



## The Primary Local Board of The Hessle Academy

Minutes of the Primary Local Governing Board  
Penshurst Primary School.

Thursday 26 October 2023 at 5pm

### PRESENT:

Mr B Munro (Chair, BM), Mr D Grainger (DG), Mrs A Jessop (AJ), Mrs E Lucid (EL), Mr M Peck (MP), Mrs M Preston (Head of School, MPr)

### ALSO IN ATTENDANCE:

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.

### 01 WELCOME

DG deputised as Chair as BM was running late. DG opened the meeting and welcomed everyone to the first meeting of the academic year.

The Clerk informed the Board that two parent governors had been elected and will join the next meeting, subject to DBS checks.

### 02 APOLOGIES

C Thorley

**Resolved:** Consent was given for the absence of the above governor

### 03 DECLARATION OF INTERESTS

The housekeeping duty to complete pecuniary interest and data collection forms was completed. No declarations were raised specific to this meeting.

### 04 LGB MEMBERSHIP

GS informed the Board that it is the annual duty of an LGB to elect their Chair. BM was content to stand again, and the Board unanimously voted to approve this appointment.

**Resolved:** The Penshurst LGB positions for 2023/24 were agreed to be as follows:

Chair: B Munro

Vice Chair: D Grainger

Attendance and Behaviour Link: M Peck

Pupil Premium Link: A Jessop

Safeguarding and Educational Visits Link: D Grainger

SEND Link: Vacancy

**ACTION: SEND Link to be appointed at the next meeting**

**05 MINUTES OF THE LAST MEETING (18 July 2023)**

**Resolved:** The minutes of the meeting held on 18 July 2023 were confirmed as a true and correct record and signed by the Chair, BM.

**06 MATTERS ARISING**

- 06.1 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year** – action carried forward as this data will be available at the meeting in July.
- 06.2 ACTION: MPr to provide an update on progress made in the School Improvement Plan at each LGB meeting** – see minute 11
- 06.3 ACTION: VG to feedback after contacting Humberside Police about late Operation Encompass notifications** – A Chapman had been in touch with Humberside Police, notifications are timelier but are still sent late in some instances
- 06.4 ACTION: AP to provide number of pupils involved in the child-on-child incidents in the termly update** - data available in the Attendance and Behaviour Report
- 06.5 ACTION: MPr to give an update of the context to the statements that generated the highest levels of disagreement in the staff survey**

- I believe I am fairly paid for the work I do – this issue of pay parity is being looked into centrally
- I have the equipment and resources I need to do my work properly – follow up surveys have been completed to gather more information; whiteboard pens were the main reason for this statement
- I have recently received thanks or praise for doing good work - the SLT are more aware that they need to give more praise when it is deserved
- I feel valued and recognised for the work that I do – this will tie in with the above statement
- I have received an individual performance review in the last 12 months - ongoing

**06.6 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** - complete

**06.7 ACTION: MPr to provide a rationale as to why the curriculum is as it is** - see 07.1

**07 HEADTEACHER'S REPORT**

**07.1 CUSP Curriculum – DW**

- CUSP stands for Curriculum Unity School Partnership
- Tag line – “A model that lets teachers work their magic”
- Currently used by 400 schools, 110,000 pupils
- Introduced at PPS to science, geography, history, design and technology and art
- Plan to include writing and spelling from the spring term 2024
- Provides a framework for teachers. All units are connected and coherent
- All evidence-based planning, is knowledge rich
- Has a high expectation for the pupils. Pupil voice is being conducted for feedback on the curriculum

Q: (AJ) It is good that the lesson plans are all provided as there will be consistency between teachers. Do some staff follow the plans to the letter and others less so? If so, do you find that those that follow it more closely are the newer members of staff?

DW: Most follow the content to the letter, there is not a split between new and experienced staff.

Q: (AJ) Do staff consider that some pupils have different learning styles?

DW: Yes, especially for our SEND learners.

Q: (BM) What has been the feedback from staff?

MPr: Generally, very good. There was a reluctance to begin with, but feedback now is very positive. It is lovely that the staff are learning too. We have increased work scrutiny; in a recent staff meeting we laid out all the books and asked the staff what they thought I would like to see in the books. The list they came up with was exactly what I had on my list, which was reassuring.

Q: (DG) I wonder if the curriculum is overly prescriptive and therefore actually prevents teachers 'working their magic' and the slogan is therefore incorrect?

MPr: There has been a little reticence to change, but staff understand why we are doing it. While it is so new, we will follow the guidelines to the letter and may introduce more freedom in the future.

VG: It is a challenge for staff. The majority of the training day was dedicated to CUSP.

C: (AJ) The proof will come in the assessment as we have seen gaps progressing in recent years.

Q: (GS) It is great the pupils appear happy with CUSP but when will we see the impact of the new curriculum?

DW: We will see knowledge acquisition after one term and then a year for foundation subjects. The key will be an improvement in the reading and writing outcomes.

C: (MP) I have seen a change in my son's education already. He is more enthusiastic and keener to learn. I think it is making an impact.

## 07.2 Headteacher Update

- Most year groups at capacity
- Year 5 and 6 pupils invited to the Hesse open evening for smoother transition
- Improved intervention space, staff room and reception outdoor area
- Along with the CUSP curriculum, there have been several new strategies introduced to teaching and learning – Manipulatives in Mathematics, White Rose Maths from Year 1 onwards, a new monitoring and evaluation system and a new Feedback Policy
- Support: D Waterson oversees the Development Plan. L Myers has been commissioned to support with the curriculum, with a focus on the development of Reading. A Murphy and A Welsh from the central improvement team provide support 2 days a week.

Q: (MP) There are lots of different people in to provide support and for understandable reasons. Do these people have clear objectives? It could be a case of too many cooks.

MPr: DW provides support with teaching and learning, VG is my line manager and operations, LM is a consultant that tweaks the curriculum.

Q: (MPr to MP) How does this affect your workload?

MPr: I see the support as positive, as my job is to improve the school, they are not wasted days.

VG: It sounds onerous, but it is not unusual to share good practice; other Headteachers go to different schools and learn. It is just more of a formal arrangement here.

Q: (MP) Do you still teach?

MPr: Yes, we have had staff absences, so I put myself forward when necessary.

MP: Maths outcomes were the weakest – why isn't there support in that area?

MPr: Lauren is working with J Sawyer from The Yorkshire Ridings Maths Hub on mastering number. We are already seeing an improvement after 3 weeks.

SH: We are also teaching times tables in a different way – the biggest number is always put first.

C: (BM) It should be said for transparency that L Myers is also a Trustee of the Trust.

Q: (BM) When I conducted a school visit there was a shortage of staff and both MPr and DW had to teach. Does the High School not provide staff support?

VG: We use agency staff; we wouldn't provide teachers from the High School.

Q: (BM) Would you not use a cover supervisor from the High School?

VG: Last year, there were lots of ECTs, so we employed a cover supervisor but have decided not to replace this role.

C: (DW) With Read Write Inc we got the phonics results up, but it is very staff heavy. I have asked MPr if there is another way we can deliver RWI that is not so reliant on high staff numbers.

Q: (DG) Can you explain who is actually in charge between DW, VG and LM? Who reports to who?

DW: We worked with LM prior to becoming a Trustee as he is a National Leader of Education so went out to tender. VG has full responsibility for line management and staffing. MPr has the responsibility for the day to day running of the school. I have designated authority and MPr and I are responsible for delivering the Development Plan. I know if MPr has any concerns then she will speak up. I am in regular contact with MPr and make sure I am not on site if LM is.

Q: (DG) How do you feel with so many people coming in to school?

MPr: It was daunting at first, but I am enjoying it now. I have a rapport with LM.

Q: (DG) Are staff really clear on the delegation?

