



THE CONSORTIUM
ACADEMY TRUST

Croxby Primary Local Governing Board Virtual Meeting
Croxby Primary Academy. Tuesday 10 November 2020 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 K Mason (Assistant Head, KM); Mrs L Lindsay (Assistant Head, LL); Mrs C Neighbour (SENDCO, CN); Mr R Hill (SLT, RH); Miss J Rehman (EYFS Lead, JR); 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.

01 WELCOME AND INTRODUCTIONS

DS welcomed everyone to the meeting. The meeting was held virtually on MS Teams.

02 APOLOGIES

Full Attendance

03 DECLARATION OF INTERESTS

No conflicts of interest were declared.

04 APPOINTMENTS

04.1 Appoint a Chair

Expressions of Interest had been invited from all governors for the positions of Chair and Vice Chair. DS indicated that he was willing to take on the role of Chair once more. All governors unanimously voted him to be Chair.

Resolved: That DS be Chair of the Croxby Local Governing Body for the 2020/21 academic year.

04.2 Appoint a Vice Chair

Expressions of Interest had been invited from all governors for the positions of Chair and Vice Chair. As no expressions of interest were raised CK was asked to continue for the next academic year. CK agreed to this and all governors unanimously voted for her to be Vice Chair

Resolved: That CK be Vice Chair of the Croxby Local Governing Body for the 2020/21 academic year.

04.3 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 on with the role if necessary. This role fits in with his role as the governor responsible for SEND. Governors were content to approve CA as Safeguarding Link for 2020/21

Resolved: That CA will continue to be the link governor for Safeguarding, Disadvantaged and SEND.

05 MINUTES OF THE LAST MEETING (12 May 2020)

Resolved: The minutes of the last meeting on 12 May 2020, were confirmed as a correct record.

06 MATTERS ARISING FROM THE MINUTES

06a ACTION: DS and MS to complete both the mandatory NGA modules (minute 34) – DS completed, MS ongoing – action carried forward

06b ACTION: JT to update the dates on the policies and put on the academy website (minute 33) COMPLETED

06c ACTION: JT to process this with payroll at TCAT (Part B – Confidential) - COMPLETED

07 STRATEGIC HT REPORT TO GOVERNORS

07a OVERALL EFFECTIVENESS

DW reported the following

- Positive start to the new academic year.
- Approximately half of their pupils were back into the Academy before the end of the previous year.
- Several 'Stay and Play' sessions in small groups, to welcome their youngest learners and to meet Miss Rehman were held.
- Year 6 participated in some virtual transition activities with their High Schools to ease their move into secondary school.
- Every member of staff was instructed to read the thorough risk assessments and were also provided with a health and safety briefing.
- A survey was sent to staff after a few weeks of being back for them to provide feedback about their return and the safety measures put in place. Overall, all responses were positive, and any suggestions made have been considered and responded to

Q: (DS) There have been 12 new admissions is this a growing trend?

DW: This is high number for this point in the term. Many have come from Appleton Primary.

Q: (CK) In regards to the staff questionnaire what were the suggestions if not happy?

DW: The staff had asked for a place to eat lunch. In response we had opened a temporary staff room in the Hall but have had to close it due to the new rules in place for Covid-19. Staff are now eating lunch in their classroom, they have to social distance 2 metres apart and we have a cone system in place for smaller rooms in the Academy.

Q: (DW) What are the current figures for the Graduate Awards, do you have a breakdown?

LL: 214 Graduate Awards have been passed by 125 children

42% of the children have passed

57% = KS2 (113 children)

32% = PP (32 children)

38% = SEN (19 children)

Q: (DS) Good set of figures can we include it in the future report?

DW: Yes

Q: (EM) Do you record the percentage of who has attempted the award but hasn't passed?

DW: No, we do not believe this would be a good use of time.

