

**PRESENT:** L Devine (Chair, LD), J Harrison (JH), K Littlewood (KL), H Singleton (HS), V White (Headteacher, Keyingham Primary School, VW)

**ALSO IN ATTENDANCE:**

M Copley (Deputy Headteacher, Keyingham Primary School, MK), 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.

**34 WELCOME**

L Devine opened the meeting by welcoming everyone.

**35 APOLOGIES**

Apologies had been received from S Aldridge, C Buckley and D Petch.

**Resolved:** Apologies accepted

**36 DECLARATIONS OF INTEREST**

H Singleton declared that her employer (Barnardo's) is currently talking with another academy within the Trust regarding some funding. No other declarations were made.

**37 MINUTES OF THE LAST MEETING (8 December 2021)**

**Resolved:** The minutes of the last meeting held 8 December 2021 were accepted as a true record and approved by the Chair.

**38 MATTERS ARISING FROM THE MINUTES**

**38a Review of LGB effectiveness to take place in Autumn term – ongoing, see minute 41**

**38b Clerk to arrange a tour of the school before the next meeting - complete**

**38c V White to send the report from Reading Deep Dive - carried forward**

*Q(LD): Did the reading Deep Dive take place, since it was previously postponed?*

*(VW): The final part happened last week and there is a write up of that. There is not a report. There are further external reports coming so there should be more to present to the Governors after this.*

**38d V White to set up Governors shared drive for key documents and address any IT issues that could prevent this from happening - complete**

**38e Clerk to send out KCSIE to all Governors with a request to email HG when they have**

read it so Governor Training and development records can be updated - carried forward. M Copley has sent Governors National College logins to record the reading of KCSIE. - complete

**38f V White to provide Governors with results from parent voice on the Hub when this information is available - complete**

*(C)VW: Results of parents' voice from October were a lot more positive than the survey sent in February. 87 parents replied, out of 120. Responses have been addressed in SLT Meetings.*

**38g V White to review content of training table on P23 of the Headteachers Report to include dates of when refresher training and FGM training was completed. - complete**

**38h V White to add a Governor column to the training table on pages 23 and 24 of the Headteachers Report. - complete**

**38i V White to reformat table so its shows training completed this calendar year and/or academic year. - complete**

**38j S Chadwick to give a presentation on Phonics at the April meeting - carried forward**

*Q(LD): Has the LYFTA curriculum been purchased?*

*(VW): Yes.*

*Q(HS): What does LYFTA stand for?*

*(VW): LYFTA is not an acronym.*

*Q(LD): The knowledge organisers are being used, have staff and pupils adapted to them? And can Governors see an example of what they look like?*

*(VW): As shown in the Headteacher's Report - the work done with Croxby Primary means we have gone back to scratch slightly with mapping and means these will be rewritten. After some training around vocabulary, the focus is going to shift.*

*Q(HS): It was mentioned in the last meeting, there would be more Phonics training for staff in January, has this happened?*

*(VW): Yes, refresher sessions are being delivered in staff meetings.*

*Q(HS): Are the positive postcards being sent home to parents?*

*(MC): Yes, some have been sent already.*

*Q(LD): How is Forest fields being brought inside?*

*(VW): The library, it has been painted.*

*Q(HS): Governor Visits, how are these going?*

*C(LD): It would be beneficial to have Link visits planned for the year.*

**ACTION: Link visits to be planned for the full year 2022/23**

## **39 GOVERNOR TRAINING (National College Webinar)**

V White & M Copley shared a National College Webinar about effective governance. A discussion then took place around this.

*Q(LD): Can we have another working group meeting on the Vision of the school?*

*(MC): Yes, this can be discussed when coming for the tour.*

*(HS): Culture & Parents - How do Governors engage with parents? It would be good to compare data from previous reports to see trends. To improve as a Governor, it could be helpful to visit other schools and meet with other link Governors.*

*C(LD): Could a parents' evening be arranged? We could use this for parents to meet Governors and discuss issues from the parent voice surveys*

*(VW): Yes, previously parents were invited into the school to discuss with staff, however it may be better for the parents to have those discussions with Governors.*

*(KL): A lot of the parents may not see what is happening, so a link between the school and parents could help this.*

*(LD): We need a Teams meeting to discuss what these parents evening sessions would look like/entail.*

**ACTION: Arrange meeting to discuss governor involvement at parents' evenings**

*Q(KL): Recruitment of Governors, what does this entail?*

*C(LD): New Governors will need to attend the Trust's Induction.*

**ACTION: V White to query Governor training options within the Trust**

**40 STRATEGIC HEADTEACHERS REPORT**

**Overall Effectiveness**

- Children are contributing weekly to their 'Class blog.' This came about from the parent feedback that they wanted to know more about what was happening at School.
- Children & Staff are working hard on developing their awareness of mental health.
- Safer internet day built into Spring curriculum to enhance online safety work.
- National storytelling week saw the re-opening of the library.
- Children in EYFS - Year 6 have experienced different sports, with a link to world book day, including quidditch.
- The site continues to develop. Grounds are made more secure with additional fencing and an outdoor classroom has been planned for the summer term.