MPr: Yes, staff are very clear on the expectations.

Q: (DG) How do you monitor as a through school if interventions are working?

VG: We RAG the Development Plan.

## **08 ANNUAL REVIEW OF PUPIL PREMIUM**

- This is the third year of the Pupil Premium Strategy
- 23.6% pupils are PP
- Whole class reading to continue
- RWI delivery to be reviewed due to heavy staff resource
- White Rose Maths to continue as not been used for a full year yet
- Continue to move learners from The Den back to class ASAP

Governors were directed to the pages detailing the impact of the funding 2022/23.

Q: (AJ) It is good to see the success at the end of the year, but how often do you review the impact of the spend?

SH: We review the strategy regularly and have professional conversations about shaping the strategies. Pupil premium is spoken about in every leadership meeting and impact measured.

Q: (BM) How do you see yourselves overcoming RWI being staff heavy?

DW: We will consider making the groups bigger (increasing from 6 to 12).

C: (DG) After my concerns about pupils staying in the Den for long term intervention, thank you for stating that 85% pupils have moved from The Den to the classroom, this is good to hear.

## **09 SAFEGUARDING REPORT**

- 7 Operation Encompass notifications (10 children)
- 1 Child in Need
- 2 Early Help cases
- 2 Child Looked After
- 45 pupils are currently on the safeguarding monitoring list
- 23 children are a cause for concern
- 72% staff have completed The National College mandatory safeguarding module
- More Team Teach training is planned

Q: (DG) When should we expect 100% staff to have completed the safeguarding module?

AP: After half term. All are aware of the KCSiE updates but some still have the online training to complete.

Q: (DG) In the report you state that advice from East Riding is that schools do not contact families directly following an Operation Encompass notification. Do you plan to seek advice from Hull CC too?

AP: Yes.

Q: (DG) It is really good to use the consultation services of Tahnee Burgess and Lucy Fox for advice. They are not statutorily obliged to give this, so what would the contingency be?

AP: Half termly Trust meetings, DW is the Trust Designated Safeguarding Lead and weekly consultation meetings. I also have very good links with all the safeguarding leads in each school. We also have telephone support from The Safeguarding Alliance.

DG: Recently in Hull and the East Riding there has been a significant threat made to schools to cause harm to children. It doesn't seem that we have an Intruder Policy, and this is needed.

DW: We are reviewing site security for a safeguarding input so will update this.

### **ACTION: Intruder Policy to be introduced ASAP**

## **10 SCHOOL EVALUATION FORM**

- Throughschool document
- Been through a very rigorous process to put together
- Reviewed by Trust improvement team and Chief Executive
- All SEF grades are good, with the exception of Quality of Education which is judged RI

Q: (BM) It states that White Rose Maths has had a positive impact on outcomes although it is too early to demonstrate impact, so how can you state that?

MPr: This is based on what we see daily.

C: (DG) The document is too long for us to read thoroughly. Can we please see just the PPS actions?

DW: It was important for you to see the SEF as a through school. You can see the PPS only sections as they are marked in green, and we can use the Development Plan to go over Penshurst only actions.

## **11 DEVELOPMENT PLAN (2023/24)**

- Plan is based on one priority "to improve academic achievement for all pupil groups within the primary phase, with the goal of ensuring that the proportion of pupils who are academically prepared for secondary education is at least on par with the national average"
- This priority is broken down to 3 actions
  - To enhance and customise the curriculum to facilitate deeper understanding and long-term retention among pupils
  - To improve the quality of teaching and learning
  - To foster and strengthen leadership capabilities at every level
- MPr spoke around the actions that had been judged amber. **Facilitate teaching and learning CPD sessions** – staff had spent the September training day on the CUSP curriculum and staff meetings after October half term are dedicated to CPD. **Embed the use of manipulatives in Maths lessons to enable learners to become more independent** – still amber as not fully embedded. **Full review completed by an external system leader, which clearly identifies ways forward** – still amber until all L Myer's sessions have completed

Q: (BM) The action to implement an online reading record to promote home reading has been discussed in lots of previous meetings. How is this looking?

