



# MINUTES OF THE LGB CATMOSE PRIMARY MEETING

TUESDAY 22 NOVEMBER 2022, 5pm  
SCIENCE LAB

## Present

Kelly Jackson, Rachael Coyne, Mark Tinkler, Barney Thorne and Jane Ritchie-Smith.

## In attendance

Suzi Green (Clerk)

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

Mark Tinkler welcomed everyone to the meeting. Apologies were received and accepted from Stuart Williams and Marianne Winn.

### 2. DECLARATIONS OF INTEREST

There were no declarations of interest.

### 3. MINUTES OF THE MEETING HELD ON TUESDAY 27 SEPTEMBER 2022

The minutes of the meeting held on Tuesday 27 September 2022 were agreed to be a true and accurate record of the meeting and were signed.

### 4. MATTERS ARISING FROM PREVIOUS MINUTES

Any matters arising would be dealt with under any other business.

### 5. CLERK'S UPDATE

The clerk spoke about dates for the next scrutiny panels. The first suggestion was for further safeguarding involving a deeper dive with anonymised case studies and the procedures in place to support any children in need, or reviewing practices. A further suggestion was to focus on reading, as Rachael Coyne had completed work on early reading and further development of spelling. The clerk would look at dates and email the governors.

All scrutiny panels will be written up for the wider governing body to see. This will link to other subjects and help form an evidence file for the governing body which will be useful.

With regards to allocated governors for areas such as SEN and Pupil Premium, this is the responsibility of the whole governing body.

As Chair of the Catmose Primary Local Governing Body with effect from 8 December 2022, Mark Tinkler will become a Trustee and member of the Resources Committee.

### 6. SCORECARDS

Kelly Jackson presented the Behaviour & Wellbeing scorecard; the Teaching & Learning scorecard will follow next term as further observations will have been completed to present robust data. Attendance is currently 97% compared to national at 95%.

With regards to safeguarding and behaviour tracking there were 95% of pupils without a behaviour related log and 98% of pupils with fewer than 5 behaviour related logs. There were 17 safeguarding concerns, of which 14 led to contact with external agencies and <10 had led to safeguarding actions. <10 children were having ELSA or Learning Mentor support. House Points were being awarded for several things, for example, attendance, extracurricular, praise, reports and spot checks. Clubs and trips were taking place, including a pantomime. The Activity Passport remained popular with 4 gold awards being given out last week. Kelly Jackson explained that the number of SEN children was in line with the national figure, but not the number of children with an EHCP.

**Question – In terms of numbers attending clubs was it possible to see what percentage of the school took part?**

This is recorded each term and converts into house points. It is hoped this will encourage attendance amongst those who do not currently attend and to try a different sport.

**Question – With the behaviour log, are some of the incidents due to repeat offenders?**

Kelly Jackson explained that the school can identify this and offers support such as Early Help and the School Nurse team, who can now help with behaviour and wellbeing issues.

## 7. SCIENCE REVIEW

Kelly Jackson explained that Subject Reviews undertaken in the school look at different areas of the curriculum. These are led by subject leads or a member of SLT. The Science Review was undertaken by Kelly Jackson and Stuart Williams. Actions following the review included the marking and feedback being in line with the marking policy and CPD session for staff will be held. Literacy skills also needed to be identified within science to ensure high levels of expectation for writing across the curriculum. The subject lead will meet with teachers at the start of each term to look at units of work.

## 8. PRESENTATION OF INTERVENTION MAPPING & PUPIL PROGRESS

Rachael Coyne explained that each class had an intervention map which identifies subjects and subsequent interventions. She added that some interventions applied to all pupils, for example Times Table Rock Stars, which the children really enjoy. In order to help pupils, continue to make good progress, classes run a doctors' surgery. Some pupils also need a catch up on the previous year's curriculum in targeted intervention groups. With regards to Pupil Progress, the senior leadership team meet with staff each term to look at data for every child in each class.

A document had been created for Embedding Learning into Long-Term Memory to help develop strong schema. The aim is to consolidate and embed learning at every possible opportunity, through tasks, displays etc in order to revisit information and develop knowledge. The school also used events, programmes and assemblies to embed learning.

**Question – how will you know it's working?**

Rachael Coyne explained there will be fewer misconceptions, children will remember more and have more recall. This would be reflected in termly data drops within the school tracking system.

## 9. POLICIES

Kelly Jackson is working with the College to ensure that the Behaviour Policy reflects the latest DfE guidance and will bring the updated policy to the next meeting.

The Lost Child Policy has been amended on the website – following advice from governors at the last meeting. The Equality Policy has also been added to the website.

## 10. UPDATE FROM THE RESOURCES COMMITTEE

Kelly Jackson presented an update from the Resources Committee in terms of the finance figures.

## 11. A.O.B.

The Executive Principal's Performance Review document was shared with all governors and was available on the VLE.

The recent safeguarding scrutiny panel had been very positive and had led to good actions, such as safer recruitment training for some governors. The SEN scrutiny panel had also taken place with a governor and Rebecca Hall, SENCo, this had been useful practice of talking through the school's approach. Rebecca Hall had given a presentation which had given a very good overview.

Governors will also be sent a link to complete the Prevent Training which is a Home Office online course.

With regards to the Governors' Day on Thursday 15 December, governors will be assigned to classes and following the Christmas lunch, there will be some training in the afternoon.

### Equality, Diversity and Inclusion Update

Objective 1 was to monitor and analyse pupil achievement by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils. There were some anomalies. The school was also seeing that COVID had affected social skills which had previously been identified, but they were now seeing a pattern which they were keeping an eye on.

### Question - Have other schools seen that?

Kelly Jackson responded that they have, particularly in Reception and Year 1, she thought that they would be playing catch up for a long time. The lockdowns had had an effect on social skills.

Objective 2 was to ensure that school publications, including material shared via social media represents all pupils, overall it was felt that there was a good balance. Teachers do try and show every pupil and photographs are regularly updated on class dojo and social media.

Objective 3 was to improve the education of equality, diversity and inclusion through the PHSE curriculum. The school was using a new scheme which gave good coverage and was

up to date and reflective of modern-day life. This would continue to be updated. There would also be a pupil survey with a focus on what makes them happy to be themselves in school. The new scheme of work encourages class discussion, with PowerPoints and lesson plans which support staff in teaching this area of learning. The school was also planning to celebrate diversity across the year with a regular focus on areas such as Pride, Autism Awareness, Black History Month. Books at school should represent every pupil.

A discussion was also held on the governance responsibility regarding equality, with the question 'What does your school do to comply with the Equality Act and Public Sector Equality Duty (PSED?)'. It was suggested that a scrutiny panel could be held on this topic.

#### Question – Was there monitoring of the Activity Passport?

Rachael Coyne and Kelly Jackson look at this data to identify pupils who need support to achieve these. It was added that some things are built into the class lists, so pupils should be doing them. Kelly Jackson said that the target set is that all children should have bronze.

The meeting closed at 6.35pm.

#### Date of Next Meeting

Tuesday 24 January 2023 at 5.00pm