



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 3 April 2025 at 5.15pm

PRESENT:

Mr D Grainger (Chair, DG), Mrs E Collins (EC), Mr D Garton (DGa), Mrs A Jessop (AJ), Mrs E Lucid (EL), Mrs M Preston (Head of School, MPr), Mr M Peck (MPe), Mrs C Thorley (CT)

ALSO IN ATTENDANCE:

Mrs M Adams (DSL, MA), Mrs C Davies (Assistant Head, CD), Mrs S Hornby (Assistant Head, SH), 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.

46 WELCOME

DG welcomed everyone to the fourth meeting of the academic year, making special mention to the newly appointed Parent Governor, Emma Collins.

47 APOLOGIES

H Rushton and D Thomas.

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

48 DECLARATION OF INTERESTS

No declarations were made specific to this meeting.

49 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 23 January 2025 were confirmed as a true and correct record and signed by the Chair, DG.

50 MATTERS ARISING

- 50.1 JA to provide the % of effective teaching in September 2024 and February 2025 at the next meeting-** SEND will be on the June meeting agenda.
- 50.2 JA to provide SEND parent voice feedback at the next meeting -** SEND will be on the June meeting agenda.
- 50.3 DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence –** DGa confirmed this is in the development planning stage and will be available for the next meeting.

- 50.4 AJ as Behaviour Link to observe Miss Bunn's class regarding behaviour of SEN pupils - complete.**
- 50.5 DW to take comments about more detail needed in the LGB safeguarding reports back to the DSL group- action carried forward - complete.**
- 50.6 Safeguarding to be at the top of each LGB agenda - complete.**
- 50.7 AJ to be invited to attend a professional conversation regarding a KS1 year group and Year 6 - action carried forward.**
- 50.8 DGa to show staff how to set homework on Arbor and use Arbor to communicate with parents - communications are now via Arbor.**
- 50.9 MPr to conduct a staff, parent and pupil survey of values. Following that, Governors to be invited to an extraordinary meeting to review the vision and school values - complete, meeting took place 10 March, see minute 57.**
- 50.10 All Link governors to complete a spring term visit – complete.**

51 SAFEGUARDING REPORT (spring term data)

- 4 families are under an early help referral (7 children)
- 2 children in need and 3 children under child protection
- Increased Smoothwall incidents of homophobic and racial language seen this term (from 7 to 10 incidents). Assemblies and the Jigsaw PSHE curriculum have addressed this and the PCSO has been requested to deliver additional sessions to Year 5 and 6
- Operation Encompass notifications now include more detail to schools. There have been 7 notifications involving 5 families this term
- 5 incidents of 'bullying' (see text below)
- Conflicting behaviour concerns have risen from 3 last term to 10 this term

Q: (DG) I have no doubt that the DSL has robust oversight of safeguarding and as Safeguarding Link Governor I have no concerns. From my recent link visit I raised two areas for improvement; there needs to be more safeguarding notices around the school so that everyone knows who to approach if they have concerns and there needs to be further training around Prevent as some staff were unsure how this is managed through the school. The DSL has completed the government Prevent training, but others need more training.

MA: I have directed staff to complete The National College Prevent training and will conduct spot checks to ensure all staff are fully aware.

C: (DG) In our pre-meet we discussed the information in the safeguarding report and would like the data displayed more clearly – please could you divide the tables into 3 for each term and show each term's data?

Q: (DGa) It is concerning that the number of bullying incidents has risen from zero last term to 5 this and the number of Smoothwall incidents has risen from 7 to 10.

SH: The number of bullying incidents has recently reduced from 5 to 4 open bullying investigations. There is lots of work behind the scenes, including PCSO visits and TAF meetings.

Q: GS) Do you categorise them as bullying incidents as that is what parents have cited?

SH: Yes, I believe a further 2 will be found not to be bullying.

MA: Regarding Smoothwall alerts - we now know that pupils are doing this and have addressed this.

Q: (DGa) What is the conflicting behaviour?

MA: Mostly a trend on TikTok to offend another person.

Q: (DG) What are you doing to combat this?

MA: Year 5 and 6 assemblies, Jigsaw curriculum and the PCSO coming in to raise awareness.

MP: We also bring parents in to make them aware of the severity of their children's actions.

Q: (DG) In what year group was the inappropriate sexual behaviour seen?

MA: Year 5 and 6.

Q: (DG) To what level?

MA: It is concerns around what they are watching online and involves language.

Q: (DG) Are the two incidents by boys?

MA: Yes.

Q: (DG) What are you doing as a school to combat the agenda of violence against girls?

CD: We cover respect in the next term in the Jigsaw curriculum.

C: (DG) This is important as society seem to be moving to less tolerant views towards women and girls. We need to counter this.

