



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 5<sup>th</sup> December 2024, 7pm in the Staff Room**

Meeting Focus – Curriculum & Standards

The meeting was opened with prayer. Debbie Ricks chaired the meeting.

	<b>Present:</b> Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Leila Kemp, Al Knox, Carolyn Lorimer, Debbie Ricks (Co-Chair) <b>Apologies:</b> Brian Baker, Chris Snell, Mark Standen (Vice Chair) <b>Clerk:</b> Jennie Ring <b>Also present:</b> Cat Reese, Early Years Lead	<b>Action</b>
50	<b>Apologies for absence</b> – were received and accepted from Brian Baker, Chris Snell and Mark Standen	
51	<b>Declaration of Interest</b> – none	
52	<b>Urgent matters to be considered for inclusion</b> - none	
53	<b>Approval of minutes 14<sup>th</sup> November 2024</b> – the minutes were agreed for signature.	<b>Clerk</b>
54	<b>Matters arising</b>  <b>The action table from November's meeting was reviewed:</b>  Item 1 (minute 38, 18 and 5) – brief details were shared about a prospective Foundation Governor and what next steps are necessary in the process.  Item 2 (minute 38, 18 and 7) – one governor is still to update the Skills Audit.  All other actions were complete.  <b>General matters arising</b>  The Leavers Party was briefly discussed, for which action to begin planning can be taken at the beginning of April. It was agreed that the date should be the last Friday before the end of term if possible.	<b>Clerk</b>
55	<b>Questions arising from monitoring visits</b>  There were no new reports available since last meeting.	



	<p>Mrs Reese left the meeting.</p> <p>The Head invited comment from the Assistant Head present, who responded by commenting on the response of visitors to the early years areas inside and outside, which is very positive, adding that from her observations of interactions taking place between staff and children good questions are being asked, children are inspired and thriving in the lovely space.</p>	
57	<p><b>SDP progress update</b></p> <p>The Head summarised the main points of the paragraph on <b>maths</b> in the Governor Update for December, confirming that Y6 is now the only year who haven't experienced Maths Mastery (MM). Staff movements have supported MM expansion and will continue to do so.</p> <p>A discussion took place covering how staff are continuing to adjust to teaching MM, what is done to support the continuing development of MM teaching, how this is funded, for how long this funding might continue, and how success is being assessed. The Head mentioned an observation of one year group showing well taught lessons and outcomes. Maths standards are up and the aim is for end of year data to be over national average.</p> <p><b>What's the rationale in moving to the use of NCETM plans?</b> To increase the pace at which MM can be embedded. Their plans are specific to the MM approach in contrast to White Rose. There are lots of resources and it's well funded by government.</p> <p>The Head invited governors to visit school and observe a MM lesson being taught. A group of 6 could be accommodated if the Maths Lead were teaching.</p> <p><b>Does the MM approach follow children into secondary school settings?</b> The scheme progresses into the secondary stage. I would like to think it does.</p> <p>The Head returned to the Governor Update and the paragraph on <b>Curriculum Projects</b>, giving more detail about co-operation amongst staff on the development of the projects and the content of twilight sessions, including the example of the reworking of how history is approached when it was found that one way wasn't working. The overall aim is to enable children to think like historians.</p> <p>Some of the circumstances and possibilities around the unexpected need to recruit again for maternity cover for the <b>Tomlin Centre</b> were discussed including how cover might be achieved until a new staff member was available and the reasons behind decisions made - with the welfare of children as priority and acknowledging the outstanding staff already at the Centre.</p> <p>Following a summary of the main points of the paragraph on <b>Teaching Development</b>, the Head outlined the work that had just taken place on questioning with all staff – all of them wrote a bank of the 3 types of questions on all projects, so there is now a pool of higher order questions that can be drawn from by teaching staff across the school. After Christmas the intention is to work with teachers on another aspect of quality first teaching.</p> <p>One governor asked for clarification on what is meant by a learning walk. It is a walk around the school spaces, usually with a theme in mind to observe where it's</p>	<p><b>Any One-6</b></p>

	demonstrated, eg on walls, in books, through the children somehow, through the teachers somehow, through their approach, etc. Themes could be anything, eg ethos, literacy, behaviour, adaptations for children with SEN, reading. The more narrow and targeted the more useful.	
58	<p><b>Curriculum development update</b></p> <p><b>Pupil Premium (PP) Strategy</b> – the Head referred to the information and data in the Governor Update and encouraged governors to take time to read the local authority document “Everyone Achieves”, which gives useful substance on identifying who disadvantaged children are (not just those who are eligible for PP), and examples of provision resulting in successful outcomes.</p> <p>The Assistant Head for Inclusion summarised some main points from the information contained in the Governor Update.</p> <p>After confirming what SEMH (Social Emotional and Mental Health) and CLA (Children Looked After) meant, one governor expressed appreciation for the helpful examples of how PP funding is used, asking <a href="#">What happens to children during school holidays?</a> Some have access to vouchers eg for access to swimming pools, some have access to cheaper or free holiday club places eg Activ8. Some access offers from other childcare providers, which include provision of food.</p> <p><b>SIAMS update</b> – the Head began by explaining how the two documents shared as part of the meeting pack on SIAMS inter-relate and how inspectors would use the seven questions. When inspection is more imminent there will be a need to look at these in more detail and start forming responses to answer the questions through example and evidence. The inspectors compose a narrative from their findings around the seven questions that contribute to the outcome of the inspection.</p> <p><a href="#">When is the school next due a SIAMS inspection?</a> They happen every 7 years – next academic year will be 7 years since last inspection. A list of schools due to be inspected each academic year is published by the Diocese during summer term.</p> <p>The Head and RE Lead intend to meet soon to look at the seven questions and begin thinking about how to respond. A detailed exploration took place of how the Pastoral Lead’s work with staff and around the school flesh out the response to at least one of the questions. Aspects covered were around some of the work the Pastoral Lead has done, the value of staff voice, the benefits and pitfalls in taking formal staff voice, current absence rates and reasons around absences, the effect of children’s challenging behaviour on absence, reference to some particular classes or year groups who have particularly challenging children, whether staff speak up when not quite feeling on top of things, what is done to support them, and whether some of the children’s behaviour is connected to the transition from continuous provision to more formal learning. On this last point the Head said that it is simply the special needs of the children becoming greater as they grow. Some specific detail about the current Y3 cohort was briefly mentioned.</p>	
59	<p><b>Standards progress update</b></p> <p>This information will be available in the new year since assessments are only just being completed this week – it was agreed to include this in the January meeting.</p>	<b>Clerk Ag pl</b>

60	<b>3 year budget</b>  Since the 3 year budget was not ready it was agreed to bring it to the January meeting.	<b>Clerk Ag pl</b>
61	<b>Policies</b>  It was agreed to allow 7 days for any comments/questions to be submitted, and when resolved, the Asthma in School Policy 2024 and Pay Policy 2024 would be taken as approved.  One governor asked for an update on the progress of becoming an Asthma Friendly School. <i>What does this involve?</i> The main criteria for it is that 80% of staff are trained in managing asthma in children. It was mentioned that there have been 2 asthma deaths in the recent past in West Sussex schools.  The Head agreed to seek an update from the appropriate member of staff.  <i>Is the Pay Policy statutory and standard?</i> It's in line with the West Sussex model policy with appropriate amendments applicable to St Margaret's and following conversations with locality schools.	<b>All Clerk</b>          <b>Head</b>
62	<b>Chair's Action – none</b>  <i>Mrs Kemp left the meeting.</i>	
63	<b>Headteacher recruitment update</b>  A discussion took place mentioning the level of interest in the post being shown, visits made, actions taken to make the vacancy known, what other avenues for this there might be to take advantage of, and how likely it is that applications would already be in the local authority's possession. It was agreed to contact the representatives from the Diocese and the local authority to explore the possibility of different avenues for making the vacancy known and ask whether any applications have been received.  Finally, on the matter of parking around the school a thread of emails, which was shared with governors through the meeting pack, between one governor and the local authority was referenced. It was reported that traffic wardens were operating as requested today and parents were parking well.	<b>Head Co-Chairs</b>
64	<b>Date of next meeting – Thursday 23<sup>rd</sup> January 2024, 7pm in the Staff Room</b>	

#### ACTION TABLE – FGB 5<sup>th</sup> December 2024

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	53	Clerk – bring November mins to Jan FGB for signing	23 <sup>rd</sup> January	
2	54	Clerk – email appropriate people to achieve next steps re new Foundation Governor	Post meeting	

3	55	Clerk – import monitoring visit report when received into GVO and link to Jan mtg pack	When available	
4	55	Clerk – Mrs Martin (Faith & Wonder) visit to January meeting – agenda planning	Post meeting	
5	57	Any one-6 – governors who might like to observe a Maths Mastery lesson – up to 6 with the Maths Lead would be OK	When possible	
6	59	Clerk – standards progress update to January agenda	Post meeting	
7	60	Clerk – 3 year budget to January agenda	Post meeting	
8	61	All/Clerk – 7 days to approve policies in meeting pack/clerk to progress through administrative process	12 <sup>th</sup> December	
9	61	Head – seek an update on progress of the school becoming an Asthma Friendly School.	By next meeting 23 <sup>rd</sup> January	
10	63	Head – contact Diocesan representative re other routes to make the vacancy known	Post meeting	
11	63	Co-Chair – contact local authority representative to ask whether any applications for the vacancy have been received	Post meeting	