



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 16th June 2022, 7pm in the Staff Room

Meeting Focus – Children's Welfare

The meeting was opened in prayer.

	<p>Present: Emma Craughan, Mary Dark, Helen Fletcher-Reilly (Chair), Al Knox, Mike Jee (Head), Carolynn Lorimer, Debbie Ricks (via zoom), Rod Sharman, Martin Smith, Chris Snell, Fr Mark Standen</p> <p>Apologies: none</p> <p>Clerk: Jennie Ring</p> <p>Also present:</p>	Action
166	<p>Apologies for absence – none. Mrs Vicky Goodin has resigned from the board with immediate effect.</p>	
167	<p>Declaration of Interest – none</p>	
168	<p>Urgent matters to be considered for inclusion</p> <p>Mr Knox gave a detailed update on arrangements made and activities planned for the Y6 Leavers Party and asked for governor presence, inviting governors to speak to him after the meeting.</p>	
169	<p>Minutes of meeting 26th May 2022</p> <p>An amendment to minute 162 was requested and a paragraph from it made a Part II Confidential minute.</p> <p>An addendum to minute 163 was added.</p> <p>Therefore the May minutes will be brought to July's meeting for approval and signing.</p>	Clerk
170	<p>Matters arising</p> <p>The Head informed governors that companies will be visiting school next week with a view to tender for toilet refurbishments, and spoke of the difficulties in obtaining such tenders in view of the current circumstances in the building trade.</p>	

	<p>Item 2 (minute 161) – The Chair reported the staff response with regard to work created by William Older midday pick ups as a “real pain, and not just at lunch time”. The Chair recommended that William Older have their own panel for access to the premises. The Head agreed to contact the inventory company and William Older Trustees to initiate this, with the cost covered by William Older Trustees. It was noted that school staff admitting William Older parents is a safeguarding concern for the school and William Older, and that this would be addressed with a dedicated panel for access to William Older.</p> <p>All other actions from the May action table were complete.</p>	Head
171	<p>Questions arising from monitoring visits</p> <p>Mr Knox attended the day trip to Vision Link on 16th June with mixed year groups, observing how well the trip was organised and how the children enjoyed it. The two year groups attending together worked well as they spent the majority of the time in separate groups.</p> <p>The Chair visited and was part of the school Jubilee celebrations on 27th May where staff, children and parents gathered – “a joyous occasion”.</p> <p>The Chair visited a staff meeting on 10th May where subject leaders for English, Maths, Science and PE made presentations to the other staff – it was noted how well this was done. Subsequent staff meetings have or will include other subject leader’s input.</p> <p>Reports from the Chair’s visits are in Governor’s Virtual Office (GVO).</p>	
172	<p>Whole School Review update – this has been covered at a previous meeting.</p> <p>There is a Working Group meeting on 12th July, 1-3pm on Special Educational Needs and Disabilities (SEND) provision. Fr Standen agreed to be present. Mrs Lorimer, the Lead Governor for Pupil Premium (PP) and SEND and Mrs Spears are due to meet on 22nd June.</p>	Fr Standen
173	<p>Children’s welfare</p> <p>Safeguarding – a qualified friend of the school undertook a review of safeguarding procedures, records and monitoring of children who are the subject of a Child Protection Plan. There is no written report because, although qualified, his input cannot be considered as “official”. The word he used at the conclusion of his review was “watertight”. He made some recommendations with regard to the Single Central Record (SCR), which have been implemented making it easier to follow. Mrs Ricks visited the School Secretary to monitor the SCR and with a few minor alterations it now looks tight.</p> <p>Safeguarding is one of the first areas Ofsted look at and can determine the course of the rest of the inspection and/or the outcome of the inspection.</p> <p>Have any governors attended the 2-weekly safeguarding meetings? The Chair commented on her visit - very thorough work demonstrated.</p>	

