

Leadership & Teachers' Pay Committee Minutes 29.6.22

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL

GOVERNING BOARD MINUTES

LEADERSHIP & TEACHERS PAY COMMITTEE - VIRTUAL		DATE:	29th June 2022
CHAired BY: Jason Knight (JK)		CLERKED BY: Jacqueline Brooks (JB)	
GOVERNORS PRESENT:		Also Present:	
John Clements (JC) Jason Knight (JK) Sam Jamieson (SJ)		Steph Harvey (SH)	
APOLOGIES: Liz Kane (LK)			
Absent without apology:			

Governor questions are highlighted in grey.

Agenda Items	
1.	<u>Opening Prayer & Welcome</u> 1. Taken by JK.
2	<u>Apologies</u> 1. None.
3	<u>Declarations of Interest & Correspondence</u> 1. None
4.	<u>Minutes and update on actions from last meeting (23.3.22)</u> 1. Part 1 and Part 2 Minutes agreed as accurate and will be signed by the Chair when next in school. 2. Actions update: <ul style="list-style-type: none">• Action 1 – this will be taken on by JC as SJ is leaving the GB at the end of the term. This will be undertaken in Nov 22 after a full performance management cycle has been completed. More teachers are providing evidence as part of the process than before. SLT have been undertaking reviews within the year, but SH has been meeting with teachers this summer. SH hopes that from her involvement, teachers will see that this is not just a process but that as a Headteacher she values them.• Action 2 – completed.

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5. and 6. Feedback from Acting Headteacher on performance management and discuss whether teachers are on track to meet targets

1. SH advised that some staff have not had targets due to arriving mid-year or changing role. SH has been supporting staff to be as self-reflective as possible and identify any areas of challenge.

The school was recently visited by Helen Eversett, School Improvement Advisor, who recognized the expertise held by Reception teachers. 72% of Reception pupils have achieved a good level of development which is phenomenal given the background of all the disruption due to Covid and the level of need (also due to Covid).

73% of Year 1 passed the Phonics. SH advised the Committee that in some other schools locally, only approximately 40% children were achieving their Phonics.

KS1 SATs showed just under 50% ARE with Reading 46%, Writing 48%, Maths 40%

60% of Year 4 pupils achieved 8-% or more in the multiplication tests. 25% achieved a perfect score. There were a few low scores, but these were from children with known SEN.

Teacher assessed (moderated by SH) scores from Year 6 were as follows:

Writing – 65% ARE, 8% GD

Science – 84% ARE, 14% GD

Maths – 79% ARE, 14% GD

Reading – 80%, 26% GD

(ARE – age related expectations, GD – greater depth)

There has been some persistent absence in Year 6, and some children have SEMH (social, emotional and mental health) needs.

SH advised that books from ES class are amazing and will be shared with the SIAMS inspectors. They evidence well the challenge given to the children and demonstrate the children are articulate and fluent.

SH gave NT as an example of teachers bringing more evidence to their reviews. NT brought data which he had interrogated and demonstrated a good understanding of the need to do this as part of the performance management process.

Regarding the job share, GD and CG are now sharing this. They will observe each other one day a week from September to improve consistency between the classes.

JK asked how hard it is to performance manage a job share, especially when there are data targets.

SH advised that as well as the teacher reviews, she also undertakes lesson observations, considers the consistency of marking, explores whether the continuous provision in Year 1 is managed appropriately and considers how well staff understand expectations/requirements.

SH still needs to do RG's review. This will involve looking as how the very complex needs of those children in the Hib are met and how early learning is included. SH is currently supporting the Hub to set up monitoring systems and encouraging greater autonomy amongst all staff.

JC noted that HE had raised that there needs to be more robust identification of the progress made by children in the Hub and asked if this was happening.

SH confirmed that that is a part of the systems that have now been put in place. SH raised that it will be important to consider limiting the capacity of the Hub to ensure effectiveness is maintained. She will be looking at the model in Alphington school to inform this.

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	<p>Governors discussed that teachers across the board are on track, but in some cases, more data is needed to confirm this fully. SH confirmed that next steps are being identified and monitored. SLT monitoring has been less vigorous this term due to one member of the team being on medical leave.</p> <p>The Committee discussed further the KS1 results. SH advised that some children were expected to reach ARE but did not achieve this. SLT are tracking the results back and assessing further the impacts of Covid and progress made in year 1. It has been identified that across local schools, it is the Year 2 cohorts who have been most disrupted by Covid. It was noted that some of the cohort were also taught by NQTs whose own training was disrupted by Covid. There is also a very high level of SEN (including a high number of EHCPs) in this year group at St. Martin's.</p> <p>Interventions are being planned for this Year 2 cohort for those who did not achieve ARE and for those who were expected to achieve GD and did not.</p> <p>The Committee agreed to enter Part 2 to discuss staffing matters and performance management in more detail. The Committee agreed to return to Part 1.</p>
7.	<p><u>Ensure support plans are in place for teachers who are not on track to meet targets</u></p> <p>SH confirmed that no support plans are needed at present. The SLT will be undertaking vigorous monitoring.</p>
8.	<p><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 SEN? What is the evidence for this?</u></p> <p>1. SH confirmed that there is evidence that the needs of pupils with SEN are being met. Lesson observations have shown children with SEN are doing well. The introduction of the Hub has resulted in a decrease in suspensions, some children being able to be back in school full-time, and children with SEMH needs being much more regulated.</p> <p>It was identified that the loss of CR as a TA created a loss of learning, but this is being addressed. A more rigorous learning approach is being developed for some Year 1 boys who will benefit from this.</p> <p>Evidence that core skills are being learned in the Hub is in the process of being refined and improved.</p>
9.	<p><u>More Able - feedback from Acting Headteacher on quality of teaching across the school for More Able pupils: Does it meet the needs of all pupils who are more able? What is the evidence for this?</u></p> <p>1. SH advised that the use of Pop Tasks shows that across the school appropriate challenge is being given. Tatty from the Diocese worked on these for RE and said that they felt they were original and innovative and supported the development of greater depth.</p> <p>Evidence across Foundation subjects shows GD needs are being met. Children are being offered external opportunities such as attending GD events at the university and at Colyton school.</p> <p>JC commented that 26% GD at Year 6 reading shows that area is thriving.</p>

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10.	<p><u>Elect Committee Chair for 2022-23.</u></p> <p>1. Due to JK leaving at the end of term, it was agreed that JB would approach LK to ask if she would be willing to take on the role of Chair of this Committee.</p>
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ACTIONS FROM THIS MEETING		
Action	Person responsible	Date to be completed by
1. Approach LK to ask if she would be willing to be Committee Chair.	JB	15.7.22

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

- None

SUMMARY OF RECOMMENDATIONS (To be considered by the Governing Board on 11th July 2022)

- None

Next meeting: Wednesday, 16th November 2022, 6-7pm

Signed by the Chair:

Name:

Date: