



## The Primary Local Board of The Hessle Academy

Minutes of the Primary Local Governing Board  
Penshurst Primary School.

Thursday 30 March 2023 at 5pm

### PRESENT:

Mr B Munro (Chair, BM), Mrs A Fordham (AF), Mr D Grainger (DG), Mrs A Jessop (AJ), Mr K Key (KK), Mrs E Lucid (EL), Mr M Peck (MP), Mrs M Preston (Head of School, MPr), Mrs C Thorley (CT)

### ALSO IN ATTENDANCE:

Mr V Groak (Headteacher, The Hessle Academy, VG), Mrs S Hornby (Assistant Head, SH), Mrs H Kugi (Early Years Practitioner, HK), 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.

### 53 WELCOME

The Chair opened the meeting by welcoming everybody to the fourth meeting of the academic year.

### 54 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

### 55 APOLOGIES

Mrs R Potter

**Resolved:** Consent was given for the absence of the above governor. This was to be RP's final meeting as she had resigned due to family and personal reasons.

### 56 MINUTES OF THE LAST MEETING (26 January 2023)

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

### 57 MATTERS ARISING

- 57.1 **ACTION: R Potter to devise a survey to gauge the appetite of parents for a Parent Council** – this initiative is not to be progressed at the current time
- 57.2 **ACTION: AP to explore ER Safeguarding Children Partnership training** – complete, AP has signed up for some of the available training from ER
- 57.3 **ACTION: AP to categorise the various child on child behaviours and to provide comparison data with the previous term** – action to be carried forward

- 57.4 **ACTION: Update on actions raised from The Safeguarding Alliance external audit to be provided - complete**
- 57.5 **ACTION: AP to confirm if any referrals to Early Help resulted in support given 4 of the 5 families referred to Early Help accepted the service**
- 57.6 **ACTION: All links to complete a visit to school and complete the visit report before 30 March – complete, see minute 62**
- 57.7 **ACTION: D Grainger and R Potter to complete the ‘Certificate in the Role of a School Governor’ and the ‘Certificate in Data Protection and GDPR for School Governors’ (2022/23) before the next meeting - complete**
- 57.8 **ACTION: Clerk to send out policies for governor approval via email – see minute 65**
- 58 **PUPIL DISADVANTAGE REPORT**

The PP champion S Hornby had been asked to present what is currently working and what is not working within the pupil premium strategy.

**Year groups split into three classes** - there is now an additional teacher in each of the following four year groups: FS2, Year 1, Year 2 and Year 5, splitting each into three classes. This has been successful with regard behaviour and progress. There has been drastically improved behaviour as pupils that would potentially clash were separated. Read Write Inc is being used in smaller groups and phonics data in Year 1 is looking really positive. Focus is on the disadvantaged pupils in the afternoon in phonics to accelerate progress.

*Q: (DW) Are the funds for the additional teachers coming from the staffing budget or the pupil premium budget?*

*VG: The staffing budget.*

*Q: (DG) Are the additional staff permanent?*

*MPr: We have offered permanent places to two and fixed term contracts to two.*

**Mastery maths** - is not being used so White Rose maths is being used instead, using the recovery fund.

**Academic Support** - Fresh Start is being used in Key Stage 2 interventions, Year 6 have all passed Fresh Start and 75% pupils in Years 3,4 and 5 are at expected level. Progress has been made in all year groups with Read Write Inc

**Nurture Provision** – Leadership is looking into how to improve the nurture provision and the intention is this will be used for short term spells of one term. Pupils in Nurture will register and have playtimes with their home class everyday

*Q: (AF) When pupils go back into the class after a term in Nurture, will that class get additional support?*

*SH: Yes, a Nurture TA will support to provide stability until the child is settled.*

*Q: (BM) What happens if a child is reintegrated back into their class but they then struggle and need to return to Nurture?*

*SH: There is constant dialogue and check-ins between Nurture staff and teaching staff and pupils that need to be in Nurture would always be accommodated in the afternoons.*

*Q: (CT) How do parents react to their child being in Nurture?*

*SH: They have all been very positive.*

Q: (DW) The Year 6 pupil who is always in Nurture and therefore not in class, how will you support his transition?

SH: He is going on to a special provision.

Q: (AJ) How are you going to measure the success of the reintegration and the progress?

SH: We will measure in three ways: core academic progress in Read Write Inc and White Rose maths, secondly, we will compare the Boxall Profile when pupils join Nurture and when they leave, and finally, we will measure the readiness to return criteria.

