

## FULL GOVERNING BODY MEETING

TUESDAY, 26 MARCH 2019 AT 7.00PM

### 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 (until 7.50pm)
Katy Jackson	Parent Governor	19/12/2021	Present
Deborah Smith	Parent Governor	31/07/2022	Present
Camilla Bolt	Parent Governor	12/11/2022	Present
Sophie Papworth	Co-opted Governor	25/03/2022	Apologies
Mike Greenwood	Co-opted Governor	15/01/2022	Present
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	Apologies
<i>Vacancy</i>	<i>Local Authority Governor</i>	<i>N/A</i>	<i>N/A</i>
Sally Eustance	Staff Governor	19/10/2021	Present
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

The meeting opened with a 'Wellbeing: Positive and Negative Factors' training session for all Governors delivered by Shane Claridge. Wellbeing was a pillar of the School Development Plan priorities for 2018/19 and was expected to remain a key focus in future years.

The presentation covered five key areas:

- i. What is mental health?
- ii. Resilience
- iii. Behaviour for learning
- iv. Attachment theory
- v. Dr Janet Rose and further work

The presentation set out the key objective for wellbeing at Rhodes Avenue: 'Seen, Safe, Soothed, Secure'.

The presentation included research outcomes and supportive data that had been used to formulate the school's approach to wellbeing. These included identifications of positive and

negative cumulative factors that placed children at risk of behavioural and emotional issues; and the steps being taken by the school to ensure that all pupils were provided with the support they needed to thrive. The approach was embedding focus within the curriculum for social and emotional learning and promotion of personal resilience; as well as seeking to assess the impact of interventions to improve wellbeing.

Dr Janet Rose was due to visit the school in October 2019 to talk to staff about the approaches she had researched and identified to support emotional and mental wellbeing.

The wellbeing project was long-term due to the desire to embed the approach throughout all aspects of the school.

The school was due to introduce a three-tier system to provide support:

Tier 1: Every teacher was aware of the pupils in their class and would ensure they are 'seen' and supported;

Tier 2: ELSAs and early intervention support provided

Tier 3: Access to the school counsellor and external multi-agency support to meet needs

Staff training on attachment theory was being provided along with other development such as the visit to the school by Dr Rose. The school would also be seeking to engage with student counsellors who would be able to work with the school as part of their post-qualification training. These activities had been put in place to increase and enhance the Tier 1 and Tier 2 provision.

Sam Perkins was a fully trained mental health first aider and able to provide support to staff. Sam gave short presentations at each staff meeting including sharing good ideas for dealing with stress.

The school had identified that more children were joining with additional needs at a younger age in comparison with historic trends and patterns. There were higher expectations of pupils and the school were keen to ensure that a simple approach was put in place to provide the tools and techniques for structured self-regulation.

The Governing Body **thanked** Shane for a very interesting and informative presentation and expressed their continued support for the excellent initiatives and caring approaches being taken by the school to improve wellbeing for pupils and staff.

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

### **1. Apologies for absence**

- 1.1. The Chair welcomed all attendees to the meeting.
- 1.2. Apologies for absence were received and accepted from Sophie Papworth and Ally Tansley.

### **2 Declarations of Interest**

- 2.1. Annual declaration of interest forms 2018/19 had been completed by all 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 items of additional business.

### **4. Minutes of the last meeting**

- 4.1. The minutes of the last meeting held on 22 January 2019 were **approved** as a true record and signed by the Chair.
- 4.2. The action log was reviewed and updated accordingly.
- 4.3. Governors **noted** the following as matters arising from the last minutes:

#### Minute 4.3 (22/01/19): Liaison with other Governing Bodies

Paul Beale had been invited to attend a Governing Body meeting at another local school. It had been a valuable learning opportunity and it was hoped that similar experiences could continue to take place. A reciprocal invite had been extended for Governors at the other school to attend Rhodes Avenue.

