



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 28<sup>th</sup> April 2022, 7pm in the Staff Room**

Meeting Focus – Curriculum & Ethos/Christian Distinctiveness

The meeting was opened in prayer.

		<b>Action</b>
	<p><b>Present:</b> Emma Craughan, Mary Dark, Helen Fletcher-Reilly (Chair), Al Knox, Mike Jee (Head), Carolyn Lorimer, Debbie Ricks, Rod Sharman, Martin Smith, Chris Snell, Mark Standen (Vice-Chair)</p> <p><b>Apologies:</b> Vicki Goodin</p> <p><b>Clerk:</b> Jennie Ring</p> <p><b>Also present:</b> Leila Kemp (Assistant Headteacher Inclusion), April Martin (RE Lead), Alison Spears (Assistant Headteacher Juniors)</p>	
141	<b>Apologies for absence</b> – were received and accepted from Vicki Goodin	
142	<b>Declaration of Interest</b> – none	
143	<b>Urgent matters to be considered for inclusion</b> - none	
144	<b>Minutes of meeting 17<sup>th</sup> March 2022</b> – were agreed and signed.	
145	<p><b>Matters arising</b></p> <p><b>Item 3 (minute 124)</b> – to be covered in this meeting</p> <p><b>Item 7 (minute 126)</b> – Mr Snell agreed to attend the Task Group meeting on 16<sup>th</sup> May.</p> <p><b>Item 15 (minute 136)</b> – was the parent forum in April recorded? Yes, although no-one has asked to access it. The question of whether it and future parent forum recordings could be made available, and issues surrounding this, on the website was discussed.</p> <p>All other actions were complete.</p> <p>Mrs Martin joined the meeting.</p>	

146	<p><b>RE Subject Lead visit – 10 minutes on intent, implementation and impact</b></p> <p>RE is now called Faith &amp; Wonder in school – signifying looking at different faiths and wondering about them. Each unit on Christianity is taught through a big question and by topic. Other faiths are “manual projects”. The big questions often lead into other questions, sometimes unanswerable.</p> <p>The intent of the curriculum is to interest children in faiths; foster inquisitiveness and openness to different answers, with no wrong answers; to teach respect for others; develop spiritual intelligence in understanding Christianity and other religions; and to embark on their own faith journey.</p> <p>Implementation of the curriculum happens through lessons taught consistently by the same teacher, linking them to practical activities, values, good deeds and to the language of different religions. Children’s understanding of themes, eg salvation, incarnation grow as they progress through the school years.</p> <p>Evidence of impact is gathered through lesson observations, book looks and pupil voice. The Understanding Christianity resource is now well embedded across the school, teachers are teaching consistently and now going deeper. Children are asking questions and are gaining knowledge.</p> <p>One governor acknowledged the amount of effort and good work that has gone into Faith &amp; Wonder. Mrs Martin acknowledged the children - “amazing pupil conferencing” – who can articulate well and whose bookwork echo this. Other governors reported a quality conversation had with a Y4 child on the Kingdom of God, and the presence of a new family from the school now in church.</p> <p><i>Is the prayer wall still there?</i> Yes, although it’s not used as it was. <i>Will there be a prayer week again?</i> There should be. The best time is September to start the year. It requires support from the community. <i>Are visits to events like baptism and weddings still wanted?</i> Yes, as fits with the Understanding Christianity curriculum. <i>Having visiting speakers from other faiths is an area for development, I’ve had no response from SACRE, what can you say about this now?</i> There is a need to find speakers who can speak at the right level for the children. Networking opportunities with other schools might help to find appropriate speakers. <i>What about recording of RE?</i> This is through workbooks and pupil voice. An area for improvement is to bring presentation and marking consistency in line with the same standards expected for English &amp; Maths. <i>Is the subject well resourced?</i> Yes, even with the creative elements that are part of Understanding Christianity’s content to support “getting to the concept”, eg drama etc. <i>Is Godly Play still used?</i> Yes, when it can be fitted in. The school still has the resources.</p> <p>Information on collective worship can be heard at another meeting.</p> <p>The presence of a stand from St Margaret’s Church, now that large events like the school fair and Christmas disco are taking place again, was mentioned.</p> <p><i>Mrs Martin left the meeting.</i></p>	Clerk
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147	<p><b>Questions arising from monitoring visits</b></p> <p><b>Debbie Ricks</b> visited Mrs Gates, <b>Children &amp; Family Worker</b> – many positive comments and observations. There were no questions arising.</p> <p><b>Vicki Goodin</b> visited <b>Early Years (EY)</b> - in Mrs Goodin’s absence the Chair reported on feedback from the visit and made positive observations on the revamping of the environment and practices from her own experience. The Head mentioned EY teachers had visited two outstanding EY settings recently.</p> <p>Another governor mentioned hearing the children’s chatter about enjoying Monster Phonics.</p>	
148	<p><b>Governor update</b></p> <p><b>Children’s Writing</b> - Mrs Dark, Deputy Headteacher set the context and shared samples of children’s writing, discussing in detail with governors.</p> <p>English lessons are daily or 4 longer lessons a week with separate spelling and handwriting sessions. The Handwriting Policy is now finalised.</p> <p>Samples of children’s writing from YR-6 were placed on the table, along with the one image for all that provided stimulus for the writing. Writing activities proceed from a stimulus (a text, activity or image) which is taught, then talked about, formulating ideas to draft, then editing for change and improvement. The editing process is emphasised. Locality moderation has taken place across year groups, which has also provided opportunity for professional development through sharing good practice.</p> <p><b>Does moderation show consistency?</b> Writing is mostly consistent with age-related expectations (ARE) and with the work presented by other schools in the locality. Moderation shows quality outcomes and the school’s accuracy of judgement.</p> <p>A detailed discussion took place on the writing samples. These were selected by staff for discussion amongst staff and are being assembled into a book, which will provide a resource of writing samples meeting ARE. The discussion also covered how a child’s writing is assessed, placing it within the writing continuum criteria (document tabled) which lays out the developing skills as years progress, expectations on length, presentation, use of vocabulary and marking. EY are part of this continuum.</p> <p>The Head pointed out that for all subjects the process is similar in how we know you what we know.</p> <p><b>Will you do this for greater depth also?</b> This year the focus will be on ARE samples. It’s possible to do the same for greater depth and working towards but trickier.</p> <p>The Chair acknowledged the value of one stimulus for the whole school’s writing in making assessments, and of children being able to see comparable samples showing what they might be capable of a year or two’s time.</p> <p><b>Curriculum Intent</b> – Mrs Spears gave details of the historical position of subject</p>	

leadership in the school, what has been done over the past 3 or 4 years, the position now and intentions moving forward.

Historically subject leaders have worked in small groups to assemble key documents, skills progression and content maps and long-term plans. Teacher audit has been carried out. It was felt that music, computing and French were weaker areas - where the subject was known quite well and taught well in year, but not necessary so well across years. Resources for supporting non-specialist teachers were provided, subject leaders given non-contact time and assigned a buddy. The documents prepared were made available on the website and files for documents and monitoring tasks were created.

Now subject leaders reflect on the standards through the year groups, preparing a presentation for the Senior Leadership Team (SLT) which is then shared with staff so that they have a picture of standards and progression through the years, and can articulate this. Subject leaders who can talk confidently are those who've had relevant continuing professional development (CPD) and a long time working with evidence. Among those are the subject leaders for English, maths, science and PHSE. At the moment there's no subject leader for history or design technology (DT). Art has only recently been assigned a subject leader. Standards are overall good. In time, it's hoped other strengths will become apparent, eg Faith & Wonder.

Other strengths of the curriculum are PE, with the presence of a PE Specialist, KS2 Advanced Problem Solving Skills, Key to Music (opportunity for all children to learn ukulele or a brass instrument). Wider opportunities include Forest School, cooking, enrichment experiences, eg art, and off-site visits. This is confirmed by pupil voice – children often remember these experiences. Children can also recognise progression through years, one commenting, “it's steps up”.

Moving forward the emphasis is on subject leaders reflecting, sharing knowledge with staff, ensuring content has a clear rationale, is relevant and purposeful for St Margaret's children, and is meaningful with all the knowledge and skills covered. Work with Jonathan Lear continues with plans for developing and implementing work on history, geography and art in the next academic year.

The Chair and Head acknowledge the journey of development represented by Mrs Spear's summary. Governors had a strategic role in releasing funds for developing subject leadership, giving staff time and the structure to develop into this task, different from teaching.

*If Ofsted inspect when Mrs Spears is on maternity leave, who will lead?* It could be that Mrs Spears is contacted virtually, depending on her circumstances. Mrs Spears stated she is confident that any subject leader could talk about their subject and handle the “deep dive”, having been given tools to do this.

*The subject leaders presenting is a good idea. How confident are you about next steps and long-term strategy?* More confident on this than over current standards, for which securing progression and identifying knowledge and procedural skills in some areas needs resourcing. *Has pupil voice been carried out?* Yes, it presents a good picture.

*In the past there has been mention of the need for consistency, what happens if this is still observed? And with history which has no subject leader?* The Head takes up the necessary work and action.

The Chair thanked Mrs Spears and Mrs Dark.

**Children with SEN, Disadvantaged children and children in the group with lowest 20% attainment.** These groupings can overlap. Mrs Kemp, taking reading as an example spoke about how these children's needs are met. Teachers identify those in the lowest 20% through windscreens, which also show SEN and Pupil Premium (PP) children. Conversations take place about provision for the child, given knowledge of the child, to discern what the specific challenge to learning is, eg lack of opportunity to read or to be read to at home, gaps in phonics knowledge, or an identified need like dyslexia.

It has been an adjustment for teachers to work within the Code of Practice for SEN, taking responsibility for identifying and working with SEN children while preserving the Inclusion Lead role as a strategic and whole school focus.

Mrs Kemp gave a summary of the types of intervention that can take place, eg hearing reading, using Lexia, group working and scribing, citing the valuable use of scribing with one child who is gifted in story "writing" but weaker in the skills of writing. The outcomes from interventions form evidence of impact.

**What plans are there for children?** Developing use of Pupil Profiles, which among other things, contain strategies for working with children, and revisiting them in light of upcoming transitions.

**What are you encouraging pre-schools to do as children make a transition to school soon?** There's been a significant drop in speech and language skills in children making that transition, so encouraging talking, socialising and teaching on how to have a conversation.

**From a standards point of view what's the quality of provision for children with SEN, what progress is made, how do we know?** Working together with Mrs Gates, the Children and Family Worker, who takes a pastoral/mentor role, a cycle of assessment, planning, making an intervention and reviewing takes place every 5 or 6 weeks.

**For Learning Support Assistants (LSA) working with children, what support tools do they receive, eg planning?** From teacher's plans the LSA will tailor learning for the child, keeps records and is accountable to the teacher. **Are LSA contracts still affecting work being done?** This has been addressed and there are good quality LSA staff in place.

In terms of strategy, staff are in place before children arrive, and budget allocated. Teachers also have an impact, best practice being that the most experienced staff work with the most vulnerable children. Teachers and LSA's work to develop a child's learning skills.

Volunteers from St Margaret's Church would be welcome to boost the pool of reading-hearers.

**School strengths and areas for development** – The Head tabled several documents for governor's information and understanding, talking though each one and referring to recent training attended by one governor and prompts/pointers from it. The school on a page, 90minute-conversation document is to follow.

	<p><a href="#">Has the School Self-evaluation Form (SEF) been looked at recently?</a> It will be reviewed and updated next week following completion of the 90minute-conversation document, and shared with governors.</p> <p>Other aspects of the school to note – the investment from West Sussex County Council in the Special Support Centre, which will be within governor’s oversight and bring greater expertise into the school.</p> <p><a href="#">How have our honest aspirations been affected by Covid, eg with truncated collective worship?</a> We have done everything possible to foster children’s growth while preserving breadth. The curriculum hasn’t significantly changed due to staff absence.</p> <p>One area currently being looked at is Peer on Peer abuse, with the assumption it is happens here, gathering pupil voice to decide on actions.</p> <p>Governors need to be aware of sources of external validation: locality moderation, the whole school review and Task Group meetings, LA Link Advisor visit reports, Diocesan Partnership visit reports.</p> <p><a href="#">I note good outcomes in English and Maths – are we meant to know detailed data/figures?</a> Governors aren’t expected to know numbers. They are expected to know how we know, eg through internal assessments (in the absence of any national data since 2019), where staff have looked at work which informs the windscreens and through the work of subject leaders.</p> <p><a href="#">How does the percentage of children with SEN at St Margaret’s compare with the national figure?</a> St Margaret’s has 10%; nationally it is in the low 20’s.</p> <p><i>Mrs Spears and Mrs Kemp left the meeting.</i></p>	<p><b>Head</b></p> <p><b>Head Clerk</b></p>
149	<p><b>Constitution of the governing body</b> – this was carried forward to next meeting given the importance of, and time given, to previous items on the agenda.</p>	
150	<p><b>Policies</b></p> <p>Given that only a few approvals were given through GVO before the meeting it was agreed that governors be given 7 days to review them, after which time they will be taken as approved.</p> <p>The policies before the meeting were:  Relationships &amp; Sex Education Policy 2021  Data Protection Policy 2022  Appraisal Policy 2022  Charging &amp; Remissions Policy 2022  SEND Policy 2022</p> <p>Notice of non-statutory policies renewed/updated recently was given:  Anti-Bullying Policy  Handwriting Policy for Parents  Handwriting Policy for Staff  Hate incidents Guidance for School  Privacy Notice for Pupils</p>	<p><b>Governors</b></p>

	<p>Privacy Notice for School Workforce Volunteer Guidelines for Trips</p> <p>The Head asked that the Anti-Bullying Policy to be added to GVO and 7 days given for Governor's approval.</p>	<b>Clerk Governors</b>
151	<b>5 minute GVO tutorial</b> – this was carried forward to next meeting given the importance of, and time given, to previous items on the agenda.	
152	<b>Chair's Action</b> - none	
153	<p><b>Reflection</b> – Much of the content of the meeting focussed on information relating to strategic oversight of education provision, curriculum, subject leadership, the schools strengths, areas for development and “how we know what we know”.</p> <p><a href="#">When Ofsted contact the school how will governors know?</a> The Office will be asked to contact governors and give details of the time when their presence will be required. It was agreed that the Clerk set up a What's app group.</p>	<b>Clerk</b>
154	<b>Date of next meeting</b> – Thursday 26 <sup>th</sup> May 2022, 7pm, in the Staff Room.	

The Chair thanked everyone for their patience, affirming the team and thanking the Head for the contributions brought during the meeting.

#### ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	146	Clerk – agenda planning – collective worship info from Faith & Wonder Subject leader	Post meeting	
2	148	Head/Clerk - 90-minute conversation document – share with governors	When complete post-meeting	
3	148	Head/Clerk - Revised SEF – share with governors	When complete post meeting	
4	150	Governors – 7 days to comment on policies before taken as approved	By 5 <sup>th</sup> May	
5	150	Clerk – add Anti-Bullying Policy to GVO for governor's approval	Post meeting	D
6	150	Governors – 7 days to comment on Anti-Bullying police before being taken as approved	By 5 <sup>th</sup> May	
7	153	Clerk – set up a Governor's What's App group with purpose stated and consent asked for	Post meeting	D