



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

Minutes of The Local Governing Board Meeting  
Tuesday 03 December 2024, 17:45

### **PRESENT:**

Mr D Shaw (Chair, DS), Mr C Ayre (CA), Mrs H Barnaby (HB), Mrs A Fowlie (AF), 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 (DSL, 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.

### **15 WELCOME AND INTRODUCTIONS**

DS welcomed everyone to the meeting

### **16 APOLOGIES**

Full attendance

### **17 DECLARATIONS OF INTEREST**

All previously declared

### **18 MINUTES OF THE LAST MEETING (08 October 2024)**

Minor typing errors noted

After the above amends were agreed, the minutes of the meeting held on 08 October 2024 were agreed a true record and are to be signed by the Chair, DS

### **19 MATTERS ARISING FROM THE MINUTES**

None

### **20 HEADTEACHER'S REPORT**

- OPAL (Outdoor Play and Learning) is progressing well
- Bespoke training was given to both support and non-teaching support staff during the Annual CPDL event

Signed by the Chair:

Date:

21/01/25

## **Risk**

- Declining birth rate and subsequent decline in Reception numbers remains the biggest risk
- Failure to recruit and retain support staff second biggest risk

## **QA Summary**

### **Behaviour and Relationships – summary of key points**

- Pupils show provide in their work
- Effective behaviour routines seen in KS2 with calm, engaged classrooms
- Handwriting was often not joined in Year 5. However, some artwork and handwriting exceeded expectations

### **Curriculum Planning – summary of key findings**

- Curriculum is being delivered in line with long-term plans
- Vocabulary teaching is well-embedded
- Older learners showed a strong grasp of British Values

### **Practice and Retrieval – summary of key findings**

- Strong opportunities provided for practice and retrieval
- Lessons consistently follow the CUSP structure
- Vocabulary retrieval well-embedded

### **Personal Development – summary of key findings**

- CPS excelled in a recent external safeguarding audit
- Enrichment curriculum is well-integrated
- Strategies implemented to deal with poor behaviour during unstructured time

Q: (AF) You mention needing loose parts for OPAL – what are these?

KM: Buckets, spades, fabrics, wood, clothing – anything they can play with. We need to be mindful, however, that we have no indoor storage at the moment

C: (DS) I'll bring in some drums, they are smaller than the usual ones!

C: (DS) The impact OPAL is fantastic. There is less confrontation when they have the opportunity to really play

C: (KM) Data gathered for during and after lunch showed we were spending 145 minutes per week tending to petty squabbles and first aid. OPAL ensures they have the correct equipment to be able to play together. It's all year round play so during the winter months they will be going home muddy and this would indicate a great day of play

C: (DS) It's all linked to what we already have outside but is dependent on funding

C: (KM) We will be looking at ways to raise money after Christmas

C: (MB) It might be worthwhile inviting parents in to watch them play so they can see why they are getting muddy

Q: (AF) If cohort numbers drop and this affects staffing, is there a first offer in other Trust schools for any staff affected?

MB: Yes, we would always look internally to try and retain them

Q: (AF) Have you contacted any other local schools, maybe they could drop their numbers?

KM: I meet with local Headteachers in a cluster group and there are no plans for any of us to reduce PAN. The LA is not concerned with area at this time

Q: (AF) Are British Values simplified for school?

KM: We teach them how each value links into school life





## 21 SEND REPORT

- 48 pupils with SEND on roll
- 5 pupils attend the ERP (Enhanced Resource Provision)
- 3 pupils SEND and DA
- Year 13 highest for SEND, Year 4 lowest
- Main area of need is communication and interaction followed by SEMH (Social, Emotional and Mental Health needs)
- 2 members of staff Thrive trained
- Coffee morning held for PINS parents (Partnerships for Inclusion Neurodiversity)

Q: (AF) Can you briefly outline Thrive?

CN: It is a Trust initiative and myself and a colleague have completed the 12-week training. The Thrive approach supports the SEMH needs of the children. We do a lot of work around the theory of the mind, identify what has been missed in their development. It links well to the ELSA support and we are working with Keyingham Primary for mutual support

Q: (DS) How has the ERP developed?

CN: It's run by myself and the Assistant SENDCo/HLTA Lead. We have 8 commissioned places and currently have 4 children funded by the LA. We have to make sure the provision is right for the child before we offer a place. High needs SEND are spending some time in the ERP. We've had some challenges but many more positives

Q: (DS) What happens at the point the 8 places are full and the classroom-based children who attend ad-hoc need support?

CN: We would have an issue with space

Q: (DS) Can you negotiate numbers?

KM: There is an element of negotiation if they are very high needs and require 1-1 support

C: (CN) We are seeing the highest need in the Foundation stage

Q: (AF) What will be the destination for these children?

CN: There are number of ERPs in the Trust secondaries but some will go onto a specialised provision

Q: (AF) Is it the LAs responsibility to find a place for a child with an EHCP?

CN: The parent has more say in where they go but schools can refuse a consult if they know they can't meet the need

C: (DS) Tell us about Downing Street!

CN: It was an amazing experience. The CEO received an invitation to identify staff who are nominated for service. Myself and a colleague from Cottingham High School were chosen. We listened to a talk by the Prime Minister and the Education Secretary who thanked us all. We even got to stroke Larry the cat!

C: (AF) That's fantastic!

C: (DS) Congratulations, very well done!

Q: (AF) You've also had a visit from the local MP?

KM: Yes, Dame Diana Johnson visited us and met the school council. The children interacted really well and spoke from the heart. It was a fantastic visit, we are so proud of the children

C: (AF) We should all be proud of the school for nurturing and teaching the children

## 22 EVALUATION AGAINST OFSTED CRITERIA

- Leaders continue to assess the school as 'Outstanding' in all areas
- Key strengths include the PD curriculum, leadership and management and the quality of education



- Further development is required in the following areas:
  - Consistency of high quality work
  - Keeping EYFS pupils motivated and eager to join in
  - Consistently achieving highly, particular for DA

C: (KM) *This document is the SEF in a nutshell. We believe we meet all of the 'good' criteria and are now aiming for outstanding*

Q: (HB) *What are the main areas to improve on?*

KM: *Early Years – behaviour, communication and interaction. We have introduced NELI (early language intervention) this year and all children have been assessed. This is in addition to all of the other support in place. 8 of the 37 assessed with NELI need further intervention. Personal Development, an historic area for improvement, is now coming through as a strength and when it comes to the quality of education, we need to ensure the children can articulate their learning*

Q: (DS) *One of the recommendations is regular review – does this not already happen?*

KM: *We do regularly review but we need to keep it there to ensure we are always doing regular reviews*

Q: (DS) *How can the LGB help you on the journey to outstanding?*

KM: *By knowing the school, understanding the journey, knowing our strengths, challenges, issues. Your visits help with this*

C: (CA) *It's good to come in, seeing is believing*

C: (AF) *It's good to see what we are talking about in these meetings*

Q: (DS) *It's good to see this document; will it be a regular agenda item?*

MB: *We'll present the document twice per year*

C: (DS) *It would be a good thing to bring the EYFS leaders to a future meeting*

## **23 ATTENDANCE AND BEHAVIOUR REPORT**

### **Attendance**

- Attendance currently 96.4%
- 1.21% unauthorised absence
- Girls slightly ahead of boys at 96.7% and 96.1% respectively
- SEN 94.8%, PP 96.4%, DA 96.4%
- Strong relationships formed with parents
- 23 pupils have taken unauthorised term time holidays

### **Behaviour**

- Highest incidents seen in Year 1 attributed to settling down
- 0 incidents reported in Year 5
- Almost half of all behaviours have occurred in unstructured times such as play time
- Persistent or Severe Absence at 8.7%

C: (CA) *There seems to have been a lot of holiday absence*

C: (RW) *We've had 23 so far this term. It's hard to control. The fines are a lot higher and restrictions stay in place for 3 years with regards to 15 days or more but term time holidays still cost much less, the savings still outweigh the fines*

Q: (LM) *Is the 3-year restriction historic? Can you look back?*

RW; *No, it only applies from when the policy went live*



## 24 SAFEGUARDING REPORT

- 4 referrals (family) to Early Help
- 12 Children in Need
- Significant decrease in Smoothwall alerts
- Physical restraint incidents down from 18 to 13
- 5 Operation Encompass alerts received
- Positive safeguarding audit report received. Safeguarding is a strength of the school

Q: (CA) Do you have confidence in the filtering and monitoring?

CN: David Brooke, Director of Infrastructure, attended a recent DSL meeting and gave a presentation covering the updates and what is in place. Cutting edge technology is in place

Q: (CA) Are you confident they haven't accessed things they shouldn't have?

CN: Yes. They see nothing, it's more where they have typed in an inappropriate word. It's flagged immediately and dealt with. We have had 4 incidents this year

Q: (AF) Do you involve the parents?

CN: Yes, we always let them know

Q: (AF) It's shared responsibility isn't it – do you work with the parents?

CN: It would depend on the individual child but we would support of the parent was struggling with that

## 25 PUPIL PREMIUM STRATEGY

New 3-year strategy in place

Detail	Data
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	22% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	K. Mason
Pupil premium lead	C. Neighbour
Governor / Trustee lead	D. Shaw

Detail	Amount
Pupil premium funding allocation this academic year	£118,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118,660

The Pupil Premium and Recovery Fund is divided into 3 areas (budgeted cost in brackets):

1. Teaching (£49 868)
2. Targeted Academic Support (£49 506)
3. Wider Strategies (£9 286)

Signed by the Chair:



Date: 21/01/25

Intended outcomes include, but are not limited to:

- Developing communication and language skills
- Improve the quality of teaching and learning
- To provide an ambitious curriculum
- Increasing DA attendance

This academic year (brief):

- Termly coaching and feedback
- Daily retrieval lessons
- Extra teacher in Year 6 for 1 hour per day to deliver quality first teaching in reading
- Yipiyap tutors 2 days per week
- 1-1 tutoring to develop communication
- Keep Up interventions in EYFS
- Parents invited to attend coffee mornings, performances and house class afternoons
- Lunchtime and after school clubs to take place

Externally provided programmes include Mable Speech Therapy, Yipiyap and Third Space Learning

*C: (MB) Hull City Council are looking into auto-enrol for free school meals, parents would have to opt-out. There are so many children missing out as the parents have not applied. Auto-enrol would also help to remove the stigma*

## **26 COMPLAINTS DATA**

2 complaints have been received this term. Both were resolved at Stage 1

## **27 GOVERNANCE UPDATES**

### **27.1 Governor Training**

**ACTION: LM and DS to complete the safeguarding module on Governor Hub before the end of the Autumn term**

### **27.2 Governor Link Visits**

2 visits have taken place

AF conducted a SEND visit on 07 October. No issues raised

HB conducted a visit to look at Reading on 16 October. No issues raised. However, one idea, from the many that arose as part of the visit includes pupils mentioning they would like a 'spelling bee' style of competition

## **28 DATE OF NEXT MEETING**

Tuesday 21 January 2025, 17:45. Pre-meet from 17:15



## **29 ANY OTHER URGENT BUSINESS**

### **29.1 Mental Health and Wellbeing Award**

KM gave a brief overview of the work going into achieving the award

More information will follow in the next Headteacher Report

## **30 ACTION POINTS**

**30a ACTION:** LM and DS to complete the safeguarding module on Governor Hub before the end of the Autumn term (**minute 27**)

DS closed the meeting by wishing everyone a very Merry Christmas

**The meeting closed at 19:38**

Signed by the Chair:



Date: 21/01/25

