

St Catherine's C of E Primary School  
School Improvement Committee Meeting  
7<sup>th</sup> November 2023 – 5.00pm

**MINUTES**

*Let Your Light Shine*

**Committee members:** Jo Devonshire (JD - Interim Headteacher), Peter Falconbridge (PF-Chair), Cathy Irons (CI), Sarah Thompson-Storey (STS), Jelisa Smith (JS)

**In attendance:** Joe Pring (JP) – Interim Deputy Headteacher, Dorothy Marlowe (DM) - Headteacher from Jan. 2024

No	Item	Action
1.	<b>Welcome and prayer</b> PF opened the meeting with a welcome and prayer. The meeting would be chaired by JD and PF would be taking the minutes.	
2.	<b>To receive apologies and consider approving absence</b> Cathy Irons had sent her apologies, which were accepted by the meeting	
3.	<b>To declare a conflict of interest that may arise during the meeting.</b> None declared.	
4.	<b>To approve the minutes of 6<sup>th</sup> June 2023</b>  The minutes of the meeting on the 6 <sup>th</sup> June 2023 were approved as an accurate record and signed by PF and JD. Copy of signed minutes were passed to JD for filing.  <b>Approved minutes to be sent to Dan Wallis for adding to website and replacing minutes from 18.05.23</b>	<b>PF</b>
5.	<b>To confirm that the actions from the previous minutes have been taken.</b>  <b>Item 7. Pupil Progress</b> JD has uploaded the vulnerable groups update, for the summer 2023, to GovHub. <b>Completed.</b>  JD has uploaded the overall attainment and progress data, for the summer 2023, to GovHub. Governors were asked to post comments via GovHub. None were posted. <b>Completed.</b>  <b>JD has uploaded the End of Key Stage Data for 2022-2023 to GovHub. This will be reviewed at the FGB – 23.11.23</b>	<b>ALL</b>
	<b>Item 8. Receive update on key areas for monitoring:</b> <b>JS has not yet arranged a link visit with JD to go through the Cultural Diversity Report and look at its recommendations. A meeting will be scheduled before the end of term.</b>	<b>JS/JD</b>

	<p>AW forwarded a copy of the SDP Summer 2023 update. PF filed a copy on GovHub. <b>Completed</b></p> <p>PF has amended the GDP R.A.G – 06.06.23, as requested, and filed a copy on GovHub. <b>Completed</b></p> <p><b>Item 9. To receive report from Performance Review Committee</b> The PRC met on the 20th June 2023 with AW and JD to review the Summer 2023 QTLP and confirm the HTPM arrangements for JD and DM. <b>Completed</b>.</p>	
6.	<p><b>Notification of any other business.</b> No items of AOB had been submitted for discussion.</p>	
7.	<p><b>Pupil Progress</b></p> <p><u>Vulnerable groups update (Autumn 2023)</u> JD had filed the KS2 <a href="#">Vulnerable Groups</a> monitoring reports for Reading, Writing and Mathematics, for the Autumn 2023, on GovHub.</p> <p>JD noted that all vulnerable groups, in Reading, Writing and Mathematics, were significantly down on the 2021-2022 results. This means that all vulnerable groups continue to fall behind their peers in terms of reaching Age-Related Expectations (ARE) by the end of the Key Stage. The only exception was Reading for the ‘SEN’ group. This showed a 14.5% increase on the number of pupils in the SEN group achieving ARE by the end of the 2022-2023 Key Stage.</p> <p>SLT have recognised the need to set the central priority of the 2023-2024 SDP as ‘Quality of Education’: -</p> <p><b>Continue to develop the quality of teaching; particularly in meeting the needs of low attainers in Writing and Maths</b></p> <p>They believe high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. Vulnerable children consistently make less progress than their peers. They believe that by focusing on developing quality teaching and effective CPD it will help;</p> <ul style="list-style-type: none"> <li>• ALL children are able to access the curriculum and make good progress against their own starting points</li> <li>• End of year attainment data is broadly in line with national standards</li> <li>• Teachers differentiate children’s learning in class to match their needs</li> <li>• Teachers model learning clearly in every subject</li> <li>• Teachers is responsive</li> <li>• Interventions are effective and lead to progress</li> <li>• Teachers all know the starting point for their lowest 20% in reading, writing and maths</li> </ul> <p>The meeting discussed the Mathematics Monitoring Report.</p> <p><b>JD and JP noted the need to review the current mathematics Curriculum – Maths No Problem (MNP).</b> MNP was introduced several years ago when outcomes in mathematics, particularly for boys, was</p>	<p style="text-align: right;"><b>SLT</b></p>

	<p>an SDP priority. The programme has been successful in providing a clear curriculum structure and good resources, enabling teachers to sequence work and model good practice with pupils. However, some staff have expressed concern with the scheme's lack of flexibility with how certain topics are delivered and its language and structure have made it difficult to adapt for EYFS and the vulnerable groups, making it less accessible to these pupils.</p> <p>JD noted the HIP Autumn Visit, which took place yesterday (06.09.23). One outcome of that visit was a suggestion that SLT and staff should focus more in the 'context' of the vulnerable groups within the current Y6, to more accurately target interventions and support.</p> <p>PF said he would file a copy of the HIP Note of Visit on GovHub, when it was available.</p> <p>JD noted that the vulnerable groups in the current Y6 were showing signs in improving their performance in ARE and the gap between vulnerable and non-vulnerable groups was narrowing.</p>	PF
8.	<p><b>To receive updates on key areas for monitoring.</b></p> <p><u>2023-2024 SEF</u>  The <a href="#">2023-2024 SEF</a> was discussed in detail at the Governor Away Day on the 18<sup>th</sup> October 2023. Governors are aware of the evidence sources used to justify the grades determined for each Ofsted judgement;</p> <ul style="list-style-type: none"> <li>• Overall Effectiveness GOOD</li> <li>• Quality of Education GOOD</li> <li>• Behaviour and Attitudes GOOD</li> <li>• Personal Development GOOD</li> <li>• Leadership and Management GOOD</li> <li>• Early Years GOOD</li> </ul> <p>SLT monitor the judgements termly and review;</p> <ul style="list-style-type: none"> <li>• Why are we not yet outstanding?</li> <li>• How will we get there?</li> <li>• What do other stakeholders say?</li> </ul> <p><u>2023-2024 SIAMS SEF</u>  The school was SIAMS Inspected on 18<sup>th</sup> September 2023 and received a J1 Judgement – “<i>The inspection findings indicate that St Catherine’s Church of England Primary School is living up to its foundation as a Church school</i>”</p> <p>The current Summary <a href="#">SIAMS SEF</a> was updated in September, prior to the SIAMS Inspection The evidence for each of the Inspection Questions (IQs) is reviewed termly by the Christian Distinctiveness Working Party (CDWP) formally known as the SIAMS Working Party.</p> <p>PF will set a date for the autumn 2023 CDWP Working Party Meeting and notify members.</p> <p><u>2023-2024 SDP</u>  The <a href="#">2023-2024 SDP</a> was discussed in detail at the Governor Away Day on the 18<sup>th</sup> October 2023.</p>	PF

	<p>SLT have not completed an autumn 2023 R.A.G of the SDP, but this will be done before the end of term and copied to governors.</p> <p>JD noted the focus this term has been to address the central Priority of the Quality of Education (see item 7 above). Key areas at the moment are to look at what it means to develop spirituality for all and how to develop strategies to bring courageous advocacy into the curriculum and life of the school.</p> <p>JP noted some of the positive impacts, which had already been seen this term, following the overhaul of the Behaviour and Anti-Bullying Policy. There is clear evidence that the introduction of the GREEN – YELLOW – RED Card system has enabled children to take greater ownership of when they have demonstrated inappropriate behaviour, that there are consequences to inappropriate behaviour and that improving pro-social behaviour is the goal to achieve. Staff, particularly at lunchtime, have found the system gives them more control in managing behaviour in general and particularly situations where anti-social behaviour is being demonstrated.</p> <p>JP monitors the use of the card system weekly, which enables him to track types of anti-social behaviour, trends in behaviour, options for managing behaviour and how to support staff. Children are more able to understand and articulate consequences of their actions. Teaching staff have noted they can get down to teaching more quickly after the lunch break, not having to ‘mop up’ fall out from lunch time misbehaviour.</p> <p>The acknowledgment, in assemblies and via the Weekly Newsletter, of those pupils who have been awarded a Green Card for Lunch Time or Learning, has had a big impact on pupils’ behaviour. Families, too, have noted the positive way in which their children talk about the Green Cards.</p> <p>JS noted recent conversations with her son about the Green Card system and how it was helping him to realise the importance of pro-social behaviours for all pupils. JS asked if the meeting could move to item 10 to discuss the Behaviour and Anti-Bullying Policy as she would have to leave the meeting soon to pick up her son. Agreed.</p>	JD
10.	<p><b>To approve policies and confirm those due for review</b></p> <p><b>Policies for approval</b></p> <p><u>Behaviour and Anti-Bullying Policy</u> DM had marked-up the draft 2023-2024 <a href="#">Behaviour and Anti-Bullying Policy</a> and JS wanted to note some of the tracked changes. She was pleased to see an acknowledgement that <i>‘difficult behaviour is usually communication of an unmet need’</i> and agreed this statement should be included in the policy. She also agreed that it would be better, when referring to behaviour, to change the use of ‘challenging’ with ‘difficult or dangerous’ because the policy should focus on the actual behaviour and not the effect of the behaviour.</p> <p>The meeting discussed other tracked changes, but agreed it would be a better use if time if JD and DM did that in a separate meeting. The</p>	JD/DM

