



The Primary Local Board of the Hessle Academy

Minutes of the meeting of the Primary Local Board.

Penshurst Primary School. Thursday 19 July 2018 at 5.15pm

PRESENT:

Mr P Hogan (PH, Trustee and Chairperson); Mr M Burke (MB); Mrs A Fordham, (AF); (SG); Mr K Key (KK); Mrs M Preston (MP); (AR); Mrs J Spencer (Head of School, JS); Mr P Toogood (PT); Mrs J Woodford (JW)

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.

29 WELCOME AND INTRODUCTIONS

PH explained that he was standing in for JH as she had requested time off from governance for personal reasons. PH also welcomed a new co-opted governor to the group - Michael Burke.

30 PRESENTATIONS

30.1 Forest Schools Trial – A Bates

- Forest School ethos focuses on the “holistic development of individuals through observations, reflective practice and clear outcomes”
- Inspires through positive free and structured outdoor play to develop personal, social, health and emotional skills
- Trial involved 14 Year 4 boys that were struggling to access the curriculum
- Boys were outside in all weathers two afternoons every week
- Learning is through fun. Skills learned include problem solving, risk management, creativity and social skills.
- Benefits seen: increased attendance and improved behaviour, development of personal skills that is then transferred into the classroom
- Future: More pupils are to have access to this way of learning, pupils that have been involved this year will be mentors for the next group, more staff will be trained to deliver

Q: (PH) I note the trial involved 14 boys, does this not appeal to girls too?

AB: It absolutely does. One Year 6 girl is involved now. There are mixed Forest School classes throughout the country. It just happened that this way of learning was selected for pupils that were all boys.

Q: (PH) When pupils are outside doing this, what are they missing in the classroom?

AB: They are missing thematic provision (Art, Geography, History or a Language) but not tested subjects.

C: (KK) Art is incorporated into what the pupils learn outside too.

Q: (AF) Has this created any envy amongst other children?

AB: Yes but only in a good way. We need to open this up to more children. This was a trial but I think the data is inconclusive after one year. We could do much more in a forest setting, doing more tasks with more children.

Q: (AF) Have you looked at other local areas such as Hessle Country Park?

Signed by the Chair:.....

Date:.....

AB: We have, but there are logistics issues and insurance issues.

Q: (PT) How do you select pupils?

JS: This is a key line of enquiry by Ofsted; how we tackle underperforming boys. This wasn't about gender or poorly behaved boys; this was about attacking a line of enquiry as they were boys of lower attainment; it is a form of intervention.

Q: (PH) Next year we should see the impact of this year on the boys when they are in Year 5, we will see their progression.

AB was thanked for his presentation and left the meeting at 6.15pm.

30.2 Progress levels in the 17 curriculum strands after the EYFS principles have been in place for a year – V White

- EYFS comprises Nursery and Foundation Stage 2 provision for 3-5 year olds.
- 7 key strands; 3 are prime (Communication and Language, Physical Development and Personal, Social and Emotional Development) and 4 specific: (Maths, Understanding the World, Reading and Expressive Arts and Design).
- Planning is now in the moment and the 'unique child' is the focus. For one week, every 3 weeks, 10 children are assessed for progress through unstructured play.
- Children come into the EYFS unit at a very low standard. By the end of FS2 68% are "broadly in line" with expectations.
- Progress: Each term, each child is expected to make 1 point progress so 3 points per year would signify "expected progress".
- In 2016/17 each child was making 4-5 points progress. In 2017/18 children are making more progress in all 17 strands.
- The percentage children making expected progress or better in 2016/17 was 92%.
- The percentage children making expected progress or better in 2017/18 was 100%.

Q: (PH) How do the More Able children perform with this framework?

VW: The children come in at such a low level that there aren't really any More Able children.

C: (JS) It is remarkable that for the last 2 years the children are broadly in line with national as this has not been achieved before. We now need to drill down to the Disadvantaged. An Ofsted remit is to find out if the baseline is accurate. We invited the LA in earlier this month to moderate the baseline and every judgement was agreed to be accurate.

