

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL
GOVERNING BOARD MINUTES: 2022-23 SIP REVIEW

FULL GOVERNING BOARD		DATE:	3rd July 2023
CHAired BY: John Clements (JC)		CLERKED BY: Jacqueline Brooks (JB)	
GOVERNORS PRESENT:		Also Present:	
John Clements (JC) Gemma Tozer-Howe (GTH) Jennifer Elliott (JE) Jon Holder (JH) Brian Gravenor (BG) Phil Wales (PW)			
APOLOGIES: Ruth Marsh (RM)			
* Amy Hardinge (Acting HT) did not attend as agreed for this part of the SIP Review process.			
Absent without apology:			

Governor questions are highlighted in grey.

Agenda Items	
1.	<u>Opening Prayer & Welcome</u> 1. Opening Prayer taken by JH. PW was welcomed to the GB as a new Foundation Governor.
2.	<u>Apologies and sanctions of absence.</u> 1. Apologies had been received and sanctioned for RM. It had been agreed that AH would not attend this part of the SIP Review process – JC will meet with SLT to provide the feedback from the GB later this week.
3.	<u>Declarations of Interest & Correspondence</u> 1. No declarations of interest. 2. Correspondence has been received regarding the teacher strikes on 5 th and 7 th July. The GB noted that although a small number of teachers have previously gone on strike, this has been covered either in-house by HLTAs or through supply teachers. The school will remain open for these upcoming strikes.
<u>School Improvement Plan (SIP) Governor Annual Review</u>	
JC will be meeting with AH and other members of the SLT this week to feedback the findings of this meeting. All governors are welcome to attend.	

The findings of this review are supported by the SIP Monitoring Records and reports from the governors responsible for monitoring a SIP area (also recorded within GB meeting minutes).

4. Quality of Education

- To further impact on pupil attainment through focused CPD to secure a shared understanding of a Model for Great Teaching at St Martin's
- To further impact on pupil attainment in reading by developing 'Talk for Reading' from Y2-6 Engage with 'Mastering Number' project for EYFS to Year 2 to secure firm foundations in the development of good number sense.
- Develop children's vocabulary and oracy skills across foundation subjects so that they are able to talk confidently about their learning in different subjects using correct appropriately technical vocabulary.
- Ensure that substantive and disciplinary knowledge for units of work is clearly identified so that teachers can then break these into small steps to meet the desired end goal.
- Where children have an alternative route through the curriculum (The Hub) progress is accelerated and clear plans are in place, where appropriate, for children to return to studying the full curriculum alongside their peers.

Successes

- The introduction of the Model of Great Teaching. All teachers are on board, and it continues to be further developed and monitored.
- Governor visits have observed different aspects of the Model of Great Teaching being used actively in lessons.
- Talk for Reading has been a key focus for Jo Stranks (JS). It is now running more cohesively and GTH has observed its continued development within lessons.
- Mastering Number has continued to be a positive programme in use. Staff experienced in this will be able to mentor new staff.
- Development of substantive and disciplinary knowledge is a work in progress due to the number of subject leaders new to the role. This is also slightly in limbo whilst the decision is made on joining a Management Partnership/MAT given there could be curriculum changes introduced depending on the decision made.
- The shift in ethos in the Holly Room to being a temporary intervention has worked well, with a number of children now accessing their mainstream class (and some having returned fully). The use of the Year 3 curriculum as a basis for teaching the Holly Room children has also worked well.
- Vocabulary 'rainbows' showing progress are now in use in classrooms. The confidence with which children speak in school has been noted by governors during visits and was also referenced in the recent OfSTED report.
- MT's development of a curriculum map should address the recommendations made by OfSTED (see 'Next steps/recommendations' below)
- Governors see a real interest from all staff in school to ensure that SEND children do well, as well as a clear commitment to inclusivity.

