



**The Primary Local Board of the Hessle Academy**

Minutes of the Meeting of the Primary Local Board.  
Held at Hessle High School.  
Thursday 30 January 2020 at 5pm



**PRESENT:**

Dr R White (Chairperson, RW); Mrs S Brodie (SB); Mr M Duncan (MD), Mrs A Fordham (AF), Miss L Hatfield (LH), Mrs B Potter (BP); Mrs J Spencer (Head of School, JS); Mrs J Woodford (JW)

**ALSO IN ATTENDANCE:**

Mr V Groak (HT Hessle Academy, VG), Mrs M Preston (present for minutes 20 to 23a, MP) 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**

RW welcomed everyone to the second meeting of the academic year. A special welcome was made to a new Trust Appointed Governor Matt Duncan and a newly appointed Staff Governor, Laura Hatfield. Michelle Preston was thanked for her time on the Governing Board and was congratulated on her promotion to Assistant Head.

**21 DECLARATIONS OF INTEREST**

No conflicts of interest for this meeting were declared.

**22 APOLOGIES**

Everyone was present.

**23 PRESENTATION**

**23a Theme – M Preston**

The curriculum at Penshurst is built on the love of reading and centred on high quality, age appropriate texts. MP explained how as Assistant Head in charge of the curriculum she breaks the national curriculum into KS1 and KS2 elements and allocates a theme name to the objectives to be covered within that topic. She then compiles a power point around each subject from which the teachers plan their lessons. Progression documents broken down by year group are created. Medium term plans are created by the teachers as are knowledge organisers: these are displayed in each child’s book and on displays in the school corridor. These organisers highlight the key vocabulary associated with each theme and celebrate the breadth and balance of the Penshurst curriculum. Two identified areas of the curriculum to be developed are MFL and Music:

- MFL: a new system has been introduced and is being taught by 4 HLTAs, under the supervision of 2 experienced teachers. This is working well and fits with the HHS curriculum.
- Music: performing, composing and listening and responding. Performing at PPS is strong and work is being focussed on the latter two elements. Key is to evidence progression.

Curriculum Strengths:

- Broad and balanced curriculum
- Clear progression through subjects
- Opportunities are there for knowledge acquisition
- Mapping and inclusion of SMSC, British Values. Hesse Academy Values and Global Awareness

Q: (RW) How do you know that teachers are covering all aspects of each theme?

JS: Teachers have autonomy of covering objectives within the parameters of progression documents. They check the work against the objectives.

C: (LH) The system is much simpler than it appears.

Q: (JW) Is there a way of checking what has been covered – a grid to tick off?

JS: Yes, we do. What we now need to ensure is that each teacher knows what was taught the previous year so that links can be made between past and present learning.

Q: (RW) How do you assess in Theme?

JS: Robustly. We talk to the children and ask them about key words This also enables us to judge how much they have retained. Repetition helps to cement understanding.

Q: (VG) Do you believe you have had enough support in Theme from the High School?

MP: I had conversations to ask what High School teachers would like us to cover and for example in Geography map skills was one particular area. I ensured this happened. I would like to look over the transition to the High School in more detail.

JS: Our Theme is not just built from the national curriculum but also incorporates elements from the High School and other social concerns, it is a broader picture.

Q: (RW) Do you cover local history and geography?

MO: Yes, we have a Theme 'Who we are', Trawlers and Hull Fair for example.

**ACTION: MP to present PPS Theme to Middle Leaders at HHS.**

Governors thanked MP for her input and she left at 5.45pm

**23b Reading Deep Dive – J Spencer**

- Deep Dive included the following personnel: JS, VG, L Price (Deputy Head, HHS), staff from Winifred Holtby and Anlaby Acre Heads. This was a big team (6) looking at consistency in Reading.
- The Deep Dive process works
- More work on how to respond to Ofsted questioning needed for middle leaders
- Subject Leader should be spoken to at the beginning of the Deep Dive
- Texts are pitched correctly
- Compliance and consistency is apparent
- Exemplary practice was seen in most year groups
- The same Inspection team is to be invited to come back and check on actions to establish how much progress has been made.

Q: (JW) What reading scheme do you use?

JS: Hooked on Books. Children spend 3 days working on texts pitched at each child's reading age and then 2 days a week working on age related texts as a class, such as Harry Potter for Year 5. A

*similar exercise was undertaken at Anlaby Acre Heads and it was clear to me that the vocabulary used by PPS pupils was way ahead.*

*Q: (RW) I noticed when I popped in to see the Deep Dive in action that Middle Leaders were not involved. Do you release Middle Leaders to take part in M&E activities within school?*

*JS: Middle Leaders were not involved during the deep dive; There is a problem of cover. Leaders undertake some activities before and after school e.g. a quick book look.*

*RW: I feel it is important that middle leaders have a clear role in M&E. This would develop confidence for when they are in front of Ofsted inspectors. It is important for the school that Middle Leaders own their areas of oversight as they could become disheartened if they are not allowed to lead or monitor and will also not be confident in front of inspectors. This is not only important in terms of their ability to be accountable but also for well-being and staff development – this could support the retention of staff.*

## **24 MINUTES OF THE LAST MEETING (7 November 2019)**

**Resolved:** That the minutes of the meeting held on 7 November 2019 be confirmed as a true and correct record and signed by the Chair, RW.

## **25 MATTERS ARISING FROM THE MINUTES**

- 25a ACTION: Spring term punctuality data will include FS1 and totals to show whole school performance.** Action carried forward
- 25b ACTION: JS to update Governors how the values are to be communicated to parents**  
Values have been sent out via email. They are used in assembly and will also be displayed on posters down the school drive.
- 25c ACTION: RW to liaise with new parent governors as to visiting the café.** Parent Governors have visited the café.
- 25d ACTION: JS to take new governors on a learning walk so they become more familiar with school** Complete.
- 25e ACTION: GS to carry out an audit of completed training and highlight training needs to RW.** Partially complete – action carried forward.
- 25f ACTION: Governors to be updated on the Trust decision regarding the PAN.** The CEO recommended to the Trust Board that the PAN be reduced to 60 from 70. This was agreed and the change will be communicated to the LA Admissions team.
- 25g ACTION: GS to circulate the 3-year PP Plan to Governors.** A through school strategy is still a 1-year plan.
- 25h ACTION: JS to feedback thoughts on increasing sports club offer.** Discussed in minute 31.1
- 25i ACTION: RW to put together a curriculum monitoring proposal.** See minute 27
- 25j ACTION: All governors to complete at least two NGA modules and forward the certificates to GS. Safeguarding module must be completed by newly recruited Governors - see minute 28**

**25k ACTION: GS to send all governors the Governor Visit Report template** – complete and Visit Forms are also in the Governor Handbook

**25l ACTION: Governors to attend an extraordinary ASP meeting on 6 February 2020, 5pm**

**25m ACTION: GS to circulate all school dates of interest to Governors - Complete**

## **26 STRATEGIC HEADTEACHER REPORT**

This Report mirrors the Ofsted new Framework with four sections: Quality of Education Summary, Behaviour and Attitudes Summary, Personal Development and Leadership and Management.

### **26a Quality of Education Summary**

#### **Curriculum**

- 92% of teaching is consistently good or better
- 2 teachers that were on support plans have access to team teaching and SLT support
- MFL and Music are main areas for development

*Q: (RW) Although teachers are no longer on support plans, 100% of teaching is not consistently good. What support do the 2 teachers still have that were on these support plans?*

*JS: They are off the informal support but are now on a different, more formal plan. They are not a lost cause; they just need more structured support.*

*C: (RW) I think that you have been very supportive as this has been reported many times over a long period of time.*

*JS: It is not a capability issue*

*Q: (JW) Could it become a capability issue?*

*JS: Yes, as ultimately our job is to do our very best to provide the best education for the children.*

*Q: (RW) How do we share outstanding practice?*

*JS: We moderate and direct staff to observe and team teach. V White is on a secondment to Keyingham Primary so cover can only be temporary until her position is confirmed. I cannot apply for a temporary HLTA as no one would apply. There is a re-emphasis that Middle Leaders need to grow. Staff are coping well with the changes in leadership but we have had significant staff absence.*

#### **Standards**

- Ratified outcomes 2019 at KS2 were significantly above national for expected and greater depth
- Ratified outcomes at KS1 were also above national in Reading, Writing and Maths
- Very low entry points of pupils coming into EYFS; percentage of pupils working at expected level is below 20%. Target is for 73% to reach Good Levels of Development
- Reading: Attainment strong in all years, particularly Year 1 and 6. Progress good in Years 1,5, and 6
- Writing: Attainment and progress strong
- Maths: Newly designed timetable focusses on number for the first term. This has had an initial adverse effect on attainment as pupils have yet to cover some elements that are in the termly tests
- Spreadsheets were circulated in advance of the meeting for current progress and attainment in all groups per year group in Maths, Reading and Writing. These showed progress of less than 50% in red, 50-64% amber and above 65% in green

*Q: (AF) Is the low entry point of EYFS a worsening or improving trend?*

*JS: The entry point has always been bad; it was actually a worsening trend until this year's FS1. This could be reflected by the high number of 30 hr FS1 pupils meaning there are a lot of working parents.*

However, it should be said that not all FS1 pupils go to our FS2. There is a huge rise in the number of children we are concerned about throughout the school.

