



The Primary Local Board of the Hessle Academy

Minutes of the meeting of the Primary Local Board.

Penshurst Primary School. Thursday 22 March 2018 at 5.15pm

PRESENT:

Ms J Heselton (JH, Chairperson); Mrs A Fordham, (AF); Mrs S Goodfellow (SG); Mr K Key (KK); Mrs M Preston (MP); Mrs A Rimmington (AR); Mrs J Spencer (Head of School, JS); Mr P Toogood (PT)

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.

16 ASP TRAINING

JS updated the governors on the new analysis system Analyse School Performance (ASP) that had replaced RAISEonline.

- RAISEonline closed 31 July 2017, this is a throughschool document
- ASP is a new service that gives access to detailed school performance. It is accessed via the DfE Secure Access site
- Same view for teachers, governors and OFSTED
- The first page gives a summary view of school performance - an immediate impression of school performance; below floor / coasting / national
- Phonics attainment shows an instant snapshot over 3 years
- Key Stage 1 and 2 data can be drilled down to pupil level data
- Attainment at Key Stage 1 is measured against national in 'All', numbers emerging, expected, exceeding and Disadvantaged.
- Attainment at Key Stage 2 is again measured against national for 'All', low at KS1, mid at KS1 high at KS1 and Disadvantaged.
- Pupil scatter graphs allow the identification of outliers. Pupil groups can be filtered.

A discussion followed around the style of reporting at future meetings. If the school has to report in 4 groups plus Disadvantaged the governors agreed it would make sense for JS to report for the same groups.

Resolved: JS to report achievement data on the 4 groups, plus Disadvantaged as identified in ASP.

AR left the meeting at 5.45pm.

17 LEGO THERAPY

H Mabbott (Assistant SENDCO) presented on the benefits experienced by pupils engaged in Lego therapy.

- this therapy was pioneered by Dr LeGoff in 2004
- first introduced to Penshurst Primary in 2015
- now used at PPS and HHS

Signed by the Chair:.....

Date:.....

- used for learners with social, communication, speech and language difficulties
- encourages team work and communication skills
- three pupils work on one project for an hour; one Engineer reads out the lego instructions to the Supplier, the Supplier selects the piece that the Engineer reads out and gives the piece to the Builder to put together. HM assigns the roles to start the session and the roles are rotated every 10 minutes.
- HM has recently appointed a Ninja; a Year 6 pupil to assist around the group and also be a go to person when youngsters are out of lessons

Video evidence was shown of a pupil using lego therapy in June 2016 and again in March 2017. It was clear how the pupil had improved in confidence, displayed improved pronunciation, used clearer instructions and was speaking at a more natural, appropriate pace. Three of the group were then asked to participate in a simple lego task. It was then appreciated how hard it was to be the Engineer, describing the pieces and articulating how to direct the Builder to place the pieces.

Q: (JH) It was stated that ideally the group uses a round table in a quiet room. The video shown shows the pupils in a noisy room using a rectangular table. Why is that?

HM: This is purely due to space restraints. A quiet room with a circular table is the ideal.

Q: (MP) Who else carries out this therapy?

HM: Sam Simmonds

Q: (AF) How did you select your ninja?

HM: We spoke to the Year 6 teachers and asked for their recommendation for the post. We knew they would need to be an excellent communicator..

Resolved: It was agreed that the benefits of the lego therapy are clear and should be presented to Croxby Primary as a strategy that works for vulnerable learners.

ACTION: HM to present Lego Therapy to Croxby LGB

HM was thanked for a fun and informative presentation and left the meeting at 6.13pm.

18 PUPIL PREMIUM GRANT

JS explained that every school has to have a PP Grant Strategy Statement and this has to be published on the website. The statement details the money coming in for Disadvantaged pupils, the plan for the spend and how that money was spent the previous year.

- the PPG Strategy Statement is a throughschool statement and has been produced by Senior Leaders across the Academy
- Year 6 has a high proportion of Disadvantaged pupils (42%)
- it is thought that there is a significant under reporting of Disadvantaged pupils in Key Stage 1 due to parents not declaring their income as the child is entitled to Universal Infant Free School Meals (UIFSM). However, if the parent did declare their income and the benefit they received, this would lead to additional funding to the school
- £176K came in to the school 2016/17
- PPS chose to spend the majority of these funds on extra staffing in Key Stage 2; 3 teachers per year group in Years 4, 5 and 6. Spending was also directed to Sound Training, SLT interventions for the Disadvantaged in Reading, Writing and Maths, targeted homework and parental workshops
- the planned expenditure for 2017/18 is £138K, almost £40K down on the previous year

Q: (JH) You state that lots of parents of Key Stage 1 pupil don't fill out the forms. What is the impact of this?

