



The Primary Local Board of the Hesse Academy



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

Thursday 15 July 2021 at 5pm

PRESENT:

Mrs A Fordham (Chair, AF), Mr B Munro (BM), Mr M Peck (MP), Mrs R Potter (RP), Mrs J Spencer (Head of School, JS), Dr R White (RW)

ALSO IN ATTENDANCE:

Mr P Alston (present for minutes 61 to 66b, PA), Mrs S Hornby (Assistant Head, present for minutes 61 to 66d SH), Mr V Groak (HT Hesse Academy, VG), Mrs P Petch, PP (present for minutes 61 to 66c), Mrs G Stafford (Clerk to the Trust, GS), Mr W Turnbull (WT present for minutes 61 to 66a),

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

61 WELCOME

AF welcomed everyone to the final meeting of the academic year. The meeting was held on MS Teams.

62 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

63 APOLOGIES

Mr M Duncan, Miss L Hatfield and Mrs C Thorley

Resolved: Consent was given to the absence of the above Governors

64 MINUTES OF THE LAST MEETING (20 May 2021)

Resolved: The minutes of the meeting held on 20 May be confirmed as a true and correct record and signed by the Chair, AF.

65 MATTERS ARISING FROM THE MINUTES

65a MPr to present PPS Theme to Middle Leaders at HHS – action carried forward to the Autumn term

65b Latest operating procedure and risk assessment to be circulated with the minutes – complete

65c HB to present the reformed EYFS curriculum to Governors- action carried forward to the Autumn term

65d JS to update Governors on the Enhanced Resource Provision bid – see minute 70.3

- 65e Photographs of Theme Scrap Books to be circulated** - as the beauty of the books can be better appreciated when actually seen rather than in photographs, it was agreed that a selection of books would be available to view at the next physical meeting
- 65f SH to include detail in the LAC table to show progress against targets** – carried forward when the next Strategic HT Report is submitted
- 65g All Governors to complete the Home Office PREVENT online training** – link to be sent out
- 65h JS to discuss paediatric basic life support training including choking with AF** - training to take place in September
- 65i GS to change the wording of the “other safeguarding training” section of the Report** - complete
- 65j B Munro, M Peck, R Potter and C Thorley to complete at least one more NGA module** - complete
- 66 MODERATED DATA**

JS explained that all the following was moderated internal data:

66a Year 6 – W Turnbull

- 60 pupils, 25 boys, 35 girls, 13 DA and 13 SEND
- Pupils completed the 2019 SATs paper
- In all measures Non – DA outperformed DA pupils
- In all measures Non – SEND outperformed SEND pupils
- In all measures girls outperformed boys

Reading

- 78% pupils achieved expected in Reading (2019 national 73%). 28% achieved greater depth (national 2019 27%). 69% of the DA cohort achieved expected and 8% greater depth. 38% of the SEND cohort achieved expected and 23% achieved greater depth
- Reading progress was +4.84 (national 0) putting PPS in the top 5% schools

Writing

- 73% pupils achieved expected in Writing (2019 national 78%). 5% achieved greater depth (national 2019 20%). 62% of the DA cohort achieved expected and 0% greater depth. 31% of the SEND cohort achieved expected and 0% achieved greater depth
- Writing progress was +3.77 putting PPS in the top 25% schools nationally

Maths

- 75% pupils achieved expected in Maths (2019 national 79%). 12% achieved greater depth (national 2019 27%). 54% of the DA cohort achieved expected and 8% greater depth. 38% of the SEND cohort achieved expected and 8% achieved greater depth
- Maths progress was -0.57 putting PPS in the middle 20% schools nationally

Q: (RW) December 2019 data showed that Year 5 (current Year 6) attainment was 34% Reading, 52% Writing and 17% Maths and I recall from previous discussions that this cohort had been of concern, to what degree does this difference in 2019 versus 2021 outcomes reflect the impact of closure versus achieving academic potential?

JS: They performed as we expected. The 2019 data for Year 6 was the highest we had experienced over the past 5 years. If an average of the 3 years prior to 2019 is taken this year's Year 6 are meeting targets. The concern is that we still have a gap in Maths compared to Reading and Writing.

Q: (AF) The percentage of DA achieving expected in Maths has dropped more than for non- DA. Is this due to lockdown and a lack of engagement with online learning?

JS: DA has dropped 10% compared to national 2019 (54% compared to national of 64%). Non-DA has actually dropped 21% compared to Peshurst Non-DA 2019 (79% to 100%) so the decrease is actually less for the DA as they have had lots of intervention.

