



Learning God's Way

FULL GOVERNING BODY MEETING
Thursday 17th October 2024, 7pm in the Staff Room

Meeting Focus – Children's Welfare

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

	<p>Present: Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Leila Kemp, Carolyn Lorimer, Debbie Ricks (Co-Chair) Chris Snell, Mark Standen (Vice Chair)</p> <p>Apologies: Al Knox</p> <p>Clerk: Jennie Ring</p> <p>Also present:</p>	Action
14	Apologies for absence – were received and accepted from Al Knox	
15	Declaration of Interest – none	
16	Urgent matters to be considered for inclusion - none	
17	Approval of minutes 19th September 2024 – the minutes were agreed and signed.	
18	<p>Matters arising</p> <p>General matters arising - none</p> <p>The action table from September's meeting was reviewed:</p> <p>Item 1 (minute 5) – there is a prospective candidate with financial background and experience considering the Foundation Governor vacancy.</p> <p>Item 3 (minute 7) – a report on parent and pupil voice from Educational Health Care Plan (EHCP) annual reviews was received earlier in the week and was added to the meeting pack.</p> <p>Item 4 (minute 7) – a few governors are still to update the skills audit integral to Governor's Virtual Office (GVO). The last part concerning equality, diversity and inclusion which requires free-text responses, was mentioned by one governor.</p> <p>Item 5 (minute 8) – governors agreed the revised Code of Conduct. Two additional clauses were advised by email on 23rd September 2024.</p>	<p>MS</p> <p>CS, AK, BB,</p>

	<p>Item 6 (minute 9) – the Roles & Responsibilities 2024-25 document was agreed following confirmation of minor changes to areas for monitoring and year group allocations.</p> <p>Item 9 (minute 11) – it was agreed to leave this item, reviewing the list of policies hold in school, open until next meeting.</p> <p>All other actions were complete.</p>	
19	<p>Questions arising from monitoring visits</p> <p>There were 6 monitoring visit reports as part of the meeting pack with no questions arising. The governors who had visited were invited to comment.</p> <p>There were 30-40 at the Stay & Play, including a few children with Special Educational Needs (SEN). There were a range of questions about the Tomlin Centre from the parents of children with and without SEN reflecting differing concerns. Another Stay & Play has been arranged for 3.30-4.30pm on Wednesday 13th November. It was agreed that a representative from the church be asked to attend if possible.</p> <p>Following two governor’s visit to the Bursar one spoke with a local authority visitor to the Stay & Play event about the funds yet to be paid by the local authority in respect of the Tomlin Centre – this fact was acknowledged. The Bursar continues to be in contact with the local authority to try to resolve the situation. There has been a restructuring of roles and responsibilities within the local authority’s SEN body – SENAT (Special Educational Needs Administration Team). The school now has a different first point of contact at the team.</p> <p>When could this affect the school financially? Towards the end of the financial year. No funds from the main school budget will be paid out for the Tomlin Centre. A brief discussion took place covering the likelihood/need for a meeting with the local authority; the finances generally; applications for admission to the Tomlin Centre; the work involved around this and whether other similar centres were having similar issues with the local authority.</p>	MS
20	<p>Pupil Voice – visit from Mrs Bray</p> <p>Mrs Bray has sent questions to the School Council in order to support finding out what children would like in a new Headteacher.</p>	
21	<p>Recruitment update</p> <p>An appointment has been made for the maternity cover of the Teacher-In-Charge of the Tomlin Centre. There will be a handover period.</p>	
22	<p>Headteacher Report</p> <p>The Head briefly introduced the end of year results included in his report and took questions: For KS2 results how many children just missed? A lot, 8 children got 99 or 98. What happened when they were remarked? One went up to 100. Will anything be done differently this year – eg with interventions? This year interventions were as much as we could possibly provide. The Assistant Headteacher for Inclusion outlined the interventions that had taken place. The Sparx Reader platform was mentioned by one</p>	

	<p>governor. The Head commented that reading and writing is consistently high and that attainment in maths was lower than last year. A brief discussion took place on the challenge level of the SATS papers this year. With maths it is children's understanding of the language of the question rather than the maths and fluency that seems to be most challenging. The teaching of Maths Mastery (MM) is part of all teacher's appraisal objectives. The Maths Lead will be released to demonstrate lessons with the aim of consistent teaching across the school.</p> <p>Detailed discussion around MM continued covering the years in takes for MM to be embedded (4-6 years); factors that affect this, eg staff turnover and less able cohorts; the role the Maths Lead's observations play, the emphasis MM has on basic calculations (Number) which support the expanded aspects of maths later on; some differences between the old ways of teaching calculations compared to the MM way; whether newer teachers are familiar with MM; how staff adjust to teaching MM; whether others, apart from the Maths Lead, could in time be trained as a leader to avoid over-reliance on one person; the value of the Maths Lead delivering lessons and conducting reflective conversations with teachers; the focus for KS1 children this year; the particular focus for other year groups; how Y6 fit into the scheme of things; that at the moment MM is effective in younger year groups; the expectation that at the end of this year MM will be embedded and strong; whether there might be value in a Maths Club; and in response to this referencing back to how MM works with children of various abilities.</p> <p>The annual attendance figures were examined. Attendance was up from last year's 93.7%. Persistent absence was down from last year. Both were close to national levels. Is persistent absence falling nationally? Yes. Do we know what happened with Mole Class? It's likely connected to a bug that spread among that class. Overall attendance is going in the right direction. The PSW and Deputy Headteacher's following up of absence is thorough and persistent. It now feels like there are fewer requests for holidays in term time.</p> <p>The annual summary of suspensions was discussed covering the challenges of making a judgement on whether an incident was racist and maliciously intended or inquisitiveness, especially on the part of children with social, emotional or communication issues; actions taken following incidents identified as racist; the factors involved in making that judgement, how the law defines racist language; and how parental sensibilities might play into a situation. The Head expressed confidence in the robust approach taken.</p> <p>The annual summary of health and safety incidents was mentioned adding that the incidents have been discussed with staff with reference to future conduct.</p>	
23	<p>Pupil Premium (PP) strategic priorities</p> <p>The PP strategy plan for this year is much the same as last. Are other schools balancing their budgets with PP funds? Yes. It's difficult to say that all the PP funds received are spent on PP children. The support staff in place are key and compared to other local schools St Margaret's has more. However, the primary way PP children are supported is through quality first teaching with some interventions.</p>	
24	<p>SEND/PP/Children Looked After (CLA) provision and progress</p> <p>The Assistant Headteacher for Inclusion submitted a report, part of the meeting pack, on details of the SEND register. The second page was examined. No PP children in early years? Details of eligibility and a form was included in information sent to parents. It</p>	

	<p>was suggested there could be value in communicating about this again with parents in early years and across year groups.</p> <p>The first page, outlining details of the SEND Register as at October 2024 was examined. Children in the Tomlin Centre are not included.</p> <p>The cohort of children in early years this year seem stronger than the previous two cohorts, possibly due to the effects of covid on pre-school children now passing. It was noted that, in contrast, the current Y5 have the highest percentage of children with SEN. Does the percentage always tend to rise with each year? Yes, it's normal to see that trend as we get to know children. The draft EHCPs for 2 children in Y5 will be finalised soon. It was suggested that the EHCP process be outlined at another meeting. A brief exchange took place on current situations, expectations parents have of what having an EHCP will bring to a child, how realistic some of these expectations are, and the value and role of EHCPs in primary and secondary settings.</p> <p>Is the staffing structure still the same in early years? That is for discussion at an imminent meeting.</p> <p>Is there extra funding attached to an EHCP? Yes, there is some, but it wouldn't cover the cost of a staff member to work one to one with the child all the time or at all. Top-up funding can be applied for, and this has been done for most children with EHCP. A good school will do 99% of what is needed to support a child's needs anyway.</p> <p>The pupil and parent voice gathered from the annual review sessions with parents and children with EHCP, and shared as part of the meeting pack was examined. It was agreed that it is mostly positive, and that most parents of children with these higher level needs, at root, want their children to be content. Parents tend to be concerned about transitions and this will be looked at again in order to be able to give parents reassurance about the process and what's in place to support children in transitions. It was noted that many of the parents affirm that staff and the school know and understand their children and their children's needs well. Generally speaking, Forest School is also loved by children with an EHCP.</p>	Clerk LK
25	<p>Young carers</p> <p>There is one child in the school identified as a young carer, and is receiving support through the local authority. There are many and varied reasons behind a child bearing some home and/or caring responsibilities. A brief discussion took place on these, how support from the local authority is accessed, how school identifies children, and how accurate this would be given that there may be some reluctance to disclose, or it may be that a child knows no different. The school relies on the staff's knowledge of families.</p>	
26 & 27	<p>Pastoral Support Worker (PSW) update and Pupil mental health and wellbeing</p> <p>The work that the PSW does in relation to safeguarding and pupil mental health and wellbeing is very good. She joins the weekly or fortnightly safeguarding monitoring meetings and is in easy communication distance day to day with these staff.</p> <p>The Head summarised the main points provided from the PSW for his report. Feedback from teachers reveals that having the PSW 4 days a week means many children demonstrate modified behaviour and there is little need for reactive intervention, overall making a huge difference to the wellbeing of the school. She has good relationships</p>	

	<p>with children, is very effective, and when teacher's efforts with children need extra input from her this frees the teachers to work with the whole class and allows the children helped by her to learn.</p> <p>Is the first observation form still used? Yes. What is Mandy Lax's role? A children and family worker from the local authority, she and others like her, work with schools, liaising over situations as necessary, offering tailored input and reporting back to school. She can offer speedy response to need. Early Help support takes a long time.</p> <p>Are staff also under the PSW's remit? Yes. Using the government grant she is also training as a school Mental Health Lead.</p> <p>Who funds Mandy Lax? The local authority. When she runs sessions do parents attend? Yes, since those families have normally approached the school asking for help.</p> <p>The Head commented that since his arrival in the school, through the work of the former Children & Family Worker and the PSW, he has seen lots of dysfunctionality addressed and school is now a healthier place.</p> <p>How do you think full PPA (planning, preparation and assessment) days every two weeks has supported staff mental health and wellbeing? Feedback from staff has been requested. Weekly PPA time has been missed. However half day PPA, as it was, was often interrupted by other things. Staff conduct PPA partly in school, partly at home. Sometimes it is not possible to plan for 2 weeks' lessons in that time.</p> <p>Does wellbeing time still happen? No, that was only during covid. The dog that comes into school – is he available to staff also? Yes, and staff appreciate it.</p>	
28	<p>Admissions arrangements</p> <p>Since the school is still well undersubscribed, there is no need to make any changes to admissions arrangements. The census figure this year was 416, which is an increase from last year, but not full capacity. A brief discussion took place on the level of new home building in the area, the kinds of people that are, or are expected to move to the new homes, and provision for any children with English as an Additional Language (EAL) should that need increase.</p> <p>How are the children moving into Y3 from continuous provision faring? One of the classes has a higher than usual level of social, emotional and mental health need for which staffing was planned carefully. I am confident that the right level of support and staff are present in the class to support those special needs.</p>	
29	<p>Y6 Leaver's Party</p> <p>Since the governor who usually initiates arrangements for the Y6 Leaver's Party was absent the Clerk agreed to make contact with him as a prompt to begin the process of arranging this.</p>	Clerk
30	<p>Policies</p> <p>The following policies were agreed to be taken as approved after 7 days in which governors could review and comment.</p>	All Clerk

	Discipline Policy 2024 Discipline Policy Guidance 2024 Maths Policy 2024 Virtual Meetings Policy 2024	
31	Chair's Action – none	
32	<p>Date of next meeting – Thursday 14th November 2024, 7pm in the Staff Room</p> <p>A discussion took place about the planning application for another housing development near to school and whether governors could collectively submit objections related to increased traffic flow and increased danger to children. It was suggested that individual governors lodge objections. Discussion continued about parking by parents generally and measures taken to try and encourage more thoughtful and respectful parking.</p> <p>One governor asked for an update on the progress of the Headteacher recruitment process. A pre-ad has been published. The application pack's content is finalised and is with the designer. This will be checked again and the aim is for it to be released by 25th October. <i>Has there been any interest from the pre-ad?</i> No. The pre-ad states visits in November and December. The Co-Chairs thanked governors involved in the process so far. <i>Will staff voice feed into interview plans?</i> Yes, and pupil voice, most likely into some kind of activity, scenario or task. <i>Has the question from staff about Senior Leadership Team on the interview panel been resolved?</i> Yes.</p> <p>The next focus in the process is on how to proceed with tours and interviews.</p> <p><i>How are staff?</i> Some are feeling the unsettledness that comes with change. It was agreed that two governors visit the staff meeting on Tuesday 5th November (3.30-5pm) for a short time to give an update and an overview of the recruitment process.</p> <p>The focus of the inset day, joint with other locality schools, on 4th November will be quality first teaching.</p> <p>The Lead Governor for website compliance asked permission of the Head and governors for a login to the website since reception staff had mentioned difficulty in updating pictures and low storage capacity. This was agreed. It may be that all that is required is to purchase more capacity through the annual fee paid to the company that oversees the website. It may be that a temporary solution can be found in light of the possibility a new headteacher may in time, want to make wider changes.</p>	BB Head

ACTION TABLE – FGB 17th October 2024

D = Done

Blank = give update

	Minute:	Action from:	Action by:	Status
1	18/5	MS – any update on Foundation Governor vacancy	Next meeting 14 th November	
2	18/7	CS, AK, BB – review and update skills audit integral to GVO	Next meeting 14 th November	

3	19	MS – ask a member of the church team to attend the Play & Stay on 13 th November	13 th November	
4	24	Clerk/LK with Co-Chairs – decide when to schedule outline of EHCP process into meeting agenda	Post meeting	
5	29	Clerk – contact AK re Leaver’s Party	Post meeting	
6	30	All/Clerk – 7 days for approval of policies, update and move through GVO admin folders	24 th October	
7	32	BB and Head – liaise over a login for school website	Post meeting	