

ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON  
THURSDAY 08 MARCH 2018 AT 14:00  
AT ST MARGARET'S CE JUNIOR SCHOOL

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

**IN ATTENDANCE:** Fay Cordingly (DHT), Natalie Hobbs (MAST Clerk), Jackie Smith (PP Lead)

Item	Main discussions and agreed actions	
1	<p><b>Opening Prayer</b> A Governor opened with a prayer.</p>	
2	<p><b>Apologies for Absence (accepted / not accepted)</b> Apologies were received and accepted from a Governor (WP). All other Governors / MAST Members were present.</p> <p><b>Confirmation of Quorate</b> Quorum is 3 or 1/3 (one third) of the number of appointed directors, whichever is highest. <b>The meeting was quorate.</b></p>	
3	<p><b>Declaration of Business Interests</b> A Governor declared they had taken on a role supporting a clerk within the Rivermead Trust.</p>	
4	<p><b>Governing Body Membership</b></p> <ul style="list-style-type: none"> <li>• <b>Update on Vacancy</b></li> </ul> <p>The Co-Chair updated the Governors on the interview process that had been undertaken following the response to the advertisement in Action Forum. A Co-Chair gave an overview of a prospective governor who had been invited to the LGB Meeting and informed the governors that the prospective governor had previously worked within the health service and was now retired. She had also undertaken a variety of roles within local schools (Fairview and Hempstead) in the past and was keen to become a governor for St Margaret's. It was mentioned that she has a grandchild within Y3 at St Margaret's. Once this had taken place, the prospective Governor left the room whilst the LGB voted on appointing her to the LGB. All Governors voted unanimously to appoint Linda McCormick to the LGB. The new Governor re-entered the room.</p>	
5	<p><b>Chairs Correspondence</b> The Co-Chair informed the Governors that a letter of resignation had been received by the Co-Chairs and the HT from the SENCO.</p>	
6	<p><b>Approval of minutes from last LGB meeting held on 01 February 2018</b> <b>Supporting docs: <a href="#">Previous Board Meeting Minutes and Confidential Notes 01 February 2018</a></b></p> <p>The minutes, and confidential notes, of the previous meeting on 01 February 2018, were approved as an accurate record and signed as such by the Co-Chair. The Vice Chair commented that the minutes were very detailed and thorough.</p>	

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7	<p><b>Matters arising from the last LGB meeting held on 01 February 2018 not on the agenda</b></p> <ul style="list-style-type: none"> <li>• <u>Declaration of Business Interests</u> The Clerk confirmed that the Business Interests had been updated.</li> <li>• <u>Interview Prospective Governors</u> The Co-Chair and Vice-chair interviewed prospective governors and subsequently the board now have a new Governor.</li> <li>• <u>SIAMS Governor to report</u> The Ethos Governor has produced a Governor report which will be covered later in the Agenda.</li> <li>• <u>PREVENT training link to be sent out to Governors</u> The Clerk confirmed that the PREVENT link had been sent out to all Governors who still needed to complete the training.</li> <li>• <u>Safer Recruitment Training</u> The CEO had not yet confirmed the Safer Recruitment training via KAPE and if this is possible.</li> <li>• <u>Quotes for play area</u> The HT confirmed that the quotes for the play area are due to go to the MAST Board Meeting for approval at the end of March.</li> </ul>	
8	<p><b>SEF- Updated from September 2017</b></p> <p>The Co-Chair noted the slight increase in the number of PP pupils and the slight decrease in SEN. Instead of 'closing the gap', schools now refer to 'diminishing the difference'.</p> <p><b>Governors asked the following questions:</b></p> <p><i>Q- Is the Marking policy in place now? It states it has been drafted.</i> The HT confirmed that this was in place now.</p> <p><i>Q -What does 'Three Before Me' mean?</i> The DHT explained that 'three before me' was a system the school had put in place to encourage independent learning. It is three things a pupil has to do before they put up their hand to ask the teacher. (1) Talk to your partner, 2) Look at the reference wall, 3) Look back in your learning journal).</p> <p><i>Q- Where would governors find copies of non-statutory policies on the website e.g. Marking policy, to monitor that policies are being followed and to be aware of their content should Ofsted ask?</i> The HT confirmed that the non-statutory policies such as these are available on request.</p> <p><i>Q- What is SEAL?</i> The HT confirmed that this is Social and Emotional Aspects of Literacy and explained it was similar to PHSE i.e. a scheme of work. It helps with developing life skills.</p>	

