

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL

GOVERNING BOARD MINUTES

FULL GOVERNING BOARD - VIRTUAL		DATE:	4th March 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) Claire Morrison (CM) Jennifer Elliott (JE)			
APOLOGIES: Melanie Jones (MJ), Gemma Tozer-Howe (GTH)			
Absent without apology:			

Governor questions are highlighted in grey

Agenda Items	
1.	<p><u>Opening Prayer & Welcome</u></p> <p>1. Opening Prayer taken by JC.</p>
2.	<p><u>Apologies and sanctions of absence.</u></p> <p>1. GTH and MJ had sent apologies which were sanctioned by the GB.</p>
3.	<p><u>Declarations of Interest & Correspondence</u></p> <p>1. No declarations of interest.</p> <p>2. No correspondence.</p>
4.	<p><u>Approval of minutes from last meeting (7.3.22) and update on actions</u></p> <p>1. Agreed as accurate by the Full GB and signed by the Chair.</p> <p>2. Actions update:</p> <ul style="list-style-type: none"> • Action 1 – In progress • Action 2 – The Data Protection training will be delivered at a different meeting.

- Action 3 – Completed
- Action 4 – Completed
- Action 5 – In process
- Action 6 – In process
- Action 7 – In process

5. Headteacher Report

1. JC noted that the number of Key Stage 1 children in 2020 was 98 and asked if that was correct as it seemed low. SH advised that she will check and confirm but that pupil figures were low at that time.

JK referred to the options discussed for developing premises and asked if there were any others being explored. SH advised that the possible alternatives near the fencing border would be more complex as planning is required. Re-siting the yurt is not viable, so the new plan is to use the yurt as a staff only area. Access to facilities is the issue for having additional space for pupils.

JC informed the GB that he, GTH and CM met with EK, SH and RG to review the Learning Hub. Governors were impressed by the Hub and the impacts and benefits it delivers. JC is writing a report on their findings which will be shared with the GB.

JC asked how the number of staff on/about to go on maternity leave, along with SE leaving, affects those who contribute to curriculum development, and also how it impacts upon SH. SH advised that the impact on her will be less once AH is out of class and has taken on their new role as Deputy Head, as they will be able to take on more responsibilities that SH currently manages. Recruitment processes are in place to fill vacancies. Teacher interviews are including looking at what candidates can contribute more widely.

SJ referred to the Self-Evaluation Statement and asked how accurate the data is within it, and whether it is based on teacher assessment or national data outcomes. SH advised that it is based on teacher assessment, and although the data in it is now historic, it is the most recent held. The Early Years judgements are very clear and accurate and have been moderated. Year 1 Phonics is a quantitative assessment. KS1 data is also quantitative as based on SATs. Where teacher assessments were used, this was due to SATs not being held at that time due to Covid. The 20/21 teacher assessments did use standardized tests, so the same vigour was maintained as much as possible even with Covid.

SJ asked if some slippage in progress was to be expected because of Covid. SH said it was, although sometimes differences in cohorts can impact on data – this is tracked by the school.

The data given to the GB in January 2022 came from the Family Fischer Trust and was compared with national results. There is another data drop being undertaken this week. Early progress data that SH has seen is very positive and shows learning is being accelerated. The gap that occurred because of Covid is being diminished.

LK referred to greater depth results and acknowledged the positive progress in greater depth Maths. SH advised governors that what is expected of children to be classified as working at greater depth is considerably higher. She feels that there are questions which could be asked as to what is reasonable to expect from children in years 2 and 6. Tests are not differentiated for primary school.

The GB discussed the staffing structure set out in the HT report. SH explained that the aim is to ensure that sufficient teaching assistants are in each Key Stage and that there is flexibility for them to move as needed. The SEND TA team is planned to sit with RG's team. Some Teaching Assistants have queried impacts of being moved, but SH advised it can create good consistency if they move with the year group.

6. School Improvement Plan (SIP) Monitoring Calendar

1. JC acknowledged how many reports SH had provided to the GB for this meeting and stated that the calendar provides a good summary of progress, which is helpful for OfSTED. LK advised the information in SH's report was consistent with outcomes discussed in her meeting with MT regarding Early Years.

JC noted that children will each be given individual books for each topic in the next academic year, which is a significant shift from previous practice. JC asked what the impacts are for children in doing this. SH agreed it was a big shift. OfSTED seeks confirmation of long-term development of knowledge and how previous knowledge informs current work. It can be difficult to track individual subjects in an overall topic book – this way, subjects leads will be able to track and articulate progress made more easily. This approach will be for Years 3 and upwards. It is not possible to do this at Key Stage 1 as children move from using wide-lined books at the start to using narrow-lined books at the end, and books are not produced with both. There will still be reflection undertaken in all Key Stages with the following questions being asked:

- Is there evidence of knowledge being rich?
- Is learning building on previous learning?

JC asked about the process of providing feedback and how changes were working. He noted that there had been some difficulties with staff capacity and also some staff reluctance to change the approach to marking. SH said that there has been a long process of refining the marking process. The aims of changing it were to ensure feedback is meaningful, motivating and measurable. There has been lots of consultation with staff about changing this process and the review has also been informed by book evidence. The Assessment Policy has been changed to reflect the new practice. There is now a consistency of understanding across the school as to what is the minimum standard. SH will be ensuring that this consistency is maintained as new staff join. Live marking is also used in class. RG said that live marking has been most challenging for some staff. It is very effective though and the direct feedback to children is received well. RG feels it is a more accessible system.

7. Governance

1. Governance Development

JC summarised that during Covid, the priority of governors had to be supporting the school and SH to operate as well as it could do. Governors were not able to come into school and directly monitor progress and impacts. The GB is now moving back to a stage of being able to come into school again and it is key that there is a clear understanding of what is strategic, what is operational and which are the responsibilities of the GB. The GB referred to the document 'Developing the strategic direction and SIP Monitoring processes of the GB' which had been prepared by JB, SH and JC. This set out the current processes and the proposed new approach and documents. As well as clarifying and separating those areas which are strategic (to be led by the GB) and which are operational (led by staff), the proposed new approach will streamline recording and mean that less documentation needs to be held.

JK suggested that there could be a regular agenda item where the GB considers how the school is meeting the aims of the school's vision.

JB explained that the proposed new School Improvement Plan and Monitoring Record will be a live document which would have monitoring reports from both staff and governors recorded.

SJ commented that she thought the proposed new documents would help separate the vision and strategic priorities more clearly.

SH advised that once AH is established in their Deputy Head role, it will be important for the school to revisit the vision – the current one was set when a different curriculum was in place and pre-Covid.

LK raised that when setting the vision, it would be useful to set out clearer steps to show what will be happening (and in what stages) to achieve the aims of the vision over the five years.

Decision: The GB agreed to restructure the strategic direction of the GB create two documents (as follows):

- **Document 1 (Strategic): Vision and Strategic Priorities.** Lists Vision for the next 3-5 years and the Strategic Priorities (currently known as SIP Priorities). Strategic Priorities will be split into those for the upcoming school year and longer-term priorities for the next three years. The longer-term priorities will need to be developed as currently these are identified for the immediate school year only.
- **Document 2 (Operational): School Improvement Plan and Monitoring Record.** This will encompass the action plans for each area, the names of lead members of staff and lead governors and incorporate space for both the updates that were previously recorded on the separate SIP Monitoring Calendar and also the termly Governor monitoring reports. This will be a working document. Governors will still create their individual reports, but the Clerk will collate them onto the SIP & Monitoring Record. Governors will also be encouraged to contribute any monitoring reflections/actions that may be relevant or tie in with other priority areas.

Action: JB to draft new strategic and operational documents for use in 2022-23.

The GB noted that there is a move to the job title of Clerk being changed to Governance Professional to better reflect the responsibilities of the role. This is likely to be seen when the DfE publish the revised Governance Handbook and Clerking Competency Framework.

Decision: The GB agreed to change the job title from Clerk to Governors to Governance Professional when DfE documentation incorporates the new name.

2. Confirm progress of GB Annual Impact Statement

In progress.

3. Review of New Governors Induction process

JE is the newest governor and advised that they had found the induction very helpful and a positive experience.

Action: JC to hold follow up induction meeting with JE.

4. Collate governor impacts from previous half term

- JC has been involved with the Deputy HT recruitment and the review of the Learning Hub. The latter validated the work done by the Hub staff team.
- JK has carried on supporting Greater Depth Maths learners in school
- SJ has discussed with BT planning and timings for staff well-being survey.

5. Receive reports from governors who have attended training this term

JC had circulated his report from a recent DAG Chairs session focusing on methods of governor monitoring, and triangulation of evidence/progress which the GB could use in planning visits and ensuring effective monitoring. Governors were reminded that the 'Q-Cards' on the Governance Consultancy website and other resources such as The Key can be very beneficial resources for informing governor questions and understanding governance.

SJ confirmed that she has attended the Diocese Governor Induction training and also shared the outcomes from the Staff Wellbeing training she attended. There is now a Q-Card for staff wellbeing.

Action: JB to create Resources folder on GovernorHub to bring together links to useful sites for the GB.

	<p><u>6. Note balance of Jackie Box Memorial Fund</u> £10.47.</p>
<p>8.</p>	<p><u>SIAMS Q&A</u></p> <p>1. LK asked if there was an expectation that governors would be able to articulate all the evidence for SIAMS or whether they could refer to documents.</p> <p>SH advised that the expectation is that governors can articulate what the role of governors is in school and how they hold SH to account, and what the key values of the school are. The GB discussed reviewing previous SIAMS inspections reports and looking at what questions were asked of governors and what comments about governance were made. Governors were advised that they were welcome to attend staff meetings which focused on SIAMS.</p> <p>JC asked if the Lead Governor for RE should be specifically involved. SH advised it is important to know that SIAMS is not just about religion, but about the role of the school in the community and in working with the Church, and the values and aims of the school.</p> <p>Action: JC and SH to create SIAMS briefing with structured outline of inspection expectations.</p>
<p>9.</p>	<p><u>OfSTED - Inspection Preparation</u></p> <p>1. LK and SJ previously attended OfSTED training and raised that this session had encouraged governors to ask children if they feel safe in school and what makes them feel safe. This can then inform governors' ability to explain to OfSTED how they know that safeguarding is effective.</p> <p>JB referred to the example provided by Babcock for structuring governor responses to OfSTED questions and suggested that the GB could prepare examples for other areas of the school to support them to be prepared for an inspection. It could also be possible to liaise with EDCSP schools have already had OfSTED recently to get an insight into questions asked of governors.</p> <p>RH raised that it was important to be aware that OfSTED asks questions specific to each school and therefore other schools are likely to be asked different questions to St. Martin's.</p> <p>JC asked if there were specific areas of the school that the GB could be expected to be asked about.</p> <p>SH advised OfSTED were less likely to ask governors about subject areas and more likely to ask about how the governors know how well the children are doing. Other areas of focus are likely to be:</p> <ul style="list-style-type: none"> • SEND (recent review of Hub will be a good reference point) • Safeguarding • Vulnerable groups (use information/evidence from the regular meetings with the SENDCo and the Inclusion Team) • Early Years Reading (refer to use of Little Wandle, discuss with ELL) • Greater Depth challenges • Curriculum developments • School data compared to local and national results <p>The GB discussed that it would be beneficial to arrange times to talk to children and look at books, and to undertake a Learning Walk. It was acknowledged that it has been challenging for governors to undertake in-school monitoring – it has only been half a term since Covid significantly impacted the school, with 165 people off at one stage.</p> <p>JB reminded the GB that any visits by governors should be linked with strategic SIP areas and should consider impacts and links to findings from previous monitoring work.</p>

<p>10.</p>	<p><u>Staffing</u></p> <p>1. <u>Report from Headteacher Appraisal Committee Chair ref monitoring of Headteacher work/life balance.</u> SJ and JC have met with SH. They found that SH's work/life balance is mostly reasonable but that there are times when it is very difficult, and this cannot always be anticipated. JC felt that it was reassuring seeing that SH is delegating more work, and that recruitment has a focus on seeking people who can be resilient and take on work that is needed. SH feels that once AH is fully in post, her work/life balance will be greatly improved.</p> <p>2. <u>Approval of Staff Absence Insurance 2022-23.</u> Quotes obtained by BT together with supporting notes evidencing why BT was proposing the school renews its policy with its existing provider had been circulated to governors prior to the meeting. JK had discussed the quotes with BT to ensure that the school would be receiving best value and a high level of cover. The existing provider covers pre-existing conditions and pre-planned operations, and this has been very valuable to the school. Their service has been very good to date as well.</p> <p>Decision: The GB agreed to approve the renewal of the staff absence insurance policy at a cost of £10,517.13 for the year.</p> <p>Action: JB to confirm approval of renewal of Staff Absence Insurance Policy with BT.</p>
<p>11.</p>	<p>Term Dates 2023-24</p> <p>1. DCC have not yet finalised these, so the GB is not yet able to approve them.</p> <p>Action: JB to place 'Term Dates 2023-24' on agenda of Full GB meeting on 23.5.22.</p>
<p>12.</p>	<p><u>Discussion: 'How has this meeting benefited our children and contributed to the Christian ethos and distinctiveness of the school?'</u></p> <p>Identified as follows:</p> <ul style="list-style-type: none"> • LK – refining the structure of strategic governance will help support the long-term vision of the school • RG – it is very clear that the GB wants to be best prepared as possible and as knowledgeable as possible in case of an OfSTED or SIAMS inspection. This is a credit to the governors. • JE – the sharing of governance resources and governors circulating training outcomes/information amongst themselves is very useful and makes governance more efficient.

<u>ACTIONS FROM THIS MEETING</u>		
<u>Action</u>	<u>Person responsible</u>	<u>Date to be completed by</u>
1. Hold follow up induction meeting with JE.	JC	26.5.22
2. Draft new strategic and operational documents for use in 2022-23.	JB	11.7.22
3. Create Resources folder on GovernorHub to bring together links to useful sites for the GB.	JB	11.7.22

4. Create SIAMS briefing with structured outline of inspection expectations	JC and SH	26.5.22
5. Confirm approval of renewal of Staff Absence Insurance Policy with BT.	JB	5.4.22
6. Place 'Term Dates 2023-24' on agenda of Full GB meeting on 23.5.22.	JB	23.5.22
7. Ensure all actions from 7.3.22 Full GB meeting completed.	JB	23.5.22

SUMMARY OF DECISIONS

- The GB agreed to restructure the strategic direction of the GB and create new separate strategic and operational documents to support this
- The GB agreed to change the Clerk's job title from Clerk to Governors to Governance Professional when DfE documentation incorporates the new name.
- The GB agreed to approve the renewal of the staff absence insurance policy at a cost of £10,517.13 for the year.

Next meeting: Monday, 9th May 2022, 6-8pm (training session in school)

Signed as accurate by the Chair:

Name of Chair:

Date: