**MINUTES OF THE MEETING OF THE**

**ST MARGARET’S CE PRIMARY SCHOOL LOCAL GOVERNING BODY**

**HELD ON THURSDAY 1st DECEMBER 2022**

**AT 9.30AM**

**VIA ZOOM**

###### Present: Rev Canon Ade Ademola (Chair) (AA)

Mr Hilton Idahosa (HI)

Mr Michael Lomotey (ML)

Miss Toni Bankole (TB)

Mr Alan Harris (AH)

Mrs Sophie Bannon

Mr Amir Lemouchi (AL)

Mrs Elaine McDonald James (EMJ)

Mr James Hollinsley (JH)

Clerk Ms Alison Brown

**Summary of agreements and actions:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Minute**  **reference** |  |  |  | | **Formal agreements and/or actions identified** | **Named person(s) for action(s) identified** | **Completion date** |
| 4.1 | To note appointment Rev. Canon Ademola as Chair of Governors for academic year 2022/23 | Governors services | 2/12/22 |
| 4.2 | To note appointment Mr Hilton Idahosa as Vice Chair of Governors for academic year 2022/23 | Governors services | 2/12/22 |
| 4.3 | Training to be sent to all lead governors | AB | 9/12/22 |
| 7 | To receive outstanding annual forms from Governors | AB | 9/12/22 |
| 8.1.3 | Maths assessment data to be provided | SB | Spring meeting |
| 8.2.1 | LA guidance to be shared | AB | 9/12/22 |
| 8.4.1 | Inform governors of swimming Benchmark | AB | 9/12/22 |

**1. WELCOME AND APOLOGIES FOR ABSENCE**

1.1 AA welcomed all and opened the meeting with a prayer Angele Alabbi

1.2 The Clerk confirmed that the meeting was quorate.

**2. DECLARATIONS OF INTEREST**

2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

**3. GOVERNING BODY**

3.1 The Clerk confirmed that there were currently no vacancies.

**4. APPOINTMENT OF OFFICERS**

4.1 Election of Chair for the academic year 2022/2023

The Clerk welcomed nominations for the position of Chair of Governors.

HI proposed that Rev. Canon Ademola be elected as Chair of Governors for the 2022/2023 academic year; this was seconded by ML. With no other nominations and no objections Rev. Canon Ademola was duly elected as Chair.

**ACTION: To note appointment Rev. Canon Ademola as Chair of Governors for academic year 2022/23**

4.2 Election of Vice-Chair for the academic year 2022/2023

The Clerk welcomed nominations for the position of Vice Chair of Governors. AL proposed that Mr Hilton Idahosa be elected as Vice Chair of Governors for the 2022/2023 academic year; this was seconded by AA. With no other nominations and no objections Mr Hilton Idahosa was duly elected as Chair.

**ACTION: To note appointment Mr Hilton Idahosa as Vice Chair of Governors for academic year 2022/23**

4.3 Election of Lead Governors

Governors agreed the following Lead Governor allocations for the academic year 2021/22:

* SEND –Michael Lomotey
* Curriculum– Hilton Idahosa
* Safeguarding- Toni Bankole

**ACTION: Training to be sent to all lead governors**

**5. MINUTES**

5.1 Governors received the minutes of the governing board meeting held on 14th July 2022 and agreed these to be an accurate record of the meeting.

**6. CHAIR’S ACTION**

6.1 The Chair advised the following had been ratified under Chairs action since the last meeting:

* Safeguarding policy

**7. LOCAL GOVERNING BODY ANNUAL FORMS 2022/23**

7.1 Governors acknowledged receipt of the following annual documents circulated prior the meeting

* Pecuniary Interest Form
* Code of Conduct Form
* Safeguarding Declaration
* Acceptable IT Agreement
* Skills Analysis Form

**ACTION: To receive outstanding annual forms from Governors**

**8. SCHOOL ITEMS**

8.1 Headteacher Report

8.1.1 JH stated the success of the schools curriculum was due in part to the ongoing CPD and review cycles and coaching and training that is in place. There was a focus on scaffolding to build on skills. There is a plan across the Trust to give further guidance to teachers with a focus on vocabulary development. This is creating confident, independent and articulate pupils.

8.1.2 Starbooks had been introduced in English in the previous term and this was now embedded and was being used by a vast number of pupils. who collect stars by reading selected books. In phonics,data was analysed each half term to ensure this with the most need got the focus

8.1.3 TT rockstars continued to be successfully used in soft start to ensure a firm foundation for years 3 and 4. Small group sessions were also taking place for yr 2 pupils who required more input.

*Question: Has there been an improvement in the bottom 20% since implementation?*

*Answer: Assessments were attacking place next week which will give us a full picture but Teachers are seeing progress*

**ACTION: Maths assessment data to be provided**

8.1.4 Science had been a particular focus with deeper knowledge cards being introduced. These allow pupils to take their base knowledge and apply this to harder concepts and put the science into real life context. The cards had been introduced in year 2 and 5, after a successful introduction this would now be rolled out across the school

8.1.5 Black history month had been celebrated with a number of events including library visits to learn more black authors and characters and a successful event to celebrate black british excellence which saw members of the local community attend and speak to pupils. A music showcase and art workshop also took place during this time along with STEM lessons focusing on black scientists.

8.1.6 Booster classes and Saturday school, targeted those who require additional support were both proving successful with a large uptake of pupils. Easter and summer schools were also planned.

8.1.7 The school had 5 ECTS this year, all were working from the Trust bespoke

programme which was proving successful and had received excellent feedback

from the LA and ECT’s.

8.1.8 A teaching and learning review had taken place in November by Sir Robin Bosher, This had been a successful day with a few development points that would be taken onboard.

*Question: Developing professional judgement and live marking is a focus for reading but not elsewhere. Why do you think this is?*

*Answer: Due to the nature of reading pupils can easily go in different directions. In other subjects this is already embedded and we are ensuring it becomes embedded in reading via coaching and feedback*

8.1.9 It was noted that there had been a decrease in the number of children of concern, with 1 family making up the majority of this number. A further family made up the child protection plan numbers.

JH Left at 10.25

8.2 Suspension and Exclusion presentation

8.2.1 SB presented a powerpoint on updated guidance for exclusions and suspensions which had recently been published. The role of the governing body had always been significant in this process but this was now even more clear. The LA had issued guidance around this which was a useful tool for all governors to read

**ACTION: LA guidance to be shared**

8.2.3 The following were noted as key changes and guidance

This used to be referred to as Fixed Term Exclusions. This is where a pupil is temporarily removed from school – not a permanent exclusion.

A suspension should be seen as a clear sanction for significant types of misbehaviour. The suspension is explained to the pupil and parents to provide an opportunity for this behaviour to change. If poor behaviour choices are becoming a regular occurrence, then strategies are put in place to stop this from continuing.

Headteachers must take the pupil’s view into account for suspensions and exclusions and they are expected to explain to the child how they have come to the decision to suspend or exclude. Only the Headteacher can make the decision to suspend or exclude a child; however, in their absence, this can be actioned by an Acting Headteacher in charge.

A pupil may be suspended for one or more fixed periods but only up to a maximum of 45 school days in a single academic year. The length of suspension must be appropriate and based on the actions of the pupil. Previous incidents must also be considered. It is important to keep a log of behaviour and that this log is reviewed and managed effectively.

During a suspension, work must be set and marked for the first five days. This can include online resources or paper work.

Lunchtime suspensions have the same requirements – they count as a half day and the same process is followed. You cannot convert a suspension into a permanent exclusion- they are separate.

Permanent Exclusion:

This is where a pupil is permanently excluded from school (no longer temporary). These are only necessary as a last resort.

A permanent exclusion can only be a response to a serious breach of behaviour standards. Similar to a suspension, work must be provided for the first five days and the relevant persons notified accordingly.

Updates were shown on who should be informed when a pupil is suspended or excluded.

Cancelling any Exclusion

This can only be actioned if the Governing Body has not reviewed the suspension; otherwise, it cannot be cancelled. The guidance stated several instructions including that the Governing Body must review the number of cancellations termly.

Off Rolling and other issues

New guidance was clarified relating to ‘off rolling’ or unlawful suspensions.

The guidance makes it very clear that schools cannot send a pupil home for a ‘cooling off period’. If a pupil has been sent home this is classed as a ‘suspension’. Again, the clear process when suspending or excluding must be followed. If a parent feels pressured into withdrawing their child, then they follow the formal procedures in lodging their complaint to the school.

Re-integration strategies were also mentioned within the guidance. Furthermore, the use of part time timetables was made very clear in this category. This was clarified in detail to Governors.

Measures to Prevent Exclusion:

The ‘Behaviour in School’ guidance provided a great deal of information on how the school should have a rigorous Behaviour Policy in place to prevent a suspension or permanent exclusion.

This guidance booklet also referred to alternative provision. Additional strategies may be necessary to support some pupils. An off-site temporary direction may be to use an alternative provision and this was clarified in detail to Governors.

A managed move is where a pupil leaves one mainstream school and moves to a different school. This is a permanent move but is not classed as an exclusion – this would be previously arranged when necessary. This would be a voluntary decision and has to be agreed by all parties involved.

At St. Margaret’s positive behaviour is ensured. Appropriate policies are in place and they have a focus on positive recognition; celebrating pupils’ good choices and encouraging them. The school focuses on building resilience and providing pupils with space to talk which is undertaken very well.

The Governing Body and Local Authority should be informed of all school suspensions and exclusions regardless of the length as soon as possible. This was clarified to Governors.

Acknowledgements were conveyed to Sophie Bannon for her detailed Presentation.

8.3 SDP 2022-2023

Governors acknowledged receipt of this item

8.4 Pupil Premium Review 2021-2022

Governors acknowledged receipt of this item

8.4.1 *Question: is 70% able to swim 25 metres within the benchmark?*

*Answer: We will have to look this up and get back to you*

**ACTION: Inform governors of swimming Benchmark**

8.5 Pupil Premium Report 2022-2023

Governors acknowledged receipt of this item

8.6 PE and Sport Premium Review 2021-22

Governors acknowledged receipt of this item

8.7 PE and Sport Premium Report 2022-2023

Governors acknowledged receipt of this item

8.8 Confidential item

Recorded separately

Thanks were noted to all staff from the Governing body for their continued hard work

**9.** **POLICIES**

Governors ratified the following Policies:

Accessibility plan

Admissions

Anti-bullying

Art policy

Children with health needs who cannot attend school

EYFS Reception

ECT policy

Fire Procedures

Inclusion

Induction policy

Marking policy

RSE policy

SEND

SEND Complaints Policy

SEND information report

Supporting Pupils with medical conditions

Teachers Appraisal policy

**10. GOVERNORS’ TRAINING**

10.1 Governors service to send all governors training programme

**11. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

11.1 Date of next meeting 10th March 2022 9.30am via Zoom

The meeting closed at 11am.

Chair: …Canon Ade Ademola………………………………… (print)

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Date: …………09/03/2023…………………………………………