VW was thanked for her presentation and left the meeting at 6.30pm.

31 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

32 APOLOGIES

Mrs S Goodfellow and Mrs A Rimmington were absent without apology.

ACTION: GS to contact SG and AR for the reason for their absence.

Ms J Heselton had requested sabbatical time from governance for personal reasons.

33 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 22 March 2018 be confirmed as a correct record and signed by the Chair PH.

34 MATTERS ARISING FROM THE MINUTES

- 34a **ACTION: HM to present Lego Therapy to Croxby LGB.** HM will present at Croxby's Autumn term meeting.
- 34b **ACTION: GS to run a Parent Governor election in the Summer term.** To be completed during the Autumn term. Action to be carried forward.
- 34c **ACTION: GS to communicate date of PREVENT training.** Completed.
- 34d **ACTION: GS to review schedule of meetings for next year.** Completed and to be discussed at minute 40.
- 34e **ACTION: GS to update the Curriculum Policy and Teaching and Learning Policy with all agreed amendments.** Completed; amended policies are on the website.

35 STRATEGIC TEAM REPORT TO GOVERNORS

PH asked what was meant by 'extended transition' for Year 5 to Hessle High. JS explained that as children worry about moving up to secondary school, the earlier the transition process starts the better. Transition time for Year 5 pupils has doubled. Marketing of other catchment schools is aggressive and the more that can be done to make Penshurst pupils comfortable going to Hessle High the better for the throughschool. JS made governors aware that Penshurst pupils are also included in Gifted and Talented for Sports competitions at another secondary school as it was considered right for the children to be involved. PH re-iterated that if it is right for the children. then do it.

35a (i) Achievement and Disadvantaged Learner Update

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

- **EYFS**
 - **Progress:** 98% pupils are making the expected progress or better in Reading, Writing and Maths. Progress of Disadvantaged pupils is in line or exceeding their peers. Health and Self Care and Self Confidence and Awareness are 2 strands where progress is lower for Disadvantaged pupils.
 - **Attainment** is expected to be in line with national for Non –Disadvantaged. Just 4 of the 10 Disadvantaged pupils achieved expected level in Reading, Writing and Maths. Of the 6 that didn't achieve expected 3 are now on the SEN Register and 3 are persistently absent.
- **Year 1**
 - **Progress:** 90% pupils in Reading, 98% in Writing and 74% in Maths have made at least expected progress this term. Disadvantaged pupils are making better progress than their peers in Reading and Maths and the same progress in Writing.
 - **Attainment:** Disadvantaged attainment is 20% above that of the Non – Disadvantaged. 88% Year 1 have achieved expected standard in Phonics (national 81%)
- **Year 2**
 - **Attainment:** 76% pupils in Reading and Writing and 80% in Maths have made at least expected progress.
- **Year 3**
 - **Progress:** 80% pupils in Maths, 70% in Reading and Writing are making at least expected progress. Disadvantaged pupils are performing in line with Non – Disadvantaged in Maths and Reading, but are behind by 10% in Writing.
 - **Attainment:** 90% are working at Age Related Expectations (ARE) in Maths, 70% in Reading and Writing.

- **Year 4**
 - **Progress:** 80% pupils are working at ARE in Maths, 80% in Reading and 73% in Writing. Disadvantaged pupils are making progress in line with the Non – Disadvantaged.
 - **Attainment:** 80% pupils are working at ARE in Maths and Reading and 60% in Writing. Disadvantaged pupils are working in line with the non – Disadvantaged.
- **Year 5**
 - **Progress:** 80% pupils are making at least expected progress in both Maths and Reading and 73% in Writing. Disadvantaged pupils are making progress in line with their peers.
 - **Attainment:** 80% pupils are working at ARE in Maths, Reading and Writing. Attainment between Non – Disadvantaged and Disadvantaged is in line across all 3 subjects.
- **Year 6**
 - **Attainment:** The predictions for the Summer results for working at ARE given at the March meeting were as follows: Writing 82%, Reading 78% and Maths 74%. Actual attainment is: Writing 81%, Reading 71% and Maths 68%. Reading and Maths are below national (Reading national 75%, Maths national 76%) and Writing is above (Writing national 78%).

In Reading, Writing and Grammar, the percentage of pupils achieving greater depth is double national average from 2017 and in line in Maths. Greater depth attainment data for 2018 will be available in September.

C: (JS) I am very proud of our Year 2 SATs attainment. This is a reflection of work done. To have 76% reach expected levels in Reading and Writing and 80% in Maths is stunning. This is in line or above national.

Q: (AF) What percentage of pupils reached expected levels last year?

JS: Very similar, just 2% less than this year.

Q: (MB) You compare school data to national, do you also compare with schools in the local area?

JS: We do. This information will be out in September / October.

Q: (PH) Attainment of Disadvantaged is in line with the Non – Disadvantaged in Years 3,4 and 5 yet the percentage of Disadvantaged achieving the expected standard in Year 6 is 19% below the Non – Disadvantaged (42% compared to 61%). How can they be in line for 3 years then fall so far behind?

JS: 37% of the 56 children in Year 6 joined the school in Key Stage 2. We predicted this 2 year lull in results as the cohort from this year and last are low achieving. In 2 years' time the results of Disadvantaged should be in line with their peers.

Q: (MB) Are measures in place if you take children with issues?

JS: We have an Emotional Wellbeing Coordinator, Den provision, interventions and highly trained staff. We do baseline tests to show progress. 30% children came to us with Level 3 Key Stage 1 scores – this would make them more able. However, when we base-lined them only one child's score was correct.

C: (PH) Results were broadly as predicted so it shows the process is under control.

JS: I am still disappointed. The children will go away thinking they have failed when actually they made huge progress. A highlight is that we have double the national working at greater depth.

Q: (PT) When Year 6 go to HHS does their attainment dip?

JS: Yes, as they have to deal with a major change in surroundings. Nationally this happens. This is why we have sent our Year 6 to HHS for one day per week for the last half term so they can get used to the school.

KK: This takes any anxiety away.

Q: (JW) Do HHS staff come here to teach?

JS: Only the transition team. We think it is better that our pupils go there.

35a (ii) DSEN Update (Autumn term)

- the number of pupils requiring support is in line with national and regional average
- 54 pupils require SEN support or EHCP in the school. Largest proportion being in Year 6 (9 with SEN support and 3 with a EHCP) which places high demand on school resources
- The 3 with an EHCP in Year 6 have all been placed in non - mainstream schools from September
- A new method of Literacy intervention called Word blaze has been used this year. 8 pupils with varying SEN needs trialled this system and their average spelling age increased from 7 years 1 month to 9 years in just 9 months. JS highlighted that these children had been identified through dyslexia screening and had 3 teachers with them so how much can be attributed to Blaze is uncertain.

Q: (AF) It is great that the 3 children in Year 6 with a Plan have found places, how were they expected to achieve in a mainstream primary?

JS: This is down to parental choice. The needs of a child sometimes only become apparent when the child is transitioning from primary to secondary.

35b 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))
- there is one RI teacher who had intensive support and has secured a post in another school
- external moderation from the LA confirms that assessments are accurate and they would support the judgement of Outstanding.
- focus for languages has been on speaking and listening to languages and understanding how language is constructed. In KS2, pupils experience 4 different languages.
- in Theme, the focus has been on Design Technology and STEM and on Music with an online package called Charanga purchased.
- trips to the Mosque and Church have taken place
- SLT are moderators in KS1 and EYFS
- a Parent Café will open in September; the hope being to engage harder to reach parents
- Pupil Admission Numbers in EYFS and Key Stage 1 has increased to 70.

Q: (AF) Why do KS2 pupils do 4 languages?

JS: We have been informed that teachers in KS3 would rather receive pupils that have knowledge of what language is about, to understand the concept of language. This is also better for the staff – to have basic knowledge in many languages rather than being expected to teach more deeply in one that may not even be the language choice when at High School.

C: (MB) My wife is an MFL teacher and it is true that she has to explain the use of nouns and verbs in English first to then explain in a different language.

C: (MP) Children don't know about the English language when we teach phonics. The challenge is to ensure the More Able are sufficiently challenged. We have trialled this for 2 terms so far.

JS: Children can quickly pick up a language; they don't think twice about singing in a different language.

C: (PH) Congratulations on having 95% teachers with a typicality of Good or better. Also congratulations on being chosen to be an example of good practice by The Teaching Alliance for your approach to MFL.

JS: I am incredibly proud; particularly for coping with 9 maternities over the year without dropping standards.

Q: (JW) Will you lose any staff next year?

JS: Just 1 to maternity and 1 NQT to a different school.

35c PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

35c (i) Attendance and Punctuality

- attendance for 'All' Summer term is 95.5%, exactly the same as last year.
- the attendance of the Disadvantaged for this term is 94.3%, compared to 95.3% last year.
- Year 6 have the lowest 'All' attendance out of the whole school (94.9%) Reception has the lowest Disadvantaged attendance (88.2%). The majority of absence in Reception is down to children from a small number of families.

35c (ii) Safeguarding Children Report / LAC (Looked After Children)

The number of Child Protection and Child in Need cases is increasing. JS stated that the focus is on early years home visits by the leader of EYFS and a member of support staff. These visits are so valuable to assess any needs. JS reported that often parents are not aware that their child has additional needs until they see them in a school setting. JS also thanked Mrs Adams for 100% attendance at conferences and meetings.

PH asked why the school doesn't have anyone trained in the CAF process (Common Assessment Framework). JS informed that TAF (Team Around Family) had replaced CAF yet she still has to report this figure.

ACTION: GS to investigate if TAF can replace CAF on the Child Protection and Safeguarding Report.

JS asked governors to consider being a Safeguarding link and GS was asked to compile a list of responsibilities for governors to consider this role.

ACTION: GS to circulate the responsibilities of being a Safeguarding Link governor.

35c (iii) CLA (Children Looked After) Report

There are two LAC in PPS from one family. No comments.

35 c (iv) Equality Update

The number of Pupil Premium children in Reception and Year 1 was noted as being low at 16.7% and 18.3% respectively. This is due to Universal Infant Free School Meals; as children in these year groups automatically receive a free lunch qualifying parents do not complete the forms to enable the school to receive funding. JS has made it a condition of entry to the school in FS2 that the forms have to be completed.

36 POLICY UPDATE

- i) EYFS Policy (review date July 2020)
- ii) Maths Policy (review date July 2020)
- iii) Uniform Policy ((review date July 2020)

AF had submitted suggested amends for the EYFS Policy. JS requested that she discuss these changes with the EYFS Leader. GS to circulate the amended EYFS Policy for approval via email. The Maths and Uniform Policy were approved.

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

ACTION: GS to update the Maths and Uniform Policy with all agreed amendments. GS to circulate the EYFS Policy once further amends are made.

37 PROPOSED ADMISSION ARRANGEMENTS

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. 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: (JW) Hull schools are dropping their PAN; we could therefore pick up difficult children. Are we setting ourselves up for problems?

JS: Yes. I understand the remit of increasing the number to the Hugh School but the High School numbers have picked up and are now healthy. We must not forget that we got 2 new classrooms last year as it was felt they were not fit for 30 children.

Q: (PH) If we were to recommend returning to 60, when would that decision need to be made?

JS: In October.

Resolved: It was agreed that Governors consider the consequences of the increased PAN further down the school; the increased finance received versus the tightness for teaching space before the next meeting.

ACTION: The PAN be an agenda item for the meeting on 11 October. JS to provide a paper of pros and cons of the PAN being 70. The Scheme of Delegation be checked to see who has the authority to agree a PAN.

38 GOVERNOR TRAINING AND SUPPORT

ACTION: GS to issue MB with the Learning Link shortcut.

