



MINUTES OF THE LGB CATMOSE PRIMARY MEETING

THURSDAY 1 JULY 2021, 5pm
Via Microsoft Teams

Present

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

In attendance

Suzi Green (Clerk)

1. WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Sam Hearth welcomed everyone to the meeting. Marianne Winn was introduced as a new parent governor, following a parent election.

2. DECLARATIONS OF INTEREST

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

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

The minutes of the meeting held on 25 May 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

The Governors were reminded to complete the Register of Business Interests' form. The meeting dates were also shared for the next academic year. The clerk explained that Jane Ritchie-Smith has completed her paperwork and would be attending the next meeting.

6. COVID-19 UPDATE

Kelly Jackson explained the focus has been on children's health and wellbeing. All statutory assessments had been cancelled, however the Year 6 SATs still went ahead in school, partly because the pupils wanted to take them as this was seen as a rite of passage and also to measure the impact Covid-19 has had on progress and attainment. Pupils were able to have the usual SATs breakfast and they enjoyed the week.

All teachers were asked to plan trips or visits for the end of the academic year. Pupils in Key Stage 2 experienced trips at the end of the term, with Oak class visiting Hamerton Zoo, Redwood and Silver Birch going to Tallington Lakes and Year 6 having a staycation residential involving Twinlakes, a fish and chip supper, a visit to the woods and a water fight. However, due to rising rates in Rutland it had been decided to cancel the remaining trips for Key Stage 1; it was hoped that this would help to protect pupils and their families. Celebration days were planned to replace the cancelled trips.

Kelly Jackson advised she had been amazed by the staff who had very quickly organised alternatives for the pupils. Beech class had recreated a beach and obstacle course and Cedar class had played mini golf on the field. The children had also enjoyed a picnic lunch whilst keeping to their bubbles. The plan was to have bouncy castles the following week for Key Stage 1 pupils with an ice cream van visiting the school for all pupils. The school has endeavoured to keep a tight rein on Covid practices without making the situation difficult for the children.

Question: Whilst we appreciate why the trips were cancelled, has the school had any Covid cases?

No, however there were 4 pupils isolating due to families' contact. Governors noted that the spike in cases at the College were one thing, but they didn't understand the need to cancel the Primary's trips. Often the cases are due to contact outside of the school, not the mixing in school and the situation can be very difficult. Kelly Jackson explained that the school has a duty of care to pupils and staff and the wider community.

In the final week of the term, the focus will be 'Making Memories' which all pupils would enjoy and celebrate. It was reiterated that although some trips had been cancelled, the school had tried as much as it could to provide opportunities for the children, for example Super Learning Days and Sports Day.

7. SCORECARDS

Rachael Coyne presented the data for behaviour and attitudes, with the current attendance figure at 97.73%.

Safeguarding data illustrates that 90% of pupils do not have a behaviour log on CPOMS and 97% of pupils had fewer than 5 behaviour logs. In summary, the numbers relate to a very small number of pupils. Governors discussed the behaviour scorecard in detail and were pleased to learn that only 3% of pupils are on a School Support Plan.

Rachel Coyne explained the wave approach is used to ensure that pupils are getting the emotional support they need. Wave 1 consists of In-class support that all children can access through PHSE, Wave 2 involves support from Teaching Assistants, and Wave 3 includes a referral to the SENCO who then decides whether it is an Emotional, Literacy, Support Assistant (ELSA) or Learning Mentor scenario. The figure at this level is 15% and it is monitored termly.

Question: Are there any plans for more staff to be ELSA trained?

There are no plans at the present time, however the situation would be kept under review. The school was looking at some Cognitive Behavioural Therapy training for another member of the team. There is also training available through Resilient Rutland should this be required in the future. All the Teaching Assistants have been trained in Mental Health First Aid which has resulted in a strong offer as children need support at different times.

Kelly Jackson presented Outcomes to governors. For the EYFS this year there is still the Good Level of Development which will be replaced by the Baseline Assessment from September. It was not statutory to complete this year, but the school felt it was important to do so in order to have an idea of the progress made. This was particularly important for this group as they have two big chunks of the Preschool and Reception years missing, however in spite of this, it is thought they have done well.

Although the GLD was low in relation to previous years, this figure echoed the national picture, with the majority reporting 40-50%. Writing was the limiting factor and if independent writing is included children scored 59%. If writing was removed, the figure is 71%.

Many schools have reported that PHSE has greatly reduced, for example children's gross and fine motor skills, communication and language development. This is due to the lockdowns and that children haven't been out riding their bikes, or interacting with people.

There has been a focus on PHSE this year, particularly spoken language and motor skills in order to help get the children ready for Year 1. Year 1 teachers can then focus on the academic element. Governors agreed with this strategy and praised the teachers on doing a fantastic job.

Question: For the children who are not quite there in terms of attainment, what capacity is there in the curriculum for Year 1 to bridge the gaps next year?

Teachers in Year 1 will continue to provide Early Years continuous provision for as long as it is required. There is also the new outdoor area that pupils will be able to benefit from. The school is also able to access support from Resilient Rutland and Active Rutland who visit the school to assess children on their physical development. This is a sequence of sessions designed to develop fine and gross motor skills. All teachers have also been asked to create a curriculum deficit document which includes any areas of development that might be needed.

Kelly Jackson reported that the phonics screening check had been cancelled, however the school felt it was important to do this. It is completed on a one-to-one basis with the children in a fun and engaging way. The pass rate for Year 1 pupils was 79%. Many schools have reported a dip in pass rates. The score achieved reflected the outstanding provision in Year 1. Similarly, the Year 2 phonics data reflects the excellent provision in Year 2 this year, with 90% passing.

Question: With regards to Performance Reviews, is the impact of Covid being noted so that teachers aren't being penalised?

Kelly Jackson confirmed this is the case. Last year results were removed and performance reviews were based on lesson observations and attendance. A governor stated that it could be demoralising and actually the staff should be congratulated on keeping the figures level, despite all the turbulence.

Kelly Jackson confirmed that the KS1 SATs outcomes which were very good. The greater depth readers were on the low side, but this was due to staff only awarded GDS to fully secure pupils. There were quite a few 'expected pluses' but because of the time spent out of school they hadn't quite achieved the inference level required for greater depth. Maths was very strong at 70%, whereas writing had taken a bigger hit, but showed stronger greater depth levels.

Kelly Jackson explained that they were very proud of the Year 6 class who looked very strong across the board. The maths results were slightly down, however this may have been partly due to it being test based as the pupils haven't had the usual time and training to fully understand how to understand the questions and how a test works. She added that given more time, the figures would have been in line with national.

Greater Depth writing is quite low, but it is very tricky to achieve. It is entirely pupilled and the lockdowns have meant that they haven't had sufficient time to learn those skills. On the whole though, the picture is very strong and the school is very proud of the children and how hard they have worked.

Question: Where do the national figures come from, is it 2019?

2019 is the most up to date data available as no tests took place last year. Rachael Coyne explained that they had used the papers from 2019, along with the thresholds, therefore it was comparable. The combined scores for Reading, Writing and Maths was 63% whereas nationally, it was around 65%.

Governors commented that this was good, but mental health is also important and pupils shouldn't feel they have to measure up to targets. The happiness of children and staff was also vitally important. Kelly Jackson agreed and said that she hoped the governors knew that that wasn't the way the school was run. The creative curriculum in the afternoons is just as important, keeping that 'Wow' of learning.

8. STAFFING

A Teaching Assistant is due to retire and this position has been filled following advertising for the role. There was to be some movement with Teaching Assistants in different classes next year.

Question: How has the change in placement of the Teaching Assistants been received?

Kelly Jackson explained that she had spoken to each TA personally in order to talk through the rationale behind the decisions and on the whole the response had been broadly positive. It was healthy to have movement within the staff.

9. A.O.B

Sam Hearth expressed her thanks and gratitude to all of the staff who had worked incredibly well during a very difficult time - they had ridden the storm admirably. The results which had been shared were testament to that, however so was the mental health of the pupils as they wouldn't have a good future without it. Kelly Jackson concurred and stated that she was supported by a fabulous team.

The meeting closed at 6.25pm

Date of Next Meeting

Tuesday 28 September 2021 at 5.00pm