



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 11 September 2025 at 5.15pm

PRESENT:

Mr D Grainger (Chair, DG), Mrs E Collins (EC), Mr D Garton (DGa), Mr M Peck (MP), H Rushton (HR), Mrs C Shiels (Headteacher, CS), Mr D Thomas (DT).

ALSO IN ATTENDANCE:

Mrs M Adams (DSL, MA), 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.

02 APOLOGIES

A Jessop, E Lucid and C Thorley

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

03 DECLARATION OF INTERESTS

No declarations were made specific to this meeting. Governors were asked to report any changes in personal details to the Clerk.

04 LGB MEMBERSHIP

The Clerk invited nominations for the election of the Chair to which Dean Grainger was proposed and seconded. The Board unanimously elected Dean as Chair for a further term of one year.

At the pre-meet, Anne Jessop was content to stand as Vice Chair of the Board once more. Anne was unanimously elected as Vice Chair of the Board for a further term of one year.

The following were elected as links:

Attendance – M Peck

Behaviour – A Jessop

Pupil Premium – C Thorley

Safeguarding – D Thomas

SEND – D Garton

Staff Welfare – E Lucid

Teaching and Learning – E Collins and H Rushton

05 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 26 June 2025 were confirmed as a true and correct record and signed by the Chair, DG.

06 MATTERS ARISING

- 06.1 DG to discuss the feasibility of requesting a Behaviour Manager with the Chair of the Trust from September** – CS updated the Board that a behaviour approach had been adopted in which there were 5 stages from B1 – B5. If assistance is needed to deal with a behaviour incident, then M Adams is called at B1. A B4 incident involves Assistant HTs and B5 the HT. This system means that the SLT are not drawn into dealing with behaviour as much as before.
- 06.2 MA to raise with Trust DSLs the need to approach Hull regarding the creation of a school portal** - will be raised at next Trust DSL meeting – action carried forward.
- 06.3 Change layout of safeguarding incident table to show repeat offenders – proforma to be provided to MA** – will be adopted in next safeguarding report, action carried forward.
- 06.4 MPr to update the detail within the risk section of the Headteacher report** - CS aware.
- 06.5 MPr to look into discounted swimming lessons to be given with Sports Premium funds** – CS is meeting with the PE Lead to understand further the sport premium allocation.
- 06.6 Summaries of Year 6 SATs data plus Year 5 mock data including SEN to be circulated** – complete.
- 06.7 SH to consider rolling out Challenge 100 to more year groups and the frequency and level of rewards** – SH is looking into this further and will inform governors at the next meeting how many year groups have been targeted.
- 06.8 Governors to read and inform the clerk if they approve the OPAL Policy** – complete.
- 06.9 D Garton (SEND), D Grainger (safeguarding), M Peck (attendance) and H Rushton (curriculum) to complete a summer term link visit** – complete.

CS also updated governors that new values were in place – Be Kind, Dream Big, Work Hard.

07 SAFEGUARDING SUMMARY (2024/25)

The data for the whole academic year was presented:

Concern Recorded	Term 1	Term 2	Term 3
Abuse	6	5	6
Child Sexual Exploitation	0	0	0
Child Criminal Exploitation	0	0	0
Bullying	0	5	5 (1 confirmed Bullying) All others closed
Inappropriate Sexual Behaviour	0	2	0

Conflicting Behaviours - Racists	2	2	1
Conflicting Behaviours – LGBTQ+	1	8	5
Smoothwall Incidents	7	10	1
Operation Encompass	8	7	11
Physical Restraint	5	5	6
PREVENT	0	0	0

Stage	Term 1	Term 2	Term 3
	No. of families (no. of children)		
Early Help Referral:	4 (7)	7 (13)	10 (17)
Children In Need:	1 (1)	2 (2)	1 (1)
Child Protection:	3 (4)	3 (3)	3 (3)

Q: (GS) Do you have concerns about a particular year group?

MA: No, each year group has pockets of concerns.

Q: (DT) When is the PCSO coming to school to talk to the children?

MA: They came in at the end of the last term. We also had One Punch talk for Key Stage 2 which had impact.

Q: (DG) You summarised the local context last year was domestic abuse, drugs and alcohol abuse and mental health. Do you feel the issues will be the same this year?

