

THE CONSORTIUM
ACADEMY TRUST

The Local Governing Board of Croxy Primary
Minutes of The Local Governing Board Virtual Meeting
Tuesday, 13 July 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 M Sykes (MS); Mr D Waterson (DW, Headteacher).

ALSO IN ATTENDANCE:

Mrs L Lindsay (LL, SLT/Assistant Headteacher/ICT Lead/Blended Learning); Mrs K Mason (KM, SLT/Co-Headteacher/ERP Support/ITT Mentor); Mrs C Neighbour (CN, SLT/Y1 SENDCO/DSL); Miss J Rehman (JR, EYFS Lead, Teacher, Wrap around care Lead); 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.

56 WELCOME AND INTRODUCTIONS

DS welcomed everyone to the fifth and final meeting of the academic year.

57 APOLOGIES

Mrs E Mottershaw sent her apologies.

Resolved: Consent was given for the absence of the above named governor.

58 DECLARATION OF INTERESTS

No conflicts of interest for this meeting were declared.

59 MINUTES OF THE LAST MEETING (18 May 2021)

Resolved: That the minutes of the meeting held on 18 May 2021 be confirmed as a true and correct record and signed by the Chair, DS.

60 MATTERS ARISING FROM THE MINUTES

60a ACTION: All internal assessment data to be presented at the next meeting (minute 55a) - presented at the meeting tonight, minute 61

60b ACTION: SEND data to be presented at next meeting (minute 55b) – presented at the meeting tonight, minute 61

60c ACTION: EYFS data to be presented at next meeting (minute 55c) action – presented at the meeting tonight, minute 61

Signed by the Chair:.....

Date: 13/07/21.....

- 60d **ACTION: Governors to continue to use the Governor Visits form for all physical and virtual meetings (minute 55d) - ongoing. To be removed from the minutes**
- 60e **ACTION: JT to contact GB and AF to arrange a visit to the Academy (minute 55e) – To arrange in the Autumn Term**
- 60f **ACTION: All Governors to ensure they have completed at least one other NGA module before the end of the academic year (minute 55f) action carried forward**
- 61 **MODERATED DATA**

The Head gave a brief summary of the data presented for each Year group and asked for questions from the LGB. The governors had already had this data sent to them before the meeting.

- Each analysis comes in the same format for Year 1 to 6, there is a separate analysis for EYFS.
- The data showed the children that are working at A or N. The N means that the pupil is working at National Standard and the A means they are working above National Standard. The data also showed what the academy judged to be as Greater Depth, that is children that are working above the National Standard.

Year 6

The Headteacher explained that the Year 6 data has been based on teacher assessments for writing and on a past SATs paper for Reading and Maths. The SATs were sat under exam conditions. All the work has been through internal school moderation as well as Trust wide moderation. In 2019 Year 6 the National Average for combined was 64%, Greater Depth was 11% nationally.

The percentage working at national in Reading is 87% (2019 national was 73%)

The percentage working at national in Writing is 87% (2019 national was 78%)

The percentage working at national in Maths is 83% (2019 national was 79%)

Q: (MS) There is a distinct gap between the girls and boys in writing at all levels

DW: We would look to see if the gap has closed over time. We looked at when the children were in Year 2 and the gap at that point was approximately 30% across the subjects, that has been reduced by a third by the end of Year 6, so it has actually narrowed.

Q: (GB) It is quite a broad question given the year we have had but does this compare favourably with last year?

DW: We have outperformed the expectations with the pandemic. We would suggest even though there is not a model in place, if we compared nationally to 2019, this set of results would put us in the top couple of percent for progress in reading and writing and the top 10% nationally for maths, and attainment would be towards the top quintile. The area we need to develop is in maths, specifically attaining the higher levels. We believe this was due to a coverage deficit in the months that the children had missed. Other Trusts and our own have all identified this area as an issue.

Q: (CK) Greater Depth in writing in Year 6 in term 1 it was at 41% and then dropped down, do you know why that is?

DW: This was down to the children working from home and the teacher not being able to give feedback to children during lockdown, it was harder to access their work to give feedback. That is why we saw the drop in Term 1.

Q: (CK) Greater Depth in the reading is much higher than the Greater Depths in writing and maths. Is this to do with the way it is taught or is it just a gap that could be addressed?

DW: Reading has been a focus, it was something extra that could be done during the lockdown on our Reading Plus programme. It was an academy improvement over the last 2 years and that has shown in the results. The academy is really pleased with the high levels in Reading.

Year 5

Work is completely moderated. 4 children either have EHCPs or are in the Enhanced Resource Provision and there is 1 child who is in an Enhanced Resource Provision at another school. The Year 5 pupils have also completed a Year 6 SATs paper in Reading and Maths which have also been moderated in house.

Q: (CK) The SEN children do not attain is this due to the ECHP?

DW: All 5 children have Social and Emotional barriers to learning to overcome before we even get to attainment. All children should be included in the data because they are our children. We think at Croxby that we are in the best position to help these children even though it will have an impact on the data.

Q:(DS) Are interventions having the outcome that you would expect and how do you feel they have helped to maintain the numbers we are seeing today?

LL: Leading on from this data we have lots of plans, we have our Yipiyap tutoring that we have tried this year with 1:1 maths tutoring with the Year 5's. We have increased this to 4 days with the same tutor for next year, this will mainly be pre-teaching maths. Reading Plus has been very successful for our reading interventions, we have developed this in many ways this year and I will also be involved in Year 6 interventions as one of my main roles. I will be able to pin point the children whether they are Greater Depth or National children whatever their need is I can intervene.

C: **DW:** We have managed to budget well and from September we will be able to use 3 members of staff in the mornings to work with key focus groups of children. 1 member of staff working across Years 1 and 2, one with Years 3 and 4 and another one with Years 5 and 6, they will work with groups and this will differ on a daily basis depending on the children's needs. A lot of hours are going into interventions for the children.

Year 4

Year 4 has not had the internal moderation yet so the data presented was from Term 3

Q: (JC) The data doesn't compare favourably when you compare it with other year groups, is there a reason for that because it is significantly lower?

DW: 12 children have joined that year group over the year, we look at Pupil Premium and that is where there is a concern in Year 4. 7 mobile children are Pupil Premium and only 1 of them is working at the National Standard. 12 children are a lot to take into a year group especially when they are lower ability, there are plans in place to try and address those gaps, especially in maths. We have got a Yipiyap tutor going in there, a HLTA as well, we also have Reading Plus carrying on in that year group. This is the year group in the first lockdown that did not come back to the academy, they have had the least amount of input in the academy over the pandemic. The main issue is our mobile children.

Q: (JC) Are there any plans in place to narrow the gap?

DW: In writing and in maths there is a 22% gap between the stable and mobile cohorts which is a big gap to close, in reading it is 10%. Hence why the focus has gone onto the Yipiyap tutor to pick up the maths gap and try and close it. The writing will be addressed by the class teacher rather than through intervention at that point.

Q: (JC) It is a bigger year group isn't it?

DW: Yes, we went from 10 spaces at the beginning of the academic year, to being full at one point in that year group and we now have 59 children, so there is only one space. The Yipiyap tutor will pick up groups of 3 and work with them through the week. The children in Year 4 sat the multiplication test and there are a few holes in multiplication which we were aware of, some children did really well and got full marks and nearly half scored over 20.

Q: (MS) The maths and SEN children in Term 1 and 2 were on target to achieve and then ended up with none of them achieving, what happened?

DW: That was down to gaps in learning at home, 1 child who is always around National didn't attend at all because of their social and emotional needs. They did lots of work at home but didn't achieve, it is the same with all of those children, it has hit those children and the disadvantaged children the hardest across the Academy.

Year 3

Year 3 has not been moderated so the data presented was from Term 3.

This year group was hit the hardest after the first lockdown, they lost the largest amount of learning. The academy has run a pilot with Reading Plus for this year group.

Q: (DS) What was the pilot?

LL: 1 of the classes in Year 3 carried on with Book Talk and the other class used Reading Plus in a morning to see if we could have a greater impact on our reading lessons. It is a programme that is pitched at the right level, they all take a baseline assessment on the online programme and they are then put at the right level for their reading age. Access is given to them and there are lots of different books that are at the right level for them, once they have read the book it asks them comprehension questions. It is brilliant as it monitors their words per minute, their reading fluency, it gives us so much data, the children then progress through the different levels. It is individual to each child's progress.

Q: (DS) Are there plans to use it across the whole Academy?

LL: The pilot showed us the difference in the 2 classes across Year 3, this is a really good model and we are looking at Year 2 to give the children confidence and become fluent readers and maybe into Year 4. We don't see it as being right for Years 5 and 6 but it might be used for individuals or small groups of children who still have that need to improve their fluency.

Year 2

Year 2 have been moderated internally and Trust wide. There are no combined measures in Year 2.

Q: (CK) The greater depths in reading and writing, it has dropped quite a bit as well, is this due to missed sessions during lockdown?

DW: The whole cohort dropped during lockdown, not so much in Maths. The teacher informs me this is due to them using a maths booklet. Those lessons stayed the same so the gap didn't reduce that much for those attending but in reading and writing they have dropped significantly and the staff have had to work extremely hard to get them up to the levels where they are.

Q: (CK) Is this comparable to other schools you know of, the younger the children the more they were affected by the time off?

DW: I haven't got Year 2 data from other schools only EYFS and Year 6, I know from the other Trust schools we do compare favourably.

Q: (MS) The boys seem to have outperformed the girls in writing and maths by quite a significant amount?

DW: There is a high proportion of girls in that class that are disadvantaged so if you track their participation during the lockdown, it has led to the figures being pulled down. It looks like a gender gap but it is a disadvantage gap.

Q: (CK) The SEN children are doing quite well compared to other cohorts, is it mainly down to the needs the children have?

DW: Entirely individual, 1 of the children is in the ERP who is working at reception level, it is down to individual need.

C: (JC) There are only 3 in the year group.

