



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 14<sup>th</sup> September 2023, 7pm in the Staff Room**

Meeting Focus – Beginnings

The meeting was opened with prayer.

A statement on confidentiality was given by the Chair, who for this meeting was Debbie Ricks.

	<p><b>Present:</b> Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Mike Jee (Head), Leila Kemp, Al Knox, Debbie Ricks (Co-Chair), Mark Standen (Vice Chair)</p> <p><b>Apologies:</b> Kate Goater, Carolynn Lorimer, Chris Snell</p> <p><b>Clerk:</b> The meeting was recorded in the absence of the Clerk. The recording will be destroyed when minutes are drafted.</p> <p><b>Also present:</b></p>	<b>Action</b>
1	<b>Apologies for absence</b> – were received and accepted from Kate Goater, Carolynn Lorimer and Chris Snell.	
2	<b>Declaration of Interest</b> – none	
3	<b>Urgent matters to be considered for inclusion</b> - none	
4	<b>Election of Vice-Chair</b> – Mark Standen was elected unanimously as Vice Chair for a year.	
5	<p><b>Approval of minutes of meeting 12<sup>th</sup> July 2023</b></p> <p>It was agreed that the minutes were a true reflection of the meeting and therefore could be signed.</p>	
6	<p><b>Matters arising</b></p> <p><b>General matters arising</b> - none</p> <p>The action table from July's meeting was reviewed:</p> <p>Item 1 (minute 193) – the Co-Chair's term of services was agreed to be 1 year.</p> <p>Item 2 (minute 195) – the monitoring visit report is still pending</p> <p>Item 2b (minute 197) – Mr Standen noted the vacancy for a Foundation Governor for this month's Parochial Church Council (PCC) meeting.</p>	<p><b>KG</b></p> <p><b>MS</b></p>

	<p>Item 3 (minute 198) – Governors found the skills audit integral to Governor’s Virtual Office, confirming that this was something that required updating each September, along with information for the register of interests.</p> <p>Item 4 (minute 199) – one governor has completed the NGA module on safeguarding, the governor’s role.</p> <p>Item 6 (minute 207) – The Data Protection Policy requires updating on dates and name of Chair. The Clerk was assigned an action with the school secretary.</p> <p>The Science Policy – a discussion took place following a question from one governor on whether the statement on how often science lessons are typically scheduled is still accurate. The discussion covered the pattern of science lessons since revision of the curriculum; what areas of science might fit under the explore, discover, create headings; confirmation that there has been no decrease in science taught, but the spread of lesson time could be different; who wrote the policy, when it is due for review, and how it would be tracked. <a href="#">Is the detail in the policy still accurate?</a> The wording needs tweaking. <a href="#">Will we get the update in March 2024, so that policy reflects practice?</a> Yes.</p> <p>All other actions were complete.</p>	<p><b>All</b></p> <p><b>All</b></p> <p><b>Clerk</b></p> <p><b>Head Clerk</b></p>
7	<p><b>Questions arising from monitoring visits</b> – none. One new governor asked when areas would be assigned. Item 10 covers this.</p>	
8	<p><b>Membership of the governing body</b> - There is one vacancy for a Foundation Governor. Efforts to find a new governor are with Mr Standen.</p>	
9	<p><b>Annual Compliance – Keeping Children Safe in Education (KCSiE), Code of Conduct, Register of Interests, Confidentiality (see Code of Conduct Statement)</b></p> <p>Governors were asked sign the sheets tabled at the meeting or indicate through GVO that KCSiE had been read and understood; that the Code of Conduct was approved by them and that the Register of Interests was up to date. The Code of Conduct was approved for signing.</p> <p><a href="#">What’s being done about the monitoring and filtering of internet use connected with new elements of KCSiE?</a> The Children &amp; Family Worker, also Designated Safeguarding Lead (DSL), is leading on this, looking at the current filtering system, called Lighthouse, through which she can see children’s searches, with inappropriate searches flagged up if a the “return/enter” is clicked, and which class the searches emanate from. Individual children can’t be identified since class passwords are used. <a href="#">What about when iPads are used, are they numbered?</a> Yes. The monitoring and filtering connected with their use is something that will need addressing.</p> <p>The Head invited governors to submit more questions for the DSL or the school’s IT support from the local firm JSPC, from whom the DSL receives regular reports and who’s services include server maintenance, networking and filtering costing £6K per year.</p> <p>Teaching staff have to answer questions to check understanding of filtering and monitoring as part of training in KCSiE. There is regular input on safeguarding including</p>	<p><b>Clerk</b></p>

