



Minutes of the Full Governing Body Meeting

Thursday 29 June 2023 at 6.00pm

Membership

Name	Initial	Term Expiry Date	Governor Category
Leon Choueke	LC	N/A	Head Teacher, Ex-officio
Debby Kuypers (Chair)	DK	09-11-2025	Co-opted Governors (10)
Richard Holmes (Vice Chair)	RH	01-02-2026	
Eddie Webb	EW	25-09-2026	
Elena Wolf	EWo	26-01-2024	
Jean-Michel Garcia-Alvarez	JGA	10-02-2025	
Kate Powell	KP	11-05-2026	
Kate Harrod	KH	21-09-2026	
Becca Monahan	BM	17-11-2027	
Vacancy			
Vacancy			
Melian Mansfield	MM	19-01-2026	Representative Governor (1)
Schirin Kishore	SK	08-11-2026	Staff Governor (1)
Morinade Akinbobola	MA	05-11-2024	Parent Governor (3)
Nomi Tysman	NT	30-11-2024	
Vacancy			

* Denotes absence

Also in attendance

Darren Heath	DH	27-09-2023	Associate Members
Selin Akyildiz*	SA	26-09-2024	
Claudia Simms Abram (until 7pm)	CSA	01-03-2023	
Ben Strange (Deputy Head Teacher)	BS	N/A	Observers
Louise Foulkes (Deputy Head Teacher)	LF	N/A	
Corinna Phillips* (Assistant Head Teacher / SENDCo)	CP	N/A	
Tim Ibbotson* (Assistant Head Teacher)	TI	N/A	
Adam Crosier		N/A	Clerk

PART 1 MINUTES

No	Discussion	Action No
1	<p>Welcome and Introductions and apologies for absence DK opened the meeting at 6.03pm welcomed all governors and observers to the meeting. The meeting was quorate.</p>	
2	<p>Declarations of interest in the current agenda None.</p>	
3	<p>Governing board business</p> <ul style="list-style-type: none"> ▪ Membership DK reported that everyone other than CS had met with Steve Barker from HEP. She proposed that once the report was produced, an extraordinary meeting of the GB be convened to consider its findings. ACTION DK to send a Doodle Poll arrange an extraordinary meeting of the board before the end of term. ▪ Reports of training and development DK reminded governors of the importance of sending in details of training and visits. EWO: 24th of May Data protection Handling subject access request by Judicium 7th of June SEND Governors briefing by HEP. ▪ Reports of visits from link governors EWO: 23th of May Safeguarding Audit interview 8th June DEI/ Wider curriculum meeting with Simon Shiel. 	1
4	<p>Minutes of the meeting 11 May 2023</p> <ul style="list-style-type: none"> ▪ Accuracy The minutes were approved as an accurate record of the meeting and signed by the Chair. ▪ Actions ACTION: All governors to complete diversity training before the next FGB meeting. STATUS: Ongoing. Records to be sent to the Clerk. ACTION: LC to provide analysis of the users of the counselling service to show demographics (PP/non PP, SEND/non SEND, boys/girls, ethnicity, age etc) of users. STATUS: Ongoing. ACTION: LC to provide greater granularity to the behaviour report to show the demographic characteristics of children by boy/girl, ethnicity, year group, SEND, PP etc. STATUS: On agenda in HT's report. 	

