



Carnagill Community Primary School
Local Governing Body Meeting
Thursday 17th December 2020 at 4.30 p.m. via Teams.
Inspiring Bright Futures Together

Carnagill Community Primary School

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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, Graham Nicol, Chris Thwaites, Alison Russell.

Apologies: None

Absent without apologies: None

In attendance: Fiona Shaw (Deputy Head), Katy Pattinson, Sarah Bradshaw, Adrian Bramley (NYCC Clerk)

FGB 17/18	Item	Lead
	General	
1	Welcome. Katy Riley welcomed all governors and staff to the meeting. Item 7NPQML - Projects of Development was brought forward.	Chair
2	Apologies and determining whether absences should be consented to. None.	Chair
3	Determine any confidential items. Items to be deemed confidential as and when they arise.	Chair
4	Remind Governors about Declaration of Interest. Governors were reminded to declare any interests and to complete Declaration of Interest forms.	Chair
	Correspondence. None.	Chair
5	Notification of any other urgent business. None.	FGB
6	Approve minutes from the last Full Governing Board (FGB) meeting and matters arising. The minutes of the last LGB meeting, on 15 th October 2020 were deemed to be a true record and will be signed as such in due course by the Chair, with the following matters arising: <ul style="list-style-type: none">Recruitment of a staff governor – poster on display, no interest so far.	FGB

Signed:

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11th February 2021

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	<ul style="list-style-type: none"> Pen portraits are required for the website, which is due to be checked in February 2021. The MAT had sent a website compliance list. 	
	School Monitoring and Improvement	
7	<p>NPQML – Projects of Development</p> <p><u>Katy Pattinson – EYFS focus</u></p> <p>Katy described how she was using the Tales Toolkit approach to storytelling, to both improve communication and language skills amongst pupils and help in their personal and social development.</p> <ul style="list-style-type: none"> Achievement was low when she started, boys in Nursery were between 17 and 33%. Questionnaires had been given to all staff from which it was clear that communication and language skills, and personal and social development were priorities. Staff had just started training to use Tales Toolkit just before Lockdown. Five hours of training had been bought for Early Years staff, and KS1 staff were about to start, as was a TA, who was learning to use Tales Toolkit for an intervention with a small group of children in Year 1. Storytelling covers a range of Early Years development matters. <ol style="list-style-type: none"> Firstly, the contents of large story bags are used to present a character, a problem, and a solution. Contents are tailored to learning aims, with the problem fitting the teaching topic. Storytelling and learning is active, with actions as well as words, and helps pupils build confidence in their own storytelling. Small groups then move onto telling their own stories, using smaller story bags. Over the year, storytelling moves from class to small groups, eventually to individual. Books are used by KS1. <ul style="list-style-type: none"> Pupils need constant re-assurance and exhibit a lack of patience, for example, with cutting out. Pupils with SEND can join in storytelling at any level and dip in and out of it. Speech and language development were supported by Nursery Rhyme week. Pupils learned five nursery rhymes with their parents, who made videos to send in to school. Weekly contact is maintained with children who are a particular focus. Planning in the moment is employed with Personal and Social Skills teaching, where teachers can assess quickly and develop opportunities as they arise. Progression of skills is being documented from Nursery to Year 2. Different areas carry the same expectations across 	Staff to attend to present

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year groups, and equipment and learning develop together – while Nursery might use jugs, Year 2 would use measuring cylinders.

- Staff have agreed the different levels of skill they think children should be using, and ways of questioning to support their development.

Governor's Question (GQ): How far is interaction with parents considered?

A – This year we are developing parental involvement.

Katy was thanked for her work and her excellent presentation, and left the meeting at 4.50 p.m.

