



**St Laurence School Academy Trust**  
**Full Governing Board meeting**

**Minutes of the meeting held on Wednesday 12 October 2022 at the school**

Governors present: I Maher Roberts (chair), P Lambert, K Kilgallen, S Cooper, C Hamilton, M Smith, L Ash, J Abecassis, T Farrer (head), M Lee, T Chatfield  
Apologies: T Lerwill, M Dooley, M Peters

01/22 **Minutes of previous meeting 18 07 22**, actions and matters arising.

Careers report for '21-22, this was received too late for the last meeting, it is presented here to round off that year.

**Comments**, the proactive work of the school was commended.

The paper was recommended as useful reading to governors.

There had been targeted feedback from [Compass Plus](#) who are the external validator.

The expanded role of the careers co-ordinator had been recognised by the award of a higher TLR.

There are careers events across the year, the next is to be mock interviews. Governors to be circulated with the planned programme for the year.

Correction on attendance at the 7<sup>th</sup> September meeting, ML was present.

Correction on the minutes of 18 07 22, SC comment on drama, amber progress and tutor groups, this was amended

02/22 **Head's report**, TFR thanked governors for their support at the Open Evening.

The SDP had been presented in draft form and would be discussed on the Strategy Day.

Covid, locally this was at a high alert and there were 13 staff off on one day last week. This had an impact on standards, so the school's response would stay on the agenda, especially when it effects a department / subject.

Staffing – 3 ECTs have commenced at the school. A new staff observation programme (in addition to induction) has been instituted, for quality assurance.

TFR alerted governors to the number of mental health and well-being referrals via myConcern and it should be noted that this was now including online safety, with filtering of student website access (example given). Given the level of concerns, there has been work on succession planning and capacity building in this area.

With regard to MAT discussions, governors discussed confidentially progress with other schools. The benefits of being a church school but the complexities of having a dual Trust status were discussed. The next step would be a meeting with the Regional Director. It was thought that a major benefit of such collaboration would be the sharing of good practice in

teaching and learning for the benefit of young people.

Complaints, governors needed to be aware that a safeguarding incident which occurred outside school may progress to a complaint.

An external consultant is working on safeguarding with DSL / DDSL in school.

**Question** on staff well-being.

R – TFR and SLT are responsible for managing workload, this support a positive well-being. There had been a review of directed time, 1265 hours / year. TFR meets with union representatives termly, a recent issue had been the practice of having two parents' evenings for years 11 and 13 per year. The SDP has a strand on this. The staff well-being group had a more uncertain future. TFR had taken on some staff well-being efforts. It was noted that a parent had come forward to organise the SLSA parents' association and parent / staff social events may be linked to this. Note that there are mental health first aid qualified on the staff, being identified by a designation on their emails.

**Question** on managing supply staff quality

R – sometimes this cannot be done, the school had a bank of cover supervisors (employed by school, trained), who can deliver the lesson material. There is also a bank of supply teaching staff, a number of names were mentioned, who are subject specialists.

**Question** on the position of student support worker

R – this is 3 days a week, whilst the person is a counsellor in training, with practise hours allocated, they will not be referred to as the school counsellor. The remit is to work with the safeguarding team with child-on-child abuse as a focus.

**Question** on the results for students with mobile phones in exams.

R – all students were given 0 on that paper. TFR and TC mentioned the full range of warnings issued to both GCSE and A level students, at mock and actual examinations.

**Question** on the work of the consultant, with SLT on taking an Ofsted phone-call

R – this was a suggestion from the Challenge Partner review. That lead assessor returned to offer this work with SLT. It involves extensive research on the school website. Positive comments were received on safeguarding, there were items to follow up on Admissions (see below). Overall, this had worked very well for the SLT team.

**Question** on the work of the family support advisor

R – anecdotally, all is going well. This would be reported on at a later meeting.

**Comment**, the school had done significant positive work with Ukrainian students.

**03/22 Strategy Day agenda,**

The agenda was discussed and may need to be changed depending on any Ofsted visit.

A priority for the school was governor oversight of the Pupil Premium strategy and the process to close the attainment gap for disadvantaged students.

The Ofsted process was outlined and it was likely that governors would be involved in the initial debrief at the end of the first day of inspection. At the end of the inspection, governors might also attend the short, verbal presentation of findings to the SLT. During the second day, it was also possible that governors would be questioned, in a group by inspectors, this might involve the Chair, vice-chair and selected, link governors. In simple terms, what do you know and how do you know? Were likely question starters.

