

	<p>Item 7 (minute 78) – The Head confirmed that the burglar alarm is operational and shows the zone where a breach of security has happened rather than a specific door. It was agreed that this was adequate.</p> <p>All other actions were complete.</p>	
89	<p>Questions arising from monitoring visits</p> <p>There were no new monitoring visit reports since last meeting.</p> <p>Mrs Hills joined the meeting.</p>	
90	<p>Maths Mastery (MM) update – from Maths Lead</p> <p>The contents of the Maths Update Spring 2025 document were examined together, with Mrs Hills giving more detail in places. A conversation developed incorporating questions from governors covering:</p> <ul style="list-style-type: none"> • Whether the Y5 pupil and teacher voice related to the same class - no • There being less planning to do now and more tweaking and adapting with schemes of work • The difference between White Rose and Maths Mastery – MM takes more time to embed the understanding of basic skills and the content covered is taken more slowly and is covered more deeply • Continuity for children leaving the primary setting – there is a continuity group for secondary schools. The key point is that through MM children leave the primary setting with fluency in maths regardless of the approach of secondary schools. • An exploration of the reasons for the significant increase in percentage of children achieving greater depth • The situation of Y6 learning – the cohort of children still using White Rose, and possible plans for children forming the next Y6 cohort • The intention and desire to see solidly improving standards compared to national and locality standards arising from the MM approach being experienced by children from beginning to end of their time at school • A key focus being those in the bottom 20% of children not accessing the learning, some of whom are disadvantaged in some way • Whether Learning Support Assistants (LSAs) could attend inset day training. This has financial implications. • An exploration on whether the difference, written about in a recent article, between the achievement of boys and girls, and which showed girls behind boys, could be seen at St Margaret's with MM. Achievement in times tables, attitudes, competitiveness, mindsets, and assessment informing planning and teaching were all mentioned. Surprise at the reversal of the usual pattern between boys and girls was expressed. • Times tables learning are part of maths sessions – 2 new times tables per week. • What can be done to grow the maths leadership team and utilise those who can champion MM to work with those less enthusiastic for various reasons, particularly in light of the fact that the majority of planning will be complete in the next few months. <p>It was agreed to propose some dates for governors to visit a MM class in the near future.</p>	Clerk

	Mrs Hills left the meeting. Mrs Keates joined the meeting.	
91	<p>Phonics update – from Phonics Lead</p> <p>Mrs Keates referred to the Phonics Report March 2025 and talked through the points made there, taking questions from governors.</p> <p>Of those children who’ve not passed the phonics screening, are any pupil premium children? Some are, some not. (See Addendum to the minutes for further information provided the day after the meeting). The Assistant Head for Inclusion spoke of research showing that phonics schemes often don’t work for children with autism, therefore the school looks at individual children and designs a reading programme for them.</p> <p>How is the phonics tracker data output arrived at? Phonics Tracker is tailored to the phonics scheme being used and data is drawn from information that teachers input into iPads according to content taught and results of testing. This identifies sounds that children don’t know and can provide revisions sheets.</p> <p>How well have parents engaged in the encouragement to keep phonics going over Easter? Twenty parents came to the information sharing session. The information shared was posted to Seesaw following the session.</p> <p>Moving forward the Lead will undertake monitoring and ensure that teachers higher up the school continue to work with Monster Phonics as necessary. The Head expressed confidence in the work the Lead is doing and curiosity about whether it will mean achievement will therefore be higher than national average going forward, and with a good effect on reading achievement.</p> <p>A discussion took place around engagement, achievement, diagnosis and challenges for children with autism, auditory dyslexia and other specific learning needs. The Head recommended governors listen to a BBC radio Briefing Room documentary titled “What’s the problem with SEND?”.</p> <p>What do you think, outside expected test results, is the greatest impact of Monster Phonics? Children’s love of learning, excitement around changing books, more confidence in reading and positive impact on writing.</p> <p>Mrs Keates left the meeting. Mrs Martin joined the meeting.</p>	
92	<p>Faith & Wonder update – from RE Lead</p> <p>Mrs Martin summarised the main points from the Report to Governors 20th March 2025 – Update on Faith & Wonder 2024-25, taking questions from governors.</p> <p>What is the current percentage of RE teaching time given to teaching Christianity? I would say about 5/6ths of the year’s time. One half term per year is given to another religion or worldview. Understanding Christianity has very thorough, in depth and quality content. It’s tricky to balance the requirements of the total RE curriculum. The Standing Advisory Council on Religious Education (SACRE) governing RE provision for all schools allows for schools to determine proportions of time given – “at least” allows for more than the 50% quoted in guidance.</p>	

