



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

The Primary Local Board of The Hessele Academy

Minutes of the Primary Local Governing Board
Penshurst Primary School
Thursday 12 December 2024 at 5.15pm

PRESENT:

Mr D Grainger (Chair, DG), Mr D Garton (DGa), Mrs A Jessop (AJ), Mrs E Lucid (EL), Mrs M Preston (Head of School, MPr), Mr D Thomas (DT)

ALSO IN ATTENDANCE:

Mrs M Adams (DSL, present for minutes 16 – 26, MA), Mrs C Davies (Assistant Head, CD), Mrs S Hornby (Assistant Head, SH), Mrs P Petch (Literacy Lead present for minutes 16 – 19, PP), Mr D Waterson (Executive Director of Education, DW), Mrs G Stafford (Clerk, GS)

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

16 WELCOME

DG welcomed everyone to the second meeting of the academic year, making special mention to a newly appointed Designated Safeguarding Lead, Mrs Adams.

17 APOLOGIES

M Peck and C Thorley

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

18 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

19 LITERACY

Phonics and Reading

- In Foundation Stage 2 and Key Stage 1 pupils are grouped according to stage, focusing on sounds for 50 mins per day
- EYFS (nursery and reception) children are taught a structured story time four times per week (RWI).
- From Y2 onwards - whole class reading takes place focusing on one book a week. This exposes the pupils to a breadth of different genres and vocabulary
- Reading Plus starts in KS2

Writing

- The CUSP curriculum builds and sequences units, covering fiction, non-fiction and poetry
- Spellings are covered 3 times per week
- Handwriting – every morning a different letter is taught

Q: (AJ) Do all pupils have the ability to concentrate for a 50 minute lesson for whole class reading?

PP: We scaffold the lessons based on ability. Yes, some struggle to sit still but there are lots of activities and group and small group discussions.

Q: (DG) Earlier this year Ofsted commented that writing outcomes were poor and further development is needed. What has been implemented in writing since the Ofsted inspection?

PP: The CUSP curriculum, further staff CPDL and joint moderation with Croxby Primary. Teaching and learning is monitored through learning walks, learning drop ins and book looks.

Q: (DW) How do you evaluate teaching in writing?

PP: Much improved. We can pinpoint CPDL on CUSP so teaching in writing is getting stronger and stronger.

Q: (DW) What are the barriers to teaching in writing becoming more effective?

PP: Passion.

Q: (DG) How would you rate teaching in writing on a score from 0 to 10?

PP: A strong 7.

Q: (DG) At what point do you expect that score to be an 8?

PP: At the next assessment cycle in spring.

Q: (AJ) Who chooses the books in the whole class reading?

PP: Texts are chosen after discussions between staff. We are not led thematically as a school.

Q: (DG) What does working with Croxby look like?

PP: We have Teams calls across all 3 primaries. Literacy Leads observe teaching in each school. We meet for moderation with phases from all 3 schools.

Q: (DG) How do you support the high ability to develop further in the classroom?

PP: Stretch and challenge. We pose additional questions to make the children think further and introduce more vocabulary.

Q: (GS) Given that improving writing outcomes is a school priority, do you feel that you have sufficient support and resources to improve this area?

PP: I have sufficient resources but not enough management time (2 hours per week), but the Headteacher and Assistant Headteachers conduct drop-ins to monitor teaching and learning.

PP left the meeting at 5.40pm.

20 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 10 October 2024 were confirmed as a true and correct record and signed by the Chair, DG.

21 MATTERS ARISING

21.1 MP and DT to write a pen profile for display on the website – MP still to action, carried forward

21.2 DG to raise the issue of the Trust expectation to have staff meetings on a Thursday evening with the Chair of the Trust. JOB to feedback centrally – was raised. Item on HT Board agenda next week

21.3 MPr to report on level of attendance support that CPS and KPS have – complete. KPS has a member of staff on the front desk dealing with attendance who is also DDSL. CPS has one person in the office responsible for attendance and an Assistant Headteacher overseeing this.

21.4 GS to circulate the Penshurst Development Plan - complete

- 21.5 Clerk to send out amended policies for governor approval** – policies approved subject to changes regarding the layout.
- 21.6 Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance** – M Peck and C Thorley to complete the 2 mandatory modules prior to the next LGB meeting. All other governors have completed their training
- 21.7 Literacy Lead to be invited to present at the LGB meeting, 12 December** – see minute 19

22 HEAD OF SCHOOL'S REPORT

- Reception outdoor area has been renovated
- Successful recruitment has led to recruitment of a Y4 teacher, enabling one of the Y4 teachers to move to teach Y6 interventions in the mornings and carry out Assistant SENDCo duties in the afternoon.
- Risks remain around external outcomes, the SEND staffing structure and strength in leadership
- Quality assurance processes found that practices around behaviour are effective, but inconsistencies were found when supply teachers were used. In addition, it was found that the curriculum was “appropriately pitched and aligned with the correct point of the year”

Q: (AJ) Can you expand on the finding that there were inconsistencies in staff expectations regarding how learners follow work rules and what is “ruler jail”?

