



## The Primary Local Board of the Hessele Academy

Minutes of the meeting of the Primary Local Board  
Penshurst Primary School  
Thursday 21 December 2017 at 5.45pm

### PRESENT:

Ms J Heselton (JH, Chairperson); Mrs A Fordham, (AF); Mr K Key (KK); Mrs A Rimmington (AR); Mrs J Spencer (Head of School, JS); Mr P Toogood (PT); Mrs J Woodford (JW); Mrs S Young (SY; Executive Headteacher)

### 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

JH welcomed everyone to the first meeting of the academic year. Special mention was made to AR who had transferred from the Sixth Form Board and to PT who is a newly co-opted governor.

### 02 DECLARATIONS OF INTEREST

Pecuniary Interest forms were completed. No conflicts of interest for this meeting were declared.

### 03 PRESENTATION – J Spencer ‘Road Safety Award’

JS summarised:

- PPS is working towards the Gold Road Safety award under the leadership of I Smith
- PPS currently holds the Silver award
- Initiatives that I Smith has introduced include Smoothie Bikes, Balance Bikes, Travel to School on Bike weeks and Pedestrian Road Safety
- If successful the award stands for three years.

All governors were in favour of this project and thanked I Smith for her time and dedication.

### 04 APOLOGIES

Mrs S Goodfellow, Mr H Morgan and Mrs M Preston.

**Resolved:** That consent is given to the absence of the above named governors.

### 05 CONSTITUTION AND MEMBERSHIP

To note that the Trust Board has determined the following constitution for the Primary Local Board:

Ms Jo Heselton	Chair
Mrs Siobhan Goodfellow	Co-opted Governor
Mrs Adele Rimmington	Co-opted Governor
Mr Paul Toogood	Co-opted Governor
Mrs Jan Woodford	Co-opted Governor
Mrs Amanda Fordham	Parent Governor
Mr Huw Morgan	Parent Governor

Signed by the Chair:.....

Date:.....

Mr Kevin Key	Staff Governor
Mrs Michelle Preston	Staff Governor
Mrs Jo Spencer	Head of School
Mrs Sarah Young	Executive Headteacher

**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 Learner exclusion.

**Outcomes** – To note that the minutes of the External Results Meeting (14 September 2017) are available to view on Google Drive.

## 06 MINUTES OF THE LAST MEETING

**Resolved:** That the minutes of the meeting held on 18 July 2017 be confirmed as a correct record and signed by the Chair JH.

## 07 MATTERS ARISING FROM THE MINUTES

### 07a ACTION: GS to present Leave of Absence data for Summer Term 2017 (minute 38b)

The following information showing the number of lost sessions in one term and the whole of last academic year was presented:

Data Period	Number of Pupils	Number of Sessions lost	Number of Authorised Requests (as an exceptional circumstance)	Referred for a Penalty Notice
Academic Year 2016/17	174	1645	12	81
Summer Term 2016	106	1289	9	59

**07b ACTION: JS to update the PLB on how the new phonics package and the change to the curriculum are having an impact on Year 4 at the meeting in July 2018 (ongoing, minute 38d).** (To be discussed at July’s meeting).

**07c ACTION: VW to provide progress levels in the 17 curriculum strands in the first meeting after January 2018 when the EYFS principles have been in place for one year (ongoing, minute 38f).** (To be discussed at the meeting in March 2018).

**07d ACTION: HM to show some examples of Lego Therapy creations and update the PLB on effectiveness (minute 39a-iii)** HM to be invited to the next meeting in March as she is absent from school with illness.

**07e ACTION: GS to update the Teaching and Learning Policy with all agreed amendments (minute 41)** Completed. Amended policy is on the website.

**07f ACTION: GS to re-register all governors with GEL (minute 42).** Completed.

## 08 FOCUS ON SCHOOL IMPROVEMENT

For the benefit of new Governors, SY explained the Disciplined Enquiry Question (DEQ) format the Development Plan has taken. Each SLT is responsible for a DEQ, formed from analysing data. The SLT member, therefore, has ownership of their part of the Plan and it links to one of their appraisal targets. All actions taken have to have a positive impact on outcomes and the experience of young people. The

Development Plan runs from October to October, following analysis of the first set of data to form meaningful DEQs.

JH was thanked for her attendance at the review meeting where the impact of last year's DEQs was heard and this year's DEQs were formed.

*C: (JH) The evening was very informative, there was a huge amount of information. The staff were very honest about the challenges they face. I enjoyed it.*

*Q: (AF) What is the Primary PIXL model (quoted under VW's DEQ)?*

*JS: Personalised learning to plug gaps. A package that highlights gaps in that child's learning.*

*SY: Information contained within the Strategy Report is the way in which Governors will track the impact made.*

*Q: (JH) Is this a live document that can be changed?*

*SY: Indeed, it is changeable. When the staff member starts with the investigation they may then find it is best to tackle the problem a different way. However, they will still be accountable to JS and myself. Reviews are held and impact determined quarterly when changes may be discussed, but SLT members have autonomy*

*C: (JW) It is important that even in schools staff are allowed to try new things in a safe environment and possibly fail in order to move forward.*

## **09 STRATEGIC TEAM REPORT TO GOVERNORS**

### **Overall Effectiveness – SY**

SY alerted governors to a very important change on the front cover of the Strategy Report; the change in SEF grading for the through school to Outstanding. This came about following a debate at the DEQ review meeting. The SLT believe that there is sufficient evidence to pitch for this. The discussion may be futile as Ofsted are currently debating whether to remove Requires Improvement and Outstanding categories and simply judge schools to be Good or Not Good.

*Q: (JH) Do you think an Outstanding label would attract more Sixth Formers (as the numbers are declining)?*

*SY: Possibly. Intake this year was disappointing; 152 applications, 123 offers and only 103 entrants. I think that initially the status does make a difference, but that heightened interest is not sustained.*

*C: (AF) I think the locality is more relevant to parents as the ability to walk to school is important to us.*

*C: (SY) Personally, of course it would be a fabulous achievement to lead a school to Outstanding, but will it make a difference to the learners? No, it won't.*

### **09a (i) Achievement and Disadvantaged Learner Update**

JS summarised achievement this term:

- internal progress looks very healthy:
  - 98% EYFS pupils making at least expected progress
  - Year 1: 96% of pupils in Reading, 81% in Writing and 81% in Maths making at least expected progress
  - Year 2: 85% pupils have made at least expected progress across all subjects
  - Year 3; 80% pupils in Reading and Maths but just 20% pupils have made at least expected progress
  - Year 4: 85% pupils have made at least expected progress
  - Year 5: 80% pupils in Reading and Maths and 64% in Writing have made at least expected progress
  - Year 6: 89% pupils have made at least expected progress across all subjects
- JS commented she was most proud of the **progress of Disadvantaged pupils**; Disadvantaged pupils in each year group are either in line or above their Non – Disadvantaged peers. Strategies used have

been 'Disadvantaged First'; Disadvantaged pupils' books are marked first, the Disadvantaged are questioned first and considered first in seating plans and interventions are held specifically for the Disadvantaged. The progress of Disadvantaged pupils per year group is as follows:

- EYFS: Disadvantaged pupils' progress is in line or above non – Disadvantaged
  - Year 1: In line in Reading and Writing and half a term behind in Maths
  - Year 2: Disadvantaged pupils are making more progress than the Non – Disadvantaged in Maths and Writing and in line in Reading
  - Year 3 and Year 4: Disadvantaged are exceeding the progress of Non – Disadvantaged pupils in all core subjects
  - Year 5: Progress of Disadvantaged is in line with peers
  - Year 6: Disadvantaged progress exceeds the Non – Disadvantaged in Maths and Writing and in line in Reading
- attainment in Year 6 is low: 50% are working at Age Related Expectations (ARE) in the 3 core subjects, but this was forecast.
  - 2018 predicted results: 82% achieve ARE in Writing, 78% in Reading and 74% in Maths

*C: (JH) Congratulations to the team in the progress of the Disadvantaged; this success really comes out in the Report. Why is the percentage of pupils working at Age Related Expectations so low in Year 5 (32% in Maths, 47% in Reading and 38% in Writing)?*

*JS: Year 5 is a concern, yet it is the first group that have the majority of pupils that have progressed through the whole school and not just joined in Key Stage 2. Knowing the lower ability in this year group, we have split the year into 3 smaller classes. Unfortunately, one new teacher from that year group is leaving us after one term so the Assistant Head is taking over teaching that group. The year group either has high achievers or a very low band with few pupils in between. The Assistant Head is going to take the lower band in every subject and I hope that with the consistency in teacher and group that cohort can improve.*

*C: (JH) Attainment is improving in Year 5; last year the gap of where pupils were working was 4 terms behind, this year it is 2, but we do need to monitor this group at future meetings.*

**ACTION: An update on the progress of Year 5 pupils to be discussed at the next meeting.**

SY left the meeting at 6.30pm.

