



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Meeting

Tuesday 19 October 2021, 17:45

PRESENT:

Mr D Shaw (Chair, DS); Mr C Ayre (CA); Mrs J Clemas (JC); Mrs A Fowlie (AF); Mrs E Mottershaw (EM); Mrs M Sykes (MS); Mr D Waterson (DW).

ALSO IN ATTENDANCE:

Mrs L Craxton, Clerk to the LGB, LC), Mrs L Lindsay (AHT, LL); Mrs K Mason (Co-HT, KM); Mrs C Neighbour (DSL, CN); Miss J Rehman (JR), 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.

01 WELCOME AND INTRODUCTIONS

DS & DW welcomed everyone to the first meeting of the academic year

DW asked for a minute's silence to honour former learner Steven Duffield who tragically passed away one year ago today. Steven was described as the heart and soul of the school and is still very much missed by staff and learners alike.

02 APOLOGIES

Mrs G Purcell & Dr C Kemp

Resolved: Consent was given for the absence of the above-named governors

03 DECLARATION OF INTERESTS

LC thanked all governors who had completed their annual forms and urged all those outstanding to complete and return as soon as possible

ACTION: LC to follow up with all governors yet to complete and return their DC & PI forms

04 MEMBERSHIP AND APPOINTMENTS

It is the annual duty of the LGB to elect a Chair and Vice-Chair. DS volunteered to continue as Chair, nobody else wished to be considered for the role

Approved: Governors approved DS's appointment as Chair

Chair 2021/2022: D Shaw

Vice-Chair: C Kemp (TBC via email)

SEND Link: A Fowlie

Signed by the Chair:.....

Date: 5.4.22

PP Link: C Ayre

Safeguarding Link: C Ayre

ACTION: LC to email C Kemp to confirm her appointment as Vice-Chair for 2021/2022

05 MINUTES OF THE LAST MEETING (13 July 2021)

Resolved: That the minutes of the meeting held on 13 July 2021 be confirmed as a true and correct record and signed by the Chair, DS.

06 MATTERS ARISING

ACTION: JT to contact GB and AF to arrange a visit to the Academy in the autumn term
Completed

ACTION: Governors to continue with their NGA training **Ongoing, to be removed from the minutes**

07 HEADTEACHER SUMMARY OF THE FIRST HALF TERM

Learner & Staff Wellbeing

KM noted an eventful and exciting return to school with a few new learners enrolling throughout the term

- EYFS open evening was a huge success
- Learners have settled well and feel safe and happy
- Currently 310 learners on roll
- Year 5 full
- ELSA support continues as does play therapy
- Access to the Trust Mental Health Support Worker (MHSW) is available for all staff
- Online phonics scheme has helped to reduce staff workload
- Richard Hill (English Improvement Director) visited the school and observed lessons

Q: (DW) How did the open evenings compare to last year?

JR: This year we had more sibling families attend. Offering the 2 dates gave more flexibility but going forward maybe one longer session would be better

C: (KM) We had a few attend from other schools and nurseries

C: (EM) Maybe we need to look at the timings of them, try to catch them when they collect from after-school club

C: (DW) The Hull birth rate is very low and I expect ER is too. This will also be impacting on numbers

Q: (DW) Why have we gone with an online phonics scheme?

KM: There is a big push from DfE to use an accredited scheme and we chose Bug Club Phonics

Q: (DS) How do you measure the success?

KM: That is underway but looking at the draft data, every child has made progress

C: (JR) It's a consistent approach throughout the school

Q: (AF) Why that particular scheme?

KM: We looked at others but Bug Club Phonics was the best for us to use at EYFS to Year 2 as it also provides books to complement the online learning

Q: (EM) Can home reading be tracked through the scheme?

KM: Yes

Q: (DW) Last year phonics screening was moved from Year 1 to Year 2. Is it the same for this year?

KM: Yes, we are currently testing Year 2 and I'll know this term who needs intervention

Q: (DS) Did Richard Hill notice a change in learning?

