



MINUTES OF THE FULL GOVERNING BODY MEETING

Monday, 4th July 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	Dan Wells
Rushabh Haria	Tanya Williams
Hannah Lockett	Rebecca De'Ath (Clerk)
David Petrie (via Google Meet)	

Alex Auton}
Jordyn Campbell } (English leaders – item 3, only)

“Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.” (Mark 10:14)

1. PRAYER

The Vice- Chair led the meeting in a prayer chosen to reflect the day’s verse from Mark 10:14.

2. WELCOME AND APOLOGIES FOR ABSENCE

The Chair opened the meeting and welcomed in particular Alex Auton and Jordyn Campbell (English Leaders), who had been asked to update the Governing Body on English.

All governors were in attendance.

3. PRESENTATION: UPDATE ON ENGLISH SDP PRIORITIES AND HANDOVER TO NEW LEADER (Alex Auton and Jordyn Campbell)

The English Leaders were stepping down from their roles at the end of term, and had prepared a handover document for the new leader (Claire Jobbins), which they shared with governors.

The presentation began with a summary of the highlights of the last two years:

- Reading for pleasure – this was a focus of the national English curriculum framework, and governors heard about the children taking a reading book home weekly from the school library, about the authors invited in to school to meet the children, and about school events such as SPARK Book Awards, World Book Day, and scholastic book fairs held in the Autumn and Spring terms.
- HT Readers for Comprehension – this was the first full year of implementation; children take home 6 books a school year and answer comprehension questions in their reading journal.
- Writing progression of skills – had been launched this year: each year group has new units of writing which follow the Jane Considine levels of writing. This has enthused the children and gone down really well with them.

The meeting considered the KS2 data comparisons from 2018 to the 2022. The Expected Standard of Reading and Writing was very strong compared to local Richmond and national statistics, although Writing was historically more in line with national figures than the higher local ones. Writing was weakest at Greater Depth, but still near the national level. Whole school training had taken place on Greater Depth Writing last year, and external trainers had visited the school. This year's national SATs data was not yet available for comparison.

The end of KS1 data comparison table was also considered. Writing results were the lowest of the 3 core areas (55% of pupils at Expected or Greater Depth levels), however the Maths results were quite good (83% at Expected or Greater Depth levels). Poorer than expected results were partly explained by the fact that the cohort had a high proportion of children with SEN needs, and the fact that over lockdown the children had picked up poor Writing habits and had not been able to practise and improve their handwriting motor skills to the usual extent.

Governors were informed that the school's outcomes were, according to the Moderator, in line with most other schools in the borough. Unfortunately, the data did not show the level of progress that had actually been made by the children.

Governors' attention was drawn to the number of children who had made 4 steps of progress between this year and the last academic year – by pupil group (Pupil Premium, Special Education Needs, Free School meals):

Non-PPG: 82%

PPG: 89%

Non-SEN: 84%

All SEN: 87%

Non-FSM: 83%

FSM: 83%

Governors were therefore able to note that these cohorts were performing as well as, if not better, than their peers. There was also no significant difference between the performance of boys and girls.

Jordyn felt that next steps should be:

- Greater scrutiny of data earlier on in the school year by the SLT and teaching & Learning Committee governors.
- Weaknesses identified early in the school year should be addressed via whole-class, Key Stage, or even whole-school interventions.
- Greater 1:1 involvement with SEN children in the classrooms by the Inclusion Manager.
- The school has bought in to the Read Write Inc Follow-on Spelling programme.

The future of English at Holy Trinity:

- New English Leader starting in September
- Focus on spelling (via Read Write Inc)
- Focus on guided reading
- Assessment – is Rising Star method still appropriate?

Governors asked the following questions:

Q: There is a question over the previous scrutiny of data - were you expecting these results? The results were below expectations. We hoped for 75% attainment, but got 55%. We need to listen more to Teachers when they raise issues, and use Target Tracker more effectively.

The Head teacher pointed out that this was the purpose of Pupil Progress meetings.

Q: How will the school take this set of results forward to remedy the outcome? How can we see where help is needed? The new English leader will be in place in September. Handwriting is a whole-cohort/class intervention for Year 2 going into Year 3, who have been most impacted by Covid. In addition, KS1 Phonics has an intervention pack which we will use on year 3. Targeted interventions will also take place. Many of the children were "on the cusp" of proficiency and we had to invite Moderators into school who agreed that, had there been another 4 weeks of learning, these pupils would have met the standard. Therefore the results are not as bad as they may seem. The school will be asking Holy Trinity Teachers who have previously been KS1 Moderators to assess these pupils again before the end of term.

