



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 8th December 2022, 7.20pm in the Staff Room

Meeting Focus – Finance, Staffing & Premises

The meeting was opened with prayer.

	<p>Present: Emma Craughan, Helen Flether-Reilly, Kate Goater, Mike Jee (Head), Leila Kemp (via zoom), Al Knox, Debbie Ricks, Chris Snell, Martin Smith, Mark Standen (Vice Chair)</p> <p>Apologies:Carolynn Lorimer</p> <p>Clerk: Jennie Ring</p> <p>Also present: April Martin (RE Lead), Cat Reene (EYFS Lead)</p>	Action
66	Apologies for absence – were received and accepted from Carolynn Lorimer	
67	Declaration of Interest – none	
68	Urgent matters to be considered for inclusion - none	
69	<p>Approval of minutes of meeting 24th November 2022 and Confidential Part II Minute 24th November 2022</p> <p>The minutes of the meeting 24th November 2022 were agreed and signed. Amendments were requested and agreed to clarify detail in the Confidential Part II Minute. These will be brought to the January meeting for final approval and signing.</p>	Clerk
70	Reflection – One governor reflected on the content of the meeting having a financial focus with information provided and questions asked.	
71	<p>Matters arising</p> <p>General matters arising: Tomorrow's Governor Day – clarity was sought on any plans for the day. Some governors had taken time off work. A discussion took place and arrangements made for how the day could best be used - including the performance with Opera Brava, class visits, a walkround, reading, one governor's discussion with the Head on the curriculum, and time with the SEN Lead.</p> <p>Matters arising from the November 2022's action table:</p>	

	<p>Item 1 (minute 51) – the Clerk obtained information to edit the Register of Interest information held in GVO for the two governors whose details were still to be updated.</p> <p>Item 2 (minute 51) – a request was made for governors who had not yet indicated the reading of Keeping Children Safe in Education Part 1 to do so through GVO approvals.</p> <p>Item 3 (minute 51) – a request was made for governors who had not yet completed the GVO skills audit to do so.</p> <p>Item 4 (minute 54) – the question of whether a husband or wife of an existing governor could also serve as governor on the same board was briefly discussed. It was agreed that it would be good practice not to permit this. The search for a suitable candidate will continue.</p> <p>Item 5 (minute 54) – a request was made of governors not yet written a paragraph for the school website, for submission by the end of the term.</p> <p>Item 6 (minute 54) – no moderation data was received from the local authority adviser at the visit on 1st December. The data was, however, requested by and discussed at the recent local Heads Executive meeting. There is a significant difference in SATS outturn between moderated and non-moderated schools – moderated schools’ data is about 7% lower. A discussion took place on the way the local authority conduct moderation in comparison with other local authorities in the country and the process of moderation for primary schools.</p> <p>Item 8 (minute 54) – the Children Looked After/In Care Policy will be available for the January meeting.</p> <p>Item 9 (minute 55) – this is carried forward to January’s meeting.</p> <p>Item 11 (minute 63) – following communication between the School Secretary, the Head and the Clerk only two policies from the November agenda have been carried forward to this meeting’s agenda.</p> <p>Action on items 7 and 10 were complete.</p> <p><i>Mrs Ricks arrived at the meeting.</i></p>	<p>Clerk</p> <p>Governors</p> <p>Governors</p> <p>Governors</p> <p>Clerk</p> <p>Clerk & Gov Day Dec 2022</p>
72	<p>Questions arising from monitoring visits</p> <p>One governor reported on a visit with Mrs Dark and Mrs Kemp with reference to reading standards. A discussion took place on some data quoted, national data, the local authority data, benchmarking and the decision and actions taken when the government indicated that SATS data would not be published or used for accountability, resulting in data which doesn’t reflect where the school is at currently. A robust discussion around provision, curriculum and gaps took place at the recent Ofsted inspection. Going forward there will be a focus on provision and data while resisting being driven by data.</p>	

	<p>Mrs Fletcher-Reilly left the meeting after ensuring with the Headteacher that the acknowledgement to staff following the Ofsted inspection was allocated to governors.</p> <p>Mrs Martin and Mrs Reene joined the meeting in person and via zoom respectively.</p>	
73	<p>Subject Leader visit – collective worship</p> <p>Mrs Martin spoke about faith and wonder – supported by teacher drop-ins on two afternoons a week to get a flavour on the sessions in classes, observing a good understanding and well-embedded creative use of Understanding Christianity. The upper school children show good enquiry, deep thinking, exploring and questioning. Teachers have good subject knowledge. There are some minor things to tweak. Pupil voice indicates creative activities are enjoyed. Pupil voice from an older group is needed.</p> <p>The Head gave examples of the profound ideas and concepts children have and express, and indicated positive parent feedback before asking Mrs Martin for information on next steps. Next steps are to develop creative activities from a resource called the Emmanuel Project as a base for teaching about other religions. A conversation took place between the Head and Mrs Martin covering how children record work and understanding for assessment and evidence – through their work books – although these don't necessarily show discussion context. How the books are used is being reviewed. A class book is used alongside children's own books.</p> <p>When are most lessons likely to happen – in the afternoon when there's limited support staff, which could affect the quality of the books? Yes, that is the case. There is a formal assessment half-termly and a handful of children are questioned.</p> <p>Is there scope for the church and school to collaborate more? It depends on the content of the units – there is more emphasis in Understanding Christianity on concepts than festivals. A prayer space was mentioned as something church and school could work on together.</p> <p>The Head affirmed Mrs Martin's work, tenaciousness, and staff's openness to her initiatives. Reflecting on RE over the years the governor who is the minister of the church affirmed the quality of RE now.</p>	
74	<p>Evaluation of collective worship and RE</p> <p>The information given in minute 73 touches on this.</p> <p>Mrs Martin left the meeting</p>	
78	<p>Early Years Foundation Stage (EYFS) update</p> <p>Mrs Reene began by saying the EY area is a newly equipped and well-resourced environment reflecting the needs of the cohort and supporting the curriculum based on continuous provision. Continuous provision is about making learning bespoke to children, making learning enjoyable and fun, making the space for joy to happen.</p>	

	<p>What would that look like? An invitation was given to visit the EY area and classes. There is a basic theme - this is added to according to observations of individual children and a class as a whole, their enthusiasms, eg learning through play dough, or activities provided to support development of a lack observed, eg fine motor skills.</p> <p>How does the EY team assess learning and progress in the informal environment? Through a baseline assessment, data collected ourselves through activities and identifying weaknesses to put new things in place. Each item has a set of check points working backwards from the early learning goal (ELG). If a child is not meeting the steps checking will continue. Autumn term progress is looking good.</p> <p>How is Monster Phonics and the reading scheme working in EY? It's working well. It's the first year EY have used it. Children's retention and progression is good. Writing is being introduced sooner than before and supported by other writing initiatives. It is, of course, also linked to reading. It is fun and the children enjoy it. Compared to this time last year children are making more progress. There is a need for class teaching assistants and individual learning assistants to receive some training.</p> <p>The Head affirmed his confidence in the EY team, and two governors affirmed Mrs Reene's work and the quality of what was observed during monitoring visits.</p> <p>Has there been thought given to staffing for the coming year? It's not always easy to plan well because we really don't know what the needs of the cohort will be until they arrive and we get to know them.</p> <p>Mrs Reene left the meeting The Headteacher and Staff Governor left the meeting.</p>	
75	<p>Pay progression recommendations</p> <p>The Chair of the Pay Review Committee stated the pay progression recommendations for staff and Headteacher's pay progression and their affect on the budget.</p> <p>When will the pay rise be given? With the December pay.</p> <p>Thanks was expressed to the Chair of the Committee.</p> <p>The recommendations were approved by the governing board.</p> <p>The Headteacher and Staff Governor rejoined the meeting.</p>	
76	<p>Strategic Plan for Learning & Development update</p> <p>The Head referred to the document submitted as part of the meeting pack – an updated version, which has a 2 year cycle. Primary drives at present are raising reading and maths standards, especially to greater depth, with half of the staff meeting time given over to continuing professional development (CPD).</p> <p>The resources used for these are Monster Phonics and Maths Mastery, both of which present high expectations. Monster Phonics is paced and Maths Mastery</p>	

	<p>demonstrates a different approach to maths. It takes 4 years to embed Maths Mastery – of which there are 2 years remaining, and evidence supports good progress, attainment and outcomes.</p> <p>For curriculum areas to embed with strong intent, implementation and impact it takes 2-4 years.</p> <p>Underneath this work continues with children with Special Educational Needs (SEN).</p> <p>The standard of writing at St Margaret’s is high, and the main emphasis here needs to be maintaining good story reading in EY.</p> <p>With Monster Phonics there is same-day intervention for children who’ve not achieved during the morning session. Is it the same for maths? This has been talked about – how and who would do this – and teachers are mindful of returning to topics – as part of thorough teaching and learning.</p> <p>Targets are realistic targets based on the data represented by the windscreens for each child, and are above national averages with strategies and practices in place to reach them.</p> <p>Teachers are skilled in higher order questioning.</p> <p>Monster Phonics is a different way of doing phonics – as parents we had webinars to support at home – is there similar for Maths Mastery for things like methods?</p> <p>The Head responded positively to this and agreed to consult with the Maths Lead. A brief discussion took place on how information could be communicated, eg through videos on the school website, through the half termly leaflet on curriculum being covered during the half term, or through parent forums on zoom.</p>	Head
77	<p>Pupil Premium (PP) Strategy progress update</p> <p>The elements in the strategy are much the same as last year, although the format has changed. The elements are similar across schools and supported by research on children who would be eligible. Mrs Kemp gave some examples of progress on some of the elements. First was training delivered by herself and the Children & Family Worker on children’s experiences and how they impact on learning, barriers and challenges to learning. This has raised the baseline knowledge and skill of support staff. Secondly, pupil conferencing continues and now extends to Y5 and 6, where PP children spend time with their teachers, 1:1, while a Higher Level Teaching Assistant takes the class. The 1:1 time spent supports the teacher’s understanding of the child, building a relationship with the child, the child’s need to be/feel valued and the academic needs of the child, which then impacts on outcomes.</p> <p>Material resources alone don’t always mean a difference to outcomes and sometimes other factors outside of the school’s sphere have more impact. Therefore it’s likely that the gap between attainment of PP and non-PP children won’t diminish.</p> <p>Finally, two groups of about 6 children regularly use Forest School. One child’s recent unexpected flourishing in language and communication was noticed while</p>	

	<p>taking part in Forest School activities. What changed the child? The small group, 1:1 adult:child opportunity for building a trusting relationship along with doing activity together facilitated this change.</p> <p>The Chair thanked Mrs Kemp and the team.</p>	
79	<p>Covid catch up update</p> <p>The school still has about £20K of this funding left. When the autumn term assessment of children has taken place children will be identified to receive pupil conferencing.</p> <p>Are you maximising the use of the money? All the money received has been used in a useful and creative way. This will be the last year of schools receiving these funds? Yes.</p>	
80	<p>Cultural capital update – the Head highlighted the current visit of Opera Brava with the performance due tomorrow.</p>	
81	<p>End of year standards</p> <p>The Head summarised the main points from the document submitted as part of the meeting pack, affirming the accuracy of the data and stating that a staff member has just been appointed to support children in the ARE+ category (higher end of age-related expectations) to achieve greater depth (GD).</p> <p>Is this where the targets in the Strategic Plan for School Learning & Development came from? Yes. A brief discussion took place on targets, sources and expectations. The aim is to set targets reflecting and based in reality.</p> <p>Is that a normal percentage increase at GD at the end of Y6 compared to Y2? Yes, ideally because of good progress made. It IS difficult to assess GD, being a broad-brush judgement rather than a set of criteria to meet like the GCSEs. A discussion took place comparing GD, SATS and maths, specifically Maths Mastery, and these differences being significantly enough for there to be discussion amongst staff on how to make assessments.</p> <p>Girls and boys excel in different areas – is anything in place in relation to targets for girls? Girls generally perform well in all areas. Boys perform less well particularly in writing.</p> <p>Questions were asked to clarify aspects of the data. Will this document be revised every term? At the end of a term? Yes. The cohort of children referred to within the report can change and this is usually only minor. Mrs Kemp gave some detail on changes that tend to be ongoing.</p>	
82	<p>St Margaret-ness</p> <p>We are mindful of our curriculum being distinct in accordance with ethos and values and doing things in a way that fits with the context of the children we have.</p> <p>Why is this on the agenda? Historically it has been mentioned by governors, and was included in the concern for ensuring ethos is covered well.</p>	

83	<p>Academisation</p> <p>A briefing paper was included in the meeting pack. There is an uncertain future with regard to the government’s policy and legislation on academisation. It’s important for governors to know the local picture.</p> <p>The Head summarised the contents of the briefing paper, giving a little more detail and emphasising the view that it will be preferable for a governing board to take the lead on any process for academisation rather than possibly having it imposed.</p> <p>Have other schools been referenced? Multi-Academy Trusts (MATs) are usually formed on geographic lines, although not always, for different reasons. There is always common ground on things like values, ethos and practice among schools in a MAT.</p> <p>What are the next steps? No decisions are necessary at present. There will be a process to follow once governors have made decisions on criteria and a MAT to join, which could take 12-18 months, but it can be halted, delayed, or cancelled at any time. More information will be available in the new year about the local picture.</p> <p>Is it true that as more schools become academies in an area the local authority of the area experience funding cuts and therefore ability to provide services to schools? Yes.</p>	Clerk – ag pl
84	<p>Policies</p> <p>The Health & Safety Policy 2022 and the Children Looked After/In Care Policy 2022 will be brought to the January meeting.</p>	
85	<p>Chair’s action – none</p>	
86	<p>Date of next meeting – Thursday 18th January 2023, 7pm, in the Staff Room.</p>	

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	69	Clerk – bring Confidential Part II Minute from 24 th November to Jan FGB meeting pack	11 th January	
2	71	Clerk – compose Register of Interest information document for school records	Post meeting	
3	71	Debbie Ricks & Mark Standen – indicate approval in GVO of KCSiE – contact Clerk if unsure how	Post meeting	
4	71	Al, Debbie, Helen, Leila, Mark – complete GVO skills audit – contact Clerk if unsure how	As soon as can	
5	71	Al, Debbie, Helen, Leila, Kate, Emma and Mark – write a paragraph for the website – contact	By next FGB January 18 th	

		Clerk if require a reminder of pointers for content		
6	71	Clerk – 2 policies to January agenda/meeting pack	Agenda planning 3 rd January	
7	71	Clerk – any reports/Governor Day reports/feedback/q's	Agenda planning 3 rd January	
8	76	Head – consult with Maths Lead on any resources for parents	Post meeting	
9	83	Clerk – academisation item – agenda planning		