MPr: This was all done with a sense of humour, with the teacher informing the class if they do not use a ruler then their name goes on the board. The children responded well to it.

Q: (DG) How do you ensure consistent application of behaviour strategies across supply teachers?

MPr: We have some brilliant supply teachers but a few weeks ago we had lots of staff sickness. We had SLT drop into those lessons with supply.

Q: (DG) How will you address the inconsistencies found in the delivery of vocabulary?

MPr: By carrying out learning walks and lots of pupil voice. The inconsistency was in teachers referring to ‘vocabulary’ as ‘words’ - all need to use the term vocabulary.

Q: (DG) When did you observe a lack of engagement in pupils?

MPr: Some pupils struggle to get to the end of lessons; they may have high needs and need to build communication skills through quality first teaching.

Q: (DG) Regarding the SEND staffing structure – the SENDCo is on site 2 days per week and the other days are covered by someone who is not qualified – are you comfortable with this?

MPr: The SENDCo is always accessible, and NL is also building relationships with the SENDCo in the other two primaries and also studying her NPQSEND.

Q: (DG to MPr) How do you feel about the impact of your line management change?

MPr: It has simplified things. I now have one person giving me guidance.

DW: I am supporting to allow more freedom for MPr to make decisions. She is pro-active in talking things through.

C: (DG) It is good that we now have clarity in line management – I see it as a positive move.

23 SEND REPORT

- 12.5% pupils (56) have SEND support (national is 13.5%)
- 3.6% pupils (16) have an Education Health Care Plan (national is 2.5%) with 3 more in the pipeline
- 49% SEND pupils have speech, language and communication needs
- J Anderson (SENDCo) is on site 2 days per week

- Assistant SENDCo is a current Y4 teacher who is undertaking her NPQSEND
- Speech and language training (SaLT) to be given to more staff to cope with the need in classrooms

Q: (GS) Please can you clarify the numbers as the summary on the report states there are 56 learners with SEN support, yet the table detailing specific SEN need totals 90 pupils?

MPr: I will check, but I believe that all needs have been listed – some pupils might have 2 or 3 needs.

DG: It would be more useful to just have the primary need recorded in future.

Q: (DG) It is a positive that Oakfield School is in the pipeline to join the Trust. What is your plan for linking with Oakfield?

MPr: We are already collaborating with colleagues at Oakfield to help us develop strategies to support the pupils with SEMH (social, emotional and mental health) needs. SH has spoken to staff there about high need learners and their behaviours. The strategies we are using are effective.

ACTION: Only the primary need of SEN pupils to be reported in future SEND reports

24 EVALUATION AGAINST OFSTED CRITERIA

GS explained that this is a new Trust wide report which shows where a school is not good against the Ofsted criteria, with exceptions being brought to the LGB.

School leaders at Peshurst assess the school as good in all areas.

Ofsted validated this judgement earlier this year. Pockets of areas to develop include:

- Outcomes in writing
- Behaviour of some learners with SEMH
- Ensure that assessment informs planning and interventions accelerate improvements in outcomes

Q: (DG) What are you doing to push the higher ability across the board?

CD: We conduct lots of drop ins and have professional conversations with staff about achievements. We are also changing how we assess.

MPr: Greater depth measures are not reported nationally nor to parents but our professional conversations will identify the pupils that can achieve more than a standard pass. We ensure there is challenge in all lessons. In writing we challenge through the CUSP curriculum. In maths we use White Rose and if the children finish their questions they get a mastery question. Challenge is always there.

C: (DW) The three primary Headteachers work on assessment together to understand the barriers to learners.

Q: (DG) One of the school values is aspiration. How do you enable pupils to achieve above the national standard?

CD: We teach to the top. All the pupils are getting the same offer.

MPr: We have moved away from setting in most subjects as we found that in lower groups there are not enough staff to help everyone and in mixed classes the children help each other so all pupils progress.

C: (DG) So long as they do not drag each other down.

CD: No, it boosts performance as they are having more exposure to more ideas.

Q: (DG) Is the decision to have mixed sets backed by research?

DW: Yes.

CD: We adapt the teaching so that all pupils can access the learning.

C: (AJ) And that gives the higher ability another skill. It also gives all pupils the chance to show school values of kindness and responsibility.

25 ATTENDANCE AND BEHAVIOUR REPORT

PowerBI was used for the first time in a governors' report. The board was asked questions around the data provided and it was agreed that governors would like to see:

- Attendance against the other 3 primaries and against national
- Attendance per year group for the current year and the previous year
- Absence broken down to show % term time holidays, unauthorised absence and authorised absence
- Behaviour data to show a split of incidents that took place inside compared with outside

25.1 Attendance

- Attendance for 'all' is 95.1% (national average 95.4%)
- Attendance of PP children is 92.9%
- Challenge 100 is working with Year 6 attendance being 2.5% higher than this time last year
- Lowest attendance is in Year 1 at 94.1% (-1.3% to national)
- SEND attendance is 91.3%

Q: (DG) Attendance has improved, well done. However, we are still lower than the other two primaries, why is that?

SH: The schools have different demographics.

C: (DG) I wonder if our lower figure is linked to not having an attendance person "on the ground". I really like the PowerBI data, and the Attendance Link (MP) will drill down into further detail.

C: (EL) Year 1 is heavily affected by one pupil that has left with attendance of 47%.

DGa: According to the DfE pupils are always in the school's data.

C: (AJ) It is great to see that 155 pupils still have 100% attendance.

Q: (DG) Attendance is certainly moving in the right direction. How many term time holidays do you have? It would be great if we could see the percentage absence that is term time holidays and absence. Which is larger – illness or persistent absence?

SH: Illness

ACTION: DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence

25.2 Behaviour

- There have been 99 high level (C3 or C4) incidents since the start of the academic year – most in Year 5. 51 incidents occurred in October.
- Suspensions and removals are primarily by SEND and PP pupils
- Incidents are recorded on Arbor and collated on PowerBI enabling more in depth analysis, such as high level of KS2 incidents in the playground led to individual year group zones for outside play.
- Introduced a 2 stage system for those pupils that need to regulate emotions: the calm room and the Nest

Q: (DG) Why do Year 5 have the most behaviour incidents?

SH: There were lots of physical altercations in the playground. There was a spike in week 7 and then we introduced the segregated zones and incidents dramatically dropped off.

Q: (DG) Do you normally see that jump in October of high level incidents?

SH: Yes, there is a period of settling in. Many of the incidents were in free time. Behaviour also deteriorates around Hull Fair time.

Q: (DG) What can be done differently next October to prevent this spike?

SH: We will maintain a structured curriculum. We have SLT in the playground and we will maintain the segregation zones.

C: (MPr) There was a high level of staff absence in October too so supervision levels were reduced.
Q: (DW) If the playground incidents were removed, would there still be a high number of SEN offenders?

SH: In Year 5, yes. 70% SEN incidents take place outside as they struggle to regulate their behaviour.

Q: (DW) How are SEN needs quality assured in lessons?

MPr: We quality assure by having the learning profiles and EHCP support in place. WEE have split classes.

Q: (DG) What are red behaviours?

SH: Persistent defiance is the most common, followed by bad language. Outdoors the most common sanction is for physical assault followed by inappropriate language.

Q: (DG) Given the most common type of incident outside is physical assault, how can you assure us that the pupils are safe?

SH: We have one member of support staff and one teacher per year group in the playground and at lunchtime we have 2 staff in each zone.

Q: (DG) Are you assured that there is consistency in reporting across the years and Year 5 are not just more zealous in reporting?

SH: I monitor this and assist new staff. It was inconsistent in the past, but we monitor and evaluate the system.

ACTION: AJ as Behaviour Link to observe Miss Bunn's class regarding behaviour of SEN pupils

26 SAFEGUARDING REPORT (data autumn term)

- Issues to deal with continue to be domestic violence, substance abuse, financial issues and mental illness. Hull is the fourth most deprived LA in the country
- 8 Operation Encompass notifications for 6 families
- 7 Smoothwall notifications
- 1 Child in Need
- 10 Early Help cases
- 4 child protection cases
- 6 concerns regarding abuse have been recorded, 2 for racist behaviour and 1 for LQBQT+ conflicts
- M Adams (DSL) in place from October 2024

C: (DG) There is lots of detail that you we used to be provided with missing from this report, such as Prevent data, specific safeguarding training, incidents per year group and number of pupils on a safeguarding monitoring list broken down by SEND and Looked after.

DW: I will take these comments back to the DSL group. As a group we removed logged concerns as there was inconsistencies in reporting across the schools.