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	<p><i>Q- It refers to the possibility of Attendance clinics – how will this work?</i></p> <p>The HT confirmed that the Attendance Clinics had been trialled. She explained that they would be run by the school's FLO along with the AAP and they are in place.</p> <p><i>Q- Referring to Safer Recruitment training being extended across staff, does this mean SLT?</i></p> <p>The HT confirmed this would remain within the SLT as they are the ones who do the interviews. It was also mentioned that some Governors should be Safer Recruitment trained which is in the process of being organised.</p>	
9	<p><b>SEND Report</b></p> <p>The Co-chair presented her monitoring report on SEND following her recent visit with the PP Lead. They discussed the SEN Register and how it is reviewed regularly making the process of children going onto the register and coming off the register a fluid process. The Co-chair and PP Lead agreed this was working well. They spoke about the process of new referrals and the monitoring report outlines the process the school will undertake to refer a child to the SEN Support team. The Co-chair informed the governors that the SEN Support team are using a School Based Support Plan to record accurately the small steps of progress that a child may make. This will enable the school to see progress in our SEN children more easily. <b>The Co-Chair agreed to send the template to the Governors - ACTION</b></p> <p><i>A Governor asked if they had to apply on a child by child basis for the top up SEN funding. The HT confirmed that yes this was the case and that evidence had to be provided for each application.</i></p> <p><i>The Vice-chair asked for confirmation on the SEN budget figure he had been provided with by the CFO. The HT confirmed it was correct as there are a high number of children in the school requiring SEN support.</i></p> <p>The Vice-Chair thanked everyone who had provided the report.</p>	
10	<p><b>Progress and Attainment for Term 3</b></p> <p><b>Governors asked the following questions:</b></p> <p><i>Q- What are the strengths and weaknesses in progress and attainment? What steps are being taken to address areas of concern?</i></p> <p>The HT stated that this was a very open-ended question. For progress it all depends on their starting points. For example, the school has low ability children who may start low and work their way up to a level which would still be below their peers however it would be really good progress for them.</p> <p>Maths Year 6 is an area giving concerns, so they have started Maths Booster groups on Tuesday and Fridays. In Term 3 it does look like one class in Year 6 have dipped</p>	

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	<p>and this is being investigated. They have recently sat a practise SATs paper. Further investigation by the HT and Head of Year is taking place.</p> <p>The HT explained that the Heads of Year have been instructed to look at where a pupil may have achieved the expected percentage in two out of three but not in the third and if there was a group of pupils, then support would be actioned to help them in that area.</p> <p><i>The Co-chair asked what the HT's thoughts were on the Year 6 combined figure. The HT said that it was lower than she would have liked but they had ascertained it was to do with reasoning within Maths, so they were working with pupils to bring the figure up.</i></p> <p>The DHT explained that Term 3 was very short compared to Terms 1 and 2.</p> <p><i>The Co-Chair asked if the HT could provide commentary on the data report when it is sent out. The HT and DHT said they consider the request to see if it was possible.</i></p> <p><i>Q- Why has good progress for the disadvantaged groups in the 'above expected' in reading, writing and maths, not resulted in better attainment?</i></p> <p>The PP Lead explained that it all depends where their starting point was at the start of the year. If they were working significantly below year group expectations, then expected progress would still see them making attainment that SIMS would deem to be 'Significantly below'.</p> <p><i>The Vice-chair then presented his understanding on the progress and attainment for these pupils in Term 3.</i></p> <p>In terms of progress, the PP/SEN/FSM pupils have shown an improvement over the terms (32 in Term 1, to 36 in Term 2 to 46 in Term 3). In terms of attainment this is much lower (8 in Term 1, to 6 in Term 2 to 10 in Term 3).</p> <p>Suddenly in Term 3, 6 groups of disadvantaged children are doing better than non-PP/SEN/FSM children in Writing and Reading (in Reading this has dipped from Term 2). Maths above expected is continuing however no groups coming up from below expected.</p>	
11	<p><b>Pupil Premium Report – (provided in advance of meeting)</b> <b>Governors asked the following questions:</b> <i>Q- The Year 6 data is for 29 pupils and so includes SEN. What are the figures for PP only?</i></p> <p>The PP Lead confirmed that there are 21 Non-SEN PP pupils and provided the Governors with a data report showing figures for Reading, Writing and Maths for those Non-SEN PP pupils.</p>	

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<p><i>Q – Year 4 data is for 13 pupils, yet it states there are 14 PP pupils. Is there a reason for this?</i></p> <p>The PP Lead apologised as this was a typing error and confirmed there are 13 PP children in Year 4.</p> <p><i>Q- The number of SEN/PP pupils rose significantly from term 2 to term 3. Is this because further SEN needs have been identified since September?</i></p> <p>The PP Lead confirmed that SEN numbers changed following a review of the SEN register at the end of Term 2. Currently (correct as of 7 March 18) the school has 29 children who are SEN and PP which is 35% of the PP children.</p> <p><i>Q- A good number of Year 3 pupils who were below the expected level in Reading and Maths have now moved into the expected level. Has this been achieved by changing the interventions?</i></p> <p>The PP Lead informed the Governors that Year 3 run reading and maths interventions that run several times a week alongside those offered by the SEN/PP teams. This would suggest that these interventions have had a significant impact.</p> <p><i>Q – Year 4 data for Reading indicates downward movement in the Above data for both attainment and for progress. Why?</i></p> <p>The PP Lead explained that having looked back at the data from Terms 2 and 3, this movement is just one child whose attainment was above ARE in Term 2 but, perhaps due to the more challenging work in Term 3, has dropped back down to expected attainment. Similarly, for progress: one child, who is working significantly below in attainment made above expected progress in Term 2 but then ‘plateaued’ and made expected progress in Term 3.</p> <p><i>Q- Year 5 Writing (whole year group) shows a drop in those pupils at the expected level, and in those making the expected level of progress and indeed those making accelerated progress. Is this because those who had been making accelerated progress are now above the expected level and so progress has slowed, and those who were significantly below the expected level have now moved up a bit?</i></p> <p>The PP Lead confirmed that this was exactly what had happened.</p> <p><i>Q- In Year 6 there are less pupils making accelerated progress and less working at the higher level and the expected level for the whole year group and for PP. Any reasons for this?</i></p> <p>The PP Lead explained that the current cohort of Year 6 PP children contains 9 SEN, 3 LAC, 1 Post LAC, 3 EAL and at least 7 others who have accessed the counselling services in the last year or whose families are currently part of a CAF or ChiN plan. The PP Lead further explained that they are a cohort whose needs have been quite extreme and as a school, we have been very successful at dealing with them. But</p>	
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	<p>this would also partly explain why they may not have been able to make accelerated progress or be working at a higher level of attainment.</p> <p><i>Q – Looking at enrichment activities, how many payments were made for Arethusa? And for the Isle of Wight?</i></p> <p>The PP Lead confirmed that this year the school has paid for 5 children to attend the Isle of Wight and 1 child to attend Arethusa.</p> <p><i>Q- PP funding currently fully funds residentials for PP eligible pupils. To get more value for money from the funding, would there be consideration to partially fund PP pupils (perhaps 50%) or is there a limit on the number of PP funded places? In essence, it could be that at some point in the future, pupils attending those trips may only be the PP pupils and those from families able to fund the trips. What about those families who may not be PP but are on a tight budget and could not afford to pay?</i></p> <p>The PP Lead explained that all payments for trips are ‘voluntary contributions’ made by parents. Fortunately, due to the work carried out by the school’s FLO and the positive relationships she fosters with the parents, the school is very aware of families who may be struggling financially.</p> <p>The PP Lead went onto explain that the school had recently paid for trips and provided equipment for some children who were not PP but are on the cusp and whose families were struggling.</p> <p><i>Q – How many pupils attend Breakfast Club? What percentage are PP pupils?</i></p> <p>The PP Lead confirmed that attendance at Breakfast Club varies from day to day. There are currently 74 KS2 children registered to attend Breakfast Club; 13 of these are PP. 5 funded places have been offered, 3 were taken up but only 2 regularly attend this year.</p> <p><i>Q – Are counselling and play therapy sessions funded by PP?</i></p> <p>The PP Lead confirmed this was the case.</p> <p><i>Q – Are there still waiting lists for specific support for PP pupils?</i></p> <p>The PP Lead stated that any child ‘waiting’ for a place on an intervention is usually found a place by the next term.</p>	
12	<p><b>Sports Premium Report</b></p> <p>The Co-chair presented her report to the Governors on her monitoring visit to the PE Lead. The focus was to discuss the use of the PE and Sport Premium in the school, review the school’s sport provision and consider areas for development and improvement. The PE Lead was very enthusiastic and answered all questions. Full information is contained in the report.</p> <p><b>Governors asked the following questions:</b></p>	

