



The Primary Local Board of The Hessle Academy

Minutes of the Primary Local Governing Board
Penshurst Primary School.

Thursday 20 July 2023 at 5pm

PRESENT:

Mr B Munro (Chair, BM), Mrs A Fordham (AF), Mr D Grainger (DG), Mrs A Jessop (AJ), Mr K Key (KK), Mrs E Lucid (EL), Mr M Peck (MP), Mrs M Preston (Head of School, MPr), Mrs C Thorley (CT)

ALSO IN ATTENDANCE:

Mrs V Bates (EYFS Practitioner, VB), Mr V Groak (Headteacher, The Hessle Academy, VG), Mrs S Hornby (Assistant Head, SH), Mrs A Paoli (Assistant Head, AP), Mrs G Stafford (Clerk, GS); Mr D Waterson (Director of Improvement and Standards EYFS and Primary, DW)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

69 WELCOME

The Chair opened the meeting by welcoming everybody to the final meeting of the academic year. An update on the Board was given. Mr Key will step down from his parent governor position after joining the staff at Penshurst. Mrs Fordham was stepping down after 10 years as a governor. She was thanked for all her work as a governor and dedication to the children of Penshurst Primary. Mr Peck's term of office comes to an end in March 2024 and if he chooses to continue in a Trust Appointed role, two parent governors will be elected in the autumn term so that the Board is back to its full complement.

70 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

71 APOLOGIES

None, full attendance

72 MINUTES OF THE LAST MEETING (30 March 2023)

Resolved: The minutes of the meeting held on 30 March 2023 were confirmed as a true and correct record and signed by the Chair, BM.

73 MATTERS ARISING

73.1 ACTION: AP to categorise the various child on child behaviours and to provide comparison data with the previous term - complete, see minute 76

73.2 ACTION: S Hornby to report the percentage of SEND pupils attending clubs at the next meeting - complete, see SEND Report (minute 77), 19% participate in clubs

Signed by the Chair: 
Date: 26/07/23

73.3 ACTION: Ofsted discussion to take place during the next meeting – complete, this took place 13 June with another session planned for January 2024

74 HEADTEACHER'S REPORT

- Numerous trips, eco events and sporting events have taken place. Of note was the success of the school reaching the Modeshift National Stars finals in London
- Key dates for the autumn term were shared
- Mrs Smith's contribution to support pupils in her own time was given a special mention

75 PERFORMANCE DATA REPORT

75.1 Attendance

- Attendance for all is 93.8% (national average 93.7%)
- The Challenge 100 initiative targeted 43 pupils that are persistently absent (<90%) to have attendance of 100% over a 4-week period. 8 children met 100% and 6 moved their attendance out of PA
- The lowest attendance is in Reception at 93.1%
- Term time holidays continue to be a problem

75.2 Behaviour

- There have been 6 suspensions over the year, amounting to 15 days
- 11 suspension days are by a boy in FS2 who has been suspended 4 times for extreme aggression towards staff or children, he is now on a part time timetable and awaiting an EHCP
- Level 3 and 4 incidents have increased from 180 last year to 306 this year and the number of lower-level incidents (level 1 and 2) has reduced by over 50%

Q: (GS) How long does it take to receive a decision on an EHCP application?

DW: About 12 weeks, but it depends on the evidence base and as this is an FS2 pupil there will not be as much evidence to base their decision upon.

Q: (CT) It is always a balance of what is best for the learner and the capacity of the staff. Is there anything we can do to help?

MPr: No, the member of staff we have with him at present will not be there in September as the learning assistant will be placed with another child.

C: (BM) We need to help every child but not at the detriment of others.

C: (DG) It is a stark choice – to continue to endure his behaviour or to permanently exclude.

AP: We may be looking at a managed move.

Q: (BM) I am team teach trained and it is not a pleasant thing to do. How do your staff feel about doing it?

AP: It is very difficult, but we need to keep the children safe. The staff want the training to feel invested in and equipped to deal with all situations.

75.3 Attainment

MPr: We are obviously disappointed with our Year 6 results but there are some pockets of good performance throughout the school.

EYFS

- 67% achieved good level of development (GLD) (national 2022 65%, school 2022 67%)

- Attainment of PP pupils is down from 57% 2022 to 40% - There are several barriers facing these pupils, particularly speech and language and behaviour difficulties

C: (DG) A 17% drop in PP attainment seems significant.

C: (AJ) I do not think that we should be comparing pupils year on year as they are all different and all achieve differently.

