



The Primary Local Board of the Hessle Academy

THE CONSORTIUM
ACADEMY TRUST

Minutes of the meeting of the Primary Local Board.
Penshurst Primary School. Thursday 9 May 2019 at 5.45pm

PRESENT:

Dr R White (Chairperson, RW); Mrs A Fordham, (AF); Mrs M Preston (MP); Mrs A Rimmington (AR); Mrs J Spencer (Headteacher, JS); Mrs J Woodford (JW)

ALSO IN ATTENDANCE:

Mr V Groak (HT Hessle Academy, VG), 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.

31 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

32 APOLOGIES

Mr M Burke, Ms F Heald and Mr P Toogood.

Resolved: Consent was given for the absence of the above named governors.

33 QUESTIONS AROUND ASP

At a recent training session run by JS, Governors were asked to take the 2017/18 external data away and submit questions to JS in advance of this meeting. JS circulated the answers to all the questions received. The questions and answers submitted are attached.

JS thanked the governors for taking the time to pose such detailed and challenging questions.

RW thanked JS for her time at the training session and also time taken to answer all the questions.

She remarked that this was purely a training exercise so that governors would be more aware of what to look for when the results come out.

34 MINUTES OF THE LAST MEETING (31 January 2019)

Resolved: That the minutes of the meeting held on 31 January 2019 be confirmed as a true and correct record and signed by the Chair RW.

35 MATTERS ARISING FROM THE MINUTES

35a ACTION: GS to write to SG informing her that she was no longer part of the Penshurst LGB - Complete

35b ACTION: JS to bring some reasoning questions from last year's Year 6 SATs papers to the next meeting - issued at the meeting. These were acknowledged to be of a high standard and did require a high degree of comprehension to be able to answer the Maths reasoning questions. The importance of all Penshurst Staff being aware of the Y6 expectations was noted.

- 35c ACTION: JS to trial the use of incentives to encourage parents' completion of PP funding forms.** JS reported that she had 100% new FS2 parents forms in as they were asked to complete them at school.
- 35d ACTION: MB to discuss with VW what attainment and progress data is needed for Governors and in what format -** MB did not turn up for this meeting but RW did.
- 35e ACTION: Attendance data to include last year's equivalent term's data and also percentage of unauthorised holidays taken -** Completed
- 35f ACTION: Behaviour Summary to include last year's equivalent term's data to enable comparisons -** Completed
- 35g ACTION: Governors that have not yet completed the Skills Audit to submit to RW before 15 February 2019.** Only MB still has to return his Skills Audit.

36 STRATEGIC TEAM REPORT TO GOVERNORS

JS was asked about the Graduate Programme that had been introduced to the school. JS explained that 2 weeks ago this had been launched following a trial by Swinemoor Primary to enhance reading and retention during lunchtime by studying key facts in a project. The Programme is voluntary but does target PP pupils and 20% PP are currently on the Programme. If the child passes a test at the end of the Programme they attend a graduate award ceremony. As PP Link, AR asked if she could visit to observe the Programme.

ACTION: AR to observe the Graduate Programme with the PP Champion and feedback.

Within the HT's Report VG had unveiled the new Hessle Academy Vision including 6 values. Although RW thought the values were good, she was very disappointed that governors had not been consulted, as this was the first core function of a governor. VG apologised for this oversight and confirmed that Governors will be involved in the review of the vision and values. He said that staff and learners had been involved in the writing of these but parents had not been consulted.

After a recent Fire Brigade inspection the school were told that the corridors were a fire risk so all the displays and decorations along the corridor had been removed. The plan was to make the classrooms a 'haven of learning' with a stripped down, calming feel and the corridors a 'celebration of learning'.

Data for external projections for EYFS, KS1 and KS2 had been provided showing:

EYFS:

73% expected to achieve GLD

KS1:

88% forecast to achieve expected level or better in Maths
80% forecast to achieve expected level or better in Reading
85% forecast to achieve expected level or better in Writing

KS2:

84% forecast to achieve expected level or better in Maths
95% forecast to achieve expected level or better in Reading

90% forecast to achieve expected level or better in Writing

Q: (RW) Do you monitor Combined scores?

JS: We can but the Combined will just be the lowest of the 3 scores so will be around 80%.

Q: (RW) Can you tell us how these forecasts were reached?

JS: We used teacher assessments and mock SATS results. They are very high but we have never been wrong in previous years. The forecast of 3 pupils may affect these scores; 2 have returned to us after a spell at different schools and 1 is a late admission. All are working below the expected standard. The forecast figures given could therefore go down by up to 6%. This year's Year 6 are the first cohort that have started with us in EYFS. Previous years have seen lots of in year transfers. Mobility is not an issue this year and staff believe this cohort is much more representative of Penshurst pupils.

Q: (RW) Why are no PP pupils forecast to reach greater depth in Maths?

JS: None got greater depth in KS1 so progress is as expected.

Q: (RW) The ASP showed that SEN progress is lower than national SEN cohorts. I would expect SEN progress to be accelerated.

JS: SEN pupils may come with other issues such as attendance and behaviour problems.

Q: (RW) Do you find that parents are pushier nowadays for dyslexia to be diagnosed?

JS: Dyslexia screening results vary depending on how the child reacts to working with a computer. There are a growing number of pupils in school diagnosed with dyslexia. Staff require CPD to understand how to adapt learning to suit children's needs. Teachers do not have experience of working with dyslexia. There is a correlation between lack of knowledge and inaccurate assessment

Q: (RW) Do parents of children with SEN engage with the strategies and resources available?

JS: Yes.

Q: (RW) How do you know the whole school attainment and progress data is accurate?

JS: We use Classroom Monitor, spot checks, SLT moderation and teacher assessment. We moderate as a school team and also with other schools.. Teacher assessments are compared to summative testing. Any areas that do not correlate are moderated.

Q: (RW) What degree of variation do you find between teacher and test-based assessments?

JS: In Maths or Writing very little. Reading is harder to assess. Teachers are not confident committing that a child can reach that next level as they can read but cannot necessarily understand the comprehension.

Q: (RW) So teachers are under-assessing in reading?

JS: Yes.

C: (MP) 4 pupils in Year 4 cannot read as they cannot de code.

JS: After half term we are moving to a new system where there will be 3 days fluency reading where pupils can work at their own levels followed by 2 days of mastery where a teacher reads aloud and pupils follow the text. Clifton Primary use this technique. Despite this discussion it should be noted that reading remains a strength of this school.

C: (MP) But Reading is the area teachers are least confident. I asked from a CPD point of view to be observed in this area.

JS: Unfortunately, children come in at such a low level and some don't have books at home.

C: (VG) This is a problem across the through school. We are excited to learn from Dipo when he passes on skills at the High School. Basic skills are missing even when the children come to the High School.

Q: (AF) We need to encourage children to speak up if they cannot read.

C: (RW) This links to meta cognition, learners and teachers need to understand how they learn best.

C: (JS) Engagement in Reading is not as high as it is in Maths lessons.

C: (AF) We want to encourage the love of Reading but it can be off putting for those when they have to listen to someone struggle to read and also embarrassing for those that are struggling.

Q: (RW) What is the Year 1 phonics forecast?

JS: In line with national, some are still at EYFS level.

C: (RW): So this will be a fall in comparison to 2018 when the pass rate was 86% and above national.

Q: (RW) Year 5's progress in Maths and Writing is not good. What are you going to do to get them Year 6 ready?

JS: We have split the year group into 3 putting all the disruptive pupils together as the others needed accelerated learning. Teachers can now teach rather than manage and already in 2 weeks performance in all 3 classes has improved. Staff well-being has also improved considerably. This will continue when the cohort goes into Year 6. We have also experienced an improvement in behaviour at non supervised times.

Q: (AF) How many are in the third group and what is the teacher doing that is working?

JS: There are 12. I think it is working as the groups are smaller and there isn't a large audience to play up to.

Q: (RW) What is the reason for Year 4's substantially lower attainment and lower progress in Writing and Reading?

JS: Year 4 have a high level of SEN, 6 in year transfers and a literacy problem. They also had the experience of a poor level of teaching last year with a teacher that has now left the school.

36a (ii) DSEN Update (Autumn term)

- The percentage of pupils on the SEN register is in line with the national average (12%)
- The year groups with the highest proportion of SEN pupils are FS2, Years 4 and 5
- A significant number of Nursery children are receiving additional support
- 5 in Year 4 have recently been identified with dyslexia

Q: (RW) We spoke about DSEN at length earlier. Does VW have enough capacity to deal with SEN issues?

JS: Yes as she has passed over responsibility for Reading to another colleague and is now upskilling the SEN pupils.

36b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY

- recent moderation and evaluation show 92% teaching to be good or better
- 2 teachers are receiving support
- Relationship with Dryden Street School in S Africa continues to be strong with MP having a recent visit and a return visit planned in June
- Improvement seen in the vocabulary used by teachers and this can be seen in the improved quality of writing.

Q: (RW) How often do you carry out formal lesson observations? How do you know teaching is consistently of this standard?

JS: Each member of staff has three formal lesson observations a year (one per term). Informal Learning Walks supplement these formal assessments and add to the evidence of the quality of teaching.

Q: (RW) Two teachers are on support plans, are these working?

JS: Yes, one was supported for well – being reasons and is now off. The other is making progress.

Q: (directed to MP) How is your work life balance? How are you?

MP: Teaching is never easy but SLT do always consider our workload.

JS: Workload is very heavy. Teachers have up to 35 in a class with a shared TA across 2 classes.

Q: (RW) Do you carry out staff well – being surveys?

JS: We do and the results are very positive as rapport between staff is very good.

Q: (RW) Is there evidence of the language and communication improving in staff in EYFS?

JS: We are very aware of the problem. Phonetics and grammar has to be modelled correctly to be learnt correctly. The teachers have asked others to correct them if we hear incorrect grammar and things are improving. It is a consequence of regional tendencies that we are tackling. If asked, has the situation improved – yes but have we got outstanding role models? no.

Q: (RW) Is it achievable to change the grammar that is spoken?

VG: With constant challenge it will continue to improve.

JW left the meeting at 7.05pm.

36c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

36c (i) Attendance and Punctuality

- attendance for ‘All’ Spring Term 2019 was 96.4% (Spring 2018 95.6%)
- PP attendance 96.1% (Spring 2018 94.6%)
- Year 1 has the lowest ‘All’ attendance out of the whole school at 95.6% and the lowest PP attendance at 94.2%
- Number of lates **before** the registers closed in Spring 2019 for the school was 412 compared to 184 Spring 2018
- Number of lates **after** the registers close in Spring 2019 was 31 compared to 8 Spring 2018

Q: (AF) The number of lates in Spring 2019 has increased significantly – are these children from the same families?

JS: They are largely the same families in the younger year groups.

Q: (AF) Are the lessons held at the same time or do you rotate? i.e. are the children missing the same lessons?

JS: They miss the same lessons. Some miss the morning circle. I am going to observe a school in Bradford (Windmill C of E Primary) to see their practices as they have a lot of PP pupils but they do not have any punctuality problems.

Q: (AF) What days are children late?

JS: Usually Mondays and Fridays.

Q: (RW) Does the Attendance Manager just deal with absence or punctuality too?

JS: If a child is late after the register has closed this is counted as an unauthorised absence and is therefore counted in the absence management but if the child arrives before the registers close then this is a loophole that is not managed and so there is no consequence of being late.

Q: (VG) What was lateness like in Autumn 2018? The jump from Spring 2018 regarding number of pupils late before the registers close is 1.5 times (184 lates by 131 pupils) compared to 4 times (412 lates by 112 pupils) in Spring 2019.

JS: Lateness in Autumn was comparable. For the Autumn term plus the first 2 weeks of Spring Term up to our meeting, there were 490 lates before the registers closed by 152 pupils.

C: (AF) It will be interesting to understand the reasons for the PP absence and lateness from PA’s work with PP pupils.

C: (VG) At HHS late students lose their break time and if late again lose their lunch time. There has to be consequences for lateness.

Q: (RW) Is there a correlation with lateness and reduced progress?

JS: No. We need to find good practice so after the visit to Windmill C of E Primary I will feedback.

ACTION: JS to feedback on good practice regarding attendance and punctuality observed at Windmill C of E Primary.

36c (ii) Behaviour

- Behaviour at all levels has improved in all year groups between Autumn term 2018

and Spring 2019

- Year 5 remains the year group with the highest number of sanctions with 46 out of the total of 98 sanctions (47%)

Q: (RW) Behaviour has improved with a drop of almost 40 sanctions from last term. What strategy has had the most impact?

JS: A more rigorous, consistent approach. More staff on duty, more presence on the playground. There has been more focus on behaviour in assemblies and we have also had police and external agencies in to do behavioural talks. What does have an impact is the out of school / at home behaviour.

36c (iii) Safeguarding Children Report / LAC (Looked After Children)

(RW and AR have Safer Recruitment Training)

Q: (AF) How many of the 8 Operation Encompass cases were reported before 8am?

JS: None but I am glad the system is there.

Q: (RW) Have all staff had physical restraint training?

JS: No – not all. Those that need it have it, so it does mean the same staff are being used when restraint is required. The 3 physical interventions on the Report are all with the same child.

Q: (AF) At what point does the school say that needs cannot be met and to talk about alternative provision as we only have a finite amount of resources?

JS: With the pupil having an EHC we have to prove that we have put in every strategy possible. Managed moves don't work and we don't pay into the LA SLA for Behaviour team as the service wasn't satisfactory last time we did.

ACTION: VG to explore how pupils showing disruptive behaviour can be managed within the Trust.

36c (iv) CLA (Children Looked After) Report

There are 3 LAC in PPS, 1 in FS1, 1 in Year 4 and 1 in Year 6.

36c (v) Equality Update

No comments.

37 SCHOOL DEVELOPMENT PLAN

JS updated Governors on the SLT development foci:

JS – How do we ensure the welfare, behaviour and curriculum input in primary ensures a smooth transition to the secondary phase? Although behaviour of PPS pupils at the High School is good, tracking reveals the cohort is underperforming. JS to introduce more rigour as the nurturing element at PPS is perhaps too much of a shock when the pupils leave.

VW – How do we ensure consistent quality of teaching and learning?

Monitoring and evaluation has changed. The quality of teaching and learning is improving on a weekly basis. BTP (Better Teaching Partnership) system of staff support offers clear steps to improve.

SH - How do we ensure children are explicitly aware of British Values and keeping safe?

British Values are taught and displayed more clearly. The children live the experience days but need to be able to articulate what they have learnt

KK - How do we ensure pupils retain and consolidate skills to access fluency and mastery in Maths?

KK has introduced rote lessons in Maths to try to increase the retention of information.

38 PUPIL PREMIUM AND SPORTS PREMIUM SPENDING PLANS

Governors were asked to take away the spending plans and form questions.

ACTION: All to send any questions regarding the Sports Premium and Pupil premium Plans to JS

39 POLICIES FOR REVIEW

- Curriculum Policy (review date November 2019)
- Homework Policy (review date May 2021)
- Marking Policy (review date May 2021)

ACTION: The Curriculum, Homework and Marking policies were approved and will be adopted and displayed on the website.

GS stated that future approval of policies will take place electronically using the SchoolBus. All Governors have been provided with a user link but 4 governors had not yet activated their links.

ACTION: GS to ensure all Governors have access to the SchoolBus and Learning Link platforms.

