



MINUTES OF THE LGB CATMOSE PRIMARY MEETING

TUESDAY 25 JANUARY 2022, 5pm
SCIENCE LAB

Present

Kelly Jackson (KJ), Rachael Coyne (RC), Sam Hearth (SH) (Chair), Mark Tinkler, Marianne Winn, Adam Lowe, Barney Thorne, Mel Pitkeathly, Jane Ritchie-Smith.

In attendance

Suzi Green (Clerk)

1. WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Sam Hearth welcomed everyone to the meeting. Apologies were received and accepted from Sally Kirkby and Stuart Williams.

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 23 November 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

Governors were reminded to complete their online safeguarding training.

6. COVID-19 UPDATE

Mrs Jackson spoke about the current Covid-19 mitigations, as from Thursday 27 January face coverings were no longer mandatory in communal spaces, however, the emphasis remained on keeping everyone safe. She explained that classes were naturally in bubbles and when they were in the dining hall pupils sit in class rows. The children do mix at playtimes, but as this is outside the risks are lower. Mrs Jackson explained she was waiting for an update from the DfE on assemblies, as to whether parents could return, as currently these are held on Teams.

Question – if children have Covid-19 do they still have to isolate?

Mrs Jackson responded that yes, this remained the same. It is now 5 full days, if lateral flow tests are negative on days 5 and 6 pupils can then return to school.

7. SCORECARDS

Mrs Coyne advised the school's attendance figure was 96.24% compared to the national figure of 88.6%. This was also the case for Pupil Premium and SEN pupils, so although the figure was below the school's aspirational target of 98%, it was still very good.

The safeguarding and behaviour data showed that in term 2 4% of pupils have a behaviour log and 2% have more than 5 behaviour related logs. The data also illustrated the use of report cards and school support (i.e. ELSA or Learning Mentor support). Mrs Jackson added that she had broken down the contact with external agencies into termly figures as requested by governors.

SEN data was also shared, which showed the number of pupils in different waves across the school. Trips, visits, sporting events and clubs are now all taking place which enhances the curriculum. A Super Learning Day was held after Christmas. Governors commented this was impressive given Covid-19 restrictions. Mrs Jackson explained that the school had been fortunate to gain a swimming slot at Oakham School pool to enable pupils to continue their lessons.

Mrs Coyne explained that there wasn't any teaching and learning data available due to the low number of observations that had taken place.

Question – What was the plan moving forward?

Mrs Coyne explained a school review day is planned in term 4 and observations would be carried out by John Harrison and Stuart Williams. The school review day would be like a mock Ofsted inspection with SLT looking in depth at maths, science, reading and phonics. Governors commented that it would be interesting to see what pupils need to learn by the end of KS1.

Question - What are Ofsted focusing on?

Mrs Jackson responded that the focus would be on reading, including phonics, writing and maths. For good schools they look at the strongest and weakest subjects. Mrs Jackson stated that they may choose subjects such as PE or modern foreign languages.

Mrs Coyne discussed predicted outcomes which included data from across the school and was compared against the national results from 2019, which was the last year that results were available from. She explained that most schools were expecting a dip, however the school was pleased with how the results were looking so far. With regards to Year 1, it is too early for phonics screening, this will be done later in the year. The phonics for last year's Year 1s had been delayed until the autumn term when they had gone into Year 2 and the results had been good, the delay gave more time for revision.

The KS1 data detailed the current prediction against the national results from 2019 and the Juniper body of data pulled together last academic year's data from other schools. The knock-on effect of the school closures was that the current Year 2 cohort had not had a normal school year yet. It was noted that the data was low compared to the national figure, but similar to the Juniper data.

The Year 6 data predicts that the cohort are on track. Writing has dipped, but this is a national picture. Maths looks strong as it is a spiral curriculum and pupils revisit and build on their learning each year. Mrs Coyne explained that the Greater Depth data was slightly lower, particularly with writing.

Question – With regards to writing what was the plan?

The focus is to provide pupils with a lot of writing opportunities which will give them exposure to different styles, such as, proof reading, editing and punctuation. The knowledge is there, the school just needs to work on the non-negotiables.

Question – Is this across all year groups?

Mrs Coyne confirmed this is the case and staff have recently undertaken whole school phonics training.

Question – With regards to the Greater Depth children, were these specific pupils?

Mrs Coyne explained that teachers had identified those children.

Question - What about the lower ability children?

There is a 'doctor's surgery' and staff can advise who needs help. Teachers and teaching assistants are able to offer support as required. It was felt that the lower ability children still need to be in class; some children with an EHCP may need separate work, but there is no glass ceiling in terms of achievement. Mrs Coyne has done a lot of work on oracy and continued professional development with staff. Overall, the school is trying to get back to a love of reading and writing for the children.

8. POLICIES

Governors ratified the following policies:

- Communications Policy
- Assessment, Reporting and Marking Policy

Mrs Jackson said that following governors' feedback about policies she had been looking at some organically, not all at once. The Communications Policy had been reviewed to revisit communication expectations. Staff will respond to contact made by parents, but it may not be as quickly as some parents expect.

Question - Is there a timed response on Class Dojo?

Mrs Jackson responded that staff able to turn off notifications at night.

Question – If staff have Class Dojo on personal phones surely in theory they can be on duty all day? Could there be class phones or iPads rather than staff using their personal phones?

Mrs Jackson explained that it is an app, like an educational WhatsApp and it can be muted. She added that the problem is that schools have had nearly two years of communicating virtually. Governors commented that having social media on personal items can be a risk to employees.

Question – With regards to safeguarding, is there follow up with deleting photos etc?

It was noted that there is a risk on a personal phone but as staff need to log on each time, it wasn't open to all. The school would look at how to mitigate any risks, perhaps staff could switch off class dojo at a certain time and stick to core working hours. Mrs Jackson said that she would look into purchasing an iPad for each class to load Class Dojo onto.

Mrs Jackson explained that the Pupil Premium statement included a narrative, as well as data. It did not include progress scores as it involved fewer than 10 pupils. The statement breaks down the barriers that pupils face and shows the support they receive. The statement also reviews reading; if pupils are unable to read, they cannot access the curriculum. As a result, the school has purchased Go Read and invested in new books. The progress of pupil premium children is monitored through pupil progress meetings which focus on the needs of the child such as academic and pastoral requirements. The school supports trips for Pupil Premium children. The document also illustrated the transition support for Year 6 children as well as the sports coach deployment which is used along with the school nurse support to promote an active and healthy lifestyle. There has also been a push on reading and staff are tracking progress.

Question – Does this include Service children as for them the support should be purely pastoral, likewise also Pupil Premium plus children? Would the school be able to show evidence to Ofsted?

Mrs Jackson said this was a useful point and she will add these points to the document showing the wave approach and the training given to staff to support this to illustrate the more holistic approach. It was added that the DfE expects the report to show the academic data, but parents should be able to see the wider picture of support within the school. It was agreed that the narrative is important as this will help prospective parents understand what the funding is used for. The Pupil Premium statement will be ratified at the next meeting after the changes have been made and the governors have read them.

9. A.O.B

There was no other business to discuss.

The meeting closed at 6.00pm

Date of Next Meeting

Tuesday 15 March 2022 at 5.00pm