C: (CK) We have just looked at another year group with a small SEN and their scores were zero performing.

C: (DW) We now have double the number of ECHP's compared to national figures.

C: (GB) This is a really small year group, Year 4 is almost double this, we are talking possibly one or 2 pupils that actually have a huge impact on percentages. 33% is essentially one of those pupils it is worth keeping a context around numbers, rather than percentages.

C: (DW) We have been warned by Hull City Council that the birth rate has dropped in the Hull area. That will affect future year groups in Hull.

Year 1

This has not been moderated and so the data presented was from Term 3.

Q: (CK) All the mobile children didn't achieve, is there a particular reason?

DW: There are 2 ERP children in this year group with high social and emotional needs, who are currently working with reception. There are 5 mobile children in this cohort and all 5 are disadvantaged children, of our 8 disadvantaged children 5 are new to Croxby. We have looked at what we can put in place for next year and where we have looked at Yipiyap in other year groups for maths we are putting extra phonics into this year group. The children who need it will get a second daily phonics session and Mrs Mason will be picking up phonics interventions. Extra phonics will make a big difference because that is where the gap in learning is.

Q: (GB) Across all the years the mobile children appear to have SEN needs and are disadvantaged. Is this a pattern with children coming in or is this an anomaly?

DW: A lot of the children have additional needs, if they have not moved house then they tend to have fallen out with schools or they have higher needs. It is unprecedented to have such high numbers coming in through the year, we have not had that before.

Q: (DS) Are we getting additional Pupil Premium funding or are we working within the confines of what we have already been given?

DW: We work with the confines of what we were originally allocated. PP funding is based on the numbers the year before, our PP numbers have gone up. We were historically always quite low at Croxby against the National average, but we have just gone above it now. There are extra monies coming in which has allowed us to fund the extra Yipiyap and the 3 members of support staff in the mornings but this year we have had to manage with the funding from the previous year. The results look strong in Year 1; during lockdown Mrs Neighbour was very happy with her parent TAs who sat with their children in every online lesson.

EYFS

GLD+ is not included in the GLD. The data is awaiting SLT moderation so there may be subsequent change in the data presented.

Good level Development is the benchmark for EYFS children in 13 prime areas. If they are working above in all the 13 areas, they get GLD+.

Q: (MS) 80% pupil premium children reached the GLD but none in GLD+. Were any of them close?

JR: At the start we only had 17% of our pupil premium on track and so we have made great gains but no one was close to getting their GLD +. However, we do have some close with their reading with them getting the extra daily reading with us.

C: (DW) When I have spoken to other schools in other Trusts all of the EYFS children have done really poorly. This EYFS cohort has come in 20% higher in ability to what we would normally expect so they were starting 20% above where we would normally expect. We have actually out performed what we would normally do, we would normally get 79% in GLD, we have gone over 80% for the first time.

62 COVID CATCH UP REVIEW

This additional funding of £6,200.00 from the government was reviewed at the last LGB meeting on 18 May 2021. This will be allocated depending on need from September. It has been used in the past for Mabel, Third Pace Learning and Reading Plus this year so it is expected to be used in the same areas again.

63 POLICIES FOR REVIEW

- EYFS Policy (review date July 2024)

Resolved: Governors approved the above policy and review date.

64 GOVERNOR LINK VISITS

Chris Ayre had a virtual Link visit with the SENDCO and everything was positive. Physical visits to the Academy are now welcomed. The two new governors will visit the Academy in the Autumn Term.

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

65 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 NGA training.

Governors were reminded that there is an Ofsted preparation training course on Tuesday 20 July at Wolfreton, 6pm.

66 ANY OTHER BUSINESS

66a A Focused update on Enhanced Resource Provision and the impact on the Academy

Q: (DS) Is the ERP full at the moment?

CN: 1 pupil has moved on this term.

Q: (DS) What if any impact has the Provision had across the Academy?

KM: Everything we do at Croxby is children first and the ERP is no different. It is a chance for these children to thrive and that is what we are providing in personal learning for them. A chance for these children to be educated, academically, socially and emotionally. The team that we have in there is absolutely fabulous; they support each other, and they have routines and structures in

place that are a real benefit for everyone. It has allowed us financially to avoid restructures that may be happening in other schools and academies. There are so many positives coming out of it.

66b Deputy Director of Education Services

The Head explained to the Governors that he has been successful in a job application within the Trust and has now taken on the role as Deputy Director of Education Services, this has reduced his time at Croxby to 2 days a week. Mrs Mason is now Co-Headteacher and is in charge at Croxby on a day-to-day basis.

67 DATE OF NEXT MEETING

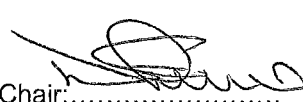
Tuesday, 19 October 2021 at 5.45 pm.

68 AGREED ACTION POINTS

68a ACTION: ~~JT~~ to contact GB and AF to arrange a visit to the Academy in the autumn term (minute 63)

68b ACTION: Governors to continue with their NGA training. (minute 64)

The meeting finished at 7.00pm

Signed by the Chair.....

Date 19/10/21.....