C: (LL) The children generally pass the 2nd time if they do not pass the first time, they study for the extra week and they are encouraged to take it again

- During the period of online learning, throughout lockdown, teachers used this time effectively to encourage children to be resilient and resourceful learners whilst embedding previously taught knowledge.
- This led to the Croxby Way Curriculum being strengthened this year by the introduction of spaced retrieval lessons which aim to secure knowledge from previous themes by providing time to revisit them and 'test' knowledge.
- Metacognition strategies are being developed further to ensure that previously taught skills, which encourage independence and group work, continue to be reinforced.
- Due to Covid 19 restrictions, they have had to be creative in ensuring they can still provide an enriched curriculum that the pupils deserve.
- Additional musical instruments to ensure they have double the amount has ensured that every child in Key Stage 2 is still able to play two musical instruments.
- They have worked collaboratively with East Riding Music Service to guarantee individual tuition can continue; some face to face and some virtually.
- NAPA have continued their musical theatre lessons but are providing more of a dance focus until they can resume singing.
- Whole Academy assemblies are now conducted through Teams, including the Harvest Festival assembly.
- The Graduate Awards Programme continued during lockdown and proved to be a huge success in developing those independent skills children need to become self-regulated learners. Over the academic year, they awarded 700 badges in total.
- The Facilities Assistant has worked hard over the summer period maintaining the Academy and making improvements to ensure it is an aesthetically welcoming place to be. In addition to his work, a pathway has now been cleared between the trees planted in Esma's Butterfly Garden so it can be a usable space to wander through and gather your thoughts.

07b QUALITY OF EDUCATION SUMMARY

The table shows the number of staff demonstrating an effective quality of education for the pupils at the end of the academic year 2019-2020 compared to the end of the Autumn Term.

	Number of Staff Demonstrating an Effective Quality of Education 2019 -2020	Number of Staff Demonstrating an Effective Quality of Education Autumn Term 2020
Teachers	11 out of 12 92%	12 out of 14 86%
Unqualified Teachers	2 out of 3 66%	1 out of 1 100%
Newly Qualified Teachers	2 out of 2 are on track to meet the teaching standards 100%	N/A
Total	16 out of 17% 94%	13 out of 15 87% *
No of Classes	11 ½ out of 12 96%	10 ½ out of 12 88%

* The two members of staff that are currently not demonstrating an effective quality of education are being supported.

Deep dives (of all subjects) combined with looking at children's work on Purple Mash, discussing data using the spreadsheets on LBQ, talking to children and monitoring data, enables SLT to make secure judgements of staff-

Curriculum Changes

- During lockdown, all learning staff completed numerous courses in a variety of areas including SEND, retrieval, metacognition and speech and language.
- 299 courses were completed by support staff and 191 by teachers during lockdown.
- Many staff (including support staff) developed their expertise in specific areas of SEN according to their interests.
- Some received NVQ Level 2 qualifications in areas such as Supporting Children with Autism, and Mental Health Awareness.

IT Capacity

- IT is another major area which has been developed
- Every child in Y1, 2 and all of KS2 now has their own tablet to use throughout the day
- They complete their reading, writing and maths work on these using Purple Mash and Learning by Questions
- Teachers can see every child's work using their own teacher iPad and offer live feedback and timely intervention as soon as it is needed
- Continuing to develop and improve the Blended Learning Policy into the Autumn Term, and with the recent increased WIFI capacity, they are now recording all their morning lessons on Teams so they are available for pupils who are having to self-isolate
- SEN pathway children in the Academy have also been able to access lessons from different year groups through Teams. This has enabled the children to access work at their instructional level without challenging the integrity of the bubbles
- A new music curriculum has been designed to enhance the music provision, which includes reading and writing music and music theory in KS2. This was developed in partnership with East Riding Music Service
- Learning by Questions (LBQ) is now used for Maths teaching across KS2
- Developing vocabulary and metacognition have continued to be a whole Academy focus
- Other areas of the curriculum were developed during this time by subject leaders including medium term plans, knowledge organisers, curriculum PowerPoints to support planned retrieval lessons, science plans and art knowledge organisers
- The training day in September focussed on all of the new procedures/routines/expectations for teaching and learning in light of the new tablets in KS2 and the introduction of LBQ for maths
- Staff have also had continuous CPD since September, in the form of training videos via Teams, to improve delivery of LBQ lessons

Q: (JC) There has been an increase in teaching staff not demonstrating effective quality of education to their pupils by 2 this year compared to last year, why?

