



THE CONSORTIUM  
ACADEMY TRUST

**Croxby Primary Local Governing Board Meeting**  
Croxy Primary Academy. Tuesday 8 October 2019 at 5.45pm

**PRESENT:**

Mr D Shaw (DS, Chairperson); Mr C Ayre (CA); Mrs J Clemas (JC); Mrs E Mottershaw (EM); Mrs M Sykes (MS); Mr D Waterson (DW, Head);

**ALSO IN ATTENDANCE:**

Mr M Copley (Assistant Head, MC), Mrs K Mason (Assistant Head, KM); Mrs J Truran (Clerk, JT).

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**26 WELCOME AND INTRODUCTIONS**

DS welcomed everyone to the meeting.

**27 APOLOGIES**

Dr C Kemp (CK, Vice Chairperson) did not attend the meeting.  
**Resolved:** Consent was given for the absence of the above Governor.

**28 DECLARATION OF INTERESTS**

No conflicts of interest were declared.

**29 APPOINTMENTS**

**10.1 Appoint a Chair**

Expressions of Interest had been invited from all governors for the positions of Chair and Vice Chair. DS was the only candidate hoping to be considered for Chair. DS left the room and in his absence all governors unanimously voted him in to be Chair. DS returned to the meeting.

**Resolved:** That DS be Chair of the Croxy Local Governing Body for the 2019/20 academic year.

**10.2 Appoint a Vice Chair**

.CK did not attend the meeting so choosing a Vice Chair was postponed until the next meeting.

**ACTION: To vote for the Vice Chair position at the next meeting (28 January 2020)**

**10.3 Confirm the LGB Links**

All governors were asked if they wished to be appointed for the position of governor with safeguarding responsibilities, CA said he would carry out this role as it fitted in with his role as the governor responsible for DSEN.

**Resolved:** That CA will be the link governor for safeguarding and DSEN. EM will be the link governor for PP.

**11 MINUTES OF THE LAST MEETING (12 September 2019)**

**Resolved:** The minutes of the last meeting on 12 September 2019 did not show Mr C Ayre and Mrs E Mottershaw as present at the meeting and they did attend. Once amended, the minutes were confirmed as a correct record.

**ACTION: JT To amend the minutes from 12 September 2019**

**12 MATTERS ARISING FROM THE MINUTES**

No matters were raised from the last minutes

**13 STRATEGIC HT REPORT TO GOVERNORS**

On the front page of the report for the Autumn Term 2109 shows the Indicator of Performance table, which as a result of rigorous and evidenced based self-evaluation the Leaders within the academy believe the academy to be Outstanding.

Indicator of Performance	SEF Grade	Insp Grade
The Quality of Education	1	4
Behaviour and Attitudes	1	4
Personal Development	1	3
Evaluating the quality of early years education	1	3
Leadership and Management	1	4

Overall Effectiveness	1	4
Date of SEF Review/last inspection	Sep 19	Dec 16

Early Years is identified as separate grade from the main academy by OFSTED but will contribute to the final ‘Overall Effectiveness’ Grade.

**13a Overall Effectiveness**

DW explained that the vision at Croxby is to deliver a curriculum with a balance of knowledge and skills, which will enable all the children to achieve their academic, social and emotional potential.

From September 2017, curriculum development has been a focus for Croxby – with a huge amount of leadership time and energy devoted to redesigning the curriculum. The development of the ‘Croxby Way’ curriculum has led to a thoughtful, reflective emphasis on curriculum intent and to a refinement in approaches to implementation. The ‘Croxby Way’ curriculum meets the needs of the children who attend Croxby.

Medium term plans have been implemented that ensure children benefit from a progressive sequence of subject knowledge gains that build over time. Each plan is supported by a well-designed knowledge organiser, which are supplemented by regular low threat quizzes. A comprehensive vocabulary list has been developed which is taught in each year group, throughout the academy, to deepen vocabulary knowledge.

