

Learning God's Way

FULL GOVERNING BODY MEETING Thursday 5th December 2024, 7pm in the Staff Room

<u>Meeting Focus – Curriculum & Standards</u>

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

	Present: Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Leila Kemp, Al Knox, Carolynn Lorimer, Debbie Ricks (Co-Chair) Apologies: Brian Baker, Chris Snell, Mark Standen (Vice Chair) Clerk: Jennie Ring	Action
	Also present: Cat Reene, Early Years Lead	
50	Apologies for absence – were received and accepted from Brian Baker, Chris Snell and Mark Standen	
51	Declaration of Interest – none	
52	Urgent matters to be considered for inclusion - none	
53	Approval of minutes 14 th November 2024 – the minutes were agreed for signature.	Clerk
54	Matters arising	
	The action table from November's meeting was reviewed:	
	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.	Clerk
	Item 2 (minute 38, 18 and 7) – one governor is still to update the Skills Audit.	
	All other actions were complete.	
	General matters arising	
	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.	
55	Questions arising from monitoring visits	
	There were no new reports available since last meeting.	

One governor has report in draft following a visit to Y1, observing phonics, maths and the Daily Mile. She commented on the maths lesson, where teacher's questioning skills were seen in action, at one point in connection with children's understanding of maths vocabulary, eg comparing; and on the Daily Mile, where she observed the children's enjoyment of it and renewed energy for engaging in learning back in the classroom.

Clerk

One governor has visits planned for next week - to Y3 and Y6 to observe guided reading, and for a meeting with leadership staff regarding reading strategy.

The Head gave some information about agenda items 59 and 60 – see minutes 59 and 60 and mentioned an update he had readied to bring about pupil premium children. He continued - informing governors that Mrs Martin had hoped the meeting would be in person since the content of what she had to bring to the meeting best required this. It was agreed to invite her to the January meeting.

Clerk Ag pl

Mrs Reene joined the meeting.

Visit of subject leads – Cat Reene (EYFS) and April Martin (Faith & Wonder) – see above minute.

Mrs Reene began by outlining the make up of, and needs represented in, the EFYS cohorts, how those needs are met, the use of the statutory baseline assessment and inhouse assessments to monitor the ongoing progress of children.

There are termly check points through work schemes with steps to meet early learning goals (ELG) and markers set out for predictions. These are being constantly referenced and interventions put in place if necessary and staff take resources or input to the children as they learn through play to extend learning in the specific area identified, eg number.

End of year data is showing impact – last year's data showed 76.5% of children reaching a good level of development (GLD), which includes development in communication, language, physical, personal social and emotional, literacy and maths, compared with 67% national average and an increase from the previous year from below 70%. By the end of this year it is hoped that data for children reaching GLD will still be above national average, even with the inclusion of data for Early Years children from the Tomlin Centre. Is there any way of having two sets of data – or do we have to put all together? At the moment it's my understanding that separate data can't be used. Research is taking place into how other special support centres are handling this issue. The Head pointed out that internally there can be, and is, two sets of data since the Tomlin Centre Teacher in Charge has developed internal assessments to measure progress. For these children progress is very often more significant than achievement.

Continuous provision continues to be of benefit to children, inspiring exploration and investigation, with teachers providing enhancements according to their skills and knowledge of the children. The team of teachers and TAs meet regularly to share good practice and plan for topics and trips. There are many strengths in what's being offered: children are happy; relationships with parents through See Saw and at the gate are good; there is good communication; the team is passionate; classrooms are well resourced; there is great outdoor space; and the team is keen to develop good practice. It would be even better if there were funds to replace some equipment and generally more funds available.

Mrs Reene left the meeting.

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.

57 SDP progress update

The Head summarised the main points of the paragraph on **maths** 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.

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.

What's the rationale in moving to the use of NCETM plans? 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.

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.

Any One-6

Does the MM approach follow children into secondary school settings? The scheme progresses into the secondary stage. I would like to think it does.

The Head returned to the Governor Update and the paragraph on **Curriculum Projects**, 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.

Some of the circumstances and possibilities around the unexpected need to recruit again for maternity cover for the **Tomlin Centre** 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.

Following a summary of the main points of the paragraph on **Teaching Development**, 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.

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

	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	Curriculum development update	
	Pupil Premium (PP) Strategy – 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.	
	The Assistant Head for Inclusion summarised some main points from the information contained in the Governor Update.	
	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 What happens to children during school holidays? 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.	
	SIAMS update – 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.	
	When is the school next due a SIAMS inspection? 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.	
	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.	
59	Standards progress update	CI.
	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.	Clerk Ag pl

60	3 year budget	
	Since the 3 year budget was not ready it was agreed to bring it to the January meeting.	Clerk Ag pl
61	Policies	
	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.	All Clerk
	One governor asked for an update on the progress of becoming an Asthma Friendly School. What does this involve? 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.	Head
	Is the Pay Policy statutory and standard? It's in line with the West Sussex model policy with appropriate amendments applicable to St Margaret's and following conversations with locality schools.	
62	Chair's Action – none	
	Mrs Kemp left the meeting.	
63	Headteacher recruitment update	
	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	Head Co- Chairs
	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.	
64	Date of next meeting – Thursday 23 rd January 2024, 7pm in the Staff Room	

ACTION TABLE – FGB 5th December 2024

D = Done Blank = give update

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

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