



**Minutes of the meeting of the Local Board of Keyingham
Primary School
Wednesday 8 December 2021 at 5.00pm**



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

PRESENT: L Devine (Chair, LD), S Aldridge (SA), C Buckley (CB), J Harrison (JH), K Littlewood (KL), D Petch (DP), V White (Headteacher, Keyingham Primary School, VW).

ALSO IN ATTENDANCE:

Mr Mike Copley (Deputy Headteacher, Keyingham Primary School, MC)
R Blackburn (RB) - Clerk (standing in for H Gale (HG))

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

19 WELCOME

Chair opened the meeting and welcomed a new governor, Joy Harrison to the meeting. All present introduced themselves. The meeting was held virtually on MS Teams.

19b MEMBERSHIP

Following the resignation of C Hunter, there is a vacancy for Vice Chair. C Buckley expressed an interest in this position at the last meeting.

It was proposed for C Buckley to take the position of Vice Chair.

Resolved: all present agreed for C Buckley to become Vice Chair.

20 APOLOGIES

Apologies have been received from Hayley Singleton.

Resolved: Apologies were accepted for the absence of the above governor.

21 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

22 PRESENTATION

V White confirmed there is no presentation organised for this meeting. It was suggested that during the meeting if there are any topics of interest or areas governors want to find out more about, to put these forward at the end of the meeting.

23 MINUTES OF THE LAST MEETING (3 November 2021)

Resolved: The minutes of the last meeting held 3 November 2021 were agreed as a true record and signed by the Chair.

24 MATTERS ARISING FROM THE MINUTES

24a ACTION - Vice Chair to be appointed at the next meeting - complete see 19b

24b ACTION - Review of LGB effectiveness to take place in Autumn term - carried forward to the spring term.

24c ACTION - Play Policy to be tabled for approval in the Autumn Term – to be agreed at this meeting see minute 28.

24d ACTION - V White to send attendance update to Governors -The attendance figure for school is 96%+, however in the last four weeks it has dropped to 94% (93% for Pupil Premium). The main reason for this drop is ongoing disruption from Covid; with absence due to active cases within families but also some families withdrawing pupils from school due to outbreaks, there have also been some absence due to holidays. There are 4 pupils who have persistent absence and have action plans in place to improve attendance.

24e ACTION – Clerk to arrange a tour of the school for all Governors before the next meeting – carried forward to the spring term

24f ACTION - V White to send the report from Reading Deep Dive - deep dive did not take place. Action carried forward to the spring term.

24g ACTION: VW to include Governor names and a key to all acronyms on SEF and Development Plan - Action carried forward. Instead of sharing the SEF on Teams, VW asked the governors if they would like a shared drive setting up so key documents can be viewed easily such as minutes, reports, SEF, SDP etc. This was welcomed.

Action: VW to set up a Governor's shared drive for key documents and address any IT issues that could prevent this from happening

24h ACTION - SEF to be shared as a live document for Governors to view on Teams – see 24g.

24i ACTION - NGA Safeguarding module to be completed by S Aldridge, C Buckley and C Hunter before the next meeting - Complete: SA and CB have completed the module and CH has since resigned.

24j ACTION: Clerk to send K Littlewood registration details for the NGA Learning Link - complete.

24k ACTION - KCSiE to be read by all Governors using National College (M Copley to issue log in details)

ACTION: RB to send out KCSiE to all governors with a request to email RB/HG when they have read it so Governor training and development records can be updated.

25 STRATEGIC HEADTEACHER REPORT

The Headteacher's Report was circulated to all Governors in advance of the meeting. Taking the report in sections, the Chair asked governors if they had questions on Overall Effectiveness.

VW gave an update on LYFTA, a new curriculum resource the school has trialled, that enables pupils to widen their horizons by visiting people from around the world. It is an online platform that links to the curriculum and looks to improve pupils' knowledge, experience and 'cultural capital'. The school has now budgeted for this resource going forward.

Q(LD): How easy was this resource to implement in school?

VW: It was easy, you subscribe to it and as part of the package you receive support from an Engagement Manager, along with training.

Q(LD): What impact does it have on teacher workload?

VW: The school has trialled the resource and the feedback from teachers and pupils has been positive. It gives a good boost to the curriculum and contributes easily to pupils' learning.

Q(LD): How long is the subscription for?

