



Croxby Primary Local Governing Board Meeting
Croxby Primary Academy. Tuesday 29 January 2019 at 5.45pm

PRESENT:

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

ALSO IN ATTENDANCE:

Mr M Copley (Assistant Head, MC); Mr R Hill (SLT, RH); 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.

25 WELCOME AND INTRODUCTIONS

Mr Shaw welcomed everyone to the meeting.

26 LEADERSHIP WALK

Mr Hill and Mr Copley took the Governors on a walk around the corridors to show them the working walls, which include the new Knowledge Organisers.

The Governors thanked Mr Hill and Mr Copley for the great opportunity to experience the work in the academy. They were very impressed with all the hard work that goes on.

27 DECLARATION OF INTERESTS

No conflicts of interest were declared.

28 APOLOGIES

Dr C Kemp (CK, Vice Chairperson); Mrs J Clemas (JC).

Resolved: That consent is given to the absence of the above named governors.

29 MINUTES OF THE LAST MEETING (9 October 2018)

Resolved: The minutes of the last meeting on 9 October 2018 were confirmed as a correct record, with the exception of from 09b ii) regarding Mr Hill delivering training at Penshurst, it was in fact Writing not Maths.

30 MATTERS ARISING FROM THE MINUTES

30a ACTION: E Safety Coordinator to complete LA / ERSCB training. Completed

- 30b ACTION: DW to be booked on a Level 3 Safeguarding course ASAP.** Completed
- 30c ACTION: GS to circulate list of Governor’s responsibilities following an update to the Scheme of Delegation.** Completed - JT handed out a Governance Handbook to all
- 30d ACTION: JT to forward link for all governors to complete PREVENT training.** Completed
- 30e ACTION: CN to remove governors from the Safer Recruitment training list on the ERSCB Safeguarding Report.** Completed

31a ACHIEVEMENT SUMMARY

DW presented a summary of the Autumn 2018 outcomes for the whole school. National data has been added so that questions about the Academy’s journey to be achieving at least the national average could be asked. As more data is released the table will expand. DW explained to the governors that SLT had compiled all the reports for this meeting.

Year 2

	% achieving National "Expected" Standard	% achieving Greater Depth
Reading	71	21
Writing	69	19
Maths	81	26

- 3 children joined Year 2 in January 2019, 2 are not on track to achieve the expected standard
- Girls are outperforming boys in all 3 subjects
- Zero FSM or SEN children are forecast to achieve Greater Depth

Year 6

	% achieving National "Expected" Standard	% achieving Greater Depth
Reading	75	28
Writing	78	20
Maths	76	24
Grammar / Punctuation / Spelling	78	34
Combined	64	10

- Girls are outperforming boys in all subjects at Expected and Greater Depth, with the exception of boys outperforming girls at Maths Greater Depth

Q: (EM) In Y6 girls’ performance is higher than boys in the Combined section, why?

DW: Girls have recently improved by 8% whereas the boys have maintained their current level.

Q: ((DS) Is there a trend?

MC: No gender trend, it fluctuates in all the year groups.

Q: (EM) Is there normally such a big gap?

MC: It is varied depending on year group.

Q: (DS) 60% Year 6 PP are expected to reach the expected level in Combined, why is this so high?

MC: PP have a big input with interventions and DA children are showing great progress. We have 1 member of staff in Y6 for 1 extra day per week who is supported by Swinemoor Primary from Beverley. The work that is provided is very focused.

Q: (DS) How confident are you with your predictions?

MC: The data is triangulated between the work in the books, mock test scores and pre/post testing so we are very confident they are correct.

Q: (DS) What are your predictions for Y5 outcomes?

MC: We are predicting 56% achieve Combined measures, they were a lower cohort at KS1. In Y5 we have a significant amount of SEN children but it is an improving picture. Y4 have a Combined of 73% and this data has been supported by termly assessments. We take books into account to also evaluate this.

Q: (DS) Why is Combined not higher in Year 5?

MC: The data shows that children are achieving in one or two subjects but not all three, with no pattern evident. The children are placed in an intervention programme, so that they can maximise what they can achieve.

Q: (DS) How quickly do you pick this up?

MC: We have professional conversations every 6 weeks between the teachers and SLT. Straight after this we will then have assessments for the children to complete as well as looking at their books. The termly assessments give us the headline data for us to check with the teachers.

RH: We now have one sheet of RAG and this puts every child in their year group so that we can pin point straight away if a child needs extra help. The child could be strong in three subjects but not combined and so we then look at which subject we need to help them in.

Q: (DS) Does the Academy have a provision to deal with this?

MC: We have 270 places on our intervention programme.

Q: (DS) Do the children gain confidence from this?

RH: Yes, the intervention team input prior to the lesson which means the children can access the learning in the lesson more often than not.

Q: (DS) 270 is a lot of sessions, the support staff must be doing a good job?

MC: Yes, the children do pre and post assessments and then the support staff work with the children on these. The support staff go over the next week lessons in advance.

DW: We have a TA who is our Reading Champion and they hear 50 children read over 2 days.

RH: PP have been given a high percentage of time and this is highlighted by their teacher. The children are excited about going out with the TA to read. We are also promoting reading at home. At the end of the week the class that has read the most at home will get a certificate in the assembly. We check their reading records to see how many times they have read at home in a week.

Q: (DS) How do you quality assure the interventions by the support staff?

DW: Myself and Mrs Neighbour have completed both work scrutiny and observations.

C (CN) It must bring consistency to the children, having the same member of staff to read to.

Q: (DS) How do you record the impact on the interventions on the children?

MC: Data is recorded on our Effect Size tracker, which is shared with the teachers and the support staff are shown the data so that they can see the impact.

31a ii) DSEN Update

- The number of pupils identified as requiring additional support is close to the East Riding average and below National.
- There are currently a high number of pupils with SEND in Y5.
- The Academy has increased its capacity to support the vast majority of SEND pupils (and others) through the use of the interventions and the Learning Zone.
- Children who are currently working within a year group below their peers are catered for in our Pathway provisions. These children are supported in Literacy and Maths in small

groups, led by TAs. Work at the appropriate level is provided and monitored by the class teachers.

Q: (CN) Do the teachers feed back to the TAs?

RH: The TAs will know what work each year group is doing and they will make sure it is suitable for every individual child. They will always report to the child's class teacher and it then goes to SLT for the Professional Conversations that are held, making sure the work is appropriate for that child.

Q: (DS) Over 20% in Y5 seems high?

DW: Its always been high historically.

31a iii) Disadvantaged Learner Update

Year 6 SATs progress – Average Standardised Scores

	All Children		Disadvantaged	
	September 18	January 19	September 18	January 19
Reading	96.06	101.3	96.7	103.11
Maths	94.08	95.1	95.1	99.3*

*with one child taken out the score would have been 101

Overall the Academy is predicting 60% of Year 6 PP children to get the Combined result which was only 44% last year with no Greater Depth at Combined. The Academy is on track to get at least one Greater Depth Combined this year from a PP child.

Effect Sizes are used to measure progress in Maths. The table below shows the progress of disadvantaged children, the children who receive pre teach intervention and the whole class in the key year groups.

Years 2 and 6

	Round One – place value			Round Two – addition and subtraction			Round Three – multiplication and division		
	Disadvantaged Pupils	Pre-teach Intervention	Class	Disadvantaged Pupils	Pre-teach Intervention	Class	Disadvantaged Pupils	Pre-teach Intervention	Class
Year 2 – class A	1.5	1.7	1.3	1.48	1.75	1.23	1.6	1.32	1.19
Year 2 – class B	1.4	1.73	1.29	1.72	1.73	1.33	1.81	1.85	1.41
Year 6 – class A	1.21	1.67	0.95	0.77	1.23	0.93	1.27	1.31	1.2
Year 6 – class B	0.1	0.72	0.29	0.48	0.69	0.38	1.12	1.04	0.69

NB. The groups highlighted green have made accelerated progress compared to the rest of their class.

31b QUALITY OF TEACHING, LEARNING AND ASSESSMENT SUMMARY

Moderation and evaluation throughout the term (lesson observations, book scrutiny and progress measures) started in September and continued throughout the full term. This provided the current position of 9 ½ classes out of 13 having good or better teaching. Those classes who are not at the required standard will be a focus over the next term. In addition, all teachers and leaders will remain on their personalised coaching or mentoring plan to develop their leadership skills further.

Q: (DS) It is a strength that is developing and all staff are supporting each other which is good to see. Are you happy with this?

DW: Yes, SLT are working hard with all the staff.

Q: (DS) Are SLT carrying out more observations?

DW: We are doing more drop ins than observations, it depends what is on the MER as to which classes/teachers we visit.

Q: (DS) Do you think formal observations would help the teachers be more confident?

DW: Most teachers can deliver a good lesson when they need to but we want consistency in every lesson.

MC: We are also constantly looking at books as this give a better picture for us to assess the progress that is being made. It is all about learning.

Q: (MS) Would you say that pupil voice is improving?

MC: Yes, as a staff we are giving them the chance to talk and to be proud of the work they are producing.

31b iv) EYFS

EYFS data will be discussed at the next meeting when the next data set is available.

31C PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SUMMARY

31c i) Attendance and Punctuality

EYFS have had the lowest attendance from September 2018 to December 2018.

Headline Measures Analysis: Attendance September -December 2018

- Target - 97.50%
- Academy – 96.60% (Sept – Dec 2017 was 96.75%)
- National – 96%

PP Attendance

- Academy – 94.5% (2017/18 was 94.6%)
- National – 94.30%

SEN Attendance

- Academy – 96% (2017/18 was 82.4%)
- National – 94.5%

Q: (DS) Why is attendance much improved?

DW: Robust and rigorous procedures have been in place and are tightly followed.

31c ii) Safeguarding Report and CLA (Children Looked After) Report (Sept – Dec 2018)

- 3 Operation Encompass reports received regarding 5 children
- Zero allegations against staff
- Zero bullying incidents
- 4 physical interventions regarding 1 child

32 OFSTED ACTION PLAN: DISCUSSION AND UPDATES

There is only one item in red in the section to raise standards to increase the percentage of pupils achieving a Combined national standard score “to raise the profile of times tables by having competitions and celebration events”. All other key actions are on track for completion.

Mr Hill and Mr Copley left the meeting at 7.10 pm

33 POLICY UPDATE

There were no policies to update.

34 GOVERNOR TRAINING AND SUPPORT

Governors were reminded to complete modules from the NGA Learning Link and the absolute minimum requirement is to complete 2 modules per year.

ACTION: Governors to send JT electronic copies of any Learning Link modules undertaken

35 TRUST UPDATE

- The first Trust Conference was held on Monday 7 January 2019. Over 450 teachers from across the family of academies attended the event. Speakers included John Edwards, (Regional Schools Commissioner), who provided an outline of the national picture regarding the development of multi-academy trusts, Marc Rowland, whose area of expertise is disadvantaged students, and Mary Myatt, an education advisor, writer and speaker, who delivered two sessions on the curriculum and the importance of creating environments that provide high challenge but low threat for learners and staff alike. Feedback from colleagues has been overwhelmingly positive.
- On the same day a series of workshops and training events were held in academies across the Trust for Support staff colleagues.
- Currently working with Winifred Holtby and the DfE to convert that academy’s status from Associate to Full member, a process which is hoped to be concluded by the end of this academic year.
- A number of appointments to the Central Service Team are likely to be made over the coming months, including a Strategic IT Manager and a Pensions Clerk
- Funding has been received from the DfE to run a project aimed at improving outcomes for Disadvantaged learners
- An application to SALIX – an energy efficiency programme – to replace lighting at Holderness Academy has been approved and this project will start shortly. Still waiting to hear whether applications to the same scheme for Croxby, Penshurst, Cottingham and Howden were successful.
- The next conference for teachers will be on 25 October 2019 and for support staff on 6 January 2020.

36 DATE AND TIME OF NEXT MEETING.

Tuesday, 7 May 2019, 5.45 pm.

37 AOB

DW circulated a report from the Director of Education and the Chief Academy Improvement Partner, focussing on the impact of the SLT on Teaching, Learning and Assessment. The Report was very positive.

38 ACTIONS

38a ACTION: Governors to send JT electronic copies of any Learning Link modules undertaken (minute 34)

The meeting closed at 7.15pm.