



MINUTES OF THE FULL GOVERNING BODY MEETING
Monday, 5th July 2021 at 6.15pm
At the school

Participants:

Lucy Ashby
 Uel Barclay
 Alison Bateman
 Sara Bromfield
 Rushabh Haria
 Hannah Lockey
 Joe Lowther

Michèle Marcus (Chair)
 Francis Neal
 David Petrie
 Helen Taylor
 Tanya Williams

Apologies:
 Dan Wells

Rebecca De'Ath (Clerk)
 Jordyn Campbell, Alex Auton (English leaders)

“Have I not commanded you? Be strong and courageous. Do not be afraid.” (Joshua 1:9)

1. PRAYER

Joe Lowther opened the meeting with a prayer.

2. WELCOME

The Chair welcomed governors to the meeting – the first one held face to face after 14 months of remote meetings. She introduced Jordyn Campbell and Alex Auton (KS1 & KS2 English leaders) who were giving this evening’s subject update.

3. PRESENTATION ON ENGLISH (Jordyn Campbell and Alex Auton)

This presentation focussed on writing, and year 2 and year 6 extended writing books were given out for governors to look at. The meeting was informed that despite two lockdowns, writing levels were still extremely high, and there had been a lot of good writing completed at home. Staff had done a fantastic job to help pupils catch up. The majority of Book Looks carried out by the SLT had been good, and teachers were working really hard with their classes.

KS2:

Governors had been given data packs which compared current progress in reading and writing for years 3-6 with that of performance data from two years ago prior to Covid. The comparison revealed that most year groups were on track and had made good progress, but there was a slight dip in relation to year 3 (which had suffered from a lot of cohort changes: some high-achieving children left the school and places were filled with new children, several with EAL.) It was noted that as year 3 were only at the start of KS2, there were several years for this cohort to catch up before they got to year 6.

KS1:

Data for Year 2 compared last year's progress to the current year's outcomes. The school had seen a drop in the standard of reading and writing as it was teacher-assessed and based on when the children had last been in school (March.) The school had seen a rise in the 2020-21 data because it had been possible to work hard on this side of lockdown, as well as the online teaching having a positive impact.

Year 1 data comparing progress at the start of this academic year to the end showed a drop in attainment in reading and writing due to the fact that the children had missed almost a third of their school career (spring lockdown). They were also the youngest cohort and it was more of a challenge for children to learn these subjects remotely. Hence the year 1 data was lower than the school would have liked. It is planned that the children will be back on target well before they reach year 6.

Year 2 remained at a good development level and had not dipped.

Q: Do you know whether there is more of a shortfall in writing skills in boys, or girls? There is no clear trend by gender; it depends on the experiences of each child. Some classes have more of one gender than another, making it hard to compare abilities this way.

Q: Vulnerable and Key Worker children were able to attend school during lockdown and benefit from small group teaching. Have you seen more progress made by these children compared to others who were receiving remote teaching at home? The school uses a strong support staff team of Assistant Teachers to close any gaps, and there are lots of interventions, as well as precision teacher training to help teachers identify specific needs of individuals across the school.

Q: How are you ensuring a diverse range of books? We have carried out a huge overhaul of the books used in school to ensure that children have the required cultural capital, and that there is a wide range of different types of reading which will engage pupils.

Governors were informed that the school planned to introduce a system to supplement the Holy Trinity writing units: "The Write Stuff" written by Jane Considine. Texts had also been carefully chosen for each writing unit for the next year, helped by a large investment from the PTA to enable key texts to be bought. An audit of texts used by each year group had been carried out, and the children had been asked what texts they enjoyed and what writing they liked to do.

Francis Neal arrived at 6.42pm

Q: Parents may have found it hard to teach physical writing during lockdown – have you done much to work on the children's fine motor skills? Yes, we have particular interventions, and this is especially important in KS1 and KS2 where the stamina for writing had dropped off. We plan to hold inter-house competitions next year to raise the profile of this.

Governors discussed the importance of PE to the development of writing skills, where activities such as Planking and hanging from bars could strengthen hand grip to help with writing.

Q: How soon into the Autumn term will you be monitoring children's progress? We will be doing a baseline writing blank write across the whole school on the first two days back. We will duplicate this at the end of the year as a way to compare if our new writing progression of skills has been impactful. The children will complete our normal assessments in mid-October.

The Chair thanked the English Leaders for coming to the meeting to give their enthusiastic talk, which gave governors good cause for optimism.

4. APOLOGIES FOR ABSENCE

Dan Wells had sent his apologies for being unable to attend the meeting due to illness; Jane Nicholls did not attend either. The meeting was quorate.

5. BUSINESS INTERESTS IN AGENDA ITEMS

There were no business interests declared.

6. MINUTES OF THE LAST MEETING (17th May 2021)

The minutes were approved as an accurate record.

7. MATTERS ARISING

Actions from the previous meeting had been completed. There were no other matters.

8. REPORTS FROM THE JUNIOR AND INFANT LEADERSHIP TEAMS

Governors noted with interest the written report from the JLT, and the video feedback from the Infants' team.

Q: Did the children vote as to whether to change the House names to reflect the school's diverse culture?
This arose after we held Black History Month and the children discussed whether to have new House names. The existing House names - Churchill, Pankhurst, Rowling, and Attenborough – remain unchanged for now as they were only agreed within the last three years.

9. HEAD TEACHER'S WRITTEN REPORT

The Head teacher summarised her report:

- Staffing – those leaving the school were not leaving the school for teaching jobs elsewhere; the Head teacher had asked the Chair to conduct Exit Interviews to see if there were any Holy Trinity-specific issues. Four new appointments had been made: one teacher (who would be the new RE subject leader), and three Early Career Teachers (formerly called Newly-Qualified Teachers.)
- Outcomes from the 2021 Parents' Survey had been captured by the Vice Chair in a chart comparing last year's results with the recent ones. There had been a good response rate and the percentage of positive replies had increased overall. A few areas that needed more work related to communication, community and giving children sufficient challenge. The Staff and Pupils' survey revealed that there was slightly more disaffection with school this year, perhaps in part a reflection of the pandemic effect on school life. The Head teacher and Chair undertook to address every comment raised in these surveys.
- Quality of learning outcomes: Reception progress data had now been confirmed as 89% of pupils overall attaining a Good Level of Development. In year 6, 93% of girls achieved GLD, and 81% of boys (more of whom had SEN and EAL.) 100% of SEN children achieved GLD. Reception has the highest percentage of PPG pupils across the whole school.

The Chair asked that governors' congratulations be passed on to the Early Years team for such a good result.

Governors asked the following questions:

Q: How will the school mark the leaving of staff who are resigning at the end of term? *We usually plan an assembly at the end of term when gifts and cards are given.*

Q: How is the school introducing innovative ways to involve children in physical activity at playtimes?
Harriet Brown, alongside Luke Callaghan, are looking at equipment and how playtimes and lunchtimes will operate from September.

Q: How is the school addressing concerns raised in the questionnaire about challenge to pupils? Whilst there are fewer named interventions/groups than may have existed in the past for Gifted and Talented or More Able groups, the shift has been away from this as challenge is provided within lessons. It is sometimes pupils', or their parents' perceptions that they are not being challenged.

Q: What is meant when you say in your report that further work needs to be done regarding pupils' perceptions of what is, and isn't, bullying? Often it is, in reality, an argument or altercation. We constantly remind the children what "bullying" really means.

Q: Did any more families enrol for Reception last week? Yes, they did, but we also heard that two families were moving out of the area. At the moment we have 32 pupils due to enter Reception in September and we had hoped for 60. We don't know how the picture will change over the summer holidays.

The Head teacher was thanked for her report.

10. SCHOOL SELF-EVALUATION (SEF)

Leadership & Management

Governors were asked for their input on this section of the SEF, in particular to identify evidence of good practice. It was suggested that there might be more content about the role of governors, who are part of the school's leadership, and the Chair had some comments which she would pass on after the meeting.

Q: What has been the impact of the Child Protection Online Monitoring System (CPOMS), and was it particularly useful during lockdown? It is a very useful tool, and has enabled staff to relate current concerns over behaviour to historical information which has meant that different pieces of the jigsaw can be put together. It is a quick way to record information which can be accessed by all relevant internal and external stakeholders.

Governors were asked to email the Head teacher if they had any other comments on that part of the SEF.

ACTION

11. SEND REPORT

The contents of the annual end of year SEND Evaluation and Action Plan Review were noted. The Chair explained that this was an important report for governors to absorb, and she asked the SEND Link Governor for his feedback on the Plan, and on his visit to the Inclusion Manager that morning. He reported that there had been a concern as to why the SEN and EHCP pupil numbers were below the Richmond and UK averages, but since the second lockdown, numbers had increased to meet the national picture. He highlighted the year group where numbers of pupils in this group amounted to almost a third of the children. Finally, he stated that "notional" SEN funding was reducing, which was impacting adversely on the school's resources.

Q: Could the SEND reports to governors be timed to fit more closely with the Inclusion Manager's cycle of reporting to the local authority? The Chair agreed to follow this up so that the timings were more suitable in the FGB work plan for next year. **ACTION**

The Head teacher was asked to forward the FGB's thanks for the report to the Inclusion Manager.

12. POLICY REVIEW

Equalities Objectives, Policy & Accessibility Plan

This was a newly-drafted policy which had been reviewed recently by the Pupils, Parents and Community Committee. As a result of guidance in the policy, Rushabh Haria had been identified to take on the new role

of Equalities Link Governor. He had been involved in reviewing this policy, and had made comments. The document had been brought before the FGB for information. The meeting noted the contents of the policy.

13. FEEDBACK FROM RECENT COMMITTEE MEETINGS

The minutes from recent committee meetings had been previously circulated to governors, and there were no further questions.

14. GOVERNING BODY SELF-EVALUATION

The Chair thanked those governors who had completed the evaluation questionnaire, which was based on questions suggested by the National Governance Association. She explained that it was good practice to evaluate the effectiveness of the Governing Board at the end of every year in order to improve governor effectiveness.

Responses showed that there were areas for development:

- Q5: *Collaborating on governance at a national level.* It was noted that there were not many opportunities to do so.
- Q6: *Regular reviews are made of meetings and the Chair's performance* - FGB meetings were evaluated after each meeting via a questionnaire (which AfC Governors' Support Unit felt was exemplary.) Suggestions as to how to best evaluate the Chair's performance were welcomed. A governor stated that as the response to this question showed that 90% of respondents agreed/mostly agreed that this was done, then there was not an issue.
- Q7: *Succession Planning* - AfC recommended that it was good practice for governors not to serve more than two terms of office, and for Chairs to serve no more than 6 years. The Chair welcomed volunteers who would be interested in this role (although she had no plans to step down in the near future.)
- Q8: *Governors receive feedback from the Chair on their performance* - under the pandemic it had been harder for the Chair to meet and chat to governors at school or in the playground, for example, but she welcomed ways of how she might give feedback to governors constructively. Governors agreed that there was good communication between the Chair and governors, with telephone calls when appropriate, which were appreciated. It was noted that the Chair did give governors feedback on their Visits Reports. A governor suggested that it was best practice in Industry for employees to appraise themselves using their job description and appraisal questions; this may be a better way to take this forward.

Another governor suggested that evaluating the FGB's effectiveness against the school's vision and values.

It was agreed that Dave Petrie and Joe Lowther would compile a short individual self-evaluation form based on the governor job description and the school's vision and values for each governor to rate their performance. Governors would then contact the Chair to discuss areas of perceived weakness.

ACTION

- Q10: *The Board develops its skills through training and development* – this was another area for development. There were plenty of good quality courses available, particularly via AfC, which governors could complete.
- Q18: *Governors can understand performance data* - 50% of respondents agreed with this statement, and 50% mostly agreed. There had been less data to interpret during the pandemic, so this was not a good year to judge the FGB's ability with figures and statistics, but if in future any governor had a problem understanding data presented by the school, then they could flag this up, and the Head teacher would talk through Target Tracker, for example. There were also AfC courses on Data analysis.

A governor suggested that, rather than relying on governors to interpret data, school leaders could highlight weaknesses and underperformance to governors and discuss issues honestly. The Head teacher agreed with this point, but expressed concern about discussing individual teacher performance when there could be governors whose child was in that particular class.

The Chair thanked everyone for their helpful suggestions. She concluded that the Governing Body had made great strides over the year, in particular in the regular visits that Link Governors made to the school, which she felt had had a big impact on the Governing Body's effectiveness and monitoring. Visits Reports were strategic and were properly focussed on challenge and support for school improvement. The Head teacher agreed that it was very useful for Holy Trinity to have a critical friend and for questions to be put to the Teachers. New governors especially were thanked for their detailed reports. The Governing Body was very talented and dedicated, evidenced in the high attendance figure for the year to date - 92.4% (84.6% last year.) Those who had given 100% attendance were congratulated: Uel, Dave, Sara, Rushabh, Hannah, April, Alison, Michèle and the Clerk. The Chair thanked everyone for their support.

15. CHAIR'S VERBAL REPORT

Governors for MFL, Art & DT and SEND had made recent visits to the school to engage with subject leaders. Governors noted their informative reports, and the Chair thanked them for making time to do these visits.

The Summer Fair would now take place on 20th July between 2-6pm. Governors traditionally supported the PTA by running the Pimms Stall, and a Doodle Poll would be sent out to seek volunteers for each hourly slot. Lanyards would need to be worn, and therefore new governors would need to have their photo taken. **ACTION**

16. GOVERNANCE MEETING DATES FOR 2021-2022

The Clerk would shortly draft a list of meeting dates for the next academic year, and would circulate it to everyone as soon as Chairs had confirmed the dates.

17. ANY OTHER BUSINESS

Nothing further was raised.

18. DATE OF NEXT MEETING – tbc October 2021

19. EVALUATION OF THIS MEETING

Governors were given evaluation sheets to fill in about the effectiveness of the meeting.

The meeting closed at 20.00hrs

Attendance was 86%

Supporting meeting papers are electronically-filed on the GovernorHub web portal.

Signed:

Date:

SUMMARY OF ACTIONS

Item 10.	<u>School SEF:</u> All governors to email Head with any comments on the SEF.
Item 11.	<u>Timing of SEND Reports for Governors:</u> Chair to ensure that timings of reports required by the FGB are aligned to the Inclusion Manager's cycle of reporting.
Item 14.	<u>Governing Body SEF:</u> Joe Lowther and Dave Petrie to develop a new self-evaluation questionnaire for governors to rate themselves against.
Item 15.	<u>Chair's Report – School Summer Fair:</u> Chair to arrange for photos of new governors to be taken by the Deputy Head.

EVALUATION OF GOVERNORS' DISCUSSIONS IN SUPPORT OF SCHOOL SDP PRIORITIES AND THE SCHOOL'S CHRISTIAN VISION

SDP Objective	Agenda Item	Discussion Topic	Impact On School Improvement	Linked Aspect of Vision
To embed the school's vision and values...	14.	<u>Governing Body Self-evaluation:</u> This questionnaire asked governors if there was a clear 5-yr strategy for achieving the Christian vision and values, and if it was monitored and reviewed. Nearly all respondents agreed that this was so; one respondent was new and answered "didn't know". Governors' decision to create a new self-evaluation questionnaire to capture whether they knew about and practiced the vision and values when governing.	The school has a clear plan for embedding its vision and values, and progress is tracked to ensure that actions are completed. Governors will become fully aware of the vision and values and better able to ascertain whether they are embedded in school.	Loving God Loving God
	3.	<u>Presentation on English:</u> Governors challenged the English Leaders to explain how learning was progressed across different pupil groups, and how and when monitoring and assessments were carried out.	Governors are better informed and reassured that the school is addressing pupil progress and that learning is appropriate across different cohorts and learning gaps are being closed.	Loving Learning
To implement the reviewed curriculum in all foundation subjects so that the school can self-evaluate the quality of education as Outstanding	10.	<u>School SEF:</u> Governors reviewed the SEF and provided suggestions for evidence of the quality of leadership and management.	The school is supported by governors and can provide a more comprehensive SEF demonstrating outstanding quality of education.	Loving Learning
	11.	<u>SEND Report:</u> Governors undertook to re-work their annual planner so that SEND reports were produced as per the Inclusion Manager's normal reporting cycle.	Reduced workload for the Inclusion Manager.	Loving One Another
To progress the Five-Yr. Strategy to ensure that the school has an aspirational focus for the future... ...with a focus on... celebrating the diversity of our community	9.	<u>Head teacher's Report:</u> Governors' questions about how children's perceptions of bullying were dealt with.	Governors are reassured that children are being educated to differentiate between real bullying and altercations.	Loving Learning
	14.	<u>Governing Body Self-Evaluation:</u> Governors completed a questionnaire about their effectiveness as a governing body. They also suggested ways to improve the questionnaire and the process.	The Governing Body will be aware of its strengths and weaknesses and can compile an action plan to address any issues and enable better governance.	Loving Learning & One Another
	15.	<u>Chair's Report:</u> Governors' attendance record was an excellent 92%. Link Governor Reports were produced from recent visits to subject leaders.	Shows governor's dedication to their responsibilities; high attendance enhances governor knowledge and effectiveness. Governors get a better insight into the curriculum and teaching and learning at Holy Trinity, enabling them better challenge and support the school.	Loving One Another Loving Learning
	3.	<u>English Presentation:</u> Governors asked how diverse the texts that were studied were.	Governors are reassured that all pupils might be engaged by what they read.	Loving One Another
	12.	<u>Equalities Policy Review:</u>	The FGB learnt from best practice that a new role was required to be able to	Loving One Another

		New Equalities Link Governor role was established.	further their "critical friend" responsibilities.	
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