



The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Meeting
Tuesday 05 December 2023, 17:45

PRESENT:

Mr D Shaw (Chair, DS), Mrs A Fowlie (AF), Mrs M Hannan (MH), Mrs K Mason (HT, KM)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mrs C James (CJ), Mrs L Lindsay (LL), Mrs C Neighbour (CN), Mrs H Rushton (HR), Mrs R Wright (RW)

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

20 WELCOME AND INTRODUCTIONS

DS welcomed everyone to the meeting

21 APOLOGIES

Apologies had been received from Mr C Ayre, Mrs L Mason, Mr J O'Brien and Mrs M Sykes

22 DECLARATIONS OF INTERESTS

None declared for this meeting

23 MINUTES OF THE LAST MEETING (10 October 2023)

Mr J O'Brien to be added to the list of attendees

Resolved: Once the above amend was agreed, the minutes of the meeting held on 10 October 2023 were confirmed as a true and correct record and are to be signed by the Chair, DS.

24 MATTERS ARISING

ACTION: KM to speak with P Morris with regards to a softer playground surface **Completed**

ACTION: CA to complete TNC Safeguarding module before the next meeting **See minute 28**

ACTION: LC to add 'Certificate in the Role of a School Governor' and 'Annual Certificate in Data Protection & GDPR for Staff (2023-2024)' to watchlists for completion before the end of the Autumn term **Completed**

ACTION: Discrepancies seen with inherent risk at 2 & 5. KM to update and resend to the LGB **Completed**

ACTION: R Lane to be invited to the next LGB meeting to give a brief verbal update on staff wellbeing **Carried Forward**

ACTION: JOB to speak with L Thompson regarding a place on the agenda going forward to keep track of staff wellbeing **To be looked at for the 24/25 academic year. KM to provide updates for this academic year**

ACTION: Next HT Report to include wellbeing feedback in the summary **Carried forward to January meeting**

25 SEND AND DISADVANTAGED REPORT

- 10 children currently with an EHCP. Learning Support Plans produced for each one
- Year 4 highest SEND
- Year 3 highest PP
- Main area of need school wide is Communication and Interaction
- Support includes:
 - Yipiyap
 - Increased ELSA time
 - 3rd Space online learning
 - Marlowe & Sherlock (wellbeing dogs)
 - Mable online therapy
 - Increase in SALT in school

C: (DS) The figures are relatively low

C: (CN) SEMH and interactions are the highest

C: (CN) We have a high number of autism diagnoses and some on the way to a diagnosis. A communication and interaction need sometimes leads into SEMH

Q: (DS) Are there any funding pressures for interventions?

KM: No, the money is spent wisely. The school day is very full, we could not fit in any more support, academic or emotional

C: (CN), Kerry, myself and HLTAs attended a SEMH conference at the University of Hull and we have set up a working party to look at a whole school approach and as the need increases, we will use the resources as best we can

C: (KM) We also have a Health and Wellbeing accreditation sitting with procurement at the moment

26 CURRICULUM QUALITY WORKSHOP

PowerPoint presentations shared with the LGB prior to the meeting

26a School Development Plan

Key priority is linked to outcomes – *Enhance pupil's knowledge and retention abilities enabling them to surpass the national average and ensuring they are socially and emotionally ready for their next educational phase*

Behaviour Policy

- All stakeholders informed of the new Behaviour Policy. As a result, only 1 in 360 lessons has been disrupted
- Parent voice highlights positive use of Arbor for communications
- Consistency in wrap around care

C: (RW) All staff and visitors are made aware of the low arousal approach. The children have their own version on their desks when they need it

C: (RW) The language that we use has seen a big decrease in the need for Team Teach

C: (CN) That's down to staff ensuring they are using the de-escalation tools

C: (AF) A confrontational way creates its own problems. This way gives nothing to bite back at

C: (LL) It links with Walkthrus which are constant personalised CPD

CUSP

- CUSP curriculum introduced in Art, DT, Geography, History and Science
- 88% of staff are effective in delivering the foundation subjects
- New foundation subject assessment planned. This will reduce workload

Q: (DS) Have you received a more positive response than expected? What are the outcomes?

KM: Yes. It's lesson based and a new scheme. We'll be able to see impact in the spring term

C: (RW) I've popped into classrooms and witnessed strong, engaging lessons. The children are really immersed

C: (KM) We've not had to alter anything

C: (CN) The video guidance is really helpful

C: (CJ) The videos are short, to the point and very supportive

C: (RW) We rolled it out quickly. The staff are amazing. We kept the morning lessons the same and in the afternoons we do CUSP subjects. Any additional resources are Trust funded

C: (LL) It fits in with our culture and the children love the new experiences

C: (RW) Its knowledge structured and flows from year to year

C: (KM) The children have also welcomed the use of books in Science

C: (D) I imagine it gives them a sense of pride – it's their book!

26b History Focus

- Nearly a full term of the CUSP curriculum completed
- Ofsted deep dive in History last year rated Good
- History now taught as a stand alone lesson
- The CUSP curriculum is vocabulary and knowledge rich, accessible for all and develops thinking skills
- Pupils can check back on their work using knowledge notes
- Local History is taught and the pupils are able to recognise places within the local area
- The response from pupils has been positive and staff are enjoying teaching History

Q: (DS) It's clear CUSP has had a good impact. Is this enthusiasm fed into the morning lessons?

LL: Yes and it links really well. Year 6 are trialling CUSP writing. We can see it is inspiring a love for learning and knowledge

C: (LL) Lesson time planning is less and this allows for more focus on teaching and learning

C: (AF) You are better preparing them for secondary school. They will have more skills as well as knowledge

C: (RW) We are always trying to make those links and can have longer lessons if necessary

C: (LL) We are now having subjects like Art weekly

C: (CJ) The length of the lessons are also similar to secondary school

C: (D) There is a clear correlation between CUSP and being secondary ready

Refining the Curriculum and pedagogy in early years

- Maths curriculum revised to make sure it meets the needs of the cohort
- Keep up phonics lessons are purposeful

- Intervention groups established to make sure all pupils keep up
- CUSP reading is based around a story, it delves into vocabulary and gives a more structured baseline to move onto KS1

C: (AF) There is a fantastic amount of work in all you've done

C: (KM) Its not just driven by SLT, its all staff. We always have specific staff who want to drive something

26c Year 6 Review

Richard Hill (School Improvement Leader) carried out a review of Year 6 on 11 October 2023

On the day, RH observed, among other things

- Interventions
- The use of TAs inside and outside of lessons
- Academic talk modelled
- Retrieval practice
- High expectations for Year 6 pupils

Feedback was positive and RH commented '*Leaders in school should continue with the strategies currently in place to support learners and achieve strong outcomes with endorsement and high levels of confidence from the School Improvement Team*'

26d Maths

- Summer term Maths results above national average
- Reading and writing in Maths not as good
- Number fluency in need of development in KS2
- Live modelling seen in classrooms
- CPS has joined the local Maths Hub. HR will attend 4 sessions led by specialists. The programme is a 4 year programme and is free. The Hub also funds Maths resources and provides excellent networking opportunities with local schools. The same is happening in Science
- Specialists conducting learning walks will formulate action plans

Q: (DS) Where do you want it to be by year end?

HR: Full on Maths fluency and KS2 ready

C: (AF) Its impressive teaching them a way of thinking to work out the answers for themselves

27 COMPLAINTS DATA

CPS currently has no active complaints

28 GOVERNANCE UPDATES

28.1 Link Visits

AF conducted a visit on 14 November to discuss work with the Mental Health Support Team

No issues raised

Governors were urged to book in their spring term link visits as soon as possible

28.2 Governor Training

With the exception of CA, all governors have completed their annual safeguarding training

Certificate in the Role of a School Governor and GDPR modules to be completed by the end of the autumn term where applicable

ACTION: DS to remind CA to complete the Safeguarding module ASAP

29 DATE OF THE NEXT MEETING

Tuesday 16 January 2024, 17:45

30 ANY OTHER URGENT BUSINESS

30.1 Wellbeing Report

KM shared the findings from a recent optional questionnaire sent to all staff

- Only a small number responded
- Of those who did, all stated they enjoyed working at CPS and agreed there was a culture of support and inclusion
- The majority agreed there is a fair work/life balance
- The majority feel supported by the Central Team
- Areas for development are the welfare of support staff in stressful situations and concerns over workload once SLT level is reached in careers

31 ACTION POINTS

ACTION: R Lane to be invited to the next LGB meeting to give a brief verbal update on staff wellbeing (**minute 24**)

ACTION: Next HT Report to include wellbeing feedback in the summary (**minute 24**)

ACTION: DS to remind CA to complete the Safeguarding module ASAP (**minute 28**)

DS closed the meeting by wishing everyone a very merry Christmas and a peaceful new year

The meeting closed at 19:08

