



## Carnagill Community Primary School Local Governing Body Meeting Thursday 15<sup>th</sup> October 2020 at 4.30pm via Teams **MINUTES**

Please note: The colour coding links to the three key roles of governance questioning;  
**RED** for 'setting strategic direction',  
**BLUE** for 'holding Headteacher to account for educational performance'  
**GREEN** for 'ensuring financial health, probity and value for money'.

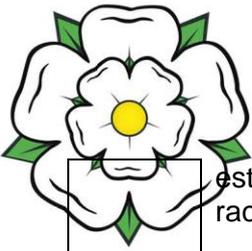
**Present:** Katy Riley (Chair), Louise Newport (Headteacher), Mairi Featherstone, Grahame Shepherd, Susanna Aitchison, Chris Thwaites (arrived at 5.15p.m.), Alison Russell.

**Apologies:** None

**Absent without apologies:** Graham Nicol

**In attendance:** Fiona Shaw (Deputy Head), Adrian Bramley (NYCC Clerk)

FGB	Item	Lead
<b>General</b>		
1	<b>Welcome.</b> Katy welcomed all Governors to the meeting.	Chair
2	a) <b>Election of Chair.</b> 2 nominations had been received by the clerk via email, both for Katy Riley, who was voted unanimously to continue as Chair. b) <b>Election of Vice Chair.</b> 1 nomination had been received by the clerk via email, for Mairi Featherstone, who was voted unanimously to continue as Vice-Chair.	Clerk
3	<b>Apologies and determining whether absences should be consented to.</b> Lizzie O'Neill had left the governing Board.	Chair
4	<b>Determine any confidential items.</b> Items would be deemed to be confidential as and when they arose during the meeting.	Chair
5	<b>Remind Governors about Declaration of Interest.</b> Governors were reminded to complete Declaration of Interest forms.	Chair
6	<b>Correspondence.</b> None received.	Chair
7	<b>Notification of any other urgent business.</b> None.	FGB
8	Approve minutes from the last Full Governing Board (FGB) meeting and matters arising. <ul style="list-style-type: none"> <li>• There had been no response to attempts to contact Graeme Nichol, Katy will try and phone him.</li> </ul>	<b>Action - Katy</b>
<b>School Monitoring and Improvement</b>		
9	<b>Headteacher's Report</b> <ul style="list-style-type: none"> <li>• <b>Attendance</b> had been fluctuating, (currently at 95.3%), caused largely by COVID testing and self-isolation. The second week back had been the worst, but attendance was now picking up, in part due to parents' anxiety becoming less.</li> <li>• <b>Exclusions</b> - there had been 1 external exclusion and a couple of racist incidents – older children forgetting how to speak properly to one another.</li> </ul> <p style="color: blue;"><b>Governor Question (GQ): Did this only concern one child?</b>                      A – No, a small group who thought it was just banter, but was in fact more serious. Pupils seem to have been able to watch inappropriate TV/YouTube content too much and boundaries need to be re-</p>	Head



established. As a staff we have taken the opportunity to discuss racism, gender, disabilities and rights with our classes.

- **Class numbers** – next week a lot of children are moving to Warminster, some children are moving to us from Warminster and in December some children are moving to Cyprus. We will have a more definite idea of numbers by Christmas although there may still be some movement next year. As we are a smaller Trust, we may have more flexibility with pupil numbers.
- **PP/FSM.** There has been a need for increased PP funding and Free School Meals as parental employment has become more uncertain.
- **Staffing** – Learning Mentor is to start soon and TA's are in place.
- **Safeguarding** – there had been 2 referrals in the last week. Early Help had been involved immediately. The new Safeguarding document reflects the current situation. We have had support from the Community Police, there have been some on-line safety issues.
- **COVID Testing** – so far, negative. Staff team is working together to maintain a sanitised environment.

**GQ: Have you been receiving test results quickly?**

A – Yes, within 24 hours, home test results take longer. We have home test kits available for parents who are unable to book tests online.

**GQ: Is Wavell School still closed?**

A – No, they re-opened on Monday.

Parents are asked to wear face masks throughout school and most of them are co-operating.

- **Catch-up Premium** – our priority is with years 5 and 6, with their attitude to learning and learning behaviours. Years 3 and 4 have some gaps in their learning already. Early Years and years 1 and 2 will follow. Years 5 and 6 are split in to 3 groups for 3 mornings per week, giving them more adult time and attention. In years 3 and 4 we have a high quality KS2 teacher who is focussing upon filling the gaps.

**GQ: How much Catch-up Premium does the school receive?**

A - £80 per child, in 3 lots over the year. Our plan is that every child should get something from this.

TA's are picking up missed learning from morning lessons, the KS2 teacher does this with his class the following morning before lessons start.

- **Behaviour policy** – some pupils in years 4,5 and 6 are struggling. After half term our Pivotal Training will be built around our pupils' extreme behaviours. Scripted interventions are working well already, but we need to focus upon more extreme behaviours.

**GQ: How does the Catch-up Premium dovetail with Pupil Premium?**

A – Pupil Premium work continues much as before, Catch-up Premium is on top of PP, for closing gaps in learning, and is for the benefit of all children. The focus with year 3 and 4 children will be on their reading – some children have simply not engaged or read

Signed. \_\_\_\_\_  
Katy Riley, Chair of Governors, 17<sup>th</sup> December 2020



enough during lockdown. We are even doing some phonics work with years 3 and 4.

### School Improvement Plan 2020-2021

- **Mike Smit** visited a week ago, he will be in charge of reviewing our school. **Simon Sloan** will be our school improvement support worker.
- **Clarity of Values and Vision** is important as this is what drives school improvement. It states what we want for our school – “developing children’s independence as learners.”
- **Priority 1.** Simon Robson’s work with subject leaders is now re-starting, prioritising the alleviation of the impact of lockdown. Some subject leaders will also have discussions with Mike Smit next year.

### GQ: Is there any particular way in which we should be engaging in Governor monitoring?

A – Make contact with your subject leaders and share books on Teams. See Saw is being used – Fiona offered to create log-ins for Governors. The big issue is triangulating evidence of learning, which will become especially useful when data starts to become available. PIRA and PUMA data will be available by half term. The end of half term assessment of Reception pupils is being carried out and is to be used as a baseline. The most recent assessment of pupils, Spring 2020, is now out of date. Staff are now getting a better picture of where children are at in their learning.

**Chris Thwaites arrived at 5.15p.m.**

### GQ: How do we record Governor monitoring?

A – Louise will look at the monitoring document and will share it, teachers’ email addresses and a monitoring timetable with Governors.

- **Priority 2** Recovery curriculum and independent learning.
- **Priority 3** Launching behaviour policy, Pivotal training and focussing upon the 2% of pupils who need help. More positive recognition is taking place, including “Hot Chocolate Friday”



which has caused tremendous excitement and motivation amongst pupils!

The Learning Mentor is also working towards pupils’ understanding of environmental health and well-being, and we are looking to get THRIVE assessment training for her, using School Improvement money, £1300 to fully train her. Some year 5/6 children have gaps in their understanding and it is important these are filled quickly, therefore it would be very useful to have a trained person on-site. Unless she can ascertain what physical or emotional development is missing, there can be little hope of real progress. It is better that they