Observing ‘The Croxby Way’ in the classroom will see children acquiring and applying knowledge, children working together and taking calculated risks.

'The Croxby Way' allows the children to access an enrichment of activities, ensuring they can learn new skills and then apply them to a variety of situations. All Key Stage 2 children learn to play 2 musical instruments throughout the year, as well as every child at the academy accessing a ten week block of musical theatre, which concludes with a performance to parents. The children also have the opportunity to perform in a musical at the end of the year. The summer of 2019, ended with a magical performance of Oliver.

The academy compliments 'The Croxby Way' with a number of educational visits and over 20 academy clubs offered every term. In 2018/19, 64% of the children accessed an academy club, with 38% of KS2 representing the academy at level 2 inter school sport competitions. The academy have also introduced 'The Graduate Awards Programme' after taking a test when they are ready, they receive a badge to wear on their uniform with pride. 52 graduate badges were awarded during the summer term. A further addition to the 'Croxby Way Curriculum' are the Learning Beyond the Classroom booklets. It is firmly believed that a child's success at the academy is a partnership between parents and teachers, all of the children have received one this term.

**Q:** (DS) What does PAN mean?

**DW:** Published admission number

**Q:** (DS) Learning Beyond The Classroom booklets, can you explain what these are?

**DW:** This is in collaboration with Swinemoor Primary and TCAT decided we would take them on along with the secondary school who are using them for their Y7,8 and 9. These could be a little more personalised for primary pupils. They encourage the pupils in EYFS and Y1 to tell their teacher what they have been doing in the books. There are lots of activities in them and the feedback from our parents is good.

**Q:** (DS) Have Penshurst adopted them as well?

**DW:** Yes, after I recommended them as it is a good resource.

**Q:** (DS) Work in process?

**DW:** Yes, Looking at the Indicator of performance on page 1, we have graded ourselves as a 1, which is Outstanding. This was discussed with Mrs S Young, Director of Education and TCAT have approached OFSTED to come in for an early visit. We are in the top 18% for writing and the top 10% for maths in the country.

**Q:** (JC) If there is an improvement, do you have to be good?

**DW:** At least good

**Q:** (JC) That would allow you to build a pre-school would it?

**DW:** Yes

**Q:** (JC) How popular would a pre-school be?

**DW:** It would be very popular, we have lost an older child to another school with a pre-school as parents can't get their 2 children to 2 different schools

**Q:**(JC) Which schools in the area already have pre-schools?

**DW:** One in Cottingham had one built last year and most of Hull schools but not all

**Q:** (JC) Is funding the same for a pre-school?

**DW:** We would have to staff it with a teacher

**Q:** (JC) Would this be a positive impact on the rest of the academy?

**DW:** We do believe that the listening and attention would be better if we had one. We would try to get one for 2/3 year olds as a lot of parents work

**C:** (EM) There are a lot of comments on social media regarding the grades and talk of a pre-school

**C:** (DW) We do have a lot of parents who come and look round

**Q:** (DS) You don't have any banners at the front of the academy, why?

**DW:** TCAT will be putting it in the local paper and will also do the marketing for us. It is an outstanding academy

**C:** (DW) It is 2 years that the academy has been above National Average, the window is open for OFSTED now. The recommendation could put us in after Christmas

**Q:** (JC) Has the inspection model changed?

**DW:** It has done a complete flip on focus and gone back to curriculum

*C:(JC) There is a big focus on safeguarding*

*DW: It is different in a primary, we have to look at reading and choose areas to focus on*

*C: (MC) Looking at recent OFSTED reports it seems the focus is SEN*

### **13b QUALITY OF EDUCATION SUMMARY**

At the end of the academic year, the figures for staff demonstrating effective learning was 85% and it is predicted that all teaching will be effective by the end of this academic year. This is following a change in the Continued Professional Development (CPD), which is provided in academy for staff. Whole academy meetings have been replaced by a personalised Continued Professional Programme, which means each member of staff is assigned a coach who will provide a bespoke programme for them to improve their practice in an area they need to develop.

*Q: (DS) On page 5 it talks about effective learning and not teaching. Can you explain this?*

*DW: It is about progress that the children make, not the teacher*

*Q: (CA) The percentage of staff demonstrating good learning is 85%, why?*

*KM: We focus on our teachers and look at our NQT's differently*

*Q: (CA) How does this compare to last year?*

*KM: We have definitely improved, we were below 60% last year. We have CPD in place for all our teachers*

*Q: (DS) Effective or good?*

*KM: We don't grade, it is an effective lesson*

*Q: (DS) The new website, the video is the original one and it doesn't demonstrate 'The Croxby Way' or the graduate programme, why?*

*DW: You are right it is work in progress*

*Q: (JC) Who does the marketing for Croxby?*

*DW: TCAT deal with the media and website. It was launched a day earlier than we expected it to be. There are 3 of us working on it daily, we wanted to give it the primary feel, we are the first ones in The Consortium with the new website*

#### **13b i) Curriculum**

The academy have purchased tablets, 20 for each year group (Y2-6) to supplement teaching and learning. The new website has been launched with all the information on, regarding web based learning platforms to supplement the learning of the pupils at the academy and at home. The teaching staff made a collective decision to move from 6 curriculum themes taught every year to just 3. The staff analysed the data around the time taught teaching each theme and concluded that moving to 3 themes provide the children with the opportunity to deepen their knowledge and skills of the curriculum. As a result, new medium term plans have been written for the new academic year along with knowledge organisers to support the children with knowledge acquisition. The plans are sequenced so children now spend blocks of 2 weeks acquiring knowledge, before being asked to apply it in a way, which covers required key skills for their year group over the following 2 weeks.

Mrs Mason delivered an inset training to all staff on metacognition and memory last month. As a result, it has become a focus in all lessons in order to assist in developing the children to become self-regulated learners and improve teaching and learning. This will further enhance the success of the Croxby Way Curriculum. The Local Board members agreed to carry on funding 25 children who receive extra music tuition. The Academy will also fund music tuition, so it is free at the point of contact for the academic year 2019/2020.

*Q: (JC) How are the 3 Themes working out?*

*KM: They are much better, talking to the children they can tell you lots about what they are learning. They are doing Cahoots quizzes, pre-tests and also end of half term tests so that we can see what progress they have made*

*C: (DW): In the pre-tests the children have been getting late 20% and 3 weeks later they are up to 50%*

*C: (KM): The children are enjoying it and are getting deeper in depth, now that they have more time on one theme*

*Q: (EM): How are the younger ones getting on?*

*KM: This is the first time they have used it and are getting on really well*

*Q: (JC): Does Mrs Lindsay deliver it or the class teacher?*

*KM: Mrs Lindsay has set it all up in the first instance and then it is carried forward by all the staff*

*Q: (JC) Do you have 20 tablets for every class now?*

*KM: Yes, it is brilliant for the children*

*C:(MC): We have really good apps for the children to use during the day at the academy and at home. They can be set up in response to the child's level of learning*

*C: (DW): We don't have a lot of books as evidence as we have the data to back us up. Everything will be on the new website for the children and we have progression boards, where we can demonstrate every subject*

**13b ii) SEND Update**

There are high expectations for all SEND pupils and the main aim is that they are able to access the quality Wave 1 teaching in the classroom with the other children. Where required, adjustments in the classroom are made such as additional resources, help with reading, simplified tasks and instructions etc. which enables pupils to work with their peers.

In order to support their learning in the classroom, many SEND pupils benefit from additional Wave 2 interventions, such as maths pre-teach sessions in the afternoon, extra 1 to 1 reading sessions and access to online based maths and literacy programs such as Lexia,

Some of the SEND pupils require more intense Wave 3 support, for example accessing a different pathway in Literacy and Maths delivered in a small group setting. They may also access support from outside professionals such as an Inclusion Practitioner, SAPTS (Sensory and Physical Therapy Service) or the school's SEND Consultant. More recently the school has also accessed online Speech and Language Therapy for several pupils. Some children with an EHCP (Education and Health Care Plan), may require more intensive 1 to 1 adult support in order to access their learning and social aspects of school.

**Register**

Year Group	Total no. of children	Number of ch. with SEND	Number of ch. who are PP	Number of ch. who are SEND and PP
EYFS	30	1 →	2	0
Year 1	28	1 →	5	1
Year 2	44	5 →	7	1
Year 3	49	7 +1 EHC →	11	5
Year 4	50	8 +1 EHC →	9	2
Year 5	48	3 +1 EHC →	8	1
Year 6	51	9 →	10	2
<b>Total</b>	<b>300</b>	<b>37 (12.3%)</b>	<b>52 (17.3%)</b>	<b>13 (4%)</b>

→ ↓ ↑ show the trend in terms of number of pupils with an EHC per year group compared to the last report.

*DW: We have talked about SEN being in line with National Average, none of our SEN children have hit National Average. 65% of SEN children in the country don't hit it*

**13b iii) LAC Update**

There are 4 children that are previously LAC, under Special Guardianship or Child Arrangement Orders the academy is aware of.

### **13c BEHAVIOUR AND ATTITUDE SUMMARY**

#### **13c i) Behaviour & Attitude Report**

The children at Croxby have a positive attitude towards their learning overall. The use of the 5Rs (Resilience, Ready, Resourceful, Respect and Reflective) has ensured that children are aware of how to be effective learners. The academy behaviour policy works to supplement these positive behaviours with rewards and sanctions. The use of the traffic light system is a visual aid in lessons to demonstrate to children the positive behaviours expected. Children are provided many opportunities to reverse any negative 'red' behaviours to 'green behaviour', with support from their teacher. As a result, the academy only had 114 different recordings of children who ended up in red during the academic year 2018-2019. The 114 logs involved a total of 36 different children.

*DW: Our attendance is very strong again, September 2019 - 97.4% and September 2018 – 97.6%*

*Q: (DS): Are they repeat offenders of bad behaviour and attitude?*

*KM: A few are repeat offenders.*

*Q: (CA): Is the bad behaviour in class and if so does it have an effect on the other children?*

*KM: It is at all different times, we have a break down this year –190 days in the year,114 incidents recorded, 12 classes*

*Q:(JC): What determines the Behaviour Policy?*

*KM: There is a traffic light system, if they have a fight it is instant red. In the classroom they are given plenty of opportunities before red and the staff are very good at logging behaviour on the system. It doesn't seem to disrupt the lessons*

*C: (DW): The behaviour here at Croxby is the best out of all the schools I have worked in*

*Q: (JC): Do OFSTED see it as they walk around or do they go by the data?*

*C: (DS): OFSTED have always commented on how good the behaviour is at Croxby*

*C: (KM): It is really good behaviour here*

### **13d PERSONAL DEVELOPMENT SUMMARY**

#### **13d i) Safeguarding Children Report**

The KCSIE has been updated in September, CN delivered training to all staff on the training day on 3 September 2019. Online PREVENT training has now been sent out to all staff.

*C: (CA): I came in before the Summer and all the children were on task and when I asked them a question they always gave the correct answer*

*C: (DW): We have an assembly planned for next term regarding safeguarding for the academy*

*Q: (DS): Has the poster gone to the teachers yet?*

*DW: Yes, it is to go up in every classroom and around the academy, as it is a child friendly poster*

#### **13d ii) Academy Weekly Tracker**

*C: (DW) The weekly tracker is compiled by Mrs N Moore in the office and sent to TCAT every Friday.*

#### **13d iii) EYFS Update**

EYFS provision is judged to be outstanding. Last year, 78% of children achieved the good level of development. This was a significant increase from the percentage of children on track from the baseline assessment (39%). In addition, 14% of our children reached the exceeding level across all of the 17 areas.

This year, the baseline highlights that only 40% of children have arrived at Croxby on track for the GLD. Groups of children and areas for focus have been identified which will lead to another increase of those children achieving the GLD.

Area of Learning	All 30-50S+	Boys 30-50S+	Girls 30-50S+
MR	20/30 67%	8/16 50%	12/14 86%
SC/SA	22/30 73%	10/16 63%	12/14 86%
MFB	21/30 70%	9/16 56%	12/14 86%
LA	19/30 63%	8/16 50%	11/14 79%
U	21/30 70%	10/16 63%	11/14 79%
S	19/30 63%	9/16 56%	10/14 71%
M&H	16/30 53%	6/16 38%	10/14 71%
HSC	20/30 67%	10/16 63%	10/14 71%
R	17/30 57%	8/16 50%	9/14 64%
W	16/30 53%	6/16 38%	10/14 71%
N	19/30 63%	11/16 69%	8/14 57%
SSM	16/30 53%	8/16 50%	8/14 57%
PRIME	12/30 40%	5/16 31%	7/14 50%

*Q: (EM): There looks like there is a massive issue between girls and boys in EYFS?*

*DW: The baseline in the first 2 weeks, Boys just aren't ready, they are having small group intervention for physical phonics, whilst the rest are using whiteboards. The rest are flying with their progress*

*Q: (EM): How many summer babies are in EYFS?*

*DW: I don't know but I will find out and email you with the information*

*C: (JC): It could be the same as Y6 with regards to summer babies*

*DW: Summer babies don't catch up till they are 18*

*C: (DW): We have now changed to a new system called Tapestry for our observations, these can then be sent out to parents*

*Q: (DS): If parents make a comment is it ongoing?*

*DW: No, we are replying to parents all the time. We have two PGCE students in the class room at the moment and when we observe them it is filtered through to Miss Rehman and myself*

**13e Leadership and Management Summary**

The academy judges leadership and management to be outstanding. Leaders inherited an academy where attainment was 30% below the national average and progress measures for reading, writing and maths were in the bottom 10% nationally. Currently, the academy has been just above the national attainment average for the past two years and progress measures for Reading and Writing place the academy in the top 18% nationally and in the top 10% nationally for Maths. The Local Governing Body members have challenged and supported senior academy leaders to ensure the academy is transparent and moving forward.

**14 REVIEW IMPACT OF PP PLAN (2018/2019)**

The percentage of Disadvantaged pupils achieving the expected standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils. The percentage of Disadvantaged pupils

achieving the greater depth standard at the end of Key Stage 1 and 2 in all areas is in line with or closing the gap to national other pupils. The percentage of Disadvantaged pupils in Foundation Stage achieving GLD in the areas of Reading and Speaking is in line with non-disadvantaged pupils and in-line with national figures. The academy has added an additional class in order to create pure year groups and smaller classes. On the whole this approach appears to be contributing to the closing of the gap between disadvantaged pupils and non-disadvantaged pupils at Croxby. This will continue in 2019/2020.

*Q: (DW): Are there any areas that should be highlighted to draw to our attention?*

*DW: No*

*Q: (EM): How do you recognize JAM families?*

*DW: Mainly through conversations with parents and listening to them but we do have to guess sometimes but we can be wrong*

*C: (EM) People are proud though, the Y6 visit is expensive for a lot of families*

*DW: Parents can talk to us*

## **15 AGREE PP PLAN (2019/2020)**

The pupil premium grant (PPG) is maximised by utilising a long-term strategy aligned to the academy's development plan enabling the implementation of, medium and long-term interventions. The use of the PPG is aligned with wider academy improvements, whilst improving outcomes for pupils in receipt of the PPG. Overcoming barriers to learning is at the heart of PPG use.

The governors had all received the PP Plan before the meeting and were asked if they had any questions.

