

ST MARTIN'S CE PRIMARY & NURSERY SCHOOL

GOVERNING BOARD MINUTES

<u>FULL GOVERNING BOARD</u>		DATE:	10th December 2018
CHAired BY: John Clements (JC)		MINUTES BY: Danielle Hamilton (DH)	
GOVERNORS PRESENT:		Also Present:	
Tania Beard (TB) John Clements (JC) Danielle Hamilton (DH) Caren Flicker (CF) Mel Turl (MT) Andrew Wood (AW) Rev Lythan Nevard (LN) Craig Jamieson (CJ)			
APOLOGIES: Lisa Malton (LM), Vlcky Keating (VK), Sheena Wright (SW), Jacqueline Brooks (JB)			
Absent without apology:			

Governor questions are highlighted in grey

Agenda Items	
1.	<u>Opening Prayer & Welcome</u> 1. Opening Prayer taken by LN
2.	<u>Apologies and sanctions of absence.</u> 1. Jacqueline Brooks (JB), Clerk to Governors, was absent due to sickness. 2. Apologies received from LM and VK were sanctioned by the GB. Apologies were received from SW following the meeting.
3.	<u>Declarations of Interest & Correspondence</u> 1. No declarations of interest. Emails between Nenny Wright (SENDCO) and JB regarding current delays with EHCPs were raised and agreed to be discussed under item 10 of the Agenda.

4. **Minutes and matters arising from last meeting (15.10.18)**

1. Signing and approval of the minutes not possible as JB not present to provide printed copy to sign.
Action: JB to carry over to the next meeting.

2. Actions update 15.10.18 meeting:

- Actions 1, 2, 4, 5, 8, 9 and 13 complete.
- Action 3 wasn't to send out a report but the Teaching and Learning Committee reviewed Year 2 books at their last meeting to observe progress in their writing. Year 6 books were brought for governors to review at the end of this meeting.
- Action 6 is ongoing; an update is given below.
- Action 7 is ongoing. Mechanisms for reviewing the effectiveness of governance was discussed with other schools but no one else has system in place. The idea of asking staff to complete a simple Google Form survey was raised. **JC and TB to discuss further and work with JB to implement.**
- Actions 10 and 11 couldn't be verified as JB wasn't present.
- Action 12 is ongoing.

3. Update from DH regarding Action 6 (plans to improve the confidence, aspiration and ambition of our children)

- Short meetings were held between DH, JC, AW and MT to discuss initial concepts.
- It was agreed that there are two streams to what we hope to achieve:
 1. We want to celebrate the different qualities and characteristics of each child that aren't recognised through normal academic means; and
 2. encourage the children to think positively about their futures by introducing them to inspirational people/places in the community.
- We then started looking at how to join those two together by helping the children to value their individual traits by relating them back to the "real world".
- Rather than an 'Award scheme' that only a handful of children might sign up to, which could put extra pressure on parents, and probably wouldn't attract the children we really want to boost, we discussed more of a 'Record of Achievement' style programme.
- DH proposed the following as starting point for discussion:
 1. As a team we ("the grown ups") choose attributes we want to celebrate (skills/characteristics) - being a leader, having good ideas/reliable, loyal, curious etc.
 2. At the beginning of the year we ask the children to map out how well they think each attribute describes them and then throughout the year they collect evidence of this.
 3. Also throughout the year we invite inspirational personalities from the community (using contacts AW has with local businesses) representing different professions, sports, walks of life etc. to the school to share their "personality map" with the children. The aim would be that the children can see 'This person is like me and look what they do!'
- Other governors contributed:
 1. Link to the Learning Flowers as the children are already familiar with this language.
 2. TB knows of a chart that uses concentric circles to map individual qualities we could use.
 3. Plan to start with Year 5 in September 2019
 4. The logistics need to be worked out properly first, including resources and who will do the work.
 5. We should explore asking local business to sponsor the scheme by providing admin support to do the work on the ground.

Action: JC and DH to collate ideas and put a plan of next steps together. JC to develop the idea of approaching local businesses with AW.