Q: How do you explain individual SATs results to the children? We go through their papers with them. Years 2,4 and 6 children receive an extra sheet with each of their report, and the Teacher speaks to each child individually.

Q: Is there a Summer Reading List that can be given to parents to encourage their children to read over the holidays? Yes, the school sends out a list, and pupils are encouraged to complete the national library Summer Reading Challenge, for example.

Q: How do you monitor what the children read over the summer break? Their local library monitors this.

Q: Do the pupils also engage with more traditional texts? Yes, for example, Paddington books.

Q: How does the school encourage un-motivated pupils to read over the summer? PPG pupils can take books home from school over the holiday; the school library is closed, but pupils are encouraged to use public libraries, or borrow audio books, for example.

Q: How do you ensure that books bought for the school by parents under the Birthday Book scheme are age-appropriate? We produce a list of books linked to Year Groups, so parents know what to select.

Governors suggested how the school might ensure that children carry on reading over the summer holidays:

- Parents could donate books outgrown by their children to the Summer Fair, for others to pick up for free.
- A Book Exchange could be set up in school before each of the end of term holidays.
- The school could let parents know exactly how to join a library, and publish library locations in the borough, and this information could be sent out with the summer reading book lists.

The FGB Chair thanked Alex and Jordyn for their presentation, for leading English over the past 2 years, and for their energy and passion in teaching English.

4. BUSINESS INTERESTS IN AGENDA ITEMS

There were no business interests declared in relation to items on the agenda.

5. MINUTES OF THE LAST MEETING (16th May 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

Actions from the previous meeting had been completed, other than the finalisation of the Governors’ Self-evaluation Questionnaire which would be ready to send out next week. **ACTION**

Matter arising – Richard Bennett was asked to complete a short biography for the Governors’ page on the school website. **ACTION**

The Head teacher reported that the new school Chaplain had begun working an extra half day a week since half-term, and this has been very successful. He is out in the playground and can thus speak to children straight away if any issue arises. He has carried out collective worships, would be attending Year 6 production, and was getting to know the school community.

7. HEAD TEACHER’S WRITTEN REPORT

Attendance

This was currently 94.1%, against the SDP target of 97.5%. This was still above the national average overall for all sub-groups and cohorts.

Q: Is the school seeing an increase in the number of absences due to Covid? Yes, unfortunately we are.

Pupil Numbers

There were 45 pupils entering Reception Class in September.
Two more full day places in Nursery were confirmed as taken today.

Q: Has there been a net increase in the number of pupils at the school in total this year, from 405 to 420? Yes, there are currently 420 pupils on roll; Reception numbers have gone up.

Q: Do you know how many pupils will be leaving the school at the end of this term? Not yet – it is too early.

Staffing

The Deputy Headteacher was grateful for an opportunity to broaden her experience via a 2-term secondment to another school from September. She was not leaving Holy Trinity as such, and would be returning to Richmond to see school concerts and attend other main events etc. Governors were informed that there would be a replacement inward seconded from a Richmond Faith school who would attend Holy Trinity 2 days a week. They would operate at a strategic level, and their strengths were the curriculum, teaching and learning and English.

Q: Will this include any teaching? The current Deputy Head teaches one day a week; we have just been interviewing for two Teachers to work 2 days a week and one of them strong in SEN skills will teach Year 6 for a day and support the Inclusion Manager for half a day. Our Inclusion Manager/Assistant Head will take on more responsibility to back-fill any gaps.

Q: Is it standard to have secondments lasting two terms? It is not common, although the person coming to Holy Trinity has done several, which that school regards and charges as outreach work.

The choir responsibilities would be taken over by a parent who was a qualified singer and was also a trained Teacher who would join the staff team.

The new English and Maths leaders (Claire Jobbins and Sophie Brunt) would attend leadership training on 12th July.

Statutory tests

Results would be available on 5th July 2022.

Governors thanked the Head teacher for her detailed Report.

8. SCHOOL IMPROVEMENT PARTNER'S SUMMER REPORT

The SIP had only recently visited the school, and her report was not yet available. It would be considered by governors in the Autumn term. **ACTION**

9. SAFEGUARDING

Two additional fire drills had occurred this half term (one when a pupil pushed the alarm button; the other when cooking was being done in the Kingfisher hut. One was at lunchtime and the other was the fastest ever evacuation.

The meeting noted that the "Keeping Children Safe in Education" guidance had been revised again and would come into effect in September 2022. Changes made that were relevant to governors include the requirement for new governors to complete appropriate safeguarding and child protection training in their induction. *[Clerk's note: all Holy Trinity governors have completed L1 Safeguarding training this year.]* Holy Trinity governors would, as is usual, be asked to read this new version in the autumn and sign that they have read and understood the guidance (done via Governorhub Declarations page.)

10. PUPIL'S AND PARENT'S ANNUAL SURVEY RESULTS

Governors had already seen and discussed these results at committee level. There were 169 parent's responses – the highest for 3 years. The 3-yr data comparison chart would be shared with parents via the school website; it revealed that almost all 2022 responses had gone in an upward trajectory. Of note:

- Q6 – "The school makes me aware of what my child will be learning over the year" (95% strongly agreed or agreed with this, the highest result ever.)
- Q12 – "The school lets me know how my child is doing" (91% strongly agreed or agreed, up from 83% last year.)
- Q14 – "I would recommend this school to another parent" - 94.7% of parents agreed with this (up 10% since 2020.)

The meeting discussed the comment about bullying (parents' question 5).

Q: Is the issue one of interpretation of the bullying word, or are there actual incidents of bullying? It is a matter of interpretation. Any issues are dealt with straight away by the school, and there are very few genuine incidents. 92% of pupils reported in the survey that they feel safe at school.

Q: How will the school address the concern that pupils may be mis-using the "bullying" term? The school has already done work with pupils around the use of this term. We will need to keep re-visiting this to re-enforce the correct usage i.e., is someone being unkind, or is it bullying?

Q: Perhaps another question needs to be added to the questionnaire about whether they have experienced "unkindness" at school? The questionnaire is based on an OFSTED version, but we can alter it to suit our needs.

Q: Could we have a historical breakdown of the parents' responses for question 5? Yes, I can provide more details. **ACTION**

Governors discussed the negative effects of social media on children, and suggested that, instead of holding all e-Safety workshops for parents at school, Peter Cowley (AfC Lead Adviser for Online Services and Safety) may reach more parents if this was held online in future.

Q: Is there a section in our e-safety policy which covers social media bullying incidents which begin outside the school, but are carried over into the school setting and becomes a school responsibility? The Behaviour Policy state that appropriate sanctions will be applied where the children's behaviour beyond school time is unacceptable, but this is rather ambiguous. The Online Safety policy says that cyber-bullying is dealt with in accordance with our Anti-bullying Policy and related sanctions and actions.

Governors noted the negative comments about the school's Christian ethos – this would have to be kept in mind when the Admission Policy (for 2024 entry) was reviewed in the autumn, and was sent out for its 7-yr consultation. The school did not want parents put off from applying for admission, and needed to think about how to best communicate with prospective parents across all channels. The Marketing Officer was looking at the wording on the website, and the Resources Committee Chair volunteered to be a part of this review process.

11. FEEDBACK FROM COMMITTEE MEETINGS

Governors noted the contents of the minutes from recent committee meetings.

12. CHAIR'S VERBAL REPORT

- a) The Teaching and Learning Committee Chair was standing down, and was thanked for her leadership over the year. Helen Taylor had offered to chair the committee for next year, which the committee had unanimously approved.
- b) The FGB Chair stated that she was open for someone else to step into the chairing role and was happy to meet up with anyone who might be interested to discuss this in more detail. There was also a Leading in Governance course run by AfC for prospective Chairs and Vice-Chairs.
- c) Governing Body self-evaluation – see item 6, above.
- d) Governors noted the Marketing Officer's written update.
- e) The FGB Chair thanked the Link governors who had visited the school this term and produced valuable feedback reports.
- f) The Clerk had circulated a record of the training undertaken by governors this year, and also an annual Governor's Attendance chart which had to be published on the school website. Governors were asked to ensure that their details were correct. **ACTION**
- g) As above.
- h) The Resources Committee had discussed how to promote the Kingfisher (parental donation) Fund in September, and determined that this was bound up with the current re-vamp of the school website and the online payment pull-through facility. Resources members would be working closely with the Marketing Officer on this exercise. A letter had been drafted by the Head teacher and FGB Chair to be sent to year 6 parents asking if they might like to make a final donation to the school.
- i) The Summer Fair had made £8k profit. A further £5.5k – 6k had been made from the Fun Day. School staff had noticed that by holding the Fair on a Friday afternoon, PPG pupils had been able to attend (who normally had not

been seen at Saturday events). The Governing Body thanked the PTA for the healthy amount of money generated for Holy Trinity.

13. ANY OTHER BUSINESS

There was nothing raised.

14. DATE OF GOVERNANCE MEETINGS FOR NEXT YEAR (2022-23)

The Clerk had circulated a draft list of meeting dates for next year. Once committee Chairs had confirmed acceptance of these, a final list would be sent out to all. **ACTION**

The Date of Next Meeting - Monday, 3rd October 2022 [to be confirmed] at 6.15pm at the school.

15. EVALUATION OF THIS FGB MEETING

Governors completed an evaluation form about the effectiveness of the meeting. Results would be collated, shared with the Chair, and compared to previous responses.

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

*The meeting closed at 20.05hrs
Attendance was 100%*

Signed

Date.....

SUMMARY OF ACTIONS

Item 6.	<u>Matters Arising:</u> Joe Lowther and Dave Petrie to publish Governors' SEF by the end of term. FGB Chair to send Richard Bennet some questions to answer to inform his biography for the website.
Item 8.	<u>SIP Summer Report:</u> Clerk to add to agendas for T&L Committee meeting and FGB meeting in the Autumn.
Item 10.	<u>Parents' Survey Responses:</u> FGB Chair to provide governors with a historical breakdown of the number of parents who responded negatively to Q5.
Item 12.	<u>Chair's Report:</u> All Governors to check their entries on the Attendance and Training Records.
Item 14.	<u>List of Meeting Dates for Next Year:</u> All Chairs to confirm acceptance of committee dates to Clerk by 12 th July 2022.

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></p> <p>“Subject Leaders communicate the Intent, Implementation and Impact of their subject areas...”</p> <p>“Parents have opportunities to engage with the school...and build relationships with all stakeholders.”</p> <p>Admissions to school</p>	3.	<p><u>English Presentation to the FGB:</u></p> <p>The FGB had asked for the English presentation to cover SDP targets and handover process to new English Leader. They asked challenging questions as to why test outcomes were below expectations, and what the school would put in place in future to enable greater attainment.</p>	Governors are assured that interventions are making an impact and that progress is being made by pupils.	Loving Learning
	10.	<p><u>Results of Parents’ Survey:</u></p> <p>Governors noted the very positive responses from the Parents’ Survey to the questions on the school’s communication with them. They asked whether future e-safety workshops for parents might be given online to encourage parental participation.</p>	Survey results are evidence that the school’s methods of keeping parents informed about the children’s learning are successful. A Parents’ Online e-safety Workshop might involve more parents.	Loving One Another / Loving Learning
	10.	<p><u>Results of Parents’ Survey:</u></p> <p>Governors discussed negative comments about the school and how to address them, and how to better communicate the school’s ethos so that potential parents are not put off applying to the school.</p>	Improved communication with the school community will lead to better relationships with stakeholders and attract admissions.	Loving One Another
<p><u>Quality of Education:</u></p> <p>“To monitor the implementation and outcomes of the new Writing curriculum to ensure good outcomes throughout the school.”</p> <p>Quality of Education - Staffing</p>	3.	<p><u>English Presentation to FGB:</u></p> <p>See item 3, above. In addition, governors asked why handwriting levels were not as expected, and asked how the school would ensure that children are engaged with reading over the summer holidays (offering their own suggestions).</p>	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, and know where to offer support to the school.	Loving Learning
	7.	<p><u>Head’s Report:</u></p> <p>Governors queried procedures for ensuring a maintained quality education offering for pupils when a staff secondment took place next year.</p>	Governors are informed of how the school will cover staffing gaps so that pupil learning is not adversely affected.	Loving Learning
<p><u>Behaviour & Attitudes:</u></p> <p>Attendance target of 97.5%</p> <p>“Embed a school culture with a focus on taking care of mental health...”</p>	7.	<p><u>Head’s Report:</u></p> <p>A governor asked whether attendance levels were below target due to a rise in covid absences.</p>	Governors understand the reasons why target attainment has not yet been met.	Loving One Another
	10.	<p><u>Pupil’s and Parent’s Surveys:</u></p> <p>Survey responses generated questions from governors about bullying and e-safety.</p>	Governors better understand the school’s procedures and policies	Loving One Another

			and are reassured that the few issues are dealt with effectively.	
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