



MINUTES OF THE FULL GOVERNING BODY VIRTUAL MEETING

Monday, 28th March 2022 at 6.15pm
at the school

Participants:

Lucy Ashby	Joe Lowther
Uel Barclay	Francis Neal (Acting Chair)
Alison Bateman	David Petrie
Richard Bennett	Tanya Williams
Rushabh Haria	
Hannah Lockyer	April Owens (Acting Clerk and Associate)

Apologies:

Sara Bromfield	Helen Taylor
Rebecca De'Ath (Clerk)	Dan Wells
Michèle Marcus (Chair)	

"You make known to me the path of life; you will fill me with joy in your presence, with eternal pleasures at your hand." (Psalm 16:11)

The meeting was chaired by the Francis Neal (Chair of the Pupils, Parents and Community Committee) in Michèle Marcus' absence.

1. PRAYER

Joe Lowther led the meeting in a prayer chosen to reflect today's verse from Psalm 16:11.

2. WELCOME AND APOLOGIES FOR ABSENCE

The Acting Chair opened the meeting and welcomed in particular Verity da Costa (RSE Subject Leader) and Jo Peet (RE Subject Leader) who had been asked to update the Governing Body on developments within their curriculum area.

Apologies were received and accepted from Sara Bromfield, Rebecca De'Ath, Michèle Marcus, Dan Wells and Helen Taylor. The meeting was quorate. The Acting Chair thanked April Owens for stepping in to take the minutes; Governors sent best wishes to Rebecca and Dan for speedy recoveries.

3. PRESENTATION: PERSONAL, SOCIAL & HEALTH EDUCATION AT HOLY TRINITY SCHOOL

Verity da Costa (PSHE Leader) explained that the PSHE curriculum aimed to prepare children for life in the wider world. It also encompassed:

- British Values (Rule of Law; democracy; mutual respect and tolerance; individual liberty)
- Social, Moral, Spiritual, & Cultural Education (SMSC)
- Relationships & Sex Education (RSE)

PSHE was no longer a statutory subject to be taught, but was nevertheless a vital subject for the children. In 2020, Relationships & Sex Education, and Health Education was added back in as a statutory subject to teach. Prior to doing this, the school had held a thorough consultation process with parents consisting of two meetings to hear their views on the new RSE curriculum. Feedback from parents informed the school's Relationships Education Policy, which focussed on healthy relationships – e.g., what makes a good friend. (There was a separate Sex Education Policy, which was a different process aimed at years 5 & 6.)

At Holy Trinity, PSHE was taught as a discrete subject via the Jigsaw curriculum, which the school was very pleased with as it not only covered the statutory elements of RSE and Health Education, but also supported the school's values of Love, Community and Aspiration. Furthermore, Jigsaw was approved by the PSHE Association; communicated age-appropriate information to the children; integrated the four British Values into the curriculum; all Year Groups followed the same six topics half-yearly throughout the year; non-statutory elements of the lessons could be adapted to suit Holy Trinity; there were engaging songs and characters, and lesson planning was clear.

Finally, the school's SMSC Tracker was used to monitor this provision and that of the British Values offering. The school's Vision and Values underpinned both SMSC and BV.

Q: Are there any gaps in the Jigsaw curriculum? *Things change quickly, e.g., Black Lives Matter, and we need to keep up to date with the world around us. Jigsaw gave staff the resources to teach the children how to learn at home when we were under lockdown, as another example, and more recently in relation to children's anxieties around the conflict in Ukraine.*

Q: Does it cover Internet Safety? *No, this is covered by the IT curriculum, and also in the context of relationships.*

Q: Are the children assessed – it must be hard to measure? *No, as it gives us the opportunity to explore matters, if, for example, there was an issue in class there would be time and flexibility to address that issue (e.g., one class discussed skin colour.)*

Q: How do you monitor delivery and make sure that you are covering all the elements, given the flexibility of Jigsaw? *This is done via Subject Leader time: I sit in on lessons, I talk to the children, I talk to the Teachers. It is not always about looking for evidence, but ensuring that teaching creativity is not lost. Restricting pupils to paper and pencils can make things very dry, so in Year 2 for example, they have a PSHE Book they can write in if they want to write something down or explore their own thoughts and values, rather than thinking that they have to give the right answer. Finally, the pupil voice is reviewed across all years.*

Governors thanked Verity for her fascinating presentation.

