



**FULL GOVERNING BODY
2020-21**

Minutes			
Date/Time:	25 November 2020, 18:30	Location:	Google Meet

Governors (Y if in attendance). Ch indicates Chair			
LA nominated	Y	Patrick Neave	PN
Parent elected	Y	Jennifer Cropley	JC
	Y	Mona Lukha	ML
Staff	Y	Jessica Tuckey	JT
Head Teacher	Y	Nell Webb	NW
Co-opted	Y	Stephen Hyams (Ch)	SH
	Y	Denise Long	DL
	Y	Peter King	PK
	Y	James Bick	JB
		Vacancy	
		Vacancy	
		Vacancy	

In attendance		
Sophie McGeoch	SM	Consultant Head
Sam Leir	SL	Consultant Head
Casey Alves	CA	Clerk

1.	Introductions	Action
	<p><u>Welcome, apologies for absence and declarations of interest</u></p> <p>No apologies were received or declarations of interest declared.</p>	
2.	Minutes of meeting on 23 rd September and matters arising	
	<p>Subject to minor typographical amendments which SH will action before signing, the minutes for the meeting on 23 September 2020 were <i>unanimously approved</i>.</p> <p>To recap, SH confirmed that a new Instrument of Government and Code of Conduct have been finalised and are available for all governors to review on GovernorHub. Governor recruitment has been put on hold for the moment whilst the focus is on headteacher recruitment, but this will be continued again in December.</p>	
3.	Headteacher Update	
	<p>NW led on headteacher update:</p> <p><u>Leadership and management</u></p> <p>i. The school is in the process of setting appraisal targets for all the teachers, with separate targets related to pupil progress, personal professional development and curriculum leadership. The school is</p>	

- currently focusing on teaching staff but will be undertaking appraisal reviews for support staff after the winter break.
- ii. In terms of Local Authority involvement, subject advisors across the borough have been supporting subject leaders and teachers in a number of areas.
 - iii. KRPS didn't appoint a School Business Manager in the first round of interviews, but more interviews are to take place on 10 December 2020.
 - iv. The new ELSA has begun her role and is being mentored by SM's ELSA.
 - v. Pupil progress meetings have been occurring this week to set targets for all pupils in reading, writing, and maths - and seeing who would be eligible for the catch-up funding. Once this is completed, the results will be assessed, and the school will decide how to spend the catch-up money.
 - vi. Year 1 – on advice from SM and Jo Sullivan-Lyons (JSL), the school will amend teaching strategies from an EYFS to a KS1 model.

Quality of education

- i. A number of monitoring activities have been going on in the school, namely lesson observations in maths, and safeguarding and behaviour learning walks. Staff have been given individual and whole school feedback and are working on action plans for each of those areas.
- ii. There has been a lot of CPD including
 - Safeguarding training
 - Subject leader meetings
 - Effective practice network meetings and
 - Some phonics and maths CPD.

The focus for the autumn term has been to address the key areas of the SDP. Weekly staff meetings have focused on GDPR (with the move to higher online usage), CPOMS, and online safety. There has also been a focus on online learning to ensure that teachers feel confident with Google classroom and blended learning if the need for such a shift arises.

Staffing

A member of staff will be leaving at the end of the term. DL asked who will replace this member, and NW confirmed that this is ongoing and will be confirmed at the end of the term.

Behaviour and attitude

- i. The behaviour walk was completed. Behaviour has been generally good with pockets of low-level disruption which the school will be focusing on more.
- ii. A very inspirational meeting took place in November with a clear action plan to revamp the school's Golden Rules and make sure they are fully embedded across the school. The behaviour policy will be updated this term and governors will receive a copy.
- iii. Current attendance is above the national average. It is lower than it was this time last year, but that is expected given the current Covid-19 circumstances.
- iv. There have been 28 children who are classed as persistent absentees, which is lower than this time last year. Some of these figures are distorted though, as a number of children in Reception who were on the roll then moved school / didn't start as they were

