



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 27 November 2025 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), H Rushton (HR), Mrs C Shiels (Headteacher, CS), Mr D Thomas (DT), Mrs C Thorley (CT)

### ALSO IN ATTENDANCE:

Mrs M Adams (DSL, MA), Mrs C Davies (Assistant Head, CD), Mrs S Hornby (Assistant Head, SH), Ms. N Loveridge (Acting SENDCO, NL), 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.

### 13 WELCOME

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

### 14 APOLOGIES

E Collins

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

### 15 DECLARATION OF INTERESTS

No declarations were made specific to this meeting.

### 16 MINUTES OF THE LAST MEETING

**Resolved:** The minutes of the meeting held on 11 September 2025 were confirmed as a true and correct record and signed by the Chair, DG.

### 17 MATTERS ARISING

**17.1 MA to raise with Trust DSLs the need to approach Hull regarding the creation of a school portal** – this was raised, but a similar portal is not imminent. MA has been provided with an email address to chase any responses to safeguarding concerns of Hull children

**17.2 Change layout of safeguarding incident table to show repeat offenders – proforma to be provided to MA** - complete

**17.3 DG to raise staff resource and possible capping of pupil numbers in Year 4, 5 and 6 at the Chairs' Meeting** – complete. CS to discuss with the CEO

- 17.4 Safeguarding for governance: refresher 25/26 and suspensions and exclusions modules to be completed in the autumn term** – all governors have completed the safeguarding module. 4 to complete the suspensions and exclusions module.
- 17.5 M Peck and E Collins to be given PowerBI access** - complete
- 17.6 All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub)** – six visits have been completed
- 18 SAFEGUARDING SUMMARY (data from 4.9.25 – 18.11.25)**

<b>Concern Recorded</b>	<b>HT1</b>
Abuse	3
Child Sexual Exploitation	0
Child Criminal Exploitation	0
Bullying	1
Inappropriate Sexual Behaviour	0
Conflicting Behaviours - Racists	2
Conflicting Behaviours – LGBTQ+	5
Smoothwall Incidents	3
Operation Encompass	12
Physical Restraint	9
PREVENT	0

Early Help Referral	15 families
Children In Need	1
Child Protection	1

MA stated that there had been a reduction in Smoothwall monitoring alerts due to pupil awareness, but an increase in domestic related safeguarding concerns.

*Q: (DG) Is there a link between the children exposed to domestic abuse at home and those exhibiting high level behaviours?*

*MA: No, the children exposed to domestic abuse don't typically show poor behaviour, they are mostly SEN or child protection cases.*

*Q: (CT) How do you quality assure your safeguarding arrangements?*

*MA: Through learning walks, and monitoring and evaluation of the jigsaw curriculum.*

*Q: (DG) 22 children involved with Early Help seems high. How does the school interact with these services?*

*MA: Many cases are linked to poor attendance and early help is offered following home visits.*

*C: (NK) Lots of SEN children mask so some are referred to MA for support.*

*Q: (DG) Are we having good partnership working?*

*MA: Yes, they do one to one work with the children and me or NL attends the initial meeting.*

*CS: They are keen to support more, and I have had a meeting to understand the needs.*

*Q: (DG) Has the school been involved in any development of family help?*

*MA: Yes, from the East Riding.*

Q: (DG to JOB) There is an expectation of more involvement of supporting families with the DSLs being lead practitioners for children in need, so the Trust needs to be aware.

Q: (DT) With the number of children referred, is your workload manageable?

MA: Yes, as I don't have a teaching commitment. I check open and closed cases daily and have a close working relationship with the SENDCo.

Q: (DGa) The number of child-on-child cases seems high at 31, are they repeat offenders?

MA: Lots are children now in Year 1 that have come up from FS2, so there have been lots of pushing / rough behaviour. These are all logged as child on child – there are a few repeat offenders but also many are one off incidents.

Q: (DG) The child-on-child logs are all boys bar one. What are you doing to tackle boys harming others? Are the incidents boys on boys or boys on girls?

MA: Boys on boys. We are doing the one punch assembly for the older year groups and using the Thrive approach across the whole school. We also have ELSA trained staff.

C: (DT) Thank you for updating the safeguarding information around the school. However, the visibility of staff when the gates are open has tailed off after it improved immediately following my visit.

CS: Thank you – we will focus on this.

MA left the meeting at 5.30pm.

## 19 SEND REPORT

- 2.7% of pupils (13) have an EHCP (national is 4.8%)
- 14.1% of pupils have SEND support (national is 14.8%)
- Highest need is speech, language and communication – 33 pupils
- Internal alternative provision has been introduced in the Den to support pupils with SEMH
- ELSA sessions have been re-introduced
- The school is taking part in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme. This brings together specialists and parents to enhance SEND provision and strengthen partnerships with families

NL summarised a successful case of a boy in the internal A/P whose suspensions have ceased this term whilst being in the Den and his attendance has significantly increased.

Q: (DG) During governor visits we have seen the Den is effective in managing challenging behaviour. However, as it is used for this, there are only a few pupils in it, but it is heavily resourced. What is the plan for this space?

NL: The most challenging child is leaving the school and two are returning to their year group and then a new cohort will be introduced to the Den. We will then have more children in the area.

C (DGa) I would like to see SEN support numbers per year group in future reports please.

Q: (GS) There seems to have been a shift as all last year, the Board were told that the school had almost double the national average for EHCP pupils – did many leave in Year 6?

NL: Only 2 were in Year 6. We are now below national average.

**ACTION: SEN support and EHCP pupil numbers to be shown per year group in SEND Reports**

## 20 HEADTEACHER REPORT

- During the HT's first term many areas of strength have been seen across the school and also key areas of development have been identified. Positives include the CUSP curriculum across the school, walkthrus are being done well but more consistency is needed, a Celebration Assembly has been introduced and a student council has started

- A big area for improvement is communication with parents
- OPAL play has been implemented
- Health and safety audit was carried out 5.11.25
- Lockdown practice was carried out 19.11.25
- Building improvements are ongoing. The Dining hall ceiling has been lowered and soundproofing installed making lunchtimes a more pleasurable experience

Q: (DG) How often are learning walks completed by SLT to ensure consistency in practice?

CS: We are going to carry out learning walks to revisit key walkthrus (signal, pause and insist) and checking for understanding) to ensure staff have a clear understanding and walkthrus are used effectively. Other things have been prioritised over learning walks.

Q: (DG) Has the introduction of the Celebration Assembly had any impact on those that displayed poor behaviour?

CS: It is too early to say. Each class has a celebration board too – we want to raise positivity.

Q: (CT) Raising parental engagement is key, especially hard to reach parents. What are you doing to engage more parents?

CS: We are launching a new website, have Instagram and the Celebration Assembly but also I am asking the staff to call parents. A telephone call is so much more personal than an email. I want phone calls home to take place to tell parents of things their child has done to celebrate. I am also asking parents when on duty what they would like to see.

C: (DG) I am pleased to hear that you think it is the professional school team's job to reach out to parents – not the other way round. I like this mentality, and it promotes conversations at home.

CS: Yes, I fully believe this. I am also developing a WOW text to go to parents.

Q: (AJ) What year groups are in the Student Council?

CS: Pupils from Year 2 to Year 6. There is a representative from each class, and a Year 6 pupil takes the minutes.

AJ: Do you encourage the older ones to feed back what is discussed and agreed?

CS: Yes, me and the Council pass on this information in assemblies.

C: (DT) I do think links with the parents need to improve; many miss the HT blog that went out. Some parents still do not know who you are.

CS: I am on duty on the gates when possible but do take this on board. I will email parents with a photograph.

C: (DG) It is important to say that during this important period of change the Board fully supports you. We want to move forward as outcomes were not where they should be, so change has to happen. Staff need to accept the change, and we fully support any change you need to make.

Q: (GS) How did the lockdown drill go?

CS: Very well. A few were worried beforehand, but the pupils and staff exhibited exceptional behaviour. Feedback from staff has been taken on board such as areas where the alarm is not clear and the similarity of the fire alarm and the lockdown bell.

## 21 DEVELOPMENT PLAN

The plan has been simplified and shortened. There are 3 strategic priorities:

- Excellent outcomes for learners
- An Inclusive and Ambitious Curriculum
- Engaged and Empowered People

CT stated that governors will be updated with actions against milestones termly.

## 22 ATTENDANCE AND BEHAVIOUR SUMMARY

### 22.1 Attendance (current data)

- Attendance for 'all' is 95.3% (national average 95.4%)
- Attendance of PP children is 91.3%
- SEND support attendance is 91.2%, EHCP 88.2%
- All year groups are showing improved attendance compared to this time last year, except for Year 5
- Boys' attendance is almost 1% lower than girls (94.6% cf 95.5%)
- Attendance is dragged down by severely absent pupils on part time timetables or those that have left the school
- Attendance on Mondays is the lowest, but it is hoped that the rollout of OPAL play across the full week will improve this.

### 22.2 Behaviour (Half term one)

- There were 112 high level incidents during the year, most in Year 5 with 37 incidents
- Trust wide Behaviour Policy was launched in September '25
- Behaviour during OPAL Play is good
- Behaviour matrix for all primaries was reviewed this week in a staff meeting following work to standardise language between the three schools
- Action plans (which are reviewed weekly with parents) and support plans in place

Q: (DG) How was the staff meeting received when you had the conversation about accountability and not jumping to SLT to deal with behaviour?

SH: Mixed. The staff need to know SLT have their backs but to use neighboring teachers and the other teacher in the year group to assist before approaching SLT.

Q: (HR) Which lessons / time of days are you experiencing most behaviour incidents?

SH: We are not logging this as yet. We are going to log as am or pm. We do log if an incident takes place inside or outside.

Q: (HR) Year 5 has the most incidents. Do all teachers consistently log incidents including disrespectful behaviours?

CS: I believe some are not logging all incidents, so we need to work on that across the board.

Q: (GS) How long do pupils' attendance that have left the school stay on the school's records?

SH: One year.

Q: (DGa) The standard average attendance has been in line with national since the start of term but has dropped below 94% for the last 2 weeks. Why is that?

SH: Lots of pupils have had the tummy bug that has also affected lots of staff.

C: (JOB) The intention is that the PowerBI dashboard is interactive and governors look at the live picture in meetings. As all governors do not yet have access the attendance page should be on the whiteboard at the next meeting and SH talks around that.

Q: (DG) What support does the High School Attendance Manager give?

CS: She supports by asking if absences should be authorised and writing attendance plans. In January we will have further admin support so daily attendance monitoring will be done on site.

C: (MP) That is good as this person will get to know our parents. The new auto phone system that writes back to Arbor has reduced the attendance workload by 1 – 1.5 hours per day.

C: (CT) That is great to hear and I commend this, but I hope that making it easier to report an absence to a machine does not lead to increased absence.

SH: This will be reviewed.

**ACTION: Behaviour procedures to be shared with governors and sent out to parents**

## 23 PUPIL PREMIUM STRATEGY

- Proportion of pupil premium pupils is 23.6%
- PP funds are £156K per year
- CD has reviewed the 3-year Strategy

There was a conversation around the strategy of small class sizes in Year 6. It was agreed that the wording needs to be reviewed to reflect that interventions took place and effectively reduced class sizes, and why this strategy will not be repeated following the SATs results of 2025.

**ACTION: CD and CS to reword the PP Strategy and send out to governors for approval by 15.12.2025**

## 24 COMPLAINTS DATA 2024/25

- 178 formal complaints were received across the whole Trust last year (2023/24 212)
- 10 were from PPS parents
- 7 of the 10 were about the behaviour of other children

Governors felt assured that complaints are dealt with appropriately and the more conversations are had with parents the more issues will be dealt with informally.

## 25 GOVERNANCE UPDATES

All governors have completed the Safeguarding for Governance: Refresher 25/26 module

The Suspensions and Exclusions module is still to be completed by EC, DGr, AJ and MP.

Governors were thanked for their completed visit forms. There had been 6 Link visits completed:

Attendance – M Peck 3.10.2025  
Behaviour – A Jessop 5.11.2025  
Leadership – D Grainger 10.11.2025  
Pupil Premium – C Thorley 25.11.2025  
Safeguarding – D Thomas 17.10.2025  
SEND – D Garton 10.11.2025

**ACTION: E Collins, D Grainger, A Jessop and M Peck to complete the suspensions and exclusions module before the January meeting**

## 26 POLICY UPDATES

The Homework Policy was discussed and further amendments recommended. It was agreed that CD would revise and send out for remote approval. The Policy needs to be clear what homework is expected at each key stage.

**ACTION: CD to revise the Homework Policy and send out to governors for remote approval**

## 27 ANY OTHER BUSINESS

None.

**28 DATE OF NEXT MEETING**

Pre – meet: Wednesday 14 January 2026, 7pm (online).

LGB meeting: Thursday 15 January 2026, 5.15pm.

**29 AGREED ACTION POINTS**

**29.1 ACTION: SEN support and EHCP pupil numbers to be shown per year group in SEND Reports (minute 19)**

**29.2 ACTION: Behaviour procedures to be shared with governors and sent out to parents (minute 22.2)**

**29.3 ACTION: CD and CS to reword the PP Strategy and send out to governors for approval by 15.12.2025 (minute 23)**

**29.4 ACTION: E Collins, D Grainger, A Jessop and M Peck to complete the suspensions and exclusions module before the January meeting (minute 25)**

**29.5 ACTION: CD to revise the Homework Policy and send out to governors for remote approval (minute 26)**

Part A closed at 7.10 pm.

Signed by the Chair



Date:

15/01/26

