



## The Primary Local Board of The Hessle Academy

### Minutes of the Primary Local Governing Board Penshurst Primary School

Thursday 18 April 2024 at 5.15pm

#### PRESENT:

Mr D Grainger (Chair, DG), Mrs S Carter (SC), Mrs C Davies (CD), 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 (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.

#### 47 WELCOME

DG welcomed everyone to the fourth meeting of the academic year.

#### 48 APOLOGIES

Mrs A Jessop and Mrs C Thorley

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

AJ had supplied questions to the Clerk prior to the meeting.

#### 49 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

#### 50 MINUTES OF THE LAST MEETING

**Resolved:** The minutes of the meeting held on 29 January 2024 were confirmed as a true and correct record and signed by the Chair, DG.

#### 51 MATTERS ARISING

**51.1 Governors to write a pen profile for display on the website** – as only 3 have been written, action carried forward

**51.2 MPr to provide tracking information of attainment data of the same cohort year on year** – action carried forward to the July meeting

**51.3 MPr and VG to feedback on the decision to recruit additional staff to the SEND team-** a SEND Admin Assistant will be recruited

- 51.4 MPr to send out the Combined score - complete
- 51.5 Following the next round of mocks, data for Year 4 and 6 to be circulated – completed, see 53.1
- 51.6 Decision on recruitment of additional Attendance Officer to be shared – this is not going ahead
- 51.7 PP and SEN status of pupils removed from the classroom to be reported going forwards – complete, see minute 53.2
- 51.8 MPr to report headline staff absence data at each meeting – complete, see minute 52
- 51.9 MPr to share the system leader's report on Reading - complete
- 51.10 MPr and GS to ensure all concerns are recorded - complete
- 51.11 GS to share a list of completed link visits with DG - complete
- 51.12 C Davies and S Carter to complete the Safeguarding, data protection and cyber security module on The National College before the next meeting - complete

## 52 HEADTEACHER'S REPORT

- Highlights of the term include the learner conference, several sporting events and an improved Year 6 transition timetable
- Headline staff absence data for autumn and spring terms show that sickness and authorized absences remain constant
- 3 risks identified to the school were losing the good status in an Ofsted inspection, reduced income and therefore staffing and leadership with the resignation of Assistant Head, AP
- Reviews from colleagues at other primaries were positive and showed improvements
- CUSP curriculum is now embedded in all subjects, including EYFS

Q: (GS) In the risk section you state that a reduction in pupil numbers will lead to a reduction in staffing levels which in turn could mean returning to a two form Year 6. Bearing in mind the forecasted outcomes this summer do you think this is a risk too far?

VG: It certainly isn't ideal as there will be 35 pupils per class from September but there will be experienced staffing and the quality of teaching is good. The teachers have a secure understanding of what is expected in Year 6.

Q: (DG) With an intended reduction in staff it is so important that the staff that you do have are in the building. How do you manage absence?

VG: Absences are monitored and dealt with by people services.

Q: (DG) Governors have had sight of one of the attendance notes regarding a reading review from Leon Myers. As a board we have had a discussion about this and would like to see a summary of what has been agreed and what must be developed. Generally, there were positives coming out of the reading review and things seem to be progressing well. Do you have any concerns about how things are progressing?

MPr: No, I will take on all recommendations made that would work here and improve this school. There may be some suggestions made that may not be followed.

DG: It is important that as governors we receive the summary as we need to be able to challenge progress and impact made.

MPr invited governors to school observe the Year 6 SATs. As there is a restriction in visitor numbers, governors were asked to let GS know if they would like to visit that week.

**ACTION: Summary of findings from L Myers' support visits to be circulated to governors**

**ACTION: Governors to let GS know if they would like to visit during SATs week (13-17 May in the mornings)**

## 53 PERFORMANCE REPORT

### 53.1 Performance Data

#### Year 6

- Mocks took place in November 2023 and March 2024
- Good progress being made
- Pupils' attainment in Year 6 shows improvement compared to the previous year. In the March mocks 71% achieved national standard in Reading (target 73%), 69% in Maths (target 69%), 53% in Writing and 69% in SPAG (target 70%) (spelling, punctuation and Grammar)
- If this improvement continues, then the targets will be achieved
- There is disparity between the mocks and teacher assessment with the latter being felt to be more accurate as teacher assessment rates attainment dependent on consistently seeing evidence of that level of work
- Reading Plus (reading texts), Third Space Learning (to develop maths understanding) and SATs Bootcamp are all used to boost performance