*Q(HS): Do the children now start bringing library books home?*

*(VW): Yes. The Pupil Leadership charter was shared today. The option for children to be librarians will become available and line managed by the reading leader. It was discussed in a recent staff meeting whether children are being sent home with the right level books. Reading clubs are also going to be starting over lunch times in the library.*

*Q(LD): What are class blogs?*

*(VW): Class blogs came as a result of the last parent survey. This is a way to share with parents what children are learning, reading, and what is happening in the next week. Assemblies used to take place every Friday with certificates linked to the values of the school. The children enjoyed this and so the idea is to reintroduce and talk about how staff and pupils have seen these values (kindness etc) and share via the class blog and the positive postcards will replace the certificates.*

*Q(LD): Did anything come out of the raising awareness of mental health with the staff and pupils? Did anything develop from this?*

*(VW): The 'worry children' are covered, a new robust way of checking in on everybody else is needed. Pupils were very open. M Copley is working on a personal development map across the school and will address things in the curriculum and explore the opportunities there are to raise awareness. The ELSA has now done drawing and talking training. A mental health worker from the Trust comes once a week and we receive, 4 hours a week from MIND to do group and individual sessions.*

*Q(LD): Looking at different sports, how do you play Quidditch?*

*(MC): Pupils have a broomstick and hoops on stands to throw the balls through. There are various levels for different age children.*

*Q(LD): Were there other sports?*

*(MC): Boccia.*

*Q(LD): Will this be a regular initiative?*

*(MC): Keyingham is part of the schools sports partnership group and a Withernsea sports group competing in cross country, quad event (run, jump, throw etc).*

**40a Quality of Education Summary**

**Curriculum**

- Increased level of consistent practice evident around school (particularly core lessons)
- M Copley undergoing review of Maths provision (focusing on KS1)
- The Reading Curriculum continues to strengthen through the RWI programme. Working to develop a reading spine to closely match lexile appropriate texts to support love of reading & reading to learn.

- Foundations subjects enriched by LYFTA resources.
- Biggest development in curriculum has been further developing the foundation subject curriculum. Worked in partnership with curriculum leader at Croxby Primary School.

*Q(HS): What does 'lexile appropriate' text mean?*

*(VW): Lexile is a way to measure the difficulty of a text or progress a child has made.*

*Q(LD): Increase level of consistent practice. What is happening regarding the inconsistency?*

*(VW): We are working with academy improvement leaders to improve consistency, the inconsistency stems from their classroom management.*

*Q(LD): Is this monitored by KPS or other leaders within the Trust?*

*(VW): We work with TCAT leaders once a week and then feedback to Heads.*

*Q(LD): Are there improvements being seen in their practice?*

*(VW): Noticeable in some.*

*Q(LD): How long will this go on for?*

*(VW): 2 weeks until review.*

*Q(HS): Is there a curriculum document that was previously shared?*

*(VW): Yes, it has now been changed. I will share this within the Governors Team.*

*Q(LD): Do staff talk to each other and discuss the curriculum as a whole and prior knowledge?*

*(VW): Yes, everyone had a meeting last term. E.g. In Year 4 in the Autumn, they cover the Romans. In year 3 they do the Egyptians. It is a chronological based curriculum. Year 3 have not necessarily covered the stone age - the iron age. Their concepts have missed learning because of this. We asked teachers to look at subject maps together to discuss what has been missed. If children did not engage in blended learning, there are gaps in their knowledge.*

*Q(LD): Do you identify which children are reading at home? If so, what support is given to those who aren't?*

*(VW): Summer homework review is going home on the blog this week.*

## **Standards**

### **KS1 attainment**

- Daily reading carousel to target 'working towards' pupils
- Daily afternoon phonics (focus - reading/blending longer words at speed)
- Daily ERIC sessions where every child has the opportunity to have their reading listened to by the teacher
- Smaller maths groups
- Daily rapid recall maths starter

### **KS2 attainment**

- Making use of National tutoring and school-led tutoring programmes to support Year 6 in English & Maths.
- Receive a full day a week of support from TCAT Director of English to help Year 6 pupils close the gaps
- Large percentage of SEND pupils in this cohort makes comparisons against previous cohorts difficult but individual case studies show significant progress for EHCP pupils.
- Focus on maths continues to be a priority as this currently poses the biggest attainment barrier to this class.

