



# St. Mary's Catholic Primary School

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Headteacher Mrs Alison McDonald

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## Minutes of the Governing Body Visit Review Held at the school on Thursday 4<sup>th</sup> October 2018 @ 3.30pm

**Present:** Mrs Alison McDonald (AMc) [Headteacher]

Mr Andy Brumby (AB) (Chair)

Mrs Jane Bond (JB)

Ms Kathryn Evans (KE)

Mr Dan Rogerson (DR)

Mrs Natalie Cowling (NC)

Mrs Lucy Draycott (LD) from 3.35pm.

*Quorate - 3*

**Clerk:** Mr Nick Rich.

### Start – 3.30pm -

### Action By

#### Governor Visits.

The Chair expressed thanks to all staff and children for their time that afternoon.

DR reported he had looked at children's work books and observed writing throughout the school.

Year 6 had been working on their current topic, the First World War.

Year 1 had been working on Fairy stories and DR explained he had been impressed at how much they had known about the books and writing in their own words.

Marking policy had been observed to be consistent across the school.

DR had spoken to some children in year 6 and year 5 about their reading, all had been aware of their banding and range of books they could select from. 10 questions to be asked and understood how they worked.

Resources had been utilised well by teachers and there were a number of items that could be taken by pupils from wall displays to their desks, and other aspects reflected on the walls to refer to.

Year 5 had been writing a report about Catherine Howard, and DR reported on what a positive feel he had been given overall about the school

Q1- Did you think Catherine Howard was History with some literacy, or the other way round?

A – Would have the view that was in the main History, with a format presentation in Literacy.

JB added that following her observations regarding the 1<sup>st</sup> World war, the use of subordinate conjunctions had involved literacy, although the main issue had been around should teenagers be sent to war and the moral dilemmas of the situation,

therefore bringing in the SMSC aspects.

DR referred to the greater emphasis on writing as he had observed.

Q2 – The chair asked did you come across any challenge of the children?

A – DR observed that some children had been asked to explore some areas further.

JB referred to the slogan in year 5 which was a very positive aspect (“mistake making, brain stretching”).

Q3 - Is it shared around the school?

A – The Headteacher replied it was.

NC had visited with DR, and observed the questioning of the children around solids liquids and gases, with the children asking questions also. NC added it had been a useful experience to see the wider school at work also.

Q4 - Any surprises?

A – The worry pots in the classrooms for the children to use, which may help with any safeguarding issues.

NC reported that Year 1 was well set out, with questioning aspects on the displays to support children in asking questions.

Q5 - Where were they?

A – Clearly displayed for the children.

KE reported on her Early years visit where she had observed group work, and some 1-2-1 work. Reception class had been working on Homes and houses, exploring the types of house, and different family structures.

KE had asked about how staff were pushing and challenging more able children, which was brought about more through the staff knowledge of children and how to challenge, rather than specific more able children.

KE referred to the speech therapy requirement for some of the children.

AB referred to the question of who the more able children are and how are they identified.

JB referred to the venue in reception and lighting being of a low level.

KE observed the transition from reception to year 1 had worked well overall, which had been based on feedback and the moderation work that had been undertaken.

KE observed that the Tapestry system had not been running for 3 days. AMc to take forward.

Q6 - Is geography as a topic not part of this term?

A – AMc explained it was being taught although in different pockets of the curriculum.

AMc

Q7 – Did you see a timeline in any classroom?

A – JB observed they had not seen any.

NC added about aspects about the history of the school to be displayed which may be interesting for all.

JB had observed maths and noted books were well marked, consistent and a number of displays in classrooms were clear and related to specific topics. JB commented on the RE elements and the books used by the children as being well presented.

JB reading record in year 1 with a clipboard to check if each child had read at home?

DR had questioned the use of the record, and had been shown the detail where there were patterns of activity and other-wise.

Governors discussed the love of reading and the promotion of reading, with the idea of a book review session seen as one area to consider.

Q8 - Are there children in the school who have never been to a library or bookshop?

A – Some have used the local library, with other options of visiting bookshops considered.

AB referred to his visit regarding disadvantaged children, and the Pupil Premium (PP) children and the focus at the school. AB commented the outcomes for PP children in 2018 had been the best ever, and had looked at data analysis and groups within groups such as more able PP children which were being monitored. CAST policy on strategy for PP was consistent with the SDP and documentation referenced SDP and SEF.

AB reported there had been some aspects questioned.

School had been allocated £50k to support, it seemed to be that spending equated to £11k lower. LD added it had been allocated to wider issues such as accelerated reader resources, or other factors which would arise during the coming year.

Barriers to learning – Having been to CAST conference regarding PP, AB had seen that the language used at the school to describe those barriers was very specific. It was clear that leaders have a clear picture of what it meant to be disadvantaged in this part of the world.

Q9 - AB referred to the PP boys and how they performed in comparison to other non- PP boys.

A – AMc referred to them being part of other groupings such as SEN. It was difficult to see.

AB commented that interventions did not get them over the line, it was people and the appropriate skills and engagement to the support.

DR observed that in the marking evidence of children wanting to achieve more, and in their discussions with each other, they related to the subject. There was evidence of collaboration and collective problem solving.

<p>AMc referred to the element of “modelling” which worked very well. LD explained the concept of “modelling”, which referred to the children viewing the thought process behind a given subject or situation, which helped them with being able to form their own solutions.</p> <p>AB referred to meta-cognition work and the strategies around learning and processes adopted with the children.</p> <p>DR referred to Catholic life, and the modelling aspects such as class trips to Mass and the opportunities to talk to others about their faith.</p> <p><i>Health and Safety.</i> JB referred to an issue in Year 2, where there were free wires, if they could be corrected.</p> <p>AMc informed governors of the CAST meeting on 14<sup>th</sup> November, 4.30pm – 5.30pm for new governors. Governors meeting from 5.30 – 7pm.</p> <p><i>LD and DR left the meeting at 4.30pm</i></p>	AMc
<p><b>Pay issues/Staff Requests.</b></p> <p><i>Part 2 minutes 4.30pm- 4.50pm</i></p>	
<p><b>Dates of Future Meetings</b>  Monday 12th November 2018 4pm  Monday 14th January 2019 4pm  Monday 11th March 2019 4pm  Monday 20th May 2019 4pm  Monday 1st July 2019 4pm</p>	

Meeting ended – 4.50 pm.

Signed ..... Dated .....  
Chair of Governors