



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 25<sup>th</sup> April 2024, 7pm in the Staff Room**

Meeting Focus – Curriculum & Ethos/Christian Distinctiveness

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

	<p><b>Present:</b> Brian Baker, Emma Craughan (Co-Chair), Mike Jee (Head), Leila Kemp, Al Knox, Carolynn Lorimer, Debbie Ricks (Co-Chair), Chris Snell, Mark Standen (Vice Chair)</p> <p><b>Apologies:</b> Jane Burke, Kate Goater</p> <p><b>Clerk:</b> Jennie Ring</p> <p><b>Also present:</b></p>	<b>Action</b>
96	<b>Apologies for absence</b> – were received and accepted from Jane Burke and Kate Goater	
97	<b>Declaration of Interest</b> – none	
98	<b>Urgent matters to be considered for inclusion</b> – none	
99	<b>Approval of minutes of meeting 22<sup>nd</sup> February 2024</b> – the minutes were agreed and signed.	
100	<p><b>Matters arising</b></p> <p><b>General matters arising</b> – none</p> <p><b>Matters arising from March's cancelled meeting documentation</b> not in this meeting's agenda - none</p> <p><b>The action table from February's meeting</b> was reviewed:</p> <p>Item 5 (minute 87) – it was agreed that the date for the next Create curriculum exhibition be shared with governors when available</p> <p>Item 6 (minute 90) – Kate Goater attended the meeting with the local authority about the Tomlin Centre. It was agreed to invite her comment at next meeting.</p> <p>All other actions were complete.</p>	<p><b>Head</b></p> <p><b>KG Clerk</b></p>

101	<p><b>Questions arising from monitoring visits</b></p> <p>Reports from recent visits are to follow from two governors.</p> <p>Two governors visited in March. One to various classes to observe phonics, continuous provision and guided reading. The other to Y6 teachers and classes to observe learning in action and to understand the pupil’s readiness to transition to secondary school.</p> <p>What academic/social emotional mental health (SEMH) interventions are already in place/planned for Y6 as they transition into summer term? The Assistant Head for Inclusion made a note to liaise with the governor who made the visit and with the Pastoral Support Worker to talk about procedures in place. All children are given support with transition. In recent years, enhanced transition plans have been in place for children identified as ones who would benefit from this.</p>	<b>DR/CL</b>
102	<p><b>Curriculum – visit of subject leaders for Science and Geography</b></p> <p>It was requested and agreed to defer this item to the May meeting.</p>	<b>Clerk</b>
103	<p><b>Budget monitoring – revenue</b></p> <p>The cost centre close-down 2023-24 table was examined and the Head invited any questions.</p> <p>Discussion began with looking at the carry forward figure, budget levels over recent years and the raising the likelihood of the budget for 2024-25 being a deficit budget, a common occurrence at present for schools nationally. This year’s budget was kept in the black because of the compensation received for disruption experienced with pipe works and money not spent in expectation of set up costs for the Tomlin Centre.</p> <p>The discussion moved on to various factors contributing to how the budget and final cost centre table looks – children arriving in-year, the current picture with various levels of staffing and therefore staffing costs, balancing the needs of the school and children with staff costs, how Planning Preparation and Assessment (PPA) time has been covered of late and the savings made as a result, what cost centre the PE Specialist is paid from, the separation out of Higher Level Teaching Assistant (HTLA) cost centre from the Classroom Support cost centre with resulting effects on those balances, an underestimation on utility expenses, and the government covering only half of this year’s 6% teacher’s pay increase.</p> <p>The discussion moved on to consider pupil numbers. When the census is taken in October it is this figure on which the budget for the next financial year is set. It was relatively low last October at 390, but has increased, especially with the addition of the Tomlin Centre. It’s hoped that the Centre’s costs will be covered. Meetings with the local authority Special Educational Needs &amp; Disabilities (SEND) Team continue. <b>The numbers for next year?</b> Numbers are likely to be around 400 in October 2024. With this number it’s still a challenge to balance the budget and it’s expected that the budget will be in some deficit. This means we have to consult with the local authority for any actions. They are aware that the main reason for the deficit is admissions numbers and not due to inefficient management and decisions with regard to the budget and the largest part of it - staffing.</p>	

	<p>The Assistant Head for Inclusion spoke of the work being done by the SEN team and the Teacher in Charge of the Tomlin Centre meeting children who will begin at St Margaret's to find out what needs there may be and therefore affect staff planning.</p> <p>One governor commented on small classes having a positive effect for children. It was noted that at the moment there are more people coming to the area than moving out of the area.</p> <p>So, next year's budget is likely to be £70K in deficit, and we liaise with the local authority on it, and it's likely they permit the deficit to stand, what does this mean? Informally the local authority have acknowledged there is really no more "nip and tuck" capacity in the budget. At a formal visit the local authority may allow the deficit to stand and ask for information on what plans the school has to address it, eg plans may involve natural evolution of staff costs as staff leave and join. Will the money have to be paid back? We need to keep reviewing and adjusting, keeping the local authority and governors informed.</p> <p>One governor raised what had been heard from children on the provision of pencils. The Head noted this, saying there is no need for children to bring their own stationary.</p> <p>Staff have been asked to use only black printing and photocopying.</p>	
104	<p><b>School Fund Account</b></p> <p>The Head spoke about the purpose and elements of this account giving balances for each part.</p> <p>Is this looked at by the local authority? No, they only look at the revenue budget, ie money they've provided for the running of the school.</p> <p>A brief discussion took place on drains, money spent from the account, and the appearance of the school following money received from the Diocese to rebuild the front of the school, to which the Governor's part of the Fund contributed the required 10%.</p>	
105	<p><b>School Development and Learning Plan progress update</b></p> <p>The Head referred to p5 of the Governors Update document dated 14<sup>th</sup> March that was part of the meeting pack, summarising the main points there.</p> <p>Teachers have an opportunity to observe the Head's questioning skills during assemblies on Mondays. Staff meetings are the place staff show video of their own practice for discussion – developing their ability in using the 5 types of questions.</p> <p>One governor commented that, in the last 6 months, whenever she has asked children what their favourite subject is, they have all said Maths, across the school. The Head commented that some say it is art, especially among the lower attainers, likely because of the longer art and PE sessions taking place with the HLTA during teacher's PPA time. This time is often looked forward to by these children.</p>	

106	<p><b>Pupil Premium (PP) Strategy progress update</b></p> <p>The Head directed governors’ attention to the information and tables showing data on PP and non-PP children’s attainment of Age Related Expectations (ARE) in the Governor Update.</p> <p>As is the case for most schools the PP money helps balance the budget. It’s acknowledged that the PP scheme has little significant impact on diminishing the attainment gap between PP and non-PP children. However, the school’s PP children are well provided for through access to a Pastoral Support Worker, Forest School, and the use of the Lexia programme to support reading. Every morning children work with an adult to develop reading. Part of the aim of the work with every child is to ensure they are ready to learn – this results in better outcomes.</p> <p>One governor mentioned a recent incident with some Y6 children outside of the school grounds. The Head spoke about how he dealt with the incident. Then the governor went on to mention how calm the school felt while visiting and hearing reading happening.</p> <p>Returning to the effectiveness of the PP scheme the Head expressed his view that it may be reviewed at national level and monies directed into different schemes.</p>	<b>Clerk -PSW visit a meeting</b>
107	<p><b>Teaching and learning monitoring</b></p> <p>The Head summarised the information in the Governor Update on this topic, giving a little more detail or the reasoning and aims behind the initiatives.</p> <p><i>How will the impact of these initiatives be monitored?</i> Following class observations specific instructions, a little more prescriptive, may be given as necessary, especially around the questioning techniques and types of questions. I’m looking for practice to have changed by autumn term.</p> <p><i>How was the work on developing questioning identified as a need?</i> Through classroom observations. <i>Was it picked up by Ofsted?</i> No, their feedback was about adaptation for lower ability children – this can be linked to questioning. The Head and the Assistant Head for Inclusion talked about the learning taking place in class with children during the teacher’s cycle of questioning, conversing, correction of misconceptions which leads to setting work and then analysing, assessing and reviewing the work, ending with plenaries. Most learning takes place before and after work set.</p> <p><i>Who’s reviewing the videos?</i> All staff review the videos. The Head and Assistant Head for Inclusion gave some more detail about the approach to reviewing videos – the value of staff seeing and evaluating practice, seeing good practice, taking part with a sense of professionalism and looking for the good. The questioning practices can be used differently within continuous provision but with the same underpinning principles.</p> <p>The impact of the work on developing questioning is being noticed by teachers through the responses they are receiving from children. Early Career Teachers (ECT) are being encouraged to use their non-contact time to visit other classes to observe.</p>	

108	<p><b>SIAMS self-evaluation update</b></p> <p>SIAMS stands for Statutory Inspection of Anglican and Methodist Schools. An update can be shared with governors following a Deanery Group meeting on 17<sup>th</sup> May. It is probable that the school will be inspected next academic year.</p> <p><i>Is there anything else governors need to be doing?</i> Not until work is further along and can be included in a governor's meeting agenda. The next time ethos is specifically planned for is in December's agenda.</p>	
109	<p><b>Revisiting the School Mission, Vision and Values</b></p> <p>The Head quickly read through the school's Mission, Vision and Values (MV&amp;V) incorporated into the Governor Update, which were last updated about 5 years ago. In a voluntary aided school these are the responsibility of governors to formulate and revise. The values work extremely well, all children know them and teachers use them every day as they work with children, especially in support good behaviour and collective worship.</p> <p>A discussion took place covering when would be a good time to review the MV&amp;Vs, how they are regarded in relation to continuity of the school's ethos, how they had changed at the last review, and a recent specific example of how the value of kindness was used in a collective worship session.</p>	
110	<p><b>Collective worship</b></p> <p>This is a focus of a SIAMS inspection. Collective worship takes place daily. Children are keen to take part in leading prayers during assemblies and worship times. The area for development is to increase the children's involvement in developing planning and content. An imminent meeting of the Deanery Group will have this as an agenda item.</p> <p>One governor suggested the considering the re-introduction of singing, with backing tracks if necessary, into the Wednesday collective worship to enliven and make a more meaningful experience. The Head recognised this suggestion as valid.</p>	
111	<p><b>Governor training</b></p> <p>Following the Clerk's attendance at local authority governance briefings the need for governors to complete training on prevent and cyber-security was advised.</p> <p>It was agreed that the Co-Chair share a link with all governors for the Department for Education's prevent awareness training for governors. Mr Baker volunteered to be the one governor to complete cyber-security training for governors and the Co-Chair agreed to share a link to a government training course.</p>	<p><b>EC/All</b></p> <p><b>EC/BB</b></p>
112	<p><b>Policies</b></p> <p>Low Level Concerns Policy 2023  Fire Emergency Evacuation Plan 2024  Special Educational Needs (SEND) Policy 2024  Science Policy 2024</p>	

	<p>It was agreed to allow 7 days for comment or approval before these will be taken as approved.</p> <p>The Head commented on the content of the Low Level Concerns Policy and expressed his view that the policy may never be needed. A brief discussion took place on the method, location and ongoing security of the any information that may need to be recorded.</p>	
113	<b>Chair's Action</b> – Chris Snell approved and signed the School Financial Value Statement in time for submission to the local authority by 31 <sup>st</sup> March.	
114	<p><b>Date of next meeting</b> – Thursday 16<sup>th</sup> May 2024, 7pm in the Staff Room</p> <p>Is the search for a Foundation governor candidate still on pause? This needs to come off pause. There are a couple of promising people who've expressed an interest.</p>	

## ACTION TABLE

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	100	Head – inform governors of the Create exhibition date	When available	
2	100	KG/Clerk – any comment re the meeting with LA on Tomlin Centre	May agenda matters arising	
3	101	DR/CL – write and send monitoring visit report to Clerk for GVO and next agenda	By next FGB 16 <sup>th</sup> May	
4	102	Clerk – add subject leader visits to May agenda	Post meeting	
5	106	Clerk – include a visit from Pastoral Support Worker in agenda plans	Post meeting	
6	111	EC/All – EC send link to government Prevent awareness training to governors. All – complete the online training and inform Clerk for records	EC – post meeting All – by end of term	
7	111	EC/BB – EC send link to BB re government cyber security for governors training. BB – complete the training and inform Clerk for records	EC – post-meeting BB – by end of term	