	<p>ACTION: LC to review H+S and other documents relating to fire safety to ensure consistency. STATUS: Completed/closed.</p> <ul style="list-style-type: none"> ▪ Matters arising <p>MM asked that the minutes from the Development Board be sent to governors. LC said that this was due to take place.</p>	
5	<p>2022-23 SDP review</p> <p>LC said that the focus of his review was on behaviour and attitudes and DEI. The picture of provision for children eligible for Pupil Premium would be discussed at the next FGB or via notes to governors as would the position on the wider curriculum.</p> <p>Behaviour and attitudes</p> <p>LC said that the SDP needed further work and development. Some areas just required tweaks, others required more substantial change.</p> <p>He said that in relation to behaviour and attitudes the school was experiencing children with significantly more complex behaviours and challenges than it had in the past. He said that he had attended a Headteachers’ conference where the issue of resilience had been a focus of discussion. In general, teachers were feeling that this was one of the most challenging areas to address, post the Covid pandemic.</p> <p>He reported that the majority of staff felt that children were safe at Coleridge: 76% reported in the staff survey that they managed behaviour well. But 24% of staff were not as confident as they should be.</p> <p>Q. DK asked whether this was all staff or teachers. A. LC said that there was a need for a detailed break down. He said that TAs in particular felt less confident about behaviour. He said that this measure needed to be re-tested. He added that leaders were working hard to be accessible to support teaching staff.</p> <p>Q. MM asked whether there had been a survey of children on safety. A. LC said that what the children reported in the PASS survey was generally very positive but that there was a marked difference between KS1 and KS2. 93% of KS1 children reported that they feel happy, positive and confident, compared with 86.1% at KS2.</p> <p>He said that there was a need for further analysis of who these children were who were not reporting positively, and to put in place strategies to support them. He speculated that there were concerns in the playground where some aggressive behaviour had been seen. He said that his next step was to increase the score at KS2.</p>	

