



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 20<sup>th</sup> January 2022, 7pm on Zoom**

Meeting Focus – Children's Welfare

The meeting was opened in prayer.

	<p><b>Present:</b> Mary Dark, Helen Fletcher-Reilly (Chair), Vicki Goodin, Al Knox, Mike Jee (Head), Carolynn Lorimer, Debbie Ricks, Rod Sharman, Martin Smith, Chris Snell, Mark Standen (Vice-Chair)</p> <p><b>Apologies:</b> Emma Craughan</p> <p><b>Clerk:</b> Jennie Ring</p> <p><b>Also present:</b> Mrs L Kemp, Assistant Headteacher for Inclusion</p>	<b>Action</b>
82	<b>Apologies for absence</b> – were received and accepted from Emma Craughan.	
83	<b>Declaration of Interest</b> – none	
84	<b>Urgent matters to be considered for inclusion</b> - none	
85	<b>Minutes of meeting 9<sup>th</sup> December 2021</b> – were agreed to be signed.	<b>Clerk/Chair</b>
86	<p>The Chair mentioned the Art &amp; Ethos week in school this week and from her visit observed the “lovely atmosphere” with “children buzzing”. Through the media of glass, clay, calligraphy, pottery, film and model-making children were creating art reflecting the Christian ethos and values of the school to be included in the finishing touches for the new build. Children were writing 4 line Psalms on the themes of the school values to be made into a book of Psalms for the foyer.</p> <p>Governors were invited to the Inset Day on Monday 24<sup>th</sup> January when Mr Lear will be leading the day.</p> <p><b>Matters arising</b> – none</p> <p>Action points from FGB 9<sup>th</sup> December 2021:</p> <p><b>Item 2 (minute 67)</b> – following consultation with Y6 parents and the PPA, it's confirmed that the venue for the Y6 Leavers Party will be the Lido. A date and budget have to be confirmed, taking into account the Cobnor trip dates, SATS dates and end of year concert dates; and a rough figure on how much governors contributed last year. This figure can be obtained from the Bursar.</p>	<b>AK/DR</b>

	<p><b>Item 8 (minute 78)</b> – one governor noticed the website had on it some out of date letters and policies. The Head agreed to ask they be removed.</p> <p>All other action points were either addressed later in the agenda or still in progress.</p>	<b>Head</b>
87	<p><b>Questions arising from monitoring visits</b> – no visits have taken place since last board meeting.</p>	
88	<p><b>Headteacher’s Report</b></p> <p>The Head screen-shared the Headteacher’s Report available before the meeting and talked through the roll data. Overall there are more children coming than going. If the roll remains at 420 over the next 2 or 3 years this supports the sustainability of the school. <a href="#">Has there been children coming from St Wilfred’s?</a> There has been a lot of interest, particularly from one year-group; 1 child has moved into the area, 1 is transferring from being home-schooled into Y4.</p> <p><a href="#">Mrs Kemp joined the meeting.</a></p> <p>The Head continued to give context and some more detail on section 1 of the report. Moving on to section 2 the Head explained how to read and interpret the windscreen shots, talking to context, levels of achievement, and the codings used. Children’s progress is tracked using Target Tracker but the windscreens give a visual representation of the assessments.</p> <p><a href="#">I notice a disparity in number of Pupil Premium (PP) children between Willow and Cherry classes, can you comment?</a> This can happen when children start school, then qualify for PP – in general the school looks at ability and gender rather than equal spread of PP children.</p> <p>The windscreens reflect the expected achievement of children by the end of the year, all things being equal.</p> <p><a href="#">Mrs Lorimer had to leave the meeting to attend to her unsettled son.</a></p> <p>Arising from section 3 – Quality of Teaching and Learning – <a href="#">Will feedback from the whole school review be given to teachers?</a> There is built in time for feedback, although whether this includes individual feedback to teachers may have to be negotiated. <a href="#">If there is feedback will teachers be given a view on “grade” of lesson?</a> That will become clear as feedback is given.</p> <p>It is hoped that the building work at the front of the school will be complete by the end of half term, with a new card entry system.</p> <p>A discussion took place over the work required to redirect the pipe under the field covering timing of the work, who is involved, the issue of compensation, the connection with Olders, the removal of a tree, the height of the fence, and local authority (LA) and the Diocese involvement. These bodies are now overseeing the resolution of the issue. One governor suggested making contact with the neighbours whose privacy may be affected by the removal of the tree as the fence won’t be as high.</p>	<b>Head</b>

89	<p><b>Safeguarding</b></p> <p>Mrs Kemp outlined the processes, systems, documentation and people involved in the safeguarding practice of the school, including how concerns are raised, how they are responded to, what records are kept, and what outside agency help is accessed.</p> <p><i>When there's a need, does the work with outside agencies go well?</i> It's mixed, but mostly positive. Depending on personalities the need to give "tough love" may not be adequately acted upon, and sometimes receipt of reports following a Children &amp; Family Review have required following up. The school interrogates the advice given to ensure it's in the best interest of the children or family.</p> <p><i>Do you find you're kept in the loop by Social Services?</i> Not really. The work is logged well but not always communicated well. Sometimes school has had to dig deeper and speak up.</p>	
90	<p><b>Attendance – figures from autumn including authorised absence</b></p> <p>The figures in the report were discussed. There is no national data to compare figures against.</p> <p><i>Are pupils off for covid-related reasons coded separately?</i> There was a discussion on this question. The Deputy Head agreed to check and confirm that the school was in fact following the correct coding procedure.</p> <p>One governor confirmed and commented that as parents whenever a child had a cough or minor symptoms they were being kept at home, thereby impacting attendance figures, where pre-covid this wouldn't have been the case.</p>	MD
91	<p><b>Exclusions – none</b></p>	
92	<p><b>Pupil mental health &amp; wellbeing</b></p> <p>Mrs Kemp gave an update on the work being done around pupil mental health and wellbeing including the developing role of the Children &amp; Family Support Worker (CFSW); more parents now understand her role and are making contact; she works with staff giving input on supporting specific children in class and other areas of concern. There is a new Learning Support Assistant (LSA) working 2 afternoons a week in Y4 with the CFSW using tried and tested interventions with clear targets, which will be monitored and reflected on. The idea of a lunch time nurture group, resourced and structured, is being looked at to trial with carefully selected children who struggle at lunchtimes because of their needs, with a view to increasing frequency to 4 or 5 days a week if successful.</p> <p><i>This is the CFSW's 5<sup>th</sup> term in her new role, is it proving value for money?</i> Yes, 100%, she now liaises with outside agencies, attends review meetings with other professionals and communicates with teachers and Teaching Assistants (TA's), and is valuable to the safeguarding team. <i>This has released you for SEN children?</i> Yes, and impact on their progress.</p>	

93	<p><b>Pupil Voice</b></p> <p>Pupil voice is currently being sought on marking and feedback.</p>	
94	<p><b>SEND/PP/CLA provision and progress update</b></p> <p>There are 35 children on the Special Educational Needs (SEN) register, with more to come looking at the latest data and teacher assessments. Of the 59 PP children 17 are have SEN. Last term has included leading staff meetings on the role of an LSA and TA, using conclusions of research from The Educational Endowment Foundation as a basis for interventions that could be used. (TA training was something that emerged from a recent staff survey). There has been a tendency nationally for TA's to be deployed with lower ability children, where they most need the most experienced members of staff. Recent book looks reveal the same learning but at a lower level. Fortnightly book looks will continue. The staff training covers barriers to learning and making tailored learning.</p> <p>The Head defined the conditions to be classified as PP - family on low income and on certain benefits. The school receives £1320 for each child and this becomes part of a total fund to be used for the benefit of all PP children, not allocated individually. Social and educational disadvantage is connected to “closing the gap” and schools are required to publish a PP Strategy Statement. This outlines how the school knows the needs of the children and what will be done to overcome them to make progress. Most PP needs aren't school-based. At St Margaret's needs identified are: language and vocabulary, gaps in learning of the core subjects, parental engagement, social and emotional deficit, attitudes to learning; teacher and support staff addressing PP children's needs very specifically, and cultural capital. Cultural capital is hard to define, but it's making sure that children have access to opportunities to experience and build knowledge of things connected to the breadth of what it means to human in the culture we live in, eg theatre and the arts.</p> <p>The PP Strategy Statement now has an action plan associated with it, and the Statement will be published on the website.</p> <p>The Head invited the Safeguarding Governor to attend one of the regular safeguarding meetings. This was agreed and arranged. The Head invited the PP Lead Governor to review the PP Strategy Statement.</p> <p>The Lead Governor for EAL (English as a second Language) asked if there was a staff member he could look at working with regarding these children. The Head agreed to look into it.</p>	<p><b>Head/CL</b></p> <p><b>Head/RS</b></p>
95	<p><b>Learning Mentor update</b> – there was no explicit report given with reference to a Learning Mentor. See addendum to the minutes.</p>	
96	<p><b>Equalities Action Plan (including race)</b></p> <p>Responsibility for this has been delegated by the Head to Mrs Dark, Deputy Headteacher. The writing of the policy has begun. It's aim is to ensure each child, regardless of background, has equal access to the curriculum of the school. Alongside this is the Accessibility Plan which governs giving access for all children to the curriculum, the life of the school, and the environs of the school, eg in the case of a physical disability.</p>	

	<p>The Equalities Action Plan and the Accessibility Plan will be published on the website by the end of spring term.</p> <p>The Equality &amp; Diversity Statement for Employment was completed in September and can be brought before next meeting.</p>	<b>Clerk MD</b>
97	<p><b>Whole School Review arrangements</b></p> <p>Three governors can be in school all day, with 2 or 3 more joining during the afternoon, particularly around 3-4.30pm for the feedback to Senior Leadership Team and governors. The shape of the day and what the review team would be looking at was discussed – starting at 8.45 with classroom visits and examining the areas of subject leadership, the School Development Plan and teacher knowledge.</p> <p><b>Who has taken over from Mrs Collins on infant reading and phonics?</b> Mrs Keates has one or two afternoons a week to work on this strategically, with oversight from the Head and Deputy Head. Mrs Kemp has oversight of Key Stage 1 (KS1) curriculum. The change of resource for KS1 phonics brings some freshness and some financial outlay.</p> <p>One governor commented on the positive shift in the feel of the Early Years classes and area since her last visit.</p>	
98	<p><b>Agree protocol for use of GVO – items activated according to actual use now</b></p> <p>Governors agreed to the revised protocol.</p>	
99	<p><b>Policies</b></p> <p>Governors were asked for any questions or comments about the English Policy 2021 through GVO within 7 days. Once any questions or comments have been settled it was agreed to approve the policy.</p> <p>There was no information presented to the meeting about the other policies listed on the agenda. The Clerk asked for a meeting with the Head and the Chair to review again the administrative procedures behind processing policies in light of the fact that she is still relatively new to the role at St Margaret's and works from home. She was also signposted to the School Secretary, Mrs Glossop, as a useful contact.</p>	<b>Governors</b>  <b>Clerk Chair Head</b>
100	<p><b>Chair's Action</b></p> <p>The ongoing issue the Chair and Head have been engaged with has developed further.</p> <p>Two panels of three governors were agreed: 1) Rev Standen (Chair) with Mr Knox and Mrs Goodin and 2) Mr Smith, Mrs Lorimer and an outside governor for appeal should this be necessary.</p> <p>A report is anticipated to be available to the first panel by the end of the week commencing 7<sup>th</sup> February 2022, by 11<sup>th</sup>. Dates, times, and meetings for later parts of the process were discussed. Parent consultation evening dates were tabled for information – Tuesday 15<sup>th</sup> and Thursday 17<sup>th</sup> February between 4 and 7.30pm.</p>	

	There are no parent consultation meetings on Wednesday 16 <sup>th</sup> February.	
101	<b>Reflection</b> Governors reflected on the second reflection question. Supportive challenged was noted through questions regarding value for money and children with EAL, on staff succession on responsibility for reading in EY, and through the work panel work anticipated.	
102	<b>Date of next meeting</b> – Thursday 17 <sup>th</sup> February 2022, 7pm, in the Staff Room. Mrs Ricks asked to join the meeting via zoom. The Clerk gave a perspective on this particularly if a vote had to be taken for anything. Governors agreed that Mrs Ricks would join by zoom using the large display screen in place in the Staff Room.	

Addendum to minute 93: there is no longer a Learning Mentor. Work previously undertaken through this role is covered by the Children & Family Support Worker.

#### ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	85	Clerk/Chair – sign minutes	When next both in school or by arrangement	
2	86	Al Knox/Debbie Ricks – obtain budget figure for previous Y6 Leaver’s Party from Bursar	Post-meeting	
3	86	Head – ask Mrs Bransden to removed out of date letters and documents	Post meeting	
4	88	Head – contact/write to neighbours regarding tree – fence effects	Before work is done	
5	90	Mary Dark – check and confirm school is using recently revised coding for illness absence	Post meeting	
6	94	Head – contact Carolyn Lorimer regarding a visit to review the PP Strategy Statement	Post meeting	
7	94	Head – Look into connecting the EAL Lead Governor with a staff member to work with/mentor regarding these children	By next FGB 17 <sup>th</sup> February	
8	96	Clerk/Mary Dark – bring the Equality & Diversity Statement for Employment to governors for next FGB	10 <sup>th</sup> February	
9	99	All governors – invited to comment, ask questions on the English Policy by 27 <sup>th</sup> January.	27 <sup>th</sup> January	
10	99	Chair/Head/Clerk – a meeting to discuss administration of policies in relation to	As soon as practical	

		governors meetings		
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