



Learning God's Way

FULL GOVERNING BODY MEETING
Wednesday 12th July, 7pm in the Staff Room

Meeting Focus – Round up

The meeting was opened with prayer.

	<p>Present: Brian Baker, Jane Burke, Emma Craughan, Helen Fletcher-Reilly (Chair), Kate Goater, Mike Jee (Head), Leila Kemp, Al Knox, Carolyn Lorimer, Debbie Ricks, Apologies: Chris Snell (Co-Chair), Mark Standen (Vice-Chair) Clerk: Jennie Ring Also present:</p>	Action
190	Apologies for absence – were received and accepted from Chris Snell and Mark Standen.	
191	Declaration of Interest – none	
192	Urgent matters to be considered for inclusion - none	
193	<p>Election of Co-Chairs</p> <p>It was agreed to vote by show of hands. The candidates for Co-Chairs left the room, returning following a vote that unanimously elected Emma Craughan and Debbie Ricks as Co-Chairs with effect from 21st July 2023.</p> <p>It was agreed that the outgoing Chair continue to Chair the meeting.</p>	Clerk-length of term
194	<p>Approval of minutes of meeting 15th June 2023</p> <p>Clarification was sought from one governor on the meaning of the phrase “some and some” in page 124, minute 179, 6th paragraph, 4th line down. It was agreed that this is to be understood as saying that the reasons behind an increase in parents contacting the school with regard to children’s behaviour at home is partly due to just an increase in need being identified by parents and partly due to the presence of the Children & Family Worker in school, a person who is seen as someone who can help with advice and support.</p> <p>It was agreed that the minutes were a true reflection of the meeting and therefore could be signed.</p>	

195	<p>Matters arising</p> <p>General matters arising - none</p> <p>The action table from June’s meeting was reviewed:</p> <p>Item 2 (minute 177) – a date for the person approached to audit the School Fund is to be arranged when he is recovered from illness.</p> <p>Item 3 (minute 177) – one visit report has been received, the other to be written next week, delayed due to the temporary high demands at the governor’s workplace.</p> <p>All other actions were complete.</p>	KG
196	<p>Questions arising from monitoring visits</p> <p>The Chair invited one governor to frame a question posed in a recent monitoring visit report: “I was very impressed with the mile-a-day initiative. How long has this been in place and has the impact on the pupils’ learning and wellbeing been measurable? How do you encourage all pupils to participate, particularly those higher up the school?”, adding the question of whether this is something other schools have, or is it unique to St Margaret’s? It’s done in lots of schools originating 5 or 6 years ago in response to the concern about children’s obesity. Nine laps of the track is a mile. The Head outlined some of the approaches to it that teachers take. The children like it. An estimated percentage of children who’s heart rate is raised while using it is about 15%. A discussion took place following the Head’s comment that its use is something that needs revisiting covering what meaningful use would look like, how much time out of a week this would take, motivations, and how to encourage the children’s motivation for use that would raise heart rate. Even with the way it’s used at the moment do children come back inside more ready to learn? Yes, especially on wet days when play times have been missed. The value of it for just a short break to reset minds was acknowledged.</p>	
197	<p>Membership of the governing body</p> <p>From September, there will be one Foundation Governor vacancy. Efforts to fill the vacancy can begin when Mark Standen returns from sabbatical.</p>	M St
198	<p>Skills Audit – reminder to review or complete for first time</p> <p>The Chair reminded governors to review or complete for the first time the Skills Audit integral to Governor’s Virtual Office (GVO).</p> <p>The Clerk asked that statements are reviewed and even if no change is necessary governors update the date before clicking “submit”.</p>	Govs
199	<p>Governor training</p> <p>In-house safeguarding training for staff will be a constant drip-feed throughout the year. The Chair recommended and asked governors to complete the National Governance Association (NGA) Learning Link module “Safeguarding – how to fulfil the Governance role” as part of annual compliance to refresh safeguarding training.</p>	Govs

	<p>The Clerk reminded governors that reading Keeping Children Safe in Education 2023 is also part of safeguarding annual compliance, and agreed to add the Learning Link course into the Training & Compliance area of GVO with a link to the course.</p>	<p>Clerk</p>
<p>200</p>	<p>End of Year results: SATS, Y1 Phonics screening, KS1 teacher assessment, KS2 update, EYFS outcomes</p> <p>The Head tabled a report on locality data for the areas stated above. The locality is a particular locality. Out-of-locality comparisons are different again.</p> <p>Early Years Foundation Stage outcomes – Good Level of Development (GLD): the assessment of whether children have met GLD is through a score of 1 (not met) or 2 (met) in 12 areas of development. If children have a 2 in each they achieve GLD. National average is 60%. 70% is good considering the children with SEN in YR. The Head expressed confidence in the accuracy of these assessment outcomes.</p> <p>Phonics: this is a test in Y1 comprising real and fake words to read and identify, for which the pass mark is 32 out of 40. There are good knowable reasons for the high percentage of children achieving a pass. One is through the relatively recent introduction of Monster Phonics, the other is the use staff are making of Phonics Tracker. For the 42% of children not passing the phonics check in Y2 there are profound reasons why. Research indicates that phonics, in the way its taught, doesn't work for children with autistic traits or social, emotional and communication needs. Do you know the percentage of children with SEN? It depends on how you define that. Some have an attendance issue. The same day intervention that is part of Monster Phonics is a significant factor in this result along with interventions in place for Y2 and 3 groups. One governor affirmed the good communication with parents on phonics work and progress.</p> <p>Are you seeing impact of these results elsewhere, a wider benefit? The school is only just into the second year of using Monster Phonics. The earlier a child can read the greater access to learning. It's early days to see patterns. By the third or fourth year of its use I think impact will be more clearly seen in other areas, eg writing. The quality of Y1 writing does seem to be impacted; it's of a quality not seen before. Three governors commented on the quality of the writing observed in Y1 on recent visits – very readable, with great spelling, and “incredible”.</p> <p>Are samples kept for comparisons to be made? Yes, some are kept from each year group. Staff use these to moderate internally. Samples from the same child have been kept. There's a limit to how much can be kept though. The quality of the samples is connected to the abilities of the cohort of children concerned, and this needs to be born in mind when using them.</p> <p>Year 2: Internal moderation had taken place prior to Y2 results and the Head expressed confidence that the results for Age Related Expectations (ARE) and Greater Depth (GD) are reasonably accurate. The Head summarised the results shown in the table of the report. Preparing children well through the continuous provision of the previous 2 years will take standards higher. A brief comment was made about the features of continuous provision. Looking for patterns is a challenge because of cohort differences – the school's approach is to work out the best way to achieve improvement for each group of children rather than be driven by one set of data, and when there are a lot of other factors and priorities involved.</p>	

	<p>Year 6: Results are generally very good with one exception – maths.</p> <p>The Head gave some contextual information and made comparisons with other schools in the locality for the writing teacher assessment. The school was moderated by the local authority. Figures for moderated schools are often lower than for non-moderated schools. The Head expressed confidence in the accuracy of the outcomes, the moderators having been fair and rigorous, agreeing with the school’s judgement.</p> <p>Year 6 – Reading, SPaG (Spelling, Punctuation and Grammar) Maths and combined: The Head noted with pleasure the outstanding result for GD Reading, especially considering this work is marked off-site. This is the test that was so controversial? Yes.</p> <p>We think SPaG helped drive through GD writing. The maths results have taken us by surprise. Normally GD is half that level and ARE score is much higher. We do know that 10 children on the cusp of achieving ARE did not achieve it, and we have to look at why.</p> <p>A detailed discussion took place on the possible factors that have played into these results, and other aspects of the situation including the characteristics of the cohort, the balance of boys and girls, the tricky time these children have had due to staffing issues over the last few years, the expectations for results for schools on the coastal strip, how the national average can be so high, the possibility of comparison with other schools outside the locality, and what might be required now for the children of this cohort, ie a look at individual milestones and to do individual coaching. The Head expressed his view that this isn’t the result of poor teaching and some further digging on the results will be necessary.</p> <p>The Chair went on to note that the combined achievement is still the highest in the locality, and the results, apart from maths are good, reflecting the teaching and effort of the staff. The Chair asked that the Head pass on her congratulations to the staff.</p> <p>A further conversation took place on the way forward with maths including factors such as the issue of taking tests versus knowledge, and future plans for staffing, particularly for interventions. One governor shared the experience of a known child with Sumdog, comparing it to the use of worksheets – worksheets seem to provide better understanding. The percentage of children not doing homework in KS2 was shared, how this correlates to the level of parental support and uniform-wearing, and the possibility that despite this the children may actually want to participate well in these two areas.</p>	
201	<p>Strategic Plan for Learning & Development (SDP)</p> <p>A detailed plan including continuance of the objectives around Maths Mastery and curriculum development, for which the school is one year into a 3 or 4 year focus, will be available in September, with an addition.</p> <p>The addition will be around greater understanding of neurodiversity, Autism Spectrum Disorder and social, emotional and communication challenges. This has been explored with the new Teacher in Charge of the Tomlin Centre. The School will work with her to survey staff, conduct an environmental audit and provide training. A brief discussion took place on the differences between a mainstream school and a special school and how teachers in mainstream school’s roles have changed as an increasing number of children are in mainstream school who would have previously been in a special setting. The possibility, and in actual fact, the reality, that the presence of the Tomlin Centre has</p>	

	<p>increased the interest in the school, and may be especially so when the training and experience is seen in action throughout the rest of the school was noted. Other governors mentioned areas that could be affected eg the Admissions Policy, budgets, and the number of children in school with Educational Health Care Plans (EHCPs).</p>	
202	<p>GDPR and website compliance – any questions or comments from governors</p> <p>The Chair invited any questions from governors on either of these topics.</p> <p>Following a question from one governor, and during which the Lead Governor for website compliance contributed, a discussion took place on who maintains the website, the presence of content that needs updating, the time-specific plans in place to effect this and continue the maintenance of the website as the office staff in charge grow in their knowledge and confidence. It was acknowledged that the maintenance of a website is a time-consuming task. The idea of producing new video content was mentioned, with a drone for the school being considered for purchase to achieve this. Drones aren't costly.</p>	
203	<p>Staffing update: wellbeing, absence, resignations and appointments</p> <p>There are no resignations to report. The appointment of one Higher Level Teaching Assistant has been made.</p> <p>The Head outlined plans to rearrange and streamline, in order to reduce cost, the way teacher's Planning, Preparation and Assessment (PPA) time is organised and classes covered. PPA time is a statutory right for teachers. Plans include ensuring PPA time happens over 3 days only, a whole day every fortnight; the use of Teaching Assistants to provide cover with HTLA rates paid; the subjects TAs will do with children during PPA time (ie music, art, PE and possibly expanding to Forest School) and where teachers will carry out PPA, being at school to enable working with partners. The plan will be reviewed this time next year.</p> <p>The staff are mostly happy with the changes for the new academic year. The decisions made represent the right balances for children and staff. Adjusting to change takes more time for some than others.</p> <p>A few years ago a group of TA's trained as HTLA's – would that be possible again? That would depend on who might want to do it. From knowledge of the staff at present that doesn't seem likely.</p> <p>Who is the PE Specialist you mentioned? This is a trained teacher with specialism and experience in primary PE teaching who wants to be employed as an HTLA at this time in her life.</p> <p>It was noted that the staff did not take a lot of industrial action during the past year. There has been good communication and relationships over possible industrial action between staff and the Head which has been beneficial to the school community even though significant child care challenges were presented for parents. The motivation and disincentives for strike action were briefly discussed.</p> <p>There are more strike days planned through one or more of the unions in September.</p>	

204	Inset Days 2023-24 Inset Day dates for 2023-24 - 1 st Sept 2023, 20 th Oct 2023, 19 th Jan 2024, 22 nd and 23 rd July 2024 – were approved. The dates are planned this far in advance this year due to lack of funds to invite outside speakers/trainers, which has required flexibility around dates in the past.	
205	Approval of Terms of Reference – Pay Review Committee The Chair invited comments or questions. The terms of reference for 2023-24 were approved.	
206	Governing board self-evaluation The Chair began, inviting the Clerk for input, to outline the purpose of governing board self-evaluation, emphasising that it's good practice for a board to do regularly and it's something that's unofficially happened up to now. This would make it official and have whole-board involvement. A brief discussion took place on the possibilities for Heads and Chairs networks. The Clerk explained the resources that were available through the Diocese, the local authority and the NGA which could act as a first step to putting regular, ie annual, and meaningful governing board self evaluation in place. This would initially be something for the Co-Chairs to look at before consulting the whole board.	
207	Policies The Data Protection Policy 2023 and the ECT Induction Policy 2023 (Early Career Teachers – formerly NQT) were briefly discussed. It was decided to ask governors to comment or approve through GVO by 7 days from today. If there are 6 or more approvals it was agreed that they would be taken as approved.	Govs Clerk
208	Chair's action – none	
209	Date of next meeting – Thursday 14th September 2023, 7pm in the Staff Room The Chair thanked Chris Snell, in his absence, as Co-Chair, for carrying responsibilities she was unable to during the past academic year. The need for that role is thankfully now not required. She went on to thank the Head and other governors for a good year.	

Following the meeting the Chair asked for governor's approval to provide end of term "goodies" for the staff – a basket with a variety of items for staff to choose from. This was agreed. The Co-Chairs asked to reminded of this next July. **Action: Clerk**

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
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1	193	Clerk – September confirm and minute term of service for Co-Chairs	Post meeting	
2	195	KG – monitoring visit report	By end of term	
2	197	Mark Standen – commence efforts to fill Foundation Vacacny	In September	
3	198	All Governors – review or complete for first time the Skills Audit integral to GVO. Edit the date before clicking “Submit”	By end of term	
4	199	All governors – complete the NGA Learning Link module “Safeguarding – how to fulfil the governance role”	By end of Autumn term	
5	199	Clerk – add the above course with link to GVO Training & Compliance Records	Post meeting	D
6	207	Governors – leave comments or approval in GVO for the two policies	By Wednesday 19 th July	
7	207	Clerk – progress the policies as appropriate	By end of term	
8	X	Clerk – diarise reminder re end of term “goodies” for staff	Post meeting	D