



St Martin’s School and Vale View School Local Governing Body Meeting

Thursday 18th March 2021

Executive Head Teacher: Mrs A Siggins
Headteacher St Martin’s: Miss R Appleby Headteacher Vale View: Miss K Brown

Minutes of the Local Governing Body Meeting held virtually on Thursday 18th March 2021, 9.15am.

- Governors Present:** Mike Ashley (Vice Chair of Governors), Sue Atkinson, Sarah Slingsby, Amanda Abbott, Rachel Appleby (Headteacher), Kelly Brown (Headteacher), Anne Siggins (ExecH, Governor)
- Clerk:** Kirsty Ash
- Others Present:** Helen Thompson (AHT, STM), Casey Hall (WDAT KS2 Leader of Learning)
- Apologies:** Tricia Sherling (Trustee)

1	<p><u>Welcome, Introductions, Resignations and Apologies for absence</u></p> <p>The Vice Chair of Governors welcomed governors to the meeting. No resignations have been received. Apologies received from Tricia Sherling who was attending an appointment.</p>
2	<p><u>Register of Business and Pecuniary Interests</u></p> <p>Governors were given the opportunity to declare any interests against this agenda. No declarations were recorded against this agenda.</p>
3	<p><u>Election of Chair of Governors</u></p> <p>The WDAT have been working to recruit new governors by distributing flyers and asking prospective candidates to register their interest in the governing body. Headteachers at both Vale View and St Martin’s Schools have held informal initial conversations with some promising candidates, to establish their areas of expertise and interests.</p> <p>A Governor asked if there is a WDAT Governor Induction Programme.</p> <p>The Executive Headteacher confirmed that the WDAT are developing a revised Induction pack for new governors, focussing on what information it is that governors need in order to feel confident in the role. A governor commented that a document explaining relevant terminology and acronyms should be included and that once new governors are on board a skills audit should be conducted.</p>

	<p>Actions:</p> <ul style="list-style-type: none"> • Carry over election of Chair of Governors until next meeting when new recruits will be in attendance.
<p>4</p>	<p><u>Approve Minutes from previous LGB Meeting – Term 3 – Thursday 28th January 2021</u></p> <p>Minutes of the last meeting held on 28th January 2021 were distributed to governors prior to the LGB meeting. The Vice Chair invited governors to comment or raise any queries relating to the minutes.</p> <p>No challenges or queries were raised and governors accepted the minutes as an accurate record of the meeting.</p> <p>The action relating to SEND provision is to be carried forward. The Assistant Headteacher for St Martin’s School is to coordinate the collation of information for the next LGB meeting.</p> <p>Actions:</p> <ul style="list-style-type: none"> • The Vice Chair of Governors will email the Clerk to confirm that they agree the minutes. • Governor responsible for SEND to explore the current SEND provision through lockdown.
<p>5</p>	<p><u>Covid 19 Update</u></p> <p>An update on the Covid-19 situation was distributed to governors prior to the meeting.</p> <p>The Headteacher for Vale View expressed that the safety measures in place to protect staff and pupils against Covid-19 continue to add to the challenges within the teaching environment. Safety measures can have an impact on the provision that is offered, particularly in the Early Years setting, where many resources have been removed in line with the covid risk assessment. Teachers are hopeful for a gradual progression to normality so that trips and other enrichment activities can once again be accessible. Provision is continually reviewed in line with the WDAT Covid-19 risk assessment.</p> <p>The Headteacher for St Martin’s commented that attendance during the first week back (week commencing 8th March) was exceptional. Absences due to sickness, increased testing and anxieties began in the second week, with around 8-10 children absent on a daily basis. Vale View have a similar situation with regards to attendance. Both schools are working with families to support their potential anxieties and concerns.</p> <p>The four weeks since returning have been used for teachers to make assessments of where pupils are at. Teachers have been able to identify the gaps where children need additional support in their learning and well-being. Vale View have not pursued home learning, other than reading, since returning to school given that parents and carers have spent so much time home learning recently, however home learning will resume from Term 5. At St Martin’s home learning plans and resources have continued throughout, but with careful thought for the parents and carers and the support that might be required.</p> <p>A governor asked if there was a difference in attainment in those pupils that attended live learning compared to those that did not.</p> <p>Overall teachers identify that their classes are fairly unchanged and the pupils continue to represent a group of individuals with a wide range of learning and abilities. Children accessing live learning</p>

consistently have generally shown more signs of resilience in returning to the classroom. Some children have found it challenging getting used to the classroom environment again with lots of other people, noise levels etc.

