



The Primary Local Board of the Hesse Academy

Minutes of the Primary Local Governing Board
Penshurst Primary School.

Thursday 8 December 2022 at 5pm

PRESENT:

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

ALSO IN ATTENDANCE:

Mr V Groak (Headteacher, The Hesse Academy, VG), Mrs A Paoli (Assistant Headteacher, AP), Mrs G Stafford (Clerk, GS)

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

19 WELCOME

BM opened the meeting by welcoming everybody to the second meeting of the academic year. Introductions were made as two new Governors were in attendance – a newly appointed Parent Governor Kevin Key and a newly appointed Trust Appointed Governor, Dean Grainger.

20 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting.

21 APOLOGIES

Mrs A Jessop and Mr M Peck

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

22 MINUTES OF THE LAST MEETING (20 October 2022)

Resolved: The minutes of the meeting held on 20 October 2022 were confirmed as a true and correct record and signed by the Chair, BM.

23 MATTERS ARISING

23.1 ACTION: The positions of Vice Chair, PP Link and SEND link to be agreed at the next meeting – see minute 24

23.2 ACTION: Parent Council to be on the next meeting agenda - see minute 30

23.3 ACTION: Behaviour data to include number of pupils and context of sanctions in future reports - complete

23.4 ACTION: VG to flag PPS specific actions on the SEF by colour or school initials - complete

23.5 ACTION: VG to add performance indicators to the SDP - complete

- 23.6 **ACTION: DW to flag concerns with LA regarding the delay in receiving Operation Encompass alerts – see minute 28.1**
- 23.7 **ACTION: Absence line to be diverted directly to PPS – PPS calls are taken by a dedicated member of HHS staff instead**
- 23.8 **ACTION: MPr to update the PP Strategy to reflect the results from the Parents' Evening survey - complete**
- 23.9 **ACTION: All governors to complete report forms when they visit the school for governor business - ongoing**
- 23.10 **ACTION: R Potter to complete the 'Certificate in the Role of a School Governor' ASAP – action carried forward**
- 23.11 **ACTION: All Governors to complete the 'Certificate in Safeguarding for School Governors' (2022/23) before the next meeting – see minute 32**
- 23.12 **ACTION: GS to circulate the Data Protection Policy. Governors to read the policy, complete the back page and return - complete**

24 LGB APPOINTMENTS

Governors were asked if they would like to be considered for the position of Vice – Chair, PP and SEND Links.

RP was last year's PP link and stated that due to work commitments she would struggle to dedicate much time to this role if she were to volunteer once more. It was suggested that A Jessop is approached to ask if she would be the joint link with Becki for the remainder of the academic year.

Resolved: Full list of positions for 2022/23 as follows:

Chair: B Munro

Vice Chair: K Key

Pupil Premium Link: A Jessop (TBC) and R Potter

Safeguarding Link: C Thorley

SEND Link: D Grainger

Teaching and Learning Link: B Munro

25 HEADTEACHER'S REPORT

- Early careers teachers are progressing well
- New Maths Leader has been appointed this term
- Face to face progress evenings have returned as has the pupil of the week assembly
- Many enrichment activities have taken place this term

Q: (AF) You state that attendance at progress evenings was 75% in November, how does this compare to pre pandemic?

MP: It is lower than pre pandemic. Some parents are keen to still have these evenings online.

Q: (RP) Were there enough slots for everyone as when I tried to change my appointments all the other slots were already booked?

MP: Yes, as everyone only has five minutes there are enough slots for everyone.

Q: (BM) Thank you for your report outlining the successes and highlights of the term. What would be one thing that did not go as planned?

MP: My main concern is the quality of teaching and learning especially the early careers teachers as they have varying levels of experience. Support is in place and the majority are doing really well but inexperience puts a strain on the school trying to hit the ground running.

Q: (KK) What is the impact of supporting the ECTs on the staff?

MP: ECTs have ECT time. The HLTA covers this time. Mentors do 10-minute drop ins but staff absence sometimes makes this very difficult, so we have support from the High School and the Trust.

Q: (DG) Looking at the EYFS data, boys are not doing as well as girls. What are you doing to address this?