CD: We are holding a girls only assembly run by the Tigers Trust to empower girls.

Q: (DG) Are there male positive role models that could do an assembly around respect for the boys?

MP: Yes, we have 3, all would be happy to be involved.

DG: Thank you for your reassurance and report. I will speak to the Trust DSL regarding the content of the report. It has been updated with additional information that was requested, but does not have as much data as last academic year.

ACTION: DG to discuss the content of the Safeguarding Report with the Trust DSL

52 HEADTEACHER REPORT

- OPAL Play is being introduced with the aim of improving behaviour
- The school is in the final stages of Forest Schools accreditation
- Successful recruitment has taken place to various roles
- Risks remain as: decline in external outcomes, risk of an unstable SEND staffing structure (risk reducing) and risk of the strength of the leadership (risk reducing)

53 LEARNER ACHIEVEMENT REPORT – Year 6 spring mock data

- The cohort is 70 pupils, 18 are DA and 22 have SEND
- Outcomes from mocks held in December and March are shown below
- SATs week is 12-15 May

Penshurst (NOR 70)							
Subject	Previous Year 23/24			Current Year 24/25			
	Mock 23/24 Dec	Mock 23/24 March	Actual 23/24	Mock 24/25 July	Mock 24/25 Dec	Mock 24/25 March	Target 24/25
Reading National	63	71	66	35	51	56	80(70)
Reading Higher	14	11	16	6	7	13	39 (20)
Writing National	47	53	59	NA	41	44	64
Writing Higher	0	4	6	NA	7	7	10
Maths National	53	69	73	3	31	49	71
Maths Higher	4	10	21	0	0	1	25
Grammar National	56	69	70	25	34	47	75
Grammar Higher	9	17	20	1	9	11	25
Combined National	NA	50	51	NA	21	33	61
Combined Higher	NA	4	3	NA	0	0	9

- It is forecast that 74% pupils will achieve national in Reading (target 70%), 56% in Writing (target 64%) and 63% in Maths (target 71%)

- The target for Combined (percentage of pupils achieving national in Reading, Writing and maths) is 61%. 33% of pupils achieved this in the March mocks

Q: (DG) We have spoken about this Year 6 cohort for over a year with their high level of SEN and the year group being 70 pupils in 2 classes. SATs are not long away now, what has been implemented to ensure the outcomes go up?

MPr: Regarding Reading, we have contacted all parents of pupils that are not achieving the national standard, we run 2 groups of 8 pupils in morning booster sessions and an HLTA runs afternoon interventions.

Q: (DG) Why did you drop the target from 80% reaching national in Reading to 70%?

MPr: 80% was unrealistic.

Q: (DG) Is 70% realistic?

MPr: Yes.

Q: (DG) Was 80% ever realistic?

MPr: Yes, the targets were set at the end of Year 5. The end of Year 5 mocks showed several children were not many scaled scores away from achieving national. 10 pupils are within 3 scaled scores of achieving and the teachers know the skills that must be worked on.

Q: (DG) Is the school sufficiently resourced to reach 70%?

MPr: Yes, the message from shared services is that if we need more resource, we can get supply.

DG: Then we should get supply from Monday and do everything we can to boost performance.

C: (EL) We could consider asking part time staff to work full time for 3 weeks until the SATs week. I think of the 6 members of staff, 2 or 3 would do it.

DG: That is a brilliant idea – lets progress that.

Q: (DG) Will any work be set over Easter for Year 6?

MPr: They will all receive additional homework including TimesTables Rock Stars, Reading Plus and revision books to complete.

Q: (DG) Do we target the parents of the pupils that are nearly at national?

MPr: Yes, as this does have influence. We talk to the children too and let them know where they are.

Q: (DG) Maths has seen an 18% rise in those achieving between the mocks in December and March. What can be learnt from maths?

MPr: We have collapsed the curriculum until after SATs. We do arithmetic and reasoning practice daily. We have increased the Third Space learning from one to two sessions per week. The HLTA is also working on interventions.

MPr: Regarding Writing, our teachers will not record that a pupil is at national until they are achieving, even if they are on track to do so. The laptops help with writing as they are used to prepare a piece. We are looking at the barriers and doing everything possible. We have 10 pupils that are missing one of the 3 subjects needed for our Combined measure.

C: (DG) The worry is that we knew this year group was a concern, yet we are targeting higher outcomes than last year, except for maths.

MPr: We are collaborating with our partner primaries to set future targets and will involve our Year 5 teachers.

Q: (DG) What is the learning for next year? This will be another year group of 70.

MPr: Our internal data (NFER) is showing improvements year on year of pupils achieving national. Our teachers are having professional conversations looking at each child in minute detail.

