



Minutes of the Governing Body Meeting

Held on Monday 13 May 2024 at 6.00pm

Membership

Name	Initials	Term Expiry Date	Governor Category
Leon Choueke	LC	N/A	Head Teacher, Ex-officio(1)
Debby Kuypers (Chair)	DK	09-11-2025	Co-opted Governors (7)
Richard Holmes (Vice Chair)	RH	01-02-2026	
Eddie Webb	EWe	25-09-2026	
Jean-Michel Garcia-Alvarez	JGA	10-02-2025	
Becca Monahan	BM	17-11-2027	
*Claudia Simms Abrahm	CSA	04-02-2028	
Andrena Emin	AE	04-02-2028	
Melian Mansfield	MM	19-01-2026	LA Governor (1)
Kirsten Schmidt	KS	04-02-2028	Staff (1)
Morinade Akinbobola	MA	05-11-2024	Parent Governor (2)
Nomi Tysman	NT	30-11-2024	
Also in attendance:			
Tim Ibbotson	TI	N/A	Asst HT
Ben Strange	BS	N/A	Deputy HT
Darren Heath	DH	04-02-2028	Associate Governor
Adam Crosier			Clerk

* Denotes absence

PART 1

- Welcome, introductions and apologies for absence**
The chair welcomed everyone to the meeting. Apologies had been received from CSA for reasons of caring responsibilities.
- Declarations of interest, pecuniary or otherwise in respect of items on the agenda**
None.
- Governing board business**
Membership
No change.
DK reported that she and CSA had met with 2 people who were interested in becoming Associate Governors. Expressions of interest and CVs had previously been circulated to the GB for an additional 2 Associate Governors. DK/CSA had met both candidates and in view of succession planning proposed that both should be appointed as Associate members. The Board agreed.

Governor training
None reported since the last meeting.
LC reported that he would send governors dates for training on anti-racism.

Governor visits

Quality of education

BM and JGA had met with BS. The focus of the meeting had been to review strategies aimed at 'closing the gap' between identified groups of children and others. BM reported there was a lot of work taking place on the Little Wandle programme. She and JGA had reviewed data from the Phonics screening programme: the school expected 88% of children to be at the expected level (up from 86% last year). They had heard about the induction programme for new teachers: all new teachers received a robust training programme to which there had been positive feedback. She reported that there was greater consistency over the resources and displays throughout the school. An external review had taken place to review the transition of children from Early Years to Y1. There was a focus also on consistency in outdoor learning areas.

LC said that the school used funds provided by Coleridge Families (CF), as well as other funds, for various outdoor learning projects: a canopy to be built, a 'mud kitchen', a 'potion station', an outdoor library and a woodwork station.

LC said that KS2 SATs had now begun and that the school was providing a special SATs breakfast club that was available for all Y6 children. He said that all the predicted data were positive and there was an expectation of improvements on the previous year. In the case of Maths the school expected 86% to attain the age related standard (up from 76% in 2023). TI reported that the school had invested significantly in personalised tutoring for specific children and that this was expected to be effective in terms of pupil outcomes.

BM reported that CF had appointed a new person to the organisation: there had been a request for more information from CF about what funds should be spent on. BM said that there was a need to continue to support CF with its direction and focus, to be an organisation that celebrated the school community and not a space solely for complaints.

LC said that he had been clear at the CF annual general meeting about the focus of funding (wellbeing and library). He said that a 'fun run' had taken place recently that had been very successful and had raised >£10,000, to be spent on playground equipment.

Diversity, Equality and Inclusion (DEI)

MA reported that she, AE and MM had attended a DEI board meeting in late April. The meeting had discussed how the school responded to racist incidents and that LC had shared the details of the school's process on this subject with the board. The meeting had also discussed racial literacy training for parents. Two key members of the board were due to step down and there had been a discussion on succession planning.

The meeting had also discussed the school's approach to recruitment of new staff. LC had given an update on recruiting to a full time teaching position and the board had discussed having a more diverse recruitment panel.

