



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

The Primary Local Board of The Hesse Academy

Minutes of the Primary Local Governing Board
Penshurst Primary School
Thursday 26 June 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), H Rushton (HR)

ALSO IN ATTENDANCE:

Mrs M Adams (DSL, MA), Mrs J Anderson (SENDCO, present for minutes 61 to 67, JA), 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.

61 WELCOME

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

62 APOLOGIES

D Thomas and C Thorley

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

63 DECLARATION OF INTERESTS

No declarations were made specific to this meeting.

64 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 3 April 2025 were confirmed as a true and correct record and signed by the Chair, DG.

65 MATTERS ARISING

65.1 JA to provide the % of effective teaching at the next meeting – complete, lesson observations show QFT to be 92%

65.2 JA to provide SEND parent voice feedback at the next meeting – feedback from parents of SEND pupils has been very positive in all meetings and interactions with the school

65.3 DGa to design a PowerBI attendance report to show categories of absence – by term time holiday, authorised absence and unauthorised absence – this work is ongoing and will be concluded over summer, to be removed from the minutes

65.4 AJ to be invited to attend a professional conversation regarding a KS1 year group and Year 6 – taking place week commencing 7 July

- 65.5 DG to discuss the content of the Safeguarding Report with the Trust DSL – ongoing and will be agreed at the DSL group**
- 65.6 MPr to immediately enquire if any part time staff would work full time to boost resources for Year 6 until SATs – complete, 3 staff worked full time in the run up to SATs and extra supply assisted**
- 65.7 DG to discuss the feasibility of requesting a Behaviour Manager with the Chair of the Trust from September – to be carried forward**
- 65.8 Governors to let MPr know if they would like to observe during the SATs week (12-15 May) - complete**
- 65.9 SH to enquire if there is a primary school with a similar demographic to PPS to visit to view behaviour strategies – CD and PP visited C Pickering and observed Thrive practice and positive praise**
- 65.10 EC and HR to complete two modules on GovernorHub this term: Induction for academy governors and Safeguarding for Governance - complete**
- 65.11 All governors to complete a summer term link visit – 2 visits have been completed and a further 2 are booked before the end of term**

66 SAFEGUARDING REPORT (YTD data)

- 8 families are under an early help referral (14 children)
- 0 children in need, 4 children under child protection
- Reduced Smoothwall incidents during the summer term (from 10 incidents in spring to 1 this term).
- Operation Encompass – there have been 6 notifications involving 5 families this term
- Conflicting behaviour incidents have reduced from 10 spring term to 6 this term

Q: (AJ) Are parents made aware of safeguarding incidents, and if so, are they supportive?

MA: Yes, they are supportive the majority of the time.

Q: (AJ) What plans do you have to reduce the number of incidents?

MA: We hold informative assemblies and have external speakers come in and we do see a dip in incidents following these.

Q: (DG) The number of physical restraint incidents has not reduced so what is being done about that?

JA: Most of these were for one pupil who has since been excluded.

MA: Physical restraint is used as an absolute last resort. Any form of touching or caring hands or guidance is classed as physical restraint. Staff do Team Teach and it's really about de-escalation techniques.

Q: (MPe) In the spring safeguarding report there were 5 bullying incidents that were pending and in this report it still says 5 pending. Are they therefore the same incidents?

SH: No, We have had 10 investigations; 4 cases have been closed, and the rest are being monitored. They are categorised as pending while we still monitor after the investigation has concluded and we don't close the case until after we've spoken to the parents.

C: (DG) It is great that the East Riding have provided a school portal to share information. I would suggest that at the next Trust DSL meeting you agree a way to approach Hull to provide the same level of information.

ACTION: MA to raise with Trust DSLs the need to approach Hull regarding the creation of a school portal

ACTION: Change layout of safeguarding incident table to show repeat offenders – proforma to be provided to MA

67 SEND REPORT

- 13.2% (59 pupils) have SEND support (national 13.5%)
- 3.8% (17 pupils) have an EHCP (national 2.5%)
- The highest need is in speech, language and communication
- Currently recruiting for a SENDCo at Penshurst for a September start
- The Den is moving to the area currently held by the Nursery. This allows for more pupils to be supported. The Nursey is moving to the EYFS area.

C: (JA) The school is broadly in line with national for SEN support, but significantly above for pupils with an EHCP. Two pupils with an EHCP are going out in Year 6 but there are more coming into reception. Many of our pupils have more than one need.

C: (DG) The increase of EHCP applications across the country is phenomenal.

JA: Our priority as a school is to appoint a new SENDCo. If we do not recruit in time for an appointment in September, then I will continue to support.

Q: (DG) If we do not manage to recruit, will the Assistant SENDCO position be extended?

JA: Potentially.

JA: The second priority is to increase our intervention offer, such as ELSA, Lego Therapy and more specific literacy interventions. The third priority is to re purpose the Den to enable us to increase our offer. The Den will move into the Nursery area and Nursery will move into the EYFS unit.

Q: (DG) How will the movement of the Nursery into EYFS affect the children?

MP: We have told the parents, and we are doing transition work with the children. It will be much better to have the Nursery and Reception pupils in one area: with their own space and outdoor area.

Q: (DG) Does the Nursery provision benefit the school?

MPr: Yes, generally pupils that have been to our Nursery perform better in Reception and it brings financial benefit too.

EL: We also gain early intervention knowledge from seeing the children in our Nursery.

Q: (DG) From the recent permanent exclusion and experience of that pupil, what have you learned and what would you do differently?

JA: There is nothing more we could have done as we tried everything.

Q: (DG) Is there anything we could have done to escalate these cases to the local authority before they end up as permanent exclusions?

SH: No, we had all the external support meetings with strategic leaders.

JA: We met with heads of services and SENDART, but the LA is so stretched.

Q: (DG) Have you had the opportunity to feedback all these challenges to a wider group?

JA: I have raised this with the local authority.

Q: (DGa) During my SEND visit we spoke about Year 5 as it is a year group with 70 learners and 18 SEN pupils. The risk is how will the teachers scaffold lessons and deliver interventions, and we discussed the proposal of having a shared group of Year five and six pupils for interventions. In the Headteacher's Report you state that some teaching assistants are leaving, will they be replaced?

MPr: No, as the numbers in EYFS are falling and one Year 6 pupil with 1 to 1 support will be leaving so we have two teaching assistants that we can rejig within the school.

JA left the meeting at 6pm.

68 HEADTEACHER REPORT

- OPAL Play is being introduced with the aim of improving behaviour
- The school has achieved Forest Schools accreditation
- School working towards the Primary Science Quality Mark (PQSM)
- School will be delivering CUSP Reading from September, and exploring alternative Phonics schemes to start in September 2026
- 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)

Q: (MPe) What is the contingency plan if a Headteacher is not recruited in time for September?

MPr: The Executive Director of Education will stand in if necessary.

Q: (DG) How do you think the lack of consistency of an interim Headteacher then a new Headteacher will impact on the pupils? This is a real risk.

It was agreed that this is a question to take to the Executive Director of Education.

MPr: The staff are used to DW and there will not be any major changes.

C: (HR) He will not want to change too much as a new Headteacher will follow.

C: (DG) I feel that the risk headings have remained the same but the detail within each risk should be updated.

Q: (HR) Why are you not pushing for alternative phonics schemes to be implemented earlier than September 2026?

MPr: There is lots of change going on now, and when we do change all three primaries will move across at the same time.

CD: We are looking at lots of schemes across the year to ensure we choose the right one for us.

ACTION: MPr to update the detail within the risk section of the Headteacher report

69 SPORTS PREMIUM STRATEGY

- Total allowance is £19,990
- Largest expense (£10K) is for a Sports Coach to deliver CPDL to staff
- Only 43% Year 6 can swim 25m competently and only 30% can perform safe self - rescue
- Strategy is now submitted online

MPr: There is a change this year in that this report has to be submitted to an online portal. However, we have provided the detail in the same format for you to approve. Next year governors will receive a draft of the information to approve before the Headteacher will input.

Q: (DG) Why does the Sports Coach deliver CPD to staff?

MPr: Cover teachers need training and upskilling.

Q: (MPe) Next year I think more funding needs to be directed to improving the number of Year 6 pupils that can swim competently and perform self-rescue. As the lessons take place in Year 4 how do you know their swimming competency in Year 6?

MPr: We have to ask the children, we do not see any evidence we just have to take them on their word. I agree that we need to improve this level of swimming competency.

C: (EL) Perhaps we could give parents vouchers for reduced swimming lessons at Haltemprice.

Q: (DGa) What cross Trust school competitions have been attended?

MPr: We haven't done this, but we have increased the number of fixtures through the SSP partnership. I will change the wording around this on the Strategy.

ACTION: MPr to look into discounted swimming lessons to be given with Sports Premium funds



Resolved: Governors approved the 2024 /25 Sports Premium Strategy

70 DEVELOPMENT PLAN

The school priority is **"To improve academic achievements 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"**.

