



## **The Local Governing Board of Croxby Primary**

Minutes of The Local Governing Board Meeting  
Tuesday 14 December 2021, 17:45 via Teams

### **PRESENT:**

Mr D Shaw (Chair, DS); Mrs G Baines (GB), Mrs A Fowlie (AF); Dr C Kemp (CK), 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.

## **19 WELCOME AND INTRODUCTIONS**

DS welcomed everyone to the meeting and explained the absence of C Ayre and J Clemas. All governors across the Trust were told numerous times from October onward that if they had not completed the NGA Safeguarding module by the date of the next LGB meeting they would not be permitted access to attend the meeting. JC was declined access, CA did not make contact

**ACTION: CA and JC to complete the Safeguarding 2021 module ASAP**

## **20 APOLOGIES**

No apologies had been received from CA

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

## **21 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 and PI forms**

## **22 MINUTES OF THE LAST MEETING (19 October 2021)**

Minor amend to page 8

**Resolved:** Once the above amend had been made, the minutes of the meeting held on 19 October 2021 were confirmed as a true and correct record and are to be signed by the Chair, DS.

## **23 MATTERS ARISING**

**ACTION:** LC to follow up with all governors yet to complete and return their DC and PI forms  
**See minute 21**

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

**ACTION:** RW to share website navigation video with governors **Completed**

**ACTION:** LC to forward Skills Matrix to governors ASAP **LC to send to J Turan to place in shared area. To be removed from the minutes**

**ACTION:** CA, GB, JC, AF, CK, EM, DS and MS to complete the NGA module: Safeguarding: A Governor's Role **CA and JC yet to complete the module. See minute 19**

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

**ACTION:** JR to look into providing iPads at after-school club **Completed, 8 in regular use**

## **24 STRATEGIC HEADTEACHER REPORT**

### **24a Overall Effectiveness**

- The Croxby Vision and Values remain at the forefront of the school day
- Highlights of the term include
  - The library was able to reopen. However, since the report was written, the library has sadly had to close again due to Covid
  - Outdoor sports during lunch have been undertaken
  - Lunch monitors have been appointed to help in the hall
  - The Academy Council is up and running
  - The Head Boy and Head Girl, along with their deputies, have been a regular feature in the newsletters
  - Cross Country, Football and Dodgeball have resumed
  - Tonight (14/12) and tomorrow the outdoor nativity will take place
  - 68 bags of food have been distributed to those families in need

*Q: (DS) Is there a good depth of books for all children in the library?*

*KM: Yes and, as we have had to close it again, the bookshelves are well stocked in the classrooms*

*Q: (DS) Do you reach out to families asking them to donate books their children have finished with?*

*KM: No, but that is a great idea*

*Q: (DW) How many children attended the sporting events?*

*KM: Over 70 ran cross country*

*C: (LL) And I had 9 football teams. Once we are able, we will do more of this and the football will be available to all children, regardless of their level*

*Q: (DW) Do you know how many PP children participated?*

*CN: I have all of that information, I will forward to governors*

### **24b Quality of Education Summary**

#### **24bi Curriculum**

- English remains the focus and R Hill (TCAT English Improvement Director) has conducted a deep dive of the Reading curriculum
- Deep dives also conducted in phonics, intervention and SEND



- 453 graduate awards earned so far
- Spanish, History and Geography curriculums adapted after September training day
- 80 laptops and 3 laptop trolleys received this term. 60 of these are being used by Yr6 with the remaining 20 available to all classes
- KS2 Combined has increased from 26% in 2016 to 74% in 2021
- KS2 Maths outcomes have risen from 36% in 2016 to 83% in 2021
- On average, pupils retain 60% of curriculum knowledge learnt more than 1 year after being taught the material

Q: (DS) What have you done differently with Maths to improve outcomes?

KM: We have moved the Yipiyap tutor from phonics to Maths and held interventions in Yr6

Q: (MS) How are you making sure they retain 60% knowledge in the foundation subjects?

RW: They are assessed pre and post each topic. DA pupils are retaining 64% and SEND 68%

Q: (AF) What changes have you made to Spanish, History and Geography?

RW: Staff do a lot more training and research. We have found in Spanish they are not retaining enough and this is linked to phonics so we are addressing that to encourage better retention. We have also introduced more reading

Q: (DW) How many children are reading at home?

JR: 74% of EYFS and KS1 are accessing Bug Club phonics for reading weekly and those who are not logging on are followed up in the classroom. Only a handful of PP children are not accessing at home but they have hard copy books

C: (LL) Yipiyap test in Yr2 and PP are outperforming in progress. Reading Plus is monitored weekly and certificates awarded. For those PP not accessing at home, we also have a target list for them to ensure they are reading more often in school

Q: (EM) What was the reaction of parents when they were informed of the reading plans?

LL: They were generally very well received

Q: (DS) Are we where we want to be with laptops and iPads or can we go further?

LL: We always want to go further! We have received another 9 laptops and are in line for more. We are very proud of the IT skills we have developed during the pandemic and the fact the children are also learning life skills

C: (KM) We have spent a further £2000 from the PFA on more IT equipment and have traded in our old processors to free up more funds

Q: (GB) How do you deal with home access issues?

KM: We work closely with the families and give them reading time in school.

Q: (AF) Are you upskilling children in readiness for secondary school?

KM: No, the technology is not used for all lessons but enables us to provide effective feedback during lessons and to any children isolating at home and joining lessons

C: (CK) It sometimes looks like we are using too much IT, we need to highlight to new parents that the children still use books.

## 24bii Standards

Predictions for Yr6 SATS from a cohort of 55, including 12 SEN and 13 PP:

	Total	Boys	Girls	SEN	Non-SEN	PP	Non-PP
Reading EXS	39 (71%)	22 (69%)	17 (74%)	1 (8%)	38 (88%)	8 (62%)	31 (74%)
Writing EXS	41 (75%)	24 (75%)	17 (74%)	1 (8%)	40 (93%)	9 (69%)	32 (76%)
Maths EXS	41 (75%)	24 (75%)	17 (74%)	3 (25%)	38 (88%)	7 (54%)	37 (88%)
Combined EXS	39 (71%)	22 (69%)	17 (74%)	1 (8%)	38 (88%)	7 (54%)	31 (74%)
Grammar EXS	38 (69%)	22 (69%)	16 (70%)	1 (8%)	37 (86%)	8 (62%)	30 (71%)



## Mock SATS results Nov 2021:

Cohort Data	Total	Boys	Girls	SEN	Non SEN	PP	Non PP
Number of Pupils	55	32	23	12	43	13	42

Reading 95+	39	22	17	1	38	8	31
Grammar 95+	32	18	14	1	31	6	26
Maths 95+	33	20	13	1	32	5	28

Reading 100+	25	14	11	1	24	6	19
Grammar 100+	17	8	9	1	16	4	13
Maths 100+	18	11	7	0	18	5	13

Reading 110+	8	4	4	0	8	1	7
Grammar 110+	3	1	2	0	3	0	3
Maths 110+	3	1	2	0	3	1	2

Percentages

Reading 95+	70.91%	68.75%	73.91%	8.33%	88.37%	61.54%	73.81%
Grammar 95+	58.18%	56.25%	60.87%	8.33%	72.09%	46.15%	61.90%
Maths 95+	60.00%	62.50%	56.52%	8.33%	74.42%	38.46%	66.67%

Reading 100+	45%	44%	48%	8%	56%	46%	45%
Writing 100+	31%	25%	39%	8%	37%	31%	31%
Maths 100+	33%	34%	30%	0%	42%	38%	31%

Reading 110+	15%	13%	17%	0%	19%	8%	17%
Writing 110+	5%	3%	9%	0%	7%	0%	7%
Maths 110+	5%	3%	9%	0%	7%	8%	5%

Q: (CK) How does this data compare to other schools?

KM: The 3 Trust primaries are very different but we are quite close to them

Q: (DW) How does the November SATs data compare with the summer SATs data?

KM: The Summer SATs data was quite positive in comparison, so we started the year mindful not to narrow the curriculum the rigorous assessment process in November was useful for us.

Q: (DW) Are they reliable targets? They have taken a dip

KM: The targets are. We have identified gaps and changed the way we use Yipiyap. We have also purchased SATS Bootcamp and the Yr. 6s are exposed to more SATs style questions. A more focussed approach to arithmetic has already seen a 25% boost

C: (LL) Our predictions came from having professional conversations with every teacher and every senior leader and each pupil was looked at individually

C: (KM) Our Phonics is currently 86%, above national at 82%. Bug Club is up and running and we are keeping up, not catching up

C: (RW) There has been an 18% increase in spelling and grammar scores in the past 4 weeks and we have seen the positive impact in lessons

Q: (DS) That's good, the gaps are starting to close. In the event of more disruptions, do you foresee the gap widening?

KM: No, the transition back to home learning, should it arise, will be seamless with all of the tech we have in place

Q: (DW) How did DA do in Phonics?

KM: DA 56%, SEND 50%

Q: (DW) What is the reason behind the big gap?

KM: The figures are linked to the ERP, 3 children in there have not achieved phonics

#### **24biii SEND Update**

- 45 SEND pupils on roll, this equates to 14% of the school. This is an increase on the 2021/21 figures of 41. National figures are sitting at 12.6%
- Yr5 has the highest SEND cohort with 15
- 10 (3%) pupils on an EHCP, 13 in the ERP, 78 (25%) are PP and 26 (8%) are SEND and PP
- EHCP figure same as last year

C: (CN) I'd firstly like to thank Anne (SEND Link) for the support and SEND visits

C: (AF) It was good to see the SEND pupils using similar equipment; everything is personalised

C: (CN) The main area of SEND has been identified as communication and interaction and we are working on building confidence in the classroom

Q: (DW) How is the communication with parents?

CN: We have positive parental engagement and have improved the SEND paperwork to help us engage better with them

#### **24c Behaviour and Attitudes Summary**

- Cumulative in year attendance 94.5%, PP cumulative in year 92.6%. 2020/21 96.5%
- Average of 1 recorded incident of disruptive behaviour for every 380 lessons
- 1 suspension in 4 years
- 1 3-day exclusion this term
- 85% of pupils engaged well with online learning during lockdown
- No incidents of bullying or racism reported

Q: (DS) Can we assume the low attendance is linked directly to Covid absence? Has it started to even out or is it still up and down?

KM: It's still up and down at the moment

Q: (GB) Are you getting support from the Local Authority and Public Health England?

KM: Yes, we are in regular communications with East Riding and cannot fault the support we have received from their Pandemic Team. As yet we have had no dealings with PHE

Q: (DW) Has staff absence been affected compared to last year?

KM: During the 2020 Autumn term our cases were quite low and we lost 98 days. This term we have had a 64% increase and have so far lost 161 days

Q: (DS) Has staff absence impacted on the budget?

KM: No, we have had enough capacity in school to cover, but it is stretched

Q: (CK) Are all staff who have been isolating but not ill still absent?

KM: Yes, but they dial in daily and teach and support remotely

Q: (AF) What leads up to a 3-day exclusion? What measures have not worked to get to that point?

KM: There would have been a lot of communication with the parents and we would have tried everything to de-escalate the situation

Q: (CK) Has the behaviour improved since the pupil returned to school?



KM: Yes, there have been a few challenges but overall improvements have been seen

#### 24d Personal Development Summary

- Pupils have benefitted from a wide range of activities such as musical theatre and music tuition at KS2 and 100% of KS2 pupils play at least 2 musical instruments
- 32 pupils accessed mental health support through the school ELSA and the Trust Mental Health Support worker
- 1 child subject to a Child Protection plan and 7 subject to a Child in Need plan
- No children logging safeguarding concerns and no full Child Protection referrals made to EHaSH
- 1 referral made to the Early Help and Safeguarding Hub (EHaSH) for advice
- Currently 3 LAC on roll

#### 24e EYFS

- Data shows a significantly lower number of pupils on track for GLD (Good Level of Development)
- Communication and Language, fine motor skills, word reading and writing are the specific areas of learning needing development. Daily interventions are running to targets the bottom 20%. Formative assessment data shows the areas in question are rapidly improving
- New EYFS framework implemented. Literacy and language at the forefront