	<p>abroad. The school is continuing to celebrate classes with highest attendance to do everything possible to encourage attendance.</p> <ul style="list-style-type: none"> v. SPA referrals are quite high this year (a total of 8). vi. A safeguarding pack has been devised for teachers and volunteers / support staff to ensure that they have read the important school safeguarding policy and completed at least level 1 safeguarding training. This is followed up with an online safeguarding induction with NW. There are also safeguarding assemblies and the website has updated its safeguarding element. <p>JC asked how many of the persistent absences are to do with COVID-19., NW explained that none are to do with the virus, as such absences are recorded separately. NW stressed that the absences have been addressed with parents, and education welfare is involved in 3 of these cases.</p> <p>DL asked when the school last did an internal safeguarding audit. NW confirmed that the action plan has been updated and will send this to DL and PN, following which a governor visit will be arranged.</p> <p><u>Personal development</u></p> <ul style="list-style-type: none"> i. It is hard for PTA fundraising activities at the moment, but COVID-friendly activities are in place, such as Christmas jumper day, Christmas silent auction, and PayPal 'giving Tuesday' donations. Hopefully we will see some safe fundraising activities next month. ii. There has also been an online safety meeting for parents with around 24 attendees. Next week is parent-teacher week and these meetings which will take place virtually. <p><u>Other comments</u></p> <p>DL asked about the reduction in pupil numbers from 161 to 151. NW explained that there were students who were on the school roll at the start of term, who either began school elsewhere or did not return from abroad, but it is not possible for the school to take the child off the roll until they have confirmation from the child's new school that they have started elsewhere.</p> <p>SH commented that the format of the report is very good and wondered if it would be cumulative over the school year. SL explained that it would not be, to avoid it becoming too long. SH asked that the format be consistent from term to term to facilitate comparisons, and welcomed the report highlighting areas for governor action.</p>	NW/SM
4.	SDP for the year	
	<p>SM began by commenting that the SDP reads more like an action list than a strategic plan, but that this was necessary to ensure the necessary changes were mapped out, with a view to facilitating the transition to the new headteacher. The plan is laid out with the same 4 priorities as explained at the last meeting.</p> <p>SM noted that deadlines in the plan are mostly aspirational, and the plan will roll over into the next school year.</p> <p>NW has plans to do a child-friendly SDP for the children so that they know what the school plans to do, and will send out a parent-friendly SDP next week.</p> <p><u>Priority 1: Maths</u></p> <ul style="list-style-type: none"> i. Rachel Roberts is being supported and mentored by SL, SM, NW and JSL. This includes learning walks and lesson observations. Rachel 	

has also joined the maths network meetings hosted by AfC to meet other maths leads and undertake some CPD.

- ii. Rachel has begun an audit of the resources used in maths, making sure that there is progress in the types of resources being used in class. The White Rose scheme is being used in line with a lot of Richmond schools, but the school is not fully utilising the available resources. Rachel is looking to see what resources should be used in each class; bearing in mind the need to be COVID-friendly.
- iii. The school is also keen to put visualisers in every class.
- iv. The school has been looking at timetable changes and has introduced set arithmetic lessons outside of the usual maths lessons, to increase the number of maths lessons for the children per week. It is too early to measure the impact of these lessons, but this will be assessed as time progresses.

Teachers' knowledge and planning

- i. A number of staff meetings have been held for maths, particularly after lesson observations, to ensure that full use is made of the observation and learning.
- ii. Staff have all been observed in maths teaching, along with a pupil survey and book looks.
- iii. Rachel has been collecting data on the standard of maths and is beginning to build some guidelines, some on presentation and others on the use of worksheets in lessons. There has also been a focus on assessment for learning within the lesson; such as the number of checkpoints to see if a child needs to move on rapidly in the topic or go back to cover something that was misunderstood.

Outcomes

- i. The outcomes will be revealed over the next two weeks.
- ii. There has been a lot of work on moderation of maths. A moderator (Christina) visited the school and spent an hour with each teacher going through the children's maths books, looking at the curriculum and to support teachers in their judgments of attainment. Christina will hopefully continue with supporting the school, along with her English equivalent, Debbie.
- iii. Christina will return in the Spring term to host a staff meeting on the 3 strands: reasoning, problem solving and fluency in maths. This is because there seems to be an overreliance on the fluency strand, and so staff need to develop their use of the other two.

SM commented that Rachel is working on developing certificates to hand out to children to develop mathematicians of the future.

Priority 2: Reading

Effective leadership

- i. The school has undertaken a lot of work with Debbie Thomas, looking at the intent and implementation of the English curriculum and preparing to review policies.
- ii. Emily Spencer is new to the role of English lead, but has led phonics for many years and so understands the topic well.
- iii. The focus is currently on reading, with writing to follow.
- iv. Debbie and Emily have completed a full reading audit. Debbie is working with Emily to produce a series of CPD sessions for the Spring term on reading.
- v. SM emphasised the importance of how parents are engaging with their children on reading at home., and ensuring they have adequate

resources for this purpose. A 'reading for pleasure' culture is the intended aim.

SM noted that Covid-19 is preventing the publication of the usual model of excellence for schools to use as a benchmark, but it is hoped this will be available some time next term.

DL asked whether the data for maths and reading will be available for the next C&A meeting. SL explained that quantitative data will not be available until after the February half term, and it was therefore agreed to rearrange the date of the next C&A meeting accordingly.

DL/NW

JC asked how assessment will be quantified. SL explained that test packages will be applied consistently, so there is a standard set of assessments used within the school to benchmark children's attainment in reading and maths against national standards.

Priority 3: Quality of education and assessment

This priority will receive greater focus in the Spring term.

- i. Assessing the quality of teaching and learning involves first defining what good looks like, followed by regular monitoring through lesson observations, currently subject to Covid-19 limitations, and backed up by performance management.
- ii. Teachers will be supported by a CPD programme of internal and external events.
- iii. Other considerations will be ensuring a clear and concise curriculum intent, evaluation of the knowledge organisers, assessment of foundation subjects, development of the subject leader role, and ensuring a sustainable approach to remote learning.

Priority 4: Reputation and pupil numbers

Work on this priority is expected to extend into the next school year and will be driven by the new head teacher.

- i. Increased communication with parents has included a new safeguarding newsletter.
- ii. NW will issue a newsletter at the end of term which explains the progress that has been made in maths and English.
- iii. NW is managing the school's social media page as a way of communicating with parents and the wider community.
- iv. The school is approaching various agencies in the Borough, such as children's services and the police liaison department, to arrange for them to visit the school to lead workshops for the children. Covid-19 is limiting such activities at present, but increased activity is anticipated in the summer term. These visits will help promote the school within the community.
- v. A lot has been done following JSL's behaviour walk on the topic of consistency and ensuring that the values of the school are memorable and shared in the same way across the school. For example, through setting up a television in the reception area which shows pupils who have won awards for good behaviour, with a view to promoting the golden rules.
- vi. NW has been addressing attendance issues, with a sharp focus on children who are late coming into school and persistent absentees.

SH asked about the half termly letters to parents from the governors and headship team. SM said that is something to consider for the end of this term

	<p>and asked SH to submit a paragraph or two about the governing board and its role.</p> <p>SH asked about responses to the parents' survey in the Spring. SL said this will feature in the parents' summary of the school development plan that will be issued soon.</p> <p>JC suggested that any additional questions relating to the SDP should be communicated to the headship team via the appropriate link governor. <i>All agreed.</i></p>	<p>SH</p> <p>ALL</p>
5.	Committee reports from C&A and F&R including matters requiring approval (incl. Scheme of Delegation)	
	<p>DL recapped on the last C&A meeting. She stressed the importance of the role of link governors and said she will arrange a meeting in December to run through the link governor reporting templates and plan appropriately for the next term. To recap, the SDP link governors are as follows:</p> <ul style="list-style-type: none"> i. SDP 1 (maths) – JB, ii. SDP 2 (reading) - PN, iii. SDP 3 – DL (with ML to shadow), and iv. SDP 4 – JC. <p>JC summarised discussions from the last F&R meeting. SL set out the schools' financial plan, which is looking healthy- as was the 6 months' outturn with a projected in-year surplus. Leadership ran through staffing and pay. The Scheme of Delegation was largely unchanged from last year and is submitted to the FGB for approval; <i>this was agreed.</i></p>	
6.	Policies requiring approval	
	<p>SL and NW will review the list of policies prepared by SH, which includes all statutory policies and any others requiring governors' approval, and update it accordingly. There is a desire not to overburden staff on policies at the present time. SH asked that, when policies are tabled at governor meetings, changes from the previous version be highlighted with explanations requiring approval. CA has been asked to help governors ensure they fulfil their duties in monitoring policies.</p>	NW/SL
7.	Headteacher recruitment update	
	<p>SH updated governors on the head teacher recruitment, noting this is the most important task governors can face. He recapped that the governor panel comprises SH, DL and JC, who have received extensive advice and guidance from Jo Sullivan-Lyons (JSL) in her capacity as Local Authority adviser.</p> <p>The panel prepared an advert and recruitment pack, which were posted in several places including the Times Educational Supplement. There has been a very high response, and SL/SM have shown 19 potential applicants around the school. The application deadline was 12 noon on Monday 23 November. The 14 applications received were reviewed that afternoon by the panel, along with JSL and SL, and the panel selected four candidates for interview.</p> <p>On the first day of the interview process, Monday 30 November, the shortlisted candidates will undertake 6 activities, all done remotely through Google Meet. This will include exercises in prioritising tasks, interpreting pupil achievement and financial data, replying to a complaint, feedback on a lesson observation and taking an assembly for selected year groups on the subject of 'unity'.</p> <p>Based on these activities, the panel will decide which candidates to interview the following afternoon. They will be asked to make a short presentation on</p>	

	<p>a topic provided in advance, followed by an interview. The panel will be supported at interview by JSL, Rosemary Hafeez (another senior Local Authority representative) and Chris Neale (HR adviser).</p> <p>The panel will then decide which candidate they recommend is appointed as the new head teacher. The appointment will need ratification at an FGB meeting; SH requested that a meeting is scheduled for this purpose at 6:30pm on Tuesday 1 December. This was agreed and CA was asked to set up the meeting.</p>	CA
8.	Any other business	
	DL explained that SL has provided a template for governors to fill out after completing a training session, which she will adapt for the school. She asked that, where two or more governors attend the same training session, they complete one form between them.	ALL
Details of next meeting:		
Date/Time:	Wednesday 17th March 2021 at 18.30	Location: Google Meet

The meeting closed at 20.06

Signed:

Date: