

FULL GOVERNING BODY MEETING

TUESDAY, 25 SEPTEMBER 2018 AT 7PM

Membership

Name	Type	Term expiry date	Attendance
Alison Vaughan	Co-Opted Governor Chair of Governors	15/01/2022	Present
Helen Walsh	Parent Governor Co-Vice-Chair of Governors	19/12/2021	Present
Dianne Bluemink	Co-opted Governor Co-Vice-Chair of Governors	15/01/2022	Present
Paul Beale	Parent Governor	01/09/2020	Present
Katy Jackson	Parent Governor	19/12/2021	Present
Deborah Smith	Parent Governor	31/07/2022	Present
<i>Vacancy</i>	<i>Parent Governor</i>	<i>N/A</i>	<i>N/A</i>
Sophie Papworth	Co-opted Governor	25/03/2022	Present
Mike Greenwood	Co-opted Governor	15/01/2022	Apologies
Fiona Doyle	Co-opted Governor	21/11/2021	Present
Samantha Perkins	Co-opted Governor	25/01/2020	Present
Ally Tansley	Co-Opted Governor	31/08/2021	Present
<i>Vacancy</i>	<i>Local Authority Governor</i>	<i>N/A</i>	<i>N/A</i>
Sally Eustance	Staff Governor	19/10/2021	Apologies
Emily Gazzard	Associate Member	N/A	Present
Maria Panayiotou	Associate Member	N/A	Present
Shane Claridge	Associate Member	N/A	Present
Adrian Hall	Headteacher	N/A	Present

Also in attendance:

Hannah Cleary – Clerk

Minutes (For the action log, see Appendix 1 attached to the minutes)

1. Apologies for absence

- 1.1. The Clerk took the Chair for items 1 to 4.
- 1.2. Apologies were received and accepted from Mike Greenwood, and Sally Eustance.

2 Declarations of Interest

- 2.1. Annual declaration of interest forms 2018/19 were completed by Governors in attendance at the meeting. The Clerk would send forms for completion to absent Governors.
- 2.2. There were no new declarations of interest in relation to any items on the agenda or gifts/hospitality.

3. Late items and order of business

3.1. There were no late items nor changes to the order of business.

4. Election of Chair and Vice-Chairs of the Governing Body

4.1. Nominations for the role of Chair were sought from eligible Governors.

4.2. Alison Vaughan was **unanimously re-elected** as Chair of the Governing Body with immediate effect and for a term of 12-months duration.

4.3. Alison Vaughan took the Chair for the duration of the meeting.

4.4. Nominations for the role of Vice-Chair were sought from eligible Governors.

4.5. Dianne Bluemink was **unanimously re-elected** as Co-Vice-Chair of the Governing Body with immediate effect and for a term of 12 months duration.

4.6. Helen Walsh was **unanimously re-elected** as Co-Vice-Chair of the Governing Body with immediate effect and for a term of 12 months duration.

5. Minutes of the last meeting

5.1. The minutes of the last meeting held on 10 July 2018 were **approved** as a true record and signed by the Chair.

5.2. The action log was reviewed and updated accordingly.

6. Membership of the Governing Body

6.1. The Governing Body **noted** that an election for the Parent Governor vacancy would take place in the Autumn 2018 term. Following the result of that election and any suitable unsuccessful candidates, the Local Authority vacancy would also be progressed.

6.2. There were no other changes to report or terms due to expire before the next meeting.

7. Chair's Report

7.1. There were no actions to report since the last meeting.

7.2. Governors were reminded to provide any updates from bodies such as the NGA under this item at future meetings.

8. Headteacher's Report

8.1. The Headteacher's Report had been circulated in advance of the meeting setting out details of school context and admissions; attendance; staffing; achievement and progress update; premises development update; engagement with parents and carers; and secondary school destinations. In addition, detailed reports setting out the staffing structure 2018/19; full staffing list; and roles and responsibilities of the Headteacher and Senior Leaders had also been circulated in advance of the meeting.