*Q: (PT) How do you grade the pupils?*

*JS: Either Working Towards, Working at Expected or Working Above. The performance league tables came out last Friday; our attainment is lower but we have outperformed most East Riding Schools with progress.*

#### **09a (ii) DSEN Update (Summer term)**

- 13 DSEN pupils in Year 6; 2 with an Educational Health Care Plan. These 2 are working at significantly below ARE
- number of pupils requiring support in Year 5 and 6 is significantly above national
- the school has a total of 67 pupils with DSEN; 6 of which have an EHC plan.
- much work has been done to identify pupils early with additional needs lower down the school so they receive assistance as soon as possible

*Q: (AF) How does it work having DSEN staff on 2 different sites?*

*JS: The Assistant DSEN Coordinator spends half a week here and is doing a brilliant job, running groups and observing the pupils. She is so committed and knowledgeable.*

#### **09b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY**

- recent moderation and evaluation shows 93% teaching to be good or better (this excludes the newly qualified teachers (NQTs))
- one RI teacher is receiving support
- NQTs are in receipt of support from the Assistant Heads
- 2 newly recruited permanent teachers have settled in quickly and are showing good teaching
- The Writing curriculum has changed due to the number of pupils that struggle with the basics, so a temporary drop in Writing standards has been seen but progress is expected to accelerate once the basics are accomplished
- pupils engaged on the Forest School curriculum are making better progress in their core subjects than was seen last year.
- The new partnership with the police and social services called Operation Encompass has been introduced to East Riding schools

*Q: (AF) Do you link NQTs with experienced staff?*

*JS: All NQTs have time together but are also released to observe others teach. Experienced teachers also come in to teach the NQT's class and we have found this to be most beneficial.*

*C: (JW) Watching "your" children in their own class and seeing who is engaged and who isn't, is so useful.*

*JS: We haven't had 3 NQTs at the same time for a long time. The NQT that did her training here is doing brilliantly and what is pleasing with the other 2 is their behaviour management and their engagement with kids is pleasing, other things such as school systems can be taught.*

*Q: (JH) What is the breakdown of male: female NQTs?*

*JS: 2 male and one female.*

*C: (AF) The balance of male: female teachers is really good. Some children do respond better being taught by males.*

*C: (PT) This could be due to their home environment.*

*Q: (JH) What are 'Boxall assessments' that the Key Stage 2 Nurture group have gone through?*

*JS: Boxall assessments identify social and / or emotional behaviour by identifying gaps in early development. These children often struggle to form attachments.*

*Q: (JH) Would you judge the Forest School trial to be successful so far?*

*JS: 14 boys in Year 4 are participating in this which involves 90 minutes outside 3 times a week. Behaviour of 3 of the hardest to control boys has become very good. We are not sure yet if they have improved due to maturity, or a new teacher, new class or because of the Forest School approach. It is early days; I want the assessment data to prove it is working but this is against the Forest Schools philosophy.*

**ACTION: A Bates (Forest Schools teacher) be asked to present to the LGB in July 2018 to review the success of the trial.**

*Q: (JH) In the partnership section it mentions working closely with Croxby. Croxby appears to be doing very well now, what impact does this have on the performance at Peshurst?*

*JS: Last year, the effect was massive. The Head at Croxby had left and the level of support required was significant. A new Head of School is in post now, and although support is still required, the intensity of support has dropped.*

*C: (JH) The impact of you not being at Peshurst cannot be underestimated.*

*JS: I always come back with something I would like to try at Peshurst whenever I go to a different school. The children at Croxby are very bright so they should be flying.*

*Q: (JH) Why is there a need for staggered opening of outside areas?*

*JS: Basically, as FS2 have been given a larger inside and outside area (due to Nursery moving rooms), the staff found that the outside area was actually too large for them to feel they could watch all the children so they restrict what areas are open.*

## **09c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY**

### **09c (i) Attendance and Punctuality**

Governors were shown attendance data for this term and for the same term last year.

- attendance for 'All' this term is 95.6%, compared to 96.3% last year.
- the attendance of the Disadvantaged for this term is 95.1%, compared to 95.9% last year.
- lates before registers had closed was 245 this term compared to 499 last year yet number of lates after registers had closed had risen to 24 this term compared to 14 last year.

*C: (JS) There has been a big drop in lates before the registers close, but a rise in lates after registers close (after 9.10am). It is the same pupils that are constantly late. I am on the door so I know who the offenders are; it is not the children's fault it is the parents. I am pleased that the attendance of Non PP and PP is within 0.7%. However, 95.6% is below National. There has been lots of sickness amongst pupils and staff too.*

*C: (AR) It is the same at All Saints; absence is particularly low this term.*

### **09c (ii) Safeguarding Children Report / LAC (Looked After Children)**

JH thanked JS and her staff for 100% attendance at conferences and meetings.