Q: (RW) How will you ensure that the SEND learning is accelerated?

JS: There isn't a large percentage of SEND (13/60). 3 EHC pupils couldn't attend online as they couldn't cope. 2 didn't sit the SATs paper as they didn't have the resilience to do so. We normally take 10 staff from school during SATs weeks to be prompters or readers but this couldn't happen this year.

Q: (AF) I have read that you are one teacher down in Year 6 for September and if this is so how can you go into 3 classes as planned?

JS: We lost a member of staff late on in the year. Myself and Mrs Kay will teach if we cannot recruit in time but we are hoping we can recruit.

Q: (AF) Has there been much interest in the position?

JS: Yes, a fair amount.

WT left at 5.27pm.

66b Year 5 – P Alston

- 66 pupils, 36 boys, 30 girls, 18 DA and 8 SEND
- Pupils completed the 2018 SATs paper
- In all measures Non – DA outperformed DA pupils
- In all measures Non – SEND outperformed SEND pupils
- 35% pupils achieved expected in Reading and 3% achieved greater depth. Zero SEND achieved expected
- 15% pupils achieved expected in Maths and 0% achieved greater depth. Zero SEND cohort achieved expected
- 39% achieve expected standard in Grammar
- Teacher assessment suggests after another year the cohort will be at or above national in Reading and Maths and at national in Writing.

Q: (RW) Maths continues to be of concern particularly in Year 5 where only 15% achieved national. I realise they still have a further year of learning but how is their learning going to be accelerated so that a greater percentage reach expected in 2022?

JS: Year 5 sat an end of Year 6 paper. They hadn't covered all the curriculum, particularly in Maths. They normally wouldn't sit a SATs paper in Year 5. In terms of a baseline Year 5 are very similar to Year 6. Therefore, you have to think Year 6 got there and so it is promising for Year 5 as they have a whole new year of learning. Internal teacher assessment suggests the percentage working at ARE in Year 5 is much higher. We changed the timetable and curriculum for Maths and then had the year of Covid so we can't say if any of the changes have made a difference, we need to embed the changes made. Year 5 will go into 3 classes into Year 6 and that has a dramatic impact. This will also give access to more specialist SEND provision.

Q: (RW) Did the NFER tests indicate the pupils are where they need to be?

JS: Yes, 78% were at expected or above.

C: (PA) This year group has been the most disrupted year group over lockdown.

C: (JS) It is also disruptive as it is boy heavy with high SEND needs. The boys can't self-regulate and are manageable in class but in unstructured times cause problems. There are lots of gaps to plug.

C: (JS) The teachers have been very cautious in assessing Writing as they do not have the bank of evidence required to be sure of levels.

Q: (AF) Will you continue to test at Year 5 as this is the first time it has been done?

PA: Normally we use NFER. We do a SATs test at the beginning of Year 6.

JS: We prefer to do the SATs with the Year 6 teachers so that they can observe who has resilience and who is distracted. If we do repeat in Year 5 next year we will have the Year 6 teachers watching.

Q: (AF) The focus is rightly on catch up but how do we ensure the high achievers don't get forgotten?

PA: It is common teaching practice to ensure that this doesn't happen. We have techniques to challenge and stretch the high achievers; such as in Reading there is a new curriculum scheme where there is challenge and differentiation and the pupils are responsible for their learning and can push forward.

Q: (AF) How many were greater depth in Maths using the NFER?

PA: 18%, national for Year 6 was 25%. 12 of the 66 in Year 5 got greater depth in Maths.

C: (JS) Year 5 are better at Maths than Reading and Writing.

Q: (AF) How do you decide how to split Year 6 into 3 classes?

JS: This is done on behavioural aspects and social behaviour. They only stay in the classes for registration and theme and for all other classes they are in sets. In Reading mixed sets actually work really well and also in Maths as the curriculum is differentiated so clearly it works. The only one that doesn't work in mixed ability classes is Writing – this has to be in sets.

PA left the meeting at 5.45pm.

66c Year 2 – P Petch

- 70 pupils, 39 boys, 31 girls, 13 DA and 10 SEND
- Pupils completed the KS1 2019 paper
- 63% pupils achieved expected in Reading, 59% in Writing and 54% in Maths.
- Girls outperformed boys in Reading, Writing and Maths
- 93% passed phonics; 80% in December on the first attempt (national 2019 91%)

Q: (AF) Hopefully there will not be any further lockdowns but if there were how would you get the DA in Year 2 to engage?

PP: We have got better at online learning and how to educate them. The parents now understand how the work is provided. It was all so new at the beginning and despite providing all the equipment some parents chose to focus on their older children.

C: (JS) It is reassuring that in a TCAT summary of primaries PPS compares with CPS. We did expect a 10% lag and we were spot on.

C: (RW) We should celebrate the success of the DA in Maths and Writing in Year 2. The SEND pupils need more support across all the year groups.

JS: There are more high needs SEND in school, tipping the balance where nurture becomes SEND provision. We have EHC children with multiple complex needs.

Q: (AF) The DA did well – can we transfer this success to other groups?

JS: The DA are the behaviour boys that prefer Maths to Literacy.

C: (RW) We need to bear in mind that we cannot compare 2019 data, that was 2 years ago and we have had the pandemic so nationally we are all in the same boat. It is more useful to compare at Trust level and also with similar local schools for reassurance that teaching strategies are working.

JS: I always pitch our results against Anlaby Acre Heads which is a similar school in many ways and our results are very similar.

Q: (AF) *There is always a big jump from Year 1 to Year 2 – have the children coped?*

PP: *It always takes time to settle and as these pupils have missed Year 1 the lack of formal schooling is very noticeable.*

Q: (RW) *How do you prepare the pupils for the move to Year 3 (KS2) which again is a big jump but they haven't had a normal education?*

PP: *The Year 2 teachers have worked hard with their new Year 3 teachers, not just academic knowledge but focusing on their well – being and how well they are coping. There has been lots of intervention with a focus on phonics. There has been much collaboration between Year 2 and 3 and the pupils are as prepared as possible for moving into KS2.*

C: (RW) *You must be so pleased with the phonics results – very well done.*

AF: *Yes, well done to you and your team.*

PP left the meeting at 5.57pm.

66d Year 1 – S Hornby

- Phonics screening tests were not carried out at the normal time due to the pandemic. The tests usually take place in Year 1 with pupils re-sitting in Year 2 if they fail
- The test comprises 40 real and nonsense words so the pupils need to apply the rules they have learnt to sound the words; 32 being the pass mark
- This year the pupils took the tests in the autumn term of Year 2 and 93% pupils in Year 2 passed on their first attempt (national 2019 91%)
- 80% pupils in Year 1 passed when they took the tests in June 2021 (national 2019 81%)

C: (SH) *We are very very proud of these results. 14 pupils didn't pass first time – there are lots of complex reasons why they didn't pass. 10 are DA, 11 are on the SEND Register and 7 are part of Nurture provision. We have done intense phonics interventions with the catch-up funding as most of FS2 was missed for this year group.*

C: (RW) *These are brilliant results for these children that have missed out on their early learning. You should celebrate these results – well done.*

C: (JS) *SH is underestimating her own performance; she has done the phonics interventions.*

SH left the meeting at 6.02pm

66e EYFS – J Spencer

- 58% pupils achieved GLD (Good Level Development) (national 2019 72%)
- Literacy and communication are the strands where children fell short
- Seen a 14% dip in results but this was expected as the children missed most of Nursey and had a turbulent FS2
- Attendance for online lessons was a big block for FS2 pupils as very difficult to engage a 5-year-old
- Non-DA outperformed DA by 20%
- Non-SEND outperformed SEND but the gap has not increased
- Girls outperformed boys
- 6 DA boys are all entering the Nurture unit in September as they have communication needs

Q: (RW) *I always think there is a significant jump from FS2 to Year 1. They have had a huge boost with the work done in phonics but how will you support the children that have not reached their early learning goals and have to move to Year 1?*

JS: *We are changing the way we are running Year 1 from September. We will split the class into 3: the 30 that are ready for Year 1 will be at tables for learning, 30 will go into nurture and the*

remaining 30 -35 will be in a room with 2 teachers set up as a mix of provision carrying out small group interventions. We have an outstanding Year 1 teacher to manage the unit. By February half term the number that are Year 1 ready will increase and there should be 2 Year 1 classrooms with the children at the desks. We can only do this due to the skilled EYFS practitioners.

Q: (RP) Will this be a one-year intervention only?

JS: It is a solution to this year but if it is successful and children need a boost then we may choose to keep the model.

C: (AF) It is a sensible solution to the challenges faced.

JS: We need to ensure that reviews are regular (every 2 or 3 weeks) as we don't want to hold any child back if they are ready for Year 1 – that is my only concern.

AF: Thank you for all the presentations this evening and all your team's hard work.

67 COVID CATCH UP STATEMENT

- £118,960 catch up premium has been allocated to the through school (pro-rated to approximately £40K for PPS)
- Funding is based on £80 per learner
- Funding can be carried forward to spend next year; approximately £27K to be carried forward

JS: You have heard about the success of Covid catch up funding in Year 1 phonics. Most of the funding went on the purchase of lead texts for each child which had a big impact. This can be seen in the NFER scores and pupil voice; the children have loved having their own books. Also, the whole school NFER assessment has been very good, bringing consistency to testing.

Q: (RW) How do you determine what catch up strategies have had an impact and do you update your website to show the impact?

VG: Showing the impact is difficult as it is a relatively small amount of money but certainly the purchase of the books has made an impact. Until we are back in September we won't know what to spend the remainder on to make a wider impact. We will update the Statement on the website.

JS: I would certainly welcome the money being spent on upskilling the staff in Maths techniques.

68 GOVERNOR LINK VISITS

The following had been completed:

- 26 May – SEND – M Duncan
- 25 June – Pupil Premium – B Munro and R Potter

Both visits were very positive.

Q: (RW) Will the changed census date have an impact on the PP funding?

VG: Yes, there will be an impact – we will take an initial hit.

69 GOVERNOR TRAINING AND SUPPORT

The Clerk raised that it was a shame that governors new to the Board this year had not had the same experience that they would usually have had due to the pandemic. RW agreed that the new Governors had not been sufficiently supported and a training programme was being written at Trust level.

AF offered to give feedback on any governor's performance over the year.

ACTION: Governors to request feedback on performance from AF should they wish

Preparing for an Ofsted inspection training had been organised for Wednesday 15 September 6-8pm at Wolfreton – all governors welcome.

VG thought that an inspection would not be before 2023. RW reassured Governors that they do not need to know data off by heart for an inspection; they just need to demonstrate how they have contributed and challenged and know where to access the data. A file will be prepared for an inspection that will be maintained by the Clerk and updated each term.

RW requested PPS specific safeguarding training and instructions to follow if a governor had a concern during a visit. JS agreed to do this training at the beginning of the next meeting.

ACTION: JS to carry out PPS specific safeguarding training at the next meeting

Safeguarding NGA Module

It is now an annual requirement to complete the Learning Link Safeguarding module as the Keeping Children Safe in Education guidance is updated each year.

ACTION: All Governors to complete the Safeguarding NGA module in the autumn term

70 ANY OTHER BUSINESS

70.1 School Streets

Following successful pilots within the East Riding the Council is planning to implement a traffic free pilot scheme on the section Winthorpe Road and Seagran Avenue leading to Peshurst Primary School at the beginning of September 2021.

In summary, School Street closures aim to ease the congestion, improve the local environment and road safety concerns that many schools experience during drop-off and pick-up times, by facilitating timed traffic restrictions on the road outside and/or leading up to the school gates.

School Streets restricts vehicles entry through the implementation of an Experimental Traffic Regulation Order (ETRO); for a trial period of up to 18 months.

The restriction applies to 1 hour in the morning and 1 hour in the afternoon, Monday to Friday, where the road will become a temporary pedestrian and cycle zone.

JS reported that the residents have been given parking permits but the call for volunteers to marshal the roads for the first few weeks until the scheme self – regulates had not been successful with zero volunteers, so school staff will need to be marshals.

C: (AF) The current road laws should be adhered to and people penalised accordingly. I feel that the whole system is being forced to change at significant disruption just because the small minority park inconsiderately.

Q: (BM) Will there be a penalty for parking in the pedestrian area?

JS: The marshals take a note of the registration number and pass to the Police and a warning letter is issued in the first instance.

Q: (BM) Has a risk assessment been completed for staff challenging the parents outside the school area?

JS: The SLT will be out so we don't envisage any problems as we won't get involved with any disputes.

C: (BM) If you have a risk assessment specifically for marshalling it reduces the risk of any litigation.

ACTION: JS to share marshalling risk assessment at the next meeting

C: (RP) I fear that this might move the problem from one side of the school to the other entrance.

JS: We offered free Breakfast Club as an incentive but that didn't work. I fully understand why people don't want to do this. I have mixed feelings about this. It is a great initiative as the roads are dangerous but I don't want to transfer any problem to another area.

VG: The whole point is to make the area safer.

C: (AF) I have my concerns – some parents drop their children off to school on their way to work and not have the option of walking etc. If so, this will only push the problem elsewhere as they will still need to drive. If people are challenged about this tensions will run high and confrontations are likely. It is a shame marshalling has become the school's responsibility- if it is a council initiative they should marshal it. School staff have enough on and should be available at drop off and pick up times not being tied up marshalling.

VG: A member of the town council was looking to put together a volunteer group; I will contact him tomorrow.

JS: The Police and the Council will be available in the first week.

C: (BM) The Police and Fire Brigade have volunteers – it might be worth reaching out to them.

C: (RW) This would change the risk assessment but what about taking some children out on to the streets? – that would make the biggest impact.

VG: That is certainly worth considering and might change some behaviour.

ACTION: JS and VG to consider ways to attract marshals for School Streets

70.2 LGB Succession Planning

AF informed governors that she was now in her third term as a governor and will fulfill the last 2 years and then intends to step down. She stated that she would put herself forward for the vote for the role of Chair next academic year.

Succession planning should be a 3 year programme so that no change is sudden. AF requested that all Governors think about what additional responsibility they could take on – Vice or Chair in future years.

RW agreed that anyone possessing leadership skills had the base to become a Vice or Chair. The structure and support was in place and the roles should not be seen as scary. RW added that rotating the Link role positions would be a good idea as once a governor knows how to ask questions this skill can be used to gain a broader understanding of the school and lead to "achievement of mastery".

VG reminded all governors to ask if they were unsure of anything presented or wanted anything explaining further.

ACTION: Governors to consider taking on additional responsibility next year

70.3 Enhanced Resource Provision – J Spencer

- In 10 years the school has not seen as many high needs SEND cases as now
- 7 EHCPs are being processed this summer
- SEND outcomes need a boost
- All other solutions had been exhausted and needs cannot be met
- Restraint is needed in some SEND / behavioural cases
- Proposal is to make the nurture room into an Enhanced Resource Provision for autistic / communication needs with a maximum of 5 places
- An ERP would triple the funding
- All staff in the school have to be on board and training of differing levels will be given
- This would NOT be for all SEND children but would give the opportunity to be inclusive

Q: (BM) Will the school implement and develop positive behaviour strategies to sit alongside the EHCPs?

JS: I am booked on a course to find out about these strategies.

Q: (RP) Do you have the space for this provision?

JS: We will use the Nurture Room. The LA has already inspected the area and has approved the space.

JS: It is morally right that we do this.

C: (AF) There are lots of children with additional needs. If there is not the space in other schools then we need to provide for them.

Q: (AF) Are all staff supportive of this?

JS: Yes as the disruption to other children in the classroom can be significant when the provision is not right for a child with these extreme needs. This is a long process and may not be in place until next summer but I am asking if you as a Board agree to the provision in principle.

Q: (RW) Do we have enough funding for the additional Education Health Care Plans i.e. given that there will be significantly more children with EHCPs in September and the school must fund the initial £6K for each one, what will the impact of these additional needs be on the school budget?

VG: Unfortunately an increase in contribution to central services led to a draft deficit budget for next year. Headteachers learnt of the increase on 19 May so this has been incredibly frustrating and I have had to make changes to deliver a balanced budget. This will put us in a tight position and JS and the team need to make savings. We will find ways to fund the EHCPs.

The Chair asked for each Governor to vote if they approved the proposal of an ERP at PPS. All were in favour.

Resolved: All Governors supported the proposal to start the application for an ERP

71 MEETING DATES 2021/22 (all 5pm)

Wednesday 20 October 2021

Thursday 9 December 2021

Thursday 7 April 2022

Thursday 16 June 2022

Thursday 21 July 2022

72 AGREED ACTION POINTS

72a **ACTION: MPr to present PPS Theme to Middle Leaders at HHS – action carried forward to the Autumn term (minute 65a)**

72b **ACTION: HB to present the reformed EYFS curriculum to Governors (minute 65c)**

72c **ACTION: Theme Scrap Books to be available for view at the next physical meeting (minute 65e)**

72d **ACTION: SH to include detail in the LAC table to show progress against targets (minute 65f)**

72e **ACTION: All Governors to complete the Home Office PREVENT online training (minute 65g)**

72f **ACTION: Governors to request feedback on their performance from AF should they wish (minute 69)**

- 72g **ACTION: JS to carry out PPS specific safeguarding training at the next meeting (minute 69)**
- 72h **ACTION: All Governors to complete the Safeguarding NGA module in the autumn term (minute 69)**
- 72i **ACTION: JS to share marshalling risk assessment at the next meeting (minute 70.1)**
- 72j **ACTION: JS and VG to consider ways to attract marshals for School Streets (minute 70.1)**
- 72k **ACTION: Governors to consider taking on additional responsibility next year (minute 70.2)**

AF closed the meeting by thanking everyone for their time and work over the year. She also thanked JS and her entire staff for all the incredible work done this year.

The meeting closed at 7.20pm.