



MINUTES OF THE FULL GOVERNING BODY MEETING

Monday, 10th JULY 2023 at 6.15pm
at the school

Participants:

Uel Barclay	Francis Neal
Alison Bateman	Eils Osgood
Richard Bennett	Helen Taylor
Sara Bromfield	Mike Townsin
Hannah Lockey	Lucy Ashby (Deputy Head teacher)
Joe Lowther	Fiona Whiteside (Assistant Head)
Chris Milsom	Hayley Merrett (Phonics Lead – item 3)
Michèle Marcus (Chair)	Rebecca De'Ath (Clerk)

“For the LORD gives wisdom, from his mouth comes knowledge and understanding.” (Proverbs 2:6)

1. PRAYER

In the absence of Dan Wells, Joe Lowther led the meeting in a prayer to reflect the biblical verses that he had chosen.

2. WELCOME AND APOLOGIES FOR ABSENCE

The Chair welcomed everyone to the meeting – in particular Hayley Merrett (Phonics Lead) who was presenting item 3. Apologies had been received and accepted from Dan Wells and Dave Petrie; Rushabh Haria did not attend. The meeting was quorate.

3. PHONICS PRESENTATION: “Is Read Write Inc Working?” (Hayley Merrett)

Hayley explained that, since having taken over Phonics at the end of the Autumn term, she had been establishing the Read Write Inc (RWI) programme over the year. Her presentation is attached at Annex B to these Minutes, and covers:

- How Phonics was embedded into the curriculum
- How Phonics was assessed and how children who were not on track were supported
- Whether Read Write Inc was working?
- Strengths and Weaknesses
- Next Steps

More up recent progress data was shared with governors, covering the percentages of children achieving at the expected level throughout the year as at the first half of the summer term :

Reception - 86% of children were at or above the expected level

Year 1 – 90% “ “ “

Year 2 – 92% “ “ “

This data evidenced the success of the RWI programme, and this was supported by the fact that the number of pupils needing interventions had reduced since the start of the academic year (Year 1: fell from 14 to 4; Year 2: fell from 19 to 7.)

The Chair thanked Hayley for her positive presentation, and the Head teacher thanked her for her hard work in settling the new programme into the school. The Phonics Link Governor reported that he had spent time visiting with Hayley and he had been very impressed with her work and the structured approach she had taken to embed RWI into the school.

Q: How well does RWI support children working significantly below their age ability, and have they made progress? It is very successful with EAL children who have joined the school part-way through the term or year. They can make huge amounts of progress in a short amount of time.

Q: What about the children who do well at Phonics and grasp things quickly – what happens to them on the programme? They move up the scheme and come off it more rapidly. There is fluidity across the ability groups, and no one is held back. There are lots of regular assessments and these children can move up the groups quickly.

Q: When you leave on maternity and hand over your work, how will you ensure that everything will remain in safe hands? There will be a thorough handover with my job share, who I will be working closely with next term. A Development Day has been booked to help train the person taking over.

Q: What is the cost of this programme, and what do we get from our subscription? It is approximately £1,462 per year, and we paid £3k initially for the resources. We get access to the portal, a training day, lots of resources and access to the virtual classroom which can be used for homework and parents can scan a QR code for their child to review a programme at home. We have lost some of the story books which were taken home and not returned, despite a fine system being in place, and this needs better policing. I hope to source second hand books from a few local schools who have stopped using that programme.

Q: Is the ongoing cost primarily down to parents not returning books, in which case have you reminded them via the school newsletter? The top-up cost might be something that the PTA could cover in future. Yes, this is something that we need to focus on next year. I have not issued an appeal via the newsletter, but via class Teachers' weekly updates to parents.

Q: How important a factor is support from home for the children's progress? It is definitely a positive factor as parents who read books with their children each night build fluency which will help their children move on quickly.

Q: You mentioned two schools who had dropped out of the programme- why was this? They had not bought into the entire package and all of the resources and training, and found that it less successful than we have. Here at Holy Trinity, we have been using it for a number of years, initially for our children with additional needs, and we have evidence that it works.

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 (15th May 2023)

The minutes of the May 2023 meeting were approved. The Clerk would mark them as "signed" on Governorhub.