LL: He sat in on the first lesson so there wasn't that much to report on. He did come back 2 weeks later and feedback was that excellent progress had been made

Q: (AF) Does the ERP bring funding in?

KM: Yes

C: (KM) The afternoon sessions in the Enhanced Resource Provision (ERP) that are used to promote independence and issues within the school are managed well

C: (CN) We plan on increasing ERP numbers. We currently have 4 learners in Year 6 attending. We need to look lower down in the schools and identify who will need an EHCP. M Sykes goes into the schools where the children are currently to make sure that the ERP is the best fit for them

Q: (AF) Can you decline a place if you don't think it's suitable for the child?

CN: We have to follow procedure but if we can't meet their needs we do have the option of refusing them a place

C: (CN) The ethos is still very strong and we offer a nurturing approach. Every EHCP has come from another school

Attendance

- w/c 27 September 96.5%. Although higher than the national average of 92% for primaries, the absences have been attributed to fears over the pandemic
- PP cumulative in year – 90.6%
- Non-PP cumulative in year – 95.8%
- 1.3% learners absent with Covid

Q: (DW) The gap in attendance between DA and non-DA is quite big, at over 5%. What are you doing to address this?

KM: We are constantly tracking and meet with N Moore regularly. Calls are made and home visits conducted

C: (CN) High Needs SEN are not managing a full day in school. We are gradually trying to increase this but it also impacts on the figures

Q: (EM) Are you finding parents are struggling with anxiety too?

CN: Yes. Early Help is able to support the family along with the ELSA and the MHSW

C: (AF) The narrative behind the gap shows we are addressing the problem

C: (DW) DA absence will be discussed at the next SLT meeting, not so much high needs but home visits

Q: (CA) Is parental anxiety over Covid?

KM: Not specifically catching it but the aftermath, having to socially interact after all this time

Q: (AF) Were any home schooled?

CN: We had one and the family have chosen to continue with home schooling

Q: (DS) How does Croxby's attendance compare with the other Trust schools?

KM: It's a similar picture. Average for primaries is 94% and for secondaries 86%

Safeguarding

- Learners subject to a Child Protection plan – 4
- Learners subject to a Child in Need plan – 7
- Learners logging other safeguarding concerns – 3
- Number of referrals made to the Early Help & Safeguarding Hub for advice – 3
- 3 full child protection referrals made to ER Safeguarding Hub
- 10 Operation Encompass alerts received
- 2 learners currently LAC with 2 PEPs in place

08 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2020/2021

KM gave a brief overview of the 2020 – 2021 PP Strategy

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> • As a result of coaching and team teaching, the number of teachers 'demonstrating an effective quality of education' was 16 out of 18 (89%). • Academy MER shows a reduction in numbers of teachers getting 'no' (no evidence seen during drop ins) when areas are reviewed across the school. In the EYFS Deep Dives, the numbers of areas not achieved reduced from 7 (in September) to 4 later in the year. In Writing there were 11 areas not achieved in September, this reduced to 8 in in November and then 0 in April. In Reading Deep Dives, the areas not achieved reduced from 10 (in September) to 6 in November and finally to 4 in April. Maths started strongly in September with only 4 areas not achieved and this reduced to 3 in November. • 60% of children achieved GLD as a result of • QFT • 88% of Y2 disadvantage children achieved the pass mark in phonics 	<ul style="list-style-type: none"> • Continue to use coaching / team teaching for teacher CPD. Enhance this using National College webinars/courses.
Targeted academic support	
Impact	Lessons Learned
<ul style="list-style-type: none"> • 60% of PP pupils to achieve GLD • PP pupils retained between 58% and 74% of knowledge one year later as a result of retrieval lessons and low-threat quizzes • Mable (online speech and language therapy) 33% of pupils who accessed this were Disadvantaged pupils. 71% of PP children who participated in Mable achieved their targets • Reading outcomes from the end of KS2 showed that Disadvantaged pupils achieving National had increased from 70% last year to 86% which is also above the 2019 national average for non-Disadvantaged pupils. The percentage of Disadvantaged pupils achieving greater depth in reading had risen from 10% last year to 29% this year • The KS1 Disadvantaged pupil outcomes for reading were lower than last year and national non-Disadvantaged pupils. This may be partly due to two lockdowns in the last years and a bubble closure in the autumn term • Reading Plus (online intervention) • DA children increased their level gain by 0.75. 	<ul style="list-style-type: none"> • Continue with Mable interventions • YIPiYAP tutoring to increase to include more PP pupils in maths and Phonics • Continue to ensure disadvantaged students are a focus for intervention particularly in maths and geography to ensure accelerated progress to close any gaps.

