



The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Virtual Meeting

Tuesday, 16 March 2021 at 5.45pm

PRESENT:

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

ALSO IN ATTENDANCE:

Mrs L Lindsay (LL, AHT), Mrs K Mason (KM, AHT), 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.

29 WELCOME

DS welcomed everyone to the third meeting of the academic year.

30 APOLOGIES

Full attendance

31 DECLARATION OF INTERESTS

No conflicts of interest for this meeting were declared.

32 MINUTES OF THE LAST MEETING (8 December 2020)

Resolved: That the minutes of the meeting held on 8 December 2020 can be confirmed as a true and correct record and signed by the Chair, DS.

33 MATTERS ARISING

33a ACTION: All internal assessment data to be presented at the next meeting – action carried forward

33b ACTION: SEND data to be presented at next meeting – action carried forward

33c ACTION: EYFS data to be presented at next meeting – action carried forward

33d ACTION: Governors to continue to with their training. The 2020 Safeguarding: A Governor's Role and the GDPR Sentry Data Protection module must be completed by the next meeting (minute 24) – All completed the above apart from 1 who has IT issues, this has now been resolved.

33e ACTION: Governors to continue to use the Governor Visits Form for all physical and virtual meetings (minute 25) – Governors reminded of this and will continue to do so.

34 HEADTEACHER'S UPDATE

Signed by the Chair:

Date: 19 May 2021

- 309 children are on roll in the Academy
- 1 child returned to Romania during lockdown
- 7 children joined the Academy during lockdown
- 21 children have joined since the first day in September 2020
- 36 first choice for EYFS for September 2021 (These are provisional numbers from ERYC)

Q: (DS) The 21 children that have joined since September how have they integrated?

DW: Many of the children have additional needs and a similar pupil joined Croxby yesterday. For our size it has been like having an extra class. Y4 and Y5 are nearly at the 60 pupil admission number. The children have settled really well. We have not reached the 10% mark to request extra funding.

Q: (JC) 21 children that have joined and 36 first choices for EYFS in September, do we have the resources and staff provision to allow for these numbers at the moment?

DW: Yes, although the budget is based on the numbers in November 2020. We have ordered extra IT equipment using the money we have saved from last year's lock down. Staffing is tight, Mrs Mason and Mrs Lindsay are now in a class full time, AHT's had spare capacity at the beginning of the year but there is no slack in the system. All but two TAs are deployed on a 1 to 1 basis or in the enhanced resource provision room.

34a Safeguarding

- 6 Operation Encompass cases
- 21 Number of Multi Agency Meetings attended
- 100 Phone calls/text messages made for missing children (children who were not engaging in learning)
- 4 Number of home visits made
- 28 Number of Vulnerable children in the Academy during the lockdown (Vulnerable children include those with agency support or have an EHCP)
- 1 EHCP pupil who didn't attend out of all vulnerable pupils in the Academy

The Data has been provided by Mrs Neighbour (SEND/CO/DSL).

Q: (JC) The number of phone calls/texts made for missing children (100), are they repeat cases or 100 separate cases?

DW: A number are repeats and I don't have the number of families it involved

Q: (JC) Did this include siblings as well?

DW: 100 calls were made to families, which may have had more than one child in them. The 4 home visits were based on children we couldn't get hold of with phone calls/text messages. I didn't want to make unnecessary home visits in these trying times but the Academy had no response from the 4 families at all during the lockdown. All are now back in the Academy.

Q: (DS) Looking at the safeguarding numbers, are we able to gauge how we compare against national?

DW: No, but I can tell you how we compare to last year. Compared to the last lockdown we have had 3 more Operation Encompass this year, this is where the police have been called to a house due to domestic violence. The Academy also had one more Multi Agency meeting than last year. More vulnerable children attended this time compared to last year and this was through hard work of the staff. 40% of the PP cohort attended during this lockdown and 73% of SEN children were in the Academy.

Q: (EM) Out of the 100 phone calls/texts did we have any negative comments or were they all positive?

DW: All were fairly positive. We have had results back from the TCAT survey, the results were combined over the academies. 1 negative comment out of 100 about the office. Half of the

parents think we give too much work and half think we don't give enough. All other questions were answered positively.

Q: (CK) Did the home visits improve the situation?

DW: No, I also dropped work off at that point too. They did complete the work and touched base with us but it continued throughout lockdown.

Q: (CK) Have they all returned to the Academy now?

DW: All but 1 returned on the first day we opened and 1 absence was due to illness.

Q: (JC) The 1 ECHP pupil who didn't attend during lockdown, was regular contact made with this pupil?

DW: They were contacted every week and they also featured in the assemblies we held remotely and they had a request for a song every week. We have had many positive messages from the family concerned. The pupil came back on a part time timetable and is now full time from this week.

Q: (JC) So they were engaging, just wasn't at school?

DW: Yes, that was the right decision by that family at the time. They were the only child receiving paper copies of work because they needed that as part as of their EHCP.

34b Health and well-being of Learners

- 4 children have maintained their sessions during lockdown with The Trust's Child Mental Health worker
- 20 Children have worked with the Academy's ELSA
- From the 8 March the Academy has increased its ELSA capacity
- Access to Mental Health Counsellors through MABLE is being investigated by Mrs Neighbour
- During the lockdown period the Academy had 2 non-screen days

Q: (DS) The open question is, it is only the first week back but how is it working from a child's perceptive as well as staff perceptive?

DW: Good question. I will talk about the children first, we have had an increase in the number of children having a lot of anxiety and issues. We must bear in mind that the children have had a lot of time at home and a lot of attention, they are then coming back to a classroom full of 30 children. We have added extra mental health capacity by engaging with MABLE counsellors. It is expensive at £60.00 per session. Our own ELSA worker has over 20 children that she works with. The Trust's Child Mental Health worker continues to work with 4 children. We have changed the context form from TCAT to track anyone having mental health input and know if there is a big increase. We have children who are self-harming.

Q: (DS) How have the children reintegrated, as you have had those that have had face to face learning and those that have had distance learning?

DW: These are two different things, the ones that have been in the Academy have been used to small groups and the full attention of the person in the room. Then the exact opposite of that for those who have not been in, there will always be anxiety about coming back after being off for so long. The only way to measure that is via the behaviour in the classroom and we have had no issues in the classrooms apart from ERP children and two incidents at lunchtime over the 7 days since returning. The children have just got on and worked hard.

34c Health and well-being of Staff

- Office staff worked on a rota
- Learning support staff and Mrs Sykes worked in the Academy throughout lockdown, either in bubbles or within the Enhanced Resource Provision
- On the first non-screen day they all received a well-being day
- Teachers worked from home delivering online lessons to both the children at home and in the Academy

- On the 2 non-screen days the teachers were in the Academy teaching face to face and also the Friday before the Academy reopened
- There have been weekly TEAMS meetings for the teachers
- A weekly check in with one CEV member of staff has taken place
- Mrs Mason, Mrs Lindsay and Miss Rehman have worked in the Academy every day during lockdown
- 1 member of the teaching staff taught from a classroom in the Academy
- Lunchtime staff that do not have children of school age also worked during lockdown
- Everyone at the Academy has had access to the Trust's Adult Mental Health worker
- The Academy is in the middle of a restructure/redundancy staffing process

DW: Continuing to answer your question about staff well-being. The support staff have been absolutely fantastic, leading key worker groups. However, transitioning from having their own small class to being a one to one is a big step. In a reverse situation, the teachers that have taught from home and are then coming back and teaching a class of 30 children. There is the offer of the Trust's Adult Mental Health worker for any staff who require support.

Q: (DS) How did the office staff operate?

DW: The office staff worked on a rota so that we only 2 staff were in on any day.

C: (DS) The one thing that stands out to me is the attendance, to get an engagement figure of 85% is phenomenal.

DW: We were pleased with that percentage. The IT infrastructure in terms of hardware helped us a lot. We were able to give out over 50 devices to allow children to access the work at home. This included many families who have multiple children in the household. We are really pleased with the 85%, this is the figure of children that engaged with the learning. Numbers did drop off in the afternoons.

Q: (JC) Where it fluctuates between 100 to 130 children attending, is this due to part time key worker children or attendance issues?

DW: We took the decision to allow our key worker children to only attend on the days their parents were working, whereas a lot of schools said key worker children had to attend full time. In our opinion this defeated the object of the lockdown.

Q: (JC) 5 student teachers is a lot for a primary school, how has that worked?

DW: Yes, it has worked well, out of the 5 we are hoping that one is going to join the staff in September and a further 2 as UQTs for the summer term. 3 out of the 5 to get a teaching job is great for us.

C: (JC) That is brilliant.

34d Learner education and engagement

C: (DW) Mrs Lindsay has worked hard from an IT perspective with all the different schemes and programmes to make sure everything worked well.

LL: When the children were at home it was no different for them to being in the classroom. They didn't have to learn anything different to what they were already use to apart from the initial getting on TEAMS, the instructions went out and everyone was able to follow them from home. It was the organisation in the summer term and thinking about Blended Learning and use of the technology which allowed this to be a success.

Q: (DS) Has LBQ been a success?

LL: Yes. We could see exactly what work the children were completing and also who had problems, these could be dealt with just like it would be in the classroom.

Q: (DS) How are we going to measure where the children should have been to where they actually are after all the disruption they have suffered?

DW: We have an assessment week next week which will give us an idea of how successful the learning has been during the lockdown. The results will be interesting to see, there are going to be some children who are a little bit behind but there will also be those that are going to be further

ahead as learning from home suited their learning style. We believe the spread of attainment is going to be wider.

Q: (CK) In the assessment week you are asking the teachers to say where they think the children should be but you sent the half term reports out in February. How can this be put in context in terms when you are told your child is at National level, does this mean they will have gaps or won't have gaps or is it just at that moment in time the child is doing what they are supposed to be doing?

DW: Good question, the half term reports were based on what the children had done and what they had covered before we went into lockdown. They had all been assessed at Christmas and obviously they are all at different stages. Next week we were due to send a snapshot report out to all parents but because of the last two months, we have decided against this until we are certain we can give you a more accurate picture of where the children are. It will be based on where they should be in a normal year. If a teacher assessment says they are National that is comparing them to where they should be normally.

34e How are our groups performing – Pupil Premium, SEND

Q: (JC) Have the gaps between the PP children widened or is it too early to say right now?

DW: Too early to say, we will know next week, some of the gaps may have widened, at that point it will depend on how much the children have engaged. We have several children now that have started extra Reading Plus that haven't accessed it during the lockdown and a number of those children are in receipt of pupil premium.

34f How will we return to normality (including baseline assessment and update on implementation of existing plans (ADP, PP and Sports PP)

Q: (JC) The building works to connect the younger resource provision classes with the EYFS will it allow for a larger cohort in future or is it allowing for the two classes in September?

DW: It will create the opportunity to have a nursery in the future. What it doesn't do is increase our numbers now because one of the rooms is being used for the younger ERP children. We have two children who are having to go around from the ERP room to the EYFS room at the moment, the building work will create a free flow so they will get access to both the inside and outside provision quicker.

C: DS I can see that TCAT are doing some match funding for IT.

DW: Yes, that is good news for us. On the IT plan the boards were not due to be replaced yet. Due to the matched funding we can bring the installation allowing a new board in every classroom and also two in the hall.

C: (EM) I've got £2,000 to spend on IT equipment through the CO OP fund so can you let me know what this can be used for.

DW: Brilliant, that is great, we are looking at trying to get a projector for our sensory children that will react on the floor.

34g Lateral Flow Testing

All staff members of the Academy have been offered to complete 2 lateral flow tests a week. All but 2 staff are taking part in the process.

34h Any concerns

No concerns were raised

35 COVID CATCH UP FUNDING

- £24K catch up premium has been allocated
- Funding is based on £80 per learner

- Catch up strategies were based on good teaching priorities, targeted academic support and wider strategies for support
- Funding Statement is to be monitored by Governors as Headteacher must be able to show the funding has been used to resume teaching a normal curriculum as quickly as possible
- Funding Aims:
 - 75% of children will achieve their MABLE targets set by the end of their sessions.
 - Accelerated progress in fluency, comprehension and vocabulary acquisition for children in KS2.
 - Increased number of targeted children are working at the national standard in maths in Year 6 as a result of the targeted interventions provided by Third Space Learning.
 - Increased number of targeted children are working at the national standard in maths and English in Year 5 as a result of the targeted interventions provided by Yipiyap online tutoring

KM: We are using different elements, the first one is Reading Plus that was trialled in Y5 and this has now been rolled out across the Academy. Everyone in KS2 is completing two sessions a week and those that haven't had it in lockdown, will be doing an extra session in the Academy. We also have Third Space Learning which Mrs Lindsay has done a fantastic job getting all the children on. We also have speech and language which is Mabel, we have used this system for a while and have continued with that. We have 12 children who are engaged on Mabel and they are hitting the targets.

Q: (EM) What happens when the children have done the 10 Mabel sessions?

KM: It depends on whether they hit their targets also which direction Mrs Neighbour and the Mabel representative take them.

DW: Once they have completed the 10 sessions, if the children need to continue they will, the funding is in place for this. That will be for Mrs Neighbour and the Mabel representative to decide at that point.

Q: (DS) This is government funding; do we have to report to them how we are spending it?

KM: We have our aims and outcomes and review them as we go along. This document is available on our website.

DW: It will come up in inspection, they will ask to see it then.

Q: (CK) Reading Plus, the book they can read is limited to one a week but is it possible for the vocabulary to be more than once a week or is it limited?

KM: With Reading Plus there are certain elements we can tweak, for the needs of the children. It is just getting the children using it and the teachers to being aware of the needs of the children which will come within the next week. Some children may need more fluency and must read more, if the teacher feels that is the need of the child.

KM: Yipiyap is a one to one tutoring programme that is also being used.

36 POLICY UPDATES

No updates

37 GOVERNOR VIRTUAL VISITS

There has been one virtual visit to the Academy since the last LGB meeting in December:

- CA on the 10 March 2021 – Safeguarding/DSEN/PP Link virtual visit

Governors were reminded to complete a Governor Visit form for every visit. There is also a simple and brief Safeguarding Audit at the back of the Governance handbook that should be used for every physical visit.

ACTION: All three Link Governors to continue to use the Governor Visits Form for all physical and virtual meetings. A Link visit to be carried out over the summer term

38 GOVERNOR TRAINING AND SUPPORT

It was reported that all governors had completed the Data Protection training and all but one due to a technical issue, had also completed the NGA training: Safeguarding: The Governor's role.

ACTION: MS to complete the NGA Safeguarding: A Governor's Role ASAP.

ACTION: All Governors to ensure they have completed at least one other NGA module before the end of the academic year.

39 DATE OF NEXT MEETING

Tuesday, 18 May 2021, 5.45 pm

40 ANY OTHER BUSINESS

All the governors agreed that they could meet next Tuesday, 23 March at 5.45 pm for an extraordinary Part B meeting for the Restructure and Redundancy Process.

41 AGREED ACTION POINTS

41a ACTION: All internal assessment data to be presented at the next meeting (minute 33a)

41b ACTION: SEND data to be presented at next meeting (minute 33b)

41c ACTION: EYFS data to be presented at next meeting (minute 33c)

41d ACTION: All three Link Governors to continue to use the Governor Visits Form for all physical and virtual meetings. A Link visit to be carried out over the summer term (minute 37)

41e ACTION: MS to complete the NGA Safeguarding: A Governor's Role ASAP (minute 38)

41f ACTION: All Governors to ensure they have completed at least one other NGA module before the end of the academic year (minute 38)

The meeting finished at 6.45 pm