A Skills Audit will be issued in October for completion and will be used to shape governor training. Several governors asked JS if she could prepare a data exercise for the meeting in January.

ACTION: JS to prepare a data exercise for training purposes for 31 January.

39 TRUST UPDATE

Central Services:

- The CS team has increased over recent months with Sue Norman joining to take up the role of Financial Controller. A recruitment exercise is currently underway following the recent departure of Lynne Parkin who has resigned as Director of HR and will soon recruit an Administrative Assistant for September.
- Sarah Young is moving from her current post as Executive Headteacher of The Hessle Academy to take up a trust wide post of Director of Education with effect from September and her new role will see her leading the development of teaching and learning across the Trust as well as playing a leading role in school to school support.
- Recent initiatives involving the CST include the roll out of new financial software across all academies which will in time reduce workload for the Finance Teams in all academies. Although the outsourcing of Payroll has not been as smooth as we had hoped, this project is now progressing and will come on line during the new academy year.

Learners, Pupils and Students:

- There are currently just over 4000 children and young people educated in our 4 Trust academies covering the age range 3 – 19 and this will increase to over 6000 by 1 October 2018. This makes us the largest Trust in the East Riding in terms of learner numbers and reminds us of the importance of collaborative working in order to enhance the life chances of every one of these young people.

Staff Development:

- One of the many benefits of being in a Multi Academy Trust (MAT) is the opportunities available to provide really effective professional development for all staff and over the last year this has included:
 - Training related to GDPR involving Data Protection leads in all academies
 - Development of Coaches through our Academy Improvement Programme
 - Teaching and Learning CPD
 - Opportunities for colleagues in similar roles to meet and discuss policy, practice and procedure, with one example being the Child Protection Leads
 - Curriculum Leads meeting to share good practice and explore collaborative working opportunities

Growth of the Trust:

- On 1 September 2018 Howden School will join the Trust followed by South Holderness School on the 1 October
- Winifred Holtby School will join as an Associate Member on the 1 September 2018

Q: (JW) Does the growth of Howden School and SHTC bring capacity?

PH: Howden does bring capacity, we are giving support to SHTC.

Q: (AF) What is an Associate Member?

PH: This is for schools that are undecided about their future to try being part of a MAT. Winifred Holtby joins as an Associate Member 1 September this year. Schools want to join MATs for school to school support, for financial reasons and to have an influence on their own destiny.

Q: (JW) Are St Anne's still interested in joining?

PH: They are but there are complications due to their building works. We need more primaries to join.

Q: (AF) Do you actively go out to seek primaries?

PH: Yes, we have completed a suitability matrix and approached the desirable primaries.

40 MEETING DATES 2018/19

Results Meeting: **Wednesday** 12 September 2018 5.45pm at Hessle High School, Room F04

Autumn term meeting – Thursday 11 October 2018

Spring term meeting – Thursday 31 January 2019

Summer term meeting – Thursday 9 May 2019

41 ANY OTHER URGENT BUSINESS

None.

42 AGREED ACTION POINTS

42a ACTION: GS to contact SG and AR for the reason for their absence (minute 32)

42b ACTION: GS to run a Parent Governor election in the Summer term (minute 34b)

42c ACTION: GS to investigate if TAF can replace CAF on the Child Protection and Safeguarding Report (minute 35cii)

42d ACTION: GS to circulate the responsibilities of being a Safeguarding Link governor (minute 35cii)

42e ACTION: GS to update the Maths and Uniform Policy with all agreed amendments. GS to circulate the EYFS Policy once further amends are made (minute 36)

42f ACTION: The PAN be an agenda item for the meeting on 11 October. JS to provide a paper of pros and cons of the PAN being 70. The Scheme of Delegation be checked to see who has the authority to agree a PAN (minute 37)

42g ACTION: GS to issue MB with the Learning Link shortcut (minute 38)

42h ACTION: JS to prepare a data exercise for training purposes for 31 January (minute 38)

The meeting closed at 8pm.