



**The Primary Local Board of the Hessle Academy**

THE CONSORTIUM  
ACADEMY TRUST

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

Thursday 20 May 2021 at 5pm

**PRESENT:**

Mrs A Fordham (Chair, AF), Mr M Duncan (MD), Miss L Hatfield (LH), Mr B Munro (BM), Mr M Peck (MP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT), Dr R White (RW)

**ALSO IN ATTENDANCE:**

Miss H Barnett (EYFS Lead, present for minutes 48-54a, HB), Mrs S Hornby (Assistant Head, SH), Mrs M Preston (Assistant Head, MPr), Mr V Groak (HT Hessle Academy, VG), Mrs G Stafford (Clerk to the Trust, GS)

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

**48 WELCOME**

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

**49 DECLARATIONS OF INTEREST**

No conflicts of interest for this meeting were declared.

**50 APOLOGIES**

Mrs R Potter

**Resolved:** Consent was given to the absence of the above Governor

**51 PRESENTATION**

**Well – being Mrs S Hornby**

- Well – being is an important part of the school ethos and is in the forefront of decisions when policies are reviewed
- TCAT Well – Being Champion is C Groak. S Hornby and M Adams are both Mental Health First Aiders
- **Workload**
  - live marking takes place during lessons so there is a reduction in out of hours marking required
  - Expectation is not to send emails after 6pm or during the weekend
  - Live marking also enables teachers to pick up on any whole class misconceptions and correct straightaway
  - A weekly e-briefing has reduced the number of emails sent
  - Shared planning folders means staff can access planning from previous years
  - A member of leadership produces schemes of work
  - When assemblies re-commence this will allow for extra PPA time
- **Extra Well – Being** (strategies to reach as many people as possible)
  - SH sends out an optional well – being survey weekly
  - Well-being and mental health training

Signed by the Chair:.....

Date:.....

- Staff can be nominated if they go above and beyond to help someone and when a person receives 3 nominations they receive a prize such as an extended lunch break or assistance with marking
- Friday Night Takeaway – all staff are entered into a draw for a voucher for a takeaway
- There is a Boost Wall with chocolate and tea
- Get to know staff quizzes
- Wellness books are available in the staff room
- **New Ideas**
  - Staff postcards to be sent home to let them know they have done a great job
  - Relax Kids (company) to do a staff meeting on managing stress
  - Well – being Wednesdays
  - TCAT Menopause Policy
  - Contact has been made with Conifer House to offer support to staff going through the menopause
  - Staff shout – outs on e -briefings
  - More staff to join the well – being team next year
- **Pupil Well – Being**
  - Well – being assemblies
  - Daily circles held to discuss feelings
  - Mindful moments
  - Relax Kids doing whole school assembly to manage stress / anxiety
  - Social stories in the library
  - Andy Hill (TCAT Mental Health Worker) on site once per week
  - Pupil well – being surveys

Q: (AF) When you have conducted pupil surveys is there a recurring theme emerging?

SH: All the children state that they miss their friends and their teachers.

Q: (MD) The work you are doing is great, thank you. Are the pupils anxious about catching up work?

SH: Yes, as teachers we know who accessed work during the lockdowns and who didn't and interventions are going on all the time. Resilience is a school value and that is why most pupils are doing well since returning to school.

Q: (CT) The restriction on when staff send emails is a common well – being issue as people feel under pressure to reply. How have you monitored take up across the board?

SH: We lead by example and don't message out of hours. The staff will tell us if they need to and we will act.

Q: (CT) Have you seen an impact on staff absence since you have focussed on well – being support?

SH: Yes, thinking about it now, the attendance of those that used to have more absence has improved. Thank you – I will measure it.

VG: Across the Academy we have seen a reduction in non-Covid absence. We don't know why; whether it's more resilience or an increase in well – being activities. We do track absence and usually regular Mondays or Fridays off indicates well – being issues.

Q: (RW) Have you looked into the causes of absence and the job role as it would be interesting to see if there are any links? Also, we should look at the stress levels of all the different staff in the whole community; teachers and support. How do we ensure that all staff are involved in the well -being considerations?

SH: The well – being surveys are sent out to everyone. We hold weekly TA meetings to provide updates on FGM, Prevent and County Lines issues etc.

Q: (RW) How is your well- being?

SH: Good thank you, as I have a strong team around me.

Q: (AF) Have the Relax Kids workshops been planned for the year groups with higher level behaviour issues?

*SH: Yes, the workshops have been targeted to those year groups accordingly. We are excited about the workshops and are having discussions about content.*

The Chair thanked S Hornby for her presentation and the great work that is being done.

**52 MINUTES OF THE LAST MEETING (18 March 2021)**

**Resolved:** A typo was spotted on page 8. Once that is corrected, the minutes of the meeting held on 18 March be confirmed as a true and correct record and signed by the Chair, AF.

**53 MATTERS ARISING FROM THE MINUTES**

**53a ACTION: MPr to present PPS Theme to Middle Leaders at HHS – action carried forward to the Autumn term**

**53b ACTIONS: Governors to feedback what format current attainment and progress data should be presented - JS asked if there could be a break out data group to agree exactly what data should be presented to Governors and how. VG added that D Waterson is currently looking at harmonisation of data collection which would allow more Trust wide training on data analysis in primaries**

**53c ACTION: Latest operating procedure and risk assessment to be circulated with the minutes – to be attached with these minutes and published on the website**

**53d ACTION: A full review of the training record within the termly safeguarding report to take place – complete**

**53e ACTION: JS to present new summative data at the next meeting - complete**

**53f ACTION: All Links and the Link Support Governors to complete a summer term physical / virtual visit – see minute 56, two visits completed, one planned for next week**

**53g ACTION: B Munro and M Peck to complete the NGA Safeguarding: A Governor’s Role module ASAP - complete**

**54 STRATEGIC TERMLY REPORT**

**54a EYFS**

**Transition points**

HB explained that the transition points of FS1 to FS2 and FS2 to Year 1 are key. To enable the FS1 to FS2 transition to be as smooth as possible, HB is visiting all the local feeder nurseries and carrying out home visits so they meet the children before the start of term. Transition events are organised, such as ‘stay and play’ to build relationships and develop early bonds. In FS1 at PPS, the children are becoming “school ready” with longer lessons and encouragement to be more independent.

The transition from FS2 to Year 1 is a change from a play-based programme to teach and learn. To support the children, the timetable has been adapted to include more formalised teaching with children sitting at desks and using exercise books. They are taught the expectations of learning and behaviours in Year 1 – for example they will be told that lessons are longer and there is reduced play. The school Behaviour Policy of Fix its is used from Year 1 onwards.

### Data

% of FS1 children working at ARE (Age Related Expectations) is low but the latest data collection has recently taken place and the percentage accomplishing each strand is expected to increase. Children are working significantly below ARE on entry and are improving but more support is needed, particularly in Literacy. The children have a daily Read Write Inc lesson.

In FS2 there is a positive upward trend against all learning strands compared to the baseline data.

### Reforms

HB explained that there will be a reformed curriculum in EYFS. The new Early Learning Goals are more specific, tailored to what is needed in Year 1 with a big focus on vocabulary and language. There will be less focus on % at ARE. Staff will be trained on the new expectations and HB offered to present the headlines of the reformed curriculum in a future governor meeting.

### **ACTION: HB to present the reformed EYFS curriculum to Governors**

*C: (MP) My son is raving about the learning and more hands on learning in FS2. You have done an excellent job, particularly with the transition work.*

*HB: That is lovely to hear.*

*Q: (RW) Thank you, remember to look after your well – being too. Have you had success with NELI (Nuffield Early Language Intervention)?*

*HB: We signed up, had the training and the assessments and then Covid struck so we have only started this term. The children in NELI in Year 1 will continue with the programme.*

*Q: (RW) At the March meeting we spoke about PSED (Personal, Social, Emotional Development) and how much intervention is needed. If GLD is on track then this must be good too?*

*HB: Yes, we are seeing a positive impact. Children understand their behaviours and the fix it system.*

*Q: (AF) It is historic that children entering Nursery are coming in low, have you noticed any improvement this year?*

*HB: No, in fact they are even lower as they haven't been able to socialise.*

*Q: (AF) Has the change in Behaviour Policy had an impact?*

*HB: The rainbow and cloud system is still used in FS1, the school Behaviour Policy is used from Year 1.*

*C: (AF) Thank you for all your hard work and the passion you show.*

HB left the meeting at 6.11pm.

### **54b Overall Effectiveness**

- JS stressed it is all about balance within the school. There is pressure on teaching and learning to 'fill the gaps' but the balance needed is that the children have missed out on so much that they also need fun and quality experiences such as trips and shows
- Following the Covid outbreak before Easter, procedures have been tightened further with the move from year group bubbles to class bubbles resulting in staff feeling even more isolated. This means that classes cannot be taught in sets
- Lag in behaviour being seen now from children who have not had strict boundaries during lockdown
- Year 6 have completed Mock SATs but a lack of resilience of the children to sit for long periods has been noticed

- Attendance is very good, including DA attendance
- Designing an inside library as the bus is not suitable and will be used as a film studio
- In order to meet the needs of the more vulnerable high needs pupils, the possibility of opening an Enhanced Resource Provision is being investigated. Costings and staffing levels are currently being looked into before an application is submitted to the local authority. It is expected that the bid would be for an autism provision. More details will follow in future meetings

*Q: (RW) It is very hard as people talk about catch up, which is not helpful. If children do not have the learning skills and resilience necessary then the staff cannot plug gaps. Do you feel under pressure to fill gaps quickly? It will be true to say that more gaps may be apparent later, could be even in a couple of years.*

*JS: We are aware this is a long term project and we will use every minute wisely as we know that there are different needs for different cohorts. Everyone needs to understand that this is not the pupils' fault.*

*C: (RW) We are keen to stress that balance is needed between teaching and learning and fun and experiences. However, if the afternoon Theme learning has been replaced with interventions for some children then surely these children are not getting the broad and balanced curriculum that Ofsted demands with the fun and experiences included? It worries me that if we throw too much literacy and numeracy at children then that is off-putting, they need relief too.*

*MPr: We have interventions but they are short and sharp and regular so the children don't miss out on the full afternoon of Theme and interventions don't take place every day of the week. We ensure we offer a fair balance.*

*JS: Ofsted demands that breadth and balance comes second to the children's ability to master the basics so there is a fine line. Children might miss the literacy element of Theme to do literacy intervention so it is like for like and we do ensure the interventions are short bursts so we don't overload, especially in KS1. If pupils go to KS2 without fluency of reading then they cannot access Theme.*

*RW: Learn to read, read to learn.*

*VG: We have talked about what catch up means and it is fair to say we don't know what the impact of missed learning will be so cannot look for immediate catch up and shouldn't over analyse. Children will find ways to catch up if we can provide normality and routines. We need to ease anxiety of parents, staff and pupils.*

*Q: (AF) The lack of space at Penshurst is a historic problem. Where would the inside library and the proposed Enhanced Resource Provision be?*

*JS: The ERP would be where the Nurture Unit is as this has become half a SEND unit. If we go to an ERP there would be more income and the unit would work at a higher level, using the same area. We have the initial consultation about the ERP next week and I will update Governors at the next meeting.*

*LH: The bus is not practical as it is damp and not inviting. We cannot heat it due to the amount of condensation that is created. We want a place to keep all our books, including our new KS2 texts and so are looking to convert the PE cupboard where there will be more space. We will have Year 6 Library Monitors.*

*C: (VG) In previous meetings we have spoken about the PAN and the bite point between increasing the school space or reducing the PAN. We are dropping the PAN from next September so accommodation will be tight this year and next so we set Laura the challenge of designing the perfect library. When the PAN does drop there will be a dedicated library.*

*C: (AF) This issue of space has been a problem for a long time and the reason that the bus was brought on site initially.*

*JS: The bus will still be used for intervention and by September will be used as a film editing studio.*

*C: (RW) It is brilliant to hear the long term goal is to have a really good school library.*

**ACTION: JS to update Governors on the Enhanced Resource Provision bid**

**54c Quality of Education Summary**

**54ci Curriculum**

- A monitoring and evaluation programme focusses on a different area of the curriculum each week and will include work scrutinies and learning walks
- 20-minute reading pledge is taking place across all year groups
- Hands on learning is the focus of the afternoon in Theme lessons; how more experiences can be shared and knowledge retained. Some children have reduced time in Theme lessons to instead have interventions in core subjects.
- Scrap books are used to record learnings in Theme. This has negated the need for individual Theme books and so reduced marking, the children are retaining more knowledge and have pride in their scrap book.

*Q: (AF) As children are in class bubbles, how do you ensure differentiation takes place? How are those higher ability pupils stretched?*

*MPr: Each Theme session starts with an objective. The higher ability work at a quicker pace and will move on to the extension activity – each teacher has two extensions prepared. The HA are then asked for more analysis and explanation. There is no stagnation; we cater for all the abilities of the children.*

*Q: (RW) How do you differentiate between the work of the DA and Non – DA?*

*MPr: Work of the DA is identified by a small blue dot in the scrap books.*

MPr offered to share some photographs of the scrap books with Governors

**ACTION: Photographs of Theme Scrap Books to be circulated**

BM left the meeting at 6.45pm

**54cii Standards**

- NFER baseline tests have been used to ascertain what percentage of pupils are at Age Related Expectation (ARE). The NFER tests are generally lower than the teacher assessments. The NFER tests used were based on the Spring term and the threshold was high. In hindsight, the staff believe that the Autumn tests should have been repeated
  - Maths Year 6 NFER tests shows 18% are at ARE, teachers assessment shows 57% are at ARE
  - Reading Year 6 NFER 42% at ARE, teacher assessment 57% at ARE
  - Writing Year 6 55% at ARE according to teacher assessment

*Q: (AF) There is a significant variation between the NFER results and teacher assessments, why?*

*JS: In Key Stage 1 teacher assessments are lower than NFER due to the amount of evidence needed and over the period when the children were remote learning much of the work was either completed by the parent or assisted by the parent so that evidence is void. In Key Stage 2, the results are closer although we have found that some of the children's work has had assistance from parents. We know that we need to find a way to accurately assess during times of remote learning.*

*C: (MD) Maths in Year 6 is a particular concern as the NFER tests show just 18% are at ARE.*

JS: The Spring NFER tests included many strands in Maths that had not been taught yet as they are very difficult to teach remotely, so the teaching online was focused on number. Also, due to a lack of resilience many struggled to complete the NFER tests.

Q: (MD) Will this be a problem for Year 6 pupils moving to secondary school?

JS: Year 6 have sat Mock SATs this week and the results will be much higher than the tests, although lower than we would have liked.

C: (LH) We have also started a new Maths timetable this week – giving extra support for targeted children until the end of the academic year. There is a huge difference with this year's Year 6 compared to previous years with regard to exam practice. We want to send Year 6 on with the skills needed, so we are taking steps to address this.

JS: Other local primaries are experiencing the same struggles and seeing a drop in the SATs by about 10%. Children are struggling to do the tasks at speed.

VG: We are looking into summer schools for two weeks during the holidays. The DfE has provided funding to focus on the transition to Year 7. We will offer this to Year 6 pupils but need the staff and the leadership to ensure this is delivered properly.

C: (RW) The EEF (Education Endowment Foundation) suggests a significant gap between DA and Non – DA in Maths in particular. This seems true for this data too.

JS: Yes, and the gap has increased. We were closing the gap before Covid but due to a lack of engagement of the DA we have lost any gains made.

C: (RW) Also, it was suggested that Yorkshire and the Humber has the lowest progress for Reading in the country.

Q: (MD) Is it correct that only 4% of Year 5 are at ARE for Writing?

JS: Yes, but that is because there is not enough evidence in the exercise books yet. The teachers have been incredibly harsh but this figure will change dramatically. It is very hard to stretch the high ability in Writing as we are scaffolding the low ability as the children are not in sets.

LH: It is difficult to support the low attainers while also supporting the very high level with more vocabulary. Writing from the high ability is good but could be better.

JS: There are benefits to mixed settings but not in Writing, and not for the high ability in Writing.

Q: (RW) Could you do interventions for the high ability to push on?

JS: Yes, but not when the children are in class bubbles. We have great teachers and some do not want to set next year, but they all agree they need to set for Writing.

#### **54ciii SEND**

- 93 pupils are on the SEND Register (19.4% of PPS, national is 13.9%)
- 11 have an EHC Plan
- Most have needs in the SLCN category (Speech, Language and Communication Needs)

Q: (RW) The number of SEND has risen from 74 in September to 93 now – is this mostly in SEMH (Social, Emotional and Mental Health)?

JS: In SEMH and SLCN

#### **54civ Looked After Children**

- 4 children on the LAC Register
- Attendance of all is good

Q: (RW) Are all on track?

SH: No – they are not going to achieve ARE.

Q: (RW) Do they receive additional support?

*SH: They have SMART targets and are making progress towards these but there are still big gaps.*

*C: (RW) The key is that they are making their own progress.*

*JS: All four have been removed from their primary care giver this year so they have all had upheaval.*

*Q: (SH) Are these the same children that were on the last LAC Report?*

*SH: The FS2 pupil is new to the register.*

*Q: (MD) Could I suggest that the table is adjusted as on first reading I thought all were expected to reach ARE, so an additional column would help to indicate if they are on track towards their own targets.*

*C: (AF) That would be really useful as we have heard before that working towards can be such a big variation as some pupils are close to achieving and some are a long way from achieving.*

**ACTION: SH to include detail in the LAC table to show progress against targets**

## **54d Behaviour and Attitudes Summary**

### **54di Attendance**

- Attendance for All spring term 2 was 96.7%
- Attendance for DA spring term 2 was 96.45%
- Punctuality has really improved this term compared to the comparable term last year but Year 1 and Year 4 still need to improve

*Q: (GS) Attendance is amazing – do you feel that staggered starts have helped?*

*JS: Yes, although some do still arrive late. The work that S Hornby and P Alston have done with contacting families with punctuality issues has really helped.*

### **54dii Behaviour**

- Increase in behaviour incidents seen since returning to school 8 March
- Year 2 has the most sanctions but they are all low level (Level 1 or 2)
- Year 3 has the most sanctions above Level 2.
- Year 3 team is working closely with the parents of the small group of offenders to put measures in place to support behaviour.

## **54e Personal Development Summary**

### **Safeguarding**

- 5 children are subject of a Child Protection plan
- 7 children are subject to a Child in Need plan
- 4 children have safeguarding concerns

The training matrix for staff was discussed and the blocked-out areas for non-applicable training was thought to be much clearer. It was agreed that Governors should complete the PREVENT Government online training as this was relevant to all.

**ACTION: All Governors to complete the Home Office PREVENT online training**

AF offered to undertake paediatric basic life support training in school.



**ACTION: JS to discuss paediatric basic life support training in school with AF**

The online safeguarding related training to be changed to:

- Has the Chair completed Safer Recruitment Training in the last 5 years?
- How many other Governors have completed Safer Recruitment training in the last 5 years?

**ACTION: GS to change the wording of the “other safeguarding training” section of the Report.**

**54f Leadership and Management**

- Almost £200,000 is being invested in the building: the leaking dining hall roof is to be replaced over the summer holidays and the Reception area and KS1 external play area are to be refurbished

**55 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
- Catch up strategies were based on good teaching priorities, targeted academic support and wider strategies for support

*Q: (AF) In the wider strategies for support you state there will be a temporary increase in working hours of the Safeguarding Manager – will this include increased hours at Penshurst?*

*VG: No, this is additional hours to the staff at the High School.*

*Q: (RW) Does the NFER testing cost include tests for future years?*

*JS: No, just this year.*

*Q: (RW) Will there be funding for this to be extended if it is deemed to be a good monitoring tool?*

*VG: I will discuss this with JS to see if it should be continued.*

**56 GOVERNOR VIRTUAL VISITS**

The following had been completed:

- Pupil Premium – B Munro
- Safeguarding – C Thorley

M Duncan has plans to carry out a SEND visit next week.

**57 GOVERNOR TRAINING AND SUPPORT**

All Governors were reminded to complete at least one additional NGA training module before the next meeting.

**ACTION: B Munro, M Peck, R Potter and C Thorley to complete at least one more NGA module**

**58 ANY OTHER BUSINESS**

**Whatsapp group**

AF asked if Governors would like to be part of a WhatsApp group to aid communication and share resources only. It was stressed that all governance matters must still go through the proper formal channels. Following brief discussion there was insufficient interest to establish at this time, and the idea could be re-visited at a future time.

**59 DATE OF NEXT MEETING**

Thursday 15 July 2021, 5pm

**60 AGREED ACTION POINTS**

- 60a ACTION: MPr to present PPS Theme to Middle Leaders at HHS – action carried forward to the Autumn term (minute 53a)**
- 60b ACTION: Latest operating procedure and risk assessment to be circulated with the minutes – to be attached with these minutes (minute 53c)**
- 60c ACTION: HB to present the reformed EYFS curriculum to Governors (minute 54a)**
- 60d ACTION: JS to update Governors on the Enhanced Resource Provision bid (minute 54b)**
- 60e ACTION: Photographs of Theme Scrap Books to be circulated (minute 54ci)**
- 60f ACTION: SH to include detail in the LAC table to show progress against targets (minute 54civ)**
- 60g ACTION: All Governors to complete the Home Office PREVENT online training (minute 54e)**
- 60h ACTION: JS to discuss paediatric basic life support training including choking with AF (minute 54e)**
- 60i ACTION: GS to change the wording of the “other safeguarding training” section of the Report (minute 54e)**
- 60j ACTION: B Munro, M Peck, R Potter and C Thorley to complete at least one more NGA module (minute 57)**

AF closed the meeting by thanking everyone for their time and contributions stating it had been a long but effective meeting.

Part A closed at 7.40pm.