



## Minutes of the Full Governing Body Meeting

Thursday 11 May 2023 at 6.00pm

### Membership

Name	Initial	Term Expiry Date	Governor Category
Leon Choueke	LC	N/A	Head Teacher, Ex-officio
Debby Kuypers ( <b>Chair</b> )	DK	09-11-2025	Co-opted Governors (10)
Richard Holmes ( <b>Vice Chair</b> )	RH	01-02-2026	
Eddie Webb	EWe	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	CSA	01-03-2023	
Ben Strange ( <b>Deputy Head Teacher</b> )	BS	N/A	Observers
Louise Foulkes ( <b>Deputy Head Teacher</b> )	LF	N/A	
Corinna Phillips ( <b>Assistant Head Teacher / SENDCo</b> )	CP	N/A	
Tim Ibbotson ( <b>Assistant Head Teacher</b> )	TI	N/A	
Adam Crosier		N/A	Clerk

### PART 1 MINUTES

No	Discussion	Action No
1	<p><b>Welcome and Introductions</b> DK opened the meeting at 6.05pm welcomed all governors to the meeting.</p>	
2	<p><b>Apologies for Absence</b> There were no apologies for absence from governors. CSA had sent her apologies.</p>	
3	<p><b>Declarations of interest in the current agenda</b> None.</p>	
4	<p><b>Governing board business</b></p> <ul style="list-style-type: none"> <li>▪ <b>Membership</b> DK reported that the review of the governing body by Steve Barker had not been completed. She said that Mr Barker had been ill and that a meeting with HEP, Mr Barker and herself would take place in the coming weeks to agree a new timeframe for delivery of the report.</li> <li>▪ <b>Reports of training and development</b> Governors had sent details in advance of training.</li> </ul> <p>DK: 31.3.23: Webinar: Driving Anti Racism in a Largely White Education System by FLAIR 31.3.23: Webinar: Levering data to drive engagement with your racial equity strategy by FLAIR 24.4.23: Webinar: LGBTQ+ representation within the curriculum by TIE 26.4.23: Equality in Schools: From Compliance to Commitment by HEP 27.4.23: Talking Racism Workshop by Arise 4.5.23: Diversity and Empowerment Workshop by Arise</p> <p>MA, SK, EWe and EWo: 26.04.23: Equality in Schools: From Compliance to Commitment</p> <p>DK noted that diversity training by HEP had not been completed by all governors. She asked that all governors complete this training before the next FGB meeting.</p> <p><b>ACTION:</b> All governors to complete diversity training before the next FGB meeting.</p> <p>LC said that there had been 2 sessions for parents on anti racism and the third was due to take place on 12 May. He encouraged governors to view the link. He said that the training had been well received.</p>	1

▪ Reports of visits from link governors

DK:

14.3.23: Link Maths Lesson Observation

30.3.23: H+S Site Walk East Exterior

21.4.23: Link Visit (with BM): PP SDP

5.5.23: Link Visit Maths

5.5.23: Link Visit PP SDP

EWo:

4.3.23: Coffee morning meeting with Coleridge SEND parents

28.4.23: Safeguarding Meeting

3.5.23: Teacher interview process

4.5.23: EHSC, Teacher interview process, SEND Meeting,  
Safeguarding walk about (at drop off and lunch time)

5.5.23: Safeguarding SCR meeting

EW said that she had conducted a safeguarding visit and had circulated a report in advance of the meeting. The visit had included a review of the single central record and a review of the safeguarding audit's recommendations from September 2022. She said that the SCR had been systematised and was now in a much-improved condition. A new safeguarding audit led by the local authority was due to take place on 23 May 2023.

NT reported that she had conducted a well being visit. She said that this matter was reviewed termly. The school was currently determining how to prioritise its well being services as demand for interventions was high but staffing very limited. She said that the zones of regulation training had been rolled out around the school. There was a waiting list of 12 children for ELSA. The attendance policy was now in place and actions were being taken if children were not attending. She reported that there was huge demand for the school's counselling service: 96 children had used it during the current school year and it was expected that around 150 would use it by the end of the summer term. This was a significant increase on the previous year.

Q. DK asked whether the increase in demand was due to additional needs or due to improved awareness of the availability of the service.

A. LC said that there was an increase in need for this service.

Governors discussed how fortunate the parents and children at the school were to have access to this service and the difficulty and high cost of accessing counselling services elsewhere.