Q: (DGa) Have you considered a risk tracker for pupils considering their attendance, attainment, SEN and behaviour so that the teachers can see who is green (and of no risk) and who needs strategies in certain areas?

MPr: We have a wider risk register, but we could certainly look at one for academic performance.

Q: (MPe) What happens if targets are not met?

MPr: This will be reflected upon in my performance management review and the school rank will be reduced.

C: (CT) It is positive that you are working with CPS to set targets. Setting targets is a balance between being aspirational yet realistic. We should also think about those that are leaving school that are not secondary ready.

Q: (EC) Do interventions continue after SATs?

MPr: Yes, but they will switch to Year 5.

C: (EC) That does not sit right that Year 6 will not continue to have interventions as there is still time for those that may not have reached national to learn.

C: (AJ) We should also consider the high attainers as they also need support to achieve their potential. It is good to see an improvement in those achieving the higher level in the March mocks in Reading.

Q: (DGa) Targets are currently set by the number of pupils that you think will achieve. Why don't you have the national average as your target as this may be more achievable? When you hit this, then exceed your target?

MPr: We will consider this when target setting but that would not consider the specific cohort.

Q: (DG) SLT spend a significant amount of their time every day dealing with behaviour and this is not a productive use of their time. A non-teaching member of staff could be employed to deal with behaviour so that SLT can focus on educating.

MPr: We have had lots of thoughts about this but it is a budgeting issue.

DG: It would not have to be a highly paid position but I feel the benefits for this school are enormous.

C: (AJ) Then pupils would see teachers as teachers.

Q: (GS) It was discussed at the pre-meet an idea that when a pupil leaves from the year groups with 70 that they are not replaced. Would this be considered?

MPr: I will discuss this with DW.

GS: It was also requested that the Board always see Year 5 data as well as Year 6 so that governors are aware of how that year group is performing.

MPr: Yes, I could provide data on teacher assessments that highlights the vulnerabilities.

ACTION: MPr to immediately enquire if any part time staff would work full time to boost resources for Year 6 until SATs

ACTION: DG to discuss the feasibility of requesting a Behaviour Manager with the Chair of the Trust from September

ACTION: Governors to let MPr know if they would like to observe during the SATs week (12-15 May)

54 HEADTEACHER QUALITY ASSURANCE SUMMARY REPORT (Practice and Retrieval)

- Explaining and modelling are strategies to enhance pupil understanding and skill acquisition
- A review by the Head of School and staff from CPS and KPS concluded that there is strong evidence of explaining and modelling across the school, but it is not yet embedded
- Teachers that need further development will be coached by outstanding practitioners
- Explaining and modelling is interwoven through the CUSP curriculum and White Rose maths

Q: (EC) Why was this a focus area?

MPr: It is part of the Trust teaching and learning framework; we are doing quality assurance of each area.

Q: (DG) What does this report tell you?

MPR: It tells us which teachers are very strong in this technique and we discussed strategies used to model fluency. It depends what part of the lesson was observed during the visit as explaining and modeling takes place predominantly at the start of the lesson.

55 ATTENDANCE AND BEHAVIOUR REPORT

55.1 Attendance (as of 10/03/2025)

- Attendance for 'all' is 94.7% (national average 94.8%)
- 61% pupils have an attendance of 95% or above
- Challenge 100 initiative was rolled out to Year 1 and 25 out of 55 pupils have 100% attendance
- The next Challenge 100 will be focused on those with attendance below 90%
- Attendance of PP children is 91.8%
- Year 6 attendance is 95.4% (2% higher than this time last year)
- SEND attendance is 90.7%

Q: (MPe) Persistent absence has greatly improved. What has made the most impact?

SH: Talking to the parents and having families on attendance plans.

55.2 Behaviour (as of 10/03/2025)

- There have been 225 high level (C3 or C4) incidents since the start of the academic year – most in Year 4 and Year 5 (61 and 58 respectively). There was a spike in behaviour incidents in January.
- A high level of KS2 incidents in the playground led to individual year group zones for outside play last term. This has reduced the number of incidents outside significantly.
- OPAL Play will be introduced – a program aimed at enhancing the quality of play.

C: (AJ) During my Behaviour Link visit we discussed the bullying incidents and I could see the redemption for misbehaviours. I saw the segregated zones for playtimes that has served to reduce incidents. I also conducted pupil voice and asked what they would do if another pupil misbehaved towards them, and they all said they would tell an adult and would expect an apology or an action to take place.

C: (DG) The high number of high-level incidents in Years 4 and 5 shows vulnerability for the future; we will keep this on our radar.

Q: (DG) Can you assure us that you are strong enough around permanently excluding pupils with repeated serious negative behaviour?

SH: Yes we are. It should be said that it is only small pockets of pupils in Year 4 and 5 and lots of external help is ongoing. We have arranged for One Punch to come to school next term to talk about the danger of fighting. This will be aimed at Years 4, 5 and 6.

Q: (DG) Have you considered visiting other schools with a similar demographic that have had to deal with high level behaviours to see if some of their strategies can be used?

SH: I will raise this in the working group of school behaviour leads that has been organised to review the Behaviour Policy in July.

ACTION: SH to enquire if there is a primary school with a similar demographic to PPS to visit to view behaviour strategies

56 COMPLAINTS REPORT

- Across the Trust 60 complaints were received over the spring term
- Penshurst received 5 (complaints rate per 100 pupils being 1.05)

- The most common reason for a formal complaint was bullying. This is categorised as bullying as this is what the parent cites but can often be found to be a peer dispute upon investigation.

57 SCHOOL VALUES

- A survey was sent to key stakeholders (governors, teachers, parents and pupils) asking them to name the most important value that Penshurst should have. Kindness was the standout most favored value, closely followed by respect. There were 375 responses.
- A group of staff (8) and governors (4) met with the Marketing Manager on 10 March.
- MPr stated she would like 3 values – one around pastoral care, one achievement/academic and one around togetherness /community.
- The most popular value from each category was **kindness, ambition, togetherness**
- Ideas for a mission, encompassing the above values were:
 - *Achieving together as a respectful aspirational team*
 - *Be kind, Be ambitious, Thrive together*
 - *Providing a supportive community where every child can thrive*
 - *Nurturing a community where every child thrives*
 - *Penshurst: A kind, ambitious team*
 - *Penshurst: Together, we are kind and ambitious*

Resolved: The favoured option was Be kind, Be ambitious, Thrive together

58 GOVERNANCE UPDATES

EC and HR to complete the Governor Hub training modules – Induction for academy governors and Safeguarding for Governors.

The following link visits have taken place:

Curriculum – looking at explain and modelling 29/01/2025

Safeguarding 14/2/2025

Behaviour 27/2/2025

SEND - will take place 4/4/2025

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

ACTION: All governors to complete a summer term link visit

59 POLICY FOR APPROVAL

SH had circulated minor amends to the Behaviour Policy for approval.

An addition to the primary consequences matrix (refusal to accept a consequence) was tabled which will give more power to deal with continuous negative behaviour. If the pupil continues to show disrespectful behaviour they will repeat the sanction. If there is no improvement in behaviour then they will be placed in an SLT isolation. If behaviour does not improve then the pupil may be given a fixed term suspension. Governors were informed that due to this change it is expected that the number of suspensions will increase, but as this can be justified it was accepted.

Questions were asked around the consistency of applying the Behaviour Policy, the school team assured governors that staff do work to the policy, and checks are made.

Governors requested that the information shared with parents on the behaviour pyramid regarding the red card, yellow card and amber warnings to be made clearer and the updated pyramid to be sent to parents.

Resolved: Governors approved the amendments to the consequences matrix and behaviour pyramid

59 ANY OTHER BUSINESS

The Chair raised that access to PowerBI will be rolled out to every governor shortly after Easter. This gives up to date behaviour and attendance data. He stressed that governors must be professional in accessing this data, and access has not been given as a tool to focus in on particular teachers. Any identifiable data should remain confidential.

59 DATE OF NEXT MEETING

Pre – meet: Wednesday 11 June, 7pm (online). LGB meeting: Thursday 12 June 2025, 5.15pm

60 AGREED ACTION POINTS

- 60.1 ACTION: JA to provide the % of effective teaching in September 2024 and February 2025 at the next meeting (minute 50.1)**
- 60.2 ACTION: JA to provide SEND parent voice feedback at the next meeting (minute 50.2)**
- 60.3 ACTION: DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence (minute 50.3)**
- 60.4 ACTION: AJ to be invited to attend a professional conversation regarding a KS1 year group and Year 6 (minute 50.7)**
- 60.5 ACTION: DG to discuss the content of the Safeguarding Report with the Trust DSL (minute 51)**
- 60.6 ACTION: MPr to immediately enquire if any part time staff would work full time to boost resources for Year 6 until SATs (minute 53)**
- 60.7 ACTION: DG to discuss the feasibility of requesting a Behaviour Manager with the Chair of the Trust from September (minute 53)**
- 60.8 ACTION: Governors to let MPr know if they would like to observe during the SATs week (12-15 May) (minute 53)**
- 60.9 ACTION: SH to enquire if there is a primary school with a similar demographic to PPS to visit to view behaviour strategies (minute 55.2)**
- 60.10 ACTION: EC and HR to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance (minute 58)**
- 60.11 ACTION: All governors to complete a summer term link visit (minute 58)**

The meeting closed at 7.40pm.

