

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON
THURSDAY 23 JANUARY 2020 AT 4PM
AT ST MARGARET'S CE JUNIOR SCHOOL

PRESENT: Claire Dixon (DHT), Joe Ennis, Christopher Harvey, Chrissy Hornby (Co-chair), Gill Mond, Anna Pattenden (HT), Chloe Palmer, Emma Perkin, Laura Probert (Co-chair)

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) Apologies were received and accepted from Ann Critchley and Damien Welch. All other governors 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 There were no new declarations of business interests.	
4	Governing Body Membership The Co-chair confirmed that membership remained unchanged. The new DHT attended the meeting for the first time so she was warmly welcomed and introductions were performed for awareness.	
5	Chair's Correspondence The Co-chair confirmed they had received a letter regarding nominations for the Top Teacher and Support Worker Awards which was shared with the governors. The Co-Chair also confirmed that a letter had been received from a parent and that it had been responded to swiftly. No further information was disclosed.	
6 and 7	Approval of minutes from last LGB meeting held on 21 November 2019 and matters arising pertinent to the current meeting. Supporting docs: Previous Board Meeting Minutes 21 November 2019 The minutes of the previous meeting on 21 November 2019, were approved as an accurate record by the Co-Chair. <ul style="list-style-type: none"> - The Clerk had updated the website with changes to Governors' business interests - Log on for DfE Sign In - The CEO will cover this at the data training on the 27 January 2020. - The HT confirmed the statements on the website concerning Pupil Premium and Sports Premium were correct and the most up to date. The HT also confirmed there was a far more in depth plan available if required. - The Co-Chair updated and made available the Governor Monitoring Visits Schedule – updated up to December 2019. A further update will be available after this meeting. - The HT completed the new Attendance table provided by the Co-chair. - The HT provided an analysis of responses to the Parent Questionnaire. 	
8	Headteacher Report The HT provided governors with a verbal HT Report at the meeting along with a number of documents in advance regarding attendance, quality of teaching etc. The following questions were asked.	

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	<p><i>Q – It is good to note that one of the NQTs is consistently good in all areas. With the other judged as RI in two areas, what support is in place to improve these judgements? When would you expect to see/want to see improvement?</i></p> <p>A – The HT confirmed that the NQTs have mentors in place. For the one NQT who was judged as RI she is showing improvement already.</p> <p><i>Q - Another staff member has scored 2/3 for planning. Is there a plan to bring them up to speed in this area of practice?</i></p> <p>A – The HoY confirmed that planning was being looked at within year groups and effective planning methods shared.</p> <p><i>Q – A Governor questioned the number of incidents in the behaviour report in terms of the reduction.</i></p> <p>A – The HT explained the new report and how to interpret it and outlined the new scheme of 'Good to be Green' to the Governors.</p> <p>There were no questions regarding Attendance but the LGB thanked the Co-Chair who had worked on the new attendance table.</p> <p>The HT confirmed the development of the curriculum is being worked on by the SLT / HoY and is to be completed by the end of Term 3.</p>	
9	<p>SIP Update for Terms 1 & 2, New SIP for Terms 3 & 4 and Short SEF updated for terms 1 & 2</p> <p><i>Q – Despite dated Jan'2020 the SEF refers to the SIAMs inspection as if it's still to come and so doesn't include judgements. Is there a reason for this?</i></p> <p>A – The HT confirmed that as per her email, the SEF and SIP were draft and not yet discussed (at the point of sending) with the SLT, hence minor updates needed. Updated copies will be put on Governor Zone.</p> <p><i>Q – Also there is reference to the next LGB date in November...</i></p> <p>A – The HT confirmed this was a typing error.</p> <p><i>Q – Has the SDIP been edited to reflect the assessments made against targets set in all priority areas?</i></p> <p>A - Yes – at the end of every seasonal term the team sit down and make any adjustments necessary to the priority targets.</p> <p><i>Q – A Co-Chair asked if we have met the predicted 60% ARE?</i></p> <p>A – The HT responded yes but not for Y6 but that has been explained in an email. The year group are very challenging and the HoY is working hard with her team to ensure interventions are in place and routine is working. The new DHT is also working with a number of the children separately.</p> <p><i>Q – A Co-Chair asked what approach was taken with the year group at the start of the year (as we knew they were coming up from Y5)?</i></p> <p>A – The HoY said the pupils were distributed carefully across each class and certain things were kept the same e.g. maths (as it is strong).</p> <p><i>Q – A Governor asked about the wellbeing of the pupils?</i></p> <p>A – The HoY explained that they still get the cross curricular classes such as music and games but this is being monitored closely.</p>	
10	<p>Attainment and Progress Data for Year 3</p> <p>Prior to the meeting, the Head of Y3 provided governors with a HOY report. The following questions were asked:</p>	

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	<p><i>Q – Is the ‘maths fluency’ task set daily? At the same time of the day?</i> A – The HoY confirmed that maths fluency is performed every day, at the beginning of each maths lesson.</p> <p><i>Q - Why does it appear that 3M is significantly behind the other two Year 3 classes? And what are the behavioural issues? As they are two experienced teachers, is the ‘job-share’ having an adverse effect?</i> A – The HoY confirmed that there are behaviour issues in Y3 (low level) which are improving. The two job share teachers are upper school teachers and it is working well. The HoY is aware they have not taught Y3 previously so has increased TA support they have to help with the SEND and behaviour issues. The Co-Chairs reported that when governors had monitored all three Y3 classes, they were impressed by the speed with which the classes settled.</p>	
11	<p>Attainment and Progress Data for Year 4 Prior to the meeting, the Head of Y4 provided governors with a HOY report. The following question was asked:</p> <p><i>Q - How are teachers helping to raise expectations of LAP pupils? Any impact seen?</i> A – The HoY responded that teachers are beginning to enable pupils to work more independently during lessons. They are also ensuring pupils are exposed to ARE main input before having work differentiated. Intervention sessions are being used to narrow gaps both inside and outside of the classroom. There is impact and progress is evident in books although not always measurable on SIMS data drops.</p>	
12	<p>Attainment and Progress Data for Year 5 Prior to the meeting, the Head of Y5 provided governors with a HOY report. There were no questions.</p>	
13	<p>Attainment and Progress Data for Year 6 Prior to the meeting, the Head of Y6 provided governors with a HOY report. The following questions were asked:</p> <p><i>Q – Is ‘25% Combined’ in line with what you would expect for this time of year?</i> A – The HoY confirmed this was the end of term 1 data and the HT provided more information about these results in an email sent to all governors.</p>	
14	<p>SEND Attainment and Progress Overview Prior to the meeting, the SEND Lead provided governors with a SEND report and gave responses to the questions posed.</p> <p><i>Q – Looking at Y6 attainment – there appears to be a significant increase in the percentage of pupils working ‘below expected’ in all three areas – a different picture to that seen in July for this cohort. This is also true for progress. How would the SENCO account for this?</i> A –Y6 pupils were tasked with completing SATS tests for the purpose of assessment and data collection. Data is directly linked to test results, in order to get predictions for potential SATS results in the summer. Y5 data takes into account test scores but</p>	

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	<p>is also based on teacher assessment (how the child presents in class) – hence potential for differences.</p> <p><i>Q - Years 4 and 5 progress – the figures here are especially promising, showing significant improvement from July. Can the SENCO explain how this is measured?</i></p> <p>A – Progress figures are the result of an excel formula set by the CEO. This formula is based upon entry data. The reason for the data looking as strong as it is in Y5 in particular, is the result of two classes assessing their SEND and LAP pupils as working below Y5 expectations as they scored in their recent Y5 tests and they view that if a child can score in their Year 5v test then they must be working below Y5 expectations (if the score is below). SEND children are often assessed as ‘working below ARE’ and in effect may be working at one or even several years below ARE. Two classes did not assess any pupils ‘below ARE’, so progress data looks stronger, as in the previous academic year the teacher was likely to have assessed them as working ‘at or below ARE’. The SENCO raised this with HT as soon as she noticed this at the point the data was collected and as a result further moderation, including MAST moderation sessions, will occur to look at groups of pupils including these few pupils.</p> <p><i>Q - We note that the figures this time relate to ‘at or above expected’ whereas in previous reports figures given were ‘below’. Was there a reason for this change? Could we have consistency in how the figures are presented over time to reduce confusion.</i></p> <p>A – The SENCO responded that she changed this as a result of feedback given to her directly at governors’ meetings last year as it was felt that the way the data was presented could confuse. She could see the confusion and hence her decision to change it at the first round of data collection this year. She is happy to create two versions (in order to compare) as it is simply a subtraction exercise – just let the SENCO know. The Co-Chair stated that she was mindful of the work involved and that governors would be happy to receive future reports in the same format as for this meeting.</p> <p><i>Q - Despite when above expected progress has been made, SEND pupils cannot seem to translate this to get their age appropriate expectations for attainment – Would you expect to see this happen for any of the pupils by the end of the year?</i></p> <p>A – Sadly the issue is often that the ‘above expected’ progress occurs in a pupil who perhaps was working significantly below and not just below, so they cannot always close the attainment gap as they would still fall into the below category despite the pleasing progress made. However, it has happened this, as it did last year (hence register reduction from 84 to 71 currently) – the issue is then that the SEND child is likely to be removed from the register and so their data will not form part of future analysis. If a child closes the gap and is making at least good progress, then they are not likely to continue to be classed as a SEND child as support and interventions have closed the gap.</p> <p><i>Q - We have noted that the SENCO is spending a day a week at St James – Can the HT reassure us that she is keeping an eye on the SENCO’s workload?</i></p> <p>A – The HT confirmed that the SENCO has only ever been employed for three days a week at St Margaret’s and now has an additional day at St James’ - she does not feel the two will cross over and neither does the SENCO.</p>	
15	Pupil Premium Attainment and Progress Overview	

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	<p>Prior to the meeting, the Pupil Premium Lead provided governors with a Pupil Premium report. There were no questions.</p> <p>The new Pupil Premium Governor confirmed that she had met with the PP Lead yesterday and her report would follow.</p>	
16	<p>SIAMS</p> <p>The Co-Chairs confirmed that the SIAMS inspection report had been sent out to all governors once received from the Inspectors. All governors were pleased with the outcome of the inspection. There were no questions.</p>	
17	<p>Safeguarding</p> <p>The Safeguarding Governor confirmed she would be attending school to check the SCR next term and to meet with the DSL(HT) and a full report would be given at the next LGB. The HT stated that there were no ongoing Safeguarding concerns.</p>	ACTION
18	<p>MAST Update</p> <p>The MAST CEO provided a brief verbal update following the recent MAST Board Meeting.</p> <p>The CEO confirmed CIF Bids had been submitted for all schools and we would find out in March the outcomes. For St Margaret's, bids have been submitted for a new roof and the demolition of the swimming pool, so using approx. £40k from reserves (to obtain maximum points in the application). The CEO updated governors on the Alternative Provision at All Saints and today's meeting with the Medway SEND team. The SEND Capital Grant has also been applied for and we await the outcome of this. The CEO confirmed that the MAST Schools will all receive a Diocesan visit in Term 4.</p>	
19	<p>Governor Monitoring Visits and Governor Days</p> <p>Governors had provided monitoring reports in advance of the meeting. The following questions were asked:</p> <p>Pupil Worship Committee</p> <p><i>Q – Are 'end of day' prayers a feature in every class? How often – every day?</i> A – The RE Lead confirmed this to be the case. (This is monitored by the RE Lead.)</p> <p>Art Subject leader</p> <p><i>Q – Where will the gallery be located?</i> A – The HT responded hopefully in the old corridor.</p> <p><i>Q – Would it be appropriate to add more photos of pupils' artwork to the website?</i> A – The HT confirmed the aim is to do that.</p> <p><i>Q – Do children sketch outside during summer months?</i> A – The HT responded that it depends on topic.</p> <p><i>Q – Can art be used therapeutically?</i> A – The HT confirmed it could.</p> <p><i>Q – Can pupils with emotional difficulties be encouraged to use their creativity to vent frustration?</i> A – The HT confirmed this was possible.</p> <p><i>Q – Are there plans to go for the Quality Mark?</i> A – The HT responded that there were no plans at the moment.</p>	

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<p>History leader</p> <p><i>Q – As the overview is in draft, is it the aim to have a final version in place by the end of this academic year?</i></p> <p>A – The HT confirmed it was.</p> <p>Geography leader</p> <p><i>Q – What time is being given for curriculum leaders to address their subject out of class?</i></p> <p>A – The HT confirmed the leads are the two teachers that job share so they are working together to address this.</p> <p><i>Q – On the website it says Silver Quality Mark but we believe this no longer to be the case.</i></p> <p>A – The HT confirmed the school does have the Silver Quality Mark and they are resubmitting work for this year.</p> <p>SEND governor visit</p> <p><i>Q – What support could be put in place to support ESL pupils?</i></p> <p>A – We have a Turkish speaking TA in school who has been invaluable in supporting our Turkish children and their families. We are now running a language enrichment intervention three times a week - started last term. ESL children have been and can continue to be included in this intervention. This intervention is based around word finding, vocabulary and discussions on everyday situations. Our SALT TA is leading this and has experience with supporting pupils who have English as a second language. We also seek advice from our SALT therapist that we buy through traded services for ideas with this intervention for specific children. Finally, we use both Speech and Language Link (assessment tool) to assess language needs and twice this academic year we have used this to look at ESL pupils and subsequently SALT referrals have been made to MCH to assess their language understanding and get a better picture of whether their language needs are pure language or the result of them being ESL.</p> <p><i>Q – In view of the new dates for data collection is there any merit in arranging reviews to coincide with these dates in future?</i></p> <p>A – The SENCO responded that it was a fair point. There are constraints with timetabling as there is now only one day when all SEND team staff are available to have round the table discussions. But it could be arranged to coincide with data collection. The SENCO is to review this for the two planned later this year.</p> <p>Tuck shop</p> <p><i>Q – How many pupils have completed Play leadership training?</i></p> <p>A – The HT confirmed 14.</p> <p><i>Q – Are there any plans to further improve the tuck shop?</i></p> <p>A – The HT confirmed the new DHT will be working with the School Council regarding this.</p>	
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	<p><i>Q – Has litter caused a problem? (didn't seem to)</i> A – The HT confirmed it had not, as the caretaker is very diligent.</p> <p>Eco Schools</p> <p><i>Q – How does the Eco committee fit into school life?</i> A – The Eco Schools Lead explained how the Eco Squad are working for the school. She outlined that the school will be going for their Green award this year. The Eco Squad have a display board which outlines initiatives.</p> <p>Governor Day and LGB– 19th March The PP Governor gave her apologies as she will be unable to attend on the day, but is happy to provide support in whatever capacity felt appropriate by the HT.</p>	
20	<p>Governor Training The clerk confirmed that data training has been arranged here for governors on the 27 January 2020 at 6pm and that MAST had also arranged training on the new Ofsted Framework at the Howard School on 2nd March, as per her recent mail. The Training Governor confirmed that none of the invited governors had attended the 'mop up' Safeguarding training earlier this month, which was disappointing, as their training remains outstanding – Safeguarding training is a requirement that all governors and staff must complete .</p>	
21	<p>AOB The HT had prepared an analysis of the Parent Questionnaire completed last term. The following questions were asked: <i>Q – What was the response rate?</i> A – The HT confirmed it was fairly high. <i>Q –96% of parents state that their children are not entitled to Free School meals. Is there potential to gain some more PP funding?</i> A – The HT responded that the PP and SEND leads meet with the parents of incoming children to ensure all eligible children are picked up. This includes speaking with those parents who have had changes in circumstances. <i>Q – 21% of UKS2/25% of LKS2 parents feel that bullying has not been dealt with effectively. Is there an issue with bullying in this group, or is this down to perceptions of what bullying is or because they feel they should be informed of the sanctions imposed on the perpetrator?</i> A – The HT confirmed that this is down to perceptions of what bullying is and that no-one has gone to the HT regarding bullying. <i>Q –17% UKS2/10% LKS2 parents feel that the school does not make them aware of what their child will learn this year. Is this due to parents not engaging or is there a communication issue? Can this be narrowed down to any particular year group/class?</i> A – The HT responded that this cannot be nailed down to any one group and that curriculum overviews are on the school website. Since Parents' Evening, letters have also gone home outlining what the children are doing.</p>	

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	<p><i>Q – It is positive that 100% feel that any issues have been dealt with properly - which is at odds with the bullying question.</i></p> <p>A – The HT responded that yes but as mentioned previously this may be down to perceptions.</p> <p><i>Q – A governor commented on the low turn out to the Accelerated Maths information evening. Is there the possibility to do some sort of You Tube instruction video for parents to access if they were unable to attend? Could some of the pupils get involved with this?</i></p> <p>A – The HT confirmed that the presentation from the evening is already on the school website, but she will get the Maths lead to add more information.</p> <p>The Co-Chairs asked governors to let them know, by text, telephone or email, if they put any reports, letters etc for their attention, into their trays in the School Office.</p>	
22	<p>Dates of Next Meetings:</p> <p>Term 4 – 19 March 2020 – 2pm – Governor Day</p> <p>Term 5 – 21 May 2020 – 4pm</p> <p>Term 6 – 15 July 2020 – 2pm – Governor Day</p>	
23	<p>Confidentiality</p> <p>i. Of supporting documents</p> <p>The Board agreed that all of the supporting documents were suitable for distribution, within the Trust.</p>	
	The meeting closed at 18:00	

Action Points

HT	7	To provide termly data on Attendance Monitoring Table for all LGB meetings
HT	9	Updated SEF and SDIP to be on governor zone
PP governor	15	To provide report of her visit on 22 nd January 2020
Safeguarding Governor	17	To provide a Safeguarding Monitoring report for the next LGB meeting.