JS alerted governors to a change in the EHASH referral process in which any paper work for a referral whether it is made at school or at home, has to be completed by the school. This information is then sent to EHASH. JS stated that this has quadrupled the workload for herself and her Emotional Wellbeing Coordinator.

*Q: (AF) Has the number of referrals increased?*

*JS: Yes here and nationally. Operation Encompass is a great idea; basically the police and social services work together to raise awareness to the school if a child is at risk or been abused. The school can then subtly look out for that child. We have had 8 cases in 2 and a half weeks which is alarming. Also, it should be pointed out that 42 children are receiving in house support which is high and increasing.*

**ACTION: GS to amend the Safeguarding Report to show the number of Operation Encompass cases per term.**

**ACTION: GS to arrange for Governors to carry out a PREVENT refresher as this is required every 3 years.**

### **09c (iii) CLA (Children Looked After) Report**

There are four LAC in PPS from two families.

### **09 c (iv) Equality Update**

It was noted that the Pupil Admission Number (PAN) has increased in FS2, Year 1 and Year 2 from 60 to 70. This is due to being oversubscribed for FS2, it should mean good teachers can be retained and will also increase funding. FS2 would be taught in three classes. Years 1 and 2 would remain in 2 but 10 children would be taken out to be taught in the Nurture and SEN unit.

## **10 POLICY UPDATE**

- i) Behaviour Policy (review date December 2018)
- ii) Homework Policy (review date December 2018)
- iii) Literacy Policy (review date December 2018)
- iv) Marking Policy (review date December 2018)

Minor changes had been suggested to GS prior to the meeting which were accepted by governors.

**Resolved:** Governors were happy to recommend the approval of the above policies.

**ACTION: GS to update the Behaviour Policy, Homework Policy, Literacy Policy and Marking Policy with all agreed amendments.**

#### **11 PP REVIEW**

JS summarised the Pupil Premium Grant Strategy Statement which informs how money for the Disadvantaged was spent last year, how successful this has been and how it will be spent this year. JS said that the money is not spent on individuals but on groups; either the Disadvantaged or children from Just About Managing families (JAMs) and the bulk of the PP budget is spent on staffing. JS stressed that this was one of the most important documents that governors will see and suggested that more time next meeting is spent going through the Statement as challenge of the spending should be directed to the leadership team.

**ACTION: JS to lead Governors through the Pupil Premium Grant Strategy Statement at the next meeting.**

#### **12 GOVERNOR TRAINING AND SUPPORT**

All schools within the Trust had been registered with the NGA Learning Link site and all governors had been issued with the electronic short-cut to access this. Governors were asked to register with the site and complete at least one learning module before the next meeting.

**ACTION: All governors to complete at least one Learning Link module before the next meeting.**

#### **13 DATE AND TIME OF NEXT MEETING**

Thursday 22 March 2018 at 5.45pm at Penshurst Primary School.

#### **14 ANY OTHER URGENT BUSINESS**

None.

#### **15 AGREED ACTION POINTS**

**15a ACTION: JS to update the PLB on how the new phonics package and the change to the curriculum are having an impact on Year 4 at the meeting in July 2018 (ongoing, minute 38d). (To be discussed at the meeting in July 2018, minute 07b)**

**15b ACTION: VW to provide progress levels in the 17 curriculum strands in the first meeting after January 2018 when the EYFS principles have been in place for one year (ongoing, minute 38f). (To be discussed at the meeting in March 2018, minute 07c)**

**15c ACTION: An update on the progress of Year 5 pupils to be discussed at the next meeting (minute 09ai).**

**15d ACTION: A Bates (Forest Schools teacher) be asked to present to the LGB in July 2018 to review the success of the trial (minute 09b).**

**15e ACTION: GS to amend the Safeguarding Report to show the number of Operation Encompass cases per term (minute 09cii)**

**15f ACTION: GS to arrange for Governors to carry out a PREVENT refresher as this is required every 3 years (minute 09cii)**

**15g ACTION: GS to update the Behaviour Policy, Homework Policy, Literacy Policy and Marking Policy with all agreed amendments (minute 10)**

**15h ACTION: JS to lead Governors through the Pupil Premium Grant Strategy Statement at the next meeting (minute 11)**

**15i ACTION: All governors to complete at least one Learning Link module before the next meeting (minute 12).**

The meeting closed at 8pm