Q: (DG) With Mrs Adams as DSL and Mrs Hornby as DDSL there has been a deletion of a child protection post. How as a school can you re-assure the Board that strategic oversight is maintained and operational support for families / external parties is not lost?

MPr: MA is in the Trust DSL group. A Chapman supports her and there are 3 DDSLs – myself, SH and CD. MA is very capable and a non-teaching DSL so can respond immediately to any incident.

Q: (DG) Is the workload manageable?

MA: Yes, I have always done the case meetings. It is the reporting side that I need assistance with.

DW: DSLs sit on SLT meetings and LGB meetings but do not have to stay for the entire meeting.

C: (DG) I am re-assured about MA's expertise and she has a very good reputation in the authorities. I am also re-assured about the support from DW and the DSL group and from AC at the High School. My only concern is the DSL and DDSL reporting but we will monitor this. There was nothing of surprise in the report, thank you.

ACTION: DW to take comments about more detail needed in the LGB safeguarding reports back to the DSL group

ACTION: Safeguarding to be at the top of each LGB agenda

MA left the meeting at 7.10pm

27 PUPIL PREMIUM STRATEGY

The 2021-2024 strategy has concluded. The impact of the funding in the final year of the last plan (2023/24) was reviewed and areas where impact was not seen were discussed.

- Year 1 phonics - % of PP pupils achieving a pass dropped by 18%. CD explained that phonics interventions have started much earlier than they did last year. Year 1 staff have been consulting with Read Write Inc
- Year 6 reading - % of PP pupils achieving national dropped by 6%. CD stated that NL is starting interventions for Y6 in January
- Year 6 writing - % of PP pupils achieving national dropped by 28%. CD stated that moderation across the 3 primaries is taking place. MPr added that she is leading a writing booster group this year. SH added that key to success of all pupils is good attendance and Year 6 are in the Challenge 100 initiative with attendance up by 2.5% from this time last year

, A new 3 year strategy for 2024-2027 was presented.

- Number of pupils FS1 – Year 6 is 479 of which 23.6% are eligible for PP funding
- This year's funding is £156,880
- The 3 challenges to PP achievement are attendance, behaviour and specific barriers to learning so strategies to address these were discussed. As expected, most of the fund is allocated to providing quality first teaching and targeted academic support (Year 6 smaller intervention classes, delivery of writing interventions and more staffing time for pupils with an EHCP)

Resolved: Governors approved the PP Strategy for 2024- 2027

28 COMPLAINTS REPORT

38 formal complaints were received across the Trust in autumn HT1. Only one was from parents of a PPS pupil. This was resolved at stage 1 of the process.

Most issues that parents have are resolved informally at drop off / pick up times.

29 GOVERNANCE UPDATES

A Croxby staff member has agreed to be a Trust Appointed Governor on the Board, providing valuable educational knowledge, starting in January.

GS explained that in the new year she would go out to parents for interest in putting themselves forward to be a Parent Governor.

M Peck and C Thorley to complete the two mandatory training modules on GovernorHub before the next LGB meeting.

ACTION: M Peck and C Thorley to complete two modules on GovernorHub: Induction for academy governors and Safeguarding for Governance before the next meeting

There have been 3 Link visits since the last meeting – behaviour, SEND and safeguarding.

EL asked for support in her Staff Welfare Link role.

ACTION: GS to work with EL to prepare a staff well – being survey

30 ANY OTHER BUSINESS

No items

31 DATE OF NEXT MEETING

Pre – meet: Tuesday 22 January 2025 7pm (online)

LGB meeting: Thursday 23 January 2025, 5.15pm

32 AGREED ACTION POINTS

32.1 ACTION: M Peck to write a pen profile for display on the website (minute 21.1)

32.2 ACTION: Only the primary need of SEN pupils to be reported in future SEND reports (minute 23)

32.3 ACTION: DGa to design a PowerBi attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence (minute 25.1)

32.4 ACTION: AJ as Behaviour Link to observe Miss Bunn’s class regarding behaviour of SEN pupils (minute 25)

32.5 ACTION: DW to take comments about more detail needed in the LGB safeguarding reports back to the DSL group (minute 26)

32.6 ACTION: Safeguarding to be at the top of each LGB agenda (minute 26)

32.7 ACTION: M Peck and C Thorley to complete two modules on GovernorHub: Induction for academy governors and Safeguarding for Governance before the next meeting (minute 29)

32.8 ACTION: GS to work with EL to prepare a staff well – being survey (minute 29)

The meeting closed at 7.35pm.