



## MINUTES OF THE FULL GOVERNING BODY VIRTUAL MEETING

Monday, 16<sup>th</sup> May 2022 at 6.15pm  
at the school

### Participants:

Lucy Ashby	Joe Lowther
Uel Barclay	Michèle Marcus (Chair)
Alison Bateman	Francis Neal
Richard Bennett	Helen Taylor
Sara Bromfield	Tanya Williams
Rushabh Haria	
Hannah Lockey	Rebecca De'Ath (Clerk)
	Fiona Whiteside (Inclusion Manager)

### Apologies:

David Petrie  
Dan Wells

**“The Lord is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge, my shield and the horn of my salvation, my stronghold.” (Psalm 18:2 NIV)**

## 1. PRAYER

Joe Lowther led the meeting in a prayer chosen to reflect today's verse from Psalm 18:2.

## 2. WELCOME AND APOLOGIES FOR ABSENCE

The Chair opened the meeting and welcomed in particular Fiona Whiteside (Inclusion Manager) who had been asked to update the Governing Body on vulnerable pupil groups at the school.

Apologies were received and accepted from David Petrie and Dan Wells. The meeting was quorate.

## 3. PRESENTATION: UPDATE ON SPECIAL EDUCATION NEEDS AND PUPIL PREMIUM GRANT (Fiona Whiteside, Assistant Head teacher and Inclusion Manager)

Fiona Whiteside explained that the presentation would focus on:

- An update on SEN and PPG pupil groups at Holy Trinity
- Additional funding received by the school, and the impact of this on these pupils' progress

The FGB Chair had sent questions to her in advance of the meeting (based on Section E in the OFSTED Framework relating to SEN/PPG pupils), and the presentation aimed to address these points.

### SEND Pupils

Pupils with an EHCP (Education Health Care Plan): 16 pupils (4%) [LBR average 3.0%]

On SEN support: 40 pupils (9.8%) [LBR average 8%]

On SEN register: 20.2% of pupils either have an EHCP, are on SEN support, or require Wave 2 SEN interventions.

In Years 1, 3 and 6, one third of each group had special education needs.

The main percentage of pupils' needs fell into the autistic spectrum and those with speech and language needs (35%), or those who had Social, Emotional & Mental Health needs (35%).

### **PPG Pupils**

Since April 2021, there had been an increase in this cohort from 13.1% of all pupils to 14.4% (whereas before the pandemic this trend had been reducing consistently over the 5 preceding years.) The causes related to the continuing impact of the pandemic and local socio-economic changes.

PPG strategy priorities were:

- Priority 1: improve Reading, Writing and Maths ability (target scores had been set to for above the national average)
- Priority 2: improve oral language skills and vocabulary
- Priority 3: develop emotional literacy to ensure that PPG pupils were ready to learn

Attendance targets were to ensure PPG group is above 96% (a target for all our pupils). Currently, overall pupil attendance was below 96%, which is in line with a national average of 95.3 %. Figures for non-PPG pupils in HT are 94.25%, with PPG pupils achieving 93%.

### **Covid Catch-up**

The school's Covid Catch-up Strategy Statement was on the website. Barriers to learning were the fact that some pupils lacked engagement with remote learning resulting in more significant gaps than their peers; the mental health needs of some pupils which rose during the pandemic; for a small minority of children, attendance was an issue. The Inclusion Leader explained how these barriers were being addressed (e.g., by asking Year 6 parents if their child could be involved in special intervention referrals; engaging some parents was, however, challenging.)

National funding had been received by Holy Trinity for:

- Covid catch-up (£12,830) which was directed at additional Assistant Teacher time in EYFS and KS1
- Recovery (£3,625), aimed at additional AT time and overtime to cover staff absence due to Covid
- Tutoring (£2,716) which remained unused. This may have to be returned to the DfE as the stringent rules associated with the use of the funding made it too difficult to access.