LC said that there was a review of the previous year's work of the well-being service that was available on Governor Hub.

<p>KH thanked LC for the report which she felt was a very helpful report and said that the service offered by the school was fantastic.</p> <p>CP said that the service was excellent but that the school was operating a 'champagne service on a lemonade budget', and that this needed to be acknowledged.</p> <p>LC said that the service cost around £56,000 in the current year. From September 2023, the costs were due to rise to £70,000.</p> <p>Governors said that there needed to be a focus on fund raising to acquire money to support the service.</p> <p>Q. MM asked whether there was funding for the service in the budget.</p> <p>A. LC said that the full £70,000 had been allocated in the budget, but that the school was setting a deficit budget. He said that he personally did not want to make cuts to this service because of the high levels of need.</p> <p>MA asked for a breakdown of the users of the service, to see who was using the service.</p> <p><b>ACTION:</b> 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.</p> <p>DK said that she had met with maths lead. Maths SATs results had been lower than expected in 2022. The projection for September was 83% to achieve the expected standard, an improvement on the results from the previous year. Maths had been a focus for the school in the current year. The impact of Covid continued to affect maths teaching and learning. She said that there was an expectation that the gap in terms of achievement from pre pandemic times would be closed by then end of the following year.</p> <p><u>PASS survey</u></p> <p>TI gave a presentation of the PASS survey. This was an online survey of (almost) every child in the school that aimed to explore children's attitudes to the school, to learning and to self-perceptions/self-image. He said that the school was due to meet with the owners of the survey, who would help with the analysis of the data.</p> <p>He reported some headline findings:  For Reception and Infants; feeling positive about school – very high scores. Compared to other schools Coleridge performed well. There were no differences between boys and girls, except for boys in Reception. He said that where there were any areas of concern, the school could investigate further. He said that the school would review the data in relation to PP and ethnic groups.</p>	2
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	<p>For Y3 to Y6: findings were strongly positive. Attitudes to teachers appeared to be slightly lower than for other PASS schools and would be investigated further.</p> <p>Q. MM asked whether the survey enabled analysis of a combination of variables.</p> <p>A. TI confirmed that it did.</p> <p>There was a discussion of the data and how to interpret the findings. LC said that the school would take advice from the PASS company to ensure that the school interpreted the data correctly.</p> <p>Q. KH asked how the school would use the survey.</p> <p>A. LC said that the reason for purchasing the survey was to determine whether the school was targeting the correct children for interventions, for counselling etc.</p> <p>BS added that a key focus of Ofsted’s framework was ensuring that schools addressed the question, ‘what is the learning experience in the school and how do you know?’ He said that the PASS survey would help to answer this question.</p> <p>LC said that ideally the school would be able to review the findings from the survey, implement interventions to address identified areas of concern and then run survey again to assess the impact of these interventions.</p> <p>Q. KH asked about the value of the survey. She said that if the children identified by the school were the same as those identified by the survey, it may be a not so useful tool.</p> <p>A. LC said that he wanted every teacher to have a summary of the children in their class. He said that it would also be valuable in discussions with parents to help them understand the self-image of their children as learners.</p>	
5	<p><b>Reports from committees</b></p> <ul style="list-style-type: none"> <li>▪ <b>Joint Resources and Child and Community committee 24 April 2023</b> Minutes available on Governor Hub.</li> <li>▪ <b>Environment Health and Safety committee</b> DK and LC were due to meet with LB Haringey to review playground and boffey house. In addition, the school had received a quote for tree surgery of around £9,000 which was significantly higher than budgeted.</li> <li>▪ <b>Charities and Sponsorship committee</b> No report.</li> </ul>	
6	<p><b>Minutes of the meeting 23 March 2023</b></p> <ul style="list-style-type: none"> <li>▪ <b>Accuracy</b></li> </ul>	

