



The Primary Local Board of The Hessle Academy

Minutes of the Primary Local Governing Board
Penshurst Primary School.

Thursday 7 December 2023 at 5pm

PRESENT:

Mr D Grainger (Chair, DG), Mrs S Carter (SC), Mrs C Davies (CD), Mrs A Jessop (AJ), Mrs E Lucid (EL), Mr M Peck (MP), Mrs M Preston (Head of School, MPr)

ALSO IN ATTENDANCE:

Mrs J Anderson (SENCO, The Hessle Academy, present for minutes 20-25, JA), Mrs L Dinsdale (Maths Leader, present for minutes 20-26, LD) Mr I Furlong (Chair of the Trust, IF), Mr V Groak (Headteacher, The Hessle Academy, VG), Mrs S Hornby (Assistant Head, SH), Mr K Key (Year 6 teacher, present for minutes 20-26, KK), Mrs A Paoli (Assistant Head, AP), Mrs G Stafford (Clerk, GS); Mr D Waterson (Executive Director of Education, DW)

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

20 WELCOME

IF opened the meeting, welcoming the two newly appointed parent governors and everybody introduced themselves. DG stood in as Chair for the meeting as BM was ill.

21 APOLOGIES

B Munro and C Thorley

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

22 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

23 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 26 October 2023 were confirmed as a true and correct record and signed by the Chair, DG.

24 MATTERS ARISING

24.1 ACTION: SEND Link to be appointed at the next meeting – S Carter volunteered to be the SEND Link. DG as the previous SEND Link offered to accompany Simone on her first link visit.

24.2 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year - action will be completed in the January data set, carried forward

- 24.3 ACTION: Intruder Policy to be introduced ASAP** - this will be a Trust wide policy and will be written ASAP
- 24.4 ACTION: Governors to read the Behaviour Policy and respond to GS with votes to approve** - further amends to the Behaviour Policy were discussed and governors approved the updated policy
- 24.5 ACTION: Governors to complete at least the Safeguarding module on The National College before the next meeting** - see minute 30

The order of the agenda items was shuffled to accommodate availability of school staff.

25 SEND REPORT – J Anderson

- SEND Support figures in line with national (12.3% PPS compared to 13.5% national)
- Double the proportion of pupils have an EHCP at PPS compared to national (4.1% compared to national primary 2.5%) putting a significant strain on the school's resources
- 8 submissions for EHCP assessments are also in the pipeline with 6 expected to be approved
- 39% needs are SLCN (Speech, Language and Communication Needs) followed by MLD (Moderate Learning Difficulties) and SEMH (Social, Emotional and Mental Health)
- Year groups 4 and 6 have the most SEN, and there are more boys with additional needs than girls
- Provision is in the Den and interventions take place such as Mable Therapy, ELSA, counselling and Lego Therapy
- Priority is to build the SEND team capacity and give more support for the high number of boys with SEMH needs

Q: (DG) As the previous SEND Link governor I was really impressed with the amount of work and strategies used to support the pupils. To have double the national average of EHCP pupils must accelerate the conversations around building the team's capacity. Have you had discussions with the central Trust team about the high number of EHCP pupils as they may need to look at a more permanent increase of staff in this area to cope with such high-level needs?

JA: We have 6 out of 8 pupils about to convert which will obviously increase the percentage so we do need these conversations.

VG: The cycle of discussions about staffing with central takes place in January so this will be a priority for us. There may be potential for more SEND staff with the ERP bid.

C: (DG) Reputationally Hessle and Penshurst support children with additional needs. It would be a shame if this reputation were to fall due to staffing needs. This must be a high priority for the school and for us as a Board?

JA: Another consideration is that staff levels are set at one point through the year and EHCPs can be submitted at any point.

Q: (DW to JA) How much time do you spend at Penshurst as one third of all EHCPs are for Penshurst pupils?

JA: Two half days per week but I am always on hand to help. I have spent more time here recently due to the Assistant SENDCo's absence.

Q: (IF) Do any themes emerge with the SEND boys?

JA: Two are Looked After Children, we have support from social workers and the virtual schools, but they mostly leave us to it.

Q: (AJ) The figures are interesting; we have two times the national average for EHCPs in this school. Is this due to the reputation of the school? Are all within catchment?

JA: No – some are from Hull. I think that the reason for the high numbers is that the Assistant SENDCo is exceptionally good at identifying needs early.

Q: (SC) You commented on the strain to resources due to high SEN numbers. Are Learning Assistants (LAs) removed from some classes to support classes with high numbers and are the majority of children therefore missing out?

JA: No – only two have a one-to-one LA. It is not best practice to have a one to one for all EHCP pupils.

MPr: We also have HLTAs to cover classes.

JA left the meeting at 5.35pm

ACTION: MPr and VG to discuss the need to recruit additional staff to the SEND team with the CEO

26 CURRICULUM QUALITY WORKSHOP

26.1 CUSP Science – K Key

- CUSP stands for Curriculum Unity School Partnership
- Curriculum was introduced in September and is based on long term retention of foundation knowledge gained.
- Substantive Knowledge: knowledge acquired from the teacher; subject knowledge and explicit vocabulary to learn about the content, concepts that form the underpinning structure of the subject
- Disciplinary Knowledge – once the substantive knowledge is acquired, this can be applied. This is knowing how to collect, use, interpret understand and evaluate the evidence from scientific processes – this is taught
- CUSP not used in EYFS -instead, pupils follow the 'Development Matters' curriculum guidance. Science falls into the 'Understanding the World' statutory educational programme
- CUSP creates summative assessments for each unit, administered as multiple-choice questionnaires that link to the information acquired from Knowledge Organisers and Knowledge Notes
- Pupils are given the opportunity to self-assess their learning through each unit as sections of the questionnaire are given at the at the start of each lesson
- Summative questionnaires can inform pupil progress and teacher assessment as science attainment and progress is now on Arbor pupil reports
- Staff voice:
 - Confidence in teaching science (out of 10): average of 7.5
 - 91% of teachers said that CUSP makes them feel more confident in teaching Science
 - 55% of teachers mentioned subject knowledge or vocabulary is a strength
 - 100% of teachers said practical ideas for science or wider range of resources would improve Science at Penshurst
 - 86% of teachers said they would like to do more hands-on activities/investigations
- Next steps: need up-to-date equipment and furtherer enrichment opportunities for year groups to be made available (e.g. Planetarium visit for Y5 'Earth In Space' topic) and visitors/hands-on activities to be organised for British Science Week 2024 in March

Q: (DG) Wow moments in science are so important as everyone remembers these from their childhood. Staff voice indicates that this has been missed with staff wanting to do more hands-on activities. How do you track the feedback if this is working?

KK: We will continue to conduct pupil and staff voice.

VG: In conversations with the Head of Science at the High School, did you discuss the use of lab resources?

KK: No, this relationship needs to be built further.

EL: We are unsure who to contact.

VG committed to provide contact names of High School staff that could discuss sharing of resources.

Q: (CD) I am a primary school science lead. Have you looked at acquiring other resources such as outdoor learning, adapting your planning? I am happy to come in and discuss this further.

C: (IF) What a fantastic link you will be, to provide assurance to the Board. If the staff provide all the substantive information, have you found it challenging to be an expert in all fields?

KK: The planning has helped.

LD: And there are videos available for each module which are really useful.

Q: (IF) If the model is embedded, I would expect to go into a class and ask the pupils what the first activity of a lesson is and hear them say they have 3 recap questions. Do you think they would they say this?

KK: Yes, I am certain they would.

Q: (IF) Is it easier to assess progress using this curriculum?

KK: Definitely.

Q: (DW) This is a new curriculum. How do you ensure that you are covering all elements of the national curriculum?

