



# Carlton Miniott Community Primary School

## Minutes of a Full Governing Body Meeting Thursday 17<sup>th</sup> November 2016 at 6pm

### Governors Present:

Pat Almond; Anita Amesbury; Mark Brett; Steve Crocker (Head); Chris Dale (Joint Chair); Alison Flouri; Liz Foster; Nick Hall (Joint Chair); Laura Mallett; Simon Hepburn; Will Jagger.

### Others:

Sue Nicholson (Clerk); Julie Doyle (Senior Clerk)

### Actions Required from these Minutes

Ref No	Year 15/16	Subject	Person	Details
1	6.10	Governor Training Logs	Clerk	Arrange for a Governors Training Log File for completion by Governors when attending FGB
2	1.14	Free school / Funding	NH	Action: Agreed that NH would seek information on the 106 money.
3	1.18	Work planner	Clerk	Send to all Governors
4	2.10	Committee Reports	Chair	Provide 3 year projections
5	2.11	Safeguarding	Chair	ACTION: Finance and Staffing committee to review Complaint Policy and Code of Conduct
6	2.13	Head teachers Report	Head	Amend / clarify the data information
7	2.14	RAISEonline data	All Gov	Questions on data to SDC
8	2.19	Governor Newsletter	WJ	Collate and produce this work.

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the Headteacher to account for the educational performance of the school and its pupils;
- c. Overseeing the financial performance of the school and making sure it's money is well spent

**FGB  
16/17**

### PART 'A' – PROCEDURAL

**Ref  
No**

2.1

#### Welcome and Introduction

The Chair (CD) welcomed everyone to the meeting which started at 6:10pm. The Chair introduced the new Staff Governor, Lorna Mallett and Senior Clerk to Governors, Julie Doyle who had been invited in respect of doing work on quality assurance for the Clerking Service.

The Chair thanked MB for the Alannbrooke Barracks hospitality for this meeting.

The Clerk confirm the results of the recent Parent Governor elections with the three



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		<p>previous Governors being re-elected:</p> <ul style="list-style-type: none"> <li>• Chris Dale</li> <li>• Nick Hall</li> <li>• Simon Hepburn</li> </ul> <p>Governors were advised that they could elect a new Chair and /or vice but they were happy with the current Leadership. Governors were also informed that the Chairs and Vice had agreed to stand until September 2017 and that some succession management for these roles would be required before the date specified.</p>																																				
2.2		<p><b><u>Apologies for absence</u></b> There were no apologies as all Governors were present.</p>																																				
2.3		<p><b><u>Declaration of interests</u></b> None declared</p>																																				
2.4		<p><b><u>Urgent / Confidential Items</u></b> Nothing declared</p>																																				
		<p><b><u>Presentation</u></b> (See notes at the end of minutes)</p>																																				
2.5		<p><b><u>Approval of Minutes from the 5<sup>th</sup> July 2016</u></b></p> <p><b>GB Agreed: That the Minutes held on the 22<sup>nd</sup> September 2016 were a true and accurate record of the meeting.</b></p>																																				
2.6		<p><b><u>Matters arising</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Ref No</th> <th style="width: 5%;">Item</th> <th style="width: 15%;">Subject</th> <th style="width: 10%;">Person</th> <th style="width: 35%;">Details</th> <th style="width: 20%;">Action</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.2</td> <td>New Governors</td> <td>Clerk</td> <td>Send out Welcome packs</td> <td>Completed</td> </tr> <tr> <td>2</td> <td>6.10</td> <td>Governor Training Logs</td> <td>Clerk</td> <td>Arrange for a Governors Training Log File for completion by Governors when attending FGB</td> <td>To be completed next week when clerk visits the school. Arrange suitable day with Head</td> </tr> <tr> <td>3</td> <td>1.10</td> <td>Parent Elections</td> <td>Head</td> <td>Action: Head would arrange for that to be organised as soon as possible.</td> <td>Completed</td> </tr> <tr> <td>4</td> <td>1.13</td> <td>Safeguarding</td> <td>Head</td> <td>Add 'Keeping Children Safe in Education 2016' on the Website</td> <td rowspan="2">This is on the Website. Shared folders are now in place and training will be organised to access</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td>Organise with Mrs Hudson a share file for Governors</td> </tr> </tbody> </table>	Ref No	Item	Subject	Person	Details	Action	1	1.2	New Governors	Clerk	Send out Welcome packs	Completed	2	6.10	Governor Training Logs	Clerk	Arrange for a Governors Training Log File for completion by Governors when attending FGB	To be completed next week when clerk visits the school. Arrange suitable day with Head	3	1.10	Parent Elections	Head	Action: Head would arrange for that to be organised as soon as possible.	Completed	4	1.13	Safeguarding	Head	Add 'Keeping Children Safe in Education 2016' on the Website	This is on the Website. Shared folders are now in place and training will be organised to access	5				Organise with Mrs Hudson a share file for Governors	1
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<b>2</b>	6	1.14	Free school / Funding	NH	Action: Agreed that NH would seek information on the 106 money.	NH still trying to locate relevant documents
	7	1.16	SDP	All Governors	Action: Governors to read and respond before 30 <sup>th</sup> Sept with issues.	Completed
	8	1.18	Work planner	Clerk	Send to all Governors	Clerk to email new planner to Governors to discuss in SDC
	9	1.19	Pay Policy Review	Head / CD / AF	Arrange date to review Pay Policy before next F&S Committee	Approved
	10	1.20	Policies	Clerk	Add to next Agenda - Review Child Protection Policy	On Agenda

