



The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Meeting
Tuesday 16 April 2024, 17:45

PRESENT:

Mr C Ayre (Chair, CA), Mrs H Barnaby (HB), Mrs A Fowlie (AF), Mrs M Hannan (MH), Mrs K Mason (HT, KM), Mrs L Mason (LM), Mrs M Sykes (MS)

ALSO IN ATTENDANCE:

Mr M Brown (Executive Director of Education, MB), Mrs L Craxton (Clerk to the LGB, LC), Mrs L Lindsay (LL), Mrs C Neighbour (CN), 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.

48 WELCOME AND INTRODUCTIONS

CA welcomed everyone to the meeting and introduced Helen Barnaby as the newly elected parent governor. It was also noted this would be M Hannan's last meeting. MH was thanked for her contributions to the LGB and all wished her well for the future

49 APOLOGIES

Apologies had been received and accepted from Mr D Shaw

No apologies had been received from Mr D Harrison

ACTION: LC to follow up with DH with regards to his absence from the LGB

50 DECLARATIONS OF INTERESTS

None declared for this meeting

CA has new employment data. LC to forward pecuniary interest form to capture this change

ACTION: LC to send pecuniary interest form to CA

51 MINUTES OF THE LAST MEETING (16 January 2024)

A minor typing error was spotted on page 1. After the amend was made, the minutes of the meeting held on 16 January 2024 were confirmed as a true and correct record and are to be signed by the Chair, CA

52 MATTERS ARISING

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

ACTION: LC & DS to follow up with CA regarding his absence from the LGB **Completed**

ACTION: AF to sit in on a Science lesson **Completed**

ACTION: CA & LM to complete outstanding modules ASAP **Completed**

ACTION: DH to complete all governor training modules by the end of the Spring term **Carried Forward**

NEW ACTION: LC to follow up with DH with regards to his outstanding governor training

ACTION: KM to speak with D Waterson regarding the reporting of complaints and concerns **Completed**

53 HEADTEACHERS REPORT

Successes and highlights include

- Fun element has been a focus this term
- Plans submitted for extension to the buildings, these will enhance the ERP. Although hopeful the building works would be complete for September 2024, there is a chance it could be delayed
- The Nursery can now hold 26 children
- Each pupil received a free book on World Book Day
- CPS has been awarded the Green Flag Award
- CPS accepted into the Mastering Number Programme from September

Risk

- Recruitment and retention of staff remains a key risk
- Pupil numbers remain stable at the moment

Upcoming key dates include

- w/c 13 May – Year 6 SATs
- 14 June – House Class Afternoon
- 26 June – Sports Day
- 05 July – Summer Fair

Other news

Staff have been working with the HT and DHT of Swinemoor Primary School to review leadership and provide support on the journey to outstanding. The HT and DHT considered CPS 'A better than good school'

CPS has been accepted to be part of the Partnerships in Neurodiversity in Schools (PINS). This is a great opportunity for colleagues from health, social care and parent carer forums to work with schools in developing new approaches to teaching and learning



Q: (AF) Are you needing more staff with the increase to the Nursery?

KM: No, we pre-empted this increase and have enough

Q: (AF) What is the Green Flag Award for?

KM: We have an eco-council who oversee sustainability and we have certain criteria they have to fulfil such as planting. They are doing really well and are very proud of their achievements so far. It's great to see the Green Flag!

Q: (AF) Who runs the Mastering Numbers programme?

KM: The NCETM (National Centre for Excellence in the Teaching of Mathematics). The Maths Hub has been working with us to strengthen number fluency and they recommended it

C: (AF) Delays to the ERP works are disappointing

C: (KM) We have it down as a risk just to be on the safe side but are not too worried at this stage. The facilities team has been fantastic and have acted swiftly. Timings are now dependant on contractor availability

Q: (LM) Is there any way you can track engagement with the communications you send out, stories, poems, newsletters etc?

LL: Yes. We use Sway which allows us to track engagement time and views

Q: (CA) Is the risk to recruitment and retention a national picture or more localised?

