



ST KATHERINE'S SCHOOL AND NURSERY

PUBLIC MINUTES FOR THE TERM 4 2023/2024 MEETING OF THE LGB

HELD ON MONDAY 11TH MARCH 2024

Governors present at the LGB meeting held on 13th May 2024 approved these minutes as a true and accurate record, and signed on Governor Hub electronically

PRESENT

Carina Cuddington (CC), Trustee (Chair)	Holly Ashston (HA) - Parent Governor
Laura Payne (LP) - Co-opted Governor	Adrien Booth (AB) – Parent Governor
Caroline Loveland (CL) – Staff Governor	Ray Lang (RL) - Headteacher
Sarah Aikenhead (SA) - Associate Member	Mark Chatley (MC) – Trust Leader (part of meeting)
Eve Elliott (EE) – PHSE Lead (part of meeting)	Dominic Tweddle (DT) – Maths Lead/AHT (part of meeting)
John Edgar (JE) – Chair of Loose LGB (part of meeting)	

IN ATTENDANCE

Andy Lacey (AL) Governance Professional	
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Highlighted text demonstrates challenge and questions to the Headteacher

PART A – PUBLIC MINUTES

1. WELCOME AND APOLOGIES FOR ABSENCE *(led by Chair)*

- 1.1 Welcome:** CC (Carina Cuddington) welcomed all new Governors to the first meeting of the LGB, and also Eve Elliott (EE), PHSE lead, Dominic Tweddle (DT), Maths Lead / AHT at St Katherine's, John Edgar (Chair of Loose LGB) and Mark Chatley (MC) Trust Leader.
- 1.2 Apologies:** Apologies were received and accepted from Ruth Epps (RE), Martin Carr (MC) was not in attendance.
- 1.3 Quorum:** The meeting was confirmed as quorate.

2. DECLARATIONS OF INTEREST *(led by Chair)*

- 2.1** CC gave all parties the opportunity to declare any additional declarations of interest against the agenda to which none were declared.

3. MINUTES FROM THE PREVIOUS MINUTES *(Led by Chair)*

- 3.1 Approval of Minutes:** Governors approved the public minutes, and confidential annexe as a true and accurate record of the meeting that took place on the 28th February 2024.
- Clerk Action:** Publish as approved.
- 3.2 Actions:** Governors received updates on the outstanding matters, which are recorded in the Action table. Matters discussed in more detail were included in the Headteacher's report.

4. Any other urgent business not on the agenda

- 4.1** No items were raised.

5. STRATEGIC SCHOOL MATTERS

5.1 PHSE

EE provided Governors with an overview of PHSE, explaining curriculum developments for teaching and learning, and the action plan including impact summary. EE provided governors with copies of the presentation, which have been uploaded to Governor hub.

Key matters to note:

- PHSE was reviewed at the end of the last academic year, when it was identified that there was an inconsistent approach to teaching and learning, it was difficult to monitor what had been taught, and pupils found it a challenge to discuss their learning.
- EE and RL visited Coxheath Primary School (CPS) and met with their PHSE lead. Although both schools used the same learning materials and scheme, CPS had implemented it differently and achieved better pupil outcomes.
- EE brought back new ideas and met with St Kath's staff to explain what was going to change and why, and to set out clear expectations. The PHSE curriculum was reviewed and EE has comprehensively mapped out the nine protective characteristics, to ensure that there is effective coverage of each area across the school. EE has also moderated children's outcomes to ensure that the curriculum is being fully implemented.
- There has been early engagement with targeted parents to manage any possible concerns or issues relating to some elements of the curriculum, and to obtain materials for Children's Mental Health Week, such as personal photos to represent what matters to pupils. Parents have also been invited into school so pupils can show their PSHE outcomes.
- Learning outcomes and intentions had previously not been dated and this is now done, as which provides a quick check to see where pupils might have missed a lesson to ensure there are no gaps in their learning. Pupils use a variety of strategies to record their learning, including mind maps, which help pupils to reflect on their learning.

RL added that EE had not only raised the profile and importance of PHSE but the curriculum developments had also supported the implementation of the new school values.

CC asked what were staff views on the changes? EE said initially staff were reluctant but having seen the positive impact are supportive, especially as can see how PHSE supports teaching other subjects via establishing and embedding better positive behaviours.

HA asked if teachers were allowed to divert from the learning grids? EE replied they were as the grid provided and outline of the learning objectives and outcomes, and teachers could respond and modify as necessary when things came up in a lesson.

5.2 Maths

DT provided governors with an overview of the changes in teaching maths in recognition of gaps in pupil knowledge particularly in Year 6, and comparatively poor progress made by pupils. The effectiveness of teacher assessment had previously been inconsistent and CPD had been provided through staff meetings and lesson feedback. This is now an improving picture. Whilst assessment had identified that pupils in KS2 were better grasping arithmetic/ procedural maths, they still had gaps in their basic foundational knowledge, which resulted in them being less able to carry out mathematical reasoning, and hence teaching had been adjusted to address this. EYFS and KS1 had been teaching mastery maths, with the aim to develop a strong understanding of the foundations of maths e.g. the four rules of number and place value. The positive impact of this is evident in Reception to Year 3.

Key discussion points:

- DT said the teaching of times tables would be re-launched in T5 which includes support for flexible learning. **CC asked what was meant by the 'relaunch'?** DT said the maybe 'reinvigorate' would be a more appropriate word.
- DT added that times table teaching would be supported through 'gaming' and 'live battles', initially focusing on Years 5 and 6 to fill the gaps in learning, as they had least time to catch up before moving onto secondary school.
- DT advised that the planned CPD by Maggie Steele would provide value, and Rockstar helped by providing heat maps to identify and track areas of weakness on which to focus on.
- RL added that it was important to have skilled teachers not only to deliver the maths curriculum but also who understood the school's maths intent e.g. the sequence in which we teach maths - through concrete, pictorial and then abstract means, rather than simply teaching abstract methods.

- DT said that assemblies were also used to provide time for pupils to attend maths keep up sessions to address gaps in learning. He had also recently introduced 'Times Tables Rockstar assemblies' in KS2 to raise the profile of times tables and give children further exposure to learning them. **CC asked if pupils were missing assemblies to attend maths catch up sessions?** RL said 'yes, however, pupils would not miss enrichment assemblies, and their attendance is to ensure that pupils keep up, so they don't need to catch up. CL added the 'assembly time maths' was simply to provide pupils with a little more lesson time to understand a specific piece of learning.
- **CC asked if DT was still teaching in class?** RL confirmed that he was at the moment, but he was conscious that he had to carefully manage his time so that he was still able to make some impact outside the classroom, in his role as Assistant Head and Maths Lead, at this time.

5.3 Headteacher's Report

RL provided a verbal update to Governors who received a detailed report in T3.

Key updates and discussion items are noted below.

5.3.1 Staffing – see confidential minutes

5.3.2 Teaching and Learning

- RL informed governors that recent pupil assessment had identified knowledge gaps in Year 6. **AB asked if this was the impact of Covid and lockdown.** RL said that Covid was a contributing factor but that it was also due to inconsistent teaching and learning. Progress was being made to 'fill the gaps' via extra maths tutoring. **LP asked where the school was at in relation to delivering the national tutoring programme?** RL advised that the tutoring programme was being delivered by school staff, and commenced in January 2024. DT had explained that there was a significant knowledge gaps, which was impacting children's ability to reason and therefore, the tutoring programme had gone back to establishing basic understanding of the foundations in maths.

5.3.3 Personal Development

- RL informed governors that the school continues to excel in providing quality personal development opportunities for the children, which was recognised by Ofsted.
- **HA asked if and how subject leaders were released to have time to focus on developing the curriculum?** RL confirmed time was made available using PHSE as the example, where teachers better used the time released when pupils did their swimming – this was not the case previously. EE could demonstrate the impact on PHSE by enabling teachers to have time to implement their ideas and improvement for teaching and learning.
- RL added that the school was noted for its approach to personal development, and that a group of DHTs from different schools were due to visit to discuss what had been implemented. CC said that would not have been the case a year ago.

5.4 School Specific Policies:

- It was noted that the school specific policies that required minor update would be circulated to Governors in T5 for approval.

ACTION: SA to circulate for approval

6. FINANCE

6.1 Monitoring: CC advised that the revised year-end forecast was for an in-year deficit of £109.5k compared to £121k in December. However, reserves at £542k remain well above the 4% target (£113k).

6.2 Budget: See Confidential minutes.

6.3 SEND: See Confidential minutes.

7. SAFEGUARDING AND ACCESSIBILITY MATTERS

7.1 RL advised that there had been no matters referred to LADO since the last meeting, and there were no other concerns to report to governor.

8. ANY OTHER SCHOOL MATTERS

8.1 CIF Project update: Governors noted that their request to Trustees for the next round of CiF bids should include phase 2 heating would be reported to T4 Board meeting. There was no further update in regards to the previously discussed matters relating to replacing one of the heating valves or the re-programming of the management system.

ACTION: CC / AL to raise at T4 Board meeting

9. TRUST MATTERS

9.1 Trust Board: Governors noted the CiF bids that had been submitted in December 2023 but asked that phase 2 heating system improvements should be considered for December 2024 to address the pipework issues identified following the boiler replacement.

10. TRUST POLICIES

10.1 Governors noted the Trust policies that had been approved in T3.

10.2 **Risk Register:** Governors were provided with an update on Trustee progress in reviewing the approach to risk management, and revisions to the format for identifying and recording risks. Once completed, LGB's would be expected to establish operational and school specific risk registers.

11. GOVERNOR MONITORING

11.1 LGB's and Governor monitoring: JE shared a presentation with governors (uploaded to Governor Hub) providing an insight into the revised monitoring arrangements that had been trialled at Loose Primary School (LPS).

JE provided an overview of the governance structure to illustrate the:

- organisation (members / trustees / LGB's and trust leadership),
- responsibilities (strategy / oversight / education / operations) and
- the flow of governance information and documentation (Trust Strategic Document / School Improvement Plans / School Self-Evaluation) including the link to governor monitoring.

At LPS, governor monitoring is organised into three teams: Quality of Education, Wellbeing & behaviours, Leadership and Management. All focus on a single topic for monitoring e.g. SEND and look at the subject from their perspective coming together to triangulate their findings and recommendations, which are recorded against the Ofsted headings.

JE feedback the views of both LPS governors and headteacher who all felt the approach adds value, and although takes more time, involves more staff outside of SLT.

MC added that this approach also increases governor influence in determining what is reviewed and how, which is how it should be and not so heavily influenced by the HT.

CC said that there are 5 school priorities so if focus on one a term, then how are they all reviewed? MC said that it was not essential all five priorities need to be reviewed but the key three topics selected. JE added that monitoring needs to be flexible and focus on key areas.

RL / CC asked how is the monitoring organised? JE said that governors need to decide what it is they want to see and to review the topic against the SIP / SEF. RL asked if there were templates to provide guidance – MC / JE agreed to take this suggestion away.

11.2 Culture and Diversity: AB provided governors with feedback from his recent monitoring visit, which included a tour of the school. AB informed governors that 'he was blown away' with how the school is embedding culture and diversity into the curriculum, which could be seen as you walk around the school through work and displays, and high levels of pupil participation via 'pupil voice'. /

RL added that school assemblies revolved around culture and diversity, so that children 'See beyond Snodland'. For example, the Diversity Ambassadors will be presenting an assembly on cerebral palsy next week, as this is a disability that some of our children live with. HA said that the subject needed to be taught so pupils were not only aware of and appreciated the issue, but knew how to talk about them – she asked if

any parents were offended by the tag line 'See beyond Snodland'? CL said that the emphasis was not to move away from the area but to experience and be aware of wider issues and opportunities.

CC asked if there was any monitoring of the impact on pupil's views and aspirations? RL advised that pupil's had more in-depth views on subjects such as PE was not simply seen as playing sport e.g. football but there were tangible professional careers. He also said that this would also tie into the planned 'Aspiration Day', which was planned at the end of the term.

12. ANY OTHER GOVERNANCE MATTERS

12.1 Training Needs: AL informed governors that Trustees were receiving a paper at their T4 meeting outlining induction and training needs. The challenge is that there is certain 'on-boarding' processes and training, but that other training is either role specific or person specific depending on background and experience. In addition, some training is situation specific such as that for being on an Exclusion Panel.

12.2 Attendance at school events: RL informed governors that they were welcome to attend any of the school events such as those arranged for science week. Governors were asked to ensure that they wore their ID badge and if yet to be issued to arrange such with the school office.

ACTION: Governors to arrange for an ID badge if do not have one.

13. TRUST BOARD UPDATES

13.1 Nothing to feedback to Trustees in response to either Board.

13. CONFIDENTIALITY

13.1 Governors confirmed that paragraphs 5.3.1, 6.2, and 6.3 would be recorded as confidential.

14. CLOSING REMARKS

14.1 Date of next meetings: All to be held at St Katherine's School commencing at 1700 on:

Monday 13th May 2024

Monday 1st July 2024

14.2 Meeting close: The meeting concluded at 1930 and CC thanked all parties for their attendance and contribution.