



THE CONSORTIUM
ACADEMY TRUST

The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Virtual Meeting

Tuesday, 18 May 2021 at 5.45pm

PRESENT:

Mr D Shaw (DS, Chairperson); Mr C Ayre (CA); Mrs G Baines (GB); Mrs J Clemas (JC); Mrs A Fowlie (AF); Dr C Kemp (CK); Mrs E Mottershaw (EM); Mrs M Sykes (MS); Mr D Waterson (DW, Headteacher).

ALSO IN ATTENDANCE:

Mr R Hill (RH, SLT/Y4 Teacher/English Lead), Mrs L Lindsay (LL, SLT/Assistant Headteacher/ICT Lead/Blended Learning), Mrs K Mason (KM, SLT/Assistant Headteacher/ERP Support/ITT Mentor) Mrs C Neighbour (CN, SLT/Y1 SENDCO/DSL) Mrs J Truran (JT, Clerk).

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

42 WELCOME AND INTRODUCTIONS

DS welcomed everyone to the fourth meeting of the academic year and also introduced Mrs Fowlie and Mrs Baines, two new Trust Appointed Governors.

43 APOLOGIES

Full attendance

44 DECLARATION OF INTERESTS

No conflicts of interest for this meeting were declared.

45 MINUTES OF THE LAST MEETING (16 March 2021)

Resolved: That the minutes of the meeting held on 16 March 2021 be confirmed as a true and correct record and signed by the Chair, DS.

46 MATTERS ARISING

46a ACTION: All internal assessment data to be presented at the next meeting (minute 33a)
-action carried forward

46b ACTION: SEND data to be presented at next meeting (minute 33b) action carried forward

Signed by the Chair: 

Date: 16/6/21

- 46c **ACTION: EYFS data to be presented at next meeting (minute 33c) action carried forward**
- 46d **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) Governors reminded of this and will continue to do so**
- 46e **ACTION: MS to complete the NGA Safeguarding: A Governor's Role ASAP (minute 38) complete**
- 46f **ACTION: All Governors to ensure they have completed at least one other NGA module before the end of the academic year (minute 38) action carried forward**

47 STRATEGIC HEADTEACHER'S REPORT

This report mirrors the Ofsted Framework with five sections: Quality of Education Summary, Behaviour and Attitudes Summary, Personal Development, Leadership and Management and Quality of Early Years Education.

The Head has made slight changes to how he has completed the report this time. It was mentioned at the last meeting that the Academy was getting ready for Ofsted. At the start of each section of the Report the Academy SEF (Self – Evaluation Form) has been copied in.

Q: (DW) The first page is about Contextual Information does anyone have any questions on context?

Q: (JC) It says that the numbers are increasing but posing a threat on the Academy's resources, how is this being managed and is it effective?

DW: The numbers are increasing; the Academy has had the equivalent of a full class come in and I have new parents coming in asking to enrol their children at the Academy. I have met with 3 families already this week. Technically we get lagged funding for these children because they will come through on the Census next October. We did not budget for this, but we did budget for smaller class sizes the best we could, obviously as new children come in the class sizes have grown and there are now 2 x KS2 and KS1 classes that are full at 30. In KS1 we cannot go past 30 but KS2 we can this as our PAN is set at 60.

Q: (DS) What impact does this have on staffing?

DW: When I have all staff in it is fine and if we have 1 staff member absent then we can manage well but after that it starts to get a bit of a struggle, technically it will get easier from next year because I have the money in the budget, I will talk to the governors in part B. We are still offering all our interventions, but we must be careful with our finances to make sure we are not overspending.

Q: (JC) I am assuming the finances will increase the year after to account for the increase in numbers?

DW: Yes, that is right it is just over £4,000.00 per child we receive, and we have taken on over 20 children so it is a significant amount.

Q: (DS) Based on last year and the previous year, the number of approaches Croxby has received are they above what we have received previously? The reason for the question is to the outside world it would not look right, why have we had so many approaches when we have an Academy in the position it was in?

DW: Yes, we get a lot of recommendations, including recommendations for children who have additional needs, and we are picking up a lot from a local school. The difference between this Academy and others I have led is the outgoings. We have only had 3 pupils leave Croxby, 1 went back to their own country, 1 moved to Wales and 1 went elsewhere. The new pupils are additional numbers, it is not children going out and children coming in.

C: (DS) That proves that there is a positive message out there regarding Croxby Primary.

47a Overall Effectiveness

DW: This is copied from the SEF.

No questions were raised.

47b Quality of Education Summary

- Curriculum

- Croxby delivers a curriculum with a balance of knowledge and skills, which enables the children to achieve their academic, social and emotional potential
- 93% of staff are demonstrating an effective quality of education
- Table was shown how Leadership ensure they are providing the right support to staff to provide an effective quality of education for all pupils
- 2020 Teacher Assessment indicates KS2 outcomes for Croxby have risen to 76% combined and 22% greater depth
- 2021 Knowledge acquisition data shows children retain over 60% of the knowledge taught a year after the original teaching

C: (DS) Lindsay it would be nice to get your thoughts and perspective around this area.

LL: The report shows we currently have 14 out of our 15 teachers that are providing the quality of education required. Going around the Academy now and seeing the quality of teaching we are happy with our quality of Teaching and learning. We have one teacher who I am supporting and a member of the SLT is also supporting her as well.

Q: (DS) So what is the barrier for it being effective learning?

LL: For this teacher it is consistency and the year we have had has not helped that consistency. We have put support in for this teacher and they are responding well to feedback and the ways forward but then can lose momentum with that and cannot maintain all the areas of improvement that we would like. Autumn term in the Academy showed real improvements and then we had lockdown, so the consistency was lost and time for the teacher to maintain the progress they had made. In the Summer term we hope to reach a point where the teacher is consistent, and we will keep monitoring how this is maintained.

DW: RW has added in for everyone's information about what we are doing with the curriculum now, but this will not appear in every report.

Q: (DS) Please can you explain why we have not got a full set of data in the tables?

RW: Due to lockdown not all the children were in the Academy and so some of the data is not comparative. We could not effectively compare this spring to last spring because we were not here for the last spring term. The summer term is coming up and we may have a similar situation there with year on year. We have looked at what they have achieved this spring to last spring with remote learning and though it is not comparative data it is showing what the children have retained, it was good, 76% to 91% based on a test that they have just done. That shows that we are filling any gaps that were lost during lockdown.

Q: (DS) You said we would not see this data in its current form so what will we see going forward?

DW: We will not see English and Maths data until the next meeting, this data is the curriculum data so what we have learnt outside the core subjects and what we test the knowledge on. We have a thorough system, and we are trying a world beating feedback retrieval spacing system that we test the children on every term on the knowledge they have retained. A term and a year later there are gaps because of the lockdown. You should retain 60% of the knowledge that you have been taught if we teach and space the curriculum appropriately. For example, if we were to do some learning tonight you would retain 20% of that learning we would then re visit the learning to get it up to 60% at that point.

Q: (EM) Why is there not Y1 and Y2 data available?

RW: The first table is year on year and EYFS do it slightly differently, we do not test Y1 children because of this. EYFS tried in the summer a slightly different way and in Y1 they are still retrieving those things but they are tested in a different way, we do not have the data for those children.

- **Standards including Disadvantaged update**

- The current Y6 children will be assessed using the 2019 SATs paper week beginning 21 June
- An internal moderation will be carried out followed by a Trust wide moderation
- The Trust wide moderation will include Y2 and EYFS
- Y5 pupils across the Trust will also complete a mock paper before the end of term
- Academy Leadership has registered for the Year cohort to participate in the Multiplication Checking assessment in June
- Data for every year group will be presented at the next LGB meeting

No questions were raised.

ACTION: All internal assessment data will be presented at the next meeting

- **SEND/LAC Update**

- 48 children SEND (10 EHCPs) (15%)
- 69 children PP (22%)
- 21 children are SEND and PP (7%)
- Most SEND are seen in Year 4 and 5
- Online Speech and Language Therapy for 13 children
- Mental Health Support Worker is currently working with 8 children
- ELSA - 32 children have benefitted from this support this year

Q: (JC) In year groups 4 and 5 there is a high percentage of SEN and PP children. You have mentioned the additional resources that are there to help, are they having a positive impact on these children?