KK: We have been though all the CUSP curriculum and every element of the national curriculum is covered.

Q: (DW) Staff and pupil voice indicate that CUSP is working, this is the evidence, so why would you want to change something early and change to more hands-on learning?

KK: CUSP is about the teacher imparting the knowledge and the pupils writing and I think that people are missing the hands-on opportunities.

DW: But it is working, so the model should not be changed.

Q: (DG) How do you capture if CUSP is also working for our SEND and PP pupils?

KK: I do not know how much the gaps are closing but I can say that the SEN and PP in my class have made significant progress.

Q: (GS) If this curriculum is based on the pupils acquiring the substantive knowledge before moving on to apply this, how do you ensure that all pupils are at a certain level before moving on? If some do not pass the multi choice acquisition tests, do you have an intervention group to ensure they do reach that level?

SH: We use scaffolding documents to refer to.

KK: The books are like manuals that the pupils can look back on and check their knowledge and pupils get their Penshurst Graduate Award in topics that they pass.

Q: (CD) The tests look at the substantive knowledge, how do you assess the disciplinary knowledge?

KK: We look through the books.

Q: (CD) Is this mapped in CUSP?

KK: No.

KK left the meeting at 5.55pm

26.2 Maths – L Dinsdale

- Collaborating with the Maths Hub on mastering number and mastery readiness to increase learner number fluency. This is fully funded by the Maths Hub as part of the DfE National Centre for Excellence in the Teaching of Mathematics
- Embedding the use of manipulatives to enable pupils to become more independent

- Developing good number sense from FS2 to Year 2 with 15 mins daily practice
- Seeing gaps closing, pupils are more confident and engaged, speed of recall has increased, and they are seen to apply knowledge to other maths problems
- Staff are enjoying this style of teaching
- At a visit from Jo Sawyer (Maths Hub) in October 2023, an action plan has been written. Lots of strengths seen in lessons
- Times tables – adopted the Claire Christie approach; to develop an understanding of multiplicative relationships always starting multiplication with the largest number. Daily fluency practice from Year 3 (40 questions per day)

Q: (DG) Do we track the performance of SEND and PP pupils?

LD: Before we started the project, we had to assess 2 pupils from each class – one SEN and one non-PP and will test again at the end of the year.

Q: (DG) Last year there was much talk of not having sufficient laptops for the children to do times tables practice. Do we now have enough access to laptops?

LD: We use laptops for TT Rockstars and do not have enough for daily use in each year group and ideally, we would have a set for Year 4 use only. We have weekly practice now.

Q: (DG) Do we need more money to purchase more laptops?

VG: I will pick this up with MPr.

Q: (IF) Do you find that pupils have challenges with accessing other areas of the curriculum due to not being able to read?

LD: We use White Rose Maths and that has vocabulary sections too.

LD left the meeting at 6.15pm

27 DISADVANTAGED REPORT

- 25% pupils are disadvantaged at PPS (national 24%)
- 7% are DA and SEND
- Year 4 has the highest proportion of DA
- Provision – The Den (class teachers identify pupils that are then assessed using the Boxall profile. Literacy and maths interventions take place daily), Read Write Inc (reading and phonics programme used in KS1) and Fresh Start (reading programme for those struggling in KS2), ELSA (Emotional Literacy Support Assistant), Clubs (20% DA attend after school clubs), The Rainbow Room (M Adams has sessions with pupils with SEMH needs) and Relax Kids (30 min emotional well-being session)
- Aim is to return to class from The Den after one - three terms

Q: (AJ) Have you done any investigations into why more disadvantaged do not attend after school clubs?

SH: No, we need to have these conversations with the parents. Ideally, we have a priority booking system where a proportion of places are reserved for PP pupils but logistically it does not work.

Q: (AJ) If the clubs were at lunchtime do you think attendance would improve?

SH: Our PE Lead does do a PE lunch club and does invite the PP. We do not have the resource to run more lunchtime clubs.

Q: (IF) Is the provision detailed on the PP Strategy and funded through the PP funding?

SH: Yes.

Q: (IF) At your last meeting the PP Strategy was reviewed, does it detail how you intend to enrich the cultural capital of pupils?

SH: Yes, trips, clubs and educational visits.

Q: (IF) Do you evaluate what works and what does not in the Strategy? How do you measure the impact?

SH: Yes, I summarised the lessons learned in a recent LGB meeting and what strategies will continue and what will not.

C: (VG) With whole Trust budgeting it is very hard to quantify exactly how much is used on what.

C: (IF) It is more a general question around value for money in closing the gaps and do we know what works and what we are continuing.

Q: (DW) You have stated that there is a waiting list for pupils to access the ELSA. If you have a waiting list, why are only 4 pupils doing Mable Therapy?

AP: We were told that as a school we had used all our credits.

DW: No, Penshurst has used the least in the Trust. Contact JE (Mental Health Counsellor) and she will refer more pupils.

Q: (DG) Clubs are filled on a first come first served basis. I understand that if we prioritise the PP to attend then we would disadvantage the non-PP, but as we are using the PP funding for these clubs surely we should positively prioritise the PP?

SH: I agree that the funding is being used for clubs and therefore we need to have one to one conversations with PP parents to encourage attendance and prioritise this group.

Q: (DG) There is a low proportion of PP attending Relax Kids (29%) yet a waiting list for ELSA and 71% of pupils that go to ELSA are DA. Should we not revisit these provisions and ask ourselves what is good use of the funding? We need to think about dropping provisions that are funded by the PP funding that not many PP attend and invest further in ones where there is a waiting list.

Q: (GS) How many staff are ELSA trained?

SH: 3, but 2 are at full capacity as one is the Safeguarding Officer and the other is the Assistant SENDCo.

ACTION: SH to review the provision for the Pupil Premium pupils

28 COMPLAINTS DATA

- 150 formal complaints received across the Trust schools since June 2023
- 6 from parents of Hessle Academy - one being Penshurst
- Only 7 are currently open complaints across all schools

DW asked for the trends of concerns that come into each school and for primaries data to be separated from secondaries as primary staff see parents each day and many concerns / complaints are dealt with immediately. DG also asked for complaints to be shown per number of learners.

ACTION: Concerns analysis to be presented. Complaints to be filtered by phase and number of learners

29 GOVERNOR LINK VISITS

27 November 2023 D Grainger – Safeguarding Link Governor visit. Themes were an increase of violent behaviour seen in school. Demand for well – being support has increased.

Behaviour and PP Link visits have been scheduled.

ACTION: A Jessop and M Peck to write a Link visit report ASAP

30 GOVERNOR TRAINING

Two Governors to complete the following mandatory training: 'Annual Certificate in Safeguarding for Governors and Trustees (2023/24)', '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: B Munro and M Peck to complete the Safeguarding, data protection and cyber security module on The National College before the next meeting

31 ANY OTHER BUSINESS

DG raised that there should at least be a safeguarding update provided at each meeting.

32 DATE OF NEXT MEETING

Pre – meet: Tuesday 16 January 2024, 7pm (online)

LGB meeting: Thursday 18 January 2024, 5pm

33 AGREED ACTION POINTS

33.1 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year (minute 24.2)

33.2 ACTION: MPr and VG to discuss the need to recruit additional staff to the SEND team with the CEO (minute 25)

33.3 ACTION: SH to review the provision for the Pupil Premium pupils (minute 27)

33.4 ACTION: Concerns analysis to be presented. Complaints to be filtered by phase and number of learners (minute 28)

33.5 ACTION: A Jessop and M Peck to write a Link visit report ASAP (minute 29)

33.6 ACTION: B Munro and M Peck to complete the Safeguarding, data protection and cyber security module on The National College before the next meeting (minute 30)

The meeting closed at 7.05pm.