MA: I feel there has been an upturn in mental health and well-being cases. We have central support from a mental health counsellor, Thrive approach and emotional wellbeing training.

Q: (DG) What safeguarding training has been planned for staff?

MA: All staff completed The National College safeguarding training, Prevent and FGM training during the two training days at the start of the academic year. I have given updates to lunchtime supervisors and cleaners.

MA left the meeting at 5.38pm.

08 OUTCOMES SUMMARY

08.1 Year 6 Outcomes

Reading		Writing		Maths		Combined		GPS	
National	Higher	National	Higher	National	Higher	National	Higher	National	Higher
66%	23%	69%	6%	64%	13%	53%	1%	54%	13%

CD outlined the strategies in place to improve outcomes:

Reading

- Reading Plus takes place daily (last year was 2 x week) as lots of pupils did not complete the paper so it has been recognised that stamina needs to be improved.
- SATs style lessons are taking place.
- Scaffolding in all lessons
- Using online software called Century (online learning for maths, English and science) – which uses videos and interactive tests.

Writing

- CUSP to be continued with a focus on standards and specific grammar
- Vocabulary – word of the day
- Kahoot – to test grammar
- GPS tests during the spring term
- Century software for spelling and grammar tests

Maths

- Timetables Rockstars daily
- Third space for every child
- Arithmetic every afternoon
- SATs boot camps
- Learning by Questions
- Century to drip feed tests
- Specific interventions

Q: (DG) What have been the lessons learned from last year? What are you not going to do again?

CD: We are not going to split the year group into three or have sets, which did not work. We are going to ensure the children keep up not catch up. We are putting in targeted interventions to fill any gaps. We will not collapse the curriculum this year as writing suffered when this was done as the children did not have the knowledge.

Q: (MP) If the classes are mixed ability, how will you carry out precise interventions?

CD: By using Learning by Questions (LBQ).

Q: (MP) How do you ensure you do not lose engagement of the lower ability?

CD: We can set lower questions, the more able can access more questions.

Q: (EC) If Year 6 is staying in 2 classes, is the staff ratio different to last year?

CD: We have 2 classes; both have a teaching assistant. One is a 1:1 but can move round the class, the other is an HLTA that is in Year 6 unless needed to cover.

Q: (DG) What does she cover?

CS: Any absence to avoid having to bring externals in. I am looking at the timetable and will swap it round again if she isn't in Year 6 as much as needed.

C: (DG) We have 2 classes of 34 pupils and an HLTA that is used elsewhere. We are really concerned about this year group.

C: (CD) 3 Year 6 pupils are in the Den for 6 weeks.

C: (DG) Yes, but to have 2 huge classes with high SEN (18 in this year's Year 6) and an HLTA that is pulled away to support the rest of the school, is concerning.

CD: We don't want to give the HLTA a third group as that did not work. Instead, she will take specific interventions to support any gaps that same day. We want the children to be at the same point in the curriculum, so they all get high quality teaching.

Q: (DGa) If the HLTA is covering, who does the intervention?

CS: We are looking at that – it may be SLT.

C: (DG) The school did not get the outcomes we wanted. We have the largest class sizes in the Trust by a considerable margin. We have discussed this for 2 years. We cannot wait 3 years for the 60-pupil year group to come through for better outcomes. Is there anything that can be done to support from shared services? We are performing with one arm tied behind our back.

JOB: We need to address this though ICFP (Integrated Curriculum Led Financial Planning) and will raise this issue again. It should not be forgotten though that these pupils have been with the school for 5 years. We cannot compare results across the primaries; it is not a fair comparison.

DG: This is a huge vulnerability. Can I ask Link governors to please carry out visits in Years 4, 5 and 6 so we get a flavour of what these large classes look like.

CS: It does feel that Year 6 outcomes are left to the Year 6 team when it is everyone's responsibility. Year 5 is also vulnerable as it is a large year group with big gaps.

Q: (DG) Is there any way we can look at capping our admission number when any pupil leaves in Years 4-6?

DG: I will raise this in my Chairs' meeting. There are 68 pupils in Year 4, 65 in Year 5 and 68 in Year 6.

C: (DGa) Looking over the Year 6 March mocks compared with outcomes, the upward turn was good, and improvements were seen. Although the outcomes were disappointing the March mocks were extremely low.

- Reading – March 56% achieved national, summer 66% achieved national
- Writing – March 44% achieved national, summer 69% achieved national
- Maths – March 49% achieved national, summer 63% achieved national

Q: (DGa) Which actions that were employed in the last half term would you repeat?

CD: We had part time staff working full time, which was beneficial over the last 9 weeks.

C: (DG) This supports the argument for additional resource now. Not seeing an improvement before the last 9 weeks is clear evidence.

C: (HR) Also, as the children develop the knowledge clicks into place.

C: (JOB) The questions must be around how did we get to March and be so low? There are gaps lower down the school that need addressing.

CS: We will put in clear expectations of where the pupils should be at the end of each year group. We need to be aware of the gaps way before the pupils enter Year 6.

CD: We have reports now tracking every learner through the year.

ACTION: DG to raise staff resource and possible capping of pupil numbers in Year 4, 5 and 6 at the Chairs' Meeting

08.2 Year 4 Multiplication Tables Check (MTC)

- 58% (39 pupils) achieved a pass
- 18% (12 pupils) achieved full marks

C: (DG) These Year 4 outcomes are really disappointing. There was turbulence with staffing in this year group last year. Has this been resolved this year?

SH: Yes, we have an experienced team in Year 4 this year and we are more confident with the outcomes. The children do TT Rock Stars daily. They do 21 minutes practice per week. Last year some of this was done at home, this year all of it will be done at school. We also run parent workshops and send heat maps home to show where work is most needed to plug gaps. We use LBQ with times tables dropped in and we will continue with Claire Christie in Year 4, 5 and 6.

Q: (DG) In a previous meeting it was suggested that the pupils were rushing Times Tables Rockstars to get a speed award and they then rushed their MTC and made mistakes?

SH: That was historic. Speed was encouraged last year. This year pupils are taught not to press next. They pause, look and they are automatically taken to the next question.

Q: (EC) Will you do anything differently in Year 2 and 3?

SH: We will use Numbots until Christmas of Year 2 and then move to TT Rockstars.

Q: (DG) Last year we had inconsistencies about homework and support from parents. What are the plans to connect and make it clear the expectations around homework?

CD: We send out regular newsletters. It is difficult as we cannot enforce homework. We expect reading to take place 3 times a week at home. We set spellings each week and the expectation is that the children improve on their last score. We also have the KS2 Graduate Award.

Q: (DGa) You can use Century (online learning for maths, English and science) from Year 2 onwards. All children will have their own log in so that they can access the content at home. Staff can then see engagement and where the gaps are. This will help to both monitor engagement and address gaps earlier.

C: (DG) *It doesn't help that Numbots and TT Rockstars shut off at 7pm. I understand why this has been done to limit screen time, but it is difficult to complete this work by that time if the child is at a club / sports event.*

CD: *Research suggests that homework does not always have a positive effect. We know that reading does. We will look at the Homework Policy and give more clarity to parents.*

Q: (JOB) *Has there been any feedback from Year 5 and 6 about the focus of multiplication in Year 4? By the time the children go into Year 5 they should know the arithmetic, but it has been suggested nationally that introducing the Y4 MTC has not made a difference to knowledge in Years 5 and 6.*

SH: *Yes, if the children do not continually practice multiplication when they are in Years 5 and 6, they forget what they have learnt.*

CD: *They are all doing Claire Christie booklets.*

Q: (HR) *Are you tracking their scores?*

CD: *Yes.*

08.3 Year 1 Phonics

- 45 out of 56 pupils passed (80%)
- RWI will continue during this year with a view to change schemes during 26/27
- SLT will continue to do interventions in EYFS, Reception and Year 1 (and Year 2 for those that failed Year 1 phonics)

Q: (DG) *Why would you look to change schemes when the results are good?*

C: (HR) *RWI is very adult heavy. We are looking at different schemes for all the primaries.*

Q: (DG) *Will all the support that has produced a pass rate of 80% continue this year?*

CD: *Yes. We are extending the reading in Year 1 as the pupils need longer to enjoy the books.*

Q: (EC) *Why did no child with SEN pass the Y1 Phonics?*

CD: *There are only 5 SEN in that year group, and they were so close to passing.*

Q: (EC) *Have the targets been set for this year?*

CS: *I have a meeting next week to do this. I want to understand the individuals to set the targets. We will have targets across the school, not just in Year 6 so that we can see where the ground is lost.*

09 ATTENDANCE AND BEHAVIOUR SUMMARY (2024/25)

09.1 Attendance

- Attendance for 'all' was 94.3% (national average 94.5%)
- Attendance of PP children was 90.4%
- SEND support attendance was 91.2%, EHCP 87.4%
- Year 6 attendance was 95.2%
- Boys' attendance was 1% lower than girls (93.8% cf 94.8%)
- Persistent absence was highest in Years 4 and 5

Q: (DG) *What is being done to boost the boys' attendance?*

SH: *I have moved football to Fridays and OPAL play will also have a positive impact.*

09.2 Behaviour

- There were 446 high level incidents during the year, most in Year 4
- There was a spike of incidents in March
- Most incidents occurred during unstructured time

C: (SH) We introduced zones to segregate pupils to address the number of incidents during unstructured time. This did work last year but we have moved away from zones as we are moving to OPAL play. The Calm Room and Nest were a 2-stop de-escalation route that worked. We had the behavioral support team in to talk 1: 1 with some pupils and One Punch did a talk to Year 4 and 6 and there were much reduced incidents following that.

Q: (DG) What caused the spike in March?

SH: This was due to 8 pupils (6 in Year 4, most with behaviour plans in place). This year, the Den is being used by 4 pupils every morning for 6 weeks. They are too dysregulated to access the classroom. We are providing full SEMH wrap around provision, so they feel safe and loved. In the afternoons we use the Den for nurture. The Den has moved to the FS1 area, so it is a huge, dedicated space.

Q: (DG) This sounds great for those pupils that can access the Den. What is the benefit for the wider school and what is the exit plan? It sounds like a pseudo alternative provision for a minority.

SH: The level of disruption by a few has reduced dramatically. The school is now much calmer.

CD: Year 5 is now a different year group without disruption. We use Boxall now but will move to Thrive assessment so the time in The Den is limited and reviewed and is like an AP as there is not a primary AP in the area. We are passionate about doing all we can for our pupils that need this care. They feel safe and everyone can learn.

C: (MP) From parents the feedback is that this has made a massive difference.

CS: I will carry out a risk assessment of the use of the Den.

Q: (HR) Is this starting to impact attendance?

SH: One pupil is on a part time timetable. One was at 13%, now at 100% since being in the Den. They enjoy their time at school.

C: (DGa) Live attendance is 96.7%, the best improvement in the Trust so well done. SEN attendance is 96.1%.

10 GOVERNANCE UPDATES

The Clerk requested the two mandatory GovernorHub modules are completed in the autumn term. Safeguarding for governance: refresher 25/26 must be completed by the October half term and suspensions and exclusions module be completed before the Christmas break.

Governors were reminded that GovernorHub is an extremely useful resource for training and documents, such as updates and visit forms.

ACTION: Safeguarding for governance: refresher 25/26 and suspensions and exclusions modules to be completed in the autumn term

ACTION: M Peck and E Collins to be given PowerBI access

ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub)

11 ANY OTHER BUSINESS

None.

12 DATE OF NEXT MEETING

Pre – meet: Wednesday 26 November, 7pm (online).

LGB meeting: Thursday 27 November 2025, 5.15pm.

13 AGREED ACTION POINTS

- 13.1 ACTION: MA to raise with Trust DSLs the need to approach Hull regarding the creation of a school portal (minute 06.2)**
- 13.2 ACTION: Change layout of safeguarding incident table to show repeat offenders – proforma to be provided to MA (minute 06.3)**
- 13.3 ACTION: DG to raise staff resource and possible capping of pupil numbers in Year 4, 5 and 6 at the Chairs' Meeting (minute 8.1)**
- 13.4 ACTION: Safeguarding for governance: refresher 25/26 and suspensions and exclusions modules to be completed in the autumn term (minute 10)**
- 13.5 ACTION: M Peck and E Collins to be given PowerBI access (minute 10)**
- 13.6 ACTION: All governors to carry out an autumn term Link visit and complete the Link form (templates found on GovernorHub) (minute 10)**

The meeting closed at 7pm.