**3**

2.7	<p><b><u>Governor Visits</u></b></p> <p>1. <b><u>AF</u></b> Governors were provided with a verbal report with the assurance that a written report was to follow. AF stated that she had attended a Yr6 class and was pleased with a number of factors seen:</p> <ul style="list-style-type: none"> <li>• Reading / Maths <ul style="list-style-type: none"> <li>- Quality of concentration and work being done</li> <li>- Atmosphere was of learning</li> <li>- Abacus Maths scheme being used to good effect</li> <li>- TA planning for the 2 pupils working below expectations</li> <li>- Space available since the new build completed</li> <li>- Feedback from children: <ol style="list-style-type: none"> <li>1. Felt more grown up with the new readings / books</li> <li>2. Teacher was Fab</li> <li>3. Challenged</li> </ol> </li> </ul> </li> </ul> <p>2. <b><u>MB</u></b> A verbal report from an Yr4 visit with a written report to follow. MB stated that it was an interesting visit and he had been pleasantly surprised with work and learning being done.</p> <ul style="list-style-type: none"> <li>• Create play (puppets dialogue)</li> <li>• Pupils were engaged with activity</li> <li>• Behaviour was good</li> <li>• Enthusiastic to learn</li> </ul> <p>The Governor had been impressed with the buddy system.</p> <p>The Head commented that this was part of the school plan.</p> <p>MB had also visited on another occasion in respect of school security which was good and a written report was follow.</p> <p>3. <b><u>PA</u></b></p>
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	<p>The Governor stated that she had continued her usual weekly visits which include seeing various classes being taught Maths.</p> <p>4. <u>CD</u>          The Governor had attended at lunch time to check the meals which he had been very pleasantly surprised.          The Governor had sat in an Yr1 music lesson with Mrs Jackson and the teaching was good and the children were obviously enjoying the lesson.</p> <p>The Head commented that this was the first year that the teacher had taught music to this age group and that she had made a lot progress with them over the year.</p> <p>5. <u>LF</u>          The Governor had attended a Music staff appointment which was very well organised and was impressed with the whole procedure.</p> <p>The Chair reminded all Governors to complete written reports asap.</p> <p>The Head thanked all Governors for their visits.</p>	
2.8	<p><b><u>Governor Vacancies /Succession Planning/ Training / Objectives</u></b></p> <p>1. <u>Vacancies</u>          The Chair stated that the Governing Board had a vacancy at present that for a Co-opted Governor. Governors were also reminded again of the need to start succession planning for a new Chair and Vice in Sept 2017.</p> <p>2. <u>Training</u>          The Head stated that previously Governors had indicated that they would all benefit from further and better training sessions. LF had offered to look into what was available in this respect:</p> <p style="padding-left: 20px;">a) Governors were provided with a list of training ideas that LF had acquired from National Governors association, NYCC and Modern Governor. The list consisted of 7 different subjects broken down into various topic that was suitable as a training session. A list of presentation subjects were also provided.</p> <p style="padding-left: 40px;">Governors were invited to email the Head with their preference and he would try and Get one training session organised per term specifically for Governors</p> <p>3. <u>Objectives</u>          A number of objectives were discussed including Governor action plans and the Chairs indicated these were to be discussed in the various committees.</p> <p>Governors needed to have a clear understanding of their role on the Governing Board (GB). The Chair continued to state that school was presently rated as Good but wanted them to move towards to being Outstanding. The Chair was aware that pupil achievements were required but the GB role in Leadership was also a major factor in the school achieving an Ofsted Outstanding rating.</p>	



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	<p>A Governor commented that since the RAISEonline Data training has certainly made the understanding of the data clearer. The Head also commented that Governors knew and understood the data which allowed the GB to make correct decisions. The Chair commented that the data provided the building blocks for a new way ahead and that the Data painted a picture of the school. The Head also advised Governors that they could identify if the data was showing a one of year dip or if this was a problem throughout and needing action.</p> <p><b>Question: Will we get information from RAISEonline every term?</b>          Answer: The Head gave Governors the basic outlines from the data and any further training or initiative required would be included in his termly report. Separated data reports would be presented to Governors at the appropriate time.</p> <p><b>Question: What if we need more information from the data?</b>          Answer: We would clarify what Governors required and if further training was required.</p> <p>Governors discussed the different trends and questions the data raised. The challenges that are needed to clarify the data and the link via the teaching Alliance. Governors discussed the new teaching and learning processes that are happening in the classrooms from the school development plan</p>	
2.9	<p><b><u>Governing Body Action Plans</u></b>          See above 2.8.3</p>	
2.10	<p><b><u>Committees Feedback:-</u></b> (See Documents)</p> <ol style="list-style-type: none"> <li>1. <b><u>School Development Committee (SDC)</u></b>              Governors had been provided with minutes from two meetings. The Chair of the committee gave a verbal account of the highlights from both meetings on the 29/9/16 and 10/11/16.               The Chair of the SDC recommended Governors to get involved with the next book scrutiny because it would help with their understanding of the data.</li> <li>2. <b><u>Premises and Health and Safety</u></b>              The Chair of the committee gave a verbal account of the highlights from the meeting on the 10/11/16.               The Head briefed Governors on a situation that had occurred at the drop off layby outside school. This situation was over a couple of days and involved the Counties Parking attendants when the drop off Zone had to be suspended for a few days until a policy had been agreed between HT and Parking Attendants. This had allowed the drop off Zone to start up again. It was nothing to do with the safeguarding policy. Parents had been made aware of the serious nature of not complying with the current safeguarding policy. A positive outcome had been received from parents.</li> <li>3. <b><u>Finance and Staffing Committee</u></b></li> </ol>	<b>4</b>



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	<p>The Chair of the committee gave a verbal account of the highlights from the meeting.</p> <p style="text-align: center;"><b>ACTION: Chair to provide 3 year projections for next FGB</b></p>																																								
2.11	<p><b><u>Safeguarding</u></b></p> <p>The Head stated that all staff had seen and read the new Child Protection Policy and that training was up to date with the Head being the Delegated Safeguard Lead. Staff had been given the update to the staff policy that had been agreed by Governors.</p> <p>The Head advised Governors that the relevant policies were in place but some had been highlighted as needed updating:</p> <p style="margin-left: 40px;">b) General Complaints</p> <ul style="list-style-type: none"> <li>• Finance &amp; Staffing Committee for approval and then ratified at FGB.</li> </ul> <p><b>Question: Are all volunteers requires to sign up to Code of Conduct?</b></p> <p>Answer: No Volunteers get safeguarding information and complete the safeguarding and Prevent training courses but we don't make them sign up to a code of conduct.</p> <p>Governors then discussed how this would work with visits.</p> <p><b>ACTION: Finance &amp; Staffing Committee to review Complaint Policy and Code of Conduct</b></p>	5																																							
2.12	<p><b><u>Academy Status</u></b></p> <p>Governors were provided with a short report and were verbally briefed by MB on the current status of the working group and the objectives that had been achieved and anticipated timeline. Governors discussed the reasons for the consideration of moving towards an Academy and all Governors agreed that it was about improving the education or the pupils and being in charge of the schools own destiny.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Date</th> <th style="padding: 5px;">Action</th> <th style="padding: 5px;">Status</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Oct 2016</td> <td style="padding: 5px;">Working group members confirmed</td> <td style="padding: 5px;">Completed</td> </tr> <tr> <td style="padding: 5px;">Oct 2016</td> <td style="padding: 5px;">TOR</td> <td style="padding: 5px;">Completed</td> </tr> <tr> <td style="padding: 5px;">Oct 2016</td> <td style="padding: 5px;">MAT Information</td> <td style="padding: 5px;">Completed</td> </tr> <tr> <td style="padding: 5px;">Oct 2016</td> <td style="padding: 5px;">Objectives</td> <td style="padding: 5px;">Completed</td> </tr> <tr> <td style="padding: 5px;">Nov 2016</td> <td style="padding: 5px;">Meetings with Trusts</td> <td style="padding: 5px;">Pending</td> </tr> <tr> <td style="padding: 5px;">Jan 2017</td> <td style="padding: 5px;">Assessment of Trust</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Feb 2017</td> <td style="padding: 5px;">Select Trust</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Mar 2017</td> <td style="padding: 5px;">Brief FGB / {Parents / Staff</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Mar 2017</td> <td style="padding: 5px;">Final Trust Agreed by FGB</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">April 2017</td> <td style="padding: 5px;">WG to move forward with agreed Trust</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">May 2017</td> <td style="padding: 5px;">Confirm timeline to MAT</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">May 2017</td> <td style="padding: 5px;">Complete initial Decision with MAT</td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p><b>Question: When do we have to consult Parents and other stake holders?</b></p> <p>Answer: When the Governing Board have decided the way forward regarding the MAT that</p>	Date	Action	Status	Oct 2016	Working group members confirmed	Completed	Oct 2016	TOR	Completed	Oct 2016	MAT Information	Completed	Oct 2016	Objectives	Completed	Nov 2016	Meetings with Trusts	Pending	Jan 2017	Assessment of Trust		Feb 2017	Select Trust		Mar 2017	Brief FGB / {Parents / Staff		Mar 2017	Final Trust Agreed by FGB		April 2017	WG to move forward with agreed Trust		May 2017	Confirm timeline to MAT		May 2017	Complete initial Decision with MAT		
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	<p>we wish to join. Once we have applied to become part of a MAT there will be a process to follow that will include consultations with stakeholders. The process of converting takes about 9 months to complete.</p> <p>A Governor commented that they needed to be transparent with parents after the decision in January.</p> <p>The GB was informed that the three MAT are:</p> <ul style="list-style-type: none"> <li>c) Elevate</li> <li>d) Ebor</li> <li>e) Enquire</li> </ul> <p>Governors continued to discuss the way forward after May 2017</p>	
2.13	<p><b><u>Headteachers Report</u></b> (Document)          The Head had provided Governors in advance of the meeting with the opportunity to see and read the Report.</p> <p><b>Question: Can you be specific about the absent percentages for the SEN pupils?</b>          Answer: There figures relate to two children and there is information for both children regarding there absent details.</p> <p><b>Question: In the PP figure in both reading and writing Yr 5 the details are exactly the same?</b>          Answer: The Head stated he would check and advise Governors.</p> <p><b>Action: Head to amend / clarify the data provided to Governors</b></p> <p><b>Question: Are you going to flag the spelling termly?</b>          Answer: We will be tracking Maths and Spelling thoroughly and will report to Governors on a regular basis.</p>	6
2.14	<p><b><u>RAISEonline and Inspection Dashboard Data</u></b>          The Head provided Governors with a report at the meeting and gave a short verbal account presenting the information on the school strengths and weakness that needed highlighting:</p> <p style="margin-left: 40px;"><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• KS1 disadvantaged group attainment above national average</li> <li>• Expected standards in phonics above national average</li> </ul> <p style="margin-left: 40px;"><u>Weakness</u></p> <ul style="list-style-type: none"> <li>• KS2 Maths significantly below national average</li> <li>• Boys progress KS2 below national average</li> </ul> <p style="margin-left: 40px;">The Head continued to brief Governors on:</p> <p style="margin-left: 40px;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>• No KS2 lower achievers</li> </ul>	



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- Middle achievers less than national average
- Higher achievers better than national figures

### Writing

#### KS1

Overall more children than average reached the national average. Just below the national average achieved in greater depth

#### Disadvantaged child (1)

The child is emerging from Reception and expected to achieve at the end of KS2

### Maths

#### KS2

- No Lower Achievers
- Middle achievers 22 children reached expected standards
- 75% reached the expected level

#### Disadvantaged

- Lower achievers only one child reached national standards
- Middle achievers only one child reached national standards
- 

#### KS1

- Lower 5 children none reached the expected level
- The number of the middle children achieving reached the expected level which was just below the national average.
- Higher 1 child did not reach the greater in depth target

The Head continued to inform the status between boys and girls progress

- Girls at the end of KS2 last year made better progress than boys in all subjects.

Governors were advised that this would be fully discussed in the SDC and that any questions after they had thoroughly read the data information should be referred to the SDC.

### **Action: To be discussed and referred to SDC**

### Targets

The Head provided Governors at the meeting with the current targets data. Governors were informed that some of the targets were aspirational for 2016 /17 but wanted the pupils to be challenged and to reach for that growth. The figure show the school well above national targets.

### **Question: How do you set the targets?**

Answer: We look at each child and they are linked into the percentage expected for each year group.

### **Question: Yr 4 for 2015/16 appears to be low?**

Answer: They were because they had not covered all the curriculum in previous years when



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	<p>the new curriculum was reset.</p> <p><b>Question: Who sets these targets?</b>          Answer: The Head confirmed that he set the targets but the new curriculum was not known when the targets had been set last year and it had a massive impact on that years progress.</p> <p><u>Absent Rates Targets</u>          The 15/16 rate was set at 3.37%</p> <p>Governors discussed the level the absent figure should be set at:          16/17 rate 3%</p> <p style="text-align: center;"><b>Agreed by all Governors</b></p>	
2.15	<p><b><u>Admission arrangements</u></b>          The Head advised that the NYCC wanted the school to set the reception intake figure at 30 rather than 28.</p> <p>Governors discussed the reasons behind this decision and found the reasoning acceptable.</p> <p style="text-align: center;"><b>Governors Agreed to the Admission figure of 30 children</b></p>	
2.16	<p><b><u>Pupil Premium &amp; Sports Premiums</u></b>          The Head informed Governors of the new requirement to have a Pupil Premium strategy on the school website at the start of the academic year.</p> <p>The Head had prepared a Report showing the information and detail that would be required for the future. Governors were informed about how this may change the way the income from PP is used.</p> <p>Governors discussed how the new regulations effected the staffing arrangements including:</p> <ul style="list-style-type: none"> <li>• Maths teaching across the school</li> <li>• Yr2 TA requirement</li> </ul> <p>Due to this the Head wanted to be allowed to allocate £10K from the budget to implement the extra support outlined in the pupil premium strategy.</p> <p>The Chair reminded Governors that the school had a health budget</p> <p style="text-align: center;"><b>Governors Agreed</b></p>	
2.17	<p><b><u>SEN - Update &amp; achievements of children on SEN register</u></b>          The SEN Governor stated that the school had a good SEN policy that worked really well. The Governor had no further information for the GB at this stage.</p>	



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2.18	<p><b><u>Policies</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Child Protection Policy</u></b> Governors had read in advance the policy with no questions required. <b>Governors Agreed</b></li>   <li>2. <b><u>Teaching and Learning Policy</u></b> Governors had read in advance the policy with no questions required. <b>Governors Agreed</b></li>   <li>3. <b><u>Pay Policy</u></b> Governors had read in advance the policy with no questions required. <b>Governors Agreed</b></li> </ol>	
2.19	<p><b><u>Agree items for newsletter</u></b> Governors agreed that the content of the letter should reflect who they were, any vacancy and what they had achieved during the last year.</p> <p><b>Action: WJ to collate and produce this work.</b></p>	<b>8</b>
2.20	<p><b><u>Christmas Arrangements</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>School Events</u></b> Christmas Choir event Christmas lights</li>   <li>2. <b><u>Staff and Governor Christmas event</u></b> Governors to help staff with the decorating of school 29/11/16.</li>   <li>3. <b><u>Christmas card for staff</u></b></li> </ol> <p><b>Action: Chair to organise</b></p>	
2.21	<p><b><u>Correspondence / Thanks</u></b> No Correspondence</p> <p>The Chair formally thanked MB for making the venue arrangements and for JD attending.</p>	
2.22	<p><b><u>AOB</u></b> Nothing declared</p>	
	Meeting ended at 8:40pm	

Signed .....

Dated .....



# Carlton Miniott Community Primary School

## Presentation

by

Lorna Mallett

### Monitoring and Collating of Literacy

Governors were informed that due to the recent results her role was to improve, monitor and collate all Literacy work being taught across the school.

1. Improve Reading
  - Action this across the whole school
  - Purchase of a KS1 phonics scheme
2. Change the working practices of the TAs
  - Monitor the grouping (usually 2) in each class
  - TA's launch of reading and follow up task

Governors were advised the staff and pupils had really engaged with the scheme in all classes.

The expectations of reading, in particular the stamina required for test as increased and is developing. Pupils are able to read longer passages and are able to present and follow the task because of that additional stamina.

Books that are being read have far chunkier text passages. However the feedback from parents is positive. The school had invested in quality books for the future.

We have made changes to the planner to support parents in getting more involved and getting parents involved with them.



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The school is getting reading for pleasure in each classroom with their own library with appropriate reading and recommended reading material. We had comfy cushioned areas for children to sit and read and enjoy that setting. Children appear to be buying into the scheme.

Governors were advised that no reading test had been done since the new scheme but the school was expecting when tests were completed before the end of term.

### Spelling

This is now part of the writing assessment.

We are also investing more quality time in spelling and reading. Pupils are spelling 4x per week and this is being done across the whole school. The profile of spelling has been raised and we celebrate the success of pupils in assembly.

All books are marked for spelling in all subjects.

### Long Term Plan

The long term is to map grammar into all aspects of the school plan.

#### **Question: How are the TAs reacting to the new way and is training needed?**

Answer: The TAs are embracing the new way and the roles they play. Most TAs already have the required knowledge but training is available.

#### **Question: Has this helped increase achievement and greater depth?**

Answer: There has been more reading work done and also an increase in comprehension work.

#### **Question: Do you have a wish list for additional reading material?**

Answer: I understand that Mrs Amesbury has a wish list but we do have some good quality books already.

A governor commented that it sounds like a very exciting project.

#### **Question: How are you monitoring the scheme?**

Answer: Through learning walks and book scrutiny.

#### **Question: Who has the responsibility in ensuring the TAs are delivering the project correctly?**

Answer: Individual Teacher. They are leading the activities and learning objectives. However, the TAs all have a good idea about what is required. We monitor and this is a long term plan with hopefully some quick wins also.

#### **Question: How are appraisals being tackled to ensure monitored?**

Answer: We are aware of this and are looking for ideas to ensure performance is scrutinised.



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**Question: Do teachers get a chance to watch and learn in other classes?**

Answer: Yes this is promoted throughout the school and learning is cascaded within the school.

A Governor stated that they had observed the new reading scheme in Mrs A class. The pupils had commented that they felt more grown up with this reading system.

**Question: What has been the reaction of parents?**

Answer: Very positive

**Question: Has this new reading scheme replaced any other learning?**

Answer: No we have always had the 30 mins reading time. We are just delivering it differently.

The Chair stated that any feedback should be put on the website. He continued by stating that has a parent he was aware of the changes and it had been a positive reaction from his child.

The Chair asked the Head if there was any resources that may be useful to purchase. The Head confirmed that at this stage it was about understanding the changes and getting pupils to understand about the subject matter they are reading about which in turn makes understanding far easier. He would look into any resources that may be suitable for the school in the future.