4. PRESENTATION: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP AT HOLY TRINITY SCHOOL

Jo Peet (RE Leader from September 2021) reminded the meeting of the school's Statutory Inspection of Anglican & Methodist Schools (SIAMS) visit in February 2020 (awarded "Good").

Where are we now and what is going well?

- The school has ordered additional high-quality resources
- The already-strong link with Holy Trinity Church will increase as Covid cases retreat
- There are amazing examples of learning being evidenced weekly in RE books
- The Faith team and Collective Worship team are strong

The link with Holy Trinity Church involved: the Vicar and his team doing Collective Worship at the school once a week; a Bible Club after school once a week; children attended Carol and Easter services at the Church; the Riverbank facility supported families in need; and links with the Kick charity provided clubs and the school's Chaplain.

Q: Do books move up with the children as they move through the school? *Yes, they do.*

What needs to be improved?

- More creative planning and teaching (less passive listening and more exploration by the children themselves)

- Use resources more fully in lessons (although artefacts cover all six major faiths, they are not used as much as they could be in class; staff meeting planned in summer term to address this)
- More RE-specific trips (at least one per year group to be planned from this September, linked to their learning, and to have covered all the major faiths over the child's 7 years at Holy Trinity)
- Increase the amount of time being given to RE
- More simplified and time-effective assessment (assessment has been changed this year, but will still cover "Emerging", "Expected", "Exceeding" levels of performance; hope to move to another scheme of learning)

Where are we going?

- Planning to move to "Understanding Christianity" curriculum, but will still teach the other major faiths
- More CPD for staff on using RE resources, and assessment, and using more creative ways to teach RE
- "RE Books " could be called "Faith Books" as Faith is a wider expression than Religious Education.

In sum, Jo explained that the current RE curriculum from the Diocese of Southwark was planning to move to "Understanding Christianity" because "Understanding Christianity" was much more creative, with very clear progression through the school. The Christianity units from the Diocese would be replaced by "Understanding Christianity" but the other faiths (Judaism, Hinduism, Buddhism, Islam, Sikhism) would still be taught using the planning from the Southwark Diocese.

Q: There is no "Understanding Christianity" equivalent for other faiths – does this curriculum help to teach the other faiths? Understanding Christianity is not yet made for the other five major faiths, and so we will still use the Southwark Diocese units for all other units of faith.

Q: With RE being a core subject in Faith schools, and hour a week does not sound very much – is it? I would love to have more than one hour, although that is 5-10% of the curriculum. On top of that we have Collective Worship, Class Prayers, and Values to teach in line with statutory requirements which we have to fit in.

Q: Is there a way of making Collective Worship an extension of the RE curriculum? Yes – we try and link in RE concepts with what is taught during Collective Worship, particularly through Class Collective Worship on a Wednesday. We are also trying to make sure that Collective Worship acknowledges the major faiths in addition to Christianity, although Christianity will still be the predominant faith that we teach through both RE and Collective Worship.

Q: When is our next SIAMS? They visit every 4 years – so around 2024. They look for evidence of creativity of teaching and whether the school is training its teachers up. The children are the best evidence of how well the school is doing – pupils receive the information, get to explore and discover that topic, and then the difference is clear. The school is also embedding its' vision and values.

Q: How does RE articulate the schools' vision? The specific vision and values are linked in to the curriculum where relevant to the children and the community. The themes of "Love Learning", "Love One Another", "Love God" are clear.

The Chair thanked Jo for her informative presentation.

5. BUSINESS INTERESTS IN AGENDA ITEMS

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

6. MINUTES OF THE LAST MEETING (31ST January 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.

7. REVIEW OF ACTIONS AND MATTERS ARISING

The actions from the previous meeting had been completed, with the exception of:

- Governors will be chosen to standby in readiness to meet with OFSTED Inspectors near the time that an inspection is due (action ongoing.)
- New Governors would meet with the Deputy Head teacher 5 minutes before the next FGB meeting in order to have their photos taken for the website. **ACTION**
- The draft Governors' Self-Evaluation questionnaire was on Governorhub (see FGB Spring 1 folder) and governors were urged to review it and pass comments to Dave Petrie. **ACTION**

8. HEAD TEACHER'S WRITTEN REPORT

Governors noted the contents of this report, and focussed on the following:

Staffing

The school was still trying to recruit a Reception Class Teacher, and was hoping to resource someone from recent interviews.

Q: Is there any possibility of an internal move in order to fill this vacancy? *It will not be possible to move a Teacher this academic year.*

The school's Chaplain and his wife were moving out of area; the school was very sad to see them leave. A new Chaplain had been sourced.

Prayer Space would be going ahead, supported by some dedicated parents who were on the committee. It would focus on the school's Vision.

A new Marketing Officer had been appointed to promote the school to the community and was due to meet with the Head and Deputy Head in a few days' time to discuss the school website.

Several staff were off sick with Covid.

Pupil Numbers

The meeting discussed applications for the new school year in September.

Q: How many children are in Reception class? *We should be up to 38 children after the Easter deadline, which is going in the right direction.*

Q: Is Year 3 showing a drop to 51 pupils? *These children started in Reception, but many families have moved out of the area, and a few moved schools. It happens in pockets, sometimes.*

Q: Where do the Leavers go to in terms of other schools? *Many Turkish children move to Marshgate Primary School because there is a large Turkish community there. Some families move house, or move to a catchment area for secondary school.*

Q: Why is Brentwood not out of area? *It is out of Richmond but could still be regarded as within a distance that could be travelled to still attend Holy Trinity.*

Safeguarding

The Safeguarding Governor had carried out a check of the Single Central Register; it is planned to have an external check by AfC or the Dioceses to also ensure compliance.

The Time to Hide practise took place. As Year 5 were out of school on a trip, a separate exercise will be carried out for them.

Performance Management

Governors' responsibilities in relation to ensuring that the school had robust performance management processes were effected when Sara Bromfield visited Holy Trinity to observe two members of staff having amid-year appraisal.

Government White Paper

The Headteacher drew governors' attention to the recently-published White Paper which advocated schools joining a strong Multi-Academy Trust (MAT).

Q: As a Faith school, how would you get representation in a secular MAT? I am sure that the Diocese will be working on this.

Q: Are we meeting the minimum day length? Yes, we are.

School Development Plan

Governors noted the contents, and had no further questions.

Performance Targets

Q: KS1 Writing – how is this progressing? There has been a seven point drop since the Autumn predictions. This outcome may change again. Work has been assessed and re-moderated (using evidence), and discussed in today's staff meeting. Writing is the area most impacted by the pandemic, and we are focussing on the physical side of handwriting, in addition to content, spelling and punctuation. Also, Year 2 have been impacted by mobility of pupils – many have joined the school from Hong Kong, for example. There is still time to improve, and Hollie Dewale is working with staff and has reassured them that they are assessing performance accurately. This situation affects other schools as well. The Local Authority have assessed that we probably mark on the harsher side, and secondary schools have fed back that our data is accurate. I will be discussing this matter with our SIP tomorrow to gain more insights, and our Subject Leader is carrying out broader moderation with the LA.

Q: Are we tied in to the new Phonics Programme? Yes, we have paid from today.

Governors thanked the Head teacher for her detailed Report.

9. SAFEGUARDING

The Safeguarding Link Governor reported that the Office Manager was checking whether the school was held too much data on people.

DBS checks were chased diligently.