5. Autumn Term 2 Headteacher Report and Data - Questions to the Headteacher

1. TB received questions in advance from JC and AW. They were displayed for all governors to view and discussed. Where TB provided written answers to governors prior to the meeting, these are included in italics.

Questions from JC.

- Firstly on the ISDR the permanent exclusion data is a little dated and it was my belief that our actual data for last academic year demonstrated an improvement, how many children were permanently excluded? *TB's response: "The attendance data and exclusion data is always a year behind in the IDSR. We did not have any permanent exclusions in 2017/18- the hearing for one that took place in the summer term of 2017 was finalised in the autumn of 2017 but I the exclusion is recorded for summer 2017 because that is when the Annexe G (the form notifying DCC of a permanent exclusion) was sent in."*
- In relation to Year Six the mathematics performance was good and is reflected in a positive trend on page 4. The Reading and Writing performance show negative trends. What are your thoughts on this and how have we responded to this information? *TB's response: "We are aware of this and when you look at the cohorts you will see that the last 2 years have had significant %s of SEND children. We are on track to show a rising trend in reading and writing this year and again the following year which will give us a positive 3 year trend for the next Ofsted. As an SLT we are tracking all writing across the school and after each whole school write we take in all the books to compare and contrast progress across the school and also progress against national bench marks. We report back to teachers on strengths and areas to develop and also share this information with governors - the writing moderation for this term is next week - governors will have the report for the January meeting. We are also moderating our writing with other schools so that we have a clear understanding of the expected standard in all year groups. This work is being led by an external advisor to ensure consistency. All the KS2 classes now do termly reading tests at the end of each term to supplement daily and guided reading sessions - this gives the teachers a clear idea of what areas they need to focus on to ensure that children are able to demonstrate their reading ability in a test situation. These tests have been taking place across KS2 this week."*
- Is there anything from the rest of the information that we should be responding to? *TB's response: "On the ASP data sheet it is helpful to note that progress for writing and maths is within the average range (this is a considerable achievement when looking at the demographic of the cohort. It is also worth noting that the KS1 data is healthy. The EYFS data has not been published yet and it is interesting to see that the IDSR seems to have dropped the comparison between outcomes at EYFS and outcomes at KS1 - this is something I am going to ask about at the next heads' briefing. There is the question of our lower than national scaled scores; this is due to the lack of children achieving greater depth at the end of KS2 - if you look at the graphs showing the points achieved you will see that many of our children just got over the line rather than a tapering line where a number of children achieve 110 or more (110+ is greater depth). However, in terms of progress from the starting point of the children in Year 6 last year - getting the number of children at ARE that we did was a monumental achievement by the Year 6 team." It was also noted that the requirements for children to achieve ARE now has increased significantly.*
- Re Dawn Stabb's presentation - what is this leading to and what are Dawn and her team doing to support the achievement of the vision? *TB's response: "All Dawn did with this presentation was give us a where we are now position statement - there was no clear message about how the vision was going to be achieved. I thought the slides would be useful to governors as it shows the Devon picture against the national one and also demonstrates the difficulties all schools are facing in terms of funding which is impacting on*

staffing and therefore impacting on being able to meet the needs of the children, particularly those with SEND.”

- On the Tracking Towards End of Year Targets:

- The Nursery summary is a little depressing and is there a gradual deterioration of standards year on year or is this a untypical cohort? If it is the format what can we do with public health/children services to try and raise parenting standards during earlier years. Is there something going wrong with other early years providers that support children prior to reaching us? *TB's response: "This is the lowest cohort we have ever had in nursery and I think that the funding crisis in the NHS means that there aren't the health visitors going into homes and picking up on speech and language difficulties. We have employed a speech and language specialist to work with nursery and reception staff and to work within the unit itself to unlock these difficulties as if children can't understand they can't access learning and if they can't communicate through speech they can't share what they have learnt. We have also put additional staffing into then nursery and additional nurture time is being funded to support children with managing feelings and behaviour - another area of weakness."* Staff in the nursery are changing the way they work in order to cater for those children who are able as well as those who are not. They are working closely with Nenny to apply for all available funding. Speech and Language therapists came in to support nursery staff. They spent time observing staff and gave pointers (general, targeted, focussed) and also helped them to identify what not to worry about yet. Staff feel they are in a much more stable position to move forward with additional support and targeted interaction.

CJ asked if it is possible to know whether the cohort starting in September will have the same level of need? Not really as Health Visitors now have less time to interact with children and parents before they start school, and there isn't any funding or capacity anywhere for this kind of information to be collated and distributed to schools.

JC asked if we could do more before children start at St Martin's? The earliest we see these children is when they start with us. Although we do get a report from most preschools as part of the transition into reception, these aren't always completed by a professional able to make accurate assessments of a child's ability. It was suggested that Mel could attend the local toddler groups and visit childminders in Cranbrook to raise awareness of the stages children should reach at particular ages.

CJ asked if this is likely to be an ongoing concern? We're really not sure. If Mel did visit local toddler groups this could give us an early indication, but not all parents take their children to these groups.

- The Year 2 data for Disadvantaged Children is not good. What is being done and how have things progressed so far this term? *TB's response: "This is last year's Year 1 cohort where a large number of the SEND children are also disadvantaged. We have put additional adults into Year 2 and have an intensive intervention timetable in place with high quality first teaching in both classes. We have 2 outstanding teaching assistants working in this year group and also have a TA highly skilled in phonics and maths supporting across both classes. In addition to this there are 5 other TAs working in the year group - 3 of these TAs are one to one support for children with high needs, 2 of whom have EHCPs and the other has an EHCP application in progress. T&L Committee governors looked at the books for this cohort and could see that many examples of accelerated progress was evident. Both teachers have target children (in both classes the majority of these children are disadvantaged) and there are targeted intervention programmes in place to accelerate progress. Nat is confident that the gap will have closed in all areas after the autumn term data drop - we will look at this together when you join us for the data meeting on the 9th January."*

- The Year 4 data for Writing for Disadvantaged Children is not good. Are there any reasons and what is being done and how have things progressed so far this term? TB's response: "Again there are high numbers of SEND children in Year 4 who are also disadvantaged. We have tackled this by having 4 of the least able children being taught by an HLTA (who is a qualified teacher) outside of the classroom. This lessens their impact on the rest of the children in the classes. Teachers are working with Nat Padley (Phase Leader) to plan learning opportunities that enable the children to close the gaps and accelerate their progress. The books for Year 4 look excellent - progress is evident and the learning environment, in terms of behaviour for learning, is very good."

Questions from AW

- The changes to the Ofsted framework look broadly positive – is this the case? TB's response: "I feel the changes are positive as the focus will be on the context of the school and the progress the children make. It will remain to be seen how much emphasis is still on the performance data after the first few inspections have taken place under the new framework."
- Are there any resourcing issues for St Martin's arising from the support being provided for Offwell? TB's response: "We are applying for funding from DPSCITT to support this work and the contribution from St Martin's should not be too onerous as there are 4 schools - Tipton, Feniton, Withycombe and us, involved in providing a package of support."
- The IDSR report highlights that St Martin's is in the lowest 20% of all schools for the proportion of girls. Dawn Stabb's presentation also highlights the gender disparity between boys and girls in terms of the number of pupils reaching the expected standard in reading, writing and maths. This seems to be a rising trend on a pan-Devon basis. How is this being addressed in the school? TB's response: "We can't do anything about the fact that we have a low percentage of girls which does put us at a disadvantage. However, when we track we look at any disparity between boys and girls and are constantly trying to narrow the gap. There is a big emphasis on this in the Early Years when we throw a lot of resources and expertise into getting boys ready to learn. We also do the story telling curriculum which has been found to motivate boys (as well as girls) as they are much more willing to write when there is a purpose to their writing. Our AR reading also supports boys in that it is competitive in terms of them gaining points for answering questions correctly and also the quizzes are online - again this appeals to boys."

I can give you this term's data after the data drop and analysis that we will be doing at the end of this term - for last year it looks like this:-

Whole School:

Writing - boys -0.6 behind ARE (1 point equates to a term) so the boys are just over half a term behind national in writing
girls - -0.2

Reading - boys - -0.4
girls - -0.1

Maths - boys - -0.4
girls - -0.1

When I look at the data across the school - the gap is wider at KS2 than KS1 and we have had less of the KS2 children for the whole of their school career. The gap is not hugely significant for us as there is no more than half a term between the boys and the girls on average but this is something we track carefully. It is useful to bring this to governors' attention."

	<ul style="list-style-type: none"> ● I may be misreading the IDSR data here but the trend in terms of the relative progress scores for maths looks positive but not so for writing and reading. Is this a reflection of the extra emphasis placed on raising achievement in maths in the last Ofsted report? <i>TB's response: "The progress for the children from the time they entered our school is good on the most part but the progress from their KS1 SATs is not. This was looked at by Ofsted and they could see that children were coming into our school having been judged at age related at the end of Year 2 but that by the time they got to us in Year 4 or 5, for instance, for whatever reason - life challenges, changes of school, etc - they were not at the standard required for the year group they were entering. What Ofsted noted was the accelerated progress they made once they were with us and they also noted that in many cases this was not enough to catch up with national attainment standards - the time available was not enough."</i> ● I was impressed by the range of pledges in terms of parental engagement. Is there an opportunity to harness some of these as best practice across the school (e.g. meet and greet)? Could this also include the metrics for measuring parental engagement (e.g. % use of dojo, % completing mymaths)? <i>TB's response: "We can certainly report back on the My Maths - I will find out whether we can do individual class reports for Dojo - that would be a good indicator of engagement."</i> <p>It was also recognised that TB has been successful in her application to become a local leader, so will now be requested to help other schools that are struggling to affect change. This is great for TB as part of her professional development, and is good for the school as Ofsted view it favourably.</p>
<p>6.</p>	<p><u>Strategic Focus: Celebrating St Martin's successes</u></p> <p>1. JC's discussion paper on this topic had been circulated prior to the meeting. Governors agreed that most parents aren't aware all of the school's achievements and many only hear negative perspectives circulated by a few.</p> <p>Some ideas governors discussed were:</p> <ul style="list-style-type: none"> ● Showing positive feedback on a continuous loop on a screen near reception for visitors to the school. ● Make a slot in the newsletter for comments from a Governor, a member of staff, a parent and a pupil. ● Involve the Parent Voice Group ● Publicise events/extra-curricular activities (Lantern walk, Courageous Advocacy, Nativity etc) by sending these positive news stories to the local press. ● 60 second PR videos pushed to Facebook and Twitter ● Sharing posts on Belonging to Cranbrook Facebook page <p>Action: MT to capture parents' comments from the Christmas events.</p>
<p>7</p>	<p><u>School Improvement Plan (SIP)</u></p> <p>1. AW asked about the School Effectiveness Review mentioned in the Leadership & Management area of the SIP. This will be taking place in the summer term. We will be asked about something we are proud of, something we are working on and something that still needs improvement. a new qualified HMI and 2 Headteachers will visit the school and write a report.</p> <p>2. Rather than having a Governor Visits Week in the Spring Term it was agreed that the governors should contact their lead member of staff and arrange to visit whenever is convenient. This must take place in the Spring Term and governors must be able to observe the items covered in their SIP area.</p> <p>Action: JC to email governors to remind them to organise this.</p>