C: (RW) This could be linked to the number of JAMs (just about managing) families.

C: (JW) This reflects the way the country is with lots of people struggling to make ends meet.

Q: (BP) Attainment in Writing is weakest in Year 3, 4, and 5. These are also the year groups with the highest proportion of DA pupils. Is this a trend?

JS: Yes, our DA pupils are behind the non- DA with regards attainment but the progress of DA is strong. Lots of the strands have not been taught yet and hence are coloured red. Tests cover everything, but we wanted to run with the tests and see how the picture improves over the year. In summer the whole range will have been covered.

Q: (BP) Do you predict where you will be at the end of the year?

JS: Only in Years 2 and 6. Every other year group has the target of 3 points progress.

Q: (RW) Ofsted recommended a reduction in the number of data trawls. How do you use these data to inform teaching and learning?

JS: Classroom Monitor was used but is now only used for Maths. In Reading and Writing we use book scrutiny, learning walks and teacher assessment. This is a massive change.

C: (LH) This has led to a reduction in teacher workload

JS: When summative assessments are in we moderate and determine the levels. Assessments are more focussed and accurate. Teachers need to be aware who the bottom 20% are.

C: (LH) This is one of our Blue Sky targets (appraisal) to be mindful of the low attainers, but we need to focus on them earlier than Year 6 to make a difference.

C: (JS) The Assistant Head is taking one nurture group and doing really well.

C: (RW) I think that the key point to be sure of is that the lower 20% are in that group because they struggle to learn, not because the quality of teaching has not enabled them to progress and attain. The amount of green on the spreadsheet in relation to the Y6 cohort gives rise to hope for the SATs outcomes.

JS: The nurture group in Year 6 is a very diverse group with behaviour and SEN needs and a high proportion of DA. In September, we were very worried about this group but in January we were very proud to see how far they have come and many are now working to the expected standard. For the whole of Year 6 we forecast 88% to achieve expected in Reading and Writing and approximately 79% in Maths.

C: (LH) Last year was an exceptional cohort with real desire. We are now seeing pockets of that desire in the current Year 6.

### **SEND Update**

- 41 children have SEN, an additional 5 have an EHCP which is in line with national
- Most SEN are seen in Reception, Year 5 and 6
- 55% of needs are SLCN (Speech, Language and Communication Needs)
- Julie Wall has been appointed the Assistant SENDCo following V White's secondment to Keyingham

Q: (RW) When I met with Vic White in the autumn term (see my visit report), we identified the need to ensure teachers were trained to be effective at recognising and addressing pupil needs. There was a clear training need. Has there been any progress in this?

JS: J Wall is on a very steep learning curve and will not look at staff development until after Easter. She is currently doing housekeeping of SEN registers.

Q: (RW) What about the audit of existing training? Has this been completed?

JS: yes and whilst many staff have training some of these qualifications were obtained some time ago.

Q: (AF) Do you get any support from the whole school SENDCo?

JS: Support will be there when we need it. It is very early days and Julie is doing really well.

Q: (AF) Could there be plans to put a SENDCo back into PPS?

*JS: Julie is Assistant SENDCo as she is not accredited but it is the same staffing model. It would be good to formalise appointments as soon as possible as we are an HLTA down so there is no cover. As soon as KPS is academised a decision to confirm the HT should be made. This will put us in a position to potentially advertise.*

### **LAC Update**

- 2 current LAC in Year 1 and Year 4.

Governors noted that there was some discrepancy between the two LAC reports as there also was in respect of behaviour. The need to ensure that reports are run at similar times was highlighted.

