



**MINUTES OF THE FULL GOVERNING BODY VIRTUAL MEETING
Monday, 17th May 2021 at 6.15pm**

Participants:

Uel Barclay	Francis Neal
Alison Bateman	Jane Nicholls
Sara Bromfield	David Petrie
Rushabh Haria	Tanya Williams
Hannah Lockey	Dan Wells
Joe Lowther	Rebecca De'Ath (Clerk)
Michèle Marcus (Chair)	Jenny Trought (RE Leader) Item 3 only

Apologies :
Lucy Ashby
Helen Taylor

“For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline.”
(2 Timothy 1:7)

1. PRAYER

The Deputy Chair led the meeting in a prayer chosen to reflect the chosen Bible verse.

2. WELCOME

The Chair welcomed governors to this virtual meeting; it was hoped that the next meeting in July could be in-person. She introduced Jenny Trought, RE Subject Lead, who was giving the subject update for this meeting.

3. PRESENTATION ON RELIGIOUS EDUCATION (RE) FROM JENNY TROUGHT

Jenny introduced her talk by explaining that all three strands of the school’s vision and values were reflected in RE teaching: “Loving God”, “Loving Learning” and “Loving One Another”. She would be giving an overview of teaching this past year and attainment under lockdown, and state the priorities going forward.

Some children had engaged really well with live lessons, in particular Attainment Target 1 which was more factual and easy to deliver as it was supported with high-quality videos; Attainment Target 2 was more reflective and was harder to deliver remotely as it required discussions to obtain pupils’ feedback. Godly Play went particularly well: video resources were used to aid reflective storytelling, and the children liked having free time to be creative.

Jenny had attended the Diocese-run training aimed at helping Teachers identify subject areas not covered as well as others during lockdown. The school was now trying to re-visit missed units while also moving forward with the current schedule of learning.

Jane Nicholls arrived at 6.27pm

Assessments were usually held for the whole school (excluding Nursery and Reception) in late autumn, spring and summer terms. Assessments had taken place at Christmas, but not this spring as the school only re-opened shortly after Easter. The December attainment was broadly in line with expectations, and for the reflective part of the assessment, 80% of pupils across every year group (bar one) met or exceeded expectations for that year group.

Monitoring of learning, and assessment of the vision and values knowledge would normally be done via Book Looks in the spring, but this was re-scheduled for June so that it could be done in person. The RE Link Governor takes part in this exercise, and will look at RE books, learning journals and classroom displays with Jenny. (Jenny thanked the RE Link Governor for his support throughout the year.)

Next steps would be to build on the very successful “Christmas Around The World” initiative begun in 2019, where each year group looked at their mixed culture and lifestyles. The “Lent Around The World” session (which was planned for this Easter, but stymied by school closure) would take place next year. A priority for next year was also to make RE visits, and to invite visitors into the school to talk to the children. Finally, the vision and values would continue to be embedded in lessons.

Dave Petrie joined the meeting at 6.35pm

Q: Part of the Statutory Inspection of Anglican & Methodist Schools (SIAMS) framework is “courageous advocacy”. How do you implement this in the school? The Junior Leadership Team (JLT) are looking at charitable fundraising and are leading on choosing the organisations they would like to support. The whole school has also written letters to supermarkets about plastic packaging, which also linked to Science and English topics. This is something that will be effected across many subjects, not just RE.

Q: It has been a year since our last SIAMS inspection. What do we need to do going forward? One action point was for governors to be aware of what the school was doing in terms of the inspection recommendations. The SIAMS recommendations were whole-school ones and not specific to RE. Inspectors wanted to see a clear embedding of our new vision and values, which the school is doing in collective worship, RE and other subjects, and via weekly Values Champions rewards. Governors need to be aware of the monitoring schedule and understand how the values are being embedded and how the children are being helped to understand them. This is done via feed back to the RE Link Governor about teaching and learning, who passes this on to the governing body through his visits reports.

Q: If the SIAMS inspectors came tomorrow, are we now in a better place compared to last year? Yes – we were caught out by timing last year, in that we had only just introduced our new vision and values and had not had time to embed them across the school.

The meeting heard that links with overseas churches were being explored via charities such as Karis Kids, and that the children wanted to support a school abroad.

Q: Would you be interested in details of a school in Sierra Leone which would welcome support? Yes – I can pass that information over to the JLT.

The Chair thanked the RE lead for her thorough report which gave governors a clear picture of the subject this year. A governor added that she had experienced RE lessons taught by Jenny and could attest to how well the children engaged with their learning.

4. APOLOGIES FOR ABSENCE

Lucy Ashby had sent her apologies (she was on the year 6 school trip this week.) Helen Taylor sent apologies after the meeting (transport had let her down.) The meeting was quorate.

5. BUSINESS INTERESTS IN AGENDA ITEMS

There were no business interests declared.

6. MINUTES OF THE LAST MEETING (29th March 2021)

There was a typing error in the heading of item 3; the minutes were otherwise approved as an accurate record.