	<p>The minutes were approved as an accurate record of the meeting and signed by the Chair.</p> <ul style="list-style-type: none"> <li>▪ <b>Actions</b></li> </ul> <table border="1"> <thead> <tr> <th>Item</th> <th>Action/Status</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Ask Steve Barker to send over some guidance prior to the Governor one-to-one meetings. STATUS. Ongoing.</td> </tr> <tr> <td>7</td> <td>Include SEND, complaints and behaviour incidences as regular LGB meeting items. STATUS. Closed.</td> </tr> <tr> <td>7.3</td> <td>Add monitoring of attendance figures once per term as a standing item to agenda. STATUS. Closed. In HT report.</td> </tr> <tr> <td>8</td> <td>Review school website STATUS. Closed. A number of tweaks would be made to improve the speed of the site and to enable communication with parents.</td> </tr> <tr> <td>11</td> <td>Send Head Teacher’s report to Governors. STATUS. Closed.</td> </tr> <tr> <td>13</td> <td>Governors to retrospectively report at the next set of meetings. STATUS. Closed</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ <b>Matters arising</b> None.</li> </ul>	Item	Action/Status	4	Ask Steve Barker to send over some guidance prior to the Governor one-to-one meetings. STATUS. Ongoing.	7	Include SEND, complaints and behaviour incidences as regular LGB meeting items. STATUS. Closed.	7.3	Add monitoring of attendance figures once per term as a standing item to agenda. STATUS. Closed. In HT report.	8	Review school website STATUS. Closed. A number of tweaks would be made to improve the speed of the site and to enable communication with parents.	11	Send Head Teacher’s report to Governors. STATUS. Closed.	13	Governors to retrospectively report at the next set of meetings. STATUS. Closed	
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7	<p><b>Chair’s report</b> None.</p>															
8	<p><b>Headteacher’s report</b></p> <p><b>Diversity, equality and inclusion (DEI)</b> LC reported key headlines from work on DEI. He said that in response to the Coleridge Anti Racist Network (CARN) letter, the school had established a development board. The membership was designed to be inclusive and was chaired by Marva Rollins. The first meeting of the board was due to meet on 15 May 2023. Minutes would be taken and made available to the school community and the board would meet monthly. The goal was to establish a long term strategy to address DEI concerns.</p> <p>Orlene Badu, a consultant on racism and diversity, would be meeting on 17 May 2023 to help the school. Ms Badu would hold an open forum with parents, as well as one to one and small group meetings with parents. LC said that Ms Badu was keen to ensure the school heard from parents that were not usually heard from. The scope of her work would be broader than racism.</p> <p>LC said that Trina from SEND team was keen to meet with a number of black children at the school. They would write their own stories of what it</p>															

	<p>was like to be at the school. Coupled with the PASS survey, the school would obtain a broad-based picture of the experience of children at the school from minority ethnic backgrounds.</p> <p>LC said that the school was holding three sessions for parents on racism, diversity and empowerment, speaking up and speaking out. He said that there had been good support and feedback from parents.</p> <p>He said that work had begun with Turkish parents too. LC had met with a small number of parents of Turkish heritage. Turkish parents were meeting with others across the school and this had been appreciated.</p> <p>He said that training for staff on racism was planned. He said that some teachers had felt the need for training and support to address such questions as ‘what is racism?’, ‘Is antisemitism or islamophobia racism?’. Assemblies were continuing on this subject. He said that the school had also invited an Instagram influencer to lead assemblies on environmentalism and related topics. There was also work planned on LGBTQ+ around Pride week.</p> <p>MA said that the strategy group had reviewed every aspect of the action plan in the SDP in relation to DEI matters. MM said that governors should review the impact of the SDP across the board towards the end of term.</p> <p>Q. JGA said it was good that the school had gone out to experts from outside the school to address issues related to racism. He asked if the school would do the same for other areas of DEI. A. LC said that he was doing this with LGBTQ+ and that he intended to do so with other areas.</p> <p>MA reported that a lot of reported racism incidents were reportedly perpetrated by children on the SEND register. She added that there should be consideration of religion and its role in the school. She said that there appeared to be a focus on religions generally practiced by black people. She said that the focus should be either to cover all religions or none. She said that some people had complained about Christmas carols at the school.</p> <p>MA said that it would be helpful to have a better record of the social demographic characteristics of children at the school with detail of ethnicity.</p> <p>CP said that unfortunately the DfE categories were not specific. She said that parents had the option to provide this information on the admissions form, but that many parents chose not to complete this section of the form.</p>	
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MA said that governors needed to decide whether DEI should be on SDP for the next year.

DK said that the discussion on anti-racism had taken a lot of governors' time over the past year, and that DEI encompassed a broader range of issues than just anti racism. She said that it was important that sufficient time was devoted to ensure consideration of other concerns (LGBTQ+, disability, access etc). She said that from her perspective it felt that some groups were not well represented, and some concerns not well addressed.

MM said that both understanding, and integration of understanding was important, to change attitudes.