KM: There has been a change in staffing, 2 NQTs are now RQTs. The Academy spent a lot of time last year training and supporting staff. They have started this year with a clean slate due to lockdown happening in March 2020. Every member of staff receives support from SLT and each other

DW: The increase of 1 to 2 members of staff relates to one of the members of staff returning to the Academy from a period of absence.

Q: (DS) Is IT now working well?

LL: It was a wobbly start but all working well now apart from a few of the original tablets. This is waiting to be resolved by the IT team.

Q: (DS) How many laptops did you receive from the Government?

DW: 4, these are for the families that have Social Services involved. At the TCAT Head's meeting, it was agreed that some laptops may be available from other academies.

Q: (DS) What effect does using the tablets have on the teaching and learning?

LL: One advantage is that the boys seem more positive when using the tables. The boys are completing more work, answering more questions. It is hoped that this will have a positive effect on the gap between the boys and girls. Using LBQ has enabled instant feedback so the children can

receive support at a much earlier stage in the lesson. Although, the transition to tablets was planned before COVID, it has enabled the teachers to remain safer. The teachers do not have to leave the front of the classrooms as they can access children's work remotely.

Q: (JC) Does this help with the SEN children?

CN: Many of the SEN children have lost the face to face adult contact. However, due to every teacher recording their lessons, a number of our pathway children are accessing lessons from other year groups. For example, some Y4 children could access learning for Y3 which was more suited to them, feedback is also easier. Staff haven't reported any significant difficulties.

DW: Since returning in September, we have found the children moving from Y2 to Y3 had fallen behind the most. However, that gap is closing the quickest. There are 3 distinct groups when looking at the impact of the lockdown. Key worker children who continued to attend during the lockdown are in the strongest position, followed by the children who received good parental support and accessed the learning activities the Academy provided. The biggest gap was found in the children who received little support from home and did not access any of the learning provided by the Academy.

Q: (CK) Will Croxby pupils be where they should be at the end of the school year?

DW: Y3 was a worry originally but have moved quickly, we have two very effective teachers in the year group. The Academy is targeting all groups of children to be back where they finished prior to lockdown by the end of the academic year.

7c SEND UPDATE

Provision

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

- To support their learning in the classroom, many SEND pupils benefit from additional Wave 2 interventions, such as phonics interventions or extra 1 to 1 reading sessions.
- Some of their SEND pupils require more intense Wave 3 support, for example accessing a different pathway in Literacy and Maths. This is now enabled by teachers recording lessons on Teams for other pupils to access at home or in the Academy in other classrooms. They may also access support from outside professionals such as an Inclusion Practitioner or SAPTS (Sensory and Physical Therapy Service). More recently the Academy has also accessed online Speech and Language Therapy for several pupils, and this is something which they are increasing the use of this year.
- Croxby are very pleased to welcome a Mental Health Support Worker Andy Hill. Andy works for the Trust and has recently taken over the primary academies as part of his remit. Andy will visit Croxby every Thursday and work with SEND individuals who have experienced some issues following lockdown.

Provision Room

Some children with an EHCP (Education and Health Care Plan), may require more intensive adult support to access their learning and social aspects of the Academy. Following an increase in the number of high needs pupils that have joined the Academy, Croxby undertook a review of their SEND provision and prior to lockdown, began to develop the use of a dedicated Provision Room.

The Provision Room is run by a qualified teacher, Mrs Sykes, and she is currently supported by four members of the support staff. In September they were pleased to become an Enhanced Provision Resource (ERP) for the local authority, and have admitted two pupils from them this term. This has now increased the number of pupils they have with EHCPs from 4 to 8 as they have also admitted two more of their own pupils with EHCPs, prior to September.