<ul style="list-style-type: none"> • Third Space Maths (online tutoring for Year 6 pupils). 100% of Disadvantaged pupils participated in this and they made greater gains than the non-Disadvantaged pupils. 100% of the pupils achieved at least national and 29% achieved greater depth in maths at the end of the year • YipiYap Maths (online tutoring for pupils in Year 5). Pupils who took part in this intervention showed an increased average effect size in pre and post maths tests from 1.2 to 1.67. Disadvantaged pupils who took part in this intervention showed a significant increase in their pre and post scores 	
Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Attendance figures for this year for disadvantaged pupils was 94% which is in line with national figures and slightly above last year's, which was 93.6%. • Male and female disadvantaged attendance were in line. • The percentage of Persistent Absentees in school was 5.8% this academic year, which was below the target of 7%. The percentage of PAs who were Disadvantaged was 62% by the end of this year, an increase from last academic year. • During the last lockdown in the Spring Term, 40% of Disadvantaged pupils attended school. • All pupils in school accessed NAPA musical theatre lessons during at least one term of the academic year. Performances were uploaded to you-tube to encourage parental engagement. • All EYFS and KS1 pupils put on a Christmas performance which was recorded for parents to watch online. • All KS2 pupils received either ukulele or glockenspiel weekly lessons, delivered by the LA's School Music Service through the year. • 24% of the eligible DA children participated in the school musical. • 28% of all Disadvantaged pupils attended an activity club compared to 30% of non-disadvantaged pupils. • Through supported funding all disadvantaged Year 6 pupils participated in the end of year visit. • Virtual visits were carried out for all pupils to access where possible. These included a session with a poet for all KS2 pupils, a virtual Jorvik visit for Year 3 pupils, an online visitor to talk about the Romans for Year 5 pupils and the Year 6 pupils accessed learning about the Holocaust from an online visitor. • 65% of Disadvantaged pupils completed at least one Graduate Award 	<ul style="list-style-type: none"> • Continue to offer enrichment opportunities to all children in the academy and look at where this can be developed further (trips/visitors/sports opportunities) • Attendance officer to continue to work with families to reduce the number of PAs – this to be reported on headline measures.

C: (KM) Yipiyap are on site 4 days per week for Phonics and Maths interventions

Q: (DS) What are we doing with those children who haven't accessed any learning from home?

CN: In those cases, it's the parents who have chosen not to

C: (CN) We have continued with Mable to narrow the gap and are continuing with interventions

C: (DW) The gap has increased this year, we need to monitor this and make sure it gets no bigger

C: (LL) We have intervened with the programme and placed the children appropriately and we are able to see and measure the progress and impact

C: (AF) The gap seems to have widened during Covid

C: (LL) Historically, by the end of Year 6 there is no gap

Q: (DS) What is the expectation with reading levels with Reading Plus?

LL: All leave as fluent readers. If fluency isn't right we will place them below and this helps them gain confidence

Q: (DS) How has Covid affected EYFS?