<p>Q. MM asked whether the behaviour concerns were mainly at the playground or at other times as well.</p> <p>A. LC said that his observation was that there was good behaviour around the school. There was a tiny minority of children who displayed aggressive behaviours in the playground.</p> <p>DK said that there were also concerns about staffing levels at playtime. She said that if there was a focus on the more severe behaviours, staff were not able to manage other matters.</p> <p>LC said that there were sufficient staff in the playground. He said that all staff had high vis vests, were trained to have eyes on the children. The king ball pitches tended to be where disputes took place. There was constant review of staffing levels, how the play times were organised, and actions taken to separate age groups in the playground. Play times were also organised with fewer children out, and with staff who worked with each year group.</p> <p>LC reported that there were 85 children across the school who had received a stage 3 or 4 behaviour notice. There were 20 children with 3+ stage 3-4 notices. He pointed out that these were relatively low numbers given that there were more than 800 at the school. He said that strategies were in place for separate play times for specific children, with staff who monitored/ followed these children. He said that where there were stage 3-4 behaviours, the school was actively managing the situation with risk assessments, regular reviews and actions from the school.</p> <p>Q. MA said that she was concerned that as a result of the pandemic, many children had lost the skills of socialisation and needed to learn how to develop basic social skills.</p> <p>A. LC agreed. He said that there was a need to de-escalate their own feelings and to manage their emotions. He said that now that children were back at school, things were improving. There was a small number of children who had specific challenges, and that some of these reflected difficulties at home.</p> <p>LC said that in relation to attitudes to learning and learning behaviours, the PASS survey had been helpful. In the Headteacher's report, he had discussed the importance of developing the concept of learn/self-regard. He added that behaviours around learning were as important as the negative behaviours that had been discussed previously.</p> <p>He reported that the 'zones of regulation' had been a successful intervention. The challenge was now to allocate sufficient time in the week to manage this area effectively. Some classes were better at this than others. He said that part of this could be addressed through visual displays in all classes.</p>	
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	<p>Q. NT said that while she accepted that anecdotally the zones of regulation had been a worthwhile intervention, she asked if the impact could be audited.</p> <p>A. LC said that this would be a question for CP.</p> <p>ACTION: CP to address question about the effectiveness of the zones of regulation intervention.</p> <p>Q. DH asked for an brief description of the zones of regulation.</p> <p>A. LC said that these were zones that were colour coded and based on feelings and emotions. Children were given the language to talk about how they felt and encouraged to articulate how they felt and wanted to feel. The goal of the approach was to help children to understand their own feelings, to regulate their own feelings and to recognised the feelings of others, to develop empathy.</p> <p>Q. KH said that she had not been aware of this approach and suggested that parents would benefit from being informed about this approach.</p> <p>A. LC agreed that this should be an action for the new school year.</p> <p>ACTION: LC to include information about zones of regulation in the newsletter to parents. Also, to arrange training for staff and governors and the wider school community. Information on zones of regulation should ensure a consistent understanding of emotions between home and school on this area. Short videos on the school website about wellbeing.</p> <p>Q. MA asked whether the number of behaviour incidents was unusually high.</p> <p>A. LS said that it was. However, he reported that the recording of behaviour had changed over the past year or so. He said that recording had improved in terms of staff inputting behaviour data on the school’s system for safeguarding, including behaviour.</p> <p>He said that he intended to ensure greater consistency about class rules and to provide guidelines about how children move about the school. He reported that changes to play time, with the introduction of girls only football and changes to the king ball pitch had been effective. He would also be reviewing practice to ensure that the school’s actions were based on sound research evidence and connected to the core values of the curriculum.</p> <p>LC reported that the student counselling service had increased the number of sessions it offered from 1000 to 1300 over the past year. The service was seeing more children in the current year, up by approximately 30%. He said that the service was looking to expand the group work to</p>	<p>2</p> <p>3</p>
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<p>accommodate all children. Already a range of groups were provided including music therapy, girls' groups, boys' groups.</p> <p>He said that the service currently costs £58k per year and that some people would regard it as a non-essential item. He said that he was actively looking to bring in additional long term funding (5 years plus) to secure the service.</p> <p>Q. NT asked about staff who accessed the service. She asked how staff who dealt with aggressive behaviour of children were being supported.</p> <p>A. LC acknowledged that this was a concern. There was a member of staff who was currently on long term sick leave, and another who had recently returned and was having to deal with a very challenging pupil. Some ECTs had less experience and the resilience of staff was a concern.</p> <p>Q. MM asked how the school evaluated the impact of the service, and said that information on its impact was essential.</p> <p>DK added that her understanding of the new Ofsted inspection format was that questions would be asked about staff wellbeing. This issue needed to be monitored. She said that as a board there should be some robustness about how to maintain the counselling service, even if the school could not find external funding, because it was a key aspect of the school and the strategy/values/vision that governors and leaders had for the school.</p> <p>Q. KH asked about the possibility of conducting an academic qualitative analysis of the impact of the service for staff and students – for example in relation to retaining junior staff.</p> <p>A. LC said that the head of the service would be keen on this. In relation to the impact, a report had been circulated to governors from the head of service. He said that it was difficult to quantify the impact. A key concern was about targeting the children who would benefit most from the service. There was a need to 'sell' the service more to some parents. The impacts were not only on the child but also on the family as well and on the rest of the class and the teacher.</p> <p>LC said that the counselling service was currently reaching only a percentage of the children. Some of the children who struggled day in and out were now able to access to the nurture hub. There were also Emotional Literacy Support Assistants who were constantly used to support children.</p> <p>He said that the wellbeing festival had not been as well attended by parents as hoped. There had been very good atmosphere and good speakers.</p>	
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<p>CSA said that the wellbeing festival should be included as an integral part of the school calendar and that more advance notice needed to be given to the school community about the event.</p> <p>She added that there should be a risk assessment of not having the counselling service and how to become the case study of being a beacon/best practice.</p> <p>Q. MA said that in relation to the budget for the counselling service, it would help if there could be more group work as opposed to individual work. She said that children learn better in groups with peers, although obviously, some sessions needed to be held on an individual basis for privacy reasons.</p> <p>A. LC agreed. He said that the service was already running more group-based sessions.</p> <p>DEI</p> <p>LC said that a lot had happened in this area over the past year. There had been a commitment to increasing engagement of minority ethnic parents. He said that 56% of parents were from minority ethnic groups. Next year only 17% of reception children would be white British. He said that there was much diversity among the school community and that this trend was likely to continue because of the changes in the demographics of the catchment area of the school and the fact that the school was now taking pupils who moved in year from as far afield as Wood Green and Islington.</p> <p>He said that the challenge was to make the school more approachable and responsive to parents from all backgrounds.</p> <p>He identified the following areas of work: the development board, informal meetings with small groups of parents from minority communities, recruitment of a diverse staff team. He said that the school was working hard to employ more black teachers and to this end was working with Teach London. He reported that in the past the school had always had a good representation of male teachers. However, over the past year or so, many had left and there were now only 4 male teachers remaining.</p> <p>He reported on the work on staff racial literacy and staff racial equity, including work with HEP, an audit of the staff team and the important work undertaken by the consultant with Y6 children.</p> <p>Key texts had been introduced including <i>My skin your skin</i> and <i>We're all welcome here</i>.</p> <p>He said that teachers were talking about sessions in class and that children were expressing high levels of interest in matters related to inclusion and diversity. He said that the work on LGBTQ+ issues had been received very well by the children and by most of the parents.</p>	
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	<p>DK said that there had been 6 complaints on this area, all of which were religious focused.</p> <p>LC said that it was important to communicate with parents that these were activities that were embedded in the school curriculum. A few of the Muslim parents and other religions had been opposed. They had expressed a concern that there would be a focus on sex. He said that the focus was not about sex, but about identity and the role that LGBTQ+ people have had in society. He said that he had written to parents whose children had not attended school because of Pride week.</p> <p>DK said that there was a responsibility to teach these matters. She said that trans issues were the main concern for some parents and that it was important to prepare children for secondary school.</p> <p>LC said that it was absolutely very important to teach about these matters, not least because these issues related directly to the lives of children at the school, some of whom had parents who were single parents, trans etc. He said that the point was that the school was not promoting any particular way of being, simply recognising the reality of people's lives.</p> <p>Q. MM asked whether the report on the questions to staff would be presented to governors. A. LC said that this was in hand and would be made available.</p> <p>He reminded governors about the work on anti-racism and diversity undertaken by the school over the previous year. He said that question was how to ensure that the momentum was maintained.</p> <p>MA said that it was important to have a breakdown of the demographics of the children and staff showing religion, ethnicity, languages spoken. This information would demonstrate the diversity and representation at the school and show how the school worked to ensure inclusion.</p> <p>LC said that the school demonstrated its inclusion through its work every day, both in the teaching and visually around the school. There were displays on walls, the books on display in classrooms, all showed a strong sense of the change in the imagery on display, and also externally, with the website, the images were reflective of the diversity.</p> <p>KH said that the 3 major subjects needed end points. The school had spent 3 years working on DEI and had made important progress but the aim should be that SDP priorities should be different in the future,</p>	
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	otherwise there was a risk that they would never be achieved nor new priorities addressed.	
6	<p>2023-24 SEF and draft SDP review</p> <ul style="list-style-type: none"> ▪ SEF ▪ DEI ▪ Provision for Pupil Premium ▪ Writing <p>Not covered because of lack of time.</p>	
7	<p>Headteacher’s report</p> <p>LC had circulated a report in advance of the meeting. He said that he was concerned that the priorities and statements had been too ‘Ofsted oriented’. Now, he was looking at where the school was at and developing the strategy to meet its needs. A meeting of the Strategy Group was scheduled for 11 July to further develop this work.</p> <p>DK said that she had been very impressed by the report: specifically the synergy of how the headings linked to the SDP priorities and key points of the wider curriculum.</p> <p>MM said that in her opinion the SDP needed to link back to the previous one, and build on it, to show improvement and development, and not repetition.</p> <p>DK suggested consistency of communications to parents to follow the format of the HTs report.</p>	
8	<p>Chair’s report</p> <p>DK reported having attended a Chairs Forum meeting, where there had been a report of an Ofsted inspection that used the new format. This had focused on safeguarding, holding leaders to account, school visits by governors had been a big concern. Similarly the wellbeing of staff, and finance had been key concerns.</p> <p>She also reported that the key individuals who led Coleridge Families were leaving and that this body urgently needed new blood in order to survive. She said that governors and the school need to encourage parents to engage with Coleridge Families, or it would cease to exist.</p> <p>MA said that in her opinion the issue with CF linked to the general lack of engagement of parents with the school. She pointed to specific areas that deterred parents from building relationships, such as not being allowed to stay in the playground at close of the school day. She said that having people wanting to engage would lead to getting them to volunteer.</p>	

	<p>The Chairs forum had also set a challenge for schools in Haringey to put together information on spending on SEND provision. This information was needed by the local authority to demonstrate to the DfE the gap between what was allocated to schools and what the true spend amounted to.</p> <p>ACTION: LC to provide information on SEND spending to the Haringey group.</p> <p><u>British Values</u> Governors held a detailed discussion about the way the school taught what was referred to as ‘civic/global/British values’.</p> <p>BS reported that teaching of so-called British values had been made mandatory by government as part of the Prevent/anti-radicalisation agenda. The school had always referred to these values (respect for the rule of law, democracy, tolerance, individual liberty) as civic values rather than British values. However, recently a safeguarding consultant had informed the school that an Ofsted inspection would mark down the school if it did not explicitly refer to this work as British values.</p> <p>Many governors spoke against the notion of having to refer to these values as British, as they regarded them as not exclusively British and because this appeared to run counter to the work of the school in relation to its broader work on anti-racism and inclusion.</p> <p>MM said that the school should be confident that it was secure about what it was doing and should not have to kow-tow to Ofsted on this matter.</p> <p>DK agreed and said that if the board was agreed that it would not sanction the use the term British values, it should take responsibility and not leave the decision to senior leaders or staff. She said that the governing body could forewarn the Ofsted inspection team about this matter prior to any inspection.</p> <p>MA proposed a vote on the issue on the website as a means of gathering the views of the wider school community.</p> <p>LC said that he would take advice from HEP and report back to the board.</p> <p>ACTION: LC to seek advice on the use of terminology relating to British v civic values, from HEP and report back to governors.</p>	<p>4</p> <p>5</p>
<p>9</p>	<p>Reports from committees</p> <ul style="list-style-type: none"> ▪ Joint Resources and Child and Community committee 24 April 2023 ▪ Environment Health and Safety committee 	

	<ul style="list-style-type: none"> ▪ Charities and Sponsorship committee <p>Not discussed due to lack of time.</p>	
10	<p>Policies</p> <p>None.</p>	
11	<p>Any other business</p> <p>DK offered a vote of thanks to LC and the staff team for their hard work over the year. She said that it had been a very difficult year, but that the school had learnt and grown and was now in a better place.</p>	
12	<p>Date of next meetings</p> <ul style="list-style-type: none"> • TBA 	
13	<p>Part 2 business</p> <p>None.</p>	

The Chair thanked everyone for attending. Part 1 of the meeting ended at 20.30.

Signed..... Date.....
Chair

Action Table

Item	Action	By Whom
3	ACTION DK to send a Doodle Poll arrange an extraordinary meeting of the board before the end of term.	DK
5	ACTION: CP to address question about the effectiveness of the zones of regulation intervention.	CP
5	ACTION: LC to include information about zones of regulation in the newsletter to parents. Also, to arrange training for staff and governors and the wider school community. Information on zones of regulation should ensure a consistent understanding of emotions between home and school on this area. Short videos on the school website about wellbeing.	LC
8	ACTION: LC to provide information on SEND spending to the Haringey group.	LC
8	ACTION: LC to seek advice on the use of terminology relating to British v civic values, from HEP and report back to governors.	LC