To achieve this there are two strands - To enhance leadership of teaching, learning and curriculum at all levels thereby elevating academic achievement and

To enhance the school's personal development programme with a targeted emphasis on positive learning behaviours

The following recent achievement data was tabled:

EYFS Profile– 65% have achieved (target 56%, national 68%)

Year 1 phonics – 80%

Year 2 phonics – 93%

Year 4 multiplication – 18% achieved full marks, the average score was 19.9/25

Year 6 writing – 69%

Q: (DG) The Year 4 MTC is obviously disappointing with just 18% achieving 25/ 25. Why is that?

MPr: There has been lots of staff movement in this year group. We have used staff where we can and had to use supply sometimes. We've put in many interventions and the children have made progress. Nine pupils that regularly achieved full marks only got 23 out of 25 in the test. The problem is on TT Rockstars the 'hero' element is for pupils to answer as many questions correctly as they can in one minute. In the MTC they have 6 seconds per question, so we need to train them to slow down and ensure accuracy.

CD: There is lots going on. We are targeting the children that did not pass this year, we have daily sessions of TT rock stars, we are also targeting those that failed last year, we have heat maps off TT rock stars so we can focus in on particular sounds and we are starting learning by questions in September which will show the knowledge gaps. In addition, LD is on a maths mastery training day.

Q: (HR) How do you track the children's progress?

SH: We do weekly sound checks and record half termly on Arbor. We track from Year 2 onwards. I believe that we need TT Rockstars plus another platform such as Twinkl.

MPr: I am pleased to report an improvement of 10% in Year 6 Writing from last year – we have 69% children achieved expected standard which is positive for our Combined measure.

Q: (DGa) Can I ask about the extremely low Quality First Teaching figure of 51%?

MPr: This is data collected on Learner Insights – it is still being trialled with lots of development still needed. A more reliable figure is the percentage of lessons seen showing QFT and that is 92%.

DGa: This is the first year with Learner Insights and there will be full feedback over the summer.

Q: (DGa) Why was there a spike in the number of removals in the spring term?

SH: This was due to a misunderstanding of reporting; removals from outside areas were also being logged alongside removals from the classroom. We have now renamed removals to reflect inside or outside the classroom.

Q: (DG) Why have paired learning walks with subject leaders not taken place as regularly as planned?

MPr: This is due to staff absence. Most did take place.

Q: (DG) Given the issue with staff absence, what has been done to address?

MPr: We work closely with HR who are monitoring and looking for patterns in absence.

Q: (DG) Do we also track which staff always use their special leave allowance?

MPr: Yes, HR does this.

Q: (DG) The SATs results come out on 8 July. Please can we have a summary of Year 6 results and Year 5 mock data, including SEN data?

ACTION: Summaries of Year 6 SATs data plus Year 5 mock data including SEN to be circulated

71 EVALUATION AGAINST OFSTED CRITERIA

- Leaders have assessed the school as good in all areas
- Further development is needed in: Outcomes (focus on writing), ability of SEMH pupils to self – regulate and use of assessment to inform planning and interventions

C: (MPr) Our SEF rating has not changed. Writing is going well; the devices have helped and there is more moderation ongoing. There will also be more interventions in all subjects next year as we are using AI to do this online. CD has done advanced Thrive training and we are having professional conversations to focus on learners and identify their barriers to learning.

72 ATTENDANCE AND BEHAVIOUR REPORT

72.1 Attendance (as of 16/06/2025)

- Attendance for 'all' is 94.5% (national average 94.8%)
- Challenge 100 has focused on those with attendance below 90%. 18 of the 47 pupils achieved 100% attendance. 21 pupils are no longer PA
- Attendance is lowest on Mondays and Fridays so football sessions for KS2 have been moved to these days
- Attendance of PP children is 91%
- SEND attendance is 90.6%
- Year 6 attendance is 95.4% (2% higher than this time last year)

SH: Attendance is 1% up on this time last year with improvements seen in Reception, Year 3, 4 and 6. We have identified dips on Mondays and Fridays so have changed the day of football practice to a Friday to see if this improves.

Q: (DG) CPS has an attendance currently of 95.8%, what are they doing differently as their cohort must be of similar demographic.

SH: PPS has a higher level of DA pupils. We share best practice at Attendance Lead meetings.

C: (DG) Our attendance team is at the High School, that must make a difference not having someone on site.

C: (DGa) Penshurst has a large proportion of SEN pupils and as there is a significant difference in SEN and non-SEN attendance (5.5% difference) this is affecting the overall attendance figure. If SEN attendance is taken out from all three primaries, then the Non- SEN attendance is CPS 96.4%, KPS 94.6% and PPS 95.4%.

C: (EL) There are also some pupils on a part time timetable and some have left but are still on roll.

C: (DG) As a school, you will also have to take SEN pupils if directed to by the LA.

SH: Yes, and this creates disadvantages as it challenges resources affecting behaviour, attendance and outcomes. And, there is a lag in income for any pupil with an EHCP.

MPr: This is why we are enlarging the DEN, the demand is ever growing.

Q: (HR) Attendance is only 0.3% below national which is good. Do you have many that arrive so late that they affect attendance?

SH: Yes, we have certain families that are regularly very late. If children arrive 30 minutes after registration, they are classed as absent.

DGa: There is also a clear improvement in the number of pupils with less than 90% attendance – this has reduced from 101 to 60.

Q: (GS) Could Challenge 100 be rolled out to every year group as it always has a positive impact?

SH: We focus on particular year groups, such as Year 6 before SATs. We could do the challenge for all year groups now but there is a financial consideration as families with 100% attendance are entered into a draw for a voucher.

EC: We could set our own budget and move the draw to termly rather than half termly to reduce costs.

ACTION: SH to consider rolling out Challenge 100 to more year groups and the frequency and level of rewards

72.2 Behaviour (as of 16/06/2025)

- There have been 1071 high level (C3 or C4) incidents since the start of the academic year – most in Year 4. There was a spike in behaviour incidents in March.
- A high level of KS2 incidents in the playground led to individual year group zones for outside play which has reduced the number of incidents outside significantly.
- OPAL Play will be introduced – a program aimed at enhancing the quality of play.

SH, as Opal Lead explained that Opal Play is about having more activities in school for open ended play. An investment is to be made in both training for staff and resources for play. Staff will be trained to carry out dynamic risk assessments, so children are taught how to play safely together. A policy has been written which governors need to approve.

ACTION: Governors to read and inform the clerk if they approve the OPAL Policy

73 GOVERNANCE UPDATES

The following link visits have taken place:

Behaviour – AJ 18/06/2025

Y5 interventions - EC 20/06/2025

ACTION: D Garton (SEND), D Grainger (safeguarding), M Peck (attendance) and H Rushton (curriculum) to complete a summer term link visit

74 POLICY FOR APPROVAL

For information governors were told that a Trust wide Attendance policy will be launched from September.

Furthermore, a Trust wide Uniform Statement will come into effect with local procedures to reflect local uniform. To allow parents time to adjust to the changes in uniform there is an adjustment period of 12 months.

75 YEAR 5 MOCK SATS DATA

- 69 pupils in the year group
- Reading – 41 achieved expected and 10 achieved greater depth
- Maths - 21 achieved expected but none achieved greater depth
- Grammar, Punctuation and Spelling - 27 achieved expected and 3 achieved greater depth
- Writing -

CD: These are much better than last year's mocks, particularly in Reading.

Q: (DG) Are the higher ability achieving well? This was a vulnerability that Ofsted identified.

EC: Yes in my Link visit to observe the Year 5 interventions I evidenced buddying up of pupils. The higher ability coach others.

CD: All have the same learning rather than sets and everyone has to keep up with the curriculum. There is no ceiling to the learning of the higher ability and they further develop their knowledge by explaining to others.

76 ANY OTHER BUSINESS

As this was MPr's last LGB meeting the Chair did a farewell speech and the Board presented her with a gift.

77 DATE OF NEXT MEETING

Pre – meet: Wednesday 10 September, 7pm (online). LGB meeting: Thursday 11 September 2025, 5.15pm

78 AGREED ACTION POINTS

- 78.1 ACTION: DG to discuss the feasibility of requesting a Behaviour Manager with the Chair of the Trust from September (minute 65.7)**
- 78.2 ACTION: MA to raise with Trust DSLs the need to approach Hull regarding the creation of a school portal (minute 66)**
- 78.3 ACTION: Change layout of safeguarding incident table to show repeat offenders – proforma to be provided to MA (minute 66)**
- 78.4 ACTION: MPr to update the detail within the risk section of the Headteacher report (minute 68)**
- 78.5 ACTION: MPr to look into discounted swimming lessons to be given with Sports Premium funds (minute 69)**
- 78.6 ACTION: Summaries of Year 6 SATs data plus Year 5 mock data including SEN to be circulated (minute 70)**
- 78.7 ACTION: SH to consider rolling out Challenge 100 to more year groups and the frequency and level of rewards (minute 72.1)**
- 78.8 ACTION: Governors to read and inform the clerk if they approve the OPAL Policy (minute 72.2)**
- 78.9 ACTION: D Garton (SEND), D Grainger (safeguarding), M Peck (attendance) and H Rushton (curriculum) to complete a summer term link visit (minute 73)**

The meeting closed at 7.55pm.