Q: (DG) When I completed my SEND Link visit, I met Jo Anderson (through school SENDCo) and she was very keen that children are not pulled out of class, so taking children out of class and into Nurture seems contradictory. What percentage of Nurture room pupils have SEN?

SH: All have SEN needs and one has an EHCP. This is why we want the stay to be short term so that the children are not ostracised from their class.

Q: (DG) It is good to hear that the plan is to move to short term Nurture provision otherwise we would be creating a pseudo alternative provision.

Q: (AF) Is the application for an enhanced resource provision (ERP) still going ahead?

VG: Our SENDCo put in a tentative bid, and we will hear back if the local authority wants to progress this.

Q: (BM) Do we not have an issue with space in the school? How would we manage if the local authority were to support Penshurst to have an ERP?

VG: Some bids can come with capital funding. We will have more space available when the reduced PAN goes through the school.

C: (DW) We have 4 ERPs across the Trust, and we manage high needs very well. If we got an ERP, we would get very high needs permanently excluded children and this would be an extreme challenge.

**Support Staff CPDL** - Read Write Inc and Fresh Start training has taken place

**Emotional well – being** - children who are attending Relax Kids are showing better communication and behaviour and improved attendance. Emotional Literacy training (ELSA) 2 PPS staff are currently trained and there are plans to train one more

**Graduate programme** - this initiative was introduced to increase the cultural capital of pupils. it has been set as optional homework but the take up was very low, so the school is looking at relaunching the scheme

**Extra-Curricular Clubs** - Disadvantaged pupils attend clubs but it was accepted that more can be done to engage more children. The school is looking at the possibility of offering priority booking of clubs to Disadvantaged families.

DG asked how many SEND children attend clubs. SH did not know exactly but offered to find this out.

**ACTION: S Hornby to report the percentage of SEND pupils attending clubs at the next meeting**

## 59 HEADTEACHER'S REPORT

- The fence around the Key Stage 1 playground and the Key Stage 2 field has been replaced with a higher fence
- Penshurst has been awarded school of the region, Yorkshire and Humber for work towards greener, safer and healthier travel
- Pupils have enjoyed faith days, languages afternoons and World Book Day
- Many sports events and off-site trips have taken place
- A PCSO visited the school to talk to Years 5 and 6 around the dangers of social media and staying safe online

C: (MPr) With the cost-of-living crisis many families are finding the cost of trips expensive, so the school is doing lots of fundraising events, such as film nights and friendship discos.

Q: (CT) Considering the cost-of-living crisis how did World Book Day go down with the costumes that are needed?

MPr: Very well - it is always a very popular day at Peshurst.

C: (DG) It is really good to read that you invested in the PCSO for the online safety talk.

C: (AJ) Congratulations must be said to Iris Smith for her tireless work with Modeshift to achieve a regional award.

Q: (DG) Does advertising a vacancy as a fixed term contract reduce the quality and experience of applicants?

MPr: No, it depends what time of year the advert goes out; if you advertise early you get more experienced staff and if you advertise late you will tend to get ECTs.

VG: It was a significant piece of work between the school and central HR to formalise appointments and we have offered six positions, three permanent and three fixed term contracts.

BM: Thank you for a quality Headteacher report that links to the school development plan.

## 60 SPRING TERM PERFORMANCE DATA REPORT

### 60a Attainment and Progress

- Data from the December and March mocks show progress in all areas except DA maths greater depth
- The Combined prediction has dropped slightly, due to 4 pupils not performing in maths and 2 underperforming in writing
- Yipiyap interventions take place twice a week in maths, an additional full-time tutor is working in Year 6 from 20th of March until the SATs and pupils not on target receive intervention in reading, writing and maths.

Year 6		Combined		Reading		Writing		Maths		Grammar	
		All	DA	All	DA	All	DA	All	DA	All	DA
22/23 Targets	NS	62	52	70	61	65	57	67	61	67	66
	HS	7	9	13	9	7	9	12	9	12	9
22/23 Mar Predict	NS	52	43	71	61	61	52	64	57	67	65
	HS	7	9	16	13	7	9	14	9	13	9
22/23 Mar Mocks	NS			65	52			38	26	50	44
	HS			9	13			6	0	7	9
22/23 National Average	NS	59	59	74	74	69	69	71	71	72	72
	HS	7	7	28	28	13	13	28	28	22	22
21/22 Mar Predict	NS	68	63	86	78	79	65	76	69	78	74
	HS	4	0	41	35	4	0	10	8	33	26
21/22 Mar Mocks	NS			78	74			71	57	71	70
	HS			27	13			3	0	14	17

Q: (BM) How do our Year 6 compare to other local schools?

*MPr: Schools do not report on their mocks, but I do have links in local schools and can inquire.*  
*Q: (DG) To have only 7% of pupils forecast to achieve grammar greater depth when the national is 28% and Croxby is 25%, seems very low, why are the predictions so low compared to national?*  
*MPr: The predictions were based on the performance in Year 5, five pupils are very close to greater depth, and this would push the figure up to 13%.*  
*Q: (MP) Do you really believe that you can increase the percentage achieving expected standard in maths by 29% (38% achieving expected in the March mocks and it is predicted that 64% will achieve in the SATs)?*  
*MPr: Yes, as some pupils are very close to the expected standard; six had a scale score of 98 or 99. Our Yipiyap is focused on maths, we have arithmetic tests every week and we are doing interventions.*  
*Q: (GS) How are the Year 5 pupils looking regarding attainment?*  
*DW: The school improvement team has a firm grasp of the data around Year 6 and will become as familiar with other year groups.*

**Year 4 multiplication**

- As can be seen from the table below, the predictions are all lower than the target set. However, predictions are above national average 2022
- The mock results from March this year exceeded the mocks from last year
- Daily times table tests and times tables interventions take place, a dedicated Year 6 tutor is in place and when SATs are completed week commencing 8 May there will be a month where Yipiyap and SLT can provide intensive interventions

Year 4	% of students achieving 20+		% of students achieving 25	
	All	DA	All	DA
2023 March Mock	47%	29%	17%	12%
2023 (Mar) Prediction	65%	59%	39%	24%
2023 Target	81%	83%	37%	62%
2022 National Average	61%	27%	27%	

**Year 1 Phonics**

- Although the aspirational targets have not yet been met, the Year 1 team are confident that they will meet (and in some cases exceed) the predictions / targets
- Interventions by third teacher each afternoon
- Phonics homework to be sent over Easter
- Additional phonics mocks will take place in April

Year 1	% of students achieving a Pass	
	All	DA
2023 March Mock	63%	50%
2023 (Mar) Prediction	82%	77%
2023 Target	82%	77%
2022 National Average	75%	

*C: (MPr) Year 1 data is looking very positive. Read Write Inc is done consistently for an hour and a half every day. Our March mocks exceed the 2022 March mock data – 63% compared to 43%.*

Signed by the Chair:   
 Date: 20/07/23

*I really believe that the high targets are achievable; 10% of children are three or less marks away from the pass mark.*

*Q: (BM) Are there any external factors that could be affecting performance?*

*MPr: We hold parents' workshops so that they are able to give support to their children and this year group has benefited as there is consistency of staff in Year 1.*

*Q: (BM) What interventions are taking place and how effective are they?*

*HK: In Year 1 we have four members of staff (three full time equivalents) so every Wednesday all four staff are on site; this allows us to hold additional interventions then. We also set phonics homework and the Read Write Inc tutor has been sent on a link home.*

*Q: (DW) How many Year 2 that failed phonics in Year 1 will pass this year?*

*MPr: We are forecasting that 20% disadvantaged pupils will pass and 13% of non-disadvantaged.*

*C: (DW) That seems really low and shows that we are not making sufficient progress in Year 2 phonics.*

*MPr: We have a high-level teaching assistant carrying out interventions on this cohort.*

## **60b Attendance**

- Attendance for all is 93.7% (national average 93.5%)
- PP attendance is 92.6%, non- PP 94%
- SEND attendance is 91.4%, non – SEND 94.1%
- Persistent absence (<90%) is 14.3%
- A Paoli is working closely with the Attendance Officer at the High School. There is an increased focus on attendance with more families on attendance plans, a 6-week 100% attendance program to be rolled out and attendance reported at the pupil of the week assemblies

*Q: (AF) What is an attendance plan?*

*AP: Parents go on a 4-week plan where the expectation is that attendance is 100% over 4 weeks. If this is not achieved, then the parents are invited in for an attendance meeting and if improvements are still not shown then they will attend a meeting with a school leader and a governor.*

*VG: The work that AP and C Kibart are doing is having an impact; the trackers that they have produced are really high quality and attendance has been 96% or over in three of the last five weeks.*

*DW: Attendance at Penshurst is much improved. I have advised AP to get eyes on the high-profile safeguarding pupils that have not been seen in school for a while.*

*Q: (CT) What are the barriers to attendance?*

*AP: Well-being, anxiety and undiagnosed SEN needs.*

*Q: (CT) I know that attendance in nursery is not compulsory, but are you doing any work with parents of nursery children now, taking a proactive approach?*

*AP: No, I have not targeted these children as attendance is not compulsory.*

*Q: (DG) With the school being an academy can you not choose your own terms so that parents can take holidays at cheaper times, and we reduce the number taking their children out of school during a term?*

*VG: We can choose our own holiday times but there are many things to consider, such as siblings being at different schools with different term times and also if staff work at different schools to their children they will then have different holiday times so this could potentially lead to lower attendance.*

## **61 SCHOOL DEVELOPMENT PLAN**

MPr had RAG rated Penshurst' s progress against achieving the 4 priorities and each had been rated as amber.

The four strategic priorities on the through school development plan are:

- **Ensure consistency of teaching & learning across all phases and for all groups** - Progress is being made against all teaching and learning targets and it is expected that outcomes will be within 3% of the targets. The Year six Combined figure and maths scores remain a priority as does Year 4 multiplication
- **Ensure ambitious and appropriate curriculum for all pupils** - a number of external reviews have taken place and feedback to these will be given. 88% pupils say that their work is challenging. White Rose maths is fully embedded in Years 1 to 6.
- **Ensure a positive, safe learning culture in which all individuals treat each other with respect and tolerance** - a personal development journey has been mapped out to show what the children learn, the Behaviour Policy is robust and additional support has been given to teachers in Year 3 as that year group has high SEN needs and behavioural issues. 11 of the 12 actions from The Safeguarding Alliance audit have been completed, further work needs to be done with the staff understanding of the Whistleblowing Policy
- **Secure high levels of stakeholder engagement with academy vision and values** - the aim is to improve pupil attendance to at least 95% and to reduce the percentage of persistently absent children to less than 7%. Work is ongoing to maximise parental engagement with the school

## 62 GOVERNOR LINK VISITS

There have been 3 governor link visits since the last LGB meeting in January. The visits were to observe phonics teaching in Year 1, a SEND Link visit and a Safeguarding Link visit. All visit reports were of high quality.

## 63 GOVERNOR TRAINING AND SUPPORT

All governors have completed the three mandatory training modules in safeguarding, data protection and school governance.

Governors were encouraged to look at the modules offered on the National College and complete any training that would help in their performance of a link role.

## 64 RISK REGISTER

There are 5 through school risks:

- Failure to ensure robust safeguarding arrangements in place
- Failure to secure good or better Ofsted judgement
- Failure to comply with Health and Safety legislation; risk of serious injury to pupils / staff
- Failure to maintain effective governance
- Inability to maintain high quality learning environment

VG summarised that he felt the risk around Ofsted was increased as behaviour standards had dropped across the throughschool, and this may trigger an inspection. The governance risk was reducing as both Boards were full, challenge was strong and governor visits were taking place.

Parent view data had been pushed onto the Ofsted website and responses were overwhelmingly positive. There had been 348 responses; 94% reported that they were happy with the school, 99% of students reported they felt safe at school and 96% of parents would recommend the school to others.

Governors requested that there was a discussion around Ofsted at the next meeting outlining expectations on the day and questions to expect.

**ACTION: Ofsted discussion to take place during the next meeting**

**65 POLICIES FOR REVIEW**

The Curriculum, Maths, and Uniform policies had all been reviewed by the policy owners and any changes had been highlighted to governors in the papers sent in advance of the meeting. Governors voted for and unanimously approved the updated Curriculum and Maths policies.

A query was raised regarding the Uniform Policy, and it was agreed that to support families during this difficult financial time that the house tee shirts no longer needed to carry the school logo. The only item of uniform that had to carry the school logo is the green jumper. Once revised, the uniform policy was also approved.

**Resolved:** The Curriculum, Maths and Uniform policies to be approved

**66 ANY OTHER BUSINESS**

None

**67 DATE OF NEXT MEETING**

Pre – meet: Wednesday 19 July 2023, 7pm (online)

LGB meeting: Thursday 20 July 2023, 5pm

**68 AGREED ACTION POINTS**

**68.1 ACTION: AP to categorise the various child on child behaviours and to provide comparison data with the previous term (minute 57.3)**

**68.2 ACTION: S Hornby to report the percentage of SEND pupils attending clubs at the next meeting (minute 58)**

**68.3 ACTION: Ofsted discussion to take place during the next meeting (minute 64)**

The meeting closed at 7.04pm.