6. REVIEW OF ACTIONS AND MATTERS ARISING

All of the actions from the previous meeting had been completed.

7. HEAD TEACHER'S WRITTEN REPORT

The Head teacher summarised her Report:

Pupil Numbers

Reception numbers for September 2023 were down to 39, which was disappointing, although there was a chance that this might increase over the summer (last year numbers had increased from 45 to 52 over that period.)

OFSTED Update

OFSTED would be putting out greater clarity in September about the threshold for effective vs. ineffective safeguarding. They had also published a blog indicating when schools were likely to be inspected if they currently held the outstanding grading and were previously exempt from inspection. An inspection for Holy Trinity looked to be "sometime before September 2025." Schools were now being told on a Friday of an inspection due the following week.

Q: Despite OFSTED being behind in their inspections, could they still turn up at any point from now? *Yes, although there are many local schools at Good or Outstanding levels who still require an inspection before we do.*

Q: What does the school need to do to be able to assess itself as Outstanding?

OFSTED's criteria for that are very specific. A significant area is their judgement on how we meet the Quality of Education criteria and the curriculum and subject leader elements within that, for which we need to be judged Outstanding for every area, not the majority. This will remain a target in our School Development Plan next year. We are working closely with our Subject Leaders to ensure that they are confident and secure in monitoring their subject and knowing how and where support is needed. In the Autumn term we plan to do some Deep Dives into certain subjects to validate what is going on at the school.

Q: What areas do you think you need to improve? *We need to do more embedding of several subjects and ensure that Subject Leaders are confident and have ownership of their curriculum. We also need to evidence consistency of planning and teaching across all year groups.*

Q: Will the curriculum changes be in place in September? *The planning will be in place. Then this will need embedding and we need to ensure that planning is carried out consistently in all year groups.*

Pupil and Staff Surveys

The results of the annual surveys had been reviewed by the Pupils, Parents & Community and the Teaching & Learning committees, whose members agreed that there was not a huge amount of change from the 2022 results. The response rate from parents was lower this year, which might be an indicator that there were fewer issues to raise.

Free School Meals

The Mayor of London's plans to expand free school meals to all primary aged children from September 2023 presented a challenge for the school in terms of capacity and time.

Q: Does the £2.65 funding per meal cover the entire cost? *No, not quite, as there are staffing and energy costs on top of this. So, the meals are not totally "free" for schools.*

Safeguarding Update

Governors reviewed the items in this part of the Report. The Head teacher thanked the Safeguarding Link Governor for his support in completing the school's self-evaluation safeguarding audit. This audit for AfC generated an action plan template based on the answers, enabling the school to identify necessary actions. They have also asked for evidence to be uploaded relating to all of the questions.

Diocesan EDI Report

As part of the SDBE's Equality, Diversity and Inclusion (EDI) strategy, a staff and governor survey was sent to Southwark Diocesan schools in the latter half of 2022 to establish a baseline data set. The survey was sent to 104 SDBE schools and staff. 12 schools responded, including Holy Trinity. Whilst the number of schools responding was small, the Diocese believed that the data was still statistically meaningful because of the number of individual responses. The survey outcomes were detailed in the Head's Report.

Behaviour Review

An external review was carried out by a professional from a local Pupil Referral Unit, who was impressed by the adaptations made by Holy Trinity Teachers to enable children with challenging behaviour to remain in class wherever possible. The outcome of the review was very positive.

Standard Assessment Tests (SATs)

KS2 SATs results were due out shortly. Governors' attention was drawn to the Quality of Learning data in the Head's Report:

- 78% of Early Years children achieved a Good Level of Development against a target of 80%, but the actual percentage was expected to rise as one child had left the school and their results would be removed from the statistics. Nationally, 65% of children achieved this level;
- Year 1 Phonics target was 91%, and the actual outcome was 95% (national achievement was 75% last year);
- KS2 data contained an error in the Writing outcome: the target was 80% of children to make the Expected Standard of progress or above, and in fact the outcome was 80% at this level, with 33% working at Greater Depth. The school had thus improved on its Greater Depth target (with a cohort that had a high level of pupils with SEN issues.) This demonstrated that the Read Write programme was having a positive impact.

School Improvement Partner's (SIP) Report

Governors noted that the SIP was due a visit again on Thursday 14th September to do a review of Personal Development within the school to hopefully validate that it was Outstanding.

The Chair thanked the Head teacher for her detailed report.

8. PUPIL PREMIUM GRANT (PPG) COHORT – UPDATE

The Inclusion Leader reported that the SATs results were due out the next day, hence she did not have as much data to report to this meeting as usual (and the timings of assessment weeks across the school had been moved.) She referred to the school's curriculum statement on the website which covered three years, and was reviewed each term. There were four main challenges for the school in terms of the PPG cohort:

- Trying to close the gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged pupils: the school looked at progress and attainment, and the Spring data looked positive as this PPG cohort had made more than 4 steps of progress at the end of the Spring term (i.e., the target was 2 steps of progress per term.) The data showed that:
Reading – 74.4% of disadvantaged children made more than 4 steps of progress compared to 71% of the non-disadvantaged children;
Writing – 79.1 % of disadvantaged children made 4 steps of progress, compared to 75% of non-disadvantaged children, which was very good;
Maths – the figures were 86% compared to 72%.
This data showed good progress, although it was noted that the baseline for this cohort was lower than the non-disadvantaged children.
- Investing more resources into EYFS: many good initiatives were being carried out in Early Years to close the attainment gap, and the school was aiming at putting in more resources such as additional staff support. Some funding was being used to put Assistant Teachers into Reception and Year 1 which had helped to support SEND children, but more needed to be done.
- Improving emotional literacy: there was a greater level of anxiety in disadvantaged children which linked to wellbeing, and the meeting was informed of the ways in which the school nurtured and supported this group.
- Attendance: this had been an area of challenge since Covid. The school had previously been doing well at closing the gap, as there had been attendance levels for the PPG cohort of 95%. This figure was now down to 93%, on average, with some further tailing off at the beginning of this month (although this statistic did translate into 2-3 pupils more being absent, which was not a huge problem.) It was still close to the national average of 91%, but not as good as the non-disadvantaged group of children at 95.8% attendance. The school worked closely with the Education Welfare Officers, and referred children to the Mental Health Team where necessary.

Q: What is the population of PPG children at Holy Trinity? It has dropped over the years to 13% - it used to be around 30% in the noughties.

Q: Is there a pattern to the absenteeism, or any issue that we should be aware of? These families have complex issues, and persistent absentees have SEN issues, are on an Education Health Care Plan (EHCP), or have "emotionally-related school avoidance". We offer workshops to reduce parents' anxiety. Attendance has been an issue across all schools nationally since Covid - for example, attendance on Fridays nationally has dropped as parents are more likely to work from home on this day of the week. We have done a lot of work with staff over the years to ensure that teaching and learning is inclusive and accessible. We just need to be aware of our statistical trends and our four key challenges.

Q: It is important to share with parents the impact of poor attendance on their child's learning. Might it be worth putting up a poster near the school entrance with some metrics to demonstrate the importance of good attendance? We do impress this message upon parents in many ways.

Q: Do you have any figures of the national average attendance for the non-disadvantaged group? No, the DfE do not release any data as they claim that the two cohorts cannot be compared. Data relating to disadvantaged children is confidential and is not shared by external support services with the school.

The Chair thanked the Inclusion Lead for her input, and was thanked in turn for being so supportive over the years.

9. SIP SPRING REPORT

See item 7, above, and document.

10. SAFEGUARDING

See item 7, above, and document.

11. PUPIL AND PARENT SURVEY RESULTS

See item 7, above, and documents.

12. CHAPLAIN'S WRITTEN REPORT

The Chaplain had been in hospital and signed off work for a number of weeks and had been unable to draft his report for the FGB. He had recently returned to work, and the Head teacher has asked him to complete this and send this in. It would be circulated to governors by email. **ACTION**

13. FEEDBACK FROM COMMITTEE MEETINGS

The minutes of committee meetings were available for Governors to review. No further questions were raised.

The Steering Group had just had its annual meeting. This involved discussion by FGB and Committee Chairs and the Senior Leadership Team about the content of the School Development Plan for 2023/24, and enabled Governors to have a voice in the Plan's drafting.

