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|  | **Diptford C of E Primary School Ethos Group (SEG)**  **Minutes of Meeting held on 11th February 2025** | |  |
|  | | | **ACTIONS:** |
| **In attendance** | | Holly Edgington – Academy Head  Sharon Lord – Trust RE and SIAMS Lead  Kate Burch – Foundation Governor  Nick Zeiher – Parent Rep  David Sayle – Church Rep  Becca Filtness – Parent Rep  Ali Reid – RE Lead  Shirley Timothy – Secretary  HE welcomed everyone along to the meeting and apologised for having to postpone previous date. Having raised the question of who could Chair future meetings, SL volunteered to Chair on this occasion. The position of Chairperson would be discussed again later in the meeting. |  |
| **Apologies** | | Janet Watts – Community Rep |  |
| **Approve Previous minutes** | | The meeting was opened with a prayer.  The minutes of the previous meeting had been circulated prior to the meeting. After a thorough discussion of all the agreed actions, the minutes were formally approved by the group. | The draft minutes to be produced as quickly as possible after each meeting (action ST) and circulated promptly (action HE) |
| **Matters arising from previous meeting** | | A link to the SEG page on the school website had been added to the School Newsletter. This enabled parents to view information about the group and also view previous minutes. JW had been routinely emailed the link to the newsletter.  SL confirmed that the Trust had shared their vision and values with Trust employees during their whole Trust Training Day on 3rd September 2024. She felt there were clear links between the Trust and Schools vision and values, and this was fully supported within the Trust. Further development would be explored. It would also be looked at during the monitoring enquiry which takes place in the summer term “Vision & Curriculum”.  The PODS including the Pupil Ethos Group PEGS was being realigned to ensure it focussed on supporting the School’s vision and values. This was being led by Mrs Wilson, the Yr5&6 Teacher, and was ongoing.  NZ and RF raised the question of their monitoring notes being circulated to the SEG prior to each meeting, feeling that they did not represent a clear view of the monitoring results, being purely notes. It was suggested that a verbal report from those members would provide the SEG with more factual clear feedback. HE supported this proposal, feeling it was important to keep the Monitoring enquiry informal and fluid, to benefit the children and to get the best feedback from them. Any questions that come from the visit could then be presented to the SEG for discussion at the meeting, to ensure the monitoring enquiry gave full consideration to its aims.  SL confirmed that each SEG could decide what information they presented to the LAC, and if Diptford did not want the monitoring enquiry notes submitted, then the Minutes would be an adequate record. Therefore the Minutes would always need to be done swiftly, to ensure they were ready for the immanent LAC meeting. DS agreed that it was important that the SEG agreed any written report as a group before it was submitted to the LAC.  HE raised that LAC meetings may need to allow more time for School Leaders to present their reports. The group agreed that, what is taken from the SEG to the LAC needs time to be considered. KB advised that LAC was reviewing how to engage and have impact through discussion and challenge, and was also looking at restructuring meetings.  DS felt it was important the SEG was having an impact and aspired to a school group model of two parts; one being monitoring and two being the wider ethos and growth as a Christian theologically routed vision. The SEG should encompass both areas. He felt it was a good opportunity to create a model that works well for them. SL felt the current model works well in other schools; monitoring wasn’t a tick box activity but was a much needed process to keep the schools Christian ethos.  HE suggested that her written report which was presented at the meeting could be forwarded prior to the meeting, ready for discussion. It would form part of the minutes, and also form part of the SEGs written report to the LAC.  DS suggested that each school could include more information in their newsletters regarding RE and Collective Worship. He asked if RE was mentioned routinely within information passed to parents? AR advised that RE was shown within each Class “learning map” which was sent home at the beginning of each term, and these were also displayed on the website. HE suggested that RE could be added to the school newsletter under existing heading of “value”, making a link to the School’s vision and values. | HE and SL to continue developing opportunities to link School and Trust’s vision and values, with stakeholders.  HE to continue monitoring how PEGS role was helping to support the School’s vision and values.  It was agreed that monitoring notes would not be circulated to the SEG. Questions resulting from each monitoring enquiry would be posed by the Members who had completed monitoring prior to the meeting. They would form part of the agenda, for discussion. (Action monitoring members)  KB to present the Minutes to the LAC as a written record  For the LAC to consider how School Leaders can have more time to present information at LAC meetings (Action SL) and their response to questions  HE’s written report to be circulated with the minutes prior to each meeting (Action HE)  HE to add an item to the School Newsletter for RE under the existing title of “values”. |
|  | | | **ACTIONS:** |
| **Discussion regarding Chair of the Group** | | HE asked whether another member could take on the role of Chairperson for the group, to relieve her from the added responsibilities. KB confirmed she had chaired other meetings within the Trust and would be willing to take on the role at Diptford. | KB to Chair future SEG meetings |
| **Discuss and check Annual Ethos Group Monitoring Schedule for the Year** | | HE confirmed there had been some confusion regarding the monitoring schedule for the year to date. This had resulted in meetings falling behind, and not corelating with LAC meeting dates. KB confirmed that SEG meetings should be at the beginning of each half term, during the first two weeks, to ensure they were completed before the corresponding LAC meetings. The group discussed how the revised schedule could look, and the current framework was considered and suggestions made as to how the chart could be made simpler and clearer, such as colour coding.  To realign the schedule, the following SEG meeting dates were discussed and approved:  25 February 2025 – SEG Meeting (Collective Worship) between SL, HE & DS to review provision. Minutes of this meeting to be prepared for presentation at the next LAC meeting  13 March – LAC meeting (Collective worship) KB/HE  12 March 2025 – Monitoring enquiry (RE)  NZ & RF to meet with children  DS to meet with AL  22 April – SEG meeting at 3.30pm  8 May – LAC meeting (RE) KB  19 May – Monitoring enquiry (Vision & Curriculum) 2pm  NZ & RF to meet with the children  DS to meet with staff member during that week  10 June – SEG meeting at 3.30pm  26 June – LAC Meeting (Vision & Curriculum) KB  It was agreed to fix future dates at the SEG meeting on the 10th June, ensuring they fell within the correct timeframe. | Current timeline for monitoring and SEG meetings to be reviewed and made clearer to reduce the risk of confusion.  (Action SL)  Dates for agreed meetings to be added to school calendar and relevant staff informed (Action HE)  Future SEG dates to be agreed at meeting on 10th June 2025 (Action ALL) |
| **Head of School general report/update**  **General SIAMS/School Updates** | | HE had circulated her written report prior to the meeting which was reviewed by members of the SEG. | A copy of the Academy Heads written report to be sent out with agenda to be read before and Seg to come to meeting with any questions  (Action HE) |
| **Discussion and action points agreed from current SEG monitoring enquiry:** | | The well-being monitoring enquiry took place on 20th January 2025.  NZ reported that discussions took place with two groups of children in Years 1-4 on the subject of well-being, where they openly shared their views. This included some areas they might be concerned about such as unkindness, pushing, unwanted hugs and how they may deal with this, for example speaking to a friend or a teacher for help. They felt this mostly happened at unstructured times, such as playtimes. The posters and visual reminders around the school were “helpful”. Comments noted such as “its hardest making friends”. A new pupil felt the school was “friendly” and they were “made to feel welcome”. Children talked about strategies to help when things went wrong such as “if you aren’t getting on with someone then stay away from them” or “if things go wrong, move on”.  BF said there was a focus on kindness and mental health within school. The children felt small friendship groups helped them feel like they belong. Events such as Odd Sock Day, Disco’s and Sports events also gave a sense of belonging and the children knew where to go for help, if they needed it. However, there was question of sometimes children asking for help but not seeing an improvement – no impact being made as a result. HE felt that restorative conversations were taking place. AR suggested that the child who asked for help may not visually see the problem being addressed. The school use the Relational Approach, which is taking children to one side and is restorative. Important that both have a voice and are heard.  The recent Pupil Survey data was reviewed during the enquiry gathered from within the school and the wider Trust as a comparison, looking at the positive and more negative areas of the questionnaire. Some children suggested that they did not feel the behaviour was good, and some didn’t enjoy coming to school. There was question over the survey layout and whether it might be confusing. The positives were that children had high expectations of themselves, doing well and “letting their light shine”. They felt they could do the things they do well, at school. | HE to take the points made during the enquiry regarding behaviour and dealing with worries raised by children, back to the children and staff for discussion |
| **PEGS/Parent/Community Feedback** | | BF informed the group that a great deal of work was being done to improve the local playpark. This included bids for funding and groundwork, and would be a great benefit for local families. She felt it would be good to have school involvement. A meeting was planned with Amenity Trust, should any families wish to attend. | RF to provide details of playpark meeting/works to forward to parents  (Post meeting note: this has been forwarded to parents) |
| **AOB** | | None |  |
| **Date of next meeting** | | 25 February 2025 – SEG Meeting (Collective Worship) between SL, HE & DS to discuss monitoring  22 April – SEG meeting at 3.30pm  10 June – SEG meeting at 3.30pm |  |