	<p>Who receives the Understanding Christianity online training? Teachers. And only taught by teachers? Yes, or by a supply teacher, the aim is for consistency.</p> <p>Governors asked questions about RE training and provision and SIAMS inspection in relation to Tomlin Centre children. The current teacher attends Faith & Wonder training, and its provision to Tomlin Centre children is tailored to their needs. It's unlikely to be a main focus of the SIAMS inspection.</p> <p>The main focus in preparation for SIAMS? The main focus is consistency in book work and in ensuring staff and pupils can articulate their teaching of and learning from Faith & Wonder.</p> <p>Some children's books were passed around among governors. Informal discussion took place as they were passed around – it's now 8 years since the last SIAMS inspection and is due next academic year; activities encouraging prayer were mentioned, along with the need for the right time and co-operation with the church for some of them; and the Head affirmed the Faith & Wonder Lead's tenaciousness in her role.</p> <p>What is being planned or in place for SIAMS readiness? The Diocese Partner will be briefing the new Head about SIAMS, reviewing recent reports. A newly appointed SIAMS inspector would be willing to come and talk with staff and governors.</p> <p>SIAMS stands for Statutory Inspection of Anglican and Methodist Schools.</p> <p>Mrs Martin left the meeting.</p>	
93	<p>Pupil progress and standards update</p> <p>Some staff have been late in submitting data for collation. It was anticipated that data will be available to governors next week.</p>	Clerk Head
94	<p>Headteacher Report</p> <p>The Head spoke from the report provided as part of the meeting pack, giving a little more detail, context and taking questions.</p> <p>Health & Safety - some of the risk assessments in place, and processes for reviewing and updating them, for various areas of school or pieces of equipment used were mentioned, eg ladders, for Forest School, children's activities.</p> <p>Safety & Security – the level of use of the car park by parents is now acceptable. Only taxis for children transported to the Tomlin Centre are still using the car park. Could the car park be used by parents, for example, around clubs pick ups? It is standard practice in schools that car parks are not used by parents. This keeps clear lines of responsibility for children's safety and security in place.</p> <p>School Development Plan (SDP) - the plan runs until the end of this academic year and a lot of it is still relevant, particularly the embedding of Maths Mastery. A brief discussion took place on the progress of embedding the teaching of MM, affirming the Maths Lead's approach and abilities in training teachers, acknowledging that there could be less reluctance in a few when more planning is completed.</p>	

	<p>The circumstances around the staffing of the Tomlin Centre continues to take Senior Leadership Team time, with the Pastoral Support Worker providing an open door policy for staff. It was acknowledged that the situation is temporary and manageable, even with the sometimes destabilising effect on children of times of staff short-term absence for wintery bugs.</p> <p>Going forward it was suggested that quality first teaching and the development of an updated teaching and learning plan/policy be part of the next SDP, and that consistency continue to be a key focus.</p> <p>Is there any news about Bursar? I have proposed dates to meet with the local authority (LA) person supporting the school to produce a draft budget for approval in May. The financial picture is improved, and will be stable for the next couple of years, with receipt of the £124K expected from the LA for Tomlin Centre costs, with receipt by email of confirmation of the LA's agreement for Tomlin Centre costs for next year of £225K, and by financial year 2026-27 it's anticipated that there will be an increase in numbers of children.</p> <p>The Bursar workload is manageable at present. Invoices, payments and contracts are up to date. The budget will be ready by the Easter holidays. The Bursar may be able to engage in some work either from home or in school, as she's able. The school is still seeking some temporary part time cover. Offers of support from other school's Business Managers have been received but something more consistent would be best.</p>	
95	<p>Teaching & Learning monitoring</p> <p>A lot of teaching and learning monitoring activity has taken place, with good or excellent lessons observed. The focus for development continues to be ensuring consistency across the school.</p>	
96	<p>Headteacher handover</p> <p>This was covered during previous agenda items. The Head expressed confidence in handing over the school in a strong position. Finances will be ok for the next two years, (see minute 94), the new Head is being well prepared with information shared, the Senior Leadership Team (SLT) has comprehensive knowledge and experience to offer, and staff are loyal. One governor commented on the calmness with which staff are anticipating the change of Head. Another governor noted with thanks the work done by the Head with regard to the financial position of the school.</p> <p>The Head, with governors, took time to reflect on his 7 years at the school. He affirmed the strength of the governing body saying he has felt supported and trusted. He commented on the increasing abilities of governors to focus on the strategic and challenging questions – tough but appreciated and valuable in prompting reflection on things like outcomes, impact, timescales for seeing improvements and sense of urgency. There has been a sense of mutual trust.</p> <p>One issue to highlight is the preponderance of governors on the board who are also parents. This is common among governing boards since parents or grandparents are often the ones who want to serve in this way. It can involve have some challenges, eg parents being involved in Headteacher performance management and pay review processes. The Chair acknowledged this. It would be valuable, going forward, and as</p>	

	<p>circumstances permit, to look for the expertise and dispassionate perspective offered by someone outside the parent body.</p> <p>The Chair reflected on the changes the school has seen under the Head's leadership over the years – the staff room, buildings - new and updated inside and out, the transformation in SEN provision, and the work that took place in response to the covid pandemic, where staff pulled together, felt supported and enabled, and when so much was learnt about children and their families.</p> <p>The Head thanked the governing body for their cohesiveness and transparency. The committee structure being phased out has had benefits for school leadership time and workload. There is a balance to be struck between – reporting enough to enable supportively challenging questions and remaining effective and active as Head in everyday school life and management, the pitfall being over-preparing for governors.</p> <p>One governor remarked that the Head had been a “rock of stability”, especially during the pandemic, to which the Head responded that it was a team effort with the SLT enabling staff to feel supported and confident.</p> <p>The Head again thanked the governors, expressing confidence in the new appointment and the school, and encouraging governors to give the new Head their solidarity as he navigates the challenges of the job.</p> <p>Details were shared about activities to take place to mark the Head's retirement. Governors were invited to the gathering at 3.30pm on the 4th April.</p>	All
97	<p>Policies</p> <p>Governors were asked to review the following policies within 7 days for any comments or questions, after which time the policies will be taken as approved:</p> <p>Anti-Bullying Policy 2025 Data Protection – Staff Acceptable Use Policy 2025 PSHE Policy 2025</p>	All Clerk
98	Chair's Action – none	
99	Date of next meeting – Thursday 24 th April 2025, 7pm in the Staff Room	

Addendum

A response was received by email the morning following the meeting from the Phonics Lead further to a question about phonics attainment and pupil premium children. “Four of the 6 children in KS2 who have not passed the phonics check are pupil premium children. Two of the 4 are pupil premium children have Special Educational Needs (SEN). Moving forward, I will be adding this information to the report I produce after conducting checks so that this information is easily to hand.”

ACTION TABLE – FGB 20th March 2025

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	88	Clerk/Head – ascertain some dates for governors to visit Maths Mastery class	Post meeting	
2	88	All – review SFVS – any comment/questions before taking as approved after 7 days	Thursday 27 th March	
3	93	Head/Clerk – share, circulate pupil progress and standards update	By end next week 28 th March	
4	96	All – diary date – Head’s retirement gathering	Friday 4 th April, 3.30pm	
5	97	All – review policies – any comment/questions before taking as approved after 7 days	Tuesday 27 th March	
6	97	Clerk – progress approved policies through GVO/school admin	Friday 28 th March	