



**Minutes of the meeting of the Local Board  
of Keyingham Primary School Wednesday  
3 November 2021 at 5.00pm**



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

**PRESENT:** L Devine (Chair, LG), S Aldridge (SA), Miss C Buckley (CB), K Littlewood (KL), D Petch (DP), H Singleton (HS), V White (Headteacher, Keyingham Primary School, VW)

**ALSO IN ATTENDANCE:**

H Gale (Clerk to the LGB)

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

**01 WELCOME**

In the absence of a Chair, H Gale opened the meeting and welcomed two new Parent Governors - Charlotte Buckley and Kathryn Littlewood

**02 APOLOGIES**

Apologies had been received from Mrs C Hunter.

**Resolved: Apologies accepted**

**03 DECLARATIONS OF INTEREST**

All Governors had been asked to complete the personal details and pecuniary interests form which is an annual housekeeping requirement.

**04 LGB MEMBERSHIP**

Governors were asked to appoint a Chair and a Vice Chair. Mrs L Devine expressed she would be happy to serve as Chair for the Autumn term.

C Buckley put herself forward for the role of Vice Chair, in the absence of C Hunter (previous Vice Chair), appointment to be confirmed at the next meeting.

**ACTION - Vice Chair to be appointed at the next meeting**

**Resolved: L Devine to serve as Chair for the Autumn term.**

**Resolved: The following Link roles were discussed and agreed:**

**EYFS link - Steven Aldridge**

**Pupil Premium Link - Hayley Singleton**

**Safeguarding link - Charlotte Buckley**

**SEND Link- Kathryn Littlewood**

Leavers noted: P Hogan - Governors thanked Mr Hogan for his contribution in leading governance at Keyingham Primary School since March 2020.

Other leavers during 2020/21 were TR Hemingway and C Parker.

## **05 MINUTES OF THE LAST MEETING (14 July 2021)**

**Resolved:** The minutes of the last meeting held 14 July 2021 were accepted as a true record and approved by the Chair.

## **06 MATTERS ARISING FROM THE MINUTES**

*Q(HS): Covid Catch up funding used for reading initiative - ebook library and reading eggs. Is this used at home and in school?*

*(VW): Yes, both.*

*Q(HS): Can you see who accesses this at home?*

*(VW): Yes.*

*Q(HS): Is there a good uptake?*

*(VW): It is used every day in school. As we are relaunching homework this year, it will be used more at home and tracked more.*

*Q(HS): Is the door mentioned still a safeguarding issue? This was flagged previously.*

*(VW): Yes, discussions around the release button and its placement are ongoing. Further mesh fencing is going to be installed to increase safeguarding measures.*

**ACTION - LC to follow up with SA and HS regarding their absence from the LGB – complete**

Clerk to check Governors email accounts with the IT department

**ACTION - Review of LGB effectiveness to take place in Autumn term - carried forward**

Skills audit to be completed within a week of minutes being sent and M Copley to add Governors to National college to read the updated annual KCSIE document.

**ACTION - Play Policy to be tabled for approval in the Autumn Term - carried forward**

**ACTION - LD to complete Safeguarding Link Visit form as soon as possible and forward to LC for record keeping - complete**

**ACTION - Clerk to monitor Learning Link and contact those Governors with outstanding modules to complete – see minute 14**

## **07 HEADTEACHER SUMMARY OF FIRST HALF TERM**

The key foci of this half term have been ensuring that all staff and pupils remain safe in school and ensuring expectations start and remain high. To achieve this the following has taken place:

- Reviewed and amended all COVID-19 risk assessments alongside all other pupil and site specific risk assessments in liaison with relevant Trust and LA staff.
- Ensured that all staff have shared and discussed relevant safeguarding documentation and training resources at the start of term and regular since then.
- Discussed and shared key development points for the next 3 years with staff and pupils.
- Begun a review of the school behaviour policy and practice from EYFS to Year 6.
- Monitored provision in class closely and responded to CPDL needs with bespoke opportunities for training and development.
- Establishing clear protocols and procedures for leadership at all levels in school.