### **Sports Premium**

There is a sports premium strategy, devised by PE Leader in collaboration with SLT and School Business Administrator. Approximately £20k had been spent to date on new PE equipment etc aimed at keeping pupils active. The impact of this expenditure would be evaluated at the end of the academic year via the pupil voice and other evidence and will be updated in the strategy.

Governors asked the following questions:

Q: You covered the difficulties in accessing funds relating to the national tutoring programme – how have other schools used this allocation? *Schools in general have been pushing back on this initiative due to the regulations for example around the training that staff require. Online tutoring is something that is best suited to (and has been taken up more by) secondary schools. With our young children we would prefer that they are taught by staff they are familiar with, rather than external tutors, and it is harder to engage this age group in online learning. Furthermore, staff volunteering for tutoring would have to conduct this outside core hours, and we had little take-up from our staff when we canvassed interest. It is hard to know how to use this tutoring programme for 5-6yr olds in a meaningful way. We have targeted certain children for intervention activities before the school day starts, for example, but some parents did not want to, or could not, bring their children in to school earlier in the morning.*

Q: The national Tutoring Programme and funding is being extended for a further year – are there other ways that you might utilise this funding? *I will be attending a borough SEND Forum later this week, and this subject may be covered. We may hear how the LA suggests that we might access funding opportunities to help pupils catch-up.*

Q: What is the current picture in terms of overall pupils requiring SEN support? *We currently have 4 children leaving the school (Years 5 and 6). Of the EHCP requests that are now coming in to school, we have 3 that are being processed, and 3 children being assessed by the Education Psychologist (EP) who we work with. Unfortunately, our EP will be retiring at the end of the year; we do not have an EP allocated to us via the LA, and we are currently exploring who we might work with next year.*

Q: In your opinion, has the school got the right resource level to fulfil its SEN commitments? No – the top-up funding that we receive from the LA is based on a model which does not cover the “on-costs” for staffing (i.e. national insurance and pension contribution.) The funding also presumes an hourly rate for an adult which is below our average rate of pay for Assistant Teachers. This means that the school is a 26% short on the full funding required to cover staff costs. When a child has an EHCP that suggests more than 25 hours support, the funding model does not cover all costs, and the school is immediately adrift by several thousands of pounds. We do however have a close-knit collaborative support team at Holy Trinity who try to put together a bespoke curriculum for such children using the 1/3<sup>rd</sup> model. AfC advocates that schools give SEN support in thirds, i.e., one third one-to-one support; one third small group support; one third more distanced supervision.

Q: Is there anything more that we can do as governors for pupils requiring over 25 hours of close support? It would be helpful for governors to keep asking questions about the progress of these pupil groups when they come in to school on visits, and to support the staff who are involved; if governors could come to any difficult meetings that might arise, that would help (e.g., meetings about funding.)

The Chair thanked Fiona for her informative presentation and for answering the questions that had been posed to her in advance of tonight’s meeting.

#### **4. BUSINESS INTERESTS IN AGENDA ITEMS**

There were no business interests declared in tonight’s agenda items.

#### **5. MINUTES OF THE LAST MEETING (28<sup>th</sup> March 2022)**

The minutes were approved as an accurate record. The Clerk would mark them as “signed” on Governorhub; minutes would still need hard-copy signatures for the file.

#### **6. REVIEW OF ACTIONS AND MATTERS ARISING**

The Chair thanked newer governors for coming into school and having their photos taken for the school website. Richard Bennett planned to have his taken later in the week. **ACTION**

The Governors’ Self-evaluation Questionnaire would be an action for the July meeting. **ACTION**

#### **7. HEAD TEACHER’S WRITTEN REPORT**

##### **Attendance**

Pupil attendance stood at 95.3% this term (to 6 May.) There had been a 2.1% level of unauthorised absence due to 22 families extending their Easter break. This is obviously disappointing but most likely a result of families taking postponed trips due to the pandemic, rather than an ongoing trend.

##### **Pupil Numbers**

Total number of pupils at the school was now 417 (up from 405 reported in September.) There were 39 pupils currently in Reception Class.

##### **Staffing**

Despite a number of attempts, the school had been unable to secure an additional Reception Class Teacher for the remainder of the academic year. Having had conversations with other local Heads it appeared that there was a shortage of experienced Early Years teachers available. Lee Reynolds had therefore been the teacher for all children in Kingfisher Class with the support of two permanent Assistant Teachers, and another additional adult (whenever possible) from a supply agency, or by redeploying or paying overtime to a member of Holy Trinity staff. An advert had been placed for an experienced Reception Class Teacher from September.

Jordyn Campbell was going to be teaching at a private school in Kent from September. Alex Auton wished to step down indefinitely from his combined phase/English SLT role, therefore the school was recruiting for 2 phase leads in either English or Maths leadership as part of the SLT role. Interviews are being held later this week.

As Tom Rutter had now moved down to Cornwall, Kick London had provided a new Chaplain for the school - Shaun Bushby - who had made a very positive start.

## Safeguarding

A check of the Single Central Register had been carried out by Linda Sheehan (ex-AfC Safeguarding Adviser.) The DBS recording process for external providers was also checked. It was discovered that some staff records were missing references, and the school had a plan for resolving this matter by doing a risk assessment where staff had missing references to show that they were not considered a safeguarding risk. This external compliance check had thus been a positive exercise.

## School Development Plan

The writing of the new Plan for 2022-23 would be a focus for the school towards the end of term. Governors noted the contents, and had no further questions.

## Staff Training

Laura Griffiths had arranged for the Read Write Inc trainer to come into school on Tuesday 3<sup>rd</sup> May to spend time with some of the leaders in school who would be involved in the implementation of the new phonics scheme. Laura was working towards trialling and introducing the scheme before the end of the academic year to allow staff to practise with the new resources so that they were confident to make a strong start in September. All staff would receive training on Monday 6<sup>th</sup> June; Tanya Williams (Parent Governor) will attend the training also in her capacity as Assistant Teacher, and will feedback to the FGB at the July meeting. **ACTION**

Q: How does the school plan to communicate information about the new Phonics programme to parents? It is early days; this term we are focussing on familiarising staff with the replacement to Jolly Phonics. Next term we plan to hold a workshop for parents to share details of the new arrangements.

Staff had attended a range of AfC training supporting moderation and subject leadership.

## Admissions

Numbers entering Reception in September would not be known definitely until next term.

## Statutory tests

KS2 SATs had taken place last week. The Head teacher thanked Uel Barclay and David Petrie for observing the administrative process on Tuesday and Friday. The school had received a spot check by the SATs Inspector who had visited the school on the Friday, the day after the KS2 SATs had been completed to check that test procedures and exam paper safekeeping were being correctly carried out, which they were. The governors' visits provided additional evidence of the school's robust procedures.

KS1 SATs would take place this week and would contribute to Teacher Assessments which would be moderated by the LA to ensure that the school's judgements were accurate.

Q: Will moderation negatively impact on borderline cases? Both teachers are new to Year 2 moderation, so it will give us all confidence that outcomes are being assessed accurately.

Governors thanked the Head teacher for her detailed Report.

## 8. SCHOOL IMPROVEMENT PARTNER'S SPRING REPORT

The SIP's Report had been discussed in detail at the Teaching and Learning Committee meeting. It was noted that some comments from the SLT on the initial draft had not been incorporated into the final Report sent out from AfC.

The Deputy Head teacher summarised the outcomes of the "Deep Dive" that the SIP had carried out on Music. A "Deep Dive" was planned for Science on 27 June; as Science Link governor, Helen Taylor volunteered to observe the process, if this was

agreeable to Mandie Lambert and the SIP. Helen was asked to report her observations to governors in a Governor Visit Report.

#### **ACTION**

The Chair suggested that governors would find the SIP's suggested questions at the end of each section useful when they visited Subject Leaders.

## **9. SAFEGUARDING**

See item 8, above.

## **10. FEEDBACK FROM COMMITTEE MEETINGS**

### **Faith Group**

The FGB Chair reported that the school was lucky to have such a passionate and energetic set of members in the Group this year. The new Chaplain had made a great start and was very engaging with the children. He was currently only funded by the Parish Lands for half a day (on a Friday) and it would be wonderful if the school could have his services for a whole day. On the basis that the school budget was in a healthier situation than for the last 3 years, governors agreed unanimously to fund the additional 2 hours for the Chaplain (having confirmed his availability.) The small additional expense would be justified by additional time to spend on nurturing more vulnerable pupils, especially boys, assisting the transition to secondary school, and running a lunchtime sports club (with equipment funded if necessary through the Sports Premium.) The change would be implemented as soon as possible. **ACTION**

### **Resources Committee**

Governors had heard (above) that the school's financial position was much healthier than had been predicted in the last 3 years, and positive carry-over figures were anticipated over the next year or two. It might therefore be time to move from a mindset of restriction to one more open to opportunities for expenditure on key resources.

### **Teaching & Learning Committee**

The minutes were noted; there were no further questions.

## **11. CHAIR'S VERBAL REPORT**

### **Link Governors and Visits to School**

Maths Link Governor was thanked for his Visit Report. It was encouraging to see that the predicted outcome for the year 6 cohort was strong, and that there had been a noticeable closing of previously identified gaps and an increase in attainment levels of students.

SATs administration scrutiny – see item 7 (Head teacher's Report) above.

Sports Premium scrutiny – see Resources Minutes (10.05.22)

### **Kingfisher Fund Update**

The school received on average £1,100k per month. There was £42k in total in the Fund. The Chair and Head teacher brought governors' attention to an example of how a local church primary school encouraged parents to contribute to the cost of maintaining school buildings. Details would be sent out with the minutes by the Clerk. **ACTION**

## Summer Fair

This was scheduled for Friday, 24 June 2022, 3-7pm. Governors were asked to respond to a Doodle Poll to volunteer to serve Pimms at the Governors' stall. **ACTION**

The Chair also drew everyone's attention to the school's Jubilee Picnic next Wednesday before half-term.

## 12. GOVERNOR TRAINING

Francis Neal had attended the Safe Recruitment course last week.

Sara Bromfield and Helen Taylor had attended the AfC Education Inspection Framework (OFSTED) session put on recently for groups of Richmond schools due inspections in the next year or two. Both reported that the training had been very useful, and Helen summarised key messages that she took away from the session.

The Chair had also attended further EIF/OFSTED training recently as recommended by the SIP, and the trainer had posed some interesting questions to attendees which she now shared with governors for consideration:

### **"What is distinctive about our school?"**

Governors' suggestions were:

- Our Christian ethos
- We are a very nurturing, caring school
- Our Holy Trinity-specific adaptations to the national curriculum
- We have high staff retention

### **"What is different about the Holy Trinity curriculum offer?"**

- We hold events such as International Day run by our parent community
- School trips are aligned with the curriculum being currently taught, and are relevant

Governors discussed the school's self-assessment and the areas currently not assessed as Outstanding.

The Chair thanked the governors for making time to participate in key training events.

## 13. ANY OTHER BUSINESS

Governors agreed to allow additional time for an end of year drink after the next FGB meeting.

## 14. DATE OF NEXT MEETING – Monday, 4<sup>th</sup> July 2022 at 6.15pm

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

*The meeting closed at 20.05hrs  
Attendance was 86%*

Signed .....

Date.....