14. CHAIR'S VERBAL REPORT

Governing Body Membership

Governors had previously been emailed about a proposal to fill the Foundation Governor vacancy (from Joe Lowther's leaving at the end of his term) by Eils Osgood, and to fill the Co-opted Governor vacancy left by this move with Mike Townsin. The meeting unanimously agreed to this.

In the Autumn, there would be a Staff Governor vacancy, and this had already been advertised to staff to seek a volunteer. There would also be a Foundation Governor vacancy to fill upon Michèle's "retirement." **ACTION**

FGB Clerking Duties

The Chair had spoken with Committee Chairs about temporary measures to capture Committee meeting minutes, and had made plans with Louise Prendergast and April Owens for interim support if required. There had been one applicant from the latest recruitment round, and the Chair, Vice- Chair and Head teacher planned to meet with them soon.

Visits Made by Link Governors

The Chair thanked governors for taking the time to make visits to subject leaders, and for their superb reports – in this instance, Science, Wellbeing, Phonics, Early Years, Nursery and Forest School. These visits were an important part of governors' responsibilities.

The Forest School Link Governor recounted how she had been told by two parents about how much their children enjoyed the Forest School. She felt that it was a valuable offering by the school as it provided young children access to activities to develop confidence, emotional intelligence and learn to enjoy team work. In her report she had suggested that, since developing skills takes time, more frequent Forest School sessions would provide greater impact on the children's skills, and smaller groups would enable the teaching to be more focussed. She was informed that the Nursery team were planning more opportunities for the children to attend Forest School.

Staff Wellbeing

The Chair stated that, in response to a request for more governor support for staff wellbeing, it had been decided that future presentations from Subject leads and SLT at governance meetings would be staggered and scheduled to avoid

duplication and ensure that there was not undue pressure on staff workload and time. The Clerk would draft a year plan with suggested timings of presentations and Link Governor visits for the year. **ACTION**

Kingfisher Parental Donation Fund

There was nothing further to report on this.

FGB Self-evaluation

At the end of each year the FGB evaluated its performance and impact, as per best practice. The FGB Chair would send out the Google form used for governors to complete the questions within. It was a good measure of the governing body's strengths and areas for development. **ACTION**

The Chair had also been working on the annual Governors' Report for the school community. It provided an excellent summary of what had been going on in school over the year. The Marketing Officer would use it to form the basis of a brochure which could be given out to prospective parents or left in Doctors' surgeries etc to promote the school.

15. POLICY REVIEW: EQUALITIES DUTY & OBJECTIVES

This statutory document had been drafted by the Deputy Headteacher to capture how Holy Trinity was complying with its Equalities responsibilities. Governors commented that it was helpful to see the school's processes laid out. The policy was approved.

16. ANY OTHER BUSINESS

This was the last meeting for Michèle Marcus, Hannah Lockey, Joe Lowther and Rebecca De'Ath . Governors congratulated Hannah on her promotion to another school and on her impending marriage; they thanked Joe for his support and contribution to the governing body over the last 8 years; . The Head teacher and governors also thanked Michèle (who was stepping down as FGB Chair and governor) for her many years of outstanding service to Holy Trinity, since she joined the governing body in 2008. The Clerk too was stepping down, and was thanked for organising the governing body so well over the last 4 years.

17. DATES OF GOVERNANCE MEETINGS (2023-2024)

Committee Chairs had agreed the dates for meetings next year. Governors were asked to put the dates in their diaries. The list was be lodged on Governorhub.

DATE OF NEXT MEETING: Monday, 2nd October 2023, at 6.15pm, at the school.

*Supporting meeting papers are electronically-filed on the GovernorHub web portal.
The meeting closed at 20.04hrs
Attendance was 86%*

Signed

Date.....

