**FULL GOVERNING BODY MEETING**

**TUESDAY, 12 NOVEMBER 2019 AT 6.30PM**

**Membership**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name**  | **Type** | **Term expiry date**  | **Attendance**  |
| Alison Vaughan | Co-Opted GovernorChair of Governors | 15/01/2022 | Present |
| Helen Walsh | Parent Governor | 19/12/2021 | Present |
| Dianne Bluemink | Co-opted Governor Vice-Chair of Governors | 15/01/2022 | Present |
| Lucy Freestone | Parent Governor  | 01/09/2023 | Present |
| 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 | 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 | Present  |
| Simon Green | Local Authority Governor | 15/05/2023 | Present  |
| Sally Eustance  | Staff Governor | 19/10/2021 | Present  |
| Emily Gazzard | Associate Member | N/A | Present  |
| Maria Panayiotou | Associate Member | N/A | Present  |
| Adrian Hall  | Headteacher | N/A | Present  |
| *Vacancy* | *Co-Opted Governor* | *N/A* | *N/A* |

Also in attendance:

Hannah Cleary – Clerk

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

**Data Review and Analysis 2018/19**

The meeting commenced with presentations setting out the attainment and progress data for 2018/19. Governors were provided with the opportunity to answer questions. The presentation is attached as **Appendix 2** to the minutes.

Emily Gazzard, Inclusion Manager; Natasha Morgan, English Lead; Aileen Cronin, Maths Lead; and Sarah Chambers, English Assistant Lead were in attendance to present the 2018/19 outcomes.

Governors asked **questions** as follows:

**Q**: There appear to be higher levels of EAL pupils across KS2?

**A**: Nationally, the average for EAL pupils is 20%; there were 34% on roll in 2018/19 for KS2. Many of the EAL pupils are bilingual, with a rich home language environment; however, some groups were more traditional and did not speak any English at home, which was more challenging. The gap between EAL and non-EAL pupils has consistently continued to narrow due to the additional support and resources put in place.

**Q**: Maths was taught in single sex groups following extensive research that evidenced a positive impact on girls’ learning as well as boys for this subject. Are there any plans to introduce single sex teaching in other subjects, e.g. writing?

**A**: The research indicated that single sex approaches were best suited to supporting pupils to achieve Greater Depth. For the other subjects, data indicated that pupils were achieving Age Related Expectations, particularly for writing, and therefore the single ex approach was not so crucial. Introducing this for maths enabled girls to be supported to develop confidence and risk-taking skills to bolster their levels of attainment in a way that was not necessary for other subjects. In addition, mixed-sex teaching for writing tended to benefit boys, as they were influenced by the skills needed to attain in this area, through having girls with them in class. Progress is tracked and reviewed termly to identify trends and patterns

**Q**: Were any subjects in taught in split groups during 2018/19?

**A**: Yes, maths was split as per the above, with effect from September; English was split into groups to provide additional support and challenge with effect from December 2019. The same approaches will be used during 2019/20.

1. **Apologies for absence**
	1. The Chair welcomed all attendees to the meeting.
	2. There were no apologies for absence.
2. **Declarations of Interest**
	1. Annual declaration of interest forms 2019/20 had been completed by all Governors.
	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 24 September 2019 were **approved** as a true record and signed by the Chair.

4.2. The action log was reviewed and updated accordingly.

4.3 The Key ’20 questions’ document would be brought to the next meeting in January.

4.4. There were no other matters arising.

**5. Membership of the Governing Body**

5.1. A prospective candidate had been identified for the vacant Co-Opted Governor role and an interview due to take place on 18 November 2019. An update would be brought to the next meeting.

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

1. **Chair’s Report**

6.1. The Chair advised that the Pay Panel had met to consider and agree individual teaching staff pay awards. The Headteacher’s performance management review had also been held (see Part II minutes).

6.2. Helen Walsh and Katy Jackson had attended the recent HEP Chairs meeting. The themes and foci of the session had included: BAME and Turkish pupils’ attainment; the new Ofsted inspection framework; funding; and falling pupil rolls. Governors noted that due to falling rolls one local school had reduced by one class; in contrast another local academy trust was consulting to increase its’ Published Admission Number.

6.3. Governors thanked the Chair for her significant contributions and leadership, noting that it was her last meeting as the incumbent. All attendees were pleased that she would be remaining as a member of the Governing Body that would allow retention of the extensive skills and experience.

**7. Strategic Thinking**

7.1. The ’20 questions for Governing Bodies’ document would be discussed at the next meeting.

**8. Committee Terms of Reference 2019/20 and Scheme of Delegation 2019/20**

8.1 The Governing Body **approved** the following:

* Premises and Health and Safety Committee Terms of Reference 2019/20
* Resources Committee Terms of Reference 2019/20
* Pay Committee Terms of Reference 2019/20
* Scheme of Delegation 2019/20

**9. Headteacher’s Report: Autumn 2 2019**

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; performance management update; behaviour and exclusions; engagement with parents and carers; significant school dates; and School Development Plan priorities.

9.2. A report from the School Effectiveness Partner’s visit of 2 October 2019 had also been circulated in advance of the meeting.

9.3 Governors asked **questions** as follows:

 **Q**: Why are year groups 1 and 5 above the Published Admissions Number?

 **A**: One additional pupil was admitted to year 5 with an EHCP; one further pupil was admitted to year 5, and one pupil to year 1, due to errors being made by the Local Authority.

 **Q**: What are the main areas of impact on attendance?

 **A**: Attendance and punctuality is very good overall. One main area of impact is pupils with medical needs.

 **Q**: Is the school continuing to engage with parents via questionnaires?

 **A**: Yes, these are continuing and data from the past three years results is available on the school website. Using survey monkey to undertake anonymous surveys had increased the overall response rate. Other surveys have also been undertaken: an inclusion survey; and a mental health and wellbeing survey for staff.

**Q:** The outcomes in the School Effectiveness Partner (SEP) visit report are very positive. What are the plans for future visits?

**A:** The report is very positive, and all leaders contributed to the visit. All action points identified in the report have been completed. A timetable of future visits is in place going forward that will link with the priorities identified in the SEF. Following the visit, an English and Maths development session was delivered that enabled staff to review subject action plans and continue to develop and improve approaches to pedagogy. The SEP visit had provided a valuable opportunity for leaders to work together in teams and focus on the future.

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

**10. School Development Plan 2019/20**

10.1. The School Development Plan 2019/20 would be brought to the next meeting in January 2020. h.  To ensure emotional and pastoral needs are being met to enable children, families and staff thrive

**11. SEND**

11.1. The Governing Body **noted** the Inclusion Report that had been circulated in advance of the meeting.

**12. Policies/Documents for Approval**

12.1 The Governing Body **approved** the following policies/documents:

Pay Policy 2019/20

Safeguarding Policy

Looked After Children Policy

Health and Safety Policy

Attendance and Punctuality Policy

**13. Reports from Committees and Lead Governors**

13.1 The Governing Body **noted** the minutes of the Resources Committee that met on 11 October 2019. The main focus of the meeting had been considering the re-profiled budget 2019/20.

13.2. The Governing Body **noted** the minutes of the Premises and Health and Safety Committee that met on 11 October 2019.

13.3. The Governing Body **noted** the minutes of the Curriculum Committee that met on 14 October 2019. The main focus of the meeting was a presentation on foundation subjects over the last 3 years.

13.4 The Governing Body **noted** the minutes of the Communications Committee that met on 7 October 2019. The annual report was currently under development and an audit of the website was due to be undertaken.

13.5. Reports from Lead Governors were provided as follows:

 BAME: Helen Walsh: Helen was due to meet Emily Gazzard and Emel Ali regarding the BAME pledge. An update would be provided at the next FGB meeting.

 Safeguarding and Child Protection: Lucy Freestone and Katy Jackson: Both Leads had met Emel Ali and undertaken a mini audit. There were no significant issues to raise. Governors were encouraged to complete the NSPCC online safeguarding and Home Office PREVENT training. Katy Jackson confirmed she had completed the PREVENT training. Governors noted that clarification of the policy regarding parent volunteers taking photographs on school trips had been provided; risk assessments were due to be undertaken going forward.

 Inclusion: Dianne Bluemink: Dianne had met with Emily Gazzard to review year 1 and year 6 interventions for vocabulary and reading for groups with dyslexia. All pupils had been very engaged during the visit and the level of support in place was excellent. Details of the interventions in place were available on the Governors Portal.

 STEAM: Deborah Smith and Simon Green: Dates were due to be set for a visit in the summer 2020 term. Simon and Deborah had met with subject leads and attended the science fair during the Autumn 2019 term.

 GDPR: Fiona Doyle: There were no issues to raise. A visit was due to be arranged before the end of the Autumn 2019 term.

 EYFS: Camilla Bolt: Camilla had attended an EYFS training course and was due to meet with the Headteacher before the end of the Autumn 2019 term to review baseline data assessment outcomes.

 Sustainability and Environment: Sophie Papworth: Sophie had attended a meeting with the Muswell Hill Sustainability Group and had linked with other local schools to consider and discuss relevant issues. The school were taking steps to reduce waste and involving the School Council in ongoing initiatives.

 Mental Health and Wellbeing: Ally Tansley: Ally was due to meet Sam Perkins on 29 November 2019.

 PE and Sports: Ally Tansley and Camilla Bolt: Ally and Camilla were due to review the Sports Premium strategy.

**14. Governor Visits**

14.1 Visits had been reported under item 14 above.

14.2. Simon Green was due to undertake a health and safety walkaround before the next Premises and Health and Safety Committee meeting on 17 January 2020.

**15. Governor Training**

15.1 Helen Walsh had attended the attachment awareness training delivered on 28 October 2019.

15.2. Katy Jackson had completed PREVENT training.

15.3. Lucy Freestone had completed PREVENT training; attended the induction session for new Governors and child protection training session.

15.4 Fiona Doyle and Camilla Bolt had attended ‘preparing Governors for Ofsted training’ that had covered the importance of Governors having awareness of the following aspects:

* School vision and ethos
* Curriculum intent, implementation and impact
* Phonics
* Early reading
* Curriculum design
* Safeguarding and child protection
* Staff CPD

15.5 Key questions from the Ofsted training were due to be added to the agendas of the relevant Committee meetings for further discussion.

**16. Any Other Business**

16.1 There were no items of other business raised.

**17. Dates of Future meetings 2019/20**

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

|  |  |
| --- | --- |
| **Meeting** | **Date** |
| Resources Committee | Friday, 13 December 2019 at 9.30am |
| Resources/Premises and Health and Safety Committees | Friday, 17 January 2020 from 8.30am |
| FGB | Tuesday, 21 January 2020 at 7pm |
| Resources/Premises and Health and Safety Committees | Friday, 20 March 2020 from 8.30am |
| FGB | Tuesday, 24 March 2020 at 7pm |
| Resources/Premises and Health and Safety Committees | Friday, 24 April 2020 from 8.30am |
| FGB | Tuesday, 5 May 2020 at 7pm |
| Resources/Premises and Health and Safety Committees | Friday, 10 July 2020 from 8.30am |
| FGB | Tuesday, 14 July 2020 at 7pm  |

*The meeting concluded at 8.35pm.*

Signed……………………………………… Date………………………..

**Appendix 1 – Action Log**

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| --- | --- | --- | --- |
| **Date added** | **Item** | **Owner**  | **Date for next review** |
| **22/01/2019** | Details of the impact and progress against the School Development Plan to be brought to each future FGB meeting.  | Headteacher | Ongoing from Spring 2019 |
| **09/07/2019** | Standing item ‘Strategic Thinking’ to be included on all agendas going forward. | Clerk | Ongoing from Autumn 2019 |
| **09/07/2019** | Termly presentations to be delivered to FGB meetings on curriculum and SDP themes and topics.  | HT/Subject Leaders | Ongoing from Autumn 2019 |