LL: In terms of the way we are using technology and the way we complete our reading and writing, especially for those in Y4 and 5 we were looking at the high level of SEN children. They can access it in line with the rest of the children in terms of the scaffolding. This is provided via Purple Mash and Class Notebook so that the children who have that extra support can access the lesson at the same time as the other children for their reading and writing. Maths and LBQ are the programmes we use for Maths, the children who have a barrier in Maths can be put on a pathway task, so they can complete a different task, whilst still working on a similar area but in the year group below. In terms of the curriculum in the morning the technology really helps the SEN children to be successful. Wave 2 Interventions, we have a teaching assistant who is carrying out

these across Maths, reading and phonics, I have been observing this around the Academy for the last few weeks and they are accurate, the children are benefitting from the expertise of the teaching assistant. It is the right children to take part, we also have a tutoring programme where we can pick up children who might have extra needs. In Y5 we have a programme called Yipiyap which is proving successful, the children get 30 minutes with their tutor via Teams to pre-teach what is coming up in Maths. Again, we have seen a good level of success where the children do not need the same level of intervention that they needed prior to having the pre-teach. We also have Third Space learning for Maths in Y6 which as always has been successful, we have 87% of the children taking part who have reached National or Greater Depth as a result. 100% of our PP children taking part have also reached National through this intervention.

CN: We have Wave 3 interventions which is a little more specific, for example we have Mabel Speech and Language online learning, this is support for a high number of children who require it. In Y5 we have a few children as well as some lower down the Academy accessing it as well. There are 13 children across the Academy accessing one to one speech and language, the benefits of this are that they were able to continue throughout lockdown so there was no break in therapy which worked really well. We are also trialling Nessie in Y2; a literacy programme online for children with SEND needs this term and then possibly moving it more broadly throughout the Academy. It will also be used in higher year groups for children who have gaps in their literacy. We are also using teaching assistants to support smaller groups to help the children use their independence and ensure that pupils are not becoming reliant on just one teaching assistant. Quite a few of our higher needs' children are now working in the mainstream classrooms as well as in the ERP, we only have 2 pupils that are not accessing learning in the classrooms. It is all about targeting the support where it is needed, especially the year groups that have a high number of pupils with additional needs.

Q: (DS) How do you think children have come back after the lockdown and how have they dealt with the situation that we all find ourselves in?

CN: Without doubt it has had an impact on our pupils, we have had 32 pupils accessing our ELSA support and that is at least 50% higher than last year. We have also had the Mental Health Support Worker employed by the Trust which gives a high level of support around play therapy, 10 pupils have accessed this support to date. Over lockdown we were able to continue with the Mental Health Support Worker supporting online, this is not as good as in person but at least we could still support these pupils. We only had 1 pupil out of all the vulnerable pupils during lockdown who did not take up a place. We extended our remit beyond what the government advised to ensure that we were offering places to as many children as we could and all the EHCP, PP and all the pupils that had had support in the past attended. It meant that coming back was not as big an impact as it might have been. I am still working with a lot of families who have children who are finding it difficult, I am supporting them to access outside help as well.

Q: (AF) How much contact did you have with parents during home learning?

CN: We had a huge amount of contact, around 300 contacts were made during lockdown with parents either through phone calls, emails, and texts. We did a lot of checking on families and offering support, tablets, laptops and offering places in the Academy. There were only 2 families in the end that we conducted home visits for because they did not engage. All the staff worked to support families and we recorded everything on our CPOMS system. It was successful, and we had very positive feedback from parents about all the hard work the staff were doing.

Q: (AF) Presumably that work will continue to build on relationships with families now you are back in school as well?

CN: Yes, we are very lucky and have great parents at Croxby and the staff are very good at building relationships with them.

The Head explained to the new governors that Croxby as a 6 place East Riding Enhanced Resource Provision room for social and emotional needs children that have been permanently excluded or at risk of permanent exclusion.

Q: (DS) *Is there a constant assessment as to how well results have been achieved through that enhanced provision by the authority?*

CN: *We had a meeting a few weeks ago with LA to ensure we are offering quality education in the ERP, and it was very successful, they were very happy. We completed a report showing them all the information that has been put in place in the ERP and the key purpose of the ERP is to support these pupils and get them back into mainstream classrooms. That has been very successful in we consider that many of these children have been school refusers, pupils who have really struggled in a classroom and we only have 2 pupils that we have not managed to get into mainstream classrooms.*

Q: (DS) *Can you explain about the 2 pupils who aren't in the classrooms yet and the 2 that you are not meeting provision for?*

CN: *When we started the ERP in the autumn term, we were sent through consults for pupils and that comprises of their EHCP and possible annual review notes and that is what we based our decisions on to see if the pupils would be suitable. Unfortunately for 2 of the pupils we don't think we are the right place for them as we don't think they will ever manage in a mainstream classroom and therefore they need a different type of provision. To stop this happening in the future we have changed our policy procedures around consults and now we are carrying out visits to see the pupils in an educational setting before we agree a place so that we can get a much better understanding of what that child's needs are. One of the senior EWOs in the local authority said what a good idea it was. We do have a place agreed for one of the pupils in a special school and we are in the process of supporting the other pupil to find a provision that is more suited to their needs.*

Q: (GB) *Are the 6 places funded by the Local Authority and are they pupils that are on roll with Croxby for the full year?*

CN: *They are on our roll but not just for the year and yes, they are funded by the Local Authority.*

DW: *It is a minimum of 6 but if we think we can accept more in the cohort we already have.*

Q: (DS) *MS you run the ERP, how do you think it is going?*

MS: *It has been a steep learning curve but nearly a year later we are a lot further on, it has been good.*

ACTION: SEND performance data to be presented at next meeting

47c Behaviour and Attitudes Summary

Behaviour Data (Disruptive behaviour, this is incidents where children who remain on 'red' until the end of a lesson)

Autumn Term 2020

- Number of incidents – 14
- Number of children – 10

January 2021 to 7 May 2021

- Number of incidents – 8
- Number of children – 6

- Number of Racists incidents since September 2020– 3
- Number of bullying Reports - 1

Attendance (April 2021)

- Year 3 had the highest attendance 98.1% in April
- Year 1 had the lowest at 95.1% in April
- Cumulative attendance for all was 97.1% This continues to be above Croxby's target of 96.5% and National 96%
- Cumulative attendance of DA was 95%

Q: (DS) Have you identified any change in behaviour in the children after lockdown?

DW: Not really, the children have been very resilient, and they have had a good support package as well. Our number of behaviour incidents is still low in terms of disruptive behaviour. Using the traffic light system, the numbers are low and it is a small cohort of children. In 300 lessons we only had 1 disruptive behaviour issue.

Q: (EM) The 3 racial incidents are they all related to the same child or is it different children?

DW: We do not tend to have many, this relates to 2 different children, 1 who has come from our ERP. The other one was directed at another child in the school, this is a new child, and the other school said this child was no bother and this is not the case.

Q: (EM) What are your plans for the child?

DW: LL attended a meeting today and CN is attending another one tomorrow. We are working with the Hull Local Authority at this point. The other provision that he attends does not think he should be in mainstream school, we need to help him along with multiple agencies already helping him.

47d Personal Development Summary

Croxby children have access to a wide, rich set of experiences including sailing, musical theatre and musical tuition.

971 Graduate badges have been awarded since September 2020

Safeguarding Spring 2021 Report

- 4 children are subject to Child Protection Plan
- 7 children are subject to Child in Need plan
- 3 Safeguarding concerns
- 3 referrals made to EHASH (Early Help)

47e Leadership and Management Summary

- DW confirmed a change in staffing, this will be discussed in Part B
- TCAT carried out a Safeguarding review and there were 3 areas for development, with two pages of positives. It was a really successful review

DW: CN can you give an update on moving forward with the 3 development areas.

- Prevent
- First Aid books
- Staff low stakes Test

CN: With regards to Prevent moving forward we already have a strong routine of faith days, where children have an understanding of cultural differences and we will continue with this. There is a new relationship curriculum as well. The accident book records we have already changed the policy to make sure that no other children's names appear on the slips going home. The advice on the low stakes quiz that will be used in the upcoming year when I do the safeguarding quiz in the spring term, they had some good suggestions on how we can develop that.

DW: On the contact page you can see how many children are having mental health support in the Academy so that you can keep track of that and the number of children that are accessing social services or early help.

DW: The safeguarding report is a comprehensive one.

47f EYFS

- EYFS provision is judged to be outstanding
- The end of spring data capture shows that 76% of children are on track to meet GLD (Good level of Development), a 17% increase from the baseline assessment
- 1 out of 6 (17%) PP children entered the Academy at ARE or above. Recent assessment shows 6 out of 9 (67%) PP children are now working at ARE or above
- Focus for EYFS in Summer 2 will be transition
- All new children have been contacted and transition events will be taking place

ACTION: EYFS data to be presented at next meeting

48 Covid Catch Up Plan Funding

- Academy already working with MABLE – Speech and Language therapy
- Third Space Learning – Maths
- Reading+ - Successful trial taken by the Academy – signed a 3-year contract for KS2. Intervention programme that will show early reading gaps, this will lead to small group booster work with their class teacher
- The funding has not changed from the last meeting.
- £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 because of the targeted interventions provided by Yipiyap online tutoring
- Yipiyap is a mentoring programme, it is students who are on their gap year in between their A levels and their university start date who deliver this via the internet. That is how the Academy is spending the last of the catch-up funding around £1,800.00 to £2,000.00. Due to be reviewed shortly.

49 POLICY FOR REVIEW

- E-Safety Policy (review date March 2023)

Resolved: Governors approved the above policy and its review date.

50 GOVERNOR LINK Visits

Physical visits to the Academy are now welcomed.
The two new governors will visit the Academy soon.

ACTION: JT to contact GB and AF to arrange a visit to the Academy

51 GOVERNOR TRAINING AND SUPPORT

The Clerk reminded Governors that everyone needs to complete at least one other module, linked to their area of responsibility within the Board on NGA Learning Link.

ACTION: Governors to continue with their training. JT to assign GDPR modules to GB and AF along with the link for the NGA Learning Link programme.

52 ANY OTHER BUSINESS

ICT INFRASTRUCTURE

C: (DS) We have spent some money getting it up to date, one of the major issues was getting the WIFI updated in the building, this had not been heat mapped correctly. As an Academy we have embraced technology to the full and the way we are looking at it for the children as learning tools. The infrastructure had to be sufficient to support that and so that was a concern I had.

DW: LL and I have completed the Risk Register for TCAT, and IT infrastructure was up around number 4 as one of the biggest risks to the Academy. Going forward in November 2020 we now have it down to 9 which is the last one on the list and is close to falling off it.

LL: We have been incredibly lucky, and we got a lot of funding to achieve everything that has happened in the last term, and we can see the impact it is having on our children. It is integral to what we are trying to achieve, the fact that we have brand new touch screen boards, staff use these daily and the impact it is having on the T & L is visible compared to our old boards. We are also looking at funding new laptops for the Academy because we have been trialling this in Y6 because of lockdown. It is working so well that the children are using laptops throughout the day

in a sophisticated way to achieve good outcomes. We are looking at getting 40/50 new laptops into the Academy which will solidify in Y6.

Q: (DS) *What was the quality of the laptops received from the DFE?*

LL: *During lockdown we received 30 laptops, these were fit for getting onto the internet and for using Teams. We saw this as an opportunity to change our pedagogy in Y6 and look at how we were delivering lessons along with how the children were responding to the lessons. It has been useful, but the laptops are not fit for purpose anymore and we are on average losing 1 a week, they were just breaking.*

DS: *The way you have deployed IT, LL all credit to you. There has been a lot of effort put into it and it is great to see, I am sure the children appreciate it.*

54 DATE OF NEXT MEETING

Tuesday, 13 July 2021, 5.45 pm

55 AGREED ACTION POINTS

- 55a ACTION:** All internal assessment data to be presented at the next meeting (minute 46a and 47b)
- 55b ACTION:** SEND performance data to be presented at next meeting (minute 46b and 47b)
- 55c ACTION:** EYFS data to be presented at next meeting (minute 46c)
- 55d ACTION:** Governors to continue to use the Governor Visits Form for all physical and virtual meetings (minute 46d)
- 55e ACTION:** JT to contact GB and AF to arrange a visit to the Academy (minute 50)
- 55f ACTION:** Governors to continue with their training. JT to assign GDPR modules to GB and AF along with the link for the NGA Learning Link programme (minute 51)

The meeting finished at 7.00pm