



Minutes of the Governing Body Meeting

Monday 1 July 2024 at 6.00 pm

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
Ben Miller	BM	01-07-2028	Associate Governor
Corrina Phillips	CP	N/A	Asst HT and SENCO
Louise Foulkes	LF	N/A	Deputy HT
Adam Crosier			Clerk

* Denotes absence

PART 1

1. Welcome, introductions and apologies for absence

The chair opened the meeting at 6.05 pm and welcomed everyone to the meeting. She welcomed new Associate Governor, Ben Miller and governors introduced themselves. There were no apologies. The meeting was quorate.

2. Declarations of interest, pecuniary or otherwise in respect of items on the agenda

None.

3. Governing board business

Membership

BM was welcomed as an Associate Governor. There were no other changes.

Governor training

DK reported that training for governors on DEI was due to take place in the coming week.

There were no other reports of training.

Reports from governor visits

Quality of education

BM reported that she had met with BS to review progress on actions identified in the school development plan (SDP). She reported that 89% of pupils had achieved the Phonics pass mark (up from 86% in the previous year). She said that the quality of displays in the school had been improved. Transition from early years foundation stage (EYFS) to Y1 had been reviewed and there was a plan to make the transition more structured. Predictions for standard assessment tests (SATs) were very strong, but results were not due until after 9 July.

DK reported that there would be an extraordinary meeting of the board in September to review SATS results and to review the new structure of the governing board.

Q. MM asked whether the breadth of the curriculum had been considered in the meeting with BS.

A. BM said that this had not been part of the current year's SDP. LC added that the school improvement advisor (SIA) had reviewed the curriculum as part of her work and that this had included interviews with pupils. The reports were available on Gov Hub.

MM said that her view was that EYFS should carry through to Y1, as many children were very young at the point they moved to Y1 and needed more time in EYFS.

LF said that there were already aspects of overlap between EYFS and Y1.

Diversity, Equality and Inclusion (DEI)

MA said that the next meeting of the development board was due on 10 July.

The previous meeting of the board had identified the need for racial literacy training for governors, which was in hand. There had been a disappointingly low turnout for the training for parents. Some of the matters raised had included communication between school and parents. She said that there had been a feeling that the school was focusing on specific cultures (in this case Turkish) was considered problematic.

LC pointed out that there was a question about where the responsibility for communication lay. He said that there had been information provided by the school to parents, but that for whatever reason, some parents were not reading/viewing this. He said that the aim of Parent Hub was to ensure that information was held in one place and avoided duplication of communication.

NT suggested reviewing data from Parent Hub to identify which parents were not opening/reading communications from the school.

CSA suggested the school send reminders about expectations on parents: she said that people were both over-loaded and over-serviced and needed to take greater responsibility.

AE said that the WhatsApp group was perceived to be more important than other channels of school communication. However, KS said that some parents had opted out of WhatsApp group because there was too much (and not necessarily school relevant) information.

MA said that other matters discussed at the board had included how the curriculum addressed DEI and religion and specifically how the views and opinions of those who were atheists or of no religion were valued and communicated to other children. LC said that this information was communicated to parents.

MA said that some entrenched perceptions remained, about whether the school was inclusive. She said that governors were perceived as defenders of the school by those who were more critical of the school. She said that there was a desire for two aspects of dialogue with the school: one part was to speak out about concerns, while the other was to seek to work with the school. Another concern was whether all the voices of different parents were being heard. AE added that some new members had been vocal and critical.

LC said that the proposal of two meetings was something to consider. He also agreed that there was a risk of not hearing all voices. MA confirmed that it was the more confident parents whose voices were heard. DH asked whether the resistance to governors was widespread. MA said that it had been only one person, but that the attitude had been abrupt.

MM said that understanding of the role/purpose of governors was vital for both parents and staff.

CSA said that the webpage should be improved to set out the role of governors. There should also be inclusion of a section on governors in the Handbook to parents. Parents also needed to be reminded that they should understand their responsibilities.

LC said that there had been a plan to have a 'governor of the month' slot in the newsletter, to explain the role of governors to parents.

