



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 10 October 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), Mr D Thomas (DT)

ALSO IN ATTENDANCE:

Mrs C Davies (Assistant Head, CD), Mrs S Hornby (Assistant Head, SH), Mr J O'Brien (Director of Improvement and Standards (JOB), 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.

01 WELCOME

DG welcomed everyone to the first meeting of the academic year, making special mention to David Thomas, a newly appointed Parent Governor. Introductions were made.

02 APOLOGIES

C Thorley

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

03 DECLARATION OF INTERESTS

No declarations were raised specific to this meeting. Annual declaration of interest and data collection forms were completed.

04 LGB MEMBERSHIP

There is currently one vacancy on the LGB but a Parent Governor and a Trust Appointed Governor are in the DBS pipeline.

Invitations for nominations for the positions of Chair, Vice Chair and Link governor positions were sent in advance. The Link positions for 2024/25 were set to align with the school development plan priorities.

D Grainger was content to stand as Chair for a further year and A Jessop volunteered to be Vice-Chair.

Resolved: Governors unanimously approved the appointment of Chair and Vice-Chair

Link Governor positions were agreed to be:

Attendance – M Peck

Behaviour – A Jessop

Safeguarding – D Grainger

SEND – D Garton

Staff Welfare – E Lucid

The Link position for Teaching and Learning will be assigned when another governor is recruited with educational experience.

05 MINUTES OF THE LAST MEETING

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

06 MATTERS ARISING

06.1 Governors to write a pen profile for display on the website – still need pen profiles from MP and DT

06.2 S Hornby to lead a parent workshop to share behavioral techniques with parents - a Q and A session to be arranged. AJ as Behaviour Link to be invited.

06.3 D Garton to work with VG and MPr to understand the rate of progress in phonics term on term – ongoing, further meetings planned with MPr

06.4 M Peck to discuss with S Hornby what KCOM can offer regarding online safety – complete, KCOM have delivered an online safety session

06.5 MPr and VG to investigate the viability of using the swimming pool at WHA for swimming lessons – complete, will not be pursued

06.6 Clerk to arrange an additional meeting to review the LGB performance -complete

06.7 Clerk to include a list of acronym meanings to the reverse of agendas - complete

06.8 D Garton to look into improving the clarity of communications to parents -complete, bullet points in the main body of the message to summarise the content of an attached pdf will aid clarity

07 HEADTEACHER'S REPORT

- Nursery intake to be capped at 39
- Risk summary includes risk of declining outcomes, an unstable SEND staffing structure and risk of the strength in leadership
- Staffing update given including the appointment of M Adams as DSL and C Davies as Assistant Head
- Classroom has been converted to a library

Q: (AJ) Making a library should be commended, it is a great move. Is it staffed?

MPr: Yes, staff volunteer to be in there and it is timetabled for different year groups.

Q: (AJ) There have been lots of staff changes and we are fortunate to have CD as new Assistant Headteacher. How will you ensure new staff are adequately supported?

MPr: There is an induction programme and new staff meet with all key members of staff.

CD: I feel supported. I am new to the role of Assistant Head but am paired with the other Assistant Head which has been really helpful.

Q: (DGa) Having the through school SENDCO on site two days a week is a step forward. Does she have a teaching commitment?

MPr: Not here.

Q: (DGa) Does the Assistant SENDCo teach?

MPr: She is a High-Level Teaching Assistant and teaches phonics each morning and does SEN interventions.

Q: (DG) Why cap nursery pupils at 39?

MPr: There is a 13: 1 pupil: staff ratio at EYFS.

Q: (DG) In respect of the appointment of M Adams as DSL, she has a good reputation with safeguarding partners and is well known in the community, so this is a great move. When she was Safeguarding Officer she did lots of ground work for families in need. Has this role been replaced?

MPr: No but CD, SH and I are all Deputy Safeguarding leads and will support. MA will no longer have any TA duties – she is full time responsible for safeguarding and well – being.

Q: (DG) Year 6 causes us concern about outcomes as there are 70 pupils in 2 classes, with high SEN and they performed purely in the mocks. How can we ensure that we have positive outcomes for this school?

MPr: We will have SLT for key areas of maths and writing taking approximately 14 learners on the CUSP of achieving national standards and interventions have started already. We are also carrying out boosters for writing for Year 6.

Q: (DG) I have conducted school visits and had conversations with staff and my understanding is that staff meetings have moved from a Wednesday to a Thursday and some part time staff now cannot attend. Why is that?

MPr: The Trust have dictated that staff meetings are to be on the same night at all schools to enable collaboration, but it is causing issues with some part time staff missing meetings.

JOB: It is common in MATs to hold staff meetings on the same night so that key members of staff can join curriculum meetings. I accept this is not a perfect fit.

Q: (DG) How many staff cannot attend staff meetings?

MPr: 5 or 6 teachers. Even some SLT cannot attend as one is part time and JA is attending the High School meeting so there is only one Assistant Head and I available. I would like the flexibility to hold staff meetings on a Wednesday if there is nothing in the Trust calendar for collaboration.

JOB: I will take the feedback on board.

ACTION: DG to raise the issue of the Trust expectation to have staff meetings on a Thursday evening with the Chair of the Trust. JOB to feedback centrally.

08 OUTCOMES SUMMARY

- Year 1 phonics dropped 5% from the previous year to 78%
- Year 4 multiplication pass increased by 28% to 73%
- Year 6 Combined has increased by 10% to 51%; maths has seen the biggest increase from 46% to 73%
- Year 6 Writing is a focus area with a dip from last year of 3% to 59%

C: (DG) Very well done for the improvement in outcomes in Year 4 and Year 6 reading, maths and grammar.

Q: (AJ) We have seen a significant improvement in outcomes, with the exception of Writing. How will you maintain the improvement made?

MPr: We will use Third Space Learning again, we are continuing with the Claire Christie approach to teaching multiplication as that has had a big impact. We are also starting our interventions much earlier than last year. We run daily phonics sessions and identify those for intervention.

Q: (DG) Interventions took a spring assessment point in phonics of 48% to the summer outcome of 78% - how do we ensure that phonics does not drop back to 48%?

EL: Read Write Inc is assessed half termly and there will be a mock after half term. This will identify who needs intervention.

Q: (JOB) Is there a particular area in which Year 6 pupils are not achieving in writing, with 41% not passing?

CD: Handwriting and cohesion. Joined up handwriting is a focus in Key Stage 2.

Q: (DG) Reading and Writing is still an issue at Peshurst, what are you going to do to address this?

MPr: In January 2024 we introduced Reading Plus which is an online intervention tool which tracks how fast a pupil can read. We are using this in years 3 to 6.

C: (CD) We are also planning questions in SATs form to expose pupils to inference from Year 3 onwards. This is a really good tool to develop fluency and will improve our expected and greater depth outcomes.

MPr: Pupils use Point, Evidence and Explanation. If a pupil does not give an explanation, we delve further.

Q: (DG to CD) In your new role as Assistant Head responsible for Quality of Teaching, what was your initial analysis of where we are at as a school?

CD: I have looked at the CUSP curriculum and conducted pupil voice and looked through books. Presentation in books in KS1 is very good. We are looking at trialing how pupils sit, as this affects the standard of handwriting and has improved the standard of Year 1 pupils. I need to look into presentation in books at KS2. Key stage 2 pupils do not like the amount of writing but do like the facts covered in the curriculum. The quality of education is very good, and the knowledge and vocabulary of pupils is very good. Homework is a focus for the school.

09 SCHOOL DEVELOPMENT PLAN

- Overarching priority is to achieve outcomes that are at least in line with national. Feeding from this are two more priorities: to enhance leadership of teaching learning and curriculum at all levels and to enhance the school's personal development programme with an emphasis on positive learning behaviours

C: (MPr) Tied in with improving outcomes is ensuring attendance is high. Today attendance is 95.2% (our target is 96%) but Year 6 is one of the weakest year groups for attendance. We are introducing Challenge 100 to Year 2 and Year 6. We are also enlisting the support of Oakfield to learn techniques of dealing with SEMH learners. We have also introduced the Nest, which is a triage room for determining if pupils should be in the Den or return to the classroom. The through school SENDCo is on site two days per week and observes SEN behaviour.

Q: (MP) Last year we heard about the appointment of an additional resource in attendance – where are they based?

MPr: At the High School.

Q: (MP) Have they made a difference?

MPr: They do make calls home. I have had conversations with the Attendance Manager about using the resource to pick up pupils that cannot get to school for whatever reason.

Q: (DG) How does the priority work? I surmise that as the person is based at the High School that High School students are the priority?

MPr: We get calls from the attendance team early so I do not think there is a delay.

CD: The Attendance Manager works at PPS once a week and we have meetings around pupils on the risk register that may have a safeguarding concern or attendance concern.

DG: We were told that there would be additional resource for this school. We will monitor this through our Attendance Link and raise any issues if they arise.

C: (JOB) Different strategies in dealing with absence are used in secondaries to primaries. It would be worthwhile to find out the level of attendance support that Croxby and Keyingham have.

ACTION: MPr to report on level of attendance support that CPS and KPS have

Q: (DG) One of our development priorities is to improve the effectiveness of leadership. What support plans are in place around leadership?

MPr: I meet with my Assistant Heads each fortnight on a one-to-one basis to discuss their areas of responsibility and areas for development. I also meet with the Literacy and Maths Leads every half term to check adequate support is in place.

Q: (DGa) You have given the rationale that there are pockets of learners with SEND that cause disruption. Behaviour data this half term shows that Year 6 have relatively good behaviour, yet Year 5 has twice the number of behaviour incidents compared to any other year group. Do we pull learners out that cause disruption?

MPr: Yes, sometimes. Some learners with SEMH go into the Den in the afternoon to control emotions or develop friendships so they also have pastoral interventions.

Q: (DGa) Are there any recurring behaviour issues?

SH: Its more we have repeat offenders showing negative behaviours. We are not seeing the use of bad language this term that we saw at the end of last term.

MPr: The problem in Year 5 is playfighting that goes too far so we have designated zones to monitor behaviours.

Q: (DG) Can you give us the breakdown of how much teaching time your SLT do and if this is significant how can they achieve the development priority of enhancing leadership?

MPr: CD teaches twice a week and does a Year 6 maths lesson, SH teaches one day a week (of 3 days) and one Maths lesson. I do 2 maths sessions.

Q: (DG) If I were away from my core leadership role 40% of the time, I would not be able to effectively lead my team. Do you think the remaining time is sufficient to fulfil the ambition of being an effective leader?

SH: Spending time in the classroom is so important to me and because I do this I have the mutual respect of other members of staff. The distraction is when it is a management day yet there are behaviour incidents to deal with.

CD: I agree, I love being in the classroom and this leads to better relationships with the staff as I understand what is involved in preparation and delivering lessons.

Q: (DG) Having one leader away from leading 40% of her time and the other away for 33% of her time, do you think they can focus on driving leadership forward?

MPr: I have to work within budget constraints.

JOB: We have benchmarked across other schools and our leaders do not teach as much as others in different Trusts.

C: (DG) Our leaders have upwards of 33% teaching commitment and then other distractions such as behavioural incidents, and parental complaints but we want to develop the leadership, I think this needs monitoring.

MPr: We also have the SENCO on site twice a week and she is on call both days, freeing the AHs.

C: (DGa) I joined the Trust in April, and I will be taking a bigger lead, supporting primary schools more and will charge my team to give more support. I will see what is happening in other schools and staffing will be more standardised.

Q: (DG) How many hours do you work over and above your normal working hours to ensure things are right?

SH: I work on my days off and up to 3 hours a night and at the weekend.

CD: I also work around 2.5 hours a night, but this is mostly to plan for teaching.

C: (DG) Having sufficient time to develop leadership is something we need to monitor though feedback from the Staff Welfare Link and the leaders themselves.

10 SCHOOL EVALUATION FORM

- Ofsted validated leaders' judgements of good in all areas

- Leadership team has identified areas of good and outstanding from the inspection framework to work towards through the year

Q: (JOB) How much time did the inspectors spend in EYFS?

MPr: Around 90 minutes.

Q: (DG) Is there a plan to separate the development plan and SEF between primary and secondary?

MPr: Yes, this is complete. The SEF work is ongoing.

ACTION: GS to circulate the Peshurst Development Plan

11 POLICIES FOR REVIEW

There are four policies that are currently being reviewed by school staff. All changes since the last approval will be marked and sent out to the Board for approval.

ACTION: Clerk to send out amended policies for governor approval

12 GOVERNANCE UPDATES

GS explained that all governors have been sent a link to the GovernorHub – this will be the resource centre for governors to access papers, visit forms, training and any other resources.

ACTION: Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance

13 ANY OTHER BUSINESS

13.1 Staff presentation

As Year 6 writing is an area of concern, it was agreed to invite the Literacy Lead to present at the next meeting on strategies to improve writing outcomes.

ACTION: Literacy Lead to be invited to present at the LGB meeting, 12 December

13.2 Parents' Evening

AJ offered to attend next week's Parents' Evening and promote governance. Any interested parents to contact GS.

14 DATE OF NEXT MEETING

Pre – meet: Wednesday 11 December 2024, 7pm (online)

LGB meeting: Thursday 12 December 2024, 5.15pm

15 AGREED ACTION POINTS

15.1 ACTION: MP and DT to write a pen profile for display on the website (minute 6.1)

15.2 ACTION: DG to raise the issue of the Trust expectation to have staff meetings on a Thursday evening with the Chair of the Trust. JOB to feedback centrally (minute 7)

15.3 ACTION: MPr to report on level of attendance support that CPS and KPS have (minute 9)

15.4 ACTION: GS to circulate the Peshurst Development Plan (minute 10)



- 15.5 **ACTION:** Clerk to send out amended policies for governor approval (minute 11)
- 15.6 **ACTION:** Governors to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance (minute 12)
- 15.7 **ACTION:** Literacy Lead to be invited to present at the LGB meeting, 12 December (minute 13.1)

Part A closed at 6.40pm.