Action –  
Fiona

Action -  
Louise

Signed. \_\_\_\_\_  
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	<p>become physically and emotionally ready for secondary school. Some have already spoken of being depressed.</p> <p><b>GQ: Do we know if any of the pupils mentioning depression have any family history of depression?</b></p> <p>A – Some do – it is essential that we take note of these disclosures. We have a representative on the Mental Health and Well-Being Group, set up to develop a mental health policy in each of the Dales Academy schools, to enable the giving of emotional support. Virtual meetings are to re-start soon and the Trust will be able to buy in to training.</p> <p><b>GQ: Are any other schools in the Trust using Pivotal?</b></p> <p>A – Yes, Thornaby – Louise will ask Richard Perkins from there for ideas and advice.</p> <p><b>GQ: How will you track and demonstrate the impact of Pivotal?</b></p> <p>A – Although Louise is trying not to go into classrooms too much at the moment, she can track incidents on CPOMS, and more challenging behaviour incidents on BromCom.</p> <ul style="list-style-type: none"> <li>• <b>Moves.</b> Some SEN children are struggling with moves. 3 SEN children arrived from Warminster, although they had had an SEN review in Warminster, documentation had not been received from there. When documentation does arrive, some EHCP's do not match up to children who arrive and is in some cases 18 months out of date.</li> </ul>	
10	<p><b>Health &amp; Safety Update</b></p> <ul style="list-style-type: none"> <li>• Some work is still not complete although the main school roof is now complete.</li> <li>• The Nursery canopy has been fitted wrongly and will now become a flat roof with skylights.</li> <li>• Some doors need to be changed for fire doors.</li> <li>• Some asbestos has been removed from the electrical and the cleaner's cupboards, the rest will be removed next year.</li> </ul>	Head
11	<p><b>Review of policies as per annual cycle:</b></p> <p><b>Blended learning protocols and procedures.</b></p> <ul style="list-style-type: none"> <li>• What is expected to happen if we have to close a bubble.</li> <li>• Working from home – use of See/Saw.</li> <li>• Staff uploading work to be done at home.</li> <li>• Managing staff expectations.</li> <li>• Assemblies online from Louise's office.</li> <li>• Social interaction is missing – online learning is the only contact for some children.</li> <li>• Continued uncertainty regarding which tier we shall be in, whether or not a circuit breaker/ fuller lockdown might be imposed.</li> <li>• Paper packs of work for children who can't access online learning.</li> <li>• Alison offered to look into preparing a list of questions which Ofsted might ask regarding the school's provision for blended learning.</li> </ul>	Chair
	<p><b>Governance</b></p>	
12	<p><b>Roles and Responsibilities of Governors</b></p> <ul style="list-style-type: none"> <li>• Adoption of NGA Code of Conduct for Governors</li> <li>• Adoption/signing of Standing Orders</li> <li>• Declaration of Business Interests, Gifts and Hospitality</li> </ul>	Clerk

Signed. \_\_\_\_\_  
 Katy Riley, Chair of Governors, 17<sup>th</sup> December 2020



	<ul style="list-style-type: none"><li>• Skills Audit Update</li></ul> Governors were asked to return all outstanding documentation to the clerk as soon as possible, please! <ul style="list-style-type: none"><li>• SDP Priorities – linked to governors. Louise will re-distribute a list.</li><li>• Governance Health Check feedback</li></ul>	Chair
13	<b>Protocols for Governor Visits – see item 9.</b> <b>Governor responsibility areas</b> <ul style="list-style-type: none"><li>• Chris volunteered to take on the role of H and S governor.</li></ul>	Chair
14	<b>How has this meeting had an impact upon the welfare and progress of our pupils?</b> <ul style="list-style-type: none"><li>• Governors were informed about the catch-up effort in progress throughout school.</li><li>• Governors supported the efforts to help years 5 and 6 to catch up in particular, including additional resources.</li><li>• Governors became aware of how much work had gone in to making the re-start plan successful.</li><li>• Governors were informed of developments in the School Improvement Plan.</li></ul>	Chair
15	<b>Date/time of next meeting.</b> There will be an informal online meeting on 19 <sup>th</sup> November 2020 at 4.30p.m. and the next full Local Governing Board meeting on December 17 <sup>th</sup> 2020 at 4.30 p.m.	Chair
16	<b>A.O.B.</b> <ul style="list-style-type: none"><li>• Governors were shown the new website for the school and were invited to send in a pen portrait of themselves, of about 100 words, please!</li></ul>	Chair

The meeting closed at 6.00p.m.

Signed. \_\_\_\_\_  
Katy Riley, Chair of Governors, 17<sup>th</sup> December 2020