

# Carr Infant School

## FULL GOVERNING BODY MEETING

Minutes of the Meeting held on Wednesday 11<sup>th</sup> March 2026 at 5pm via Google Meet

**Present:**

Matt Oxley (Headteacher)	Val Atkinson
Charlotte Crabtree (Chair)	Helen Slater
Jessica Hobson	Rosie Hunter
Sophie Reading	
Rachael Medley	

**In Attendance:** Maryam Karbani (Clerk)  
Amy Whiting (Associate Member)  
James McGann (Executive Principal)

						Action
1.	<b>Apologies for Absence and Declarations of Interest</b> The Chair welcomed everyone to the meeting. Apologies with consent were received from Paul Mizon, Nicola Fowler and Amy Hanson. There were no declarations of interest.					
2.	<b>Minutes of the last Meeting held on the 9<sup>th</sup> December 2025 and the EFGB Meetings held on the 26<sup>th</sup> January and 11<sup>th</sup> February 2026</b>  <b><u>The minutes were agreed as a true and accurate record of the meetings and were noted as approved.</u></b>					
3.	<b>Action Points and Matters Arising from the Minutes</b>					
	<b>Action</b>	<b>Item</b>	<b>Person(s) Responsible</b>	<b>Update</b>		
1.	Confirm Amy Whiting appointment as associate member for either one or four years	1.	Clerk	Completed		
2.	Complete Safeguarding and Prevent Training	4	Govs	Carry forward.		
3.	Email agenda pack and acronyms to new governors	5	Clerk	Completed- Email sent 12.12.25		
4.	Query SFVS docs and deadline	8.	JD	Completed		
	Regarding <b>Action Point 1</b> , Governor unanimously agreed to appoint Amy Whiting for the term of one year.					
	Regarding <b>Action Point 2</b> , The clerk informed governors that only a few people had complete the Safeguarding and Prevent training.					
4.	<b>Academisation Update</b> It was noted that the academisation was in progress and were waiting for a confirmed date for academisation.  <b>A governor asked</b> if there was a formal academy order with the DfE. James McGann informed governors that the process has been taken out of the schools' hands because of the OFSTED					

	<p>grading and the DfE would decide on the academy sponsor and hoped for this to Excel and had no reason as to why it wouldn't be. It was noted the regional commissioner made the final decision.</p> <p>It was noted that staff would be made aware that the school was in the process of academisation.  <b><u>Action: Chair to communicate to staff that the school were in the process of academisation.</u></b></p>	Chair
5.	<p><b>OFSTED Update</b></p> <p>The Chair informed governors that following the OFSTED inspection, the school were placed in 'special measures' and, as a result were required to academise. The communication has been finalised and ready to be issued once the report is published. The DfE were working with the Trust regarding the academisation. The LA were undertaking monitoring at a high level and closely monitoring the school's progress.</p> <p>The Headteacher informed governors the SEF was completed which graded the school against the OFSTED framework. The SEF was shared on screen and the Headteacher informed governors of the following:</p> <p><b>Inclusion</b></p> <p>Inclusion was graded as 'urgent improvement'. Governors were informed that a robust leadership structure was in place, there was a clear structure throughout school which was supported by strong evidence of collaboration with external bodies, and a good culture of external agencies advising on individuals and settings across school.</p> <p>It was noted that some social, emotional, mental health (SEMH) strategies did not consistently enable children to remain regulated and was identified prior to OFSTED which linked to behaviour.</p> <p>There were some inconsistencies in reasonable adjustments for SEND pupils, linked to adaptive teaching, with an expectation that teaching should be adapted to meet learners needs across school. Some changes have been made and the 'I do, We do, You do' and CPD training has been scheduled for the 23<sup>rd</sup> March.</p> <p>The Maple provision was now in place, led by the Headteacher and Pastoral leader to support pupils with regulation. The Sycamore provision was being developed to make it more purposeful and required support from the LA to create an effective SEND space in Early Years and help pupils return to the classroom.</p> <p>The 5-point scale was introduced across school as a tool to support pupils' emotional regulation and to help pupils understand the expectations if they felt dysregulated. Since January there have been five requests for Statutory assessments.</p> <p><b>Curriculum and Teaching</b></p> <p>James McGann informed governors that this area required 'urgent improvement'. Progress was underway with a CPD cycle and staff had a clearer understanding of the purpose and function of 'I do, We do, You do' model as a gradual release approach to teaching. It was noted of the importance of applying EYFS practice to explicit instruction and to strengthen quality first teaching. James McGann highlighted that consistent use of language needed to be embedded across school. James McGann further explained the 'I do, we do , you do' approach</p> <p>James McGann informed governors that the Little Wandle scheme was used for Phonics was embedded across all schools in the Trust. The recommended carousel structure for the scheme which relied on TA's or small groups working independently was paused as it was not supporting optimal reading progress. The school had now adopted a whole class approach, which was well received by staff and was enabling more consistent learning for all pupils.</p>	

