



SIR WILLIAM STANIER SCHOOL LGB
Part 1 Meeting Minutes



Date: 17th November 2022 at 4:30pm

Present:

Mrs M. Massey (Chair)
Mr S. Houlston (SH)
Mrs J. Young (JY)

Apologies:

Mr D. Jobling (DJ)
Mrs P. Simpson (PS)
Mrs L. Hodgkison (LH)

In attendance:

Mr L. McDaid – Executive Principal (LM)
Miss N. Gregg – (NGr) – Principal
Miss N. Glynn – Associate Assistant Principal and Deputy Safeguarding Lead (DSL) (NG)
Mr L. Stewart – Associate Assistant Principal (LS)
Mrs E. Johnson – Director (English)
Dr A. Howells – TLA Director of Quality (Until 5:41 end item 7).

Clerk: Mrs C. Gritton

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from PS, LH and DJ and the meeting was **quorate**. The TLA CEO called in to thank the LGB for their work and left the meeting before the substantive agenda items were discussed.
2. There were no declarations of personal or prejudicial interest.
3. Minutes of Previous Meeting– The Minutes of the LGB meeting held on 29th September 2022, uploaded to Governor Hub (GH) prior to the meeting, were **approved** as a true and accurate record. Matters Arising
ACTION: The School Improvement Plan (SIP) and Self Evaluation (SEF) be provided in full by email to the Chair as soon as possible.
4. **It was confirmed that** the school is not currently in the position of requiring an Admissions’ Appeals’ Panel. Parent Governor elections have been run again and 1 potential person has been nominated.
ACTIONa: The potential Governor details will be provided to the Clerk to be approved by the Trust Governance Committee. The LGB discussed its current membership, noting that there are a large number of Governors from an education background, which is useful to the LGB, but it may benefit from the addition of people with other skills and experiences. **ACTIONb:** With regard to the LGB and Trust Board’s aim of improving diversity across the Trusts’ governance, LM and NGr will consider how to encourage members of the Eastern European community to join the LGB and the Chair will draft a message to the community to go onto the school’s updated website, to promote LGB membership.

5. School Performance

- 5.1 Literacy Strategy Paper 5.1 SWS Literacy Action Plan 202223 (1) uploaded to GH prior to the meeting, was **received**. **CHALLENGE: Governors asked what monitoring takes place to ensure impact. It was reported that** the strategy is monitored through learning walks, student voice, books’ checks and evidence of student articulation in lessons. Learning walks for this and areas such as behaviour, are coordinated across the school. Governors acknowledged that there is very little data regarding the Accelerated Reader programme this early in the term, but it appears to be working well. **ACTIONa:** the Literacy Strategy will include impact details, target dates and acronym meanings. **CHALLENGE: Governors asked whether the school had carried out a survey about students’ reading habits. It was reported that** it had been carried out and the results were being utilised as a baseline from which to improve.
ACTIONb: SLT will provide an analysis of the survey results, showing who is reading, broken down into gender, Pupil Premium (PP) and students with Special Educational Needs and Disability (SEND), for comparison, to assess impact later in the school year.

5.1.1 In response to Governor CHALLENGE about how the library is being used, It was reported that in the library, Mrs Brian is producing positive results in the Accelerated Reader programme, encouraging book clubs, academic reading and social development and some vulnerable students see the library as a safe space and are flourishing in that environment. Students from each year group have become student librarians. Mrs Brian also leads on the Golden Ticket initiative, whereby students are given tickets for good behaviour, to be used in the library book vending machine. Due to the evidenced success of the vending machine initiative, it has been taken up by TLA school, Congleton High School (CHS).

5.1.2 CHALLENGE: Governors asked whether there are any further positive impacts of the library use. It was reported that students, a mix of genders and year groups, including some PP and Students with SEND have requested to visit Winsford library.

5.1.3 CHALLENGE: Governors asked how the school ensures that students are accessing a full range of literature to ensure they are workplace ready. It was reported that students are provided with guided reading for a range of texts, including newspapers.

