



The Local Governing Board of Keyingham Primary

Minutes of the Virtual Meeting

Wednesday 19 May at 18:00



**PRESENT:**

Mr P Hogan (Chair, PH), Mr S Aldridge (SA), Mrs L Devine (LD), Mrs C Hunter (CH), Miss D Petch (DP), Mrs H Singleton (HS) Mrs V White, (Headteacher, VW)

**ALSO IN ATTENDANCE:**

Mr M Copley (Deputy Head, MC), Mrs L Craxton (Clerk to the LGB, LC)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**48 WELCOME**

PH welcomed everyone to the fourth meeting of the academic year and noted that he had to leave at 19:30. CH agreed to Chair the meeting from 19:30 if needed

New parent Governor, Charlotte Buckley, will attend the July meeting as, at the time of this meeting, her DBS was still being processed. PH stated he was looking forward to officially welcoming CB to the LGB.

Due to work commitments, C Parker has resigned from the LGB. PH thanked her for her contributions to the board.

PH advised that there had been 3 candidates for the parent Governor vacancy

**49 DECLARATIONS OF INTEREST**

No conflicts of interest were declared for this meeting

**50 APOLOGIES**

Full attendance

**51 MINUTES OF THE LAST MEETING (17 March 2021)**

**Resolved:** That the minutes of the meeting held on 17 March be confirmed as a true and correct record and signed by the Chair, PH.

**52 MATTERS ARISING FROM THE MINUTES**

**ACTION:** Number of pupils per year group to be displayed on future attainment tables as well as percentages. **Completed**

*[Handwritten signature]*  
*[Handwritten date: 19 May 2021]*

**ACTION:** MC to provide number of each level of sanction per year group in the Behaviour Summary. **Completed**

**ACTION:** Additional row under safeguarding concerns to show number of cases investigated. **Completed**

**ACTION:** Safeguarding Report to show separate term data with a cumulative report produced at the end of each academic year. **Carried forward to Autumn Term**

**ACTION:** VW to provide Governors with an update of progress of pupils following Catch Up initiatives. **Carried Forward**

**ACTION:** VW to present May assessment data at the July LGB meeting. Internal assessment programme data to be presented today. **Reception and Yrs. 2 & 6 Trust Moderated Outcomes to be presented at the July meeting**

**ACTION:** VW to send GS a link to National College. **Completed**

**ACTION:** Review of LGB effectiveness to take place in the Autumn term. **Carried forward**

**ACTION:** All Links to carry out a physical or virtual visit during the summer term. **2 completed**

**ACTION:** GS to circulate a list of recommended NGA modules. **Completed**

**ACTION:** VW to include FS1 data in the HT Strategic Report for the next meeting. **To be covered in Part B**

## 53 STRATEGIC HEADTEACHER REPORT

### 53a Overall Effectiveness

- This term the focus has been on continuing to develop the curriculum and pupil and staff mental health and well-being
- Pupils are back in the school and staff are working hard with them
- No plans for a summer school. Homework will be given in the second half term to carry on into the summer break and although not compulsory, will be encouraged
- Outdoor environment enhanced by the Forest School initiative

### 53b Quality of Education Summary

#### 53bi Curriculum

- VW, MC and 1 other to meet to discuss Positive Discipline aspect
- KPS has worked this term to develop staff skills in assessing pupil progress along with developing staff practice in summative assessment methods
- All staff submitted subject reports to Governors to share the position of their subject/s and the development of their curriculum
- Work has been done with the student council to hear the 'pupil voice'
- Yr5 girl has written a piece for the newsletter about the school values she is living outside of the school

Q: (LD) Has the website been updated with the curriculum?

VW: No. It's been a chicken and egg situation. We've been waiting until it's ready but have decided to say what we are doing and be proud. Claire Gordon, TCAT Head of Marketing, will be on site on 20 June to shoot videos of what we are doing but I am more than aware that it's not there. I find it hard to put it into words

C: (PH) That's a problem, we need to be clear

C: (LD) You could use a Dictaphone?

