

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON
THURSDAY 16 MAY 2019 AT 16:00
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), Laura Probert (Co-Chair).

IN ATTENDANCE: Natalie Hobbs (MAST Clerk), Zoe Bushall (Acting DHT)

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 Emma Perkin. All other 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. There were no new business interests declared.	
4	Governing Body Membership <u>Parent Governor Vacancy</u> The Co-Chair outlined that following the resignation of one of the Parent Governors, the Parent Governor elections had been taking place. Two parents had been nominated to be a Parent Governor (there is only one vacancy) and as such it would now go to ballot. This would be arranged by the School Office. <u>Associate Governor</u> The Co-Chair reported that she had heard from Nathan Ward, our local vicar, via the Ethos governor, He is keen to serve on the LGB if we feel he could help. She checked with the CEO, who confirmed that such an appointment would be fine, if we had the appropriate vacancy. A reread of the Scheme of Delegation showed that he could be appointed for one year as an Associate Governor, assuming he has specific skills that we need: the Co-Chair reminded Governors that we are due a new SIAMS inspection this year and Nathan could be invaluable in preparing for this. All Governors agreed to this appointment and agreed that the Vicar would be a welcome addition to the LGB.	
5 & 6	Approval of minutes from last LGB meeting held on 21 March 2019 and urgent matters arising pertinent to the current meeting. Supporting docs: Previous Board Meeting Minutes 21 March 2019 The minutes of the previous meeting on 21 March 2019 were approved as an accurate record and signed as such by the Co-Chair. The following actions were recorded: 1.Clerk to update business interests on the website – this had been actioned 2.All Governors to complete the PREVENT training – this had been actioned 3.All Governors to send a Healthy Living question to the Co-Chair – this had been actioned. 4.Co-Chair to create the Healthy Living questionnaire – this had been actioned 5.All Governors to complete the Visits to School training module – this was deferred to the next meeting. 6.Co-Chair to request volunteers for the Parents' Evenings – this had been actioned	
7	Attainment and Progress Data for Year 3	

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	<p>Prior to the meeting, Governors had received the Head of Year (HoY) report for Y3 to be read in conjunction with the data reports. The following questions were asked in advance of the meeting.</p> <p><i>Q - Given the Combined at 60% (-5 from target) and with 80% of SEND below ARE in Reading, what steps are being taken to address this? (Interestingly SEND writing is slightly higher than Reading.)</i></p> <p>A – The HoY confirmed that additional differentials were now going out with homework, more comprehension was taking place in lessons, extra reading with adults was taking place, the teachers had identified children who are either SEND or not reading 3 times a week to work with adults. She also confirmed that she had completed a Phonics assessment for lower readers. There is also a Reading competition taking place throughout the school to encourage pupils to read at least 3 times a week.</p> <p><i>Q - Does Power of Reading address the needs of the SEND pupils?</i></p> <p>A – The HoY confirmed it does. The way they talk about the text and engage with the text has improved. It is showing children that it doesn't have to be long texts but could be short paragraphs, poems, drawing, drama etc. She is also working with other teachers to share ideas.</p> <p><i>Q – What do you think will happen to the combined by the end of the year? Do you think you will reach 65%</i></p> <p>A - The HoY hopes so. From looking at the data, there has been improvement. The team can see which children are one subject away and focus on those.</p> <p><i>Q – A Governor stated the number of SEND seems to have gone down. Is this because of mobility?</i></p> <p>A – The HT confirmed they had been taken off the register.</p> <p><i>Q – The Co-Chair outlined that Maths seemed to be a bit of a problem previously and asked what had been done about this?</i></p> <p>A - The HoY confirmed it was a lot about confidence and different strategies had been put in place to help the children with this such as Friday Challenge, the Morning Folder and Maths No Problem.</p> <p><i>Q – The Co-Chair asked which library the classes were taken to?</i></p> <p>A – The HoY confirmed it was Rainham library.</p>	
8	<p>Attainment and Progress Data for Year 4</p> <p>Prior to the meeting, Governors had received the HoY report for Y4 to be read in conjunction with the data reports. The following question was asked.</p> <p><i>Q – How are you covering the Healthy Eating awareness?</i></p> <p>A – The HoY responded that the teachers are making the children aware of the choices they are making when it comes to choosing a snack (fruit over crisps for example). The HoY also confirmed the display board in the Y4 corridor is now promoting healthy eating.</p>	
9	<p>Attainment and Progress Data for Year 5</p> <p>Prior to the meeting, Governors had received the HoY report for Y5 to be read in conjunction with the data reports. The following questions were asked in advance of the meeting.</p> <p><i>Q - Showing such a positive report for girls in Maths, are there plans to extend and develop this approach especially with regards to the next academic year? And for all year groups?</i></p>	

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	<p>A - The HoY confirmed it would be determined by the budget which is currently being set. It has been really impactful having the additional resource in the classroom to enable girls' maths groups etc however it would be down to the budget.</p> <p><i>Q – A Governor asked how the children have managed the transition between teachers (due to recent changes)?</i></p> <p>A – The HoY confirmed they have handled it really well. There is a lot of resilience within the cohort.</p>
10	<p>Attainment and Progress Data for Year 6</p> <p>Prior to the meeting, Governors had received the HoY report for Y6 to be read in conjunction with the data reports. The following questions were asked in advance of the meeting.</p> <p><i>Q - How likely is it that the Combined in this year's SATs will meet the 65% target?</i></p> <p>A – The HoY responded that it was not likely they would meet the 65% but possibly get 60%. There are children with anxiety around sitting tests and gaps in knowledge which are being addressed. The HoY outlined that the Y6 children have Sept – May to learn before being assessed so it is important in the prior years for the children to become secure in the basics.</p> <p><i>Q – A Governor suggested removing the multiplication squares earlier?</i></p> <p>A – The HT confirmed that they are removed earlier (in the previous year group).</p>
11 & 12	<p>HT Report, School Improvement Plan and SEF</p> <p>Prior to the meeting the HT had prepared a HT report, School Improvement Plan and SEF which had been circulated to the Governors. The following questions were asked.</p> <p><i>Q – A Governor stated he had not realised the school had an SLA with the LA for Health and Safety.</i></p> <p>A – The HT confirmed we did and outlined when the inspection would be due and moving forward what would be happening with Health and Safety.</p> <p>The Co-Chair commented on the increase in outstanding elements of quality of Teaching and Learning. The LGB recognised the hard work of the teaching team of St Margaret's Junior School.</p>
13	<p>Pupil Premium update on Diminishing the difference data</p> <p><i>Q - Given that there is some variation in 'diminishing the difference' across the year groups – Years 3 and 4 Why does the gap appear to be widening in Reading and Writing?</i></p> <p>A – The PP Lead confirmed that PP children's attainment in Reading and Writing has remained consistent; they are making progress but not enough for some of them to move from Below to Expected. The reasons for this are varied and not all of them school-related. However, interventions have been put in place to support some of these children and their attainment will continue to be monitored.</p> <p>Years 5 and 6</p> <p><i>Q - Why does it appear to be closing in Maths but widening in Writing?</i></p> <p>A – The PP Lead said that the same could be said (as above) of Writing in Years 5 and 6. PP children are making progress and their attainment is consistent but fewer children have moved from Below to Expected.</p>
14	<p>Safeguarding</p> <p>The HT confirmed there were no outstanding safeguarding concerns at the school.</p>
15	<p>SEND</p>

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	<p>The SENCO provided a report to all Governors prior to the meeting and the following questions were asked. Q - A Governor stated Progress Term 4 does not look as good as this time last year. If the table below is correct why is this?</p> <p style="text-align: center;">SEND Progress Term 4 2017/18 % below expectation</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>14</td> <td>14</td> <td>33</td> </tr> <tr> <td>Year 4</td> <td>12</td> <td>20</td> <td>12</td> </tr> <tr> <td>Year 5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>A – The HT confirmed that it is very difficult to compare data to the previous year's as many factors need to be taken into account (additionally, Ofsted would not compare year on year). The following would be worth considering:</p> <ul style="list-style-type: none"> - Significant complex behaviour needs have been identified and are being addressed - 2 SEND pupils excluded this year would have had an impact (there were none last year) - Reduction in TA support has also had an impact - An increase in parents requesting support from the school 		R	W	M	Year 3	14	14	33	Year 4	12	20	12	Year 5	0	0	0	Year 6	0	0	0	
	R	W	M																			
Year 3	14	14	33																			
Year 4	12	20	12																			
Year 5	0	0	0																			
Year 6	0	0	0																			
16	<p>Pupil Premium Covered in item 13</p>																					
17	<p>Governor Visits Reports Following the Governor Day, monitoring reports were completed and the following questions were asked linked to the Marking Policy. Reflection and feedback Q - Are pupils given the time to reflect on their work? Even to complete unfinished work? A – The HT confirmed that pupils are given time however this may be at an alternative time to when the initial piece of work was completed. Q - Do teachers respond to pupil responses? A – The HT confirmed yes the teachers do however it may be verbal. Q - Whilst appreciating verbal feedback for LA pupils may be more effective it would be nice to see an occasional 'well done' - surely there are times when they do better or worse than normal? A – The HT confirmed that yes it would however with the teacher workloads this isn't always possible. The HT confirmed it would be looked at however. Developmental Marking Q - The policy states at least one piece a week will be developmentally marked – if this wasn't seen, would it be in other books not seen on the day? A – The HT confirmed that was the case. Q - Are the pupils told if work will be developmentally marked or light touch?</p>																					

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A – The HT confirmed that they are told.

*Q - How effective is pupil marking- especially in Maths- for highlighting areas for improvement?
And addressing misconceptions?*

A – The HT confirmed it was effective and that the teachers always review pupil marking.

Presentation

Q - Poor presentation was not picked up in LJs is this deliberate?

A – The HT confirmed that the teachers use professional judgement when assessing work to ensure they do not knock confidence.

Q - Why are misspellings and the lack of capitals letters not addressed – what is the thinking behind this?

A – As answered above.

Q - Are there enough challenges to spelling and phrasing?

A – The HT confirmed yes although this may be verbal.

Q - Are pupil corrections checked by teacher? (examples show otherwise/incorrect)

A – The HT confirmed that the pupil corrections are checked by the teacher.

Pupil Premium

Q - Given the importance of 'diminishing the difference' shouldn't we expect to see more in depth marking/developmental feedback for PP pupils?

A – The PP Lead responded; Not necessarily. The amount of developmental marking done in a child's book should be in direct relation to the age and ability of the child rather than their PP status. It should work alongside verbal feedback/formative assessment given during the lesson to move children forward in their learning.

Some children do not react well to seeing a lot of teacher pen in their book at the end of a piece of work and others find it hard to return to a piece of work to improve it once they perceive it to be completed to the best of their ability. Therefore, more developmental marking for some children may end up having a negative impact on them.

PP Children and their learning needs are identified in teachers' planning and therefore the PP Lead would expect to see teachers and support staff delivering specific, targeted support during the lesson to support these needs, alongside developmental marking, rather than just more marking in a pupil's book, 'after the event'.

In the PP Lead's opinion, this has a greater impact on children's attainment.

Marking codes

Q - Are 'smiley faces' effective for all age groups? There appear to be varied use of these across classes.

A – The Staff Governor confirmed it does vary from class to class.

Q - There are very few examples of 'dojos'- what is the rationale behind awarding these?

A – The Staff Governor confirmed that a lot of these are done verbally.

RE:

Q - Would regular church goers be able to answer why is Pentecost important to Christians?

A – The RE Lead said he would hope so. The Governor who asked the question clarified that her point was that the children did it so well; very impressive.

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	<p><i>Q - Why wasn't Jesus on the timeline?</i></p> <p>A – The RE Lead confirmed that he has checked on all of the school display timelines and Jesus is on all of them. This was possibly a worksheet downloaded incorrectly and stuck in the learning journals.</p>
18	<p>Future Planning for LGB Meeting Dates</p> <p>The Clerk outlined her planning for next year's meetings and stated that dates had been identified for the meetings but would be confirmed once the MAST Board meetings had been agreed. In order to provide Trust updates for the LGBs it is important for the Board meetings to take place prior to the LGB meetings. One change the Clerk confirmed she had made was to move the Term 5 meeting so that it did not take place until week 5 in term 5 so that it did not clash with SATs week.</p> <p>It was reconfirmed that data was to be made available to the LGB at 3 points in the year (Term 2, Term 4 and Term 6) as per the CEO's instruction.</p> <p>The Clerk confirmed that once the dates were agreed by the CEO she would circulate them.</p>
19	<p>MAST update</p> <p>The MAST Director who sits on the LGB provided an update of the Board Meeting.</p> <p><u>General</u></p> <ul style="list-style-type: none"> - The Trust board is continuing to recruit board members in order to swell the numbers. Key skills required are HR, legal. Interview for a director is taking place tomorrow (17 May). - The Articles of Association have not had to be changed, therefore board members can still serve as LGB governors. <p><u>Finance</u></p> <ul style="list-style-type: none"> - The CFO and CEO continue to look at opportunities to improve efficiencies across the Trust in order to save money and resources. - The Trust is solvent. - Two CIF bids were successful. The St Margaret's bid to remove the asbestos in the roof was one of them. The other was to allow St John's to replace fire doors. - St Margaret's Finance Manager has taken on the MAST Finance Manager role on secondment. - The Trust has been awarded a MAT Capacity Grant. Funds have not yet been received however. There are very strict parameters on how this can be spent. The CEO would like to put some School Improvement Capacity into the Trust however funds cannot be spent on engaging a consultant. The CEO is working with the schools on how this funding will be best utilised. It cannot be used to pay for work already carried out. St Margaret's will benefit from a one-year package of Accelerated Maths for the school. - Finance for each school was monitored. There are no significant concerns at St Margaret's. - The annual BFRO report is on track to be submitted in time for the deadline of 21st May. This is a monitoring report that must be submitted to the DfE for the academic year. This is a huge undertaking and thus the CFO is looking to take part in a pilot scheme to use a different system that will feed in and populate the statutory documentation that needs to be submitted to the government. - A recent internal audit report showed that processes regarding wages and salaries were efficient, and gave half a dozen low level recommendations for improving practice across the Trust, most around consistency between sites. <p><u>Standards</u></p> <ul style="list-style-type: none"> - Standards continue to be driven across the Trust. <p><u>Policies</u></p>

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	<p>- The MAST Online Safety Policy has been updated and ratified. This will be circulated by the Clerk.</p> <p><u>GDPR</u></p> <p>- A report from the DPO was received.</p> <p>- There has been only two minor breaches in the last year, neither of which were serious enough to report to the ICO. Action has been taken to avoid any further incidences.</p> <p>- Staff at all schools continue to ask the DPO for advice and support, demonstrating that it is still in the forefront of their minds.</p> <p>The Clerk confirmed the next MAST Conference would be on the 19 September 2019 2 – 4pm. Location to be confirmed.</p>	
20	<p>Parent Ofsted Questionnaire Analysis</p> <p>The HT had provided the Questionnaire analysis to the Governors prior to the meeting. There were no questions on the questionnaire. The following questions were asked regarding the behaviour tables.</p> <p>Behaviour</p> <p><i>Q - Was there a reason that Year 3 were not included on the e.o.t.3 data?</i></p> <p>A – The HT confirmed Year 3 were not included was because there were no incidents that term.</p>	
21	<p>Policies – Sex Education, Home School Agreement, Accessibility Plan</p> <p>The Co-Chair outlined the policies that she would like the LGB to look at in pairs:</p> <p>Sex Education – The HT confirmed that the teachers are currently looking at this policy. Once this has happened it will come to the LGB.</p> <p>Home School Agreement – LP and AC</p> <p>Accessibility Plan – JE and CH</p> <p>The HT had provided the Supporting Children with Medical Needs policy which the Governors had read. The Governors discussed the policy.</p> <p><i>Q – A Governor asked if the policy covered mental health as well?</i></p> <p>A – The HT also confirmed that for mental health the first contact would be the FLO.</p>	
22	<p>Training</p> <p><i>Q – A Co-Chair asked if Governors had completed the Governor Visits to a School unit? Any comments?</i></p> <p>A - Not all Governors had completed the training but will do so before the next meeting.</p>	
23	<p>AOB None</p>	
24	<p>Date of Next Meeting:</p> <p>Term 6 – 9am on 4th July 2019</p>	
25	<p>Confidentiality</p> <p>i. Of discussed agenda points</p> <p>ii. Of supporting documents</p> <p>LGB agreed that all of the supporting documents were suitable for distribution, within the Trust.</p>	
	<p>The meeting closed at 6pm</p>	

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Action Points

Co-Chair	4	To liaise with School Office about the ballot for the new Parent Governor
Clerk	19	Clerk to circulate new online safety policy
Co-Chair	21	To arrange visit to Vicar to offer post of Associate Governor
ALL	22	Governors to complete the Governor Visits module on the Learning Link

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