



MINUTES OF THE FULL GOVERNING BODY MEETING

**Monday, 30th January 2023 at 6.15pm
at the school**

Participants:

Uel Barclay
Alison Bateman
Sara Bromfield
Richard Bennett
Rushabh Haria
Hannah Lockey
Joe Lowther
Michèle Marcus (Chair)
Chris Milsom
Francis Neal

Eils Osgood
David Petrie
Helen Taylor
Dan Wells

Also present:
Lee Reynolds (EYFS Leader)

Rebecca De'Ath (Clerk)

"The earth is the Lord's, and everything in it, the world, and all who live in it." (Psalm 24:1)

1. PRAYER

The Revd. Dan Wells led the meeting in a prayer.

2. WELCOME AND APOLOGIES FOR ABSENCE

The Chair welcomed everyone to the meeting – in particular Eils Osgood (new Co-opted Governor) and Chris Milsom (new Parent Governor). All governors were present. Apologies had been received from Fiona Whiteside (Acting Deputy Head teacher), who was unwell.

3. EARLY YEARS FOUNDATION STAGE (EYFS) PRESENTATION (Lee Reynolds)

The Chair introduced Lee Reynolds, the EYFS leader, who was giving governors her annual presentation about the Early Years stage. This year's talk would focus on "Are we still outstanding?"

Lee began by giving governors some background information:

- Rainbow Class (Nursery) had 27 children in the mornings, 26 in the afternoons, and 19 of these are all-day attendees.
- Kingfisher Class (Reception) had 52 children across the setting, 3 of whom started recently in January.

Each day began with the question to the children: "What adventure are you going to go on today?" The focus was on exploring, collaborating, on the children inventing play for themselves, and on them taking charge of their own learning – done via play and other means (not solely through adult-directed learning), and as set out in the programmes of study for Nursery and Reception. Additional learning also took place through focus groups. Learning for nursery children fed through into what would be learnt the following year in Reception. There was also collaboration across the Nursery and Reception e.g., both classes were involved in their annual nativity show. The Early Years setting followed the school values which were reflected upon in their assemblies each week, and they had additional awards for Star of the Week and Readers of the week. Certificates were given to the children.

Lee explained what the OFSTED grade of outstanding meant:

"The provider meets all the criteria for a good quality of education securely and consistently. The quality of education at this setting is exceptional. In addition, the following apply:

- Curriculum intent and implementation are embedded securely and consistently
- Interactions with children are of a high quality
- Experiences over time are consistently and coherently arranged
- The impact of the curriculum on what children know, can remember and do is highly effective
- Children, including those children from disadvantaged backgrounds, do well
- Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, especially in preparation for them to become fluent readers."

The school had self-evaluated their setting as outstanding, and this had been validated by an external visit from an Achieving for Children (AfC) EYFS Adviser. Lee shared some of the (very positive) feedback with governors, as well as wonderful comments from children, their parents and prospective parents who had visited the setting. The content of the national Early Years framework had changed a year ago; the OFSTED criteria for inspection visits had therefore also changed, with a focus on consistent and coherent planning across the early years setting, and continual reviewing of learning to embed this in the children's long-term memories. There was also a big focus on Reading, cultural capital and vocabulary.

The curriculum statement on the school website covered the curriculum's intent (what the children will learn i.e. a curriculum rich in adventure which is inclusive and engenders a love of learning in a stimulating environment); the implementation of this (what teaching activities will be used to deliver this i.e. both child-initiated and adult-directed activities); and the impact of this (what the children have learnt i.e. to become curious, independent, have a positive relationship with others and have a love for themselves and their community).

In terms of implementing the curriculum, the school was working closely with parents, and sent them a newsletter once a week describing what was being done in class; there was an open-door policy for parents, and Maths and Phonics lessons had been opened up for them to see the learning going on, as well as there being opportunities for parents to read and cook with the children. Parents' evenings provided another vehicle for communicating the intent of the curriculum.

The impact of the curriculum was measured via assessing the children at many points throughout the year by interacting and engaging with them, and reading with them every week. This enabled speedy intervention should some be making slower progress than expected.

In order to maintain this outstanding level, it was explained that that the team would be managing the balance between their strengths:

- a strong curriculum (personalised by the Holy Trinity team for their children)
- a strong staff team
- opportunities for the team to host visits from other schools in order to share their exemplar EY setting (AfC were holding up the school as an example of an outstanding setting for other schools to learn from)

...and challenges:

- encouraging more pupil numbers to support the school's budget (52 children in Reception, leaving 8 vacancies)
- staff workload
- meeting the needs of existing and new children (SEN and EAL)

Q: Have you caught up with the learning that children lost over the lockdowns? Is the Early Years setting still outstanding despite this? *OFSTED do not always want to hear about the impact of Covid, as we are out of the pandemic now. Yes, there was an adverse impact on the children due to lockdowns, not necessarily in terms of their learning of taught topics but on the social side, and we have had to give huge focus to their communication and language and their social and emotional development.*

Q: I know that recording the children's progress is an important part of monitoring and improvement. What records do you keep? *The new EYFS framework has reduced much of the requirement to log and record – for example, we used to have to keep quotes from the children, comment on all observations, and have formal evidence for all Early Learning Goals. Now the focus is on having more time to interact with them. We have trained on the new framework and together with the design of our own curriculum, know what levels of learning we expect each half term as we track and monitor the children's performance. We know our children very well and this is reinforced through our regular team talks.*

Q: What will OFSTED ask you – how will you demonstrate that you know the children well, for example? And what is the impact on the remainder of the classes when so much staff time is spent on new in-year entrants who may have SEN or EAL needs? *We know our children well because we all check in on their progress. We do give new entrants with additional needs*

a lot of time initially, and it is a challenge on staff, but we do combine our new EAL children with other children in small group activities and we have EAL intervention groups run by our Assistant Teachers.

Q: Thank you for what you and the team have been doing. It is clear that there is an issue with in-year entrants. Have you evaluated the impact of the different times of entry in-year of new children? We would never turn a child away. The bulk of the EAL issues relate to families newly-arriving in the UK. Nevertheless, we still make huge progress with these children's learning.

Q: Are staff surviving, or coping, with this extra challenge of new children with no English or SEN needs? This does present a challenge. Ideally, we would like more teachers, but we know that the school cannot afford this, so we do what we can. Yes, it does put a lot of pressure on the team.

Governors were aware that this situation occurred across other year groups too, and asked that the team and SLT keep them apprised of these challenges.

Q: How does the Early Years curriculum feed through into the curriculum for the rest of the school? We ensure that we lay the foundations for all future learning and specifically prepare the children for the year 1 curriculum - not just for English and Maths - but other subjects, such as exploring light and dark in preparation for their exposure to the topic of Outer Space in year 1.

Q: In terms of the importance of trying to encourage Nursery parents to keep their children at the school and enrol them for Reception, is there anything different that you are doing this year to promote a "pull-through"? We are offering lots of tours of the school, and when people come and look around the Nursery, we then show them Reception too. We have Welcome mornings for parents to visit Reception, and we encourage parents by word of mouth to think about applying to Reception. We also email invitations to Nursery parents to visit Reception, and we explain how closely the Nursery and Reception children work together. We invited all Nursery parents to our tours, and have given great focus to parents who have not yet decided where to send their child after Nursery, and have even sent personal invitations to parents considering other schools. We know that this is having a positive impact from the complimentary comments that parents say after their visit.

The EYFS Link Governor endorsed the positive comments parents had given to the school about this setting. On her many visits to Nursery and Reception she had seen first-hand the nurturing environment which encouraged the children to help each other and develop a love of learning. She recounted how one very enthusiastic child had told her that "I can do anything here."

The FGB Chair thanked Lee for her comprehensive overview and for the valuable work that she and the team did.

4. DECLARATIONS OF BUSINESS INTERESTS IN AGENDA ITEMS

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

5. MINUTES OF THE PREVIOUS MEETING (5th December 2022)

The minutes of the December meeting were approved. The Clerk would mark them as "signed" on Governorhub.

6. REVIEW OF ACTIONS AND MATTERS ARISING

Actions from the previous two meetings had been completed, other than DP to give documentation to the school office for DBS refresher action. **ACTION**

7. HEAD TEACHER'S WRITTEN REPORT

The Head teacher summarised her Report:

Attendance

Pupil attendance was much improved at the start of this term, as opposed to the amount of sickness in December. Despite the Autumn attendance level being lower than usual for the school, nevertheless Holy Trinity had been awarded a certificate

from the Fischer Family Trust for being in the top 25% nationally for attendance. [FFT is a non-profit organisation backed by the Fischer Family Foundation, a registered charity that supports a range of UK-based education and health projects.]

Pupil Numbers

There were now 412 children at the school roll as of today. There were 52 in reception, up from 45 in September.

Q: There was a question in the Resources Committee minutes about the number of children who have applied from Nursery to join Reception. Do you have that figure? *No, I will find out.*

Staffing Update

See Head teacher's report.

Staff sickness levels had been high before the end of the Autumn term, but were much better this term.

Census

The January census revealed that within Holy Trinity, children speak 35 different first languages. After English, the most common were Cantonese, Turkish, Polish and Russian.

Staff CPD

- On the January INSET day, external speaker Julia Edwards gave training to staff on Equality and Inclusion, with a focus on anti-racism. The Equalities Link Governor had attended too, and had written feedback on his observations in his Visits Report, circulated to governors. This will be discussed in detail at the next Teaching & Learning Committee meeting on 21st March 2023. **ACTION**
- KS1 and KS2 Leads had completed their training to become Moderators for AfC.
- The Head teacher had attended a course about OFSTED outstanding judgements. Only 20% of schools that were previously judged as outstanding had now retained that grade under the new OFSTED criteria. (The school's last inspection was in 2015).
- Rachael Macklearn (2 days a week Deputy Head) was doing a lot of good work on the curriculum and subject leader development.
- A Phonics development day had taken place with the trainer from Read Write Inc.

Eils Osgood had to leave the meeting at 19.16hrs

Q: Do you have a timeframe for when we might be inspected by OFSTED? *There are lots of local schools who need inspections before us as they have not been inspected for longer than us; OFSTED are running about 6 terms behind schedule.*

Q: Will our new Moderators have to spend time out of school reviewing and supporting others? *Yes, but not until the end of the academic year.*

Q: Has the school used up all of its SPARK credit with AfC? *I do not think so, but will check.* **ACTION**

School Website Compliance

Following all the work that had recently been done to improve the school website, the AfC Lead Adviser for Online Services had been invited to audit it for statutory compliance. The minor action points raised had already been addressed by the school, and it was now OFSTED-compliant.

Wellbeing and Mental Health

The school's Wellbeing Lead had arranged fortnightly sessions for Assistant Teachers to share school issues and information relating to mental health.

Strike Action by Teachers

Q: What effect will any strike action by staff have on the school? *We anticipate that 4 members of staff might go on strike. It is not known whether this will be for all of the planned strike days, or just one. The staff concerned have informed their class parents directly of their reasons for doing so, and parents in general have been informed via the school newsletter last week. There has been a general consensus across Richmond school leaders that to provide cover for these absences would undermine the message that these staff are presenting about the state of education as a whole, and the school has decided that the classes affected will close for the day in line with other Richmond schools.*

Q: Has this had any effect on morale in general? *No, not yet.*

Q: What was the reaction from parents of children in the affected classes? *We had a couple of queries from parents.*

Governors discussed the fact that, while the Teachers' points of view were understood, the effect on pupils' learning needed to be considered.

SIP Termly Report

The FGB Chair had an update for the meeting in relation to Key Priority 3 in the SIP's Report ("Improve KS1 writing outcomes at the expected standard and greater depth.") She explained that, further to the outcomes for KS1 writing at the end of the last academic year which were disappointing, one question for governors to consider was how the lessons learnt from the year 2 assessments last year been put into place. As English Link Governor, the FGB Chair had met with the new English Lead and had asked this question. She reported to the meeting the actions that were being taken, such as a new plan being written, a new scheme of writing, more lesson observations, and the introduction of training for staff to ensure consistency in teaching across the year groups.

Q: Where is the extra time coming from for the English Lead to be able to do these activities? *We do release her from teaching, and use Assistant Teachers to cover her.*

Q: How are the children finding these changes? *Pupils are being given more opportunities to write, but it is not about making them do longer writing tasks, or about interventions, but is about making consistent improvements across the board.*

Pupil Premium Grant (PPG) Strategy

The strategy had been updated using the DfE template, and uploaded to the School Website. The Inclusion Manager had provided a PPG and SEN progress overview for governors, covering the Autumn to Spring 2022/23 which showed the progress of children for the PPG group compared to their peers.

Q: How do you capture children who might require the pupil premium grant in-year? *We send out periodic newsletters asking if people's circumstances have changed or if we are aware that they have changed. All new starters are asked to complete the form too.*

The FGB Chair thanked the Head teacher for her report.

8. SAFEGUARDING

In her Report, the Head teacher explained that the AfC Lead Adviser for Online Services and Safety (Peter Cowley) would be speaking to year 6 parents and pupils about online safety and its negative affect on mental health.

Safer Internet Day would take place in school on 7 February 2023, with the theme "Want to talk about it?"

The school had recently renewed links to Operation Encompass – linking the school to the Metropolitan Police, who would inform the school if they were called to an incident in a pupil's home so that the school can support that child in class.

9. CONSULTATION ON ADMISSIONS POLICY (2024 entry)

The Admissions Policy had been approved by the FGB in December, had also received approval from the Diocese, and AfC, and had gone through its consultation phase with no comments from other stakeholders. It was now on the school website and lodged with the AfC and SDBE Admissions teams.

10. FEEDBACK FROM COMMITTEE MEETINGS.

Faith Group

Governors noted the minutes, and approved the revised Terms of Reference, which saw the removal of any duplication of responsibilities with other committees, and now also better reflected the responsibilities of the Group.

Governors discussed the work that the new school Chaplain was doing with the children: his key focus was on building relationships with the pupils, and was doing one-to-one work with some pupils.

Q: I see that the Faith Group is seeking volunteers from parents and the church community to run various activities in school. From a safeguarding point of view, have you considered whether they need DBS checks etc? *Yes, I will discuss this with you.* **ACTION**

Resources Committee

Governors noted the minutes.

Q: I see that, in advance of national agreement on Teachers' pay, an increase has already been paid to our Teachers. If teaching unions however win an above-pay inflation increase, is there enough in the budget to match this? If it is significantly more, we would be able to pay this out of our reserves. There was already an assumption in the budget for pay increases, which were paid in December and back-dated. Inflation is going down, but we will wait and see what increase is agreed in due course at the national level.

11. CHAIR'S VERBAL REPORT

Membership Update

The Governing Body had two new members (see item 2, above.)

Committee Membership & Link Governor Responsibilities

Committee membership and Link Governor responsibilities would be reviewed to see which might be the best fit for the new governors. Governors were asked to let the Chair know if they wanted a change of committee or link role, as now would be a good time to make any changes. **ACTION**

Visits Made by Link Governors

The Chair thanked governors for taking the time to make visits to subject leaders and write up feedback reports (which were disseminated across the FGB). It was a valuable way of carrying out governance monitoring responsibilities. In particular she thanked the Equalities Link Governor for his excellent, thought-provoking Report on the session on anti-racism recently given to staff.

Q: The Equalities Visit Report makes strong observations. Will these be taken forward? The Link Governor has been invited to attend the next Teaching & Learning Committee meeting in March so that his findings can be explored in more detail. The outcome of the discussions will be captured in those committee's minutes. If governors have any questions beforehand, please feed them in to the Committee Chair by 21st March 2023. **ACTION**

Governors' Page on the School Website

The Chair would arrange for photos and biographical details of new FGB members to be captured on the school website. **ACTION**

Choice Voting

The electronic voting system used for the recent parent governor election had been a success, and had generated more parental engagement than usual, and well worth its' cost (£89).

Training & Skills Audit

- Governors were invited to the English INSET day on 27th February, to see the session on writing being given by Jane Considine.
- The skills audit using the new questionnaires was almost complete. Governors who had not yet sent in their forms to the Clerk were asked to do so. **ACTION**

Succession strategy

The Chair had a discussion with the Head of AfC Governors' Support (Angela Langford) about how to plan for a successor for the role of FGB Chair when she stepped down after 4 years at the end of July 2023. Angela had suggested:

- Co-chairs sharing the role
- Setting a 2-week deadline for volunteer(s)
- Continuity was important, rather than advertising for an external applicant

The Chair urged anybody with possible interest in the role to make contact with her. In order to use the time available to ensure a smooth handover and maximise mentoring, governors were asked to please contact the Chair by the end of half-term (Monday, 20th February 2023). **ACTION**

12. ANY OTHER BUSINESS

No further matters were raised.

13. DATE OF NEXT MEETING: Monday, 27th March 2023 at 6.15pm at the school.

*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>Actions from previous meeting:</u> Dave Petrie to take documents to the school office for DBS renewal.
Item 7.	<u>Head teacher's Report (CPD):</u> Clerk to ensure that Equalities Visit Report is on the agenda for T&L meeting on 21.03.23. Equalities Link Governor to attend this committee meeting, online if not in person. Head teacher to determine whether the school's SPARK credit for CPD has been used up.
Item 10.	<u>Committee Feedback – (Faith Group):</u> Faith Group Chair to meet with Safeguarding Link Governor regarding DBS clearance for volunteers at school.
Item 11.	<u>Chair's Report:</u> All governors to inform the Chair if they would like to sit on a different committee or change their link role. FGB Chair to ensure that photos and biographical information is lodged on the governors' page on the school website. Governors who had yet to send the Clerk their Skills forms were asked to do so asap. All Governors to send any questions they may have on the Equalities Visit Report to Helen Taylor before the Teaching & Learning meeting on 21 st March 2023. All Governors interested in the role of FGB Chair to contact Michele Marcus <u>by the end of half-term: Monday, 20th February 2023.</u>

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> 1.1: "Subject Leaders... communicate the Intent, Implementation and Impact of their subject areas..." 1.4: "Ensuring that all school systems ... consider staff wellbeing ... and staff are signposted to wellbeing support..."	3. 3.	<u>EYFS Presentation to the FGB, and questions to EYFS leader:</u> Governors were able to question the EYFS Lead about the curriculum, monitoring pupil progress, and challenges relating to SEN and EAL pupil groups. Governors asked how EYFS staff were coping with the challenges in EAL and SEN children, and how they could help, and asked to be appraised of future challenges.	Governors are reassured that the setting is outstanding and they gain a better understanding of issues that have to be dealt with. Governors gain more insight into the challenges facing staff, and staff know that governors could offer practical help if required.	Loving Learning Loving One Another
<u>Quality of Education:</u> 2.1: "Attainment to be above national averages, and at least in line with Richmond, in all subjects in all key stages (incl. SEN and PPG." 2.5: "Writing – to further improve writing outcomes throughout the whole school."	7. 7.	<u>Head teacher's Report:</u> Governors asked about the impact on pupil learning of potential strike action, and if the Moderators were absent from school to carry out their tasks, and when the English lead was taking time out to action improvements in Writing, and what measures were in place to ensure no gap in learning, English Link Governor had visited the English Lead to determine what actions were being taken by the school in the light of disappointing writing outcomes last year.	Reassures governors that pupils are still supported in their learning if Teachers were engaged in non-class activities. Governors are informed of the improvements the school is making to address the issue, and are reassured.	Loving Learning Loving Learning
<u>Personal Development:</u> 3.1: "Provide opportunities for our pupils to develop ... an appreciation of the different cultures in the school..."	11.	<u>Chair's Report (Link Governor Visits):</u> Governors asked how the observations about the anti-racism training session for staff would be effected.	Governors are reassured that their "critical friend" observations are taken seriously, are considered, and decisions taken are recorded in future committee minutes.	Loving Learning; Loving One Another
<u>Safeguarding</u>	10.	<u>Feedback from Committees:</u> Safeguarding Link governor reminded the FGB that volunteers coming in to school may need DBS clearance depending on circumstances.	The FGB fulfils its responsibilities in terms of safeguarding pupils.	Loving One Another

<u>Financial Management</u>	3.	<u>EYFS Presentation (New pupil numbers):</u> Governors sought further details about how parents were being encouraged to consider Reception for their Nursery children (in the light of declining pupil numbers across the borough.)	Movement on pupil numbers informs governors of any potential risk to the school's budget.	Loving One Another
	10.	<u>Committee Feedback:</u> Governors asked if there was money in the budget to pay Teachers if the national pay award agreement took levels above inflation.	Governors are aware of the school's finances and contingencies for staff salaries.	Loving One Another