



The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Meeting
Tuesday 06 December 2022, 17:45

PRESENT:

Mr D Shaw (Chair, DS), Mr C Ayre (CA), Mrs J Clemas (JC), Mrs A Fowlie (AF), Mrs K Mason (HT, KM), Mrs E Mottershaw (EM), Mrs M Sykes (MS)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mrs M Hannan (PG, attending as guest for Part A only, MH), Mrs L Lindsay (LL), 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.

19 WELCOME AND INTRODUCTIONS

DS welcomed everyone to the meeting and introduced MH as the new parent governor

20 APOLOGIES

Full attendance

21 DECLARATION OF INTERESTS

None

22 LGB MEMBERSHIP – VICE-CHAIR TO BE ELECTED

CA offered to be Vice Chair for this academic year. No one else wished to be considered for the role

Resolved: CA to be Vice-Chair for the 2022/23 academic year

DS also introduced M Hannan. MH joins the LGB as a Parent Governor. As soon as all the DBS checks have been completed, MH will officially be on board

23 MINUTES OF THE LAST MEETING (18 October 2022)

Resolved: The minutes of the meeting held on 18 October 2022 were confirmed as a true and correct record and are to be signed by the Chair, DS.

24 MATTERS ARISING

ACTION: As J Clemas was absent from the meeting, an email is to be sent with regards to the VC position before a decision can be made **Completed, see minute 22**

ACTION: ERP data and success to be included in the next report **See minute 29.2**

ACTION: AF to forward certificate of Safer Recruitment training to CF for the files **Completed**

ACTION: KM to update PP report to reflect additional funding received and recirculate to governors **See minute 28**

ACTION: Governors to complete '*Certificate in the Role of a School Governor*' before the next meeting **See minute 31**

ACTION: KM to feedback once all quotes have been received for the upgrades to the library **2/3 quotes received. KM to update once all quotes are in. The new floor is to be laid in the next 2 week. To be removed from the minutes**

ACTION: Members to feedback on the Relationship & Health Education Policy at the next meeting **See minute 32**

25 HEADTEACHERS REPORT

Highlights include:

- Sporting Achievements:
 - 65 children participated in the Cross Country event at Cottingham High School. From this, one Yr4 boy attended the ER championships and came third
 - Yr3 & 4 bench ball teams both won their local competition
- 69 pupils attended the KS1 school disco with many more attending the KS2 disco. £362 was raised for the school which helped to pay for the Christmas tree and crackers
- Parental engagement classes have taken place and were a huge success
- Lunchtime clubs running throughout the whole term
- Library is open each lunchtime and after school
- Hot chocolate Friday implemented to reward pupils who consistently demonstrate Academy values
- Upcoming key dates include:
 - Hobgoblin Christmas Panto
 - EYFS/KS1 Nativity
 - Christmas assembly at Bricknell Church
 - Christmas Jumper Day
 - TCAT Learner Conference
 - Year 4 Pedestrian training
- Set for Success curriculum implemented in September ensures pupils have the necessary skills to develop successful relationships and the knowledge to keep themselves safe, happy and healthy

Teaching & Learning

- Questioning and Feedback Walkthrus used for whole school improvement
- CUSP reading scheme implemented. Positive feedback received from R Hill & D Waterson

Staff Development

- 4 staff delivered workshops at the recent Trust Training Day in October
- LL providing Instructional coaching for colleagues across the Trust
- 3 MPS teachers are applying to further develop and complete NPQs in leading Teaching

EYFS Baseline Data

	Area of Learning	On Track or above	Boys On Track or above	Girls On Track or above
Communication & language	Listening, Attention & Understanding	23/40 58%	10/22 45%	13/18 72%
	Speaking	26/40 65%	12/22 55%	14/18 78%
Personal, Social and Emotional Development	Self-Regulation	26/40 65%	14/22 64%	12/18 67%
	Managing Self	23/40 58%	11/22 50%	12/18 67%
	Building Relationships	25/40 63%	12/22 55%	13/18 72%
Physical Development	Gross Motor Skills	31/40 78%	15/22 68%	16/18 89%
	Fine Motor Skills	27/40 68%	11/22 50%	16/18 89%
Literacy	Comprehension	24/40 60%	12/22 55%	12/18 67%
	Word Reading	23/40 58%	10/22 45%	13/18 72%
	Writing	23/40 58%	10/22 45%	13/18 72%
Mathematics	Number	27/40 68%	15/22 68%	12/18 67%
	Numerical Patterns	24/40 60%	11/22 50%	13/18 72%
PRIME		17/40 43%	6/22 27%	11/18 61%
2021 – 2022 Difference		10/41 24% +19%	3/21 14% +13%	7/20 35% +26%

Q: (AF) How do you manage the lunchtime clubs to avoid a mad scramble?

KM: As lots of children could not access after-school clubs, we introduced lunch clubs. We do have a long list of them wanting to attend lunchtime clubs and have had to implement a maximum number, dependant on the type of club, with the exception of singing club – that has no maximum. Teachers allocate so many pupils as they are familiar with them and there is a booking system in place too

Q: (AF) How do you fit in those who don't get their first choice?

RW: We have a waiting list and try rotate them as much as possible

Q: (AF) Nationally, boys underperform to girls, why is this? Is there any research?

LL: When they come to us in EYFS boys very much still want to play, it takes a little longer for them to settle. On the flip side, at the top of the school the boys often outperform the girls in Maths

C: (KM): With regards to the Baseline Data, 43% baseline entry this year had an on track or above to achieve GLD. Last year this was 21% and is heading back to pre-pandemic levels which were usually around 50%

C: (KM) There are so many things they have missed out on due to covid. We are wanting to reintroduce the swimming lessons into Year 4 but the travel costs alone are phenomenal to enable us to catch up

Q: (JC) Could you not use local schools?

KM: Yes and Winifred Holtby have also offered but we don't have an instructor

26 PERFORMANCE DATA REPORT

2 children have been removed from the data

- **Yr6 Maths**
 - Average arithmetic scores improved from 22 – 27
 - Reasoning and problem solving increased from 21.5 – 26.5
 - Focus GD pupils all achieved above 85%
- **Yr6 Reading**
 - National focus pupils and 4/14 Working Towards pupils are consistently achieving over 80% on SATs Bootcamp

KS2 SATs data

	No in Cohort	National Average	Boys	Girls	SEN	Non SEN	D/A	N/A D/A	Non D/A
	53		31	22	11	42	11		42
Reading EXS	66%	74%	58%	77%	18%	79%	45%		71%
Writing EXS	79%	69%	74%	86%	27%	90%	64%		83%
Maths EXS	70%	71%	68%	73%	27%	81%	45%		76%
SPAG	68%	72%	65%	73%	9%	83%	36%		76%
Reading GD	17%		6%	35%	0%	21%	9%		19%
Writing GD	13%		6%	23%	0%	16%	9%		14%
Maths GD	15%		10%	23%	0%	19%	9%		16%
SPAG GD	20%		16%	27%	9%	23%	18%		21%
Combined EXS	58%	59%	52%	68%	9%	71%	36%		64%
Combined GD	6%		0%	14%	0%	7%	9%		5%

Q: (JC) Last year boys were below national average. Are you pre-empting for future interventions?

KM: Last year was a huge learning curve for us and attitudes to learning are very different to last year's cohort possibly due to have longer back in school post pandemic. Reading is a strength this year and we have a slight collapsed curriculum that we adapt to needs

C: (LL) Small intervention groups help us meet the needs of the individuals

C: (KM) SATs Bootcamp has been a success and it's now time to move onto a further intervention. We have learnt from last year and have made good gains already

Q: (JC) Do we have any mock results?

KM: They are underway now, we'll have that data in January

C: (MH) I know the maths intervention is working well for my daughter

C: (KM) It's encouraging that they want to beat their personal best scores, they like to see all of their hard work paying off

Q: (DS) How do you help those children who are going in the right direction all year and freeze during SATs week?

RW: We can identify who they are early on and step in to help

C: (LL) We've also had them doing mock SATs in the same conditions as the real thing but nothing can actually replicate the real thing

C: (JC) That's true but prepping in the same environment has got to be beneficial

Q: (AF) How do we define DA?

KM: It all depends on certain benefits received amongst other factors. We send out the forms for completion to see who will qualify and we are always mindful that this is a very sensitive area

27 SCHOOL DEVELOPMENT PLAN

The SDP will be fully updated for the January meeting

- 100% of teachers expected to be delivering quality first provision of phonics and 94% reading by the end of the Autumn term
- Pupil, parent and staff voice very positive
- Teachers are getting used to the new technology used in classrooms
- New format of the SDP welcomed
- Reading interventions have not been able to go ahead as planned due to capacity. PP funded HLTA to take over lower down the school as the focus has been on Yr6 so far

28 PUPIL PREMIUM STRATEGY – ratified by the LGB

Detail	Data
Academy name	Croxby Primary
Number of pupils in the academy	328
Proportion (%) of pupil premium eligible pupils	24.7 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024

Detail	Amount
Pupil premium funding allocation this academic year	£92,795
Recovery premium funding allocation this academic year including School Led Tutoring	RP - £11,865 NTP - £11,277
Pupil premium funding carried forward from previous years (enter £0 if not Applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,937

KM explained how the EEF ratings work: All of the research has been done for schools and ranked against value for money and effectiveness, thus saving schools time and money trying interventions that may not be successful

- Yipiyaps continue to support 3 days per week
- HLTA interventions provide weekly support
- 8-10 pupils participate in 1-1 Mable intervention
- Deep dives showed achievements in EYFS

ACTION: Full PP Strategy to be published on the website by the end of the year

29 INCLUSION UPDATE**29.1 Safeguarding Update**

- 6 children currently a Child in Need
- 7 pupils on the Safeguarding Monitoring list
- 92 safeguarding concerns logged
- PA currently 8.5%
- A true comparison on attendance will be done after the end of term

- 0 Permanents Exclusions
- Whole welfare team meet every 2 weeks and review each child
- SEND parents overwhelmingly positive with CPS

ACTION: KM to forward review of Safeguarding Audit to LGB

29.2 ERP Update

- CPS ERP currently an 8-place provision
- 7 LA children currently attend with 4 CPS children accessing the provision full-time and 2 who receive support at various times of the day from the ERP team
- There has been an increase in challenging behaviours
- The ERP is staffed by one teacher and 5 TAs

C: (MS) We have a strong team in the ERP and we are all very good at adapting to the ever-changing needs. We also use 3 rooms but they are not all next to each other

Q: (DS) Have you received extra funding?

KM: We are meeting with the LA next week to discuss funding for a new building. The ERP needs to be fit for purpose

C: (DS) I believe the LA are looking to have an ERP in every school

C: (AF) On assessment I could see there is not enough space. The breakout quiet space is not close by and the children get more agitated being moved. It also concerns me that there are some very complex children in one room

Q: (AF) Has the Trust considered employing their own Educational Psychologist?

KM: It has been discussed

C: (DS) I'll raise this next week at the Chairs meeting

C: (KM) The modern mobile classroom units can be made to look really nice now and we could create a safe space to play

C: (DS) I'd just like to recognise all of the hard work that goes on the ERP

29.3 SEND Update

- 34 children with SEND, this equates to 10% of the school population. 6% of these are DA
- Boxall Profile used to outcomes for SEMH needs
- Mable continues to help support with Speech & Language
- SEND pupils are broadly in line with non-SEND when it comes to retrieval practice
- 'Chimp' used to lessen bad behaviour and help the children cope with challenging situations
- Newly appointed MHSW (Mental Health Support Worker) & Wellbeing dog, Marlowe, will be on hand from January to also help

Q: (AF) Stress is an everyday part of life, how do you assess when help is needed?

KM: At the lower levels, we encourage them to talk to someone and keep checking in with them. For mid-level, we use the 'Chimp' work. The Chimp is the bad alter ego of the children and by separating their behaviours, it helps them understand how to cope. We also have an ELSA on staff. For the higher levels, we have Mind in one day per week. The staff also have access to the Trust MHSW

Q: (JC) How do you manage the stigma for staff? That worry that their job may be at risk if they are seen as 'weak'?

LL: We talk openly about it a lot and we all support each other. If they do need to speak to the MHSW, it is completely confidential and not logged in their personnel records

C: (RW) During the recent Safeguarding Audit, the inspector was very happy with the support on hand for all staff

30 RISK REGISTER

There have been no changes since the last meeting. Failure to achieve KS2 results comparable to the national average remains the biggest risk

31 LINK VISITS

The following link visits have taken place:

Nursery Class Observation – AF 12 October 22

SEND termly visit – AF 02 November 22

PP Strategy Meeting – DS 17 November 22

No concerns raised

32 GOVERNOR TRAINING

Due to upgrades with The National College website, governors have found it difficult to locate the specific module. The deadline for completion of 'Certificate in the Role of a School Governor' has been extended until the end of the Autumn term and any governors still having trouble finding it to let LC know ASAP

All governors have completed their safeguarding module

Governors queried where they could find the link to view the recent FFT training given by D Waterson. LC to check with LT

ACTION: Governors to complete 'Certificate in the Role of a School Governor' on TNC before the end of the Autumn Term

ACTION: Governors to inform LC if they cannot find 'Certificate in the Role of a School Governor on The National College

ACTION: LC to check with L Thompson regarding the link to view the recent FFT training

33 POLICY FOR REVIEW

The amended Relationships and Health Education Policy was circulated at the previous meeting for ratification tonight

Resolved: Amendments to the Relationships & Health Education Policy were approved and the policy was ratified

34 DATE OF NEXT MEETING

Tuesday 24 January 2023, 17:45

35 ANY OTHER URGENT BUSINESS

None

36 ACTION POINTS

36a ACTION: Full PP Strategy to be published on the website by the end of the year (minute 28)

36b ACTION: KM to forward review of Safeguarding Audit to LGB (minute 29.1)

36c ACTION: Governors to complete 'Certificate in the Role of a School Governor' on TNC before the end of the Autumn Term (minute 32)

36d ACTION: Governors to inform LC if they cannot find 'Certificate in the Role of a School Governor on The National College (minute 32)

36e ACTION: LC to check with L Thompson regarding the link to view the recent FFT training (minute 32)

Part A closed at 19:17 and MH, LL, MS & RW left meeting