The pupils accessing the Provision Room are those who are struggling to access their learning within the classroom. The aim of the room is to continue to provide learning experiences, appropriate for them, whilst also developing their social, emotional and mental health needs, to try to increase their ability to work in the classroom. They are about to begin working with the Academy's Educational

Psychologist and another school within the East Riding who also have an ERP, to develop our Social, Emotional and Mental Health provision in the room. The feedback from parents of pupils accessing the room, has been very positive so far.

Q: (DS) Have you noticed any change in the children's mental health?

CN: Our Emotional Literacy Support Assistant is working with 20 children, some weekly and some on a 1 off basis. 1 child was struggling to come into school and 3 SEN children needed more support. There is now a Mental Health worker from TCAT who has worked with some children using Play therapy approach. These are now being carried out online. Parents are full of praise for the work the Academy is doing with the children. In the Provision Room we have children from other schools in the area who were school refusers and the staff in there have done an amazing job.

KM: The provision now consists of the main provision room, a Key Stage 1 preparation room and a Key Stage 2 preparation room. Once the child has made sufficient progress in the provision room they move to the relevant preparation room as they prepare to transition back into the classroom. 1 child has moved into their class full time and one child is attending a number of his own class's lessons.

SEND 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	39	0	6	0
Year 1	31	3	3	2
Year 2	30	4 incl 1 EHCP □	8	1
Year 3	45	5 incl 1 EHCP □	9	1
Year 4	52	9 incl 2 EHCP □	15	7
Year 5	54	10 incl 3 EHCP □	13	3
Year 6	47	4 incl 1 EHCP □	8	3
Total	298	35 (12%)	61 (20%)	17 (6%)

The arrows show the trend in terms of number of students with an EHC per year group compared to the last report.

7d BEHAVIOUR AND ATTITUDE SUMMARY

Behaviour & Attitude Report

- Croxby has changed the behaviour reporting system from SIMs, to CPOMS
- Since September 2020, there have been 20 behaviour logs in total. 12 of those were for disruptive behaviour in class and the rest were playtime incidents
- Reduced playtimes and lunches and a non-contact rule combined with designated playgrounds for bubbles has proven successful in having calmer outdoor playtimes with less first-aid incidents

7e ATTENDANCE REPORT (September 2020)

- Target 96.5%, actual 96.4%
- PP Attendance: 92.7% Actual (National 94.40%)
- Boys attendance has increased this year compared to last year

Q: (DS) How has Covid 19 affected the attendance?

DW: Government has a coding system, so if a child is self-isolating they are still classed as attending the Academy. In reports we will add comparison data from Year 18/19 due to the lockdown in March of this year so a full comparison can be made.

7f EYFS UPDATE

- EYFS provision is judged to be Outstanding.
- The baseline assessment shows that 59% of children have entered the Academy on track to meet Good Level of Development (GLD)

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- 85% of the children attended a nursery setting of which 61% are on track at baseline.
- 15% of the children did not attend a nursery setting – 33% of these are on track at baseline.
- The key focus for the Autumn Term is Reading and Speaking and narrowing the gender gap in the Moving and Handling strand. Having identified the specific groups and areas of learning, an increase of children on track for the GLD is expected by the end of the Autumn Term.
- 1 out of 6 (17%) Pupil Premium children have entered the Academy at Age Related Expectations (ARE) or above.
- The EYFS team has changed, two teachers have transitioned from KS2 to EYFS. There has been coaching and mentoring in place to aid their transition to being effective EYFS practitioners. They have received support on delivering Early Reading and Early Maths direct teaching. They will continue to be coached and mentored in these areas

Birthdates

	Autumn	Spring	Summer
% of children in birthdate bracket	18/39 46%	8/39 21%	13/39 33%
% of children on track at baseline	12/18 67%	6/8 75%	5/13 38%

Q: (DS) Why do you think the children have come in at a higher level than previous years?

JR: Due to the lockdown and spending more time with their families. There seems to have been more interaction at home with the children.

Q: (CK) Does the new outdoor area help?

JR: Yes, definitely, the climbing wall has had a real impact on their fine motor skills in writing and forming letters

Q: (DS) How was the take up of the Open Events?

JR: The Academy ran Open Events on two afternoons and 1 evening to increase the intake. These were 20-minute slots for the families and social distancing was adhered to. 3 members of SLT were on hand to talk to parents and out of 13 families that visited there was only 1 family that already had a sibling at Croxby.

Q: (DS) What was the feedback like?

JR: Parents were very pleased that they could come for a visit and speak to staff. It was all very positive.

DW: The Cottingham Cluster Heads are not having any Open events but as we are not directly competing for the same children then we were going ahead.

7g LEADERSHIP AND MANAGEMENT SUMMARY

Academy Improvement Leader Report - R Hill

- Main focus has been to facilitate the sharing of effective practices across schools.
- Presented at the TCAT conference in October on the vital role of explicit vocabulary instruction in all learning. Speaking at the conference led to collaboration with a range of colleagues across the Trust and the impact has been to develop strategies for staff and pupils to engage with vocabulary acquisition across curriculum areas and stages
- In November, RH successfully secured a position of Evidence Lead in Education. This develops TCAT's links with the Research Schools Network and allowed him to support individuals or teams across the Trust by signposting colleagues towards research led by the Education Endowment Foundation (EEF) in order to make a difference in the classroom and whole school

Leadership -D. Waterson

- The Academy judges leadership and management to be Outstanding
- Mr Copley, one of the Assistant Headteachers started his secondment at Keyingham Primary in September

- Mrs Lindsay is now acting Assistant Headteacher. She has joined Mrs Mason as a Teaching and Learning Assistant Headteacher
- Mr Waterson will take over as Standards and Maths Leader
- It is a testament to Mrs Mason and Mrs Lindsay that the Academy was able to offer high quality provision and operate seamlessly since September
- Mr Waterson's National Leader of Education role, supporting other academies, is currently paused. However, his work up until lockdown led to him bringing in just short of £6000 into the Academy
- Throughout lockdown and the reopening September, Mr Shaw the Chair of the LGB, has been in weekly contact with the Academy leadership team. His support has been much appreciated
- Leading an Academy through these times like many other roles throughout the country has been challenging. As a leadership team they are ever so proud of their staff and how they have responded
- Mr Waterson reported that a parent survey had been sent out and came back very positive

C: (DW) *The monies that I bring in to the Academy through my advisory role helping to promote other academies, is being used to refurbish EYFS and the Provision room*

Q: (DS) *Are parents still following the one-way system?*

DW: *99% of our parents are fabulous at following the system*

Q: (CK) *I am finding that the staggered start and finish times are working well. Will we adapt the system when we return to normal?*

DW: *There is definitely some room for discussion around having a longer period of time when the children can arrive in the morning.*

08 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY (2019/2020)/REVIEW CURRENT 3 YEAR PUPIL PREMIUM PLAN

Croxby's philosophy

- Croxby believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy's Development Plan. This enables them to implement a combination of short, medium and long-term interventions and align their use of the PPG with wider Academy improvements, whilst improving outcomes for pupils in receipt of the PPG
- Overcoming barriers to learning is at the heart of the PPG use. Croxby understand that needs and costs will differ depending on the barriers to learning being addressed. As such, they do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, they identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole Academy or as individuals, and allocate a budget accordingly

Croxby's priorities

Setting priorities is key to maximising the use of the PPG. Priorities are as follows:

- Ensuring high quality Wave 1 teaching in every class for every pupil
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Providing wider Academy experiences for pupils who need them most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Only approximately 50% of pupils starting Academy at age related expectations.	Attendance for PP pupils is below 95% and below non-PP pupils.

