



The Local Governing Board of Keyingham Primary School

Minutes of The Local Governing Board Meeting
Wednesday 10 September 2025, 17:55

PRESENT: Mr J Frankland (Chair, JF), Mr S Aldridge (SA), Mr D Brooke (DB), Mrs G Brown (GB), Miss S Chadwick (SC), Mr M Copley (Headteacher, MC), Mrs N Loveridge (from 18:12, NL), Mrs H Singleton (HS)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mrs L Richardson (Operations Manager, LR)

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

Prior to the start of the meeting, MC took the governors on a tour of the new facilities installed over the summer including a Thrive room, sensory room and de-escalation room. All agreed the new rooms are a fantastic addition to KPS

01 WELCOME AND APOLOGIES

JF and LC welcomed everyone to the meeting

Apologies had been received from I Cutts

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

02 DECLARATIONS OF INTEREST

All present completed their annual forms. LC to forward forms to IC for completion

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

03 LGB MEMBERSHIP

It is the duty of the Governing Board to elect a Chair and Vice-Chair annually. JF volunteered to continue as Chair. Nobody else wished to be considered for the role

Resolved: All Governors approved JF's appointment as Chair

Chair 2025/2026: J Frankland

Vice-Chair 2025/2026: S Aldridge

PP Link: H Singleton

Signed by the Chair: *JR Frankland*¹
Date: 26/11/25

SEND Link: TBC

Safeguarding Link: N Loveridge

Early Years: S Chadwick and G Brown

Core Curriculum: TBC

LC noted a link for Attendance and Behaviour should be included – to be discussed at the next meeting

ACTION: LC to contact IC with regards to the SEND link governor position

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

04 MINUTES OF THE LAST MEETING (11 June 2025)

A minor amend was noted on page 6

Resolved: After the above amend was agreed, the minutes of the last meeting were declared a true record and are to be signed by the Chair, JF

06 MATTERS ARISING

ACTION: HS to complete new pecuniary interest form Completed

ACTION: Attainment lower down in the school to be discussed at the next meeting See minute 08

ACTION: English to present at the July meeting, second subject to be decided Remove from the minutes

ACTION: HS to forward link visit report to LC Completed

ACTION: JF and VW to confirm presentation focus prior to the next agenda setting. JF will now liaise with MC Completed

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

ACTION: JF requested the SDP be brought to meetings 1, 3 and 5 for the next academic year as opposed to the planned meeting 2 and meeting 5. LC to follow up with Director of Governance See minute 09

ACTION: JF to discuss the format of the SDP with Director of Governance Completed

ACTION: JF to discuss the current parent governor vacancy situation with the Director of Governance Completed, recruitment currently underway

ACTION: MC to look into removing the barriers to Holderness Academy swimming pool access Completed

ACTION: MC to bring new Ofsted framework to a future meeting Video link presented in papers, to be removed from the minutes

ACTION: All outstanding link visit forms to be forwarded to LC as soon as possible Completed

Signed by the Chair: *J.R. Frankland²*
Date: *26/11/25*

ACTION: LC to liaise with Trust Directors regarding the addition of link governors to all report cover sheets, where applicable **Completed**

07 ATTENDANCE AND BEHAVIOUR UPDATE

Attendance

- KPS ended the year on 94.6%, slightly above national
- Girls 94.9%, boys 94.4%
- SEND Support 94.4%, EHCP 93.0%, FSM6 95.2%
- PA 16.4%

Behaviour

- Reception, Yr4 and Yr5 account for the majority of classroom removals
- Highest behaviour spike seen in October

C: (DB) *The report doesn't compare like for like, what is it telling us? I've already raised this with JF*

C: (JF) *The constant change in formats is frustrating, we can't compare. We need consistency to identify trends*

C: (MC) *Attendance is in line with national but term time, unauthorised holidays have impacted along with unavoidable medical procedures. Individual children can greatly affect the data*

C: (JF) *The PA figure seems high but we don't have comparative data*

NL joined the meeting at 18:12

Q: (SA) *EYFS is always high for behaviour data, is this down to expectations being set?*

MC: *Yes, they are learning how to behave and it's natural for them to push against the rules. Incidents do decrease as they learn how to behave in school, SC does a great job with them*

Q: (JF) *Are you seeing any trends?*

SC: *The summer holidays always affect them, it's a break from routine. We are also seeing a high number of children who need extra support*

C: (MC) *We have to learn as we go along with them and react to their needs as best we can*

C: (JF) *The new facilities should lessen classroom incidents*

Q: (HS) *If a child needed the de-escalation room, would they still be marked with a behaviour point?*

