



The Primary Local Board of the Hessle Academy

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



Thursday 22 October 2020 at 5pm

PRESENT:

Dr R White (Chairperson, RW); Mr M Duncan (MD), Mrs A Fordham (AF), Miss L Hatfield (LH), Mrs J Spencer (Headteacher, JS), Mrs C Thorley (CT), Mrs J Woodford (JW)

ALSO IN ATTENDANCE:

Mr V Groak (HT Hessle Academy, VG), Mrs G Stafford (Clerk to the Trust, GS), Mrs S Young (Director of Education, SY), Mr V Tension (WHA Chair, VT)

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

01 WELCOME

RW welcomed everyone to the first meeting of the academic year and acknowledged it was a shame that the meeting had to be held remotely but it was the safest option for Governors and the school community.

CT was introduced as a newly appointed Trust Appointed Governor. RW welcomed VT as a visitor who was in attendance as an observer as he had recently been appointed Chair at Winifred Holtby Academy and it had been recommended that he observes RW as Chair.

RW explained that this meeting was different to the other meetings as it was a business meeting to review last year's plans and ratify the new plans.

02 DECLARATIONS OF INTEREST

All Governors had returned their annual data collection and pecuniary interest forms. No conflicts of interest for this meeting were declared.

03 APOLOGIES

Apologies were received from Mrs R Potter after the meeting.

04 MEMBERSHIP AND APPOINTMENTS

RW had previously stated that she could not continue as Chair, although will continue to be a member of the Board. AF, who had been Vice Chair for the last two years, indicated that she was willing to take on the role of chair. Everyone was in favour.

Resolved: AF to be Chair of the LGB and RW to be Vice Chair for 2020/21

In order for the more recently recruited Governors to gain more experience, it was agreed that they double up with more experienced Governors in the Link positions.

The Link positions were confirmed as:
Pupil Premium Link: R Potter and J Woodford
Safeguarding Link: A Fordham and C Thorley
SEND: M Duncan and R White

It was noted that since the last meeting S Brodie had left the LGB due to moving out of the catchment area. C Thorley had joined the Board.

Due to SB resigning, the Board is one Parent Governor short. It was agreed that VG places an advert in his weekly HT communication to parents.

ACTION: VG to include in his weekly communication to parents that both the High School and Peshurst are looking to recruit Parent Governors

SY was welcomed to the meeting at 5.14pm.

05 MINUTES OF THE LAST MEETING (13 July 2020)

Resolved: That the minutes of the meeting held on 13 July be confirmed as a true and correct record and signed by the Chair, RW.

06 MATTERS ARISING FROM THE MINUTES

06a ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward

06b ACTION: Punctuality data to include FS1 and totals to show whole school performance - action carried forward and will be included in the Strategic HT Report

06c ACTION: JS to look into rewarding punctuality and perhaps offer free places at Breakfast Club for pupils that give rise to concern – due to the pandemic Breakfast Club places are pre-booked but vulnerable youngsters are given priority

06d ACTION: Governors to continue to use the Governor Visits Form and to use the Safeguarding Audit whenever they come into school – ongoing, but to be removed from the actions

06e ACTION: JS to implement the revised Nursery times from September 2020 FS1 –action carried forward – complete and parents are aware of the new times but due to the pandemic the start and end times are staggered

06f ACTION: GS to circulate a link to KCSiE 2020 with the July minutes - complete

06g ACTION: RW and AF to write an end of year letter for parents/carers - complete

07 HEADTEACHER HALF TERM UPDATE

07.1 Learner and Staff Well Being

- Pupils have settled back and adapted to new procedures very quickly. The induction sessions hosted on the September Training Day helped the transition back to school
- Health and Safety checks have been carried out by JS and the Premises Manager and all staff reported that they feel safe
- Parents Evening appointments are in the process of taking place by telephone

- Google Classroom is the platform where work is set and online learning takes place in the event of self isolation

C: (CT) It is very positive that the staff reported in a recent questionnaire that they all feel safe.

Q: (RW) How often are health and safety checks carried out?

JS: Every one to two weeks to ensure we are Covid secure.

C: (RW) Governors should see a copy of the risk assessments that are sent out.

VG: There are two documents: the risk assessment is a whole academy one and the other is a standard operating procedure – a practical document that describes procedures at PPS.

RW: Thank you. I am very conscious that in the new Governance Handbook that was published in September 2020 it states that Governors need to be more aware and question leaders about risk. Health & Safety Risk Assessments in relation to Covid-19 form part of this.

Q: (RW) How many staff and pupils have had to self - isolate since the full return in September and how are you coping with that from a staff perspective?

JS: We have been incredibly fortunate. Only two staff have had to isolate through track and trace procedures, not through any transmission in school. We have therefore not had any staffing issues. We have had twenty pupils isolating due to parents being sent home from work and the children being kept off school until the test result comes back. We have only had 4 positive parents – all community transmitted. We have not had to close a bubble.

RW: Long may that continue.

Q: (JW) How are the Parents Evenings going, being held on the telephone?

JS: I haven't heard anything negative. It ran like clockwork. Some parents preferred it. Obviously, we have missed the face to face contact though but we have reached 96% of parents.

Q: (SY) We know that the problem with Parents Evening is the parents that you need to speak to don't come, so from that respect have you found it to be more positive to engage hard to reach parents?

JS: Yes, we have never seen such a positive uptake.

C: (AF) I have missed looking through the books, it was always a good opportunity to see the progress made.

ACTION: Covid Risk Assessment and Standard Operating Procedures to be circulated with the minutes

07.2 Safeguarding

- Referrals to Social Services on the increase
- Had five Operation Encompass alerts and two children taken into foster care
- The Mental Health and Well Being Practitioner is working with the most vulnerable

C: (AF) The children being taken into foster care – are they from one family and were we aware of these children?

JS: Since writing the report a week ago the number has increased to three. They are all from separate families, all known to us as Children in Need or on the Child Protection register. We were heavily involved with the families carrying out home visits over lockdown.

Q: (RW) Do we have procedures in place to always have someone available for safeguarding concerns over the summer and other times when school is closed?

SY: It is a new requirement in the KCSiE guidance and we have updated our Child Protection and Safeguarding Policy to state that if the HT or DSL cannot cover then they will ask the Trust to cover centrally.

JS: The Mental Health worker has been superb and is having an incredible impact, we are seeing really positive outcomes.

Q: (RW) Do they work with staff too?

SY: Yes. We have three Mental Health support workers across the Trust. All primaries and secondaries have one day per week. One works exclusively with staff one day per week, soon to be increased to two days per week.

Q: (RW) Is their work in addition to ELSA?

JS: Yes. The children being referred to the Mental Health worker are more vulnerable.

07.3 Attendance

- Attendance for All is 97.1%; DA 95.9% and non- DA 97.5%

Q: (RW) The non-DA are outperforming the DA in terms of attendance, what about the SEND and vulnerable groups?

JS: Children with social workers have the highest attendance and SEN are outperforming non-SEN. The children have had so much time off that parents want some stability and the structure of school for their children.

Q: (RW) What can be done about the DA attendance?

JS: There are no trends, the children are from seven families, all on our radar and tracked. We make regular phone calls home.

C: (VG) We now have stability with the Attendance Manager role at the Academy and we are now seeing an impact.

Q: (RW) Do you believe there is non -attendance related to Covid anxiety or, as you have not had a case in school, maybe that anxiety is not fostered?

JS: We haven't had any. Attendance is very high; the pupils love their school and I have not had a single parent come to me saying they are keeping their child off. The induction sessions held before the children returned reduced concerns and allowed any questions to be answered.

VG: The hope is that the communication we sent out at the end of the summer term about how we were approaching the return gave parents confidence and we then sent out the protocols. At the High School we have seen parent's anxiety heightened following a positive case.

SY: Penshurst attendance is very high compared to national figures. The number of cases in primaries is less than secondaries as we see community transmission in the older year groups.

VG: Can I just make Governors aware that if a pupil self isolates then they are given an x code which doesn't count in the attendance statistics.

07.4 Barriers

- Government has placed obligation on schools to provide remote learning for pupils that are self-isolating
- Trust has produced a Blended Learning Policy
- Access to devices is a barrier for some pupils and devices are loaned out
- Baseline testing has highlighted that a proportion of pupils have regressed and only 35% pupils are working at Age Related Expectation (ARE)

Q: (AF) It is good to see that devices are being loaned to pupils that need them. Does this include the internet access too or is this not an issue?

VG: In the summer we received some Chrome Books for DA and they have been issued on a need's basis and then a positive case this half term released a further 151 Chrome books. We haven't had any parents highlight an internet problem. We can apply for dongles which provides access to the internet.

SY: This doesn't seem to be an issue; the problem is more that devices are shared.

JS: We have sent out another device survey and, yes, the issue is sharing. We think from our new intake we have 6-10 pupils that have no device and we are following this up.

SY: That's a key point and that is why the Blended Learning Policy doesn't state all lessons are live. We need to provide independent tasks, live lessons, opportunities for collaborative learning and tasks that are offline. Quality of content is the most important factor.

Q: (RW) *The percentage of children at ARE is 35% so there is a mountain to climb. Under normal circumstances do you think you would be able to close the gap and also with the potential for disruption in learning how will you close the gap and stop the gap widening more?*

JS: *We are very positive. The ARE is lower in the year groups that weren't in at all: Years 3, 4 and 5. The problem is more about retention rather than skill and knowledge. Children have forgotten what they were taught but we are not overly worried. We have slightly reduced the curriculum. We need to remind the children that they can do what they were taught.*

C: (LH) *As a Year 6 teacher there is work to do but the pupils have the potential to reach ARE. They are all working hard and are very positive. I have no major concerns. Knowledge does usually drop after the summer holidays.*

Q: (MD) *What is ARE normally at this time of year?*

JS: *The baseline in September is usually about 65%. No teacher has said they can't do this. The fact that staff cannot move round means that they know the pupils really well and are putting in effective interventions where necessary.*

C: (AF) *I thought that the staff could move round as that was recorded in the last minutes.*

JS: *Staff were on a rota basis prior to June, but now have been assigned to a bubble and cannot move.*

C: (SY) *It is important to say that the Government guidance does say that staff can move across bubbles. However, the risk at primary of doing this is much harder to mitigate and therefore we have restricted movement.*

08 PUPIL PREMIUM STRATEGY 2019/20

- £128,800 allocated, £174,024 spent
- Lessons learned:
 - increased monitoring of internal assessment and weekly work scrutiny to be continued
 - Use of ARE texts (Hooked on Books) did not have the impact on the lowest 20% and so Fresh Start Read Write will be introduced for these pupils
 - Continue Read Write inc for EYFS as not had time to assess impact
 - Additional staffing in Year 2 and Year 6 has shown an impact and will be continued
 - Nurture unit will continue for Years 1 and 2 focussed on most vulnerable
 - Year 6 pupils need a more targeted approach and so they will be taught in 3 classes
 - ELSA programme will continue
 - Breakfast Club will continue as pupils that attend have over 95% attendance

Q: (RW) *As the document runs on a school year, how much were you able to deliver given the school closed on March?*

JS: *Most of the focus of last year's plan was on Reading as that was our lowest achieving area. We had done a lot of work in the first 6 months, looked at the impact of the strategies and identified what was working and what wasn't. We have achieved and embedded what we identified as targets.*

Q: (RW) *At the time of my last visit, Hooked on Books was received positively but now there seems to be a move away from this?*

JS: *It became apparent that Hooked on Books wasn't working for the lower 20%, the children hadn't understood the learning. We ran a blind trial with Fresh Start which was successful. As Hooked on Books works well with the middle and high ability we will continue that strategy for them.*

Q: (MD) *Do parents know that they need to apply for FSM so that the school receives funding?*

RW: *We have talked before about incentives for parents, particularly in KS1 where children receive universal free school meals.*

JS: *This has become a pre-requisite to joining the School. Certain forms have to be completed when the pupil joins the school. P Alston has recently sent out a Pupil Premium form for parents and we do send this link out termly. We could mention it in the HT communication too.*

09 PUPIL PREMIUM PLAN 2020-21

- 107 pupils eligible
- £148,700 allocated 2020/21
- 2091/20 attainment: 69% PP pupils achieved expected standard in Reading, Writing and Maths compared to 71% non-PP
- PP Pupils outperformed non-PP pupils in Reading and Writing

Q: (RW) How have you concluded that the strategies you are putting in for this year are the right ones and are they based on Education Endowment Foundation Research?

JS: The DA Champion did research and looked at barriers nationally and considered our knowledge of barriers and results from pupil voice, teacher voice and assessment logs. We then put the plan together. We have a very low skill entry level to our school. This will be part of the plan for the next 3 years. We take strategy from the Education Endowment Research but this is more of a contextual approach for us.

Q: (RW) 2018/19 KS2 results were outstanding and your predications are usually very accurate so I have no doubt you would have achieved what you forecast in summer but the difference in Maths outcomes for Disadvantaged pupils is greater than in other subjects. What is it about Maths in School? Is it the quality of teaching?

JS: We believe that the problem begins in EYFS; the children come in very low and basic number concepts are not embedded and gaps are not addressed quickly enough in the school. Teaching of Maths at KS2 is very strong and lesson observations suggest it is one of the strongest subjects we teach. There are two areas to consider; the level at which the children come in and also resilience to exams. We went away from high level testing and have now put in more unit-based testing so gaps can be plugged quicker. We have recruited a member of staff to cover maternity that was a leader in mastery in Maths and she is trialling this in EYFS. The mastery approach gives the children stronger grounding and hopefully we will then stop playing catch up.

C: (VG) Statistically the numbers are very low; the difference between 70% achieving expected compared to 84% is a very small number statistically so we can be very targeted in our approach.

JS: In addition, we were very cautious forecasting Year 6 results as we were aware they were going to the High School and morally we wanted them to be secure. If they were borderline we went for the lower result.

Q: (RW) How are you and your SLT going to achieve effective monitoring and evaluation in the current climate with limited staff movement?

VG: We will do more monitoring internally. JS does learning walks and scrutinises and periodically myself or the DH will drop in for mini deep dives to ensure the process takes place.

Q: (RW) Can you do that internally too, given the Middle Leaders teach?

SY: A lot of evidence suggests that much monitoring is not done in the classroom as highly effective methods are taking place outside of the classroom e.g. talking to pupils and staff.

JS: A significant amount of monitoring and evaluation takes place by design as we have got leaders in every year group. Work scrutinies are still happening. The only barrier is if we have a Covid day and we can't be where we want to be. We have a very strong team here and we all help each other out.

VG: Demands on leaders are significant and the time taken on duties has increased so we need to be realistic what leaders can achieve from monitoring and evaluation.

C: (VT) The Leadership Team at WHA is significantly pulled away for Covid monitoring so the impact is that they are prevented from doing more strategic things.

C: (RW) I am in awe of what you do day in, day out and very appreciative of what you do for our children. Our PP Links Jan and Becki will scrutinise and monitor the Plan throughout the year.

Resolved: Governors approved the Pupil Premium Strategy 2020/21

10 COVID CATCH UP STRATEGY

- Government has allocated a one-off payment to all schools to accelerate progress. The payment is based on £80 per pupil and will be paid in three instalments. This is not linked to DA pupils but to all pupils
- Catch up premium allocated to the through school is £118,960
- The LGB must hold the HT to account for the impact of their catch-up strategy and so this will be a standard agenda item for every meeting this year

C: (JS) We will build up the resilience to testing and have subscribed to NFER assessment. We have identified two cohorts that need expert support. In Year 6, ten to twelve children have done very little over lockdown and are significantly below ARE and are struggling. We feel that they need something different to the other children and so we will bring in an expert member of staff to take them on an alternative curriculum for one year. The other group are the lower year groups that have missed out on Reading and we have a member of staff who wants to return part time to deliver phonics intervention.

Q: (RW) Have we at Penshurst received a fair allocation of the funding and will every child benefit?

VG: It will go to those in need. It could be that Penshurst has significantly more than its share.

C: (SY) Catch up funding is for one year only and the HT needs to close the gaps and use the funding in a strategic way. It is allocated per pupil but the expectation is that it will be spent strategically as a block sum.

C: (RW) When the Link Governors are having a meeting with their subject area, they need to ask about Catch Up funding and challenge and support where funds are directed.

Resolved: The Chair of the LGB to be the Governor Lead on the Covid Catch Up Strategy Statement

ACTION: GS to amend the Governor visit form to include a section on Covid catch up.

11 SPORT PREMIUM 2019/20 and 2020/21

- £18,000 funding was received 2019/20
- Sports Coach employed, CPD is provided for teachers to deliver sports lessons

Q: (RW) Have you carried any funding forward to this year?

JS: As most was spent on staffing it was already committed and we had already paid upfront for fixtures, collaboration and CPD.

Q: (AF) There was a big focus on after school clubs and as they can't run at the moment, is there an alternative to that?

JS: Children have staggered playtimes and lunchtimes; the staff encourage games so the children are more active. This is an effort to make up for not having the after-school clubs. Our Sports Coach is coaching teachers to deliver PE again; how to assess and give teachers CPD.

RW: That's a good thing to have this training.

Q: (CT) There are positives such as the teachers delivering PE been rated as Good. What do we need to do to be Outstanding and how many of the 65% children attending a sports clubs were pupil premium children?

JS: 54% were PP. The teachers would need more CPD to be rated Outstanding.

Q: (JW) Is the South Hunsley Partnership just for sports?

JS: yes – even though there may be no fixtures this year the CPD free of charge is excellent and the networking opportunities are really good.

Resolved: Governors approved the Sports Premium Strategy 2020/21

12 ACADEMY DEVELOPMENT PLAN

- Development Plan cycle runs from October half term to October half term
- All aims are linked to Ofsted criteria (Leadership and Management, Quality of Education, 16-19 Provision, Personal Development and Behaviour and Attitudes)
- All aims will be RAG rated by SLT and reviewed at future LGB meetings
- The Self Evaluation Form has been discarded for this year as the priority has been the safe re-opening of the school
- The Development Plan focusses on three areas: the safe opening of the school, provision of blended learning and providing an appropriate curriculum
- The disciplined research enquiry questions that were present in previous plans have been temporarily removed for this year

Q: (RW) Will these aims drip down into performance management targets for the year and how much emphasis will there be on pupil outcomes given the potential disruption to teaching?

VG: That is very difficult to answer as we don't know how the year will pan out. If there is a lockdown then it would be very hard to have a meaningful appraisal.

SY: The DfE has been really clear in the guidance for appraisal management that no member of staff should be disadvantaged for last year or this year's outcomes and should not be assessed against a numeric element. There is always a range of evidence that doesn't have to be based on numeric targets that can inform whether the actions that leaders have taken has had an impact on children.

VG: JS and I will pre-RAG each aim for Governors to highlight if we are meeting the targets.

RW: That is the one thing we have missed as an LGB; we haven't been effective in linking the HT Report back to our annual objectives. We appreciate this simple overview document, we don't need to see the layers beneath. This will really help us scrutinise the Plan.

C: (CT) This is a really clear document, showing the direction but there are lots of statements. How will we know how these statements have been achieved? Should be have more detail?

VG: The RAG is to prompt the questions to be asked in future meetings.

C: (RW) The problem is the balance; if the Plan is too detailed then the LGB loses focus. There are further details in the other plans we have discussed tonight. We should use the ADP in its current simplified state and tease the answers out of the SLT. For example, this section is coloured yellow - why is this and how will you ensure this objective is met? Does the yellow mean it has almost been met or still requires a lot of intervention?

Q: (RW) How do you separate the bottom 20% when 35% of pupils are at ARE?

JS: There is a huge gap between those that have come down and the bottom 20%. The bottom 20% has not changed from last year.

Resolved: Governors approved the ADP 2020/21

13 GOVERNANCE MONITORING CALENDAR

- RW had written a Monitoring Plan for Governors
- Plan gives structure to the year and links the objectives into the Plan
- Will increase effectiveness as a Board
- Plan should be seen as a guide with prompts – links have the freedom to determine their own questions

14 GOVERNOR TRAINING AND SUPPORT

The Clerk requested that all Governors complete the NGA Learning Link Safeguarding module as it has recently 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: Governors to complete the Safeguarding Learning Link module plus any other module

Governors were reminded to complete the Data Protection training module by the end of this term.

ACTION: Governors to complete the Data Protection module on GDPR Sentry

All Governors had completed the skills audit. It was noted that some areas that were red / yellow were not required for a local Governor as some of these areas are only necessary in a maintained school Governing board. It was pleasing that the section regarding willingness was completely green.

RW commented that some of the areas will be developed with more experience and SY remarked that the skill level had improved since last year. RW noted that last year there had been no face to face governor training and if, circumstances allow, then there should be some arranged for this year.

ACTION: GS to arrange some face to face training sessions for Governors

15 GOVERNOR VISITS TO SCHOOL

Physical visits to school cannot take place until further notice. However, Links were encouraged to set up virtual meetings with the staff in school responsible for PP, Safeguarding and SEND each term. Virtual visits should still be recorded on the Governor visit form. Two visits had taken place this half term, SEND and PP.

16 POLICIES FOR REVIEW

- Access to Education Policy (review date January 2021)
- Curriculum Policy (review date October 2022)
- EYFS Policy (review date October 2022)
- Maths Policy (review date October 2022)
- Uniform Policy (review date October 2022)

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

17 2020/21 Meeting Dates

The meetings will be held as follows: (all 5pm start)

- Thursday 10 December 2020
- Thursday 18 March 2021
- Thursday 20 May 2021
- Thursday 15 July 2021

A discussion was had around physical versus virtual meetings and it was agreed that a consensus would be sought in December.

18 ANY OTHER BUSINESS

18.1 Future LGB Presentations

- December 2020: Reading and Maths Leaders
- March 2021: EYFS and DA Champion
- May 2021: Better understanding of assessment, well – being and the impact of the curriculum

JS informed the group that this calendar would mean that every middle leader will have the opportunity to present to Governors.

18.2 Rachel

JS wanted to extend her thanks to RW for all her hard work as Chair, her support and communication over two years. JS stated that under RW's Chairmanship the Board had been turned around to be much more effective. Everyone agreed that RW will be missed.

19 AGREED ACTION POINTS

- 19a ACTION: VG to include in his weekly communication to parents that both the High School and Penshurst are looking to recruit Parent Governors (minute 04)**
- 19b ACTION: MP to present PPS Theme to Middle Leaders at HHS – action carried forward (action 06a)**
- 19c ACTION: Punctuality data to include FS1 and totals to show whole school performance - action carried forward (minute 06b)**
- 19d ACTION: Covid Risk Assessment and Standard Operating Procedures to be circulated with the minutes (minute 07.1)**
- 19e ACTION: GS to amend the Governor visit form to include a section on Covid catch up (minute 10)**
- 19f ACTION: Governors to complete the Safeguarding Learning Link module plus any other module (minute 14)**
- 19g ACTION: Governors to complete the Data Protection module on GDPR Sentry (minute 14)**
- 19h ACTION: GS to arrange some face to face training sessions for all Governors (minute 14)**

RW thanked everyone for their attendance and hoped everyone stays safe and well and encouraged school leaders to take a proper rest.

Part A closed at 6.55pm.