MP: We run interventions in the afternoons for boys. Boys get additional phonics sessions and maths and literacy activities that take place outside are tailored towards boys.

Q: (AF) There has always been a gender gap at this age. Is the gap widening?

MP: We will find this out but nationally this gap is typical.

AP: Boys are reluctant writers; they are good at understanding the world and maths but find writing difficult, so more interventions are put in place in this area.

Q: (BM) It is good to read that you have appointed a new Maths Leader. What is her priority?

MP: To implement the new White Rose Maths package. This has already been trialled in Year 2 and Year 4 and we are seeing that more children are getting more answers correct as they have deeper understanding. A second priority is to increase the number achieving greater depth in maths and finally to focus on multiplication tests.

C: (BM) Thank you. It was very clear where the priorities lie as you have referred to the ADP throughout your report.

26 PERFORMANCE DATA REPORT

- The two main development areas are in writing and maths
- The inspection data summary report identifies three key areas for development: greater depth in maths, writing at expected and greater depth and to develop the higher prior attainers in writing. The FFT report identifies that focus needs to be on greater depth at key stage one in reading, girls' maths progress throughout and the Combined score at expected and greater depth
- As mentioned in minute 25 a Maths Lead has been appointed and White Rose Maths will be purchased for the start of the spring term following successful trials in two-year groups
- To address the development of writing the Read Write Inc/ Fresh Start scheme will be used in earnest in Key Stage 2
- A Yipiyap tutor has been recruited for maths and literary interventions in Year 6
- Year 4 multiplications are a priority after disappointing results last year as only 59% of children achieved a pass. This was the lowest rate of the three Trust primary schools. The target is that 85% of the same children now in Year 5 will achieve a pass. To assist with multiplication practise 30 additional tablets have been purchased so that children can use for Times Tables rock stars
- The current Year 4 have carried out mock multiplication tests last month and only 10% passed, so this is a key area for improvement

MP: A strength has been the RWI and Fresh Start scheme trial in Year 5. These children have integrated back to class. Year 3 trial was less successful as they are slightly less skilled. 76% Reception pupils are at the level required or above in phonics, 65% of Year 1 and 38% Year 2. Year 1 had inconsistencies in staff last year with changes to staffing.

Q: (BM) Do you really think RWI is worth the investment as we still have issues with writing?

MP: We haven't applied it consistently before but now we never disrupt KS2 interventions in writing.

C: (EL) It also helps that all staff have now had RWI training and so the children are now flying.

MP: It is too early to make a judgement if the scheme is working.

AP: We have close links to KPS and CPS and bring good ideas back.

C: (CT) From the start of the meeting we have discussed staffing issues and ECTs. We need to be careful to give support to the staff that are in every day.

C: (BM) The staff absence on the IDSR for 2020/21 is shown as zero which is obviously incorrect.

VG: Yes, that is wrong. We will hear about staffing for a while to come as there has been lots of churn, including within the SLT.

Q: (DG) Why have you had such a high turnover of staff? What do you understand from the exit interviews?

VG: The Head of School left to be a Headteacher. Some staff left as they were aligned to her, some being promoted. We had very little turnover with Covid, so these people were ready to move on when things opened up again. Most importantly, we don't want to see this churn this year. I speak to the staff on a one-to-one basis and there is a noticeable difference between feelings in July and now – with staff being a lot less anxious now.

AP: As an SLT we do check how people are doing and morale has definitely improved.

Q: (RP) Who does the exit interviews?

MP: The Line Manager

Q: (BM) If staff are disgruntled, how will you gather the information truthfully if they have to open up to their Line Manager?

VG: During Feedback Fridays staff do not hold back!

C: (DG) As a Trust, surely we can use other department heads to conduct these interviews. It is easier to be completely honest with someone independent.

C: (CT) I met with AP during a Link visit and during the walk round everyone seemed so happy and there is a real feeling of being one team.

MP: The main success this term has been that Year 5 are doing very well. Last year, this year group was tricky, so we split the year group into three and all members of staff in Year 5 are doing really well.

Q: (BM) Regarding the multiplication tests – why do we need a laptop to learn times tables?

MP: We don't. However, a device allows the pupil to go on TT Rockstars and this gives competition, instant results and the answers have to be given within 6 seconds. We don't have a laptop for each child, but we do have maths in assembly time and drip multiplication into maths lessons.