JS: Massive. We are £40K down on last year due to parents not completing the papers that would entitle us to funding.

Q: (PT) How much information do you need?

JS: Name, address, date of birth, NI number, income bracket and type of benefit received.

Q: (SG) So if everyone completes the form then you receive all the possible funding?

JS Yes

Q: (SG) How much do you receive per pupil?

JS: £1300 per eligible pupil per year or £1900 for a LAC.

The full statement can be seen at https://orbit.brightbox.com/v1/acc-jqzwyj/Hessle-Academy/asset_management/assets/assets/000/000/763/original/Pupil_Premium_Grant_Summary_-_Nov_2017.pdf?1511535600

19 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

20 APOLOGIES

Mrs J Woodford.

Mrs S L Young (Executive Headteacher)

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

GS informed the group that HM had resigned from this Board and had moved to the Secondary LGB as his daughter was now within the Secondary phase.

This LGB is one parent governor short and therefore GS to organise a parent governor election.

ACTION: GS to run a Parent Governor election in the Summer term.

21 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 21 December 2017 be confirmed as a correct record and signed by the Chair JH.

22 MATTERS ARISING FROM THE MINUTES

22a 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

22b 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 July 2018

22c ACTION: An update on the progress of Year 5 pupils to be discussed at the next meeting (minute 09ai). In the achievement report (minute 23ai)

22d 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). To be discussed in the July meeting.

22e ACTION: GS to amend the Safeguarding Report to show the number of Operation Encompass cases per term (minute 09cii) Completed.

22f ACTION: GS to arrange for Governors to carry out a PREVENT refresher as this is required every 3 years (minute 09cii) GS has been in touch with the LA and L Clappison is providing some dated for a 2 hour training course on PREVENT.

ACTION: GS to communicate date of PREVENT training

- 22g **ACTION: GS to update the Behaviour Policy, Homework Policy, Literacy Policy and Marking Policy with all agreed amendments (minute 10)** Completed.
- 22h **ACTION: JS to lead Governors through the Pupil Premium Grant Strategy Statement at the next meeting (minute 11)** Completed in minute 18.
- 22i **ACTION: All governors to complete at least one Learning Link module before the next meeting (minute 12).** Completed.

23 STRATEGIC TEAM REPORT TO GOVERNORS

MP briefly updated the group on her recent trip to Dryden Street School in South Africa. She said it was a very humbling experience and she had touching memories. A particular challenge at this time of year is that a family has to live on 25 litre water a day. Year 4 and 5 at PPS are working on a project to raise awareness of water shortage and sanitation. A return visit is hoped for this Summer but the staff have to rely on crowd funding rather than government funding.

23a (i) Achievement and Disadvantaged Learner Update

JS summarised progress and attainment in each year group this term:

- **EYFS**
 - **Progress:** 85% pupils in Reading, 92% in Maths and 100% in Maths are making at least expected progress. Progress of Disadvantaged pupils is in line with their peers.
 - **Attainment** is expected to be in line with national for Non –Disadvantaged and for the Disadvantaged too in Reading and Maths.
- **Year 1**
 - **Progress:** 63% pupils in Reading, 72% in Writing and 72% in Maths have made at least expected progress this term. Disadvantaged pupils are making better progress than their peers in Writing and Maths and the same progress in Reading.
 - **Attainment:** 72% pupils are working at or above age related expectations (ARE), but only 54% in Reading and Writing. However, the point was made that 30% are borderline and will move to the next level after Easter. There is no gap in attainment between Disadvantaged and Non – Disadvantaged pupils.
- **Year 2**
 - **Progress:** 70% pupils in Maths and 70% pupils in Reading have made at least expected progress. Disadvantaged pupils are making more progress than their peers.
 - **Attainment:** 70% pupils are working at ARE in Maths, 60% in Reading and 50% in Writing. There is no attainment gap between Disadvantaged and Non – Disadvantaged in Maths and Reading, yet the Disadvantaged are one term behind in Writing.
- **Year 3**
 - **Progress:** 85% pupils in Maths, 80% in Reading and 48% in Writing are making at least expected progress. Disadvantaged pupils are making better progress than Non – Disadvantaged in Maths and Reading.
 - **Attainment:** 52% pupils are working at ARE in Maths, 40% in Reading and 40% in Writing. Disadvantaged pupils are working at the same level in Maths and Writing but the Disadvantaged are one term behind in Reading.
- **Year 4**
 - **Progress:** 85% pupils are making at least expected progress in all three subjects. Disadvantaged pupils are making better progress than Non – Disadvantaged.