### **Pupil premium**

BS said that PP had been scrutinised by governors (BM and DK) at a meeting on 21 April 2023. A short record had been produced and was available on Governor Hub.

He said that the number of children in receipt of PP in the current year was 81, up from 69 in the previous year. He said that this was a reflection of a national trend and was due to the increase in the cost of living post the pandemic.

Attendance for PP children: 93.1%, which was within 2% of non PP children.

Extra curricular clubs: BS said that he had sought to place children entitled to PP children in extra curricular (after school) clubs. To date 13 children with PP had been placed in clubs including maths, dodgeball, capoeira.

Q. JCA asked whether this meant that the other 46 PP children were not able to attend after school clubs.

A. BS explained that some PP children had been accessing clubs already, because their parents paid for them to attend. He said that about 60% of PP children did not use after school clubs, compared to around 50% of non PP children. He confirmed that funds would be available in the next year to support PP children to access after school clubs.

Q. MA asked whether he had considered using the Sports Premium grant to support this.

A. BS said that he was not sure that this was permitted, but that he would investigate.

BM reported that she had been impressed at the ambition the school had for PP children in terms of academic expectations. She said that there was a lot of detail provided by the school on interventions for PP children.



	<p>Q. DK asked what impact the sudden increase in numbers of children entitled to PP had on provision.</p> <p>A. BS said that an additional 10 children had been to the total. He pointed out that additional funding was provided to the school as a result of children becoming eligible for PP and that this was used to support interventions.</p> <p>Q. Governors discussed whether there were additional means of encouraging parents to declare their status to ensure their children received PP if they were entitled to it.</p> <p>A. BS said that parents were directed to FSM checker. He said that when FSM became available for all students, this may affect the school's ability to identify children entitled to PP.</p> <p><b>Report</b></p> <p>LC said that the Headteacher's report had been sent in advance to governors and he invited questions.</p> <p><b>Admissions</b></p> <p>LC said that Headteachers in the local authority had met on several occasions with the local authority to try to resolve the impact of falling pupil numbers, but that the local authority appeared unwilling to take any decisions. He said that Coleridge was in a better position than many primary schools in the borough, not least because it took several children from LB Islington. He reported that from September 2023 there were 111 'definites' and a number that the school was waiting to hear from.</p> <p>He reported that a detail in his report of spaces across the school was not accurate. For Y5 there was 1 vacancy, not 5 as stated.</p> <p><b>Behaviour update</b></p> <p>MA asked for a breakdown of behaviours and an explanation of the recorded information together with a breakdown of the demographics of children, including 'repeats'.</p> <p><b>ACTION:</b> 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.</p> <p><b>Engagement with school community including surveys etc</b></p> <p>LC said that app 7k would enable parents to communicate better and address issues raised by parents through the website.</p>	3
9	<b>Safeguarding and safer recruitment</b>	
10	<b>Financial management</b> Reported under Part 2.	

11	<b>Pupil and staff welfare</b> Reported under item 3.	
12	<b>Staffing</b> No report	
13	<b>Estate management</b> Reported under item 5.	
14	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>Supporting children with medical needs policy was APPROVED.</li> </ul> <p>BS reported that the policy had been amended. The key change was that previous policy had stated that the school would never administer medications. This statement had been removed and administration of medications would now be subject to a parental agreement.</p> <p>KP said that there needed to be a review of the school's H+S document and information about fire safety. She said that various documents contradicted one another.</p> <p><b>ACTION:</b> LC to review H+S and other documents relating to fire safety to ensure consistency.</p>	4
15	<p><b>Any other business</b></p> <p>MA said that the strategy group was considering its programme of work for the coming year. She said that it was important to obtain the views of the whole board about what should be considered.</p> <p>LC said that the strategy group should meet first and present options to the FGB. It was agreed that the strategy group would meet and to present a plan (strategy governors and SLT).</p>	
16	<p><b>Date of next meetings</b></p> <ul style="list-style-type: none"> <li>29 June 2023</li> <li>Extraordinary FGB: 22 May 2023 on Zoom</li> </ul>	
17	<p><b>Part 2 business</b></p> <p>Item 10: Financial management, reported separately.</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
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4	All governors to complete diversity training before the next FGB meeting.	All governors
4	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.	Headteacher
7	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.	Headteacher
8	LC to review H+S and other documents relating to fire safety to ensure consistency	Headteacher