



The Local Governing Board of Croxby Primary

Minutes of The Local Governing Board Meeting
Tuesday 21 January 2025, 17:36

PRESENT:

Mrs H Barnaby (Chair, HB), Mrs A Fowlie (AF), Mrs K Mason (HT, KM), Mrs L Mason (LM), Mrs M Sykes (MS)

ALSO IN ATTENDANCE:

Mrs L Craxton (Clerk to the LGB, LC), Mrs L Lindsay (LL)

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

31 WELCOME AND INTRODUCTIONS

HB welcomed everyone to the meeting

32 APOLOGIES

Apologies had been received from C Ayre, M Brown, C Neighbour, D Shaw and R Wright

Resolved: That consent be given for the absence of the above named governors and staff members

33 DECLARATIONS OF INTEREST

All previously declared

34 SUBJECT PRESENTATION – PERSONAL DEVELOPMENT

- Recent reviews, both internal and external, have been positive on the whole

Previous Ofsted areas for development include

- The occasional instances of boys not respectfully speaking to girls at playtime
- A handful of pupils not being able to talk about what they have learnt about diversity

CPS addressed this by creating and embedding a new PD curriculum – Set for Success – which covers the national curriculum and is also relevant to local matters. Set for Success assemblies are also held weekly
School values have also been redesigned to ensure there is focus on being kind

The full report was presented to governors prior to the meeting

Next steps include, but are not limited to:

- Further develop pupil leadership
- OPAL Play to encourage outdoor play and engage the imagination of the children
- Develop aspirations and careers

C: (KM) Mrs Neighbour and Mrs Wright have been asked to present safeguarding and our Personal Development curriculum at another Trust, we are very proud of them. Pupil voice with unfamiliar adults is also going from strength to strength. Leon Myers (Swinemoor) conducted the last pupil voice

C: (AF) Personal Development is woven into everything, it's fantastic

C: (KM) We are very proud but, as with everything, we are always looking at how to make it even better

C: (KM) Careers talk raises their aspirations and helps them see where the work they are doing now can help them in later life

C: (MS) We have an external speaker coming in for Science Week

C: (KM) Skills 4 Bills also help them prepare for the future, it will be good to see how that goes

Q: (AF) Will the values used be proportionate and age appropriate?

KM: Yes, they should be able to understand it all


ACTION: KM to feedback on Skills 4 Bills at the next meeting

35 MINUTES OF THE LAST MEETING (03 December 2024)

Resolved: The minutes of the meeting held on 03 December 2024 were agreed a true record and are to be signed by the Chair, HB

36 MATTERS ARISING FROM THE MINUTES

ACTION: LM and DS to complete the safeguarding module on Governor Hub before the end of the Autumn term **See minute 40**

Signed by the Chair: 

Date: 1.4.25

37 LEARNER ACHIEVEMENT YEAR 6

Croxby				
Subject	Mock 23/24	Actual 23/24	Mock 24/25	Target 24/25
Reading National	69 (78)	71	76 (80)	75
Reading Higher	15 (33)	27	32 (66)	33
Writing National	75	80	73	75
Writing Higher	25	27	24	20
Maths National	63 (71)	78	71 (78)	75
Maths Higher	15 (40)	25	29 (49)	28
Grammar National	65 (76)	78	78 (78)	83
Grammar Higher	18 (38)	42	37 (54)	40
Combined National	NA	64	66	68
Combined Higher	NA	11	12	10

The number in brackets indicates the potential best result based on children's scaled scores
e.g. 97+ for maths and 98+ for reading

Reading

- 64% (9/14) in the focus group achieved the national standard. The remaining 5 are a priority for targeted intervention
- The average scaled score from the June mock in Year 5 show a marked improvement from 93.6 to 101.1
- The target for greater depth attainment was met

Maths

- 54% (7/13) achieved a scaled score of 100+ compared to 0% in the Year 5 mock
- 3 of the 6 who did not meet standard scored 97/98 indicating they are close to achieving the benchmark. All 6 will remain a priority
- Yipiyap and Third Space Learning supporting

Arithmetic Progress

- The average arithmetic score increased from 17.9 (Year 5 mock) to 26.4
- 54% (7/13) scored above 30
- 6 pupils will remain priority and are receiving additional support

Greater Depth Achievement

- The target has been met with one additional pupil identified as having the potential to reach greater depth

Signed by the Chair:



Date: 1.4.25

Writing

- Success in the grammar results are reflected in the writing ability

SPaG (Spelling and Grammar)

- 100% of pupils achieved a scaled score of 100+
- The average scaled score has improved from 99.8 in year 5 to 102

Greater Depth Progress

- One pupil scored 109, just below the 110+ threshold, and will continue to receive additional support

C: (LL) We had a successful June Mock in Year 5 and the December mock matches the May 24 outcomes. The biggest progress made in Year 5 in between June and December

Q: (AF) This is much improved on last year and much closer to targets – have you focused the teaching more or is it cohort specific?

LL: Interventions started earlier this year in Year 5 and we hone our skills year after year. This group is a large class and have been so since Year 3. We have also moved an HLTA to specific cohorts

Q: (LM) What is 'higher'?

LL: National is a scaled score of 100 and 110 is greater depth

C: (KM) We have stopped reporting on greater depth but still challenge the children

C: (LL) We still track them internally

Q: (HB) How is writing quality assured?

LL: We moderate with the other Trust primaries and are externally moderated every few years

C: (KM) Our last external moderation was accurate

C: (LL) The curriculum has not been collapsed or narrowed

Q: (HB) How did you set the targets?

LL: The June mocks were used but it's quite subjective at this point. We know the children and look back over previous scores. Year 5 teacher assessments are also used

C: (KM) Every child is celebrated for their successes, no matter what they are

Q: (LM) Do parents see the 'near misses' in the mocks?