There was an incident where several pupils knew the access code to the exit gate and had used it to join parents outside the school. This access code had now been changed, and the matter had been taken up with the relevant after school club provider.

10. DRAFT BUDGET (2022-23)

The Resources Committee Chair thanked the Finance Manager, Finance Consultant and Head teacher for their work producing this budget, and for the good financial outcome to date. The financial picture was improved, and the school would not be dipping into emergency funds. Governors had been asked to approve the budget prior to this meeting, and this had been confirmed via email.

The Kingfisher Parental Contribution Fund looked healthy, but there was room to expand on this (other schools took a different approach to asking for a voluntary contribution from parents.)

11. FEEDBACK FROM RECENT COMMITTEE MEETINGS

Admissions Panel (02.03.22)

Q: The minutes mentioned deferred entries – are these for entry into Year 1, or Reception? One is a child in Nursery aiming for Reception in September 2023.

Governors noted the high number of sibling applicants for entry to Reception in September (23 out of 36). The Marketing Officer would be looking at these statistics and would also be researching what other schools say on their school tours.

Q: Should we have a uniform for Nursery to improve retention? The Marketing Officer will be talking to Nursery parents. We will be holding a Nursery Open Evening in June, and will look to see if we can open this up so that people can view Reception too.

Faith Group (16.03.22)

Pupils, Parents & Community (17.03.22)

Resources (15.03.22)

Teaching & Learning (14.03.22)

Governors noted all the committees' minutes, above. There were no questions.

12. CHAIR'S VERBAL REPORT

Link Governors and Visits to School

Helen had kindly agreed to be the new Science Link Governor.

All Governors' Reports from their visits to Subject Leaders can be viewed on Governorhub.

Kingfisher Fund Update

The school received on average £1k per month. There was £35k in total in the Fund.

13. GOVERNOR TRAINING

Governors were reminded to contact the FGB Clerk to let her know when they had completed training.

14. POLICY REVIEW

Behaviour Policy

Recommended for approval by the Resources Committee; approved by the FGB at this meeting.

Staff Discipline Policy

This policy was owned by the LA's HR Department, but had been personalised to the school. The policy was approved.

Sports Premium Statement

This would be discussed by the Maths Governor when he would meet with the PE Leader in May.

15. ANY OTHER BUSINESS

No other matters were raised.

16. DATE OF NEXT MEETING – Monday, 16th May 2022 at 6.15pm

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

*The meeting closed at 19.55hrs
Attendance was 71%*

SUMMARY OF ACTIONS

Item 7.	<p><u>Matters Arising:</u> Deputy Headteacher and newer governors to meet for photos 5 minutes before the FGB meeting on 16.05.22.</p> <p>All governors to review the draft Self-Evaluation Questionnaire on Governorhub and send any comments to Dave Petrie.</p>
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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:
<p><u>Leadership and Management:</u> "To embed the Vision..."</p> <p>"Subject Leaders communicate the Intent, Implementation and Impact of their subject areas..."</p> <p><u>Quality of Education</u></p>	3 & 4.	<p><u>Presentations on PSHE and RE:</u></p> <p>Governors asked how the school's vision was reflected in these curriculum areas.</p> <p>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.</p> <p>Governors questioned the content, monitoring and assessment of these subjects.</p>	<p>FGB holds school leaders to account for raising education standards and can be assured by the responses.</p>	<p>Loving Learning; Loving One Another; Loving God</p> <p>Loving Learning</p>
<p><u>Quality of Education:</u> "To monitor the implementation and outcomes of the new Writing curriculum..."</p> <p>"To implement a robust...Phonics programme..."</p>	8.	<p><u>Head teacher's Report:</u></p> <p>Governors asked how the focus on KS1 Writing was progressing.</p> <p>Also, a question about the new Phonics programme.</p>	<p>Governors can assure that progress is being made by pupils.</p> <p>Governors ensure that the new programme is purchased ready for September.</p>	<p>Loving Learning</p> <p>Loving Learning</p>