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	<p><i>Q- Thinking about Sports Premium spend – what has had the most impact?</i> The DHT stated that the biggest impact she has seen is that everyone is encouraged to do participate in sport at their own level. There is a large group for Mini Youth Games and not everyone is great at sport, but it is about taking part.</p> <p><i>Q- Are staff taking up the CPD opportunities?</i> The HT confirmed that this was the case and some teachers are getting more involved and taking the lead in netball, football and archery.</p>	
13	<p><b>Attendance</b> The HT confirmed that whole school Term 3 attendance was 96.54%. Pupil Premium attendance was 95.6%. Non-Pupil Premium attendance was 96.8%. SEN attendance was 96.13%. All the governors agreed that this was a positive picture and that current interventions were obviously working. The HT did say that if the EHCP children are included in the figures it does sway the figure slightly - due to the number of medical appointments.</p>	
14	<p><b>Maths Subject Leaders' Report – (provided in advance of meeting)</b></p> <p><b>Governors asked the following questions:</b> <i>Q – Does the school have enough manipulatives?</i> The Maths Subject Leader confirmed they do, and with a top up on the school's recent maths order, based on the teacher survey requests, teachers are happy with what is available now. In an ideal world, there would be a few more bits that they would buy – class sets of clocks, more place value sliders, more fraction, decimal and percentage games but all in all, the maths bags created and the stock in the maths cupboards provides staff with a good level of support.</p> <p><i>Q – What format does the new maths homework take?</i> The Maths Subject Leader explained that they use a book that is based around the specific year group titled "Target Your Maths". This was trialled by Irish colleagues last academic year based on resources used in NI. They have embarked on this for all pupils since September. It is a scheme that is in line with the 2014 objectives. They match the homework to the areas being covered in MNP, so do not work through the book sequentially. The Maths Subject Leader also explained that they occasionally provide HAP challenges or LAP support work as an alternative if it is deemed appropriate. Each year group is consistent in the weekly homework set. The homework is differentiated in three ways (A = Below, B = Average, C = Above). Pupils can choose which section they complete and parents were informed at the start of the year which section was the expected level. The class teachers may advise pupils which sections they should be completing as and when the need arises.</p> <p><i>Q – Has there been any noticeable impact on closing the gaps between SEND/Non-SEND? PP/Non-PP?</i></p>	

