

CARR JUNIOR SCHOOL
Minutes of the Meeting of the Local Governing Body held on
Monday 31st March 2025 at 10.30am

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

	Action
<p>1. <i>Welcome, apologies for absence and conflicts of interest</i> (previously distributed) The Chair welcomed everyone to the meeting. Apologies were received and accepted for Annie Croft. There were no conflicts of interest to note.</p> <p><u>Staffing</u> The Chair requested that the meeting started with a staffing update. The Principal informed governors that she had been successful in securing a Headteacher post at a primary school which provided a progression opportunity and would be leaving at the end of the academic year. Governors recorded congratulations to the Principal. The Principal confirmed the opportunity was professional development as it was to lead a larger, through primary school. Governors discussed the leadership proposal from the CEO for a Head of School to work under the Executive Principal. Governors requested that there was clear communication of the leadership plan to school families. The Principal provided an update on the staffing restructure noting that the original proposal was to reduce teaching staff by 2.5 FTE. The Principal informed governors that the process had been difficult to manage within school and staff were concerned with the significant reduction in staffing, the Deputy Headteacher being on secondment at another school without cover and the SENCO being absent. The Principal explained that there were a number of variables that would refine the final structure and due to a staff member taking the opportunity of a role at Scarcroft School, a maternity leave and the SENCO submitting their resignation from September 2025 there would currently be no redundancies. Governors were informed that staff had provided representations to their unions. Challenge: A governor requested a view of the proposed structure from September 2025 and noted the importance of ensuring that the funding generated for the school was allocated for the children in school. Challenge: A governor noted concern at the risk to the enrichment offer with the reducing staff numbers. Challenge: A governor asked about plans to recruit a SENCO. The SBM confirmed that the current SENCO post was allocated 0.6 FTE. The Principal explained that the planned structure would include a Vice Principal with SENCO responsibility. Challenge: A governor asked about staff morale and wellbeing. Staff present confirmed that wellbeing and morale was low. It was confirmed that the Executive Principal had the responsibility to deliver the restructure message. Challenge: A governor asked if there was wellbeing support for staff. The Principal confirmed the Trust buy in to a support service for staff and informed governors that staff</p>	

	had come to her to share their concerns.	
2.	<p>Minutes from the FGB meeting held on 9th December 2024 (previously distributed)</p> <p>The minutes of the meeting held on the 9th December 2024 were agreed as a true and accurate record and approved.</p> <p>Matters Arising and Actions</p> <p>Action 1: The Principal had shared the data summary for each year group.</p> <p>Challenge: A governor asked if the move of Writing to the early bird slot had impacted Maths. Mr Flitcroft confirmed not and explained that teachers had found they had more time in the timetable for Maths.</p>	
3.	<p>Principal Report / Pulse (previously distributed)</p> <p>The Principal informed governors that the Trust Data team had provided data booklets for schools.</p> <p>Action: Principal to share year group summaries with governors.</p> <p>The Principal explained the BRAG process and confirmed tracking was for end of the child's current year group.</p> <p>Challenge: A governor questioned why the Pulse Year 4 data had more pupils rated red. The Principal reported that there had been significant movement in the spring term and reported updated BRAG data:</p> <ul style="list-style-type: none"> - Year 4: 14 red, 10 amber, 33 green, 3 blue. - Year 3: 5 red, 21 amber, 34 green, 0 blue – the rate of blue was an area of concern. - Year 5: data as reported on the Pulse. - Year 6: 13 red, 12 amber, 44 green, 10 blue. <p>A governor noted that the Pulse Reports demonstrated the impact of the Year 6 interventions.</p> <p>A governor highlighted that the Pulse Reports detailed the support from the Trust. The Principal informed governors that Mrs Elsworth from Woodthorpe had been a considerable support for SEND and along with the Director of SEND and Safeguarding had completed transition with the Infant school ready for the Year 2 cohort to transition to Junior School.</p> <p>Challenge: A governor suggested that consistency of SENCO would be important to SEND pupils and families. The Principal suggested that there was a focus to get that role right going forward.</p> <p>A governor commended the Principal that despite the increased workload she was still able to get into classes. The Principal made governors aware that without the SENCO and Deputy Headteacher capacity had been difficult.</p> <p>Challenge: A governor asked if there was support from the Executive Principal. The Principal confirmed the Executive Principal and Director of School Improvement had provided support but there were difficulties with having less bodies in the building and not having an SLT for day-to-day support and discussion.</p> <p>Challenge: A governor asked if the support provided from other schools, or the central team had budget implications. The Principal confirmed not but informed governors that there would be formalised SEND support for the summer term for one day per week that would be included in the budget. The Principal explained that given budget pressures there was a conscious approach to not secure supply staff but that added pressures across school to provide cover.</p> <p>Challenge: A governor noted that the highest attendance was in STEM Week and asked if there was a correlation. The Principal did not think so as they had done other exciting events/weeks that had lower attendance than BAU weeks with good attendance.</p> <p><u>Data</u> (SATs Mock Week and Reading Plus data previously distributed)</p> <p>The Principal explained that there were two formal SATs mock weeks and two other occasions where children completed informal test papers, an approach that was agreed</p>	Principal

across the Trust so there was comparable data.

The Principal confirmed that the data in brackets provided a comparison to the previous year cohort at the same point in the year.

Mr Flitcroft reported that the Year 6 cohort were reporting strongly with a number at or close to the Greater Depth threshold.

The Principal explained that the HLTA (Higher Level Teaching Assistant) who had a significant impact on intervention groups had their intervention capacity reduced to one afternoon per week, but the data reported that some children without that intervention had dipped, so supply was being engaged for one extra afternoon a week to ensure the children in those groups continued to progress.

