



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



**Date: 4<sup>th</sup> May 2023 at 4:30pm**

**Present:**

- Mrs M. Massey (Chair)
- Mr S. Houlston (SH)
- Mrs J. Young (JY)
- Mrs P. Simpson (PS)
- Mrs L. Hodgkison (LH)

**Apologies:**

- Mrs Mr D. Jobling (DJ)
- Mrs S. Kay (SK)

**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 9<sup>th</sup> February 2023, were **approved**.

**4. School Performance**

**Paper, Principal’s report LGB May 2023, was received.**

**4.1 SIP (School improvement priorities Paper SWS Updated SIP v3 (1)(1), was received. The Chair reported that the school review had become available in the last half hour, but it appeared that the school had done a lot of improvement work.**

**It was reported that** 4 key actions are Ofsted relevant: 1. Curriculum content. 2. Curriculum delivery. 3. Assessment checking. 4. Behaviour. As an action point, the school will ensure that all curriculum maps are well defined and by the end of July, they will all follow the same Trust template. The CEO had noted in his report, that the Behaviour Policy had been well implemented, the behaviour culture at the school has improved and the school intends to continue on that positive behaviour journey. The CEO rag-rated curriculum delivery as amber, noting that coaching strategies were being implemented in every classroom, but currently used to different effects. SLT are confident that once the coaching strategies are consistently embedded, curriculum delivery will further improve.

**Challenge: Governors asked about behaviour for learning. It was reported that** behaviour for learning is assessed under curriculum delivery and there is further work to be done. Student surveys carried out at the end of term reflected this and coaching is having an increasingly positive impact. The school is also working on ensuring consistency of the use of purple sheets. The vacancies in the Maths department have reduced SLT capacity over the last few months, but that issue will be resolved in September when newly appointed staff will take up their roles.

**Challenge: Governors asked about the teaching and learning provisions for students with Special Educational Needs and Disability (SEND) who are in the alternative provision. It was reported that** those students now have a full timetable, some face-to-face lessons and some accessed online by remote access. The remote access provision started fully this week. Staff are fully supported by SLT and buy-in has been good.

**Challenge: Governors asked whether students with remote access, disrupt lessons. It was reported that** remote access mutes students, but they are able to interact and ask questions via a facilitator and using the chat function. It is anticipated that when the number of students with remote access becomes fewer, as they return to mainstream lessons, the school will look to give those still accessing lessons remotely, unmuted access.

**Challenge: Governors asked whether the school's IT is sufficient to allow this system to run smoothly. It was reported that** there have been IT improvements recently, but Wi-Fi improvements are still needed and the Trust has assured the school they will be provided over the summer.

**It was reported that** the Trust CEO is supporting the school with SIP improvements and updates. [ACTION: SLT will ensure that the SIP includes impact, quantitative and student voice data].

**4.2 Admissions and pupil number update** **It was reported that** current expected intake for Yr7 in September is 151, but this number usually increases by September.

**Challenge: Governors asked whether the students are coming from expected feeder primary schools. It was reported that** there remains work to be done with some local primaries, but the school is looking at how to improve engagement and transition with those schools.

#### **4.3 Pupil Progress and Attainment**

**Challenge: Governors asked how the school complies with the requirement to track leavers' destinations for 3 years. It was reported that** the school has advised Yr11 leavers that it is required to track their destinations and gathers contact details from them prior to their leaving.

**Challenge: Governors asked how the school tracks students who leave the school to attend an alternative provision who are then educated at home and whether those students are classed as Not in Education Employment or Training (NEET) if they do not go on to another destination in the following September. It was reported that** they would be classed as NEET and can be difficult to track, but the school does its best to do so.

**The Chair reported that** whilst the data highlights the importance of attendance, it does not explain whether the school understands why students are not attending.

**Challenge: Governors also noted that Maths Progress8 (P8) is not good and asked how accurate the achievement data is and where the school is in comparison to last year. It was reported that** mock examination data shows that the results are not where they need to be and further behind than this time last year, but personalised interventions have been put in place. The Trust is providing support to the school; the CEO, COO and Mr Barlow spent a day at TOA earlier in the week and are assisting NGr and SLT with improvement initiatives. **Governors noted that** attendance and achievement at KS3 is good, evidencing intervention impact in lower years **and also noted that** to try to avoid Yr11 having supply staff, three members of SLT have had to step in and teach a significant number of GCSE Maths classes. Those members of staff were Scientists, but still Maths non-specialists. Additionally, the school has had a lot of supply, non-specialists across KS3 which has caused issues that the school is aware, will have to be addressed from September. **It was reported that** the school has been able to match student subject choices to their offers for Yr9, so it is anticipated that their attendance will improve, thus improving results. [ACTION: SLT will ensure future reports to the LGB enable Governors to ascertain PP/non PP gaps, rates of progress (including a SEND student progress breakdown) and to assess impactful interventions and the school will consider ways in which it might highlight to parents and carers, the importance of attendance in relation to educational performance].

**Challenge: Governors asked what percentage of the Yr11 student cohort is not P8 compliant. It was reported that** 27 out of 148 are not P8 compliant. There is a target of students being 100% P8 compliant in the future, but data for the upcoming year groups is limited due to Covid. There is a legacy of students being able to choose subjects regardless of whether their buckets are full and the school is looking at this, but it will endeavour to retain broad and balanced offers to suit students' needs.

**Challenge: Governors asked how many students have fulfilled the English Baccalaureate (EBacc) requirements. It was reported that** numbers are low, but the aim is to double numbers year on year. Governors thanked staff for staffing interventions during the Easter holidays, noting that there is no compulsion for staff to do this, so the LGB are very grateful.

Careers **It was reported that** the school is looking at increasing the external work experience offers for the current Yr10. The school is doing a project with The Pledge (an organisation for the progression of opportunities locally, supporting students in their understanding of what skills and qualities employers are looking for), which is especially helpful for those students thought to be at risk of being Not in Education Employment or Training (NEET).

**4.4 SEND The Chair advised that** attendance may be a provision issue regarding SEND student attendance and the school is looking at how to address this.

## **5. School Welfare**

**5.1 Attendance It was reported that** persistent absence (PA) is an issue and attendance figures overall are not as strong as hoped. **Governors noted that** attendance figures decrease as year groups rise. The largest PP gaps appear to be in Yrs 10 and 11 and the majority of those students are in the Step Out provision. Yr7 is also of concern regarding PP student absence and the pastoral manager's hours have been increased to help improve attendance. **[ACTION: SLT will consider ways in which it might improve attendance, including making better use of EduLink and provide to the LGB, an action plan at the next meeting, including data as to how many PP students are also SEND].** Governors recommended consideration of parental contracts, the multi-agency approach offered by Cheshire East (at cost of c.£10k), the parent portal Arbor, (about which PS offered to share further details outside of the meeting), targeting individuals who appear to be pivotal members of absent friendship groups and nudge texting.

**Challenge: Governors asked whether other Trust schools are experiencing similar attendance trends. It was reported that** The Oaks Academy attendance is above the national average. SWS is doing all it can to encourage attendance, but there remain resistant pockets of students who have not yet responded to the interventions in place. The Trust has agreed that the school can appoint somebody with the responsibility to help further address this issue. Student voice feedback shows that 90% of students can articulate why attendance is important and the school builds on that by doing a lot of work on aspirations.

**Challenge: Governors asked whether students tell school why they are not attending. It was reported that** reasons given included supply lessons and Maths.

**Challenge: On hearing that some Yr11 do understand the importance of attendance, but struggle with anxiety following Covid, Governors asked whether the school thinks it is asking the right questions of students with different perspectives of life. Governors suggested** the school consider how to unpick those students' aspirations and provide a narrative that speaks to their perspectives. **It was reported that** the school had carried out peer to peer exercises, where last year's Yr11 were asked to write advice to Yr10s. Yr11 girls had also been deployed to help support Yr7 girls, which had proved impactful. Due to Covid, the Buddy system had ceased, but the school are in the process of rebuilding that initiative. Punctuality is improving, following implementation of intense, consistent interventions: There were a concerning number of arrivals as late as 11am, but the introduction of 2 detention slots a week, almost immediately improved punctuality overall. Yr11 make up 50% of the recorded lates. **[ACTION: SLT will provide a follow-up report on punctuality in July after Yr11 have left].**

**Challenge: Governors asked whether students with previous poor punctuality have been recognised for their improvement. It was reported that** student punctuality improvements have been recognised and praised in the presence of their peers. This appears to be well received.

**5.2 Behaviour Paper Behaviour metrics report April 2023 (1), was received. It was reported that** there have been 2 permanent exclusions this year, but overall, suspension and exclusion figures are decreasing. **[ACTION: The Behaviour Policy will be amended to include details of the internal exclusion room and the aims of objectives of students being referred to that room].** Staff are aware of the criteria for referral to the internal suspension room (IER).

**Challenge: Governors asked whether students are aware of the purpose and consequences of being in the IER. It was reported that** the IER is working well as a deterrent to Step Out. (Persistent non-compliance may lead to students being sent to the Step Out provision). Students in the IER have workbooks and are encouraged to work on repair, recovery and atonement, thereby reducing repeat offences. Staff carry

out weekly analysis as to which/why students are being referred to the IER and it is believed that it is being used consistently. **[ACTION: SLT will provide a report of the analysis of the impact of the behaviour interventions]**. Curriculum Leader meetings are used to provide feedback regarding IER referrals and are not minuted as they are in their infancy, so are being used as a 'safe space' in which staff can ask questions, but there are plans to minute meetings in the future.

**5.3 Safeguarding** It was reported that the school is confident that safeguarding is being properly reported, recorded and followed-through, as confirmed by the last Safeguarding Children in Education Settings (SCiES) report.

**Challenge: Governors asked how confident the school is that it is dealing with protected characteristics' reports.** It was reported that SLT are confident that staff are observant and dealing with those both in and out of lessons and properly recording incidents in CPOMS. Restorative work is being carried out and students are approaching staff to report for themselves and their peers. Student voice on this issue is requested half termly and the school does all it can to encourage as many students as possible to provide feedback. Informal student feedback reports the school's information about and handling of bullying, powerful and thought provoking.

**5.4 Staff Wellbeing and Staffing Update** It was reported that a number of appointments had been made to the Maths department: a new Head of Maths will start in June, a Lead Practitioner along with a part-time Maths teacher, who had previously worked at another Trust school and a person who had previously worked at SWS as a TA, who wants to return to the school and train as a Maths teacher. The Assistant Curriculum Leader for Maths role is still vacant and will be readvertised. SLT are pleased with the appointments of so many Maths specialists, but the department currently still has 2 vacancies. As is seen nationally, it is difficult to appoint Cover Supervisors, but the Trust is supporting the school in addressing this and it is anticipated that the school will have its own mechanisms to cover lessons, which will ease the burden on staff overall. The Trust wellbeing initiatives and support have been discussed with staff and continues to be of great support. The new staff room has been well-received. Overall, staff morale is positive; staff are tired, but everyone wants to be in school to do the best they can for the students. A staff survey will be carried out in the summer term and the data will be presented in such a way as to enable comparison to last year's survey results.

## 6. Policies

**The Chair reported** being pleased that the policies have been progressed and thanked all involved for their work.

**6.1.1** Accessibility Policy 2023

**6.1.2** Children with Health Needs who Cannot Attend School Policy 2023

**6.1.3** Admissions Policy 2024/2025

**6.1.4** SWS Rewards Behaviour and Exclusions Policy 2022 FINAL (3) *(requires information about the reset room and additional EAL information and referrals to other policies to be actual links to those policies).*

**6.1.5** SWS Charging and Remissions Policy November 2022

**6.1.6** Sept 2022 Child Protection and Safeguarding Policy FINAL (2)

**6.1.7** 2022 ECT Induction Policy (ver4.0)

**6.1.8** First Aid and Medicine Policy SWS(1)

**6.1.9** Health and Safety Policy SWS 2022-3(1)

**6.1.10** SWS SRE Policy March 2023 *(Book mark errors to be corrected).*

**6.1.11** SEN Policy(1) *(SENCO details to be updated)*

**6.1.12** SWS Supporting Students with Medical Needs Policy 2023

**With the exception of the SWS Rewards and Behaviour Policy, which will come back to this LGB for approval, all listed policies were approved (subject to items in brackets in italics above).** Future policies' iterations will include amendments' referenced by paragraph and legislation reasons in a table at the front of each policy. Work is ongoing across the Trust to address frequency of review and commonality of schools' policies.

**7. Link Governor Monitoring** It was reported that SH and MM had been into school and seen progress in the improvement of the environment.

<b>Challenge: In response to Governor query, it was reported that</b> the pillar outside the canteen and a stairwell were areas of concern with regard to behaviour and need addressing.	
<b>8. Other Matters</b>	
<b>8.1 Risks</b>	
<b>8.2 Local Matters</b> <b>It was reported that</b> there are plans to recarpet and repaint more areas of the school. Tarmacking and a canopy is planned for the unmade outside ground, which, it is hoped, will have a positive impact on behaviour, providing a pleasant space for students to relax.	
<b>8.3 Matters to Share with Trust Board (exception reporting)</b> Nothing to report.	
<b>8.4 Matters from Trust Board to Share with LGB</b> Nothing to report. <b>Paper Feedback from Trust Board held 29 March 2023, was received.</b>	
<b>8.5 AOB</b> <b>It was reported that</b> a potential new Parent Governor has been identified, with English as an Additional Language (EAL) skills and experience. <b>[ACTION: The Clerk and NGr will follow-up]</b> . PS gave her apologies for the 6 <sup>th</sup> July 2023 meeting.	
<b>Date of Next Meeting: Thursday 6<sup>th</sup> July at 4:30pm</b>	<b>Meeting closed at 6:20pm</b>

Minutes approved: .....

Date:.....