<p>policy could then be re-drafted, with the agreed tracked changes included and sent out for review on GovHub.</p> <p>Governors could then comment on the new draft Behaviour and Anti-Bullying Policy. It could be approved via GovHub and then PF would update the policy and the policy review schedule. Agreed.</p> <p>PF asked about the Physical intervention paragraph, which states - <i>Only 'Therapeutic Thinking' (Previously called STEP ON) trained staff may use physical intervention in accordance with training, following the Hertfordshire Physical Intervention policy. We only move children when the safety of either themselves or others is compromised.</i> Could it be problematic that we only currently have 2 Therapeutic Thinking trained staff?</p> <p>DM noted that the current training is focussed on 'training the trainers', so those higher-qualified staff can escalate training down to other staff. The training, for all staff, would need to be refreshed at determine intervals. She noted in her school there was a separate policy which governed restraint procedures.</p> <p>PF asked if JD and DM could compare St. Catherine's and Ponsbourne St. Mary's current restraint policies and update the St. Catherine's policy accordingly.</p> <p>JD noted the Suspensions and Permanent Exclusion section on page 6. In light of the recently updated guidance from HfL on managing exclusions and suspensions we may need to think about having a dedicated Exclusions Policy?</p> <p>DM agreed and suggested if we did not think a separate policy is required then we add more information to the Suspensions and Permanent Exclusions section of the Behaviour and Ant-Bullying Policy, which clarifies our position regarding the CLA group.</p> <p><u>Time off Work Policy</u></p> <p>PF noted the current policy was actually a set of guidance notes, governing the general principles around how the school and the Headteacher manage requests for time off work. Although he has updated it to read Autumn 2023, it is still essentially the Model Policy put out by HfL in 2018. The guidance refers to separate policies which deal with the more obvious reasons for time off work requests;</p> <ul style="list-style-type: none"> <li>• Time off for trade union duties in accordance with provisions in Section 61 and 62 of the Employment Rights Act 1996</li> <li>• Time off with pay for safety representatives, appointed/elected by recognised trade unions both to carry out safety functions and to undergo relevant training</li> <li>• Paid time off for maternity, paternity, adoption or shared parental leave</li> <li>• Paid time off for ante-natal care under Section 55 of the Employment Rights Act 1996, as part of the provisions for maternity leave (as substituted or amended)</li> <li>• Unpaid time off for ordinary parental leave, parental leave, dependants or domestic emergencies.</li> </ul> <p>JD noted she had checked on the HfL GRID and could not find any guidance notes or policies which superseded the 2018 versions.</p>	<p>All Gov.</p> <p>JD/DM</p>
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	<p>It was agreed to continue with the 2018 Model Guidance for Time off Work + the associated policy statements, until newer model policies are published.</p> <p>PF will file the updated guidance and policy statements on GovHub and update the policy schedule.</p> <p>JS left the meeting at this point and the Chair took the meeting back to <b>agenda item 8</b></p> <p><u>2023-2024 GDP</u>  PF had circulated a draft copy of the <a href="#">2023-2024 GDP</a> to governors via GovHub. So far, he has received no comments or suggestions for amendments.</p> <p>The 07.11.23 R.A.G. was discussed by the meeting.</p> <p>JD noted the red RAG for safer recruitment training.</p> <p>PF noted that although some governors and SLT have been safer recruitment trained, this training is now a few years old and should be updated. <b>We need to agreed who needs to be safer recruitment trained and ensure those staff/governors receive current training.</b></p> <p>JF noted the priority for “<i>Governors to monitor the school’s development and presentation of its Christian distinctiveness according to historical Christian values</i>” and asked if we actually had a statement which defined historical Christian Values?</p> <p>PF noted that at one time we did have a statement, provided by the Church of England Education Board, which appeared on our website alongside our Ethos and Mission Statements: -</p> <p>Church of England Education Board Recommended Ethos Statement</p> <p><i>“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.</i></p> <p><i>The school aims to service its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils”.</i></p> <p>We could consider adding this back on our school website. This would be an appropriate item of business for the next CDWP Meeting (see item 8 – SIAMS SEF)</p> <p><u>2023-2024 Pupil Premium Grant</u>  There is a copy of the <a href="#">Autumn 2023 PPG Monitoring Report</a> on GovHub.</p> <p>JD noted the 2023-2024 budget for PPG</p>	<p>PF</p> <p>PF</p>
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Detail	Amount
Number/% of PPG currently (may be a variation to the number on last census)	<b>25% 90/365 (today-currently on roll)</b> <b>26% 96/364 (at last review – last term)</b> <b>23% 76/330 (at last year's census)</b>
Pupil premium funding allocation this academic year	<b>£103,875</b> 76 pupils at time of census 83 pupils currently on roll
Recovery premium funding allocation this academic year	<b>£10,875</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£114,750</b>

The intended outcomes for this current plan are: -

1. Overall attendance for PPG pupils is at least 95%
2. Emotional resilience is improved for targeted pupils to enable children to access learning. Social needs are addressed so children are able to come to school and learn.
3. Progress and attainment of PPG at end of KS to be in line with non-PPG nationally – particularly in reading.
4. The attainment gap between PPG and Non-PPG pupils in school, reduces.
5. Oral language and communication skills improve. PPG pupils can talk effectively for different purposes including when talking about their own learning.
6. Parental engagement of an academic & curriculum focus will improve. Parents will show a growing interest in supporting their child's learning at home and at school.
7. Many of our pupil premium children do not have the rich and varied experiences non-pupil premium children seem to have.
8. Pupils who join us mid-year (in-year admissions) make accelerated progress.