Low reading and communication skills, including limited range of vocabulary.	Lack of parental engagement and support at home with homework etc.
No Academy nursery which hinders pupils' Academy readiness.	Lack of experiences outside Academy
Low meta-cognition and problem-solving skills	Lack of ability to work effectively with others

Croxby's implementation process

Croxby believes in selecting a small number of priorities and giving them the best chance of success. They also believe in evidence-based interventions and learning from their experiences, which is why they utilise annual light-touch reviews to ensure their approach is effective and they can cease or amend interventions that are not having the intended impact.

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

CN: On the whole the Plan has remained similar:

- Quality wave for teaching all pupils
- Supporting all staff
- All PP pupils have access to quality teaching. The number of Just About Managing (JAM) families has increased with the lockdown and our teachers are ensuring that this is picked up in classrooms

CN: An increase of 54 to 63 pupils – JAMs at 21% is the highest it has been for a while.

Q: (DS) Do you believe there are a lot of families needing assistance but not shouting out?

CN: We do and we are picking up individuals where we can.

Resolved: Governors were content to approve the Pupil Premium Plan 2020/21

09 Catch up plan

• Learners on role	• 292
• Proportion of disadvantaged pupils	• 20%
• Proportion of SEND learners	• 12%
• Total Catch Up Premium allocated	• £24,000

- Using the Government funding, Croxby are now able to offer an online program with a speech and language specialist (MABLE) to support children with speech and language difficulties
- Trialling a program called Reading Plus. This is a web-based program that develops reading
- Third Space learning will also support children who need maths catch up. This is a 1:1 tuition programme which takes place online and aims to fill any gaps in learning.

Q: (CK) On the catch-up plan you have Reading Plus listed, is this still on trial?

DW: Currently we are still on the trial version, it has been extended for another 2 weeks. At the end of the 2 weeks, we should have enough data to ensure we make a more informed decision as to whether it will be rolled out to all KS2 children.

C: (EM) The Co-op grant is £1,000 and the PFA have agreed to top this up to £2,000

DW: Brilliant, thank you.

Q: (CK) Do you think what you have had to change in teaching and learning due to COVID will change the way you teach at Croxby post COVID?

DW: The Academy had moved forward with technology before lockdown so many of the pedagogy changes were planned so in KS2 this is the new normal for us. A teaching and learning issue for the Academy is how to increase the feedback to children in KS1.

Q: (JC) How has the blended learning for the children self-isolating at home worked?

DW: There has been positive feedback but 1 parent couldn't access live lessons.

Q: (JC) How many staff have had to self-isolate?

DW: 3 before half term and 2 since then. The teacher has taught remotely from home and a support member of staff has been in the classroom. A member of staff is currently working from home due to being in the CEV category, we are using a member of support staff as a cover supervisor. Staffing is starting to get tighter but we still have some capacity. A letter is going out to parents on Friday, thanking them for their support.

Q: (CK) Have you had any support from the government, like temporary teachers?

DW: No financial support, it is coming out of the Academy's budget. The only extra funding has come from the catch-up fund.

Q: (DS) How did you calculate the teacher assessment for last year's Y6 cohort?

C: (DW) There are no end of KS2 Assessments due to lockdown, the figures are based on Teacher Assessments. 2 members of staff looked at past mock papers and predicted where a child would be based on the progress the year before cohort had made. The Academy missed the prediction by 1 child at the National/Combined measure, but out performed at Greater Depth.

Q: (DS) Is maths going to be an issue?

DW: The children did mocks in the 2nd week back after the summer and looking at the data they are strong. The arithmetic paper had 35 questions and the first 10 weeks of the term, the Year 6 staff focused on the first 20 questions. Y6 were retested and 80% are at the point where they should be, the next 10 questions will be looked at this half term.

C: (LL) Mrs Shaw has been working with target children in a small group and with LBQ you get instant feedback

Q: (CK) Any announcement on SATS for next year yet?

