

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL
GOVERNING BOARD MINUTES

FULL GOVERNING BOARD - VIRTUAL		DATE:	11th July 2022
CHAired BY: John Clements (JC)		CLERKED BY: Jacqueline Brooks (JB)	
GOVERNORS PRESENT:		Also Present:	
Steph Harvey (SH) John Clements (JC) Jason Knight (JK) Russ Green (RG) Liz Kane (LK) Sam Jamieson (SJ) Jennifer Elliott (JE)			
APOLOGIES: Gemma Tozer-Howe (GTH)			
Absent without apology:			

Governor questions are highlighted in grey

Agenda Items	
1.	<u>Opening Prayer & Welcome</u> 1. Opening Prayer taken by JC.
2.	<u>Apologies and sanctions of absence.</u> 1. GTH had sent apologies, which were sanctioned by the GB. 2. JC advised that Claire Morrison (CM) had resigned from the GB on 8 th July 2022 due to personal commitments.
3.	<u>Declarations of Interest & Correspondence</u> 1. No declarations of interest. 2. No correspondence.
4.	<u>Approval of minutes from last meetings (13.6.22 and 4.7.22) and update on actions</u> 1. Both sets of minutes agreed as accurate by the Full GB – they will be signed by the Chair when next in school. JC thanked JB for ensuring the SIP Review minutes were clear and produced promptly.

2. Actions from Full GB meeting 13.6.22

- Action 1 – no longer required as the school has just had its SIAMS inspection and will not be inspected again for a number of years
- Action 2 – not due until Autumn
- Action 3 – in process. **Action: JC to discuss attendance issues with JW and follow up on progress on safeguarding audit action plan.**

From the 23.5.22 meeting, some actions still in process. **Actions: JC still needs to meet up with JE as an induction follow up and JB needs to still change signatories on the Jackie Box Memorial Fund.**

LK asked if there had been any feedback from the SIAMS process regarding the governor input. LK advised that despite preparing, she had still found the questions difficult.

SH advised that staff had also found it at times difficult to understand the course of questioning from the inspector as sometimes he appeared to be seeking something more nebulous. However, he had been positive about leadership and governance and had found the Governing Board to be a strength of the school. He had wanted to see consistency in the answers he gathered from staff, governors, children and parents and he had received this.

SH explained that OfSTED will drill more on the evidence that improvement is happening, and the impact that it is having. SH has already shared example questions with the GB that OfSTED might ask but suggested it would be good to have some additional focus on these at a future GB meeting. When the SIP Priorities are set, SLT will also be identifying the impacts that they want to see from these being met.

Action: JB and SH to amend SIP Monitoring Record to add space for describing the anticipated impacts and for recording progress in achieving this.

3. Actions from 4.7.22 SIP Review Minutes: none.

5. **Headteacher Report and Self-Evaluation Statement**

1. These had been circulated to the GB prior to the meeting.

SJ noted the concerns that have been identified concerning the current Year 2 and noted the plans that are being put in place to accelerate progress. SJ asked for more details for the plans being put in place and asked (1) how will SLT know that these plans have been successful and (2) will teachers' targets include the intended impacts.

SH advised that across Year 2, less than 50% of children are ARE (age-related expectations). The target is to accelerate those who are not ARE to be ARE. However, just under 50% of the year group are SEN and 25% have EHCPs. This means that their progress is likely to be slower. Due to the level of SEN in the year group, it is hoped that accelerated progress can be achieved for 20% of children (approximately 12). This will then mean that 70% of the year group are ARE.

Further to this, there are plans to target the children who were working at greater depth at Foundation stage but are now ARE. MT has been tracking this and exploring reasons for this and has found the impact of Covid has been especially significant.

Interviews have been held for a school-based tutor (from the allocated tutoring money). Both Year 3 classes next year will have a teacher and two support staff, and for those children currently in Finches this year who dysregulate significantly, they will be managed out of the classroom. There is a need to ensure that not too many children are taught in the Hub, as this could potentially disrupt the balance. SLT are currently exploring how space in the school can be best allocated to allow these plans can be delivered as effectively as possible.

SH advised the GB that the positive aspect is that this is clearly a year-group specific issue only. Nationally, progress in Year 2 classes has dipped because of Covid disruption. At St. Martin's, it has

dipped a lot. Given that this is a cohort with very high SEN with children who struggle with change, another intention is to create as much stability as possible next year.

RG advised he has been discussed with SH how his role could develop and how the Hub might evolve. It may be possible for RG to come out of the Hub to support/enhance working with those children who need the additional input.