7. MATTERS ARISING

Most of the actions from the previous meeting had been completed, other than:

- The updated Behaviour and Admissions policies would be lodged on the school website shortly;
- Governors were thanked for filling in the Diversity monitoring questionnaire. Results would be reviewed at the Pupil, Parents & Community Committee meeting in June to determine the extent to which the governing body reflected the make-up of the school community.

Updated Budget (2021-22)

Although the FGB had approved the draft budget figures at its March meeting, governors could now be updated on more realistic figures, which required approval. The Chair stated that it was heartening to read such positive committee minutes, and she thanked the Resources members for their diligence.

The Resources Chair reported that last year the school broke even – a huge achievement which the Head teacher, Finance Officer and Finance Consultant should be congratulated on. The Covid situation had led to the loss of variable income from school trips, clubs, school meals and Nursery, but the school had a small surplus at the end of the year of £32k (due to timing issues.) The final out-turn was £207k in the Reserves – a good position to be in. Over the next three years, most of this would be used up, but the school had some liquidity in its Kingfisher Fund and Reserves money. Costs would need to be controlled, and the SLT were working on keeping agency staff expenditure down, for example. The school had also lost some SEN funding, and the anticipated whole-school pupil number had been revised down from 400 to 385. (Next year there would be a carry-forward of £120k in the Reserves.)

The meeting noted the contribution of the Nursery to the budget figures, and were pleased to hear that the Nursery was full for September. They thanked the Nursery leader.

Governors approved the £24k change to reallocate the previous year PGL balance to the budget.

8. HEAD TEACHER'S WRITTEN REPORT

The Head teacher summarised the types of CPD undertaken by staff recently, explained about the new baseline for Reception pupils being introduced by the government in September, and the recruitment being carried out to fill anticipated vacancies in the summer.

Q: Is there any learning for the school as to the reasons for several staff leaving teaching at the end of the year? I am not able to expand on this at present, but will keep governors informed once everything becomes public knowledge.

The SLT had considered the School Improvement Partner's Spring Report and felt it to be a fair and positive reflection of her visit.

Q: The SIP Report mentioned Teachers making use of local networks. What are these? These are subject network meetings for local schools. The school had taken the decision not to join these while it was embedding its own new curriculum plans, but now that these are in place, the school will be looking outwards.

Q: We have talked about closing the gap for disadvantaged pupils, but what is in place for high achievers? The national “gifted and talented” scheme no longer exists. We aim to challenge all pupils in class, including those working at Greater Depth. Resources such as the Maths Mastery units have higher thinking challenges built in.

Q: Our Achilles heel in the OFSTED inspection was closing the gap for PPG children. Lockdown will also have had an impact for many more pupils, but we don’t want to lose sight of the original cohort. It is not as simple as just looking at the PPG cohort. Pupils have multiple vulnerabilities, and we need to unpick the data; the school will carry out an end of year analysis to get a clearer picture of progress.

Q: If one took a snapshot now, what would inspectors see in terms of any learning gap? It would depend on the cohort. There are not many SEN pupils in this year 6 cohort, whereas we had more last year which impacted on outcomes. Holy Trinity treats every pupil as an individual.

Q: The new Reception baseline assessment – will it be like the Progress 8 scores used by secondary schools? Data will be collected nationally and will be used as a benchmark to measure our year 6 pupils against a similar cohort. We will still have to do our own baseline assessment, but some Early Learning goals have changed.

The Head teacher was thanked for her Report.

9. SCHOOL SELF-EVALUATION (SEF)

Quality of Education

Governors were asked for their input on the content in the SEF, in particular to help suggest evidence of the impact teaching and new initiatives were having on learning.

Q: Could you link the statements that are made back to the data on the first page? Yes, that would better capture the impact.

Q: Could you focus more on the CPD undergone by Teachers and how that enhances the quality of education too? Yes, that would be good to add in.

Q: In terms of CPD secured from the LA – I could see the impact of this when I made an English visit last week, as the classroom displays evidenced the initiatives that had been introduced this year as a result of the training. I will mention this.

Q: If the school achieves the Primary Science Quality Mark, that will be evidence of quality education. Will that be mentioned in the SEF as external validation? Yes, and also in the Leadership and Management section.

Q: At our recent Teaching & Learning Committee meeting, the Humanities Teacher mentioned the use of PoP tasks to check pupils’ understanding and learning. Could this useful measuring tool be mentioned in the SEF, with some examples? Yes.

Q: Have you addressed our unique curriculum and local context in the SEF? I could refer to evidence on the website where our curriculum plans are lodged.

Q: The Maths Link Governors’ observations in his visit report dovetails into the question about joining external networks, and doing comparisons with other schools which would be useful evidence and perhaps something the school could do more of? Yes, I know that schools get together over Writing, and as there is no longer any EYFS moderation, it would be useful to link to other schools to share knowledge.