Q: (BM) What stops a teacher teaching times tables at the front of the class? Why is there such an emphasis on digital learning?

VG: Repetition helps.

MP: As does competition. We do multiplication tests in short sharp bursts.

Q: (BM) There is a device per child at Croxby, why not here?

VG: We have never identified that need. It was a long-term aim for the Croxby Headteacher to have devices for each pupil. We have 96 laptops and 30 iPads with a further 45 iPads on order. The curriculum must drive the technology.

Q: (BM) Do the children get excited when the devices are brought out? Does this create behaviour issues?

AP: No, they are calm – they all know the routine.

C: (BM) There needs to be a balance and perhaps using the devices could be a learning-based reward if they do well in class.

MP: We need to cater for different learning styles and reach the hard to engage groups.

CT: We also need to look after the workload of staff so using Rockstars negates the need to mark, so there are pros and cons to using.

BM: I think we also need to get parents involved in teaching the times tables at home.

MP: We are having a parents' workshop in which we will talk about the importance of multiplication and the use of TT Rockstars and show a heatmap of where the child is strong and weak.

C: (KK) The problem with workshops is that the parents that you need to attend typically don't.

Q: (DG) The FFT dashboard shows that in 2020 88% achieved expected level in writing yet this dropped to 70% this year. Why did the school go from doing exceptionally well to dropping to national average?

KK: We had writing moderation last year and when the moderators saw some light touch teacher annotation in the best write books they stopped the process and we had to be re-moderated on cold pieces and this dragged the score down. Without this the score would have been much higher and followed the trend.

VG: 2020 was also an exceptional year, results before then were not as high as 88%.

Q: (DG) What worked well in 2020?

VG: They were a very strong year group and there were no exams – the outcomes were teacher assessed.

27 ACADEMY DEVELOPMENT PLAN

The four strategic priorities that can be seen in the SEF and Development Plan are:

- Ensure consistency of teaching & learning across all phases and for all groups
- Ensure ambitious and appropriate curriculum for all pupils
- Ensure a positive, safe learning culture in which all individuals treat each other
- Secure high levels of stakeholder engagement with academy vision and values

VG explained that each half term the senior learners RAG rate the actions so next week the second column rating completion of actions will be completed.

Q: (KK) What is a walkthru?

MP: This is a catalogue of strategies you can use in the classroom – instructional coaching strategies.

VG: The strategies deconstruct what teachers do.

ACTION: Presentation of a Walkthru to take place at the next meeting

Q: (AF) How much time out do the children have for Christmas preparation?

MP: We practice in the afternoons so it doesn't affect core learning. There are three practice sessions of one hour each, plus the performance. In addition Years 4, 5 and 6 go to Hessele Church for half a day. These performances give the children that excel in singing to really have the opportunity to shine.

VG: The school vision is to develop the whole person so yes, we want the outcomes but we want to make happy memories too.

Q: (BM) Action 3d – 'all SLT to complete The National College safeguarding course' is red. We have nearly had a full term so I would expect this to be complete.

VG: Penshurst SLT have completed this, this is a through school action for SLT to complete Level 3 safeguarding.

Q: (CT) Have you a list of who has completed what training?

VG: Yes, we know that in the first half term not all training had been completed at the High School. Updates will be made to the RAG rating next week.

Q: (DG) How do you define a disadvantaged child?

AP: Children that have been on Free School Meals now or in the last 6 years plus LAC or Forces children.

Q: (DG) Action 3c – 'Encourage greater participation of DA and SEND students'. What are the barriers to this and what are you planning to do about the barriers?

MP: The main barrier is that parents do not want to come out to pick up their children later if they are in a club. Our Sports Coach is doing clubs at lunch time and focuses on DA pupils.

AP: We also run a cello club and two thirds are DA.

Q: (DG) Is this targeted to DA pupils?

AP: Yes.

C: (DG) To maximise participation we first of all need to understand the barriers to attending.
MP: Yes, we need to have the conversations with these parents, but these are the ones that do not turn up or do not return forms. When Mrs Hornby returns her remit will be DA pupils and she will be able to delve into participation further.

