



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



Minutes of the Meeting of the Primary Local Board  
Penshurst Primary School.

Thursday 7 April 2022 at 5pm

**PRESENT:**

Mrs A Fordham (Chair, AF), Miss L Hatfield (LH), Mr B Munro (BM), Mr M Peck (MP), Mrs R Potter (RP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT)

**ALSO IN ATTENDANCE:**

Mr V Groak (HT Hessele Academy, VG), Mrs H Kugi (Early Years Lead Practitioner, HK), Mrs A Paoli (Assistant Headteacher, AP), Mrs M Preston (Assistant Headteacher, MPr), 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.

**35 WELCOME**

AF welcomed everyone to the third meeting of the academic year.

Since the last meeting there had been two resignations; R White and M Duncan. AF thanked both governors. R White was given a special mention as in her position of Chair she had developed the LGB through her insight into effective governance. AF wished it to be minuted that RW will be missed from the LGB; she had been a great Chair and AF was very thankful of RW's support to her and to the LGB as a whole.

The LGB now has two vacancies for Trust Appointed Governors. Governors were asked to pass on the Clerk's contact details should they know anyone that would be interested to find out more about governance.

As MD was the SEND Link, there was now a position to fill. B Munro volunteered to be the SEND Link, and everyone approved this.

For clarity the Link positions are now:

- Pupil Premium – R Potter
- Safeguarding – C Thorley
- SEND – B Munro

**36 DECLARATIONS OF INTEREST**

No conflicts of interest for this meeting were declared.

**37 APOLOGIES**

Full attendance

Signed by the Chair:.....

Date:.....

### 38 PRESENTATION EYFS Reforms H Kugi

- New statutory frameworks introduced from September 2021
- A new curriculum has been developed, building skills from EYFS to Year 6
- Moved from “In the moment Planning” to a more formalised and structured approach
- Supports the whole school ethos of a love of reading
- Read Write Inc introduced in Nursery – curriculum developed from a series of key texts
- Change in curriculum has led to more formalised learning environment in FS2, similar to a Year 1 classroom
- Greater emphasis on counting in Maths, comparing quantities and numerical patterns to ensure children start Year 1 with a strong understanding of number
- Way forward – focus on gender and DA gaps and create a transition model for children starting school and moving to key stage 1

*C: (RP) That was a really useful presentation.*

*HK: With the reforms there is not as much data; the curriculum is now more holistic and more reliant on professional decisions around the pupils to focus interventions. This is more high-quality education.*

*Q: (AF) Has Covid led to a reduction in social skills due to young children not mixing? Has this made the gender gap worse than normal?*

*HK: No, but it is consistently the DA boys that are further behind. We give additional homework and more boy friendly texts to appeal to boys.*

*Q: (AF) Are non – DA boys on a par with girls?*

*HK: Yes.*

### 39 MINUTES OF THE LAST MEETING (13 January 2022)

**Resolved:** The minutes of the meeting held on 13 January 2022 be confirmed as a true and correct record and signed by the Chair, AF.

### 40 MATTERS ARISING FROM THE MINUTES

**40a ACTION: HK to present the reformed EYFS curriculum to Governors – see minute 38**

**40b ACTION: JS to carry out PPS specific safeguarding training at the next meeting – carried forward - see minute 44**

**40c ACTION: LH to bring some pathway children’s books for inspection at the next meeting, showing progression - complete**

**40d ACTION: VG to update the Catch-Up Plan to change ‘projected’ spend to ‘actual’ spend and ‘approximate’ cost to ‘actual’ cost - complete**

**40e ACTION: VG to share outcome of stakeholder surveys - to be circulated**

**40f ACTION: GS to send contact details of R Potter and B Munro to A Paoli - complete**

Action 40e led to a discussion around parental engagement. It was clear that the HT’s blog is only read by a minority and prominent issues need to be published somewhere else in addition to the blog. Leadership to consider whether the website may be an option

**ACTION: VG and JS to put together a summary of communications that take place with parents for the next meeting**

## 41 STRATEGIC HEADTEACHER REPORT

### 41a Overall Effectiveness

- Another term has been disrupted from high staff and pupil absence due to Covid. In the spring term alone 175 pupils have been absent and 36 staff. Despite this the school is returning to normal activities such as assemblies and visits
- At capacity in FS2 for September (60) but nursery admissions look low
- Behaviour issues around use of social media on the rise
- Number on SEN Register is rising and the number of interventions that are requested by multi agencies regarding speech and language programmes are taking a huge amount of support staff time. The pupils in the speech and language programme have 3 interventions per week and are missing core lessons for these to take place. May have to look to run special S and L club after school – update to be given at the next meeting

*Q: (CT) If all staff are present, are there sufficient to carry out the interventions?*

*JS: No. It is a space and staffing issue. The classrooms are free at 3.30pm hence the need for us to look at the feasibility of running an after-school club.*

*Q: (AF) Would it be possible to run interventions for 2 or 3 pupils at once?*

*JS: This is not the preferred option, but we could do that, yes.*

*Q: (AF) I read in your report that DA attendance is an issue and yet only half the parents attend attendance meetings. DA attendance is also lower at Parents' Evenings. This seems to be a theme of a lack of parental engagement. Has anything been done to ascertain what the families want?*

*AP: We have a DA check in sheet, trackers for attendance and we ask the parents if they understand the homework. We also regularly telephone the families.*

*C: (CT) It seems there are additional pressures on staff and expectations from external agencies are high. Have you fed back to multi agency groups that this level is not sustainable?*

*JS: No, as they are baseline protocols; balance is needed. We have lots of work to do with parental engagement, but it all takes up time.*

### 41b Quality of Education Summary

#### Curriculum

- Second round of formal observations have taken place – focusing on the individual targets from the last round
- Looking into using a spiral curriculum to teach writing: this would be classes of similar ability pupils, regardless of age. Writing is hardest to teach due to the absence of the basics
- Protected Characteristics (world views, harmful sexual behaviour, grooming etc.) now included in the curriculum
- School continues to achieve eco awards, led by Mrs Smith

*Q: (RP) Are the basics missing in writing due to Covid?*

*LH: Yes, as the children have spent much more time on computers, tablets and phones.*

*C: (RP) Writing is the hardest to teach as a parent.*

*MPr: As teachers we cannot give instant feedback on Google Classroom with writing.*

*JS: We hear with children's speech they miss words out, as if they are on electronics*

*Q: (AF) The spiral curriculum sounds interesting – when will that start?*

*JS: In summer after SATs. We are going to run it as a trial, communicating to parents that we are going to mix things up for fun and have different year groups together.*

**ACTION: JS to update the LGB on the writing mixed year group classes at the next meeting**

**Standards**

- Continued use of NFER tests – these tests indicate the pupils working at below expected or at expected for this time of year
- Year 6 mocks were held in December and March. March results showed 71% pupils were now working at expected compared to 30% in November and 78% pupils are working at expected in reading compared to 67% in December. From these two sets of results updated predictions for the SATs have been made and are as follows:

	Level	Reading All	Reading DA	Maths All	Maths DA	Writing All	Writing DA	SPAG All	SPAG DA
Forecast	Expected	86%	78%	76%	69%	79%	69%	78%	74%
	Higher Standard	41%	35%	10%	8%	4%	0%	33%	26%

- Writing is an issue with only 4% expected to achieve the higher standard
- Note: The mocks were conducted without additional time or scribes given to some qualifying children

*Q: (CT) Why are the predictions much higher than the mocks when the exams are only weeks away?*

*JS: This is due to the number of children that missed the level by only one or two marks.*

*Q: (CT) It appears a big leap to predict 35% DA will achieve HS in reading when only 13% DA achieved HS in March mocks.*

*JS: Again, lots only missed by a few marks, and we fully expect them to achieve. Writing is a concern as there are not as many assessment pieces in the writing books.*

*Q: (AF) There is a gap between DA and Non – DA in Maths. Is this cohort specific?*

*LH: There are lots of DA that also have SEND needs.*

*JS: And one pupil has disapplied so will not sit the exams.*

*C: (AF) The concern around writing appears to be a national issue.*

*LH: Yes, but each year group, with the exception of Year 1 has made around 20% progress in writing since the Autumn term.*

*JS: Y1 is a challenging cohort that have also had to cope with changes to staffing. They need consistency at that age. There are lots of SEN and lots are immature.*

*C: (AP) Lots of children came to Year 1 and couldn't write their name or didn't know the alphabet.*

*C: (MP) As a parent, I have noticed a massive improvement in my Year 1 boy with reading and writing.*

*JS: With early learning, when the light bulb comes on children suddenly 'get it' and make good progress. Year 1 needs to be watched throughout the school as they only had one term in FS2 when Covid struck.*

*VG: The impact of Covid is greater at primary as children have missed their formative years, yet the expected standard has not moved.*

*Q: (AF) During the lockdown were many of Year 1 in school as their parents were key workers?*

*AP: No, the lower ability stayed at home unfortunately.*

*JS: We have the urgency and desire to move these children forward but then staff are off, or the children are off and it slows us down.*

*AF: Thank you for the quick turnaround of data and thank you for what you are doing for the children every day.*

**SEND Update**

- It became apparent during the meeting that the SEN categories had been double counted on the table of SEN per year in the Strategic Report
- 14 EHCPs across the school
- PPS has 13.9% SEN support pupils which is above the national of 12.2%

- SEN drop-in days with parents are very popular
- Learning walks confirm that interventions are matched to needs
- Developed SEN on a page to show the impact SEN is having on different areas of learning

Q: (AF) How many pupils have multiple needs?

AP: They generally have a primary need.

JS: They have multiple needs if it includes a medical condition.

Q: (BM) I would like to see a breakdown of needs with the context behind. Please could you also show the number per year group with secondary needs and detail the number in each group with SEN?

**ACTION: J Wall to re-visit the accuracy of data on the SEN table, report the number per year group with SEN and how many have secondary needs**

### LAC Update

- 3 LAC in school
- All children are meeting their targets and any gaps are closing
- Attendance of all is very good, however, the punctuality of one is poor as reliant on a taxi

### 41c Behaviour and Attitudes Summary

#### Attendance

- Cumulative attendance to date is 94% (national 93%). PPS target is 96%
- DA cumulative attendance is 93.5%
- Year 1 and 3 have the highest attendance at 94.6%
- Year 2 has the lowest attendance at 92.7%

Q: (AF) What percentage of absence is Covid related?

AP: We don't know. Some children are not in as their parents have the virus, but cases are reducing now.

VG: Nationally there has been a 2% drop in attendance

HK: The younger ones have not got built up immunity so in Early Years we are seeing lots of infections such as chickenpox and foot and mouth

#### Punctuality

- Year 2 has the poorest punctuality with an average number of lates per pupil of 1.67. This is so high due to a LAC child who relies on a taxi and is frequently late

Q: (AF) Do you feel that punctuality is worse now the staggered start has ended?

JS: It seems to still be a staggered start as the gates are open so early. Some children are left to walk in from the gates on their own if they are late. I am worried about the excuses we now hear from families such as 'we were tired', 'we slept in'. There is rarely an apology.

C: (MPr) Some use School Streets as an excuse, stating that they couldn't park.

Q: (AF) Is the plan of the day always the same and therefore the late ones are missing the same lesson?

JS: Yes – routine is so important. They miss the same lesson.

Q: (CT) It seems to be a trend for girls to be late. Is punctuality picked up at Parents' Evenings?

AP: Yes, and routinely. Once we have cracked persistent absence, we will attack punctuality.

#### Behaviour

- High number of Level 1 and 2 sanctions (low level), most are quickly resolved
- Majority of low-level sanctions are in Year 1 and 4

- Year group with the highest level 3 and 4 behaviour incidents is Year 4 – majority are 2 EHCP children
- 3 fixed term suspensions relate to one child in Year 2 and one in Year 4
- Employed a behaviour specialist TA
- Re -launch of penguin pounds and awards in assemblies to reward good behaviour

*C: (VG) It would be useful to have the 2019 comparable data to see the peaks*

**ACTION: 2019 summer term behaviour data to be added to the 2022 behaviour summer term summary**

#### **41d Personal Development Summary**

##### **Safeguarding Spring term 2022 Report**

- No child is subject to a Child Protection Plan
- 9 children are subject to Child in Need plan
- Safeguarding concerns around 14 children
- 7 referrals made to EHASH (Early Help)
- 5 Operation Encompass alerts received
- All safeguarding training is up to date

*C: (JS) There isn't a child on a child protection plan but there are a high number of referrals.*

Governors asked for the following to be added to the safeguarding report for the next meeting:

- Details of the frequency of higher-level staff training
- Include in school LADO training dates for DSL and DDSL
- Include details of FGM training completed by staff
- Include details of what SG training Tech Support staff have received

**ACTION: Safeguarding report to include amends as suggested by the LGB**

#### **41e EYFS**

- As discussed in minute 38, the new statutory framework has led to changes to the curriculum
- Been a push to improve the language and vocabulary of the children
- In Nursery the % of children on track has increased in all 7 strands from autumn to spring term by an average of 20%. Least progress was made in PSED (Personal Social Emotional Development). Girls are outperforming boys in all strands.
- In FS2: the % of children on track has increased in all 7 strands from autumn to spring term by an average of 25-34%. Least progress was made in Literacy and the strongest area is now PSED (Personal Social Emotional Development) and maths. Girls are outperforming boys in all strands, but the gap is narrowing
- The gap between disadvantaged and non-disadvantaged is apparent in all areas of learning

*Q: (RP) How much homework is handed back to school?*

*HK: A minimal amount – we are looking at using an exercise book instead of paper handouts.*

*Q: (AF) The early gaps between boys and girls is a concern. Do you stick with key texts?*

*HK: We do have set texts, but we are aware of the children's interests and match them.*

*C: (AF) There is a concern with the gap not narrowing between genders in maths in FS2.*

*HK: This is our DA boy cohort, which is a priority.*

#### **41f Leadership and Management Summary**

- Academy Development Plan has been completely overhauled and is now a through school plan with 4 key priorities. The ADP is a rolling plan with full SLT review of progress made against priorities taking place each half term. Priorities are:
  - Ensure ambitious and appropriate curriculum for all pupils
  - Ensure consistency of teaching and learning across all phases and for all groups
  - Ensure a positive, safe learning culture in which all individuals treat each other with respect and tolerance
  - Secure high levels of engagement and well – being of all stakeholders
- Covid- is still having an impact on standards and behaviour and supply costs have exceeded budget by over £40K
- BM asked for a summary of why areas are not green if the plan suggests progress should have been made

**ACTION: Clerk to circulate the tracker that accompanies the ADP with the minutes**

MPr left the meeting at 7pm

*Q: (AF) This is an academy wide ADP – where is the PP and SEN focus?*

*VG: We are focused on those already and is part of everything we do.*

#### **42 EDUCATION RECOVERY FUND**

- PPS has a recovery fund of £16,764 for 2021/22
- School led tutoring fund will not be accessed as the academy has to find 25% costs
- Funding to be used to create 3 classes in Year 5 to deliver a personalised catch-up curriculum for 18 DA pupils, purchase Read Write Inc home reading resources, purchase an SLA to access the behaviour team to support DA high needs pupils and employ a part time sports coach to help high needs DA boys self- regulate

*Q: (AF) Why can't you split Year 5 into 3 classes now?*

*JS: We haven't the space as Year 6 are in 3 classes this year.*

*Q: (AF) What will be the split?*

*JS: 24,23 and 22 with a further split for writing.*

*C: (AF) This is sensible with a year group that has a high proportion of SEN and DA.*

#### **43 RISK REGISTER**

Following training on risk management on 7 April to all Headteachers, the risk register will be fully reviewed by the SLT and then presented to Governors in June

#### **44 GOVERNOR LINK VISITS**

There had been 4 Governor visits this term:

17 February 2022- AF had a catch up with the Headteacher

22 March 2022 - RP observed maths scrutiny

25 March – RP conducted a PP Link visit

1 April – CT conducted a Safeguarding Link visit

All were detailed reports with no significant issues.

**ACTION: BM to conduct a SEND Link visit ASAP**

JS explained that all visitors to site are given a visitors information sheet which details the safeguarding key members of staff and contains a flow chart to follow in the event of any safeguarding concern.

An issue with CPOMs was raised – the system does not currently close down cases of unaffected siblings which takes time to delete.

**ACTION: GS to find out if CPOMs has the facility to delete unaffected siblings from live cases**

#### **45 GOVERNOR TRAINING AND SUPPORT**

- All Governor training is up to date
- Clerk and Chair to review skills matrices to focus future training

**ACTION: Clerk and Chair to review skills matrices**

#### **46 ANY OTHER BUSINESS**

##### **46.1 Parental Engagement**

RP raised that she would like to address the lack of parental engagement by proposing the setting up of a Parent Council. Parents from each year group would be invited to attend. It was agreed that RP would circulate further information for discussion at the next meeting.

**ACTION: RP to circulate Parent Council information for future discussion**

##### **46.2 Ofsted Preparation**

It was agreed that Ofsted preparation should be on the next meeting agenda.

**ACTION: Clerk to add Ofsted Preparation to the June LGB agenda**

#### **47 DATE OF NEXT MEETING**

Pre – meet: Tuesday 14 June 2022 6.30pm

LGB meeting: Thursday 16 June 2022, 5pm

#### **48 AGREED ACTION POINTS**

**48a ACTION: VG and JS to put together a summary of communications that take place with parents for the next meeting (minute 40)**

**48b ACTION: JS to update the LGB on the writing mixed year group classes at the next meeting (minute 41b)**

**48c ACTION: J Wall to re-visit the accuracy of data on the SEN table, report the number per year group with SEN and how many have secondary needs (minute 41b)**

**48d ACTION: 2019 summer term behaviour data to be added to the 2022 behaviour summer term summary (minute 41b)**

**48e ACTION: Safeguarding report to include amends as suggested by the LGB (minute 41d)**



- 48f **ACTION: Clerk to circulate the tracker that accompanies the ADP with the minutes (minute 41f)**
- 48g **ACTION: BM to conduct a SEND Link visit ASAP (minute 44)**
- 48h **ACTION: GS to find out if CPOMs has the facility to delete unaffected siblings from live cases (minute 44)**
- 48i **ACTION: Clerk and Chair to review skills matrices (minute 45)**
- 48j **ACTION: RP to circulate Parent Council information for future discussion (minute 46)**
- 48k **ACTION: Clerk to add Ofsted Preparation to the June LGB agenda (minute 46)**

Part A closed at 7.40pm.