VG: We use last year's data to compare but also we use national and regional averages. 17% is only two children that didn't reach GLD this year compared to last.

C: (DW) As governors you need to be asking about the progress of the children that attended our nursery compared with those that did not.

VB: We visit the children in their external settings. We are expecting 34 from our own nursery and 26 pupils will be new to us. They have all been visited and we're told they're all on track, one has an EHCP.

Q: (DW) What support are you putting in to Year 1 from September to enable those that missed their targets to catch up?

MPr: We're putting in lots of support around speech and language and we are looking to introduce White Rose Maths to EYFS. We will also cater for those with specific needs such as eyesight issues and communication and language issues.

VB: Modelling of sentence is key with a large focus on vocabulary and more practise for pupils to put sentences together using Read Write Inc

Year 1 Phonics

Year 1	% of students achieving a pass	
	All	DA
2023 Result	83%	80%
2023 (Mar) Prediction	82%	77%
2022 school	78%	55%
2022 National Average	75%	

- The percentage of pupils that passed was 1% above latest predictions
- 30% achieved full marks
- There was a 25% increase in PP pupils who passed compared to last year
- There will be a reduction in teachers in Year 1 from September from the equivalent of three full time teachers to two due to the reduction in the PAN

Q: (BM) These are fantastic results, well done. How does the school plan to engage with parents and the wider school community to address the challenges identified in this data? As an example, will there be a push for pupils to do homework with parents and what support do you give to parents to enable them to support their children?

EL: We've done lots of work with the parents; we have created phonics packs, homework packs and sent out links to help the parents understand phonics and we have also held a phonics session in school to which 13 parents attended.

Q: (CT) Did you make calls home to parents that didn't attend?

EL: No, but we did discuss at parents' evenings, and we had phonics booster classes. The parents of Year 1 have been very good this year. It is the parents that don't engage that are very hard to reach and they must have a reason but not engaging.

MPr: We do have some disengaged parents, there is no fixed pattern- some may be too busy with work, and some won't work but do not feel they need to help or engage with the school. We will look

into running homework club again during lunch times next year, but it is always difficult when we expect homework to be completed as it may not be the child's fault that they cannot.

VB: I am looking to run training programmes for parents as they pick up their children at the end of the school day to get the parents on board early and get them engaged in their child's education.

Year 2

		Reading		Writing		Maths	
		All	DA	All	DA	All	DA
2023	NS	57	33	49	17	68	58
	HS	9	8	7	0	15	17
2022	NS	74	65	72	50	78	65
	HS	6	0	4	0	12	10
National 2022	NS	75	62	69	55	76	62
	HS	25	14	15	7	22	12

- All results are down on last year with writing being the weakest area. Handwriting has been a barrier as has having mixed Read Write Inc year groups
- Half of the year group attended Read Write Inc groups to develop their phonics knowledge and reading fluency, but this has not developed their retrieval or inference skills
- This year group had two ECTs who are not familiar with the Year 2 assessment framework

Q: (BM) Are there areas where our teaching approach or curriculum may not be aligning with the National Standard expectations?

C: (MPr) We know that extended pieces of writing in Year 2 need to be evidenced earlier. In Maths we swapped the scheme in October to White Rose Maths. This has helped pupils retain and retrieve more information, but we introduced this scheme too late. Read Write Inc does not align with the key stage 1 framework as there are not the opportunities to answer in depth.

Q: (BM) Given the recent data, how are we considering the adaptation or discontinuation of existing practices to ensure quality first teaching, particularly in weaker subjects like maths, beyond the use of resources like White Rose Maths and Timetable Rockstars, to support pupils more effectively in reaching the National Standard?

MPr: White Rose Maths was introduced halfway through the year so we now need to embed that, and we also need to look at the weighting of some of the maths objectives as we typically see more fractions in the SATs papers, more than shape for example, so we will adapt the scheme to support the Year 6. We are looking to increase parental engagement and have more workshops to help the parents help their children.

Q: (AF) There is lots of talk about different schemes and I wondered what is the advantage of using a scheme and what does Crosby use as their results are impressive?

MPr: Crosby also use White Rose Maths. A scheme is used as it maps out the objectives to visit and revisit across all year groups.

Q: (AF) How do you stretch the more gifted children if you are just following a scheme?

MPr: We do have the scope to adapt and always have challenge questions in every lesson.

Q: (DW) Last year's Year 2 results were significantly better than this year's, so what is the quality of teaching like in this school?

