

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON
THURSDAY 03 MAY 2018 AT 16:00
AT ST MARGARET'S CE JUNIOR SCHOOL

PRESENT: Ann Critchley, Joe Ennis, Chrissy Hornby (Co-Chair), Linda McCormick, Gill Mond, Chloe Palmer, Wendy Parker, Anna Pattenden (HT), Roma Pearson, Laura Probert (Co-Chair).

IN ATTENDANCE: Fay Cordingly (DHT), Natalie Hobbs (MAST Clerk), Heads of Year

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 directors, whichever is highest. The meeting was quorate.	
3	Declaration of Business Interests No new business interests were declared.	
4	Governing Body Membership The Chair advised the Governors that they had received a letter of resignation from one of the Governors (WP) who confirmed today's meeting was her last. She will be completing a report on her recent PP monitoring visit. Both Co-Chairs thanked the Governor for all her hard work and dedication whilst serving on the Governing Body.	
5	Chairs Correspondence Both Co-Chairs advised that they had attended the ceremony for the new Vicar Nathan Ward on the 21 April and that it had been a joyful and pleasant occasion. It was discussed that the new Vicar had already been into school for Act of Worship and for meetings with the HT. All Governors were very pleased with this and looked forward to meeting the new Vicar, if they hadn't done so already.	
6	Approval of minutes from last LGB meeting held on 8 March 2018 Supporting docs: Previous Board Meeting Minutes 08 March 2018 The minutes of the previous meeting on 8 March 2018, were approved as an accurate record and signed as such by the Chair.	
7	Matters arising from the last LGB meeting held on 08 March 2018 not on the agenda <ul style="list-style-type: none"> • <u>Safer Recruitment Training</u> – A Co-Chair explained to the Governors that she had found an online Safer Recruitment course provided by the NSPCC and this would be paid for by the school if anyone would like to do it. The MAST CEO is investigating what can be provided by KAPE HR. • <u>School Based Support Template</u> – The Co-Chair had sent out the School Based Support Template to all Governors on the 26 April 2018 via MAST email. • <u>Pupils' prayers for LGB</u> – The DHT is still looking into this for the LGB. • <u>Behaviour Flowchart on website</u> – The HT will check the one currently on the website is the updated one. • <u>H&S Governor to amend H&S Policy</u> – This has been actioned and an update will be provided under Item 19. • <u>H&S Governor to receive H&S Audit</u> – This had happened and an update will be provided under Item 19 • <u>H&S Course</u>- This is taking place straight after this LGB meeting. 	

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	<ul style="list-style-type: none"> • <u>Safeguarding Course</u> – This has now taken place and the Training Governor has a record of those who attended. • <u>Whistleblower Course</u> – The HT confirmed this is something that could also be discussed with KAPE HR and will discuss with the CEO. 	
8	<p>Headteacher Report with SEF</p> <p>In advance of the LGB Meeting the HT had provided the Governors with the full Headteacher Report and the SEF. The following questions were received in advance of the meeting.</p> <p><i>Q-With the DHT supporting St James for 3 days a week, what is the impact on the school as we've also been without a SENCo? How is the SLT working at present?</i></p> <p>The HT outlined that they are working harder however due to the number of systems that are now in place, it is not impacting as much as they thought it would with SEN. Class teachers are now more accountable for all children including SEN and will make referrals. Although the HT will be involved with referrals, it is the class teachers who will make them following procedures and protocols that are now in place. This is working well. The HT confirmed it is making them work harder but smarter. In terms of the SLT the HoY 3 is currently stepping up to cover the DHT 2 days a week and from Term 6 the HoY 6 will cover the DHT. It is good leadership experience for them both.</p> <p><i>Q-Will the SENCo post be fulltime and has there been any interest so far?</i></p> <p>The HT confirmed the role would be 3 days a week as procedures and protocols are now place it is possible for the role to be part time. There has been some interest with 2 applications received and hopefully there will be someone in post soon. The interviews will be held on the 11 May.</p> <p><i>Q-As the HT and RE Lead attended a SIAMS update, with the school due an inspection, are there any changes to the inspection process that we need to be aware of?</i></p> <p>The HT confirmed there is a lot and advised that there will be training on the 5 June 2018 at 4pm on SIAMS provided by the Diocese for all Governors.</p> <p><i>Q-With reference to GDPR, has training being organized for Trust staff?</i></p> <p>The HT confirmed the majority of staff have now been trained and that Governor Training will be arranged for the 5 June 2018.</p> <p><i>Q-When looking at the quality of teaching in terms 3 and 4 only two graded as 2/1 appear, so how does the SIP have 40% with outstanding elements for these two terms?</i></p> <p>The HT apologised that the data report uploaded was incorrect. There are a couple of teachers missed which would be 1s. The HT will upload the correct document.</p>	
9	Attainment and Progress Data for Year 3	

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	<p>The HoY presented a report to the Governors and provided a handout report for them to refer to. The Governors asked the following question:</p> <p><i>Q-Year 3 girls are outperforming boys in Writing and Reading. Why do you think this is? Are any actions in place to diminish the difference?</i></p> <p>The HoY confirmed that this is most likely down to a lack of focus and motivation and as such they have attempted to choose topics and texts which would appeal more to the boys. The HoY explained that those children who are not making expected progress in Reading or Writing will have some or all, of the following support:</p> <ol style="list-style-type: none"> 1) Intensive reading support 2) Focus and differentiated groups for reading and spelling (4 x a week) in groups of between 4 and 6. These are year group based. 3) Precision teaching – The HLTA works with children on focused areas e.g. sentence construction. 4) Focused in class support – Children are often moved to a teacher focus table. This is quite a fluid thing, children may have one seat for reading and a different one spelling. 5) Parental involvement – parents are made aware if there is an area a child is not making as much progress in and support will be given to help them to support their child with this. 	
10	<p>Attainment and Progress Data for Year 4</p> <p>The HoY presented a report to the Governors and provided a handout report for them to refer to. The Governors asked the following questions:</p> <p><i>Q-Why is girls' attainment better than the boys'?</i></p> <p>The HoY outlined that Year 4 is a boy-heavy year: 59% boys, 41% girls. The HoY confirmed that they have worked hard at pushing up the boys' attainment. Term 4's data shows that boys are outperforming in all areas. We need to now ensure that our efforts to include and encourage the boys to reach their full potential is not at the detriment of the girls' attainment.</p> <p><i>Q-With PP there is a positive picture in Reading and Writing but Maths 'expected' has dropped - Why do you think this is?</i></p> <p>The HoY explained that the Maths topic last term was 'time' and this was the only topic they were able to teacher assess. Several of the PP children significantly struggled with this topic and therefore their levels dropped; however, their overall test results and maths fluency work has remained consistent / advanced. The HoY further explained that the PP children are also frequently late and therefore miss vital Maths input – hence why they now incorporate Maths fluency in every lesson. In addition, intervention groups have been amended.</p> <p><i>Q-What has been put in place for the Year 4 class with only 3% of pupils at greater depth for writing?</i></p>	

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	<p>The HoY confirmed that when analysing the KS1 data, it is apparent that 4A came up as a weaker class. To help with this, one child now has regular 1:1 support within that class. Once a week the HoY will be intensively supporting those in 4A who are on the cusp of ARE and also those who have the potential to meet GD. The HoY also confirmed that they are going to carry out more internal moderations so that all teachers feel fully confident with giving teacher assessed levels on writing.</p>	
11	<p>Attainment and Progress Data for Year 5</p> <p>The HoY presented a report to the Governors and provided a handout report for them to refer to. The Governors asked the following questions:</p> <p><i>Q-Overall combined remains at 48% expected 0% above. What are your thoughts on this?</i></p> <p>The HoY explained that pupils currently not combined due to being below in one subject have been put into intervention groups for this term. These pupils will be working with the extra teacher in the year group. The HoY confirmed that PP pupils have been targeted within this and the PP tutor is also prioritising Year 5 pupils at this time. They have 1 EAL pupil who has the potential to be above but does need extra support for language and tenses.</p> <p><i>Q-There appear to be significant differences in attainment between girls / boys, in all subjects and the overall combined. What steps are being taken to address this?</i></p> <p>The HoY confirmed that the most significant differences are in Reading and Writing. To combat this, they have purchased more boy friendly texts for their reading areas and have class books which are more engaging for the boys. They have also changed their planning of English lessons and writing this term to allow for more engaging and interesting lessons, thus enabling pupils to write on topics that they are interested in. The PP tutor also takes a group of the PP boys "reading for pleasure".</p> <p><i>Q-What is being done to ensure the 46% of Year 5 pupils who are above for reading, reach their target? (They are currently 18% away with only a term and a half to go)</i></p> <p>The HoY explained that they had 38 pupils who were Level 3 on transfer from KS1. In term 2 they had 12 above, now they have 20 above (Term 4). It is pleasing to see they are making progress. The HoY expects 6 of them to be at greater depth by the end of this term. The HoY stated that more emphasis is being place on answering 3 mark questions in class reading lessons as well as using a wider variety of text types. Their general vocabulary is weak and this is a focus in all Literacy lessons, especially in comprehension e.g. Synonyms and antonyms and dictionary games.</p>	
12	<p>Attainment and Progress Data for Year 6</p> <p>The HoY presented a report to the Governors and provided a handout report for them to refer to. The Governors asked the following question.</p> <p><i>Q-With 62% combined at expected+ this falls short of the target of 76%. What is being predicted now for SATS? How likely is it we will reach the target?</i></p>	

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	<p>The HoY explained that whilst they would not achieve the combined target set, (the HoY's personal target is 65%), realistically the HoY believes it would be 63% which is a 5% increase on last year. If SEN pupils are not included then it could rise to 66%, or higher. The HoY explained that the teachers are working extremely hard with the pupils however the year group is a challenging year group.</p>	
13	<p>Pupil Premium – Attainment and Progress Overview – (Report provided prior to the meeting) The PP Lead provided a comprehensive report for the Governors regarding the PP children prior to the meeting. The report detailed the Focus and Impact and Progress and Attainment for Term 4, a Summary of Findings and the Focus for Terms 5 and 6. No questions were asked.</p>	
14	<p>SEND – Attainment and Progress Overview - (Report provided prior to the meeting) A SEN report was provided for the Governors prior to the meeting. The report detailed the SEND Profile, Attainment and Progress, the SEND Budget information, Evaluation and a breakdown of all SEND Interventions taking place. No questions were asked about the comprehensive report provided.</p>	
15	<p>School Improvement Plan The HT provided the SIP to the Governors before the meeting. The Governors asked the following questions: <i>Q-Why has the percentage of pupils in Maths at above expected progress fallen from previous term? (down in Years 3 and 4 as a whole; boys in Years 4 and 6; girls in Years 3 and 6; PP in Year 6; SEN in Years 5 and 6.)</i> The Maths Lead explained that expected progress in Year 3 dropped by 1% in Term 4 due to one child joining the school, who had been out of school for most of Year 2 having been in India prior to this. <i>Q-With attainment there has also been a fall, why is this? (down in Years 4 and 6 as a whole; boys in Years 4,5,6; girls in Year 6; PP in Year 6; SEN in Year 4.)</i> The Maths Lead confirmed that Year 4 dropped in Term 3 for ARE compared to Term 2 as 'time' was the only unit in that term and many children who had been working above ARE, dropped down to ARE, as they found elements of this unit challenging. Year 6 saw a fall in attainment in Term 3 compared to Term 2, this was the result of their reasoning scores in practice SATS papers. This caused concern for the Year 6 team – hence some pupils losing their original ARE %. These %s are now back on track in Term 4.</p>	
16	<p>SIAMS / British Values The RE Lead provided the Governors with a report on the new SIAMS inspection. The report detailed the main question that the school will be asked and the 5 separate strands which will be finalised shortly. Essentially the SIAMS inspection will broadly follow the Ofsted approach to gradings (Outstanding, Good, RI).</p>	
17	<p>Parent Questionnaires The Parent Questionnaires were discussed. (RE questionnaires are being collated.)</p>	

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	<p><i>Q-12% of parents disagreed with the statement that lessons were not being disrupted by bad behaviour. Is the school addressing their concerns? Has there been any negative impact on teaching and learning in the classroom?</i></p> <p>The HT confirmed that there had not been a negative impact on teaching and learning. The HT or DHT are called if a disruption is significant and the child is removed to another class or outside another teacher's classroom, where they are supervised.</p>	
18	<p>Safeguarding</p> <p>Governors are now aware that the SG Governor is continuing to work closely with the DSL to ensure all correct procedures are being adhered to. This is achieved by frequent visits by the SG Governor at present both planned and unplanned to check and question the SCR. Both the HT and the SG Governor feel that this has proven to be effective. Any safeguarding concerns are raised with the DSL and the SG Governor is kept informed.</p> <p><i>Q-What if any responsibility does the school have regarding safeguarding, with relation to the groups using the facility – most especially the youth club?</i></p> <p>The HT explained to the Governors that historically the Youth Club were reliant on the DSL from the school and that is now not the case. They have their own DSL. The Co-Chair advised the Governors that there had been a serious level incident that had taken place recently and all Safeguarding procedures were adhered to and the situation dealt with appropriately by the school.</p>	
19	<p>Health & Safety</p> <p>The DHT explained that liaison is currently taking place with the Infant school regarding the location for evacuation and therefore the finer details of the new evacuation procedures have still to be finalized.</p> <p><i>Q-With reference to fire drills – what were the evacuation times on the last three? Was there an improvement?</i></p> <p>The DHT outlined the fire drill times for the Governors – all were under the 3 mins which is the time set. They are all approx. 2mins 30secs.</p> <p><i>Q-H&S policy – there doesn't appear to be a direct reference to an asbestos register and procedures. Should there be?</i></p> <p>The DHT said there isn't a direct reference to the asbestos register and procedures in the main policy, however the H&S Governor pointed out there are supplementary policies of which the asbestos register is one.</p>	
20	<p>MAST</p> <p>The MAST Action Plan, Minutes from the Board meeting were not available for this meeting but will be available for the next LGB meeting.</p>	
21	<p>Governor Monitoring Visits and Schedule</p>	

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<p>There have been several monitoring visits during Term 4. Monitoring Reports circulated in advance of this meeting are:</p> <p>Pupil Voice – Co-Chair Reading – both Co-Chairs, Vice Chair, 2 parent governors SCR Monitoring – SG Governor School Website – Co-Chair Health & Safety – Vice Chair</p> <p>Following the Governors' day in March, governors submitted reports on their monitoring of reading. Reading is a priority area for improvement. The following questions were asked of the Literacy Lead:</p> <p><i>Q-What direction is given to encourage pupils to widen their choices of texts? Particularly when a pupil is a 'free reader'.</i></p> <p>The Literacy Lead explained that all teachers ensure that a range of styles/genres are taught throughout the academic year so that the children are immersed in a variety of authors/genres etc. Teachers/TAs monitor the books pupils are reading through the home contact books and during DEAR time. For those on the reading scheme, they try and vary the genres/style of books they are given and for free readers there is a wide selection to choose from. A new initiative for this term is that the pupils carry out more pupil recommendation sessions. Staff have also carried out book questionnaires which helped them to get a good idea of the children's preferred choices. During Parents' Evening they discuss the children's book choices with them and the pupil conferences showed that the children were happy with being supported in this.</p> <p><i>Q-How often is guided reading taking place? Is this, as described by the pupils, a comprehension exercise with a given extract from an unknown text?</i></p> <p>The HoY explained that GR takes place after Act of Worship – 3 or 4 sessions a week. It encompasses a range of activities, with the aim of enabling children to successfully answer comprehension questions. Year 4 have trialled 'Power of Reading' and that engages children through a wider range of activities e.g. performance reading, analysing the author's vocabulary choices through drawing a picture.</p> <p><i>Q-How are texts chosen for guided reading? Are they linked to current topics or pupils' reading choices?</i></p> <p>The HoY explained that it does vary. Where possible, they link the GR texts to the topics covered. If the term's novel is long, then often this text is used in English and GR. Year 3 tend to link their GR text to their writing focus to immerse the children more in that style. In terms of Non-fiction, this was an area they were finding children were less confident so the HoY bought the Guinness Book of Records to help with this. This particularly appeals to the boys.</p> <p><i>Q-What is the purpose of the reading contact book? And does every pupil have one?</i></p>	
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	<p>The HoY explained that every child is issued with a reading contact book when they start. The purpose is two-fold: 1) to encourage parents to take an active role in encouraging their child and 2) it is also providing the teachers with a good avenue of communication. The HoY confirmed that they have recently introduced competitions linked to this and the data has shown that this is having a positive impact.</p> <p><i>Q-Not all the children spoken to were familiar with the school's library and how to borrow books. It would be good to know when Year 3 begin to do this and how frequently.</i></p> <p>The HoY confirmed that each class used to have weekly slots to the use the library and this was linked with the swimming timetable. Year 3 are having a formal library session this term and next term, all class teachers will take their class in.</p> <p><i>Q-One child mentioned "prizes for reading", saying (quite wisely) that "it might encourage children".</i></p> <p>The HoY confirmed that there are a number of competitions / challenges. These are: Golden Ticket Challenge, Weekly Reading Contact Book Challenge, Challenge run by the librarians, and the Oxford Readathon.</p> <p><i>Q-Does guided reading appeal to the higher ability children enough?</i></p> <p>The HoY confirmed that with the new Power of Reading activities, low threshold and high ceiling tasks could support them to answer higher level questions.</p>	
22	<p>Training</p> <p>There will be SIAMS and GDPR training for all Governors on the 5 June 2018. Times and location will be confirmed as soon as possible.</p> <p>The Co-Chair asked about access to the National Governors Association Virtual College – the Clerk will look into this.</p>	
23	<p>AOB</p> <p>Governors were asked to help with SATS Monitoring. Two will be attending on Monday and one Governor for the rest of the week.</p>	
24	<p>Date of Next Meeting: 12 July 2018 at 2pm</p>	
25	<p>Confidentiality</p> <p>i. Of supporting documents- The Board agreed that all supporting documents were suitable for distribution.</p>	
26	<p>The meeting closed at 6.20pm</p>	

Action Points

Clerk	22	Investigate access to NGA Virtual College for Governors
Headteacher	7	Double-check the Behaviour Flowchart is the updated one.
DHT	7	Look into having Pupils Prayers at the LGB
Headteacher	7	Upload the correct Quality of teaching document
PP Governor	4	Submit PP monitoring report