



St Laurence School Governors

Full Governing Body

Wednesday 14th July 2021

MINUTES

No.	Minutes	Action
1. 66/20	Governors were welcomed to this final FGB of the academic year. Attendance: Ingrid Maher-Roberts (chair), Peter Lambert (Vice-chair), Joanna Abecassis, Lauren Ash, Trudi Chatfield, Sean Cooper, Michael Dooley, Lindsay Driscoll, Tim Farrer (Headteacher), Mark Lee, Tim Lerwell, Michael Smith, Tracey Walsh Also present: Robert Beesley (clerk), Rachel Purnell (Deputy Headteacher) Apologies received: Ian Blagborough (work commitments), Donal Casey (tech' and travel issues); Kieran Killgallen (unable to join)	
2.	Declaration of Interests: there were none	
3. 67/20	Minutes of the meeting held on 26 May 2021	
3.1	Accuracy of the minutes: these were agreed, align OFSTED report to SDP	

3.2 Actions from minutes	Allocated to	Carried forward / closed
Structure of FGB meetings, having specific content issues to discuss	IMR / Strategy governors	Meeting held and items to be added to FGB, eg. Meeting Head Boy / Girl, governors site visits, audit / finance information to specific meetings, possibly – a report from the Data Protection Officer. Carried to future meeting agendas.
Strategy Day, content	TF	See below. Closed
Health & Safety tours, programme and avoiding late cancelation	TF	Up and running again. Closed

3.3	Further matters arising from the minutes: none	
4. 68/20	FCAR summary report for 2020-21 (external audit presentation and recommendations): this item was POSTPONED to the FGB, term 1, 2021-22.	LL FGB 1/21

	This can be reported on at the FGB in October, procedurally.	
5. 69/20	<p>Headteacher's Report:</p> <p>TF discussed his reflections on the first 6 months in post and the challenges going forward (note a PPT will not be the usual way of working) This has been shared with staff.</p> <p>TF has been hesitant in declaring an overarching, new vision for the school as he had only seen it in operation in these strange times and with the evident strain on staff. He noted the passionate way that staff spoke about the school and of the ethos of the school as 'the St Laurence way'. He had noted the strong sense that students felt they were part of a something great. It was clear that they had great potential and likely more potential, considering everything in their environment and based on their start. He thought that the school would have achieved an outstanding judgement had it been inspected this year.</p> <p>Some challenges that TF noted were more parental questioning of school decisions, not just over COVID related matters but generally. There were workload issues for some staff, some core hours are excessive and there is a disparity in workload. There is a plan to change this. The staff felt a heavy responsibility with regard to resetting back to a more usual way of working.</p> <p>There were good opportunities to share good practise locally in primary and secondary phases.</p> <p>Areas of specific concern were: recruitment to year 7 (this had been discussed at FFE); new behaviours / needs of students which are different to the normal experience of staff (these are being considered and planned for); the number of new staff since Sept '19 (a 30% turn around), many had not seen the 'usual' St Laurence and the two INSET days in September were being used to explore the school ethos and its outworkings; management change (having new Head and Deputy in two terms) meant a loss of history, wisdom & knowledge; the school site (at capacity and requiring investment); the time spent with some parents and their expectations; the MAT landscape and DfE agenda (recent government announcements vs Wiltshire experience, TF signposted the need to have a governor discussion); September – COVID testing on the return to school.</p> <p>Short term goals – seeing staff and students return to as things were, a safe return to learning despite a recent significant increase in COVID cases, team creation and cohesion for the new SLT and departments with new leadership, preparing for results and appeals. Whilst the school was well prepared for the appeals process, there was a need to monitor staff well-being at this time because of their vital role in determining grades this year. There had been a change in the school improvement strategy support and the school would join the challenge partner programme (22-24 November, a review by an external team, followed by an internal response review six monthly later. It was a significant training opportunity for senior staff (see below).</p>	

Medium term – the goals for SDP would be finalised in a strategy day for SLT with main ones being: enhancing student leadership; reinvigorating learning outside the classroom and St Laurence extra; having an outward focus as a school, where possible; preparing for inspections (ie. securing evidence ready for this), note that good schools will be inspected every 7 years, (so an inspection in May 2017 implies 2022-23 academic year, with the COVID slippage); maintain and build on the reputation of the school (eg. promote results and the St Laurence offer)

Longer term - to continue the path towards being a great school, this is an all-encompassing term.

Plans for September summary: developing the new SLT; preparing for the Challenge Partner programme; a new behaviour policy for September; more marketing and transition activity; staff training (the St Laurence Way), follow-up from results days and appeals; student leadership (each SLT member has a link); a new SDP for September; action plans for OFSTED and SIAMS inspections.

Q – the replacement of the School Improvement officer with the Challenge Partner review, will there be a designated person to go to? R – no, the Challenge Partner programme is a new approach, a national organisation. The process is a review of your school with 4+1 (senior) reviewers looking at data and paperwork, talking to middle leaders, other staff, some students, observing lessons and producing an agreed document on the strengths and do-better points. This formal review is once a year and six months later an internal review of the school's response to this.

There is a new team for each yearly cycle with the same lead reviewer to ensure consistency. The school's SLT go on training to be reviewers of other schools.

Q – what progress has there been on establishing the eBac? R – no further progress. MFL numbers are fluctuating (to re build from September), as well as in lower numbers taking up Drama & Dance, History & Geography have a strong take-up. The percentage take-up from September will be lower than previous years.

Q – Is there any pressure from the government on this? Whilst there is a local MP-organised round table on education this week, overall there appears to be confusion about governmental priorities for education.

Q – what are the plans for student leadership? R – it is hoped to return to as it used to be. There is a new 'learning outside the classroom' appointee, sports leaders are to be encouraged in PE, the head students are to visit tutor groups regularly. Staff are being asked about their offer as individuals and departments for St Laurence extra. The school aims to work towards the Arts Award. Transition activities and primary tournaments are good for recruitment and involve sport leaders. For learning outside the classroom, it is aimed for every year group to have some opportunity, with student leadership potential here..

Q – the response to COVID, from September, what will be different with no bubbles? R – it is unfortunate that there has been a good deal of parental reluctance to trust the school's processes. But the NHS Test & Trace will take over monitoring and the school will be contacted by Public Health if there is a significant outbreak. The school will be entirely reliant on families checking-in to venues, etc with the App', following the rules on self-isolating and informing the school.

	<p>Q – On the opportunities to share expertise locally with schools, what in areas could there be gains? R – no specific areas but there is a good link with John of Gaunt, Trowbridge (to be Challenge Partners), Chris Dutton is on a curriculum structure working-party within Wiltshire schools, it might be hoped to share expertise over the recruitment of students</p> <p>Governors were encouraged to email further questions to TF, responses could then be collated and shared.</p>	
6. 70/20	A report of expected exam results was given by TF for governor information.	TF Results analysis at FGB 1/21
7. 71/20	<p>Plans for September 2021: as above, SDP final review.</p> <p>This is the summation of a 2 year plan due to COVID, with additional strands which are COVID specific. In overview, there is a lot to celebrate. This plan has guided the collective work for all stakeholders in the school community. A lot of things have turned from Amber to Green since last review. COVID has prevented some completions, due to lack of time and restrictions. SLT has needed to evolve the approach. A number of carry forward items, linked to TF’s presentation and strands that are emerging.</p> <p>Q – what is the alignment with OFSTED points? R – it is on the first few pages, this is a 3 year review and so OFSTED points are responded to in specific sections.</p> <p>Q – 3a, staff well-being, will another survey be conducted for a baseline, to inform a plan? Staff may return to more anxiety, are there implications for this? R – not at the moment. There have been surveys throughout lockdown to judge well-being (2 since January). In September, it would be more about procedures and staff being content with them.</p> <p>Comment – reading this has informed governors. CLG developments, how is this bedding down?</p> <p>Q – 2c, MFL uptake, will this be in the SDP for September? R – note that strategies afor increasing the take-up of MFL did work at the start, COVID interrupted these and the department will be returning to their planned steps.</p> <p>Q – 2b, PP students absence and impact on grades, are there benchmarks, nationally / locally? Is it just COVID? R – it is very hard to have accurate figures given the COVID coding, there is no significant gap between PP and all students, in absence. Note that poor attenders (less than 20% attendance), are managed by other agencies often and have a number of other issues making their attainment lower.</p> <p>Q – what is the big issue of concern? R – the number of staff who have not experienced a standard year at the school and so may not be connected as strongly to the ethos of St Laurence. (Note: ethos and teaching & learning are the focus of the INSET days)</p>	
8. 72/20	Strategy Day, agenda setting: OFSTED curriculum training, SDP (and review of key areas), SIAMS training.	

	Q – will the four curriculum questions be addressed? R – yes, in the curriculum discussion (eg. RE as a separate subject)	
9.73/20	Committee reports	
9.173a/20	Strategy – 070621: mostly on Strategy Day	
9.273b/20	Standards – 210621: two presentations on Careers and Dance – both excellent and informative; year 9 data: issues highlighted were, French and drama dip, boys and English; the TAG work had been excellent; the intervention programme (English better than maths, mixed results, value for money – yes)	SC Careers presentation / discussion FGB 2/21
9.373c/20	FFE – 230621: if there are any further questions, these can be put to LL. Q – DPO report, a new issue referred to in the Academy Trust Handbook? Cyber security, are we fully up to date? (SC). SC to write to LL with respect to GDPR. A DPO report to governors next year would be very good. Q – school-based email addresses for governors? When will this be brought forward? R – from September, with guidance for use. The new AT Handbook and its implications, to be monitored.	Clerk
9.3.1	Budget 2020-21 monitoring review: no further comment	
9.3.2	Budget 2021-22 recommendations: the budget was commended to FGB for approval. Over 3 years, it is balanced. Pupil numbers is the key driver for further years. IMR proposed the adoption of the budget. All governors concurred.	
9.3.3	Data protection report recommendations: cyber and privacy, see above for possible next steps	
9.3.4	Review of the historical artefacts held by the School and displayed in Reception: TF gave the context to this review, a celebration space for the work of the students, the work done is in the past. A donation to the museum or storage. Any other area in the school might not be so safe. ILC location? Comment: offer to the wider town for sharing, a permanent loan model? Q – do they give a sense of community background, could there be a pictorial display to provide context? Summary: if we happily find a location in the school, good. Otherwise, a permanent loan to the Museum.	TF
CIF	The FGB was notified of two failed bids, perimeter fencing and AEN building. Note: These are driven by a political agenda and are small amounts of money. Options: these are to be formalised and submitted in December. The AEN building is a significant, campus development project and requires external funding. The perimeter fencing could be completed within the school budget. There was some comment on the timescale and further options.	
9.473d/20	C&E – 050721:	

9.4.1	<p>A safeguarding update had been given. A full-time Designated Safeguarding Lead was in place.</p> <p>A presentation on diversity in the curriculum, the main question was whether this is an issue exclusive to history or for all subjects?</p> <p>A second 'Everyone's Invited' meeting was reported on, in summary: students do report concerns and there are trusted mechanisms for follow-up and referral, the curriculum supports the best expectations, there would be ongoing monitoring.</p> <p>A number of concerns around behaviour had been discussed, the school was in a strong position with support for students outstanding. Well-being and pastoral support are very strong in the school, this was ascribed to the excellent work of RPR and she was thanked for this and her work in support of the committee.</p> <p>The counselling service, Relate18 is working well but fully subscribed.</p> <p>Staff training for September is in place, there was support for staff via myConcern and in processes for maintaining high standards in student care.</p>	
10.74/20	FGB matters	
10.1	Skills Audit: this had highlighted areas for focus, including OFSTED / SIAMS training (to be done on Strategy Day), for other items it was suggested that governors would develop skills as a natural progression of experience and training.	
10.2	<p>Membership:</p> <p>staff governor election, TC would be warmly welcomed to extend her term, there having been no further interest at this time.</p> <p>parent governor election, this would be in September.</p> <p>It was suggested that a welcome be issued to gather a more diverse parent governor selection. Note: recent SIAMS training has echoed this desire.</p> <p>Q – should recruitment be informed by Skills Audit? R – ideally, but the FGB was very experienced with a wide range of solid skills, so it was hard to focus on a specific weakness to be met.</p>	Staff governor TF Parent governor IMR / Clerk
10.3	<p>Calendar of meetings 2021-22:</p> <p>Q – would remote meetings continue? R – ideally, committees to be remote and the FGB in person. As to timing, 5pm was agreed. Teams meeting invites would be sent out.</p>	Clerk
11.75/20	<p>AOB:</p> <p>staff leavers BBQ, 4.30pm for 5pm speeches, 21st July. All governors are welcome to attend. Please inform TF as to attendance and dietary requirements.</p> <p>The FGB offered is thanks to RPR for her dedication and passion in her work for the school. She would be very much missed and wishes every success in her new position.</p> <p>Q – what plans were there for the replacement of the Deputy Headteacher's role? R – there could not be an external recruitment process at this time. Two staff will</p>	

	<p>take on her roles, and there is backfilling of their roles. In Term 4/5, there would be external recruitment but TF signposted that the new, temporary structure of 2 deputies or the previous structure of one, needed discussion.</p>	
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