

**CARR JUNIOR SCHOOL**  
**Minutes of the Meeting of the Local Governing Body held on**  
**Monday 9th December 2024 at 9.30am**

<b>Present</b>	Kate Smithson (Chair) Vicki Kerr (Principal) Jennifer Rampling Alana Wilde	Annie Croft Garry Flitcroft Sally Hastings
<b>In Attendance</b>	Alison Knowles (School Business Manager) Sophie Triffitt (Clerk/Governance Advisor)	

	<b>Action</b>
<p><b>1. Welcome, apologies for absence and conflicts of interest</b> (previously distributed)</p> <p>The Chair welcomed everyone to the meeting and introductions were made.</p> <p>Apologies were received and accepted for Kelly Williams.</p> <p>There were no conflicts of interest to note.</p> <p>The Chair informed governors that Bex Bates had resigned as of 2<sup>nd</sup> December 2024.</p>	
<p><b>2. Curriculum Update – Writing and Grammarsaurus Impact</b></p> <p>The Principal provided example books from Year 4 and explained that following a visit to Scarcroft Primary school where they saw Literacy Tree in action a decision was taken to implement Literacy Tree in Year 4 from 23<sup>rd</sup> October 2024 and was followed in Year 6 a couple of weeks later.</p> <p><b>Challenge: A governor asked if the Grammarsaurus programme fed into Literacy Tree.</b> The Principal confirmed not and explained that whilst they wanted to have fidelity to the unit for grammar, they felt it didn't give the children the opportunities to regularly do full pieces of writing. The place value elements and grammar terminology would support the curriculum and going forward next year would likely sit alongside Literacy Tree. The Staff Governor explained the complexities of the writing programme under Grammarsaurus which was particularly highlighted when supporting supply staff.</p> <p>The Principal reported that the early signs of Literacy Tree had been positive and had regenerated the children's ideas and provided more opportunities for the children to write. The Principal gave an example of class engagement in writing for a big idea lesson on a Friday afternoon. The Principal explained that the writing sessions would include a 'we are learning to' statement at the start of a piece of writing.</p> <p><b>Challenge: A governor asked what the financial commitment was for Literacy Tree.</b> The Principal confirmed there was an annual cost of £500 for a school licence then each unit required a book purchase.</p> <p>The Staff Governor informed governors that English lessons would be moved to 9am to maximise focus.</p> <p><b>A governor asked if the Polar Express event which was reported in the local press had a positive impact on attendance.</b> The Principal confirmed not as a number of children were ill. The Staff Governor explained that the children were told to come to school in their pyjamas but were not told why.</p>	
<p><b>3. Minutes from the FGB meeting held on 23<sup>rd</sup> September 2024</b> (previously distributed)</p> <p>The minutes of the meeting held on the 23<sup>rd</sup> September 2024 were agreed as a true and accurate record and approved.</p> <p><b>Matters Arising and Actions</b></p> <p>Action 1: The Principal reported that safeguarding pupil voice took place on 6<sup>th</sup> December 2024 and would be reported at the March 2025 meeting. Going forward the offer to pupils would include that every child from Year 5 onwards would have a conversation with an adult in school which included safeguarding related questions.</p> <p>Action 2: Governor skills audit was completed and included in the agenda pack.</p>	

Action 3: Parent governor vacancy was appointed to.  
Action 4: Update on writing and Grammarsaurus was provided as part of the meeting.

**4. Principal Report / Pulse** (previously distributed)

Attendance

**Challenge: A governor noted the lower attendance data.** The Principal explained that the first half term was impacted by holidays and the second half term by illness. In response to a governor the Principal confirmed that fines could be issued for ten full sessions (five days) for term time holidays.

**In response to a governor the Principal confirmed that the extended October half term had been communicated to parents and there had been no feedback.**

Outcome from the Trust Review Meeting

The Principal reported that the main outcome from the review was the implementation of Reading Plus to support driving an improvement in outcomes with less staff and leadership capacity.

Mr Flitcroft presented Reading Plus and explained that it was primarily being used in Years 3 and 6 to improve fluency and vocabulary. The online platform provided the children with a choice of theme / topic of texts and directs to different styles as required. The children sat an insight assessment to set their level and progressed following insight assessments. Mr Flitcroft gave an example of increased reading engagement for a child who had previously had less engagement with reading. Mr Flitcroft informed governors that the children currently only had access in school but were looking at how it could be used at home.

**Challenge: A governor asked if Reading Plus was competition based.** The Principal explained that celebration certificates had been shared but was focused more on challenge within their own learning.

The Principal noted that the package provided access to a range of CPD and informed governors that the Tuesday, Wednesday and Thursday extract lessons were now allocated to Reading Plus as the recommendation was to do three thirty-minute sessions per week.

The Principal explained that the implementation into Year 4 and Year 5 was being considered and the Reading Leader was trialling practice in Year 5.

