

**Leadership & Teachers' Pay Committee Minutes 3.5.23**

**ST MARTIN'S CE PRIMARY & NURSERY SCHOOL**

**GOVERNING BOARD MINUTES**

<b><u>LEADERSHIP &amp; TEACHERS PAY COMMITTEE - VIRTUAL</u></b>		<b>DATE:</b>	<b>3<sup>rd</sup> May 2023</b>
<b>CHAired BY: John Clements (JC)</b>		<b>CLERKED BY: Jacqueline Brooks (JB)</b>	
<b>GOVERNORS PRESENT:</b>		<b>Also Present:</b>	
John Clements (JC) Brian Gravenor (BG) Jennifer Elliott (JE) – part Gemma Tozer-Howe (GTH)		Amy Hardinge (AH)	
<b>APOLOGIES:</b>			
<b>Absent without apology:</b>			

***Governor questions are highlighted in grey.***

<b>Agenda Items</b>	
<b>1.</b>	<b><u>Opening Prayer</u></b>  1. Taken by JC.
<b>2</b>	<b><u>Apologies</u></b>  1. JE had sent apologies for the first part of the meeting due to having technical problems with joining the meeting.
<b>3</b>	<b><u>Declarations of Interest &amp; Correspondence</u></b>  1. None
<b>4.</b>	<b><u>Minutes and update on actions from last meeting (21.11.22)</u></b>  1. Minutes (Parts 1 & 2) agreed as accurate – to be signed by the Chair when next in school.  2. All actions have been completed.
<b>5.</b>	<b><u>Feedback from Headteacher on recent lesson observations</u></b>  1. The performance management process was delayed due to work needed on the SEF and tying it in with the data. It had also been delayed by SH's resignation. NP and MT undertook the performance management of their key stage teams, and AH did Jo Stranks (as the partner teacher of NP), NP and MT. AH met with the Early Career Teachers (ECTs) as they fall outside of the standard performance management process. AH explained to the Committee the process used for evaluating the performance of ECTs.

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The Committee agreed to enter Part 2 to discuss performance management in more detail. The Committee then agreed to return to Part 1.

AH reported that all of the performance management had been very positive, and AH had no concerns as to whether teachers would meet their targets this year. Most teachers had a target related to reading, one related to the Model of Great Teaching, and one personal to their own practice.

The Committee noted that some teachers have found it difficult to find the time to observe others' practice, but that they have been encouraged to try and do so.

AH is planning to quality assure future performance management by sitting in on some of the appraisals NP and MT undertake to ensure questioning is consistent. The Committee noted that targets set for NP and MT have been adjusted to better reflect their changing roles.

AH has not yet had an appraisal. JC advised that he would plan with RM as new Lead Governor for Staffing an opportunity to meet with AH to set targets and have a supportive conversation.

JC asked whether it has been possible to identify any changes the school is seeing as a result of implementing the Model of Great Teaching. AH advised that there has been a real shift around professional conversations, giving the example of the curriculum discussions at recent staff meetings. Conversations are very focused and of high quality and reflect on teaching concepts. AH sees this as a significant impact which in turn has a positive impact on the children and their learning.

Another impact from the Model has come from 'not opting out' being embedded more – the expectation that all will join in has now been set, and staff are supporting children to do so. Children are also being well supported through the use of scaffolding, and there is evidence of this being seen in their books.

*(JE joined the meeting)*

Routines are tighter as a result of the 'making the most of every moment' aspect of the Model.

JC asked whether the Model had been adopted universally in school. AH confirmed that it had been, and that if it had not, this would have been identified within the second target evaluation during the performance management process.

JC asked if there had been observable differences to learning behaviour outcomes for children. AH explained that it is difficult to identify exactly what outcomes are attributable specifically to the Model as outcomes could be from a combination of factors. Progress and attainment are really being seen in those groups where teachers are most invested. AH has explored whether approaches to behaviour are consistent across the school and has found that it is. The most significant behavioural issues are outside of the classroom and generally are linked to children who already have relational plans.

There is one more element of the Model of Great Teaching to introduce this term, and this will be followed by planning on how to develop practice further next year.

JC observed that the GB are seeing rigour being exercised more than it has been previously e.g., the emphasis on observing others' practice and sharing observations.

**6.**

#### **Discuss whether teachers are on track to meet targets**

1. AH confirmed that all teachers are in track to meet their targets.

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7.	<p><b><u>Ensure support plans are in place for teachers who are not on track to meet targets</u></b></p> <p>No support plans are needed.</p>
8.	<p><b><u>SEND – feedback from Acting Headteacher on quality of teaching across the school for pupils with SEND: Does it meet the needs of all pupils with SEND? What is the evidence for this?</u></b></p> <p>JC has noticed a very different feel in school and a different approach being taken within Holly class (previously known as the Hub). The Holly class is currently being taught by Ali H in addition to her SENDCo role, which means she is doing two full time jobs. This is extremely challenging, and AH is looking at how time can be released to enable Ali H to have more time for her SENDCo role. In the longer-term, the plan is for an HLTA to be employed to teach in Holly class.</p> <p>AH advised the Committee that despite the challenges, Ali H is doing a great job. AH described there being a phenomenal shift around expectations of learning and progress is being seen. Sessions are very structured and there is a very purposeful feel within class. There has been a significant kickback from some children regarding these changes, but this had been expected. AH advised that despite the kickback, the new approach has still been evaluated as being the right course to take.</p> <p>JP and KB have been very positive about the changes they have seen in Holly and in their own practice. There is a very clear expectation for children to do work, though in very small steps. After seeing two children successfully reintegrate with their main class, more children in Holly are increasingly asking to re-engage with their peers and return to their classes. It was noted that CR has been returned as a 1:1 TA to support a child on a part-time timetable following a suspension.</p> <p>There have been mixed responses from parents to the changes – they have had concerns over the change in staffing. One child is now refusing to come into school, although they had significantly low attendance previously so this issue pre-dates changes in Holly class. The school is working with the EWO and the parents to address this.</p> <p>JC observed that previously the GB had received the view that some of the children could not work in mainstream classes, but now governors are seeing children managing more under the new approach e.g., introducing them back into joining assembly.</p> <p>JE had recently witnessed an episode of a child dysregulating and asked whether incidents such as that are having an impact on the rest of the school. AH advised that the incident JE had seen was not related to Holly class changes and was a child who previously had not had experience of being in school but is now managing to be with their peers. It is not only children in Holly class that can experience challenging times in school.</p> <p>JE asked what feedback had been received from teachers regarding those children who have returned to their classes. AH advised that feedback has been excellent. There have been a few wobbles from those children who are back in their main classes fulltime, but for those accessing their classes for short bursts have, it has been overwhelmingly positive.</p> <p>The Committee then discussed universal SEND provision. It was noted that at the April inset, training was delivered around maximizing TA time, using scaffolding for independence and being outcomes driven. Following requests by TAs for more input, Ali H has met with them and has provided physical resources to support children building independent skills. TAs have now buddied up and there is more sharing of practice. TAs have reported that they are feeling valued. Long term TAs have said they see that the CPD they are receiving has improved their practice. JE recently spoke to HA who was very positive about the training she</p>

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	<p>has received, saying that she felt it supported her recent stepping up to cover a period of MT absence.</p> <p>JC observed that he feels that learning has more structure/shape and that it is developing across the school more broadly. He sees a changing culture in school with there being a greater focus on being held to account.</p> <p>AH's position is that it is possible to facilitate a loving environment for children which still has high expectations for them. TAs have been surprised by what children have been able to do independently since changes have been implemented. The TA team is now working in a less static way and are moving around more to help a greater number of children.</p> <p>BG stated that as the new Lead Governor for SEND, he has been impressed by Ali H's approach, and it is clear to him that she knows what needs to be done. BG is planning to contact Ali H to arrange a time to visit Holly class and observe. With regards to the TA team, BG will be seeking assurance from potential MATs that the TAs will retain their jobs if St. Martin's does choose to join a Trust.</p> <p>GTH advised that as Lead Governor for Data and Curriculum, she is planning for her next visit to focus on TA practice than the teacher element, to observe and be able to confirm what is happening corresponds to what governors are hearing.</p>
<p>9.</p>	<p><b><u>Greater Depth - feedback from Acting Headteacher on quality of teaching across the school for greater depth pupils: Does it meet the needs of all greater depth pupils? What is the evidence for this?</u></b></p> <p>1. Proof of progress tasks are being used with greater depth children, alongside the curriculum. The approach across the school is about developing more greater depth working in classes, rather than having children going out of class to attend external greater depth events. Data shows close monitoring of greater depth children. Questioning is being considered more e.g., asking greater depth pupils more follow up questions to help them think further than their initial response. Jen C is undertaking training around whole class discussion – this will support thinking of all children, but especially greater depth. In Maths, conversations are being had around reason and applying knowledge. 'I See Maths' resources are being used in Years 1-6 to encourage deeper Maths thinking.</p> <p>Writing at greater depth has been identified as a challenge – this is very difficult to both achieve and teach at KS2. This is a current line of enquiry but is being nurtured throughout school.</p> <p>AH has proposed looking at those pupils working at the top end of the expected level and exploring how the school is pushing them to move to being greater depth. This links to the increased expectations that the school is setting for pupils.</p> <p>JC observed that the work being undertaken around greater depth shows creativity, high energy, and innovative thinking from the staff team.</p> <p>JC gave thanks to AH for her energy, belief, and commitment, saying that she was continuing to exceed expectations in her role as Acting Headteacher.</p>
<p>10.</p>	<p><b><u>Election of Committee Chair</u></b></p> <p>1. The Committee agreed to postpone the election of a Committee Chair until the membership of the Committee is stable – RM is to be approached about joining as the Lead for Staffing, and GTH is only a member on a temporary basis.</p>

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<b>ACTIONS FROM THIS MEETING</b>		
<b>Action</b>	<b>Person responsible</b>	<b>Date to be completed by</b>
1. None		

**SUMMARY OF DECISIONS (To be noted by the Governing Board)**

- None.

**SUMMARY OF RECOMMENDATIONS (To be considered by the Governing Board on 22<sup>nd</sup> May 2023)**

- None

**Next meeting: Wednesday, 11<sup>th</sup> October 2023, 6-7pm (virtual)**

**Signed by the Chair: .....**

**Name: .....**

**Date: .....**