### **26b Behaviour and Attitudes Summary**

#### **Attendance (3 September to 24 October 2019)**

- National average for attendance for primary schools 2017/18 was 95.8%
- PPS 2018/19 was 95.5%. Year 5 had highest attendance at 96.6%
- Autumn term 2019 PPS attendance was 95.4% for All and 94.7% for DA
- In Autumn term 2019 Year 5 had highest attendance at 96.2%, FS2 lowest at 94.4%
- DA attendance national average 2018/19 was 94.8%
- Any pupil with attendance below 90% is classed as persistently absent (PA). 2017/18 PA national was 6.8%. Boys' PA is higher than girls and SEN is the highest PA group

#### **Punctuality (Autumn term 2019)**

- Total number of lates before the registers closed was 835 (Autumn 2018 was 490)
- Total number of lates after the registers closed was 64 (Autumn 2018 was 45)
- Spike in lateness before registers close in Year 1 (216 occasions by 22 pupils)

*Q: (RW) Have you taken your foot off the pedal regarding attendance and punctuality?*

*VG: We have had 3 Attendance Managers in 9 months and it takes time for each to get to know the families and the stories behind the cases. Kerry McDonald started in September and is doing really well, carrying out lots of home visits.*

*C: (JS) I am more concerned about the increase in poor punctuality.*

*RW: There is very clear evidence that this is worsening yet it is such an important life skill. Could we look to reward punctuality in some way, and offer a free place at Breakfast Club to pupils we are concerned about?*

This was agreed to be a good idea and to be explored further.

**ACTION: JS to look into rewarding punctuality and perhaps offer free places at Breakfast Club for pupils that give rise to concern.**

#### **Behaviour**

- Autumn 2019 behaviour was presented showing that Year 6 were responsible for 121 out of 355 sanctions
- There had been 2 fixed term exclusions, both in Year 6
- Third class created in Year 6 (nurture class)
- Behaviour system been in place for 3 years and all pupils have clear understanding of how it works
- Option to place children for short periods of time at HHS

*Q: (AF) Have any children been moved to HHS for their behaviour?*

*JS: No, there has not been the need.*

*C: (VG) Last year's Year 6 have turned out to be a very good Year 7.*

C: (LH) We are clamping down on low level behaviour early in Year 6 and that explains the increase in Levels 1 and 2. We are currently trialling a few things in Year 6; the use of a diary similar to the Planners in use at HHS and a 5 written warning limit per week replicating the HS system. 5 written warnings lead to a lunchtime detention which the children hate. If these strategies work then they will be written into the Behaviour Policy.

Q: (RW) Why is Year 2's number of sanctions high?

JS: We have a number of troublesome children in Year 2. S Bennett is researching whether to put in different strategies to deal with challenging behaviour.

## 26c Personal Development Summary

### Safeguarding Autumn 2019 Report

- 4 children are subject to Child Protection Plan
- 7 children are subject to Child in Need plan
- Safeguarding concerns around 19 children
- 0 referrals made to EHaSH (Early Help)

Q: (BP) Why does this Report show that pastoral staff have not had any Safeguarding training?

JS: This is a standard East Riding Report. We do not have pastoral staff at primary.

Q: (RW) Why don't we have any staff trained in Early Help Assessments?

JS: We are still waiting for a place on the course, we are on a waiting list.

Q: (RW) When will the revised Safeguarding Policy be released?

GS: It is out for consultation now and should be available for issue mid – February. There have not only been changes made due to the KCSiE 2019 updates but also to recognise the joining of WHA from a different Local Authority.

Q:(RW) Do staff sign to say that they have read and understood safeguarding policies?

JS: Yes.

Q: (RW) Do you test staff on the understanding of policies?

JS: Yes, we ask them questions around the policies but more could be done.

C: (VG) The Safeguarding audit by Jean Pickerill and Chris Hamling was very positive.

Q: (AF) How often will these audits take place?

VG: As often as we like. I would suggest every other year.

JW left the meeting at 7pm.

**ACTION: Safeguarding and Child Protection Policy to be circulated once approved.**

### EYFS

- Children have settled well into Reception and are making very good progress from their baseline
- Strongest area in FS2 is communication and language, the weakest literacy
- Phonics is taught every morning in FS2
- Strongest area for development in Nursery is Literacy.
- In Nursery the children learn to develop language through play
- Experience days are held to develop the cultural capital; theatre trips, baking etc.

## 26d Leadership and Management Summary

- Staff changes due to V White being interim HT at Keyingham; M Preston has become interim Assistant HT and J Wall interim Assistant SENDCo
- In house Leadership Development Programme begins Spring term to develop the next wave of leaders

## 27 GOVERNANCE MONITORING

RW took Governors through the Spring 2020 actions on the Monitoring Plan:

- Termly SG, DSEN and PP visit – **ACTION AF, RW and BP**
- To explore benchmarking data – ASP and IDSR – will take place at the additional meeting 6 February – **ACTION ALL**
- To explore the intent and implementation of the curriculum using pupil voice and parent voice.