8.2. Governors were pleased to **note** the 2017/18 attendance as follows:

Autumn 1	Autumn 2	Whole School	Spring 1	Spring 2	Whole School	Summer 1	Summer 2	Whole School
97.37%	96.16%	96.62%	96.49%	96.18%	96.52%	96.49%	97.51%	96.94%

8.3. Governors **reviewed** the whole school data 2017/18 analysis set out in the School Development Plan 2018/19 (see item 9) and **noted** the following:

Early Years

Results at the end of the Foundation Stage are exceptionally positive; 83.3% GLD. An increase on 2017 data and significantly above the local and national averages.

EYFS Next Step

- Attainment difference between boys and girls
- Summer born 'school ready' learning offer

Year 1 Phonics

Another fantastic set of results of results with 91.6% of pupils reaching the expected level in Year 1 and by the end of KS1 97.1%; significantly higher than local and national averages.

Year 1 Next Step

- Additional phonic support across Year 2

End of Key Stage 1 Attainment

The combined attainment reached was equal to 2017 data at 80% (children reaching the expected level in reading, writing and maths). Although reading (-1%) and writing (-4%) was slightly down on 2017 at the expected levels maths remained equal at 88%; children attaining the greater depth standard increased in all areas. All attainment remained significantly above local and national averages.

KS1 Next Step

- Attainment in all three areas
- Closing the gap between EAL pupils and their EAL peers locally and nationally and non-EAL peers within school

End of Key Stage 2 Attainment

Although the combined attainment dropped from 2017 results remain significantly higher than local and national averages and well above London Top Quartile. Results at the expected levels are more comparable to 2016 data – when considering the cohort needs we are pleased that the attainment levels remain high at expected and greater depth and the progress scores remain above average and significantly higher than the local average progress score.

KS2 Next Step

- Attainment in all three areas with a particular focus on writing attainment

- Ensure the gap between EAL and non-EAL pupils within school does not continue to widen
- 8.4. Pupil attainment and progress remains above local and national averages; the school results remained within the London Top Quartile. Pupil attainment and progress is outstanding and above average progress had been made, with clear actions in place to provide additional support, close gaps and diminish any differences for vulnerable pupils.
- 8.5. EAL children were a specific group for focus during 2018/19 as the gap between EAL and non-EAL children had widened between the end of KS1 and end of KS2 although overall progress and attainment had been positive.
- 8.6. Governors were satisfied that there were good arrangements in place to provide support and interventions; particularly given the high number of children eligible for Pupil Premium and other vulnerable groups including some behaviour issues for the current year 6.
- 8.7. The roles and responsibilities of the Headteacher and Senior leadership Team had been reviewed in detail over the summer holidays to ensure that specific areas were closely aligned with School Development Plan 2018/19 priorities and lined with other relevant activities to those areas, such as Pupil Premium. The changes had been discussed thoroughly and agreed with all staff and it was felt that the changes brought greater clarity to roles and individuals' responsibilities as well as how each fitted into the overall team vision.
- 8.8. Two outdoor pods had been installed over the summer, funded by donations from RAPSA. One pod would be used as an emotional wellbeing room and the other was planned for use as a science laboratory; subsequent to the approval of the application for a grant that had been made to a local Trust.
- 8.9. The planned premises works had also been completed over the summer:
- The wedge now has a dropped ceiling and reflective film on the windows
 - KS1 and 2 classrooms have been painted
 - All toilets have been painted
 - Staffroom and PPA room have been painted
 - The Woodpecker Nurse outdoor areas have been transformed – new surfacing, shelter and equipment
 - The Art outside area has a new fence
- 8.10. The Headteacher and Governors thanked the Site Manager and his team for their hard work in getting the works completed.
- 8.11. There had been some changes to staffing at the After-School Club following an increase in demand for places. Some vacancies were also being advertised following staff leaving the school.
- 8.12. The school had reviewed the Home Learning Policy following feedback from parents in a survey that indicated 60% were happy with the current homework arrangements; the Headteacher and SLT had not considered this to be high enough. A meeting had subsequently been held to seek views in more detail as well as share research about the options that resulted in the most positive impact. The feedback had been positive

overall, but there were some queries about the sole use of IT based homework and some parental perceptions that were contrary to research-based solutions that provided the best and most positive impact. The school would be reviewing the Home Learning Policy across the academic year 2018/19 based on data and outcomes including for maths and spelling. The school were due to introduce Mathletics during October 2018 for year 1-6 that provided detailed analytic data on pupil achievements and areas for improvement. Mathletics also enabled teachers to set tailored work linked to ability as each child had a personalised login. The option of offering paper-copy worksheets was also available through Mathletics and staff would offer support to all pupils. Updates would be brought to future meetings.

- 8.13. Governors were pleased to **note** that School to School SEND Support with Lea Valley has now started 2 days each week, delivered by Emily Gazzard.
- 8.14. The new School Improvement Partner was Dawn Ferdinand from the Haringey Education Partnership (HEP).
- 8.15. The Governing Body **noted** the SEF that had been updated in September 2018.
- 8.16. Governors **thanked** the Headteacher for providing a detailed report and for answering questions.

9. School Development Plan 2018/19

- 9.1. Governors **reviewed** the School Development Plan 2018/19 (SDP) in detail that had been circulated in advance of the meeting.
- 9.2. Governors **agreed** that as the SDP had been sent out in advance of the meeting and the opportunity had been provided for the Governing Body to contribute, there was no requirement to convene a meeting of the Working Group as agreed at the last meeting.
- 9.3. Governors **discussed** the potential to engage the National Leaders of Governance (NLGs) to provide coaching and mentoring to further develop the effectiveness and impact of the Governing Body.
- 9.4. Governors **agreed** that it was important to continue to engage with parents and carers and keep them informed of Governing Body activity throughout the year as well demonstrate impact. This would be achieved through more information being supplied via school newsletters.
- 9.5. Governors **discussed** how to best collect and act upon feedback from parents and carers by Governors, particularly at open evenings which Governors usually supported by attending. At present, feedback was provided anonymously, which made it difficult to respond to; however, Governors were keen that parents felt able to provide their feedback without giving their name. Governors would seek to obtain the details of parents who provided feedback at school events so that it could be responded to directly. The school already responded indirectly to feedback via the newsletter and attendance at school events by Governors was also advertised.
- 9.6. The SDP contained three main priorities:

Priority 1:

Great teaching leads to outstanding achievement for all.

What is high quality teaching and learning?

Priority Target:

All pupils have access to high quality teaching. Individual pupils and groups of pupils are carefully considered when learning is prepared and delivered to enable inspirational teaching;

Priority 2:

All decisions are child-centred and bespoke creating a culture of excellence for all.

Priority Target:

Staff use impact measures, feedback and research to review learning. Pupils learning experiences are co-ordinated and integrated through the core offer;

Priority 3:

To develop a curriculum that supports mental health and wellbeing.

Priority Target:

To integrate mental health and wellbeing within the core offer. To ensure emotional and pastoral needs are being met to enable children, families and staff thrive.

- 9.7 Priority 1: Subject Leaders had completed action plans to support priority one that would address any learning gaps. The use of the interactive whiteboards would also be increased to support teaching and learning.
- 9.8. Priority 2: The school were committed to ensuring that there was a broad and balanced curriculum in place; increased use would be made of the Forest School; and there were plans to increase places at the Nursery. Ongoing reviews of the effectiveness and value for money of the HEP would be ongoing throughout the academic year. The new School Improvement Partner was proving to be very positive.
- 9.9. Priority 3: This would include both staff, pupils and families with the intent of embedding and integrating good mental health and wellbeing throughout the school and whole curriculum. Research had been completed on the impact of outdoor learning, arts, and specialist support e.g. counselling, the school were working with other local schools to share expertise and good practice. Training had been provided to Emotional Literacy Support Assistants (ELSAs) who were able to provide specialist support for mental health and wellbeing matters and they would be developing links with other schools and with pupils. Counselling was offered on a short-term basis for a 6-week programme; those requiring longer-term support received services for the whole academic year. A mile a day and the growth mindset approaches would also form part of the work for this priority.
- 9.10. Governors **noted** the whole school areas for development:
- The difference between EAL and non EAL learners from Year 2 – The attainment of EAL learners when compared to EAL peers Year 2
 - (current year 3)
 - Bridging the gap between White – White European to ensure the gap does not continue to widen
 - Attainment at the EXP level by the end of KS1
 - Focus on the difference between boys and girl's attainment and progress

- Combined attainment of pupils at the end of KS2 – Writing, SPAG focus (particularly boys)
- The % pupils attaining the higher levels (increase by 5%)
- Turkish/Kurdish pupil attainment and progress

9.11. The SDP contained a broad outline of the budget provisions required to support the work-streams behind the priorities. No budget impact was expected to be made as a result of the new SDP and some funding had been set aside in the curriculum budget.

9.12. The Governing Body **approved** the School Development Plan 2018/19.

10. SEND

10.1. A report would be brought to the next meeting.

11. Appointments to Committees and Lead Governors

11.1. The Governing Body **appointed** the following Lead Governors:

Inclusion: Fiona Doyle

STEM: Paul Beale

ICT: Mike Greenwood

Link: Deborah Smith

Safeguarding: Katy Jackson

GDPR/DPO: Fiona Doyle

Health and Wellbeing: Ally Tansley and Katy Jackson

11.2. The Governing Body **agreed** the following appointments to Committees:

Resources Committee

Dianne Bluemink (Chair)
Shane Claridge
Alison Vaughan
Samantha Perkins
Maria Panayiotou
Emily Gazzard
Adrian Hall

Premises and Health and Safety Committee

Dianne Bluemink
Shane Claridge
Alison Vaughan
Samantha Perkins
Maria Panayiotou
Emily Gazzard
Adrian Hall

Curriculum Committee

Ally Tansley
Helen Walsh (Chair)
Fiona Doyle
Mike Greenwood
Sophie Papworth
Deborah Smith
Paul Beale
Adrian Hall

Communications Committee

Alison Vaughan (Chair)
Mike Greenwood
Shane Claridge
Katy Jackson
Sophie Papworth
Adrian Hall

Headteacher's Performance Management Review Panel

Alison Vaughan

Helen Walsh

Dianne Bluemink

Plus an independent external advisor.

Pay and Performance Panel

Alison Vaughan

Dianne Bluemink

Fiona Doyle

12. Policies

- 12.1 The Governing Body **approved** and **adopted** the Pay and Conditions Policy.
- 12.2. The recommended increases to teachers' salaries were included within the budget 2018/19.
- 12.3. The Governing Body **agreed** that salary increases would be backdated to 1 September 2018.

13. Governor Visits

- 13.1 Fiona Doyle had undertaken a visit to the EYFS Team and observed a training session on Tapestry. Fiona was due to undertake an Inclusion visit in early October.
- 13.2 Dianne Bluemink and Fiona Doyle had undertaken a visit to the After-School Club at the end of the 2017/18 term.

14. Governor Training

14.1 Training would be discussed at the next meeting.

15. Any Other Business

15.1 There were no items of other business.

16. Dates of Future meetings 2018/19

16.1 The Governing Body **agreed** the following dates:

Meeting	Date
Communications Committee	Monday, 8 October 2018 at 6.30pm
Resources/Premises and Health and Safety Committees	Friday, 12 October 2018 from 8.30am
Curriculum Committee	Monday, 15 October 2018 at 6.30pm
FGB	Tuesday, 13 November 2018 at 7pm
Curriculum Committee	Monday, 19 November 2018 at 6.30pm
Communications Committee	Monday, 26 November 2018 at 6.30pm
Resources/Premises and Health and Safety Committees	Friday, 18 January 2019 from 8.30am
FGB	Tuesday, 22 January 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 22 March 2019 at 8.30am
FGB	Tuesday, 26 March 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 26 April 2019 from 8.30am
FGB	Tuesday, 14 May 2019 at 7pm
FGB	Tuesday, 9 July 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 12 July 2019 from 8.30am

The meeting concluded at 8.25pm.

Signed..... Date.....

Appendix 1 – Action Log

Date added	Item	Owner	Date for next review
10/07/2018	Parent Governor vacancy to be advertised.	School	Autumn 2018
10/07/2018	Potential LA Governor candidate to be followed up.	Chair	Autumn 2018
10/07/2018	Paul Beale to follow up potential to observe other local GB meetings.	Paul Beale	Autumn 2018