*Q(HS): On KS1 & KS2 there are the PP and SEN breakdown, but it is not added onto the phonics attainment table. Can that be added?*

*(VW): Yes.*

*Q(LD): Can the phonics attainment be added for the last 3 years to compare?*

*(VW): Yes.*

*Q(HS): From the Autumn phonics test, there has been a significant drop, why?*

*(VW): There have been significant breaks in consistent teaching. Last week 40% of the staff were off on one day. So, we have not been able to sustain high quality phonics group teaching or the interventions that may be required. KS1 is a concern.*

C(LD): There are positives in this data, Boys reading above national for example.

Q(HS): Regarding KS2, there have been some big jumps. Why is this?

(VW): There has been a much more robust moderation process. This data has been produced by M Copley and I.

## **ACTION: Breakdown of PP and SEND and last 3 years data to be added to phonics data**

### **SEND**

- One pupil with EHCP left during Autumn term, however a pupil in Year 4 was granted an EHCP much meant numbers remained consistent
- Currently have 2 requests in for EHCP assessments.
- ERP pupils have made progress in accessing mainstream curriculum and are now integrated within the class for the majority of the school day.
- The Hub continues to be a safe sensory space for those who need it, as well as being used for intervention sessions.
- Outdoor space is in the process of being expanded to allow for more outdoor learning.
- New educational psychologist due to retirement. Backlog of pupils to be assessed from 2019.
- Rise in speech and language referrals this term.
- SENDCO has attended the TCAT SENCO Cluster meeting to look at a programme which would enable a Trust wide approach to processes.
- All staff invited to attend a training session from the behaviour support team.
- Transition programmes for children joining KPS in September have begun, all EHCP children have been invited in for a visit.
- Liaising with secondary schools to ensure appropriate support for Year 6's moving on to Year 7.

Q(KL): Is there a date for the new Educational Psychologist coming in?

(VW): Meetings have already taken place, 6 children referred to her and booked in to be seen in May.

Q(LD): What are the typical SEND traits?

(VW): Mainly Speech and language needs and autism.

Q(LD): Has the school planned what would happen if there were any Ukrainian children coming?

(VW): Yes, we have kept up to date with advice and guidance. Oak National Academy has also started translating their lessons into Ukrainian. The view is to welcome them in, keep them safe.

Q(KL): Transition programmes for pupils joining in September, is that happening through the provision they are with now?

(VW): Yes. 6 new Nursery admissions after Easter are coming this week for a stay and play session. Parents are meeting staff and having face to face conversations. Most of the children coming into Reception in September are already in the building, and staff already know them.

Q(LD): It states there are a number of children waiting to be assessed from 2019, is that having an impact on their learning?

(VW): Yes. The Ed Psych will also be replaced in July.

Q(LD): Will that have an impact on progress?

(VW): Hopefully not.

### **40b Behaviour and Attitudes Summary**

- Behaviour systems continue to develop at Keyingham
- The figures given are a reflection of the new behaviour policy which has a zero-tolerance approach to low level disruptive behaviour.
- Level 1 is the child's opportunity to fix their behaviour and is not reported.

	EYFS	1	2	3	4	5	6
Level 2	35	0	23	6	12	111	37
Level 3	0	1	18	0	0	43	4

Q(LD): How is the new Behaviour Policy working?

(MC): The original ethos was L1,2,3,4. It wasn't until level 3 that parents would be contacted. It was noted that children got to a level 2 and then stopped. Thoughts were that if they can stop at a level 2, why not stop before that. This is now tightened and more robust. That has led to more contact home to parents, for negative reasons. From a parental point of view, they are getting contacted more often than before regarding behaviour. The behaviour has not got worse, it is just being addressed earlier.

Q(HS): Does this coincide with the parental survey?

(MC): Yes.

Q(LD): If certificates have stopped going home, and negative contact increased, the feedback makes sense.

Q(LD): What period is the table given for?

(MC): From January until April.

Q(LD): Could these be presented in terms as well so that we can compare and see trends. Also, the type of behaviour incident would be useful to see.

(MC): Yes.

C(VW): Most level 2's are when they didn't stop what they were doing at level 1.

Q(KL): Could it be colour coded?

(MC): Could change SIMS and add categories.

**ACTION: L2 and L3 behaviour to be reported by term. List of L2 and L3 behaviours to be provided in the next report**

### **Attendance Report**

- Attendance has dropped nationally to 89.7%
- KPS currently 91.87% - aim is to be above the pre-Covid national of 96%

Q(LD): Are there any safeguarding concerns for persistent absentees?

(MC): No. Data shows no concerns. Families have been contacted and attendance is improving. One referral was made, and the LA is helping with this.

### **40c Personal Development Summary**

Q(LD): What does 'Other Children Academy logging Safeguarding concerns' mean?

(VW): Children within the school.

Q(LD): Can the numbers on roll be included in the next report? Along with exclusions and reasons for pupils leaving.

(VW): Yes.

### **Training**

Q(LD): FGM Training has been done, but the dates are not in the report?

(MC): FGM is covered in other trainings, rather than its own module.

### **Early Years**

Q(KL): Are there any plans to implement the NELI programme now the staffing structure has changed?

(VW): Yes. Training is in progress.

(KL): Termly support plans for specific targets - can an update be provided termly, to see progress?

(VW): Yes. We can add a percentage of how many met their targets in the SEN report.

**ACTION: Percentage of pupils meeting their termly targets to be shown on the next SEN report**

### **Pupil leadership**

Q(LD): When were play leaders introduced?

(MC): Play leaders were implemented after Christmas. Children were informed of the role and

could apply (aimed at Year 6's). Examples of this are - Scout type activities ran by one pupil, others like to referee the younger ones playing football, playing penalty shoot outs etc.

(VW): We are making a pupil leadership charter.

Q(LD): It would be good to have subject leaders of English/Maths/Reading to talk to Governors at the meeting in June, to discuss how the curriculum is being developed and how the missing knowledge is covered.

(VW): I would suggest the RE lead, she has done a lot of training and is working on a brand-new syllabus across the Trust.

Q(LD): If Ofsted came, would you suggest RE as a deep dive?

(VW): No. Reading and maths but by September Music, RSE, PSHE.

**ACTION: RE Lead to present at the June meeting.**

#### **41 ACADEMY RISK REGISTER**

Prevalent risks -

- Covid
- Financial (pupil falling numbers)
- Level of challenge received by the Governing Body

Q(HS): Could it be arranged to shadow other Governors from other schools, to develop our level of challenge?

**ACTION: H Gale to see if shadowing other Governors is a possibility, and feedback at the next meeting**

**ACTION: Director of Governance to coach LGB to improve effectiveness**

#### **42 EDUCATION RECOVERY FUND (previously Covid Catch Up)**

- National Tutoring Programme expanding.
- School led tutoring now in place, working in breakfast sessions.
- New IT resources

#### **43 GOVERNOR TRAINING AND SUPPORT**

**ACTION: Skills audits to be looked at and training to be provided as an outcome of this**

#### **44 GOVERNOR LINK REPORT**

H Singleton came in for a visit - report pending.

- Visited the nurture room during breakfast session.
- Spoke about food offered to PP pupils.

**ACTION: H Singleton to share PP visit report**

#### **45 DATE OF NEXT MEETING**

Wednesday 22 June 2022 at 5pm

#### **46 AOB**

None raised

#### **47 ACTION POINTS**

**47a ACTION: V White to send the report from Reading Deep Dive - carried forward (minute 38c)**

**47b ACTION: S Chadwick to give a presentation on Phonics at the April meeting (minute 38j)**

- 47c **ACTION: Link visits to be planned for the full year 2022/23 (minute 38)**
- 47d **ACTION: Arrange meeting to discuss governor involvement at parents' evenings (minute 39)**
- 47e **ACTION: V White to query Governor Training options within the Trust. (minute 39)**
- 47f **ACTION: Breakdown of PP and SEND and last 3 years data to be added to phonics data (minute 40a)**
- 47g **ACTION: L2 and L3 behaviour to be reported by term. List of L2 and L3 behaviours to be provided in the next report (minute 40b)**
- 47h **ACTION: Percentage of pupils meeting their termly targets to be shown on the next SEN report (minute 40c)**
- 47i **ACTION – RE Lead to present at the June meeting (minute 40c)**
- 47j **ACTION: H Gale to see if shadowing other Governors is a possibility, and feedback at the next meeting. (minute 41)**
- 47k **ACTION: Director of Governance to coach LGB to improve effectiveness (minute 41)**
- 47l **ACTION: Skills audits to be looked at and training to be provided as an outcome of this (minute 43)**
- 47m **ACTION: H Singleton to share PP Link visit report (minute 44)**

Meeting closed at 7.50pm