

Long Marston V A C of E Primary School

Meeting of the Governing Body on Tuesday 5th February 2019 at 14:05pm (Governor Day)

Minutes

'Rooted in God's love, we rejoice to learn & respond to challenge'

Present:	Mrs C South	(CS)	(Head)	Mrs L Annett	(LA)
	Rev J Banister	(JB)	(Chair)	Mrs E Springford	(ES)
	Mrs J Finlan	(JF)		Mrs K Jaquet	(KJ)
	Mrs L Bancroft	(LB)		Mr S Dawkins	(SD)
	Mr J Lauder	(JL)		Mr L Dimond	(LD)
	Mr T Hollis	(TH)			

In Attendance: Mrs S Moore **(SM)** (Clerk to the Governors)

NO.	Item	Action
1	To receive apologies and approve absences Chair welcomed all to the meeting. All present	
2	Declaration of Interest Governors were reminded that they must declare any conflict of interest, both pecuniary and other, that refers to an item on the Agenda. Governors should make known at this point any items that they intend to raise under 'Any other business' so that all Declarations of Interest are based on all matters to be discussed. The following items are to be raised under 'Any other business':	
3	To approve the Minutes of 11.12.2018 meeting The minutes were agreed as a true record of the meeting and were signed by the Chair.	
4	To consider any matters arising from the Minutes of 11.12.2018 <ul style="list-style-type: none">• CS has made sure that the SIAMS SEF has been sent out. She had intended to discuss at this meeting, but there isn't the time.• CS she has sent out an email regarding evaluation of worship. She is looking for volunteers that could come along to an event such as Mothering Sunday. It would be great to get a couple of evaluations.	
5	Governor day Feedback <u>Class 1 Literacy</u> KJ spent her morning in Class 1. She liked how the class was split up. She felt that it was really well targeted for each level of ability. No one was left behind or discriminated against. The children were talking birthdays. Two children commented that their birthday's were August and October which made their birthdays before baby Jesus' birthday. She noticed a band system being used for structured play, to regulate areas within the classroom. <u>Class 1 RE</u> LB observed Class 1 RE lesson. They were doing Judaism through RE and Maths. They were learning to count using the Menorah candle and shapes. They have new Judaism resources 'Sammy Spider' which she felt were really good. The children heard the story first and then completed different activities.	

Class 2 Maths

SD observed Class 2. They were completing number sentences. You could see they were all engaged, even the quieter ones. You could see that moment, almost like a light bulb of when the children really got it. He really liked the self evaluation faces at the end so the child can respond and feed back to their teacher as to how they found the activity.

Class 2 Computing

JF/LD- They observed the children using the Beebot. The children were learning how to get it from A to B. They were able to give the definition of an algorithm. **JF/LD** were both really surprised at the children's level of understanding. The teacher managed to convey the lesson in four different ways. You could see there were one or two groups with more dominant characters, but they all managed to share really well.

Class 3 Maths

LD observed Class 3. He comments that the school has 5 classes with 7 year groups, however the school still manages to challenge all of the different abilities. They started by marking work completed yesterday. **LS** announced several times that certain children would be moving up a sheet. This is determined by the ability of the individual child and not specifically by the year group that they are in. They completed triangular numbers, they were filling them in triangular form and had to work out the missing number.

Class 3 RE

TH/KJ observed Class 3. They were discussing Passover. It was timed very well and there were lots of cross references. The children were picking up on links between Moses and Romulus and Remus. It was surprising how much they knew. **KJ** was impressed with how effective the resources were based on how simple they were. The children were discussing Moses being thrown out of Egypt.

CS comments that staff do lots of linking back. After a while the children begin to start doing this naturally themselves.

Class 4 Literacy

JF- They were preparing for Big Write. They were going to dramatise it by acting it out. It was all very good. You could see that there were some children that were more into it than others. With that amount of children, it must be very hard. It was a very good way of doing Literacy though.

Class 4 PE

JL Comments how watching PE take place, it makes you realise how tight for space the hall is. They were doing real PE which encompasses problem solving, team work and competitiveness. There is more to it than you think.

Q – Who takes Class 4 for PE? **A** – **AS** usually when **KW** takes her PPA

Q – Who covers Class 5? **A** – **ES** is in there teaching her French class

Class 5 Maths

TH observed them problem solving. It was interesting to watch. They had four numbers in sequence and had to find all the different combinations with a plus and a minus. They had to then spot a pattern. They had to think in an abstract way. It was very interesting. It seemed very rewarding for the children. They weren't led in any particular direction.

Class 5 French

ES comments that earlier in the day she had been to the office and looked at Safeguarding with **BB** which is all up to date and looking good.

ES found the French lesson to be so engaging. The children were so involved. They were asking each other French questions. Quieter ones were encouraged without being embarrassed. They finished with a song. They came out from observing the lesson beaming.

Q – Does having siblings in the same class not cause any issues? **A** – We think about each individual case carefully. It is one of the things we consider when placing them in their class. For some children it wouldn't work.

Q – You have been upping the emphasis on English grammar. Has it had an effect in French? **A** – That I am not really sure, we would have to check.

Q – Is it statutory to teach French? **A** – Yes, it is statutory to teach a foreign language. Her lessons are always a lovely mix of different things.

Q – Does she have a teaching background? **A** – No. She knows all of the children really well having known lots from their pre-school days.

LD comments that the TA's are all great. He can see that they are invaluable. He feels that the balance is good allowing the teacher to concentrate on the main objective of the lesson.

Premises walk

JL conducted a premises walk with the site manager. He has created a list for **CS** mainly of things that are there and have been for a while that serve no real purpose that just need taking away.

Q – How is the woodland area growing? **A** – Slowly. It is not really used at the moment. We need something under the bark to hold back the weeds. The Willow is growing nicely. KS2 had been using it before the weather changed.

LD comments that he likes the way the children are allowed to just get on with playing football at break times. **CS** explains that the children have created their own set of rules. Three children deemed as fair were elected and made up a set of rules. There have been so many issues with football. The children have been told that they stick to the rules or we take it away. They created a mind map of how to resolve issues. We meet with them regularly for updates.

Q – Do you have many incidents with so many children running around? **A** – There are incidents. Probably not as many though as you think there are.

Q – Who makes the judgement on if they can play on the grass? **A** – Whoever is outside on duty. However, we allow them to use the daily mile track all of the time.

LD wanted to express his gratitude for the food provided and thought it was fantastic.

Pupil Voice

JB/LB met with three mixed year groups of children, higher attainers, some middle attainers and some lower attainers. They felt there was no real difference between the groups. About 1/3 of the work in their books related to Art or Drama. The 'Where is God' lesson really stuck with them all. There were some really fantastic Kenning poems. The books are all looking really good.

JB wanted to thank all staff for the day and likewise to the governors for giving up their time. Several governors mentioned how they had missed not having a tea break with the staff on this occasion which was not possible due to the tight schedule of the day.

JL comments how warm and welcoming the children are. They are not afraid to engage which is lovely to see.

6 Resources

The Resources meeting was cancelled due to illness and the bad weather at the time. **KJ** has met with the accountant. She will discuss this at the next meeting.

CS comments that the Education Minister has provided extra capital. £8000 has been ring fenced for capital projects such as refurbishments, doors. Class 1 needs a new floor. We are looking at about £1500 just for Class 1 cloakroom floor. The money should be spent this financial year. As a voluntary aided school we get a little extra, but then need to find 10% from our general budget.

7 Curriculum

JF-It all reads well and there is nothing really to add. They have gone through the data and it is all looking good.

8 AOB

ES wanted to acknowledge the lovely email sent in from a lady that was sat behind her at the whole school pantomime trip. She feels that we should recognise what a compliment it was. The children all behaved amazingly. The lady had said that she used to be a teacher and has never seen such a well behaved school.

Meeting closed at 14.55 pm

Date of next

Meeting: Tuesday 19th March 2019 19.15