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	<p>The Maths Subject Leader provided a data table to all Governors to answer this question. In addition, the Maths Subject Leader explained that Attainment % for PP pupils had gone up in all year groups apart from Year 6 and the Progress % for this group showed that it had gone up for Years 3 and 5. With regards to SEND support pupils, the Attainment % and Progress % had gone up for Years 3 and 5.</p> <p><i>Q – Has there been any significant improvement by boys in Maths?</i></p> <p>The Maths Subject Leader provided a data table to all Governors to answer this question. The data showed that the Attainment and Progress for boys in Term 3 is an improved picture on Term 2 data.</p>	
15	<p><b>English Subject Leader Report – (provided in advance of meeting)</b></p> <p><b>Governors asked the following questions:</b></p> <p><i>Q- Are parents of those pupils who may need more support, receiving additional support? Are they contacted directly?</i></p> <p>The English Subject Leader confirmed that parents are contacted directly if their child needs more support. Parent workshops are also run to help them understand how to help their child with homework. Handouts and literature are provided and there is also information for them on the website. In some instances, where the parents cannot read or write, the teachers or FLO ring the parents directly.</p> <p><i>Q- With non-fiction texts used across the curriculum, will pupils be encouraged to transfer and develop their comprehension skills in all subjects? Presumably comprehension tasks set in English will also address this.</i></p> <p>The English Subject Leader confirmed that all pupils are encouraged to transfer and develop their comprehension skills across all subjects. It was explained to the governors that they use “APE” (Answer it. Prove it. Explain it.) in all subjects.</p>	
16	<p><b>Report on Science and on non-core subjects (reports provided in advance of meeting)</b></p> <p><b>Governors asked the following questions:</b></p> <p><b>SCIENCE</b></p> <p><i>Q – How are pupil selected for the Science Club? Same year group? Ability?</i></p> <p>The HT (on behalf of the Science Lead) explained that in all year groups, pupils were selected by class teachers after getting to know them and decisions were based on interest and enthusiasm for the subject. The group is mixed age and mixed ability. SEND and PP pupils are also included.</p> <p><i>Q – What format were the formal assessments if not knowledge based?</i></p> <p>The HT confirmed that questions are a mix of factual recall (knowledge based) and working scientifically as they have to answer questions around possible investigations, what they could do and what would be needed.</p>	

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*Q – What lies behind one Year 3 class being so markedly different from the other two? It has the highest 'X' but the lowest 'M' and the highest 'B'.*

The HT explained that it was the Head of Year with the most experience and the previous Science leader with high expectations. Not enough evidence of working scientifically through write ups and verbal answers given in class has resulted in teachers not judging pupils as meeting expectations.

**HISTORY**

*Q – You mention reviewing the first action plan by the end of this year – what were your priorities for this year?*

The History Subject Leader explained that her priorities were ensuring curriculum coverage is achieved through year group long and medium-term planning; that resources are appropriate, accessible and support the teaching; that historical skills are evident in the teaching across the school; that teachers are confident with curriculum knowledge and expectations of their year group; and begin work towards Quality Mark.

*Q – What new resources were purchased?*

The History Subject Leader confirmed that she had renewed the school's membership to the Historical Association and bought relevant resources such as a Spartan Helmet for Year 5 and a Viking Longboat replica model for Year 4.

*Q – How long has the coverage outlined in the report been in place?*

The History Subject Leader confirmed that this would be two years to ensure chronology through the school, with the only exception being Greeks in Year 5. She plans to review next year's coverage once the Power of Reading has been dispersed.

*Q- KS1 History indicates that pupils should develop an awareness of the past and have a wide vocabulary of historical terms. Do we find this in our current Year 3s?*

The History Subject Leader confirmed that historical concepts, vocabulary and awareness is what it should be, ability dependent, in Year 3. This is evidenced in their books and from pupil conferences.

*Q – With KS2 stressing that pupils need to understand how different sources are used to learn about the past. Are we exposing pupils to an appropriate range of historical resources?*

The History Subject Leader confirmed that resources were being updated each year. Year leaders now have 'log-ons' to the Historical Association to ensure relevant resources are used and several year groups have school trips relating to their topic e.g. Year 6 – Rochester. Furthermore, Year leaders have been encouraged to start terms with history topic 'hook days'. This has included having external visitors in such as the Roman Man for Year 4 and the Aztec company for Year 6.