<p>With regard to supply teachers how do they know where safeguarding information on their class is? Having done some reality testing with 3 supply teachers I found a lack of knowledge on where to find the folder. A discussion took place on the circumstances of the arrival in school of supply teachers and ideas on how to make this aspect watertight. The role of Teaching Assistants (TA) was mentioned, and a suggestion made – a supply teacher checklist available to the teacher in the classroom. The Head agreed to implement action to address this issue.</p> <p>There is one family subject to a Child Protection Plan. They are currently not in the area, but are expected back, and the school is in touch with Social Services.</p> <p>Attendance – the annual attendance figure is 93.3%. This compares very favourably with the national average. Attendance for the first half of the summer term was 91.9% due to two persistent absentees due to mental health concerns.</p> <p>The Attendance team meets every half term to review attendance and the strategies in place to support improving attendance. Mrs Dark tabled a copy of an anonymised tracker report showing information reviewed, and a sample letter sent to families whose children have attendance lower than 90% with a downward trend.</p> <p>Holiday requests and low-level illness eg a cold, have affected attendance. There is an adjustment in thinking, post-lockdowns, required among parents when children are showing signs of a cold to send children in rather than keep them at home.</p> <p>When those with attendance below 90% also have an authorised absence request tabled this is refused with reasons given and notice given of a made to the Pupil Entitlement Team for fining.</p> <p>There are Attendance Contracts in place for some families.</p> <p>Attendance may become one of the school development priorities for next year.</p> <p>Are letters like this sent to any family when there's known specific reasons for poor attendance? No.</p> <p>One governor suggested outlining in communications what good attendance leads to support avoiding the perception of being heavy-handed. This suggestion and approach was received positively, the imminent channel of communication being the parent newsletter.</p> <p>The Head outlined his thinking and approach to responding to holiday requests, taking requests on a case by case basis with a pragmatic and fair approach with appropriate personal comments.</p> <p>Another governor spoke of how the outcome of her recent request for an authorised absence for a wedding opened her eyes to the extent of her child's absence, perceived as small, here and there, but taken together has quite an impact. It was noted that this is probably the case with most parents.</p> <p>The counter-point was made that it's important for parents not to feel pressure for children to be in school when they really <i>shouldn't</i> be in school.</p>	<p>Head</p>
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	<p>Will awards for attendance be re-instated? This half term there will be class awards rather than awards for individuals.</p> <p>There are no exclusions or racial incidents to report.</p>	
174	<p>Pupil mental health & wellbeing</p> <p>There are two members of staff (both Learning Support Assistants) under the strong leadership of the Children & Family Worker working with children to address issues of mental health and wellbeing through various activities.</p> <p>One is responding to pupils individually who self-refer or are referred by the Children & Family Worker. Another is being trained in and using special interventions, eg lego therapy, with children as appropriate. Y6 children are a special focus at the moment. Sensory circuits at the beginning of a day, a one to one with an adult activity, have taken place. For 3 or 4 days a week the Children & Family Worker is running a lunch time nurturing group.</p> <p>Are parents notified of their children receiving or taking part in these kinds of activities? It would depend on the level of intervention, whether formal or informal, self-referred or school initiated referral and on whether a child's involvement includes a focus on them or whether they are part of a group whose focus is on another child, eg a friend. It's a question that would benefit from further thought.</p> <p>Have you seen an increase in need for support since the lockdowns? Yes. Friendship groups and resilience have been affected, and among parents also. The Head spoke of his confidence in the strong team working with children, the need for a strong positive example from himself, balancing a realistic appreciation of issues with a practical, compassionate, fair, and just response along with the encouragement of resilience, offering the same to staff. Each person's situation is taken on its own merit. Outside help is sought if appropriate. There was an acknowledgement of an increase in the use of language around mental and emotional health and wellbeing among children, not always with full understanding, due to media influence.</p>	
175	<p>SEND/PP/CLA provision and progress update</p> <p>It was agreed to defer this item to July's meeting when there will be significant information to give.</p>	
176	<p>Pupil voice</p> <p>Pupil voice aims to find out what children think for the purpose of hearing their understanding of what's been taught, for what works and what doesn't work.</p> <p>Teacher and pupil voice have recently been sought on the weekly 1:1 time that Pupil Premium children have been receiving post-lockdowns. Teachers state that they have seen a rise in children's self-esteem due to being known, children able to identify their own progress and a rise in confidence in class, especially to ask questions. Children state that they value being able to talk to the teacher without distraction, they are able to put into words their learning and appreciate the thinking time. Children want the 1:1 time to continue. Practical ways of achieving this are</p>	

	<p>being looked at. The 1:1 time is a very effective for academic and personal progress.</p> <p>Could some examples of pupil voice informing actions and changes in school be shared so that governors are able to respond to the “how do we know” question with regard to pupil voice? Yes. The Head agreed to do this and mentioned some of the recent activities and actions that have taken place in response to pupil voice and with regard School Council activity. Are Eco-Warriors still in existence? Not at the moment, although Early Years have an eco focus at the moment, with an associated activity of litter-picking.</p>	Head
177	<p>Cultural capital</p> <p>Mr Sharman tabled documents outlining the Ofsted definition of cultural capital and St Margaret’s stated values, mission and vision. How does cultural capital thread through the curriculum? How do we develop an appreciation of diversity? What is our understanding of diversity? Do we need to unpack all this?</p> <p>The Head stated his understanding of cultural capital and acknowledged the need to unpack this in the school’s curriculum: noticing and making more explicit what is already happening, continuing to take opportunities as they arise, seeking opportunities for the kinds of activities that would count as enriching children’s life experience and store of cultural capital, as well as working on more systematic, planned ways of including experiences and activities in the curriculum, eg trips to places of worship other than Christian.</p> <p>A discussion took place covering opportunities taken, possible ideas and plans already forming to bring experiences to children which will increase their store of cultural capital, and what is in mind when considering diversity – including but not limited to race, religion, gender and sexuality.</p> <p>The Chair thanked Mr Sharman for the contribution and conversation and asked that school leadership consider and propose how to develop cultural capital as part of the curriculum, reporting back later in the autumn term.</p>	Head Clerk
178	<p>Early Career Teachers (ECT) programme/policy</p> <p>There will be 3 ECT members of staff in place from September. A decision on which approving body, recommended by County, to work with is pending. The school is required to provide a mentor and continuing professional development for the ECTs. Their presence means that there is a male teacher in every KS2 year group, which is advantageous for any primary school and particularly now, as there are proportionately significantly more boys than girls in some of the classes.</p>	
179	<p>Constitution of the governing body</p> <p>The Clerk gave a summary of the wider picture and legislation in relation to the question of amending the constitution to make room for more “staff representation”.</p> <p>A discussion took place around the issues encompassed in this. It was agreed to give some attention to further developing staff voice and hold off a decision on reconstitution until after the Staff Governor election due in autumn term.</p>	Head Governors

180	<p>Policies</p> <p>The Clerk has made contact with the appropriate staff members to ensure all areas included in statutory policy requirements with regard to the medical arena are covered. The previously drafted Allergy Policy was included in that communication.</p> <p>Supporting pupils with medical conditions, children with health needs who cannot attend school and first aid are all areas of policy stated in the Department of Education's statutory policy list.</p> <p>A policy or policies addressing these areas will be brought to governors when staff have reviewed and updated, if necessary, existing policies which may have a different name, but contain the statutory policy areas.</p>	Clerk
180	5-minute tutorial on GVO – this item was deferred due to lack of facility and time.	
181	Chair's Action - none	
182	Reflection – it was agreed to move the reflection question to follow approval of the last meeting's minutes, and for reflection to be on those minutes.	Clerk
183	<p>Date of next meeting – Thursday 14th July 2022, 6.30 – approx. 7.45pm. Followed by social and food.</p> <p>Rod Sharman and Martin Smith gave apologies for this meeting.</p>	Clerk

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	169	Clerk – adjust/amend May minutes	Post meeting	D
2	170	Head – contact Wm Older trustees and inventory company	By end of term	
3	172	Fr Standen – attend Whole School Review Working Group meeting 12 th July	12 th July	
4	173	Head – act to ensure supply teachers know where safeguarding folders for each class can be found	By end of term	
5	176	Head – provide via GVO examples of how pupil voice has informed changes and actions in school	Post meeting	
6	177	Head – consider the place, visibility and development of cultural capital with school leaders to report back to governors	By end of Autumn term 2022	
7	177	Clerk – above for agenda planning	Post meeting	

8	179	Head/Governors – consider any improvements in staff voice	By mid autumn term as the upcoming staff governor vacancy is filled	
9	180	Clerk – medical policy/policies to governors when available	When drafting future agendas	
10	183	Clerk – note apologies for July meeting – Rod Sharman and Martin Smith	Post meeting	