



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 23 January 2025 at 5.15pm

PRESENT:

Mrs A Jessop (Chair, AJ), Mr D Garton (DGa), Mrs E Lucid (EL), Mrs M Preston (Head of School, MPr), Mr M Peck (MP), Mrs H Rushton (HR), Mr D Thomas (DT).

ALSO IN ATTENDANCE:

Mrs J Anderson (SENDCO, JA), Mrs C Davies (Assistant Head, CD), Mrs S Hornby (Assistant Head, SH), Mr D Waterson (Executive Director of Education, DW), 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.

33 WELCOME

AJ stepped in as Chair and welcomed everyone to the third meeting of the academic year, making special mention to the newly appointed Trust Appointed Governor, Mrs Rushton.

34 APOLOGIES

D Grainger and C Thorley

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

35 DECLARATION OF INTERESTS

No declarations were made specific to this meeting.

36 PRESENTATION - SEND

- 13% of pupils (58) have SEND support (national is 13.5%)
- 3.5% of pupils (16) have an Education Health Care Plan (national is 2.5%)
- The majority of EHCPs are high level
- Most SEN pupils are in Year 5 and 6
- Many SEN pupils have more than one need and staff need to be aware of all needs
- Of the SEN pupils at Penshurst, 40% have speech and language need (most are in EYFS and KS1), 13% have a diagnosis of autism and 1.5% have SEMH
- There are four categories of SEND – cognition and learning, communication and interaction, SEMH and sensory and physical need
- School support is needs led, not diagnosis led
- Support is through quality first teaching, 5 daily principles (Education Endowment Foundation), strategies shared via the learning Support Profile
- Strategies include speech and language sessions, social skills (such as Lego Therapy), literacy / precision teaching, ELSA (emotional regulation) and medical intervention
- Staffing structure: J Anderson (SENDCo), Assistant SENDCo who is undertaking the NPQSEND and 11.5 learning assistants

Q: (AJ) As a pupil gets older, does the SEN need they display change?

JA: Yes, and therefore needs change. Behaviours seen and categorised as SEMH could be driven by neurodivergent needs for example.

Q: (DGa) What does inclusion look like in a Penshurst classroom?

JA: Welcoming, with displays that are not overwhelming. The needs would be known from breakfast clubs right through the day to after school clubs.

Q: (DGa) How effective is the teaching of SEND pupils? How do you know?

JA: Effective – we see this from our learning walks and pupil voice.

Q: (DGa) What percentage of classroom teaching is effective?

JA: In Sept it was very high. I am about to assess teaching this term.

Q: (DGa) Please can you provide the data from September and this half term at the next meeting?

Q: (DGa) If I visited the school this July, what would I see and hear that is different to today as an impact of your work?

JA: You would see an increased intervention offer, increased training of all our staff, increased learning and developments to the Den.

Q: (DGa) What are the parents of SEND children's views of the school?

JA: I know it is positive, but I only have anecdotal evidence. I am planning to send out an MS Form for parent voice.

Q: (DGa) You have stated that the waiting list for an autism /ADHD diagnosis is 3 years. How many are you supporting that do not yet have a diagnosis?

JA: It is difficult to say as behaviours are not true indicators.

Q: (GS) There are 16 pupils with an EHCP but only 11.5 Learning Assistants. Does that mean that there are 11 high need pupils with an EHCP that have a one to one?

JA: No. To get high level funding is very difficult. The high need funding isn't sufficient to have a learning assistant per pupil. However, it is not best practice to have a one to one with each high needs pupil as we are aiming to make pupils more independent.

Q: (DW) The highest area of need by far is speech and language and that continued need is predictable. Are we set up to support the cohort through the school?

JA: No. The SEMH cohort is large and has pupils in crisis. I would like a fixed person for the pupils to regulate their emotions so there would not be a need for learning assistants and SLT to have to leave the classroom. This is an area of focus for me. The focus must be holistic, not just focused on behaviours.

ACTION: JA to provide the % of effective teaching in September 2024 and February 2025 at the next meeting

ACTION: JA to provide SEND parent voice feedback at the next meeting

JA left the meeting at 5.50pm.

37 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 12 December 2024 were confirmed as a true and correct record and signed by the Chair, AJ.

38 MATTERS ARISING

38.1 M Peck to write a pen profile for display on the website – complete. Governor profiles are now on the governance page of the school website

38.2 Only the primary need of SEN pupils to be reported in future SEND reports – see minute 36

- 38.3 DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence – action carried forward as attendance is not on this agenda**
- 38.4 AJ as Behaviour Link to observe Miss Bunn’s class regarding behaviour of SEN pupils - visit will take place this term**
- 38.5 DW to take comments about more detail needed in the LGB safeguarding reports back to the DSL group (minute 26)- action carried forward as safeguarding is not on this agenda**
- 38.6 Safeguarding to be at the top of each LGB agenda - action carried forward as safeguarding is not on this agenda**
- 38.7 M Peck and C Thorley to complete two modules on GovernorHub: Induction for academy governors and Safeguarding for Governance before the next meeting -complete**
- 38.8 GS to work with EL to prepare a staff well – being survey -complete, see minute 42.1**

39 YEAR 6 DATA

- The cohort is 70 pupils, 18 of which are DA and 14 have SEND
- Outcomes from mocks held in December were disappointing as shown below
- Next mocks are being held week commencing 3 March
- SATs week is 12-15 May

Penshurst				
Subject	Mock 23/24	Actual 23/24	Mock 24/25	Target 24/25
Reading National	63 (73)	66	51 (61)	80
Reading Higher	14 (43)	16	7 (16)	39
Writing National	57	59	41	64
Writing Higher	0	6	7	10
Maths National	53 (64)	73	31 (54)	71
Maths Higher	4 (19)	21	0 (4)	25
Grammar National	56 (64)	70	34 (49)	75
Grammar Higher	9 (20)	20	9 (16)	25
Combined National	NA	51	37	61
Combined Higher	NA	3	3	9

The figures in brackets are the percentage of pupils that have achieved national / higher or are on the cusp of achieving at that level.

Q: (AJ) As governors we know that the mocks took place in December and the results were very disappointing. Since then, have any pupils moved into the national standard? How do you know?

MPr: It is difficult to tell if the pupils have moved until the assessment week, week commencing 3 March. I can tell you that both pupil voice and staff voice and drop ins support promising progress.

C: (AJ) Some SEN pupils have improved but yes, there is still work to do.

Q: (DGa) How many SEN pupils are on track to achieve national?

MPr: There are 22 SEND pupils in Year 6. 4 are targeted to achieve national in maths, 6 in Reading, 2 in writing and 4 for grammar. Only one is targeted to achieve greater depth and that is in maths.

Q: (DT) The High Level Learning Assistant that is being used to do small work interventions – have they been moved from another year group?

MPr: No, they have been freed up from someone returning from maternity leave.

Q: (AJ) How many hours does NL carry out interventions in Year 6 per week?

MPr: 15 hours per week.

Q: (AJ) Do you feel this is sufficient to bump up learning?

MPr: Yes, with all the other support that is in place.

Q: (AJ) What else can be done to boost Year 6 performance as we are mindful that there are only 12 weeks until the SATs week?

MPr: Everything is in place. Governors could attend professional conversations to understand how interventions work. There is increased importance attached to professional conversations lower down the school. We have also collapsed the curriculum and in hindsight perhaps should have done this earlier. Pupils now have increased exposure to reading, writing and maths. In maths we have 10 more pupils on Third Space so now have a total of 20 pupils doing this with an intense focus to achieve.

Q: (AJ) Could pairing a high ability pupil with a lower ability be detrimental to the high ability?

MPr: No as we have quality first teaching in place. Partner talk is very valuable and is always monitored.

C: (CD) We teach to the top, plus scaffolding is in place for those that need it.

Q: (MP) What subject is causing you most concern?

MPr: Maths, but we are expecting big progress in this area. Writing is still a concern. Working with the Writing Hub is underway, and we are working with the other primaries to quality assure teacher assessments. The Literacy Leads from the primaries also work together. We are moving writing onto tablets but there will still be handwriting focus time.

C: (CD) There has been research into writing in which cognition is taken away in order to focus on the handwriting in key stage 1 and then the cognition load is added in KS2 when the basics have been mastered. The Literacy Lead and I are visiting Christopher Pickering to observe lessons that are following this.

Q: (DT) You have said the next mocks will take place week commencing 3 March. What improvement can you realistically expect by the summer outcomes?

MPr: Reading and SPAG should be in the high 60% and maths and writing low 60%.

Q: (DT) How can you assure us that other year groups are not in a similar position to Year 6?