MC: *A 'naughty' incident would not get them sent to the de-escalation room, that is only used when they become a danger to themselves*

C: (JF) *There has been a significant investment in these facilities, it would be good to see the impact they have had later in the year*

Q: (LR) *Could Arbor track sensory room usage?*

DB: *Yes but my concern is it would be a lot of admin work for very little benefit*

C: (MC) *The more specific and serious concerns are logged on CPOMS*

C: (JF) *We need to look at a change of name for the de-escalation room*

C: (LR) *We could also do a case study*

ACTION: DB to raise the quality of the attendance data presented at Trust level

ACTION: MC to present anonymised data for case study on sensory and de-escalation rooms at a future meeting

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

Signed by the Chair:

J.R. Frankland

Date: *26/11/25*

08 OUTCOMES SUMMARY

Phonics

- 69% pass rate in Yr1 Phonics
- Yr4 Multiplication – 48% of pupils scored full marks

Year 6

Keyingham	Reading				
	Number	National		Higher	
		9	18	1	18
		Percentage		50%	6%

Writing			
National		Higher	
11	18	1	18
61%		6%	

Maths			
National		Higher	
12	18	1	18
67%		6%	

Combined			
National		Higher	
8	18	1	18
44%		6%	

GPS			
National		Higher	
8	18	2	18
44%		11%	

Reading			
National		Higher	
75%	N/A		

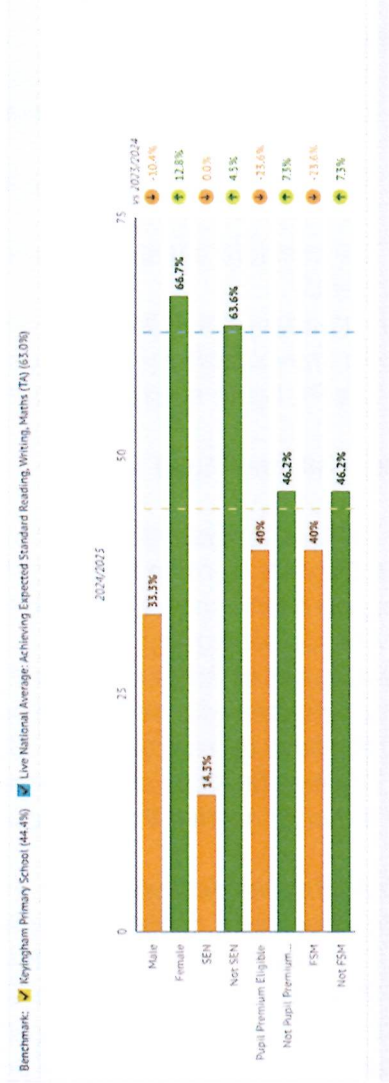
Writing			
National		Higher	
72%	N/A		

Maths			
National		Higher	
74%	N/A		

Combined			
National		Higher	
62%	N/A		

GPS			
National		Higher	
73%	N/A		

Cohort group data for the learners achieving the combined measure



Signed by the Chair: *A. R. Francis*
Date: *26/11/25*

- C: (MC) They were 18 children in Year 6 and we tracked them from lower down in the school. A downward trend was identified
- C: (JF) Different cohorts and different class size
- C: (MC) On the day, some of the children came so close to a scale score of 100
- Q: (GB) Were you pleased with their progression?
- MC: Yes but due to the pandemic, we don't have progress scores
- Q: (DB) If cohort size is to be used, how do we compare against similar schools, those who are hitting the national average?
- MC: The SDP reflects what we are doing to address this. All of the programmes and interventions in place this year should show improvements
- C: (NL) Leavers and in-year transfers also impact data
- C: (JF) There is no downward trend in maths
- C: (MC) The children found the maths paper more favourable and the reading paper hard
- Q: (JF) Is it that the paper was more favourable or the way it was taught?
- MC: Maths is the same year after year but with reading you don't have that, they have no idea what the reading paper will cover
- C: (NL) They need prior knowledge
- C: (MC) Yes, they need life experiences to be able to relate to the questions
- C: (DB) In the other 2 Trust primaries, this is the other way round
- C: (MC) We have aligned the curriculum this year and are sharing good practice and working together more than ever
- C: (MC) We will continue with White Rose Maths and CUSP writing this year and have introduced CUSP reading
- Q: (DB) The curriculum choices were different last year, do you think that has knocked us back?
- MC: Not at all. Ofsted noted our curriculum was strong and going forward alignment will make us stronger
- Q: (JF) Do you expect to see steady improvement over the year?
- MC: Yes, the current Year 6 are strong
- C: (MP) We use the same SATs mock paper year after year to be able to compare

