get Reading right as some require more intervention. The staggered pick ups have made the afternoons shorter so it is a squeeze.

Q: (AF) Can you tell us a little about the Global Goals project?

JS: These are goals that we have set with our South African partner school Dryden and involved working towards joint projects about sustainability.

C: (RP) I came into school for the Ecobrick project and that was lovely to see the children building bricks out of waste plastics.

Standards

- 86% Year 2 have passed phonics.

Q: (RW) This result is better than 2019, yet you say that this year group is more challenging?

JS: Yes, we are very pleased with this result. It has helped that Year 2 has focused on Phonics completely this term.

Current Attainment in Reading, Writing and Maths for Years 2-6

Yr.	Baseline	Current Attainment % at standard	Current Attainment: % of DA at standard	Baseline	Current Attainment % at standard	Current Attainment : % of DA at standard	Baseline	Current Attainment : % of all at standard	Current Attainment : % of DA at standard
	Reading			Writing			Maths		
Y2	48%	43%	38%		18%	20%	25%	38%	31%
Y3	43%	55%	39%		13%	0%	32%	49%	33%
Y4	52%	75%	57%		32%	36%	38%	70%	54%
Y5	31%	62%	59%		3%	0%	44%	59%	41%
Y6	32%				73%	69%	10%		

- n.b. Year 6 data greyed out for Maths and Reading as pupils do mock SATs and not NFER tests. Writing is teacher assessed.
- Year 1 were not assessed using NFER
- Assessment procedures changed with the removal of the school coloured to instead use either “working towards expected standard”, “working at the expected standard” or “greater depth”
- New shared document allows teachers to access Key Stage 1 results of their class to support attainment throughout all year groups to Year 6 exams.
- Maths and Reading current attainment based on NFER tests
- Writing is teacher assessed
- New leader for assessment, W Turnbull. Governors were asked to consider what data they want to see and in what format for the next meeting.
- Percentage of pupils at expected is increasing since the baseline assessment and further progress is expected to be seen in Spring

Reading:

- Area of concern is Y2 with just 18% working at expected. This is largely due to the type of testing as for the baseline the Year 1 summer papers were used. Y1 texts are read to the children but in Y2 the children had to read the texts independently so the current data was self-read texts.

Writing:

- Most progress seen in books

- May be that there is not enough evidence yet to show progress in teacher assessment
- Teachers showing very cautious approach

Maths:

- Significant progress seen in all year groups

Q: (AF) These are new attainment documents – are there any plans to share with the parents?

JS: We share the child's current attainment with the parents. We also share all KS1 data with all year groups so that everyone feels accountable for the Year 6 results.

C: (CT) It is also very useful as a parent to know the effort level.

JS: Yes, we give attitude to learning levels.

C: (RW) I find the new data tables difficult to read and I would like to ask what is going well?

JS: From a very low baseline we are seeing doubling in numbers at Age Related Expectation.

Progress in Maths in all year groups is good as is Reading progress in Years 3, 4 and 5. Writing with it being teacher assessed is more cautious until more evidence can be seen.

ACTIONS: Governors to feedback what format current attainment and progress data should be presented.

SEND Update

- 19.4% pupils at PPS are on the SEND register. National is 13.9%
- 10 have an EHCP
- Assistant SENCO has been successful acquiring EHC Plans with 3 more in the pipeline
- Most needs are SLCN (Speech, Language and Communication Needs)

Q: (RW) The SEN Register is up by 10. What are the reasons for the increase?

JS: Having an onsite dedicated SENDCO has made the process slicker. A number have joined us in Reception with SEN and the number with Social, Emotional and Mental Health Needs has increased during the pandemic. All were invited to attend school during the lockdown as they were vulnerable but only 2 attended.

Q: (RW) Is the Trust Mental Health Worker supporting?

JS: He is brilliant but his work is now limited as he cannot come on site. He has done remote sessions but the children don't open up as much. He can only see 4 a day over 6 weeks so there is a waiting list. The Assistant SENDCO will be doing the ELSA training as we feel it is crucial as needs overlap.

Q: (AF) How prevalent is dyslexia in the school?

