

FULL GOVERNING BODY VIRTUAL MEETING

TUESDAY, 15 DECEMBER 2020 AT 7.00PM

Membership

Name	Type	Term expiry date	Attendance
Katy Jackson	Parent Governor Co-Chair of Governors	19/12/2021	Present
Helen Walsh	Co-opted Governor Co-Chair of Governors	14/09/2024	Present
Lucy Freestone	Parent Governor	01/09/2023	Present
Alison Vaughan	Co-Opted Governor	15/01/2022	Present
Deborah Smith	Parent Governor	31/07/2022	Present
Camilla Bolt	Parent Governor	12/11/2022	Present
Jo Yurky	Parent Governor	23/11/2024	Present
Sophie Papworth	Co-opted Governor	25/03/2022	Present
Fiona Doyle	Co-opted Governor Vice-Chair of Governors	21/11/2021	Present
Ally Tansley	Co-Opted Governor	31/08/2021	Present
Costa Constantinou	Co-Opted Governor	20/01/2024	Present
Simon Green	Local Authority Governor	15/05/2023	Present
Sally Eustance	Staff Governor	19/10/2021	Apologies
Emily Gazzard	Associate Member	N/A	Present
Maria Panayiotou	Associate Member	N/A	Present
Adrian Hall	Headteacher	N/A	Present
<i>Vacancy</i>	<i>Co-Opted Governor</i>	<i>N/A</i>	<i>N/A</i>

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 Co-Chairs welcomed all attendees to the virtual meeting.
- 1.2. Apologies for absence were received and accepted from Sally Eustance.

2. Declarations of Interest

- 2.1. Annual declaration of interest forms 2020/21 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 meetings

- 4.1. The minutes of the last meetings held on 20 October 2020 and 24 November 2020 were approved as a true record.
- 4.2. There were no matters arising not covered elsewhere on the agenda.

5. Membership

- 5.1. The Governing Body **agreed** to appoint Alex Morgan as an Associate Member to participate in the BAME Working Group.
- 5.2. The Co-Opted Governor vacancy would be advertised after Christmas; with an emphasis on financial skills and experience.
- 5.3. There were no other changes to membership or terms due to expire to note.

6. Co-Chair's Report

- 6.1. The Co-Chairs provided an update as follows:
 - Helen Walsh had attended the Chairs Forum that took place on 25 November 2020 with a focus on the pandemic and arrangements in place to minimise risks;
 - A discussion took place on the timings of the school day and early closures on Friday afternoons; with other schools interested in how these arrangements are working in practice;
 - The LA had appointed a new school finance officer who was providing advice and support to the school in respect of the overall budget position;
 - Governors discussed the potential to apply for places on the Schools Forum that considers strategic finance items and funding. Interested Governors were asked to contact Helen Walsh;
 - The Co-Chairs had completed the NGA Chair's training programme including development of the Governor Action Plan that had been circulated in advance of the meeting.

7. Headteacher's Report

- 7.1. The Headteacher introduced the following reports that had been circulated in advance of the meeting:
 - Pupil Premium Grant (PPG) Strategy 2020/21
 - Sports Premium Grant (SPG) Strategy 2020/21
 - Parent survey outcomes report
 - HEP visit report: November 2020
 - Formal assessment and Ofsted update
 - SEND inclusion report
- 7.2. PPG Strategy: Governors reviewed the strategy as circulated in advance of the meeting. This would also be presented at the next Curriculum Committee. Governors asked questions as follows:

Q: What is Talk Boost?

A: Talk Boost is an SEND intervention programme that supports development of active language, vocabulary, and key communication skills.

Q: Are there any interventions currently in place to support closing learning gaps?

A: A report detailing pupil outcomes data was due to be presented at the next meeting of the Curriculum Committee along with the plans being developed for closing learning gaps. The current focus remained on providing quality first teaching; with progress due to be reviewed to identify learning gaps. Further assessments would also be completed in January 2021 as some pods had been closed. A catch-up premium strategy was also being developed and would be shared with Governors once available.

Q: How is the remote learning offer being evaluated in contrast to that offered to pupils in-school?

A: Teacher assessments have been undertaken for groups that have been particularly impacted by the closure of bubble groups. For example, although the year 2 cohort has experienced a few periods of closure; 97% achieved the expected standard in the recent phonics testing. Live teaching sessions for phonics had continued throughout the closure period to prepare them for the tests. Tailored support is being provided for cohorts isolating and in-school.

- 7.3. SPG Strategy: Governors reviewed the strategy as circulated in advance of the meeting. This would also be presented at the next Curriculum Committee. Governors noted that any unspent funds would be carried-forward into 2021/22 and spent against the criteria. Questions were asked as follows:

Q: The strategy appears to show that resources have been targeted at more able pupils. What are the reasons this has been identified as a priority?

A: Significant investment has been made in a new sports coach to deliver specialist teaching and clubs for less able pupils. In addition, an inclusive whole school programme that provides opportunities for pupils with SEND to participate in specialist competitions. Remaining funds have been allocated for more able provision.

Q: Are any other subjects impacted in a similar way as above for more able pupils?

A: Funding is targeted for music including learning instruments and the choir.

- 7.4. SEND inclusion report: Governors reviewed the report circulated in advance of the meeting.

- 7.5. Governors asked that thanks and recognition of the positive comments from parents in respect of the support provided to their children, were passed on to staff; as well as the efforts of LSAs to provide additional support with remote learning and the demonstration of creativity to engage pupils with SEND.

Q: Have any changes been made to the technology used for remote learning to adapt this for pupils with SEND?

A: All pupils with SEND receive bespoke remote learning support. The Inclusion Manager meets with class teachers if pupils are required to isolate to ascertain which systems the pupils can engage with best. Individualised and differentiated provision is put in place with emphasis on supporting pupil wellbeing and enjoyment and engagement with activities. Some pupils prefer paper work packs and these are hand delivered to the home address.

7.6. Attendance: The Headteacher provided a detailed update on attendance and the impact on staff and pupils given the need to self-isolate. Three pods had been closed (yr 4 and yr 6); meaning that 92 pupils and 6 members of staff were absent. Other staff were also isolating due to alerts from NHS track and trace; and three members of staff had been granted leave given the vulnerabilities for these individuals or their close family members. Staff working from home or on leave were contributing to the live lessons provided via remote learning; supported by LSAs and other adults physically present in the classroom.

7.7. Governors asked questions as follows:

Q: Has attendance reduced over the last few days with families stopping sending pupils into school?

A: There has been an overall drop in attendance from around 97% to 80%. Whilst there has been national coverage of some councils indicating that schools could partially close towards the end of term; Haringey have indicated that schools will remain open.

Q: What is the current approach to attendance enforcement and recording? Is the Attendance Policy continuing to be followed?

A: The safeguarding and wellbeing aspects of the Attendance Policy remained adhered to; e.g., first day contact procedures. Pandemic-related absences are not recorded in the same way and therefore do not impact the overall attendance data. Further drops in attendance are expected by the end of term and some families have been granted authorised absences for compassionate reasons. Pandemic related absence is reported on a daily basis to the DfE and in-school recording and monitoring also continue as usual.

7.8. Safeguarding: Some concerns had been raised regarding pupils who had meant to be isolating and letters were due to be sent to families. The student social worker was due to join the school in January 2021 and would add further capacity to support safeguarding and wellbeing aspects for pupils including the most vulnerable. Governors asked questions as follows:

Q: Has there been an overall increase in the number of post-LAC children as well as families needing support?

A: The number of LAC and post-LAC pupils remains broadly consistent, with up to 11 at any one time. There has been an increase in the number of families requiring Team Around the Family and Children in Need support. The student social worker will also provide capacity and support for families with additional needs.

7.9. Staffing: staff attendance remains strong and non-pandemic related absences are low. One member of staff is expected to be absent for a long-term period. A further update on staffing would be given at the next meeting of the Resources Committee.

7.10. Formal assessment and Ofsted update: Governors noted the updates as circulated in advance of the meeting.

7.11. Parents and pupils survey: These results would be reviewed in detail by the Curriculum Committee in the spring 2021 term. Governors were pleased to note the high response rates and positive feedback regarding the remote learning provision including live teaching. Staff had worked hard to help parents use the remote

learning systems such as Seesaw, including through the provision of videos on usage; although it was recognised that some families continued to find home learning challenging for a diverse range of individual reasons. the age of pupils this remains challenging. Governors recognised the practical support that had been offered including sim cards to provide online access; and laptops and other equipment.

Q: A small number of parents appear to be struggling with accessing remote learning. Is further support being provided for this group?

A: All comments have been reviewed and grouped into themes. Options to remedy these issues have been developed, although it is important to recognise that the significant majority of parents were finding it easy to access support. As parents become more familiar with the technology and new approaches; and the remote learning offer becomes more consistent this was expected to increase. Whilst there were less responses from parents of nursery pupils, these were positive. Further survey results from other year groups were also expected over the next few weeks and would be included in the review by the Curriculum Committee. It is important to recognise that the year 2 survey was sent out towards the end of the bubble isolation period; and results may have been impacted by other factors. The potential to re-run the survey for this year group would also be considered.

Q: Are the survey results anonymised? Is it possible to consider an option to provide named feedback to the school?

A: At present the results are anonymised. The option to provide named feedback will also be considered.

- 7.12. HEP visit report: November 2020: Governors reviewed the visit note that included the remote learning offer and School Development Plan. The report included feedback that would be used to develop a full curriculum offer including PE. Year 5 had already received a live PE lesson and this would be rolled out to other cohorts. SRE lessons were also expected from summer 2021; preferably via face-to-face delivery.
- 7.13. Governors **thanked** the Headteacher for providing a detailed update and asked that thanks and support be passed on to all staff for their continued outstanding efforts and dedication to pupils. Governors commended the strong leadership that continued to be demonstrated and the good levels of support available for all pupils and families.

8. Budget/Finance Update

- 8.1. The Governing Body **reviewed** the month 8 report, commentary and re-profiled budget as presented at the meeting. Governors noted that finances had improved overall although future income generation remained uncertain. Full use had been made of the furlough schemes. Priority had been given to repaying the Local Authority loan over 4 years. Governors asked questions as follows:

Q: What are the expected impacts of the budget restrictions on school improvement and premises maintenance?

A: At present there is no requirement to make any changes to staffing. Investment has continued to be made in CPD to maintain improvement. The main resources required are ICT hardware to support remote learning. Premises maintenance continues on a planned schedule and this is monitored, including by the Governors' Committee.

Q: Is any further income expected to be received from RAPSA?

A: Income from RAPSA donations is kept in a specific cost centre. Additional income of £8k was expected.

8.2. The Resources Committee would be meeting in early February 2021 where a full review of the budget would be undertaken.

8.3 The Governing Body ratified the re-profiled budget 2020/21.

9. Strategic Thinking

9.1. Governors reviewed the action plan as circulated in advance of the meeting, providing an update on development of the vision/strategy; working groups; and preparations for future Ofsted inspections. Governors agreed that Committee meetings would commence from spring 2021 (see dates below) to ensure that key items and priorities received the time and attention required.

9.2. Safeguarding remained as a key area of focus. The last audit took place in 2020 and recommended that a holistic view of safeguarding be taken across all Governor meetings and governor visits. This approach would be taken forward as Committee meetings recommenced from spring; as well as Governor visits. The Lead Governor for safeguarding continued to review the Single Central Record and appropriate policies.

9.3. Governor monitoring:

Safeguarding: Lucy Freestone: reviewed the SCR on 14 December 2020. Monitoring of the progress against the safeguarding audit actions and safer recruitment practices and approaches had also taken place.

Mental Health and Wellbeing: Alison Vaughan: Information provided by Governors for Schools on how support for wellbeing can be provided by Governors had been used to inform the future approach. Monitoring would be meaningful without being onerous. Surveys remained under development for use at an appropriate time given those already being undertaken in school. Staff morale remains high.

9.4. Governors were reminded of the access to the NGA learning link modules.

9.5. Governors approved the following Lead roles/appointments:

Safeguarding: Lucy Freestone

Mental Health and Wellbeing: Alison Vaughan

Inclusion and diversity: Jo Yurky

BAME: Fiona Doyle

GDPR: Helen Walsh

EYFS: Camilla Bolt

9.6. Working group updates:

Fiona Doyle advised that the notes of the latest meeting were available on the portal. The name of the working group would also be discussed at the next meeting to look for alternatives to BAME.

School name: A meeting was due to be arranged for the spring 2021 term.

Rhodes Avenue Primary, London

Strategic planning: The next meeting was due to take place on 15 January 2021.

10. Policies

10.1. The Governing Body approved the Safer Recruitment Policy.

11. Dates of Future meetings 2020/21

11.1. The Governing Body **noted** the dates of future meetings as follows:

Curriculum: TBA

Resources/Premises: Friday, 05/02/2021 from 8am

FGB: Tuesday, 09/02/2021 at 7pm

FGB: Tuesday, 23/03/2021 at 7pm

FGB: Tuesday, 20/04/2021 at 7pm

FGB: Tuesday, 25/05/2021 at 7pm

FGB: Tuesday, 13/07/2021 at 7pm

The meeting concluded at 8.30pm

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

Appendix 1 – Action Log

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