During periods of lockdown, naturally children have been engaging with others in an online capacity more frequently and staff are aware that the potential for online bullying has increased. Staff have worked to overcome these issues, utilising and implementing the online safety policy. More safeguarding concerns have been highlighted, particularly at St Martin's, but have been swiftly dealt with.

6 **Subject Leader Presentations**

PSHE at the WDAT – Dave Vellani/Catherine Crisp

The new RSE Statutory guidance is effective from April 2021, following a delayed start due to Covid.

Guidance denotes that the subjects taught under this curriculum must be age appropriate and inclusive, as well as adapted for children with SEN and in line with the Equality Act 2010. The aim being to support all young people to be happy, healthy and safe, and to equip children for adult life and to make a positive contribution to society.

Schools must consult and engage with parent/carers about the topics being taught within the PSHE curriculum. Compulsory topics include: mental well-being, internet safety, drugs, alcohol, basic first aid and puberty and changes to adolescent body. The teaching of sex is not compulsory at primary level, however any additional content provided is at the discretion of the school, providing it meets the needs of the children and supports their emotional and physical development. Parents can withdraw their children from sex education.

The WDAT are using the PSHE Association question-based model as a basis for their own planning, and using their quality assured resources to support teaching. The model makes progression clearly identifiable, and asks relevant questions that help demonstrate learning in the three key areas: 'Relationships', 'Health and Well-being' and 'Living in the Wider World.' Teachers have been positive about the approach so far, particularly about the consistency of vocabulary used and the guidance around teaching some of the more challenging topics.

Teachers have begun planning for term 5, utilising the resources available, including 'knowledge organisers', a document which highlights key questions, key vocabulary, links to the school values and an interactive element for the children (i.e. draw your family). The knowledge organiser will be introduced at the start of term to present a key question and will be referred to throughout the term.

Next Steps

A WDAT Policy for the teaching of Relationship and Sex Education in School is being developed. Parental consultation will need to take place regarding the new proposed curriculum. A pupil voice monitoring session will also be arranged to monitor student response to the new curriculum.

English Journey – Elizabeth Little/Shara Wheeler/Amanda Abbott

Following a planning review, it was identified that there were discrepancies between medium term plans for English across the trust. As a result of this, the English Leads from all schools have worked together to produce a uniform approach to planning, which ensures progression throughout all

areas of English, full coverage of the curriculum and agreed texts and contexts. They have also used training and resources from Penny Bill to support this process.

Next Steps

A working party has been set up across the Academy to lead the development of phonics and ensure there is consistency and uniformity across the Trust.

English Leads are sharing with their year group teams the planning for term 5. These plans include spelling objectives and ideas for suitable example texts that will be used to support their delivery of non-fiction. Investigations into the best approach to handwriting are underway.

A governor asked what additional resources are available for those working at greater depth.

English Leads responded that teacher assessments aid the identification of those working at greater depth and for these children the teaching and learning goes more in depth, addressing a wider scope rather than a step up approach. Greater depth challenges are derived from offering different opportunities, a different task or an alternative challenge, for instance analyzing a different character or looking at something from a different perspective. In terms of reading, greater depth means increasing reading independence and deepening understanding. Reading maturity can be demonstrated by asking a child to analyse the vocabulary or deliver a presentation about a book they have read.

A governor further asked if during monitoring this has been seen in practice.

English Leads confirmed that there has been a clear indication that vocabulary is being developed and the use of deeper vocabulary has been identified.

7 School Evaluation Form – PowerPoint Presentation, Discussion and School Response

Behaviour and Attitudes - Unpicking the SEF Statements (Casey Hall and Helen Thompson)

Anti-Bullying

The first statements reviewed were related to anti-bullying and evidence that schools are delivering on these statements includes the establishment of Anti-Bullying ambassadors in every class, with pupil voice monitoring confirming that these children are very passionate and active within their school community. Ambassadors have received training from The Diana Award to support them in this role. Children were fully motivated to receive this training and have already put steps into action, first and foremost by sharing the anti-bullying message with the whole school community. Children are consequently already more aware of bullying behaviour and what this looks like, as well as what is not bullying behaviour. All allegations of bullying are logged and swiftly investigated, with support put in place for both the victim and those displaying bullying behaviour. Restorative Justice conversations are held in the line with the Anti-Bullying policy and various staff are trained to hold these conversations effectively.

Next Steps

KS2 ambassadors will support the training of KS1 ambassadors and key messages will be shared with the whole school during a series of assemblies and events. Further work will take place to ensure that all members of the school community, including parents, understand and challenge bullying and discriminatory behaviour. Campaigns, designed and led by ambassadors will help to raise awareness and ensure that the role of ambassador is cemented into every day school life.

