



**Minutes of Cromwell Primary Academy Local Governing Committee  
held on Wednesday 10<sup>th</sup> January 2024 at 3:30pm**

<b>Present Governors:</b>	Hannah Connor-James (HCJ) Rebecca Berton (RB) Jacqui Harris (JH) Vicky Rix (VR)	Headteacher Chair of Governors  <i>Arrived at 3:50pm</i>
<b>Attendees:</b>	Tracey Ling (TL)	Observer
<b>Clerk:</b>	Louisa Moseley	OAT Governance Professional
<b>Apologies:</b>	David Sykes (DS)	

(Q/A denotes questions and answers.)

<b>1.</b>	<b>Welcome and apologies for absence</b>
	Governors were welcomed by the Chair and the meeting commenced at 3:41pm. The meeting was quorate. Vicky Rix arrived at 3:50pm. Tracey Ling joined the meeting to observe the role of the clerk.
<b>2.</b>	<b>Declaration of interest</b>
	All declarations of interest had been completed on GovernorHub. There was no expected conflict with the business of this meeting.
<b>3.</b>	<b>Approval of minutes 28.09.23</b>
	The minutes were confirmed as an accurate and true record of the Local Governing board meeting on 28.09.23 and had been <b>approved</b> and signed by the chair on GovernorHub.
<b>4.</b>	<b>Matters arising (not elsewhere on the agenda)</b>
	<p><u>Governor recruitment</u> The appointment of Vicky Rix as a co-opted governor had been <b>approved</b> by the Local Governing Board via email with the following terms of office: 28.11.2023 until 27.11.2026. Governors agreed that the school need to actively recruit more members to the board of governors. There are currently three co-opted governors, no parent governors and only one staff governor. The HT has spoken with a representative of the church about filling a potential co-opted position and is awaiting a response. This will be followed up this half term. The school have been advertising for parent governors but with no success. The board agreed to promote the role of the governor at the new reception intake welcome evening in the summer term. The clerk recommended the school register with the 'Governors for Schools' platform, accessible through GovernorHub, and to consider 'Inspiring Governance' as an alternative platform. Governors agreed that the staff governor role can be addressed once parent governor elections have been completed.</p> <p><b>ACTION:</b> HCJ to contact the church again and find out if they have any interest in the co-opted governor role this half term. <b>ACTION:</b> HCJ to promote the role of the governor at the Reception welcome evening this half term. <b>ACTION:</b> HCJ to join 'Governors for Schools' through Governorhub and register interest in finding a new co-opted governor. <b>ACTION:</b> School to arrange parent governor election process this term followed by staff governor elections.</p> <p><u>Governor expenses</u> Governors recognised the need for a governor expenses policy to help attract more volunteers to the role. By offering free childcare during meetings, more parents may be interested in the position. <b>ACTION:</b> HCJ to chase up the governor expenses policy with the Trust and find out if free childcare during meetings can be offered as an incentive for governor recruitment.</p>



5.	To ensure accountability for the Educational Performance of the School
	<p><b><u>Headteacher Report to Governors</u></b></p> <p>The HT report, produced in November 2023, had been shared on GovernorHub prior to the meeting for governors to review</p> <p><i>VR arrived at 3:50pm</i></p> <p><b>5.1 Assessment data/ pupil progress</b></p> <p>The autumn term assessment data was collated at the end of the autumn term and is being reviewed in pupil progress meetings this half term. Whole school data will be made available to governors on completion. The HT provided an overview of results for the current year 6 cohort with comparative summer term data.</p> <p><u>Combined</u></p> <p>53% of pupils are on track to achieve expected levels for Reading, Writing and Maths (RWM) with 6% at Greater Depth Standard (GDS). This is a differential of -2% from the summer term data.</p> <p><u>Reading</u></p> <p>81% of pupils are on track to achieve expected levels for reading with 44% at GDS. This is a -6% differential.</p> <p><u>Writing</u></p> <p>53% of pupils are on track to achieve expected levels for writing with 6% at GDS. This is a differential of -2%.</p> <p><u>Maths</u></p> <p>72% of pupils are on track to achieve expected levels for maths with 16% GDS. This is a differential of -5%.</p> <p>Governors asked the following questions:</p> <p><b>Q: Why does reading have a differential of 6%?</b></p> <p><i>A: 2% equates to a new admission. The rest is where children have not met predictions. This is being addressed.</i></p> <p><b>Q: In the summer term, writing was 12.9% GDS but is now only 6%, why is this?</b></p> <p><i>A: There are two children on the cusp of GDS, but the school are being cautious. Local Authority (LA) moderation is due this year and the work of these two children will be presented for moderation. Writing is an area of focus for many schools across the country currently as it was impacted the most by the pandemic.</i></p> <p><b>Q: Is the differential in writing greater lower down the school?</b></p> <p><i>A: No. The new writing initiatives are having a positive impact on writing with the younger children. Higher up the school interventions are being relied on to address gaps in learning.</i></p> <p><b>Q: Could the English Lead be invited to a governing board meeting to talk about writing and the actions being taken to address GDS?</b></p> <p><i>A: Yes. This could be a focus for a meeting.</i></p> <p><b>Q: Is writing viewed positively by the children?</b></p> <p><i>A: Yes. there is a focus on oracy which involves creative speaking and listening exercises like drama to inspire writing. The next step is to filter writing into the wider curriculum and provide more extended writing opportunities outside the English lessons.</i></p> <p>Governors noted that the school has a significant number of children with English as an additional Language (EAL), above national levels, which impacts on writing levels.</p>