VW: One year. We have decided to not renew 'now press play' as it hasn't had the desired impact on learning.

Q(LD): Why wasn't it successful?

VW: It wasn't properly linked into the curriculum, often the technology wouldn't work, the headphone batteries would be flat and it didn't lead to greater knowledge or understanding. It also costs more money than LYFTA.

The Chair asked M Copley to give an update on competitive sports at school. M Copley reported that pupils have taken part in cross county running and a football tournament at Withernsea High School. The tournament was open to all pupils in the school and three teams were entered, which was excellent. There was some great sportsmanship and everyone enjoyed taking part.

Q(LD): Was the tournament inclusive?

MC: Yes, a variety of children took part, anyone who wanted to go went and the staff helped to make it all happen.

25b Quality of Education

Curriculum

Q(LD): How do you identify gaps in knowledge?

(VW): In maths pupils are given tasks, if they answer correctly without help, they progress. Pre-teaching takes place Mondays and Fridays, with core lessons taking place mid-week. In English gaps can be picked up in written work, grammar and in phonics. Pupils are given one-to-one tailored intervention.

C(VW): From January the school will be moving towards using 'knowledge organisers' for key areas of the curriculum. They will focus on the 'key questions' that drive learning in each topic and the vocabulary that supports knowledge acquisition.

Q(LD): Are the more able/confident pupils challenged/pushed or given extra tasks?

(VW): In Maths, this is easily achieved through regular reasoning and problem solving activities that encourage the children to broaden their understanding. Achievement of GDS in English is slowed by misconceptions in the application of basics such as capital letters and punctuation. This is a key focus in classrooms.

Standards

V White reported that there are three external outcome points - phonics, KS1 and KS2. The school has completed teacher assessments for Autumn Term and these have been moderated internally and Trust monitored. The pupils are not at National in any subjects. The phonics check is due to take place on 9 December. There are some gaps in practice

and procedure in terms of reading and writing. However, the school has made some excellent improvement in phonics with a 30% increase in pupils passing the phonics check. But there are some concerns, mainly children's absence in these key years due to Covid. In Year 2 62% passed the phonics check in Autumn 1 (National in 2019 was 85%). Year 1 results were better at 67% in Autumn 1 (National in 2019 77%) and many pupils in this year are ahead of Year 2. There is an action plan in place to improve staff training to deliver phonics.

Q(LD): How many staff need phonics training?

(VW): Training was held remotely for staff in December 2020, disappointingly some staff haven't accessed further training. This will be addressed with support staff on Friday (10 December) and teachers as part of staff training in January.

C(VW): Autumn 2 data relating to phonics is not available as the assessment hasn't taken place yet. Sarah Chadwick will use the information to review pupils' reading levels and re-group them into coloured book bands. She will also be helping with staff training.

Q(LD): How often is the action plan reviewed?

(VW): Sarah Chadwick will be leading on this in school and will be holding teachers to account and making sure teaching standards regarding phonics are upheld.

KS1

C(LD): Boys appear to be doing better in maths and writing, but not in reading.

C(VW): We are going to review KS1 maths as we feel current provision is not allowing for gaps in knowledge to be addressed as effectively as required. A visit is planned in January to Croxby Primary School to observe how the maths is delivered there.

C(LD): Pupil Premium children are not doing well.

(VW): The main reason is poor attendance within this group – almost 50% of PP pupils have had COVID related absence this term. We are looking at barriers to learning and what can be done to overcome them, there is also input from the Attendance Officer and the Designated Safeguarding Lead (DSL).

C(LD): We'll keep an eye on them.

KS2

C(VW): The Year 6 group this year are projected not to be at National, but they will achieve higher than the data presented this term by the end of the academic year. Three boys should be at greater depth but in their written work they are not using capital letters, so greater depth can't be awarded. The reading is strong, but maths is a worry. We have been working on arithmetic and rapid recall using mock SATs papers to help the pupils.

Q(LD): What does rapid recall do?

(MC): It breaks down knowledge into small chunks, so for instance pupils will learn the number and division facts of the three times table. This will help with recall and reduce the need to count up, which takes time. The pupils will need to be able to answer 24 questions in 2 minutes, so it's really important to be able to recall quickly. It helps to improve cognitive ability - it's the phonics of maths.