### **5. Membership of the Governing Body**

- 5.1. The vacancy for a Local Authority Governor remained. Two parents had expressed an interest in the vacancy and had met with the Chair and Headteacher. Both candidates had desirable skills and had provided short statements of their backgrounds. Both applicants would be put forward to the Local Authority for them to make a decision on which candidate would be appointed.
- 5.3. There were no other changes to report or terms due to expire before the next meeting.

### **6. Chair's Report**

- 6.1. The Governing Body had been shortlisted for the annual NGA Governance Awards and a group of Governors had met the NGA on 25 March. The meeting had been very positive, and the outcome expected during April 2019. Details would be sent to Governors once available.
- 6.2. The Chair had engaged with a new programme being developed by Haringey Education Partnership (HEP) called 'fluid' that sought to build a network of experienced Chairs and Governors to support others with the provision of advice and guidance when needed. All Governors agreed to support the Chair in committing to participating in the 'fluid' programme.
- 6.3. The Clerk would upload the NGA skills audit template to the Governors portal for completion and return to Deborah Smith in advance of the next FGB meeting. Governors would discuss self-reflection and skills at the next meeting.

### **7. Governors' Portal**

- 7.1. The new Governors portal accessible via the school website was now fully operational and all had been provided with login details. The portal would be used for all meeting papers going forward and documents would only be circulated via email

by exception; with the exception of news/training items that would continue to be circulated as they were currently. Visit reports would also be uploaded to the portal.

## 8. Impact and Progress against the School Development Plan 2018/19

8.1. An update on the impact and progress against priorities 1 and 2 of the School Development Plan 2018/19 had been circulated in advance of the meeting. These updates are set out at **Appendix 2** to the minutes.

8.2. Governors asked a number of **questions** in relation to the update:

**Q:** What was the format of the School Effectiveness Partner (SEP) visit with Subject Leads?

**A:** Subject Leads worked directly with the SEP and focussed on their respective areas. The Headteacher had stepped back to ensure that Subject Leads were able to receive the most benefit from the session. The report of the visit showed that there was positive evidence of middle leadership.

**Q:** What are the future plans for working with the SEP?

**A:** The SEP has asked the Headteacher and SLT to support HEP in undertaking a curriculum re-design project that would generate income for the school. The re-design work would utilise the research that had been conducted to inform the current approaches at Rhodes Avenue that could be used at other schools. SEP support had been provided for leadership and the broad curriculum and had also included training to model how staff could take measured risks in class to improve outcomes. The school were very pleased with the ongoing support and hands-on approach being provided.

**Q:** Is assessment reported for both core and foundation subjects?

**A:** Yes, the assessment lead ensures that core and foundation subjects are assessed and reported. This data is regularly reviewed and analysed by the Curriculum Committee.

8.3. Governors **thanked** the Headteacher for providing a detailed update and for answering questions.

## 9. Headteacher's Report

9.1. The Headteacher's Report had been circulated in advance of the meeting setting out details of school context and admissions; staffing update, attendance and punctuality; pupil behaviour; and engagement with parents and carers.

9.2. Governors **reviewed** the attendance data detailed in the report that included vulnerable groups.

9.3. Governors asked **questions** regarding the inclusion of nursery-aged pupils within the attendance data and whether this was compulsory. The Headteacher advised that whilst this was not a formal requirement, the school monitored attendance of pupils in the Nursery for a variety of reasons. These included safeguarding, child protection and welfare; as well as to ensure that those taking places still required them as there was a waiting list in place.

- 9.4. Governors asked **questions** about the slight dip in whole school attendance from 97.25% at the end of the Autumn 2018 term; to 96.74% for Spring. The Headteacher explained that the increase was mainly due to holidays taken during term-time. Requests for holidays were only approved where attendance was at 98-99% and where it was not expected that the absence would have a significant impact on pupils' attainment and progress.
- 9.4. Governors **asked** if any penalty notices had been issued for attendance issues. The Headteacher confirmed that no penalty notices had yet been issued although the school continued to have a robust attendance policy in place.
- 9.5. Governors **asked** about the new approach to celebrating good attendance and the displays of class data and whether this would have a negative impact on those with poor attendance due to medical issues. The Headteacher explained that the approach was being used to celebrate classes with good attendance. Absences that were due to long-term issues such as medical or social need were not included in any celebratory displays.
- 9.6. The Headteacher further advised that the school were exploring methods to better inform parents about their child's attendance and the association with positive educational outcomes in respect of progress and attainment. Year groups that would be a key focus for Spring 2 were EYFS; year 2; year 6 and pupils with EHCPs/SEND.
- 9.7. Governors **thanked** the Headteacher for providing a detailed report and for answering questions.