MPr: Improving outcomes is the focus for us and we are enjoying professional conversations in year groups further down the school.

Q: (DGa) If the pupils on the cusp of achieving the national standard actually achieve then we are still 5% down on last year in reading, 19% down in maths and 21% down in Grammar. Can you give reassurance that these gaps will close?

MPr: Yes, they already are, and we are seeing very promising performance in the classrooms. We are also seeing increases in other learners (that weren't on the cusp at the last mock).

Q: (GS) In the November mocks no disadvantaged or SEN pupil achieved at the higher level in any subject. Do you expect some to achieve greater depth in the SATs?

MPr: Yes – one SEND pupil is targeted to achieve greater depth in maths, there are no other SEND pupils on track to achieve at greater depth in reading, writing or grammar. There are 18 Disadvantaged pupils. 4 are targeted to achieve greater depth in maths, 3 in reading, 2 in grammar but none in writing.

Q: (GS) How are the 4 English as an Additional Language pupils in Year 6 performing?

MPr: Very well – 3 will achieve at least the national standard in all subjects and one will achieve national in most subjects.

ACTION: AJ to be invited to attend a professional conversation regarding a KS1 year group and Year 6

40 HEADTEACHER QUALITY ASSURANCE SUMMARY REPORT (Practice and Retrieval)

- A review by the Head of School and Executive Director of Education concluded that knowledge retention exceeds the forgetting curve (60%)
- Practice and retrieval techniques are integrated into daily lessons to enhance learning
- SLT learner walks and pupil voice are used to attain the quality of retrieval
- All pupils could recall learning from last year
- No patterns indicate weaker knowledge retention in a particular subject

Q: (AJ) How long have these strategies been in place?

CD: A year and a term since we introduced the Cusp curriculum. All lessons have retrieval practice.

Q: (AJ) How soon after introducing these strategies would you expect to see an impact?

CD: We should see an impact now – we completed pupil voice at the beginning of the year and there should be a difference between then and now. We are already seeing improvements.

Q: (AJ) You give specific examples of retained knowledge in year groups, but you do not mention Year 6, why?

CD: We didn't focus on any year groups. We did pupil voice and drop ins with Year 6. Year 6 can talk about what they learned last year.

Q: (DT) How many pupils were involved in pupil voice about practice and retrieval?

CD: We take pupils from each class – a sample from each and they all have recall.

Q: (HR) Was pupil voice the only measure of impact?

CD: also drop ins from staff.

Q: (HR) And formal assessments?

CD: Yes, and quizzes.

Q: (MP) The last sentence of the report refers to inconsistencies in retention. Is this seen in children taught by particular teachers?

CD: Yes, we are aware of those staff that need more coaching and have been given mentors. We also have pockets of strength.

C: (MPr) When checking knowledge retention, the learner book needs to be used so the checker knows what has been taught.

Q: (DW) If the teacher has autonomy of the vocabulary to teach how does the next teacher know what to teach?

MPr: We need to develop this.

CD: With Cusp, teachers choose to teach tier 1,2 or 3.

Q: (DW) Are both teachers in the year groups teaching the same thing?

CD: Yes, as planning is divided up.

41 DEVELOPMENT PLAN

- **Overarching priority:** To improve academic achievement for all pupil groups within the primary phase, with the goal of ensuring that the proportion of pupils who are academically prepared for secondary education is at least on par with the national average
- Two development priorities – enhance leadership of teaching, learning and curriculum at all levels and to enhance the school's personal development programme
- Good progress has been made in each area

Q: (MP) How do you measure the impact of your one-to-one leadership meetings?

MP: I see improvements in staff wanting to do more and be responsible for more.

Q: (MP) What are your plans to expand engagement with parents?

CD: I am sending a survey to parents to ask volunteers to work with classes and present in an aspirations assembly about their careers.

MP: We have also arranged a Year 6 parents' session to help parents support their children with SATs. The Den also has parental sessions.

Q: (DGa) All but one parent uses the Arbor app. How often do you engage with parents regarding the children's work?

CD: All messages must go through the office, so not often.

DGa offered to come in to show staff how to set homework on Arbor and manage their own comms with parents.

Q: (AJ) In the next steps section of your report, you state that staff will conduct a piece of work to refresh the vision and values. How will governors be involved?

GS: Governors need to be involved from the start of any plans to change the vision and values. I will organise an extraordinary meeting after we have gone out to all stakeholders to find out what values are important to them.

Q: (DT) How much time is put into ensuring the pupils understand the values?

MP: Lots – we have a song of the values that they all know. We also have the values displayed in every classroom and in reception.

Q: (AJ) Has the Trust wide research on assessment strategies that you refer to in your report taken place?

MP: No, not yet.

Q: (AJ) How do you know that interventions are successful?

MP: By observing and talking to pupils and seeing their ability to use knowledge quicker. We see the confidence of the learners increase. We dissect the SATs papers and the learners can give a more focused answer.

Q: (HR) Have you seen any impact of the Jigsaw PSHE scheme yet?

SH: We do not have any data yet, but pupil enjoyment of the subject has increased. We plan to conduct pupil voice later this term. Most high needs learners can use self-soothing strategies now.

Resolved: AJ, MP and DT volunteered to talk at the careers assemblies

Resolved: An extraordinary meeting will be held to discuss the vision and school values.

ACTION: DGa to show staff how to set homework on Arbor and use Arbor to communicate with parents

ACTION: MP 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

42 GOVERNANCE UPDATES

All mandatory training is complete.

M Peck has completed an Attendance Link visit.

All governors were reminded to complete a spring term visit using the visit forms on GovernorHub.

ACTION: All Link governors to complete a spring term visit

42.1 Staff Survey

EL as Staff Governor had sent out a workload and well-being anonymous survey to all staff

- Survey sent out to 42 staff, 27 responded (16 teachers and 11 support staff)
- Survey divided into two parts – workload and well-being
- 81% respondents stated that managing pupil behaviour impacts excessively or occasionally excessively on their workload
- 67% stated that recoding behaviour incidents impacts on their workload at least occasionally excessively
- The top two additional tasks that impact on workload were break and lunchtime duties and meeting the needs of SEND pupils
- 81% of staff felt the school is supportive of their emotional wellbeing and 96% felt supported and respected by the school leadership
- 100% of staff had positive relationships with colleagues
- Only 48% felt that parents treated them with respect and only 26% felt that pupils treated them with respect
- 63% had felt scared or intimidated when dealing with behaviour over the past 12 months
- The feeling of belonging at the school was very strong and staff felt that their work was meaningful
- Only one member of staff did not feel confident or competent in their role

Q: (MP) Ten staff have reported that managing pupil behaviour has an excessive impact on their workload. How will you manage this?

SH: It should be said that there is a very small proportion of pupils that cause this concern. We have numerous strategies to engage. We use Mabel Therapy, The Den and we triage the children in the morning. Most staff have had Team Teach training so can safely restrain pupils as a last resort. We don't want staff to deal with incidents on their own and would always encourage them to request help.

C: (DGa) During my last SEND Link visit I witnessed a staff member dealing with an incident and saw the support from other staff.

43 ANY OTHER BUSINESS

Parent Governor Vacancy

GS reported that she had received 4 expressions of interest for the parent governor vacancy. Statements from these 4 have been requested. Should more than one candidate submit a statement then there will be a ballot from 30 January for 10 days.

44 DATE OF NEXT MEETING

Pre – meet: Wednesday 2 April 2025 7pm (online)

LGB meeting: Thursday 3 April 2025, 5.15pm

45 AGREED ACTION POINTS

45.1 ACTION: JA to provide the % of effective teaching in September 2024 and February 2025 at the next meeting (minute 36)

45.2 ACTION: JA to provide SEND parent voice feedback at the next meeting (minute 36)

- 45.3 ACTION: DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence – action carried forward (minute 38.3)
- 45.4 ACTION: AJ as Behaviour Link to observe Miss Bunn's class regarding behaviour of SEN pupils - action carried forward (minute 38.4)
- 45.5 ACTION: DW to take comments about more detail needed in the LGB safeguarding reports back to the DSL group- action carried forward (minute 38.5)
- 45.6 ACTION: Safeguarding to be at the top of each LGB agenda - action carried forward (minute 38.6)
- 45.7 ACTION: AJ to be invited to attend a professional conversation regarding a KS1 year group and Year 6 (minute 39)
- 45.8 ACTION: DGa to show staff how to set homework on Arbor and use Arbor to communicate with parents (minute 41)
- 45.9 ACTION: 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 (minute 41)
- 45.10 ACTION: All Link governors to complete a spring term visit (minute 42)

The meeting closed at 7.02pm.