



An Daras Multi Academy Trust

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Head Teacher – M Furber
Chair of Governors – A Nicholson

20/06/19

Minutes

St Stephens Community Academy; Local Governing Advisory Board; Summer 2019
Thursday 20th June 2019 at 12.45pm at St Stephens Community Academy

Note that actions are highlighted in bold and red, and will be carried forward to the next meeting and questions or challenges during the meeting are highlighted in bold and blue

1. **Welcome and Apologies**

Present: Laura Osborne, Peter Jones, Ann Nicholson, Sue Tierney, Kelly Moore, Maura Furber
In Attendance: Governance Officer

It was noted that MF is appointed as Head Teacher from Sep 19.

2. **Declarations of Interest Relevant to this Agenda**

None relevant to this agenda and governors signed their annual declarations.

3. **Confirm Minutes of LGAB Spring Meeting (21st March 2019) and Matters Arising**

No actions. Governors accepted the minutes as a true and accurate record of the meeting and the Chair signed a copy.

4. **Confidential Agenda Items**

All staffing changes, including resignation of KM, have now been published so are no longer confidential. The governors thanked KM and acknowledged that she will be missed. MF updated governors on some staffing matters. Kathy Walsh has volunteered to be the new staff governor and has a valuable skillset to bring to the Board.

5. **HoS Report**

The increased cost per swimming session was noted and MF noted that PPG or PE funding is used as necessary. Costs associated also include coach costs and insurance.

Various staffing matters were discussed and the development of staff has been positive. **LO challenged that support will be given to early years staff now that KM is leaving** and MF explained what is planned, particularly with the transitioning. LO questioned the term in the OFSTED paperwork regarding Off-Rolling? MF explained the importance of following the behaviour and exclusion policies correctly. **The governors discussed behaviour issues and challenged what can sometimes be the appearance of being rewarded for behaving badly?** MF discussed the conflict of the appearance of bespoke provision for those badly behaved, whereas it is actually about addressing a child's social and emotional needs; and this is done in different ways depending on the needs. This provision is recognised by AIO as ensuring pupils who were in danger of being excluded were maintained in the school system successfully. **LO challenged the use of the behaviour ladder, stating that it shouldn't just be for poorly behaved children who behave well, but also as a reward for those children who behave consistently well.** MF noted that there is an expectation that all pupils are well behaved and

ready for learning. In the majority of classes the positive 'ladders' are used regularly to reward pupils who demonstrate consistently good/ better than expected attitudes to learning. MF will ensure this is consistent across the school and review with teaching staff how it is being administered."

LO challenged how the school plans to revisit prior learning under the new curriculum? MF explained the MAT framework and how the school will choose themes, and integrate this into each year group providing hooks of knowledge as they progress through the school years. These hooks build on knowledge that they learned before. MF confirmed that plans are underway for a coherent autumn term curriculum and then planning will be on-going thereafter. **AN challenged how children who join the school in a later year and have missed the prior learning, will benefit from those hooks?** MF explained that this can't be helped and they just have to be brought up to speed.

LO noted the data information and challenged that it should include clear information for governors on where the schools weaknesses and strengths are?

Action: On future data information, highlight the schools current strengths and weaknesses (MF)

Governors were shown the floor books (a MAT initiative) which captures any other information from a classes work and activities that is not in the individual children's books; such as other activities, their learning journey and the pupils voice on a variety of matters. It can also be a good reminder to the children of what they have learned and a view of their learning journey. It also fits in with the new OFSTED framework for reinforcing learning. Governors were very impressed with the books that provide a great visual representation of what goes on in a classroom and the school.

LO challenged whether sufficient TA support is in place in the right classes for September? MF explained the situation.

6. Improvement Plan Update & Progress

MF noted the updates on the improvement plan and that the 'accelerated reader' is having a real impact. Teaching and learning is improving and monitoring has been tightened up.

AN had a careful look at the current data during a visit and noted some inconsistencies in the figures for Years 3 and 4. These were checked and corrected. Some attainment figures are quite low but there are historic reasons for these. However, data for attainment and progress is a brighter picture. The classes with a higher % of pupils making below expected progress (Yrs 3, 5 and 6) all have a large number of PPG, SEND and EAL children. The data also includes pupils from the ARB.

AN challenged why there were no GDS pupils in a certain year group? MF confirmed that teachers had not completed the final end of year judgement at the point of the meeting so GDS had not been awarded /recorded. MF will ensure data is checked once final assessments have been made on track. **AN challenged how MF ensures that the data is accurate?** MF explained the monitoring and moderation process (including between EYFS and KS1, other schools in the MAT, and other schools in Devon or Cornwall). **AN challenged how SSCA attainment compare with other schools in the MAT?** The 3 town schools are similar. **AN challenged if there is any evidence of impact of the accelerated reading programme?** MF confirmed that the children are very enthusiastic about it and are better at talking about the books they are reading, and the

boys enjoy the competition. Some children's RA has improved by more than 6 months this term. **AN challenged whether the whole class guided reading is having an impact?** MF confirmed it is going well and KS1 data (appendix provided) exemplifies this progress. End of year data will be used to measure reading progress from the end of last year to the end of this year.

7. **Review SEND**

PJ met with MF and SENDCO to discuss SEND, visit the ARB and look at the new conservatory. He looked at SEN policy and annual report, SEN hours and implementation, EYFS & SEN, tracking SEN progress, outside agency involvement and children's progress. **PJ challenged on a number of matters including what impact the provision for SEND has had on progress for this group of children and what would be done differently going forward?** MF explained. **PJ challenged that SEND leads should ensure that all data and provision maps are kept up to date by class teachers to demonstrate impact in termly SEND Pupil Performance Meetings.** PJ noted that the ARB is for children with specific needs and it is not a place for children with just serious behavioural problems; there are other settings for these children. Governors checked on the welfare of the staff. PJ noted that the new ARB conservatory is good, dry and fit for purpose which is positive.

SEND local offer is up to date and approved.

8. **Safeguarding**

The Chair met with the Child Protection Officer on 6th June to check the SCR; it is up to date and there were no issues.

9. **Curriculum**

Discussion already covered at item 5.

Including extra-curricular provision briefly discussed. PTFA may consider funding some after school clubs and has recently funded outdoor learning infrastructure such as chicken run, small and large polytunnel.

10. **Governor Impact Statement**

Governance statement is required by Board of Trustees in a MAT and is not technically required by committees of the Trust Board, of which LGABs are included. It is considered good practice but not a requirement. However, it is important that each LGAB reviews where they are and the impact they are having, including that everyone is contributing to the LGAB's activities, to ensure they remain effective.

Action: Self review of LGAB impact at Autumn working party (All)

11. **Working Group Feedback**

Refer working group notes. Increase in attendance rates were noted. Both PPG and PE reports are on website. The impact of sport on the children was discussed. Arena will help review PE action plan.

Autumn working group will include school level policy reviews including MAT curriculum policy & admissions policy, draft improvement plan priorities, update risk register and leadership development (priorities 1&6). Attendance will be MF, AN & LO.

12. **Visits**

Summary of visit feedback from Summer term:

- Improvement/data visit – AN

- SEND/Priority 2 – PJ
- Safeguarding/SCR – AN
- Monitor security of SATs papers, every day for SATs week – LO
- PPG & PE impact – ST
- Staff meeting to discuss vision and ethos – LO, ST
- Accelerated reader meeting - LO

Outline visit plan & focus for next term:

- Data visit – AN
- SEND/ARB visit – PJ
- New PE Plan - ST

13. Training

Training conducted:

- Monitoring Improvement & OFSTED Framework 1st May – ST, LO
- ADMAT PPG discussion group 4th June – AN

14. Any Other Business

Dates for Academic Year 20/21 – approved.

15. DONM

The Autumn term meeting confirmed on Thursday 21st November 2019 at 12.45pm. Subsequent meeting provision dates are Thursday 12th March and Thursday 25th June 2020 at 12.45pm.

Chair formally thanked KM for everything she has done both as a teacher and governor. KM stated that she enjoyed being a governor and she thanked ADMAT and St Stephens for great few years. They accepted her resignation as staff governor and formally appointed Kathy Walsh as the new staff governor. TM will sort all necessary paperwork.

Meeting closed at 3pm.

Toni JH Martin
Governance Officer

Distribution List:

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| A. Nicholson – Co-opted Governor (Chair) | S. Tierney – Co-opted Governor |
| L. Osborne - Parent Governor | M. Furber – Head Teacher |
| P. Jones - Co-opted Governor (Vice) | W. Hermon – Executive Head/CEO |
| K. Walsh – Staff Governor | |