



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 22nd February 2024, 7pm in the Staff Room

Meeting Focus – Standards and Curriculum

The meeting was opened with prayer. Debbie Ricks chaired the meeting. A reminder on confidentiality was given.

	<p>Present: Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Leila Kemp, Al Knox, Debbie Ricks (Co-Chair), Chris Snell, Mark Standen (Vice Chair)</p> <p>Apologies: Carolynn Lorimer</p> <p>Clerk: Jennie Ring</p> <p>Also present: Nerys Hills, Cat Reene</p>	Action
78	Apologies for absence – were received and accepted from Carolynn Lorimer	
79	Declaration of Interest – none	
80	Urgent matters to be considered for inclusion – none	
81	Approval of minutes of meeting 18th January 2024 – the minutes were agreed and signed.	
82	<p>Matters arising</p> <p>General matters arising – none</p> <p>The action table from January's meeting was reviewed:</p> <p>Item 4 (minute 71) – was yet to be completed. Mrs Kemp had not yet arrived at the meeting to check on progress.</p> <p>Item 5 (minute 72) – The Head made a note to action this the next day.</p> <p>Item 8 (minute 77) – the Parent's Evening's in February had taken place. The Head thanked governors who had attended.</p> <p>All other actions were complete.</p>	<p>Clerk</p> <p>Clerk</p>
83	Questions arising from monitoring visits – none.	

	<p>A report is to follow from one governor following a visit regarding Monster Phonics and with Mary Dark regarding reading across the school. The next visit, in the near future, will be to observe guided reading. There were no specific questions arising from the visit.</p> <p>Mrs Kemp arrived at the meeting.</p> <p>Another governor mentioned arrangements being made to visit Y6 regarding wellbeing and transition to secondary school from an emotional point of view.</p>	JB
86	<p>Pupil progress and standards update, and internal data</p> <p>The table of expected outcomes as at December 2023 which was part of the governor update for the meeting was examined, noting significant figures and trends The Head summarised the notes that followed it.</p> <p>Who, from Y6, is receiving the focussed input? There are 8 children from both Y6 classes receiving intervention every other week. Are these children tracked more regularly than others? Everyone is tracked every half term. Another set of predictive data is due at Easter.</p> <p>The sample tracking page for a class, which was part of the governor update for the meeting was examined and information shared on how it is used to inform action.</p> <p>Is this something that all schools use? It's a St Margaret's thing, originating from covid times when daily tracking of children's progress was necessary. It's very useful now for the half termly tracking, sharing with parents, showing progress, picking up dips and can include information on the story behind progress and potentially flag up safeguarding issues.</p> <p>With children who are working at Age Related Expectations (ARE) minus or Working Towards (WT) – do all have intervention in place to raise to ARE? The focus initially is on the provision of quality first teaching. Providing intervention may be explored with the Assistant Headteacher for Inclusion if there are concerns arising from tracking information, and may be implemented through, for example, working with a Teaching Assistant (TA) or with Lexia.</p> <p>Phonics intervention – extra input daily – is being organised for Y1 at present, with the aim of seeing at least 90% of children pass the phonics check.</p> <p>The Head mentioned one child who will benefit from intervention for Y6 maths work, enabled by the use of Lexia and a TA in another year group thereby releasing a member of staff to work with Y6 on five mornings a week. The raising of the child's confidence and emotional wellbeing has been significant. Things like this won't necessarily be reflected in data.</p> <p>The Spring Overall Data for Early Years tables that were part of the governor update for the meeting were examined and discussed. Good Level of Development (GLD) criteria are wide, including things like how a child holds a pencil and personal hygiene, as well as the academic areas of reading, literacy and maths. EAL stands for English as an Additional Language.</p> <p>Mrs Hills joined the meeting.</p>	

84	<p>Maths Mastery – explanation of the Mastery approach</p> <p>The Head introduced Mrs Hills to speak on what Maths Mastery is and where the school is with its implementation so far.</p> <p>Maths Mastery’s aim is to enable children to achieve deep understanding of key concepts and be able to apply this to new learning.</p> <p>Mrs Hills used a powerpoint presentation to explain the approach giving additional commentary – which is a 4 year journey to embed and sustain, and incorporates 5 core ideas – coherence, representation and structure, mathematical thinking, fluency and essence.</p> <p><i>How can everyone move at the same pace in a lesson?</i> Starting with previous learning. Sometimes there are gaps for some children – these are addressed through same day intervention, skilful teaching and the sequential learning inherent in Maths Mastery.</p> <p><i>How has the move to Maths Mastery been received by teachers?</i> They’ve acknowledged that the approach is really different, that there was a problem and Maths Mastery is an answer to it, so they are ready for it. More experienced teachers have sometimes needed more space and time to adjust.</p> <p><i>What if there are issues for some about accessing the apps being used at home?</i> Most can. The data is checked and conversations with families initiated. If it’s not possible at home, opportunities are provided at school.</p> <p><i>What is progress and attainment like with the Maths Mastery approach, are children progressing more quickly?</i> Data is showing that age related expectations are being met and a lot more children are reaching greater depth. The Maths Mastery philosophy is that depth is for all and everybody <i>can</i>. Different ability groups aren’t a feature of the approach, and children will be working according to their level in the concrete, pictorial or abstract way.</p> <p><i>With reference to the different tools you’re looking at – White Rose and the National Centre of Excellence for the Teaching of Mathematics (NCETM) tool – are you not happy with White Rose? Is there a danger in using too many tools?</i> Both are great. We have to be careful not to compromise the core idea of coherence by using too many tools. It won’t be wise to use two at the same time, and we will eventually have to choose one or the other. NCETM helps teachers gain subject knowledge and teaching content. <i>Is it free of charge?</i> Yes, it always will be. It’s simply a pdf file, with no activities incorporated, different from White Rose. White Rose is well known and widely used. Many specialists are now using the NCETM tool.</p> <p>The Head thanked Mrs Hills and she left the meeting.</p> <p>The Head gave some background information on continuous provision – another school development plan thread. Staff have received much training and opportunity to observe other school’s continuous provision in action, and are now operating with a high level of professionalism. He introduced Mrs Reene.</p> <p>Mrs Reene joined the meeting via zoom.</p>	Clerk
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<p>85</p>	<p>Continuous Provision – what it is</p> <p>Continuous provision covers different areas and subjects across the curriculum, with resources available for children to use all day, every day – a core range and more, which follows on from teaching in class or in groups, with the aim of providing children with a fun, bespoke and engaging way of learning skills, challenging their thinking, embedding vocabulary, concepts and understanding, and extending their learning through the use of tools and engagement in creative activities, at their own pace. It’s hoped that this playful learning will nurture curiosity and a love of learning, with children exploring their own interests and taking risks. It seems a bit messy but there is a kind of order (as the Head said later, there is rigour in the riot). Staff know what the children need to progress and have received ample training now to be effective and all “on the same page”. Resourcing is a challenge, and it always will be due to the nature of the approach. Noticing what cohorts are particularly interested in leads to themes or topics to take up – eg one Early Years cohort at present is animal-mad. The approach sets children up well for more formal structured learning in later years. Formal learning begins in European schools, for example, at 8 or 9 years old.</p> <p>What do the standard resources look like? It’s different in each year group, but the 5 areas are a construction area (with things like duplo, lego, even sewing machines), a maths area (with things like space, space and number resources), a small world area, a blocks area and a phonics area.</p> <p>Mrs Reene invited governors to visit. The resources are in a similar layout in each of the year groups. Less is out at the beginning of the year to encourage wise use and tidiness. The next challenge is transition to Y3. Teachers are identifying children who might need support. Research is saying that children are just ready for the formal learning and move on naturally.</p> <p>One governor observed that watching the children come out of school you can see it’s been fun – they are happy, seem to enjoy school and understand things well. Mrs Reene mentioned the use of iPads to record learning to share and talk about in class daily, so staff and family easily hear pupil voice.</p> <p>The Head thanked Mrs Reene and she left the meeting.</p> <p>The Head spoke of Mrs Reene and Mrs Hills’ personal and leadership qualities fitting them for the work they are doing, along with other fantastic staff. He then gave some detail of a particular topic – the Chilean miners – which children wanted to take up and work with in various ways – in Assembly – debating, questioning, and model-making. This kind of approach requires skilful managing.</p> <p>Are children developing confidence? Yes, I think so, as every child is engrossed, progressing actively and showing their progress in various ways. Support staff and teachers both have to be very skilled. And children have fun... If we enjoy, we learn, it’s the same as a child or as an adult.</p>	
<p>88</p>	<p>Y6 SATS information and Y2 assessment</p> <p>There have been two information sessions for parents this term for Y6 SATS. Y2 SATS have been discontinued. The Head summarised the information in the governor update which was part of the meeting pack.</p>	

	<p>How well are parents engaging? Parents at the meetings have been the parents that are usually seen at such evenings. What are feelings like about the upcoming SATS? It's a mixture, depending on the parents. The children, however, don't feel excessive pressure. On the contrary, they seem to miss the preparation work that goes on.</p> <p>SATS week is 13th May.</p>	
89	<p>Teaching & Learning monitoring: Rosenshine's Principles</p> <p>Objective 5 of the Plan for School and Learning Development is teaching development. To achieve this, training on, and implementation of, Rosenshine's Principles of Instruction are the focus. There are four Principles: reviewing material, questioning, sequencing concepts and modelling, and stages of practice. Questioning has been identified as the principle most pertinent to the development of teaching in the school at present.</p> <p>The Head directed governors to the page on Questioning Techniques within the Governor Update for the meeting. Research shows that 50% of a quality lesson will be made up of questioning and dialogue, checking understanding and plenary. Staff will be filmed for 5 minute's duration for review later. There is a receptive culture now amongst staff for something like this – and will provide good professional development. It may continue until the end of term.</p> <p>Do you find these questioning techniques are particularly useful for KS1 and 2? Yes, but they are still needed for whole class or group teaching in Early Years, and they lend themselves also to continuous provision, including the support staff working with individual children in their tailored learning. Some teachers naturally pick up the skills, for others it's more of a challenge.</p> <p>The Head spoke through a sequence of questions to demonstrate how the questioning might develop, including incorporating inviting response from a child to another child's response to a question, returning to children and giving choices.</p> <p>Is thinking time built into the questioning practice too? Yes, if you build about 4-8 seconds thinking time answers are usually much better quality.</p>	
87	<p>School self-evaluation update – curriculum development</p> <p>Governors watched the first of Jonathan Lear's video presentations on his way of developing curriculum, which included thoughts about and philosophy on curriculum – looking at the purpose of education, what we want for our children, the history of curriculum in schools and the ideas of poiesis and praxis. Poiesis – the process of production and transmission. Praxis – bringing about goodness and developing human flourishing. There are minor elements of poiesis but the overwhelming emphasis is on praxis in the approach.</p> <p>A document named "Personal Learning & Thinking Skills Framework" was shown, an older, but still relevant document, which helps articulate a lot of what is wanted for children. A few of the framework headings were examined – team work, reflective thinkers, effective participation.</p> <p>If curriculum is shaped well it will create the conditions for these things – and planning is done with these ends in mind.</p>	

	<p>There followed information on the structure and organisation of the curriculum with core skills of active learning, basic skills and creative thinking. The aim is to build resilience through a challenging curriculum consisting of three areas named Discover, Explore and Create. These have a history, geography & design and technology, and arts focus respectively. One of these will be used per term for in depth treatment.</p> <p>This is all pre-intent work on Ofsted's three I's (Intent, Implementation and Impact). The video concluded.</p> <p>The Head gave some information on progress the school is making to date with the curriculum development along these lines. The school is now into its second year, following the Discover, Explore, Create structure, with Explore happening during summer term so that better weather for trips can be taken advantage of, and with Create twice in the year. The model and skills have been adopted according to year group. Each project is being evaluated at its conclusion for the values demonstrated through the activities and to look at what to build into the next topic or term. There are now also some more questions to consider – how much time each week to use, how and when to make assessments, and how children present work. Staff changes can affect subject leadership, but subject leaders look at what parts are fact and what are skills.</p> <p>Do other schools follow this? Yes, around the country there are schools doing this via Mr Lear's organisation, Independent Thinking, which provides support as necessary outside of the training sessions delivered. Do you pay for that? No. Do other schools in the locality use this? No. The Head went on to give details of topics, questions, concepts looked at and themes explored through the current Discover topic. The curriculum planning and work is checked against national curriculum requirements. The Head made some comments on how government policy affects curriculum.</p> <p>Is it right to do this? Yes, because we're covering the national curriculum but with this model and approach. Are you concerned about changes a change of government could bring? I don't think so. If content changes the principles will be the same for us. Staff can see that in 4 or 5 years' time, when this approach is really embedded, that it will be significant for children's learning and engagement.</p> <p>How will you monitor impact and effectiveness? There is currently lots of evaluation going on. It is a challenge to have good resources to evaluate and assess the content and skills applied. Then there is the question of how often – across the term, at the end of a topic - work is still ongoing with this. Children and staff are learning from each other through the exhibiting and sharing of work in each class.</p> <p>One governor described the approach as radical. The Head responded by outlining the difference this approach makes to topic work done before – which was mainly fact based – all about, eg volcanoes. This way it would also be about eg, how volcanoes affect people and what can be done to address these effects. It's a more holistic approach, relevant to real life.</p> <p>The Head invited governors to the exhibit days, which take place after every topic.</p>	<p>Any gov</p>
90	<p>Academisation - The Head reported that there was nothing to report on this. No more work or conversations on academisation had taken place.</p>	

91	<p>Tomlin Centre update – The Head made brief comments along the lines of the item in his report.</p> <p><i>Any news on the opening?</i> We're hoping Julia Donaldson will be able to attend.</p> <p><i>How are children from the centre integrating into the school's classes?</i> This has been happening on a needs/relevance basis since half term. Four of the more confident children have joined Forest School sessions. There is a new support staff member, who started this week, and can accompany children to classes for activities that suit the children.</p> <p><i>One governor made some positive remarks about what she observed of the centre.</i></p> <p>There is a meeting with those involved from the local authority on 7th March at 1.15pm which will look at issues relating to the Tomlin Centre, among other things. Governors were invited to attend.</p>	Any gov
92	Governor Training – It was agreed to defer this item until the next meeting due to lack of time.	Clerk
93	<p>Policies – It was agreed to defer approval of the following policies until the next meeting due to lack of time:</p> <p>Low Level Concerns Policy 2023 Fire Emergency Evacuation Plan 2024</p> <p>The Head mentioned there would be a fire drill the following day.</p>	Clerk
94	Chair's Action – Debbie Ricks signed for release of funds to finance the repair of drainage at the school.	
95	<p>Date of next meeting – Thursday 14th March 2024, 7pm in the Staff Room</p> <p>Emma Craughan gave her apologies for this meeting.</p>	

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	82	Clerk – Check progress with LK on write up of pupil voice gathered (ref minute 71)	Post meeting	
2	82	Clerk – follow up with Head re detail behind the 3 year budget Executive Summary	Post meeting	
3	83	Jane Burke/Clerk – write report of monitoring visits and share to GVO	By next meeting 14 th March	
4	84	Clerk – ask for powerpoint on Maths Mastery for GVO	Post meeting	D

5	87	Any governor – attendance at Explore or Create exhibit days if desired	As relevant	
6	90	Any governor – attend the meeting with local authority discussing the Tomlin Centre and other things on 7 th March at 1.15pm	15 th March	
7	92 & 93	Clerk – include items in March agenda	29 th February	