



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

## The Primary Local Board of The Hessle Academy

Minutes of the Primary Local Governing Board  
Penshurst Primary School  
Thursday 18 July 2024 at 5.15pm

### PRESENT:

Mr D Grainger (Chair, DG), Mr D Garton (DGa), Mrs A Jessop (AJ), Mrs E Lucid (EL), Mr M Peck (MP), Mrs M Preston (Head of School, MPr), Mrs C Thorley (CT)

### ALSO IN ATTENDANCE:

Mr I Furlong (Chair of the Trust, IF), 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 (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.

### 63 WELCOME

DG welcomed everyone to the final meeting of the academic year, making special mention to Danny Garton a new Trust Appointed Governor and to the Chair of the Trust who was also in attendance.

The Clerk updated the Board that both Mrs S Carter and Mrs C Davies had resigned as Parent Governors; SC for personal reasons and CD had become a member of the senior leadership team for the school. It is expected that two new Parent Governors will be in place before the next meeting.

### 64 APOLOGIES

None

### 65 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

### 66 MINUTES OF THE LAST MEETING

**Resolved:** The minutes of the meeting held on 18 April 2024 were confirmed as a true and correct record and signed by the Chair, DG.

### 67 MATTERS ARISING

**67.1 Governors to write a pen profile for display on the website** – action carried forward as newly appointed governors need to complete this task.

**67.2 MPr to provide tracking information of attainment data of the same cohort year on year** – complete

- 67.3 Summary of L Myers' support visits to be circulated to governors -complete**
- 67.4 ACTION: Governors to let GS know if they would like to visit during SATs week -complete**
- 67.5 ACTION: GS to circulate the Safeguarding staff survey once more – complete.** There were 26 responses. They supported that the understanding of safeguarding is very good.
- 67.6 ACTION: MPr to consider the sharing of behavioral techniques with parents and report back at the next meeting – SH will lead a parent workshop next term**

**68 HEADTEACHER'S REPORT**

- Positive Ofsted inspection took place in April 2024
- Academic outcomes have improved in most areas
- CUSP curriculum is embedded in all areas and has had a positive impact on learning and staff workload
- Risk summary includes reduced income and staffing and securing strong leadership

*C: (DG) Before we start, can I congratulate you and everyone at the school on the Ofsted outcome – the comments from the lead Inspector affirmed that we are not only providing a good education, but give the all-round care that is needed: "Children who get here, get a great deal and do well". We are very proud to be part of Peshurst, congratulations to all.*

*Q: (MP) Will you be fully staffed in September?*

*MPr: Yes, for teaching staff. Regarding learning support we believe that 2 or 3 are waiting for firm offers elsewhere before they hand their notice in.*

*Q: (DG) The development plan summary mentions a restructure of SLT. We are aware of the appointment of C Davies to the SLT – are there any other changes?*

*VG: There are changes in responsibilities; CD will have responsibility for the curriculum and SH for pastoral.*

*Q: (DG) Safeguarding has been a strength of Peshurst and so who will be the new DSL?*

*VG: M Adams. She has already joined the Trust DSL group.*

*Q: (DG) The risk summary states reduced income and staffing – we have had the discussion before about the size of year groups and the number of teachers. Why does the number of teachers vary across the year groups?*

*DW: This is due to the pupil admission number (PAN) reducing.*

*Q: (DG) We will discuss in the next section in more detail, but we have concerns around the Year 5 mock results and the intention to only have 2 teachers for 70 pupils when they are in Year 6. This year's Year 6 have just produced much improved outcomes and they had 3 teachers -is there a correlation between number of teachers and outcomes? How are you going to manage this?*

*VG: Year 5 will have 2 teachers for 70 pupils.*

*MPr: We will move one experienced Year 6 teacher into Year 5, leaving 2 full time equivalents in Year 6. They are an extremely strong team. We will sift off pupils for core subjects and will have more capacity with J Anderson working here part time. We will also start the interventions earlier next year.*

*Q: (DG) Was the funding bid to have 3 teachers in Year 6 next year rejected?*

*VG: It was not rejected. We requested that we would like to have 3 teachers in Year 6 and that was turned down as there was little evidence to suggest it works.*

*C: (DG) We highlighted this as it is a real worry. Everyone was concerned about outcomes this year after very disappointing results in 2023 and I feel there is a danger of going backwards again.*

*VG: There were other reasons for underperformance in 2023.*

*C: (CT): We had inexperienced staff – we are in a much stronger position with the team now.*

Q: (DG) What is the profile of next year's Year 6 regarding SEND and is there adequate support?

MP: There are 16 SEN and 2 EHCPs.

Q: (CT) How will you split the SEN children?

MP: Equally between the two classes but the 2 with an EHCP will be in the same class so they can share the same support person.

C: (DG) So, in next year's Year 6 there will be less classes with more pupils and a high degree of additional need, I feel this is very vulnerable and we will need to keep this on our radar.

Q: (DG) Can I clarify that the school desire is to move to outstanding?

VG: Yes, absolutely. We have invited contributions from staff of how we can improve further and will analyse the feedback.

Q: (IF) How many are in each year group?

MP: Reception, Year 1 and Year 2 have 60 pupils. Years 3-6 in September have 70.

C: (IF) I would like to update you on two items that have recently been discussed at the Trust Board – one is regarding risk and the other support pay. We are working with RSM regarding the matrix of risk and the structure across the Trust. We will discuss this in more detail, but the proposal is that risk registers will no longer exist; any direct risks to your school will be discussed in your meetings and filtered up to the Trust Board. In addition, there has been research conducted on support staff pay as there are difficulties of retention and recruitment and we do not pay the same level as the local authority. We are going to recommend moving away from spot salaries and to grades, giving staff the chance to progress in pay. This is due to be approved by the Trust Board in September 2024.

## 69 PERFORMANCE REPORT

Data	Difference 2024 compared to 2023
EYFS Good Learning Development	+1%
Year 1 Phonics	-5%
Year 4 Multiplication	+28%
Year 5 mocks (Year 6 paper) Reading	-5%
Year 5 mocks (Year 6 paper) Maths	-10%
Year 5 mocks (Year 6 paper) SPAG	-20%
Year 6 SATs Reading	+9%
Year 6 SATs Maths	+27%
Year 6 SATs SPAG	+6%
Combined	+10%

### EYFS

- 68% pupils achieved Good Level Development (GLD), a 1% increase on last year
- Literacy is the lowest area

### Year 1 Phonics

- 78% pupils achieved a pass compared to 83% last year, only one pupil with SEND passed

### Year 2 Phonics

- 12 pupils did not pass Year 1 phonics last year. 6 of the 12 pupils passed this year

**Year 4 Multiplication Check**

- 90% achieved a pass, compared to 62% last year
- 48% achieved 100%

**Year 5 Mocks**

- Reading – 36% achieved a pass compared to 41% last year
- Maths – 3% achieved a pass compared to 13% last year
- SPAG – 24% achieved a pass compared to 44% last year

**Year 6**

- Reading -66% achieved national compared to 57% last year. 16% achieved higher standard (16% achieved higher last year)
- Maths – 73% achieved national compared to 46% last year. 21% achieved higher standard (9% achieved higher last year)
- SPAG – 70% achieved national compared to 64% last year. 20% achieved higher standard (10% achieved higher last year)

**Combined**

Combined	All	Disadvantaged	SEND
National	51%	14%	13%
Higher	3%	5%	0%

- Combined at 51% is 10% higher than last year
- Higher is 1% lower than last year

Q: (DGa) Is there a difference in achievement from pupils that have come from our nursery to others?

DW: Yes, the pupils from external nurseries achieved 10% higher on the GLD than those coming from our nursery.

Q: (DGa) How many SEND learners are in Year 1 as the report states just one SEND pupil achieved Year 1 phonics?

MPr: 1 achieved out of 6 SEND pupils. The SEND highest need is speech and language.

Q: (DG) 6 pupils did not pass the phonics retake in Year 2 – do they get tested again in Year 3?

MPr: No not officially, but they will continue with phonics in Year 3 and Year 4 they will then follow Fresh Start.

Q: (DG) The Year 1 phonics result is much better than last term but still 5% down on last year. What is the plan to improve?

MPr: We have moved the staff and there will be two very experienced staff in Year 1.

Q: (DG) The improvement in Year 1 phonics from autumn to spring was 16% but from spring to summer was 30%. What was the driver?

MPr: The children are introduced to new sounds as they move through the year, so they recognise more sounds.

Q: (DG) But last year the improvement autumn to spring was 41% and from spring to summer just 20% so the improvement is not consistent.

C: (AJ) Using story boards and pictures in phonics will help.

D Garton offered to investigate this data further.

**ACTION: D Garton to work with VG and MPr to understand the rate of progress in phonics term on term**

Q: (DG) The Year 4 multiplication improvement is substantial at 28%. What do you put this improvement down to?

SH: This is all the work that the Maths Lead has done with the Maths Hub – all the strategies have been very positive. The way that we teach times tables works. 90% passed and 50% achieved full marks.

MPr: We should also recognise that there are individual stories to celebrate. One learner in Year 4 with an EHCP and therefore barriers to learning achieved full marks.

Q: (DW) What assurance can you give that this improvement is not a one off and Year 3 will progress in the same way?

SH: We have the systems in place now. 30% of Year 3 are achieving a pass now.

Q: (DG) Are there some techniques you are using in maths that can be used to improve writing?

SH: We have applied for the Literacy Hub. We also cross moderate with Croxby Primary and Keyingham Primary. We are also working with the Literacy Lead at the Trust.

Q: (CT) When did you change the maths curriculum?

DW: We changed to White Rose Maths 18 months ago.

Q: (DG) The Year 5 mocks are a major concern. What assurance can you give that the Year 5 attainment will improve substantially?

MPr: Some pupils did not complete the reading paper; question level analysis has shown that some are not reading the instructions carefully and we need to do more work to ensure they answer exactly what is being asked i.e., give two words that mean.... Regarding maths we have 2 arithmetic sessions every afternoon and there has been a big improvement from the beginning of the year. For additional impact we use Third Space Learning, and we have 30 spaces for pupils.

Q: (AJ) Do you target pupils that are struggling to achieve national standard to support them?

MPr: Yes, our Year 6 teachers have one day a week where they handover and as they double up we target interventions on that day.

Q: (AJ) Do you also have plans to push the high achievers?

MPr: Yes, there is no ceiling on what is being taught; we teach to the top. Next year's Year 6 have been following White Rose Maths so will not have any catch-up sessions and can therefore focus on the SATs earlier.

C: (CT) We hear about the number of interventions that are carried out each year. Is this conversation taking place across the Trust with successful interventions shared?

DW: The three primaries are all confident in what interventions they are doing – there is much commonality between them all. We are confident in this team to deliver year on year.

C: (AJ) It is great to hear that all the changes that have been made have come to fruition.

Q: (IF) There is not much evidence of success at greater depth. What is your view on the ability of teachers to teach to greater depth or has that not been focused on to date?

AP: We have focused to achieve age related expectations. The next step is to push to the higher level. We started the CUSP curriculum at the start of the year. It takes time to embed and use all the vocabulary.

Q: (IF) Is teaching at higher level an art, a real skill?

SH: We have a very strong experienced team of teachers and therefore have the skill set to push at greater depth.

Q: (DG) Are you satisfied that the worrying indicators in Year 5 are not linked to teaching staff?

MPr: Yes, one of the Year 5 teachers will go to Year 2 and one to Year 3. Next year's Year 5 will have one ex Year 6 teacher and another experienced teacher. The Year 5 and Year 6 teams are so strong together working in synergy.

VG: We will avoid the situation we had in 2023 when two experienced members of staff left.

C: (DG) The Year 6 SATs results are a welcome improvement – 9% improvement in reading, 27% improvement in maths and 6% in spelling and grammar and punctuation with a 10% increase in Combined – well done. Unfortunately, the writing pulled the Combined down.

## 70 ATTENDANCE AND BEHAVIOUR REPORT

- Attendance for 'all' is 94.2% (national average 94.1%)
- Attendance of PP children is 91.3%
- Two strategies are working: the Challenge 100 initiative and an increased number of families on attendance plans (currently 6)
- There have been 18 suspensions for 8 pupils over the summer term – double the number in the autumn and spring terms
- 38 classroom removals for 10 pupils over the summer term
- Suspensions and removals are primarily by SEND and PP pupils
- 11 internal isolations for 5 pupils (summer term)

Q: (CT) What is the reason for the rise in suspensions in Year 4 in the summer term?

AP: This is particular pupils, one of whom is no longer at the school. Lots of support has been put in place.

Q: (CT) It is clear that much work has been done to improve attendance. Is there anything in particular that works?

AP: We have worked closely with the Attendance Manager at the High School to select families that need attendance plans. The Challenge 100 initiatives also work.

Q: (DG) The behaviour in Year 4 has been a challenge for the school. Behaviour seems to be worsening from term to term. Why are the interventions not working?

AP: Classroom removals have increased but they may not lead to a suspension. In the autumn term there were 128 removals and just 1 suspension, in summer 11 removals and 9 suspensions. We are having to suspend more pupils as the behaviour of a small number is getting worse. There are different personal circumstances; some are on safety plans, some have external help.

Q: (DGa) You have measures in place for a couple of learners. Do you give suspensions based on cumulative removals?

AP: No.

SH: We are changing the Den to help with removals. We will have a calm room and the Den will be called the Nest where behaviours are de-escalated, and restorative practice takes place.

C: (DG) We will need to monitor the resource in the Den as the Nurture Manager is leaving and two new members of staff will be in there.

## 71 SAFEGUARDING REPORT

DG repeated how sorry the Board were to see A Paoli leave and conveyed his thanks for her hard work and quoted from the recent Ofsted visit: "Safeguarding at Peshurst is incredibly strong".

- Issues to deal with continue to be domestic violence, substance abuse, financial issues and mental illness
- 26 Operation Encompass notifications
- 5 Children in Need
- 6 Early Help cases
- 2 Child Looked After
- 61 pupils are currently on the safeguarding monitoring list
- 186 logs of cause for concern
- The safeguarding team continue to refer families to the CAT ZERO charity for support with behaviours and counselling

Q: (DG) There has been an increase in sexualised language in Year 4, why?

AP: We have a safety plan in place with a pupil. There have been no further incidents.

Q: (DG) There have been 5 incidents of racism language. What assurance can you give that this is being addressed?

AP: This is a very small number of pupils. They are picking up language from You Tubers. We have had PCSOs in to hold hate crime workshops and told parents of the severity of their children using racist language.

C: (DW) We are introducing a new personal development scheme to address racism early in the curriculum and moving to Jigsaw for PSHE.

Q: (DG) Is there any concern that the children are becoming radicalised?

AP: No.

Q: (DG) If the plan is to have MA as Designated Safeguarding Lead which is a more strategic role than she currently holds, who is supporting with all the groundwork, such as knocking on doors?

VG: SH will be DDSL and JA from the High School will support. There is deep experience in the team.

Q: (DG) But SH has a teaching commitment one day a week. Will MA still be hands on and if so, what will be missed? How will this work?

MP: MA currently does much of the agency core group work and that will continue. She will not be supporting a pupil that she currently works with, so some time is freed up. SH will support with writing Board reports.

DG: We can only review and see how this goes.

Q: (MP) Many poor behaviours are driven from device usage. Educating parents is tricky. Do we speak to them about controls and measures that parents can use?

AP: We use the Headteacher blog to communicate this information. Cyber bullying incidents has fallen. The problem is parent workshops are not well attended.

MP: I work for KCOM and they offer training as part of their corporate responsibility and would be happy to discuss what can be offered.

Q: (GS) You have reported on child-on-child incidents. Are there any child on staff incidents?

AP: There are 9 key learners, 4 with SEN with severe behaviour. Staff are subject to daily attacks of kicking, spitting, hair pulling and more. It is very difficult for our staff to be physically assaulted regularly. There have been 32 suspensions in a 38-week period which shows the frequency of attacks.

Q: (DG) What support does the Trust offer to protect staff from this behaviour?

VG: We rigidly stick to the Behaviour Policy and will pursue permanent exclusion if there are sufficient grounds. We give Team Teach training and ELSA.

Q: (DG) How many staff have had Team Teach training?

SH: Six, but there will be more training later in the year.

Q: (DG) Do you offer emotional support following assault? We need to support staff to prevent them from leaving.

DW: There is a 24-hour helpline to the Local Authority behaviour team accessible for staff. We are onboarding a SEMH specialist school and will use their experience if a child is violent. We also have adult mental health first aiders at each school to offer targeted support.

C: (IF) We now have a Trust wide Behaviour Policy. As a Trust Board we will always support all reasonable strategies used to create a safe working environment for our staff. We will be 100% in support of Headteachers that have to make tough decisions to support staff. If pupils need to be moved to other environments, then that is the professional judgement of the Headteachers.

VG: Invariably the pupils end up at more suitable provisions for them.

**ACTION: M Peck to discuss with SH what KCOM can offer regarding online safety**

## 72 SPORTS PREMIUM

The sports premium document had been sent out a week in advance. A suggestion was made to

investigate the possibility of using WHA swimming pool rather than pay for the use of Haltemprice.

*Q: (DG) The percentage of Year 6 that can swim competently and confidently at least 25 metres seems very low at 50%, why?*

*MPr: It is a very high standard to pass. The children come in at such a low entry point and make huge progress, but many do not reach the level to pass.*

**ACTION: MPr and VG to investigate the viability of using the swimming pool at WHA for swimming lessons**

**73 SPRING TERM GOVERNOR LINK VISITS**

15 May – Year 6 SATs observation – A Jessop

23 May – Curriculum Link visit – C Davies

**74 POLICIES TO REVIEW**

The Clerk explained that a Trust wide Behaviour Policy had been approved by the Trust Board earlier this week. Each school has specific school procedures, and these had been forwarded to governors for information only.

There were no other school policies to review.

**75 ANY OTHER BUSINESS**

**75.1 Review of LGB Performance**

Due to the length of time that the meeting had taken thus far it was agreed that the review of the LGB performance should be rescheduled to take part early in the next academic year.

**ACTION: GS to arrange an additional meeting to review the LGB performance**

**75.2 Acronyms**

IF requested that on the reverse of each agenda going forward there would be a list of acronyms and their meanings to assist governors.

**ACTION: GS to include a list of acronym meanings to the reverse of agendas**

**75.3 Communications to parents**

MP raised that communications from the school to parents from Arbor had become tedious as they were sent as attachments. DGa offered to investigate this.

**ACTION: DGa to look into improving the clarity of communications to parents**

**76 DATE OF NEXT MEETING**

Pre – meet: Wednesday 9 October 2024, 7pm (online)

LGB meeting: Thursday 10 October 2024, 5.15pm



**77 AGREED ACTION POINTS**

- 77.1 ACTION: Governors to write a pen profile for display on the website (minute 67.1)**
- 77.2 ACTION: S Hornby to lead a parent workshop to share behavioral techniques with parents (minute 67.6)**
- 77.3 ACTION: D Garton to work with VG and MPr to understand the rate of progress in phonics term on term (minute 69)**
- 77.4 ACTION: M Peck to discuss with S Hornby what KCOM can offer regarding online safety (minute 71)**
- 77.5 ACTION: MPr and VG to investigate the viability of using the swimming pool at WHA for swimming lessons (minute 72)**
- 77.6 ACTION: Clerk to arrange an additional meeting to review the LGB performance (minute 75.1)**
- 77.7 ACTION: Clerk to include a list of acronym meanings to the reverse of agendas (minute 75.2)**
- 77.8 ACTION: D Garton to look into improving the clarity of communications to parents (minute 75.3)**

The meeting closed at 7.10pm.