**Challenge: A governor asked if the platform was having the same impact in Year 3 as Year 6.** Mr Flitcroft confirmed it was and shared the data noting the 82.2 average comprehension.

**Challenge: A governor asked if the system required less staff input.** The Principal confirmed it did and explained that group interventions could be run with one member of staff supervising and encouraging.

Mr Flitcroft shared the class screening report benchmark heat map.

**Challenge: A governor asked how children at the lower end who still needed Phonics intervention would access Reading Plus.** The Principal explained that they wouldn't use Reading Plus as they would need to be proficient in Phonics to access the programme. Initially it was thought it would help for those who had graduated Phonics but were not ready for main class reading but there had been mixed success.

**Challenge: A governor asked if there was a demoralising impact for those lower on leaderboards or not achieving certificates.** The Principal explained that it was too early to make a judgement as they had only just started the certificates and noted that the leaderboard only shows the top five places. Mr Flitcroft added that children at the lower end would have read more than they would have done without the platform. The Principal explained that where needed they were increasing use to help children build up words read and the guided window differentiated to a personalised pace.

**Challenge: A governor noted that the programme recommendation of use was based in research and emphasised the need to use as recommended to maximise**

**impact.**

The Principal explained that Carr Junior was a boy heavy school and boys had been achieving less well than girls so they needed something to motivate boys to read.

#### Pulse

**Challenge: A governor noted concern that the Principal needed to complete the Pulse report on a weekly basis.** The Principal explained that the process of completing provided an opportunity for reflection and evidenced the amount of work happening and reflected how hard everyone in school was working and noted that the process had become easier.

**Challenge: A governor noted the commentary in relation to the Infants school.** The Principal reported that she had visited the Infant school and had established a positive relationship with the Headteacher. The SENCO had visited the Infant nurture provision which had been highly staffed for six children and there were some children with high complex needs. The Principal explained that the transition from Infant to Junior could be very difficult for some children as the two school have historically had different approaches. A parent noted that they had recognised a significant change between Infants and Junior for both the child and the parent.

#### Data

The Principal reported that the Year 6 combined expected prediction was reporting at 64% above the initial 63% prediction. Greater Depth combined was reporting at 9% but there would be a drive to increase that.

**Challenge: A governor asked what impact there would be to Year 6 interventions given the reduced capacity.** The Principal explained that the BRAG meeting before the end of term would inform plans for the spring term. Mr Flitcroft explained that the Principal and Vice Principal would normally take out children on the cusp of Greater Depth for Maths and Reading and there would be a need to consider how interventions were delivered with the reduced capacity. In response to a governor the Principal confirmed that the school would be five staff members down compared to last year and there were the same number of classes and higher level of need.

**Challenge: A governor asked if the Director of School Improvement had any suggestions.** The Principal explained that support had been requested for the very low ability group for Maths.

**Action:** Principal to share data summary for each year group by the end of autumn term.

*Principal*

#### Trust FAQ Attendance (previously distributed)

Shared for information.

The Principal reported that attendance percentage had declined, and was lower compared within the trust but remained above national average, but the persistent absence data had improved. The school had built strong relationships with home and some children had an improved attendance picture and those parents were trying very hard and on board with the work of the Attendance Officer.

#### Behaviour

There was no update to report.

#### Staffing

**Challenge: A governor asked about workload with the Vice Principals' secondment not being backfilled.** The Principal explained that it had impacted leadership capacity.

The Principal reported that a parttime teacher took voluntary redundancy and their contract would end on 31<sup>st</sup> December 2024 but they would be staying with the school on a supply basis to provide interim support while part time days were realigned.

The Principal noted that the Year 6 HLTA had been on bereavement leave but was back in school and being supported.

**Challenge: A governor asked about the Principal's wellbeing.** The Principal confirmed there were no wellbeing concerns.

### Safeguarding

The Principal informed governors that a referral was being submitted for one child whose attendance was below 50%.

### Safeguarding Student Voice

Carried over to the March 2025 meeting.

### Parent Survey (previously distributed)

The Principal recorded thanks to governors for supporting the collection of responses at parents evening.

Governors noted the positive responses.

In response to a governor the Principal confirmed that the autumn parents evening allocated five minute sessions and the spring term allocated ten minutes.

**Challenge: A governor asked if there was good attendance at parents evening.** The SBM reported that there was circa 75% attendance which was an increase on previous attendance.

### Complaint

The Principal informed governors that a Stage 3 Complaint panel took place in line with the Trust policy and procedure. The Executive Principal and Director of Send and Safeguarding were providing support.

Mr Flitcroft left the meeting at 10.55am.

## **5. School Improvement Plan Monitoring (previously distributed)**

The Principal confirmed that the plan aligned with the Trust objectives and explained that priorities would inform the subject action plans.

**In response to a governor the Principal confirmed that Mr Flitcroft would be leading on Pupil Premium.**

The Principal noted that the format of the SIP would be developed for 2025/26.

The Chair noted disappointment that the school were unsuccessful in securing funding for the belonging programme but recognised that the programme would be implemented through internal funding. The Principal and Behaviour Lead had visited Overdale school in Scarborough. The Principal reported that it was evident that they had lots of adults and had teams of TA's and had significantly more funding and high levels of disadvantaged. It had been a useful visit and identified a useful resource which came at a cost £3k so was not currently affordable. The Principal reported that the next visits were to St Lawrences in York & Carr Manor a 3 to 18 through school in Leeds.

**Challenge: A governor asked for an update on emotional coaching.** The Principal explained that all teaching, support and TA staff in the Trust had the same training at the Trust conference day. The aim of the approach was to reduce behaviour incidents through emotion coaching, helping teach children how a brain works, learning ways of coping and refining how staff interact with children in those moments. The Director of School Improvement had completed an accredited course and delivered training to Principals and deputies who then delivered the training at the training day. The Principal reported that it was well received and Teaching Assistants have a performance target around emotional coaching and they all said how good the session was and that they found it very useful as something they could practically implement. The Principal noted that staff were encouraged to complete a reflective log of times it had been used to inform future CPD.

**Challenge: A governor noted that there was reference to lack of capacity throughout the SIP.** The Chair informed governors that concerns had been raised with the Chair of Trustees and CEO that leadership capacity may impact the opportunity to complete all areas of the SIP. The Principal informed governors that school were being offered help and support but it may mean that they take longer to complete some priorities. The Director of School Improvement would provide monitoring support and the Executive Principal would provide support on organising a staffing structure into the Deeps Model and support some subject monitoring.

In response to governor the Principal explained the use of Team Teach to deescalate a

	<p>situation to ensure safeguarding of children and adults.<b>Challenge: A governor questioned the constraints of the school to support the Trust's flexible working offer.</b> The Principal explained that the policy was already in place and there was a procedure to follow and would always do their best to support a request, but it needed to be clear that not all staff could have the same non-working day.</p> <p><u>ELT Objectives and Promise to Vulnerable Children</u> (previously distributed)</p> <p>The Chair recorded thanks to governors for attending the Trust governance evening.</p> <p>The Principal explained that the Principals / Heads across the Trust had an input into the development of the objectives.</p> <p><b>Challenge: A governor asked if the Promise would add pressure to the school.</b> The Principal confirmed not as the school SIP was aligned with these objectives and would be work that was being developed anyway. Carr Junior already had a strong disadvantaged offer due to the cohort demographic but other schools with less numbers may not be as far along the journey.</p>	
6.	<p><b>Governance</b></p> <p><u>Link Governor Reports</u></p> <p>The Chair encouraged governors to make visits to school.</p> <p><u>Skills Audit</u> (previously distributed)</p> <p>The Chair thanked governors for completing the audit.</p> <p><u>Training</u></p> <p>Governors noted the required training.</p>	
7.	<p><b>Finance</b></p> <p><u>October Monitoring</u> (previously distributed)</p> <p>The Principal reported the closure of the School Kitchen business which would significantly impact the school budget. The SBM added that the current £15k surplus would move to deficit position.</p> <p><b>Challenge: A governor asked if there was someone in the Trust with responsibility for accessing grants.</b> The SBM confirmed not but the school had accessed grants through the School Fund for various projects and there was currently a request with York Children's Trust to support a Year 5 residential.</p> <p><u>School Fund Audit Report</u> (previously distributed)</p> <p>Governors formally received the audit report.</p>	
8.	<p><b>Policies for Review</b></p> <p>There were no policies for review.</p>	
9.	<p><b>Any Other Business</b></p> <p>There were no items for discussion under AOB.</p> <p>The Principal encouraged governors to attend any school events.</p> <p>The March 2025 meeting date was changed to 31<sup>st</sup> March 2025.</p>	
10.	<p><b>Vision and Values – does governor business reflect / impact the Vision and Values</b> (previously distributed)</p> <p>Governors reflected on how governor business supported the Vision and Values.</p>	
11.	<p><b>Future Meetings / Diary Dates</b> (previously distributed)</p> <p>Monday 31<sup>st</sup> March 10.30am.</p> <p>Monday 14<sup>th</sup> July 2025 12.45pm</p>	

Meeting closed at 11.30am

Approved at LGB on 31<sup>st</sup> March 2025  
Approval

**CARR JUNIOR SCHOOL**  
**Action Plan**  
**Monday 9<sup>th</sup> December 2024**

	<b>Action</b>	<b>Item</b>	<b>Who</b>	<b>When</b>
1.	Share data summary for each year group by the end of autumn term.	4	Principal	Complete

**March Meeting:**

Safeguarding Pupil Voice

APPROVED