

St Katherine's Primary School
Interim Executive Board Meeting
Monday 16th May 2022 at 5pm
In School

Present: Peggy Murphy (Chair of Governors/Co-opted Governor), Ruth Powell (HT), Ruth Epps (Co-opted Governor), Laura Payne (Co-opted Governor), Phil Reynolds (Co-opted Governor)

In attendance: Mark Chatley (Trust Leader), Carole Hardy (Chair of Trustees), Sarah Aikenhead (Associate Governor)

Clerk: Nicky Wheeler

Agenda item and discussion	Action/ decision
1 Welcome and any introductions 1.1 The CoG welcomed everyone to the meeting and invited PR to introduce himself.	
2 Apologies for absence 2.1 All present. 2.2 The meeting was declared quorate.	
3 Declaration of business interests, reminder of confidentiality and any other admin matters 3.1 No new interests to declare.	
4 Minutes of the last meeting and any matters arising 4.1 The minutes of the last meeting held on Thursday 31 st March 2022 were duly agreed and signed by the CoG. 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">• PM agreed to arrange for staff from FAW to conduct a SEND review at STK and she will send possible dates to RP• RP approached Snodland CEP to discuss the spare capacity at the ASC but they are not interested at the moment• RP advised that the HT report has been updated to a new format• RP advised that DT (AHT) is producing a plan around the journey away from manipulatives in Maths for review in Term 6• RP confirmed that she has looked at the possibility of having a team of 1:1 TAs and whilst she feels there would be some positive impacts it is not appropriate at this time as some TAs are not qualified to deal with the whole range of needs <p>Q: Could the TAs receive additional training to upskill them?</p> <p>RP explained that some of the TAs were previously class TAs who have been reallocated and still have full time contracts but they are not equipped to work with certain needs and do not wish to train to do so. The IEB Members felt it is important that TAs are flexible and able to work where they are needed. This was already happening RP confirmed that AL had reviewed the maximum weight limit for the minibus and staff are aware that the driver is responsible for ensuring the limit is adhered to</p> <ul style="list-style-type: none">• MC confirmed that the lettings and hire charges will be reviewed in September as Laser have now advised the trust of an increase in energy costs which will take effect at this time• RP advised that currently 59 places have been offered for September 2022 and there are 6 additional families who have expressed an interest in the school. MC has spoken to Snodland CEP and they have currently have available spaces to absorb the additional demand if the STK in year reduction in PAN is approved• SC (year 6 teacher and literacy deputy lead) and RK (Year 1 teacher & phonics lead) joined the meeting to provide an update on progress. RK explained that	<div>PM/RP</div> <div>DT</div>

STK is moving to Sounds Write to teach phonics across the school and staff are currently completing training to be ready to use it in all year groups from September. There will be a screening check next term to assess phonics knowledge and staff are preparing the children for this. There is a particular focus on children in Year 2/3 that didn't pass last year to ensure they are tracked and any issues addressed.

Q: Why have STK chosen Sounds Write?

RK explained that all schools have to use an approved scheme and Sounds Write has been selected for use across the whole trust. YR have moved across to using the new scheme already and some of the strategies are being incorporated across other year groups too with an impact already being seen.

Q: Will all staff be trained in time for rollout in September?

RP was confident that this will happen as there are various training sessions taking place across the school to ensure that all KS1 staff are fully trained and at least one staff member in each Year in KS2. SA advised that feedback from staff using the scheme is extremely positive and it is a very robust system. MC also explained that as the whole trust are using the scheme there are opportunities for staff to share their knowledge and experience. During the recent Ofsted inspection at LPS inspectors questioned why the scheme had not been introduced earlier however, changing midway through the year would be disruptive for children therefore the decision was made to fully rollout the system at the start of the new school year.

- SC explained that with writing the focus is on moving to a skills based curriculum and ensuring that skills are taught consistently across the school. Monitoring has been conducted with the Trust to look at the progress being made and identify the year groups that need additional support. There is a focus on embedding processes and consistency with detailed lesson planning and monitoring the children's progress regularly. Staff are ensuring that scaffolding is purposeful and accessible to all.

Q: Is consistency amongst teachers in place?

SC explained that the move to a skills based system is helping to ensure consistency across the school and staff are monitored and supported where needed.

Q: Are STK working with the other schools in the trust to close the gap in reading?

SC confirmed that the schools are working closely together and sharing best practise. Where possible staff are visiting the other schools in the trust and have recently conducted moderation together which staff all found was extremely useful. All of the schools have different strengths and enjoy working together.

- STK continues to promote reading with improvements to the library and new books both in the main and class libraries. The reading lead is creating a staff reading expectation list and auditing the home reading books. Reading at home is constantly encouraged and children also use Bug Club online. Focus on love of reading is important and promoted through reading ribbon and daily storytime.

Q: Do children have parental support with home reading?

Staff feel that the Race to Read scheme helps encourage reading in the lower years but the level of parental support drops as the children get older. The school are currently holding a book fair to encourage parental engagement and reading to the children regularly in school. Staff CDP sessions also focus on reading fluency and guided reading sessions.

- CH (CoT) thanked the staff for attending the meeting and providing an update.

5 Any other urgent business

5.1 None reported.

<p>6 Trust matters</p> <p>6.1 The minutes of the last Trust Board meeting on the 30th March 2022 had been received by governors and no issues were raised.</p> <p>6.2 MC advised that the consultation documents relating to the merger with Orchard Academy Trust have been circulated and that the merged trust will retain the CPP name.</p> <p>6.3 The Scheme of Delegation had been circulated and reviewed by the IEB members and no issues were raised.</p>	
<p>7 Trust policies</p> <p>7.1 The following policies, which had been uploaded onto the CPP website, were duly noted by Governors:</p> <ul style="list-style-type: none"> • Business Continuity Plans • Equalities Objectives • Capability • Complaints • Finance • Risk Register • RSE • Whistleblowing 	
<p>8 Quality of Education Action Plan</p> <p>8.1 The Quality of Education Action Plan was circulated to the IEB members for discussion and MC explained that he has asked RP to update the document with greater detail on the actions to be completed weekly and by whom for circulation by Friday the 20th May.</p> <p>8.2 MC advised that Ofsted will expect to see evidence of staged progression. Where issues have been identified the school needs to be able to show that plans are in place to address them and that these proposed actions can be linked to successful outcomes elsewhere. CH also asked for the action plan to include evidence of the impact of actions to enable the IEB members to use the document to monitor improvements and progress.</p>	RP
<p>9 School strategic matters</p> <p>Headteacher's report</p> <p>9.1 The HT report had been circulated to governors and the following points were discussed :</p> <p>RP explained that the HT report follows a new format which therefore took longer to complete but prompted useful discussions between SLT</p> <p>Q: Do all learning walks have a specific focus and lead to future actions?</p> <p>RP explained that recent English walks have focused on small steps and Sounds Write whilst Maths walks have looked at the use of manipulatives. In other subjects there is a focus on scaffolding and access to all learners. All of the results are fed back to the class teacher and SLT and incorporated into future planning.</p> <p>Q: How does RP ensure there is consistency across the school and that new staff are aware of the school approach?</p> <p>RP explained that the use of schemes ensures a consistent approach and new staff are introduced to the schemes in place. Also, staff work across year groups in PPA time and there is a strong teacher leading each year group.</p> <p>Q: Attendance is below national average, especially in Year 1, how is the school addressing this?</p> <p>RP advised that the FLO is analysing the data and chasing poor attendance. Additional time has been allocated to office staff to support the FLO with administration. RP is not aware of any particular issues in Year 1 so she agreed to investigate further.</p> <p>Q: Have the activities listed under personal development taken place recently?</p>	RP

<p>RP explained that this is a list of activities since the start of the year, as this was a new format. The IEB members asked for the report to only include provision since the last meeting in future to allow them to review the benefits and outcomes.</p>	RP
<p>Q: Are there opportunities for personal development outside of school?</p> <p>RP explained that children go on trips and she will include details of these and other examples in the next report.</p>	RP
<p><u>Health & Safety Matters</u></p> <p>Q: Why was a H&S second walk arranged so soon after the first?</p> <p>9.2 RP explained that the initial walk identified a number of outstanding issues so the second walk took place to ensure that improvements had been made and work carried out.</p> <p><u>Internal Reviews</u></p> <p>9.3 RP had circulated the review of Behaviour & Attitudes with actions included. MC explained that a letter was produced to send to parents to celebrate good practise and was based on speaking with children in school not the survey outcomes.</p> <p><u>School Strategic Document</u></p> <p>9.4 The School Strategic Document had been circulated to the IEB members for review. PR explained that he and RE reviewed at the document during a recent Leadership and Management visit and he has sent RP an alternative format to consider using going forward. MC confirmed that the document is being reviewed and a new format will be in place in September which will make it easier to monitor impact and outcomes of actions.</p>	
<p><u>Policies & Key Documents</u></p> <p>9.5 Volunteer Helpers Agreement - Approved.</p> <p>9.6 PE & RE Policy – These are trust policies and RP has sent some amendments to MC for consideration before the policies are adopted.</p>	MC/NW
<p><u>Survey Outcomes</u></p> <p>9.7 The IEB members noted that the survey outcomes for STK were extremely positive for the school but not the trust. RP expects this to improve as collaboration across the trust continues to increase. She explained that the survey was conducted at a time of significant changes to the curriculum taking place but as things settle down and the changes are embedded staff are feeling more positive.</p>	
<p>Q: 3% of children said they do not feel safe at school. Will this be investigated further?</p> <p>RP explained that all of the feedback is anonymous but the nurture team work closely with children if there is any concern. She feels the issue is to do with perceptions of naughty behaviour and the use of nurture provision and she is working hard to change this with assemblies to the children and training for TAs.</p>	
<p>Q: Only 88% of pupils felt that the school deals well with bullying which seems low?</p> <p>RP explained that the behaviour policy has been reviewed and there are strategies in place for staff to address issues before escalating them to SLT. The whole school has a focus on nurture and RP will consider carrying out another behaviour review in Term 6.</p>	RP
<p>Q: What is being done to change the perception of the trust with staff and raise the trust profile with parents?</p> <p>CH & MC explained that there are a number of events taking place to improve collaboration and communication across the trust including regular briefings to staff, newsletters to parents, twitter communication, consultation meetings, a pantomime for all KS2 children, a social event for members, trustees and governors and staff social events. MC continues to look for ways to rebrand and develop the trust profile and will look at other mediums available.</p>	
<p>Q: Would it be useful for Trustees to attend the meetings to welcome the new Year R parents?</p>	MC/NW
<p>MC felt this would be valuable so NW will advise CH of the meeting dates & times.</p>	NW
<p>10. Finance</p>	

<p>10.1 Contained in confidential annex</p> <p>10.2 CC explained that 23/23 now forecasts a balanced budget but with a deficit in Years 2 and 3. 23/24 includes £33k of capital spend regarding work identified by the conditions survey so the trust could look to bring these projects forward in 22/23 which would almost balance Year 2 of the budget. However, if the school is unable to recruit to fill the current vacancies the supply budget may increase.</p> <p>10.3 CC explained that whilst there is no overstaffing of teachers there are still some 'luxury' staff that could be reallocated if necessary. RP advised that as some TAs have resigned there is no longer a TA in every class and they are now shared where needed. There are 3 HNF applications in progress which will help cover the costs of the TA support if successful.</p> <p>Q: Is there a plan for the vacant classrooms?</p> <p>RP confirmed that she is exploring various options to maximize income generation including a nurture unit which could be rented out, satellite provision and letting the field with access to toilets.</p> <p>Q: When looking at the 3 form entry scenario there is a deficit in Year 4 & 5 but reserves at trust level. Will this impact the in-year PAN variation request?</p> <p>MC explained that the three year commissioning plan shows an excess of school places in the area so a reduction in the STK PAN would not disadvantage local children. The reduction would help to ensure that all of the local schools remain full going forward and, if there was increased demand in the future, KCC could ask the school to increase the PAN in this scenario growth funding would be available. PM advised that there may be further pressure on places available in September as the LA is looking to place all SEN children in mainstream schools.</p> <p><i>CC left the meeting</i></p>	
<p>11. Safeguarding and disability matters</p> <p>11.1 Nothing to report</p>	
<p>12. Any other school matters</p> <p>12.1 Nothing to report</p>	
<p>13. Governor Monitoring</p> <p>13.1 Governor monitoring dates were agreed : Teaching & Learning (including SEN, PP, safeguarding, behaviour & attitudes, attendance) - 25th May 1pm and 24th June 9am Leadership & Management – 30th June 2pm</p>	
<p>14. Any other governor matters</p> <p>14.1 LP agreed to complete the GDPR training modules and send certificates to NW</p>	LP
<p>15. Agreement of confidentiality and action points</p> <p>15.1 Items of confidentiality were agreed and are contained in the Confidential Annex for Governors.</p> <p>15.2 Action Points were agreed and listed in the table at the end of the minutes.</p>	
<p>16. Dates for next IEB meetings and any school events</p> <ul style="list-style-type: none"> Wednesday 15th June at 3.30pm via Teams (To focus on the Quality of Education Action Plan) Thursday 7th July at 5pm in School 	

Signed.....

Date.....

(Chair of governors to initial bottom of every page)

ACTION POINTS

Para no	Action point	By whom/when
4.2	PM agreed to arrange for staff from FAW to conduct a SEND review and she will confirm dates with RP	PM/RP
4.2	DT to produce Maths plan for review in Term 6	DT/RP
8.1	RP to update Quality of Education Action Plan and circulate to the IEB members by 20 th May	RP
9.1	RP is not aware of any particular issues with attendance in Year 1 so she agreed to investigate further	RP
9.1	The IEB members asked for the HT report to only include provision of development opportunities since the last meeting in future to allow them to review the benefits and outcomes.	RP
9.1	RP explained that children go on trips and she will include details of these and other examples in the next report	RP
9.6	RP has sent some amendments to the PE & RE policies to MC for consideration before the policies are adopted	MC/NW
9.7	RP will consider carrying out another behaviour review in Term 6	RP
9.7	MC continues to look for ways to rebrand and develop the trust profile and will look at other mediums available.	MC/NW
14.1	LP agreed to complete the GDPR training modules and send certificates to NW	LP