Baseline date 2021/22

Area of Learning	On Track or above		Boys on Track or above		Girls on Track or above	
Communication and Language						
Listening, Attention and Understanding	23/41	56%	9/21	43%	14/20	70%
Speaking	21/41	51%	8/21	38%	13/20	65%
Personal, Social and Emotional Development						
Self-Regulation	25/41	61%	9/21	43%	16/20	80%
Managing Self	28/41	68%	11/21	52%	17/20	85%
Building Relationships	24/42	58%	10/21	48%	14/20	70%
Physical Development						
Gross Motor Skills	37/41	90%	17/21	81%	20/20	100%
Fine Motor Skills	19/41	46%	4/21	19%	15/20	75%
Literacy						
Comprehension	16/42	39%	5/21	24%	11/20	55%
Word Reading	17/41	41%	5/21	24%	12/20	60%
Writing	18/41	44%	4/21	19%	14/20	70%
Mathematics						
Number	24/41	58%	12/21	57%	12/20	60%
Numerical Patterns	24/41	58%	12/21	57%	12/20	60%
Prime Areas						
Prime	10/41	24%	3/21	14%	7/20	35%
Difference 2020 – 2021	-35%		-28%		-40%	

C: (CK) Boys and girls continue to perform differently in certain areas

C: (JR) There are 64% boys and 90% girls. 4 of the boys are sitting below their speaking targets.

Baseline assessments also came in lower. We implemented whole class interventions and adapted pedagogy. The climbing wall is currently been used to enhance fine to gross motor skills

Q: (DW) Are you expecting the gender gap to close once these areas have been addressed?

JR: Yes, we are maintaining a key focus in those areas

Q: (AF) Communication and general social skills are low. How far do you go to involve parents with this?

JR: We have a good relationship with the parents and we also involve the Speech and Language Therapist

## **24f Leadership and Management Summary**

- English and Maths leads coached for their new roles
- Coaching and mentoring programme provides high levels of CPDL
- Whole school understand the safety and well-being procedures
- LL spent a day at both Keyingham Primary School and Penshurst Primary School to work with senior leaders and observe lessons. LL will begin her NPQH qualification next February

C: (DS) Thank you for an excellent report

## **25 COVID CATCH-UP FUNDING**

- £24 000 funding received. No changes from the last report
- KM looking into ways to spend the school-led funding
- Reading tutoring to be explored. KM to revert back

## **26 GOVERNOR VISITS TO SCHOOL**

### **SEND Provision Visit – AF on 01 November 2021**

AF met with C Neighbour (SENDCo) to discuss the SEND provision and get a better understanding on how SEND is addressed at CPS. No concerns raised

### **SEND Visit Learning Walk – AF on 22 November 2021**

AF conducted a learning walk around the school with CN. Pupil behaviour was discreetly observed. No major concerns raised

## **27 CURRICULUM POLICY**

The Curriculum Policy was tabled for approval

**Resolved:** The Curriculum Policy was approved

## **28 GOVERNOR TRAINING AND SUPPORT**

Governors were reminded that they can complete as many NGA Learning Link modules as they wish to advance their knowledge. The minimum each year is the Safeguarding module plus any other one.

## 29 RISK REGISTER

The RR working party, CA, AF, DS and KM are yet to meet due to work commitments. KM to diarise a date to meet to discuss the RR. Training is being organised centrally.

## 30 AOB

### 30i Teams Shared Area

- KM to place the Ofsted governor questions and crib sheet in the governors shared area on Teams
- LC to post the remaining LGB dates in the Teams shared area and populate calendars with the dates

**ACTION: LGB Teams shared area to be populated**

## 31 DATE OF NEXT MEETING

Tuesday, 05 April 2022, 17:45

## 32 AGREED ACTION POINTS

**32a ACTION: CA and JC to complete the Safeguarding (2021) module ASAP (minute 19)**

**32b ACTION: LC to follow up with CA regarding his absence from the LGB (minute 20)**

**32c ACTION: LC to follow up with all governors yet to complete and return their DC and PI forms (minute 21)**

**32d ACTION: LGB Teams shared area to be populated (minute 30)**

DS closed the meeting at 19:45 by wishing everyone a peaceful and happy festive season