Training of ambassadors will continue to ensure that pupils are confident and knowledgeable in their roles and the Academy approach to anti-bullying and discriminatory behaviour will form an integral part of the induction for new staff.

A governor asked how the Anti-Bullying ambassadors are identified.

Pupils have designed a badge with a logo for the ambassadors to wear. Ambassadors will also be invited to help to run regular assemblies, ensuring that they become recognizable faces amongst their peers.

School Values

The school's vision and values are clearly evident in the school environment and staff and children are able to communicate the values and give examples of these. Children have an increased awareness of how the schools values are linked to learning behaviours, with values most recently becoming a valuable vehicle for delivering learning in the revised PSHE curriculum. Schools have seen a shift in pupil attitudes moving from passive to active learners, in particular with children demonstrating motivation during lockdown, resulting in good attendance, greater independence and resilience. Comments from pupils demonstrate that children recognise the values and are striving for success. Similarly, teaching staff have brought the values to life in their classrooms and have subsequently commented on how these values have made an impact, with children aspiring to demonstrate them.

Next steps

Values will continue to be embedded so that they become a natural part of children's learning experience. Further work on ensuring all staff know the values will be paramount to developing a whole school approach to behaviours and attitudes. The revised PSHE curriculum will be fully established and consistently monitored to ensure it supports both children and staff awareness of values, preparing pupils for life within the WDAT and beyond. As on site learning and assemblies are re-established, teachers and leaders will focus on celebrating success, effort and motivation. Further work to embed the Academy vision will be a primary focus.

A governor commented that the implementation of values has been a great success and further asked if children have required a refresher as circumstances have been changing and challenging for them over the course of the past year and if children are enjoying the return to structured school days.

Teachers present responded that children have generally felt that returning to the classroom is natural. As home learning environments are clearly very different from school, all pupils have followed their own individual transition journey back to the classroom, but all seem to be appreciating the return to a familiar routine.

Teaching and Learning Strategy

The Teaching and Learning Strategy has been developed and implemented to ensure pupils understand the need to take responsibility for their own learning. Pupil voice has demonstrated that children have opportunities to work independently and build resilience across all year groups. Video evidence through monitoring has also shown that children are engaged and enthusiastic about their learning.

Next Steps

Whole School assemblies will be reintroduced to pupils, initially via Teams and eventually in person, with values, independence and resilience being key themes. The Senior Leadership Team will

continue to develop the Teaching and Learning Strategy, implementing the 'behaviour for Learning' strand which focusses on supporting and developing independent and motivated learners. Monitoring of the Teaching and Learning Strategy will continue, with the 'resilience toolkit' providing the basis of school assessment. Thank you certificates will be issued to children to thank them for this resilience during lockdown and for demonstrating the school's values.

A governor commented on the importance around teachers feeling empowered to share their best practice.

Casey Hall left the meeting at 10:08.

Personal Development – unpicking the SEF Statements (Rachel Appleby and Kelly Brown)

Pastoral Support

Both Schools have well trained pastoral support staff, who help children to regulate their behaviour and maintain their mental health. Through the restorative justice approach children learn how to be good citizens through respecting themselves and others, with comments from pupils acting as strong testimonials to this method. Pupils have in fact requested restorative justice circles and have led some of these discussions themselves. Social, Emotional and Mental Health (SEMH) Champions within the schools have access to key information that can help manage the mental health of children within the school as well as create a more in depth understanding of the reasons behind some of the SEMH challenges. The SEMH champion at St Martin's has found the training to be high quality and interesting and has shared this training, resources and ideas with other members of staff. The well-being calendar, which describes well-being goals each day, is one such idea designed to make well-being more accessible on a day to day basis. Similarly at Vale View School, the pastoral support mentor has provided invaluable support and guidance within school. Children are given the opportunity to discuss and explore values and what they mean in daily lives during weekly talk sessions. Children have also put forward very positive responses following sessions with the mentor, providing an excellent testament to the skills and value of the mentor. Programmes such as THRIVE are in place to help children regulate their emotions and support those that are experiencing difficulties.

Next Steps

Personal development of the THRIVE practitioner is to continue at Vale View to ensure practice is current and relevant and shared with staff to maximize outcomes. We are also investigating the possibility of training a THRIVE practitioner at St Martin's School. Staff will receive regular refresher training to ensure all staff are able to support children in the restorative justice approach and in addition ensure that this forms an integral part of the staff induction package. Further work with children about restorative justice will be completed to ensure children are clear on the process and understand the reasoning and concepts that support it. Further consideration and training on how mental health impacts on children's behaviours will be implemented as we aim to understand the mental health challenges of those with less capacity to understand their feelings.

Healthy Lifestyle

In reviewing the statement surrounding encouraging children to be physically and mentally fit and healthy, it is apparent that children are aware of the importance of making healthy choices, including those related to healthy eating and how to lead a healthy life. Playgrounds are active and engaging and the Sports Coaches offer a high quality comprehensive PE curriculum that is linked to a healthy lifestyle and the school values. Observations of PE sessions have shown that children are extremely engaged in the activities and are finding them highly enjoyable. Children across the year

	<p>groups indicate differing levels of understanding of how to keep physically healthy and how to maintain healthy feelings. A mental health training schedule, including bereavement training, for Teaching Assistants has been developed and was initiated prior to the January lockdown. Following return to school, work around engaging with parents/carers has enabled any concerns about children feeling anxious about the return to school to be shared.</p> <p>Next steps</p> <p>Schools are imposing a greater emphasis on being physically fitter following several weeks in lockdown and will develop and introduce a new series of strategies to achieve this. Mental health training for support staff will be revisited and evaluated to identify where further training is required, with SEMH champions providing a pivotal lead on this area. A range of strategies and positive approaches will also be implemented to support children showing signs of anxiety as well providing children with crucial skills and tools for life that enable them to help themselves.</p> <p>A governor commented that lots of promising work has been completed and this good work is recognised. Furthermore, this governor suggested that work should be done to ensure that this group of children are not deemed to be the ‘Covid’ cohort and that pertinent information and knowledge is passed on to the secondary schools that they will be attending.</p>
8	<p><u>Staffing Update</u></p> <p>The Current Staffing structure as at Term 4 2020-2021 and the proposed staffing structures for Academic year 2021 to 2022 for both Vale View and St Martin’s Schools, were distributed ahead of the meeting.</p> <p>Under Site, Midday Supervisor (MDS) roles should be included in both schools, there are currently two MDS at St Martin’s and two at Vale View. The proposal for 2021 – 2022 expects these posts to remain unchanged.</p> <p>At Vale View the Assistant Head is leaving at the end of term 4 and this post will be covered by the Key Stage 2 Leader on a temporary basis until August 2022. The Headteacher at Vale View will transfer to Priory Fields in September. A further Teaching Assistant appointment needs to be made, however recruitment is challenging in these current circumstances.</p> <p>At St Martin’s the Year 3 teacher left part way through term 4. The class is being covered by the Assistant Headteacher until the replacement teacher starts after Easter. The bulge year at St Martin’s will finish this academic year. A Teaching Assistant to assist with the 4 pupils with higher needs funding (HNF) in year 5 is included in the proposed structure. Two children with Educational Health Care Plans (EHCP) are moving to a specialist provision.</p> <p>The governor responsible for budget monitoring confirmed that the staffing budgets are in line with those set out at the beginning of the year.</p>
9	<p><u>CPD Report</u></p> <p>The Continued Professional Development (CPD) Report for Term 2 and 3 was distributed to governors ahead of the meeting.</p> <p>Governors commented that this was a very useful, concise document and from a remote perspective, gave a clear indication of the training that had been completed by staff.</p>
10	<p><u>Governor Monitoring Feedback</u></p> <p>During Term 5 the following areas will be monitored by governors:</p>

	Pupil Voice – areas of interest and feedback from anti-bullying ambassadors. Subject Leaders – continue monitoring and observe subjects such as History, Geography and RE.
11	<u>Term 5 Monitoring</u> <u>Staff Well-Being</u> WDAT representatives from all three schools met on the 26 th February for a well-being working group meeting. A staff survey is being developed and should be accessible during term 5. Governors may wish to discuss the results of the survey and highlight possible areas to monitor further at the next LGB meeting.
12	<u>AOB</u> No AOB
13	<u>Confidentiality</u> There were no items of a confidential nature raised in this meeting.
14	<u>Date of the next meeting</u> Term 6 – Thursday 17 th June 2021
	<u>Action Points</u> <ul style="list-style-type: none"> ➤ Carry over election of Chair of Governors until next meeting when new recruits will be in attendance. ➤ The Vice Chair of Governors to email the Clerk to confirm that they agree the minutes. ➤ Governor responsible for SEND to explore the current SEND provision through lockdown.

Minutes written by the Clerk, Kirsty Ash

Signed Date

Mike Ashley, Vice Chair of Governors