SH: We track teaching and learning throughout the school. There is a band where teaching and learning is not as high as it should be, especially in years 2, 3 and 4, but we had seven ECTs across six year groups and two ECTs in Year 2.

MPr: It was always going to be difficult place in the ECTs when there is such a high number of them.

Q: (DW) What have you learned?

MPr: We have learned the ECTs should be placed in year groups where it will not be detrimental to outcomes.

VG: The effective ECTs and now on permanent contracts and there will only be one ECT in the school next year.

Q: (AF) Do ECTs receive extra observations and if so when did you realise there was an issue in Year 2?

SH: We did pick this up quickly and we did make adjustments.

VG: The effectiveness of a teacher increases over their first four or five years. They need time to develop.

Year 4 multiplication

Year 4	% of students achieving 20+		% of students achieving 25	
	All	DA	All	DA
2023 Result	67%	50%	29%	17%
2023 (Mar) Prediction	65%	59%	39%	24%
2023 Target	81%	83%	37%	62%
2022 National Average	61%		27%	

- Results were 2% above latest predictions, but the percentage of PP pupils that passed was 9% below predictions
- There has been an 8% increase in the percentage of pupils that passed compared to last year and there has also been a 7% increase in pupils that got full marks compared to last year

C: (MPr) I am pleased with the Year 4 results with 29% achieving full marks and exceeding latest predictions.

Q: (DW) Can you give governors any reassurance about maths in Years 3 and 5?

MPr: Year 3 have already started multiplication checks. We plan to have focused multiplication work in all year groups so that extensive catch up is not necessary when they reach Year 4. The children that did not pass will receive interventions in Year 5 to ensure that those gaps are closed.

C: (SH) We are also planning to run parents' workshops for parents of Year 3 and 4 children to discuss multiplications practice.

C: (CT) Maths is looking more positive in Years 2 and 4. Have we tracked at what level the Year 4 learners were in Year 2? This is key as it is tracking the same learners as they pass through the school

MPr: We did not do multiplication checks two years ago.

C: (DG) Just looking at the colours on the results spreadsheet it seems very clear that we do well at the beginning of a pupil's journey and then things just go downhill and there is more and more red, which looks alarming. It would be useful to see where pupils are year by year, as if this trend continues, then Year 1's high attainment will go down next year.

MPr: We can do this tracking now. Where I can directly compare I will provide an analysis.

VG: We RAG each year group with regard to progress so we can compare the passage of a year group.

Q: (MP) When you procure a scheme such as Read Write Inc how do you ensure that it meets its objectives?

MPr: The scheme has not met its objectives in writing as it needs a supplement to meet the levels required. I also think that we have sent the information to Year 2 parents too late as it is of value

for parents to know how we teach, so they can assist their children at home. We will also look to put more assistance for parents on the website such as the calculation policy.

ACTION: MPr to provide tracking information of attainment data of the same cohort year on year

Year 5 Mocks

- 66% had a scaled score of 95+ in Reading, 69% had a scaled score of 95+ in Grammar, punctuation and Spelling and 33% had a scaled score of 95+ in maths – these all exceed last year’s mock results.
- Maths is a major area of concern
- Year group will remain in three classes in Year 6

Year 6

			Combined		Reading		Writing		Maths		Grammar	
Penshurst	2023	NS	41	26	57	44	62	52	46	35	64	61
		HS	4	4	16	9	6	9	9	4	10	9
	2022	NS	55	38	83	71	70	58	71	54	83	83
		HS	0	0	23	21	1	0	13	4	19	8
National Average 2023	NS	59		73		71		73		72		

- An error in inputting the data has led to a 1% increase in Combined to 42%
- The following were three or less scaled scores away from national standard: 11 pupils in reading, 12 pupils in maths and 4 pupils in spelling and grammar
- 3 Reading papers have been submitted for remarks

Q: (MP) I have looked at the mocks for last year and the actuals for this year and to get to national average from this year's Year 5 mocks there needs to be an increase in reading of 9%, 10% in grammar and 39% in maths. Given that there was a 24% increase on Year 6 from Year 5 is it realistic to expect a 39% rise in maths?

MPr: We have formulated an action plan that lists in detail the actions needed to improve pupil outcomes in maths, reading and writing. We believe that a 40% increase is achievable due to the year group being split into three, being taught by more experienced staff and with extensive interventions. Each specific action on the plan has clear target dates and owners. The plan is reviewed weekly between myself and Vince and every fortnight we meet with Dave to monitor the impact of the plan. I will provide an update of progress made at each governor meeting.

C: (DG) It is a difficult choice to make to either focus on improving the life chances of those who may struggle to achieve the expected standard or to focus on getting as many pupils to pass the SATs as possible and improve the reputation of the school.

Q: (CT) Obviously the results were disappointing, so can I ask about the well-being of the staff?

MPr: They are OK. I must thank Ben and Vince for the emails that went out to staff.

BM: We recognise that results were not good enough, but we need to raise morale as we need teachers to give their all next year.

C: (DW) 4 out of 10 pupils in Year 2 are not at the working level they should be and 4 out of 10 pupils in Year 6 are not at the expected level. We will support staff in every way we can, but this is just not good enough, we have to do better.

Signed by the Chair: 

Date: 26/10/23

ACTION: MPr to provide an update on progress made in the School Improvement Plan at each LGB meeting

76 SAFEGUARDING REPORT

- Increase in Operation Encompass notifications (22 incidents, 34 children)
- 11 Children in Need (an increase from 2 in the autumn term)
- 5 Early Help cases
- 2 Child Looked After
- 52 pupils are currently on the safeguarding monitoring list
- 231 children are a cause for concern. These can be concerns regarding emotional well-being, attendance, home life a nice safe day for example
- Child on child abuse has increased term on term – mostly physical incidents and inappropriate behaviour

Q: (BM) We have often spoken in governor meetings about Operation Encompass referrals and the referrals coming to school too late, is there an update on this?

VG: I spoke to the local authority link and notifications are starting to be timelier.

BM: Can I ask you to follow this up as the school needs the information earlier to act upon it.

DG provided an e-mail address of who to discuss Operation Encompass notifications from Humberside Police.

Q: (DG) The regional and national picture is in line with the amount of domestic violence reported here. We are also seeing the severity to women and children increase, how do you support with this rise in domestic violence?

MPr: Mrs Adams and Mrs Paoli Have good links with the families and they go and check on them. Most families are open to support, but some do not want help.

AP: I am planning to run some mental health sessions with parents to support with domestic violence.

C: (DG) It is good to see that you are utilising the services available from Hull and East Riding.

C: (BM) I know how much work goes into preparing for and attending multi agency meetings, so thank you for attending 52 case meetings over the course of the year.

Q: (GS) I am concerned about AP's capacity as safeguarding lead and the expected teaching commitment too.

AP: I will manage my time; there are three of us in the safeguarding team and we will share the workload.

ACTION: VG to feedback after contacting Humberside Police about late Operation Encompass notifications

ACTION: AP to provide number of pupils involved in the child-on-child incidents in the termly safeguarding update

77 SEND REPORT

- 66 pupils on the SEN Register (12.2%) (national average 13%)
- 20 have an Educational Health Care Plan (3.7% EHCP) (national average 2.5%)
- 4 EHCPs pending in the autumn term
- Most significant need is SEMH (Social, Emotional and Mental Health) at 22.9%

Q: (DG) During my SEND Link visit we discussed how PPS children with EHCPs are doing better than the national average EHCP pupils, but this data doesn't break down into SEND and EHCP pupils. Can this be provided?

MPr: Yes. It should also be said that the early identification of SEND needs is improving due to the training that our staff have had.

Q: (BM) 23% of pupils have social emotional and mental health needs, how do you manage that?

SH: We have a number of interventions such as Lego therapy, art therapy, Mable therapy, Marlowe the well-being dog and our nurture provision.

Q: (DG) In the last minutes it is recorded that there was a worry about the Den being used for long term provision, do we still have pupils using the Den long term?

SH: The integrations back to class have been very successful and independent learning is encouraged through the teach trays.

78 SCHOOL DEVELOPMENT PLAN

MPr had provided a summary of actions that had not yet been fully met regarding:

- To raise attainment, with particular focus on greater depth and Writing
- Review EYFS provision
- Develop a coherent personal development programme
- Attendance

VG: Development plans for the Primary School and the High School will be separate next year as they were not easy to navigate for LGBs.

Q: (BM) Why is the strategic action in priority one around writing when the problem is around maths?

MPr: This was a target for last year when writing was the focus.

Q: (BM) The primary priority listed in the 23/24 strategic development priorities is to 'ensure provision for SEND pupils enables them to make progress academically and personally'. Why is this not to ensure provision for ALL pupils rather than just SEND pupils?

MPr: This is because we have a considerable gap between SEND and non- SEND.

VG: We have changed the whole school priority #2 to link more to outcomes which will satisfy this request.

Q: (CT) when I observed the SATs class, some children did not put an answer down if they weren't sure. Have you broached this with them to make sure they always put an answer down?

MPr: Yes, some said that they couldn't have a go as the papers were very hard and they couldn't make a guess. We will continue to push resilience as it is one of our core values.

Q: (GS) What is the 'new hours offer' in Nursery?

VB: We are very flexible with what we can offer in the nursery and this leads to very sporadic attendance so we are looking at offering a more structured pattern, for example, if a pupil is to attend for 15 hours per week we would like the attendance to be in blocks such as Monday Tuesday and half of Wednesday or the back half of the week. We are looking at putting a proposal together with a possible start date of September '25.

79 STAFF SURVEY

- 39 Penshurst staff answered a Trust wide survey (67% response)
- 78% felt engaged with the Trust vision and values
- Strengths were that staff enjoyed working at the school, felt supported, enjoyed working with colleagues and the children
- Statements generating the highest levels of disagreement were around fair pay, equipment and resources, lack of praise, feeling valued and having a performance review in the last 12 months

- Changes to be made for September include more effective communication with staff, instill a culture of value, through recognition and to ensure the appropriate resources are available to fulfill roles

Q: (AF) How many staff are there at Penshurst that could have completed the survey?

VG: 58.

Q: (BM) It is concerning that 38% of our staff have disagreed with the statement 'I have the equipment and resources I need to do my work properly'. Have we drilled down into the data to see if this is a particular year group?

VG: We need to investigate this further as we can filter responses by pay scale. We have always done staff surveys twice a year so have asked for more information around this in the latest survey.

Q: (MP) It is also alarming that 26% of staff have not received an individual performance review in the last 12 months. How many reviews should there be and is this a particular category of staff?

VG: Staff should receive a performance review every six months we will look further into this.

C: (BM) 28% staff do not feel valued. How can we address this as if staff do not feel supported they will not want to perform?

DW: There is a piece of work to do here.

ACTION: MPr to give an update of the context to the statements that generated the highest levels of disagreement in the staff survey

80 GOVERNOR LINK VISITS

There have been 3 governor link visits since the last LGB meeting in March:

11.05.2023 B Munro – SATs observation

06.07.2023 A Jessop – Pupil Premium Link visit

11.07.2023 C Thorley – Safeguarding Link visit

81 GOVERNOR TRAINING AND SUPPORT

All training is up to date. The autumn term training requirements will be given at the next meeting.

82 RISK REGISTER

There are 5 through school risks:

- Failure to ensure robust safeguarding arrangements in place
- Failure to secure good or better Ofsted judgement
- Failure to comply with Health and Safety legislation; risk of serious injury to pupils / staff
- Failure to maintain effective governance
- Inability to maintain a high-quality learning environment

VG reported little change to the register. The 2023 outcomes will be noted in risk 2.

83 ANY OTHER BUSINESS

83.1 Sports Premium Document

Governors were asked to read through the document provided and send any feedback to the Clerk. The Sports Premium Plan must be published on the school website by the 31st of July so a quick response would be appreciated.

ACTION: Governors to read the sports premium strategy giving any feedback to the Clerk, along with a vote if they approve the publication of the document

83.2 Ofsted Prep

Some governors reported that they felt that they needed more coaching towards the questions routinely asked by Ofsted, particularly around the curriculum. The Clerk stated that a further meeting would be held in the spring term.

ACTION: MPr to provide a rationale as to why the curriculum is as it is

84 DATE OF NEXT MEETING

Pre – meet: Wednesday 11 October 2023, 7pm (online)
LGB meeting: Thursday 12 October 2023, 5pm

85 AGREED ACTION POINTS

85.1 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year (minute 75.3)

85.2 ACTION: MPr to provide an update on progress made in the School Improvement Plan at each LGB meeting (minute 75.3)

85.3 ACTION: VG to feedback after contacting Humberside Police about late Operation Encompass notifications (minute 76)

85.4 ACTION: AP to provide number of pupils involved in the child-on-child incidents in the termly update (minute 76)

85.5 ACTION: MPr to give an update of the context to the statements that generated the highest levels of disagreement in the staff survey (minute 79)

85.6 ACTION: Governors to read the sports premium strategy giving any feedback to the Clerk, along with a vote if they approve the publication of the document (minute 83.1)

85.7 ACTION: MPr to provide a rationale as to why the curriculum is as it is (minute 83.2)

The meeting closed at 7.18pm.