



St Martin's School and Vale View School Local Governing Body Meeting

Thursday 23rd November 2023

St Martin's Head Teacher: Mrs H Thompson Vale View Head Teacher: Mrs L Sprigmore

Minutes of the Local Governing Body Meeting held at St Martin's School on Thursday 23rd November 2023, 9.15am.

Governors Present: Amanda Abbott, Carole Bennett (Chair), Francesca Bushell, Kirsty Meakings, Chris Scoble (Vice Chair), Lisa Sprigmore (Vale View Head Teacher), Helen Thompson (St Martin's Head Teacher), Billy Wilson

Others Present: Jacky Cador (St Martin's AHT/SENCo), Elizabeth Little (St Martin's English Lead), Alison Mackintosh (Chair of Trust)

Governance Professional: Katie Banes

1	<u>Welcome, Introductions, Resignations and Apologies for absence</u> Governors were welcomed to the meeting and the meeting was confirmed to be quorate.
2	<u>Register of Business and Pecuniary Interests</u> Governors were given the opportunity to declare any interests against this agenda. No new declarations of business interests were made.
3	<u>Minutes from Term 6 LGB Meeting Published on the Website</u> The Governance Professional confirmed the minutes from the meeting held on Thursday 19 th June 2023 in Term 6, have been published on the school websites.
4	<u>Approve Minutes from previous LGB Meeting in Term 1 –Thursday 19th June 2023</u>
4.1	Approval of Minutes Previous minutes were made available to Governors prior to the LGB meeting. The minutes of the Local Governing Body meeting held on Thursday 19 th June 2023 were approved as a true and accurate record.
4.2	<i>The Chair of Governors signed the previous minutes to reflect this.</i>
4.3	<u>Actions</u> - Website monitoring has been carried out by FB and outcomes uploaded to Teams, available for all Governors to view. - HT to follow up potential Co-opted Governors. This was completed, but unfortunately did not result in any new appointments.

<p>5 5.1</p>	<p><u>Governance</u> <u>Membership</u> Kirsty Meakings was welcomed to the LGB as a new Parent Governor. Kirsty Meakings will serve a term of office for four years.</p>
<p>6</p>	<p><u>Ofsted Updates</u> A series of research has been carried out by Ofsted on behaviour and attitudes. Their key findings are outlined below:</p> <ul style="list-style-type: none"> - More than two out of five teachers (42%) who took part in a recent Ofsted survey on pupil behaviour said it had worsened since the pandemic. - The top three reported impacts on primary schools were; staff absence due to stress, teaching staff leaving the school and staff absence due to mental health issues. <p>Both schools' rules follow a values led approach, including a reduced version for the children who attend Vale View nursery. Behaviour expectations are clearly outlined to all pupils. Those pupils who have a high level of behaviour needs are then addressed separately as part of Pupil Support Plans (PSP). Vale View have highlighted the potential for some suspensions to take place at a different school within the Trust, rather than at home.</p> <p>The Headteacher at St Martin's has written to individual parents expressing expectations regarding pupil behaviour where this has not met expectations. Overall, parents are very supportive of the school and any suspensions which may have to be issued. This is not without frustration for both parties, particularly where pupils are awaiting assessment for specialist provision; statutory assessments and education and health care plans (EHCPs) take a considerable amount of time and documented evidence.</p>
<p>7</p>	<p><u>Statutory Updates</u> The Statutory Assessments for Key Stage One (Year Two) has become optional for schools. Governors were informed schools only needed to contact the DfE (Department for Education) if they did not wish to continue to use the statutory assessments. It was confirmed that the Trust would continue to use the SATs materials for Key Stage One (KS1) to support assessments as a whole, across the Trust. A Governor asked if the Headteachers were aware of any other local schools who do not intend to complete the KS1 SATs. Both Headteachers confirmed they had not been made aware of any local schools who have chosen not to complete the KS1 SATs this year.</p>
<p>8 8.1 8.2</p>	<p><u>Headteacher Report</u> The Headteacher Report was made available to Governors prior to the LGB meeting. As part of Governor monitoring and in conjunction with the LPPA (Leading Parent Partnership Award), parents took part in a survey during Parent Consultations at both St Martin's and Vale View. A Governor asked how the overall feedback from the questionnaires were.</p> <p>The Headteacher at Vale View commented that, although she did not have the exact data available, the overall feedback was very positive. It was further commented that a bespoke version was created to support EAL (English as an Additional Language) families. Vale View aim to approach those parents who did not complete the surveys.</p> <p>It was commented that at St Martin's, parents felt the school was very welcoming and it was evident there are positive relationships between the staff and parents. A consistent comment throughout the feedback from St Martin's is that communication could be improved; it can often be overwhelming for some parents receiving multiple emails, at different times throughout the school day. This is something the school are already working to improve.</p> <p>Both St Martin's and Vale View's attendance is currently above the national average, which was 93.6% (from data published 16th October 2023).</p>

<p>8.3</p> <p>8.4</p>	<p>It was highlighted by a Governor that roll numbers for pupils in EYFS (Early Years Foundation Stage) were particularly low at both schools, compared to previous years. It was commented that that cohort has a low birth-rate and figures appear to be very similar at other local schools.</p> <p>A Governors asked if there had been an increase in those attending for EYFS Open Day tours. The Headteacher informed Governors that attendance for Open Day tours were very similar to previous years. However it was noted that parents particularly liked having a personal tour as it created individualised experiences and allowed the opportunity for parents to ask questions.</p> <p>Vale View started a twelve-week cycle of tutoring in September 2023 to address specific concerns (in Maths) which were highlighted at the end of the last academic year.</p> <p>Due to the change in financial support from the government for school-led tutoring, St Martin's are in the process of reviewing finances to see if it would be feasible to run more tutoring sessions this year within their budget constraints. If St Martin's do agree to proceed with school-led tutoring, the focus would remain with pupils in year six. That cohort of children have a high level of SEN needs and 42% are in receipt of Pupil Premium funding too.</p>
<p>9</p> <p>9.1</p> <p>9.2</p>	<p><u>SEF (School Self Evaluation Form)</u></p> <p>The SEF is used to inform the development of the new School Improvement Plan (SIP). By working through the SEF, Governors were able to identify the following:</p> <p><u>Quality of Education</u></p> <ul style="list-style-type: none"> - The curriculum has been designed to support all learners. - Cultural Capital supports all families, in particular those from a disadvantaged background. - The creative curriculum has been implemented using the Teaching and Learning Strategy to engage pupils, ensuring learning is purposeful, sequenced and built upon prior knowledge and retrieval practice. This is a strength in core subjects and developing further in foundation subjects. - Parents have been invited in to school to see the different learning opportunities provided; inviting parents to 'learning landings' encourages meaningful conversations about pupil learning. - Knowledge Organisers have been developed and are used for assessments and as part of monitoring. - The Teaching and Learning Strategy allows teachers to move away from the more traditional style of lesson to ensure there are no preconceived ideas and makes planning and groupings more flexible. - Both RE (Religious Education) and PSHE (Personal, Social and Health Education) now have a question-based approach towards their lessons; this has helped pupils to be able to identify their learning with more clarity and understanding. <p>The next steps involve ensuring adaptive teaching is in place to ensure children with SEND can access learning effectively and demonstrate what they know and understand.</p> <p>A Governor asked if teachers have found pupils to be better engaged with this approach to learning. It was confirmed that children are always highly motivated and engaged in learning, with no learning time lost, allowing better opportunities for all children.</p> <p>Assessments for foundation subjects have been improved; teachers only have to record those children who are not at the expected standard. This helps to identify children who may have other needs, vulnerable groups and any possible staff training required to ensure all pupils make good progress across the curriculum.</p> <p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> - Senior Leaders across the Trust have been working with subject leaders, to improve staff understanding of what it means to be an effective subject leader. As part of the process, staff have

	<p>been receiving training on how to monitor their subject, including how they can analyse data effectively.</p> <ul style="list-style-type: none"> - The intent, implementation and impact for all subjects are in place. - A series of 'deep dive' opportunities have been either carried out, or planned to help give a better overview of subjects; enabling time to reflect upon what areas may need some additional work. - Leaders identified ways in which the schools could involve parents and the community in more ways. To support this, parents are provided with workshop dates in advance; workshops have been created based on feedback from parents. Learn alongside sessions have been implemented, particularly in Maths. <p><i>BW left at 10:50am.</i></p>
<p>10</p>	<p><u>SIP (School Improvement Plan)</u></p> <p>Governors were informed the School Improvement Plan was still under review from the CEO and therefore would be shared in full with Governors at the next meeting.</p> <p>Some of the key priorities were shared with Governors as outlined below:</p> <ul style="list-style-type: none"> - For teaching and learning approaches to be informed by the Teaching and Learning Strategy for all children, including those with SEND. - Outcomes are in line with national data. - Ensure there is a strong culture of positive behaviour and pastoral support. - To improve attendance and reduce the number of persistent absentees. It was commented that Vale View had recently appointed a FLO (Family Liaison Officer) which has had a positive impact on attendance. - Further work on the protected characteristics needs to take place. - The EYFS have a strong focus on language enrichment; this will be developed further in the outdoor learning areas, in the classroom and via the delivery of the NELI programme and other interventions.
<p>11</p>	<p><u>Governor Monitoring</u></p> <p>Monitoring reports were made available to all Governors via Teams prior to the meeting.</p> <p>In addition to the information shared within the Headteacher Report agenda item, Governors further commented about feedback they received when speaking with parents at parent consultations. They were made aware that the school website tends to be the last place that parents will go to look for information, many relying more heavily on the School Gateway app messages or the Facebook page.</p> <p>Parents felt both schools were very supportive in facilitating a smooth transition for pupils going from reception to year one.</p>
<p>12</p>	<p><u>Curriculum Impact – English</u></p> <p>The English Lead for St Martin's joined the meeting at 11:05am to give a brief update of the progress in English.</p> <p>The phonics results were down by 10% last year. In order to close the gap in pupil learning and increase progress made, phonics is now being taught twice daily in Year 1.</p> <p>In EYFS, increased learning opportunities have been broadened to strengthen the exposure of a language-enriching environment. Pupils are also provided with opportunities to tell stories and engage in role play.</p> <p>In Year One, some children are still within Phase 2 (Reception level) and are therefore having their phonics lessons separate to the rest of the class. These children have either been identified as having SEN or being monitored for any potential SEN need. Year 1 have had the Reception Spring and Summer lessons retaught to consolidate the children's phonics. They are now on the Year 1 phonics lessons and will continue to teach two phonics lessons a day.</p> <p>Little Wandle SEND groups have been introduced in both year one and two however, staffing these sessions has proved consistently difficult.</p>

	<p>In term two, ten children from Year Two have sat mock phonics screening tests, as they will need to re-sit their phonics screening in June. One child passed, with the other children being very close to the pass mark. The target is for 70% of children to pass when they take the phonics screening in June 2024. In Year Two, children are taught one reading lesson a week, along with also having a ten-minute reading rope session at the beginning of every English lesson.</p> <p>Following the Reading Deep Dive at Priory Fields last year, the Trust have since introduced Reading Rope lessons which hone in on different key skills each term, whilst also making sure that all skills are taught within the term. The reading skills have been divided up into different terms for the teachers and have been added to the medium term planning along with planning support, which links to the English texts, or cross-curricular learning. Governors were shown an example of a reading rope session and the skills covered.</p> <p>Reading Rope assessments have been introduced for children in year one to year six, which are taken at the end of a term, focussing on the reading skills that have been taught in the term.</p> <p><i>EL left at 11:15am.</i></p>
13	<p><u>Safeguarding</u> Governors were informed the paperwork for fire and lockdown drills have been reviewed, with new paperwork introduced so that areas for development are more clearly followed up. At Vale View, a new protocol has also been introduced for staff to follow for any children collected during the school day.</p>
14	<p><u>Any Other Business</u> No other business or governance items were brought to the table for discussion.</p>
15	<p><u>Confidentiality of Proceedings</u> No items of a confidential nature were raised during the meeting.</p>
16	<p><u>Publication of Minutes</u> The next LGB meeting will be held on Thursday 25th January 2024 at 9:15am, at which these minutes will be reviewed and approved.</p>
<p><u>Action Points</u></p> <ul style="list-style-type: none"> - <i>CS to carry out monitoring at Vale View (14.12.23) and St Martin's (date TBC).</i> - <i>FB & CB to monitor Reading Ropes at Vale View (date TBC).</i> - <i>CB & KM to monitor Reading Ropes at St Martin's (date TBC).</i> 	

Minutes written by the Governance Professional, Katie Banes

Signed C. Bennett Date 25/01/2024

Carole Bennett, Chair of Governors