Governors should refer to a specific folder in the Secure Area which will include the SEF, responding to the last Ofsted inspection and the IDSR from 2019 (whilst awaiting that from 2022)

**Question** on which SDP shall we use, the '21-22 to be finished or the '22-23 to be signed off.

R - Governors would not be specifically asked about the SDP but there would be a focus on governance statutory duties: challenge, safeguarding, financial oversight. TFR would ask the consultant recently used by the school about the role of governors and having an SDP focus.

#### 04/22 **Committee minutes & update from Chairs**

[Standards](#) (SC), governors' attention was drawn to the interventions review and levelling up progress, the differences in boy / girl attainment had been examined, in-house tutoring work at been very successful. There had been a conversation on the SDP, with respect to its listing of actions and governors desire for outcome measures. It had been suggested that a specific mention of behaviour be made in the aims of the SDP, reflecting on p24 of the White Paper. There was a question of whether the FFT-20 was ambitious enough? Was an improvement from 4.5 to 5 ambitious enough for English and maths. The Forward plan would be reviewed after the Strategy Day. PP would be a focus in the committee. There had been a consideration of whether classroom visits was the best way for governors to triangulate classroom evidence in the school (see below, the discussion of student voice involvement).

The FGB agreed to the change in the terms of reference for the Standards committee.

[FFE](#) (KK), the Academy Trust handbook suggestion of a change towards not having staff governors was noted. Governors supported the action of the committee in recommending that the school use reserves to provide improved security fencing and toilet facilities, if the CIF bids were unsuccessful. The desire to have the design and tender process for the Home Field and Multi-Use Games Area initiative development expedited for this summer was mentioned.

**Question** on energy costs.

R - external consultancy was being pursued but inflated projections of cost for this year are included in the budget.

[C&E](#) (PL), governors should be aware of the good practise and impact that the work of the school was having. The committee had considered the mapping of the PSHE curriculum over 7-years, its content being responsive to myConcern alerts. On attendance management, the proactive approach had resulted in higher than the national average attendance. The increased reporting of welfare and well-

being concerns was the result of a strong whole school approach to reporting and follow-up. On policies, those presented demonstrated the range of demands and sources for them, being: Child Protection (statutory), Sex & Relationships Education (statutory and good practice surveyed), social media (the school's own plan). Safeguarding training was emphasized to governors.

(Note that Strategy minutes are also in the folder)

05/22 **School policies** agreed by committee this term, to be noted

- Sex & Relationships Education
- Child Protection
- Social Media
- Cyber incident plan
- Health & Safety
- Lockdown
- Sixth Form bursary
- Reserves & investments

06/22 **Policies**

Admissions, TFR drew governors' attention to the need to change the policy with regard to the sentences about EHCP and statements of SEN. The latter are now replaced. Also, the need to remove the section on Sixth Form admissions, as this was dealt with via a separate process.

A map of the catchment area is not required as those with an EHCP can have St Laurence School mentioned as the specific education provider irrespective of catchment. In oversubscription, the catchment area map gives a criterion for the waiting list.

**Question** on continuing the PAN of 232. It was suggested that the reasons for increasing the PAN in past did not now exist and that a reduction could be of benefit with regard to staff workload.

R – the school had to consult when the PAN is reduced, it was suggested that this be discussed at the Strategy Day as this gave enough time for the 6-week consultation period before the required publication of the Admissions policy time. There would need to be an SLT discussion of this.

07/22 **Governing Body matters**

Membership, Martin Peters had been nominated as a staff governor, this was agreed. 2 named governor nominees were discussed, IMR is to meet them. A Diocesan nominee was also mentioned, JA is to meet them.

Training, there was a note of options for governors

Ofsted questions, these would be reviewed by the chairs of committees for governor reference.

08/22 **AOB**,

There was an open discussion of the value of governor visits to the school, both in classroom lesson observation and gathering student voice responses. The SLT had valued the evidence base gathered as a result of governor – student voice when reviewing computing and PSHE. Future planned school

improvement activities would cover PP, Challenge Partners, a maths departmental review and a DT review.

Wednesday 14 December, Carol Service 7pm, all governors were welcome to attend, after the FGB from 1700 on that evening.

AB Dynamics had been invited to make a significant contribution to STEM week workshops in year 8. Year 9 would have a STEM input focussing on careers in the Army.

The meeting closed at 1830.