DW: Nothing yet, if they go ahead the issue will be are you comparing like with like. As many children may have missed time in school due to isolating. The Academy is carrying out Y2 children Phonics Screening due to them missing out in Y1 due to lockdown. This is statutory from the Government.

Q: (CK) Attainment – a visit from OFSTED is strategically important to Croxby to spread the word how good we are. How are you spreading this message?

DW: OFSTED visits are due to resume in January. At the moment our reputation is improving by word of mouth but people are realising that the last Ofsted report was in 2016 so is no longer relevant.

10 REVIEW IMPACT OF SPORTS PREMIUM PLAN (2019/2020) / RATIFY SPORTS PREMIUM PLAN 2020/2021

Key achievements to date 2019/20:

- Increased percentage of staff delivering high quality wave 1 PE provision
- 100% of children participate in house sport competitions
- Wider provision of after school clubs (Over 20 clubs offered each term)
- 64% of the Academy attended an after-Academy activity
- More able children were given opportunities to compete at a wider level, a number of children represented the county in sport and pathways were active for children to join professional clubs
- Over 80 children represented the Academy in level 2 inter school competitions.
- Academy teams have won inter school competitions in Football and dodgeball becoming County Champions in Year 4 Dodgeball
- Individual success in Cross Country. County Champion Y6 boys. 2nd Place Year 4 County boys. 5th Place Year 4 County girls.
- Half of the pupils accessed Dance teaching by a dance teacher

Areas for further improvement and baseline evidence of need:

- New PE Leader in place and trained

Chairs signature.....

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- All children to perform a dance streamed to a wider audience
- Children are accessing physical activity within the first hour of every day
- Replace gymnastic mats and purchase YOGA mats
- Purchase new kits including training wear for Academy teams

Q: (DS) How is PE working under recent circumstance?

DW: The Academy has come away from using the Sports Coach, Napa are on a contract and they are focusing on dance. The children are having 1 PE lesson a week with their teacher in their bubble. We have used the monies to upgrade the equipment, there is now a new PE Leader in Sport.

Resolved: Governors were content to approve the Sports Premium Plan 2020/21

11 ACADEMY DEVELOPMENT PLAN AND SELF EVALUATION UPDATE

The governors were given The Academy Development Plan and the Self Evaluation Plan to look through before the meeting and no questions were raised.

Resolved: Governors approved the ADP and SEF

12 GOVERNOR TRAINING AND SUPPORT

- NGA Learning Link modules
- KSCSIE 2020 Guidance and updates
- Governor Data Protection training

ACTION: JT to circulate the GDPR and NGA links to governors

ACTION: All governors to complete 2 modules on the NGA Learning Link this academic year – one must be the revised Safeguarding module which includes the KCSIE 2020 updates

13 GOVERNOR VISITS TO ACADEMY

Reminder that no physical visits should be undertaken until further notice. However virtual meetings should take place and the Governor Visit Report Form should be completed for all virtual Link meetings.

14 POLICIES FOR REVIEW

- Calculation Policy
- Equality and Diversity Policy
- Uniform Policy

There were no changes suggested to the above policies

Resolved: All the policies above were approved by the governors

15 DATE OF NEXT MEETING

Tuesday, 8 December 2020, at 5.45pm

16 ANY OTHER URGENT BUSINESS

16.1 Thank you

C: (DW) Thank you all for your support and a special thank you to DS (Chair) for his constant support.

16.2 Partnership Agreement

The Partnership Agreement details the services and levels of support the academies receive as a member of TCAT. The Agreement details the Trust offer across four key areas, namely Academy Improvement, Business, HR and Clerking. This will be attached with the minutes for your information

17 AGREED ACTION POINTS

17a ACTION: JT to circulate the GDPR and NGA links to governors (minute12)

17b ACTION: All governors to complete 2 modules on NGA, this academic year. One must be Safeguarding: The Governor's Role 2020 (minute 12)

The meeting closed at 7.20 pm

Chairs signature.....

Date.....8/12/2020