

Local Governing Board (LGB) to The Learning Partnership



Sir William Stanier School LGB Part I – Meeting minutes

Date: 6th June 2024 at 4:00pm (rescheduled from 09.05.2024)

Governors Present:

Mary Massey (MM) – Chair of Governors
Sean Houlston (SH) – Vice Chair of Governors
Samantha Kay (SK)
Sharon Yates (SY)
Pamela Simpson (PS)
Lisa Hodgkison (LH)

In attendance:

Paul Farr (PF) – Interim Executive Principal (joined meeting at 4:06pm)
Emma Johnson (EJ) – Deputy Headteacher & DSL
Jess Sheridan (JS) – Year 7 – Raising Standards Lead
Jim Barlow (JB) – TLP Director of Secondary Education
Dr Allan Howells (AH) – TLP Director of Quality
David Twambley (DT) – TLP Deputy CEO (Operations) (joined meeting at 4:06pm)

Apologies:

Michael Smissen (MS) – Deputy Headteacher

Clerk: Sharon Dutton (SD) - TLP

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting opened at 4:00pm and was confirmed quorate.

MM welcomed all to the meeting and asked each attendee to introduce themselves in turn to the rest of the group.

Apologies were received and accepted from MS.

There were no declarations of interest declared.

AH reminded Governors about registering for the upcoming Trust Governors Conference scheduled to take place on Saturday 13th July. He asked that Governors respond to the invitation whether they could attend or not.

The following documents were uploaded onto GovernorHub in support of the meeting:

- LGB Skills Audit
- SIP April 2024
- SEF March 2024
- Headteachers Report
- SEND Visit 17.05.2024
- TLP Health & Safety Policy
- Engagement with Stakeholders (Parents Survey)

2. Minutes of the last meeting and matters arising

The Minutes of the LGB meeting held on Thursday 15th February 2024 were approved and had been uploaded onto GovernorHub. There were no matters arising.

The following actions were carried forward from the previous meeting:

PREVIOUS ACTIONS	By Whom	By When
EAL Curriculum to revisit this subject at the next meeting.	NG	Superseded
MM asked to reschedule the Student Voice, which was postponed due to Ofsted, for after Christmas.	MM	Sept 2024

ACTION LOG FORM MEETING 15.02.2024

Minute Ref	Action	By whom	By when
Page 5 Item 9a)	Headteacher and SY to meet to discuss staff CPD further.	NG/SY	After meeting
Page 6 Item 10	The Trust to provide clarification for the governors on exactly how the virtual school funding works.	Clerk	Ongoing
Page 7 Item 14	The Trust to ensure all Governors are receiving updates on training through GovernorHub.	Clerk/AH	Ongoing
Page 7 Item 16	The Trust to investigate further education and employer presentations and the possibility of holding a recruitment and retention day (Trust-wide).	AH	Ongoing

3. Leadership (Confidential Part 2 item)

4. Governor's Skills Audit - update

AH reported that this had been completed and the results posted onto GovernorHub.

Strategic Direction and Progress Against Priorities

5. School Improvement Plan (SIP) &

6. SEF – assessment of current position

Due to the change in and restructuring of the Senior Leadership Team (SLT) as outlined in the Confidential Minutes Part 2 and the imminent Ofsted inspection, the SIP and SEF have become increasingly important.

Areas of emphasis are:

- Curriculum – a focus on improving the delivery and quality with particular emphasis on SEND teaching and learning.
- Assessment – improvement in this previously undeveloped area with input from Jason Newham (Deputy Headteacher at The Oaks Academy) with regards to the understanding of relevant data
- Identification of knowledge gaps.
- Behaviour and culture reset. PF reported the school was on Day 4 of this and was focusing on interpersonal relationships, courtesy and respect. Attendance was up and fixed term suspensions and permanent suspensions were both down.
- Reading - transforming early reading and readers.

PF observed that the improvements gained to October 2023 now needed consolidation. He gave a verbal presentation to the LGB outlining how his previous knowledge and experience would bring improvements the school. He also confirmed his ability to observe the school with new eyes.

DT and PF presented an overview of the Trust's and new Principal's initiatives:

Analysis of urgent actions required for the Ofsted inspection.

- Revisiting the current SIP and SEF
- Website and policy compliance
- Building appearance to create a more welcoming school environment. This included painting out the old logo on the building exterior and replacing it prominently with the new one.
- Wider community engagement

Staff Engagement & Voice

- Ensuring staff are listened to and reassured considering the leadership changes the school has gone through in the last 5 years.
- Engagement between the principal, staff and unions and increased communication of future plans and expectations.

Pupil Voice

- Listening to pupils perceptions and opinions and offering pastoral support and care wherever required.

Additional INSET days

- Whilst this had not been popular with parents it is felt that staff would benefit hugely from this in the current environment.

Roles and responsibilities

- Clarification was required across the board in this area. With regards to the LGB, positive monitoring inspections were encouraged.

Governors

- DT acknowledged the excellent skills of the current LGB and confirmed that their concerns and advice would be listened to and welcomed their continued high level of engagement. It was hoped that communication between the Trust and the LGB would continue to improve with continuity and consistency being rolled out across all the schools within the Trust.
- Governors thanked DT for these observations and emphasised their support for the Trust's actions.

Lessons Learnt

- To resist the temptation to move too quickly and make short term questionable decisions.

Culture Reset

- Restructuring of the school day
- Reaffirming of the behaviour policy
- Emphasis on respect for the self, peers, minority groups and integration with the introduction of two additional assemblies and additional tutor groups per week to underline the message.

MM asked that the current SIP be shared with PF to assist him in his analysis of the current situation of the school and the current proposed plans.

PF observed that the school had come a long way under the previous headteacher particularly in the areas of safety and positive learning and many of his initiatives were merely developing these. However, he observed that a few EAL (English as an Additional Language) pupils were not integrating with groups forming and that curriculum delivery to these pupils needed reinforcement. EJ observed that while externally the school's appearance was improving, attention must now be turned to the teaching and learning experience.

Attendance continues to be a concern and MM observed that active engagement with all pupils was essential to reignite their interest particularly those "at the back of the room".

PF suggested that the LGB tour the school after a month had elapsed in order for them to ascertain the improvements the new leadership team were making.

DT left the meeting at 4:56pm

Education

7. Admissions and Pupil Numbers

Page 1 of the Headteachers Report updated by JB.

JB reported that admission numbers were improved for September and that the number of first choices was very positive. He confirmed he will be meeting with partner primary headteachers next half term to look at building stronger relationships with schools and that whilst it is good that the Year 7 is full in September more work needed to be done with partner schools to change parental perceptions.

However, some schools in the area had included SWS, for the first time, as a recommended school on their websites.

Total Number of Applications: 212

Total Number of 1st Choices: 137

Total Number of Accepted Places for September 2024: 150 (2 on the waiting list)

PS reported that the Primary Head of School's meeting had been badly attended and AH offered to arrange for the next meeting to be held at SWS. This was agreed.

ACTION: AH to arrange for the next Primary Head of school's meeting to be held at SWS.

8. Attendance

Page 2 of the Headteachers report updated by EJ.

The attendance figures were presented for the academic year to date as compared to 2022/2023 and included the percentage of persistent absenteeism (PA). The Chair observed that Year 8 was of particular concern.

Governor challenge:

What analysis has been done on these figures and have the PA pupils been adequately identified?

Response:

EJ confirm that all evidence for the PA's was in place.

Governors observed that the LGB needed access to this information and any school analysis in order to fully understand what the problems were and if there were any patterns to behaviour which could be addressed. Whilst the figures were available on the attendance itself, there needed to be more detail provided on reasons for absenteeism e.g. long-term illness, special provisions etc.

ACTION: SLT to present more in-depth analysis of attendance issues.

MM felt that part time timetables should be allowed only in exceptional circumstances and that acceptable documentation must be available to justify these during an inspection. It was confirmed that all Step Out pupils were now back on full timetables.

9. Behaviour

Page 3 of the Headteachers report updated by EJ.

Once again, Governors asked that more in-depth analysis be provided in this area covering suspension repeats, first offenders, those not reoffending etc. and how reintegration is being handled?

ACTION: SLT to present more in-depth analysis of suspension issues.

The following was included in Page 4 of the report:

Areas for Development & Next Steps

1. Year 7 and 8 RESPECT Programme
2. Step Out as a time fixed rehabilitation programme.
3. May 2024: Launched the repeat IER strategy to reduce suspensions.
4. May 2024: Launched IER Non-Negotiable to reduce suspensions.
5. Accountability and ownership of behaviour at Middle Leader Level (Curriculum)
6. Half Term 6: Year 7 and 8 Strategy RESPECT strategy
7. Review of behaviour policy ready for September 2024
8. Launch of behaviour for learning PRIDE September 2024
9. Review of roles and responsibilities of pastoral staff for September 2024

ACTION: To include an update on Areas for Development and Next Steps on the agenda for the next LGB meeting.

10. Curriculum – Progress and Attainment including Pupil Premium students.

Pages 4-6 of the Headteachers report updated by MS.

MS had sent his apologies for the meeting which were accepted, and MM confirmed that she had discussed Curriculum with MS prior to the meeting. He had presented as follows:

Overview:

The curriculum review reveals an improvement in student performance, with detailed analysis indicating better engagement and understanding of the material across several year groups. Special attention has started to be given to Pupil Premium students to bridge performance gaps.

Trends:

There has been an upward trend in both Attainment 8 and Progress 8 scores, with anticipated improvements in Maths being particularly significant. Despite improvements, Pupil Premium students continue to underperform across a variety of subjects including Maths and English.

Actions Taken:

The school has introduced targeted interventions such as additional classes specifically focused on literacy and numeracy gaps. Regular feedback sessions and enhanced monitoring using data-driven tools like SISRA and FFT Aspire have been implemented.

Challenges:

While Maths scores are improving, English remains a challenging area for Pupil Premium students, requiring ongoing focus and resources.

Next Steps:

Strengthen Year 11 Intervention Strategy – there is a need to enhance revision sessions and an increase of the frequency of curriculum assessment, particularly for underperforming areas.

Support for all – including Pupil Premium Students - Develop tailored learning plans focusing particularly on literacy, and intensify parental engagement to ensure consistent attendance and home support.

Enhanced Monitoring and Feedback - Implement analytical tools for precise tracking and create robust feedback mechanisms to ensure the interventions are effectively addressing student needs. Use of the school calendar to plan for more frequent Curriculum Leader Meetings.

Pupil Premium (PP) Strategy

Overview:

The Pupil Premium (PP) Strategy is designed to address the specific needs of students who are eligible for additional funding due to socioeconomic factors. The strategy focuses on closing the attainment gap between these students and their non-PP peers by providing targeted support and resources.

Trends:

Improved attendance and engagement among PP students have been noted as positive trends. Academic performance, particularly in Maths, has shown improvement; however, English remains a challenging area for these students.

Actions Taken:

The school has implemented several initiatives under the PP strategy, including:
Targeted Academic Support – Adaptive Teaching CPD, class changes and tailored tutoring sessions (Yr11).

Pastoral Care - Enhanced pastoral support to address behavioural, emotional and social needs, ensuring that PP students receive the necessary support to succeed academically.

Challenges:

Despite the strides made, challenges persist in fully closing the attainment gap. Continuous monitoring and adaptation of strategies are needed to ensure the effectiveness of the support provided.

Next Steps:

Refine Quality First Teaching - Evaluate the effectiveness of current T&L and refine approaches based on detailed data analysis to ensure that support mechanisms are precisely targeting the areas of greatest need.

Expand Extra-Curricular Opportunities - Increase access to extra-curricular and enrichment activities for PP students to enhance their educational experience and provide additional learning opportunities outside the traditional classroom setting.

Strengthen Home-School Links - Develop stronger communication channels between the school and the homes of PP students to ensure that parents are not only informed but also actively involved in the educational strategies and interventions

As an update MM was able to confirm that preparation for Year 11 exams had much improved; attendance was high and feedback positive although some EAL students had gone abroad. JB confirmed that continuity had been maintained and that the examinations themselves had gone well with many staying until the end of the examination and reporting a positive experience.

The results day would be taking place on August 22nd.

ACTION: Invite Carolyn Brennan (Reading Lead) to the next LGB to present up to date Reading data.

Governor question:

Is SWS considering the literacy programme from The Oaks Academy?

Response:

Yes, this is under consideration in consultation with Jason Newham.

A discussion ensued regarding increased cooperation between Sir William Stanier School and The Oaks Academy which should be much easier now that the two schools are part of the same Trust. In addition, the two shared governors in the form of Lisa Hogkison and Mary Massey. PF confirmed that SWS governors should visit TOA as a matter of priority.

Governor question:

Why don't secondary schools go out earlier to the feeder schools to see what preparations are being undertaken to prepare [pupils for entering secondary school?]

Chair response:

The vocabulary and language in a primary school is very different to those of secondary school.

A discussion took place around improving the transition period between Primary and Secondary school and the cross-over link between secondary school and further learning/employment. PF confirmed that in this area he and MS are working on a 4 week "aspirations programme" to cover this area for Year 11 pupils.

ACTION: SY to meet with PF to discuss the relevant skills sets required by pupils transitioning in employment.

Governor challenge:

MM confirmed that she had asked MS to expand on his ideas for enhanced parental engagement.

Response:

JB agreed that this was an area the school was concerned about despite improved attendance at the recently held parents evening (62%) and pointed out that 40% of those who didn't come were parents of persistent non-attenders.

It was observed that the recent Bingo Supper event had had 80% attendance and that this was probably due to it being a "neutral" event. It was felt therefore that an emphasis on these sorts of incentivised evenings would persuade more parents to engage with the school. An active "parents forum" is missing.

Governor question:

The timing of parents evening is often a challenge – could an option of an online meeting be offered?

Response:

The SLT agreed to look at this particularly as physical consultations often overran, and staff needed to be aware of this as an inconvenience. It was suggested that an advance progress report (possibly RAG rated) issued prior to the meeting would make parents feel more involved and prepared for what was to be discussed.

Governors reiterated that **engagement** with school was as important as **attendance** in school and that any communication with parents should focus on positives as well as negatives with praise given wherever possible. This was supported by the recently introduced postcards initiative.

Governor question:

What is the reputation of the school within the community?

Response:

It was generally felt that the school was still suffering from the legacy of its past under performance (particularly as many current parents were ex-students) and that more engagement with the community to persuade them of the school's continuous improving standards was essential.

Governor question:

Are the parents of EAL pupils part of the non-attenders at Parents evenings?

Response:

EJ responded that the EAL events are often separated out for ease of communication, and they are always well-attended.

Governor question:

How do we capture (log) parental engagement?

Response:

JS is keeping a record. Governors suggested this be formalised e.g. captured on SIMS or similar.

11. Curriculum – Link Governor Monitoring

Due to her links with the relevant organisations within the county, SY was appointed the Careers Link Governor.

LH confirmed that she had posted a SEND Visit report conducted on 17th May with Rebecca Ellis.

**12. Quality of Education – teaching & learning, literacy & SEND – update from Rebecca Ellis
Pages 10 – 17 of the Headteachers report**

SEN attendance has increased, while SEN suspensions have decreased. This is because the school has become better at identifying & meeting needs. Students feel more supported in school and therefore less anxious about attending. However, the COVID pandemic appeared to increase

anxieties, particularly in SEN students, so this will have had an impact on attendance figures. In addition, there would have naturally been an improvement in attendance due to the world returning to normality. Despite this, it cannot be disputed that students physically & emotionally feel more able to attend school than they did previously because of the support they receive and the provisions that are in place.

Identification of Need

The school has streamlined the way in which staff refer to the SEND department. The form the department inherited was 'clunky', and too wordy for staff to have time to complete thoroughly. This has been streamlined in line with Cheshire East's graduated approach into a simple Microsoft Forms link. The SEND & EAL departments have then working together to make this even more effective by including more information around EAL backgrounds & strategies. It is then able to provide recommended strategies to try in the classroom and can begin to process any referrals that might be necessary to gain further advice & support. Weekly Synergy meetings between the SEND department, Pastoral Support Managers & the Safeguarding Team ensure that any needs that may arise this way are proactively approached.

All students complete the standardised New Group Reading & Spelling Tests upon entry to the school in Year 7 and this then informs who requires what interventions to support reading & spelling. Any student flagged via a referral or who is on the SEND register is screened using WRAT5, to gain an indication of if there is any further underlying need to be explored - this looks at the standardised ranges for reading, spelling, comprehension & maths computation. These scores can then indicate possible underlying ADHD/ASC, as well as those who will require targeted interventions in a specific area and who is likely to require access arrangements for their GCSEs. There is also the Boxall Profile, which is used to suggest interventions around Social, Emotional & Mental Health.

Intervention

There are a number of interventions up and running. To support reading, spelling & comprehension, Read, Write, Inc has been introduced. The newly appointed literacy lead is rolling out Reading Plus & Reading Fluency interventions. In the Hub, there are ELSA interventions, as well as SPOTSS and social skills interventions.

Hub Provision & Structure

The Hub provision has made big steps forwards. There is now a clearer process around how students who may require Hub access are identified (using the information gained from investigations outlined above). The SEND Department meet with parents & students regularly to implement, review & adapt Hub access provisions, to ensure that it best suits the individual student's needs and there is a clear process of what happens should a student require access when dysregulated. This involves the staff member emailing the Hub, and a designated member of staff 'on call' will collect them and bring them to the Hub to re-regulate. This ensures that the dysregulated student is safeguarded. The additional recruitment in staffing has allowed this provision to become more effective.

Overall, it is felt that things are 'moving in the right direction' as it is apparent that, quite rightly, the focus is shifting to ensure that meeting the needs of all learners is front and centre of all decisions, processes, strategies and policies.

Areas for Development:

- Staffing
- Hub Provision
- Teaching and learning
- CPD offer.

This was further developed in pages 10 – 17 of the Headteachers report.

Governors were particularly impressed by the Reading Buddies scheme and asked that an overview of this be included in CB's presentation at the next LGB meeting.

Welfare

13. Safeguarding

Pages 18 – 21 on the headteachers report

Governor challenge:

How confident is the school in the accuracy of student incident reports?

Response:

EJ confirmed that through a culture of presentation and discussion in the form of assemblies, safe space areas, school information and the support from the DSL, the quality of reporting was improving.

ACTION: MM to conduct a student voice covering this area before term end

Governor question:

How many pupils are currently participating in REMEDI (an initiative to work with students who are known to the police or engaged in anti-social behaviour)

Response:

EJ reported there are currently 5 pupils involved. She went on to report that members of the school safeguarding team were currently visiting other schools within the Trust to share information in this area.

A SCiEs report had been issued which EJ agreed to share with MM. JB confirmed it was very positive and MM agreed to conduct a safeguarding visit before the end of the term.

ACTION: EJ to share the SCiE report with MM

ACTION: MM to conduct a Safeguarding visit before term end.

14. Wellbeing and Welfare – Students

Page 22 of the head teachers report – updated by EJ & JS

This covered:

- Released period 1 attendance calls to give pastoral staff more time to 'early detect' concerns providing early welfare support in the morning.
- Reviewed roles and responsibilities of the pastoral team to start learning mentor sessions, anger management, bereavement and self-regulation.
- Reviewed the Champion programme to ensure that all students have an appropriate nominated adult for them.
- Update of the 1-page profiles which are all 'student voice' centred.
- Exposure to important citizen building topics within the Jigsaw - PHSCE Curriculum

JS reported that any impact felt by the introduction of Jigsaw was not yet evident as it had so recently been introduced and that student voice was proving to be inconsistent. She explained to the LGB how Jigsaw works and confirmed that it was normally used in primary schools but was considered to be appropriate for the school. She intended to expand on her explanation when MM next visited the school.

A list of activities was included on page 22 of the headteachers report.

Governor challenge:

Could the LGB see the impact these activities were having on the school in terms of behaviour and engagement? Governors also asked if a personal reflection log could be introduced?

Response:

JS explained that Jigsaw was discussion based so feedback was being captured and would bring examples to the next LGB meeting.

ACTION: SY to share a document with JS to promote impact and reflection particularly for the Year 10-11 transition group.

ACTION: JS to present examples of feedback on Jigsaw.

15. Wellbeing and Welfare – Staff

Page 23 of the Headteachers report – update by JB

JB presented the Results of Staff Survey from May 1st 2024)

Positive comments:

- Majority of staff very committed to working together to make the school better
- Improved communication recently in school
- Majority of staff recognise that they work in a supportive environment

Areas of concern

- Inconsistency in the application of the Behaviour Policy
- Recently instability of the SLT
- The impact of a small group of students' behaviour on teaching and learning

He confirmed that another staff survey would be conducted before the end of the term including similar questions in order to benchmark results and gather more information.

Local Matters and Stakeholder Engagement

16. Local policy Approval/Adoption

- a) Health & Safety (to be adopted)

Governors observed that there was no reference on the policy for the requirement of DBS checks for external contractors.

ACTION: AH to seek clarification with the Trust on this.

- b) SEND – Trust Policy

Governors expressed their concern that staff were not being made adequately aware of the responsibilities within this policy during induction.

- c) Children with Health Needs Unable to Attend School – Trust Policy

17. Governor Training Update

Governors were requested to carry out Prevent and Online safety training and update GovernorHub once completed.

18. Stakeholder Engagement – Parents/Carers

It was noted that only 68 parents out of 720 had responded to the parents survey, the results of which had been posted onto GovernorHub. It was suggested that the survey be carried out during a parents evening which might elicit a larger response.

19. Stakeholder Engagement – Wider Community

The school was currently communicating with the wider community in as many ways as possible through the newsletter, social media platforms, the Cheshire Wildlife Trust, a

community kitchen, Keele University music department and Higher Horizons and was actively looking for any engagement opportunities available.

20. Communication - to Trust

Nothing further to report.

21. Communication - from Trust

Nothing further to report

Governors were thanked for attending the meeting and their continued support.

Date & Time of Next Meeting: Thursday 26th September at 4:30pm
Meeting closed at 6:07pm

Minutes approved:

Date:.....

ACTION LOG FOR MEETING 06.06.24

Minute Ref	Action	By whom	By when
Page 4, Item 7	Arrange for the next Primary Head of school's meeting to be held at SWS	AH	After meeting
Page 4, Item 8	Present more in-depth analysis of attendance issues	SLT	26.09.24
Page 4, Item 8	Present more in-depth analysis of suspension issues	SLT	26.09.24
Page 5, Item 9	Include an update on Areas for Development and Next Steps (Behaviour) on the agenda for the next LGB meeting.	MS/Clerk	26.09.24
Page 6, Item 10	Invite Carolyn Brennan (Reading Lead) to the next LGB to present up to date Reading data	PF	After meeting
Page 9, Item 13	Conduct a student voice covering this area before term end	MM	After meeting
Page 9, Item 13	Share the SCiE report with MM	EJ	After meeting
Page 9, Item 13	Conduct a Safeguarding visit before term end	MM	After meeting
Page 10, Item 14	Share a document with JS to promote impact and reflection particularly for the Year 10-11 transition group	SY	After meeting
Page 10, Item 14	Present examples of feedback on Jigsaw.	JS	26.09.24
Page 10, Item 16	Seek clarification with the Trust on Health & safety policy – contractors DBS checks.	AH	After meeting