



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 17<sup>th</sup> February 2022, 7pm in the Staff Room**

Meeting Focus – Standards & Curriculum

The meeting was opened in prayer.

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|     | <p><b>Present:</b> Helen Fletcher-Reilly (Chair), Vicki Goodin, Al Knox, Mike Jee (Head), Rod Sharman, Martin Smith, Chris Snell, Mark Standen (Vice-Chair)<br/> <b>Apologies:</b> Emma Craughan, Mary Dark, Carolyn Lorimer, Debbie Ricks<br/> <b>Clerk:</b> Jennie Ring<br/> <b>Also present:</b> Mrs L Kemp, Assistant Headteacher for Inclusion</p>  | <b>Action</b> |
| 103 | <b>Apologies for absence</b> – were received and accepted from Emma Craughan, Mary Dark, Carolyn Lorimer and Debbie Ricks.   |               |
| 104 | <b>Declaration of Interest</b> – none  |               |
| 105 | <b>Urgent matters to be considered for inclusion</b> - none  |               |
| 106 | <b>Minutes of meeting 20<sup>th</sup> January 2022</b> – were agreed and signed.   |               |
| 107 | <p><b>Matters arising</b></p> <p>Item 2, minute 86 – Mr Knox gave an update detailing facilities booked at Arundel Lido on Friday 8<sup>th</sup> July, 5.30-7.30pm, for the Y6 Leaver's Party. Not including food, the cost will be £375. The cost of food will be known by June. Governors were asked to approve £300 contribution from Governor funds toward the party. This was agreed. The Head was asked to request a voluntary contribution from parents at £3 per head to cover the balance and food. This was agreed. <i>At £3 a head, will this be enough to cover costs, on average what's the percentage return for voluntary contributions?</i> About 80%.</p> <p>Items 5, 6, 7 and 10 were carried forward.</p> <p>All other actions were complete.</p> | <b>Clerk</b>  |
| 108 | <b>Questions arising from monitoring visits</b> – no visits have taken place since the last board meeting. Some governors have been involved in the Whole School Review process.   |               |

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| 109 | <p><b>Finance update</b></p> <p>School has received new budget information, to be confirmed after half term, for 420 children. There are 49 first place preferences registered. Only one other school in the locality is oversubscribed and St Margaret’s may well receive some of those children.</p> <p>There have been some staff changes resulting in a drop in the percentage of the budget allocated for staff costs – 2 experienced teachers replaced by 2 early career teachers (ECT).</p> <p>There has been, or is expected, expenditure on buildings:</p> <ul style="list-style-type: none"> <li>• Security fencing and gates, £16000, now complete and paid for</li> <li>• A new school entry system, £10,000, a swipe card system enabling comprehensive monitoring of who’s in and not in the building</li> <li>• Electric gates for the car park entrance and exit, £20000</li> <li>• Chromebooks for children, £8,000</li> </ul> <p>The total expenditure is £54,000 and some of this will have to come from the London Account. There will be a small carry forward of about £20K-£40K.</p> <p>A discussion took place on the workings of the new entry system and electric gates, and detail of staff changes and the transition to the structure envisaged with fewer senior leaders.</p> <p><a href="#">Will William Older staff have passes?</a> Yes. <a href="#">Will the card sign in late arrivals and be used for fire roll call?</a> Yes, information about who’s in/not in the building will be available on an iPad. <a href="#">Will parents be informed?</a> Yes.</p> <p>There is £30K-£35K in the Accumulating Fund, £35K reserve for emergencies and £15K set aside for other capital projects.</p> <p><a href="#">Will the school receive compensation for the disruption to the use of parts of the school grounds from Persimmons/Icosa?</a> Communications have taken place about this between parties involved, and it’s hoped the matter can be resolved in favour of the school, somewhere between £19K and £40K. <a href="#">Can the money received from compensation be directed at something positive for the children?</a> Yes.</p> |  |
| 110 | <p><b>Whole School Review (WSR) report</b></p> <p>The Chair and Head outlined the main reasons for requesting the review and summarised the main findings of the report adding detail about what’s already in place and requires bringing together; what work has already been initiated to address some of the areas for improvement; what new initiatives are necessary, and emphasising the governor’s role in “monitoring the monitoring”.</p> <p><a href="#">The first headline in the areas for improvement is serious, what’s being done to deal with that?</a> Meetings are planned, beginning this week, with those who aren’t fulfilling agreed policies and practices, eg on marking and feedback. Continuing professional development of the Senior Leadership Team (SLT), who are respected as credible by staff, will include work on how to have uncomfortable, challenging conversations with staff.</p>  |  |

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|     | <p>A discussion took place on the role of the governors in holding the Head and SLT to account for the actions arising from the review, covering governor’s attendance at staff meetings, and access to redacted appraisal information.</p> <p><b>If we want consistency, where do we start?</b> Mrs Spears will be released from class 2 days a week to focus on monitoring and gaining clear understanding on consistency, and will work with the other Assistant Head and Deputy Head, documenting challenge given in the necessary places.</p> <p>A discussion took place on the breadth and depth of monitoring with examples. The Head’s involvement was illustrated in the sharing of an example.</p> <p>The WSR action plan will be on the agenda every month. At the next meeting this will support an update on progress on the recommendations of the report and actions taken.</p> <p><b>There are a lot of areas for improvement it seems, is that your perception, and where would they sit in a rag-rated scheme?</b> Some areas are already ongoing, and need to be brought together; all schools are working on phonics at the moment with the new Ofsted framework requirements; there is debate among primaries around whole class teaching/differentiated learning – this needs to be resolved into consistent practice. This was the expected number of recommendations.</p> <p><b>Have staff seen the report?</b> Not yet. It will need to be discussed at a staff meeting.<br/> <b>Good to have governor presence?</b> It was agreed that Mr Snell and Mrs Fletcher-Reilly attend the staff meeting on 1<sup>st</sup> March, 3.30pm.</p> <p><b>As Head, did you agree with the report’s findings?</b> It didn’t tell us anything we didn’t already know. One governor asked for termly reports regarding quality assurance and monitoring. The Head commented that this could be built in to one of the SLT’s role. Another governor mentioned the importance of regular monitoring of the operation amongst staff of the Teaching &amp; Learning Policy, which was acknowledged by the Head.</p> <p>With the services of the local authority, task group meetings are planned for 10<sup>th</sup> March, 16<sup>th</sup> May and on a date to be confirmed at the beginning of July. (10<sup>th</sup> March will be virtual at 9.15am). Governors are invited to these, the purpose of which is to review the progress on actions arising from the recommendations.</p> <p><b>Is there a case for a task group/working party for this given the level of detailed knowledge required?</b> Responses from the Chair and Head were heard and it was agreed that the Chair and Mr Knox attend the task group meeting on 10<sup>th</sup> March to observe.</p> <p>Governors acknowledged the need to do their own allocated monitoring as part of the whole process.</p> <p>Looking ahead to an Ofsted inspection the quality of the work in the here and now needs to be of high quality.</p> | <b>Clerk</b> |
| 111 | <b>School Self-evaluation update</b>   |              |

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|     | <p>This working document is available on Governor’s Virtual Office (GVO) which evaluates and articulates the school’s strengths and areas for development according to the 4 main areas Ofsted make judgements on. Whenever it’s formally updated the new version will be available on GVO.</p>   |   |
| 112 | <p><b>Pupil Premium (PP) Strategy</b></p> <p>This document highlights the rationale behind spending PP funds, guided by the Education Endowment Foundation’s findings on PP children’s needs and outlining what the school <i>can</i> do from knowledge of <i>our</i> children. Major areas of spending for St Margaret’s are welfare support and the need to support children’s access to cultural capital, eg music lessons, residential trips. The actions to be taken are built into the School Development Plan (SDP). PP children receive 15 minutes 1:1 with their class teacher each week as a key way of supporting their progress. <a href="#">Is this helpful?</a> Yes, staff affirm the effectiveness of this. Case studies are being composed which can be shared.</p>   |   |
| 113 | <p><b>Early Years (EY) update</b></p> <p>The intentions for the EY area are around improving the environment, making it more appropriate for the age group. Staff are taking this on and making a difference using the funds budgeted. Work on the outside area will be done during half term. The improvement plans are continuing. <a href="#">How did the EY Advisor visit and recommendations influence the process?</a> The recommendations were already familiar to the school, and provided “permission”/outside impetus to staff to take necessary action.</p>  |   |
| 114 | <p><b>Policies</b></p> <p>The questions posed through GVO on the <b>Maths Policy</b> were answered by the Head, including a detailed discussion on methods of, and factors to consider in, the recording and tracking of progress. It was agreed to approved the Maths Policy.</p> <p>Governors were asked to review and submit comments or questions on the <b>Accessibility Plan</b> within 7 days. If no comments or questions are received it was agreed to approve the Plan.</p> <p>The <b>Equality Information &amp; Objectives 2022-24</b> was part of the meeting pack at a late stage before the meeting. This will be brought to the next meeting for approval.</p> <p>The Head gave an update on policies being written – <b>SEND Policy</b> will be available after half term. <b>The Behaviour &amp; Attitudes Policy</b> will be available by end of spring term.</p> | <p><b>Governors Clerk</b></p> <p><b>Clerk</b></p> |
| 115 | <p><b>Governing body structure</b></p> <p>Following a meeting with the new LA (Local Authority) Advisor, and given the ongoing issue being in school, a question of the importance of having different voices on the governing board was raised.</p> <p>A discussion took place on the question of whether the board should review its constitution and if so, how - given the different types of governor and the current</p>  |   |

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|     | <p>Staff Governor being a member of the Senior Leadership Team.</p> <p>The Clerk advised on the role of all governors, regardless of the route by which they came to the board, emphasising the corporate nature of its operation in relation to everyday interactions with individuals (where signposting individuals with individual concerns to already existing ways of the concerns being heard is the appropriate action for a governor to take), and through stakeholder engagement.</p> <p>Different voices/kinds of governors can offer perspectives from the point of view of their “group” – eg a parent can offer a perspective from a parent’s point of view but not bring the concerns of an individual to the board.</p> <p>There was a discussion on whether a member of the SLT can with integrity be a governor. The Clerk responded that as long as a governor like this was aware of when they were in critical friend/supportive challenge, governor-mode, and when they were in information sharing as a member of SLT-mode, and when they were offering a staff perspective there could be integrity. Ensuring good induction, including a clear understanding of the role and its pitfalls due to other’s perception of the role, would support the this. All staff are by law eligible to stand for election as a staff governor.</p> |  |
| 116 | <p><b>GVO tutorial</b></p> <p>The preparation for the beginning of the meeting and accessing the meeting pack provided an opportunity for some learning.</p>   |  |
| 117 | <p><b>Chair’s Action</b></p> <p>The ongoing issue the Chair, Head and other governors have been engaged with is progressing, but not yet resolved.</p> <p>The Head asked for agreement on the figure to draw down from the London Account (minute 109), of £46K (ex-VAT), to cover the cost of the fencing and gates, the electric gates and the new entry system. <i>We’re proposing to use this fund instead of capital building funds?</i> We are making sure we access all other possible sources of funding. <i>What about the Chromebooks?</i> These are already paid for from another source. It was agreed to draw down £46K from the London Account.</p>  |  |
| 118 | <p><b>Reflection</b></p> <p>One governor asked for ethos to be a flavour of the next meeting. And more information on cultural capital was mentioned as a useful area to follow up on.</p>   |  |
| 119 | <p><b>Date of next meeting</b> – Thursday 17<sup>th</sup> March 2022, 7pm, via zoom.</p> <p>One governor asked for an update on the picture with Covid. About 20% of the school is off at present. It’s hoped that whole-school collective worship can recommence after half term.</p>   |  |

Addendum to minute 107 with reference to the Y6 Leaver’s Party – the invoice will be submitted to school in April.

## ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

|   | Minute: | Action from:   | Action by:                            | Status |
|---|---------|--|---------------------------------------|--------|
| 1 | 107     | Clerk – carry forward action points 4,5,6, and 9 to next this action table:  | At minute-writing                     |        |
| 2 | 90      | Mary Dark – check and confirm school is using recently revised coding for illness absence                          | Post meeting                          |        |
| 3 | 94      | Head – contact Carolyn Lorimer regarding a visit to review the PP Strategy Statement                               | Post meeting                          |        |
| 4 | 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 |        |
| 5 | 99      | Chair/Head/Clerk – a meeting to discuss administration of policies in relation to governors meetings               | As soon as practical                  |        |
| 6 | 110     | Clerk – WSR AP on every agenda   | Post-meeting                          |        |
| 7 | 114     | Governors/Clerk – Accessibility Plan – comments/questions by 7 days before taking as approved                      | By 24 <sup>th</sup> February          |        |
| 8 | 114     | Clerk – Equality Information & Objectives 2022-24 – next agenda  | Post meeting                          |        |