09 SCHOOL DEVELOPMENT PLAN

MC presented the DRAFT plan and briefly covered the areas of focus. These are:

Excellent outcomes for pupils

- Q (HS) You are using AI led interventions for maths?
- MC: Yes, through Third Space Learning. I'm very wary of AI but it is the future. In the beginning, tuition took place 1-1 with an actual tutor and was really expensive. Third Space now supply AI tutors for a fraction of the price and all in Years 4 – 6 can access it
- Q: (HS) How does it monitor engagement?
- NL: It will be monitored by the teachers
- C: (MC) We can also monitor how long it took them to answer and how many breaks they took
- Q: (LR) Will the pupils get their own log-in?
- MC: Yes, all will get their own and they can also access it at home
- C: (MC) Century is also used. It's similar to SATs Bootcamp and we have also introduced pre-teaching
- Q: (HS) What is pre-teaching?
- MC: If they are struggling they will be helped before the class, rather than catching up after it and it will be bespoke to the children
- Q: (DB) There are new products being introduced this year along with targeted interventions, should this not have been happening anyway?
- MC: It was but I'm not teaching this year so I can deliver more

Signed by the Chair: ⁵

Date: 26/11/25

Q: (DB) High Quality is mentioned throughout – how will you measure that?

MC: Quality assurance will be carried out

Q: (SA) What about pupil voice?

MP: Pupil voice will be done throughout the year and will form part of the QA process

C: (JF) There is potential to work with other Trust primaries

C: (MC) Yes and we will be meeting regularly as part of the QA timetable

An inclusive and ambitious curriculum

C: (MC) We are looking at how to introduce reading into playtimes

C: (GB) It's a good idea to read outside but we also need them to be active, they could role play the stories

Engaged and empowered people

C: (MC) The walkthru's link to the Teaching and Learning Framework

C: (MC) Read, Write, Inc is good but very staff heavy. Going forward it will be taught by the class teacher

Q: (HS) How are the results from the staff survey?

MC: Really positive overall. 100% of staff completed it and 96% said they felt respected at work. 100% said they would recommend KPS

Q: (DB) If the survey results were strong, why include areas from it in the SDP?

MC: To continue the good work, to keep it front and centre. We don't want the change in leadership to negatively impact

Q: (JF) Are there likely to be changes to development actions?

MC: Yes, there may be more we want to add. It will remain a working document

C: (DB) There is a lot in it

C: (JF) I agree. Mc and MP initials feature a lot

C: (MC) As it develops, others will be added

C: (JF) We need to have accountability across all staff

C: (MC) They are accountable in their day to day classrooms

10 SAFEGUARDING UPDATE

- No high levels of safeguarding concerns reported
- MC to remain DSL and will be supported by 2 strong DDSLs
- Online safety risks identified, including children engaging with AI
- Other risks identified are domestic violence, far right views, neglect and online gaming

C: (JF) It's encouraging to know you have an overview of the challenges but as an LGB we need to keep an eye on your workload

11 GOVERNANCE MATTERS

11a Governor Training

All governors were asked to complete the following training on Governor Hub before the end of the half term:

- Safeguarding* (refresher if completed last academic year)
- Suspensions and Exclusions

* All governors who have completed full safeguarding training as part of their daily role do not have to complete the training but must bring proof of completion to the next meeting/email for LC to note

Signed by the Chair: ⁶
Date: 26/11/25

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)

12 DATE OF NEXT MEETING

Wednesday 26 November 2025, 17:30

13 ANY OTHER URGENT BUSINESS

13.1 Code of Conduct (LC)

LC distributed the CoC to governors for any suggested updates or amends

ACTION: LGB to feedback on the Code of Conduct at the next meeting

14 ACTION POINTS

14a ACTION: LC to forward pecuniary interest and data collection forms to IC for completion **(minute 02)**

14b ACTION: LC to contact IC with regards to the SEND link governor position **(minute 03)**

14c ACTION: Attendance and Behaviour Link to be appointed at the November meeting **(minute 03)**

14d ACTION: JF and MC to confirm presentation focus prior to the next agenda setting **(minute 06)**

14e ACTION: DB to raise the quality of the attendance data presented at Trust level **(minute 07)**

14f ACTION: MC to present anonymised data for case study on sensory and de-escalation rooms at a future meeting **(minute 07)**

14g ACTION: ERP presentation to be a main agenda item on a future agenda **(minute 07)**

14h 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) **(minute 11)**

14i ACTION: LGB to feedback on the Code of Conduct at the next meeting (minute 13)

The meeting closed at 19:38

Signed by the Chair: 
Date: 26/11/25