#### Outcome 1

Overall attendance for the year (1 Sept 21 – 29 July 23) was 92.8% which remains the same as last year. The gap between PP and Non-PP has continue to narrow slowly although overall attendance remains below 95%.

PPG 91.4% non-PPG: 93.7%  
Difference: -2.3

#### Outcome 2

*Our Ofsted Inspection Report noted - Pupils' needs are well met, including pupils with special educational needs and/or disabilities (SEND). Staff are well trained to meet the needs of pupils with SEND.*

	<p><i>Leaders prioritise pupils' personal development. Opportunities to extend learning beyond the curriculum are well considered.</i></p> <p><u>Outcome 3</u> Outcomes at the end of KS2 for PPG remain lower than National. However, the Gap closed marginally in Maths and Reading.</p> <p>67% of PP pupils passed the Phonics Screening Check at the end of Year 1 which is slightly above the 62% national average for Disadvantaged. 60% of PP met the age-related expectation in reading (ARE) at the end of KS1. This was above the national average for disadvantaged pupils (54%). 50% of PP pupils achieved the expected standard in reading at the end of KS2 which is lower than 60% disadvantaged pupils national. However, the gap closed. Of the PP pupils in this cohort, 55% joined roll in KS2, half of which in years 4/5/6 where interventions were in place.</p> <p><u>Outcome 5</u> Pupils are more confident talking about their learning to visitors/ inspectors.</p> <p>The EYFS Communication and language gap has widened this year but this is largely due to all pupils in EYFS last year achieving the expected standard – 3-year development plan.</p> <p>Last year 85% of disadvantaged pupils achieved the expected standard of CL – higher than National for disadvantaged 69.5%</p> <p><u>Outcome 6</u> JD noted SLT want to carry out further tracking of this over time. Parental engagement is generally quite poor, except for activities and events such as Sports Day.</p> <p><u>2023-2024 Sports Premium Grant</u> JD noted the Autumn 2023 update for SPG still needs to be completed. Once this is done it will be copied to governors</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity. JD noted that more pupils are engaged in physical activity, particularly at lunch time via the OPAL programme.</p> <p>Key indicator 2: The profile of PE and Sports is being raised across the school as a tool for whole school improvement. JD noted there was a need to review the role of the House Captains, so they did not simply see their job to lead their House during Sports Day.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. All teachers are now confident teaching their own class PE, supported by our Sports Coach. This was picked up and commented on by the Inspector during our last Ofsted.</p>	<p>JD</p>
<p>9.</p>	<p><b>To receive a report from the Performance Review Committee</b></p> <p>The <a href="#">Autumn 2023 PRC Report</a> is available for governors to access on GovHub</p>	



11.	<p><b>To monitor the website, format and content</b></p> <p>PF had carried out and <a href="#">audit</a> of the website, using the Key Leaders Checklist.</p> <p>He noted;</p> <ul style="list-style-type: none"> <li>• There were no details of the amount of time off taken by staff who are union officials to carry out their union duties,</li> <li>• There was no reference to the number of individuals (if any) earning over £100k,</li> <li>• There was no link the school's dedicated page on the 'schools financial benchmarking' service,</li> <li>• There were no details of how someone can find out more about our curriculum,</li> <li>• There are no details of our remote learning,</li> <li>• There is no reference the name our phonics and reading schemes</li> </ul> <p>JD agreed to check through the audit checklist and update the website, where appropriate</p> <p>PF also noted that the links to the curriculum documents on the website curriculum page may need to be reviewed and updated</p>	<p>JD</p> <p>SLT</p>
12.	<p><b>To receive items of any other business (item 6)</b></p> <p>None.</p>	
13.	<p><b>Date/time of next meeting and key items for agenda</b></p> <p>Tuesday 27<sup>th</sup> February 2024; 5.00 pm – 6.30 pm</p>	

**SIGNED** \_\_\_\_\_

**DATE** \_\_\_\_\_

P. Falconbridge  
Chair of Governors