KM: It's a national trend and low pay is a key factor. We are asking for qualified people to work for low pay

C: (MB) This is being addressed at Trust level



54 PERFORMANCE

54.1 Performance Data Report

Croxby						
Year 6 - Teacher Assessment						
	Combined	Reading	Writing	Maths	Grammar	
Nov (55)	NS	64	75	75	75	73
	HS	15	27	25	27	27
Mar (55)	NS	64	80	75	75	71
	HS	13	33	26	27	25
July	NS					
	HS					
Target	NS	69	82	75	82	82
	HS	18	31	25	31	29
2023 NA	NS	59	73	71	73	72
	HS	8	29	13	24	30

Croxby						
Year 6 - Mock Results						
	Combined	Reading	Writing	Maths	Grammar	
March Mock (55)	95+					
	99+	80		76		75
	100+	76		73		71
	109+	36		24		31
	110+	33		24		25
	Ave	104.8		103.2		103.2
Target	NS	N/A	82	75	82	82
	HS	N/A	31	25	31	29
2023 NA	NS	60	73	71	73	72
	HS	8	29	13	24	30
	Ave	N/A	105	N/A	104	105

Croxby					
Year 4 Multiplication					
	15+	20+	22+	25	Average
Aut 1 (38)	74%	47%	39%	32%	17.2
Aut 2 (41)	83%	78%	66%	46%	20.4
Spr 1	84%	77%	74%	56%	21
Spr 2 (39)	90%	80%	69%	54%	21.5
Sum 1					
Sum 2					
2023 NA	79%	63%	55%	29%	20.2

Phonics Screening Check

Croxby		
	Year 1	Year 2
Spr 2	65%	89%
Sum 1		
2023 NA	79%	89%

Signed by the Chair: 
Date: 16/7/24

- With the exception of grammar mocks, CPS in a stronger position compared to this time last year
- Reading and Maths at GD are considerably higher on last year
- Interventions include Yipiyap, Third Space Learning, SATs Bootcamp and Repeated Reading
- Number of pupils achieving maximum marks in Multiplication already above national
- Strength in multiplication mirrored down the school with 73% of Year 3 achieving 20 or above and 55% of year 2 achieving 20 or above
- Phonics has improved 30% from this time last year

C: (LL) Teacher assessments are generated from what we-see daily in class. These inform the target needs but are driven by how they perform in the tests

Q: (AF) Are they aware they are writing tests?

LL: Yes, we are very open with them and explain the purpose

Q: (HB) Why do you think the grammar mock is lower?

LL: Each cohort is different and this one came in low with writing. We have been consistent in Maths and reading interventions but not grammar. Absence has also had an impact

Q: (CA) Are the targets achievable?

LL: Grammar will be the tightest. We set the targets on the December mocks. Realistically, we are looking at around 76% for grammar. Maths is definitely achievable

C: (AF) You need to find a balance between pressure and wellbeing

C: (LL) We are still gap filling and some interventions started in Year 5 are still ongoing. We will do the same this year once SATs are over

C: (LL) They have a better attitude to learning

Q: (CA) How is the phonics result compared to last year?

KM: They were a lot lower last year, 38%. Now they are at 65%

Q: (CA) What have you done differently?

KM: We have tweaked the curriculum, changed the order of sounds learned. We have focused on the main ones first and then the alternatives

Q: (LM) Last year was it more of the mocks being low but the results being fine?

KM: Yes

54.2 Attendance and Behaviour Report

Attendance

- YTD attendance is 95.9%, 1.6% above the national average
- PA at 11.7%
- Girls slightly higher than boys at 96.2% and 95.5% respectively
- Year 1 highest – 97.7%. Year 2 lowest – 95.0%

Q: (CA) How does attendance compare to last year?

RW: We are working hard with the persistent absentees and have 18 children (10 families) on attendance plans

Q: (CA) Does that involve much work?

RW: Yes. A lot of phone calls are made in the first instance. Relationships with parents and the children are vital in addressing absence

Q: (CA) Have you had much holiday absence?

RW: Yes but they are never authorised

Q: (CA) Can you identify the reasons for absence?

Signed by the Chair:



Date:

16/7/24

RW: Yes, we can generally identify if it is a family issue or school avoidance

C: (CN) We work hard with them to allay their anxieties

Q: (HB) Are there links between SEND and anxiety?

CN: They are a high number but they are not all SEND

C: (HB) Once they are back in they have lost a lot of learning

C: (CN) It is challenging to fill those gaps but thankfully we don't have any children who fit that criteria at the moment

C: (RW) Attendance is above national due to the hard work Clare (Neighbour) puts in with children with SEND needs

C: (AF) The wellbeing ambassadors and other children in the school help them be calm on return

Behaviour

- 11 class removes in the Spring term
- Year 1 highest for class removes with 7 (5 children)
- No class removes for Reception and Years 5 and 6
- 4 suspensions (2 children). Both ERP
- Only 1 in every 381 lessons disrupted so far this year to date

Q: (CA) What is going on in Year 1?

RW: The children have SEMH/SEND. 2 are receiving additional support

C: (RW) We also have a regulation station in each classroom where they can go to regulate themselves and calm down

C: (AF) I have observed this, it's really good for them

C: (RW) Regular breaks are also given when needed and general 'wobble' breaks have been introduced. We are hoping to see improvements in the Summer term

Q: (CA) Years 5 and 6 have no class removes – how have they improved going through the school?

RW: Year 6 have improved greatly since they were in Year 5

C: (LL) A lot centres around building those relationships

55 SCHOOL DEVELOPMENT PLAN UPDATE

All 3 key strategic actions now RAG rated GREEN. These are:

1. Adapt and refine the curriculum to ensure children know more and remember more
2. Refine the taught behaviour curriculum
3. Refine the curriculum and pedagogy in early years

Areas of success (action number in brackets)

- Successful implementation of the CUSP curriculum (1)
- Science Lead (AHT) working with Trust colleagues and the STEM Centre (1)
- Increase in positive behaviour notes sent home (2)
- Introduction of the wellbeing ambassadors (2)
- Additional resources purchased to enhance the provision (3)
- Implementation of CUSP Storytime (3)

Areas for development include

- Website to include curriculum plans (1)
- Continue to develop ways to improve pupil voice (1)
- Work continuing towards the Mental Health Award (2)



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- Marketing to work with CPS on developing the Early Years and Nursery areas of the website (3)

Q: (CA) Have the CUSP timelines been achieved?

RW: There is so much going on it's hard to say at this stage. We are really happy that we chose CUSP, it's been positive for the children and staff. Subject leaders are monitoring and reporting back that the teachers have taken it on board well. Pupil and teacher voice is good

Q: (CA) Has the new Behaviour Policy had a positive impact?

RW: Yes. Removing the 'public shaming' element has been the best approach. The children feel valued and have pride in what they are doing

Q: (CA) There is an increase in baseline for EYFS yet they are still below target. Is it achievable?

KM: Yes. Many strengths have been seen and we have made small tweaks and put interventions in place

Q: (AF) Writing seems to be a problem. Any thoughts as to why?

LL: We have looked at everything – curriculum, teaching and learning, technology, teacher assessments, moderation and feedback and all were positive. Writing is the first thing we changed when we joined the Trust. It is now time for a change and CUSP is to be implemented for writing

Q: (AF) Could it be down to using pen and pencil less at home?

KM: It could be. We've also had in-year admissions and a couple of leavers

Q: (CA) What is the Mental Health Award you mentioned in action 2?

KM: It's a range of tasks we have to complete and links into wellbeing. There are many units to work through. We already have The National College Mental Health Award

Q: (CA) How long does it take

KM: Up to 2 years

56 SAFEGUARDING REPORT

- 11 Children in Need
- 4 on Safeguarding Monitoring List (non-CIN)
- 1 LAC
- 11 with an EHCP
- 81 Causes for Concern logged since September 2023

Q: (CA) The number of Children in Need has doubled and safeguarding concerns have increased, what impact is this having on staff?