#### Year 4 Multiplication Check

- The spring tests indicated that 63% achieved a pass, compared to 47% at the same time last year
- The forecast of 73% passing would be above last year (67%) and above national average

#### Year 1 Phonics

- Only 48% pupils achieved a pass in the spring term compared to 63% at the same time last year

*Q: (AJ) Of the Year 1 pupils that failed the phonics test, how many were close to passing?*

*MPr: A pass is 32 correct answers and eight pupils got between 27 and 30 correct and five more achieved between 23 and 26. If all of these pupils achieve a pass in June that would be an additional 21% passing, a total of 69%. We are doing so much work in this area and every morning the pupils practise their phonics.*

*C: (DG) Year 1 data is really quite alarming, as last year the pass rate at this time of year was much higher. Are there any factors that have changed between last year and this year?*

*MPr: Yes, last year there were three teachers in Year 1 and this year there are two.*

*Q: (DG) Why have the number of teachers been reduced?*

*MPr: The pupil numbers have reduced.*

*Q: (DG) If you tested the Year 1 children now, what percentage do you think would achieve a pass?*

*MPr: Approximately 70%.*

*Q: (DG) Why are the teacher assessments lower than the mocks?*

*MPr: At the moment the teacher assessments are more accurate as teachers will only assess that the pupils have achieved a certain level when they can see a wide range of evidence to support that.*

*C: (DW) I would be concerned if teacher assessments were higher than the mock results; to be more cautious in teacher assessments is the right way around.*

*MPr: It just means that as it stands the pupils are not consistently showing the level reached in the mock.*

*C: (MP) The teacher assessments have gone down between autumn and spring in writing and grammar.*

*MPr: Yes, we have introduced the CUSP curriculum and have revisited independent writing pieces.*

*Q: (DG) Do you focus on pupils that are borderline? Have you identified this group?*

*MPr: Yes, we have professional conversations half termly and discuss progress of target pupils. We use Third Space for intervention and when pupils achieve a target level of maths we swap others in their place. Overall, this is an improving picture for Year 6 and Year 4.*

*Q: (DG) What has made the improvements in Year 6?*

*MPr: The pupils have been taught in three classes, the Year 6 teachers are all experienced, we have a stronger curriculum, we started interventions earlier and we now have professional conversations half termly.*

*C: (DW) There is also much more rigour at leadership level. It should be said that there is no research to suggest that small classes lead to higher grades.*

*VG: I do think that class size does have an impact, but it is about the quality of teaching and the experience of the Year 6 teachers.*

*Q: (DG) What is the target in Year 4 for multiplication tests?*

*MPr: 73%.*

*Q: (DG) And do you think you will achieve this?*

*MPr: Yes, absolutely.*

*C: (SH) We visit times tables all the time. The way of teaching putting the higher number first as Lauren explained to you in a previous meeting, is working.*

*C: (DW) There is stronger leadership in maths with an overview of performance across the school. Last year was her first year in post and there is rigour across systems and process.*

## **53.2 Attendance and Behaviour**

- Attendance for 'all' is 94.2% (national average 94.1%), attendance has been above national for 11 of the last 12 weeks
- Attendance of PP children is 90.9%
- Two strategies are working: the Challenge 100 initiative and an increased number of families on attendance plans
- The lowest attendance is in Reception at 92.3%
- There have been 8 suspensions for 5 pupils
- 30 classroom removals for 6 pupils
- 8 internal isolations for 4 pupils
- A strategy called "Empty hands, eyes on me" is now used to ensure undivided attention on the teacher

*Q: (DG) The school's attendance is improving and that is great to hear. It is a huge loss that Amy is leaving. Given this and the decision has been made not to recruit an Attendance Officer, how will the school plan for this disruption? How will you maintain good attendance?*

*AP: I will complete an extensive handover and I have had collaborative meetings with the Attendance Officer at the High School and the Deputy Head. All the systems are in place and my successor will follow the systems and processes. My next focus on attendance will be on the transition between EYFS and Year 1 and I intend to talk to the EYFS about the expectations of good attendance in Year 1.*

*Q: (AJ) Have you researched additional strategies to improve attendance and if so, what are they?*

*AP: I have started the research, but not agreed any new strategies as yet. I am also doing an FFT Aspire course on how to improve attendance.*

Q: (MP) Why has there been such a reduction in classroom removals in Year 4 between autumn and spring terms?

AP: The pupil in Year 4 now has a fully funded one-on-one.

Q: (DG) Why have Year 2 and 3 classroom removals gone up term on term?

AP: This is due to 2 SEND pupils in Year 2 and a PP and SEND pupil in Year 3. The positive is that behaviour in Year 5 and 6 is good.

Q: (DG) In Year 6 why has there been 2 suspensions yet no classroom removals?

AP: This was due to behaviour of 1 pupil in the playground.

## 54 SEND REPORT

- 11.7% pupils have SEND support (national is 13.5%)
- 4.5% pupils have an Education Health Care Plan (national is 2.5%)
- EHCP pupil numbers are significantly high in Years 1, 4 and 6
- This year has seen a significant rise in the number of referrals made to the neurodiversity team for autistic and attention deficit hyperactivity disorder assessments
- Most SEND pupils have difficulties with Social, Emotional and Mental Health Difficulties (SEMH)
- Attendance of SEND support pupils is currently 93%, EHCP attendance is 83.5% but this includes 2 in Key Stage 1 that are on part time timetables (non-SEND attendance is 94.9%)
- SENDCO is putting forward proposals for a SEND Admin Assistant. There will be a reduction in SEND staff as 4 pupils with an EHCP will be leaving Year 6 in July and 3 further EHCP pupils may be moving on from Key Stage 1
- There has been a rise in physical aggression shown towards staff by SEND pupils
- The Assistant Head vacancy at PPS has given the opportunity to shuffle the responsibilities at leadership level. The responsibility for SENDCO could be written into the new job description. This would be a role with teaching commitments two days a week

Q: (AJ) Do you believe the increase in sanctions to SEND pupils is due to the nature of the pupil or a tightening up of the Behaviour Policy?

JA: This is due to the nature of the pupil and their needs as we would always adapt the Behaviour Policy according to the SEND needs.

Q: (DG) We are all aware how stretched AP has been with responsibility for behaviour, attendance and safeguarding. If you add SENDCO to that list in the new job profile, what responsibility will you take away as it will not be sustainable?

VG: We will provide additional capacity. The other Assistant Head is currently part time so the plan is to give more support on the days when she is not in so there are effectively 2 full-time Assistant Heads. We will give J Anderson more support and backfill her teaching responsibilities at the High School so that she can support at Penshurst. I am very mindful that the capacity of the senior leadership team at Penshurst is very stretched.

Q: (DG) Please can you update us on the pupils with additional needs being taken out of classrooms for extended periods as I have always said they should be in the classroom as much as possible.

JA: We are in a good place with this with only 3 pupils spending more time out of the classroom, they have external help. The other SEND pupils spend much less time out of the classroom.

## 55 DEVELOPMENT PLAN UPDATE

To improve academic achievement for all pupil groups there are 4 strategic development actions:

- to enhance and customise the curriculum to facilitate deeper understanding and long-term retention
- to improve the quality of teaching and learning
- to foster and strengthen leadership capabilities

- to improve attendance

Progress is being made against each development action, but the leadership team have identified further areas for development. Each area is discussed in more detail in these minutes.

## 56 SAFEGUARDING REPORT

- Increase in the number of domestic violence incidents where the child is the perpetrator
- 20 Operation Encompass notifications (22 children)
- 1 Child Protection
- 1 Child in Need
- 3 Early Help cases
- 2 Child Looked After
- 52 pupils are currently on the safeguarding monitoring list
- 71 children are a cause for concern
- All staff have completed the mandatory safeguarding training modules
- The safeguarding team continue to refer families to the CAT ZERO charity for support with behaviours and counselling

*C: (DG) During my safeguarding link visit I was incredibly impressed with the safeguarding arrangements at the school, the interaction of staff with pupils, the tracking information to hand, the challenge of external services yet the pupils' well-being was paramount, and pupils felt safe, well done.*

*Q: (GS) Why is there a high level of inappropriate sexualised behaviour in Year 4 compared to the other year groups?*

*AP: This concerned two pupils with EHCPs, copying each other. We are doing lots of work with the parents and have everyone on board.*

*Q: (DG) What are you classing as bullying? Were the 3 cases really bullying?*

*AP: They have been logged as such as parents have called the school and reported bullying, but this number will reduce once investigated as they are not repeated behaviours.*

*Q: (DG) You received Operation Encompass notifications the next day for only 6 of the 20 instances so the school needs to actively challenge this. I have passed details on to Amy of the relevant Detective Inspector at Humberside Police to challenge these delays. It is also good to see Cat Zero utilised and the proactive support at the lower need. During my next visit I will carry out pupil voice. I was disappointed with the very limited feedback from my safeguarding survey to staff.*

*MP: I am sorry about that. We will send out the link again.*

**ACTION: GS to circulate the Safeguarding staff survey once more**

## 57 COMPLAINTS REPORT

- In the autumn term there was 1 formal complaint, in the spring term 2
- The through school operates a proactive system of dealing with as many concerns and complaints informally; often a meeting or telephone call to the parents stops any escalation
- All concerns that could potentially lead to a complaint are logged internally

*Q: (AJ) As the spring complaints were about a member of staff and it was found to be unsubstantiated, has the member of staff been told and checked in on?*

*MP: No, it is still ongoing as both complaints were from the same parent.*

## 58 SPRING TERM GOVERNOR LINK VISITS

16 January 2024 M Peck – Attendance and Behaviour Link visit

5 March 2024 D Grainger – Safeguarding Link visit

15 March 2024 S Carter – SEND Link visit

21 March 2024 A Jessop – PP link visit

11 April 2024 C Davies – Curriculum Link visit

*C: (DG) Great to see the number of link visits that have taken place.*

*MP: During my Attendance and Behaviour Link visit I witnessed the "Empty hands, eyes on me" strategy and it really worked. The school was calm and orderly. I really think that as parents we would appreciate the school sharing some techniques with us so that there is synergy between the home and school. We could reinforce the school values at home so a parent workshop / information leaflet would be useful.*

**ACTION: MPr to consider the sharing of behavioral techniques with parents and report back at the next meeting**

*C: (SC) During my SEND Link visit I had a school tour with the SENDCO. We saw the reading pledge. We saw high level need, especially in EYFS. It was a really enjoyable visit.*

*C: (CD) I did a Curriculum Link visit. As this was my first visit I discussed the CUSP curriculum at length with the Headteacher and then dropped into some lessons. The behaviour I saw was impeccable. I will conduct another visit in 2 weeks and have planned to meet with Mr Key to discuss Science.*

DW stated that it would be useful for governors to volunteer their link visit findings during the appropriate agenda item in each LGB meeting.

The Clerk reminded governors that a summer term link visit was required.

## 59 GOVERNOR TRAINING

All mandatory training has been completed. Governors were reminded they can choose to continue their training with any module of interest.

## 60 ANY OTHER BUSINESS

### Uniform

From September 2025 there will be a Trust wide Uniform Policy. Schools will retain their own logos.

If any changes to existing policies are made before then the change has to go through SLT. The reasons for moving to a Trust wide policy are consistency between schools, cost effectiveness and streamlined management of the policy.

## 61 DATE OF NEXT MEETING

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

LGB meeting: Thursday 18 July 2024, 5.15pm

**62 AGREED ACTION POINTS**

- 62.1 ACTION: Governors to write a pen profile for display on the website (minute 51.1)**
- 62.2 ACTION: MPr to provide tracking information of attainment data of the same cohort year on year (minute 51.2)**
- 62.3 ACTION: Summary of findings from L Myers' support visits to be circulated to governors (minute 52)**
- 62.4 ACTION: Governors to let GS know if they would like to visit during SATs week (13-17 May in the mornings) (minute 52)**
- 62.5 ACTION: GS to circulate the Safeguarding staff survey once more (minute 56)**
- 62.6 ACTION: MPr to consider the sharing of behavioral techniques with parents and report back at the next meeting (minute 58)**

The meeting closed at 6.50pm.