*Q(LD): What training documentation has been shared with staff?*

*(VW): National College resources, KCSIE and resources around Child Exploitation and County Lines have been shared. M Copley gave updates also and sets weekly scenarios to discuss.*

Q(LD): In the recent Safeguarding audit it mentions hard to reach staff. Have they also done this training?

(VW): Hard to reach staff are mainly kitchen staff. Since the Summer break, the kitchen staff have moved over to the new external catering company ABM. We now know it is Keyingham's responsibility, so this is now in progress. The safeguarding audit was reviewed this half term, and we are now projected to change from medium risk, to low risk.

Q(LD): When will the Behaviour Policy be reviewed?

(VW): Now. The current Behaviour Policy was brought in two years ago to bring in an element of praise, to understand wrong doing, and fix it but it now needs updating so I have had discussions with staff and pupils. Ofsted criteria for a good school is that low level disruption is not tolerated. The content of the Behaviour Pyramid and Venn is being reviewed by children and parents. Opportunities to carry on disrupting will be removed by re-formatting. Needs to be more robust, and will be ready to share by the next meeting.

Q(HS): Are the photos of children sitting nicely below the Pyramid and Venn linked?

(VW): Yes, that is what good sitting looks like. Visual to help pupils.

Q(LD): What is behaviour like in the school at the moment?

(VW): Generally good. Older year groups are still adapting to the new ways of doing things.

Q(LD) Boys or girls?

(VW): Both but mainly boys.

Q(HS): Is it only positive photos that are used?

(VW): Yes.

Q(KL): Are the charts an explanation of what happens when pupils do not behave?

(VW): The Venn diagram are the 3 things that pupils are expected to do (Good behaviour for learning, Safe behaviour, Respectful behaviour). Helps to explain sanctions (Level 1, 2, 3,4). Pyramid has changed dramatically.

Q(KL:) Are the photos compared to the charts visually confusing?

(VW): I will mention this in the next discussion with staff.

C(SA): There are a lot of words on these diagrams. Fewer words, more colours and images might ensure pupils can relate to this.

(VW): Yes, this will come to parent consultation.

Q(LD): Have you sourced bespoke CPDL through National College?

(VW): I have just submitted my NQPH (National Qualification for Headship). One of the things learnt during this was Instructional Coaching; more about having an expert in your field. The bespoke elements come through appraisal targets and conversations. Everyone in school now has a link expert.

Q(HS): Is that in house?

(VW): In house, Trust wide and external.

Q(LD): Establishing leadership protocols - what does that look like?

(VW): Through the appraisal system, all teachers are now also subject leaders. More experienced staff have core subjects. Less experienced teachers have the foundation subjects. Now I would like them to develop the leadership of 'what does my subject look like?' More calendared time out of the classroom needed for this. Learning walks in place to see what other learning looks like in the school.

Q(LD): Do the subject leaders have responsibility for their subject curriculum throughout the school? Will they be looking at assessments throughout the school?

(VW): The mid- term plans worked from are very detailed. They have every core and foundation subject objective that is age related for you for that term. Subject leaders have put them in through the year for you, all that is needed to plan the activities around that.

Q(LD): How is learner and staff wellbeing? Can you give a verbal update?

(VW) A staff wellbeing survey was sent out this week.. Perception of staff is that everyone is very busy. Less staff means staff have more clearly defined roles and responsibilities. I do not want them to feel overworked and the survey should clarify this. Pupil wellbeing – pupils were quizzed a lot regarding wellbeing during lockdown. Raft of support for those pupils presenting with wellbeing issues. Pupil matrix of support with various staff members who monitor CPOMS and SIMS to establish pupils who need support. Most pupils during lockdown spent a lot of time outside, some did not. This is why Forest in the Field began. Communication with parents regarding struggles is improving. Forest school is weekly, and has made a positive impact. If a pupil does not behave, they can have this privilege taken away.

Q(HS): Does taking this away help those pupils who do not behave?

*(VW): Yes, not being there makes them want to behave and be there. If they are not being safe and respectful, they are disrupting learning. The next week they are asked to show they can be safe and respectful. If still stopping learning, parents are called and procedures stepped up.*

*Q(HS): Have any had to be stepped up?*

*(VW): Very few, 2 have escalated to a support plan but have responded to this well.*

*Q(LD): How is attendance?*

*VW: I will send an attendance update*

**Action - V White to send attendance update to Governors**

**Action - H Gale to arrange a tour of the school for all Governors before the next meeting**

## **08 ACADEMY RISK REGISTER**

### **4 notifiable risks identified -**

1. Coronavirus - due to potential loss of learning.
2. Finance - PAN of 210, currently at 174 but pupil numbers are increasing.
3. Safeguarding - This has moved down since the audit.
4. Good educational outcomes - Historically outcomes have not been great, but they are improving.

*Q(LD): What are your predictions for pupil numbers in future years?*

*(VW): Projections for 2024 are 25 in a class. Currently 25 this year in Reception. Do not currently have birth rate data. 17 on roll in the nursery, with a waiting list. Have some starting mid-year also.*

*Q(HS): In the older age groups, could you go over 30?*

*(VW): Yes, there is currently an application for Year 5 which will take the class to 31.*

*Q(HS): Some people say they cannot get in?*

*(VW) Technically they cannot if the school's PAN per Year group is 30. Initially I said no to this applicant, but they then moved to catchment so we then offered them a place.*

*Q(HS): If you need numbers, they could potentially have other family members.*

*(VW): Yes, and this pupil comes with siblings.*

*Q(HS): Is 5 the highest you can score on the risk register?*

*(VW): Yes.*

*Q(HS): What number would a risk fall into Amber?*

*(VW): 19.*

## **09 REVIEW PUPIL PREMIUM STRATEGY STATEMENT**

- Read Write Inc phonics has been brought in and embedded.
- KS1 teachers worked with KS2 teachers to imbed with the older children.

*Q(LD): In December's meeting, can we see some data that shows the impact of read write inc being implemented?*

*(VW): This year, or since it started? It would be good for you to see the journey. There is a Reading deep dive taking place in November.*

*Q(LD): How long will deep dive take?*

*(VW): Just one day.*

**Action - V White to send the report from the Reading Deep Dive**

- Through targeted intervention there is a pupil premium champion.
- HLTAs did 1-1 Teams calls with PP pupils and sometimes their parents.
- Enhanced resource precision has been expanded.
- The Wider leadership team is partly funded by PP - improved safeguarding.
- Personal development (wider curriculum) to be enhanced, give more vulnerable pupils further experiences (e.g. Theatre trips)

*Q(LD): How do you identify pupils who do not have those experiences?*

*(VW): They are asked. Due to being a small school, the pupils are known well.*

*Q(HS): Will this be targeted work, or will this benefit all pupils?*

*(VW): Will benefit as many as possible. Year 6 residential has been booked, and if parents cannot afford it and they are PP, this funding can be used.*

## **PP Strategy 21/22**

- Slightly less money than last year.
- Bid put in for the National Tutoring programme.
- Text with links sent to parents regularly asking if circumstances have changed. Identification of these parents is difficult.

*Q(HS): Is Keyingham an Academy that pools this funding?*

*(VW): No.*

- Statement of intent is the same on all TCAT PP reports.
- Improve the quality of teaching and assessment across the board.
- A lot of funding goes on staff
- TLR holder appointed.
- Wider Strategies - Pastoral, Breakfast club, first curriculum, enrichment activities

*Q(HS): Is the money on coaching going on internal or external staff?*

*(VW): External people are not paid. Some are coming from within the Trust, others come from mutual agreements*

*Q(SA): Do any of the Keyingham staff reciprocate training in other schools?*

*(VW): Yes, staff go into other schools to advise on phonics and take part in Safeguarding audits etc.*

*C(HS): Could use this to promote Keyingham Primary School in newsletters etc.*

*(VW): Communication of good things happening needs to improve. The Operations Manager is developing a communications strategy to help this. Newsletters are not always read by parents. A meeting is taking place next week to feedback on communication. A suggestion has been to make a weekly video to send home to parents informing them of what has happened in the week.*

*C(HS): Going on Facebook would be good.*

*(VW): Facebook is hard to police. Schoolcomms has been bought in to send information home. If parents have issues, they can speak to the school rather than put it on Facebook.*

*Q(HS): Will the link to the video be sent on Schoolcomms?*

*(VW): Yes.*

*Q(LD): Does Keyingham village have a newsletter?*

*(VW): We are currently in talks with the Parish Council.*

*(HS): The Ottringham Beacon is an option.*

*Q(VW): What would go in it?*

*(LD): To reach the parents and promote the school.*

*(HS): USP is Forest in the Field, parents may not know this.*

*(VW): This was put in a newspaper.*

*C(CB): Weekly update is a good thing.*

*C(LD): Wider publications do reach families in the village who may not already come to the school.*

*C(CB): Your East Riding magazine could be an option.*

*Q(HS): Has the NELI started?*

*(VW): Not yet due to restructure and redundancies. We have now identified 3 members of support staff who have nearly completed training. Assessment first and Reception baseline assessment done for the first time this year. NELI assessments to start in the next few weeks.*

*Q(LD): What were the Reception baselines?*

*(VW): They performed better in Maths than English.*

*Q(SA): Phonics in younger and older years, has this been communicated to parents?*

*(VW): If you are a Year 5 parent and you do not know about them doing phonics, it is because they are not doing phonics.*

*Q(HS): Is any of the enrichment extra -curricular?*

*(VW): Sport is all extra -curricular. I am very aware of staff wellbeing as staff will always do sporting activities when asked. Before and After School Clubs are in the Hall, so clubs cannot be run in the Hall on an evening.*

*Q(HS): Do any outside agencies approach the school to use the space/facilities?*

*(VW): Scouts use the playground.*

**Resolved: All Governors approved the 21/22 Pupil Premium Strategy**

**10 REVIEW OF CATCH UP FUNDING PLAN**

- KPS received a total of £15 360 in 2020
- The majority of the fund has been used for reading initiatives such as the e-book library and Reading Eggs
- TTRockstars add Numbots to be used, and pupils who do not have an electronic device to work from will get the book
- Registered with NELI
- 1-1 Maths tuition
- Staff CPDL
- This year's Catch up (Recovery pot) £5000

**11 REVIEW IMPACT OF SPORTS PREMIUM STRATEGY 2020/2021**

- Fund allocated was £17,830
- 5 aims to the Strategy:
  - The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school
  - The profile of PESSPA being raised across the school as a tool for whole school improvement
  - Increased confidence, knowledge and skills of all staff in teaching PE and sport
  - Broader experience of a range of sports and activities offered to all pupils
  - Increased participation in competitive sport
- Curriculum was put in place
- Started to link with secondaries
- Bought kit and resources
- Part used for PE Lead salary
- In the absence of being able to play sport money has been spent on initiatives such as Opal play (tyres etc)
- Training of forest schools practitioner

*Q(LD): One of the impacts was about children in different year groups engaging in competitive sports, but that has not happened, has it?*

*(VW): No, but will this year.*

*Q(LD): Should this therefore be taken off the list of impacts?*

*(VW): Yes*

**12 RATIFY SPORTS PREMIUM PLAN 2021/2022**

- Same 5 objectives of Plan as 2020/21
- Trained Operations Manager as Educational Visits Coordinator
- Development of PD Calendar
- Bought into Schools Sports Partnership again
- Develop out of school sports clubs, mainly in the summer term
- Opal Play resources
- Money set aside for Year 6 residential
- Due to Covid, 3 year groups are due to go swimming this year to "catch up" with the schedule
- Sports Lead Salary

Q(LD): Have you managed to book all the children in for swimming lessons?

(VW): Yes, they normally go once a week for 10 weeks. Year 5 and 6 went 2 mornings a week for 5 weeks to fit them in.

Q(SA): Scouts borrowing the space for cycling proficiency, is this something the pupils do here?

(VW) The pupils here do bikeability in Year 5 and this will take place after Christmas.

Q(HS): Have the current Year 6's caught up with their bikeability?

(VW): They managed to still do this in Year 5

Q(LD): Have pupils been asked what they would like to do?

(VW): Yes, the Student Council is tasked with that.