The Principal presented the Reading Plus Report and explained that the decision to prioritise Year 3 and Year 6 was to support a positive transition to Junior School and as preparation for SATs.

The Reading Leader wanted to trial the programme differently in Year 5 but reported that using shorter sessions daily had not had the same impact, so the decision was taken to use for intervention purposes in Year 4 and Year 5 for those above Phonics but with low fluency. That approach would retain the reading extract lessons which the Reading Leader thought was the right approach for those years.

The Principal explained that the data scores for Year 4 and Year 5 were lower due to the targeted groups and not whole cohort use.

The Principal highlighted the average rate gain for all students of 34 words per minute.

A governor noted that the Pupil Premium data and non-Pupil Premium data was reporting similar.

Challenge: A governor asked why the data was different for the Year 3 classes. The Principal explained that one class had more children needing Phonics access so were not using the programme.

Challenge: A governor asked why class 6J were lower on average rate gain. Mr Flitcroft explained that there were more SEND children in that class and some would still be on Phonics or on the lowest level. Mr Flitcroft added that some classes were naturally more competitive in nature which also had an impact.

A governor noted the positive pupil voice for Reading Plus. The Principal explained that the more the teachers interact with the dashboard and encourage re-reads the more the ethos of the programme would be embedded.

Challenge: A governor asked if the children were happy with the variety of texts. Mr Flitcroft confirmed that the only complaints were from those on higher levels that the content was becoming harder or from those stuck at a level.

Challenge: A governor asked if there was engagement with Reading Plus at home. The Principal explained that optional access had been facilitated recently and was mainly for those who were stuck at a level. Mr Flitcroft added that some parents were making a conscious choice to have their children continue to read paper books at home.

Challenge: A governor asked if there was a concern about access for at home use for children with disadvantage and if that could contribute to a widening of any gap. The governor suggested that was something to monitor. The Principal explained that there was a Times Table Rockstars and Spelling Shed club on a lunchtime to support homework and that could be opened up for Reading Plus to support access if needed.

Attendance

The Principal reported that attendance was reporting positively with the spring term on track to end stronger than the autumn term and stronger than the same period the previous year. Persistent absence was reducing. The Principal expected term time holidays would impact the summer term data.

Behaviour

The Principal shared a copy of the behaviour and attendance review report noting that

	<p>feedback included having records of target children and actions to support business continuity.</p> <p><u>Staffing</u> Update provided earlier in the meeting.</p> <p><u>Safeguarding (previously distributed)</u> The Principal informed governors that the Director of SEND and Safeguarding had completed a safeguarding audit.</p> <p>Governors noted that the oversight and report provided assurance.</p> <p>The Principal informed governors that there would be consideration of how to maximise the use of CPOMS (Child Protection Online Monitoring System).</p> <p><u>Safeguarding Audit / Safeguarding Student Voice</u> It was agreed for the Principal to share the audit and student voice with the link governor.</p> <p>Action: Safeguarding link governor to arrange a meeting with the Principal.</p>	KW
4.	<p>School Improvement Plan Monitoring (previously distributed) A governor noted that it was impressive how much had been achieved given the reduced leadership capacity.</p> <p>Challenge: A governor asked for an update on Literacy Tree. The Principal reported that feedback from staff and pupils was positive. The programme required investment of time to develop lesson presentations from the plan but there was an understanding that resources developed would then be used for future years.</p> <p>It was noted that Year 6 were having to read two books, one for literacy tree and one for the class book. The Principal explained that the Literacy Tree book could be used as the class novel for next year and there may be a move away from the WALT approach to develop more independent learning in Year 6.</p> <p>The Principal reported that the children were writing more, and staff felt they had lots of evidence for Writing assessment.</p>	
5.	<p>Governance</p> <p><u>Link Governor Reports</u> The SEND link governor noted that they had not scheduled a meeting due to the absence of the SENCO.</p> <p>Ms Croft had a meeting scheduled with Mr Flitcroft.</p> <p>Governors volunteered to support SATs week: Monday 12th May – K Smithson Tuesday 13th May – A Croft Wednesday 14th May – A Croft Thursday 15th May – A Wilde</p> <p><u>Training (previously distributed)</u> CYC Training schedule provided for information.</p>	
6.	<p>Finance</p> <p><u>Charges for Hiring of Facilities (previously distributed)</u> Resolution: Governors approved the Charges for Hiring of Facilities.</p> <p>Challenge: A governor questioned the practicality of hiring the site on weekends given the staff time needed to open and close. The SBM reported that the advert for a Site Manager had been amended but had so far not had any potential applicants.</p> <p>Challenge: Governors noted concern that the SBM and Principal had to spend their time unpaid on weekends to open and close the building.</p>	
7.	<p>Policies for Review There were no policies for review.</p>	

9.	Any Other Business <u>Sexual Harassment Prevention Duty Briefing Notes for LGBs</u> (previously distributed) Governors confirmed they had read the update. <u>Pensions</u> Governors commended the positive actions to support staff having time to speak to a Pensions expert. The Principal explained that she would like to facilitate the opportunity for support staff.	
10.	Vision and Values – does governor business reflect / impact the Vision and Values <i>(previously distributed)</i> Governors reflected on how governor business supported the Vision and Values.	
11.	Future Meetings / Diary Dates <i>(previously distributed)</i> Monday 14 th July 2025 12.45pm	
Meeting closed at 12noon		

Approved by governors at LGB on 14th July 2025.
Approval

CARR JUNIOR SCHOOL
Action Plan
Monday 31st March 2025

	Action	Item	Who	When
1.	Share year group summaries with governors.	3	Principal	April 2025
2.	Safeguarding link governor to meet with the Principal.	3	Kelly Williams / Principal	May 2025

July Meeting:
SATs Results