



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 4th July 2024, 7pm in the Staff Room

Meeting Focus – Round up

The meeting was opened with prayer. Emma Craughan chaired the meeting.

	<p>Present: Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Leila Kemp (via zoom) Al Knox, Carolyn Lorimer, Chris Snell, Mark Standen (Vice Chair)</p> <p>Apologies: Debbie Ricks (Co-Chair)</p> <p>Clerk: Jennie Ring</p> <p>Also present: via zoom: April Martin (via zoom)</p>	Action
144	Apologies for absence – were received and accepted Debbie Ricks	
145	Declaration of Interest – none	
146	<p>Membership of the governing body and succession planning</p> <p>There is one Foundation Governor vacancy, for which there is a possible candidate. The Clerk agreed to seek advice from the Diocese on the eligibility of the candidate given their circumstances.</p> <p>Emma Craughan's term of service comes to an end in November 2024, and has confirmed she will be applying for reappointment as a Foundation Governor.</p> <p>Nominations or self-nominations for Chair from September were invited. Following a discussion the governors asked the current Co-Chairs to confirm their future intentions.</p>	<p>Clerk</p> <p>Co-Chairs</p>
147	Urgent matters to be considered for inclusion – none	
148	Approval of minutes 13th June 2024 – the minutes were agreed and signed.	
149	<p>Matters arising</p> <p>General matters arising</p> <p>The Co-Chair thanked Mrs Lorimer for being part of the local authority SEN (Special Educational Needs) working group and for reviewing their minutes.</p>	

	<p>The Co-Chair commented on the value of the input from the two staff members who attended last month's meeting.</p> <p>The Co-Chair invited governors to reflect on what strategic decisions the board had taken this year. The success of the Tomlin Centre was mentioned – integrating well with the mainstream school.</p> <p>The action table from June's meeting was reviewed:</p> <p>Item 1 (minute 199/133) – the date for Create exhibition of artwork is not yet planned, but will be in autumn term.</p> <p>Item 2 (minute 199/133) – monitoring visit reports are still outstanding</p> <p>Item 3 (minute 122/133) – a visit by two governors to the Bursar is planned for tomorrow.</p> <p>Item 4 (minute 137) – the Head agreed to ask Mrs Bray for pupil voice update.</p> <p>All other actions were complete.</p>	<p>CL/DR</p> <p>Head</p>
150	<p>Questions arising from monitoring visits</p> <p>One governor visited Early Years to observe how children have progressed through the year.</p> <p><i>I know you receive information about children from pre-school settings like William Older, what about those who've come from child-minders? The most valuable information comes from meeting with parents, and for those few children who've not been at a pre-school setting this is the information we rely on. Might there be follow up meetings to explore a child's needs more fully? That could happen, especially if there were some special educational need (SEN). Regarding staffing, the school knows enough in good enough time to deploy staff to meet children's needs. There are extra support staff in EY, Y1 and Y2, in any case, to support a strong start.</i></p> <p><i>For children with EHCP (Educational Health Care Plan) is there a lot of 1:1 support required and is there extra funding for this? It's very unusual to have an EHCP state 1:1 support and a good school will be doing what an EHCP requires anyway. If there is a 1:1 need stated, higher needs funding is available, but costs still won't be fully covered by this.</i></p> <p><i>Where is the impression that EHCP equals 1:1 support gleaned from, do you think? Somehow parents think it will. The Head gave detail around the volume of applications for EHCP and the process for putting an EHCP in place. Applications can even be at a late stage in primary school because of parental concern as children approach transition to secondary school.</i></p> <p><i>Can a school ever turn down the admission of a child with an EHCP? Practically that's not possible. The local authority SEN Administration Team decide.</i></p> <p>A brief discussion took place on waiting times for assessment of learning needs through local authority bodies and the place of private practices in the picture.</p>	

	<p>While waiting for Mrs Martin to arrive at the meeting the Head began to address agenda item 152 – School Development Plan progress update:</p> <p>The Head referred to the report and table that were part of the meeting pack, summarising some main points with regard to Maths Mastery. A discussion took place around the Lead’s expanding role outside of school, funding of it and for additional cover, income from it – finally being cost-neutral – who would take her class when she is out of school, and on what terms.</p> <p>With the focus on Y3 and Y4 this year and extra input there, are the desired outcomes in Maths being seen? Yes, improvement has been observed. Overall, the Maths Mastery will take 5 years to embed throughout the school, improving outcomes, with faster and deeper progress. Is White Rose still used? Yes, adapted to the Maths Mastery approach. The Head invited governors to observe a Maths Mastery class, especially in Y2.</p> <p>Mrs Martin joined the meeting via zoom.</p>	
151	<p>Evaluation of impact of RE and collective worship – RE Lead visit</p> <p>Mrs Martin began by speaking about RE. The RE curriculum, guided through the use of Understanding Christianity, is now fully embedded having been used for 9 years now. Some newer staff haven’t yet received formal training but have learned from fellow staff, and there is formal training available soon from the Diocese. On observing each year group, the teaching of Understanding Christianity is very good and consistent across year groups. Although books are good, there are some areas for development – verbal work isn’t reflected so well there, and this is common in other schools. A Class Book has been introduced to record whole class activity, special events and pupil voice.</p> <p>At a staff meeting next week staff will explore how themes from RE join up with learning in units of RE on other religions and with learning through Create, Explore and Discover. Mrs Martin and the Head spoke in more detail about themes, words, and values that thread through the RE curriculum, and how these inform key concepts, approaches to teaching, links with school values and assembly work across the school.</p> <p>How many lessons in Faith & Wonder are there per week in each year? One RE lesson per week – varied in length according to age and influenced by the unit concerned and links to other learning and values. Do the children enjoy it? Yes, and they ask good questions from enquiring minds, they think deeply and make connections, which is so different to a few years back. Children are very mindful and thoughtful, bringing up links with school values themselves, and this is reflected in their behaviour.</p> <p>How is the Collective Worship? The themes for this year have worked well. The current theme, miracles, can be challenging for staff. Content of assemblies is revisited in classes. Themes for next year, to fit with new aspects of the SIAMS inspection framework, will be planned soon. Is there any linkage between the assembly themes that the Head and the clergy give on their respective days? The clergy theme for this term has been fruits of the Spirit. There is natural linkage. However, it’s something to bear in mind as plans are made for next year. The re-introduction of singing/music has been a good development this year – with a mix of traditional and modern songs, to piano or backing track accompaniment.</p> <p>Collective worship is whole-school on Mondays, YR-3 on Wednesdays and Y4-6 on Fridays.</p>	

	<p>The Head thanked Mrs Martin.</p> <p><i>Mrs Martin left the meeting.</i></p> <p>The Head affirmed Mrs Martin as Subject Leader and spoke briefly about the area for development arising from staff movement before making comment on other subjects' aims in connection with the School Development Plan.</p>	
152	<p>School Development Plan progress update</p> <p>Making comment on other subject leadership aims in connection with the School Development the Head spoke briefly - this will involve embedding, planning, presenting and cross-curricular work over the 3 years it takes for a subject to become embedded. Brief detail was given on English and writing data. The data for writing is about the same as last year.</p>	
153	<p>End of year results: SATS, KS1 teacher assessment, phonics checks, KS2 update, multiplication table checks, EYFS outcomes</p> <p>The Head summarised the information in the report that was part of the meeting pack, adding that last year phonics check results showed 90% of children passing. The difference this year can be attributed to a few with children with very specific special educational needs. There is no longer any SATS for Y2.</p> <p>The Head stated that the SATS results, along with locality comparisons would be shared immediately on their receipt – due 8th July.</p> <p><i>Is there a sense of competition among locality schools?</i> Not really, it's good to have comparisons. I know St Margaret's children have done well in phonics and writing at greater depth.</p> <p><i>How will parents get feedback?</i> Through end of year reports, with Y6 receiving individual information, last year's picture, the national picture and this year's school picture.</p> <p><i>Other end of year assessments?</i> All year groups' children receive a report with in-house assessment of reading, writing and maths. Results are shared in the locality through moderation to ensure testing is robust. A little more detail on the what, how and purpose of moderation was discussed.</p> <p><i>The £5 token for achievement of reading milestones – how many children received this last year, and how much of an incentive is it?</i> I don't have figures for that – a token was awarded to children who'd read a certain number of books, the numbers going from 20, to 50, etc. The scheme is on hold due to financial constraints, if possible for reinstatement at some point in the future. The display of pictures of those who've received a token is a mixture of children we'd expect to see there, but a lot are not "natural readers", which indicates it is an incentive that works. <i>I wonder what will happen without the incentive.</i> Not sure, although the school will continue to encourage a love of reading, with good books and the investment in a librarian who directs children very well to appropriate books. Other ideas on how to raise money to keep the token scheme going were aired.</p>	Head

154	<p>Staffing update: wellbeing, absence, resignations and appointments, staff voice</p> <p>The Head referred to the staffing information contained in the report shared as part of the meeting pack – the result of work by the Senior Leadership Team (SLT) to bring together staffing needs, desires, best fit thinking, minor amendments and reviewing before finalising the table.</p> <p>The Assistant Head for Inclusion spoke of meetings with support staff to explain reasoning behind decisions, to review the year, give encouragement and ensure support staff know the full picture. As part of transition plans support staff discuss the needs of the children they will be working with and are encouraged to spend some time in the classes the children are currently in.</p> <p>The staffing picture and expected children for the Tomlin Centre were summarised.</p> <p>The financial picture for staffing was touched on, reminding governors that some schools in the locality are having a harder time than St Margaret’s and of the need to remain mindful over the next 2 or 3 years of admission numbers. Has the financial picture been shared with staff? Yes, they know the budget is tight, the reasons for it and are mindful, knowing that pupil admission numbers are key. It is also heard to drop into informal conversations between staff at times. A brief discussion took place on the capacity of the school and whether a child who has withdrawn from admission to the Tomlin Centre will be replaced by the local authority SEN Administration Team.</p>	
155	<p>Absence and Fixed Penalty Notices (FPN)</p> <p>A detailed discussion took place on this issue following the Head’s summary of the main points of the government and local authority guidance on absence and FPNs.</p> <p>The discussion covered the Head’s current practice in responding to requests for authorised absences; the intricacies involved in deciding if the reason for a request can be regarded as being “exceptional circumstances” given that this isn’t defined anywhere; whether it is helpful or not to convert the guidance into a policy; the transparency of making the guidance available to parents; recent incidents which have brought this issue into focus again; what the governing board may do in relation to the issue; what has already been communicated through the school newsletter on the issue; points that could be made in future communications including an intention and desire for openness in requests and responses to requests; the issue of whether or not to ask for evidence along with a request application; and what parental actions communicate to children.</p> <p>The Head asked for governors support for his approach, aiming for fairness and pastoral-awareness.</p> <p>Governors expressed their support for the Head’s approach.</p> <p>It was agreed that a governor be given an Attendance Lead role to meet with staff involved once a term and look at forms submitted for authorised absences to support governor oversight.</p> <p>It was agreed that it would be acceptable in terms of fairness and safeguarding to request evidence in connection with a request for authorised absence.</p>	Clerk

156	GDPR and website compliance This item is on the agenda for awareness-raising and to give opportunity for governors to ask any questions. The Head summarised the brief written report that was part of the meeting pack and confirmed the names of the office staff responsible for auditing the website and policies.	
157	Inset Days 2024-25 – 2nd Sept 2024, 21st and 22nd July 2025 These three inset days were approved, the time covered by the July days to be spread over the year as twilight sessions. A discussion took place on inset days – the effect of having these two days in July on children’s attendance, when other inset days will be planned, with what notice, and how these will be communicated about with parents. <i>How do you feel the inset twilight sessions went this year?</i> They were very focussed, and in some ways more useful than a whole day or a staff meeting input, although whole days are useful too. The twilight sessions are from 3.30pm until 6pm with staff given plenty of notice, and this year were often on curriculum development; one was on writing moderation.	
158	Approval of Terms of Reference 2024-25 The Terms of Reference for Pay Review Committee and Performance Management Committee were part of the meeting pack, with no amendments from last year’s versions. It was agreed to give 7 days for comment. If no queries are raised by then, it was agreed to take them as approved.	Clerk
159	Governing board self-evaluation – no progress has been made with this.	
160	Stakeholder voice plans 2024-25 Stakeholders are parents, children and staff. A discussion took place on conducting a parent survey in September, anonymised through Survey Monkey. A question was asked about who would devise the questions. It was agreed that feedback received from parents through email and EHCP annual reviews be shared with governors. <i>How do you feedback results and actions taken following surveys?</i> Percentage figures have been shared in the past. <i>What would you do if 4 or 5 parents expressed the same concern?</i> Through the newsletter share a “you said, we did” statement.	LK
161	Skills Audit and governor training The Clerk asked governors to update the skills audit integral to GVO, and even if no change was needed in responses to the statements, to alter the date to indicate the audit had been reviewed. The Clerk reminded governors of the minimum annual training in safeguarding through Keeping Children Safe in Education available in September, and of other sources of training on the governance role in safeguarding. A brief discussion took place about membership of the National Governance Association, covering levels of membership, costs and from where the cost would be paid if the board were to become members.	All

162	Policies – none	
163	Chair’s Action - none	
164	<p>Date of next meeting – Thursday 19th September 2024, 7pm in the Staff Room</p> <p>The Clerk agreed to add next year’s meeting dates to the GVO calendar.</p> <p>Over the summer holidays Active8 will be operating a holiday club, arrangements have been made for the care of the chickens, and there will be a delivery of wood for Forest School.</p>	Clerk

ACTION TABLE – FGB 4th July 2024

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	146	Clerk – contact Diocese re eligibility of prospective Foundation Governor candidate	Post meeting	
2	146	Co-Chairs – discuss and communicate with governors intentions re Chairing next year	Post meeting	
3	119/133/149	CL/DR – monitoring visit reports – write and submit for GVO, etc	By end of term	
4	137/149	Head – ask Mrs Bray for a pupil voice update	By end of term	
5	153	Head – share SATS results with locality comparison information	By end of term	
6	155	Clerk – ensure an Attendance Lead role is incorporated into GB Roles and Resp for 2024/25	Post meeting	
7	158	Clerk – progress ToR’s through admin after 7 days and taken as approved	11 th July	
8	160	LK – compile parent voice from emails and meetings re EHCP annual reviews	For Sept meeting – 19 th Sept	
9	161	All – review and edit Skills Audit integral to GVO.	By end of term	
10	164	Clerk – add next year’s meeting dates to GVO	Post meeting	