

**BOUNDS GREEN SCHOOL
VIRTUAL FULL MEETING OF THE GOVERNING BODY
ON 8 JULY 2021 AT 6PM
PUBLIC MINUTES**



Staff (2)

Will Wawn (Headteacher)

Parent (2)

Anna Volkmer 31-12-23*

Tracey Burton 26-05-25

LA (1)

*Patrick Berryman 29-10-23

Co-opted (10)

Matthew Crome 08-07-23

Mark Chapman 29-10-23 (Chair)

David Joseph 29-10-23

Mohammed Jimale 29-10-23

Anne Keleghan-26-05-25

Claire Wright 10-03-24

*Denotes absence

Also present

Corinne David (Clerk)

Helen Chrysafi-Bartp (DHT)

Liz Luka (AHT)

Marcus Read (AHT)

Faye Papini (SBM)

Jess King

1. WELCOME/INTRODUCTIONS AND APOLOGIES FOR ABSENCE

- 1.1 The Chair welcomed everyone to the meeting. The Chair welcomed Tracey Burton to the meeting, introductions were made.
- 1.2 No Apologies for absence were received.
- 1.3 The Clerk confirmed the meeting was quorate with 9 Governors present.

2. DECLARATIONS OF INTEREST, PECUNIARY INTEREST OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA

- 2.1 There were no declarations of interests made in respect of any of the agenda items.

3. MINUTES OF THE PREVIOUS FULL GB MEETING

- 3.1 The minutes of the full GB meeting held on 27 May 2021 were **AGREED** and **RATIFIED** as a correct record.

3.2 Matters arising.

3.2.1 Item 3.2.1 Governors DBS.

Noted that there was one Governor whose paperwork was outstanding

ACTION Headteacher to liaise with School Office regarding the Governor's outstanding paperwork for DBS checks.

3.2.2 Item 3.2.2 Thanking staff

ACTION Mark Chapman to write to all staff on behalf of the GB thanking them for their hard work over the current lock down period at the end of the school year.

3.2.3 Item 9.1.1 Safeguarding e-learning.

ACTION Claire Wright and Tracey Burton to undertake e-learning on safeguarding.

3.2.4 Item 9.1.3 BLM

ACTION The GB to review link governor work during the autumn term.

4. MEMBERSHIP OF THE GOVERNING BODY

4.1 The Chair informed Governors that Aliona Chakhvadze had formally resigned from the GB.

4.2 The Chair informed the GB that there were two suitable candidates for Co-opted position:
Toby Nation: works for DEFRA
Andrew Gordon: works as a history teacher and for an educational charity.

ACTION To hold Co-opted election at the next Full GB meeting for Toby Nation and Andrew Gordon.

4.3 The Clerk noted that there was one Staff Governor vacancy and two co-opted Governor vacancies.

5. TEACHING & LEARNING UPDATE

5.1 Jess King provided the GB with an update on teaching and learning including pupil assessment data. The data assessment information had been uploaded onto Governor Hub prior to the meeting for Governor review. The highlights were:

- a) A data drop was undertaken at the end of June. For Yr2 to Yr6 a combination of assessment and teacher assessment were undertaken. Yr1 only teacher assessment was used.
- b) Overall, the results were positive and expected.
- c) The quality of home learning work was good. Work undertaken in school had been affective and appropriate.
- d) Only the Yr6 had covered all aspects of the curriculum during the past year.
- e) The targets for next years Yr6 have been set using the data from the latest download and teacher assessment of the children.
- f) The school will be reviewing the targets for Yr2 and assessing where gaps in learning are and targeting teaching.
- g) Progress was variable across the year groups. Yr6 and Yr3 had made good progress.
- h) Pupil Premium, SEND and EAL children appeared to have lower levels of engagement with online learning, then other identified groups.

5.2 **Q: How does the disparity between different groups compare to other years?**

A: The gap for Pupil Premium and EAL children has become wider. The School will looking to close the gap for the next year. Those children did miss quite a lot of school. There are differences between different areas: Writing was the area that suffered the most during lock down. Pupils were able to participate more in Reading and Maths. Teaching and development of writing skills was the hardest to teach remotely, with Maths being the easiest. The June data drop showed what the teachers described in May; that writing was the hardest area to teach remotely.