40 TRUST UPDATE

- The application from the Trust to bring Winifred Holtby Academy into the Trust as full members has been approved and due diligence is underway
- St Anne's School and Sixth Form College has received confirmation that work will begin on the building of their new school which will be built on the site of the old Hessle Lower School
- The Central Service team continues to expand and over recent months several key appointments have been made
- The Trust is currently in the middle of a restructuring programme that will see the full centralisation of the Finance Team and the creation of an in-house HR Team. Both these teams will be based at the Trust offices at Cottingham High School with effect from 1 September 2019. The HR team will be complemented by a senior Pensions Clerk who will be responsible for pensions across the Trust thereby removing this task from individual academies
- TCAT is now eligible for capital funding under the Schools Condition Allowance as a result of having 5 or more schools. This funding must be used by the Trust to maintain and improve the estate

41 PENSHURST GOVERNANCE ACTION PLAN

RW had RAG rated the Penshurst Governance Action Plan and asked Governors to read through and feedback any comments.

RW stated that there is an engagement problem within the LGB that has to be addressed. RW came from a maintained school where there were many more meetings than the 4 meetings per year at PPS so it is not an onerous task attending meetings. She believed that the PPS LGB need to be much stronger as they were hidden within the HHS's Board during the Ofsted inspection. The Board needs to be more of a team working together to improve children's outcomes. She highlighted that the

training she had prepared for the 25 April (which had not been presented due to lack of attendance by governors) would have focused on the triangulation of evidence and the need for governors to use external, internal and governor generated data in order to evaluate the effectiveness of school improvement. She observed that in the past the board had been too reliant on the headteacher's report although acknowledged that this was starting to change.

42 TRUST WIDE GOVERNANCE

At a recent Chairs' meeting the following minimum standards were agreed:

- All LGBs will have 3 Link Governors – PP, DSEN and Safeguarding
- These Links will visit the Academy at least once per term
- Every Governor will complete the following Learning Link modules: “Safeguarding: The Governor’s Role” and “Progress and Attainment: Using data to improve educational outcomes” before the end of July
- New Governors will complete the Safeguarding module within the first 3 months of their term
- The DSEN and PP Links will complete a module appropriate to their role
- Governors must check their school email accounts **at least** twice per week
- Face to face training in Safeguarding, SEND, PP and Introduction to good governance will also be carried out to new and existing governors

A spreadsheet of completed Learning Link modules was distributed. 3 Governors are still to register with the Learning Link.

ACTION: All governors to complete at least the following Learning Link modules: “Safeguarding: The Governor’s Role” and “Progress and Attainment: using data to improve educational outcomes” by the end of July

43 GOVERNOR VISITS TO SCHOOL

FH had attended an e-safety awareness training and AF and RW had undertaken a Maths Learning walk. Visit Report forms had been completed.

44 DATE OF NEXT MEETING

It was agreed that a Results Meeting should be held in July – **Monday 15 July 2019, 5pm**. All teaching staff to be invited to attend the presentation. This meeting would replace the whole school results night usually held in September.

45 ANY OTHER BUSINESS

None raised.

46 AGREED ACTION POINTS

46a ACTION: AR to observe the Graduate Programme with the PP Champion and feedback (minute 36)

46b ACTION: JS to feedback on good practice regarding attendance and punctuality observed at Windmill C of E Primary (minute 36ci)

- 46c ACTION: VG to explore how pupils showing disruptive behaviour can be managed within the Trust (minute 36ciii)**
- 46d ACTION: All to send any questions regarding the Sports Premium and Pupil premium Plans to JS (minute 38)**
- 46e ACTION: The Curriculum, Homework and Marking policies were approved and will be adopted and displayed on the website (minute 39)**
- 46f ACTION: GS to ensure all Governors have access to the SchoolBus and Learning Link platforms (minute 39)**
- 46g ACTION: All governors to complete at least the following Learning Link modules: “Safeguarding: The Governor’s Role” and “Progress and Attainment: using data to improve educational outcomes” by the end of July (minute 42)**

The meeting closed at 8.35pm.