



MINUTES OF THE FULL GOVERNING BODY MEETING

Monday, 3rd October 2022 at 6.15pm
at the school

Participants:

Uel Barclay	Michèle Marcus (Chair)
Alison Bateman	Francis Neal
Richard Bennett	Helen Taylor
Sara Bromfield	Dan Wells
Rushabh Haria	Fiona Whiteside (Acting Deputy head)
Hannah Lockey	Tanya Williams
David Petrie	Rebecca De'Ath (Clerk)
Joe Lowther	
	Anabel Evans (PTA Vice-Chair 2021)
	Lizzie Peterson (PTA Chair 2021)
	Maria Luzzi-Stumpo (PTA Co-Chair 2022)

“Let this be written for a future generation, that a people not yet created may praise the LORD.” (Psalm 102:18)

1. PRAYER

The Revd Dan Wells led the meeting in a prayer chosen to reflect the day's verse from Psalm 102:18.

2. ELECTION OF FGB CHAIR AND VICE-CHAIR

The Clerk led the meeting for this item:

The Clerk informed the meeting that Michèle Marcus had volunteered to be Chair for another year; Dan Wells had offered to be Vice-Chair. There were no other nominations, and they were unanimously elected into the roles. Michèle stated that as she had chaired the FGB for a number of years, she would not be standing again after the end of this academic year.

3. WELCOME AND APOLOGIES FOR ABSENCE

The Chair opened the meeting and welcomed everyone to the first FGB meeting of the new academic year. All governors were in attendance; the meeting was therefore quorate.

David Petrie joined the meeting at 18.25hrs

4. FUNDRAISING UPDATE FROM THE PARENT/TEACHER ASSOCIATION (PTA):

The Chair introduced Lizzie Petersen and Anabel Evans, (Executive members of the outgoing PTA), who would be speaking about the PTA's fundraising outcome for the last year, and new PTA Co-Chair, Maria Luzzi-Stumpo, who would be talking about plans for next year.

PTA Funds raised in 2021-22

A total of £37,000 was raised, and the aim was to use this to benefit the entire school as much as possible. Of note:

- Summer Fair £7,900
- Sponsored Bounce £4,900

- Christmas Fair £4,600
- Bike Ride & Fun Day £4,200
- Donations £2,500

Governors noted this success, and congratulated the PTA on overcoming covid-related restrictions by adapting events so that they could continue to be held to generate fun for the children.

PTA Funds totalling £39,820 have purchased:

- Nursery/Reception outdoor surfaces £20,000
- New Phonics programme/Phonics training for staff £12,000
- Quad bike £1,550
- Class books £1,200
- Science Show £840
- Story time Magazine subscription for classes £800
- Readers for Reception £210
- Thank you presents for staff £1,900

The current PTA executive were thanked by governors for their 4 years-worth of hard work and enthusiasm. The new team would build on their achievements, while also introducing new fund-raising events. A focus next year would be on attracting corporate sponsors, and ensuring that pledges of money that had been made (Silent Auction) were paid.

Q: As a governor who is also a parent, I congratulate you for all the hard work you have done. Is there anything more we governors can do to help you raise the profile of the PTA? Just continue to do what you have been doing – running the governors’ mulled wine and Pimm’s stalls, attending the Fairs. Perhaps our events could be promoted through Holy Trinity church to encourage members to attend? *[Note from FGB Chair: the Christmas and Summer Fairs are normally advertised in the church bulleting.]*

Q: We have tightened up safeguarding procedures at PTA events relating to the sale of alcohol around children. Has this caused you any practical problems? No – for example, we have put out crates at the school entrance for parents to put bottles in for tombolas, so that the children do not have to carry them into school. A responsible adult is appointed at events to ensure that children do not receive alcoholic prizes.

Q: Have you got a strong PTA support team going forward? Yes, there are however a few more roles to fill.

Q: I notice that the Summer Fair attracted members from the local community who did not necessarily have children at the school. This is a good opportunity for people to get to know and to engage with the school and may help with future pupil admissions. Well done. Thank you.

The Chair thanked the outgoing PTA team for their update, and for their endless enthusiasm and hard work to the benefit of the school community.

Uel Barclay joined the meeting at 18.50hrs

5. DECLARATIONS OF BUSINESS INTERESTS IN AGENDA ITEMS

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

6. MINUTES OF THE LAST MEETING (4th July 2022)

The minutes were approved (subject to several typographical errors being amended.) The Clerk would mark them as “signed” on Governorhub.

7. REVIEW OF ACTIONS AND MATTERS ARISING

Actions from the previous meeting had been completed, other than that the re-drafted governors’ self-evaluation questionnaire had yet to be circulated for final comments. The aim was to turn the findings into an action plan for improvement so that the FGB could do its best for the school. Governors discussed whether to revert to the previous

questionnaire and it was agreed that Joe Lowther and David Petrie would review this and use it as a framework for governors' self-evaluation. **ACTION**

8. HEAD TEACHER'S WRITTEN REPORT (including Safeguarding Update)

Attendance

Last year's attendance figure had fallen due to Covid, although the 93.5% result was above national and local levels. The school was trying to improve on this: the figure currently stood at 97.01%, against the SDP target of 97%. There was some Covid-related sickness affecting the school, but not to a great extent.

Pupil Numbers

There were lower numbers in Year 1 and year 4, although the figures were in flux, with 2 new pupils starting today, whilst two had moved to another school. The school census was on 6th October 2022.

Staffing

New staff were bringing lots of enthusiasm and energy into their roles and were settling in well. A Forest School Teacher had been sourced who would come into school on a weekly basis to deliver a session to every class each term.

Leadership and Management

Governors were reminded of the contents of the government White Paper published this March, in particular the move towards a Trust-led education system by 2030. The Diocese were in the process of creating a roadmap for this eventuality.

Q. If academisation is inevitable, it will have a significant impact on the school and we need to ensure that we have a process to make decisions about future partnerships and lead the school forward. What might that be, and within what timeframe? It is too soon to begin this process until the Diocese has decided on a framework for their schools; they will run information sessions for governors. Thereafter the entire FGB will be involved in any decision-making processes.

It was agreed to circulate a simple guide to governors on what a MAT was (likely to be found on The Key), ahead of the next meeting, and that the Academy Trust issue be kept on the Head teacher's Report to capture regular updates from the Diocese.

ACTION

Safeguarding

The Head teacher thanked the Safeguarding Link Governor for his contribution to the school's Safeguarding Audit; this had generated some actions which were being addressed.

Staff CPD

To date, staff had participated in:

- Annual safeguarding training at school at the beginning of term
- GDPR training from the Data Protection Officer
- External trainers introduced Teachers to the Barnardo's PATHS programme (to help pupils develop self-control, emotional awareness and interpersonal problem-solving skills)
- Internal session on the RWI Phonics scheme
- External moderators for English shared their knowledge in assessing and moderating Writing with Yr. 5 and Yr. 6 Teachers.

Both the Phonics and Barnardo's training were unfortunately affected by the nationwide delays in the availability and delivery of hard copy training materials.

SIP Summer Report

The school was already carrying out actions within the Report:

Key Priority 1 (Foundation Subject leaders to accurately evaluate and communicate the intent, implementation and impact in their areas) was now being led by Rachael MackLearn who was focussing on curriculum statements and progression maps. She would be talking to the FGB about this at their next meeting. Link Governors were urged to ask to see their Subject Leader's Action Plans when they visited the school.

Key Priority 2 (To implement a robust, validated Phonics programme) was up and running.

Governors' attention was drawn to page 8 of the Report where the SIP had given an example of a local church school as having excellent curriculum statements. Holy Trinity was fortunate to have Racheal MackLearn (who had done this work) at Holy Trinity for 2 days a week covering the Deputy Head position.

Performance Targets were not yet set – Yr. 6 assessments were taking place this week (the year group has higher levels of SEN pupils than last year.)

Outcomes for 2022-23

Performance results were encouraging in relation to UK and Richmond statistics. The children had done well in the Year 1 Phonics check, although less well in KS1 Writing.

Q: Did the data drop scheduled for last term for English writing take place, and had results improved? Yes, this happened, and some children increased performance, but unfortunately, not enough to alter the published figures.

The school's progress cores and Value-Added figures for Year 2 (shown at the left-hand side of the table on page 5 in the report) captured progress made between the end of KS1 and the end of KS2. They were positive and on a par with statistics for the UK and Richmond, bar Writing which was 0.3% below.

Q: These figures are fantastic, being better than the national and local figures, but why are Greater Depth figures lower than Richmond levels? The school focussed on getting as many children as possible to the Expected rate of progress level. This year our hope is to improve Greater Depth attainment in writing and pick up where we left off prior to the pandemic.

Q: This is an impressive set of results. Do they get published on the school website? Yes, once the final results are validated. Previously school results would have also been published in national newspapers, but again this year this will not be the case.

Q: In terms of the support that the school provided for vulnerable pupils with their reading over the summer holidays – what was the uptake for the online Reading Eggs resource? One parent accessed it a lot, however the other 29 did not.

Q: Might this have been an issue over lack of access to laptops for these children? I don't think so, as they were all asked if they needed a school laptop.

Bullying

Following the analysis and discussion of the results of the parents' survey at the previous FGB meeting, the FGB Chair had produced a paper to compare historical survey data on this question about bullying. It would have been interesting to have been able to identify the Year groups that felt that this was a concern, as the impact of lockdown did have an impact on social skills, particularly in the younger years. The anonymity of the survey meant that parents could not be identified for further discussion or to see if they had raised any concerns first with a Teacher. Since the survey, the Behaviour Policy had been slightly revised, and would be shared with staff as a reminder. National Anti-bullying Week in November would be an appropriate time to repeat the school's explanation of the meaning of "bullying" (as opposed to an unkind act) to pupils via assemblies, and in a newsletter to parents.

Governors discussed how hard it must be for parents to manage their child's use of the internet and gaming, and how online incidents initiated outside the school can be brought into the school setting. The mental health Support Team had offered to talk to parents about managing electronic devices and games at home.

Q. Would it be useful to copy the Behaviour Policy and leave it on staffroom tables for staff to see? Yes, we will do this.

9. SCHOOL DEVELOPMENT PLAN 2022 – 23

The FGB Chair informed the meeting that she had suggested that the relevant Link Governor be listed in the SDP next to the targets for their linked subject leader. She would send the Head teacher an updated list of the Link governors and their responsibilities. **ACTION**

Q: In the Behaviour and Attitudes section, "Enabling our children to become confident, self-assured learners..." should we not add in the Headteacher's Award? Yes, we could add that in very easily.

Governors had no further questions, and approved the Plan for 2022-23.

10. CONSULTATION ON ADMISSIONS POLICY (2024 entry)

The meeting was reminded that schools were required to consult publicly on their admissions arrangements every 7 years. Holy Trinity was due to do this in January 2023 for 2024 entry. The school's Admissions Panel also reviewed its policy every 2 years (the last review being 2020). It was now proposed that the admissions policy be reviewed in the light of the current key issue for the school: a gradual decline in applications for Reception, resulting in places unfilled. This was a borough-wide issue, which was already being addressed by the school via proactive marketing, by promoting school visits for prospective parents, and by encouraging Nursery children to remain at the school and enter Reception. The Admissions Panel proposed that another means of addressing the issue might be to simplify the admissions process by removing the Foundation place criteria and offering 60 open places subject to national guidelines criteria. The aim would be to make the school as widely-accessible to as many pupils as possible.

