



MINUTES OF THE LGB CATMOSE PRIMARY MEETING

TUESDAY 15 MARCH 2022, 5pm
SCIENCE LAB

Present

Kelly Jackson (KJ), Rachael Coyne (RC), Sally Kirkby (SK) (Vice -Chair), Marianne Winn, Adam Lowe and Barney Thorne.

In attendance

Suzi Green (Clerk)

1. WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Sally Kirkby welcomed everyone to the meeting. Apologies were received and accepted from Sam Hearth, Stuart Williams, Mark Tinkler, Jane Ritchie-Smith and Mel Pitkeathly.

2. DECLARATIONS OF INTEREST

There were no declarations of interest

3. MINUTES OF THE MEETING HELD ON TUESDAY 23 NOVEMBER 2021

The minutes of the meeting held on Tuesday 25 January 2022 were agreed to be a true and accurate record of the meeting and were signed by the Chair.

4. MATTERS ARISING FROM PREVIOUS MINUTES

There were no matters arising.

5. CLERK'S UPDATE

The clerk explained that she had raised an order for the additional NSPCC safeguarding training required. A revised date for the SEN scrutiny panel was being looked at for Term 5, as it had been postponed due to staff illness.

6. COVID-19 UPDATE

Mrs Jackson advised that the school had been able to welcome everyone back for Stars Assembly at the start of the term, however, they had reverted to Teams due to a spike in Covid cases, this has now settled down.

A Year 3 and 4 production is due to take place soon, tickets have been limited to 100 per night and windows would be open.

Question – Will there be enough tickets for everyone to come to a performance?

Mrs Jackson explained that these were limited to two per child at present and any leftovers would then be given out.

7. SCORECARDS

Mrs Coyne spoke about the Behaviour and Attitudes overview which showed that the school's attendance was 96.6% compared with the national figure of 90.3%. She explained that Covid was now marked as an illness, which may lead to a dip in attendance going forward. There had been no exclusions and two pupils had joined this term/

The Term 3 behaviour log showed that 96% of pupils had no incidents logged at all and only 2% had more than 5. This figure is cumulative since the start of the academic year.

Trips, visits and workshops have continued despite the spike in Covid cases, the overview illustrated the range of activities that had taken place, e.g. World Book Day, Forest School, Singing Sessions and Super Learning Days.

The Teaching and Learning data demonstrated the observations that had been completed for teachers and teaching assistants. There had been a school review day with senior leaders and behaviour was commented on as being a strength. With regards to Phonics and Reading, work had been done on this and this was also considered a strength. A few weaknesses were noted in some lessons, which included challenge, particularly for those gifted children

Question – How do you share good practice?

Mrs Coyne said that staff meetings are used for this. Teachers have their own subject specialism which can be shared through coaching and mentoring. Therefore, it was helpful for teachers to observe their peers, particularly those who are more experienced.

Mrs Coyne spoke about the outcomes data which was shown against the last national data which was from 2019. She explained that the Early Years class were on track for the Good Level of Development at 70% and the Year 1 phonics screening check would take place shortly.

Question – What does the line mean about including children with only 2-3 areas to reach GLD within?

Mrs Jackson explained that the GLD consists of 13 descriptors, if there are only 2/3 required, then those children may get there with a slight push. With regards to the phonics, the Year 1 screening had been carried out at the start of Year 2. The Year 2 check would be taken in the summer term and of those 90-93% are expected to pass.

Question – Do we know what the national average is for this cohort?

No, not until after the checks have been completed. Although the Juniper data gives the school a steer. Governors were able to see from the data provided what the national figure from 2019 was compared to the Juniper data collated last year from thousands of schools. This was reassuring. Those pupils achieving Greater Depth were expected to be lower than 2019 due to the missed learning, but it was added that the teachers know who to push to achieve their potential.

The KS2 SATs predictions were a definite figure, teachers had identified those children targeted to reach their potential. It was noted that these numbers were in line with the average. Most schools are below the 2019 national figure, particularly in writing and the school was finding this to be the case.

Mrs Coyne explained that with regards to the Grammar, Punctuation and Spelling figure, there isn't any Juniper data to compare it to.

8. SCHOOL REVIEW

Mrs Jackson explained that the school review was a sense checking exercise, looking at key area within the school. It involved three main areas – reading, including phonics, mathematics and science, which was previously an area of development within the school and is now a strength. Stuart Williams, John Harrison and Mrs Jackson looked at a wide range of activities and a large evidence base. Maths was very strong. The school has been using White Rose and this has helped to improve outcomes. There were some areas for development, for example, making sure all staff are aware of the progression map - what the pupils know and what they need to know next. It was suggested that as times tables have a high profile, there could be times tables awards in order to raise the kudos of the subject.

Science had needed more practical skills sessions and investigations. It was found to be a strength of the school and the progression mapping was there. The Hamilton scheme of work was liked, however, it deployed too much information for teachers, therefore this would be slimmed down. The weaknesses were that there should be more progression of challenge and more investigation write-up.

Phonics and reading have been well developed within the school with a very tight progression document. One thing that required improving was the library books which needed to be higher quality. Mrs Jackson explained that all the teaching observed had been good or better, with some of it outstanding and added that it was useful for the staff to watch each other. It was noted by all those observing that behaviour was really good and the start to the day was well organised. The teachers were on hand and ensured that the children had a productive start to their day. Moreover, Breakfast Club was praised by Mr Williams for being a calm and engaging environment. The work scrutiny was very good and those carrying out the review were easily able to see the progression in the books.

One of the things to be looked at was the development of subject leaders, at the moment the role is really more of a subject co-ordinator, but the school wanted to develop leadership, to encourage strategic leadership. Mrs Jackson said that overall it had been a positive day and they hadn't uncovered anything unexpected.

Question – How do you think staff will take the changes?

Mrs Jackson said that she thought they would be relieved as the current situation was a lot to ask of teachers. It is hard for primary teachers as they are not subject specialists. Mrs Coyne added that the hope was that this focus on one or two subjects would help teachers with future progression.

Question – How much does that leave over – Will Mrs Jackson and Mrs Coyne pick up the same number?

Mrs Jackson replied yes at the moment, two extra each.

9. A.O.B.

Mrs Jackson explained that the Pupil Premium Statement had been updated as at the previous meeting it had been noted that it had not captured the Mental Health support offered by the school. This had now been added and demonstrated the school's robust approach. Governors ratified the Pupil Premium Statement.

Governors noted that the mental health of pupils is very important, it seemed like the bar had been raised quite high, in terms of curriculum demands, and they hoped that children were not being set up to fail. Mrs Jackson explained that the school is dedicated to ensuring children reach their academic potential whilst developing wider skills, such as through the May Dance, Activity Passport and residential trips. Governors noted that everything is moving in the right direction and they were impressed. There is a need to build resilience, but this is being done in a subtle way.

The meeting closed at 5.50pm

Date of Next Meeting

Tuesday 10 May 2022 at 5.00pm