JS: Most cases were in last year's Year 6. The SEN report only counts the first issue so a child may have more than one need but if dyslexia isn't judged to be the overarching need then it won't be recorded on the table. The new SENDCO has such a good relationship with our parents and that means that our reputation is very good for providing for additional needs and we have more recommendations coming our way.

LAC Update

- 2 current LAC in Year 1 and Year 2
- Both have good attendance

26b Behaviour and Attitudes Summary

Attendance (Autumn term 2020)

- Attendance is 97.4% for All and 96.4% for DA

- Year 4 has the highest attendance at 97.6%,
- Year 3 has the lowest attendance at 96.7%
- Any Covid related absence is recorded as an X and does not count towards absence figures

Punctuality (Autumn term 2020)

- Total number of lates before the registers closed is 81 (Autumn 2019 was 835)
- Total number of lates after the registers closed is 22 (Autumn 2019 was 64)

Q: (CT) What is the reason for the slight drop in attendance in Year 3?

JS: We have a number of child protection issues in Year 3 which has led to time off.

C: (RW) The attendance is much better than in 2018/19 and punctuality is remarkably better; Autumn term 2019 there were 835 lates before registers close . This compares to 81 lates for the comparable term – why?

JS: Staggered starts has been a great move for us. The start to the school day is calmer and the children are mostly arriving on time.

C: (RW) The DA group attendance is really good too. The fact nobody can go away on holiday has really helped reduce unauthorised absence.

JS: Parents know that the children need to be back in school and the children want to be here.

Behaviour

- Autumn 2020 behaviour was presented showing that there had been 414 sanctions given in the term
- There had been no fixed or permanent exclusions
- 11 of the 17 Level 4 sanctions were in Year 1 – just 2 boys
- Year 4 had the most sanctions at 128, but 120 were Level 1

Q: (RW) The number of Level 1 incidents – low level disruption – is high. Is this having an impact on teaching and learning?

JS: The number of Level 1 sanctions is due to a crackdown on poor manners; children are having to be reminded how to behave in a classroom and be respectful in line with the school values. Most were given in the first 4 weeks of term. Year 5 with the second highest level of sanctions is a mixed ability cohort with lots of challenging behaviours. We cannot use our normal strategies to deal with high level behaviour due to children having to remain in bubbles. We are giving more staff support to Year 5 after Christmas.

26c Personal Development Summary

Safeguarding Autumn 2019 Report

- 8 children from 4 families are subject to Child Protection Plan
- 9 children are subject to Child in Need plan
- Safeguarding concerns around 10 children
- 2 referrals made to EHaSH (Early Help)
- 3 Operation Encompass cases

Q: (AF) Last meeting you said that the Operation Encompass intelligence was coming too late for you to make a difference on day one. Is that still the case?

JS: Yes, it is a great scheme but there are barriers to it being effective. We have fed back to the Police.

Q: (AF) The training record for the DSL and Deputy DSL in LADO or CP training, Early Help Assessments and Data Protection is blank. Why?

JS: S Hornby is booked on training online for two of those and on the waiting list for the third.
C: (AF) I think it would be useful if the non-applicable training was greyed out on the matrix so that we can see if personnel are trained in the areas that they have to be.

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

EYFS

- Children have settled well into Reception
- Using the Tapestry app to record their learning journal
- During the partial closure children were set daily Maths, Literacy and Phonics tasks
- Baseline data show children in Reception are working significantly below Age Related Expectation (ARE)
- Weakest area is PSED (Personal, Social, Emotional Development) and M (Maths)

C: (JS) The weakest area of PSED is probably due to most of the children couldn't complete a full year in Nursery.

Q: (RW) Has the level of self-care lessened?

JS: Yes, much worse. Even in Year 1 during the first 4 weeks some children had toilet accidents. There is an impact on the staffing with staff out changing nappies and to give credit not one member of staff has complained.

C: (CT) It is humbling to hear the impact of Covid on the children; the more vulnerable would normally be in receipt of more support and the younger children are further behind in their development.

JS: The nurture shown by staff has been incredible to watch. I must thank the Trust for the investment in schools with the new toilets in the Nursery – without this unit we wouldn't have been able to maintain the correct staff ratio.

Q: (CT) Have you had a response from parents to support toilet training?

JS: We have had a mixed response as this can be seen as a slight on the family. Due to current circumstances we don't know the parents as well as we normally would. It is not the same experience being a new parent during the pandemic.

Q: (RW) Do you have intimate care plans in place for these children?

JS: Yes.

26e Leadership and Management Summary

- Priority is to keep Penshurst open
- No staff have tested positive but Year 6 have had to self-isolate due to a positive case
- Learners that are self-isolating are given work on Google Classroom
- No extra funding for Covid costs. Additional costs include extra cleaning staff, hand sanitiser stations, additional PPE, barriers to segregate areas, signage, additional outdoor seating, protective screens, ICT equipment and supply teachers. Furthermore, there is a loss of income due to internal lettings being on hold
- Penshurst Primary ranked highly in the Sunday Times Parent Power Best Schools list

Q: (RW) Will you run a balanced budget this year?

VW: I am not sure. The catch-up premium is to close learning gaps, not other Covid costs. All the additional costs for Covid will impact on the budget but our growth numbers are good with more students on roll. The costs though may wipe out the planned in year surplus.

C: (RW) There are also all the indirect costs that you can't put a figure on; the amount of time taken on track and trace for example. Covid costs will be higher than just the costs on the budget sheet.

VW: Exactly and costs cannot be borne by staff well – being or staff absence.

Q: (AF) When do you anticipate lettings can resume?

VG: We have started some external lettings at the High School but no groups can come into the schools yet. If we were to allow lettings to resume there would be reputational damage if we were then to later cancel or if there was any detriment to learning due to opening up.

27 GOVERNANCE MONITORING CALENDAR

- Governors were reminded to consult the Calendar which gives structure to the year and links the objectives into the Plan
- Governor Link visits should continue virtually once per term v

It was agreed that the Safeguarding Links (AF and CT) could talk to some children online asking generally what they understand around safeguarding procedures and where they feel safe.

28 GOVERNOR TRAINING AND SUPPORT

The Clerk reminded Governors that everyone needs to complete the NGA Learning Link 2020 Safeguarding module as it has been updated to include changes to the KCSiE 2020 guidance. Governors are also expected to complete at least one other module, linked to their area of responsibility within the Board.

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

All bar one Governor had completed the Data Protection training module.

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

29 GOVERNOR VISITS TO SCHOOL

Physical visits to school cannot take place until further notice.

However, Links were reminded to organise a virtual meeting with the staff in school responsible for PP, Safeguarding and SEND each term. Virtual visits should be recorded on the Governor visit form.

A Safeguarding Link visit had taken place and the report completed.

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

30 POLICIES FOR REVIEW

- Assessment Policy (review date December 2022)
- Behaviour Policy (review date December 2022)
- Literacy Policy (review date December 2022)
- Sex and Relationship Policy (review date December 2022)
- Teaching and Learning Policy (review date December 2022)

Resolved: Governors approved the above policies and their review dates.

Three Governors had submitted comments to the policies. The Chair requested that all Governors reply to the Clerk if they have suggested amends or not, as proof that they are content with the policies.

31 DATE OF NEXT MEETING

Thursday 18 March 2021, 5pm

32 ANY OTHER BUSINESS

None

33 AGREED ACTION POINTS

33a ACTION: Text to be sent to parents to ask for interest in becoming a Governor (minute 25a)

33b ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward (action 25b)

33c ACTIONS: Governors to feedback what format current attainment and progress data should be presented (minute 26a)

33d ACTION: JS/ M Adams/ S Hornby to grey out non-applicable training on the Safeguarding Report (minute 26c)

33e ACTION: M Duncan, R Potter and J Woodford to complete the 2020 Safeguarding Learning Link module plus any other module (minute 28)

33f ACTION: M Duncan to complete the Data Protection module on GDPR Sentry (minute 28)

33g ACTION: All Links to arrange a virtual visit in the Spring Term and complete a Governor Visit Report Form (minute 29)

AF thanked everyone for their attendance and hoped everyone stays safe and well.

Part A closed at 7.10pm.