SUMMARY OF ACTIONS

Item 12.	<p><u>Chaplain's Report:</u> Head teacher to obtain the Report from the Chaplain. Clerk to circulate the Report to governors for information.</p>
Item 14.	<p><u>FGB Membership (Foundation Governor vacancy - PCC):</u> FGB Chair and Vice Chair to plan how to fill this vacancy (via notices in local churches, the Parish Council etc.)</p> <p><u>Staff Wellbeing – Year Plan of presentations and visits:</u> Clerk to draft a plan of suggestions for future presentations to the FGB and Committees, and for Link Governor visits to subject leaders. [<i>Clerk's note: Draft complete – needs finalising by FGB Chair and Head teacher.</i>]</p> <p><u>FGB Self-evaluation questionnaire:</u> FGB Chair to send out the Google form to all governors for them to complete by the end of term.</p>

ANNEX A.

EVALUATION OF GOVERNORS' DISCUSSIONS IN SUPPORT OF SDP PRIORITIES & 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>1.1: "Subject Leaders... communicate the Intent, Implementation and Impact of their subject areas..."</p> <p>1.2: "Develop a coherent...accurate assessment system that enables SLT to interrogate data, track pupils..."</p> <p>1.4: "Ensuring that all school systems ... consider staff wellbeing ... and staff are signposted to wellbeing support..."</p>	<p>7.</p> <p>3.</p> <p>3.</p>	<p><u>Head teacher's Report – OFSTED:</u> Governors questioned when the new curriculum would be finished and embedded, and what else the school needed to do to self-evaluate as Outstanding.</p> <p><u>Phonics Presentation to the FGB:</u> Governors asked the Phonics Lead how RWI supported better performing children to move up the learning groups.</p> <p><u>Chair's Report (Staff Wellbeing):</u> Evidence that staff requests were being acted upon by the FGB, in that next year's SLT/Subject Leader presentations for governance meetings and governor visits to school would be better time-tabled next year to avoid duplication.</p>	<p>Governors are aware of areas for development to move the school from Good to Outstanding, and can monitor this at future meetings.</p> <p>Governors are aware of tracking and assessment processes and are reassured that gifted children are well-served by RWI.</p> <p>Governors are responsive to staff suggestions about supporting their wellbeing. Staff will have less pressure on their workload and time.</p>	<p>Loving Learning</p> <p>Loving Learning</p> <p>Loving One Another</p>
<p><u>Quality of Education:</u></p> <p>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."</p> <p>2.2: Phonics: "To implement and embed RWI...thereby improving outcomes..."</p>	<p>3.</p> <p>3.</p>	<p><u>Phonics presentation:</u> Governors asked how the new Read Write Inc programme supported children with EAL.</p> <p><u>Phonics Presentation to the FGB:</u> Governors were able to question the Phonics Lead about the new programme that had been introduced this academic year, and how this had impacted on pupils' learning.</p>	<p>Governors are reassured that the new programme is fit and supportive for all pupil groups.</p> <p>Governors are reassured that RWI was working and given evidence that it had resulted in improved pupil attainment.</p>	<p>Loving Learning</p> <p>Loving Learning</p>
<p><u>Behaviour & Attitudes</u></p> <p>Target 4.4: "Pupil attendance target of 97%"</p>	<p>7.</p>	<p><u>Head teacher's Report:</u> Governors asked whether there was a pattern to absenteeism, and whether the school impressed upon parents the negative effect on their child's learning if they did not attend school regularly; they suggested ways to address persistent absenteeism.</p>	<p>Governors understand whether this is a significant issue at school or not, and whether there are any trends which need addressing. They offer supportive suggestions to help.</p>	<p>Loving Learning;</p> <p>Loving One Another</p>

<u>Financial Management</u>	3. & 7.	<u>Finance and Budget:</u> Governors asked about the initial cost of the new Phonics programme and about any ongoing costs. They also sought clarification about additional costs to the school from the Mayor of London's free school meal initiative.	Governors are aware of current and future expenditure and its impact on the school's finances, and can judge it value for money has been achieved.	Loving Learning
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ANNEX B. PHONICS: IS RWI WORKING?

Recap: How do we embed RWI into the curriculum?

- Children currently receive a 30-minute phonics lesson a day - to be extended to 40 minutes from September.
- Lessons are divided into two parts - a speed sound session and story book session.
- In a speed sound lesson children are taught single sounds and digraphs/trigraphs (which we call special friends) in a specific order. Three new sounds are taught each week and the final two lessons are review and challenge lessons where children review the sound for the week and have opportunities to read and write multisyllabic words.
- During a speed sound lesson, children are provided the opportunity to identify the sounds in words and read and write them. We focus on building speed and fluency throughout the lesson.
- During storybook sessions children apply their speed sound knowledge to decode and read books with increasing fluency. There are opportunities to develop other reading skills such as comprehension as well as applying their phonics knowledge to write and build sentences.
- Each week children take books home so there is a continued opportunity to apply their phonics skills and build reading fluency when reading to parents.
- Complex speed sound posters are on display in all classrooms and are used and referred to in other subject areas, such as English.
- All staff have now been trained and as subject lead, I have completed learning walks throughout the year to ensure fidelity across each year group.

How do we assess children and support children who are not on track?

- Children are assessed and regrouped every 6 weeks.
- Assessment changes each time
- All data is tracked using the assessment tracker so it is clear for the phonics lead to see the progress children are making.
- There is a clear guideline of where children should be at different points of the year (hand out the progress expectation sheet)
- Subject lead holds pupil progress meetings with each year group to discuss the children who are underperforming.
- Any children who are underperforming receive interventions at least 3 times a week.
- As subject lead, I complete a sound analysis of all underperforming children and provide class teachers with the sounds they need to focus on - teachers and ATs have also received training on how to run interventions/fast track tutoring.
- New EAL children who have just joined receive daily 1:1 phonics input with AT, usually first thing in the morning or straight after lunch.
- Class interventions such as Pinny Time and daily 1 Minute Speed Sound sessions were introduced.
- Children were provided with phonics homework containing links to the virtual classroom.

Is it working?

- Conclusion: It has been hugely successful in helping children to become early readers and access other areas of the curriculum.
- Share progress sheet to show how children have progressed throughout the year - percentages of children achieving at the expected level.
- Share anonymous case study - EAL.
- Phonics screening check - 95% passed this year compared to 88% in 2022.

Strengths and Weaknesses

- Children make good progress in sessions due to the structure, regular assessments.
- The structure of a speed sound lesson allows for children to build fluency within the lesson.
- Lessons are interesting and engaging for children - they enjoy the use of Fred the frog.
- Because the lessons are so structured, there is consistency in teaching across phonics groups.

- The supporting resources for both children and teachers are fantastic. The planning (provide example) is very thorough and can be easily followed by everyone.
- Children are constantly reviewing sound knowledge in both speed sound lessons and as part of review lessons towards the end of the week.
- There are opportunities to challenge the more able children through the introduction of multisyllabic words in the review lessons.
- It is expensive - annual renewal to access all the resources is quite a lot of money (confirm cost with April) but I do feel that it is worth it.
- Requires high volume of staff - occasionally have to combine groups resulting in larger group sizes.
- According to the requirements of the scheme, the reading leader should not take a group and should use the time instead to float/coach but we are currently unable to accommodate this due to staff numbers.
- Pace of speed sounds lessons are quick meaning some children can get left behind. I feel like regular reviews have helped to mitigate this and we have adapted the lessons for reception so they are slower paced and more visual.
- Phonics resources have been difficult to track and it can get expensive reordering missing resources. I will be completing an audit at the end of the year to get a real idea of cost. Despite sharing a document with all phonics teachers to record missing resources so the office could chase and charge parents, not all teachers have been doing this.
- Not all staff were initially responsive to change - the amount of information given during training was quite overwhelming. This has improved throughout the year but learning walks and feedback continue to be necessary to help maintain a consistent standard across Key Stages.
- Storybook planning is overly thorough as it is designed for a longer session - we are having to adapt it for the amount of teaching time that we have. It's impossible to fit in all suggested activities.
- There is a heavy workload for the phonics lead every assessment cycle which has involved me coming in on my days off in order to ensure everything is done.

Next steps

- Grouping for next year and intervention timetables will already be in place for each year group to begin from next September. Reception will have some time to settle before their entry assessment takes place.
- Provide parents with VC links over the summer so they can continue to practise sounds to avoid regression.
- Training for new staff during INSET days
- Complete an audit of resources and ensure all phonics packs are reorganised for each teacher.
- I will be sharing the role with another PT member of staff to help manage and share the workload.
- I am going on maternity leave -there will be a thorough handover with my job share.