Governors discussed the reasons for this proposal (described in the admissions summary paper produced for this meeting.) They questioned some of the data given and asked for further evidence in support of the various arguments. The debate centred on two areas:

Arguments **for** retaining the Foundation places were:

1. We should remain in step with other local church schools
2. We would potentially be denying access to Christian families who want a church school or those who particularly want to attend HT
3. There is insufficient data to justify removing foundation places and we have no data on siblings who are also from church families
4. We should maintain every avenue for attracting families
5. Many will be turned off by a church school regardless of whether we have foundation places
6. There are other aspects of the admissions process (website, information on place allocation etc) that could be improved before taking such a radical step
7. What if we become over-subscribed once the new development is completed?

Arguments **against** retaining Foundation places were:

1. We must do everything we can to fill our places and ensure HT is inclusive
2. If parents believe they stand a lower chance of getting a place at HT because of our quota of foundation places then that barrier should be removed
3. The application process appears more lengthy and confusing for some because of the supplementary form that some perceive as being mandatory (on AfC online application page)
4. Perceived advantage given to Christian families is off-putting
5. Our 'distance from school' data means all foundation applicants would get a place anyway
6. Fewer parents today want a church school education for their children, it has lost its kudos
7. There simply aren't enough families in this area seeking a Christian school to justify having foundation places
8. The birth rate in Richmond continues to fall approx. 5% year on year so we must do all we can to attract pupils
9. Where families have more than one child, they tend only to apply once for a foundation place then assume sibling priority, so foundation priority becomes irrelevant; this also skews the entry/offers data
10. Foundation places can be reinstated at a later date if need arises.

Governors were unanimous in the view that everything possible should be done to attract more applicants to the school – the issue was how best to do so. A vote took place to determine whether to just re-write the admissions policy and criteria to simplify it, or whether to also eliminate the Foundation places completely. Although the majority of votes were in favour of the former, the meeting was running late and governors felt that they needed more time to reflect on the issues and to do further research before making a final decision. It was suggested that an extra-ordinary meeting be held via Google Meet in the near future to discuss this matter. **ACTION**

In the meanwhile, governors would look at the school's communication about the application process on the website to see if it could be simplified. Uel Barclay undertook to clarify the data table (showing the historical allocation of places). **ACTION**

Joe Lowther left the meeting at 20.00hrs

11. FEEDBACK FROM COMMITTEE MEETINGS

Governors noted the contents of the minutes from the recent Resources Committee meeting. The Committee Chair explained that since then, it had been suggested that the process requiring the committee and FGB to review and approve adoption of the National Pay Awards for Teachers and Support Staff could be made more effective by defaulting to an automatic acceptance of the nationally-agreed increases for Holy Trinity staff. (Historically, schools usually accepted nationally-agreed pay increases and were unlikely to go against a nationally-agreed pay rate.) This would remove the rush to get formal approval documented (and salaries paid) whenever national negotiations over-ran, or the timings did not accord with governance meeting schedules. The school's Finance Adviser and members of the Resources Committee supported this proposal.

Q: Would it be sensible to add that, in exceptional circumstances, the FGB would be consulted – via an extra-ordinary meeting if need be - and an interim payment might be made to our school staff if the timeframe for our deliberations necessitated that? Yes, we could say that in the event that the national pay recommendation went above an average of plus or minus 4%, then the proposal would be brought to the FGB.

The meeting approved this decision.

12. CHAIR'S VERBAL REPORT

- a) The FGB Year Plan for 2022-23 was approved.
- b) The FGB Terms of Reference had been updated to mention marketing; this was approved.
- c) The Co-opted Governor role was vacant and discussions would take place about filling the vacancy. The Associate member role had now come to an end.
- d) Committee membership had not changed.
- e) There were a few vacancies to fill in relation to assigning governors to Link roles. Richard Bennett had agreed to become the Link Governor for Phonics.
- f) The annual round of declarations required of governors was almost complete – only a few governors had yet to make their confirmations on Governorhub.

13. TRAINING OPPORTUNITIES FOR GOVERNORS

a) Annual skills audit – forms would be circulated to governors to capture any changes in their skillset over the last year.

ACTION

b) Training opportunities - The AfC and Diocese Training Booklets had been lodged on Governorhub and were in this meeting's papers. Details of relevant Autumn courses that Holy Trinity governors might attend had been publicised in September via the Governorhub Noticeboard. The Clerk would shortly update this year's list of training opportunities matched to FGB governor roles. ACTION

14. ANY OTHER BUSINESS

Governors agreed, further to the discussion in the Summer Term, to have a Governors/Staff/PTA drinks and nibbles in school on the Friday after half term (4/11/22) from 3.30pm to 5pm. It was suggested that the Head teacher would inform staff and that there would be a sign-up sheet in the staff room to estimate numbers for attendance. ACTION

15. DATE OF NEXT MEETING: Monday, 5th December 2022 at 6.15pm at the school.

16. 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 20.35hrs

Attendance was 100%

Signed

Date.....

SUMMARY OF ACTIONS

Item 7.	<p><u>Matters Arising:</u> Joe Lowther and Dave Petrie to publish Governors’ SEF as a Google Form and circulate to governors for comments and completion before the next FGB meeting in December.</p>
Item 8.	<p><u>Head teacher’s Report:</u> Clerk to send out a note on what Multi-Academy Trusts are ahead of the December FGB meeting. Head teacher to include “Academy Trust Update” in future Head’s reports.</p>
Item 9.	<p><u>SDP:</u> Chair to send Head teacher the updated list of Link Governors to add to the relevant targets in the SDP.</p>
Item 10.	<p><u>Review of Admissions Policy:</u> Clerk and Chair to arrange a date for an extra-ordinary FGB meeting to determine a way forward. Uel Barclay to simplify the HTCE table on historical allocations of places into the school.</p>
Item 13.	<p><u>Skills Audit (Governors):</u> Clerk to circulate audit questionnaire to governors for skill sets to be updated.</p> <p><u>Training Opportunities (Governors):</u> Clerk to update the list of courses available this year that were relevant to specific governor roles, and circulate to all.</p>
Item 14.	<p><u>AOB: Governors/Staff/PTA Drinks:</u> Head teacher to arrange a sign-up sheet in the staffroom to gauge attendance.</p>

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> "Subject Leaders communicate the Intent, Implementation and Impact of their subject areas..."	9.	<u>School Development Plan:</u> The FGB Chair suggested matching Link Governors to the appropriate target in the SDP for which their subject leader was responsible.	Ensures that governors are aware of school targets relevant to their area of responsibility, and they are reminded to ask subject leaders questions about progress in meeting targets.	Loving Learning
<u>Quality of Education:</u> "Attainment to be above national averages, and at least in line with Richmond, in all subjects in all key stages (incl. SEN and PPG."	8.	<u>Head teacher's Report (Outcomes):</u> Governors asked why the school's Greater Depth outcomes were lower than Richmond's.	FGB holds the school to account for raising education standards, and they can be assured by the responses given, and know how the school is addressing this.	Loving Learning
	8.	Governor's question as to whether parents made use of reading resources made available to them over the summer holidays.	Governors wanted to know the impact of reading initiatives offered by the school.	Loving Learning
<u>Behaviour & Attitudes:</u> "Ensure consistency in promoting high standards of behaviour at all times."	8.	<u>Head teacher's Report (Bullying):</u> Parent Survey responses had generated questions from governors about bullying and e-safety, which were addressed in this Head's Report. Governors further discussed the issue and suggested ways of promoting the Behaviour Policy in school.	Governors better understand the school's procedures and are reassured that the school is promoting good behaviour.	Loving One Another