	<p>a morning's training in September and scenarios for discussion, through an inset day and through pigeon holes respectively. <a href="#">Does this cover catering staff too?</a> Yes, all staff.</p> <p>The work of the DSL in the St Margaret's community on safeguarding was acknowledged, including monitoring of groups of staff.</p>	
10	<p><b>Governing Board Roles &amp; Responsibilities 2023-24, including Lead Governors, monitoring areas and Committee members</b></p> <p>The draft Roles &amp; Responsibilities document for 2023-24 was discussed. An edited version for final agreement is an appendix to these minutes and the document will be brought to the October meeting for finalising and approval.</p> <p><a href="#">What's the goal in monitoring, how often?</a> Once a term is sufficient. The Co-Chairs and the Head agreed to meet before the next meeting to discuss goals. The Governor Monitoring folder in GVO contains some pro-formas and information to guide visits and reporting.</p>	<p><b>Clerk</b></p> <p><b>CoCh Head</b></p>
11	<p><b>Governor Day dates</b> – a discussion took place on whether governor days could be whole days or half days and how many throughout the year. It was agreed that the Head and Co-Chairs meet to discuss and propose some dates - for agreement when more governors are present at a meeting.</p>	<p><b>CoCh Head</b></p>
12	<p><b>Governor training</b> – governors were asked to complete the National Governance Association module “Safeguarding: how to fulfil the governance role”, a link to which is in GVO through the meeting pack or the Training &amp; Compliance Records. The module takes a couple of hours to complete.</p>	
13	<p><b>Approval of the Headteacher Performance Management Committee Terms of Reference</b> – questions were asked about who had created and written the Terms of Reference, to which no-one knew the answer. It was not approved.</p>	<p><b>Clerk</b></p>
14	<p><b>School Development Plan (SDP) - review and priorities</b></p> <p>The Head referred to the report submitted as part of the meeting pack, giving more detail and background including:</p> <ul style="list-style-type: none"> <li>• Mention of Y5's success with “Create” seen through an exhibition of excellent quality work, which children looked at together.</li> <li>• The curriculum development has begun to change the way children talk about history and geography.</li> <li>• Progress on Ofsted's recommendation on leading children to greater depth in maths</li> <li>• Varying degrees of confidence in teaching of Maths Mastery amongst staff, and consideration of the subject while making decisions on staffing for the year.</li> <li>• Excellent results in reading and visits to St Margaret's by staff from other schools to observe.</li> </ul>	

	<ul style="list-style-type: none"> <li>Teachers needing to be mindful that children in higher years will not have begun their school life with the current developments in curriculum in place, and give input on stepping stones and background fill.</li> </ul> <p>The new SDP priorities will continue with new curriculum development Maths Mastery, adding the following:</p> <ul style="list-style-type: none"> <li>Teaching and learning – with a mixture of early career teachers, those with 3 or 4 years experience and those with more experience, the focus will be on the 10 core areas present in all teaching, as outlined in the report. Over 2 years work will take place through books, videos and inset days. The end result of this should be children being able to follow their own course of study and achieving greater depth.</li> <li>Preparing for the Tomlin Centre, with the new Centre Manager developing staff understanding of SEN. Work on reading and writing will continue in the background.</li> </ul> <p>A detailed 2-year strategic plan will be available to governors in due course.</p> <p><b>What is a working wall?</b> It's an evolving visual support that changes every day for children to look at. A new one begins each week.</p> <p><b>What is live marking?</b> Marking on the spot. A discussion took place on the advantages and disadvantages of the practice, which begins in Year 1, comparing it with marking at home.</p> <p>Governors were invited to visit school to observe a Maths Mastery lesson.</p> <p>Dates for the three sessions for teachers, to which governors were invited, led by the Tomlin Centre Manager on the areas listed in the report are: Tuesday 19<sup>th</sup> September, 3.30pm on autism and social communication; Tuesday 17<sup>th</sup> October, 3.30pm on using visuals to support autism and Tuesday 21<sup>st</sup> November, 3.30pm on all behaviour is communication. Parallel sessions for support staff will be held – dates to be confirmed.</p> <p>The Head gave a summary of the Centre Manager's background and experience. She has already observed key children and created resources. It is hoped that the Centre will be opening in January given that the builders are hoping to maintain their handover date of 7<sup>th</sup> December.</p>	<b>Clerk</b>
15	<p><b>Data outcomes review</b></p> <p>A detailed examination and discussion on the data presented in the report took place covering maths results; the reasons for the unexpectedly low percentage in maths; comparisons with locality results in maths; attainment in other areas compared to locality results; the pleasing attainment of greater depth in writing (which was moderated); checking of understanding of the figures; the possible reasons for differences in attainment between locality schools; the attainment of SEN children; comparisons of SEN children's attainment with other schools; the possible reasons behind these differences; the data being consistent over the years for St Margaret's; what can be done to follow up with parents on encouraging supporting children at home; what can be done going forward to address the maths results, particularly in Y6, who are the cohort with least experience of new developments in the maths curriculum; the question of whether</p>	

	<p>previous decisions on the approach to SATS practice enabled children’s readiness for the assessment – it was the Head’s view that the children <i>were</i> ready; and which schools were moderated in maths.</p> <p><b>How will maths results be improved?</b> The embedding of Maths Mastery while continuing to work with Y6, who had a poor Y4 due to Covid; through conversations with Y6 teachers through pupil progress meetings; planning interventions; and underneath this looking at what impact their teaching history may have had on outcomes. The aim is for 65-70% reaching or surpassing age-related expectations.</p> <p><b>Are you concerned about the new Y6 cohort?</b> Although somewhat challenging I’m not worried about them; they have experienced teachers who will be tracking progress and looking at SATS papers to support children’s confidence as the SATS approach.</p> <p><b>The data for Early Years (EY) shows phenomenal progress...</b> Yes, it’s easier to know why – the introduction of Monster Phonics and continuous provision. The current Y2 has only ever known continuous provision, which is about easy access to what children want to do with encouragement to question and develop, so children are doing different things and completely engaged with that. The current Y3 has had 1-2 years of continuous provision. Y3 learning becomes more formal. All staff who haven’t received training on continuous provision are visiting a school in Marlborough to observe the excellent practice there. The staff meeting in the first week of every month will have some input from EY teachers.</p> <p><b>Can we see how continuous provision is impacting following years?</b> It was observed that the standard of reading and writing of children at the end of Y1 last year was excellent, of high quality. Two governors affirmed this from their observations.</p>	
16	<p><b>External validation update (if pertinent)</b> – a report from the Diocesan Partner’s visit in June was part of the meeting pack. The next visit will look at the schools’ Christian distinctiveness.</p> <p><b>SIAMS?</b> St Margaret’s is not on the list to be inspected this year. <b>When is it expected?</b> Fairly certainly, it will be next academic year. The list of schools being inspected is published a year in advance.</p>	
17	<p><b>Tomlin Centre update</b> – see minute 14</p>	
18	<p><b>Staffing update</b> – a table presenting the staffing picture was part of the meeting pack. Teacher’s names are in bold. Some staff appear in more than one place as they are active in more than one class. Some support staff are giving 1:1 support, some are giving whole class support; some are part time, some job sharing.</p> <p>The Head spoke of the current situation – there are some challenging cohorts now present in school when funding is stretched. There are a lot more children with Educational Health Care Plans (EHCPs) than previous years, which present staffing and funding challenges. Parents often see EHCPs, which set out provision and targets, as an answer to their child’s needs when knowledge of the child and effective work being done with an individual child is already in place and taking place. More children are being given EHCPs for social and communication needs/autism.</p> <p><b>There must be an impact on staff and classes, can we say no?</b> No, it’s very difficult to say no to the admission of a child with an EHCP when a school is named. A detailed</p>	

	<p>discussion took place on the process, funding and comparison with other schools, noting that St Margaret's staff often identify children who would benefit from having an EHCP but this is not always the case in other schools.</p> <p><b>Are staff OK?</b> Staff seem to have had a good break and were ready for the start of term, beginning with the inset day. Support staff, who don't have to attend inset days were in attendance. There's a good feel in the school – a strength to it. The decisions on this year's staffing seem to be the right decisions despite quite a bit of change (particularly in relation to Planning, Preparation &amp; Assessment (PPA) time) enabling a balanced budget.</p>	
19	<p><b>Academisation update</b> – The Deanery group's intentions have had to evolve following half its parties making decisions with their governing boards to depart from the idea of something collective with the 8 schools originally a part of the group.</p> <p>Alternative options have been discussed with the Diocese's Director of Education.</p>	
20	<p><b>Stakeholder voice evaluation/plan</b> – The Head and governors were unclear on why this was part of the agenda.</p>	<b>Clerk</b>
21	<p><b>Policies</b> – the following policies were approved:</p> <p>ECT Induction Policy 2023  Data Protection Policy 2023 – subject to comments from Co-Chair for amendments  Safeguarding &amp; Child Protection Policy 2023  Low Level Concerns Policy 2023 – subject to comments from Co-Chair for amendments  Virtual Meetings Policy 2023</p> <p>The Science Policy will be updated in March 2024.</p>	<b>Clerk</b>
22	<p><b>Chair's action</b> – none</p> <p>The new governors asked for a staff list that includes first names. The Head agreed to ask the school secretary to provide this.</p>	<b>Head</b>
23	<p><b>Date of next meeting</b> – Thursday 12<sup>th</sup> October 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	6	KG – monitoring report to Clerk/GVO	November meeting (9 <sup>th</sup> )	
2	6	MS – vacancy for Foundation Governor – enquiries/PCC	October meeting of PCC	
3	6	All – review Skills Audit integral to GVO	By next meeting 12 <sup>th</sup> October	
4	6	All – complete the NGA Learning Link module “Safeguarding – the Governor's role”	By end of term	
5	6	Clerk – liaise with school secretary on Data Protection Policy and Low Level Concerns amendments as per meeting and GVO comments	Post meeting	<b>D</b>

6	6	Head – ensure amendments to Science Policy are made	For March 2024 FGB	
7	6	Clerk – note Science Policy review date and to governors March 2024	Post meeting	<b>D</b>
8	9	Clerk – Bring Code of Conduct for signing to October meeting	Post meeting/Oct 12 <sup>th</sup>	<b>D</b>
9	9	Clerk – bring sign sheets for 3 compliance items for governors absent at Sept meeting	12 <sup>th</sup> Oct	<b>D</b>
10	10	Clerk – Edit Roles & Resp document according to amendments on draft and bring to October meeting for finalising and approval	12 <sup>th</sup> Oct	
11	10/11	Co-Chairs/Head – meet to discuss monitoring goals and propose governor day dates/times	By next meeting 12 <sup>th</sup> Oct	
12	13	Clerk – bring Headteacher Performance Management ToR for approval	12 <sup>th</sup> Oct	
13	14	Clerk – find out an input dates for support staff sessions given by Tomlin Centre Manager	Post meeting	
14	20	Clerk – email Co-Chairs – explain why a part of the agenda	Post meeting	<b>D</b>
15	21	Clerk – progress policies through GVO folders, inform school secretary, note Science Policy review date		<b>D</b>
16	22	Head – ask school secretary to provide a staff list to new governors which includes first names		