Sarah Bradshaw – Reading

- Sarah described her work on a Reading intervention programme for disengaged readers, especially boys. There were a lot of theories and research about pupils in lower KS2 becoming disheartened with reading, at which point the progress gaps begin to widen. It was possible to tell which children were engaged in reading at home and which were not.
- Linking with the SIP and the Recovery programme, Sarah had started a boys-only Book Club. A questionnaire was used to find out how they enjoyed reading. Some pupils were unable to name three authors they liked. The Book Club would hopefully boost their reading by giving them its ownership and making them feel special as part of it. The club involved purely reading and chat – no writing!
- A SeeSaw Reading Club page was set up to inform parents which had an immediate positive response. There was a positive response to a parental questionnaire, which revealed that some pupils had never been read to by their parents. Pages have been recorded, for pupils to listen to, follow or read along with, which allows them to keep up with the story if they are unable to be in school.
- PIRA will be used to record progress.
- The boys were very keen and chose the book, "Billionaire Boy" by David Walliams. They meet every day, after lunch, for reading and chat, some only to listen. Only 2-3 pupils wanted to read at first, but after half a term, all pupils now want to read to the group. Confidence is developing, and skills learned are now being used in class.
- The team of teachers involved is expanding; Rory is now running a book club for disadvantaged girls. The teachers also act as strong role models and will swap club next term. In future the book club will be rolled out across the whole school.
- Esther Brown is looking at new ways to develop reading.

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	<ul style="list-style-type: none"> Sarah has been following the Reading For Pleasure course online, and this opportunity will be passed on to Rory and other staff. <p>GQ: Have you seen an improvement in pupils' learning and willingness to read?</p> <p>A – Yes, pupils are excited and enthusiastic, want to read for themselves and share reading with the family. Some pupils have asked for books for Christmas, wanting to read the same author's other books at home.</p> <ul style="list-style-type: none"> When the library re-opens pupils will be able to access more books, make independent choices and write reviews. <p>GQ: Do you perceive a relationship between reluctance to read and ability to read?</p> <p>A – Pupils might not attempt to read if they perceive themselves as weak readers. Home life might affect this – some homes have no books in them, reading has become lost amongst technology.</p> <p>GQ: Do audio books encourage reading?</p> <p>A – 20 percent of children have no books in their home, yet some children both read and listen to audio books.</p> <p>GQ: Will you eventually get older readers to support younger ones?</p> <p>A – That would be lovely! In normal times we have older pupils as role models – book leaders, librarians. The impact upon children of seeing other children read is very strong.</p> <p>Sarah was thanked for her excellent presentation, and her work to encourage reading in school. She left the meeting at 5.15 p.m.</p>	
7	<p>Headteacher's Report School Improvement Plan 2020-2021</p> <ul style="list-style-type: none"> There had been no racist incidents or FTEs since the last meeting, extreme pupil behaviour was settling down. <p>Attendance</p> <ul style="list-style-type: none"> Attendance rate – 96.3%. Absence rates are high, 12% of families are doing multiple sets of isolations. <p>GQ: Are all pupils actively involved in online learning?</p> <p>A – Work is available for all, but some pupils are not always actively involved. Engagement with some families from other cultures is hard, we try to get them involved via SeeSaw. There is a much stronger contact with groups of families with children in reception, but this decreases further up the school where there might not be similar groups of families.</p> <p>GQ: Are the families part of the military?</p> <p>A – Yes, it might help to contact the Foreign and Commonwealth Office in Catterick. Children are scattered across the battalions, we try to target children and would like older children to engage with SeeSaw at home.</p>	Head

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GQ: Is this a cultural issue and is it seen across the Garrison?

A – Neil Bulmer, Deputy Chief of Staff could be approached to point us in the right direction. We have tablets and laptops available. We have had no contact at all with one family, technology might help to break down the barrier.

- Currently there are 27 pupils receiving free school meals, a lot of parents are looking for new jobs. Parents appreciated the Christmas voucher, £40 per child makes a very big difference.
- Staffing – Fiona is out of class now, which is extremely useful for the staggered beginning and end of school days, for monitoring, lunchtime duties. There is much more capacity for effective working between two people, and Fiona can swap places with Louise if the need arises. Fiona has prepared a scheme of work for Handwriting. Katy begins maternity leave on February 7th and is now teaching Maths, Phonics and a story on Teams, and is being supported by Fiona. Children love seeing her on the screen, especially at their Christmas party! An experienced supply teacher will start after half term on February 22nd.
- A new high-needs SEN child is starting, but no paperwork has been forwarded yet. £2500 of funding has been made available until the EHCP can be set up. Staff are very keen to support, this is being made possible by moving staff around.

Safeguarding

- Two children have been classed as Child in Need, one is a new classification, the other downgraded from Child Protection.
- Chris will be working on the Safeguarding report between now and Spring.
- Online safety – teaching of this has been accelerated due to an issue out of school concerning games/adult material. P.C. Godfrey will talk to pupils in January.

GQ: Will P.C. Godfrey also engage with parents?

