

*Leadership & Teachers' Pay Committee Minutes 23.3.22*

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

**GOVERNING BOARD MINUTES**

<b><u>LEADERSHIP &amp; TEACHERS PAY COMMITTEE - VIRTUAL</u></b>		<b>DATE:</b>	<b>23<sup>rd</sup> March 2022</b>
<b>CHAired BY: JASON KNIGHT (JK)</b>		<b>CLERKED BY: Jacqueline Brooks (JB)</b>	
<b>GOVERNORS PRESENT:</b>		<b>Also Present:</b>	
John Clements (JC) Jason Knight (JK) Sam Jamieson (SJ) Liz Kane (LK)		Steph Harvey (SH) – Headteacher	
<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. None
<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 (24.11.21)</u></b>  1. Minutes (Parts 1 & 2) agreed as accurate. The minutes will be signed when JK is in school.  2. Update on actions in Part 1 minutes: <ul style="list-style-type: none"><li>• Action 1: Meet to discuss how the new approaches to performance management can be best monitored by this Committee. This is in process. <b>Action: SJ to take this over from JK.</b></li><li>• Action 2: Bring forward the L&amp;T Pay Committee meeting in 2022 by 1-2 weeks in the GB meetings schedule. <b>Action: JB to complete June/July 2022 when the meetings schedule is set.</b></li></ul> 3. Update on actions in Part 2 minutes: <ul style="list-style-type: none"><li>• Actions 1 and 2 both completed.</li></ul>

**5.**

**Feedback from Headteacher on performance monitoring.**

1. SH advised that the process for performance management has changed. A mid-term review process has been undertaken with the aim of developing individuals' greater ownership of the process and their targets. This sense of ownership got lost during Covid. The review process asked teachers to assess their progress using a scale and to then identify next steps they felt were needed. Their personal assessments are then reviewed, and it is considered whether the evidence supports how they have rated themselves. Staffing changes means that targets for some staff members have changed. SH has been leading CPD in staff meetings and more members of staff are being invited to participate. Greater dialogue across the key stages is being encouraged by AH, NP and MT.

JC asked who is reviewing the evaluations.

Key Stage leaders are doing the classes in their area and SH is reviewing those for the SLT.

SJ asked what level of shared understanding there was across the teaching team regarding the scale ratings – was this agreed with teachers prior to the review to ensure consistency for calibrating results?

SH advised that a scale of 1-10 was used and teachers asked to describe what it looked like to be a 6.

The Committee agreed to enter Part Two to discuss responses from teaching staff in more detail.

The Committee agreed to return to Part One.

The Committee discussed that those in the teaching profession saw that their work/life balance was better during Covid and now school life is returning to as it was pre-Covid, teachers are realizing that they preferred the better balance.

SJ asked if CPD could be prioritized to ease teachers at St. Martin's back into pre-Covid teaching.

SH advised that this has already been the school's approach e.g., over three weeks, teachers have looked at the same books but for different subjects or from a different view point each week. SH feels that staff are also impacted by feelings of fatigue and that not all those who have had Covid have fully recovered. Alongside this, there is other (non-Covid) staff sickness which has had to be managed. Year group staff are working very much as teams, but after having to work in separate Covid bubbles, SH is conscious that it is necessary to now rebuild the sense of all the staff being a whole team with a shared direction.

JK asked whether there were any plans in place to re-establish that sense of staff being a whole team.

SH advised that a staff event is being planned for Easter, this is the first in some time given Covid did not allow for staff interacting in large groups or socializing outside of school. The 10-year anniversary of the school opening next year will also be marked with opportunities for the staff team and school community to work and celebrate this together. SH is planning to revisit the curriculum so that it feels refreshed and enriched, which should support the rebuilding of having a shared direction. The current recruitment drive will hopefully be successful and bring in new input to contribute. With AH joining the SLT, the team is in a phase of change and growth and AH will bring fresh eyes to the work.

JC referred to a recent session with Devon Association of Governors he attended regarding governor monitoring and working across schools. It had suggested there would be benefits to

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	<p>peer schools visiting other schools and sharing practice/observing differences. JC asked if there could be any opportunity for that.</p> <p>SH said it could be beneficial for staff to visit other schools but that this would depend on the what the focus was. Schools within the East Devon Church Schools Partnership (EDCSP) have always undertaken joint book scrutiny. The EDCSP subject leads have also joined together and explored the needs of different groups. Many staff at St. Martin's were NQTs when they joined so have not previously held a subject lead – this means that they have a huge learning curve.</p>
6 & 7.	<p><b><u>Discuss whether teachers are on track to meet targets and ensure support plans are in place for teachers who are not on track to meet targets</u></b></p> <p>1. SH advised that the area of biggest concern in Key Stage 1 was around how the job share was working and this is managed. There are not concerns around the meeting of teachers' targets. The full-time Year 1 teacher has ended up carrying the cohesiveness of the year group. Changes are being made to the hours worked by the job share teachers to enable all the Year 1 teachers to have PPA time together to ensure the roles are all working as effectively as possible. There is an additional cost to this, but it is felt that increasing joint time will improve consistency.</p> <p>Changes within the staffing team (e.g., SE leaving, maternity leaves, NP on medical leave) are leaving other staff unsettled.</p> <p>JC noted that NP is an Acting Deputy Head and asked what the plan was to ensure that SH does not have even more demands placed on them in her absence.</p> <p>SH advised that AH will be out of class one day a week. There is also an experienced teacher covering NP's class who has worked at St. Martin's previously. SH explained the staffing plans to cover SE's class and the maternity leaves.</p> <p>Undertaking recruitment has been very demanding of time – there were thirty applications for the teaching roles. This does mean that some other tasks have had to be put to one side temporarily. When the new Minister is appointed, they will take back some of the tasks connected with assemblies and Collective Worship that SH is currently covering. SH acknowledged that she is doing a number of tasks that Headteachers do not generally do, but everyone is at capacity. SH is currently considering how events can be timetabled to share them out amongst staff more evenly. SJ commented that if resourcing events is difficult, people would understand if not all of them were held.</p> <p>No issues related to targets were identified.</p>
8.	<p><b><u>SEND – feedback Headteacher on quality of teaching across the school for pupils with SEND:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Does it meet the needs of all pupils with SEN? What is the evidence for this?</u></b></li> </ul> <p>1. SH advised that SEND data looks good, but book scrutiny has shown that St. Martin's may be too aspirational for those with SEN. Subject aims are being met and staff are looking at using a variety of recording methods. Catherine Dunnett (Educational Psychologist) undertook a review of how the Hub is working and her findings were positive. She was very supportive of the way the Hub is teacher-led and has such a flexible approach. CD has noted that in other schools which have a Hub it is not having this approach which leads them to fail. SH advised that they are looking to further develop how the Hub works and that RG will be providing support in other classes to disseminate the good practice from the Hub across the school.</p>

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	<p>Evidence from CPOMS shows that children with SEND are managing well in school as they are remaining in class. There is a data capture in two weeks time.</p> <p>There were a number of in-year admissions of Year 4 children who have SEN – this initially caused some disruption but teachers have made brilliant progress in developing their learning behaviour.</p> <p>EK as SENDCo is doing a good job in refining goals and impacts for children with SEN and in creating better specifications of interventions/impacts.</p> <p>SH believes that the school is meeting the needs of those with SEND and outcomes from the Hub evidences this.</p> <p>SJ noted that SH and RG will be covering EK's maternity leave and asked if this added too much responsibility when both already have such high workloads.</p> <p>SH advised that next year AH will be out of class full-time, and this will make a significant difference.</p>
9.	<p><b><u>More Able - feedback from Headteacher on quality of teaching across the school for More Able pupils:</u></b></p> <ul style="list-style-type: none"> <li><b><u>Does it meet the needs of all More Able pupils? What is the evidence for this?</u></b></li> </ul> <p>1. Book scrutiny shows huge evidence of children working at greater depth. SH is challenging staff to scaffold learning less. There is strong evidence of Year 6 working at greater depth from scores in books. Greater depth pupils in year 4 are still achieving well even with the high levels of SEND in that year group.</p> <p>JC and JK advised that they had attended the Year 4 parent session recently and found that the energy levels were high and that the children were very confident and articulate. The children showed great pride in their work.</p>

<b>ACTIONS FROM THIS MEETING</b>		
<b>Action</b>	<b>Person responsible</b>	<b>Date to be completed by</b>
<b>1. Meet to discuss how the new approaches to performance management can be best monitored by this Committee.</b>	<b>SJ and SH</b>	<b>July 2022</b>
<b>2. Bring forward the L&amp;T Pay Committee meeting in 2022 by 1-2 weeks in the GB meetings schedule.</b>	<b>JB</b>	<b>July 2022</b>

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

- None

#### **SUMMARY OF RECOMMENDATIONS (To be considered by the Governing Board on 4<sup>th</sup> April 2022)**

- None

**Next meeting: November 2022, 6-7pm – date to be confirmed.**

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

**Name:** .....

**Date:** .....