Challenges/risks

- As the school potentially moves towards entering a Management Partnership/MAT, there will be questions around costs/time invested in training new staff in e.g., Little Wandle if these resources/programmes are not then used by the MAT.
- There has not been as much focus on development of writing skills, and this has been evident in outcomes of recent Year 2 writing assessments.
- Following the resignation of the previous Holly Room teacher, it has not been possible to recruit someone new to this post (redefined to be a HLTA position). This has meant that Ali H has had to take on the role, meaning she has been unable to fulfill all aspects of her SENDCo role. This has been a very demanding for her. If the school continues to be unable to recruit an HLTA, the Holly Room may need to cease in its current model and all children

return to their mainstream classes and be supported there. It was noted that children who have been allocated specialist provision places are due to move schools at the end of this school year. It was also noted with the return of EK from maternity leave, SENDCo work that Ali H has not been able to complete will now be able to be addressed.

- The appointment of a new Year 1 teacher to enable MT to take on the non-teaching Deputy HT role in 23-24 fell through when the appointed person took a different job. If it is not possible to recruit another Year 1 teacher, MT will have to continue teaching and there will not be an Acting Deputy HT. This means that there will be no easing of the demands on AH in covering the work of both roles.

Next steps/recommendations

- Some staff are more confident than others in using the Model of Great Teaching – development and training to be on-going.
- Develop a greater focus on progressing writing skills (it was noted that this is more demanding than other areas due to the highly technical requirements to be at age related expectations)
- Develop use of Mastering Number into older year groups (the school has now run the programme for the required length of time in younger year groups to be able to do this)
- That the school addresses the points made by OfSTED: “In some subjects, teachers do not check pupils’ learning well enough. Consequently, gaps exist in their knowledge. Some pupils struggle to make relevant links in some of their learning to what they already know and can do. Some subject leaders are new to role, and as a result, their development is still in the early stages. They have not yet had the opportunity to evaluate the effectiveness of the curriculum in their areas of responsibility.”

JE asked if staff have continued to observe each other as part of developing their practice. GTH confirmed that this is continuing, and observations are shared with each other online. JC noted that AH has described there being a cultural shift amongst the staff team and that it is more common to see active and professional conversations outside of the classroom between staff now.

5. **Leadership and Management**

- To further develop the role and visibility of governors within school to support greater governance.
- Develop the role and capabilities of subject leaders, particularly those new to leading their subject, in monitoring planning, teaching and outcomes in their subject.
- Develop the roles and skills of senior leaders, given the changes to leadership structure within the school, so that they can effectively lead and communicate school improvement and offer professional challenge to one another.

Successes

- As noted within the OfSTED report, it is very clear to the GB that the children come first for the staff at St. Martin’s
- AH was willing to step up and take on the role of Acting HT. SLT are working well together and there is a positive energy to the relationships between SLT members.
- The GB works well and has managed to recruit a number of new governors this year, with plans in place for filling the remaining vacancies. Governors are more visible in school, with regular visits and attendance at school events such as the Summer Fayre and assemblies. The Chair of Governors has provided support to the SLT following the resignation of the previous Headteacher. It was noted that depending on the governance models at different MATs, the vacancies on the current GB may not exist if the school joins a Trust as the GB will not continue to run in its current format.
- Governance is of high quality (also noted within the OfSTED report) and there has been better development of questioning and challenge. Governance has a strategic focus.
- The recently revised Self-Evaluation Statement was clear, objective, and well-written.

	<p>Challenges/risks</p> <ul style="list-style-type: none"> • DCC has provided next to no support for AH since she took up the Acting HT role. • The school continues to operate without a substantive HT in place. • If MT does need to return to teaching in 23-24 (see Quality of Education section) then this will continue to increase the pressure on AH with regards to workload. • DCC have stated that school improvement will no longer be a priority for them – schools will be expected to support each other. Governors did note that the MATs they have visited would appear to offer a higher level of support than DCC would. • It was noted that some non-teaching staff may lose their jobs if the school enters a MAT due to the centralization of some services. • There have been difficulties with having insufficient office and PPA space for teachers. • AH has queried the function of the ETHOS Group – JE feels that it is beneficial and should continue running to support the focus on ensuring the school's ethos remains strong. In particular, the GB felt that the ETHOS Group can support the school in promoting and strengthening its Christian ethos. <p>Next steps/recommendations</p> <ul style="list-style-type: none"> • Decision to be taken on the school entering a Management Partnership/MAT • Create more capacity for staffing space and consider how best to use the carryforward to fund this. • GB would support the continuation of the ETHOS Group.
<p>6.</p>	<p><u>Personal Development</u></p> <ul style="list-style-type: none"> • To support the newly appointed Minister to become a part of the St Martin's Family. • To develop an additional 'enrichment offer' with a breadth of residential opportunities for each KS2 year group and day trips for every year group. <p>Successes</p> <ul style="list-style-type: none"> • JH confirmed he very much feels a part of St. Martin's. Jude, the Community Chaplain, is also in school regularly and this works well. • Muddy Church works well, albeit it is sometimes a small group who attend. • The trips offer to children has been very positive, with a number of residential trips held and all year groups having a day trip. Year 3 children have all been involved in performances at the Barnfield Theatre. • School fundraising events have been well attended and successful. • Mental Health support has been provided in school to both parents and children. <p>Challenges/risks</p> <ul style="list-style-type: none"> • Some children did not attend residentials due to anxieties (often from parents) around whether they would be able to manage being away from home. It is felt that this is a consequence of the pandemic where children have not had the same opportunities to have trips/socialize away from the family home as much. • With increased costs, parents may not be able to afford future trips, especially residentials. <p>Next steps/recommendations</p> <ul style="list-style-type: none"> • Develop greater advertising of Muddy Church and other Church groups/events. Consider the establishment of a Church noticeboard near/in the school site. • Developing resilience in children and parents and addressing anxieties (e.g., around trips). The GB queried whether mentoring or prayer groups could be used to support reducing anxiety in the children. • Develop outdoor/moorland training for staff/use local volunteers to expand trips to the moors. Re-build confidence in any staff who may have felt 'out of practice' in leading trips following the pandemic.

	<ul style="list-style-type: none"> • School to continue to consider affordability of trips offered, and what support can be provided to enable children to attend if parents will find it difficult to meet the costs.
<p>7.</p>	<p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> • To further embed the use of the ‘Learning Flowers’, so the process of learning is valued alongside the content. • Work in conjunction with parents to further improve attendance for all children, particularly those who are persistently absent. • Ascertain and respond to pupil voice regarding behaviour, contextual safeguarding, and relationships. <p>Successes</p> <ul style="list-style-type: none"> • Learning Flowers are still in use. Learning Ambassadors work with Sue Bray on highlighting different aspects of learning from the flowers with peers. Learning Ambassadors also use ‘Picture News’ to create discussions and exchanges of opinions. • The introduction of the attitude of “no opting out” has increased participation in all aspects of school life. Staff ensure that this is managed in a nurturing way. • SHINE principles have been approved by GB and created with staff and pupil input. These will be fully launched in the autumn term. • Visual cards/cues carried by staff are working well to support communication with children who either have communication difficulties or for whom English is not their first language. • The school has welcomed and is supporting a number of international children from families seeking asylum. The school is aware though of external difficulties stemming from provision (and lack of provision) for these families from the organisation employed to support and house them. • The school is using ‘internal suspensions’ more as a strategy and has a focus of ensuring that responses to challenging behaviour will be impactful and address the behaviour. Sometime being at home is not the most appropriate strategy. • The school has a clear, defined attendance strategy and attendance continues to be a key focus. Attendance is meeting national averages. • There is a structure in place for children to write to SLT on defined topics and give their views. AH will write back to the children to give SLT’s response and to advise what action(s) will be taken in response. <p>Challenges/risks</p> <ul style="list-style-type: none"> • There are some persistent absentees – this impacts upon the school’s attendance figures. The school continues to work with these children and their families and liaises with external agencies as necessary. • Previous plans to increase engagement with the community outside of school have been impacted by not having staff capacity to do this. <p>Next steps/recommendations</p> <ul style="list-style-type: none"> • Consider whether the school can do more around engaging with families before their children are of Nursery/school age.
<p>8.</p>	<p><u>Early Years</u></p> <ul style="list-style-type: none"> • Building relationships within the community to develop and support EYFS families and pre - Nursery families. • To ensure children can remember and apply knowledge and skills in order to become fluent across the curriculum, particularly in the specific areas.