- **Attainment:** 75% pupils are working at ARE in Maths and Reading and 60% in Writing. Disadvantaged pupils are working a term behind their peers in Reading and Writing (an improvement from 2016/17 when the Disadvantaged were three terms behind).
- **Year 5**
 - **Progress:** 85% pupils are making at least expected progress in both Maths and Reading and 68% in Writing. Disadvantaged pupils are making more progress than their peers.
 - **Attainment:** Just 49% pupils are working at ARE in Maths, 76% in Reading and 72% in Writing. Attainment between Non – Disadvantaged and Disadvantaged is in line across all 3 subjects.
- **Year 6:**
 - **Progress:** 91% pupils are making at least expected progress in all 3 subjects. Disadvantaged and Non – Disadvantaged are progressing in line with each other.
 - **Attainment:** 70% pupils are now working at ARE across all three subjects (an improvement from Autumn term 2017 where 50% were working at ARE). There is a significant gap in attainment in Reading and Maths where Non – Disadvantaged are outperforming their peers by three terms. The predictions for the Summer results for working at ARE are as follows: Writing 82%, Reading 78% and Maths 74%.

Q: (JH) Why does Health and Self Care remain an area for development in EYFS?

JS: One of the 17 EYFS strands is Health and Self Care; toileting, washing, social etiquette. These basic standards should be in place before the children join the EYFS but many cannot do the basic things so I have arranged for a Nurse to come and talk about basic toileting and health. The children in EYFS make massive progress but as they come in at such a low level they still struggle when they have to move to be classroom ready in Year 1. We are trialling making half of FS2 a Year 1 classroom to get the children prepared for classroom life.

Q: (JH) Disadvantaged pupils are progressing so well. Do you feel that you are pushing the Non – Disadvantaged hard enough?

JS: Although the Disadvantaged are progressing well they are still on average attaining less than the Non – Disadvantaged. If the gap closed then we would re-think our strategy but it appears to be working. In hindsight this meeting should have been held after Easter as a large proportion of children are very close to moving to the next level.

ACTION: GS to review schedule of meetings for next year

23a (ii) DSEN Update (Autumn term)

- the number of pupils requiring support is in line with national and regional averages
- 53 pupils require SEN support or EHCP. Largest proportion being in Year 6 (9 with SEN support and 3 with a EHCP) which places high demand on school resources
- SEN pupils are making at least expected progress in Year 3, 4, 5 and 6. However, attainment is as follows: in Year 3 SEN pupils are 2 terms below ARE, Year 4: 3 terms below ARE, Year 5: 2 terms below ARE and Year 6: 3 years behind.

23b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY

- recent moderation and evaluation shows 95% teaching to be good or better (this excludes the newly qualified teachers (NQTs))
- NQTs are in receipt of support from the subject leads
- the Writing curriculum ensures attention to basics is evident in all year groups and the standard of handwriting, spelling and grammar has improved throughout the school
- pupils engaged on the Forest School curriculum are making better progress in their core subjects than was seen last year. An improvement in behaviour is also being evidenced.
- a review of the curriculum has revealed that the focus should be on promoting The Arts

- partnership with Croxby Primary strengthens, with SLT working with staff to ensure teaching and learning is more rigorous
- Pupil Admission Numbers in EYFS and Key Stage 1 has increased to 70. From Easter numbers in FS1 (Nursery) are expected to be full. Leadership is in talks with staff regarding the offer of extended provision to 6pm

Q: (AF) How close are you to offering extended after school provision in EYFS?

JS: I am really torn as days are long enough for my staff yet I don't want parents taking their children elsewhere to receive extended provision. This would be support staff led. It would cost approx. £10K per year but that would have to be met by the parents. A concern is outside agencies using our facilities and the reputation of the school could be at risk.

C: (JS) It should be said that credit to the staff for sustaining Quality of Teaching despite 3 NQTs, many staff on maternity leave and very high staff absence. This level is rarely seen but it is due to sickness and personal and emotional reasons.

Q: (JH) Does this affect the delivery of teaching?

KK: No, it is harsh on other teachers as their support is removed when HLTAs are taken from classrooms to teach. We are lucky that we have HLTAs that can be used to teach.

Q: (AF) Is there the option to use staff from Croxby?

JS: This has started; we swap staff so that the different challenges can be seen. It is good for retention that this happens. We haven't used their staff for teaching yet but shadowing has started. We cannot use staff to backfill our absence as that withdraws resources and they have a full teaching commitment within their own school this is purely for CPD and retention.

23c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

23c (i) Attendance and Punctuality

- attendance for 'All' Spring term is 95.6%, compared to 96.3% last year.
- the attendance of the Disadvantaged for this term is 94.4%, compared to 95.9% last year.
- lates before registers have closed reduced dramatically (465 Spring 2017 compared to 184 Spring 2018) but it was stressed that this term's data is not a complete term (10 days before the end of term)
- Year 6 have the lowest 'All' attendance out of the whole school (94.2%) and the lowest Disadvantaged attendance (91.7)

C: (JH) It is disappointing to see the Year 6 attendance being so low.

JS: There are lots of child protection issues, high DSEN, high proportion of Disadvantaged; they seem to generally have low resilience. The concern is that this year they have very little motivation, whereas last year we knew the attainment was down but they were highly motivated.

C: (JH) The number of lates has reduced in Reception from 94 Spring 2017 to just 7 this term, that is brilliant.

JS: It is due to relationships being built. If we get them in good practices early many will continue in the same vein. Attendance is low compared to previous years across the Academy and we have not even hit holiday season yet. Attendance is my biggest concern.

23c (ii) Safeguarding Children Report / LAC (Looked After Children)

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

Operation Encompass cases were noted to be 6 in one term. 3 of the 6 were on the 'worry list'

JS reported that since writing the Safeguarding Report the number of physical interventions had risen from 2 to 7 (an increase of 5 in just 2 weeks). These concerned 2 children – 1 that attends LEAP at HHS and 1 that has problems at home.

Q: (JH) Can I ask what the impact of this increase in physical interventions is having on teachers?

KK: It depends on the incident; if the incident is more severe then actually the impact will be less as that child is removed from class quickly. If it is low level disruption then it has more effect. It is the ripple effect on the other children.

MP: Credit should go to some pupils that just know when another child is playing up and they just get on with their work. Some children are running out of patience with the disruption caused.

23c (iii) CLA (Children Looked After) Report

There are 4 LAC in PPS from 2 families. No comments.

23 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 3 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.

Q: (AF) When do you think you will reach 70 in Reception?

JS: The reason we had to increase to 70 was because the budget is so tight. We had 35 on the waiting list last year. I think the number will increase steadily.

C: (MP) Obviously this would have an impact on the school as that 70 move up the school; regarding space and resources.

JS: We have extra staff in Key Stage 1 now so we can already cover that number. However, yes this will need careful management further up the school.

24 POLICY UPDATE

- i) Curriculum Policy (review date April 2019)
- ii) Drugs Policy (review date April 2019)
- iii) Highly and Most Able and Talented Policy (review date February 2019)
- iv) Teaching and Learning Policy (review date January 2019)

The Drugs Policy and the More Able Policy are through school policies and as such will be approved by the Secondary LGB too.

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

ACTION: GS to update the Curriculum Policy and Teaching and Learning Policy with all agreed amendments.

25 GOVERNOR TRAINING AND SUPPORT

All Governors were now successfully registered with the NGA Learning Link.

GS thanked SG for attending a substantial number of pre-legal attendance interviews. SG stated that she had attended approximately 20 pre-legals this year yet only 3 parents had attended the meeting.

26 DATE AND TIME OF NEXT MEETING

Thursday 19 July 2018 at 5.45pm at Penshurst Primary School.

27 ANY OTHER URGENT BUSINESS

None.

28 AGREED ACTION POINTS

28a ACTION: HM to present Lego Therapy to Croxby LGB (minute 17)

- 28b ACTION: GS to run a Parent Governor election in the Summer term (minute 20)**
- 28c ACTION: GS to communicate date of PREVENT training (minute 22f)**
- 28d ACTION: GS to review schedule of meetings for next year (minute 23ai)**
- 28e ACTION: GS to update the Curriculum Policy and Teaching and Learning Policy with all agreed amendments (minute 24)**

The meeting closed at 7.50pm