



**FULL GOVERNING BODY  
2019-20**

Minutes			
<b>Date/Time:</b>	<b>2 April 2020 18:30</b>	<b>Location:</b>	<b>Conference call</b>

Governors (Y if in attendance). Ch indicates Chair			
LA nominated	Y	Patrick Neave	PNe
Parent elected	Y	Shraddha Kaul	SKa
	Y	Jennifer Cropley	JCr
Head Teacher		Darren Norman	DNo
Staff	Y	Roxanne Matorian-Pour	RMa
Co-opted	Y	Faisal Bachlani	FBa
	Y	James Bick	JBi
	Y	Stephen Hyams (Ch)	SHy
		Sinan Duztas	SDu
	Y	Anne-Marie Jordan	AJo
	Y	Peter King	PKi
	Y	Denise Long	DLo
	Y	Larissa Sutton	LSu
		Vacancy	

In attendance		
Tim McGough	TMc	Clerk to Governors
Nell Webb	NWe	Deputy Head
Jo Sullivan-Lyons	JSu	School Improvement Partner

<b>1.</b>		<b>Welcome, apologies for absence and declarations of interest</b>	
		<p>SHy welcomed Governors and Jo Sullivan-Lyons, School Improvement Partner, who was to speak to items 3 and 4. Apologies had been received from DNo and SDu</p> <p>There were no declarations of interest in respect of the agenda.</p>	
<b>2.</b>		<b>Previous meetings (approve minutes and matters arising)</b>	
	<b>(i)</b>	<b>Minutes</b> <b>It was agreed</b> that the minutes of the 27 <sup>th</sup> November 2019 meeting and Extraordinary General Meeting of 11 March 2020 be signed and approved.	
	<b>(ii)</b>	<b>Matters arising – Vice-chair</b> SHy reported that DLo had agreed to be appointed Vice-chair in the interim, pending the recruitment of a new governor, who could take on the role of Vice-chair and ultimately Chair on SHy standing down at the end of his term.	
	<b>(iii)</b>	<b>Other matters arising</b> <b>It was agreed</b> that these be carried forward to the next FGB meeting on 20 May 2020.	

3.	Interim Head Teacher arrangements	
	<p>SHy expressed his regret that DNo was unable to attend, given it would have been his last meeting before leaving.</p> <p>SHy reminded the meeting that the appointment of a HT is made by the governors. He had consulted on the matter with JSu, who suggested interim HT arrangements be put in place pending the appointment of a new HT. It was not practicable for SHy to consult all governors, but he had done so with DLo, LSu and FBa, who all supported the proposal and felt confident it would have the general approval of the governors. JSu organised the arrangements and SH wrote to the Chairs of Governors at the two schools concerned and obtained their agreement.</p> <p>JSu noted that her involvement was also on behalf of the LA, as the employer, and that HR had also been consulted. Interim HT support had been secured from Sam Lear (SLe), HT at Russell Primary School and Sophie McGeoch (SMc), HT at Meadlands Primary School, both also single-entry primary schools which was important. JSu will provide some additional support, all working with NWe as Acting Head as well as Designated Safeguarding Lead. The new arrangements would come into effect on 20 April, at the start of the Summer term. SLe, SMc and JSu would provide the equivalent of about 5 days a week full-time support. Initial areas of focus would be teaching and learning and improving outcomes for SEN pupils, as per the SIP recommendations.</p> <p>Question: Would Ms Lear and Ms McGeoch still have a role in their schools?</p> <p>Answer: JSu Yes, they would work at KRPS 2 days a week. They will each lead in specific areas. The interim HT team have already held several Skype meetings and intend to meet early in the Summer Term to see what can be achieved during the lockdown. JSu has prepared an expectations document for the interim Head Team.</p> <p>Question: For how long will the interim arrangements be in place?</p> <p>Answer: JSu It was not planned to recruit a new HT immediately, because candidates were likely to be existing deputy heads and it was desirable to improve the main areas requiring attention, prior to handing over to a new HT. The interim arrangements have been agreed for at least one term, but would most likely extend to 2-3 terms, to ensure confidence that the improvements have been implemented and embedded. The aim to for the school to be rated as Good and give a chance for the new HT to be successful in their role.</p> <p>Question: How will this arrangement be announced?</p> <p>Answer: JSu Although an initial announcement had been made to the KRS community, SLe and SMc will need to manage communication at their own respective school communities before KPRS are able to announce to parents who they are and their biographies sent. A co-ordinated approach will be needed to ensure all school communities hear about it at the same time.</p> <p>Question: When will next year's SEF and SDP be developed?</p> <p>It had to be established how the new team would work with governors, who would typically now be looking at the Self Evaluation Form (SEF) and developing next year's priorities for the School Development Plan (SDP). JSu felt it might be possible for the Chair and committee Chairs to meet with the HT team by half-term. This would allow the new team to discuss any strategies they might have in mind. It was felt that the school needed staffing and pupil retention strategies. RMa noted it was a good time to reflect on how</p>	

	<p>to move the curriculum forward too. JSu noted a lot of work needs to be done on curriculum Intent, and the need to support the most vulnerable pupils.</p> <p>SHy noted that parents will wish to meet the new team too.</p> <p>Question: There has been a decrease in pupil numbers. The announcement and temporary arrangements may impact pupil numbers further. How will this be addressed?</p> <p>Answer: JSu. The purpose of the interim arrangements is to set Kew Riverside onto secure settings. SLe in particular is very effective in filling in pupil vacancies in a variety of different ways. We need to increase pupil numbers by the October census date as this affects school funding next year.</p> <p>LSu said she would be happy to work with the new team on positive communication strategies, particularly to emphasise the positives of the interim arrangements. JSu agreed and considered it important to reassure the school community and to emphasise that the interim HT team have the quality expertise needed. She was also aware of the school's financial situation and is working closely with the LA finance team. She considered the arrangement to be a 'spend to save' initiative and will make long term positive changes to the school. JSu feels absolutely confident this can be achieved.</p>	
4.	<p><b>Spring SIP report</b></p>	
	<p>JSu noted that the SIP role had two aspects: the School Improvement Partner and LA statutory duties. SIP support is unlimited, and how much support is given depends on the needs of the school. At the moment, KRPS need a lot of support. JSu noted that at the beginning of the school year key priorities were identified, which had generated two key objectives. She had also provided questions that governors could put to the school – along with their own questions – based on her engagements with the school.</p> <p>Generally, the SIP report and the School Improvement Plan tended to complement each other well. The new Ofsted framework has a big focus on curriculum Intent, Implementation, and Impact. If one or more of these are not good in Reading/Writing/Maths, or if there were any safeguarding concerns, the school will be judged as needing improvement. The curriculum leadership has to be good and solid.</p> <p>JSu considered that, if the school was assessed now, it would be judged as Requires Improvement. For example, in reading, the Implementation was variable and the Intent was not clear. Reading Intent has now been properly outlined, but it was important for Intent to be consistently implemented. She noted that Maths results at KS1 had declined over the past few years. The interim HT team will review how clear is the Intent and Implementation and how it affects outcomes.</p> <p>The final area of investigation had been the proportion of children ready for their next stage of education. The challenge was that attainment in Reading/Writing/Maths (RWM) is below National Average in KS1 and slightly above in KS2, but the number of children attaining expected in all three RWM was not as high as it should be. This had to be investigated more fully and then rectified. It was also essential for all subjects in the curriculum to have good subject leadership.</p> <p>Question: How could Governors understand if intent and implementation were good enough, given that they were not teaching professionals.</p> <p>Answer: JSu noted that a governor's role is strategic. They had to work in partnership with school leaders and external partners, including using AfC training and the Ofsted handbook and be clear on curriculum Intent, Implementation and Impact She had put some questions in the SIP report.</p>	

Above all, governors had to work collaboratively. The governors need to hold leaders to account. The Interim HT team have observed indications that the general quality of teaching requires improvement, It's also really important to look closely at the data. Example of questions for KS1 Maths: How clear is the intent?; how is progress being looked at and going across the curriculum from year to year?, It would be very useful to have presentations from curriculum leaders to say how clear the intent is, how it is being implemented and how they see the impact.

Question: What is the interim HT strategy?

Answer: JSu Interim HT are working in partnership with the leaders at the school to be clear as to what is working well and what needs to be worked on. Being a one-form entry school, KRPS has its particular challenges. Working together will quickly get things moving, and when the tasks are really clear, others feel empowered.; for example, JSu is currently focussing on Reading with RMa (reading curriculum leader).

Question: What are the plans for SEND, PPG and EAL pupils?

Answer. JSu said better support was required for the more vulnerable learners. The PPG external report stated that the school had a range of strategies to help PPG pupils achieve their potential, but one of the areas for development was to evaluate the impact of what is working well and what was not. There is a need to look closely at the data for each child. We need a staffing strategy on how to use additional adults in the school and how it affects attainment. We also need to ensure there is high quality teaching and support for the most vulnerable irrespective of the amount of additional funding obtained.

Questions: What is the planned timetable for setting school's targets?

Answer: JSu It is important to set new targets in September, when new staff should be in place. Children's attainment should be monitored from entry until they leave. Above all, it was important to ensure that no child fell below in terms of achievement, and specific children can catch up. Greater Depth children should also keep along that path throughout primary education.

Question: How will the internal data be reviewed?

Answer: JSu said the data would be looked at quantitatively and qualitatively. We need to know if pupils are progressing and have measurable targets. Typically the approach is to work with internal data to determine whether it is accurate, by using external moderation and looking at pupils' books. JSu has not yet looked at the data but will do in the near future. She acknowledged that the governors need to have some measure to hold leadership to account.

Question: What are the plans for staffing strategy?

Answer: JSu said the staffing strategy should be to have the right staff in the right jobs to optimise impact on pupil outcomes. It was important to live within our means, so the strategy needs to be clear on the minimum staffing levels that will deliver positive outcomes.

Questions: How quickly do the interim HT expect to make an impact?

Answer: JSu One of the reasons these two interim HT were selected was because they come from similar one form entry primary schools and have worked on their own schools' strategies. This will facilitate rapid progress.

**Question:** Could the staffing strategy lead to redundancies?

	<p><b>Answer:</b> JSu said that this was not known at present, and depends on the finances. She noted that LSAs' were effectively financed through EHCP funding. It is less about how many are employed, but what the expectation of them should be and how they impact the pupils' outcomes. NWe noted that PPG funding also helps fund LSAs, and JSu noted that it was important to demonstrate how PPG money had achieved impact.</p> <p>SHy thanked JSu for her presentation and responses to the questions.</p>	
5.	<p><b>Parent Survey</b></p>	
	<p>LSu noted that there had been 47 family respondents to the survey, approximating to 50% of families. This was considered good in view of Covid-19, and an improvement on the 28 responses for the previous survey in 2018. She thanked DLo and JCr for help in analysing the data.</p> <p>The results pointed to clear strengths and areas for development. In general, children are happy and settled at the school, but parents are not happy, especially in how bullying is dealt with.</p> <p>Parents will inform the school of their concerns, but feel they are not listened to and the concerns not addressed. There is a general feeling that the school as a whole does not have high academic expectations for the children and leadership is not driving improvements.</p> <p>There are inconsistent expectations from different teachers; some high and others lower.</p> <p>There is uncertainty as to whether the children are being challenged enough and are achieving their potential, again depends on the teacher. AMA children need to be more challenged.</p> <p>Overall, parent-teacher meetings are viewed as positive. However, there is a lack of goal setting for individual children and information on how the parents can help their children achieve those goals at home in collaboration with the teacher.</p> <p>The changes in reporting formats over the years have made things confusing, and there are no comments on effort, personal development or challenges the child has faced. Parents would like information about all the subjects.</p> <p>There are suggested virtual meetings for parents who work and cannot be at school drop-off and pickup, and who want to speak with the teacher.</p> <p>Curriculum maps shared termly, and weekly home learning sheets given by the teachers, were helpful. However, parents were not sure where the curriculum maps are on the website so they can help support the children at home. There are some inconsistencies between different teachers.</p> <p>Parents know PATHS, OAK and RSE exist at the school, but don't know what is being taught, how often and how.</p> <p>There is a mixed feelings about clubs, but some feel they are not inclusive for SEN children.</p> <p>We have an enthusiastic PTA with a full fundraising and events calendar but parents want to know what the funds are being used for.</p> <p>Based on the above, LSu recommended the following:</p> <ul style="list-style-type: none"> <li>• A communication plan for school/parent communication</li> <li>• A conflict resolution plan with clear steps for follow-up to ensure concerns are being addressed</li> <li>• Follow-up to gain understanding of why so few SEND parents responded to the survey</li> </ul>	

- Investigate virtual parent/teacher consultations for working parents
- Create a communication plan for events etc
- Investigate inclusivity of school clubs

Question: Would having the survey in multiple languages help get more responses? How could the number of responses be increased?

Answer: LSu. The covering letter for the survey offered help to those who didn't understand the questions. JSu said that the LA had services that could translate documents for parents. LSu also spoke with Reception parents but some felt they weren't at the school long enough to comment. Typically, the survey took about 7 minutes to complete and 90% did not leave comments. We will encourage more comments in the future. There is also the option of having focus groups with non-parent governors that may help. JSu said she could also help with that.

Question: Feedback from SEND parents was low. Should communications be given to them differently as well as PPG to see how they react to these arrangements. Special cases need to be looked at.

Answer: LSu Yes, we should look at specific surveys for specific groups

Question: How involved in the school do the parents feel?

Answer: LSu noted there was a very enthusiastic PTA, but it was of concern that many respondents were neutral as to whether they would recommend the school, which needed to be addressed. Many felt the school was a nice community but not academically strong. She felt it important to address lack of knowledge of parents through better communication by the school, with clear, concise, consistent and transparent information in all areas. It is important for parents to know how the PTA funds are being used. We need to increase the engagement of working parents.

JSu considered the survey to be good, informative and useful. There is real scope to have focus groups (eg PPG, SEND). If can get parents to engage, then it's good for everyone. Need parents to be more confident about the school. The themes coming from the survey tie in very well with the interim HT aims and areas in the SIP report.

Question: Should we get comments from parents who have left the school?

Answer: JSu. Potentially, although we probably have enough feedback already.

Questions to NWe and RMa: Does the survey results reflect what you were expecting?

Answer: NWe was not surprised about comments on behaviour and bullying, and thought there were really interesting comments about the variability in teaching which has been picked up by JSu too. She was surprised by the low number of SEND responses. RMa felt that 47 responses are a good representative sample to work on.

Question: What would be the 1 or 2 top priorities for the new HT team to include in the new SDP?

Answer: JSu. The biggest area of improvement is the Quality of Teaching, and making sure the curriculum Intent, Implementation and Impact are strong. If this aspect meets the needs of all learners, the other things will fall into place. In addition, a good staffing strategy is needed, including recruitment and retention, noting that the implementation of the curriculum is linked to the expectation of staff. We need to have a communications strategy



	<p>with parents and staff teams. The front desk is not always staffed, which needs to be addressed too.</p> <p>It was agreed that a staff survey will be useful for the Summer term.</p> <p>SHy thanked JSu for her time after which she left the meeting.</p>	
<b>6.</b>	<b>Report from committees including matters requiring FGB approval</b>	
(i)	<p><b>Curriculum &amp; Achievement</b></p> <p>At the last meeting, the committee was updated on progress against the new Ofsted framework. Work on curriculum maps was ongoing to ensure coherency. All were to be completed by end of Summer term 2020. Reading was the priority at the moment.</p> <p>Pupil autumn term attainment data was reviewed but it was agreed to discuss further in detail at a separate meeting on 23 April. Question: Would the governors get the spring data ahead of the next C&amp;A meeting? Answer: NWe. It was hoped to have the Spring 2 data analysed in time for the next C&amp;A meeting. RMa noted that this is likely to be impacted by Covid 19, which is understood.</p> <p>School visits have taken place:</p> <ul style="list-style-type: none"> <li>• SEND - to understand the SEND needs within the school.</li> <li>• Reading Monitoring visit and Learning Walk – to understand how the 3 Is were being developed within the school and how the areas of development are being addressed. Future visit will include targets and progress against them</li> </ul> <p>The PPG external review focused on attendance and behaviour and meeting the individual needs of the PPG children. Conclusions are that the school has the structure and relationships in place to support PPG pupils, but impact needs to be measured. PPG children are disproportionately represented in the level of absence and behavioural issues, and academic attainment also needs to be addressed.</p> <p>The next meeting will focus on and update on curriculum development, especially reading , PPG strategies put into place based on the external report, and SEND strategies, including how to get views from parents and discuss the possibility of an external review.</p>	
(ii)	<p><b>Finance &amp; Resources</b></p> <p>SKa reported that:</p> <ul style="list-style-type: none"> <li>• The Committee had finalised the School Financial Value Standard (SFVS), subsequently adopted by the 11 March FGB EGM.</li> <li>• The Asset Register had been inspected and found to be in good order.</li> <li>• The H&amp;S external audit had been carried out with a satisfactory report.</li> <li>• A draft 3-year budget had been submitted to the LA by the 31 March deadline</li> <li>• A close watch is being kept on the school's finances given the projected in-year deficit, but which is supported by carried forward surplus</li> <li>• the Best Value review had been completed.</li> </ul> <p><b>It was agreed</b> that the FGB approved the Best Value Policy &amp; Statement on the basis that they were unchanged from the previous one and no changes were required.</p>	

	(iii)	<p><b>Families Friends and Communities</b>          LSu reported that the main focus had been the Parent Survey and the committee would review the findings.</p> <p>The Safeguarding visit of 31 March had been postponed, due to Covid 19.</p> <p>The committee was to look at a communications strategy and how to address related gaps.</p>	
7.		<b>Plans for Summer Term</b>	
		SHy noted the latest annual planner, which will need reconsidering in light of Covid-19 and the interim HT arrangements.	
8.		<b>Any Other Business</b>	
		<p><b>Question:</b> Is the school complying with Government guidelines on how to deal with Covid 19?</p> <p><b>Answer:</b> NWe said that the school was looking at all available guidance on the issue, in particular any Safeguarding implications for vulnerable children and children of Key Workers.</p> <p>It was noted that The Key has helpful advice on its website.</p>	

<b>Details of next meeting:</b>			
<b>Date/Time:</b>	<b>20 May 2020 18.30</b>	<b>Location:</b>	School/Conference call

**The meeting closed at 20.45**

**Signed:** .....

**Date:** .....