



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 23rd February 2023, 7pm in the Staff Room

Meeting Focus – Standards & Curriculum

The meeting was opened with prayer.

	<p>Present: Emma Craughan, Helen Fletcher-Reilly, Kate Goater, Mike Jee (Head), Leila Kemp, Al Knox, Carolynn Lorimer, Chris Snell, Mark Standen (Vice Chair)</p> <p>Apologies: Debbie Ricks</p> <p>Clerk: Jennie Ring</p> <p>Also present: Nerys Hills (Maths Subject Lead), Tracy Keates (Phonics Lead)</p>	Action
102	Apologies for absence – were received and accepted from Debbie Ricks	
103	Declaration of Interest – none	
104	<p>Urgent matters to be considered for inclusion</p> <p>An urgent matter for information was brought to governors and is the subject of a Confidential Part II Minute.</p> <p>Following the information brought it was proposed and unanimously agreed that Chris Snell be elected as Co-Chair until the end of this academic year to handle the events that are likely to arise from it.</p>	Clerk
105	<p>Membership of the Governing body</p> <p>Mr Standen gave a summary of the search so far for a Foundation Governor candidate and then gave details of a recently discovered candidate, Mr Brian Baker - his background, experience, connection with the school, the Angmering area and the church. His nomination will be considered at the Parochial Church Council (PCC) meeting on Monday 27th February.</p> <p><i>Mrs Craughan arrived at the meeting.</i></p> <p>With reference to the LA Governor vacancy - after a brief discussion with some governors expressing their preference between the two candidates it was agreed to take a vote by secret ballot. The vote was in favour of Mrs Jane Burke to be nominated by the Chair to the local authority. The Chair agreed to email both candidates to let them know the outcome.</p>	<p>Clerk</p> <p>Chair</p>
106	Approval of minutes of meeting 19th January 2023 – were agreed and signed.	

107	<p>Reflection</p> <p>Governors considered the January minutes noting strategic elements, that there wasn't so much evident on the fiduciary mode of governance since the focus of the meeting was children's welfare and that there were lots of curious questions, especially regarding the Special Support Centre (SSC).</p>	
108	<p>Matters arising</p> <p>General matters arising - none</p> <p>Matters arising from the January 2023's action table:</p> <p>Item 6, minute 92 – it is anticipated that this will be covered through the input from the Maths Lead during this meeting.</p> <p>Item 7, minute 93 – monitoring reports are still awaited from Mrs Lorimer and Mr Knox.</p> <p>All other actions were complete.</p>	CL, AK
109	<p>Questions arising from monitoring visits - none</p>	
110	<p>Strategic Plan for Learning & Development (SPLD)</p> <p>The Head tabled a report for some of the agenda items following, and began by speaking about the SPLD from the report, giving some extra narrative around maths – the effect of covid on all children's progress and the progress of Y6 with the member of staff who is working with them in maths, since it's too early to see the consequences of this approach to maths in Y6 children.</p> <p>Is that staff member able to work 5 days a week on the task or does she have to fill in for other needs, eg staff sickness? No, she is employed specifically to work with Y6 on maths, and isn't redeployed to cover for others. Cover would be provided by Higher Level Teaching Assistants (HTLA) or another member of staff. Pupil conferencing is her afternoon task.</p> <p>Is there much of an increase compared to where we were in maths? Yes, we were actually at about national average.</p> <p>With the introduction of Maths Mastery and use of White Rose, there is noticeable improvement in children's problem solving skills, understanding and articulation of maths.</p> <p>Mrs Hills joined the meeting.</p>	
112	<p>Maths Mastery update</p> <p>The Maths Subject Lead joined the meeting via zoom and shared a powerpoint presentation on screen comprising 4 slides: an Overview of the picture of maths in the school in previous years and to date (the scheme has been in use at school for 2 years),</p>	

	<p>Actions so far, Impact and Next Steps. She talked through each slide giving a little more detail to points outlined.</p> <p>I'm assuming live marking means children marking their own work, peer marking or is it teacher's marking the work? It could be any of these. How do you manage when there is a child who is disruptive or when live marking would open the door to ridicule or pride? The Maths Mastery mindset underpins the work, including the thought that mistakes are part of how we learn.</p> <p>The Chair thanked Mrs Hills. The Clerk agreed to email to ask for the presentation file to share with governors via Governor's Virtual Office (GVO).</p> <p>Mrs Hills left the meeting. Mrs Keates joined the meeting via zoom</p>	
113	<p>Phonics update</p> <p>Using a powerpoint presentation the Lead for phonics gave some history and background to the change to using Monster Phonics (MP). MP was launched last year following consultation with staff over using a Department of Education validated scheme. All staff are now trained. MP is fully embedded in Early Years, Y1 and Y2. Daily 20-30 minute sessions with a range of practical activities and writing activities for Y2 are held. The writing activities were introduced in response to the MP representative's recommendations arising from requests for more written evidence at inspections.</p> <p>The reading scheme is fully established with a range of texts and genres available, and with the quality texts from the previous reading schemes still available.</p> <p>There is in-house assessment once a half term utilising phonics tracker. Practice checks are available to assess teaching and learning.</p> <p>Interventions are in place for children in Y2 who did not pass the phonics check last year – daily intervention, re-covering content from main lessons, addressing knowledge gaps and provision of extra homework practice sheets. Children in Y3-6 who have not passed phonics checks are being assessed for similar intervention.</p> <p>Future developments – I will take the L4 training later this year, the embedding of MP after a year of teaching, analysis of results to come, the introduction of new MP non-fiction reading books, and the final MP In Touch session with the representative.</p> <p>Staff training – is that across the board – teachers and support staff? And who provides the training? Yes, all staff. MP provide all the training on line. There is input, questions and a certificate awarded on passing at L1 and 2. There are parent forums. An inset day last year was given over to staff training in MP, and it's included in induction training for new staff.</p> <p>Two governors affirmed the quality of the scheme, the speed at which known children were picking up the knowledge and skills, and the good quality of subject leadership shown. The Chair thanked Mrs Keates. The Head agreed to relay these comments to Mrs Keates as she was unable to hear the Chair's remarks clearly due to issues with zoom just at that point.</p> <p>Mrs Keates left the meeting</p>	Head

	<p>The Chair affirmed both subject leads who had presented to governors, noticing the sea change from a few years ago, and how it was noticeable that these leads feel empowered and given opportunity to grow in leadership through leading staff meetings. This culture has resulted in staff finding ideal places, sometimes in other schools, advancing their experience and skill.</p> <p>The Clerk agreed to email to ask for the presentation file to share with governors via GVO,</p> <p>A question was asked about a staffing issue. There was nothing definite to be said.</p>	
114	<p>SATs Information Y2 and Y6 – information was tabled in a document from the Headteacher.</p>	
115	<p>Teaching and learning monitoring</p> <p>Mrs Kemp began by describing the schedule of monitoring undertaken by herself, the Head and Deputy Head; dropping in to observe every class with a general and SEN-eye respectively. Questioning was the focus of observations. Feedback on the SEN aspect will be given to staff later this week.</p> <p>Mrs Kemp outlined the approach and aspects of the visits with regard to SEN including looking at the present delivery of things previously implemented, teacher interaction with SEN children, adaptations and accessibility, the skills of support staff and the impact of their presence in class with specific children. Overall there was a good balance of these things observed. Examples of practice with regard to spelling, English and work with high needs children were summarised. Adults, on the whole, know how to get the most out of SEN children. Personalised resources were more clearly seen. Areas for development are enabling more independence particularly in for children in Y2, encouraging support staff to bring more value to the work they do with children, eg by annotating children’s work with information on how the child approached the work when giving feedback, and work around ensuring children of lower ability are asked questions more frequently.</p> <p>Questioning is an area of development for the whole school. It was noted that there is one teacher who is particularly good at asking open questions. Open questioning is in tune with the Maths Mastery approach.</p> <p>As far as SEN provision is concerned, these findings represent no surprises.</p> <p>Do staff have a set of generic questions they can use? This is something which is really useful and will be explored soon at a staff meeting.</p> <p>Mrs Kemp summarised the practice in place of using solutions circles, a very structured process, where a child about whom not so much is known is selected. Staff from the child’s class, year and surrounding years come together to consider the child. Staff not in the child’s class consider and suggest what could be put in place. The staff in the child’s class reflect on the suggestions, give feedback, decide on appropriate action going forward, and plan review. The solution circle enables the development of a culture of shared learning.</p>	

111	<p>Pupil Progress and standards update</p> <p>In addition to the information in the report the Head gave next steps with regard to the 4 children selected from each class ie, meeting to review the impact of the ideas already implemented after 6 weeks' work and decide on further steps.</p> <p>There is some great teaching in school, the quality of the Early Career Teachers (ECT) is very good, and there are some outstanding teachers in the school.</p> <p>It will be interesting to see the impact of the 2 years now given of pupil conferencing to the current Y6 cohort. The plan is to continue pupil conferencing if there is significant impact observed. This is something that is expected, as improvement in attainment, confidence, questioning and self esteem in the children have already been seen.</p> <p>Is there a formal way of quantifying improvement? First, through gathering pupil voice, then observing if the children are acting on what teachers are saying in the moment and how vocal they are.</p> <p>What about children who are SEN or PP, are quiet and aren't particularly excelling? That's been a focus since inspection. There was a discussion on the use of, and the pros and cons of, mixed ability groups.</p>	
116	<p>SEND/PP/CLA provision and progress, Special Support Centre (SSC)</p> <p>SEND/PP was covered in preceding parts of the meeting.</p> <p>With regard to the SSC, builders are ready to begin work with 3 weeks' notice. There is an issue of transfer of land from William Older to West Sussex County Council to resolve before work can begin. However, a Development Agreement could be put in place to enable work to begin before the legal aspects of the transfer are complete.</p> <p>If work starts on 3rd April the opening date would be January 2024. All the candidates for the staffing are willing to wait for interviews, the posts beginning in September 2023.</p> <p>There will be a lot of work going on in school to prepare educationally for the SSC during the time the physical building work is proceeding.</p> <p>Governors asked questions on the practicalities of the project's implementation and progress including how robust the builder's promised schedule is, what will happen to children at playtime and for entry and exit routes, which year groups will be affected, and whether the builders will be working also at weekends.</p>	
117	<p>Academisation</p> <p>The local authority is holding an Academies Roadshow at Fontwell Racecourse on 6th March, 9am-2pm. The Head is meeting with the Deanery Group in March to discuss details on two Church of England trusts being considered.</p>	
118	<p>Y6 Leaver's Party deposit, £50 – approval required</p> <p>The date of the Y6 Leaver's Party is now Friday 7th July. A £50 deposit will be requested from the School Bursar. The price structure for hire of the Lido has increased and changed according to whether use is made of the pool or not. It was agreed to hire the</p>	

	facilities without the use of the small pool after ascertaining that it wasn't hugely used last year. This means the cost will be £10 more in total than last year.	
119	Policies - none	
120	Chair's action – none	
121	<p>Date of next meeting – Thursday 16th March 2023, 7pm, in the Staff Room.</p> <p>There will be no industrial action taken at the school on Thursday 2nd March. Parents will be informed tomorrow.</p> <p>What are the expected admission numbers next year? We have 47 applications – less than the Published Admission Number (PAN). Is it the same for other schools in the locality? Yes. It means smaller classes but harder on the budget.</p>	

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	104	Clerk – inform LA	Post meeting	
2	105	Clerk – contact Mark/Diocese following PCC news	Week of 27 th February	
3	105	Chair – email LA Governor candidates with outcome and next steps	Post meeting	D
4	108	Mrs Lorimer and Mr Knox – submit monitoring reports	By next meeting 16 th March	
5	113	Head – relay Chair's comments to Mrs Keates	Post meeting	