

**ST MARTIN'S CE PRIMARY & NURSERY SCHOOL**  
**GOVERNING BOARD MINUTES: 2021-22 SIP REVIEW**

<b>FULL GOVERNING BOARD - VIRTUAL</b>		<b>DATE:</b>	<b>4<sup>th</sup> July 2022</b>
<b>CHAired BY: John Clements (JC)</b>		<b>CLERKED BY: Jacqueline Brooks (JB)</b>	
<b>GOVERNORS PRESENT:</b>		<b>Also Present:</b>	
John Clements (JC) Jason Knight (JK) Liz Kane (LK) Sam Jamieson (SJ) - part Gemma Tozer-Howe (GTH) Jennifer Elliott (JE)			
<b>APOLOGIES:</b> Steph Harvey (SH) – it was previously agreed SH would not attend this part of the review.			
<b>Absent without apology:</b> Russ Green (RG), Claire Morrison (CM)			

<b>Agenda Items</b>	
<b>1.</b>	<b><u>Opening Prayer &amp; Welcome</u></b> 1. Opening Prayer taken by JC.
<b>2.</b>	<b><u>Apologies and sanctions of absence.</u></b> 1. No apologies had been received from CM or RG. It had been agreed that SH would not attend this part of the SIP Review process.
<b>3.</b>	<b><u>Declarations of Interest &amp; Correspondence</u></b> 1. No declarations of interest. 2. No correspondence.
<b><u>School Improvement Plan (SIP) Governor Annual Review</u></b>	
JC will be meeting with SH and other members of the SLT on 11.7.21 at 1.30pm 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.	
<b>7.</b>	<b><u>Leadership &amp; Management – JK, SJ and JC (reports circulated prior to meeting)</u></b> 1. <u>To develop the foundation subject lead role to ensure confidence and competence when reviewing the delivery of the wider curriculum</u>

Successes

- The curriculum has been well developed and details are published on the school website
- New teachers starting in September 22 are experienced and will bring new eyes to the curriculum – this could create opportunities for fresh perspectives
- NP has supported the subject leads well to develop the curriculum
- The school has clearly documented its development of the curriculum

Challenges/risks

- NP who led on the development of the curriculum has been on medical leave this term.
- There are a number of new subject leads taking on the role, with the loss of existing subject leads as they have either moved on or take maternity leave.
- There may be a risk to continuity/consistency as new staff adopt the 'St. Martin's approach'

Next steps/recommendations

- The impact of all subject teaching would benefit from being assessed/evaluated to the same extent as core subjects, so that it is possible to see how well embedded learning is. This recommendation was given for RE at the recent SIAMS inspection.
- Explore how progress is evidenced in all subjects and how assessment tools used in some subjects could be used across the whole curriculum
- Explore using the change in staff as a way of assessing how successfully subject lead roles have been developed e.g., ask incoming subject leads how straightforward they found it take on the subject – what was the quality of handover like? If current subject leads have been thorough then the handovers should be clear and positive.
- Ensure that there is a focus on support and continuity as new staff members join the school, and that the St. Martin's approach is communicated to and adopted by new staff. Ensure that new staff are supported to meet the needs of those with SEND or who are more able.

2. To further develop the role and visibility of governors within school to support greater governance

Successes

- A strong group of governors worked alongside and engaged with staff to successfully complete the HT recruitment process and appoint SH as substantive head.
- Governors have enjoyed opportunities to work in-person together – this creates more of a sense of working as a team rather than in isolation.
- Lead Governors have completed termly visits in line with the Cycle of Work. The GB is represented by JE on the ETHOS Group. JK has worked regularly with the Year 6 Greater Depth learners. JE has worked alongside Forest School staff in developing some of the Forest areas. LK, GTH and JE were the governor group that met with the SIAMS inspector during the recent inspection. JC has supported the SLT with staffing matters and safeguarding incidents.

Challenges/risks

- The level of time and engagement shown by governors during the HT recruitment process cannot be maintained due to the governor role being voluntary and governors having work and family commitments
- Three governors (including two who hold Lead Governor and SIP Monitoring roles) will leave by the end of term due to personal commitments. Until more governors are recruited this will leave a much smaller Board who will need to cover a higher workload. This will leave less availability for any additional governor work/time in school.

Next steps/recommendations

- Success of having governors linked with year groups has been mixed. Review how well this worked, including obtaining views of teachers. Consider whether there is capacity for governors to continue this role next year. Explore whether having governors attached to a particular subject rather than a year group might work more effectively, or whether half the

GB could be linked to KS1 and half to KS2 to ensure knowledge is shared and not held by only one governor (useful for OfSTED).

- Consider whether it could be possible for there to be more planned opportunities for governors to work together in-person and have space to discuss issues/governance together.
- Create opportunity to gain feedback from staff on how visible they find the GB and how visible they would like them to be.
- Consider whether governors have capacity to return to contributing to the school newsletter to communicate their role and who is on the GB.

JE raised that if governors being linked to a year group continues, there would be greater continuity and better opportunities to get to know pupils if the same governor moved up with the year group.

JC felt that being linked with a subject would be more effective and noted that from speaking with other Governing Boards, St. Martin's has been unusual in having governors aligning with year groups rather than subjects. JC has not had the time capacity to be able to work with his year group this year.

JE commented that when she joined the ETHOS Group, other members had not understood what her role as governor was. It was a good opportunity to communicate the role of the GB.

### 3. To review the leadership structure of the school on appointment of substantive head.

#### Successes

- The appointments of SH as HT and AH as Deputy HT and the ways in which the GB was involved with this were very positive.
- AH having one day a week out of class to focus on taking on the Deputy HT role has been very positive and worked well. AH is seen to be building good relationships with staff and her taking on this role has been well received. SH has up until now been carrying too much and the opportunity to delegate work to AH as Deputy HT will create a better balance for SH and allow her to focus on her strategic role.
- The SLT will be fully staffed again from September which will create opportunities for a more shared workload.
- The newly appointed Minister will be starting in September.
- The GB and the active SLT have worked together well and achieved good partnership working.

#### Challenges/risks

- The many gaps in staffing this year have had a significant impact.
- Challenges that arose as a result of the pandemic are on-going.

#### Next steps/recommendations

- Assess the impact and effectiveness of the new performance management framework introduced this year – consider that this approach is mirrored in pupil conferencing. Ensure targets and expectations for staff are clear.

SJ noted that SH has expressed some concerns ref the impact of MT and NP moving back to being Assistant Heads on their pay. The GB acknowledged the situation but reflected that they were aware that this would be the case when choosing to take on the roles in an acting capacity only. As their levels of responsibility will lessen, the GB is unable to prevent their pay returning to the previous grade.

JC asked the GB for their thoughts as to whether having a non-teaching Deputy HT was the best use of the budget. SJ felt that with the school continuing to grow and the challenges and complexities that arise, having a non-teaching Deputy will be a good investment. Without this, SH cannot be freed up. JK agreed with SJ, stating that being able to share the workload will be a very positive move. JK advised that the budget is very healthy and allows for the Deputy HT role to be non-teaching. There

could be potentially an issue if pupil numbers and the budget fell, but JK did not envisage that this would be likely and that even if it did, then there would be ways in which the leadership structure could retain a non-teaching Deputy HT. JC noted that having AH in place could also be positive in terms of succession planning for leadership.

4. Collective Worship – update on actions identified in 2020-21.

SJ completed a learning walk to reflect on how 20-21 actions have been addressed and these findings are within the report provided by SJ. LK noted that the SIAMS Inspector had seen it as a particular positive that these actions had been carried across and monitored.

*(SJ left the meeting)*

**4. Quality of Education – GTH and JC (report circulated prior to meeting)**

1. Through focused interventions to diminish the difference between the performance of children identified as disadvantaged and their non disadvantaged peers.

Successes

- Scaled scores show progress in diminishing the gap. Where there are areas of concern, the school is already aware and is actively planning how to address and improve these.
- ELL's work on developing reading has been very strong and well-evidenced
- Little Wandle has been a huge success for Early Years

Challenges/risks

- Staffing sickness impacted upon the capacity to deliver interventions
- ELL will be going on maternity leave

Next steps/recommendations

- Ensure successes of Little Wandle are maintained
- Ensure progress in diminishing the gap is continued

2. Developing Reading Fluency across the School and 3. Develop children's vocabulary and oracy skills across the school

Successes

- Greater depth opportunities have been put in place
- Good feedback was received from Helen Eversett, School Improvement Advisor, on these areas.
- Feedback processes have been evaluated and live marking introduced
- JK has been impressed with how articulate and engaging the Year 6 group he has been working with have been
- Phonics is being re-enforced across the school

Challenges/risks

- Covid prevented Oracy CPD from going ahead and meant that less focus was able to be given to developing vocabulary and oracy

Next steps/recommendations

- Continued tracking of this area
- Assessment/evaluation of marking processes

Governors who have children in school discussed their personal experiences of this area. It was suggested that more communication with parents around expectations/development of spelling (together with feedback on any issues/slow progress more regularly) could be beneficial, and also whether 'teacher recommendations' could happen across all classes.

<p>8.</p>	<p><b><u>Early Years – LK (report circulated prior to meeting)</u></b></p> <p><u>1. Continue to review the Nursery provision to optimize the space and staff available to meet the growing needs of our youngest learners and 2. To ensure that the EYFS curriculum has a clear path into the whole school Curriculum for KS1 and 2.</u></p> <p>Successes</p> <ul style="list-style-type: none"> <li>• All 21-22 SIP actions have been completed</li> <li>• EY staff undertake a lot of training and research to underpin their planning and curriculum delivery</li> <li>• Year 6 Buddy system worked especially well at the start of the year</li> <li>• MT meets with subject leads to ensure building blocks in place and that learning from EY continues to flow throughout the school</li> </ul> <p>Challenges/risks</p> <ul style="list-style-type: none"> <li>• Covid has impacted upon how school-ready children are which places additional demands on staff</li> <li>• Finding different strategies to support children and families in being school-ready – staff do not always have capacity for this and there could be a financial cost. Need to consider whether it is the responsibility of the school to be working with parents pre-Nursery.</li> <li>• Some favouritism from Nursery children towards some of the Year 6s has made Buddy system less positive at the end of the year – staff are looking at how to address this whilst still maintaining the system</li> <li>• Concern raised for work/life balance of staff when some governors see Tapestry posts being logged late at night</li> </ul> <p>Next steps/recommendations</p> <ul style="list-style-type: none"> <li>• Review impact of EY Phonics programme once children are in Year 1 and assess how well it has been embedded</li> <li>• Consider if families of pre-Nursery children could be directed to use some of the resources already on the school website</li> <li>• Review how confident Year 1 teachers are with Little Wandle to ensure that progress from using this is maintained.</li> <li>• Explore whether time during the school day could be made available for staff to undertake communications/Tapestry logs rather than in the evenings.</li> </ul> <p>Governors who are parents noted that there is a lot of communication from school during Nursery via Tapestry but much less from Reception onwards.</p>
<p>5.</p>	<p><b><u>Personal Development - RG</u></b></p> <p><u>1. With the absence of a Minister for Cranbrook, to develop wider links within the faith community to support the delivery of Collective Worship</u></p> <p>Successes</p> <ul style="list-style-type: none"> <li>• Governors felt that this action had been completed. SH has engaged well with the local Ministry with other local clergy members (e.g., Rev Mark) being invited to St. Martin's to support Collective Worship and the recent SIAMS inspection.</li> <li>• It was felt SH should be commended for how she has been delivering Collective Worship and maintaining links with the faith community during the time of having no Minister.</li> <li>• Messy Church and Muddy Church at the school have been developed and advertised locally.</li> </ul> <p>Challenges/risks</p> <ul style="list-style-type: none"> <li>• None identified.</li> </ul>

	<p>Next steps/recommendations</p> <ul style="list-style-type: none"> <li>• Could there be better advertising for Messy and Muddy Church at the back school gate, rather than only at the front. There are noticeboards near the back gate which appear underused.</li> </ul> <p><u>2. Through wider engagement with parents and community to develop opportunities to further children's acquisition of cultural capital</u></p> <p>Successes</p> <ul style="list-style-type: none"> <li>• Opportunities given to children via One Minute Tasks, Faith Day.</li> </ul> <p>Challenges/risks</p> <ul style="list-style-type: none"> <li>• Governors wondered if parental engagement could be developed with regards to creating more cultural learning opportunities</li> </ul> <p>Next steps/recommendations</p> <ul style="list-style-type: none"> <li>• Explore linking in with parents/carers who may have different cultural experiences/backgrounds and whether they could support opportunities to share them with the children</li> <li>• Provide families with upcoming assembly topics so that they can support discussions about these at home</li> </ul>
<p>6.</p>	<p><b><u>Behaviour and Attitudes – CM and RG</u></b></p> <p><u>1. To develop the Learning Hub and Inclusion Bus for the benefit of all children and the wider community</u></p> <p>Successes</p> <ul style="list-style-type: none"> <li>• The Hub continues to evolve and there is evidence of there being really positive benefits to having this in school. Children who require a more individual approach can receive this in the Hub and children who were in their main class can now receive a larger share of their teacher's time.</li> <li>• Incidents of teachers being injured by children have been significantly less since the Hub was introduced</li> <li>• Children can be in the Hub rather than being taught 1:1 outside their classrooms</li> <li>• Incidents of the HT needing to support and supervise children who are dysregulated are much less as RG has been able to step in earlier and support them in the Hub.</li> <li>• The school feels calmer with the Hub in place</li> </ul> <p>Challenges/risks</p> <ul style="list-style-type: none"> <li>• Currently there is not always a clear plan in place for re-integrating every child back into classrooms</li> </ul> <p>Next steps/recommendations</p> <ul style="list-style-type: none"> <li>• Develop tracking and monitoring strategies so that progress made in the Hub is clearly evidenced without becoming too beauracatic – ensure it is possible to answer the question “how do we know what difference we are making?”</li> <li>• Establish clear plans for how children will re-integrate back into their main classrooms. Could they access the classroom initially for planned specific times of the day or for specific subjects?</li> <li>• Data for Hub children to be carefully evaluated.</li> <li>• The governors agreed they would find it helpful to have a current update on the use of the Bus, how this is being developed and how it meets any accessibility needs.</li> </ul>

2. To refine and review the role of the Inclusion Lead, as it develops, reinforcing wider pastoral provision for teachers, parents and pupils as required.

Successes

- RG is doing a fantastic job of tracking EHCP targets
- RG already very experienced at teaching KS2 children

Challenges

- The Hub is developing to be more focused on KS1 pupils – RG has less experience of teaching the KS1 curriculum. Asking RG to ensure KS1 knowledge is in place is a big ask as this creates an expectation for a teacher to have a very broad curriculum understanding.

Next steps

- Review how to best meet the balance of meeting children’s immediate needs in the Hub with preparing them for secondary education where they will be expected to participate in the full range of subjects.

Further to the above, the GB discussed Safeguarding in school and were advised SIP actions have been completed, with Safeguarding being a demonstrable priority across the school. JC has noted more SLT are trained to Level 3 here than he has seen at other schools.

The GB discussed a recent safeguarding incident which was reported on in the press. JC outlined the incident and explained how it had been managed in line with all agreed school processes, and how children present had been supported and their families advised. It was raised that governors would have appreciated additional reassurances on how the incident had been managed as they had not received anything different to the general statement to parents. They felt that this would better prepare them to be assured of how safeguarding processes were adhered to, especially as OfSTED may ask the GB to explain how they know safeguarding is effective. JC accepted this and it was agreed more communication specifically to governors would be provided should there be any further similar incident. The GB confirmed that they had complete confidence in the safeguarding procedures in place and knew how much the school cares for the children. The GB reflected that the school does not take the approach of labelling a child as ‘naughty’ if there are incidents of inappropriate behaviour, but instead sees the child as someone who needs something and seeks to support them in addressing this.

**9. 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?'**

Identified as follows:

- SIP monitoring work is a good way to reflect on how much work has been undertaken during the year and how the child is always placed at the heart of it all
- Governors have a focus on looking at the impacts and benefits for children and their development as people, not just at improvements to data.
- The loving nature in the way that children are taught, supported and spoken to demonstrates Christian love and care and the Christian ethos of the school.

**Next meeting: Monday, 11<sup>th</sup> July 2022 at 6.00-8.00pm**

**Signed as accurate by the Chair: .....**

**Name of Chair: .....**

**Date:** .....