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**FULL GOVERNING BODY**

**2020-21**

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| **Minutes** | | | | |
| **Date/Time:** | **23 June 2021, 18:30** |  | **Location:** | **Google Meet** |

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| Governors (Y if in attendance). Ch indicates Chair | | | |  | In attendance | | |
| LA nominated | Y | Patrick Neave | PN |  | Casey Alves | CA | Clerk |
| Parent elected | Y | Jennifer Cropley | JC |  |  |  |  |
| Y | Mona Lukha | ML |  |  |  |  |
| Staff |  | Vacancy |  |  |  |  |  |
| Head Teacher | Y | Elizabeth Strong | ES |  |  |  |  |
| Co-opted | Y | Stephen Hyams (Ch) | SH |  |  |
| Y | Denise Long | DL |  |  |  |  |
| Y | Peter King | PK |  |  |  |  |
| Y | Vania De-Stefani | VDS |  |  |  |  |
| Y | Cheng Yoe | CY |  |  |  |  |
| Y | Charlotte Hands-Wicks | CHW |  |  |  |  |
|  | Vacancy |  |  |  |  |  |
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| **1.** |  | **Introductions** | **Action** |
|  |  | Welcome, apologies for absence and declarations of interest  SH welcomed all governors to the meeting. No apologies were received, and no declarations of interest were made.  SH noted that, since the last meeting, Gaye Russell and Jessica Tuckey have resigned as governors for personal reasons. |  |
| **2.** |  | **Minutes of meeting on 24th March and matters arising** |  |
|  |  | Matters arising   * Since the previous meeting, the new governors have been assigned mentors and link governors are in the process of being arranged. * The postponed C&A meeting took place. * There has been a delay on the results of the English assessments due to them occurring later than scheduled. ES to review this and pass results to SH and CY as English link governors. * Results of the post-Covid survey sent to parents are to be reviewed by the school and forwarded to governors. * ES has conducted a staff wellbeing survey, safeguarding, and CPD survey and will forward the results of these surveys to governors. * The meeting minutes from 24 March note that there was to be an attendance letter – but it intended to be included within the existing newsletter rather than as a newsletter of its own. CA to change the minutes to reflect this.   Subject to the minor amendment detailed above, minutes of the 24 March FGB meeting were *unanimously approved*. | **ES**  **ES**  **ES**  **CA** |
| **3.** |  | **Headteacher Update** |  |
|  |  | ES presented the highlights from the HT update.  Leadership and management   * Staff appraisals have been delayed but are now ongoing. * The school has opted to appoint a School Meals Supervisory Assistant (SMSA) to support staff over the lunch break as this was a more affordable option than a receptionist.   Quality of education   * Part of the Covid-19 catch-up fund is being used to fund Naomi to have focus groups working on interventions. * Handwriting seems to have slipped during lockdown, it being harder to teach and monitor remotely, and will be a focus for next term. * Curriculum maps are being collated to go onto the website for the new term. * The school has purchased more chrome-books and has since been permitted to apply for another 30.   Monitoring   * A reading walk and maths walk have been carried out since the last HT report and excellent progress has been noted in both areas. * There is still some work to do with reading but reading for pleasure has improved and this was noted from the pupil survey. The school now intends to be specific about reading skills and consistent with reading progression monitoring across the school. * The 3 new teachers have demonstrated consistently high standards. * Writing scrutiny and moderation have taken place and the results were really encouraging. More work is needed to clarify writing expectations to achieve greater depth.   Professional development   * There has been continued, but decreased support in Maths and English from AfC. Debbie and Christina’s moderations went well and reported that the teachers have an excellent understanding of where the children are at. * The school is continuing with the EYFS network and HT forum – and meetings have consisted of the usually weekly teaching meetings. * Zones of regulation will be used from September to tie in with the behaviour policy   Staffing   * A new class teacher has been recruited to replace Maisie. * There are plans for music after Holly departs. * A deputy headteacher and SENCO have been recruited. * The school is fully staffed and ready for September.   Questions from the Board –   1. *How many days will the new SENCO work?*  3 days a week. 2. *How will staff changes be communicated to parents?* They will be announced in the newsletter this week, which will set out the the teachers for each class. ES was asked to share a draft with governors for comment. 3. *How experienced is the new class teacher?* He is quite experienced. 4. *Are the 3 new teachers from last year staying on?* Yes. 5. *Has there been any change to the mentoring and leadership arrangements in light of Maisie’s departure?* There won’t be a need for official mentoring, but there will be peer-to-peer support. Maisie’s role has been redistributed to support staff.   Behaviour   * The new behaviour policy and charter have been received well. The policy will be further refined in September. * Restorative practice training from an education psychologist was also well received and ‘restorative champions’ may be pursued in September to involve and engage the children.   Attendance   * Attendance will be a focus next year and the new deputy headteacher will take on the role of monitoring attendance across different pupil groups. * The weekly newsletter and assemblies are being used to celebrate high attendance. * Individuals are being referred to the education welfare service where necessary.   Questions from the Board –   1. *Is the monitoring looking at why absence is high?* It will identify patterns and include regular analysis of different groups of children.   Safeguarding   * The Covid risk assessment remains unchanged. Parents are involved in all updates, and everything remains stable at the moment. * Bubbles are unlikely to disappear as soon as anticipated, and may remain in place in September. The school is preparing for this. * There are still no Covid cases in the school. * Designated Safeguarding Lead (DSL) meetings are continuing. Rachel has undergone safer recruitment training. * Safeguarding assemblies for the children are still ongoing, weekly ‘time to talk’ sessions have been reinstated, and the ‘ask it baskets’ are on display around the school. * Lauren, the school’s ELSA, has been recruited onto the ELSA training block for next year after missing out last year. * All staff CPD is up-to-date and the school continues to use CPOMS successfully.   Questions from the Board –   1. *Will there continue to be safeguarding newsletters to parents?* ES to do this over the coming weeks with Covid-related information also included. 2. *Are all children who were previously stuck abroad now back?* Yes, everyone is now back at school.   Personal development   * There is unlikely to be PTA money raising events due to the current restrictions. * Some clubs have restarted with low numbers and local trips are beginning to take place, such as to Kew Gardens. * Cars and parking continue to be a problem. ES to seek information about hiring a traffic warden. * A uniform survey was carried out. ES to get results and send to governors.   Questions from the Board –   1. *What will happen when the PATHS program ends this term?* The school will implement an alternative PSHE scheme, under the responsibility of new deputy headteacher, utilising what was particularly liked about PATHS. 2. *How much feedback has Barnardo’s taken from the school, and will there be any opportunity to work with them again?* ES to investigate. | **ES**  **ES**  **ES** |
| **4.** |  | **School Self-Evaluation (SEF) noting the Summer SIP report** |  |
|  |  | The SEF, a self-evaluation of the school’s strengths and areas for development, is work in progress. ES needs more time to ensure all judgements are based on robust evidence, after being fully discussed with staff. It will probably take until December for her to form a firm view. In any event, the SEF is an evolving document.  The main part of the SEF is a fairly lengthy document, which explains the judgements with supporting evidence. The document presented to governors is a summary, and is in a form that can be shared with parents.  The SIP report provides valuable external professional judgement to help validate the SEF. Ofsted will initially focus on the SEF as part of their inspection.  Quality of Education   * Strengths – the broadness of the curriculum is beneficial for learning and the mathematics mastery approach / blocking of foundation subjects is making learning more memorable. The development of a reading culture is strong. * Areas for development – Clear writing progression is a priority, as is creating a more robust system to track children’s progress and attainment. There is also a need to focus on celebrating non-academic achievements with the children.   Questions from the Board –   1. *How are the areas for development under overall effectiveness mapped across to the school development priorities for the SDP?* ES will consider further. 2. *Should aspects of quality of teaching form part of the overall effectiveness?* ES will consider further.   Leadership and management   * Strengths – the safeguarding systems are effective and rigorous, and staff wellbeing and job satisfaction are high. * Areas for development – a more robust monitoring and tracking system to evaluate impact of work on pupil outcomes, improving relationships with parents, developing role of junior leadership team.   Behaviour and attitudes   * Strengths – the new behaviour policy and charter have been well received and teachers are finding it easier to reflect on it with the children. The recognition boards have also been successful. Attitudes towards reading have improved, with 93% of pupils reported that they enjoy reading. * Areas for development – introduction of individual behaviour plans and improve existing ones for children with more complex needs.   The SEF will not be tabled again until the next academic year, as more evaluation is required. However, a summary SDP will be produced for the next FGB. | **ES** |
| **5.** |  | **F&R update and approval of final budget** |  |
|  |  | The final outturn for the 2020/2021 academic year was noted at the last F&R meeting, with a significant in year surplus of £130,000, resulting in a carry forward surplus of £221,000. This was an excellent outcome and well ahead of budget.  The committee approved the draft budget for 2021/2022, with an in-year deficit of £96,000. The substantial change from the previous year partly reflects:   * A reduction in income due to a fall in pupil numbers (164 at the October census), and less SEN funding; * Increased expenditure partly reflecting staff costs, including the appointment of a substantive Headteacher, and purchase of additional learning resources.   Projected in-year deficits for the following two years increase substantially, to around £200,000 each year, in part owing to a further fall in pupil numbers. This means that, when next year’s draft budget is submitted to the LA, the carry forward surplus is not expected to be sufficient to absorb the projected in-year deficit, which would lead to discussions with the LA about a deficit recovery plan. Increasing pupil numbers and income, and managing expenditure, are therefore key and pressing objectives.  The committee agreed the SFVS, which was approved at the end by an extraordinary FGB meeting.  For the final 2021/2022 budget, the projected income is unchanged at £1,024,000 while the projected expenditure has increased by £19,000 to £1,140,000, resulting in an in-year deficit of £116,000. The increased expenditure compared with the draft budget largely reflects a few staffing changes and a delayed photocopier invoice.  The final budget was *unanimously approved*. However, the concerns noted earlier will need the most careful attention. |  |
| **6.** |  | **C&A update** |  |
|  |  | There was some discussion at the last meeting on SDP priorities 1-3 and the behaviour policy.  Of the 3 school visits agreed this term, the maths one took place recently and a full report will be provided at the C&A meeting in July.  The behaviour visit has not yet taken place and will be deferred to the Autumn term.  It was agreed that any school visit could make comments regarding behaviour, and indeed other general observations, and a section should be added to the template for recording the visit.  The visit regarding SDP3, which was to be on assessment, has also not yet taken place. It was agreed that ES will meet with DL, CHW and VDS to discuss how assessment is planned in future using PiXL. | **DL**  **ES/DL/CHW/VDS** |
| **7.** |  | **Policy schedule and review process** |  |
|  |  | CA presented a schedule of policies, comprising the statutory ones and any others requiring governors’ approval. It was noted that there are other policies, including standard HR ones and curriculum related ones, which do not require tabling at governor meetings, although some will be of particular relevance to link governors.  It was agreed that the schedule be maintained on Governor Hub and used to plan ahead for which policies need reviewing over the forthcoming academic year. | **ES/CA** |
| **8.** |  | **Governor succession planning** |  |
|  |  | SH stressed the importance of succession planning and the role all governors play, as noted in the Code of Conduct.  DL’s term is due to end in September 2021 but would like to extend her term until December 2021. CHW has agreed to take over as Chair of C&A from September with DL acting as Vice Chair for the Autumn term, to facilitate the transition.  The extension of DLs term to December 2021 was *unanimously agreed.* The position of Chair and Vice Chair of C&A will be ratified at the September FGB.  SH’s original term of office expired in December 2019, but an extension was agreed until July 2021 when it was anticipated a replacement Chair would be identified. For various reasons this has not happened, and SH now proposes a further extension to December 2022. VDS has agreed to be Vice Chair from September 2021, with SH remaining Chair for that academic year. It is anticipated that VDS will replace SH as Chair, probably from September 2022.  The extension of SHs term to December 2022 was *unanimously agreed.* The position of Chair and Vice Chair will be ratified at the September FGB.  There are currently 2 vacancies on the Board – a co-opted governor and a staff governor. ES is progressing the staff governor position and SH/CA are searching for a co-opted governor. SH suggested that there may be a parent interested in the co-opted position and he agreed to draft some wording for the newsletter to advertise the role.  SH has been in discussion with individual governors about link roles for next year. These are summarised on the annual planner for the next academic year which will be presented at the next FGB. | **SH**  **SH** |
| **9.** |  | **Any other business** |  |
|  |  | DL advised all governors to attend a Level 1 safeguarding training course if they have not already done so. CA to send DL a list of all governor training so she can identify who has not yet attended one.  It was agreed to conduct the usual annual parent survey before this term.. JC to circulate questions to the Board for comment, based on last year’s survey.  SH thanked all governors for their attendance and discussions at the meeting. | **CA**  **JC** |

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| **Details of next meeting:** | | | |
| **Date/Time:** | **Wednesday 14th July 2021 at 18.30** | **Location:** | Google Meet |

**The meeting closed at 20.35**

**Signed: ………………………………………………….**

**Date: ………………………………………………….**