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<p><i>Q- Are Heads of Year involved in the scrutiny of books for their year group?</i></p> <p>The History Subject Leader confirmed that the Heads of Year do look, but as part of writing and reading. The History Subject Leader takes in a top, middle, bottom including PP and SEN children and completes a monitoring form for each class. This is then fed back to the team either individually or as a team. Regular catch ups with Year leaders regarding history topics take place.</p> <p><i>Q- Are teachers confident in assessing history?</i></p> <p>The History Subject Leader informed the governors that feedback from the recent staff meeting indicated that they were. SIMs data supported this. She confirmed that two Year groups have 85% of their year group ARE. The other two are very close. The History Subject Leader outlined the support she has put in place staff, should they require assistance, such as support sheets for moderating historical learning.</p> <p><i>Q- What questions will be asked in the pupil questionnaire?</i></p> <p>The History Subject Leader provided a document with History questions for Pupil Voice which was shared with the governors.</p> <p><b>R.E.</b></p> <p><i>Q – Are there plans in place for moderation across the school? And the Trust? If so when?</i></p> <p>The HT confirmed that there has already been moderation across the school and that the RE Subject Leader has now linked with his counterparts in the other MAST schools.</p> <p><i>Q – Are teachers confident in assessing the pupils' understanding of RE?</i></p> <p>The HT confirmed that the school is following the Diocese assessment criteria which was written by the education lead from the Diocese. There have also been several staff meetings on assessing the pupils' understanding of RE.</p> <p><i>Q – Have you any ideas on how the children who are still 'working towards' could be helped? Are they able to access the 'Understanding Christianity' material at all?</i></p> <p>The HT explained that there is a whole host of resources available to them on Understanding Christianity. It is very useful and there are lots of different activities which can be used to support the lower ability children.</p> <p><i>Q- The number in Year 3 working above the expected level has dropped since term1, with a big dip in Term 2 and a slight rise in Term 3. Why is this?</i></p> <p>The DHT explained that this had been discussed in the staff meeting. It is understood this is to do with confidence in assessing and ensuring the children have the required understanding.</p>	
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<p><i>Q- Likewise in year 4 the number of higher level pupils rose sharply in term 2 and dropped in term 3. Are there any reasons for this?</i> As for Year 3.</p> <p><i>Q – Are British Values evidenced elsewhere other than the display by the HT's office?</i> The HT confirmed that it is the only display. They do have Act of Worship this Term.</p> <p><i>Q- Have there been any visits to places with a different cultural heritage, other than church? E.g. Synagogue, Gurdwara, Kent Muslim Welfare Association.</i> The HT confirmed that there hadn't been any, but it was being discussed, potentially for Terms 5 and 6.</p> <p><i>Q- Would parents from other cultures be prepared to come and speak to children about their culture, heritage, customs, food?</i> The HT confirmed they would address this in future plans.</p> <p><i>Q- As this was something we tried to address under the old SIAMS committee, what plans do you have for the Spiritual Garden?</i> The DHT explained that the PTFA met and decided to spend some money on the Spiritual Garden so that the school could use it more than they do now. They will be purchasing a book shed and picnic blankets so that it can be used as a quiet space.</p> <p><i>Q – Did your 'learning walk' show whether pupils are still using the Prayer Wall?</i> The HT confirmed that the classrooms have all got reflective areas and there is a Prayer Wall outside the HT/DHT offices and one by the Year 4 classrooms. Some classrooms have prayer trees, whilst others use a prayer book. It was agreed this makes it more accessible for the children.</p> <p><i>Q – In the past it was a suggestion that pupils could write little prayers for us to use in our meetings. Do you think this is a possibility? Maybe to help pupils understand our role and for us to see their compositions?</i> The Governors agreed this would be a good thing and the DHT will take it away to action. <b>ACTION</b></p> <p><b>COMPUTING</b></p> <p><i>Q- Is the Rising Stars scheme designed to build upon the pupils' experiences in KS1?</i> The HT confirmed that from the evidence seen, it is not thought that KS1 use the Rising Stars scheme. However, the IT Lead is doublechecking this with the KS1 IT Lead.</p> <p><i>Q – Are those less confident staff receiving CPD/support?</i> The HT confirmed that the IT Lead is working with staff and staff also work across Year groups to gain CPD / support.</p>	
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**ART**

*Q- Is there a school scheme of work for art? i.e. does each Year group study a specific art form or artist?*

The HT confirmed that the pupils choose within their topic, however the Art Subject Leader ensures that it is wide ranging enough to fulfil national curriculum requirements.

*The Staff Governor confirmed that* staff are required to send various pieces of Art work to the Art Subject Leader so she may check that they are covering the curriculum adequately.

*Q- Are there themes linked to other areas of the curriculum? i.e. History – Roman mosaics?*

See above.

*Q- What is the purpose of the sketch books? Are there set tasks that are carried out at set times in all Year groups to evidence the pupils' progress/development?*

The HT confirmed they are used for practising their skills i.e. expression, gathering information on a given artist etc. Teachers are getting better at marking these. All pupils have one and they are being used more this year.

**DT**

*Q- As with art is there a set scheme of work linked to other curriculum areas?*

The DHT stated it is linked with their topic and the DT Subject Leader will look at the skills being covered.

**GEOGRAPHY**

*Q- As with the other subjects is there a set scheme of work linked to other curriculum areas?*

The DHT stated it is linked with their topic and the Geography Subject Leader will look at the skills being covered.

**MUSIC**

*Q- Are there any PP children having music lessons paid for?*

The HT confirmed the school has paid for music lessons for some PP children.

*Q- Is the projector mentioned in the report being replaced?*

The DHT stated that the projector was not being replaced. The HT needs to check the budget and see if it would be viable. The Staff Governor confirmed that the teachers would give up their rooms for when the music teachers come in for the class and this is working well. It is not seen as a problem.

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	<p><i>Q- Can any child learn a musical instrument should they wish to, through the school?</i> The HT stated that Medway Music School provide lessons however they are struggling to find a Brass teacher.</p> <p><i>The Governors thanked all Subject Leaders for their reports which they had found to be very informative.</i></p>	
17	<p><b>SIAMS / British Values</b> The Ethos Governor presented her report after conducting a Monitoring visit. The focus of the visit was to learn how RE is being taught in the school – it was noted that the material being used is new and the RE lead had also changed. The Ethos Governor was very impressed with the conversation and the Learning Walk. Full information is contained in the report.</p>	
18	<p><b>Safeguarding</b> <b>Governors asked the following questions:</b> <i>Q- As the result of the review were any significant safeguarding issues identified and if so followed up as necessary?</i> The HT confirmed that following on from the review there were no significant safeguarding issues identified to follow up. The HT did add that the lockdown procedure had been added onto the action plan.</p> <p><i>Q- The last Online Safety workshop for parents took place in December 2016. Are there plans for another one particularly for the new Year 3 parents?</i> The HT confirmed that this was incorrect as the last Online Safety workshop took place in July 2017. There will be another in the future, but it has not yet been decided when this will take place.</p> <p><i>Q- Is there a policy for visitors in school? e.g. requirement of a DBS, mobile phone procedures etc?</i> The HT confirmed that there is a Visitor Quick Reference pack which is kept in the office and given to all visitors to the school such as Supply teachers. In the pack it contains the relevant policy documents they should be made aware of.</p>	
19	<p><b>Pupils' Behaviour</b> <b>Governors asked the following questions:</b> <i>Q- If serious bullying/racist incidents are logged, are they reported to governors in the HT report? (Not detail specific but numbers and types of incidents)</i> The HT confirmed that Pupil Behaviour is covered in the HT report. The governors were also provided with a SIMS data report outlining the behaviour log for Term 2 and Term 3 and a summary breakdown per Year group.</p> <p><i>Q – Is it possible for governors to have sight of the Behaviour Flow Chart to help understand the Behaviour Policy? Is this chart included as an appendix to the Behaviour Policy?</i></p>	

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	<p>The DHT confirmed that the Behaviour Policy is on the website for governors to see. A new simplified flow chart has been created as an Appendix which will be placed on the website this week. The new flow chart is also in every classroom. <b>ACTION</b></p> <p><i>Q- When is Anti-bullying week?</i></p> <p>The DHT confirmed that Anti-bullying week takes place in November in Term 2 of the Academic year.</p>	
20	<p><b>Health and Safety Update</b></p> <p>The DHT informed the Governors that a Health and Safety audit had taken place today (8 March) with herself and the Caretaker. Areas that had been covered since the previous audit in January were the Breakfast Club, Lockdown procedure included in the Action Plan, and the school. The DHT explained that Staff and Pupils had been briefed on the Lockdown procedure and changes to the Bomb Evacuation procedure. The updated Fire Risk Assessment was in the process of being re-written and sent to the HT for sign off.</p> <p>The Vice-chair is to be sent an update of the latest Health and Safety audit from the DHT and do a Monitoring Visit (Vice-chair to send Monitoring Report to Clerk in addition to DHT). The Vice-Chair is to send amendments to the Health and Safety Policy to the DHT. This will then need to be signed off by the Co-Chairs. <b>ACTION</b></p> <p>There are some actions that are not able to be completed due to the asbestos in the roof. The HT confirmed the CIF bid outcomes will be announced in March / April.</p> <p><i>Q- Does the school/Trust buy in to a Health and Safety SLA, which includes an external RAG rated H&amp;S Audit and covers insurance in case of accidents?</i></p> <p>The DHT confirmed that the school does currently buy into the Health and Safety SLA from Medway. The school has not used their auditing process yet.</p>	
21	<p><b>Website Compliance</b></p> <p>The Co-chair confirmed that further to another meeting she had with the IT lead this week, she was satisfied that the website is fully compliant. Full information is contained in the report.</p>	
22	<p><b>Parent Forum Meeting held 7 February 2018</b></p> <p>The HT gave an update on the Parent Forum Meeting held on the 7 February. The HT informed the Governors that there was to be a meeting with councillors with regards to the ongoing parking problems. They had been invited to come along to witness the parking outside the school as it is particularly bad before and after school. There will also be three Year 2 pupils (from the Infants school) and three Year 6 pupils who can ask the councillors questions.</p> <p>The HT also updated the Parent Forum on the plans the PTFA have for the Spiritual Garden and as there is a little vegetable patch near the Spiritual Garden, one of the parents has offered their services in rejuvenating it and running a Gardening Club.</p>	

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23	<p><b>MAST</b> The Clerk confirmed the Minutes from the last MAST Board Meeting are due for approval at the next Board meeting at the end of March.</p>	
24	<p><b>Governor Monitoring Visits and Schedule</b> There have been several monitoring visits that have taken place. Monitoring Reports included for this meeting are: RE / Ethos – Ethos governor GDPR/School Website – Co-Chair SEND – Co-Chair SCR Monitoring Report – Co-Chair Sports Premium – Co-Chair</p> <p>Today governors had spent a monitoring(reading) day in school and the Co-Chairs gave their thanks to the HT and to all staff for a well-planned and interesting day. The pupils they met were a credit to the school.</p>	
25	<p><b>Training</b> The Co-chairs raised concerns about the In-House Governance Training Programme, as presented to and voted on by the LGB in September 2017, when withdrawing from the LA Governor Services was agreed: it was noted that the two sessions scheduled for Term 3 had not taken place and there had been no word yet about other sessions that had been listed as 'to be arranged' or these being rescheduled. Both Co-Chairs fully accepted that the GDPR Officer had a very heavy workload at present and thanked the DHT who said she would arrange a date for the H&amp;S course, acknowledging that she, too, had limited time available, due to her commitments elsewhere. Governors also requested a Safeguarding course, as there have been new members and the DHT said she would arrange this. <b>ACTION</b></p>	
26	<p><b>AOB</b> A Governor stated that there is a new Vicar joining on the 21<sup>st</sup> April and extended an invitation to the HT and Co-Chairs to attend his Induction service. The Governor also asked if the school playground could be used as a car park. The HT agreed to this request.</p>	
27	<p><b>Date of Next Meeting:</b> 3 May 2018 at 4pm</p>	
28	<p><b>Confidentiality</b> i. Of supporting documents The Board agreed that all supporting documents were suitable for distribution, within the Trust.</p>	
29	<p><b>The meeting closed at 16:40</b></p>	

**Action Points**

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CEO	7	CEO to confirm if KAPE can run a Safer Recruitment course
Co-chair	9	Send School Based Support Plan template to all Governors
DHT	16	Look at pupils writing prayers for governor meetings
DHT	19	Behaviour flow chart to be added as appendix on website
H&S governor	20	Send DHT amendments to Health & Safety Policy
DHT	20	Send Health and Safety Audit document to Vice-chair
DHT	25	Arrange a date for Health & Safety course
DHT	25	Speak to FLO regarding Safeguarding training
HT	25	Speak to KAPE re: Whistleblower training