

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON
WEDNESDAY 27 JANUARY 2021 AT 6PM
VIA MICROSOFT TEAMS

PRESENT: Ann Critchley, Chris Harvey, Chrissy Hornby (Co-Chair), Natalie Liddiard, Gill Mond, Chloe Palmer, Anna Pattenden (HT), Emma Perkin, Laura Probert(Co-Chair), Damien Welch.

IN ATTENDANCE: Natalie Hobbs (MAST Clerk), Hilary Sanders (MAST CEO)

Item	Main discussions and agreed actions	
1	Opening Prayer A Governor opened with a prayer.	
2	Apologies for Absence (accepted / not accepted) All Governors and MAST Members were present. Confirmation of Quorate Quorum is 3 or 1/3 (one third) of the number of appointed governors, whichever is highest. The meeting was quorate.	
3	Declaration of Business Interests No new business interests were declared.	
4	Governing Body Membership The Co-Chair confirmed there are currently no vacancies on the Governing Body, having successfully filled the parent governor vacancy last year.	
5	Chair's Correspondence The Chairs confirmed there had been no correspondence.	
6 & 7	Approval of minutes from last LGB meeting held on 26 November 2020 and urgent matters arising pertinent to the current meeting. Supporting docs: Previous Board Meeting Minutes 26 November 2020 The minutes of the previous meeting on 26 November 2020, were approved as an accurate record by the Co-Chair. There were no outstanding actions, as it was established that all had been completed.	
8 & 9	HT Report (including H&S Update) The HT provided a full written HT report prior to the meeting. Along with the HT Report, a Data Analysis and a Covid Catch-Up plan were posted on Governor Zone to aid discussion. The following questions were asked: <i>Q – A Governor asked will the SDP be reviewed again in the light of lockdown 3?</i> A – The HT responded that the SDIP and SEF are reviewed at the end of every seasonal term (Winter (Dec), Spring (April) and Summer (July)). However, there is a remote learning framework review which is in place – akin to a SDIP/SEF at the moment in this current climate. The teaching of the curriculum remains the same with Maths, Reading, Writing, Topic (this can include art), Understanding Religion and Science. Weekly challenges are given to the pupils which are normally physical activity based. However, with regard to data will have to be more reflective about this, as we do not know how many pupils are getting support or parents just answering. In light of today's information of children potentially returning to school on the 8 March, the HT would like the flexibility to review and amend the remote learning approach as needed, obviously fulfilling the government requirements whilst they do that. A Governor confirmed that from her own personal experience that she agreed that was the best approach.	

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<p>Exclusions and attendance will be areas which will differ for obvious reasons. The CEO added that in terms of attendance, St Margaret's had seen the numbers of children attending doubling in the last few weeks (a mixture of keyworker children and vulnerable children) and this is similar across the schools in the Trust. Attendance remains above average for local and national percentages.</p> <p><i>Q – A Governor asked how is the general wellbeing of staff and pupils looking at this time?</i></p> <p>A – The HT responded that wellbeing calls for the children we are not “seeing” have started. However, with the live chat facility – this is also a good gauge of their welfare. Generally speaking, HoY are in contact with their teams on a daily basis. SLT try to contact staff in order to touch base with them as well. In terms of staff, they have been amazing. Since September there have been family bereavements for a number of staff, with a number also testing positive themselves, with one having to be hospitalised and whilst still very poorly, is now home. Everyone is supporting each other.</p> <p><i>Q – A Governor asked has there been any feedback – positive or otherwise – regarding the home learning?</i></p> <p>A – The HT responded that on the whole, the feedback regarding the remote learning has been very positive. The children like the live chat which is just like a classroom really – they can ask questions and get immediate answers. We have amended the upload of the assignments times to help support the parents by reducing the rush at 9am because the school is aware that there could be many siblings at home. It has also been made very clear that the assignments do not need to be uploaded by 4pm as we know that this will depend on the home routine. However, for the wellbeing of staff who are covering remote learning, they need a cut off time – we need to be aware of time spent on screen. The HT confirmed that they will not please everyone all of the time, however – it appears that the majority of parents are happy with the remote learning provision. The Parent Governors provided some positive feedback regarding how well children are engaging with the remote learning and the live chat facility, also how well the in-school teaching is going for Keyworker children.</p> <p><i>Q – A Governor stated that it appears that there are pupils who are not engaging with remote learning. They further asked is it likely that that these pupils will be willing and able to attend catch up lessons outside normal school hours? If not, will it be possible to provide catchup sessions in normal school hours?</i></p> <p>A – The HT highlighted that they have contacted the parents regarding the children not accessing any learning. Some of the children have been offered a space as they are deemed “disadvantaged” and have also been offered laptops, as well as sending out letters regarding extra data. Calls have been followed up by emails and letters. We have been discussing across the Trust with the CEO about asking for advice from the school's Attendance Advisory Practitioner. Our catch-up plan will be a mixture of before school and potentially during school – whenever we return. Boosters sessions will be planned for 8.00 – 8.30am for children (with a breakfast) initially.</p> <p><i>Q – A Governor stated that there appears to be a high % accessing learning in some form with 95 % in Year 6, yet the figures for Year 6 show 36% Maths and only 24% Combined and asked if the HT could give us the detail behind these figures? And is it right that there are no SEND in Year 6?</i></p> <p>A – The HT responded that accessing home-learning and meeting Age Related Expectations (ARE) are two different matters. Although our children are accessing the learning, it does not</p>	
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necessarily mean it is consistent, independent or they are challenging themselves via differentiation like we would expect in class. We are pleased that 95% of learners from Year 6 are accessing the learning as this is minimising the chance of gaps in their learning upon their return to the class. The HoY stated the children were at the same level as this time last year (Term 2 2019) (and those children did not have a lockdown interrupt their learning) so she thought the children were doing well. However, the CEO reminded her that the results from 2019 were considerably lower than the previous year so they shouldn't be used for comparison.

- 36% ARE in Maths and 24% ARE Combined were taken from testing in Term 2. These results reflect the exact number of children who achieved or surpassed the 100 scaled score from the 2017 SATs paper (sat in May). As you can understand, the whole of the Year 6 curriculum has not been taught at this point and therefore we did not expect to have high numbers at that point in the academic year. The Combined score will be lower than each individual subject as these children had to meet or exceed the pass mark in all three areas. 24% Combined reflects our greater depth and Medway Test pupils. This is as expected and is the same percentage as the previous cohort (minus the lockdown) that time last academic year.
- The '0' you see on the table demonstrates that none of our Year 6 SEND pupils are working at age related expectations. This is because they are true SEND children.

Q – A Governor asked why are there no NTA test results for Year 6?

A – The HT responded that Year 6 sat the 2017 SATs paper instead of the NTA Autumn paper. This will hopefully give a more accurate picture of gaps.

Q – A Governor stated that the Combined % for NonPP particularly for Year 4 seem low compared to the %s given for R/Wr/Ma and asked why could that be?

A – The HT responded that there are fewer children who are hitting all 3 subjects at ARE. There are many who are ARE in either Maths, Reading or Writing but not in all 3. These are the children we will need to focus on to facilitate them hitting ARE in all 3 areas.

Maths

Q – A Governor stated that Maths is usually taught through 'Maths no Problem' system which uses equipment kept at school which is unlikely to be available at home and asked the following questions. How has maths teaching been adapted during periods of lockdown? Has there been any effect on pupils' learning noted so far?

A – The HT explained that the school purchased White Rose Online to help with the maths teaching at home. As we know that MNP requires manipulatives and visual learning, we know that this would not necessarily be available at home. By investing in White Rose, we were able to tailor our lessons to be more home learning friendly, without significantly increasing workload. These come with videos to aid parents in the teaching of these topics.

Catch-Up plan

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<p><i>Q – A Governor stated that the Catch-Up plan focuses on additional actions to be taken when the school is open again. Could anything additional be provided to homes to be worked on to help catch up in the event that the school has to remain closed for several more weeks or has to close again later in the year? Or even to be worked on in addition to the Catch-Up actions at school?</i></p> <p><i>A – The HT responded that in light of the news of potential reopening on the 8th March, we will be reviewing as a Leadership Team the way forward. The school continue to reach out to the disadvantaged pupils, who have been reluctant to come in to school.</i></p> <p><i>Additionally, the CEO confirmed that we are yet to receive the last instalment of Catch-Up funding from the DfE as yet. Further information coming through indicates that if schools are in a surplus position in terms of their finances that they will not be eligible for Covid additional costs funding. This means any supply cover will not be able to be claimed for as had previously been thought.</i></p> <p>Remote learning policy</p> <p><i>Q – A Governor asked should the policy be just for staff or for the whole school community? Will parents be made aware of it, for example by publishing it on the school website?</i></p> <p><i>A – The HT confirmed it was for the whole school community.</i></p> <p><i>Q – A Governor asked can the school/library books be made available to pupils who are home schooling to encourage reading outside of formal learning work?</i></p> <p><i>A – The HT responded that the pupils have access to online library links. Additionally, it has been made clear that children can read their own books if they wish.</i></p> <p><i>Q – A Governor asked does the policy need a section covering the responsibilities of the SENCO with respect to Remote Learning?</i></p> <p><i>A – The HT responded that she can add in specific roles/tasks under the Senior Leaders section.</i></p> <p><i>Q – A Governor asked if the policy should say that the DSL/Team will be responsible for arranging any safeguarding meetings that may occur during the remote learning period?</i></p> <p><i>A – The HT responded that many of the meetings are as a result of Early Help/Social workers in a cycle of meetings. However, she was happy to add in the wording if required.</i></p> <p><i>Q – A Governor asked if it should be mentioned that it is recommended that pupils take a 5 minute break from screens in each two hour period in view of recent reports?</i></p> <p><i>A – The HT responded that they could do, however some of the activities which are planned do not necessarily mean screen time is needed.</i></p> <p><i>Q – A Governor asked if the policy needs to state that work packs are made available for pupils who do not have internet or printer access and say how they can be collected?</i></p> <p><i>A – The HT confirmed that they are happy to add this although it has been made clear in communication with parents/carers.</i></p> <p>It was agreed that any further amendments made to the Remote Learning Policy from the discussion above would be agreed via a Chairs Action as the LGB were happy with the Remote Learning Policy subject to the amendments being made. The HT will make the amendments and forward the policy to the Co-Chairs.</p>	<p>ACTION</p>
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	There were no further questions.	
10	<p>Safeguarding</p> <p>The HT confirmed there were a couple of Safeguarding cases ongoing currently and all was in hand.</p> <p>The Training Governor confirmed that all Governors had completed the required Safeguarding training.</p>	
11	<p>MAST Update</p> <p>The CEO provided a brief update on the last MAST Board Meeting held. She confirmed the accounts had been signed off and were available to view on the MAST website. The only thing the auditors had raised was regarding the Fixed Asset Register and relates to St Margaret's Fire Doors as they were the second replacement. The Trust is incredibly busy during this challenging time however they are all working hard to support the schools who are continuing to be amazing.</p> <p>Half of the remaining CIF Bid money for the roofing works that took place last year has now been received by the Trust with the remainder expected next month. Additionally, recent statutory returns for Land and Buildings had been submitted on time.</p> <p>The CEO continues to feed-back from the MAT Alliance.</p> <p>A recent issue regarding Nursery Funding had been tackled effectively for our Trust.</p> <p>The Board had also discussed Governance at the last meeting and confirmed meetings should continue virtually and Governors should be pragmatic about what they are asking of the schools during this time. Monitoring should be undertaken virtually.</p>	
12	<p>LGB Monitoring Visits, Support for School and Training</p> <p>Prior to the meeting, monitoring reports from the SEND and Maths governors were added to Governor Zone.</p> <p>There were no questions regarding the Maths report. The following question was asked following the SEND report.</p> <p><i>Q – The SEND Governor asked if any SEND children need their adaptive equipment at home? For example, some use wedge cushions in class?</i></p> <p>A – The HT responded that one aspect which needs to be considered is that we do not necessarily know where the home-learning is taking place. Some of our pupils may be laying/sitting on the floor with a device, some may be at the dining room table and others may have a desk in their bedroom.</p> <p>The Occupational Therapist has been carrying out home consultations via telephone for the pupils who were not reviewed before Christmas. We have asked for some of the programmes to be adapted to be more “home-friendly.”</p> <p>Specific pens/pencils are in duplicate so these are at home already. The one pupil who really relies on the wedge cushion is attending school (and has not returned to the Learning Lounge because they cannot get on with it.)</p> <p>Parents/carers are in contact with the SENCo regularly via specific email and phone calls to help with adaptations if needed etc. The HT also confirmed the SENCO had their own SENCO specific email address now to make it easier for parents/carers to make contact with the school SENCO.</p>	

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