C(VW): We have signed up Year 6 to the National Tutoring Programme for maths, they will benefit from 15 hours of support over a 7 week period. We have identified the pupils who would benefit most from support. We have also signed up for School Led Tutoring and are waiting for the training.

C(LD): Has absence impacted on learning in Year 6?

(VW): No, this year group has good attendance although a recent 'circuit breaker' has been the result of increased COVID numbers in the class.

SEND Update

C(VW): Sarah Roberts wrote this section of the report, I can answer questions you may have.

Q(LD): Are the ERP pupils making good progress?

(VW): Academically not yet. ERP pupils access some of their lessons in class and some in The Hub. They are all working towards the expected standard and are making good progress.

C(LD): When Governor's next visit school, we can have a look at The Hub.

Q(LD): Feedback from external visitors has been positive, who has visited The Hub?

(VW): Cath Murdock, Karen Massey and Dave Waterstone - Headteacher at Croxby Primary School.

ACTION: VW to provide governors the results from parent voice on The Hub when this information is available.

Q(LD): Is the SENDCO benefitting from half termly meetings with TCAT SENDCO?

(VW): After the first meeting, there were some worries around expectations - this was to do with the difference between secondary and primary schools and the economies of scale and access to resources the secondary schools have. They have picked up on good practice and are networking with Claire Neighbour in Croxby Primary School.

C(LD): Is it worthwhile for governors to visit Croxby to help prepare them for Ofsted.

(VW): We will be in the Ofsted window from September 2022.

25c Behaviour and Attitudes Summary

Behaviour and attitudes

C(CB): Parents were involved and were given the opportunity to give their views on the Behaviour Policy, a parent liaison meeting was planned but was cancelled due to Covid, so parents could give views on email instead.

C(MC): Overall behaviour has improved, but low level disruptive behaviour must be addressed. School is now focusing on praise and sending positive messages home to reinforce good behaviour. Postcards are being designed to be sent home when pupils display good behaviours that reflect the school values. We shouldn't just be communicating when there has been an issue around poor behaviour. The number of pupils involved in disruptive behaviour is down to a few individuals and they have clear pathways in place to help improve their behaviour.

C(VW): 90% is now positive praise and we have the Keyingham £'s, pupils can save up their '£'s' to spend on a reward in the shop.

Attendance

Q(LD): Why are there zeros against attendance in Years 5 & 6 in the current week to 22 November?

(MC): Due to Covid cases in school those year groups had a circuit breaker and were absent from school. Due to the changes in codes if you have Covid it has to go down as I, which affects attendance.

25d Personal Development Summary

Autumn Term Safeguarding Children Summary

Q(LD): There have been 18 safeguarding concerns logged, have these all been addressed?

(MC): Yes, most of these have now been resolved. This log is not excessive, it's from the whole Autumn Term.

C(MC): The staff team and link governor have regular contact/meetings with social workers.

Q(LD): Have staff and governors completed FGM training this year?

(MC): All staff were directed to use the National College, a new Trust wide system for online training. Staff are allocated modules to complete.

C(MC): V White, T Lawson and myself have completed the Level 3 refresher.

There were some concerns that the training table as presented was hard to interpret in terms of who has completed what and when.

ACTION: V White to review content of training table on p23 of the Headteacher's Report to include dates of when refresher training and FGM training was completed.

C(LD): Can we make sure that all Governors have read KCSIE and that they have signed or emailed confirmation that this has been completed. (Action agreed in minute 24).

Action: V White to add a Governor column to the training table on p23 and 24 of the Headteacher's Report.

It was agreed that all training completed this academic year is documented in the safeguarding report in the Headteacher's Report

Action: V White to re-format table so it shows training completed this calendar year and/or academic year.

25e EYFS

C(VW): Sarah Chadwick wrote this section of the report, I'm happy to answer any questions. We have made some significant changes to EYFS provision in school.

Q(LD): What kinds of changes have you made?

(VW): We have changed the way we observe the children, we focus on child led learning and we follow the child's interest. We have removed the dividing wall, so EYFS pupils can mix with the reception pupils, this is helping to improve their communication skills. We have a number of pupils with social, emotional and developmental issues, this is due to the impact of the pandemic, we are working on managing emotions and developing good friendships. The curriculum in EYFS is built around the child to support child led learning. We have enhanced the learning opportunities with new books that focus on social, emotional and development topics that will improve children's language and communication.