LL: Yes. The children go through the mock and note down where they need to improve. This is then sent home for parents to support too

C: (AF) That level of detail in analysing their own performance is great

Q: (HB) Are there any stand out worries?

LL: None that we didn't expect

38 HEADTEACHER REPORT

Staffing

- 3 vacancies have been filled
- Mrs Sykes has been chosen to participate in the Trust wide Leading with Purpose Programme. The project is entitled 'How effective are CUSP reading and writing delivered in parallel at raising standards of writing in Year 5?' – well done Maggie!
- Mrs Wright delivered a training session on CUSP Geography to Swinemoor staff
- CPS continue to receive support from Swinemoor Primary on the journey to outstanding

Sensory Room Design

- The sensory room is underway – more details to follow

Mental Health

- CPS are 58% of the way through the award
- Mental Health Working Party have met for the first time
- Staff feedback is positive and all staff feel supported

Quality Assurance

Curriculum

- The gap between DA and non-DA is narrowing
- Pupils are responding to the encouragement to 'Aim High'

Early Years

- Pupils engage confidently and are demonstrating the school's values
- Pupils are busy and focussed during classroom activities
- Staff respond well to the increased demand for additional needs

Behaviour and Attitudes

- Pupils are respectful and display excellent behaviour
- Attendance is above the national average

Personal Development

- CPS offers an exceptional Personal Development programme, providing a range of opportunities such as health support, first aid training and the performing arts

Leadership and Management

- The leadership team has effectively addressed all areas for improvement from the previous inspection
- The Pupil Premium Strategy is well-targeted and has contributed the narrowing of the gap
- Staff wellbeing is seen as a priority

Q: (LM) You mentioned an Active Floor– what is that?

KM: We can make it into anything we want – a football pitch, maths puzzles for example

Q: (HB) How do you see the sensory room working, staffed?

KM: The same as the regulation space – there will always be a member of staff present. It will also be used for timetabled intervention too

Q: (LM) How will you balance need versus desire? Is there a danger of making it too fun?

KM: The Personal Development curriculum addresses the differences and needs of all children and as it's becoming common practice, they are more used to it. We know the children and know when they are displaying copy-cat behaviours

C: (AF) Throughout all of my visits with the DSL I have never seen the children trying to 'cash-in' on the special toys used in some classrooms

C: (KM) The OPAL mud kitchen is proving very popular with Year 5 girls and we are monitoring and adapting as needs arise. All play rules are addressed and enforced in assemblies and we have ordered a larger playhouse! We need fundraising ideas and hope the PFA can help

C: (HB) We could maybe hold a camp out

C: (KM) I will look into that

Q: (HB) Have you done a pupil voice on OPAL?

KM: Not yet but they are loving it

Q: (AF) Are there activities for those who don't want to go outside and play?



KM: Yes, we have indoor lunchtime clubs too

C: (KM) Gina's (White) next visit will focus on curriculum and the science provision in Early Years

39 DEVELOPMENT PLAN – PROGRESS AND IMPACT

Priority One

To continue to raise expectations so that knowledge is retrieved enabling our learners to achieve highly in all subjects and their work across the curriculum is consistently of a high quality

Value: Work Hard, Aim High

There is already a marked improvement in the quality of book work and by the end of the year pupils will be able to articulate the value of work hard, aim high. Consistency and fidelity to schemes will be evident during lesson walks and teachers will be using all elements of the Trust teaching and Learning Framework

Priority Two

To refine the curriculum in EYFS to ensure all pupils achieve the best possible outcomes

Value: Work hard, Aim High, Be Kind

Effective modelling is embedded in the classroom and by the end of the year pupils will be using the vocabulary taught throughout the year. Pupils will also be able to regulate their behaviour and emotions and will be prepared to successfully integrate into Year 1

Priority Three

To empower learners to aim high, through an enhanced personal development curriculum offer

Value: Work hard, Aim High, Be Kind

Play leaders are outside at lunchtimes using skills learnt to facilitate play opportunities and by the end of the year pupils will be able to talk about how their current learning links to future plans

Priority Four

To enhance the school's environment to ensure that all areas are consistently well-presented

Value: Work hard, Aim High, Be Kind

Pupils are respectful of their environment and are proud to attend CPS. By the end of the year, 'Aim High' will be reflected throughout the whole school

Priority Five

To develop kindness during outdoor play through the introduction of OPAL Play

Value: Be Kind

Creative play is helping the pupils develop social skills, manage risks and follow guidance for safe and fun play. By the end of the year less time will be spent dealing with playground behaviours and the pupils will be fully engaged in outdoor play

Next steps include:

- The development of reading for pleasure
- Further development of OPAL Play
- Continued monitoring of academic progress

C: (KM) The changes are already evident and we have had a big push on aiming high

Q: (AF) Should we be coming in and observing lessons etc?

KM: Absolutely! That is the best way to see the SDP in action

40 GOVERNANCE UPDATES

40.1 Governor Link Visits

Link governors were urged to calendar in their next visits as soon as possible

40.2 Governor Training

All governors have completed their safeguarding training

41 POLICIES FOR REVIEW

41.1 OPAL Policy

The OPAL policy was tabled for approval

Resolved: The OPAL Policy was approved

42 DATE OF THE NEXT MEETING

Tuesday 01 April 2025, 17:45. Pre-meet from 17:15


43 ANY OTHER URGENT BUSINESS

None

44 ACTION POINTS

ACTION: KM to feedback on Skills 4 Bills at the next meeting (**minute 34**)

The meeting closed at 19:02

Signed by the Chair: 

Date: 1.4.25

