



# ST KATHERINE’S SCHOOL AND NURSERY

## PUBLIC MINUTES FOR THE TERM 2 2024/2025 MEETING OF THE LGB HELD ON MONDAY 2<sup>ND</sup> DECEMBER 2024

*Governors present at the LGB meeting held on 3<sup>rd</sup> February 2025 approved these minutes as a true and accurate record, and signed on Governor Hub electronically*

### PRESENT

Laura Payne (LP) - Co-opted Governor ( <b>Chair</b> )	Holly Ashston (HA) - Parent Governor
Adrien Booth (AB) – Parent Governor	Ray Lang (RL) - Headteacher
Caroline Loveland (CL) – Staff Governor	Sarah Aikenhead (SA) - Associate Governor

### IN ATTENDANCE

Sarah Clutterbuck (SC) – Writing Lead	Rommy Croucher (RC) - FLO
Andy Lacey (AL) Governance Professional	

**Highlighted** text demonstrates challenge and questions to the Headteacher

<b>PART A – PUBLIC MINUTES</b>
<p><b>1. WELCOME AND APOLOGIES FOR ABSENCE</b> <i>(led by Chair)</i></p> <p><b>1.1 Welcome:</b> LP welcomed all Governors and also SC and RC to the meeting of the LGB.</p> <p><b>1.2 Apologies:</b> Apologies for absence were received from Carina Cuddington and Martin Carr. LP acted as Chair in CC’s absence.</p> <p><b>1.3 Quorum:</b> The meeting was confirmed as quorate.</p>
<p><b>2. DECLARATIONS OF INTEREST</b> <i>(led by Chair)</i></p> <p><b>2.1</b> LP asked if all governors had completed their business interest declaration forms, and gave all parties the opportunity to declare any additional declarations of interest against the agenda to which none were declared.</p>
<p><b>3. MINUTES FROM THE PREVIOUS MINUTES</b> <i>(Led by Chair)</i></p> <p><b>3.1 Approval of Minutes:</b> Governors approved the minutes of the public meeting held on 14<sup>th</sup> October 2024 noting there were no confidential minutes. AL to arrange for the public minutes to be published.</p> <p><b>ACTION:</b> AL to publish the approved minutes.</p> <p><b>3.2 Actions:</b> Governors received updates on the outstanding matters, which are recorded in the Action table.</p>
<p><b>4. Any other urgent business not on the agenda</b></p> <p><b>4.1</b> There were no other urgent items</p>
<p><b>5. SCHOOL STRATEGIC MATTERS</b></p> <p><b>5.1 Writing update:</b> SC provided an update to governors on the Writing Implementation Plan included with the meeting papers. The key points were:</p> <ul style="list-style-type: none"> <li>The aim is to develop a consistent approach to teaching the new writing curriculum that has been developed and has included bespoke CPD for staff, as part of the writing implementation plan.</li> <li>The new writing model provides a framework that included several elements such as:</li> </ul>

- 'Reading as a reader' which is aimed at helping the pupils to better understand the text type they will be producing.
  - 'Reading as a writer' to help unpick the text to help increase understanding of key conventions and writing tools.
  - 'Boxing up' to develop children's understanding of text structure and organisation.
  - 'Live modelling' where the teacher models writing the text and highlights the key tools and devices that the children have been learning to apply.
- T1 focused on providing teachers with quality CPD and mapping out the teaching and learning expectations, which included developments to handwriting, which is now taught every day. This would change to three times a week from T3.
  - HA asked what had been the feedback on the new writing curriculum? SC said that there had been a noticeable improvement in pupil engagement. The model also provided a more focused and structured approach to teaching writing, whilst SLT had provided key resources for Year Group to effectively plan the teaching and learning. SC added that there had been progress across the school in the quality of children's outcomes, as seen from book reviews.
  - SC provided the LGB with examples of the progress being made across the year groups. RL said that pupils were expected to practice key grammatical skills with key purposes and within creative contexts. SC circulated examples of pupil's writing book for governors to see the improvement.
  - RL gave an example of a creative context, where Year 5 had used an AI app to develop the children's characters from the descriptions they had written. This had a positive impact on both progress and also pupil confidence.
  - SC provided an overview of the next steps: Continue with book monitoring, seek staff feedback, develop a marking policy. An external consultant will also be providing support for the school, to help drive improvements.
  - HA asked for clarification on the marking policy? CL said that the aim of such was to ensure consistency, and to help identify those pupils that required further support to access T&L and make progress. RL also suggested that there would be a move towards whole class feedback in the near future.
  - RL informed governors that the implementation of the writing curriculum was going well not least due to having a clear implementation plan.

SC left the meeting at 1730.

## 5.2 Attendance & Safeguarding

**5.2.1 Safeguarding:** RC provided governors with a report summarising safeguarding and behaviour incidents for the period 2<sup>nd</sup> September 24 to 26<sup>th</sup> November 2024, compared to the same period last year, which showed an overall reduction in the number of both incidents and concerns.

RC is further developing the support on offer to pupils and families, including improving her understanding of the pupils and their needs, providing safe and comfortable places they can go to, and further developing the interventions on offer.

LP asked if the number of behaviour incidents and concerns relating to SEND pupils were down? CL said that they were now as the pupils had settled back into school and the school values were firmly embedded.

RC said that she was intending to increase the capacity for interventions and working on using the Forest School from Term 3, and expand the use of drawing and talking therapy.

HA asked how does St Kath's data compare to the other schools as it is difficult to understand if the figures are low or high? RL said that not all schools use the same software, but all schools within the Trust use My Concern and therefore the CEO will pull key data together as a comparison.

**ACTION:** RL to provide data to compare StKath's with the other schools.

**5.2.2 Attendance:** RC provided governors with a report summarising T2 attendance figures (an extract from the HT report p10-11). The safeguarding document also provided a breakdown of attendance across student groups.

RC explained that incentives had been introduced to encourage pupils to attend school, and also for parents to facilitate getting children into school e.g. access to breakfast club, parking (see Safeguarding Document). CL added that visuals had been provided to PP pupils which documented their routine from getting ready at home to arriving at school. As a result of the incentives and facilities to support parents, PP attendance had increased from 83% to 90.9%.

It was noted that there are 11 pupils with persistent absence. LP commented that she thought this was low across the whole school. RC said that there was a new KCC attendance officer who provided support and had reviewed the school's attendance process and confirmed it was detailed and thorough. RL added that RC had established an excellent relationship with the KCC Attendance Officer who was providing timely support to the school.

RC provided governors with an overview of the attendance process including how support was being provided to parents outlining the actions to deal with low attendance (p11 of HT's report). RL said that RC has had a positive impact on attendance supported by SA / CL, and the aim is for RC to take the lead in this area. RC also spoke about carrying out home visits, where the school had not been informed of absence by 1100. This evidenced rigor in both the school's safeguarding and attendance procedures.

HA asked if home visits would be made to any family where a pupil was absent from school when there had been no communication from parents? RL replied it could be any family as the focus is on the safety and well-being of the child. RC said that she had carried out 3 home visits since 1<sup>st</sup> September as there had been no communication from parents regarding the absence.

LP asked if the home visits related to pupils with poor attendance? RC advised that one pupil was not noted for poor attendance but it proved that the home visit was worthwhile.

LP asked why as a consequence of the new approach to dealing with attendance that figures had not improved? RL advised that this was due to both a number of parents taking children out for a family holiday and, there had also been several new admissions where pupils were on a part-time timetables or were school refusers, which has had an impact on school data.

RC left the meeting at 1755

### 5.3 Headteacher's Report

RL provided governors with a summary of the key matters contained in his HT report. Key updates and discussion items are noted below.

**5.3.1 SIP / SEF:** RL provided governors with an overview of the updates to the SEF, which were highlighted in the document. RL said that due to the Summer attainment outcomes, he would assess the quality of education as being RI / Good but good progress is being made in this area, including bespoke CPD offered to staff and the introduction of a new coaching model, which will be launched in term 3. CPD focus was to:

- Develop teachers' pedagogical understanding to improve teaching particularly in writing and maths
- Ensure 'Sounds Write' is implemented effectively and consistently throughout EYS, KS1 and lower KS2.
- Develop the role of 'leaders of learning' within Year Groups.

LP asked what was being proposed as a result of not appointing a T&L Coaching and Mentoring role? RL informed governors that the T&L coaching was going to be provided in-house, saying that the recruitment process highlighted more what the school did not require. Fortunately, one applicant is able to provide support and training for SLT members, whilst they are waiting to start another role. They will also provide training for the Trust curriculum lead and he newly appointed coach at Loose Primary School.

LP asked if all SLT will be trained? RL said that they would but it would need to be phased due to the capacity of SLT, although the funding set aside for the T&L Coach would be used to release staff for coaching and mentoring.

**5.3.2 Quality of Education:** RL referred governors to the tables (p4) in his HT report highlighting those figures highlighted green that represented where pupils were at or above national. The Year 6 baseline stats (p5) identifies the challenge to achieve national in Summer 2025. The situation due to the low starting point of

the cohort is continually being monitored by RL and DT (AHT), who will also be providing intervention for targeted individuals within the year group.

RL informed governors that St Kath's Year 3 had done well in their writing assessment (p6) and was above the national average for the proportion of children meeting the expected standard.

The increase in SEND admissions was due to the success and reputation that St Kath's had developed and the resultant demographic change in pupils was can present its own challenges.

RL informed governors that he was seeking to increase the capacity of senior and middle leaders so that tasks and responsibilities can be delegated. RL appreciated that on appointment that he would have to take the lead on most, but he was now able to delegate more consistently.

**5.2.3 Clubs and Enrichment:** RL informed governors that there is a focus on expanding the number and type of extra-curricular activities for pupils and to ensure they are accessible to all.

**LP asked if parents made contributions to the workshops?** SA said that a few did but the PTA subsidise most events and trips as this is their primary goal. RL added that the PTA were very good at St Kath's and supported the school excellently.

RL informed governors of the forthcoming events, which are listed in the newsletter, inviting them to attend whenever possible.

**5.2.4 Staffing:** RL provided a summary of the staffing changes detailed on p18 of the HT's report.

**HA asked if the newly appointed EYFS TA was working across both classes?** RL confirmed that they are, and the need was to provide extra support in relation to the number of pupils who started on part-time timetables that was specific to EYFS.

**HA asked for further information on the Year 5 interventions teacher being recruited and were they to focus on 11+?** RL the requirement is to focus on providing additional support to children that were being targeted to meet end of year expectations, adding that schools cannot teach to the 11+.

**5.2.5 Other matters arising from HT report:** RL asked if governors had any further questions on the HT's report?

- Staff well-being: **HA asked how had parent consultation times been reduced?** RL said that the times had been condensed by reducing length of appointments.
- Bullying and Racism: RL informed governors that when an incident occurs, staff were quick to respond and deal with the situation. As a result, parents appreciate that whilst incidents did occur, the school take swift and appropriate action.

LP said that the report is very thorough and as a result, governors have few questions.

**5.4 Finances:** RL provided governors with a summary of the October 2024 monitoring the key points were:

- Reserves although reducing over the 3-years remain above target.
- There are no capital works planned for 2024/25. A CiF bid in December 2025 will be submitted in relation to phase 2 of the heating improvements, which would replace the pipework and radiators.

**5.5 Governor monitoring:** Governors provided feedback following the Immersion Day on 11<sup>th</sup> November 2024 when SEND was the focus for monitoring. LP said that she needed to circulate the report arising from the day but wanted to share with RL first.

**ACTION:** LP to circulate monitoring report / AL to upload to Governor hub.

A summary of the feedback:

- Positive feedback in relation to T&L for SEND pupils as could see the adaptations in learning books and additional resources provided in class to meet their needs.
- Yr 6 pupils were able to take themselves to the sensory room as needed, and were able to verbalise their needs and support required.
- Behaviour of SEND pupils was very good

- CL agreed to provide the SEND presentation and circulate the SEND newsletters (sent 3 times per annum) to governors.
- CL informed governors that she organised SEND coffee mornings for parents but which were not very well attended. HA asked is it due to the time when they are being held? CL said she had tried having them after the morning drop-off time. It was suggested that an alternative might be to hold such prior to an event that parents were attending.

**ACTION:** CL to consider alternative timings for SEND events.

#### 5.6 School Specific Policies:

- Mobile Telephone Policy – Governors approved without amendment.
- Attendance Policy – Governors ratified their decision to approve amendments to the policy dealt with by email prior to the meeting.
- Pupil Premium Report – LP asked for clarification on the Child Premium Strategy Outcomes (Part B)? RL to edit the commentary as agreed prior to publication.
- Sports Premium Report – RL advised governors that the DfE had changed the format for reporting on Sport Premium, which would be created electronically. However, in the interim, ST Kath's have still produced a detailed plan. The focus for Sports Premium will be on providing CPD for staff and opportunities for pupils, who were unlikely to access activities outside of school.  
HA asked how had pupils been identified? RL said that a short survey had been carried out to identify those pupils who are least active outside of school and, who might have restricted opportunities to participate in activities.  
LP asked how did they arrive at the proposed targets? RL advised that the targets were based on PP children that had attended school clubs in the previous year and increased by what was considered a reasonable figure. SA added that she had been working with the Trust (AP) to develop a tool for better tracking PP spend to ensure the budget is fully spent as 2024/25 included a carry forward from 2023/24.

### 6. SAFEGUARDING AND ACCESSIBILITY MATTERS

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

### 7. ANY OTHER SCHOOL MATTERS

- 7.1 **CIF Drainage Scheme:** RL informed governors that the work had been completed and apart from the playing field which needed re-seeding there were just a few minor outstanding items. Following the recent heavy rain there had been no drainage issues.
- 7.2 **FAW Use of St Katherine's:** RL informed governors that the agreement had been updated to reflect the agreed changes and had been signed by all parties except CC. LP offered to take the agreement as facilitate CC signing the document, which would then be returned to RL.

**ACTION:** LP agreed to arrange for CC to sign the agreement and return to RL.

### 8. TRUST MATTERS

- 8.1 **Trust Board minutes:** Governors noted the minutes from the T1 meeting. There were no items to be reported back to the Trust Board.
- 8.2 **Risk Policy and Risk Management:** Governors noted the updated Trust Strategic Risk Register, and that it was Intended for local risk registers to be rolled out to schools and LGB's in Term 3. RL advised that this was being progressed via a Trust Executive Leadership team (ELT) meeting.
- 8.3 **Feedback from CoG catch-up meeting:** In CC's absence there was nothing to feedback from the meeting.

### 9. TRUST POLICIES

- 9.1 Governors noted the Trust policies that had been approved in T1.

## 10. GOVERNOR MONITORING

**10.1 Immersion dates:** Governors were reminded of the agreed 'Immersion' dates for carrying out governor monitoring for the remainder of the academic year.

- T4 – English including writing: Monday 3<sup>rd</sup> March 2025
- T6 – Maths: Friday 20<sup>th</sup> June 2025

## 11. ANY OTHER GOVERNANCE MATTERS

**11.1 Trust AGM:** AL reminded governors of the AGM on 11<sup>th</sup> December 2024 to which all are invited and asked if they could confirm if they were able to attend.

**11.2 Cyber Security:** AL reminded governors of the need to complete the cyber security training as this was an annual requirement to comply with the RPA insurance cover.

**ACTION:** Governors to complete the cyber security training.

## 12. CONFIDENTIALITY

**12.1** Governors confirmed that there were no confidential matters discussed.

## 13. CLOSING REMARKS

**13.1 Dates of next meeting:** All to be held at St Katherine's School commencing at 1700 on:

- Monday 3<sup>rd</sup> February 2025
- Monday 17<sup>th</sup> March 2025
- Monday 12<sup>th</sup> May 2025
- Monday 7<sup>th</sup> July 2025

**13.2 Meeting close:** The meeting concluded at 1920 and LP thanked all parties for their attendance and contribution.

For approval 25-01-25