

**St Katherine's Primary School**  
**Interim Executive Board Meeting**  
**Thursday 7<sup>th</sup> July 2022 at 5pm**  
**In School**

**Present:** Peggy Murphy (Chair of IEB Members/Co-opted IEB Members), Ruth Powell (HT), Ruth Epps (Co-opted IEB Members), Phil Reynolds (Co-opted IEB Members via Teams)

**In attendance:** Mark Chatley (Trust Leader), Sarah Aikenhead (Associate IEB Members), Dominic Tweddle (AHT)

**Clerk:** Nicky Wheeler

| Agenda item and discussion   | Action/<br>decision |
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| <b>1 Welcome and any introductions</b><br>1.1 The CoG welcomed everyone to the meeting.  |                     |
| <b>2 Apologies for absence</b><br>2.1 Apologies were received and accepted from Laura Payne.<br>2.2 The meeting was declared quorate.  |                     |
| <b>3 Declaration of business interests, reminder of confidentiality and any other admin matters</b><br>3.1 PM declared an interest in the Five Acre Wood (FAW) proposal as she is the principal of FAW.  |                     |
| <b>4 Minutes of the last meeting and any matters arising</b><br>4.1 The minutes of the last meeting held on Monday 16th May 2022 were duly agreed and signed by the CoG.<br>4.2 Outstanding action points from last minutes and additional action points resulting from further discussion were as listed below : <ul style="list-style-type: none"> <li>• PM asked RP to send her possible dates for FAW to conduct a SEND review at STK</li> <li>• RP advised that further to the recent Behaviour review she will be sending out a follow up questionnaire</li> </ul>   | <b>RP/PM</b>        |
| <b>5 Any other urgent business</b><br>5.1 RP advised IEB Members that there is a proposal under discussion for FAW to establish satellite provision for two year 7 classes of FAW pupils onsite at STK. Staff from FAW recently visited the STK site with MC (TL) & AL (COO) and two current Year 6 classrooms have been identified for use as these classrooms have their own cloakroom and toilets. AL has drafted an MoU for consideration by the trust board on the 13 <sup>th</sup> July. If approved there is a possibility that the provision will start in September 2022 however, MC advised IEB Members that he will need to ensure KCC give consent in their capacity as landlords. PM said that she is speaking with NA (AEO) to discuss the proposal on the 8 <sup>th</sup> July. MC explained that if the proposal is approved the agreement will be for a trial period of 1 year with an option to extend if successful. It is not a permanent arrangement and if STK need the space back to expand in the future this will be possible.<br><b>Q: What will the financial implications be for STK?</b><br>MC advised that final arrangements have not been confirmed but it is expected to generate income in region of £20k per annum. |                     |
| <b>6 Trust matters</b><br>6.1 The minutes of the last Trust Board meeting on the 24 <sup>th</sup> May 2022 had been received by IEB Members and issues raised were : <ul style="list-style-type: none"> <li>• RP advised IEB Members that STK have never circulated a survey to Year R parents</li> </ul>  |                     |