**ACTION: BP to propose and submit some questions around the curriculum for parent voice to RW and to design a survey that could be sent to parents electronically.**

Suggested questions to possibly include in the survey to parents: Do you know what your child is learning? Do you know why they are taught in that order? Does your child enjoy learning? Do you receive information about their learning and progress? Are you aware that the theme your child is studying can be seen on the school website?

A discussion followed around the value of homework at primary age. Some thought family projects may be more beneficial and homework has very little impact. Suggestion was made to change the title of homework on the website to "Optional Learning". A non-negotiable is the expectation that children read for at least 10 minutes a day.

## 28 GOVERNOR TRAINING AND SUPPORT

Only 2 Governors had completed the mandatory module: Safeguarding: The Governor's Role" and one had completed the learning but not the assessment. All 4 new Governors were asked to complete the Safeguarding module before the next meeting.

**ACTION: JW to complete the assessment section of the Safeguarding module. SB, MD, LH and BP to complete the Safeguarding module before the next meeting.**

Governors were reminded to consult the Governance Handbook for any queries

## 29 GOVERNOR VISITS TO SCHOOL

There had been seven visits to school since the last meeting in November:

- RW and JW: 4 November – impact of minimalistic classroom environments on engagement and behaviour
- RW: 4 November – DSEN Link visit
- RW: 18 November- Observe Reading Deep Dive
- AF: 4 December – attending Christmas performances
- BP: 9 December - Tour of school for new Governors
- AF: 16 December – Year 6 parents in to decorate a yule log
- BP: 8 January – observe parent / child activity Eco brick building

RW thanked all the Governors that had come into school during the Autumn term. Governors were reminded to complete a Governor Visit form whenever they come into school, even for assemblies or stay and play sessions. There is also a simple and brief Safeguarding Audit at the back of the Governance handbook that should be used on visits.

**ACTION: Governors to continue to use the Governor Visits Form and also to use the Safeguarding Audit whenever they come into school.**

**30 DATE OF NEXT MEETING**

Thurs 14 May 2020, 5pm

**31 ANY OTHER BUSINESS**

**31.1 Nursery times**

JS proposed that the Nursery opening times change from 8.30 – 11.30am to 8.45 – 11.45am for the morning session and from 12.00-3pm to 12.15 to 3.15pm.

The reasons for this are:

- To bring Nursery hours more in line with the rest of the school hours
- Staff morale would improve as Nursery staff miss staff briefings as they have to greet pupils earlier than staff from the rest of the school
- Parents with children in FS1 and the rest of the school would appreciate not having to wait 30 minutes at drop off and pick up
- Aces after school provision would be able to occupy the FS1 space earlier which would free up the school hall. This could result in additional sports provision.

Governors were unanimously in favour of this proposal and it was agreed that this change would be implemented from September 2020.

**Resolved:** Nursery hours be changed to 8.45-11.45am and 12.15- 3.15pm from September 2020.

**ACTION: JS to implement the revised Nursery times from September 2020 FS1**

**32 AGREED ACTION POINTS**

**32a ACTION: MP to present PPS Theme to Middle Leaders at HHS (minute 23a)**

**32b ACTION: Spring term punctuality data will include FS1 and totals to show whole school performance (minute 25a)**

**32c ACTION: GS to carry out an audit of completed training and highlight training needs to RW (minute 25e)**

**32d ACTION: Governors to attend an extraordinary ASP meeting on 6 February 2020, 5pm (minute 25l)**

**32e ACTION: JS to look into rewarding punctuality and perhaps offer free places at Breakfast Club for pupils that give rise to concern (minute 26b)**

**32f ACTION: Safeguarding and Child Protection Policy to be circulated once approved (minute 26c)**

**32g ACTION: BP to propose and submit some questions around the curriculum for parent voice to RW and to design a survey that could be sent to parents electronically (minute 27)**

**32h ACTION: JW to complete the assessment section of the Safeguarding module. SB, MD, LH and BP to complete the Safeguarding module before the next meeting (minute 28)**

**32i ACTION: Governors to continue to use the Governor Visits Form and also to use the Safeguarding Audit whenever they come into school (minute 29)**

**32j ACTION: JS to implement the revised Nursery times from September 2020 FS1 (minute 31.1)**

The meeting closed at 7.12pm.