JR: It's had a huge impact. They are behind with speaking, understanding, phonics and comprehension. For a lot of them, they have been learning speech from behind a face mask and are struggling. The timetable had also changed. We found White Rose Maths not challenging enough for EYFS but have brought it back this year. Some children are on Mable and some see a speech and language therapist. Four are really struggling and a few are only able to give one or two word answers to questions

Q: (EM) Is there enough funding for Mable?

CN: The catch-up fund covers. We also didn't spend a lot last year so we have that surplus too

09 REVIEW CURRENT 3-YEAR PUPIL PREMIUM PLAN & CATCH-UP FUNDING PLAN

Total allocation £97 490: Planned spending this academic year

- CPS currently in year 2 of the 3-year plan
- Quality First Teaching – budgeted cost: £27 490
- Targeted Academic Support – budgeted cost: £62 000
- Wider Strategies – budgeted cost: £8 000
- PP allocated funding this year: £82 010
- Recovery Premium funding this year: £15 480

C: (DW) The new layout for this document is very easy to read and follow

Q: (AF) Were there any lessons learned?

CN: We have covered a few with interventions etc but the largest area has been positive coaching for staff, CPD has had a good impact and quality first in the classroom

C: (KM) The links to the EEF throughout the document have been thoroughly researched

Catch-up Funding

- 312 learners currently on roll. 22% are DA and 15% are SEND
- Total catch-up funding allocated was £24 000 and this was spent on Targeted Academic Support including Speech & Language, Maths progress & Yipiyap

Resolved: The LGB approved the Pupil Premium Strategy

11 REVIEW IMPACT OF SPORTS PREMIUM STRATEGY 2020/2021 AND RATIFY SPORTS PREMIUM PLAN 2021/2022

Review 2020 – 2021

Despite the national lockdown, key achievements from 2020 – 2021 include:

- New PE leader in place

- All children accessed a series of dance lessons
- Year 5 continued to attend swimming lessons
- Mats and yoga mats were replaced
- Pathways were established for girls' cricket
- 1 hour 40 minutes per week of PE still achieved

What percentage of your current Year 5 (2021) cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	70%
What percentage of your current Year 5 (2021) cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 5 (2021) cohort perform safe self-rescue in different water-based situations?	90%

2021 – 2022

- Total allocated: £18 700
- **Key Indicators include:**
 - The engagement of all pupils in regular physical activity
 - Increased knowledge and skills of all staff teaching PE & Sport
 - Broader experience of a range of sports offered
 - Increased participation in competitive sport
- Daily Miles Tracker supported at Trust level
- External company employed to provide 2 days of PE coaching. A recent staff survey showed a lack of confidence when delivering gymnastics. Staff are currently being trained and upskilled in order to be able to deliver gymnastics confidently
- Funding used to continue with the NAPA dance curriculum

C: (RW) NAPA don't officially follow the national curriculum, how are we adapting this?

DW: We have spoken to them and they have clarified that for Croxby, they will follow the national curriculum

Resolved: The LGB approved the 2021/2022 Sports Premium Plan

12a ACADEMY DEVELOPMENT PLAN – Key Focus Areas

SLT and new leaders are managing the plan and all are confident in their own areas. The plan consists of 4 key focus areas:

- Continue to raise the attainment in English
- Continue to raise the attainment in Maths
- Refine the SEMH provision across all children
- Continue to develop leadership levels

Q: (AF) How do you access pupil voice?

CA: Myself and CN went into each classroom and asked 2 children questions. All were eager to answer

C: (KM) We also do online quizzes with Kahoot. These are multiple choice questions and we also go and talk to the children regularly

C: (LL) The School Council is also up and running. At the first meeting clubs and books for the library were discussed

Q: (AF) How involved do you get with those falling behind?

CN: We have SEND passports and we talk to the child, discover their strengths and support as needed

Q: (DS) And the parent voice?

KM: We sent out a parent survey and the responses were positive. The only negative coming through was lack of communication from the school

C: (DW) I take full responsibility for the lack of communication. We placed everything on the website and with the new cohort and lots of transfers during Covid, I let communication slip

C: (EM) I find it takes so long to find things on the website some may give up

C: (RW) We have a video ready to send tomorrow to all parents explaining how best to navigate the site and where to find learning. I'll also share it with governors

C: (JR) We have also done one for EYFS

C: (CA) I've noticed some staff tweet far more often than others. Is there a set number they are expected to tweet?

KM: No, we are trying to limit them to one tweet daily

ACTION: RW to share website navigation video with governors

12b SELF EVALUATION UPDATE

- Overall effectiveness judged as 1
 - The 'Croxby Way' curriculum continues to raise attainment in English & Maths
 - Behaviour is outstanding and attendance is high
 - All learners have access to a wide and rich set of experiences and activities
 - Pastoral support is of a high quality
 - Staff CPD is focused, effective and personalised
 - Safeguarding at the heart of everything
 - Learners are motivated and eager to learn
 - All children, DA & non-DA achieve the best possible outcomes

13 GOVERNOR TRAINING AND SUPPORT

13i Skills Matrix 2021

LC explained that there is a new NGA Skills Matrix for governors to complete and it would be sent as soon as possible

ACTION: LC to forward Skills Matrix to governors ASAP

13ii Safeguarding NGA Module

ACTION: CA, GB, JC, AF, CK, EM, DS & MS to complete the NGA module: Safeguarding: A Governor's Role (2021) ASAP. This MUST be completed before the next LGB meeting

13iii Inspection Protocol Sheet

KM and her team have put together an Inspection protocol sheet to aid governors during an Ofsted visit. The sheet details everything from the initial call to the actual visit.

Strengths have been outlined as have areas for development. Although KM is in charge of the school on a day-to day basis, DW will lead the inspection

KM has added an area for SEND and will resend the document to governors

ACTION: KM to update Inspection Protocol document with SEND information to resend to governors

14 GOVERNOR VISITS TO SCHOOL

- CA conducted a safeguarding visit on 13 September
- AF conducted a new governor visit with KM on 27 September

No concerns were raised

15 POLICIES FOR REVIEW

15i MARKING & FEEDBACK POLICY

The Marking & Feedback Policy was tabled for approval

Resolved: The Marking & Feedback Policy was approved

15ii TEACHING & LEARNING POLICY

The Teaching & Learning Policy was tabled for approval

Resolved: The Teaching & Learning Policy was approved

15iii ACCESS TO EDUCATION POLICY

The Access to Education Policy was tabled for approval

Resolved: The Access to Education Policy was approved

16 RISK REGISTER

DW explained governors will now be involved in the RR going forward. As this was new to all present, a small group agreed to look over it and provide feedback to the wider LGB.

Resolved: CA, AF & DS to make up the RR working party, along with KM

17 DATE OF NEXT MEETING

Tuesday, 14 December 2021, 17:45

18 AOB

18a Ofsted Visit

DW provided a 'crib sheet' for Governors to complement KM's Inspection protocols. The 2-page document summarises areas that Ofsted may probe, along with suggested questions

18b After-School Club

CA queried if iPads could be provided at after-school club to aid with the continued learning

ACTION: JR to look into providing iPads at after-school club

19 AGREED ACTION POINTS

19a ACTION: LC to follow up with all governors yet to complete and return their DC & PI forms (minute 3)

19b ACTION: LC to email C Kemp to confirm her appointment as Vice-Chair for 2021/2022 (minute 4)

19c ACTION: RW to share website navigation video with governors (minute 12)

19d ACTION: LC to forward Skills Matrix to governors ASAP (minute 13)

19e ACTION: CA, GB, JC, AF, CK, EM, DS & MS to complete the NGA module: Safeguarding: A Governor's Role (2021) ASAP. This MUST be completed before the next LGB meeting (minute 13)

19f ACTION: KM to update Inspection Protocol document with SEND information to resend to governors (minute 13)

19g ACTION: JR to look into providing iPads at after-school club (minute 18)

The meeting finished at 19:35