

06 July 2022

MINUTES OF THE SGC MEETING HELD AT 10:30 ON 06 July 2022 AT MOUNT PLEASANT SCHOOL

Present:	<p>Wg Cdr A. R. Pountney, CO BSW (RP) Maj I. Hart (IH) Mrs V. Stobart (VS) Mr R. Bucknill (RB) Mrs K. Steen (KS) Mrs K. Stevens (KSt) Padre Craig Lancaster (CL) Mr S. Dickenson (SD) Mrs C. Mathew (CM) Sqn Ldr A. Dowds (AD) WO1 P. Studdart (PS) Mr D. Crofts (DC)</p>	<p>Chair Vice Chair Head Teacher DCS/MOD Schools Representative Director of Education & Executive Head of IJS Safeguarding Representative/BFSWS Independent Representative Parent Representative / STEM Parent Representative Parent Representative Parent Representative School Business Manager</p>
Apologies:		

Agenda Item	Minutes	Action Required
1. Apologies	None	
2. Opening remarks by chair RP	RP - Thanks all for attendance welcomes new members AD and PS.	
3. Matters arising from previous minutes	<p>Action Points from meeting/minutes of 09 March 2022 meeting:</p> <ol style="list-style-type: none"> 1. Parent Charter and Home/School agreement is now drafted by VS and is to be shared with RP. 2. All updates for school website completed, though currently a MOD school wide problem is preventing further updates. 3. Wed 05th October 2022, 10:30 hrs set as virtual SGC training date, RB will circulate materials when notified of attendees. 4. Contact with Families Officer – completed, but a 2-year-old child has since still arrived at BFSAI with school unaware. RP – will liaise with Families Officer to request updates for school re under 2-yr-old arrivals in future. RB – the OEST (Oversea Education and Supportability Team) is now in place, the team should notify school if they issue any clearances. 5. RB met with Cmd Sec during recent visit and resolved issues re use of Civil Service Competency framework for LEC recruitment. 	<p>VS - share draft charter with RP</p> <p>RP/VS – notify RB of SGC members who are to join virtual SGC training</p> <p>RP – Liaise with FO to keep school informed of all new children</p>

<p>4. HT Report</p>	<p>6. Commonwealth Baton – completed, school took part.</p> <p>7. Update re SGC SEND member – to be covered during meeting.</p> <p>8. RP discussion with Cmd Sec re morning work hours/cover/care TBC.</p> <p>9. Distribution of Morning Club forms – completed.</p> <p>10. SGC monitoring visits – completed by RP and KS, covered later in meeting.</p> <p>11. RP to contact Families Officer re potential new SGC members – ongoing.</p> <p>12. Enquiries re potential storage shed – plans to relocate existing green storage sheds to make more usable as the ‘old bike hut’ was unsuitable.</p> <p>AD – There is a usable and accessible storage area identified to rear of FCC and MITIE/FIC to be approached for costing of new substantial storage for school. Also, a bid has been made for tarmac areas to be completed/awaiting some costings.</p> <p>VS – Having already sent out copy of report to SGC invites any questions.</p> <p>RP – Is there a standard requirement for key stage data?</p> <p>VS – End of key stage data is not being compared/published nationally this year but MPS will publish. All data should be read with the caveat that small cohorts can easily ‘skew’ data. At MPS it is important to make sure we know the ‘stories’ behind our data.</p> <p>AD – Notes that, having personally arrived mid-year, it is noticeable that the ‘support’ at MPS is higher (than in the UK). Children who may be toward the lower end of our cohorts would likely be placed toward the middle/higher end of their UK cohort and the data may not reflect that.</p> <p>VS – The data does indicate a ‘decline’ in writing which is likely the result of COVID as this does mirror the national picture. Also influenced again by the small group size.</p> <p>VS – The end of year Yr6 data is very good and will be distributed to parents with end of year reports.</p> <p>VS – Morning Club – unable to offer as there are currently no staff contracted to work those hours.</p>	<p>RP discuss morning provision with Cmd Sec</p>
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<p>5. Updated Policies VS</p> <p>6. ACEO Visit report RB</p>	<p>RP – Requests AD to raise the Morning Club issue at the next community meeting.</p> <p>VS – Advertising campaign for new LSA staff is underway, the outcome of which will determine ability to offer Morning Club, 2 and 3-yr-old care and will also impact lunchtime and breaktime provision in school.</p> <p>AD – Are there are dinnertime helpers?</p> <p>VS – That role is currently performed by LSA's.</p> <p>AD – Is there any scope to offer hours to other dependants who may fill that role?</p> <p>VS – Currently lunch and break cover are duties in the LSA job description. Could look into possibility of appointing lunchtime staff, may need to provide a business case to do so.</p> <p>RB – As long as MPS remains within LEC budget a business case would not be necessary. So, should be able to advertise such a position.</p> <p>IH – Can the school lunchtime needs be provided by the Mess?</p> <p>RP – The OPC (Overseas Procurement Contract) may take on small areas of work, so this could be asked?</p> <p>VS – The SRE (Sex and Relationship Education) policy was updated last year as RSE became a legal requirement in 2021 and policy has now been further updated to remove named members of staff.</p> <p>RP – Have any parents have exercised the right to abstain/withdraw their child?</p> <p>VS – No.</p> <p>CM – Is RSE is already being covered or beginning next term?</p> <p>VS – Yes, is being covered this year.</p> <p>RB – Thanks RP and both the school and military community for facilitating his visit earlier this year, which is considered very successful.</p> <p>Visits are essential as the only way to get the true 'feel' of provision.</p> <p>Key findings:</p> <ul style="list-style-type: none"> • There is high quality teaching (by talented and experienced staff) and learning. • Children make good progress from identified starting points. • Gaps in learning are being filled. 	<p>AD raise Morning Club issue at next Community Meeting</p> <p>VS will look into possibility of placing a lunchtime cover/supervisor advert</p> <p>RP find out if Mess can provide lunchtime service to school via the OPC</p>
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- Children are happy and content
- Children are able to articulate the area/s in which they have developed/are developing
- Children articulate their experiences and unique opportunities of the FI's.

Reviewed persistent absence by individual cases. Much is 'Airbridge' related, the HT does provide challenge and BFSAI command are supportive.

There are no concerns re absence, but if any should develop, they can be taken up/dealt with individually.

Some areas for development.

Literacy – to deal with lower performance in writing – embed a literacy and phonics scheme across school. The HT is already working on a scheme and seeking links with other FI schools.

VS – The scheme is 'Literacy Counts', it has already been purchased and resources downloaded. Staff to attend 3-day training event at IJS in July being run by UK practitioners. 2 potential new supply staff may also attend.

MPS 2-year cycle being revised to include the Literacy Counts scheme.

Other benefits are that IJS staff will be available for support, moderation and possible team teaching.

For phonics have purchased 'Little Wandle' a DfE recognised scheme and staff have already completed the training.

For science have introduced 'Developing Experts'.

For PSHE have updated the JIGSAW programme.

Continuing to work on the curriculum cycles in order to ensure consistency.

Are embedding MPS 'Penguin Assessment'.

AD – Do we have all the required resources? There may be funding available to help.

VS – We have resource boxes and may be able to identify 'needs' as they are used.

VS – Overall MPS is in a good place and excited for September.

RB continues – Teachers brought lots of different ideas and this work is about embedding the schemes and making sure checks are being done across school to ensure a consistency of approach.

Need to give teachers responsibility for making this happen as 'subject leaders' with an effective monitoring and evaluation system which can identify where support may be needed.

VS – A system of monitoring is in place.

<p>7. SGC Monitoring Visits</p>	<p>SD – May be worthwhile noting future HT reports with subject leader details so that SGC can check/include in visits.</p> <p>RB – Subject leaders questioning what is being done? What impact it is having? What to do next? Will help drive the cycle of improvement.</p> <p>Outdoor environment – looked at:</p> <ul style="list-style-type: none"> • What could be better? • Use of community playground area. • ISO container. • Need for windbreaks. • 2-year-old provision. <p>Important to encourage SGC involvement in all areas identified.</p> <p>Main things to take away:</p> <ul style="list-style-type: none"> • Children get a good deal, strong education and unique experience. • School has some work to complete in order to embed good systems/practice. <p>Next visitor from RB’s team will be Debbie Taylor to focus on curriculum development and planning.</p> <p>RB intends another visit in the next Spring term.</p> <p>RP – Visit focussed on SIP, staff onboarding, transition for children.</p> <p>Onboarding – looked at documentation, what is available for teachers and mentoring available.</p> <p>Transition – looked at what’s in place for children arriving and leaving. Arrival - seems an ‘easier’ process to come to a small school whilst departure to a larger school is more difficult. There is an LSA working on transition to help ‘normalise’ the process and manage/build-in resilience. The LSA works with each child to look at positives of the new school and area using website etc. Children all leave with photo memories booklet.</p> <p>VS – Y5/6 teacher has also worked on bespoke transition for move to a secondary environment.</p> <p>SD – School do support transition and parents also work on this.</p> <p>IH – Transition is difficult for children moving into Y7 (secondary).</p> <p>AD – May be useful to for arrivals to get some interaction whilst at the previous school and overcome issues of moving to smaller classes. Also, a buddy system e.g., on playground may be useful and help children coming from very different schools have time to settle.</p> <p>VS – Buddy system at MPS is quite informal owing to school size.</p>	
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	<p>SD – Transitioning may be helped by some short video lessons or ‘get to know you’ virtual sessions.</p> <p>VS – MPS does provide ‘meet the class’ virtually if needed. AD – Could that be offered as standard?</p> <p>VS – Could look to offer ‘class meets’.</p> <p>IH – Mid-year moves are also problematic as children arrive with ‘gaps’ in education.</p> <p>VS – We do look to find the gaps on arrival.</p> <p>KS – Visit focussed on safeguarding. Found all requirements in place and everything compliant, including policies, staff safeguarding training and staff induction. Teaching staff and LSA’s are well informed. Overall – no concerns.</p>	
<p>8. SGC Roles</p>	<p>RP – Intend to hold a September meeting for SGC organisational purposes and to create a strategy/plan for next academic year. Will consider what is in SIP, who will look at what and when. Will consider what sub-committees may be needed. Likely to be week commencing 19th September.</p> <p>First full meeting of SGC will then be held as usual later in the Autumn term.</p>	<p>RP to arrange SGC organisational meeting</p>
<p>9. Issues Raised / AOB</p>	<p>RP – Re housing provision/Mess provision for single teachers, can VS let RP know likely requirements and RP will take up with housing.</p> <p>VS – It is an issue which is off putting for potential recruits.</p> <p>RP – May be potential to increase capacity at Langworthy Villas and provide shared accommodation, may be issues with things like fire regulations.</p> <p>IH – Have had 2 previous teachers share a house, if 3 staff share then the accommodation becomes classed as HMO.</p> <p>RP – Re provision of secondary education: Director of Education has requested DCS inspection of provision in Stanley which has been passed to RB. Daily travel is not possible owing to road issues. Inspection may take place this calendar year and would potentially lead to secondary provision/weekly boarding re-commencing in September 2024.</p> <p>AD – Can Tapestry be used with older children/across school? Knowing what children have done each day is useful to stimulate conversation with parents.</p> <p>VS – Could be used across key stage 1. Will discuss with staff in September to consider taking forward.</p>	<p>VS inform RP new staff housing needs</p>

<p>10. Date of next meeting</p>	<p>Following EYFS direction, staff are recording 'WOW!' moments but overall are making fewer postings and spending less time behind the iPad. Tapestry should only provide a snippet/window of what's been happening</p> <p>AD – Is there any update/progress towards re-forming PTA?</p> <p>VS – There is no PTA folder, has found a previous e-constitution and will forward.</p> <p>CM – A PTA would perhaps not have quite the same need to fund raise like a traditional but would provide a useful parent group to call upon.</p> <p>RP – Thanks Padre for attendance.</p> <p>CL – Notes that pupils are always well behaved and engaged during assembly.</p> <p>RP – Thanks SD and IH departing members of SGC.</p> <p>IH – It has been a great opportunity. Advice to new members is to remember that SGC isn't a parent forum, it is a chance to help, support and challenge the school.</p> <p>Date of next meeting is to be SGC organisational meeting W/C 19th September 2022.</p> <p>RP – Thanks everyone for attendance and closes meeting.</p>	<p>VS – Discuss extended use of Tapestry with teaching staff</p> <p>VS – send PTA constitution to AD</p>
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