- To ensure EYs staff work closely with multi-agencies e.g., Complex Needs Team and SALT and that the advice informs our day-to-day practices / provision for our high SEND children.

Successes

- The toddler group previously run on the school site expanded so much that it is now held on alternative premises.
- Home visits are undertaken to all children starting Reception. This supports early identification of any needs and enables early engagement with families.
- Regular interventions are in place as needed to lessen any gaps in learning.
- TA training has been facilitated and had positive feedback from attendees who feel their practice has developed very positively as a result.
- Support/advice from external agencies is obtained as needed e.g., Bladder and Bowel Team, Speech & Language. A specialist TA provides speech and language support in school.
- Engagement from parents has improved.
- Oral Health Visits for each classroom have been delivered.
- Curriculum mapping has evidenced where progress is being made.
- Wall displays e.g., visual representation of words/grammatical terms support what is being taught.

Challenges/risks

- The school is now full, and due to the very young demographic of Cranbrook, there is going to be pressure on school spaces. It is likely there may be occasions of siblings in catchment not getting places in the future.
- Recruitment of TAs (especially SEND TAs) is difficult and existing TAs can find the work very demanding.
- There is a high level of need in the area of communication and interaction – in part as a consequence to the pandemic and the reduced possibilities for children to socialize and communicate with others.

Next steps/recommendations

- Ongoing training and support to TAs
- Continue to access specialist support and advice to inform practice and provision.

9.

Safeguarding

- To ensure the updates from KCSiE are communicated to all staff and governors.
- To increase the regularity, and monitor the impact, of safeguarding training and updates.

Successes

- JW, as Family Advocate, is a huge asset to the school. She has a very clear oversight and understanding of all families who need additional support and has strong relationships with staff and families. Communication between staff and JW is good.
- Safeguarding training (including KCSiE updates) is up to date and delivered to all staff and volunteers and governors. This is supported by the one-minute guides and scenario training delivered at staff and governor meetings.
- CPOMS is used effectively by staff.
- The SCR continues to be kept up to date by the Business Manager and checked by governors.
- The curriculum covers online safety as required.
- The school's safeguarding audit was very positive and found the school met safeguarding requirements.

Challenges/risks

	<ul style="list-style-type: none">• The sustainability of the Family Advocate role if the school joins a MAT.• There is a high level of need for JW and staff to work with <p>Next steps/recommendations</p> <ul style="list-style-type: none">• To check if the curriculum used in the Holly Room includes online safety/safeguarding awareness as well as the mainstream curriculum. It was noted that the Holly Room staff know the children they work with very well and are very aware of any potential safeguarding risks, including outside of school.• The importance of sustaining the Family Advocate role to be highlighted within any discussions with potential MATs.
10.	<p><u>Discussion: 'How has the SIP Monitoring work by governors this year benefited our children and contributed to the Christian ethos and distinctiveness of the school?'</u></p> <p><u>Identified as follows:</u></p> <ul style="list-style-type: none">• SIP monitoring work evidences governors understanding of progress and outcomes made by children and informs governor questions and challenge to staff.• The Christian ethos has been reinforced through discussions around the ETHOS Group• Reviewing the SIP and considering future priorities always has children at the centre.• Governors have had a focus on inclusivity e.g., considering affordability of trips.• Governors agree that education is not just about academic progress but about developing the whole person, increasing resilience and building 'cultural capital'.

Next meeting: Monday, ** September 2023, 6-8pm (Date TBC)

Signed as accurate by the Chair:

Name of Chair:

Date: