



## **The Local Governing Board of Keyingham Primary School**

Minutes of The Local Governing Board Meeting

Wednesday 26 November 2025, 17:30

**PRESENT:** Mr J Frankland (Chair, JF), Mr S Aldridge (SA), Mr D Brooke (DB), Miss S Chadwick (SC), Mr M Copley (Headteacher, MC), Mr I Cutts (IC), Mrs H Singleton (HS)

### **ALSO IN ATTENDANCE:**

Mrs L Craxton (Clerk to the LGB, LC), Mrs M Preston (Assistant Headteacher, MP), Mr D Waterson (Executive Director of Education, DW)

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 APOLOGIES**

JF welcomed everyone to the meeting

Apologies had been received from G Brown and N Loveridge

**Resolved:** That consent be given for the absence of the above-named governors

### **16 DECLARATIONS OF INTEREST**

None declared for this meeting

### **17 MINUTES OF THE LAST MEETING (10 September 2025)**

The minutes of the last meeting were declared a true record and are to be signed by the Chair, JF

### **18 MATTERS ARISING**

**ACTION:** LC to forward pecuniary interest and data collection forms to IC for completion  
**Completed**

**ACTION:** LC to contact IC with regards to the SEND link governor position **Completed. IC happy to continue as SEND link**

**ACTION:** Attendance and Behaviour Link to be appointed at the November meeting **Completed**

Signed by the Chair:

**Resolved:** I Cutts to be Link Governor for Behaviour and Attendance

**ACTION:** JF and MC to confirm presentation focus prior to the next agenda setting **Carried Forward**

**ACTION:** DB to raise the quality of the attendance data presented at Trust level **Ongoing, to be removed from the minutes**

**ACTION:** MC to present anonymised data for case study on sensory and de-escalation rooms at a future meeting **To be presented at the January meeting**

**NEW ACTION:** Anonymised data for case study on sensory and de-escalation rooms to be represented at the January meeting

**ACTION:** ERP presentation to be a main agenda item on a future agenda **Carried Forward**

**ACTION:** Governors to complete the safeguarding (where applicable) and suspension and exclusions training on Governor Hub before the end of the half term (23 October) **See minute 27**

**ACTION:** LGB to feedback on the Code of Conduct at the next meeting **See minute 27**

## **19 HEADTEACHER'S REPORT**

### **Autumn Term Update**

- High participation with the Ofsted parent survey at a recent parent's evening
- Every question had a positive response
- PTA is up and running once more
- Year 1 have completed a walk around the village
- Year 2 visited Sewerby Hall
- Year 3 visited Spurn Point
- Year 4 paid a visit to Sandy Bottom Pumpkin Farm
- Year 5 attended an open day at Bishop Burton
- Year 6 enjoyed the annual residential trip to Peat Rigg
- KS2 continue to receive workshops delivered by the NHS Mental Health Team
- All staff and pupils commemorated Remembrance Day
- Rehearsals are underway for the Christmas shows
- KPS has been awarded the Green Flag Award

### **Staffing Update**

- One more member of staff completing the Thrive Practitioner training
- New Assistant Headteacher has settled well
- 2 staff members have completed the NHS Speech and Language training

### **Key Risks and Mitigations**

- KS2 outcomes falling below national average
- Continued rise in SEND identification

*Q: (SA) Are there any other ways you are trying to engage parents?*

*MC: Social media is popular at the moment but we are always open to suggestions and welcome them all*

*Q: (JF) How can we help the new PTA and work with them to increase parental engagement? How can we link it to governance?*

*MP: The best way is with informal chats and then take it from there*

Signed by the Chair:



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Date: 15 January 2026

Q: (DW) Do you have any Christmas events planned?

MC: We will be attending the church service and singing carols around the tree in the playground on the last day

C: (SC) The EYFS singing event is always popular!

Q: (IC) Is the falling KS2 outcomes a key risk for this year or a report on last year?

MC: It's an ongoing issue but this cohort going through are strong

Q: (SA) With the increase in EHCPs. Is there a tipping point?

MC: We have a very strong SEND team and will always meet need where we can

Q: (DB) When it comes to interventions, are you looking at where the gaps are as to why they need the intervention?

MC: Yes. We've adopted Walkthru's as a whole school initiative

Q: (SA) The Phonics and Reading Open Day was popular, how do we target those parents who may need support to engage?

MC: Getting parents in to do something with their child is always a good start to engage them better

## 20 QUALITY ASSURANCE REPORT

Questioning and Feedback quality assurance has taken place

- Say It Again Better raises the expectations for the quality of pupil response
- Probing Questions pushes pupils to connect ideas, explain clearly and expose misconceptions

### Findings

- Strength was observed in Year 5 reading
- Probing Questions and Say It Again Better was evident to deepen the thought processes in Year 4
- The Working Wall supported learning well in Years 1, 3 and 4

Q: (JF) How do we build on the positive report?

MC: The next step is to build a cluster of approaches around the 2 areas, taking good practice and building extra elements around it

Q: (JF) How will that translate into good outcomes and results?

MC: We should see regularly improving outcomes. Multiplication is already in the top 25% nationally

C: (MP) Pupil voice will also contribute to that significantly. Those who can't articulate all that well will show how they have grown in confidence

C: (MC) It's good to include the children in your governor visits

Q: (IC) What does this look like for SEND? Do you monitor as a group?

MC: Their LSPs (Learner Support Plan) are constantly updated and reviewed

C: (MP) I've also conducted informal pupil voice and there are many positives

Q: (DB) Did you get any surprises for the pupil voice?

MP: No, none at all

## 21 SELF EVALUATION FORM (SEF) AND SCHOOL DEVELOPMENT PLAN (SDP)

Both are working documents with very little change since the start of the academic year

KPS grades itself Good in all areas under the 'old' Ofsted inspection framework and at 'Expected Standard' once the new framework is up and running

- The curriculum designed to ensure pupils build knowledge sequentially and effectively

Signed by the Chair:



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Date: 15 January 2026

- There is a high priority placed on reading
- SEND provision a notable strength
- KPS is a calm and orderly environment
- Pupils live the school values every day
- Pathway Curriculum reflects the inclusive culture
- Staff are valued and cared for
- EYFS curriculum fosters positive attitudes towards learning

There have been no notable changes in the SDP since it was presented to governors in September

*Q: (DB) Would you not expect to see some improvement from the old to new grading?*

*MC: Definitely. Pedagogy in the classroom is improved, for example*

*C: (MC) Most schools will still sit in the Expected Standard grading, we need more time and experience with the new framework to grade ourselves higher*

*C: (DW) The Ofsted toolkit contains good guidance*

*Q: (DB) In the excellent outcomes for learners strand, you are currently sitting around national average – how are we going to achieve better?*

*MC: There is no reason why our SEND children can't achieve. We also need to look at individual children and the progress they made, not just the data*

*Q: (DB) What do we mean by excellent outcomes?*

*MC: For some its being able to attend a mainstream secondary school, it's ambitious and inclusive*

*Q: (JF) There is a big focus on Thrive in the curriculum, how will you build on the Thrive approach?*

*MC: I'm signed up to a Thrive-centred course, we have 1 staff member in training and 1 staff member is already a practitioner. All staff have completed the Thrive training and, going forward, we will strengthen in all areas and are going for 2 awards already*

*C: (JF) You need to include that in the SDP!*

*Q: (JF) The Year 5 target is high, will there be a specific intervention?*

*MC: That figure will change after the end of term assessment. We will embed some Year 6 practice at the beginning of the Spring term*

*Q: (JF) Do you believe 80% is achievable?*

*MC: It's ambitious*

*Q: (SA) Is there a 'back-up plan' if it doesn't go well?*

*MC: Yes, we will spend more time on targeted interventions*

*Q: (DB) How are we identifying at what point the pupil is starting to struggle?*

*MC: By the continued improvement of pedagogy in the classroom and other primary heads support too*

*C: (DB) We need to be careful interventions don't become the norm*

*C: (SC) The scheme we have allows us to identify those needing help early*

*Q: (HS) How do we document the progress of the children that won't reach national average? The data just shows headlines; there is no context*

*C: (SA) We need case studies as we can track them*

*C: (MC) I agree that more context is needed*

## **22 SEND REPORT**

- 10 pupils attending ERP
- Speech, Language and Communication highest need
- 3 successful EHCP applications made
- 'Sub-Hub' and 'Breakout Room' available to KS2 pupils

Signed by the Chair:



*Q: (HS) There are currently 10 children in the ERP, what is the capacity?*

*MC: It's an 8-pupil provision but we can meet the needs of more. Some children only attend for a lesson or two*

*Q: (DB) How do the other pupils cope with the disruption of the ERP children joining their classes?*

*MC: They are very open to new pupils, it's healthy for them to see children in different circumstances*

*C: (SC) EYFS welcomes children from the Hub each afternoon and the existing children accepted this was the norm and welcomed them*

## 23 ATTENDANCE AND BEHAVIOUR REPORT

### Attendance

- Attendance currently 96.4%, 1% above national average
- 10.4% persistent absence (national average 15.4%)
- Persistent absence highest in Year 6
- Girls slightly below boys at 95.9% and 96.7% respectively
- SEND 97.1%, EHCP 95.4%

### Behaviour

- 3 fixed term suspensions
- 4 classroom removes
- Highest incidents logged in year 5

*C: (MC) There are bespoke pathways in place for those experiencing multiple fixed term suspensions*

## 24 SAFEGUARDING REPORT

- 1 Operation Encompass alert received
- 0 Smoothwall incidents logged
- 8 children open to Early Help
- 1 Child in Need
- 0 children on a Child Protection Plan

*C: (MC) Everything is logged on CPOMS and the parents and children are involved in the resolution all the way through*

*Q: (DB) What are we as governors expected to do with this report?*

*DW: It's the 'so what?' outside of the data, we have made changes and dealt with the issues*

*C: (IC) It will be good for the link governor to meet with the safeguarding team and feedback on the strategies in place*

## 25 PUPIL PREMIUM STRATEGY

| Detail  | Data                       |
|---|----------------------------|
| Number of pupils in school  | 188                        |
| Proportion (%) of pupil premium eligible pupils                         | 16.5%                      |
| Academic year/years that our current pupil premium strategy plan covers | September 2025 – July 2026 |
| Date this statement was published                                       | September 2025             |
| Date on which it will be reviewed                                       | September 2025             |

Signed by the Chair:



|                         |                              |
|-------------------------|------------------------------|
| Statement authorised by | Michael Copley (Headteacher) |
| Pupil Premium lead      | Michael Copley (Headteacher) |
| Governor / Trustee lead | Hayley Singleton             |

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year       | (£43, 935) |
| Pupil premium funding carried forward from previous years | £0         |
| Total budget for this academic year                       | (£43, 935) |

**Challenges identified are**

- Ensuring consistent high-quality teaching in English and maths
- Ensuring the best attendance possible for DA pupils
- Ensuring those eligible for PP and SEND have the best possible access to the curriculum

**Teaching budgeted cost: £20 349**

Strategies used include, but are not limited to:

- Leadership of Early Reading and Phonics through a TLR
- Read, Write Inc leadership development programme purchased
- Ability to release staff to attend Maths Hub CPD

**Targeted academic support budgeted cost: £15 947**

Strategies used include, but are not limited to:

- Support staff deliver regular 1:1 speech and language programmes
- Thrive Practitioner hours for SEMH support

**Wider strategies budgeted cost: £7 639**

Strategies used include, but are not limited to:

- Attendance Officer and DDSL hours to support leading to better parental engagement

*C: (MP) We are looking to change the Phonics structure which will be more suitable for the school*

*Q: (DB) Are the challenges in ranking order?*

*MP: They were not but, looking at them, they could be*

*Q: (DB) Based on the challenges, are we spending the money on the right areas?*

*MP: Yes*

**26 COMPLAINTS DATA 2024-2025**

- KPS received 2 complaints for 2024-2025, both were resolved at level 1

**27 GOVERNANCE UPDATES****27a Autumn Term link visits**

HS has conducted a Pupil Premium visit and is to submit her report to LC ASAP

GB has conducted an EYFS visit and is to submit her report to LC ASAP

Signed by the Chair:



All other link governors urged to book their visits in with their respective staff link as in advance as possible. LC to share the agenda breakdown for the rest of the year to help facilitate this

**ACTION: HS and GB to submit their visit reports as soon as possible**

**ACTION: LC to share agenda breakdown with the LGB to allow link governors to plan their visits ahead of time**

## **27b Governor Training**

All governors have completed the annual safeguarding training and have been asked to complete the GDPR module before the January meeting

SA still to complete Suspensions and Exclusions

**ACTION: All governors to complete the GDPR module of Governor Hub before the January meeting**

**ACTION: SA to complete Suspensions and Exclusions training and Governor Hub before the January meeting**

## **27c Code of Conduct**

The updated Code of Conduct was circulated electronically to all governors on the understanding that it is automatically adhered to

## **27d Parent Governor Vacancies**

HS agreed to become a parent governor to balance out the board. Despite several attempts to recruit, no new parents have come forward

The LGB are hoping to focus on recruiting new parent governors with the help of the PTA

## **28 DATE OF NEXT MEETING**

Wednesday 14 January 2026, 17:30

## **29 ANY OTHER URGENT BUSINESS**

None

## **30 ACTION POINTS**

**30a ACTION:** JF and MC to confirm presentation focus prior to the next agenda setting (**minute 18**)

**30b ACTION:** Anonymised data for case study on sensory and de-escalation rooms to be represented at the January meeting (**minute 18**)

**30c ACTION:** ERP presentation to be a main agenda item on a future agenda (**minute 18**)

**30d ACTION:** HS and GB to submit their visit reports as soon as possible (**minute 27**)

Signed by the Chair:



Date: 15 January 2026

**30e ACTION:** LC to share agenda breakdown with the LGB to allow link governors to plan their visits ahead of time **(minute 27)**

**30f ACTION:** All governors to complete the GDPR module of Governor Hub before the January meeting **(minute 27)**

**30g ACTION:** SA to complete Suspensions and Exclusions training and Governor Hub before the January meeting **(minute 27)**

JF closed the meeting by wishing all present a peaceful festive season

**The meeting closed at 19:05**

Signed by the Chair:



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Date: 15 January 2026