



## MINUTES OF THE CATMOSE PRIMARY LGB

Tuesday 25 May 2021, 5pm  
Catmose Primary

### Present

Kelly Jackson, Rachael Coyne, Stuart Williams, Sam Hearth (Chair), Sally Kirkby (Vice Chair), Barney Thorne, Adam Lowe, Mel Pitkeathly, Mark Tinkler, Anna Douthwaite

### In attendance

Suzi Green (Clerk)

#### 1. WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Sam Hearth welcomed everyone to the meeting. Anna Douthwaite was introduced as a new governor. Anna added that she hoped her accountancy skills would be useful to the governing body.

#### 2. DECLARATIONS OF INTEREST

Adam Lowe declared an interest due to his role at the Local Authority and also as safeguarding officer at Oakham Parish Church, as well as recently becoming a churchwarden.

#### 3. MINUTES OF THE MEETING HELD ON TUESDAY 16 MARCH 2021

The minutes of the meeting held on 16 March 2021 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

It was noted that Adam Lowe's term of office was due to end on 29 June 2021 and he was asked if he would like to continue as a governor of Catmose Primary. He responded that he was happy to do so, Stuart Williams nominated him, Sally Kirkby seconded and he was unanimously reappointed.

Governors confirmed they had read the updated Catmose Primary Local Governing Body Terms of Reference which had previously been circulated.

#### 6. COVID-19 UPDATE

Kelly Jackson explained that all children had been welcomed back on 8 March and the double PPA had continued until Easter. Some teachers had worked extra hours to give time for extra gaps analysis post the second school lockdown for intervention, etc. This had worked well with intervention maps for those who needed catch-up.

The school is back to normal this term and WOW days are being planned. For example, recently there had been Escape Room workshops for Years 5 & 6 and scooter training for Year 3. The children were making progress both academically and in their social skills.

There will be a focus on the wider curriculum in Term 6 including trips, if government advice allows this, although these would remain quite local with no overnight stays. Kelly Jackson explained that the recovery of the wider offer would be the main focus for the Transformation Plan next year. Pupil and parent surveys will be issued in Term 6, and the responses will feed into the Transformation Plan, which will consider teaching and learning as well as the wider offer. Kelly Jackson had also been looking at an idea that the National Trust use, e.g. 100 things to do by a particular age.

#### Question: Is the school looking at mental health?

Kelly Jackson explained this was a focus area. Nikki Derry, as Learning Mentor had been trained in Mental Health First Aid and also Cognitive Behavioural Support and has had one-to-one sessions with pupils. Another member of staff is ELSA trained and has worked on small group support. Forest School sessions were also being used for targeted groups of children.

Rachael Coyne, Kelly Jackson and Rebecca Hall have looked at a wave approach to mental health needs which was in line with the waves of support for SEN. The Teaching Assistants have received mental health first aid training as part of the Resilient Rutland offer. The next step in this support is SENCO which gives an overview map including the waves for SEN, mental health and safeguarding, enabling staff to see patterns across areas. If the school is able to identify an issue early, then they are able to put help in place, which possibly would enable pupils to drop down the waves. Ultimately, if a child isn't settled, they won't be ready to learn.

## 7. STAFFING

Mrs Jackson explained about the staffing plan for next year. A teacher will be retiring at the end of the academic year and a new teacher has been recruited. The staffing for the rest of the classes was shared with the caveat that teachers can hand in their notice up until 31 May 2021.

#### Question: What is the cohort for next year?

Kelly Jackson explained that the school is over-subscribed for September 2021 with a waiting list. Stuart Williams suggested that Kelly Jackson makes contact with the Local Authority to see what the cohort is for the county. It was noted that Catmose Primary was the only primary school locally who had offered tours. Kelly Jackson has also done a lot of work with the Senior AV Technician and the Creative Editor on the website using videos and drone footage. A cleaner has left and a new one has been appointed. There have also been changes to the site staff's hours and they are now on site for the school day. There currently a vacancy for a Teaching Assistant.

#### Question: What is the ratio of experienced teachers to newly qualified teachers?

It was explained that the levels are varied which is good for the school. New teachers bring with them fresh ideas; however, this is balanced by those with more experience. The school is also able to maintain a TA in each classroom, which is a real strength.

#### Question: Will the TA be full or part time?

It was explained that the budget is for a part-time role, however, it has been advertised as either to offer flexibility for the right candidate.

## 8. SCORECARDS

Rachael Coyne presented the scorecards to the governors beginning with behaviour and attitudes. The national school attendance figure is 94% whereas the school's is currently 97.65%. This is very close to the aspirational target. During lockdown, in terms 3 and 4, numbers of pupils attending increased, which was also the case nationally; however, before 9 March the national data was showing that 28% of pupils were in school, whereas Catmose Primary had 54%. The numbers on roll were shared, they illustrated that 3 children will be joining the school before the end of the academic year.

The safeguarding and behaviour data was also shared with governors.

### Question: Is it possible to see the tracking of any issues?

Kelly Jackson responded that she would look at CPOMS to see if it was possible to track, but reiterated that they were talking about a very small group, the figures related to numbers, not percentages. Also, they were overall figures from September.

### Question: Does the school receive support from the local authority?

Kelly Jackson explained that staff are very tenacious. They are aware that the local authority is very busy, but the school ensures follow up for reported cases. In a recent review of the local authority service, it was felt that referral turnaround time is too long. Stuart Williams mentioned inconsistencies of staffing which has been worsened by COVID. It is often the case that school is the only constant in children's lives.

### Question: Was it decided that there would be biannual safeguarding scrutiny?

Kelly Jackson responded that yes this was the case and she would book another date. Stuart Williams stated that it should be a scrutiny panel, not just on one governor which will be the case for the next scrutiny review.

### Question: Is it possible to look at the correlation for the year, for example, when referrals are made and if they are accepted? This would indicate whether school understands thresholds.

It was explained that the numbers are too small, therefore it might be possible identify the children concerned. Kelly Jackson will look to create a table for the scorecard.

### Question: Does the school use the escalation procedure?

Kelly Jackson confirmed that the school does and explained that in the first instance there is a call to the duty desk, followed by a Multi-Agency Referral form being completed. The paperwork with cases is always robust, which enables the chronology to be seen and this can be useful at an Ofsted inspection.

The school is continuing to use house points as a reward, as well as class dojo points. SEN data was also shared.

With regards to trips and visits, the school has provided what they can at the present time. For example, pushing back the date of World Book Day which enabled all children to participate. The aim has been to continue with extra-curricular activities. It is hoped that trips will go ahead in term 6.

### Question: Is there any data available on bullying?

It is a category on CPOMS, but the numbers may be less than 10 to report.

### Question: Hypothetically, what would happen if something racist occurred outside of school?

Kelly Jackson responded that if it would impact school then it would be dealt with as it may feedback into school.

### Teaching and Learning Scorecard

Lesson observations had either been good or outstanding and lessons had been observed by either Kelly Jackson or Rachael Coyne. Usually there would have been a review day, however learning walks with subject leaders were still taking place.

The lesson grading was broken down into Ofsted's 3is, Impact, Implementation and Intent and there was also an overview of strengths and weaknesses. It was noted that in the weaknesses it was important to ensure that key skills are identified and shared with learners and that the knowledge organisers that Rachael Coyne had created for each 3I topic were utilised. The governors were then reminded that the knowledge organisers were on the school website for themselves and parents to see. Stuart Williams commented that the fact that they were talking about this level of detail is amazing during a pandemic. It had been impressive to see what a tight-knit community the school was, with large numbers of pupils and staff onsite. He added that he had seen amazing teaching of half the class in a classroom and half at home, which all needs to be quality assured. He concluded by saying that it shows the quality of leadership that the staff can answer questions from the governors in such detail.

Governors agreed that in the community there seemed to be a feeling that Catmose Primary had got it right during the lockdowns.

Rachael Coyne discussed the EYFS Spring Data and explained that the number of children predicted to achieve a good level of development was on track. However, writing was a limiting factor as it may not be as developed as normal, therefore interventions were taking place. Staff had reviewed the bottom 20% of pupils in each class and had discussed ideas to improve this in addition to more generic interventions.

### Question: Has there been a drop in the pen licences awarded?

This is not the case, they are still being awarded, mainly in Year 4 now.

Rachael Coyne highlighted that the Year 1 data was positive. The Year 2 and Year 6 checkpoints check if pupils are retaining the information. This data was shared with governors which looked in line with national figures. Although SATs were cancelled, the school would still be holding a SATs week as they still want to see progress, plus it is a rite of passage. This would mirror SATs week and the children would receive their usual SATs breakfast. This was also useful for Catmose College's baseline data and keeping an eye on progress.

Governors commented that these were really good figures to see.

It was noted that the Year 4 multiplication check is voluntary, but it is a useful skill. The PIXL arithmetic scores were looking good and the use of Times Table Rock stars has helped; the children enjoy using it.

## 9. A.O.B

Kelly Jackson explained that a scrutiny panel had looked at the changes to the EYFS curriculum. A teacher had virtually attended Early Excellence courses and these had validated the school's approach which is about developing the whole child. Planning is based on linking learning to big experiences, i.e. baking cakes, toasting marshmallows etc. Stories will then be linked to this and Super Learning Days were also held using the same approach to big experiences with big questions and a debate linked to topic. This gave the pupils the reason for learning and why.

Governors discussed the curriculum approach which involved learning through play. A tour of the new Early Years Garden was given to governors which encompassed the idea of learning through play.

The meeting closed at 6.25pm

## Date of Next Meeting

Thursday 1 July 2021 at 5.00pm