5.1.4 In response to CHALLENGE about how students whose reading age is below expected chronological reading age are monitored, it was reported that their progress is monitored with links to the SEND department and this and their behaviour is fed into their Personal Support Plans (PSPs).

5.2 Paper 5.2 Principal's Report uploaded to GH prior to the meeting, was received.

Quality Assurance **Governors noted that Yr11 baseline tests (mock examinations) had recently been carried out and CHALLENGE: asked how the results of those tests were being fed into the Literacy Strategy. It was reported that** results' data will be considered holistically with regard to comparisons to reading ages and will assist with assessment of comprehension skills. **CHALLENGE: Governors asked whether reviews and quality assurance processes have begun. It was reported that** they had and that emerging needs will be fed into faculty reviews.

5.1.6 It was reported that curriculum leads will be provided with pro-forma to complete about what information they gathered from data collected on purple sheets. Purple Sheets or SIC forms (SIC - Successes; Improvements; Challenge). These are individual student feedback forms that are filled in by teachers after each mid-point or end-of-topic assessment. They are used to share students' strengths, depict required improvements and provide a challenge which encourages students to transfer their learning to a new or different context. Students use them to respond to teacher feedback and know what they can do well and what they need to work on next time. Teachers use them to take a view on how they need to adapt the next sequence of lessons to close a gap - whether that is for the whole class, smaller groups or individuals. The grades that are recorded on the purple sheets are what feed into student's Working At grade so that when we say a student is currently working at a Grade 5, we can see where the work is that specifically evidences that.

This will be used to analyse ways in which teaching might be adapted to suit different groups. **In response to CHALLENGE about how SLT will know this process is being followed, it was reported that** learning walks and student voice will be used and SLT will look for significant improvement. 3 members of SLT are currently undergoing coaching the coaches training through a comprehensive package called Get Better Faster, following which, middle leaders will be trained in instructional coaching which provides strategies to support students who are struggling. Governors expressed their support of the coaching programme.

5.1.7 ACTION: LM will upload the Inspection Dashboard to GH. The main areas of challenge are PP, SEND and Attendance.

6. School Priorities

6.1 SIP 2022/2023 Paper 6.1 SIP Key Drivers, uploaded to GH prior to the meeting, was received. **ACTION:** Data feedback will include page numbers, target dates and quantitative data measures so impact and change are clearly visible.

6.2 SEF will be provided to the Chair as soon as possible. (Action 3 above). SEND Update Paper SWS Visit 14.11.22 MM SEND Safeguarding, uploaded to GH prior to the meeting, was received. **It was reported that** the schools' new Special Educational Needs Co-ordinator (SENCO) is new in post and has begun

SENCO training supported by the Trust lead. There are 44 students in the school with Education Health and Care Plans (EHCPs) and a number of students who transitioned from primary without proper assessment. Agency TAs support the SEND team and the school is in discussion with the Trust finance team to ascertain whether it is financially viable for the school to recruit its own TAs. Governors support this approach. The school is also working with external training providers to look at specific training for those staff working with the most vulnerable students.

6.3 Governors thanked SLT for the useful Staffing Structure **The Strategic Organisation Structure Chart** uploaded to GH prior to the meeting, was **received**. **A Governor reported that** they had recently queried how staff are contracted and employed and the Governor was reassured that most staff are permanent employees. **With regard to a Governor query**, following the meeting, it has been established that the Trust is the contractual employer of all staff. However, for the purposes of budgetary costs, the costs of staffing are held against SWS for all but 5 posts and the 5 posts have costs attributed to the Trust central budgets.

7. School Welfare

7.1 Attendance **It was reported that** attendance is 6 percentage points above the figure for this time last year, but attendance had dipped very recently, thought to be due the non-attendance of those students not involved in rewards week. To address that, the school is considering incentives which are less likely to exclude any students. KS3 have been very motivated by the idea of a raffle, tickets for which are awarded for attendance. Yrs10 and 11, who have the lowest attendance record of 83.1%, do not appear to be as motivated by the raffle, so alternative ideas are being discussed. Attendance is robustly monitored and challenged and all members of staff are taking responsibility to support and promote the importance of attendance. As previously requested **ACTION:** by the LGB, persistent absence data will be provided. **ACTION:** (Item 7 July 2022 meeting) and PP and SEND data is to be provided with last year's figures for comparison.

8. Behaviour

8.1 **The Chair thanked SLT for the report and noted that** as requested, it contained last year's data for comparison, from which it could be seen that the interventions and initiatives being put in place are having a positive impact. **Governors received Papers 22-10 October Full Governors Visit SHO 11122_DRFAT_V2** and **Visit 12.10.22 MM Studentstaff interviews** and a **Governor commented that** student voice also evidenced that substantial work was being done on behaviour as many students recognise that staff are going the extra mile to support them and they report positive comments about personal development support. Cultural changes are leading to decreasing detention numbers and increased detention attendance. (It was reported that historically, there had been very little follow up when students chose to not attend detention). Detention focus is around repair and recover. **The Chair noted that** cultural change needs staff buy-in and behaviour improvements are evidence of such buy-in. Behaviour on corridors is vastly improved, in part thanks to greater, more effective staff presence. There remains work to do in encouraging kindness amongst students and there is legacy of cynicism amongst Yr11, but many recognise the work staff are doing to support them with their GCSEs and the Personal Social Health and Economic (PSHE) curriculum and other resources are being utilised to encourage kindness. **ACTION:** The Gatsby score and benchmarking will be reported at the next meeting.

8.2 **Governors received Paper Governor Visit 13 October, Governors SH, JY and PS** uploaded to GH prior to the meeting. **SH reported that** overall, the visit had been very positive. Step Out 2 staff member Mr Pye, was noted as being a particularly good member of staff in that provision. The provision provides positive relationships, which require more work in Step Out 1.

9. Safeguarding

9.1 **Paper 9.1 Safeguarding Update 101122** uploaded to GH prior to the meeting, was **received**. **Governors noted** that there had been an increase in safeguarding incidents. **It was reported that** this was due to a number of factors, such as students feeling more confident in reporting issues for themselves and for other students and improvements in CPOMS training has seen improvements in the quality of reporting. **ACTION:** The report will include details of internal school support and acronyms explanations.

<p>9.2 Safeguarding Children in Education Settings (SCiES) Review. It was reported that the SCiES review had been largely positive, noting positive changes in the culture and feel of the school environment. Staff presence and duties are having a positive impact on behaviour and on students' reporting of feeling safe and supported. The quality of reporting was praised and actions are taken in a timely manner. There are a small number of recommendations, such as website improvements (underway) and policies' updates (ACTION: which will be posted to GH for GH communication approval) but there were no surprises in those recommendations. ACTION: The SCiES report will be forwarded to Governor JY when received by the school. Governors noted the safeguarding improvements since 2019 and were pleased with progress. Governor JY confirmed that she had checked the SCR and it was correct.</p>
<p>10. Pupil Premium Strategy</p> <p>This will be reported at the next meeting.</p>
<p>11. Policies</p> <p>11.1 Attendance Policy The Policy was approved subject to the addition of a priority list and note of the telephone call made to parents/carers on the first day of absence.</p>
<p>12. Local Matters</p> <p>It was reported that Cheshire East Local Authority (the LA) had received £1m to set up family hubs, which will be a collaboration between police, housing, family support, social care and SEND. It will also provide collaborative support for transition from primary to secondary education.</p>
<p>13. Matters to Share with the Board</p> <p>13.1 The LGB lend their support to the school's request for the recruitment of TAs, to further support SEND need at the school.</p> <p>13.2 The LGB lend their support to the school's request for funding to receive Positive Regard outreach support.</p>
<p>14. Matters for the Trust Board to Share with the LGB</p> <p>14.1 It was reported that as the school remains as Ofsted rating RI, it is standard practice for the Regional Schools' Commissioner (RSC) to ensure that the Trust still has capacity to improve the school. The RSC has sent a letter to the Chair and Trust CEO to request a detailed breakdown of evidence of what the Trust has achieved thus far in terms of improvements and impact. This letter request is not a reflection of the Trust and is a standard process letter.</p> <p>14.2 It was reported that the school's finances are challenging, but in hand. At Trust level, opportunities are being considered with regard to the Government White Paper on growth. The Trust is looking at ways to close communications' feedback loops effectively and safeguarding remains a strategic priority.</p>
<p>15. AOB</p> <p>15.1 It was reported that the Trust CEO had visited the school today for a Trust review. It had been noted that students are enjoying more challenging lessons, appreciate strict and fair teachers and improvements in behaviour. The Chair congratulated the staff and thanked them for the work done on making improvements thus far.</p>
<p>Date of Next Meeting: Thursday 9th February at 4:30pm Meeting closed at 6:18pm</p>

Minutes approved:

Date:.....

ACTIONS		
AGENDA ITEM AND ACTION	By When/Complete	By Whom

3. NGr will provide the complete SIP and SEF to the Chair by email	ASAP	NGr
4a. Parent Governor details to be provided to the Clerk for Trust approval	ASAP	NGr/LM
4b. LM and NGr will consider how to encourage members of the Eastern European community to join the LGB and the Chair will draft a message to the community to go onto the school's updated website, to promote LGB membership.	Update 09/02/23	LM/NGr and MM
5.1a The Literacy Strategy will include impact details, target dates and acronym meanings.	09/02/23 meeting	SLT
5.1b SLT will provide an analysis of the survey results, showing who is reading, broken down into gender, Pupil Premium (PP) and students with Special Educational Needs and Disability (SEND)	09/02/23 meeting	SLT
5.1.7 LM will upload the Inspection Dashboard to GH		
6.1 Data feedback will include page numbers, target dates and quantitative data measures so impact and change are clearly visible.	09/02/23 meeting	LM
7.1 (Item 7 July 2022 meeting: provision of persistent absence figures) and PP and SEND data is to be provided with last year's figures for comparison.	09/02/23 meeting	SLT
8.1 The Gatsby score and benchmarking will be reported at the next meeting.	09/02/23 meeting	SLT
9.1 The safeguarding report will include details of internal school support and acronyms explanations.	09/02/23	SLT
9.2 The SCiES report will be forwarded to Governor JY when received by the school AND the SCiES policies will be updated and posted to GH for GH communication of approval.	ASAP	SLT
September 2022 Meeting		
6.1 Governors were keen to assess whether middle leader support is uniform across all departments and SLT will provide a summative document to Governors at the next meeting, detailing the management support structure.	09/02/23 meeting	SLT
6.3 The Literacy strategy will be refined to capture impact.	Complete November 2022 meeting	SLT
6.5 Governors will be provided with details of the Quality Assurance toolkit and an impact report.	Complete Nov 2022	SLT

14.1 Governors will receive P1 and P2 accounts.	?	Finance Team
From July 2022 Meeting		
6.1 Middle Leaders will attend the Autumn LGB meeting to discuss with the LGB, the difference the data overhaul process has made to their subject area data and how they might alter their practice.	November 2022	Middle Leaders
6.2 Governors will speak with staff about exclusions the week before the Autumn meeting to ascertain where the school is on understanding recidivist data.	Complete Nov 2022	SLT
7. The next attendance report will include persistent absence figures with annotated Covid figures.	ASAP – requested again Nov 2022	SLT
8. The PP strategy will be posted on GH and an update will be provided on lessons learnt since January.	Ongoing	SLT
From June 2022 Meeting:		
6.3 SLT will provide an analysis of which interventions are successful and which are less so, rather than providing raw data alone for outcomes.	Ongoing	SLT
6.5 The Chair and Mrs Casewell will discuss the PHSE curriculum and delivery in detail	Complete Nov 22	SLT