



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 27th April 2023, 7pm in the Staff Room

Meeting Focus – Curriculum & Ethos, Christian Distinctiveness

The meeting was opened with prayer.

		Action
	<p>Present: Brian Baker, Emma Craughan, Mike Jee (Head), Al Knox, Leila Kemp, Carolynn Lorimer, Debbie Ricks, Chris Snell (Co-Chair)</p> <p>Apologies: Helen Fletcher-Reilly, Kate Goater, Mark Standen (Vice-Chair)</p> <p>Clerk: Jennie Ring</p> <p>Also present: Jane Burke - prospective LA Governor</p>	
139	Apologies for absence – were received and accepted from Helen Fletcher-Reilly, Kate Goater and Mark Standen.	
140	Declaration of Interest – none	
141	Urgent matters to be considered for inclusion - none	
142	<p>Appointment of Jane Burke as Local Authority Governor</p> <p>Mrs Burke's nomination was approved by the local authority on 4th April 2023. Mrs Burke was asked to leave the meeting while governors voted and agreed to appoint her as LA Governor, the term of service being 4 years.</p>	
143	Approval of minutes of meeting 16th March 2023 - were agreed and signed.	
144	<p>Reflection</p> <p>The Head mentioned that the interviews to appoint a Teacher in Charge of the Special Support Centre (SSC) had taken place, giving some information about the candidate appointed and the positive feedback received from unsuccessful candidates – how the welcome and process had been a positive learning experience for them. There was an SSC funding meeting earlier today attended by local authority representatives, the Chair, Head and others involved.</p> <p>The Performing Arts Studio is now complete and in use with lettings already booked.</p> <p>A discussion took place about the arrival, care and accommodation of the chickens from the British Hen Welfare Trust to the school.</p>	

	The Clerk noted in minute 132 of the March minutes governors operating in generative mode with the two questions asked there.	
145	<p>Matters arising</p> <p>General matters arising – The Y6 Leaver’s Party is booked for 7th July, 5-7pm, with the use of the swimming pool at Arundel Lido. The fee is payable all at once.</p> <p>The Clerk brought governor’s attention to the need to elect a Chair at the July meeting to cover the summer holiday period as the current Chair is resigning from the board at the end of term. A Chair for the next academic year will be elected in September. This could be the same or another person. If a Chair cannot be elected the role needs to be taken up, month by month, by governors in turn.</p> <p>The Clerk brought governor’s attention to the absence of the Vice Chair until September’s meeting. There is no statutory requirement to elect a temporary Vice-Chair. Following discussion of board circumstances it was agreed that Mr Snell operate in the role of Vice-Chair when necessary, chairing meetings and handling any Chair’s Action where the Chair is unavailable.</p> <p>The action table from March’s meeting was reviewed:</p> <p>Item 1 (minute 130) – The Head was unsure whether details of a possible auditor had been passed to the Bursar. The Co-Chair agreed to check with the Chair or speak to contact himself.</p> <p>Item 5 (minute 134) – A quote of £5000 has been received for inclusion of a fire exit in the Studio. This is not a fire requirement. The work could be done at some point in the future but is not feasible now.</p> <p>Item 6 (minute 135) – this is still outstanding. The Head commented that absence figures for teachers were good.</p>	<p>Clerk Chair Mr Knox</p> <p>Co- Chair</p> <p>Head</p>
146	Questions arising from monitoring visits - none	
148	<p>Strategic Plan for Learning & Development (SDLP) progress update</p> <p>The Head referred to the report included in the meeting pack reporting on this item, adding a little more information and giving space to the Staff Governor to add her comments.</p> <p>The school where Curriculum Adviser, Jonathan Lear, works received a judgement of outstanding from Ofsted with particular mention of curriculum. The approach taken by the school to the scheduling and teaching of subjects like geography and history is through 5-week blocks per subject, making connections between subject areas. There’s a lot more content on teaching children the skills to be a geographer/historian. Progression is mapped with children needing less and less scaffolding to support learning as they progress up the school years. It’s a broader and deeper view of curriculum. We are in early stages, the first year. The curriculum will develop further next year.</p> <p>Who is the history lead? It’s the Head at the moment. Next year Early Career Teachers can take on subject lead roles – 2 leads per subject in history, geography and art.</p>	

	<p>A group of teachers from another school recently visited to observe Maths Mastery.</p> <p>The purpose of the work with Maths Mastery is to address attainment levels, which has been bumping along at national average.</p> <p>Expectations for attainment levels for phonics are above national average due to the introduction of Monster Phonics. In Y1 Learning Support Assistants (LSAs) have identified children who would benefit from intense 10 minute 1:1 sessions – about 8 in each class. Teacher feedback is good. These children are not reaching ARE (age-related expectation)? Yes, or borderline, or really not on track for the phonics check.</p> <p>With reading, challenges arise from lack of reading at home and where understanding and comprehension still needs input. A brief discussion took place on reading, the differences between boys and girls, where children should be by the end of Key Stage 1 (KS1), and the next steps and skills for KS2.</p> <p>Returning to the curriculum as a whole, the current work being done is developing the curriculum topics and projects with the skills set behind them. Staff understand the purpose of this, where this is headed and how it's going to be. Curriculum takes the lead, rather than teaching taking the lead, which is a change in mindset from a traditional view to a view that has skills for society in focus.</p> <p>Is the goal to use curriculum blocks then, like the Curriculum Advisor's school's model? It's something to develop over several years. At the moment it's all subjects every week.</p> <p><i>Mrs Parris joined the meeting via zoom.</i></p>	
147	<p>Curriculum update from Subject Leads – Science and Geography</p> <p>The Geography Lead was unable to attend the meeting.</p> <p>The Science Lead began by saying she had taken over the leadership of science this year and it is in a very good place, then referred to the Science document that was part of the meeting pack, giving a little more detail about its contents and future intentions. Topic work is progressive through the years. There is a large amount of information about the skills covered and embedded into the curriculum which was not included in the document presented. Science Week involves practical activities and this year included a very good quality virtual visit to the Rampion Wind Farm for Y4, which will be repeated for future cohorts.</p> <p>What do the colours in the table mean? It indicates topics related to the three strands of science.</p> <p>A brief discussion took place on possible places to visit or people invite to school during Science Week, eg local museums and STEM (Science, Technology, Engineering and Maths) Ambassadors.</p> <p><i>Mrs Parris left the meeting.</i></p>	
149	<p>Pupil Premium (PP) Strategy progress update</p> <p>The Head recapped the big picture on PP funding - £1400 per child totalling £60-70K. An accountable strategy plan is required to support children including intervention and</p>	

	<p>broader opportunities. Most of the funding is used to cover staff costs – those who work with some PP children and who deliver interventions involving PP children. Now it can't be seen as additional money to be used for PP children; if it was taken away the school would lose 2 or 3 staff members. At the moment it is also being used to fund absence cover costs of Teaching Assistants (TAs) who work alongside PP children more on balance than others. And the Inclusion Lead's costs? Yes, although quality first teaching applies overall the inclusion work does touch PP children to some degree.</p> <p>Has the school identified PP children – do you think there are any unidentified? Teachers are diligent with this now, but it's not always clear from their knowledge and impressions of a child and family who might be eligible. Does something go in the school newsletter? Yes, it has in the past and when Y2s become Y3s and universal school means cease. It's evident that applications are made because the school receives letters regularly indicating that children aren't eligible – the bar is low.</p> <p>The Head referred to the table in the update notes that were part of the meeting pack and took questions for clarification and comment.</p> <p>Y5 at 30% is low... Yes, some PP children also have special educational needs (SEN). It would be good to see PP and SEN figures separately.</p> <p>The Head spoke of the challenge of supporting PP children given the level of funding available now and into the future, with a falling roll and therefore falling funding.</p> <p>A discussion took place around the understanding of the issues that the public and parents have of the challenges, the low aspirations some have for now and the future, the impact and cost of the 6 weekly PP progress meetings, the level of parental support for children's work at home, the use of Lexia and its monitoring to ensure it's being used by those who will use it. The monitoring of this is being done well by one of the support staff.</p> <p>Is this overall picture the same in every school? Yes.</p> <p>Is pupil conferencing still going? Yes, it's now in its second year, with Covid catch up money. It's so effective the school would do it even if there is no PP funding to cover it, but it's one thing that would go if finances became insecure. It costs £7.5K per annum.</p> <p>Thinking about aspirations, how can you/do you encourage higher aspirations? By bringing visitors in, eg authors, supporting the development of children's cultural capital, teacher feedback, pupil conferencing, and targeted support while maintaining the quality first teaching and the teacher's responsibility towards all children in the class with the TA and Individual Needs Assistant (INA) working alongside them.</p> <p>Are teachers upset about the targeted support as opposed to former blanket support? Some are.</p> <p>Do you have pupil voice on Lexia and other programmes like that? Yes, it's positive overall.</p>	
150	<p>Teaching and Learning monitoring</p> <p>Pupil progress meetings take place for all year groups every 6 weeks and are a way to hold teachers to account collaboratively with minuted actions to revisit for outcomes.</p>	

	<p>Early career teachers (ECT) have a two year package for continuing professional development. The provider the school uses is Ambition. The EC teachers have a mentor on the staff, a morning of non-contact time and an afternoon spent with the year group partner. The observations the mentor makes are 15 minutes with specific targets to work on. At a follow up meeting reflection takes place and a decision is made on whether to put new targets in place or continue with the same targets. Sometimes it is appropriate to demonstrate while the EC teacher observes.</p> <p>There are three ECT's? Yes. The expectation is that they stay in their year group? Yes, it's a chance for experience to become embedded.</p> <p>The time for mentoring and planning, preparation and assessment (PPA) reduces next year so there will be less call on finances. Having three ECTs is rare but is working well.</p> <p>The ECT package contains 3 areas split into modules which are logged, reflected on and begun when the area is already read about and known about. A brief discussion took place around progression linked to performance that ECT teachers could make following a comment that on average it will take about 7 years for teachers to be at the "top of their game".</p> <p>Is Ambition purely a structure? Do mentors get support? Yes, mentors get 2 and a half days support and support in-programme. It's like a framework? Yes, and a mentor can email the team.</p> <p>How are you finding the ECT programme compared to the NQT arrangements? And what can you say about the EC teacher's progress? It's difficult to compare and it's too early to say anything meaningful about the teacher's progress – each teacher is different. Just wondered because of the funding – are we seeing fruits? It's difficult to say. The new package is good, is a useful tool, it does take a lot of time, and involves school finances.</p>	
151	<p>Academisation update</p> <p>The Head referred to the update notes for the meeting, adding some detail – the number and spread of local schools considering forming an academy and the next steps in the process of coming to a decision on whether to do this or not. It is hoped to have a decision made by July.</p> <p>A discussion took place covering what current academies in the Diocese look like; what they offer; whether what the school and others considering creating an academy have defined what they are looking for in an existing or new ; what the benefits of academisation are to the school; what other schools are keen to form a new academy; the source of academy funding; the effect on the funding the local authority receive from government and who will work together on strategy. The formation of a new academy would build on current collaborative working, formalising the relationships, taking advantage of economies of scale and sharing staff. The key considerations are what is best for the children and what will the best way to create school improvement.</p>	
152	<p>SIAMS self-evaluation (verbal) update SIAMS – Statutory Inspection of Anglican and Methodist Schools</p> <p>The Head referred to the update notes for the meeting. An inspection is not expected to happen within the next 15 months.</p>	

153	<p>Special Support Centre (SSC) – Funding and appointment of Teacher in Charge</p> <p>At the SSC funding meeting that took place earlier today discussions took place on the finances, what kinds of children to admit to the SSC, procedures for admissions, and how much say the school has in that. The intention is to start with 3 children in the first year and build up to 12 children over the years. Finances have to be ringfenced. The school has been asked to compile a schedule of costs for everything that will be required to run the SSC.</p> <p>When will the front of the school be disrupted? During the last 2 weeks of this half term and after half term.</p>	
154	<p>Policies</p> <p>SEND Policy 2023 – How long will the member of support staff who is assigned to the SSC be in place once the Teacher in Charge is in post? She will stay with us. The Staff Governor outlined the member of staff’s role and how she’ll continue to provide support once the SSC is set up. Would we lose resources if we academised? No, this is a local authority priority.</p> <p>The SEND Policy 2023 was approved.</p> <p>The Early Career Teacher Policy 2023 and Collective Worship Policy 2023 are still being written/reviewed.</p>	Clerk
155	<p>Chair’s action</p> <p>A discussion took place on the events, issues, considerations and actions to be taken relating to a recent racist incident.</p> <p>A decision to put in place the photocopier lease agreement was made with the Head.</p> <p>An update on developments arising from last year’s issues was discussed and is the subject of a Part II Confidential minute.</p> <p>An update on the progress of the claim for compensation with regard to disruption by previous building works was asked for and some detail given about the process, which is still ongoing.</p>	
156	<p>Date of next meeting – Thursday 18th May 2023, 7pm, in the Staff Room.</p>	

ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	145	Clerk/Chair/Mr Knox – do we need to agree actual total amount? Next agenda	Post meeting	

2	145	Co-Chair – check with Chair re possible auditor details before further action	Post meeting	
3	145	Head – staff absence figures	For next meeting – 19 th May	
4	154	Clerk – ECT Policy and Collective Worship Policy – agenda planning 12 th May	For next meeting – 19 th May	