## 10. SEND

- 10.1. Emily Gazzard advised that a report would be sent to Governors before the Easter break, once there had been an opportunity to review the impact and success of the interventions that were in place.
- 10.2. Data for pupils with SEND was very positive and good progress had been made. There had also been meetings held with all parents/carers and these had also been very positive.
- 10.3. Emily continued to provide school-to-school support to a school in Tottenham for 2 days per week and this was expected to continue into 2019/20.
- 10.4. Governors asked **questions** regarding how the impact of the school to school support was evaluated. Emily explained that some impact was measurable and evidenced using data; other impact was more qualitative in nature, such as improvement in parental engagement. An action plan was in place that was regularly reviewed to maximise effective use of resources and impact.
- 10.5. The Inclusion Team were currently ensuring that all staff received the same training as teachers to support scaffolding approaches and independence of pupils.
- 10.6. The Governing Body **thanked** Emily for her ongoing hard work and commitment to inclusion and supporting pupils and families with additional needs.

## 11. Reports from Committees and Lead Governors

- 11.1 The Governing Body **noted** the minutes of the Resources Committee that had taken place on 22 March 2019. The Chair of the Resources Committee highlighted that the

2019/20 budget was currently being prepared and would be brought to the next meeting for approval. The three-year budget forecast would also be brought to the next meeting.

- 11.2. The Governing Body **noted** the minutes of the Curriculum Committee that had taken place on 11 February 2019. The Chair of the Curriculum Committee highlighted the main foci for these meetings were presentations by Subject Leads for Science and Art; a review of staff training and CPD; interventions; homework; and Pupil Premium and Sports Premium.
- 11.3. The Governing Body **noted** the minutes of the Premises and Health and Safety Committee that took place on 22 March 2019.
- 11.4. The Governing Body **noted** the Communications Committee minutes from 29 January 2019. The next meeting was due to take place on 1 April 2019. Positive feedback received from parents regarding the new homework policy would be a key focus of this meeting.
- 11.5 The Governing Body **received** Lead Governors reports as follows:

Safeguarding: The Lead Safeguarding Governor was due to meet the Safeguarding Lead as part of the rolling visit programme in place. The Headteacher would be delivering safer recruitment training for Governors at a future meeting.

ICT: The Lead Governor for ICT had arranged a meeting with the Headteacher to review the I-Pads and whiteboards provision.

Inclusion: The update had been given under item 10 above.

GDPR: The Lead Governor for GDPR confirmed that all GDPR activities were on track and visits to the school continued to take place.

Link: There were no activities to report since the last meeting.

STEM: Arrangements had been made to repeat the year 6 trip to the Stratford science park for Science Week and would feature a coding demonstration for all year 6 pupils. A year 6 careers fair would also be taking place where STEM representatives would be attending. The new STEM coding club at the school continued to operate and develop. Governors **thanked** Paul for arranging both sessions.

Health and Wellbeing: Ally Tansley had undertaken a monitoring visit to meet with Shane Claridge and a second visit to see sports provision. Katy Jackson was due to visit in the summer term.

## 12. Schools' Financial Value Statement 2018/19

- 12.1 The Governing Body **approved** the Schools' Financial Value Statement 2018/19.
- 12.2. Governors **noted** that completion of the SFVS may be undertaken on a rota basis in future years.

### 13. Approval of the 2018/19 Year-End Outturn Report

13.1. The Governing Body **approved** the 2018/19 Year-End Outturn Report.

### 14. Policies/Documents for approval

14.1 The Governing Body **approved** the following policies:

- Maths Policy
- English Policy
- Online Safety Policy
- Social Media Policy
- Charging and Remissions Policy
- Lettings Policy

14.2. It was confirmed that the charges in the Lettings Policy were reviewed at least annually to ensure they remained competitive.

### 15. Governor Visits

15.1 Governor visits continued to be arranged. Governors were reminded to upload visit reports to the portal.

### 16. Governor Training

16.1 The Headteacher would be delivering safer recruitment training for all Governors at a future meeting.

16.2 Governors were asked to reflect on possible topics for the next group training session that would be agreed at the next meeting.

16.3 Katy Jackson confirmed that she had completed safer recruitment training and participated in a safeguarding webinar.

16.4 Deborah Smith confirmed she had completed the Governor Induction course.

### 17. Any Other Business

17.1 There were no items of other business raised.

### 18. Dates of Future meetings 2018/19

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

<b>Meeting</b>	<b>Date</b>
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

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*The meeting concluded at 8.40pm.*

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



**Appendix 1 – Action Log**

<b>Date added</b>	<b>Item</b>	<b>Owner</b>	<b>Date for next review</b>
<b>13/11/2018</b>	Potential LA Governor candidates to be followed up.	Chair	Summer 2019
<b>22/01/2019</b>	Details of the impact and progress against the School Development Plan to be brought to each future FGB meeting.	Headteacher	Ongoing from Spring 2019

**Appendix 2 – School Development Plan 2018/19 Update**

**Priority 1**

<b>Evaluation</b>	<b>Evidence of impact on pupil progress</b>	<b>Next Steps from actions so far</b>
<p><b>What is our core offer?</b></p> <p>Pupils are actively engaged in learning that is fun, enables risk taking and life experiences to impact positively on the core subjects.</p> <p>Learning experiences are becoming more purposeful, pupils are provided with the opportunities to gain knowledge through practical hands-on learning. The focus for the Autumn term was reasoning, questioning for the Spring and teaching input will be the focus for the summer term.</p> <p>The core CPD Offer links to key aspect of SDP teaching. MP has presented to Gov, at the SPP review and during the HEP – SIP visit.</p> <p>Specialist teachers promote learning throughout the curriculum. RS has delivered CPD training to staff.</p> <ul style="list-style-type: none"> <li>• All pupils learn outside – Forest School – Specialist Teacher</li> <li>• Art skills to be taught through the curriculum</li> </ul>	<p>Maths leads and working with the maths hub have conducted learning looks and lesson observations, Gov visit to see the work that has been carried out in reasoning (DS and AV). The SPP review focused on questioning (See evaluation and write up).</p> <p>The quality of teaching and risk taking is strong within lessons (see SPP lesson observations Sp2 SSE)– practical learning will continue to be a focus for the summer term.</p> <p>HEP write up Spring 2 – Art</p> <p>Art network community started by RS</p> <p>See History book look write ups – evidence in pupil books – HEP 2 visit. S2S support for Camps</p>	<p>Review the PE curriculum, intra sports and specialist PE teaching.</p> <p>Review CPD for geographical enquiry</p>

<p>Pupils learn through enquiry in History – at least one half termly</p> <p>Cultural capital visits planned for disadvantaged pupils to be considered when planning. Groups of pupils attend cultural educational visits each half term.</p> <p>Pupils have the opportunity to a rich curriculum offer that covers the whole curriculum annually. The Curriculum lead has conducted a review of the curriculum – further CPD is planned in the summer term. We have also had external monitoring of the curriculum coverage and quality of leadership. Curriculum lead has also conducted book looks with all foundation SL.</p> <p>We have developed a whole school approach to multiplication facts</p> <p>Reasoning is now part of weekly maths lessons</p> <p>Introduced a whole school spelling programme</p>	<p>bourne Primary School in History</p> <p>Cultural visit list – See whole school progress report</p> <p>HEP – SIP visit 2, Book looks for SL</p> <p>see calculation approach</p> <p>See training program. Year 2 attainment in</p>	<p>Review Topics and ensure clarity of driving subject.</p> <p>Grammar skills are taught progressively, tracked and integrated throughout the curriculum.</p>
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<p>Whole class reading is used throughout the whole school –Year 2 attended additional training and have delivered CPD to whole school</p> <p>homelearning policy has been introduced Autumn term (2 parents’ meetings), carried out a parent survey and made adaptations in Spring term and – we have another survey planned for summer term – feedback will be sought before launching in September 19.</p> <p>Teachers are planning for new role models/inspirational people teaching linked to topics. Children have explored a range of people throughout history who have been writers, explorers, inventors, performers, sports people, and human rights activists. We have had visits from guest speakers and visitors to school.</p> <p>Risk Taking to inspire – this was the focus for the improvement champion workshop following the SPP review in Spring term. Teachers have developed targets and goals that will be review in Summer term as part of the SSE.</p>	<p>reading is in line with the rest of the school.</p> <p>Pupil attainment has not dipped because of no formal homelearning (Spring 2 data)</p> <p>See SPP write up</p> <p>See Pupil Progress information provided and meeting minutes.</p>	<p>Parent survey</p>
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In all teachers' planning, key groups are considered and identified within each class (identified focus areas). Pupil progress meeting format has been reviewed. The assessment lead has attended new training to support target setting and using data information systems – Fisher Family Trust.

**What is great support?**

Autumn term has focused on whole class teaching input and then the Spring term has been questioning – staff have received training from the IoE.

All staff have a dedicated time is scheduled for professionals' planning. Feedback on learning is provided to support next steps, planning and resources are shared and intervention learning is fed into whole class learning.

Support staff input to learning and future steps.

Effective systems for communication have been developed within each classroom.

Feedback from SPP review

<p>Support Staff are actively engaged in supporting learning during whole class teaching.</p> <p>Resources support individual/groups of pupils to access learning within the classroom.</p> <p><b>What extra hours?</b></p> <p>We need to continue looking at time management of the timetable – classes have reduced English and Maths and are teaching English through topic (big write x1).</p> <p>The pods are now used as a timetabled space</p> <p>Marking policies are being followed – English, Maths and Topic. The SLT have focused on the impact of marking in topic and we have looked at other schools use – we have defined a clear direction to move forward for the spring term and a way to differentiate marking for the lower ability to show success against a lower Learning intention.</p>	<p>Teachers feel they are able to be adaptive and fluid with teaching - see teacher interviews SPP review</p>	<p>Continue to review teaching timetable and expectation of coverage.</p> <p>Focus for summer term</p> <p>Talk for Writing – Oracy</p> <p>Pupil enquiry</p>
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<p><b>How do we teach?</b></p> <p>Staff have received CPD on:</p> <ul style="list-style-type: none"><li>Split Teaching</li><li>Teacher Modelling</li><li>Group and guided work</li><li>Use of adult support</li><li>Pupil enquiry</li></ul> <p>Differentiation and Setting has been reviewed half termly. new groups have been introduced to year 6 to match data and pupil needs</p> <p><b>How do we create the right environment?</b></p> <p>Metacognition training is being deliver this week to teachers to explore creating the right learning environment. 2 teachers will be attending growth mindset in the summer term.</p>		<p><b>How do we create the right environment? This will be a summer term focus for the new year – CPD heavy ready for implementation linked to priority</b></p> <p>Develop new systems to monitor the impact of classroom layout – learning walk formats</p>
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<p>The physical classroom spaces are well ordered, organised and fully resourced.</p> <p>Pupils are accessing their own learning resources when required.</p> <p>Hands-on/ practical learning is an ethos of the whole school.</p> <p>Displays are stimulating, used to work with or to celebrate learning.</p> <p>All classrooms and learning spaces are dyslexia friendly.</p> <p><b>Can ICT to support teaching AND learning?</b></p> <p>The school has purchased new IWB and visualizers to support whole class teaching.</p> <p>Planning formats have been reviewed and discussed at SLT – a</p>	<p>Maths Hub feedback</p> <p>SPP feedback</p>	
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<p>trail will take place for summer term planning format.</p>		
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**Priority 2**

<p><b>Evaluation</b></p>	<p><b>Evidence of impact on pupil progress</b></p>	<p><b>Next Steps from actions so far</b></p>
<p><b>Assessment</b></p> <p>We have conducted a full data analysis to feed into the SDP priority 1.</p> <p>The format of pupil progress meetings has been reviewed. Targets are set targets and monitored termly.</p> <p>Review pupil progress tracking R, W, M. Writing being priority 1 – Autumn term. All pupils making slow progress from previous KS to be identified and planned for by class teachers. Class teachers have key focus documents presented.</p>	<p>See data set above of key areas, Maths, English and Inclusion reports to Gov. HEP visit 1 report confirms senior staff knowledge of areas of strength and future identified steps for pupils.</p> <p>See attainment and progress reports – PP meeting reports and minutes. Review inclusion data termly and we have introduced key group analysis.</p>	

<p>Leaders are using assessments to plan the next steps for their subjects. Action plans are focused on pupil and whole school needs. The impact of this will be measured at the end of the year.</p> <p>The school will be taking part in the piolet EY baseline assessment system a year ahead of its implementation.</p> <p><b>Curriculum</b></p> <p>Review our mission statement – what do we want our curriculum to achieve? NM has carried out a curriculum review, monitored learning and created a clear direction for the curriculum.</p> <p>Time has been allocated to deliver specialist/topic days weekly</p> <p>Foundation subjects should promote the same high expectations and standards as core subjects. This will be evident throughout</p>	<p>HEP visit 2 feeds back on SL knowledge of their subjects linking from data, action planning, monitoring and CPD. Leaders have started to create portfolio of evidence to show expected and greater depth standards in all subject areas.</p> <p>See HEP report 2</p> <p>Teachers feel they have the freedom to adapt learning timetables – see interview of staff from SPP review day.</p> <p>SL learning look write ups – NM carried out with all foundation SL’s</p>	
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<p>all learning.</p> <p>We have reviewed the curriculum offer for those pupils working well below the expected level for their age. Life skills have been introduced for some children in KS1 and KS2.</p> <p>Track the subject coverage and curriculum offer for each year group.</p> <p>We have introduced whole class music – we have a D&amp;T leader who now needs to review coverage (summer term). Ensure PE sports specific skills are taught.</p> <p>ICT resources support whole class and specialist subject teaching. We have Installed interactive white boards (2 phases), purchased within class computer equipment (visualizer) – and 15 new I pads (still need more for a half class set)</p> <p>Funding</p> <p>We have conducted a full spending review - SLA and service</p>	<p>All classes in KS2 are having whole class music taught half termly. All music skills and NC objectives are now being met by a specialist teacher.</p> <p>Visualizers are being used to demonstrate practical learning – SEE lesson observation evidence.</p> <p>We have new systems for photocopier rental and</p>	<p>Measure the impact of life skills lessons</p> <p>DT focus in the summer term leadership and teaching.</p> <p>PE coverage</p>
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<p>providers.</p> <p>Reviewed HEP services and compare to other providers.</p> <p>Reviewed FT Nursery offer for Woodpeckers</p> <p>We are currently reviewing the extended day clubs. The use of external coaches and the schools' offer.</p> <p>Seek parent volunteers to expand the specialist sports offer. We have a magic 5 sports where focus training takes place supported by parents for football, cricket and netball</p>	<p>have gone to tender for cleaning and school meals.</p> <p>The school is working with HEP to develop school offers – we have conducting school 2 school support at a local Haringey school.</p> <p>The Nursery is now self-sustainable financially running a FT and PT nursery – we will be running two full time nurseries with a mix of FT and PRT children – 68 in total for a 60 place.</p>	
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