**ACTION:** HCJ to check availability of the English lead and invite to a local governing board meeting to present on writing and GDS.

## 5.2 Attendance

The attendance data at the end of the summer term 2023 had been 96%.

**Q: Is the school still achieving strong attendance rates?**

**A:** Attendance has dropped around the Christmas period due to pupils travelling abroad and having extended holidays to celebrate holy days. Last week the attendance was around 90%. On average for this year so far, the attendance is 95.4%. This is above national and Cambridgeshire levels.

Governors were informed of the new incentives the school have introduced to address attendance:

- Attendance trophy for classes
- Individual certificates
- Acknowledgement of any class sitting above 96% attendance in assemblies.
- Announcements on social media accounts and newsletter
- An improving attendance award.

The initiatives have had a positive impact on last year's reception cohort.

## 5.3 SEND

Governors noted that the number of children with SEND (20%) is notably greater than the national comparison with 5.1% on an Educational Health Care Plan (EHCP). The HT informed governors that all demographics are high in the school including mobility. The school calculate mobility for any movement between the end of KS1 and Year 6, but the trust calculate it from Reception through to the end of primary which would equate to over 50% of the pupils. When the school required improvement by Ofsted, there were available places and pupils were accepted from out of the area. The school is now oversubscribed with waiting lists.

**Q: Can the school grow in capacity?**

**A:** There is not the space on site to grow further. There are still children attending the school from out of the catchment area, but this may change moving forward.

## 5.4 Pupil Premium

In the previous LGB meeting, improving the participation of Pupil Premium (PP) children accessing extra curricula clubs was raised as an action.

**Q: Have the PP children been asked which clubs they would like to join?**

**A:** Yes. Each child has had a conversation around which clubs they would like to join as part of a learning walk, and this has been communicated with the parents.

**Q: What does the PP lead look for during a learning walk?**

**A:** The recent learning walk was focussed on pupil voice asking generalised questions around softer skills but there are PP learning walks scheduled to review pupils in lessons and book scans across the year. The PP lead also joins pupil progress meetings to triangulate evidence.

**Q: What is pro-podding?**

**A:** It is a practice that supports the live marking approach. Any areas that require some additional teaching to grasp a concept are addressed in the pro pod stations by the HLTA in the afternoon. Children in receipt of PP are prioritised.

**Q: Is pro-podding having a positive impact?**

**A:** Yes. It is having a significant impact and was recognised as very effective by Ofsted. However, it is difficult to evidence how the gaps are being closed for PP children. The Teaching Assistant (TA) support in school is strong



but further work on effective TA support will be addressed following research from the Education Endowment Fund.

**Q: Does the school find it easy to recruit new Teaching Assistants?**

**A:** It is becoming more challenging to recruit at level 1 because of salary levels. EHCP funding does not cover a level 1 salary.

The school have appointed a Family Welfare Advisor (FWA) to proactively support parenting and home-based issues which impact on the children's wellbeing. Governors recognised the significant amount of work the school is having to do around social care and upskilling parents.

### 5.5 Behaviour

Governors thanked HCJ for the behaviour analysis in the HT report. It was noted that nine incidents were recorded under 'hurting others' and 'physical abuse to staff and other pupils' with seven incidents of 'causing deliberate physical harm to other pupils'.

**Q: How many children do the statistics relate to?**

**A:** Incidents have to be recorded under agreed categories on Arbor and the majority relate to the children with the highest level of need where one to one TA support is allocated. This is a small minority of children. The records are kept to support next steps.

**Q: There have been three racial/ prejudice incidents. Have these been addressed?**

**A:** Yes. They have been followed up in accordance with policy. These comments are from the younger children at lunch times in school and has led to teaching opportunities.

### 5.6 Immersive classroom

Governors were informed that the school has sourced three quotes for the immersive classroom project. This has opened doors and provided an alternative consideration. Option A is the specialist educational provider at £150K. Option B, HOLOVR, is a third of the price, but this does not include inbuilt content. The company would facilitate different suppliers to build the classroom and would rely on web-based applications for the experience.

Governors noted the potential revenue this could generate if offered out to other local schools. The HT will be reviewing the alternative option at Keele university to see how it compares to the specialist provision.

**Q: What is the nearest school to have an immersive classroom?**

**A:** Grimsby. There are others in Wales and Scotland, but it would be the first of its kind in Suffolk.

**Q: Will there be the potential to offer the experience to other schools?**

**A:** The school intend to use the immersive classroom at least once for every subject/topic taught in each class. This should mean the facility will be available for other schools to use in the afternoons.

**Q: Is the software differentiated for age groups?**

**A:** If the school choose option A with the specialist provider, then yes, it matches to the curriculum, but the HT is not sure if it links to the secondary school curriculum.

**Q: How big is the classroom?**

**A:** seven meters by seven meters.

Governors noted that should the school choose option A, they will require financial support from the Trust.

### 5.7 Trust update



	<p>Head teachers are meeting to discuss Trust options and the next steps. This piece of work will be completed by 16th January and will run alongside the continued exploration of CAM Trust. An executive group meeting will follow.</p> <p><b>5.8 Policies</b></p> <p>The anti-bullying policy had been shared on GovernorHub prior to the meeting for governors to review. Governors agreed that a paragraph on the ongoing analysis of logged incidents by the SLT should be added to the policy.</p> <p>The EYFS policy had been shared on GovernorHub prior to the meeting for governors to approve. Governors recommended the paragraph on key workers should be removed from the standard Key policy as it is not relevant. HCJ agreed. Governors <b>approved</b> the policy on the caveat that this section is removed.</p> <p><b>ACTION:</b> HCJ to add a section on the antibullying policy around ongoing analysis of logged incidents by SLT.</p> <p><b>ACTION:</b> HCJ to remove the paragraph on key workers from the standard Key EYFS policy before publishing on the website.</p> <p><b>ACTION:</b> VR to arrange an EYFS visit in school with the lead teacher.</p>
6.	<p><b>Governor Hub</b></p>
	<p><b>ACTION:</b> The Clerk agreed to update the GovernorHub platform and provide training for Tracey Ling this half term.</p>
7.	<p><b>Governor website page</b></p>
	<p>HCJ informed governors that the school website needs updating with governor information. The following link governor roles were confirmed:</p> <ul style="list-style-type: none"> <li>• SEND link Governor – JH</li> <li>• Safeguarding Link Governor – VR</li> <li>• EYFS link governor - RB</li> <li>• PP link governor - RB.</li> </ul> <p><b>ACTION:</b> RB to check if any other link roles are essential such as H&amp;S link.</p> <p><b>ACTION:</b> HCJ to send RB governance information to help update the governor website section.</p> <p><b>ACTION:</b> RB to send TL a questions and answers section on Governance for the website.</p>
8.	<p><b>Governor recruitment</b></p>
	<p>This has been addressed under agenda item 4, matters arising.</p>
9.	<p><b>Finance report update</b></p>
	<p>A finance review with Dave MacMillan, CFO of the Trust, had taken place before Christmas and the budget is on track. There is a small surplus as a result of a TA vacancy.</p> <p>The Finance report had not been made available prior to this meeting so governors agreed to review this at the next LGB meeting.</p> <p><b>ACTION:</b> HCJ to add autumn finance report to GovernorHub. Clerk to add a review of the finance report to the next LGB meeting.</p>
9.	<p><b>AOB</b></p>
	<p>There was no other business to discuss.</p>



10.	Date of next meetings
	<p>Dates of future meetings:</p> <ul style="list-style-type: none"><li>• 26th February 2024 3:30pm</li><li>• 14th May 2024 3:30pm</li><li>• 15th July 2024 3:30pm</li></ul> <p>Governors agreed that a 3:30pm start for meetings is preferable but dependent on availability of VR. It was agreed that all meetings should be completed by 5:30pm at the latest to ensure staff wellbeing.</p> <p><b>ACTION:</b> VR to confirm availability for a 3:30pm start for meetings.</p>

The meeting closed at 5pm.