## SUMMARY OF ACTIONS

<b>Item 6.</b>	<u>Matters Arising:</u> <b>Richard Bennett</b> to meet with Deputy Head teacher to have his photo taken for website.  <b>Clerk</b> to add Governors' SEF to the agenda for July 2022 FGB meeting.
<b>Item 7.</b>	<u>Head teacher's Report (Phonics Training):</u> <b>Tanya Williams</b> to give feedback on the Phonics training for staff that she will attend in June.
<b>Item 8.</b>	<u>SIP Report:</u> <b>Helen Taylor</b> to observe the Science Deep Dive on 27 June and report back to governors via a Governor Visit Form.
<b>Item 10.</b>	<u>Committee Feedback (Faith Group):</u> <b>Head teacher</b> (via CEO Of Kick) to action the suggestion that the school Chaplain be engaged for a whole day a week, instead of a half day.
<b>Item 11.</b>	<u>Kingfisher Fund:</u> <b>Clerk</b> to send out to governors the web link to the local school letter to parents asking for contributions.

## APPENDIX 1

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

SDP OBJECTIVE	Agenda Item	Discussion Topic	Impact On School Improvement	Linked Aspect of Vision
<u>Leadership and Management:</u> "To embed the Vision..."	6.	<u>Feedback From Committee Meetings:</u>  Governors suggested that the new Chaplain be engaged for an additional half a day a week as he worked so well with the children, and this would reflect the Christian and nurturing elements of the school's vision.	Pupils are further engaged in the Christian faith, and the school vision is embedded within school life to a greater extent.	<b>Loving One Another; Loving God</b>
"Subject Leaders communicate the Intent, Implementation and Impact of their subject areas..."	3.	<u>SEND/PPG Presentation to the FGB:</u> The FGB had chosen a cycle of subject presentations for their meetings throughout the year, in order to hear the "3 Is" of key curriculum areas. They heard an update on SEN and PPG cohorts, and asked the Inclusion Manager challenging questions with particular reference to expectations of the EIF Section 8, as outlined by our SIP during the training session in February 2022.	This is one way for FGB to hold school subject leaders to account for raising education standards, and they can be assured by the responses given.	<b>Loving Learning</b>
"Parents have opportunities to engage with the school...and build relationships with all stakeholders."	7.	<u>Head teacher's Report:</u> Governors asked when and how the school would engage with parents about the new Phonics programme.	A Parents' Workshop would inform them about the subject so that they might support their children's learning and build relationships with staff.	<b>Loving One Another</b>
" " "	11.	<u>Chair's Report:</u> The Chair reminded governors about manning the FGB Pimms Stall at the annual Summer Fair, and were invited to also attend the Jubilee Picnic at the school.	Gives parents and pupils the opportunity to meet governor stakeholders and engage with them.	<b>Loving One Another</b>
	12.	<u>Governor Training:</u> Further training in understanding the governors' role in EIF led to good discussion about distinctiveness of our school and curriculum.	Greater governor understanding of the need for quality of education to be outstanding in order to achieve outstanding leadership of our school and curriculum.	<b>Loving Learning</b>
<u>Quality of Education:</u> "To ensure expected or greater than expected rate of progress...for children in Maths."	11.	<u>Chair's Report:</u> Maths Link Governor visited the Maths Subject Leader and reported that previously-identified gaps in learning were closing, and there had been an increase in attainment levels.	Governors are assured that interventions are making an impact and that progress is being made by pupils.	<b>Loving Learning</b>
Quality of Education (in general)	11.	Science Link Governor to attend Deep Dive into Science later this term.	Greater subject knowledge for governor enabling more effective monitoring of Science teaching and learning.	<b>Loving Learning</b>



<p>“To implement a robust...Phonics programme...”</p>	<p>7.</p>	<p><u>Head teacher’s Report:</u> A Governor volunteered to attend staff training on the new Phonics programme.</p>	<p>Governors better informed to be able to monitor Phonics subject more closely.</p>	<p><b>Loving Learning</b></p>
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