CN: We have a really strong team and we always manage the workload between us really well

Q: (CA) Does it impact on your other work?

CN: Sometimes

Q: (MS) Do you get enough information from other schools with in-year admissions?

CN: Very few come without a CPOMS trail. Children from other countries, however, come with no historical paperwork

Q: (CA) Is there support for staff for particularly harrowing cases?

CN: Yes and the regular DSL meetings help a lot. We get a lot of support from each other

C: (AF) I found the case studies very helpful

C: (CN) There will be an external safeguarding review this term

57 SEND REPORT

- 46 SEND
- Communication and Interaction main area of need
- Boxall Profile used to identify SEMH needs
- SEND outcomes improving year on year with 70% achieving in the Spring term

Signed by the Chair:



Date:

16/7/24

- 7/8 places filled in the ERP

Q: (CA) Do you have increased resources for SEND?

CN: We make sure their LSP is accessible and staff have adapted to the needs of the children

C: (LL) All of the children have the same outcomes, they just have different ways of getting there

58 GOVERNOR LINK VISITS

AF met with the SENDCo for a termly visit on 29 January 2024. The ongoing impact of Covid was discussed along with the increase in SEMH needs, regulation stations, calm boxes and de-escalation

No issue were raised

CA conducted a termly visit to discuss safeguarding. Staff training, children in need and DSL updates were discussed along with an SCR check

No issues were raised

59 GOVERNOR TRAINING

With the exception of HB, all governors are up to date with their training

ACTION: HB to complete the safeguarding module as soon as possible

ACTION: HB to complete The Role of a School Governor and GDPR modules before the end of May

60 POLICY REVIEW

60a Mental Health Policy

The Mental Health Policy was tabled for approval

- Acronyms are to be explained
- Point 4: 'and wellbeing' to be added to first line: 'While all staff have a responsibility to promote the mental health **and wellbeing** of all children at Croxby...'

Q: (CA) Is the culture improving around the school for mental health and wellbeing?

KM: Yes, very much so

C: (AF) Monitoring wellbeing is very important. As governors we can come in and observe, we are perfectly placed to come in and gauge the 'temperature' of the school

C: (KM) It would be good to get more of you in to observe. We also need to ensure your mental health and wellbeing is OK

Resolved: Once the above amends had been agreed, the Mental Health Policy was approved

61 HEADTEACHERS WELLBEING REPORT

- AF noted a MH module she had completed on The National College and urged all governors to do so

- Great progress is being made towards the Wellbeing Award with 16 pieces of work submitted so far
- Weekly wellbeing hut now available for parents to drop in and discuss concerns and be signposted to support

ACTION: LC to add The National College Mental Health module to all watchlists and governors to complete as soon as possible

62 DATE OF NEXT MEETING

Tuesday 16 July 2024, 17:45. Pre-meet at 17:30

63 AOB

63.1 Uniform (MB)

MB informed the LGB that from September 2025 a Trust wide Uniform Policy would be in place. Very few changes will be seen to the current CPS policy and, where applicable, logo's and badges will not change. Affordability is the driver for the new policy

64 ACTION POINTS

64a ACTION: LC to follow up with DH with regards to his absence from the LGB (**minute 49**)

64b ACTION: LC to send pecuniary interest form to CA (**minute 50**)

64c ACTION: R Lane to be invited to the next LGB meeting to give a brief verbal update on staff wellbeing (**minute 52**)

64d ACTION: LC to follow up with DH with regards to his outstanding governor training (**minute 52**)

64e ACTION: HB to complete the safeguarding module as soon as possible (**minute 59**)

64f ACTION: HB to complete The Role of a School Governor and GDPR modules before the end of May (**minute 59**)

64g ACTION: LC to add The National College Mental Health module to all watchlists and governors to complete as soon as possible (**minute 61**)

The meeting closed at 19:29

Signed by the Chair:

Date: 16/7/24