The Headteacher explained that the carousel approach caused time management and behaviour challenges. Using a whole class approach, children were accessing more ambitious texts, were more focussed, and was working well particularly for vulnerable children.

**A governor asked** whether ambitious texts challenged the high achieving readers and how pupils who found the texts difficult were supported. James McGann explained that the reading carousel was challenging with limited support, and a whole class guided reading was more appropriate. Teachers guided the sessions for more vulnerable children, while more able pupils worked in pairs, with higher attaining readers modelling reading and aiming towards a bridge between phonics and fluency.

James McGann informed Governors the White Rose Maths scheme was used across all Excel Learning Trust schools. Typically, children were provided with workbooks to complete, however at the school, staff were currently photocopying selected elements, with teachers setting challenges matched to pupils' abilities.

The school planned to move towards workbooks and provide CPD to support greater independent challenge, while some pupils would require additional support. This approach aimed to avoid a catch-up curriculum. Where a pupil was working two years behind their peers, a discussion would be held with the SENDCo. Using the workbooks would also support teacher workload.

**A governor asked** if the scheme was used by Reception or if there were using the current scheme of NCETM. The Headteacher explained the scheme would be trialled with Reception soon as the approach with the White Rose Maths Scheme was designed to support quicker pupil progress. **In response to a question** the White Rose Maths scheme would be used for Years 1 and 2 initially followed by implementing the same scheme in Reception.

James McGann informed governors that Phonics was a priority. Children were re-writing Phonics graphemes, and the additional practice was making an impact.

### **Achievement**

Achievement was graded as 'urgent improvement'. Governors were informed that the Phonics outcomes were currently on track to for pupils to achieve between 68-70%. The Phonics screening pass mark was 32/40 and recent assessments showed that 68% of pupils scored 20 or above and were on track to pass.

A small group of pupils were working significantly below this level and discussions would be held with the SENDCo to ensure appropriate support was in place. The Phonics teaching had increased following the introduction of the new scheme.

It was noted additional intervention support has been implemented for children who have currently scored 15+ and 18+ to support a rapid catch up and the school may achieve above the national average.

James McGann informed governors that the current Good Level of Development was 61% compared to 68% nationally, with a particular concern regarding boys' achievement.

**A governor queried** if data was available which was broken down by pupil premium. The Headteacher explained this data was received yesterday and the next steps would be to unpick the data.

**A governor asked** for clarification on which pupils were considered vulnerable. The Headteacher explained that this group included English as an additional language, where attendance was a concern, SEND, young carer, pupil premium, free school meal children and those known or previously known to social services. It was intended to implement a vulnerable learner tracker and identify those who required additional support. This approach also aligned with case sampling expectations within the new framework.

**Action: share the vulnerable data at the next meeting and review the impact and interventions.**

**Attendance and Behaviour**

Attendance and Behaviour was graded as 'needs attention'. The Headteacher noted that staff meetings and CPD have been positive, with staff responding well. Attendance remained a key priority, while the policy provided a clear and structured framework that had supported improvements, there was a continued focus on ensuring pupils' pastoral and emotional needs were not overlooked.

Staff were encouraged to establish consistent morning routines, including having tasks ready and checking in with pupils to support a prompt start to learning. 'Going for Gold' was recognised as one element within a broader strategy, with an emphasis on fostering pupils, motivation, excitement for school, and supporting them as individuals through approaches such as emotional coaching.

The whole school attendance year to date was 92.8% and remained as an area of improvement, however, has increased over the past few weeks with attendance between 94-95%. The persistent absence has reduced to 22% from 27%. The Headteacher confirmed to share the attendance data at the next meeting.

**Action: Share attendance data at the next meeting.**

The Headteacher informed governors that behaviour has been a key driver for school improvement. In spring one, 146 red behaviours were recorded and were mainly due to refusing to follow instructions and violent behaviour. Currently for Spring 2 there were 40 red behaviours highlighting the significant drop and more children were being rewarded for behaviour. Behaviour was now more predictable across school and children were engaging with routines and there was now a focus on teaching and learning as children were more ready and CPD was now being focussed on teaching and learning.

A governor noted that the improved behaviour across school strengthened teacher accountability for outcomes, removing behaviour as a mitigating factor. The governing board would support the plans and actions to ensure outcomes continued to improve.

**Personal Development and Wellbeing**

Personal development and wellbeing were graded as 'urgent improvement'. James McGann informed governors this had not been the focus to date as the school were prioritising one area at a time. Daily circles have been introduced as part of the personal development curriculum, with a focus on online safety and resources from the NSPCC. Monitoring has taken place to ensure consistent implementation including pupils understanding of online safety, awareness of trusted adults and knowledge of the PANTS rule. The school had established intent and implementation and would now focus on measuring impact.

**Early Years**

Early Years was graded as 'urgent improvement'. The Headteacher thanked the Early Years teams for their continued hard work. Staff had focussed on interventions and encouraging language developments. The Early Years lead was working with the Headteacher and Executive Headteacher to review the reading area and this was the first area of focus with regards to continuous provision.

**Leadership and Governance**

Leadership and Governance was graded as 'urgent improvement'. James McGann explained there was no further update other than the school were reliant on external resources and this area would move to the expected standard once the school had academised and the Headteacher was a permanent member of staff.

The Chair highlighted the importance of asking challenging questions.

The Headteacher drew attention the successes in the report informing governors the strengths this term included the implementation of a clear behaviour system, CPD running twice a week and working towards quality first teaching, noting bespoke teaching was in place for those with SEND. A robust attendance strategy was in place and was supporting whole school attendance.

**A governor queried** if the severe absence for the two children were the same pupils over the past three years. The Headteacher explained one related to a child in Early years and one in Year 2 who started in October. James McGann informed governors that regular contact maintained with the families concerned. One of the persistent absentees was on a reduced timetable and attended when required. The other child was on a Child in Need Plan however may progress to Child protection and were in contact with the Local Authority.

The Headteacher informed governors the Cherry provision has now been closed to and the room was now used as a breakout room and for interventions. All children remained in the classroom unless they needed time to regulate. The same process followed within the Maple provision.

**A governor asked** if this change impacted the behaviour in the classroom. It was noted the change has had a positive impact and was evident in the reduction in red behaviour across school however there were individual pockets of challenge and staff were being supported with additional CPD where required.

A sports coach has been employed via Ignite allowing personal development for vulnerable children working three afternoons a week to support children with social, emotional and mental health, building resilience and leadership and will extend to five days a week after Easter.

Staff have been receptive to CPD to support bespoke development of teaching practice and a strong CPD offer would be offered for TA's soon. The school were working with the LA with moving the wrap around care to a different part of the school to create a bespoke area of learning for the most vulnerable learners with an aim to move the children to their usual classrooms.

The Headteacher referred to the next steps informing governors the persistent absence was currently at 22% and moving in the right direction however still a concern. Lateness was also a concern with some children arriving up to one hour late and after the register closed which was then marked as absent for the morning session. Sporadic illness and holidays would be tackled by the attendance protocols and by 'making the school unmissable' framework which had started to take shape.

The next steps for behaviour included improved strategies for pupils to self -regulate within the classroom and staff were undertaking CPD and working with the SENDCo. It was noted the pockets of challenge were with a small number of children and the red behaviour comments were driven by a small group of children highlighting the significant improvement.

**A governor asked** how the school were ensuring that children with good behaviour were not being missed. The Headteacher explained of the reward system in place rewarding children with good behaviour ensuring all children were captured.

**A governor asked** whether support was available in school for the reading challenge where there was limited support at home. The Headteacher explained a process was in place to ensure this was addressed. From the summer term pupils will have the opportunity to attend from 8.30am for additional reading as well as pockets of time during the day to support children with reading. It was noted a member of staff led the morning art provision to support pupil regulation, where this was not required, they provided reading support.

The Headteacher informed governors the Early Years team have been working hard to improve areas of provision by creating a clear criteria for what an area should look like and was overseen by the Early Years leaders.

The Headteacher provided a staffing update informing governors a member of staff had now returned following a leave of absence. One TA left at Christmas and was currently backfilled by supply and one sports coach has been contracted via Ignite Sports.

The Headteacher drew attention to the school development informing governors the school were still below average for Phonics. The data snapshot from Autumn 2 showed just 29% of pupils were on track to pass and anticipated to get the score as close as possible to 80%.

The English Hub intended to visit in a few weeks' time to work with KS1 to further improve outcomes. Children taking books home has been well received and the next step was to ensure the library matched the reading abilities and interests. It was noted a 'love for reading' curriculum would be in place for September to build in wider reading opportunities outside of the allocated reading session and bespoke resources would be in place for the most vulnerable.

**A governor asked** if the families were able to borrow books from the library or were they just reading books to get sent home. The Headteacher explained books in the library were tied to the Little Wandle and aimed for children to take two books home each week, one slightly beyond their ability and one at their reading level.

A governor commented to have a greater volume of books for families to borrow. It was noted there were good resources in the local library.

The Headteacher informed governors with regards to writing, the school had now implemented a letter join handwriting scheme and was being taught in a consistent way across school and was being well received from staff.

The Headteacher highlighted with regards to maths, the school were moving towards the White Rose Maths books to aid workload and raise expectations. The Headteacher explained of a change in routine to ensure children did not sit and wait on the carpet and were consistently engaged in purposeful learning. It was noted the school had trialled the BRAG (Blue, Red, Amber, Green) format for the first time so that staff can communicate clearly about the predictions for pupils.

The Headteacher informed governors of the staffing set across school and senior leadership responsibilities and curriculum leaders. It was noted there were currently 57 first choice and 12 second choice preferences.

The Headteacher drew attention to attendance informing governors the 'Making school unmissable' framework would be further discussed at the next meeting. It was noted the school's highest weekly attendance occurred at the week commencing 2nd March with just under 96% and generally from January the attendance was increasing.

A governor commented on the increase in chickenpox cases and potential impact on attendance and **asked** whether this could be coded differently to avoid affecting attendance figures. The Headteacher confirmed that this was not possible and that all schools experienced the same challenge.

**A governor asked** if attendance was improving or if there wasn't an impact of illnesses. The Headteacher was able to collate data and identify if absence was illness or other factors and confirmed that attendance was increasing. The next steps were to investigate persistent absence.

The Headteacher drew attention to safeguarding and informed governors of the following:

- 8 on Family Early Help Assessment/Team Around the Family/ Targeted support
- 1 interim care order
- 1 special guardianship
- 2 Child In Need (likely to become 3 and one may become a Child Protection)

	<p>The Headteacher noted that Safeguarding was a strength in school, CPOMS was reviewed regularly and implementing actions where required and some families required close monitoring.</p> <p>The Headteacher informed governors that Since the report the 14 days have been lost due to suspensions and was used as a last resort noting violent behaviour was unacceptable.</p> <p>It was noted seven children had earned gold rewards and the Maple classroom now offered children an opportunity to regulate before joining class. The next steps were to focus on teaching and learning as behaviour had improved and ensure children did not revert to poor learning behaviours. There will also be a focus on routines and transitions over the next few weeks.</p> <p>The Headteacher informed governors of two bullying incidents this half term that were both reported and investigated. Both had resulted in a risk assessment being produced to reduce incidents and both were successful. There was one sexualised behaviour reported in December and was followed up appropriately.</p> <p>The Headteacher drew attention to SEND highlighting an increase with EHCP referrals, SEND registers were all updated and external support was in place and ongoing training for staff.</p>	
7.	<p><b>Pupil Premium Progress Update</b> It was noted this would be further discussed at the next meeting.</p>	
8.	<p><b>Safeguarding Update- <i>Previously distributed</i></b> Taken earlier</p>	
9.	<p><b>Self-Evaluation Form (SEF)</b> Taken earlier</p>	
10.	<p><b>School Development Plan 2025/26</b> Taken Earlier</p>	
11.	<p><b>Committee Minutes (previous distributed)</b> Governors acknowledged the minutes from the Resources meeting held on the 11<sup>th</sup> February and governors agreed to organise dates this week for the School Development Committee meeting. <b><u>Action: Governors to arrange dates for the SDC meeting.</u></b></p>	
12.	<p><b>Governor Vacancies</b> The clerk informed governors the following vacancies remained.</p> <ul style="list-style-type: none"> <li>● 1 LA</li> <li>● 2 Co-opted</li> </ul> <p>It was noted the composition was likely to change when the school academised.</p>	
13.	<p><b>Future Clerking Arrangements</b> The Chair informed governors that as the school was in the process of academizing, it was proposed that the clerk from Excel Learning Trust to continue clerking the meetings from April onwards.</p> <p><b>Proposed:</b> Charlotte Crabtree <b>Seconded:</b> Val Atkinson <b><u>Resolved: Governors considered and approved for the Clerk from Excel Learning Trust to continue clerking meetings from April onwards.</u></b></p>	
14.	<p><b>Governor Training</b> Taken in item 2.</p>	
15.	<p><b>Policy Review <i>Previously distributed</i></b></p> <ul style="list-style-type: none"> <li>● Pupil Internet Safety Policy</li> </ul> <p>Subject to one amendment to align the media and management section to the Trust.</p>	

<p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Mobile Device Policy</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Manual Handling Policy</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Bereavement Policy</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Administering Medicines Policy</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Accessibility Plan</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● School Emergency Plan</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● Marking and Feedback Policy</li> </ul> <p>This policy was not approved as this was operational and would be taken back to the Trust.</p> <ul style="list-style-type: none"> <li>● Parent and Carer code of conduct</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <ul style="list-style-type: none"> <li>● SEND Policy</li> </ul> <p><b><u>Resolved: This policy was considered and approved.</u></b></p> <p>It was noted the Parent and Carer code of conduct would be reviewed at the next meeting to ensure it reflected the behaviour policy accurately.</p> <p>It was noted the SEND would be brought back to the next meeting to be further reviewed.</p> <p><b><u>Action: Bring the Parent and Carer policy and SEND policy to the next FGB meeting for review.</u></b></p> <p>The Chair suggested to formally co-opted James McGann to the governing board until formal academisation recognising his valuable contribution and expertise.</p> <p>Governors agreed to appoint James McGann as a co-opted governor.</p> <p><b>Proposed:</b> Charlie Crabtree  <b>Seconded:</b> Val Atkinson.  <b><u>Resolved: James McGann was formally appointed as a co-opted member.</u></b></p>	HT
<p><b>16. Any Other Business</b> Nothing to report.</p>	
<p><b>17. Date and time of the FGB meetings 2025/26 all at 5pm.</b></p> <ul style="list-style-type: none"> <li>● Tuesday 12<sup>th</sup> May- face to face</li> <li>● Wednesday 8<sup>th</sup> July- face to face</li> </ul>	

*The meeting ended at 7.20pm*

**The Minutes of this meeting were approved by governors at FGB on the 12<sup>th</sup> May 2026**

**Action Plan from the FGB Meeting held 11<sup>th</sup> March 2025**

<b>Action</b>		<b>Item</b>	<b>Person(s) Responsible</b>	<b>Date</b>
1.	Complete Safeguarding and Prevent Training	3	Govs	12.05.26
2.	Chair to communicate to staff that the school were in the process of academisation	4	Chair	27.03.26
3.	Share data of the vulnerable children at the next meeting	5.	HT	12.05.26
4.	Share attendance data at the next meeting	5.	HT	12.05.26
5.	Arrange dates for SDC meetings	11	HT/Chair	20.04.26
6.	Bring the Parent and Carer policy and SEND policy back to the next meeting	15	HT	12.05.26

Approved