



# MINUTES OF THE LGB CATMOSE PRIMARY MEETING

TUESDAY 12 MARCH 2024, 5pm  
SCIENCE LAB

## Present

Kelly Jackson, Rachael Coyne, Mark Tinkler (Chair) and Barney Thorne.

## In attendance

Suzi Green (Clerk)

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

Mark Tinkler welcomed everyone to the meeting. Apologies had been received and accepted from Stuart Williams, Marianne Winn and Jane Ritchie-Smith.

### 2. DECLARATIONS OF INTEREST

There were no declarations of interest.

### 3. MINUTES OF THE MEETING HELD ON TUESDAY 26 SEPTEMBER 2023

The minutes of the meeting held on Tuesday 23 January 2024 were agreed to be a true and accurate record of the meeting and were signed by the chair.

### 4. MATTERS ARISING FROM PREVIOUS MINUTES

Kelly Jackson explained that the requested changes had been made to the Pupil Premium statement. Kelly Jackson suggested a scrutiny panel where sensitive anonymised data could be shared.

#### Question - Do children go in and out of Free School Meals?

Kelly Jackson responded that no, she looks at the Ever 6 figures, so any pupil who has historically been entitled to Free School Meals is included.

With regards to the Sports Premium statement, rather than a list, it had been amended to 'a range of equipment with examples' and this has been updated on the website.

### 5. CLERK'S UPDATE

The Academy Trust Governance Guide has replaced the Governance Handbook 2019 [www.gov.uk/guidance/governance-in-academy-trusts](http://www.gov.uk/guidance/governance-in-academy-trusts) along with an update to [Internal scrutiny in academy trusts - GOV.UK \(www.gov.uk\)](http://www.gov.uk/guidance/internal-scrutiny-in-academy-trusts). Governors were encouraged to read the updates.

### 6. RESOURCES COMMITTEE UPDATE

Work is currently being undertaken on the 3-year budget projections, which will be signed off by Trustees.

## 7. SCORECARDS

### Behaviour and Attitudes including attendance

Kelly Jackson explained that attendance was currently strong following a dip in term 2, however, recently there had been a few cases of scarlet fever. It was explained that the safeguarding and behaviour tracking data was now illustrated per term. Governors agreed that it was easier to track patterns this way. The ELSA and learning mentor data was shared, the school will also share the Anxiety Related Non-Attendance (ARNA) data.

The foodbank referral process has been removed from schools; families now need to refer to the Citizen's Advice Bureau.

The activity passport remained popular with new awards being presented each week and the majority of the school having gained bronze. With regards to house points, Class Dojo points are converted into house points. The list of trips and visits was also shared and there had been much to celebrate.

### Teaching and Learning

Some lesson observations have taken place and every lesson was at least effective, with some examples of pedagogy and relationships rated as exemplary. This illustrates the high-quality practice in place. Further observations will take place next term.

### Predicted Outcomes

More mocks have taken place for Year 6 pupils as they are being supported accordingly.

## 8. SCHOOL REVIEW

Recently, a school review had taken place by senior leaders on Reading and Grammar. The outcome of the review will be shared with governors. A whole class reading scheme of work had been introduced (FRED teach) and as a result, pupils' retrieval skills had improved and there was evidence of reading across the curriculum with a range of genres, cultures and times, illustrating the wider choice. Boom reader, reading eggs and tracking reading had all had a good effect. Teachers had tracked the lowest 20% of readers in each class and all had improved.

Kelly Jackson and Rachael Coyne had read with children who were all able to blend and read with prosody, they were also remembering more using the strategies that had been taught. It was clear that the children enjoyed reading and each class had a book corner with KS1 having both book bands and reading for pleasure texts, thus ensuring a wide range of reading material for children.

It was noted that the class novel and whole class reading was important. For the lower reading ability, pupils reading a higher-level text allows them to follow along and experience richer vocabulary which they then apply to their own writing. This all helps to inspire reading for pleasure which is important.

All the lessons observed were calm and purposeful and directed well. Rosenshine's principles were evident with good examples of scaffolds, worked examples, adaptations of work, effective questioning and review and recaps seen in lessons.

The new phonics scheme of work is really well embedded across EYFS and Key Stage 1. This is evident in books. The introduction of a drawing club has also had a positive impact on comprehension along with a pure enjoyment of reading. The teacher reads and the children draw a picture and label it which helps with retrieval. Grammar, punctuation and spelling are being explicitly taught in all classes and there is evidence in some books of using strategies such as retrieval to 'interrupt the forgetting' and embedding terminology and understanding. There is also widespread use of resources for pupils who struggle in English, for example, desk reminders for capital letters. Actions required following the review will be to increase the focus on grammar, and a scheme of work will be developed. During FRED's whole class reading, the best tasks were all on one sheet and this would be actioned across the whole school. Class sets of dictionaries would be ordered for Key Stage 2 to support this. Key Stage 2 classes would also have reading for pleasure books, not just reading level ones so those with lower ability were exposed to a wider range of texts. For lower ability pupils, scaffolding in independent tasks needs embedding to provide them with better success rates. For example, multiple choice answers, direction to the section of the text to be looked at and sentence stems to provide direction. The possible use of drawing club for interventions in Key Stage 1 and 2 would be explored.

The conclusion was that the introduction of Fred's WCR had improved the direct teaching of reading and ensured that children were exposed to a rich and broad range of texts. The phonics scheme is now well-embedded. The school ensures that whilst reading comprehension is well-taught, a love of reading is also encouraged. World Book Day is a good example of this and shows that reading needs to be fun too. The governors thanked Rachael Coyne for all her hard work on the scheme of work.

## 9. OFSTED QUESTIONS FOR TRUSTEES AND GOVERNORS

These had been shared for reference.

## 10. POLICIES

The following policies were ratified:

- Attendance and Inclusion – additional reference to medical tuition - if a pupil is absent due to medical reasons for a period of more than 15 days in one term, a referral will be made to the local authority for medical tuition to be put in place.
- PSHE – the policy now explicitly shares the protected characteristics as required by Ofsted.

## 11. A.O.B.

There was no other business to discuss.

The meeting closed at 6.15pm.

## Date of Next Meeting

Tuesday 21 May 2024 at 5.00pm