It was AGREED that an end of year report be written on the achievements of the governing board over the past year, and that this be communicated to parents.

DK reminded governors that they should send a brief biog/photo for the website.

ACTION: All governors to send biog/photo to DK as a matter of urgency for use on the school's website.

Leadership and management

DK reported that she and RH had met with LC to review leadership and management. There had been 3 staff surveys in the current year. The first 2 had high levels of response. The positives were that staff had reported that they were being listened to. Behaviour remained a key area of concern, including a concern about escalation of behaviour matters.

LC said that the surveys showed that staff were content and happy. He said that where staff were not happy, the senior leadership team (SLT) was already aware about who and why and was also aware of what needed to be done to support these individuals.

Areas of development included: implementing behaviour strategies in class, pedagogy (teaching methods) and how to have challenging conversations with parents.

DK said that in future there would be improved reporting to parents about children's progress. This was in response to the fact that parents had complained that they were not being kept informed as well as expected, about their children's progress.

MA said that there was also a need to focus on positive behaviour, something that had been discussed at previous governor meetings.

Q. AE asked whether Parent Hub could be used to communicate information on progress/attainment, in the same way that attendance data was communicated.

A. LF said that this was something the school was looking to develop, starting with Phonics and Multiplication data for Y4.

SEND

AE reported that she had met with CP and had reviewed the action plan. This would be implanted in the next school year. They had also discussed the school website. Data: governors had asked for data on SEND and a report was due in the next week or two. AE said that from the new school year, these data should be received termly.

Staffing and budget: the number of TAs was down. AE reported that the school was operating with 2.5 x TAs fewer than required for pupils with SEND.

There were 3 x children who were pre-verbal who had an education and health care plan (EHCP), and the number of children in the Rainbow class had increased by 3 to 16 children from September. There were 4 children who required one to one support. She said that demands on TAs were increasing as the complexity of needs of children increased. She added that the audit report had been concerned that Little Wandle was the only intervention for SEND children.

LF disputed that the Little Wandle was the only intervention for children with SEND and said that in fact there was a range of other interventions for this group.

MM said that it was important to have data to monitor the impact of interventions to determine their effectiveness.

Safeguarding

NT reported that there were no safeguarding concerns and that she had reviewed the single central record (SCR). The parents survey had been reviewed. Y1 had been questioned by the SG team. The online monitoring filtering reports had been reviewed.

Mobile phones update: LC reported that from September there would be 'brick phones' only. The school's policy would be amended to reflect this. Types of phone would be identified. The rationale for the exclusion of smart phones would be included in the policy (safeguarding concerns and research evidence). He said that the

aim was to communicate this information to parents before the start of the new school year. He said that he also planned to involve the Police and/or Google to discuss with parents the plans and use of digital devices.

Q. BM asked whether the intention was to move to a no phones policy completely.

DK said that she was personally opposed to a no phones policy for reasons of safety of children who walked to/from school independently and who may need to be in contact with parents/carers outside of school hours.

Several governors expressed their preference for a total ban on all phones and that exceptions should be expressly sought by those parents who wanted their children to be permitted to carry a phone for reasons of personal safety. BM said that there should be a clear message - no phones unless there was a specific request.

NT reported that governors should now have access to the School Bus, a resource for governors on a range of education matters.

ACTION: LC to ensure the School Bus is available to governors.

4. Minutes of the meetings held on 21 May and 31 May 2024

Accuracy

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

Actions

ACTION 1: SENDCO to present information from My Concern to next FGM meeting.
STATUS: Ongoing.

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.
STATUS: Discussed under item 3. Closed.

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.
STATUS: LC said that Ofsted would ask about quality of education, the lowest 20%, and 'how do you know?' type questions. He said that some dedicated time in person was required.

ACTION: LC to arrange Ofsted preparation meeting for new school year.

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

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

Matters Arising

None.

5. Chair's report

None.

6. Finance update

LC said that the finance working party (FWP) met regularly because of the licensed deficit budget. The only area of overspend was on supply staff: there were 2 x children with EHCPs who had joined the school, and staff on supply contracts had been appointed to support them.

The main area of concern for governors to be aware of was that the deficit recovery plan had not yet been reviewed or approved by LB Haringey. He said that the local authority had made clear that there would be no 'free money' for schools.

The school was forecasting a deficit of £250,000 for the current year. He said that the numbers of pupils expected to join the Reception class from September was now known and the school was working on a plan for TA support. He asked governors to decide whether/how many additional TA staff members should be employed. He explained that the cost to the school of employing the 2.5 TAs that were required was $2.5 \times £33,000 = £82,500$.

CP reported that in her opinion there were already too few staff members to run the school effectively. She said that the school had lost several TAs and that to keep the minimum level the school would need to employ 2 x TAs. She said that to operate a 'bare bones' structure would lead to the need to employ more TAs via agencies. This would lead to more funds spent on supply, which would cost more in the long term.

LC said that there were 2 x supply TAs who were very good and that they could be employed on fixed term contracts.

DK said that it was unclear what the local authority's response would be, given that the school had already submitted a budget plan that had not included 2 x TAs. She said that a justification for their employment would be needed.

CP reported that the level of needs for incoming children was significantly different / greater than previously expected.

There was a proposal to appoint the 2 x TAs on fixed term contracts. This was APPROVED unanimously.

Q. MM asked about the model of teaching children with EHCPs and with complex needs.

A. LC said that increasingly the school taught these children in small groups (Rainbow class) and that one to one support was only provided where specified in the child's EHCP. He said that already there were more children in the Rainbow class with one fewer member of staff.

LC said that the school would need to consider a restructure of staff in the future, although he expected this to be more of a 're-organisation' to ensure that there were sufficient staff on site across the entire school week.

Q. MA asked how the TAs would be funded.

A. LC said that ultimately there would have to be a staffing restructure to ensure that they could be accommodated in the budget.

He reminded governors that the SRMA report had discussed the fact that the school had too many teachers.

7. Headteacher's report

LC had circulated a written report in advance of the meeting and reviewed governors' written questions on that report. He said that the SDP for the new year would follow the same themes as in the current year, together with a focus on Early Years.

He said that the issues raised by the parents and staff surveys would be incorporated as the SDP was developed, and the information would be shared with governors in September together with an evaluation of the current year's plan.

He said that overall he did not feel that there was a serious concern about behaviour, despite the evident and reported concerns of staff.

He said that there had been a focus on writing moderation: a lot of work had been done by TI, who was also lead moderator for the local authority. Thanks to TI's involvement, there was now a better understanding of what to do in future to achieve improved levels of greater depth at SATs.

Homophobic language: there had been training for Y5 and Y6 together with assemblies on this matter. LC said that smaller group discussions and workshops for individual classes tended to work better. He was also making use of role models and ambassadors. He reported that there was a current trend of 'roasting' (mocking/ridiculing peers) among older groups in the school. He acknowledged that this was challenging to teach about but that children needed to be reminded of the importance of being kind to one another and that teasing was unkind and to be avoided.

Attendance and communication with parents: there was a need to improve the communication about expectations on attendance.

Homework and Quality of Education: there was an aim to provide parents with a clear rationale for how homework was relevant and important for children.

9. Estate Management and Health and Safety

DK said that a site walk was upcoming.

Tender queries for works to the roof had been prepared and would be reviewed in the coming week.

10. Policies

None.

11. Any other business

Q. BM asked for an update on Coleridge Families.

LC said that there had been an initial meeting to discuss the playground. Also a classroom

Summer fair and fun run -

He said that CF was aware of the school's priorities.

MUGA, counselling

He suggested inviting the CF rep to a meeting of the board.

CVFund to be relaunched before the end of term. Aim to obtain contributions from parents leaving the current term and then again for new term.

12. Dates of next meeting

TBC.

13. Confidential items

None.

Signed..... Date.....

Chair of Governors

Action Table

Action
ACTION: All governors to send biog/photo to DK as a matter of urgency for use on the school's website.
ACTION: LC to ensure the School Bus is available to governors.
ACTION: LC to arrange Ofsted preparation meeting for new school year.