*C: (DW): It was recommended that we change to a 3 year plan, it still lets us review and change it as we go along*

*C: (DS): It looks a good document*

*C: (DW): The only change is the funding for Mrs Skerrett to work closely with disadvantaged children 2 days a week. The Reading Champions also have extra hours*

*Q: (DS) When is the plan reviewed?*

*DW: Termly and governors will receive updates every half term*

*Q: (DS): OFSTED do seem to be focusing on PP and how much money is spent, are you prepared?*

*DW: It shows the impact on the children with all the interventions available to them*

*Q: (EM): What is Mabel?*

*DW: It is a speech and language company based in Leeds, they have an online system. Therapists are really hard to get to come into the academy. With Mabel the children who use it will get the same therapist every week. We have £4,000.00 in the budget to use on Mabel and we also have some support staff that are working in EYFS with children who require help with speech and language. This will then identify who needs to use Mabel on a 1 to 1.*

*Q: (EM) Does the academy get told who has speech and language difficulties?*

*DW: Not unless parents tell us*

*C: (EM): I do know that the therapist have a long waiting list*

*DW: Yes, that is why this is very important*

**Resolved:** Governors were content to approve the Pupil Premium Plan 2019/20

## **16 SPORTS PREMIUM PLAN (2018/2019)**

*DW: This is slightly out of sync, the government changed it to the summer term and it had to be on the website by 31 July 2019. I will just give you some of the background to it -*

*Mr Watts did work 5 days a week until the end of the summer and then he was released and now works 2 days a week. The teachers are now doing their own PE lessons and there has been a big improvement, very*



*solid lessons. There is a new timetable for the Autumn term which also includes NAPA 2 morning a week, concentrating on dance this term. I had 25 children at Cottingham High School this evening taking part in a Cross Country event, we also have a lot of football fixtures going on.*

**Resolved:** Governors were content to approve the spending of the Sports Premium 2018/19

**17 SEF**

Approximately 318 pupils on roll from Year R-6. 19% of pupils are eligible for the pupil premium. The school was placed into Special Measures in December 2016. Trust support in place March 2017. HT, who is an NLE, AHT and senior teacher started September 2017. The school became an academy in October 17. Since the OFSTED inspection, the original Head teacher and 2 senior leaders have left the academy and the deputy relinquished the position. The two AHTs are now SLEs. A middle leader is on a 0.4 secondment to the Trust as an Academy Improvement Leader and an aspiring leader is an Academy Improvement Partner for the Trust.

**18 ACADEMY DEVELOPMENT PLAN**

The governors were given The Academy Development Plan to look through before the meeting. There were no questions raised by them.

**19 TRUST REVIEW**

The Trust review was on Thursday, 19 September 2019. Mrs K Mason lead the review with Mrs C Kennedy (Chief Academy Improvement Partner) which was mainly based on SLT, Aspiring Leaders and NQT's.

**20 TRUST TERMLY UPDATE**

This was sent out via email as a newsletter to all staff and governors

**21 GOVERNOR TRAINING AND SUPPORT**

Mandatory Learning Link modules to still be completed by 2 governors.

**ACTION: DS and MS to complete both the mandatory NGA modules**

**22 GOVERNOR VISITS TO SCHOOL**

Links to come in once a term, this has been happening and will continue in the future.

**23 DATE OF NEXT MEETING**

Tuesday 28 January 2020, at 5.45pm.

**24 ANY OTHER URGENT BUSINESS**

Mrs Norman resigned over the summer from the LGB due to personal reasons. Mr Shaw wanted

to show the Board's appreciation to Mrs Norman for all her hard work and dedication over the years for Croxby Primary. Mr Waterson suggested that Mrs Norman is invited in to an assembly to show her the academy's gratitude.

All governors agreed this was a good idea.

The meeting closed at 7.30 pm

**25 ACTION POINTS**

**25a ACTION: To vote for the Vice Chair position at the next meeting (28 January 2020) minute 10.2**

**25b ACTION: JT To amend the minutes from 12 September 2019 (minute 11)**

**25c ACTION: DS and MS to complete both the mandatory NGA modules (minute 23)**