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

ACTION

10. CHAPLAIN'S REPORT

The contents of the Report were noted. Governors felt that the way it was set out against the school's values was very helpful. They asked the Head teacher to thank the school's Chaplain for his report and the work that he does. **ACTION**

11. POLICY REVIEW

Governors' Visits to School Policy

This had been revised and approved by the Teaching & Learning Committee. Governors agreed that it was a useful aide memoire before visits. The Head teacher thanked governors for making their visits, and asked if they could touch base with her both before and after their meetings with subject leaders. (The Clerk agreed to ensure that the template visits form was up to date on Governorhub.) **ACTION**

12. FEEDBACK FROM RECENT COMMITTEE MEETINGS

Head teacher's Performance Management Appraisal - the Panel had met to conduct the Head teacher's mid-year review (with the SIP.) It was a positive meeting.

Resources Committee – see item 6, above. Governors commented that it was encouraging to see that the rating in the SFVS submission was all green.

Teaching & Learning Committee – the minutes were noted.

Joe Lowther had to leave the meeting at 7.30pm

13. CHAIR'S VERBAL REPORT

Rushabh Haria was formally welcomed to the governing body. He had joined the previous FGB meeting as an observer, and had also observed the Resources Committee meeting (and will also attend a Pupil, Parents & Community Committee meeting to determine which committee his skills might best fit.)

Based on the skills audit, references and recommendations of the Board at Holy Trinity CofE Primary School, Achieving for Children Governor Support, working on behalf of the London Borough of Richmond Local Authority, had formally nominated him to the position of LA governor. His term of office would be four years ending on 17 May 2025. The board formally ratified Rushabh to the position of LA governor. He would fill the vacant role of Link Governor for Modern Foreign Languages (Latin).

Dan Wells had to leave the meeting at 7.50pm

Parent, staff and pupil questionnaires had been sent out. The Chair would report back on the results at the next FGB meeting.

Governors for Maths, RE, EYFS and English had made recent visits to the school or talked with subject leaders online. Governors noted their reports (English report to be sent out shortly).

The Kingfisher Parental Contribution Fund had now reached £28k. The school would relaunch the fund and publicise it to new parents in the autumn.

It was hoped that the Summer Fair could take place on 10th July. Governors traditionally helped to man the Pimms Stall, and a Doodle Poll would be sent out to seek volunteers for each hourly slot. Lanyards will need to be worn, and therefore new governors will need to have their photo taken. **ACTION**

Finally, the Steering Committee had been sent the date of their annual forward-looking planning session (13th July).

14. GOVERNOR TRAINING

Governors were reminded to take advantage of the online training on offer. The Skills Audit had been updated with the details of the new governors' skills.

15. ANY OTHER BUSINESS

Governors suggested that if the July FGB meeting was able to be held at school, it would be good to stay on afterwards and enjoy a social get-together after so much remote contact. This was agreed. **ACTION**

16. DATE OF NEXT MEETING – Monday, 5th July 2021 at 6.15pm

17. EVALUATION OF THIS MEETING

Governors were sent a link to the electronic survey form so that they could evaluate the meeting.

The meeting closed at 19.53hrs

Attendance was 86%

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

Signed:

Date:

SUMMARY OF ACTIONS

Item 9.	<u>SEF:</u> All governors to email Head with any comments on the SEF.
Item 10.	<u>Chaplain's Report:</u> Head teacher to thank the Chaplain on behalf of the governing body for his support of the school.
Item 11.	<u>Visits Policy:</u> Clerk to ensure that the revised visits form template was on Governorhub.
Item 13.	<u>Chair's Report – School Summer Fair:</u> Chair to arrange for photos of new governors to be taken by the Deputy Head.
Item 15.	<u>AOB:</u> Clerk to ensure that the agenda for the next meeting captures the opportunity for a social catch-up (if the meeting is able to take place in person.)

ANNEX 1

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 continue to upskill Subject Leaders	8, 9	<u>Head teacher’s Report – External Subject Networks:</u> Link Governor’s suggestion that the school might benefit from outward-looking networks with local schools; governor’s challenge to ensure that SIP recommendations about networking are considered.	Governors are reassured that SIP recommendations are being addressed; teaching, and therefore pupil learning, could benefit from collaboration with other schools and sharing of ideas on curriculum.	Loving Learning
To implement the reviewed curriculum in all foundation subjects so that the school can self-evaluate the quality of education as Outstanding	3 9	<u>Presentation on Religious Education:</u> Governors challenged the RE subject leader to explain how actions from the SIAMS inspection were being addressed. <u>School SEF:</u> Governors reviewed the SEF and provided suggestions for evidence of the quality of teaching and education.	Governors are reassured that gaps are being closed and that the school community are involved in, and are benefitting from, Holy Trinity’s vision and values. The school is supported by governors and can provide a more comprehensive SEF demonstrating outstanding quality of education.	Loving God; Loving Learning Loving Learning
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	8 13	<u>Head teacher’s Report:</u> Governors’ questions about how the school is closing the gap for disadvantaged learners, and how high achieving pupils are being challenged. <u>Chair’s Report – Governor Diversity Monitoring:</u> Questionnaire filled in by governors and will be compared by PPAC committee to see if governors’ profiles are reflective of the pupil/staff community, and actions planned if it is not.	Governors are better informed and reassured that the school is addressing pupil progress and that learning is appropriate across different cohorts. Governing Body is ultimately more representative of the school community and more attuned to its needs.	Loving Learning Loving One Another