



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



Date: 24th March 2022 at 4:35pm

Present:

Mrs M. Massey - Chair
Mr S. Houlston
Mrs L. Hodgkison
Mr D. Jobling (from 4:45pm)
Mrs J. Young

Absent:

Mr A. Pearse (AP)
Ms E. Johnson (EJ)

In attendance:

Mr L. McDaid – Executive Principal (LM)
Mr D. Twambley – TLA COO
Mr A. Howells – TLA Director of Quality (AH)
Mrs C. Casewell – SWS Assistant Principal

Clerk: Mrs C. Gritton

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from EJ and the meeting was **quorate**.
2. There were no declarations of personal or prejudicial interest.
3. Minutes of Previous Meeting and Matters Arising – The Minutes of the LGB meeting held on 2nd December uploaded to Governor Hub (GH) prior to the meeting, were **approved** as a true and accurate record and there were no Matters Arising.
4. LGB Appointments – Parent Governors
5. Matters for the Trust Board to Share with the LGB - **It was reported that** the Trust had taken the strategic decision to move to an automated, cloud-based platform, which will consolidate such data such as attendance and behaviour. **The Chair advised that** whilst the data would be useful for Governors, it will be for the Executive Principal to provide an analysis to Governors, which can be corroborated by the data.

Reports

6. Admissions Update - **It was reported that** 143 applications had been accepted for September 2022 and there were 20 on the waiting list for a PAN of 150. The school was considering expanding the admissions number this year, with a view to increasing PAN next year if needed.
 - **Governors asked whether the school has the staffing resources to support a five-form entry. It was reported that** the number of forms would increase but the structure of the carousel of options provided staff flexibility which could be utilised without the need for additional staff.
 - **Governors asked what the school thought were the reasons for the increasing numbers. It was reported that** it was in part, a demographic issue, this being a bulge year group.
 - **Governors asked whether the school was currently taking in-year admissions. It was reported that** the school had taken 11 in-year admissions in the last 3 weeks, a large number of which were from other Crewe and Nantwich schools and have English as a second language (EAL).

7. Ofsted and Future Planning

Item taken under Part 2.

8. Action Plans/Updates

8.1 Behaviour and Exclusions Paper Executive Summary SWS March 2022 uploaded to GH prior to the meeting, was **received**.

- **8.1.1 Governors asked what was the school's long-term strategy to improve behaviour. It was reported that** internal truancy had reduced using the 'triage' approach. Where there were repeat truancies, staff were considering and addressing the reasons, looking at factors such as patterns of truancy, students' general behaviour, SEND or EAL need, friendship groups and lesson engagement and this appeared to be reducing internal truancy numbers. Students out of lessons without reason spend the remainder of the day, plus an extra hour at the end of the day, in the Internal Exclusion Room (IER), where they complete the work they would have done in the classroom. If they comply and follow the IER rules, they can return to their class the next day. If they fail to follow the rules, they receive a half day exclusion and on their return, another half day in the IER. After Easter, planners will be introduced, from which teachers, form tutors and parents will be able to see how many times a student is out of class.
- **Governors asked how many students were in the IER each day and what reasons had been identified for the recidivist truancies. It was reported that** a core EAL group were recidivist truancies, as they wanted to remain together in their friendship groups, so if 1 student was sent to the IER, others of their friendship group would follow. Polish teaching assistants were now in school to support those EAL students in small groups.
- **Governors asked what the impact of those strategies and initiatives had been. It was reported that** internal truancy had reduced by 49% compared to how many there were prior to the interventions.

8.1.2 Governors noted that safeguarding had been triangulated and linked to behaviour in 'synergy'. This was seen as a positive progression as behaviour was a key area for improvement. **ACTION:** LM will provide a behaviour synopsis at the next LGB meeting.

8.1.3 It was reported that lost learning days had substantially reduced. **Governors noted that** there had been 4 permanent exclusions and asked how that had affected behaviour overall. **It was reported that** it had a significant effect as poor behaviour instigators had been excluded. The 'Step Out 1' and 'Step Out 2' initiatives had been successful thus far. It appeared that the cameras on corridors had not significantly reduced poor behaviour but students do understand that there would be consequences for poor behaviour and that they would be held to account.

- **Governors noted that there were a significant number of Fixed-Term-Exclusions and asked whether this was as a result of the strengthened sanctions. It was confirmed that** this was the reason and that students were now getting used to the new sanctions' structures.

8.1.4 The Chair reported that the consideration of personal social development within safeguarding and planned work in curriculum design to broaden the creative subjects offered to engage students, should assist with improving behaviour and attendance.

- **Governors asked what additional pathways would be offered and asked whether Practical Tech would be included. It was reported that** Sports' Management and Social Media pathways would be offered and Practical Tech. would be reintroduced.
- **Governors asked how the school monitored how the Behaviour Policy is used in the classroom. It was reported that** the school undertook continuous self-review, carrying out deep dives into subject areas 3 times a year. In addition, the school monitored staff and student voice, progress, detentions, attainment data and carried out 'hotspot' analysis and IER referrals to ascertain from when, where and why students leave or are sent out of, lessons. This included looking into whether other strategies had been tried prior to sending students out of lessons for poor behaviour. There was consistency with teaching staff approaches, but there were issues with some supply staff use of behaviour strategies.
- **Governors asked whether there is clear induction and instructions on dealing with behaviour for supply staff. It was reported that** there is such induction and instructions, but some students behave differently with supply teachers. The school is therefore looking to build up a bank of supply supervisors, who will build relationships with students.
- **Governors asked how the rewards system is communicated to students. It was reported that** students receive updates during form time and parents will soon be able to access the information

online. Planners will also be utilised for students to log their own achievements and behaviour reports.

- **A Governor noted that historically within exclusions packs, staff and students had reported not being certain of where to file reports. It was reported that** the chronology of exclusion paperwork had been improved, pro-formas introduced for consistency and behaviour and safeguarding links strengthened.

9. School Performance

9.1 Projections for Year 11 – Paper 9.1 Year 11 Data from November Mocks uploaded to GH prior to the meeting, was received.

- **Governors noted that the predicted Progress8 (P8) assessment figures -0.33 to -0.73 and asked what factors gave the school the confidence in those figures. It was reported that** the recent mock examinations were the relevant factor.
- **Governors asked whether the examinations had been moderated. It was confirmed that** Maths had been moderated by an external company and the other subjects had at least one external examiner moderation. SISRA showed that the confidence interval for P8 was sizeable but data from September 2022 onwards would be more reliable and therefore would increase confidence levels. The school was drilling down on where additional support to improve was required and Maths was thought to be the most amenable subject for targeted support. **Governors received Paper Mission Maths Proposal.**
- **Governors noted that there were 23 percentage points between assessed and anticipated scores for boys, yet Mission Maths appeared to be targeted at more girls than boys. It was reported that** the school had identified that there was an achievement issue for boys, so the school was working to support all students, targeting specific interventions where it was thought they would be the most impactful on both both strategic and personal levels.
- **Governors asked whether attendance is taken into account when analysing P8. It was reported that** attendance was considered as a factor in analysis; if those with less than 90% attendance were removed from the P8 figures, the P98 score was -0.28 and anticipated 0.16, showing that if students were in attendance, the quality of teaching and their learning was good.
- **Governors asked what difference had been seen between Pupil Premium (PP) and non-PP students' P8. It was reported that** there was a substantial difference in attainment. 46% of the cohort, (60 students) were non-PP, with a P8 score of -1.14 as compared to PP students' score of -1.35.
- **Governors asked about the intervention strategies. It was reported that** Maths, English and Science interventions were running on Saturday mornings and after school interventions running in other subjects. However, they were attracting the same students each time, so other interventions were underway. The hall would be set up for Yr11 Mock Examinations next week to help alleviate stress and build examination stamina and various intervention programmes would be running every day after Easter. Reading ability was an issue and language factors were considered in interventions such as the EAL lunchtime club which focused on language in Maths and the utilisation of a primary school teacher to focus on phonics for those who need that targeted support. **A Governor recommended** that the school look into the Accelerated Reading Licence as it could have a significant impact on reading age. **The COO reported that** the Trust was considering the benefits of the school appointing a teaching librarian.
- **Governors asked what was the literacy strategy. It was reported that** literacy was supported across the school and books were being given out to be taken home to encourage reading. The library now has a book vending machine and consideration was being given to the school publishing a book celebrating its different cultures.

10. Safeguarding and Student Welfare

10.1 Safeguarding update including recent audit Paper 10.1a SWS Safeguarding Audit 18.2.22 and Paper 10.1b SWS Safeguarding Governor Update 25th November 2021 uploaded to GH prior to the meeting, were received. **ACTION:** LM will arrange Governor safeguarding and SEND visits with Governors for next term.

11. Governor Visits
11.1 Paper 11.1a Governor – Behaviour Review 09Feb2022 and 11.1b Governor – Supplementary Operational Observations 07Feb22 uploaded to GH prior to the meeting, were received and visits will be arranged as referred to in item 10.
12. Future Meeting Administration
12.1 Paper 12.0 Future Meeting Administration uploaded to GH prior to the meeting, was received . Governors were invited to send comments to the Clerk or to AH.
13. Training Update
13.1 Governors were invited to make collective or individual training requests to the Clerk or AH. Governors noted that the new data dashboards would assist with understanding data but additional training may be required.
14. Trust Support
14.1 The Chair and Executive Principal thanked the Trust for its support, noting the positive impact of Mrs Hooley’s secondment, CEO’s reviews and resource deployment for the Yr11 project, site development and recruitment .
15. Matters to Share with the Trust Board
Nothing to report.
16. AOB
<ul style="list-style-type: none"> • Governors asked whether LM had looked into Instructional Coaching. It was reported that there is strong Trust support for approaches to Teaching and Learning being woven into research-based practice and Instructional Coaching and Maths Mastery would be considered as long-term strategies. • Governors advised that the approaches to primary and secondary teaching and learning were very different and LM reported that the school SENCO was going out to feeder schools to discuss need and will feed back key learning strategies. • An additional LGB meeting to those scheduled for the summer term will be arranged and proposed dates will be circulated.
Date of Next Meeting: Thursday 9th June 2022 at 4:30pm
Meeting closed at 6:10pm

Minutes approved:

Date:.....

ACTIONS		
AGENDA ITEM AND ACTION	By When/Complete	By Whom
8.1.2 LM will provide a behaviour synopsis at the next LGB meeting.	June Meeting	LM
10.1 LM will arrange Governor safeguarding and SEND visits with Governors for next term.	June Meeting	LM