C: (VW) Thank you Lisa, I will do just that. I have it all in my head

C: (CH) I like the inclusion of the pupil voice, is that a new thing?

VW: It's always been on the list!

Q: (LD) Do TCAT audit the website?

VW: Yes, we had an audit 2 weeks ago. There were a couple of changes and 2 items outstanding were noted – the curriculum offer and Accessibility Plan

Q: (SA) Is there a way to get TCAT to come and do some 'beauty shots' of the school, showcase the work the children have done, upgrades to the building and grounds etc?

VW: Yes, they are coming!

### 53bii Standards including Disadvantaged Update

#### Baseline and Current Levels of Attainment

Year Group	No. Pupils	ARE Reading %		ARE Writing %		ARE Maths %	
		Sept	May	Sept	May	Sept	May
1	24	29	50	33	50	25	50
2	15	13	53	7	47	13	73
3	29	14	45	14	34	3	34
4	29	38	34	31	31	7	45
5	26	35	54	15	46	8	62
6	32	47	69	43	47	7	59

- Moderating up to and including Thursday 20 May
- September baseline and current core learning area data presented
- Data has shown the standards of teaching and learning and the standards of feedback and assessment and will be used as a focus for next term
- FS2 has seen an increase in age related expectations (ARE) across all learning areas. This is not unexpected as Early Years is a developmental curriculum
- Two focus pupils identified in September for 'keep up not catch up'. One has now bridged the gap and caught up, the other has not and remains a focus child
- The pupils not on track equate to 6 or 7 pupils per cohort and are working significantly below where they should be. Two are PP and five have had poor attendance in the Autumn Term. This group also did not engage very well with online learning or 1-1 tuition
- NELI (Nuffield Early Language Intervention) Programme brought in to help but has been delayed

### Phonics

- Phonics is delivered, sometimes twice, daily
- CH to do data walk with VW
- 61% of Yr1 phonics pupils are working at ARE or above. This is higher than national

### Reading

- Read Write Inc development day scheduled for next week to remotely observe all groups in the provision and identify any keep up pupils
- All Year groups have increased in ARE or above with the exception of Yr4
- Two lines of enquiry in the moderation process – the gaps between Yr1 phonics and reading and Yr4 reading
- Reading and writing moderation to continue into next week to iron out the inconsistencies in the data
- Yr4 lack of progress partially attributed to a change in cohort with the leavers achieving ARE or above and the new starters working below expectation
- DA: 29% of Yr3, 80% of Yr5 and 38% of Yr6 working at ARE or above
- New timetable for reading with support from the AI Team
- Sustaining blended learning in the classroom to support progress
- Portion of Covid catch-up spent on upgrading resources

### Writing

- Yrs 4 & 6 have shown little or no improvement
- Lots of issues with spelling. Historic problems and Covid have contributed to these
- Editing skills through Read Write Inc to be taught
- Mapping of English work carried out
- DA: 80% of Yr5 working at ARE or above in writing. School wide, the gap is not huge and significant progress has been made

### Maths

- Yr2 pupils have made good progress
- DA progress has decreased in Yr4 with 20% on track. 80% are on track in Yr5 and 60% in Yr6
- VW & MC to conduct a mini deep dive Thursday 20 May

Q: (PH) Excluding the FS2 30% or so that are not reaching ARE across the board, does progress for the other 70% look better?

VW: Yes, they are secure in where they are. Some of them haven't accelerated in their progress like you would hope but they have sustained

Q: (CH) In all of the tables, it's working at age related expectations but I can't see any data for those exceeding expectations. The areas of concern in the last Ofsted were the more able, or gifted and talented ones and we obviously want to secure the development of them as we don't want the ones who were more able to stagnate. If they were meeting expectations last year they are going to be flagged as not making it

VW: There are two points to note. The percentage scores are how many are working at ARE or above. For this year group (FS2) there was nobody exceeding so it's not relevant for this cohort.

*In terms of that progress point concept, the curriculum and assessment we are doing is much more that breadth of are you working at ARE and how do we challenge it. Some of them have Early Learning goals already which is incredible with what they have been through this year*

*C: (PH) Year 4 does stand out, even if you allow for leavers and new starters the bulk of the cohort don't seem to have made any progress either*

*C: (VW) It's a moderation issue and that's what we have been working on today too*

*Q: (PH) Will we have updated data in July?*

*VW: Not for the full school but I can bring the moderated Year 4 data*

*C: (PH) Yes please, I'd like some reassurance around Year 4*

*Q: (CH) Is there any way you can RAG rate them to show the progress?*

*VW: I have that information, just not on these tables*

*C: (PH) Its worth noting that although it may not reflect in age related, some of these children are so far behind but are making excellent progress, just not enough to make the ARE*

*Q: (LD) Why were there so many leavers in Year 4, six have left?*

*VW: Very varied reasons. A lot of it was displeasure with the school, not changing fast enough. For four of the six, that was the reason*

*C: (PH) This has been a good summary, thank you*

**ACTION: Due to possible discrepancies in the data, VW to provide updated Yr4 Reading data at the July meeting**

#### **53biii SEND Update**

- There are currently 35 SEND pupils at KPS (176 on roll), 10 of which also have a SEN Support/EHCP equating to 26%. This is higher than the national average of 15%
- 8/10 EHCP pupils attended school during lockdown
- Work has been ongoing to make sure the bubbles have not impacted negatively on the pupils
- Yrs. 5 & 6 are seeing the highest number of SEN and SEN Support/EHCP needed
- Great progress made in the planning for the Enhanced Resource Provision
- Work is ongoing with Bridge SALT (speech and language therapy) and all staff, teaching and support, have accessed a training course – 'An Introduction to Speech and Language' – which will support them in the early identification of issues
- Nessie Reading & Spelling, Reading Eggs and Purple Mash among the various programmes purchased to help with dyslexic pupils
- Yr5 pupil successfully acquired a place in the school's ERP
- LA to give autism training in the final summer half term
- Discussions underway with the LA to look at increasing the ERP

#### **53biv LAC Update**

KPS currently has no looked after children

### 53c Behaviour and Attitudes Summary

#### 53ci Attendance Report

- Attendance is currently above national average at 95.9%. This is higher than 2019/2020 which was 91.2% for the same period
- Attendance for w/c 04 May was 96%
- PA currently stands at 7% (equivalent to 12 pupils). This is significantly higher than previous years and is attributed to the pandemic

#### 53cii Behaviour Report

- Behaviour continues to improve and 'Keyingham Keys' is working very well
- School values celebration assembly certificates have been well received
- Although incidents of levelled behaviour towards staff are decreasing, extreme and more challenging behaviour has been seen since the return to school. The PP Champion has been providing nurture for these pupils in a safe space
- OPAL Play Scheme brought in to provide a more structured playtime
- Pupils, especially the older children, have returned to school with less boundaries attributed to being at home during lockdown and out of their daily routine
- Persistent bad behaviour has been dealt with
- Amongst the younger children, issues range from developmental, speech and language, communication and toilet training
- Very few issues arising in Yrs. 3 & 4
- Behaviour recording has switched from CPOMS to SIMS, resulting in less of a breakdown of behaviour incidents for this meeting
- In the 3 weeks following the Easter break, 1 Level 4 has been issued (in Yr4), 4 Level 3 (Yrs. 2 & 3), 37 Level 2 (FS2, Yrs. 1, 3 & 5) and 11 Level 1 (FS2, Yrs. 3 & 4)
- Level 1 low level, talking in class repeatedly and it escalates from there
- Next report to detail number of pupils against levels given
- Cumulative data to be brought to the July meeting

Q: (HS) Do any of the levels link to exclusions?

VW: No, we very rarely exclude. Level 4 is internal isolation

Q: (PH) Do you know if the behavioural issues have happened in other primaries? I know the secondaries are seeing patterns of bad behaviour

VW: Anecdotally, yes. With there being an imbalance of secondaries and primaries in the Trust, when Headteachers get together, secondary behaviour is mentioned a lot. Across the colleagues I have in primaries and other Headteachers I am in contact with, there is an impact being felt of the time at home some children have had with less boundaries than they would have at school. None of the issues were unexpected and we have attempted to address it positively in the first instance but some more persistent cases are being tackled more severely now

Q: (PH) Do you think it's going to be recoverable by the end of the summer term?

VW: No, I think the younger children will carry on with these issues. We are working hard on transition for the children in Year 6 who are struggling and are linking as much as we can with the main secondaries in our area

Q: (LD) How many toilet training issues are we looking at?

VW: Between 3 and 5 in any one session. We have extra staff on hand as children are turning up in nappies, not pull-ups. We are working with the parents and are dealing with the issues sensitively.

C: (LD) This is worrying as it's causing undue stress on staff

C: (VW) Staff have been working full on since before Easter without a break and this close to half term they are naturally ready for one. They have been amazing

Q: (LD) With one week to go to half term, could all of the hard work put in be undone?

VW: We are contacting parents individually and are asking them to continue with the training

Q: (LD) How often do OPAL staff come into school and how long will they continue to do so? Have staff been trained so they can take over?

MC: It's an 18 month programme and they will come in and supervise our progress to see how we are getting on, we are not paying someone to come in and structure our playtimes, they come in and train us to deliver the programme ourselves

MC asked for a Governor to become OPAL Link to assist him with the programme. LD & HS offered to take up the role

**Resolved:** LD and HS appointed as OPAL Links

**PH left the meeting at 19:30. CH took over as Chair**

### 53d Personal Development Summary

#### Spring Term Safeguarding Children Report

- During the recent safeguarding visit from the Trust, pupils said that they trusted staff to 'sort out' any problems they were having
- The subsequent Trust report judged the risk to be 'medium'
- 18 safeguarding concerns have been logged this term with 5 referred to EH&SH
- 2 full Child protection plans are in place
- 5 Operation Encompass alerts received

C: (CH) I strongly recommend the online courses completed by staff but notice most of the courses already undertaken will soon be expiring

MC: T Lawson and myself are booked into some during the summer term to refresh

Q: (LD) Are there any areas of development for the wider team, the harder to reach staff?

MC: We involve them in the wider culture of safeguarding with things such as Teams safeguarding scenarios where we ask all staff to comment

C: (CH) I see FGM and Awareness of Child Abuse is blank

C: (MC) I have completed those with National College and will update the table

Q: (HS) I see First Aid is also blank?

MC: That's also a mistake, I will update the table. We have a first-aider in every quarter of the building at the very least

**ACTION: MC to update the training record in the Safeguarding Report**

**53e EYFS**

- Early Years reforms come into play in September
- Exciting developments with the OPAL approach, the Forest Approach and the Environment for Early Years
- Work to officially start on the developments Friday 21 May
- Development Matters curriculum reviewed by a professional
- Development Matters to be followed more than Birth to 5
- EYFS curriculum will follow the same 6 patterns as the rest of the school
- Reading curriculum will drive it and it will be text rich and vocab driven
- September planning to make more open plan spaces making the EY classroom lighter, brighter and safer
- EYFS website page updated

**53f Leadership and Management Summary**

- Student Council have been meeting regularly, either virtually or in bubbles and have been a great support in many projects such as the recent TCAT video and TCAT safeguarding audit
- The Parent Council recently met to discuss the Uniform Policy. Take up was low, however all parties enjoyed the chance to meet and talk things through
- Subject leaders provided Governors with reports prior to the meeting to reflect their progress and understanding
- The wider leadership team continues to develop in the pastoral care of the pupils

*Q: (CH) The reports were great to read. Will there be audits by the end of term to assess for training etc so they are in place and ready for September?*

*VW: We have a calendar for the year with all of the training and we have some things in place for the summer. Dates haven't been set but the intent is there. I'm hoping next year subject leaders will be able to come to LGB meetings and discuss what they have done*

**54 COVID CATCH UP FUNDING STATEMENT**

- All but £270 of the £14 000 granted used
- Last large amount used for a more appropriate reading resource for blended learning
- Speech and language resources secured for next year
- Designated staff to work alongside speech therapist to train

**55 SCHOOL DEVELOPMENT PLAN**

Governors were asked to consider the possibility of a 3 year plan that ties into a 3 year financial plan. This will be discussed with SLT

VW proposed adding this plan to the July agenda or holding an informal, undocumented meeting of the LGB to discuss Governor involvement. HS felt the SDP and V&V were linked – Vision and Values to also be informally discussed

**Resolved:** Governors voted to hold an informal, undocumented meeting to discuss the 3 year school development/financial plan

**ACTION:** VW to email LGB with suggested dates for the informal meeting to discuss the 3 year plans

## 56 POLICY UPDATE

### 56a EYFS Policy

The EYFS Policy was tabled for approval

**Resolved:** The EYFS Policy was approved

### 56b RSHE Policy

The RSHE Policy was tabled for approval

**Resolved:** The RSHE Policy was approved

### 56c Uniform Policy

The Uniform Policy had been through parental consultation and the LGB were asked to ratify the policy.

**Resolved:** The Uniform Policy was approved

### 56d E-Safety Policy

The E-Safety Policy was tabled for approval

**Resolved:** The E-Safety Policy was approved

## 57 GOVERNOR VIRTUAL VISITS

HS had conducted a virtual visit as Pupil Premium Link Governor and met with M Copley and T Stride.

Levels of engagement during lockdown for PP were discussed and staff reported they were happy with the overall engagement. Weekly phone calls also took place to check welfare and to support with access to FSM. iPads, dongles and laptops were taken to families in need although some did struggle to access Teams. 1-to-1 staff guidance was provided to assist.

Levels of attainment are low and the school are addressing this through the following means:

- Improving phonics
- Specific interventions such as 'Fresh Start' for Yrs. 5 & 6
- Lower KS2 – a HTLA holds targeted literacy lessons

The Breakfast Club has been widely welcomed and the local Co-Op donates food to assist with this

All in all it was a very thorough and supportive process

*C: (VW) Thank you Hayley. After half term, we are not relaxing Covid but we are seeing more visitors onsite. Governors, including the OPAL Links, are welcome to come in and do a live Link visit*

*Q: (LD) When we look at the SDP, can we build in the Governor visits and Link roles? Is that something we could look at in our meeting?*

*VW: Yes, thank you*

## **58 GOVERNOR TRAINING AND SUPPORT**

All Governors have completed the NGA Safeguarding module as well as the GDPR Sentry Governor module.

All but 3 Governors have also completed one other NGA module of their choice. LC urged them to do so before the end of the academic year.

**ACTION: SA, PH and CH to complete one other NGA Learning Link module of their choice before the end of the academic year**

## **59 AOB**

None

## **60 DATE OF NEXT MEETING**

Wednesday 14 July, 18:00

## **61 ACTION POINTS**

**61a ACTION:** Safeguarding Report to show separate term data with a cumulative report produced at the end of each academic year **(minute 52)**

**61b ACTION:** VW to provide Governors with an update of progress of pupils following Catch Up initiatives **(minute 52)**

**61c ACTION:** VW to present May assessment data at the July LGB meeting **(minute 52)**

**61d ACTION:** Review of LGB effectiveness to take place in the Autumn term **(minute 52)**

**61e ACTION:** VW to provide updated Yr4 Reading data at the July meeting **(minute 53b)**

**61f ACTION:** MC to update the training record in the Safeguarding Report **(minute 53d)**

**61g ACTION:** VW to email LGB with suggested dates for the informal meeting to discuss the 3 year plans **(minute 55)**

**61h ACTION:** SA, PH and CH to complete one other NGA Learning Link module of their choice before the end of the academic year **(minute 58)**

Part A closed at 20:36. CH thanked everyone for attending. MC & DP left the meeting

Signed by the Chair:.....  
Date: 19 May 2021