JC informed the GB that he has been present at discussions between SLT members at school where these issues have been being discussed, and he confirmed that they have been very focused on how best to address these concerns around Year 2. The content of the discussions he has been present at have mirrored what SH has been telling the GB tonight, and JC feels that this demonstrates a really positive transparency from SH.

JC noted that attendance is currently lower than usual but that SEND attendance has been very positive.

SH has discussed attendance with the Education Welfare Officer, and she has advised SH that attendance at St. Martin's is on a par with other schools in the county. SLT may consider whether part of RG's role could potentially be to provide 1:1 support for persistent absentees. To date, it has not been part of the role of Hub staff to support any attendance issues. At times, attendance issues though can relate to matters stemming from home or family matters. Some persistent absentees are in Year 6 this year so will be moving on to secondary at the end of the year.

JC asked if any reasons had been identified for why the number of exclusions has increased recently. SH explained that the children being excluded had individual needs and that support strategies were being put in place them and to consider how their needs can be best met. There was no theme or common reason for the exclusions.

JC noted the challenges of space in the school at the moment and the plans to address premises issues.

SH advised that the school is waiting for additional Diocesan input. There are challenges with the various options that had been considered:

- Re-using the Yurt – costs of replacement fire doors make this plan prohibitive
- Mobile classrooms – difficulties around access to toilets and electrics are an issue

The original bid the Diocese turned down is now being reconsidered by SH as the school is now more able to put money into the build. This space has to be very flexible, and one difficulty is that the Diocese want an exact purpose of use to be written into the bid.

SJ asked how the space in the bus is being used and whether that can be used as evidence of how the school uses additional space successfully.

SH advised that the children enjoy the bus. The Hub used it as the end of the day until recently. It is used as a safe space at lunchtimes, and the Cranbrook Additional Needs Group use it too. There are difficulties in using it as a standalone space – there is no nearby support for staff if a child dysregulates and on a practical point, toilets have to be accessed back in the main school building and use is very weather-dependent, as it can get both very hot and cold.

JC commented that he felt that the Year 6 SATs outcomes had been a credible set of results. The GB discussed that the greater depth reading scores have increased because of the school's focus on reading. SH raised that to be greater depth at Maths children need to achieve 87%, but in reading and writing it's only 82%. One child who did not achieve greater depth in the SATs has a place at Colyton which does not seem to match up. SH advised that there were quite a few children who were one scale point away from being ARE or GD.

JC asked if there were any risks not yet highlighted and whether the concerns around Year 2 progress needed to be added to the school's risk register.

SH advised that all actions related to addressing Year 2 concerns will be included in the SIP but did not feel it was applicable to add these to the risk register.

The GB discussed recent parental engagement. The next school parent consultation is due in Autumn 22. SH advised that parents who contributed to the SIAMS inspection gave a very positive account of the school. Within the commentary on the Devon live Facebook page about the recent article about an incident at the school, there were many positive and supportive comments from parents.

2. Self-Evaluation Statement

The GB noted that the content of this has been discussed already in different formats. It will be more thoroughly reviewed in the autumn once the new SIP is approved and a new 'intent' set. There were no questions at this time from the GB.

6. School Improvement and Lead Governors 2022-23

1. Agree SIP 2022-23

JC met with the SH, MT and AH today to provide the feedback from the GB SIP Review on 4.7.22. This will inform the SLT's writing of the SIP. SH outlined the proposed key SIP priorities for each area of the plan - this will be further discussed and approved at the September Full GB meeting. Further to the priorities on the SIP, there will also be a focus on developing cultural capital and a staged residential offer between Year 2 to Year 6.

SJ asked whether Learning Ambassadors could be rotated more so that more children have a chance to hold this role.

SH advised that it could work well to rotate children in Year 3 and below. It works better for there to be more consistency in the higher year groups so that they can develop their role fully.

SJ asked whether monitoring of the new performance management framework should be included in the SIP.

SH advised that it is not likely to be a key SIP priority but that this may be a smaller action item.

2. Governor Roles 22-23.

It was acknowledged that with the recent resignations from the GB, it will be necessary for governors to hold more than one Lead Governor role until new governors have been recruited. In the meantime, the following was agreed:

Cycle of Work Lead Governors

SEND & Inclusion – JC (temporary)
Date & Curriculum – GTH
Parent & Christian Community Links – RG
Safeguarding – JC
Early Years – LK
Finance – JE (temporary)
Health & Safety and Premises – JE
Staffing – GTH (temporary)

LK advised that she was happy to assist with policy review for those areas being covered on a temporary basis.

SIP Monitoring Governors

Quality of Education – GTH
Leadership & Management – JC
Personal Development – JE
Behaviour & Attitudes - TBC (incoming Minister to be approached)
Early Years – LK

Action: JC to discuss Lead Governor roles with JE further.

3. Review progress the school has made during the year and reflect on the impact governors have had – recognize and celebrate.

Identified as follows:

- Substantive HT and Deputy HT appointed
- Successful SIAMS inspection
- GB working together collaboratively
- GB taking more ownership of SIP work
- SLT very responsive to GB and listen to governors well
- GB has supported SLT with difficult decisions
- GB has been willing to refine and develop governance
- SIP Review by GB showed that governors really understand the school – the priorities identified by the GB match those identified by SLT
- Changes and developments in school have occurred because the GB has been willing to explore and support them
- GB no longer reliant solely on SH for gaining information
- Governors feel that they have a voice and are respected – the school does not just pay lip service to governance
- SH finds questions from governors salient and incisive
- SH finds GB very pro-active
- GB has had a significant level of input into the SIP. GB contributions lead to SLT developing their thinking which moves the school forward.
- Governors live the school ethos like staff do and reinforce values through how they behave, especially when they are in school. School staff feel that governors are not there to just 'judge'.

7. Governance

1. Governance Development

JC shared with the GB his proposals for a governance self-assessment in the Autumn term, once new governors have been recruited. Until the GB has higher numbers, it may need to put on hold having Lead governors for subject areas or Key Stages. JC referred to the National Governors' Association self-evaluation tool and suggested that the GB work through this as a group and then meet with SLT to seek feedback from them. JC asked the Board for their thoughts on whether St. Martin's GB should explore working with the EDCSP schools to undertake peer reflection with reciprocal working. Further to this, JC proposed that the GB consider whether governors could explore considering how other Boards operate to see if there is any practice that St. Martin's might wish to adopt (and to be open to other Boards learning from the way in which St. Martin's operates as well).

LK was supportive of the idea of peer review and felt that this could be both helpful and interesting.

SJ asked if the new subject leads could be involved in talking at a future inset day about how they have found the process of taking this role on and how they are developing it within the St. Martin's approach. Governors could attend if available.

SH suggested that the subject leads could lead governors on learning walks so that discussions could be more interactive.

Action: JC to prepare self-evaluation exercise once recruitment has taken place. To be revisited October 22.

2. GB Annual Impact Statement 2021-22

This is in process.

Action: JC to send completed statement to JB to publish on school website.

3. Approval of 2022-23 GB Meetings Schedule.

A draft schedule had been circulated prior to the meeting.

Decision: Approved.

Actions:

- **JB to add meeting dates to school calendar and GovernorHub**
- **JB to email governors ref possibly changing 26.9.22 meeting date**
- **SH to discuss best format with NP for exploring FFT data and providing data training to GB**
- **SIP Review 2023 time in day to be revisited December 22 to check any new governors can attend during school day. JB to place on December GB meeting agenda.**

4. Headteacher Appraisal

Decisions:

- **Helen Eversett confirmed as External Advisor**
- **JC and LK confirmed to be on panel.**

Actions:

- **JB to email other governors to ask for their availability in being the third panel member.**
- **JB to liaise with HE, JC, LK and SH to identify a date for the appraisal**
- **JB to book LK on HT appraisal training.**

5. Reports from governors who have attended training this term/review impacts from training

JC sits on the Devon Education Forum as a representative of a governor from a maintained school. The Devon Director of Education has recently stepped down, and there is a huge SEND budget overspend. JC advised the GB that governors should be aware that there are strategic questions for DCC to explore and significant financial issues that will need to be addressed.

LK attended Dyslexia Training and is now informed on how schools can be dyslexia-friendly, and how different children with dyslexia can be from each other. SH advised that Dyslexia training for teachers has been arranged for the Autumn term, with a view to ensuring that teachers understand how to create Dyslexia-friendly classrooms.

6. Balance of Jackie Box Memorial Fund

This was confirmed to be £10.47.

8. Policies

1. Nursery Admissions and Nursery Terms & Conditions

Both have been amended within recent months. SH advised no further amendments were recommended.

Decision: The GB re-approved both items with no amendments needed.

Action: JB to ensure review schedules are updated and policies have July 22 review date added. JB to add latest versions to website.

9. Term Dates 2023-24

1. SH advised that she has recently consulted with staff regarding having a two-week October half term. 20% (who were mostly teachers) voted against, 40% in favour and 40% did not mind either way.

SH has been considering whether to just extend the half term by three days rather than a full week, as this would mirror CEC term dates and be more helpful to parents who have children at both schools.

JK asked whether attendance could be attended, as he felt it was likely that families might take the full second week to go on a cheaper holiday, even though only three days would be a school holiday. SH agreed that this could be a possible issue.

LK asked whether having the three-day extension has impacted attendance at CEC. SH advised she was not sure but could check.

SJ asked what the benefit would be for three days rather than the full second week. SH advised that it would better meet the needs of a number of staff who have children at CEC.

JC advised that he feels that making this type of decision should arise from an overwhelming majority being in favour, which this does not have. He did not see any academic benefits.

LK queried if more information could be gained ref the 'don't mind' group.

The GB discussed this further and then agreed that no changes would be made to the one-week October half-term.

Decision: The GB approved the 2023-24 Term Dates, to include the following:

- 4-5th September 2023 – inset days
- 2nd January 2024 – inset day
- 19th February 2024 – inset day
- 15th April 2024 – inset day
- 25 – 26th July 2024 – occasional days

10. Thanks to Governors leaving the Board: Jason Knight and Sam Jamieson

1. JC gave thanks to JK, saying he had been a wonderful governor who gave real commitment to the GB. He played a key role throughout Covid, the determination of the leadership and school structure and the appointment of a substantive HT. JK has been a really stalwart governor and a voice of reason. JC raised that BT had also expressed how grateful she had been to have him as Lead for Finance.

SH commented on how invaluable JK had been with developing greater depth working in Maths, and in how keen he had been to come into school, to learn and to be involved.

JK thanked the Board and said he felt being a governor had been a privileged position to hold.

JC gave thanks to SJ, and described what a massive impact SJ had made during her time as a governor, asking many key questions in a respectful and appropriate way, sharing reading, resources and impacts from training she had attended, and contributing hugely to the appointment of a substantive HT.

SH commented on the confidence SJ brought to undertaking scrutiny, and how she has given children the opportunities to talk to adults and feel like they had had their voices heard.

SJ thanked the Board and said she had really enjoyed being a governor. SJ advised she would be happy to support future governor recruitment.

11. Discussion: 'How has this meeting benefited our children and contributed to the Christian ethos and distinctiveness of the school?'

Identified as follows:

- SH: everything the GB does contributes to the success of the school and is a shared endeavour with staff. This was shown in the way governors contributed to the SIAMS inspection.
- Governors are always looking to see how they and the school can continue improving
- The GB have contributed significantly to the development of next year's SIP, and this was done with impacts for children as the driving force.

ACTIONS FROM THIS MEETING

<u>Action</u>	<u>Person responsible</u>	<u>Date to be completed by</u>
1. Discuss attendance issues with JW and follow up on progress on safeguarding audit action plan.	JC	30.9.22
2. Change signatories on Jackie Box Memorial Fund	JB	21.10.22
3. Hold follow up induction meeting with JE	JC	21.10.22
4. Discuss Lead Governor roles with JE further.	JC	26.9.22
5. Prepare self-evaluation exercise once recruitment has taken place. To be revisited October 22.	JC	Autumn 22
6. Add 22-23 GB meeting dates to school calendar and GovernorHub	JB	9.9.22
7. Email governors ref possibly changing 26.9.22 meeting date	JB	22.7.22
8. Discuss best format with NP for exploring FFT data and providing data training to GB	SH	16.9.22
9. Email other governors to ask for their availability in being the third panel member	JB	22.7.22
10. Liaise with SH, HE, JC and LK ref HT appraisal date	JB	22.7.22
11. Book LK onto September HT Appraisal Training	JB	29.7.22
12. Update policy review schedules and add new review date to Nursery Admissions policy and Nursery T&Cs. Add new versions of both to school website.	JB	5.9.22
13. Send JB completed GB Annual Impact Statement 2021-22 when completed.	JC	5.9.22
14. Publish GB Annual Impact Statement on school website and send link to parents via dojo.	JB	16.9.22
15. Amend SIP Monitoring Record to add space for describing the anticipated impacts and for recording progress in achieving this.	JB and SH	16.9.22
16. Upload new version of blank SIP Monitoring Record to GovernorHub once completed and notify governors.	JB	16.9.22

Future meeting agenda items

- December 22 – review with new governors if they can attend 2023 SIP Review during school day

SUMMARY OF DECISIONS

- The GB agreed which governors would hold Lead Governor and SIP Monitoring roles, as detailed at 6.2.
- The GB approved the GB Meetings Schedule 2022-23.
- The GB confirmed Helen Eversett to be External Advisor for SH appraisal 2022.
- The GB reviewed and re-approved the Nursery Admissions policy and Nursery Terms and Conditions
- The GB approved the term dates for 2023-24.

Next meeting: Monday, 19th September 2022, 6.00pm – 8.00pm

Signed as accurate by the Chair:

Name of Chair:

Date: