



**SIR WILLIAM STANIER SCHOOL LGB
Part 1 Meeting Minutes**



Date: 6th July 2023 at 4:30pm

Present:

Mrs M. Massey (Chair)
Mr S. Houlston (SH)
Mrs J. Young (JY)
Mrs P. Simpson (PS)
Mrs S. Kay (SK)

Apologies:

Mrs L. Hodgkison (LH)

In attendance:

Miss N. Gregg – Principal (NGr)
Miss N. Glynn – Senior Vice Principal and Deputy Safeguarding Lead (DSL) (NG)
Mrs C. Casewell – Vice Principal (CC)
Mr M. Smissen - Vice Principal (MS)
Mrs E. Johnson – Assistant Principal (EJ)

Clerk: Mrs C. Gritton

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from DJ and SK the meeting was **quorate**.
2. There were no declarations of personal or prejudicial interest.
Unless otherwise stated, all papers and policies had been uploaded to Governor Hub (GH) prior to the meeting.
3. Minutes of Previous Meeting– The Minutes of the LGB meeting held on 4th May 2023, were **approved**. **Paper 3.0 Matters Arising Log**, was **received**. **It was reported that** Wi-Fi improvements are progressing, in stages.

4. School Performance

Papers SWS Principal’s report to Governors July 2023 and Getting to Good Plan 2023 V2 May 2023, Probably need to be a bit more specific here out were **received**.

4.1.1 SIP (School improvement priorities) Review of SIP and **4.1.2** Review of Priorities and action plan for next academic year **Governors noted** that the Getting to Good Plan contained a priority to “...maintain the drive to the whole school approach to improving reading...” and **noted that** 77% of Yr10 have a reading age below their chronological reading age, as did 70% of Yr9, 60% in Yr8 and 60% in Yr7, some with very low reading ages.

Challenge: Governors asked how the senior leadership team (SLT) was going to coordinate actions to solve reading issues. It was reported that SEND issues had contributed to the reading issues, but staff are confident that SEND risk will be reduced. In the SENDCO's absence (mat leave) the Asst SENDCO, Mrs Chapleo, stepped up to take on some of the SENDCO's role, supported by the Trust SEND Lead, Mrs Josephs, who has been in school for 2 days a week. Mrs Josephs will continue to support for two days each week next academic year too. Additionally, Mrs Chapleo will be getting her QTS qualification next year to become a qualified teacher. At that point, she will be trained to be a SENDCO to add capacity to SEND provision in the Trust.

Challenge: Governors noted that 25% of Yr10 had a reading age of 5 or below and asked whether SEND was a factor. It was reported that there was some crossover between low reading ages and SEND and also with pupils with English as an Additional Language (EAL) and Step-Out pupils, but pupils were having 1 to 1 and small groups, reading intervention and support.

Challenge: Governors noted the SEND issues, but noted that reading appears to be a whole school issue and asked whether the school is developing a whole school literacy policy. It was reported that there is a whole school policy; Accelerated Reader is used for the lower school and a new, age appropriate programme is being introduced for older Yr groups in September, which includes teaching decoding skills and supporting reading

for examinations. The Trust are also supporting the school with literacy programmes and pupils have made 70% progress with Accelerated Reading.

4.2 Admissions and pupil number update **It was reported that** the Yr7 September intake is currently 150 with 9 on the waiting list. Most Yr groups are full and the school is staffed for the 150 Yr7 intake. **Governors were pleased to note that** the numbers reflect a positive perception of the school in the community.

4.3 Pupil Progress and Attainment **It was reported that** the Chair had received further information earlier that day **and noted that** there appeared to be a substantial decline in Yr11 Progress 8 (P8), compared to previous predictions for the summer and whilst there were no major gender gap concerns, the Pupil Premium (PP)/non PP and Special Educational Needs and Disability (SEND)/non SEND gaps were substantial **and**

Challenge: Governors asked why this was. **It was reported that** significant influences on data are the school's struggle to recruit Maths specialist teachers and attendance. **It was reported that** if those 2 barriers were removed from the data and the other subjects were considered, the school is seeing improvement and progression of those who attend. The coaching programme is seeing significant impact for the rest of KS3 in particular.

Governors noted that 22 pupils, out of 152, were not P8 compliant, although this is a legacy issue and will improve for 2024. 14 pupils are in Step-Out.

4.4 SEND

4.4.1 Review of current academic year SEND plan **It was reported that** the Trust continues to provide SEND support, as the school has been without a SENCo for a while now. Linked as reported at item 4.1.2 herein.

4.4.2 Action plan and priorities for the next academic year [**ACTION: SLT** will provide the SEND action plan at the next LGB meeting].

4.4.3 Approve the SEND report for website publication To follow with Action Plan.

5. School Welfare

5.1 Attendance **Governors noted that** Yr11 attendance, at 75%, is less than the national average of c.89%. **It was reported that** Yr10 legacy issues of in-year admissions had impacted on attendance, but the school continues to put provisions in place to support those pupils. Pupils who were not in-year admissions, had attendance of 90% and the curriculum and coaching have a great impact on those who attend. The increase in permanent staff should address absences historically reported by student voice, as being due to lessons being covered by supply staff. Staff have considered attendance by Yr group and various sub-groups and improvements year on year can be seen. Students continue to have 1 to 1s with pastoral assistants, who work very well with families, building supportive relationships to great impact.

Challenge: Governors asked whether the school uses the Cheshire East Local Authority (CELA) approach. **It was reported that** this is being considered at Trust level.

Challenge: Governors asked whether pupils are ware of the importance of attendance. **It was reported that** student voice showed that 100% of pupils understand they need to attend, signage to encourage attendance is being increased across the school for September and the mini bus continues to be utilised to collect pupils. [**ACTION SLT:** will provide the attendance action plan at the next LGB meeting].

Behaviour **It was reported that** behaviour is an improving picture as evidenced by comparative data showing a substantial reduction in every area.

Challenge: Governors asked to what the school attributes the reduction. **It was reported that** it was due to consistent implementation and follow-through, of successful intervention policies and strategies. There has been a relentless drive to maintain behaviour standards and all pupils are aware of the policies and strategies.

In response to Governor Challenge as to how staff consistency of behaviour management is monitored, it was reported that quality assurance conversations take place and staff are supported in repair and recover conversations.

Governors noted that suspension figures have reduced and **it was reported that** repeat suspensions are tracked and a holistic view of those pupils is considered when deciding which strategies might best support them. Governors praised staff for their success in reducing suspensions.

Challenge: Governors asked what teachers think with regard to how behaviour affects Teaching and Learning.

It was reported that SLT had those conversations with teachers and the starting point was to ask what strategies are working well and where is more support needed? Teachers reported that consistency in the way staff deal with all levels of behaviour has made a significant difference to Teaching and Learning.

Challenge: Governors asked whether there is a link between behaviour and the quality of teaching. It was reported that coaching and interventions' programmes are synchronised to ensure consistency of language and the majority of staff do that very well. Coaching is across all faculties and is invigorating practice. Staff report feeling listened to and valued. There is to be a Trust focus on oracy across the Trust and a recent INSET day focused on training and language for pupils with EAL and SEND, which, as part of Quality First teaching, is of benefit to all pupils. The Chair was pleased to see a focus on attendance, literacy and SEND as a way of addressing issues.

5.3 Safeguarding Paper Governor Visit SWS 03.07.23, was received. It was reported that the visit had been positive. Pupils feel safe and know to whom they can talk if they need support. Classrooms and corridors are calm. **It was reported that** the Trust continues to support Trust schools with safeguarding and is assisting with the streamlining of CPOMS categories and consistency of reporting across its schools. The most recent Safeguarding Children in Educational Settings (SCiES) visit was also positive. **[ACTION SLT:** will provide a breakdown of safeguarding figures allowing comparison to previous figures and a breakdown of racism and sexual harassment data, to the next meeting].

Challenge: Governors asked whether staff follow up on incidents of bullying. It was reported that there is a process in place whereby the pastoral manager and raising standards leads follow up on incidents. Safety plans are put in place where needed and are constantly reviewed. Pastoral leads meet with vulnerable pupils on a regular basis.

5.4 Looked After Children (LAC) Report It was reported that LAC funding has been utilised to support those pupils and where appropriate, pupils were consulted about what they felt would be of support and if that was therapy outside of school, the school would enable that.

5.5 Staffing Matters It was reported that the school had recently made some great appointments of strong, subject specialist staff. Interviews are being held next week for an English Curriculum Leader and the field is strong. Being part of the Trust creates good opportunities for staff development. **SLT reported that** the school now has an embedded team and SLT endeavour to look after staff wellbeing, for example by supporting them if they want time off for family commitments such as children's school assemblies and making reasonable adjustments. **The Chair advised that** SLT continue to remind staff that their efforts are making a positive difference in the school; suspensions are down and behaviour has improved, because of the work staff are putting in. The Trust wellbeing survey has recently been completed, but results not yet analysed. There is concern that the survey did not provide an opportunity for staff to comment about the positive wellbeing aspects of the school and **[ACTION THE CHAIR and AH:** will discuss the questions on the survey with the Trust Executive].

6. Policies

6.1 Behaviour Policy **[ACTION SLT:** this will be prepared in readiness for September and approved by correspondence]. There will be no major changes and staff and pupils are aware of the policy processes.

6.2 Link Governor Monitoring Reported under Safeguarding item 5.3 above.

7. Governance Matters

7.1 LGB Composition Thanks were proffered for to JY, who is stepping down as Governor at the end of the summer term. The Chair will take over the Safeguarding Link Governor role following JY's resignation. 2 new, potential Governors have been identified, one English as an Additional Language (EAL) and the Clerk will discuss their potential appointment with the Principal.

7.2 Skills' Audit - Paper SWS LGB Skills Audit (2023), was received. The LGB is strong in terms of skills and the results will be analysed to ascertain any training needs.

7.3 Website Compliance **The Chair reported that** there are issues with the school website and will work with the school to secure improvement.

8. Other Matters

8.1 Local Matters **The Chair reported that** she had met with Headteachers, Principals and LGB Chairs of the other Trust Crewe schools, to discuss long term plans to benefit Crewe and to consider bespoke alternative provision initiatives to meet the needs of the Trust Crewe schools. The Trust and its Crewe schools want to continue to create strong pathways for the Crewe communities and collaborate to provide the best support possible for education and careers pathways.

8.2 Matters to Share with Trust Board (exception reporting) Nothing to report.

8.3 Matters from Trust Board to Share with LGB

8.4 AOB [ACTION THE CLERK: will provide NG with a list of Trust Governors who are trained for permanent exclusion panels]. LGB meetings will be aligned to data drops for 2023/2024.

Date of Next Meeting: 28th September 2023 (TBC)

Meeting closed 6:05pm

Minutes approved:

Date:.....