28 INCLUSION REPORT

28.1 Safeguarding Report

- Increase in Operation Encompass notifications (8 families, 14 children)
- 2 Early Help referrals
- 1 child under Child Protection
- 2 Children in Need
- 6 Early Help cases
- 1 Child Looked After
- 48 pupils on the safeguarding monitoring list
- 48 children are a cause for concern
- Safeguarding staff structure will increase with the return of J Wall and S Hornby

C: (AP) One Operation Encompass notification came 2 weeks late - it was a very serious case.
DG: Operation Encompass is for lower category cases. If hospital treatment was needed then this would be graded as high and dealt with differently. Operation Encompass notifications should be sent by the vulnerable hub in Humberside Police and if these are coming in late you need to escalate the problem.

Q: (BM) What is the average time from incident to notification?

AP: 3-5 days.

Q: (VG) What is the delay?

DG: The LA administer the system on behalf of the police. Education welfare are supplying the police with information but the delay is from the police. It is a fantastic national agenda but domestic violence can have a significant impact on children and the system is pointless if there is a delay of more than 48 hours, the target is to notify the school the following day.

VG: I will raise this issue with the East Riding Secondary Heads and the Vulnerability Hub at Humberside Police; we need to push this back to Humberside Police.

Q: (DG) I am shocked and question the accuracy of the number of CP, CiN and Early Help cases – I would expect these figures to be much higher considering the size of the school.

AP: These are all the children I am aware of and this information is shared with my contacts at each LA.

Q: (DG) How are you as DSL assuring yourself that you only have this number of children in the system?

AP: I have a spreadsheet of supported children that is kept up to date. I believe that these numbers are correct up to the end of last half term.

C: (DG) You could approach the Safeguarding and Education team at the LA and say that due to the very small number of children that are open to services on your records you would like confirmation of the number of children under a social worker.

C: (DG) There also appears to be a very low level of multi-agency meetings – you need to find out more information from the LA, with consent.

C: (DG) The list of training is not complete; the DSL does much more training and this should be listed on the Safeguarding Report.

C: (DG) The number of Early Help referrals are low when we consider the number of cause for concern pupils.

AP: The cause for concern cases vary greatly – some are minor and do not lead to referrals.

Q: (DG) What are the child-on-child behaviours?

AP: We have done a review and they are minor sexual behaviours such as smacking bottoms and flashing. We conduct annual pants talks, have safeguarding assemblies and inform parents so that they can have open discussions with their children.

C: (DG) It is great to see there is a safeguarding section in the weekly brief – this breaks down barriers.

ACTION: A Paoli to contact the LA Safeguarding team to establish if children are open to social work services and /or Early Help

ACTION: V Groak to contact the Vulnerability Hub at Humberside Police about late Operation Encompass notifications

ACTION: A Paoli to list all DSL training in future safeguarding reports

28.2 Attendance Report

- Attendance for 'All' 94.03%, DA 91.52%, SEND 93.35%
- 79 persistently absent (PA) children (attendance <90%)
- Absence line manned by dedicated person at the High School
- Calls are made home by S/G team if vulnerable children are absent
- Attendance Manager has been recruited for the through school

AP: Attendance has been an issue without an Attendance Manager. Arbor has been a challenge, but I have had meetings with the PA families and will have a meeting with the newly appointed Attendance Manager to agree target pupils.

Q: (CT) I am pleased with this recent recruitment. During my Safeguarding Link visit we spoke about the delay of information coming from the High School and that you could be waiting until 9.30am for reasons for the absence. What is an acceptable length of time to not know where a child is?

AP: We know who is in. We also know the reason for those not in if the parents called. However, if parents do not call we may not be able to contact them all by 9.30am. We visit vulnerable families if we can't get hold of them.

VG: The absence level is greater now than pre-Covid so there may be 7% of 480 absent (34 pupils). If parents don't call in it takes time to contact them to find out the reason for the absence.

C: (BM) If a child is missing for a day we must think 'what if' and be cautious until we know the child is safe.

28.3 Behaviour Report (to 21.10.22)

- 1 suspension of a Year 5 boy
- 0 permanent exclusions
- 17 children have had 22 Level 3 sanctions
- 16 children have had 27 Level 4 sanctions
- Splitting Year 5 into 3 has reduced the number of high-level behaviours

28.4 SEND Report

- Will potentially submit an application for an Enhanced Resource Provision (ERP) for speech language and communication needs
- 61 pupils on the SEN Register (11.96%) (national average 12.6%)
- 13 have an Educational Health Care Plan (2.5% EHCP) (national average 2.2%)

Q: (BP) The report states that Learning Support Plans are sent out yearly – I thought this should be termly?

MP: I will check and will ensure we are compliant.

ACTION: M Preston to check if LSPs are sent out termly

29 RISK REGISTER

VG presented the 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

There had been no change to the order or level of risk since the last meeting.

C: (AF) We need a working group comprised of governors from both phases to prepare for Ofsted.

VG: The Director of Governance is currently reviewing the effectiveness of having 2 LGBs. The Leadership Team meets fortnightly to which both Chairs are invited, and we are starting to collate documentation for Ofsted.

30 PARENT COUNCIL

RP admitted that more research was needed into the need and function of a Parent Council but felt there was a need to break down barriers with parents and a Parent Council would be a way for parents to get more involved with the school. First, it was stated that communication with parents could be improved but when the various ways that the school communicates with parents was outlined (Headteacher weekly blog, PPS office e-mail address, parents evenings, opportunities to see staff at drop off and pick up) it was agreed that communication was perhaps not the issue but there was a need to try to engage harder to reach parents. It was agreed that a survey should be taken to gain the views of the parents.

ACTION: R Potter to devise a survey to gauge the appetite of parents for a Parent Council

31 GOVERNOR LINK VISITS

There have been 3 Governor visits this half term:

- 9 November: A Fordham – Parents Evening
- 29 November – C Thorley – Safeguarding
- 8 December – B Munro – Teaching and Learning

All reports were very informative and of good quality.

32 GOVERNOR TRAINING AND SUPPORT

One governor was still to complete the following on The National College: “Certificate in the Role of a School Governor” and “Certificate in Safeguarding for School Governors (2022/23).”

ACTION: R Potter to complete the ‘Certificate in the Role of a School Governor’ and Safeguarding for School Governors ASAP

Signed by the Chair 
Date: 26/01/23

ACTION: All Governors to complete the 'Certificate in Data Protection and GDPR for School Governors' (2022/23) before the next meeting

33 POLICIES FOR REVIEW

The E- Safety Policy, Intimate Care Policy and the RSE Policy are all due for review. Comments from governors had been received by the Clerk and so the next step is for a meeting to be held with the policy owners to discuss the suggestions.

34 ANY OTHER BUSINESS

34.1 Pre-meets

The Chair stressed the importance of governors attending the pre-meets the night before the LGB meeting. The pre-meets have led to more challenge in LGB meetings and so Governors were asked to make every effort to attend.


35 DATE OF NEXT MEETING

Pre – meet: Wednesday 25 January 2023, 7pm (online)
LGB meeting: Thursday 26 January 2023, 5pm

36 AGREED ACTION POINTS

- 36.1 **ACTION: Presentation on a Walkthru to take place at the next meeting (minute 27)**
- 36.2 **ACTION: A Paoli to contact the LA Safeguarding team to establish if children are open to social work services and /or Early Help (minute 28.1)**
- 36.3 **ACTION: V Groak to contact the Vulnerability Hub at Humberside Police about late Operation Encompass notifications (minute 28.1)**
- 36.4 **ACTION: A Paoli to list all DSL training in future safeguarding reports (minute 28.1)**
- 36.5 **ACTION: M Preston to check if Learning Support Plans are sent out termly (minute 28.4)**
- 36.6 **ACTION: R Potter to devise a survey to gauge the appetite of parents for a Parent Council (minute 30)**
- 36.7 **ACTION: R Potter to complete the 'Certificate in the Role of a School Governor' and 'Safeguarding for School Governors' ASAP (minute 32)**
- 36.8 **ACTION: All Governors to complete the 'Certificate in Data Protection and GDPR for School Governors' (2022/23) before the next meeting (minute 32)**

Part A closed at 6.56pm.

Signed by the Chair: 
Date: 26/01/23