MPr: Reading records have been printed and are ready to issue. We recognise that we need to make time to listen to pupils read.

DW: We are introducing an online reading programme that has a quiz after each text to see if pupils understand the text. We can also see who is doing the reading.

Q: (BM) How prepared are pupils for secondary school if they have more and more work online?

DW: Pupils still write each afternoon.

## 12 ATTENDANCE

- Attendance for all is 93.5% (national average 95.1%)
- Attendance of PP children is 89%
- The lowest attendance is in Reception at 91.7%
- Term time holidays continue to be a problem
- C Kibbart and A Paoli meet every fortnight to review attendance
- 2 pupils in FS2 are on a part time timetable – both have an EHCP.

Q: (AJ) Does the data not account for needing a part time timetable?

AP: No, but this is right for the child.

Q: (BM) If parents take the children out for term time holidays, what can you do to combat this? This must be a challenge for all schools.

AP: There is nothing we can do if the parent chooses to pay the fine and have a cheaper holiday, apart from re-iterate the importance of attendance.

VG: We never authorise it – unless it is a wedding overseas in which case we authorise the wedding day plus one day travel to and from the wedding.

MPr: We have current attendance data for each child so teachers can signpost for support.

## 13 BEHAVIOUR

- 11 child on child incidents – involving 9 boys
- 16 classroom removals with 11 being in Year 4. 8 of which are the same boy, so lots of support has been put in
- 3 internal isolations

Q: (DG) All pupils that have had internal isolations have additional needs. What does isolation mean and how do you measure the impact?

AP: Isolation means the child is removed from the classroom with the SLT, usually for half a day, and restorative work takes place on the behaviour plan. De-escalation techniques are used. The impact can be seen in the classroom.

Q: (AJ) Can a child make their own choice to remove themselves from the classroom?

AP: Yes, if this is documented on their plan and it is safe to do so.

DW: It should be said that behaviour management is very strong as classroom removals only take place 1 in every 225 lessons.

## 14 POLICIES

The Feedback Policy was issued a week before the meeting. Governors were content to approve the policy.

**Resolved:** Feedback Policy was approved.

The Behaviour Policy was circulated at the meeting and governors were asked to read through and send any comments to A Paoli, votes to approve to G Stafford.

**ACTION: Governors to read the Behaviour Policy and respond to GS with votes to approve**

**15 GOVERNOR LINK VISITS**

Linki Governors must complete at least a visit once per term and complete a report as a record of the visit.

**16 GOVERNOR TRAINING**

Governors must complete the 'Annual Certificate in Safeguarding for Governors and Trustees for Primary Schools and Academies (2023/24)' before the next meeting.

Should governors wish to complete all of the mandatory training that is expected this year, then the other two modules to complete are:

'Annual Certificate in Data Protection and GDPR for Governors and Trustees for Primary Schools and Academies (2023/24)'

and 'Annual Certificate in Cyber Security for Governors and Trustees (2023/24)'

**ACTION: Governors to complete at least the Safeguarding module on The National College before the next meeting**

**17 ANY OTHER BUSINESS**

None raised

**18 DATE OF NEXT MEETING**

Pre – meet: Tuesday 5 December 2023, 7pm (online)

LGB meeting: Thursday 7 December 2023, 5pm

**19 AGREED ACTION POINTS**

**19.1 ACTION: SEND Link to be appointed at the next meeting (minute 4)**

**19.2 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year (minute 6.1)**

**19.3 ACTION: Intruder Policy to be introduced ASAP (minute 9)**

**19.4 ACTION: Governors to read the Behaviour Policy and respond to GS with votes to approve (minute 14)**

**19.5 ACTION: Governors to complete at least the Safeguarding module on The National College before the next meeting (minute 16)**

The meeting closed at 6.50pm.