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| <p>the trust led curriculum and geography in term 6. Whilst the curriculum changes are new and the impact on children cannot be evaluated yet RP advised the IEB that she feels the changes have had a negative impact on staff wellbeing due to the increased workload. She also explained that she finds the communication in print documents too overwhelming for STK learners and is looking at alternative ways of providing information to them.</p> <p>8.3 RP explained that whilst the other trust schools use books for History &amp; Geography STK are trialling a folder system and feedback from staff at a recent staff meeting was extremely positive.</p> <p>8.4 For PE STK pay into the PASS scheme and the package includes staff training. The subject lead for PE is very strong and helps support and upskill other teachers, as well as the PASS teacher team teaching with others to further upskill them. Staff really liked the approach and felt it improved their skills. MC explained that for some subjects, where there is no specialist knowledge in school, using external providers to support has proved successful and the PASS approach of rotating skills taught regularly helps to upskill school staff.</p> <p>8.5 RP confirmed that for DT the decision has been made to move to Kapow next year. After reviewing the scheme by looking at books from LPS &amp; CPS, she felt they were very similar to STK scheme. However, she was still concerned that this may be changed in year as this year had been a great deal of change. Also, next year changing science, art and embedding history and geography so RP Wants to do all change at once.</p> <p>8.6 RP explained that STK use diagnostic questioning to track progress. Questions are given to the children at the start of a topic with possible answers to select which include common misconceptions. MC explained that the selection of incorrect answers must be relevant to the topic. This gives the teacher a view of the children's understanding before the topic is taught. Questions are then given again at the end of the topic to check the level of understanding and knowledge gained before moving on to the next topic. RP explained that children cannot see what everyone else has answered therefore there is no pressure on them to conform and give a particular answer.</p> <p><b>Q: How do SLT obtain feedback on progress from subject leads?</b></p> <p>RP explained that they obtain this information by conducting learning walks and PM suggested that RP look at a web-based system such as 'Lessons Learned' to record school improvement.</p> <p>8.7 PM advised that at the recent meeting in May she met with RP and they completed a learning walk. The children were engaged in their learning and keen to discuss it with her. PM commented that RP has a lovely relationship with the children and knows them well. PM reviewed some of the children's books and could see evidence that staff were correcting misconceptions. Some of the classrooms still had desks set out in rows which RP advised was left to the class teacher to decide what worked best for their cohort.</p> <p>8.8 RP advised IEB Members that STK recently had an external Y2 moderation to review teacher judgements and the feedback was extremely positive. The moderator commented on how well staff knew the children. One point identified for development was to provide more extended writing, however, staff explained that they have gone back to basics to ensure knowledge is fully embedded before moving on. Y6 moderation RP explained judgements had been deemed to be accurate and robust. RP will circulate the moderation reports to IEB Members for review once she receives them.</p> <p><u>Maths</u></p> <p>8.9 DT had been invited to the meeting to update the IEB members on the progress in Maths at STK. He explained that the school will be moving to White Rose from September and he want to continue to encourage small steps and deeper understanding. He feels that the new scheme is better presented and the teachers will have more freedom to adapt it. Staff training will start next week and some staff will</p> | <p>RP</p> <p>RP</p> <p>RP</p> |
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be visiting CPS to see the scheme in use. DT said that he wants to ensure more consistency in the teaching of Maths across the school and improved teacher knowledge to ensure learning is fully embedded and he will be running CPD sessions on Maths every term.

**Q: How will the school ensure there is an improvement in Maths?**

Before Maths No Problem DT explained that there were issues with sequencing, planning and a lack of resources. Maths No Problem provided the sequencing and planning and at the time was stronger than White Rose. Resources were brought in. White Rose will be similar in providing the sequencing and some resources, but teachers will need support with refinement of the material. Ruth John will also be moving into Year R to help support with Maths provision in EYFS/KS1.

**Q: How do you ensure that teachers do not feel under pressure to move on too quickly?**

DT advised that SLT are making this message clear to staff and progress is being seen. He explained that the new scheme will provide a better structure for teachers to have improved confidence to take smaller steps.

**Q: Is White Rose in use across the trust?**

DT confirmed that it is which will help with support to implement it and also bring significant cost savings to the school of about £10k pa. Whilst STK looked at the scheme before and chose not to use it DT said that they feel it has developed further and is structured to support staff now.

**Q: Do STK still use manipulatives?**

DT said that he believes manipulatives are fundamental to moving Maths knowledge forwards. STK invested heavily in them in 2020 to ensure there are resources in all classes. Teachers are using them more now that children have returned to the classroom and are seeing better progress and reasoning as a result which was reflected in the improvement in the mock SATs results in February. The external review highlighted that not all teachers are confident using manipulatives in the approach that would fully support children and DT will continue to work on this next year.

**Q: Do you only feel confident using manipulatives as you are a Maths specialist?**

DT confirmed that whilst he is aware of when and how to use manipulatives other teachers are also being trained to use them and White Rose will support them with this. DT has produced some short videos for staff to watch to explain the use of manipulatives further.

**Q: Do all children use the manipulatives?**

MC explained that the external review looked at this area and found a positive impact from use of manipulatives. All children are encouraged to use the manipulatives when needed and it is important to ensure they are readily available in all classes. RP explained that the teacher uses the manipulatives for modelling then the children can use them if they feel they need them.

**Q: How do the teachers reduce the need for manipulatives?**

DT explained that it happens naturally as the children progress. High achievers will not use them all of the time but may go back to them on occasion to help with reasoning.

**Q: Do teachers use good questioning to check understanding?**

DT explained that he has not been visiting classes as much recently as he has been teaching but when he does he sees evidence of good questioning, however, one area for development is how the teachers address the issues raised by the answers.

8.10 DT advised IEB Members that the recent SATs results show 60% expected in Maths now compared to 45% in March.

**Q: What was the predicted expected score for Maths?**

DT advised IEB Members that the predicted figure was 70-80% however MC explained that this was aspirational as at the second data drop in Spring the figure was only 65%. Progress data will be available in September but MC explained that STK have maintained results at 60% expected, the same as in 2019, despite the challenges of the last 2 years.

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| <p>8.10 DT advised IEB members that next year he will be teaching for 2 days / week with 2 days of leadership time and 1 day to focus on Maths. PM thanked DT for his time and he left the meeting at 6.15pm.</p>  |           |
| <p><b>9 School strategic matters</b><br/> <b>Headteacher's report</b><br/> 9.1 The HT report had been circulated to IEB Members and the following points were discussed :<br/> 9.2 RP explained that EYFS GLD had reduced but she did not feel the drop was significant considering the disruption that this group have experienced due to Covid. .<br/> 9.3 In Year 2 RP explained that there are a large number of children with high needs, especially relating to speech and under developed social skills, due to the disruption of their education. In addition, there have been staffing issues in Year 2 which have now been addressed. MC confirmed that the picture is similar for Year 2 across all of the trust schools with a tendency for teaching to focus on SATs and not always ensure knowledge and understanding is fully embedded before moving on and this will be a focus going forward.<br/> <i>PR Left the meeting at 6.30pm</i><br/> 9.4 RP explained that Year 6 reading data has improved however, the combined score is lower than predicted due to the Maths results.<br/> 9.5 RP confirmed that the previously reported figure of 50% absence in Year 1 was due to a system error.<br/> <b>Q: What is the process for reporting racist incidents?</b><br/> RP explained that all racist incidents have to be reported to Kent and the school will then investigate the cause and discuss the issue with the children concerned. They will offer support to the victim and check if they have been subject to any other incidents and will work to educate the perpetrator and follow up with parents. RP also explained that the school will be recording incidents on MyConcern going forward to make it easier to track incidents.<br/> MC advised IEB Members that following a recent formal complaint at one of the schools he is following this up with a review of the anti-bullying policy to ensure the victim is also tracked and offered support and that both children are consulted before being involved in the restorative approach.<br/> 9.6 PM commented that, whilst she liked the new format of the HT report, the impact statements need to include more data and evidence for IEB Members to monitor.<br/> <b>Q: How many bereavements have there been this year and what is the impact of the prayer garden?</b><br/> RP advised that there have been 12 bereavements which includes close family, friends and even pets. She believes that the prayer garden gives children the opportunity to process their feelings and talk through things which then helps them to focus better in class. SA confirmed that staff feel it is beneficial. IEB Members suggested the impact could be linked to absence data or a case study provided to look at the impact.<br/> 9.7 IEB Members felt that staff turnover and retention is difficult to gauge from the HT report and asked if staff leaving can be shown as a percentage of total staff in the future.<br/> 9.8 Contained in the confidential annex<br/> <u>Staffing Structure</u><br/> 9.9 Contained in the confidential annex<br/> <u>Policies &amp; Key Documents</u><br/> 9.5 The following documents had been circulated for review and were approved for publication on the school website:</p> <ul style="list-style-type: none"> <li>• Inclusion Statement</li> <li>• SEND Offer</li> <li>• Sports Premium Report</li> </ul> | <p>RP</p> |

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| <b>10. Finance</b><br>10.1 May management accounts had been circulated to IEB Members for review and RP explained that she continues to work with the finance team to identify savings. She advised IEB Members that she has received approval to start work on an outside toilet which will allow the school field to be let and bring in additional income.   |    |
| <b>11. Safeguarding and disability matters</b><br>11.1 Nothing to report  |    |
| <b>12. Any other school matters</b><br>12.1 RP advised that she held the new Year R parents meetings last week and currently the number for September is 60. MC explained that he is still waiting for the outcome of the application for an in year reduction in PAN which will protect the school as it will cap the intake at 60.  |    |
| <b>13. IEB Members Monitoring</b><br>13.1 The IEB members agreed to circulate monitoring reports for consideration at the next meeting and provided short, verbal updates in the meantime. RE explained that on the recent leadership & management visit they met with three staff members to discuss the disciplined enquiry approach and with the PHSE and geography leads and CL (Curriculum lead) to review the curriculum provision.<br>13.2 RP agreed to circulate possible monitoring dates for next year. | RP |
| <b>14. Any other IEB Members matters</b><br>14.1 PM advised IEB Members that she is unable to attend the meeting on the 10 <sup>th</sup> October so it was agreed to reschedule to the 17 <sup>th</sup> October. NW to update governance calendar.  | NW |
| <b>15. Agreement of confidentiality and action points</b><br>15.1 Items of confidentiality were agreed and are contained in the Confidential Annex for IEB Members.<br>15.2 Action Points were agreed and listed in the table at the end of the minutes.  |    |
| <b>16. Dates for next IEB meetings and any school events</b> <ul style="list-style-type: none"> <li>• Tuesday 20<sup>th</sup> September 5.30-7pm (Trust Social Event)</li> <li>• Monday 17<sup>th</sup> October 2022 at 5pm</li> <li>• Monday 28<sup>th</sup> November 2022 at 5pm</li> <li>• Monday 30<sup>th</sup> January 2023 at 5pm</li> <li>• Monday 20<sup>th</sup> March 2023 at 5pm</li> <li>• Monday 15<sup>th</sup> May 2023 at 5pm</li> <li>• Monday 3<sup>rd</sup> July 2023 at 5pm</li> </ul>       |    |

Signed.....

Date.....

*(Chair of IEB Members to initial bottom of every page)*

#### **ACTION POINTS**

| Para no | Action point  | By whom/when |
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| 4.2     | PM agreed to arrange for staff from FAW to conduct a SEND review and she will confirm dates with RP.                                  | PM/RP        |
| 6.1     | Reword TB minutes to 'these results did appear to be overinflated due to a lack of rigour.'   | NW           |
| 6.4     | MC explained that the ECC minutes were not specifically referring to STK in para. 5.3 and agreed to amend the wording to reflect this | NW           |
| 8.1     | The action plan will be circulated by RP before every meeting to show updates for discussion.   | RP           |

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| 8.6  | RP to look at a web based system such as 'Lessons Learned' for recording school improvement.              | <b>RP</b> |
| 8.8  | RP will circulate the external and internal moderations to IEB Members for review once she receives them. | <b>RP</b> |
| 9.7  | IEB Members asked if staff leaving can be shown as a percentage of total staff in the future.             | <b>RP</b> |
| 13.2 | RP agreed to circulate possible monitoring dates for next year  | <b>RP</b> |

APPROVED