<p>8.</p>	<p><u>Risk Identification and Management</u></p> <p>Held entirely in Part 2</p>
<p>9.</p>	<p><u>Parental Engagement Strategy Update</u></p> <p>1. The Impact Statement of the work carried out so far will be available after Nina Farr's next visit.</p> <p>2. All staff have it at the top of their agenda and it appears to be working well, especially in Year 6.</p> <p>3. Senior staff are looking at organising a children's Movie Night using the new projector as an incentive for parents to attend parental engagement opportunities.</p>
<p>10.</p>	<p><u>Safeguarding</u></p> <p>1. CF provided the following update:</p> <ul style="list-style-type: none"> ● Whole school attendance is 95.26% School aim for 96.2% - we have been hit by a high level of children (and staff) suffering with colds and sickness bugs – we were reaching our target until the recent illnesses ● One child in school is in care ● Eight children in school under Child Protection (three families). Two of the families are under PLO. ● Five children in school are in need (three families) ● Eleven children in school are Young Carers ● Two families have FIT workers. Three families are awaiting allocation. One family have been offered the choice. <p>2. CF confirmed that all staff and volunteers have attended the Safeguarding training.</p> <p>3. There are 30 children in school for whom English is an additional language.</p> <p>4. CF has attended LGBT training with Stonewall. From that she has new resources to share with staff. Other issues to come out of that training were:</p> <ul style="list-style-type: none"> ● What do governors think of new governors needing to have references? <i>FGB response was generally positive. Everyone could understand the greater assurance this would provide in terms of safeguarding.</i> ● Should we/do we have a Governor Removal Policy? <i>It was noted that the Diocese have helped in the past when the conduct of a governor had been an issue. LN also pointed out that this is not an LGBT issue. A governor should have the right to their own beliefs as long as they don't interfere with their duty as a governor or to them acting according to the ethos of the school.</i> <p>Action: CF to make contact with LM</p> <p><u>SEND</u></p> <p>LN updated governors on issues raised by Nenny Wright regarding SEND.</p> <p>1. Devon County Council have slipped behind their deadlines to progress EHCPs. We currently have 2 outstanding that are eight weeks behind. Timing is key for these because if they are not processed before the next census takes place it will negatively affect the whole of the school's budget going forward.</p> <p>2. Devon Council are also incredibly slow at responding to emails regarding these matters. Governors discussed the need to escalate our concerns according to the plan we defined earlier in the year.</p>

	<p>3. Two more EHCPs have been sent in this month and there is another one in progress.</p> <p>4. It is unfortunate that the most severe cases of SEND who really shouldn't be in a mainstream school are taking up all of Nenny's time taking her away from others who have the potential to thrive at St Martin's.</p> <p>5. Staff have been very successful in their inclusion efforts but everyone is feeling beleaguered.</p> <p>6. We have also been very successful in our EHCP applications thanks to everyone's hard work, and following the meeting TB and JC had with Dawn Stabb we were up to date at one point. However Devon County Council don't appear to have a sustainable approach to dealing with these applications. The 0-25 team are currently having an inspection and governors will be interested to see the outcome of this.</p> <p>7. LN mentioned comments raised by Health Visitors at a recent Healthy New Town meeting stating that they can't spend adequate time with families with very young children. The lack of early intervention is having a negative impact on children and increasing the requirements placed on schools.</p> <p>8. LN also noted that she was proud that St Martin's is a school of integrity. Not making the results fit to what is expected, but providing support wherever it is needed and celebrating the successes. TB added that St Martin's is an inclusive school but will defend against being taken advantage of and forced to take additional SEND children where appropriate.</p> <p>Action: JC to draft a letter with AW taking our concerns over EHCPs to the next level. Possibly copy in Dr Virginia Pearson, Director of Public Health for Devon, Cornwall and the Isles of Scilly.</p>
<p>11.</p>	<p><u>Approval of Policies</u></p> <p>1. The following policies were recommended for approval by Lead Governors and the Full Board agreed:</p> <ul style="list-style-type: none"> • Supporting Pupils with Medical Needs (as discussed at T&L Meeting 12.12.18 • Special Educational Needs and Disabilities (SEND) – as discussed at T&L Meeting 12.12.18 • Flexible Working – no amendments required, version held by school is still the most up to date policy available from DCC.
<p>12.</p>	<p><u>Governance</u></p> <p><u>1. Self-Evaluation Statement</u></p> <p>Action: If governors wish to contribute to the Self-Evaluation Statement they need to send their comments to TB by next week.</p> <p><u>2. Review of Lead Governance Structure</u></p> <p>The general response of the governors present was that it worked well and allowed governors to take responsibility for a particular area, but it was agreed that we would bring this up again at the next meeting as there wasn't much time and some governors weren't present to contribute. Action: JB to add to next agenda.</p> <p><u>3. Discuss and approve Governor Privacy Notice</u></p> <p>This was discussed and approved.</p>

4. Confirm governor training sessions for Spring and Summer Term

Training has been arranged as follows:

Spring Term – 21st January

- 6.00pm – 6.30pm: SEND Update and Q&A – Nenny Wright, SENDCo
- 6.30pm – 7.30pm: Safeguarding Refresher training – CF
- 7.30pm – 8.00pm: Governance Q&A – governors to submit questions in advance to Clerk

Summer Term – 29th April

- 5.30pm – 6.30pm: SIAMS Framework – Tatiana Wilson, Diocese of Exeter
- 6.30pm – 7.00pm: SEND Update and Q&A – Nenny Wright, SENDCo
- 7.00pm – 7.30pm: Understanding the school budget and finance systems – VK/TB

5. Note balance of Jackie Box Memorial Fund

Currently, this is £210.47. £50.00 was withdrawn in November to be sent to Compassion UK for the purchase of a Christmas gift for the child the school sponsors in the Philippines.

6. Evidence of governor impacts this term

- Governors attended SIP Q&A session and submitted their reports.
- Lead Governor framework has allowed governors to become more acquainted with a contribute purposefully to areas within the school.
- Governors are more informed. They are not relying on TB for all of their information, but obtaining a balanced view through relationships with staff.
- Conversation at meetings flows and governors are engaging in all matters.

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

- Taking time to review the Year 6 work books shows governors value their work.
- Governors are supporting the school by escalating their concerns over the delay of EHCP progression.
- Strategic focus on celebrating the good news stories from the school and sharing them with the community.
- Level of governor knowledge shows the value they place on the staff and their understanding.

<u>ACTIONS FROM THIS MEETING</u>		
<u>Action</u>	<u>Person responsible</u>	<u>Date to be completed by</u>
1. Carry over approval of 15.10.18 Full GB meeting minutes to Spring 1 Full GB meeting.	JB	Spring 1 Full GB Meeting 11.2.18
2. Discuss mechanism for collecting staff feedback on governance further and work with JB to implement.	JC and TB	8.3.18
3. Collate ideas and put a plan of next steps together for the 'Aspiration Scheme'. JC to develop the idea of approaching local businesses for sponsorship with AW.	JC and DH	Update at Spring 1 Full GB meeting 11.2.18

4. Capture parents' comments from the Christmas events for use in positive communications.	MT	21.12.18
5. Email governors a reminder to organise Spring Term SIP visits with lead staff members.	JC and ALL	8.1.18
6. Send JB outstanding Autumn SIP Monitoring Reports	CJ and VK	10.1.18
7. Make contact with LM to arrange a Safeguarding visit	CF	21.12.18
8. Draft a letter with AW taking concerns over EHCPs to the next level and copy in Dr. Virginia Pearson	JC	21.12.18
9. Governors who wish to contribute to the Self-Evaluation Statement must send their comments to TB.	ALL	18.12.18
10. Produce photo sheet of governors and circulate to staff.	JB	Ongoing from 15.10.18
11. Add Review of Lead Governor structure to Spring 1 Full GB meeting	JB	30.1.18
12. Confirm training for Spring GB Training Session.	TB and JB	21.12.18

SUMMARY OF DECISIONS

- The GB agreed to pursue development of an 'Aspiration Scheme' for pupils.
- The GB agreed that governors will arrange individual visits with lead staff members for their SIP area in Spring 1.
- The GB agreed to write a letter escalating concerns over EHCPs.
- The GB reviewed and agreed to approve the amendments to the Supporting Pupils with Medical Needs policy.
- The GB reviewed and agreed to approve the amendments to the Special Educational Needs and Disabilities (SEND) policy.
- The GB agreed to reapprove the Flexible Working Policy
- The GB approved the new Governor Privacy Notice.

Next meeting: Monday, 21st January 2019 - training for all governors

6.00-8.00pm

Signed as accurate by the Chair:

Name of Chair:

Date: