

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON
THURSDAY 21 MARCH 2019 AT 9.30
AT ST MARGARET'S CE JUNIOR SCHOOL

PRESENT: Ann Critchley, Joe Ennis, Chris Harvey, Chrissy Hornby (Co-Chair), Gill Mond, Chloe Palmer, Anna Pattenden (HT), Roma Pearson, Emma Perkin, Laura Probert (Co-Chair).

IN ATTENDANCE: Natalie Hobbs (MAST Clerk)

Item	Main discussions and agreed actions
1	Opening Prayer A Governor opened with a prayer.
2	Apologies for Absence (accepted / not accepted) All Governors were present. Confirmation of Quorate Quorum is 3 or 1/3 (one third) of the number of appointed governors, whichever is higher. The meeting was quorate.
3	Declaration of Business Interests The Clerk asked if there were any new business interests that needed to be declared. A Governor confirmed that she no longer had any involvement in Noah's Ark Preschool as previously mentioned. The Co-Chair confirmed she was now working as an invigilator at Rainham Mark Grammar School.
4	Chair's Correspondence The Co-Chair confirmed a letter had been received regarding free training for Governors in Medway. The letter was shared with all Governors.
5 & 6	Approval of minutes from last LGB meeting held on 24 January 2019 and urgent matters arising pertinent to the current meeting. Supporting docs: Previous Board Meeting Minutes 24 January 2019 The minutes of the previous meeting on 24 January 2019 were approved as an accurate record and signed as such by the Co-Chair. The following actions were recorded: 1.Clerk to send paperwork to new Governor – this had been actioned 2.Co-chair to email details of new Governor to IT lead and school office – this had been actioned 3.Co-chairs and HT to consider timings for LGB – this had been actioned. The Co-chairs and Clerk will discuss the meeting times for the next academic year in due course. 4.HT to speak to SENCO re Governor questions – this had been actioned 5.Co-chair and AC to meet with RE lead – this had been actioned 6.Clerk to share training information when St James governors have confirmed induction date – this had been actioned 7.CEO to cover IDSR – this had been actioned
7	SIAMS – addressed by the school's RE Lead <i>Q - Can we explain how biblical teachings underpin our vision for coherence, relevance and sustainability?</i> <i>A - The Vision is based on the Parable of the Sower. This parable alludes to the fact that the children are the seed and that the fertile land is the school. If we do not listen, act on advice, work hard then we will be like the seed that lands on the stony ground or is eaten by the crows. If we work hard, persevere listen and act on advice then the children will grow and be ready to become a lifelong learner. This is relevant to the school and community that we foster lifelong learners</i>

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	<p>and we are able to build on this year on year as the children move through St Margaret's and beyond.</p>
<p>8</p>	<p>Subject leader reports – Science and Non-core Subjects The Questions in the following reports were raised by governors in advance of this meeting. ART</p> <p><i>Q - Is room 4 a dedicated Art room?</i> A – It is not solely dedicated to Art - due to space limitations it is having to be used for other purposes on some days of the week, including a lunchtime group. It is used for DT more than Art due to the kitchen area being on hand, however some class teachers do use room 4 when doing large projects, clay, painting etc. or split their class between room 4 and the classroom so that they have more space. Room 4 is on the agenda to be re-organised and tidied, once this is done teachers will hopefully be more inclined to use it for their Art lessons.</p> <p><i>Q - How is it decided which themed pieces to display in the hall?</i> A - This is decided at the beginning of the academic year; it is themed around global events taking place in that term e.g. International Youth Day, Maths Day, Ocean Pollution Day or religious events to reflect the religious values of the school e.g. Christmas and Easter. The individual pieces of work are from every child in the class (not a selection).</p> <p><i>Q - What balance is aimed at between pupils creating art and appreciating art created by others?</i> There is a good balance of this evident in planning across year groups. For example, Year 5 study different European artists and then focus on one and complete a piece of work based on one of their paintings. Year 3 look at a variety of artists who have produced self-portraits and Year 4 study Eric Joyner and then produce a piece of work in his style.</p> <p>Appreciating artwork is not exclusive to art lessons, however, as children are often asked to discuss artwork in other lessons such as RE. A recent example of this is comparing and evaluating 3 different artists' depiction of The Last Supper. Often artwork or pictures will be used as lesson starters in English and Whole Class Reading; children are asked what feelings the artist/illustrator is trying to evoke, whether they like the picture and how it makes them feel. As part of a topic lesson, children sometimes produce biographies as part of the artist study, helping them understand what inspired them and why they use their chosen style.</p> <p>Children are also taught how to appreciate and evaluate their peers' work; class teachers will often hold a 'class gallery' at the end of or during a lesson so that the children can view others' work and give them constructive feedback. In addition, each year group has a version of a 'Proud Wall' where children's artwork, either done at home or in class, can be displayed and appreciated by others around the school.</p> <p>Science</p> <p><i>Q - Will the key figures in Science promotion include female scientists?</i> A - Definitely! Figures like Marie Curie as stand-alone but also topic links can also be made such as Mary Anning (rocks & fossils) and Valentina Tereshkova (Space).</p> <p><i>Q - Is there scope for HA pupils to benefit from more in-depth work?</i> A - HAP are challenged mainly through the working scientifically element. We enable pupils to come up with, develop and carry out their own investigations. Challenges are always</p>

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differentiated too. We have just organised and hosted a STEM workshop giving the opportunity to work on robotic and marine engineering for 18 of the school's top scientists.

Q - What opportunities are there for practical experiments to take place? What equipment is available?

A - As above, although this is dependent on the topics. We have a lot of equipment and the budget allows us to update and replenish this throughout the academic year. Pupils are encouraged to design their own investigations – they list the equipment they will need. We are then able to order anything we don't already have in stock.

Q - As a core subject are regular assessments being made? How does the data look?

A - Teacher's use Testbase style questions (taken from past SATS papers) to challenge pupils in lessons. Formal teacher assessments are logged on SIMS the end of Terms 2, 4 and 6. Current data is as follows:

	M+
Year 3	84%
Year 4	78%
Year 5	79%
Year 6	81%

History

Q - How are history topics chosen? How many are planned for in an academic year?

A - Topics according to the national curriculum guidelines and planned by year groups as they wish. Leader oversees the curriculum to check that all are working as a whole. Previous revisions include the reimplementing of WW2 by last subject lead.

Computing

Q - How is this assessed?

A – Assessed via SIMS (end of terms 2, 4 and 6)

Q - What skills do classes aim to teach?

A - Skills taught = decoding, de-bugging, algorithms and programming

RE

Q - Does the Understanding Christianity material cater for HA and LA pupils sufficiently?

A - The Understanding Christianity materials do not differentiate (it makes this clear in the teaching manual) - that is up to the individual class teacher to support or challenge the children. The actual concepts studied are quite challenging in their own right - it is mostly supporting the lower ability. This can be done through questioning, use of resources or scaffolding in class or prompting with explanations, which is happening in the classes around the school.

Q - How many families come from other faiths other than Anglican?

A - 21 families. 1x Buddhist, 4x Hindu, 4x Muslim, 11x Roman Catholic, 1x Sikh

NB (150 children specified No Religion, 3 children specified Other Religion and 6 children have refused to give Religion)

Q - How many pupils do not attend acts of worship or RE? What provision is made for them at those times?

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A - No child is withdrawn from RE lessons. One Yr.4 child is withdrawn from Acts of Worship. She reads in the book corner during these times.

Q - *Would a visit to another Christian faith be considered? e.g. a Catholic church.*

A - This would be considered where appropriate for the curriculum.

Q - *Do we have set criteria to define a successful church school in order to judge how successful we are?*

A - Due to the changes of SIAMS inspections, the most up to date documentation is 'Statutory Inspection of Anglican and Methodist Schools (SIAMS) An Evaluation Schedule for Schools and Inspectors.' April 2018. This is the one that inspectors use. It gives guidance but NO set checklist.

PE

Q - *Is our school registered on ActiveSchoolsPlanner.org in respect of the silver Sports Mark?*

A - Yes, MM and GA have accounts. Currently there has been a focus on logging games and PE lessons as well as break and lunch times. For future terms, we will ask teachers to keep a log by highlighting when they are taking part in any physical activity. E.G. when their class participate in mile a day and activate breaks using things such as go noodle or super movers. All information can be gathered and entered into the system.

Q - *What clubs are offered? When?*

A - Lunchtime:

Tuesday- football

Wednesday- table tennis, netball

Friday- hall games, netball

After school:

Monday- dance

Tuesday- basketball, badminton, girls only club (from term 5)

Wednesday- cricket

Thursday- sports club

Friday- tag rugby

Q - *Is the 'mile of the day' getting the pupils to run a mile?*

A - The main focus is to encourage participation of children completing a mile. Each year group will have separate days to complete the mile. They will have the opportunity to walk around the bottom playground or jog around the top playground. We will give responsibility to a child to collect participation numbers from each class.

Q - *What arrangements are made for those with disabilities?*

A - Staff work with sports coordinator to seek advice as to how adapt lessons for the certain children if they are not confident in doing so. An example of this is if a child cannot physically join in, they are still questioned during the lesson as well as enabling them to take different roles. E.G. the child becoming a leader of a group activity or peer assessment. In addition, we differentiate activities in relation to equipment used. For example, using bigger balls for pupils with less developed motor skills.

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	<p>The purpose of the lower playground for the mile a day, is to enable participation of all children since is at is at a slower pace.</p>
9	<p>Pupil Premium update on Diminishing the difference data The Co-Chair explained the PP graphs that the PP Lead had kindly prepared for the Governors and welcomed questions. The HT confirmed that the Data showed that they are diminishing the difference in some areas. There is work to do in Maths for Year 4 and Year 5. Gaps are trying to be plugged with additional support from staff, the HT covers 2 mornings a week, the Staff Governor uses her leadership time to help with Speed Reading. The HT confirmed that 100% of teaching is good. The staff are doing everything they can to help.</p> <p>A Governor stated that he had looked into the data and in terms of Attainment, children have done better this term than last year. In terms of Progress, children are not doing as well. The HT confirmed that the data is cohort specific and advised the Governor to look at the end of term 2 and end of term 4 data instead.</p>
10	<p>Safeguarding</p> <p><i>Q - Does the Prevent training expire/need updating?</i> A – The Clerk advised that the Prevent training the Governing Body undertook (further to her email regarding the updated module dated 18 October 2018) was relevant and it was advisable for the Governing Body to complete it each year. Anyone who has not managed to complete the training should follow the link below. https://www.elearning.prevent.homeoffice.gov.uk/edu/screen2a.html?region=SOUTH+EAST&sector=EDUCATION+%28SCHOOLS%29</p>
11	<p>Headteacher Report The HT provided a verbal HT report and welcomed questions.</p> <p><u>Staffing</u> The DHT is currently at St James as Acting HT. Following an internal advert, the HoY for Year 5 has stepped up to Acting DHT for St Margaret's on a 0.4 basis. One teacher in Year 5 has gone on secondment to All Saints and has been replaced by a supply teacher.</p> <p><u>Quality of Teaching and Learning</u> The HT confirmed that all Mid-Year Reviews have been carried out and the quality of teaching and learning is 100% good.</p> <p><u>Memorial Bench for Nigel</u> The HT confirmed that the Memorial Bench for Nigel Baldwin would be arriving today (21 March) and the wording for the plaque has been chosen by the family.</p> <p><u>Attendance</u> The HT confirmed that current attendance is 96.3%.</p> <p><u>Premises</u></p>

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	The HT confirmed that the flat roof repairs have been carried out and the school still awaits the outcome of the CIF bid.
12	<p>Attendance Update</p> <p>The Attendance Governor kindly provided an update on his recent monitoring visit which included attending the 'late-gate' with the Pastoral Lead.</p> <p>The Governor noted that the experience confirmed that almost all of the late-gate children were late due to personal circumstances at home (either child or parent). The Governor stressed that the Pastoral Lead knew all the individuals and was very supportive to all parents and children. She was very knowledgeable and clearly dedicated to achieving the right outcomes for the families. The Governor could not think of anything more the school could do to help with the attendance. The HT confirmed that for some of the vulnerable families, school is the only security the children have.</p>
13	<p>SEND</p> <p>The SENCO and the SEND Governor provided a report to all Governors prior to the meeting and the following questions were asked. Answers were provided by the SENCO in advance of this meeting.</p> <p><i>Q - It was mentioned that pupils on the register would get more support when transitioning to senior school. How and when is the info shared with these schools?</i></p> <p>A - Transition will take place on many levels by many different people:</p> <ul style="list-style-type: none"> • SENCO to meet with the SENCOs of our feeder secondary schools to share information (usually in May or June) • SEND files passed on to relevant secondary schools • SENCO has arranged to take a couple of parents with her to meet the secondary SENCOs • SENCO to lead a Yr6 (and other year groups) transition group • SENCO has asked MOT (Marlborough Outreach Team) to lead a transition group for those Yr6 pupils who are ASD. • Some Yr6 pupils will have additional transition days at their secondary school – as organised by the SENCO • SALT & EP have also offered to do additional transition work with some of our SEND children <p><i>Q - Those who weren't discussed will they be discussed at Pupil Progress Meetings?</i></p> <p>A - The children not discussed at Pupil Progress Meetings were not discussed as all the team were very aware of the current needs/issues of these pupils and there was absolutely no chance of them coming off the SEND register. The purpose of the meeting ultimately was to put children on or take them off the SEND register.</p> <p><i>Q - Is the review an annual event or more regular?</i></p> <p>A - Three times a year (Each double term=old school term). Next one is due on 27th June. These dates are all identified at the start of the academic year.</p> <p><i>Q - How are parents informed of their child's status on the register?</i></p> <p>A - Parents are sent a letter at the start of the academic year to inform them that their child is on the register. If the child is put on or taken off the SEND register at any one of the review meetings then they be informed of this. The SENCO usually meets with these parents to discuss this.</p>
14	Sports Premium Spend and Impact

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	<p>The following question were raised by governors based on the Governor's Report on Sports Premium.</p> <p><i>Q - How is the monitoring of the impact of activities reported to SLT to allow regular evaluation?</i></p> <p>A - In previous terms, the PE lead has had informal chats with SLT's, such as the DHT (which will now be continued with acting DHT). For example, from informal analysis of club participation it highlighted reduced girl involvement. It was then reported to the DHT who agreed our suggestion of introducing a girl only club. Also, SLT do provide feedback to teachers from lesson observations to monitor the quality of lessons.</p> <p><i>Q - How confident are we that Splashes can provide the water safety lessons in the remaining terms to meet government guidance?</i></p> <p>A - Since we have swimming lessons there, we are hopeful they can provide the safety lessons. We are waiting a reply from splashes.</p> <p><i>Q - What steps could be taken to broaden the school's partnership links building on the success of the Howard partnership?</i></p> <p>A - We are encouraging links between schools through football for friendlies throughout the year. We are currently in the process of contacting local clubs, such as Anchorians and Rainham Cricket Club, to facilitate links with them for after school clubs to further encourage healthy lifestyles. Also on our sports board we advertise 'out of school clubs' through these organisations and mention them in act of worship when we first receive them. E.g. most recently we mentioned Kung Fu.</p>
15	<p>Parent Questionnaire for this term</p> <p><i>Q - Who is this aimed at? Adults or pupils? Is the first part for parents? If it's for pupils, then?</i></p> <p>A – This survey is aimed at Parents to be given out at Parents Evening (3/4 April).</p> <p>A Co-Chair asked if the Governors could amend the questionnaire and the HT agreed and explained that it was only a draft. It was agreed that all governors would send questions to the Co-Chair. The HT stated that it needed to be made clear that it was an Ofsted Objective for the school.</p>
16	<p>MAST update</p> <p>The MAST Director who sits on the LGB provided a brief update of the Board Meeting. Governors had been sent the MAST Spring Governance Bulletin and asked the following questions.</p> <p><i>Q - Links to comparison tables for SATS show our school in the lowest quartile – is this a cause for concern for the LGB? For the Trust? Should we be taking actions to improve future results?</i></p> <p>A - There are a number of measures published as part of the comparison tables on the performance website. In addition, governors and the Trust Board have access to Analyse Schools Performance information. Any performance which falls below the national average outcomes is a cause for concern. We are aiming that every school in the Trust is a high performing school. However, any data analysis also has to take account of the context of the school and other evaluative measures: Ofsted states that Junior Schools nationally have lower progress figures and higher attainment. Ofsted also visited the school in July 2018 and judged the school to be good</p>

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and improving. 2 pupils were absent on holiday in test week and this would have increased the attainment.

Action has already been taken this year to more closely track the attainment of pupils, as in two out of the three last test years the school has had a high incident of "near misses" in one of the qualifying subjects. Had these pupils reached the expected standard then the school would have been above the national average in 2018 and middle quartile.

Gap analysis in the Autumn term showed that there was also an element of failing to read questions carefully and provide precise answers, and of losing marks in mathematics through not entering metric measurements or showing working. Again, this has been addressed by class teachers.

Across the Trust there are actions in place for all year groups to raise standards in individual subjects; these are led by headteachers as part of the action plan. For example: Mrs Pattenden is leading on reading and can update you on the actions and impact this year, as well as the implementation of power of reading at St Margaret's. Ms Strachan leads on mathematics and there have been opportunities for teachers to observe the teaching of mathematics across the trust in recent weeks and cross moderate both within and beyond the Trust. Again Mrs Pattenden can give specific information for St Margaret's attendance at these events.

In recognition of the considerable work undertaken to support and transfer St James, the Trust has been awarded a MAT Capacity grant, some of these funds will be used to drive further school improvement.

Q - Links show a checklist for the website – should LGB check this list to ensure that we are compliant?

A - It is good practice for the LGB to appoint a Governor to check website compliance and accessibility.

Q - The audit highlighted that time of school day, parent feedback, FAQs and key documents in other languages are not present. Have these been addressed?

A - As these items appear to relate to the St Margaret's website they should be addressed to the headteacher / website manager.

Q – Information about disabled access, links to local school websites and lunch menus were cited as partially implemented. Have these been completed?

A – The Co-Chair reported that she has been in touch with the IT lead who oversees our website. She noted that we remain compliant, as all of the 'statutory requirements' are green. Categories for which we are scoring amber or red are only under the 'recommended' or 'other' headings. We have some leeway with these, as they are not always appropriate for every school: for example, we do not have the demand for translated documents: If we received a request, we'd deal with it. Our lunch menus are dealt with under a different system. The Co-Chair will continue to liaise with the IT Lead about any website changes.

Q - With reference to HR managing staff etc – what is the effect of DfE new non statutory guidelines? Do they allow MAST to adopt procedures in place of those in the past that may have been unduly generous towards employees previously employed by Medway? e.g. one that covers time off when the spouse/partner of staff is sick at home?

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A - The TUPE process includes the transfer of existing HR policies. In the CEO's view there have not been any unduly generous procedures since September 2015 when applying the Medway policies as transferred. Where previous practice may have blurred the policy application through individual line manager decisions or discretion, this has been addressed through the clarification of the policy and MAST application of the policy in late 2018. We have also commissioned absence management inset from our HR provider and this was delivered to all Trust senior leaders on Monday 4th March 2019 and will help them in applying policies. For emergency dependent care, we pay the first day of absence (although not required to), but not subsequent days. However, we can also apply discretion: for example, unexpected emergencies where compassionate leave should be applied. We aim to be an employer of choice and fairness in all our policies.

Similarly, our HR consultant has been commissioned to deliver sessions on: capability; change management; conflict resolution; recruitment and selection.

Aspiring leaders are also attending this training as part of their career development.

Q - How will the LGB monitor mental health and wellbeing? Is our school inclusive? How do we monitor mental health support and the behaviour policy?

A - These are questions for the consideration of the LGB.

Mental health and wellbeing are Trust objectives for this year. The CEO and HTs are meeting on 1st April 2019 for a wellbeing day to consider these matters. The intention was to hold this meeting late in term 3 or early term 4 but unfortunately finding a date when all headteachers were available has been extremely difficult.

The school held a wellbeing session for staff at a recent staff development day.

In addition, the schools across the Trust employ suitably qualified therapists for mental and other health /learning needs. Again LGB can ask for evidence of impact from the SENCo and HT.

In the view of the CEO, the school is inclusive. The SEN governor will be able to update the LGB on their SEN monitoring. The Trust has KPIs which monitor a number of items including SEN – presentation of these in a RAG rated form is currently in a draft form and will be shared in term 5.

This includes the need for the SENCo to be suitably qualified or experienced. The CEO's understanding is that SMJ SENCo is beginning accredited training this year – again more information can be sought from the HT or SENCo.

Similarly, behaviour incidents are recorded on SIMs and governors can request summary information from the HT. These elements are also included in the KPI draft documents.

The CEO monitors staff absence termly as part of her reporting to board and this includes information on reasons for absent and comparisons across the Trust. This is also the case for pupil attendance.

Pupil, parent and staff surveys are also conducted and provide information on perceptions/ assessments of individuals and the opportunity to raise concerns.

Q - How are we analysing benchmarking comparisons? How do we monitor the expected standards from the Trust board? How do we compare within the Trust?

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	<p>A - We use a number of benchmarking tools. We benchmark for both standards and finance using both to compare schools' performance (although this has a delay in publishing academy information on finance) and the information received from our auditors.</p> <p>For the Trust standards focused board meetings and for every CEO report; standards go beyond achievement data and include attendance (both staff and pupil); evaluation against Ofsted criteria; KPIs through draft rag rating (to be issued in term 5); financial health; health and safety (including site issues and safeguarding); quality of governance; quality of teaching; performance management.</p> <p>For educational standards St Margaret's is judged to be good, as are all schools in the Trust. Governors also receive the annual conference Power-points and data packs which provide end of phase comparisons across the Trust.</p> <p>The Trust has a live risk register where risks are recorded and assessed. Currently St Margaret's is high risk for building issues. Two applications have been made to try to secure funding for these issues and we should hear the outcome by April.</p> <p><i>Q - What steps have been considered in addressing workload? (Data/marking/planning). We apply the policy of collect once and minimal paperwork. Key questions are applied when considering any changes: for example, will collecting this information provide any further information or impact on pupil progress?</i></p> <p>A - The HTs of St Margaret's and St James are attending training in late March and this will be considered at the CEO/HT meeting on 1st April.</p> <p>The school assessment system (used across the Trust) has been designed to capture teacher's professional assessment in a quick and simple way – minimising the time spent inputting and recording. The work in books; lesson observations/drop ins; discussions with pupils are better indicators of the quality of provision.</p> <p>Steps agreed across the Trust to reduce workload will be shared in term 5.</p>
17	<p>Parent Forum Update The HT confirmed there had not been a Parent Forum meeting so there was no update.</p>
18	<p>Training <i>Q – A Co-Chair asked if Governors had completed the Governance in a Church School unit? Any comments?</i></p> <p>A - Not all Governors had completed the training but will do so before the next meeting. The Governors also agreed to complete the Governor Visits to School module. A Governor reported that he attended the recent Induction Training held at SJG.</p>
19	<p>AOB The HT confirmed that Parents' Evenings would be the 3rd and 4th April 2019. The Co-Chair agreed to send an email regarding volunteers for the evening.</p> <p>The HT asked for SATS Week Monitoring Volunteers. Two Governors agreed to this.</p>
20	<p>Date of Next Meeting: Term 5 – 16 May 2019 – 4pm</p>
21	<p>Confidentiality</p>

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	<ul style="list-style-type: none"> i. Of discussed agenda points ii. Of supporting documents <p>LGB agreed that all of the supporting documents were suitable for distribution, within the Trust.</p>	
	The meeting closed at 11.30am	

Action Points

Clerk	3	Clerk to update Business Interests on the website
ALL	10	Complete PREVENT training if not already done so
ALL	15	All Governors to send one question for the Healthy Living Questionnaire to the Co-Chair
Co-Chair	15	To create healthy eating questionnaire from questions submitted.
ALL	18	All Governors to complete the Governor Visits to a School module on the Learning Link
Co-Chair	19	Send email to Governors for Volunteers for Parents' Evenings

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