Q(SA): Are there any sports competitions/leagues within TCAT?

(VW): Yes, in sports and for the Year 6 residential, all 3 TCAT Primary Schools are going together.

### **Resolved: All Governors approved the 2021/2022 Sports Premium Plan**

## **13 SCHOOL DEVELOPMENT PLAN AND SELF EVALUATION UPDATE**

Current areas for whole academy development -

1. Expectations/behaviours for learning/safety
  2. Curriculum and pedagogy that supports progress for all
  3. Improved achievement for all pupil groups especially DA and SEND
  4. Develop and build leadership capacity and skills at all levels in school.
- Targets reviewed weekly, and half termly and are constantly updated
  - SEF includes key judgements linked to the Ofsted report.
  - The SLT has judged that the school is 'Requires Improvement' in most areas, but Leadership and Management as Good.
  - Early Years is also judged as requires improvement

Q(LD): Now Governors roles have been identified, can we have Governor names to SEF?

(VW): Yes.

C(SA): If going to use abbreviations in documents on the website, it might be easier to use proper terms for easier understanding.

Q(CB): Is there anything in place for pupils who are ahead of the curriculum?

(VW): Curriculum is structured in a different way now. Mid-term plans are pitched at age related learning, we teach to the top and scaffold below, broadening the curriculum and interest in text led learning. Verbal reasoning and problem solving takes place in Maths every lesson. The speaking and listening element in English is about verbal reasoning. If there is vocab in a Year 4 text, it is taught to everyone and taught to the top.

Q(LD): Will the development plan and SEF be able to be seen by Governors?

(VW): Yes, new impacts will be added and colour coded.

Q(LD): Will 'Next steps' be moved to Impact?

(VW): Yes

Q(HS): How often do you update the SEF?

(VW): Half termly. Safeguarding section was written based on the summer audit, but now we have the report back from 2 weeks ago so that has been added.

**ACTION: VW to include Governor names and a key to all acronyms on SEF**

**ACTION: SEF to be shared as a live document for Governors to view on Teams.**

## **14 GOVERNOR TRAINING AND SUPPORT**

L Devine, D Petch and H Singleton have completed the NGA Safeguarding module (2021).

**ACTION - NGA Safeguarding module to be completed by S Aldridge, C Buckley and C Hunter before the next meeting.**

**ACTION: Clerk to send K Littlewood registration details for the NGA Learning Link**

**ACTION - KCSIE to be read by all Governors using National College (M Copley to set them up)**

## **15 GOVERNOR VISITS TO SCHOOL**

L Devine had conducted a Safeguarding visit with M Copley during the Summer Term.

Key Action points -

- M Copley to add questions surrounding online safety to Safeguarding Surveys.
- M Copley to check all staff had completed FGM training.
- Continue to update non-teaching staff on Safeguarding.

## **16 DATE OF NEXT MEETING**

Wednesday 8 December 2021 at 5pm.

## **17 AOB**

None raised.

## **18 ACTION POINTS**

**18a ACTION - Vice Chair to be appointed at the next meeting (minute 04)**

**18b ACTION - Review of LGB effectiveness to take place in Autumn term - carried forward (minute 06)**

**18c ACTION - Play Policy to be tabled for approval in the Autumn Term - carried forward (minute 06)**

**18d ACTION - V White to send attendance update to Governors. (minute 07)**

**18e ACTION – Clerk to arrange a tour of the school for all Governors before the next meeting. (minute 07)**

**18f ACTION - V White to send the report from Reading Deep Dive (minute 9)**

**18g ACTION: VW to include Governor names and a key to all acronyms on SEF and Development Plan (minute 13)**

**18h ACTION - SEF to be shared as a live document for Governors to view on Teams. (minute 13)**

**18i ACTION - NGA Safeguarding module to be completed by S Aldridge, C Buckley and C Hunter before the next meeting (minute 14)**

**18j ACTION: Clerk to send K Littlewood registration details for the NGA Learning Link (minute 14)**

**18k ACTION - KCSIE to be read by all Governors using National College (M Copley to issue log in details) (minute 14)**

Meeting closed at 7.50pm