25f Leadership and Management Summary

Q(LD): Does teachers performance management feed into the SDP?

(VW): Yes, its all linked and there are 3 targets:

Curriculum Leadership, Classroom Practice, Personal Development

Staff are encouraged to look at best practice across the Trust, however visits to other schools haven't been taking place due to Covid and because staff are stretched providing cover for staff absence. I provide a weekly briefing to staff so everyone is clear on where we are going and why.

26 ACADEMY RISK REGISTER

V White confirmed that there are no changes to report on since the last meeting.

Staff and governors are waiting for training, which is planned to take place shortly. V White stated that this will remain on the agenda as a standing item.

27 COVID CATCH UP FUNDING

A brief report from V White was circulated in the meeting papers. There is £5510 allocated for the National Tutoring Programme for Year 6 in maths, they will receive two sessions a

week of online maths tutorials on a 1 to 3 basis. Pupils with an EHCP will receive 1 to 1 tutoring in The Hub.

V White said the school has also signed up for the School Led Tutoring Programme, a number of staff have come forward to deliver this including two Higher Level Teaching Assistants who have offered to run tutoring before and after school. V White reported that there is an 11 hour module of training offered by the Department of Education that will need completing before they can start tutoring.

28 POLICY UPDATE

Play Policy

M Copley asked if the governors had any questions about the policy.
No questions were received.

Resolved: All present approved the Play Policy.

Behaviour Policy

M Copley asked if there were any questions.
C(LD): Is a two year review period too long for a new policy, would one year be more appropriate.
(MC): Yes, it can be reduced to a one year review period initially.

Resolved: All present approved the Behaviour Policy with the review period amended to one year.

29 GOVERNOR LINK VISITS

A report was received from H Singleton, the Link Governor for Pupil Premium, from a virtual visit to discuss data used by school to monitor pupil progress.
No questions were received.

The report was noted for information.

30 GOVERNOR TRAINING AND SUPPORT

L Devine stated that all governors need the following training:

- Academy risk register
- Ofsted preparation in Spring Term

V White suggested that 2 to 3 visits to school are needed for Governors - to have a tour of the school, to discuss vision and values and to work through specific questions that Ofsted will ask the Governors.

All Governors had completed the mandatory Safeguarding module. All Governors have to complete at least one other Learning Link module for this academic year. This can be any module but Governors were encouraged to relate the module to their area of link responsibility.

31 AOB

V White asked Governors if they had any topics to put forward for the presentation at the next meeting. Phonics was put forward.

S Chadwick will give an overview to include how it is delivered including a mock lesson, how progress is monitored, what steps have been taken to address staff training and how school leaders are holding staff accountable for the effective delivery of phonics.

ACTION: S Chadwick to give a presentation on Phonics at the April meeting

32 DATE OF NEXT MEETING

Wednesday 6 April 2022 at 5pm

L Devine thanked everyone for their attendance and hoped everyone stays safe and well.

Part A closed at 6.45pm

33 AGREED ACTION POINTS

- 33a ACTION - Review of LGB effectiveness to take place in Autumn term - carried forward to the spring term (minute 24b).**
- 33b ACTION – Clerk to arrange a tour of the school for all Governors before the next Meeting – carried forward to the spring term (minute 24e).**
- 33c ACTION - V White to send the report from Reading Deep Dive - deep dive did not take place. Action carried forward to the spring term (minute 24f).**
- 33d Action: VW to set up a Governor's shared drive for key documents and address any IT issues that could prevent this from happening (minute 24).**
- 33e ACTION: RB to send out KCSiE to all governors with a request to email RB/HG when they have read it so Governor training and development records can be updated (minute 24).**
- 33f ACTION: VW to provide governors the results from parent voice on The Hub when this information is available (minute 25b).**
- 33g ACTION: V White to review content of training table on p23 of the Headteacher's Report to include dates of when refresher training and FGM training was completed (minute 25d).**
- 33h Action: V White to add a Governor column to the training table on p23 and 24 of the Headteacher's Report (minute 25d).**
- 33i Action: V White to re-format table so it shows training completed this calendar year and/or academic year (minute 25d).**
- 33j Action: S Chadwick to give a presentation on Phonics at the April meeting (minute 31)**