5.3 Q: How did Yr6 make some much progress during the lockdown? In line with normal expectations?

A: The School understood that the data being used as a starting point for this year had a wide margin of confidence. Progress is actually lower than normal if measured from the end of Yr4. When the progress of this year's Yr6 to that of the Yr6 cohorts who finished in 2018 and 2019 there is significantly less progress for the current Yr6; equivalent of up to half a year.

5.4 Q: Is there a reason for the disparity in outcomes across classes in Yr2 & Yr3?

A: There are a number of different facets for this: not each child is working at the same level, the profile of different children in each of the classes and the impact of new arrivals with limited or no English. Teacher Assessment is not an exact science and there will be some difference between each teacher. Noted that some classes progress may be more than attainment.

5.5 Q: Is the school diminishing Reading in favour of Writing?

A: The School will be working with the English lead to ensure that both areas are covered within the timetable. Reading can be done across a range of subjects, not just within an English lesson. Writing is at risk if there was a further lock down, however the school is confident with Yr6's writing.

5.6 Q: Based on the performance of the children and how much of the curriculum has been accessed; will children leave having not covering all aspects of the curriculum?

A: The school has confidence that the new Yr6 will be able to reach the targets; assuming that there are no further lock downs. It will take longer for the younger children to catch up as they have missed out on the most fundamental concepts which will be the ones that the school will focus on first; pupils will need additional support with writing development and stamina. The school had to ensure the children were ready to learn following the return back to school. Yr2 may have caught by the end of Yr 4.

5.7 Q: Does the SDP correspond to the areas of focus identified from the data drop?

A: The SDP does a line strategically to the data analysis; particularly within the Quality of Education section under the following objectives:

- 1.1: Ensure Accelerated Pupil Progress in Core Subjects so that Pupil Attainment in RWM 'CatchUp/Recovery.
- 1.2: Improve Quality 1stWave Teaching & Learning through whole school engagement in 'Teaching Walk Thrus' model.
- 1.3: Ensure Accelerated Progress ('Catch Up') of Vulnerable Groups identified at risk of RWM Underachievement due to pandemic.

5.8 Governors noted that there was a sharper focus on the data; which had been cross referenced to the SDP. Noted that the sign posting within the SDP could be made clearer. Governors commended the data and the production of the Q&A sheet which had address may questions prior to the meeting.

6. UPDATED SDP

6.1 The Headteacher took Governors through the SDP, which had been uploaded onto Governor Hub prior to the meeting for Governor review. The SDP had been divided into 5 sections which corresponded to the 5 Ofsted inspection areas.

6.2 **Q: Is objective 1.5 (Strengthen Home /School learning partnership through developing use of 'Remote Learning' (Google Classroom) as a tool) essential? Is there capacity for the school to undertake this?**

A: Teachers are already using google chrome use in school. It would be prudent to lose the momentum gained with through online learning and what extra that could help children; there is an opportunity to strengthen this work. Additional work for children and support for families has already started. Virtual environment provides strong links and is more motivational for children who work in a different way now. There will be exploration around clear communication methods and how it should be managed in term of staff wellbeing. Online environment also provides children the opportunity to accelerate independent learning. The links are being developed as practice moves over to more online teaching and learning. There is a part of the community that either doesn't have access to, or finds technology un-accessible (about 10%). The School has managed to provide families with additional technology to support online learning. The School has discussed ways to support families perhaps through workshops.

6.3 **Q: Is there a behaviour and attitude need at the school?**

A: This has always been a priority in various ways. The objectives around this area are more to do with maintaining the outstanding behaviour at the school. The actions within the Behaviour section also refer to wellbeing. This topic has been discussed with TLC, who felt that it should still be a focus. The findings from learning walks and discussions with pupils is that behaviours for learning have moved on and are significantly more improved. There are a number of vulnerable children, some of whom are struggling to come to school. Part of this objective is about being opening to emotional wellbeing and barriers to learning and how school supports those children and their learning. Noted that the school can't be complacent. Noted that members from the SLT are on duty during lunch and break, talking to children about behaviour and wellbeing. There will be assemblies and hopefully a return to 'normal' in the autumn term.

AGREED The GB approved the 2021/22 SDP

6. HEAD TEACHER'S REPORT

6.1 The Headteacher took Governors through the Headteacher's report, apologising for the lateness of its circulation to the GB. The Headteacher thanked the whole staff team for their resilience, commitment and continual 'can do' approach throughout the academic year. The highlights were:

- a) A total of 615 pupils on roll (556 reception to Yr6).
- b) 88 children and 6 staff members were in self isolation until 13 July.
- c) Attendance has generally strong. All Yr groups (except Yr1) have had attendance above 95%.
- d) The Inclusion team have continued to prioritise interventions and support for the wellbeing of focus children identified as needing emotional support.
- e) The SLT re-started Monitoring & Evaluation activities this summer term, including Learning Walks and Pupil Discussion Groups, with some book looks being undertaken by subject leaders. Consensus that there has been significant 'recovery'.
- f) Overall pupils demonstrated enthusiasm for learning, confidence & resilience, as well as good levels of concentration. Behaviour within classes, and attitudes to learning were good.
- g) Summary of PE work was provided.

6.2 Covid Risk Assessment update.
No updates were received.

6.3 Staffing update, including feedback on TLR re-structure consultation.

The Headteacher recommended that 2 of the 3 TLR 3s are change to TLR 2As but still with SDP priority area which can change. These posts will be offered to the 2 existing postholders as assimilations. These TLR 2As will then be deleted and become TLR3s through natural wastage. The other TLR 3 in the structure will be a TLR 3 as it will not affect existing staff as it will be newly appointed to. The School will recruit to the AHT post (stage 2 within the consultation paper). Stages 3 and 4 will be completed by the end of September.

6.3.1 Q: Will the delay impact the implementation of the SDP

A: No, the slight delay to stages 3 and stages 4 will not prejudice the implementation or impact of the SDP. All recruitment to posts will happen by the end of September. There will also be a process to train candidates, to allow the progress and organisation to grow.

AGREED The GB approved the updated TLR re-structure timeline.

6.4 Vision & Values Statement.

The Headteacher took Governors through the vision consultation report, which had been uploaded onto Governor Hub prior to the meeting for review. The children's perspectives, parental feedback and Governor feedback were taken back to SLT and incorporated into the final statement, as follows:

Bounds Green is a happy and successful school community because:

- We value respect and responsibility, individuality and inclusivity, confidence and kindness.
- We nurture each unique child to value themselves and develop self-worth in order to thrive in life.
- We challenge every child to be ambitious and achieve success in their learning.

6.4.1 Objective 4.4 of the SDP details the actions to ensure the new Vision Statement is communicated and embedded throughout school community.

AGREED The GB approved the new vision statement.

6.6 RSE consultation report.

Helen Chrysafi-Bartp has been leading on RSE. The RSE parental consultation took place from 7-28th June 2021. A total of 19 responses were received from parents. Overall, the responses gathered were highly positive and supportive. The results will be analysed and uploaded onto the school's website when available. The findings will inform the Action Plan and future planning sessions. On the 19 July the RSE group will review the RSE policy. New books have been brought, the school will be reviewing how the relationship aspect will be taught. The school ought approval for the draft policy to be uploaded onto the website

ACTION School to circulation of draft policy to governors.

AGREED The GB agreed for the draft policy to be released on the website, for this to be superseded once the final policy had been agreed .

At 7:40pm the Chair, on behalf of the GB, thanked the SLT staff for their hard work and commitment. All non- Governors left the meeting.

7. MINUTES OF SUBCOMMITTEES

7.1 The Resources Committee minutes from Summer term 1 had been uploaded on to Governor Hub and were noted by governors.

8. CHAIR'S ITEMS

8.1 No Chair's items were received.

9. GOVERNORS' VISITS AND TRAINING (Standing item)

9.1 Governors' Visits

Claire Wright undertook a SEND visit. Discussed how children have reintegrated back into the school day, the deployment of SEND teachers and interventions. Three meetings have been planned to review the data, register and provision.

9.1.1 The Chair informed the GB that Link governor focus for the next year will change.

ACTION Chair to talk to each governor about which area they would like to focus on for next year.

9.1.2 Anna Volkmer informed Governors that the BLM group had undertaken discussions virtually.

ACTION BLM group to review relevant SDP sections.

9.2 Governors' Training

No Governor training had been undertaken.

9.3 Governor Hub

Clerk to provide a short tour of Governor Hub at the next Full GB meeting

10. AOB/ DATE OF NEXT MEETING:

ACTION Chair and Headteacher to circulate a 2021/22 meeting schedule ASAP.

The Headteacher thanked the Governing Body for their work and support over the past year.

The Chair thanked everyone for attending. Part 1 of the meeting finished at 8:05pm.

Sign: Date:
Mark Chapman, Chair of Governors