



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB
MEETING HELD ON WEDNESDAY 13 JULY 2022 AT 10:00

1. **Welcome and Apologies for Absence by the Co-Chair and a Prayer by AC , which was read out by the Co-Chair in her absence.**

Present –Chrissy Hornby (Co-Chair), Natalie Liddiard, Davina O’Brien, Malcolm Neville, Emma Perkin (*on screen, for the early part of the meeting*), Tristan Thorpe, Lenny Williams (HT)

Natalie Hobbs (Clerk)

Apologies accepted – Hilary Sanders (MAST CEO), Ann Critchley, Gill Mond, Laura Probert (Co-Chair),

Apologies not received – Damien Welch

2. **Approved:**

Declarations of Interest – No new declarations of business interests were declared.

Governing Body Membership (Item 4) – A Co-Chair warmly welcomed Malcolm Neville and Davina O’Brien to the Governing Body, as prospective governors. They were both proposed by the Co-Chair and seconded by the HT. All Governors then voted unanimously for them to join the LGB as new Governors. Welcome, Malcolm and Davina.

The HT confirmed that the recent Parent Governor Election process had not produced any applications for the Parent Governor vacancy. The HT agreed to speak to individual parents regarding the role. The Co Chair offered to speak with them as well, if this would help.

Minutes of the Meeting on 26 May 2022

Policies: None

Date of Next Meeting – 22 September 2022

Chair’s Correspondence – None

Confidentiality - None

3. **Challenge:** (in direct response to governor questioning)

Matters Arising (Item 7)	All matters had been actioned or progress made towards.
Headteacher Report and Associated documents (Item 8)	HT REPORT The HT provided a HT report prior to the meeting. The following questions were <i>raised</i> :

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	<p><i>Q – A Governor stated that it would be helpful for LGB to be made aware of the nature of complaints, at least by broad categories. This would ensure the LGB are aware of the types of issues of concern being raised by parents.</i></p> <p><i>A – The HT responded that due to the process that could take place, it would not be appropriate to identify the complaints with the LGB, in case members are needed for any panel or appeal.</i></p> <p><i>Q – A Governor noted that it would appear that our school's SATS results are consistently below the national averages and those of other members of MAST. What reasons can be given for this? Are there plans to improve the levels of achievement in future? And if so what are they?</i></p> <p><i>A – The HT responded that whilst the results are a concern, the gap to national averages has narrowed. There are plans in place but they do take time and obviously each cohort is different. Focus has been on the bottom 20% of achievers and also the CPD for staff. Monitoring of Teaching and Learning for staff is key and being explored.</i></p> <p><i>Q – A Governor asked that given the key priorities within the SEF, is there an outline at least of the plan to achieve them?</i></p> <p><i>A – The HT responded that a draft SIP would be brought to the September meeting. This will identify areas that merit improvement and the actions needed and will identify monitoring areas for governors.</i></p> <p><i>Q – A Governor asked that, with regards to the Strategic Plan July update, with the benefit of hindsight what were the main causes for progress not being made in the highlighted areas? What could/will be done differently to improve outcomes?</i></p> <p><i>A – The HT responded that as the year progressed, the focus changed slightly. There was a focus on resilience for all and this will be repeated in the next year. For other areas, Covid did have an impact on timings but these will be included again in the plan for 2022-2023.</i></p>
<p>Core Subject Leader Reports (Item 9)</p>	<p><u>Science report:</u></p> <p><i>Q – A Governor asked if the LGB will be updated on progress of the plans?</i></p> <p><i>A – The HT responded this will be done through regular reports and the morning monitoring sessions.</i></p> <p><i>Q – A Governor asked if the intention could be made clearer as to why questions have replaced Learning Objectives in lessons?</i></p>

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	<p>A – The HT responded that they have been replaced as the posing of questions can create more of a discussion and they can then be investigated and evaluated.</p> <p><u>RE report:</u></p> <p><i>Q – A Governor asked, CofE or RDBE? What is the difference in this case?</i> A – The HT responded that the CofE plan developed by the Vicar at St Margaret's with input from the school's RE Lead are more pupil friendly. These have been well received by the pupils.</p> <p><i>Q – A Governor asked if the school are now back in the hall for worship?</i> A – The HT responded that we were but we have had to scale things back in the last few weeks due to the recent increases in Covid numbers.</p> <p><u>Maths report/data:</u></p> <p><i>Q – A Governor highlighted that attainment for Year 3 girls is very low and they are apparently not making progress despite having had Maths tutoring twice in a morning to work on key skills. Have the reasons for this been identified? What are the next steps to be taken to address this?</i> A – The HT responded that they are currently analysing the Term 6 test data once completed the impact of the intervention/tutoring will be more thoroughly understood. The Maths Lead is investigating this further. There is no intention to change the curriculum at this point.</p>
<p>PP & SEND (Item 10)</p>	<p>Questions raised in the SEND governor report (April'22) have been addressed and included in the report. All agreed the new format worked well.</p> <p>The HT provided an explanation and demonstration of CPOMS for the Governors, as requested. The Inclusion Manager had asked that he do this on his behalf.</p> <p><i>Q – A Governor asked has Lexia, as described at the previous meeting, been trialled? And how will it be used in the future if at all?</i> A – The HT confirmed that it had and that the school now had 72 licences. This means that 72 children can access it at any one time to access a 6 weeks course. He felt that it was working well.</p> <p><i>Q – A Governor asked if the new SENCO surgery would monitor attendance/take up and will these be reported to the LGB?</i></p>

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	<p>A – The HT responded that it would be either as part of the HT report or as an aspect of future SEND reports.</p> <p>Q – A Governor asked that with Year 6 now on their residential trip to the IOW, what proportion of PP children have gone? If they declined, was it made clear to them that it could be paid for?</p> <p>A – The HT confirmed that 60% of eligible PP children have gone and all were offered a paid place. There are other reasons for their non-attendance. He cited anxiety and some reluctance among pupils to be away from home. Such reasons have increased since the pandemic.</p> <p><i>The Co-Chair stated that with regards to the monitoring of PP, attempts by the PP Governor to arrange a meeting with the Inclusion Manager had so far been unsuccessful.</i></p>
<p>Safeguarding / Online Safety (Item 11)</p>	<p>Q – A Governor asked if a meeting has been rescheduled for before the summer break with the HT/DSL and the Safeguarding governor?</p> <p>A – The HT responded that it had not, as yet, but said that this will be done.</p> <p>Q – A Governor asked if the renewal of the Trustee’s DBS has been addressed?</p> <p>A – The Clerk responded that this was in hand.</p> <p>Q – A Governor noted that on the school website, a letter dated 29th June 2022 informed parents that the school is taking part in NSPCC ‘Speak out, Stay safe’ online programme. The information on the letter provided parents with links to many online resources. Can we have an update of how this has been received by pupils and parents?</p> <p>A – The HT responded that this has been well received by pupils. There have been three activities planned.</p>
<p>Governor Monitoring Reports (Item 13)</p>	<p>SEND</p> <p>Q – A Governor asked is the input from the Marlborough Outreach Team chargeable?</p> <p>A – The Inclusion Manager responded that the Marlborough Outreach provide this as an ‘outreach service’ and therefore, any support they provide us is not chargeable to our school. The only area they charge for is bespoke training. Any individual assessments or group-based work they run for children gets directly funded by the local authority. We will therefore continue to use their areas of expertise next year, particularly with children on the autistic spectrum.</p> <p>Q – A Governor asked are the standard and customised training packages that they offer chargeable?</p>

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	<p>A – The Inclusion Manager responded as above- training packages are chargeable. At the beginning of the next academic year, we will review what training we need from them. However, this academic year we sourced more training internally rather than using external training packages. At the same point, for whole staff training on conditions like ASD/ADHD, it is often better to get external professionals in.</p> <p><i>Q – A Governor asked are these sessions planned so that these pupils are not missing something they really enjoy?</i></p> <p>A – The Inclusion Manager we always weigh up the needs of the pupils alongside their need for a broad and balanced curriculum.</p> <p>The transition sessions for Yr6 are undertaken post SATS and often when pupils are undertaking their production. As it is only a short 45 minute burst and what they are gaining from the transition experience is invaluable, we feel this support outweighs their production rehearsals, where many children due to their ASD diagnosis often do not request a large part. For other children in the school, interventions are not at the same time each week to ensure they are not missing the same subject on a regular basis.</p> <p><i>Q – A Governor asked at what stage in the school year does transition planning begin for SEND pupils?</i></p> <p>A – The Inclusion Manager responded it varies depending on year group and the needs of the pupils. For most pupils with SEND, it begins at the start of Term 6. Starting any earlier will increase uncertainty and potentially increase anxiety yet starting too late does not prepare them for these changes. Year groups which are key in our school for transition is Yr2 into Yr3 and Yr5 into Yr6 when transition preparation for SEND pupils begins even earlier.</p>
<p>Survey Questionnaires (Item 14)</p>	<p><u>Parent survey</u></p> <p><i>Q – A Governor asked if the survey goes to the whole school? (All families)</i></p> <p>A – The HT confirmed that it did.</p> <p><i>Q – A Governor asked how does the response rate compare to previous years?</i></p> <p>A – The HT responded that he was unsure, as previously it had been done by the LGB. Following discussion, it was agreed it was most likely lower.</p> <p><i>Q – A Governor asked what are the next steps based on the responses?</i></p> <p>A – The HT responded that they would review the responses and reflect on possible plans from them.</p> <p><i>Q – A Governor asked, given that it refers to 21 incidents of bullying seems surprising as bullying instances have rarely featured in any HT reports. Why is</i></p>

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	<p><i>this? Is it that some instances reported by pupils do not get recorded as 'bullying' for some reason?</i></p> <p>A – The HT responded that he believes it is about the perception of what bullying is. It is possible that incidents not found to be bullying have been recorded in a different way.</p> <p><i>Q – A Governor stated that they were surprised to see 14 respondents saying that the school do not keep them informed of how their child is doing. Why would they say this? How often and in what format can parents expect to be informed of their child's progress?</i></p> <p>A – The HT responded that communication has improved. There are 2 parents' evenings a year and an end of term report. There are also plans for open classroom visits.</p> <p><u>Staff Survey</u></p> <p><i>Q – A Governor asked has this taken place this term to allow staff to reflect on their year?</i></p> <p>A – The HT responded that the survey was currently still open to staff.</p>
<p>Governor Impact Statement (Item 15):</p>	<p>Following clarification of the Scheme of Delegation, the HT immediately shared details of planned staff recruitment and a Co-Chair then joined an interview panel for a new class teacher, to monitor the recruitment process.</p> <p>A further successful monitoring morning was held soon after the July meeting, following the format established earlier in the year. Once more, governors had the opportunity to see pupils' work, before meeting with the subject leader, and then to speak to students about their arts subjects in some detail. We also caught up with the Mental Health Lead for an update on her role and its impact throughout the school and with the Pastoral Lead to learn more about Behavioural Hubs.</p> <p>The new governors were able to view a performance by Year Three which had been held over for several months due to the pandemic restrictions. They were impressed by the enthusiasm of both staff and students.</p>
<p>Training (Item 17)</p>	<p>The Staff Governor confirmed that the Unconscious Bias training was being sourced centrally by MAST and would be sent out when available. There is an</p>

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	Equality, Diversity & Inclusion module on the Learning Link which does cover Unconscious Bias and Governors were directed to that module also.
LGB Meetings for next Year (Item 18)	Following consultation with all members of the LGB, it was agreed that meetings would be held at 9.45am for the first three of the year, then this would be reviewed after the January meeting.
AOB (Item 19)	<p><u>Governors as members of the school community</u></p> <p><i>Q - A Co-Chair stated - As members of the school community, whenever possible we look for opportunities to support the school not just through governor meetings and monitoring, but also by supporting those events that are a vital part of school life for our pupils. Hence the following questions:</i></p> <p><i>We note from the last parents' letter that there was a Year 6 production last week -in previous years, governors have received invitations from the children to attend.</i></p> <p><i>Invitations had previously been extended to governors to attend a range of performances in the past, e.g. from church services, to drama/musical production/events, Sports Days, Leavers' Assembly even Parents Evenings etc. Clearly this couldn't happen during 'lockdowns', but is there any intention to resume these?</i></p> <p>A – The HT explained that after three years of not putting on events due to the pandemic, it had taken a lot of time and effort to put on the recent productions. He did indeed hope that, in future, governors would be able to attend. The HT asked that if there were any queries such as these, governors could raise them with him at the time.</p> <p><u>School timings change</u></p> <p>The letter sent home to parents – 9th June'22</p> <p><i>Q – A Governor asked if 60% was the percentage of those who replied or 60% of the families?</i></p> <p>A – The HT responded it was 60% of the replies.</p> <p><i>Q – A Governor asked if 60% is sufficient consent to make a significant change to the length of the school day?</i></p>

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	<p>A – The HT confirmed that it was and explained the process he had been through with the Infants school. (There is to be a year’s delay in the implementation).</p> <p><u>Letters and newsletters</u></p> <p>It would be extremely welcome if governors could be copied in to these when sent to parents.</p> <p><u>Diocesan Training Manual</u></p> <p><i>Q – A Governor asked does St Margaret’s (or MAST) have an SLA with the RDBE?</i></p> <p>A – The HT responded that they do for some of the training /briefings and if there are any other RDBE governor training modules that governors may want to attend then the school would pay for those.</p> <p><u>Medway Governors Association Meeting</u></p> <p>A Co-Chair highlighted she had attended the inaugural meeting of the Medway Governors Association. No questions were asked.</p>
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ACTIONS:	Item	Who
Meeting to be arranged with key governors to discuss the format of data tables for future meetings (include Co Chairs and PP governor). LGB action 26 th May22, carried over.	8	HT
Meeting to be arranged with Safeguarding governor and HT/DSL	11	HT
Meeting to be arranged with Inclusion Manager and PP Governor	10	HT
HT to continue to speak to parents for Parent Governor Election. (Co-Chair offered to help if required.)	4	HT

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Meeting to be arranged with previous Ethos governor and new postholder (t.b.a) to look at prayer walls.	4	HT
New Governors to be furnished with new Governor email accounts and access to Governor Zone.	4	IT Lead
HT to consider including LGB in distribution list for regular newsletters.	19	HT
Staff / Training Governor to share Unconscious Bias training once available from the Centre team	17	Staff Gov
Governors to complete Safeguarding training on the 5th September / or at the separate session during Term 1	17	ALL

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