A – Yes, but unfortunately those parents who do engage with him are not parents of the children we are worried about. What is needed is a one-to-one conversation about monitoring between P.C. Godfrey and certain, specific parents.

- EYFS leadership. Louise is working with Sarah as leader of EYFS.

GQ: Regarding class organisation, why do we not have classes composed of single year groups?

A – There are different numbers of pupils in each year group. Last year there were ten Year 6 pupils, thirty-five Year 5 pupils, so

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mixing the two groups together evened out the two classes. It was also important to be able to separate some of the pupils in Year 5 from each other.

- SIP priorities – Mike Smit visit report.
Mike talked with a number of subject leaders on Teams and all felt that this was useful. They looked at the Recovery curriculum together to examine how their individual subjects fitted into the broader picture at Carnagill, and how the school's Vision and Values were incorporated into their subject areas. Staff thought about the collective vocabulary. Mike's report was thorough, sharing the context of both Vision and Values and offered support with specific feedback through audits and book scrutinies. We are looking at the big questions and are trying to translate our vision into reality. Mike will meet again with teachers, before his next visit, on 27th January 2021, to prepare them and reduce any anxiety. Governors will be able to triangulate his assessments if they can see evidence of shared vocabulary and vision.

Updates on full re-opening of school

- Recovery curriculum – flow chart to show staff the route back to normality, hopefully by April. Some useful things had been learned during the COVID lockdown. This will be discussed at the training day in January.
- Maths will be the first area to move on in the Recovery curriculum, followed by Reading then Writing. We need to look at engagement and motivation.
- The Vision and Aims of the school will drive forward the Recovery curriculum. We expect to see the effect of this through the data.

GQ: Will the use of child-led themes continue?

A – While we are moving into more teacher-led activities, pupils have a bigger choice of how they can present their response – presentation/timeline/diary etc.

- Behaviour policy implementation. With the Year 5/6 class. An assembly is used to introduce the theme with all children apart from a selected group. This group spends time with Fiona in learning how to regulate their behaviour, which is followed up during the week. Zones of Regulation are used – red, blue, green and yellow, for different moods.

Data

- School was on a high when it closed in March, and progress was being made. Amongst the pupils, confidence and resilience seem to have dissipated, while reading seems less affected. Online teaching via Zoom has had a big impact upon a core group of children, particularly in Year 4.

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	<p>Lockdown has had a negative impact upon children with Special Needs.</p> <ul style="list-style-type: none"> The Phonics check for Year 2 pupils should have been done for them in Year 1. Thirteen of the twenty-eight children achieved the required level, two have since moved on. Children joining the school are at a very low level of Phonics ability, there is a tough catch-up process. <p>GQ: Is work that is sent home with a child matched to their phonics level?</p> <p>A – Yes, staff know the children well and send home appropriate resources.</p> <ul style="list-style-type: none"> There has been a lot of movement amongst children – a Year 2 cohort working at the expected level has now moved to Cyprus. 	
9	<p>Health & Safety Update</p> <ul style="list-style-type: none"> Nursery is now finished, with a new roof and the canopy complete. Fire doors are being fitted during February half term. Asbestos removal will take place during the February half term, Easter, and summer holidays. <p>Graham Nicol requested sight of the contractors' asbestos plan.</p>	Head
	Governance	
10	<p>Governors visits/Teams Meetings with subject leaders</p> <ul style="list-style-type: none"> Grahame had had meetings regarding SPP with Sarah and PE/Schools Sports/DP with Lauren. Alison had had discussions with Katy regarding the current situation in Science. Some children had missed the same Science lessons due to interventions at set times, but times were now being changed every week to avoid this. More resources were needed, Katy had completed a wish list. Mairi had met with Katy regarding Early Years. Data is encouraging despite PSE being affected by the lockdown. <p>Governors expressed their gratitude for the hard work of the staff in continuing to provide such a broad curriculum. It was important to be accurate and honest about achievement now, so that remedial steps could be taken where and when necessary.</p>	Chair
11	<p>How has this meeting had an impact upon the welfare and progress of our pupils?</p> <ul style="list-style-type: none"> It was obvious from the meeting how well the staff knew the needs of the children. 	Chair
12	<p>Date/time of next meeting: LGB – Thursday 11th February 2021 at 4.30 p.m.</p>	Chair

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	Catch up meeting - Thursday 28th January at 4.30 p.m., for a verbal update on Mike Smit's visit the previous day.	
	A.O.B. None.	Chair

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