LC reported that following this discussion AE had been asked to be involved in the shortlisting and interviewing of candidates for 4 posts. He reported that the school had received 37 applications and had shortlisted 14 candidates for the 4 posts. He provided details of the ethnicity of all candidates and said that it had been a very diverse group. LC said that the school's equality action plan included an aim of recruiting a more diverse staff team.

Leadership and management

DK reported that she and RH had met recently with LC. They had discussed results from the staff survey, including:

- Behaviour management and the need for training for TAs to manage this.
- School reports: LC said the senior leadership team had developed a new reporting format which would be more manageable for staff, and which would celebrate children's effort as well as attainment.
- Morale and professional development: training and development of staff was planned together with coaching within year teams. LC said that the intention was to have pairs/groups of teachers working collaboratively to improve practice. One of areas teachers and support staff identified in the survey was the need for more opportunities for learning.

SEND

AE reported that there had been no visit but a series of Q/A online. The SEND team had reviewed the audit form April and had considered the next steps/responses to the findings from the audit. The action plan was to be ready for the new school year. The SEND policy would be updated and a SEND champion for each year group would be identified.

The school was looking to improve the nature of the data it collected on SEND and to review the information on the school website. It was also looking to implement the previous action plan and to have a parent/school meeting before end of the year. The SENDCO had stated that they were intending to leave the school at end of the 2024/25 school year, and arrangements would be put in place for succession planning. AE said that there was a plan for a parents' survey in Spring 2025.

Safeguarding

NT reported that she had met with the SENDCO and BS to discuss the safeguarding audit from October 2023. They had reviewed the requirements for online filtering. The main issues for the future: the SENDCO to present information from 'My Concern' to the next FGB meeting.

ACTION 1: SENDCO to present information from My Concern to next FGM meeting. There was a concern about safeguarding arrangements at the start and end of the school day because of the impracticality of staffing all 6 school gates.

Smart phones policy

NT reported that the group had also discussed the school's position on smart phones, following a request by MA. MA said that there had been more research showing the negative effects of smart phones on children's mental health and that she felt there was a need for further discussion on the school's position to ban smart phones (as opposed to 'brick' phones). She said that her preference would be to ban smart phones at school. Without a ban on smart phones, children and parents were under peer pressure to allow their use.

LC said that this was also his preference. He said that there had been recent concerns about Y6 children accessing adult content via smart phones. He said that there was no reason for a child to have a smart phone, and that a brick phone would suffice in terms of contactability by concerned parents.

BS said that the school policy on phones was clear (they were banned), but that in practice it was known that some children had smart phones at school. KS confirmed that as a teacher she was aware that some children who walked to/from school alone had a smart phone.

BS said that in his opinion it was important for the school to have a clear and consistent position on smart phones.

Q. JGA asked whether staff at the school used smart phones during the school day.

A. LC said that all staff other than senior leaders (who used mobile phones for communication with each other) should not use phones during the school day except in staff room.

Governors AGREED to amend the policy on mobile phones to prohibit smart phones at school, but to permit brick phones to be kept by children (but not to be used while at school).

ACTION 2: LC to amend the school's mobile phones policy to ban smart phones but to permit the carrying to and from school of brick phones and to communicate the new position with parents.

Ofsted preparation: strategy and vision

DK asked BM and JGA to join this group.

LC said that a group of governors had met and that they had prepared a 'to do' list prior to the Ofsted inspection, which was expected soon. A presentation had been prepared for children and there were also questions for teachers. For governors, LC asked that everyone familiarised themselves with the Governors Ofsted Handbook from HEP that included questions from Ofsted that could be anticipated from a visit.

He said that governors should be aware of the role of governor, their length in post, how governance was structured at the school. He reminded governors that the current structure was the result of an external review of governance and that the

current flat structure of 6 meetings of a FGB and no committees would be reviewed at the end of the year.

He identified other questions for governors to consider:

Q1. How are governors ensuring they are aware of changes to the use of the assessment information in line with the new inspection framework?

Q2. What support and training had been made available to governors to enable governors to challenge the school?

Q.3 How has the governing board contributed to school's strategic direction?

Q4. How do you know that the single central record is fit for purpose?

Q5. What are the roles of middle leaders and how do they contribute to the school's priorities?

Q. Where are pupils' outcomes historically, and where is the school strong and where weak, and how do we know?

DK said that a 'crib sheet' for governors should also be prepared, so that governors were able to answer these questions with confidence.

ACTION 3: LC to check with HEP that the list of questions relating to Ofsted inspection were up to date and to produce a summary 'crib sheet' for governors.

LC said that he expected that Ofsted would also be concerned about the school's action plans, including evidence of the inclusion of financial spend in the budget that related to the SDP's priorities. He said that there was a need to set a 3-year (as opposed to a 1 year) budget, which had now been done.

He added that the strategic plan should state both its priorities and why they were important. He said that the self-evaluation framework (SEF) had been amended over the course of the year to reflect Ofsted's priorities and that there would be a 3-year plan for each of these priority areas.

He said that he was aiming to conduct a survey of children and for SLT members to undertake focus groups with children to inform the school's plans.

Statutory duties (equality act, Prevent and KCSIE 23)

DK said that as part of the Ofsted preparation process, governors should also ensure that they understood their statutory duties as governors.

4. Minutes of the meeting held on 5 February 2024

Accuracy

The minutes were approved as an accurate record of the meeting and signed by the Chair.

Actions

ACTION: CP to circulate to governors the SEND audit report and action plan.

STATUS: Completed.

ACTION 4: CP to amalgamate action points from both SEND action plans, with dates.

ACTION: LC to organise a session for governors to mirror staff training during summer term and to establish a programme of training based on a review of training provided by HEP.

STATUS: Completed/closed.

ACTION: All governors to commit to completing the diversity questionnaire by next meeting.

STATUS: Completed/closed.

ACTION: LC to send the SFVS to governors by email for review and approval.

STATUS: Completed/closed.

ACTION: LC to investigate other schools' policies to political messaging on clothing and make recommendations for actions at the next meeting.

STATUS: LC reported he had met with Weston Park (which proscribed football tops).

He was planning on doing further research and would report back. Completed/closed. Reported under item 5.

Matters Arising

None.

MM said that there was intended to be feedback from the work relating to the Leeds Beckett anti racism work. This related to leadership, viewing policy through anti racist lens, intersectionality in curriculum and the pupil voice.

LC said that the next step was to develop the anti-racist action plan.

5. Chair's report

None.

6. Headteacher's report

LC had circulated a written report in advance of the meeting. He addressed governors' questions which had also been submitted in advance of the meeting.

School uniform

LC reported that there had been two additional complaints about the uniform policy since the previous meeting. He had now discussed uniform policy with headteachers from two local schools that had a no uniform policy. Neither school had experienced concerns about political messaging in the way that Coleridge had. The headteachers at both schools felt that the position that Coleridge was taking of banning any political

messaging on clothing/accessories for staff and pupils was appropriate. LC proposed that the school amend its uniform policy to state the following:

The school did not have a school uniform, and that it did not permit jewellery and that any logos/messaging on clothing should be age appropriate and should not promote any political ideologies.

Q. A governor asked what the new complaints related to.

A. LC said that both had related to pro-Palestinian messaging in the context of the ongoing conflict.

Parents' survey

LC said that he had met with DK, CSA and a prospective Associate Governor to discuss the findings from the parents' survey.

He said that there had been a concern that was specific to a small number of parents from Y1 about playground behaviour for children in that year group, which was felt to be dangerous. He said that the Y1 class teacher had met with parents to discuss the concerns and to review play in the playground behaviour. Children had been asked for their views and had discussed whether they felt safe. Four children had reported that they did not feel safe and had mentioned boys who engaged in rough play. He said that staff had reduced the number of children at play at the same time and had discussed calmer play and importance of children being able to use their voice to communicate their concerns with teachers.

LC said that he had met with a parent who had blamed specific children for behaviour concerns at playtime. LC said that there was a concern that the use of WhatsApp among parents led to the identification of children who were targeted as 'troublemakers': this was frequently inaccurate but also damaging to the children and to the school's efforts to address behaviour. He said that SLT was currently reviewing reports of bullying incidents on My Concern and considering how best to communicate with parents.

Q. MM asked what the process was for dealing with reports of bullying.

A. BS said that the anti-bullying policy had a clear flow chart for this process. LC added that the school talked to both perpetrators and victims of bullying incidents. The school was very successful at devising individualised responses and that the school informed parents at each stage of the process.

MM said that could it be that bullying continued despite all the actions from the school

A. LC said that this was where the school benefited from of ELSAs and My Concern, which recorded incidents by date and enabled the school to monitor patterns of behaviour by individual children over time.

Communication with parents

LC said that the school had made headway in terms of communicating with parents and that in general parents felt well informed. The next step was how to communicate to parents about how their children are progressing throughout the year. Another concern was about expectations. He said that these points were linked.

At present the school used end of year reports, but as it moved to the use of a management information system called Arbor, it would be able to report on progress on a termly basis.

He also reported that he was considering asking teachers to provide regular direct messaging to parents (at the rate of 2 children per day) about how children were progressing.

Homework

LC said that this had come up as a concern in the survey of parents and that it was good to review the school's position on homework. He said that the best research evidence had concluded that homework was not a factor that had significant impact on pupil outcomes at primary school level. LC said that he would ensure marking and feedback policy had been reviewed and was being applied consistently (book looks etc), and then look at homework. The school did promote what it termed 'home learning' requesting parents to support children with reading and spelling and times tables.

Q. BM asked whether parents wanted the school to set homework.

A. LC said that there were broadly 3 groups: those who wanted formal marked worksheets, those who wanted crafty 'make/do' type homework and those who felt that any homework was a stress and wanted none.

BS said that there was another point about the inequality of the home work environment. He said that some teachers were reluctant to mandate a requirement about homework.

LC added that where home work was set, teachers were often required to chase those who did not complete the work, and that this took away from the teaching during the school day.

BM recommended publicising BS's blog on homework to parents.

7. Safeguarding

No reports of concern.

8. Financial management

Budget update

Headlines from the SRMA report:

The school was required to produce a formal 3-year budget.

The finance working party to be reinstated.

SDP to include costings in the plan.

Review staffing levels: the report found that the school was above the benchmark for the number of teachers by 3 teachers.

He reported that the 2024/25 budget had opened with a deficit of £110,000 and that the forecast deficit at the end of the year was £255,000.

In terms of recruitment, LC reported that new teachers recruited were less expensive than those who had left/were due to leave.

He reported that the school had been unsuccessful in its application for grant funding of £20,000 from Tottenham Grammar to support the counselling service and that he planned to re-submit an application and to discuss the reasons why the application had not been funded with Tottenham Grammar.

He reported that the school was hoping to increase income from wrap around care, but that recruitment of staff was very challenging because of the hours required (3.30 to 6.00 pm).

He said that it may be that some after school clubs would have to close because of costs. However, he was aware of the need for caution as after school clubs were important parents and especially to prospective parents.

He reported that the initial first budget had been circulated to governors and that the second draft would be available shortly.

9. Estate Management and Health and Safety

DK said that a site walk was due after half term. There were no significant updates. LC said that the concerns related to the school roof were still to be agreed by the local authority.

10. Policies

Mobile phone policy: discussed under item 3.

11. Any other business

Risk management: MA asked about risk management and having a strategic risk assessment approach.

ACTION 5: BS to review and use NGA template and develop the risk register.

12. Dates of next meeting

Monday 1 July 2024

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

Action Table

Action
ACTION 1: SENDCO to present information from My Concern to next FGM meeting.
ACTION 2: LC to amend the school's mobile phones policy to ban smart phones but to permit the carrying to and from school of brick phones and to communicate the new position with parents.
ACTION 3: LC to check with HEP that the list of questions relating to Ofsted inspection were up to date and to produce a summary 'crib sheet' for governors.
ACTION 4: CP to amalgamate action points from both SEND action plans, with dates.
ACTION 5: BS to review and use NGA template and develop the risk register.