



**Governing Board Meeting
Wednesday 7th July 2021 at 6 pm
online via Zoom**

DRAFT MINUTES

| Name | Role | Present | Name | Role | Present |
|-----------------------------|-------------|----------------|----------------------------|-------------|----------------|
| Chris Ampofo | Foundation | x | Will Leaf (Co-Chair) | Foundation | x |
| Dan Brandt | Foundation | x | Zoë Miller (Co-Vice Chair) | Parent | √ |
| Ralph Cator | Foundation | x | Anthony Richards | Ex officio | √ |
| Kwamena Duker* | Staff | √ | Cristiana Silvaes de Melo | Parent | x |
| Victoria Heald-Barraclough | LA | √ | David Sin | Foundation | √ |
| Lucas Janssen | Co-opted | x | Leandos Taliotis | Foundation | √ |
| Marianne Jenkins (Co-Chair) | Foundation | x | Joel Wolchover | Parent | √ |

* Present for part of the meeting

Also present:

Nicola Christopher* Deputy Head, advising
Sam McCann* Teacher, presenting
Janet Gordon Clerk

Documents:

- Action Plan in response to review of sexual abuse in schools and colleges July 2021.docx
- HT Report to Governors summer 2021.docx
- PF Provisional Meeting Dates 2021-22.docx
- Princess Frederica Reading Audit feedback.docx
- SIP- A Review - 2020-21.docx
- Vision and Values letter.pdf
- Website compliance checklist Princess Frederica.docx
- Admissions docs
 - IAPLAC priority – information for admissions authorities.pdf
 - PRINCESS FREDERICA CE VA PRIMARY SCHOOL Mail - Re_ Appeal - Attn Mr Richards and Mr Wolchover_Redacted.pdf
 - School Admissions and Coronavirus Update for 2022.2023 Admissions Round May 2021.pdf

1. Opening Prayer and welcome

Co-Vice Chair Zoë (chairing this meeting) thanked governors for attending at the rearranged earlier time and asked the Clerk to read out a welcome and thank you message for governors, staff and the Headteacher from Marianne Jenkins. Governors paused to reflect on the children and their purpose.

2. Apologies for Absence

Apologies for absence had been received in advance from Dan Brandt and Marianne Jenkins. Ralph Cator had sent apologies, his resignation and had confirmed that he would make arrangements the transfer of the ABC Fund bank account. Apologies for absence were received after the meeting from Lucas Janssen and Will Leaf.

3. Declaration of interest for items on this agenda

There were no declarations of interest for items on this agenda.

4. Reading presentation

Mr McCann (new Reading lead and Year 6 teacher) explained that the provision has three main components: phonics and early reading; guided reading; and reading for pleasure.

Phonics and early reading

The Monster Phonics programme was introduced at the beginning of the academic year and has been successful. Teachers and children enjoy teaching and learning from this programme. Banded books were introduced from Reception to Year 6 to ensure that children's progress can be tracked both by teachers for their class and across the whole school by the Reading lead. Previously children's reading was not closely monitored after Year 2. Each class has a box of books appropriate for the expected standards for the year group, with access to books in other bands as needed for individual children. Support is provided if a child is falling behind and targeted interventions put in place for the following school year.

Guided reading

This is a whole class approach, with all children accessing the same learning. An 8 day cycle has been used, but this will be extended to 10 days. Extracts rather than whole texts are used, to expose the children to a variety of literature. Children can annotate their copy of the extracts and engage with them in detail. Guided reading happens daily for Year 3 to Year 6, but there is a plan for a scaled down version to be introduced in Year 2.

Reading for pleasure

A reading for pleasure curriculum was developed during lockdown comprising different texts from those studied in Writing or guided reading, which have been selected to generate a love of reading and to provide exposure to a varied range of high quality literature. A carefully-chosen core book is shared daily, read aloud to the class over a term or half-term, strictly for enjoyment. The selection criteria for these books were: one book for enjoyment,

one classic (although not necessarily from the past) and one with a message or experience of a different culture to provide representation of the school community. This provides insight and knowledge and prompts discussion to help the children to become well-rounded.

A series of shorter, non-fiction texts linked to the curriculum and topics studied in class are shared, again for enjoyment and to support the children's learning. These include information texts, short historical or religious stories or stories from another continent, picture books and short biographies.

The autumn term books were purchased by the school, but additional books for the spring and summer terms were funded by the PSA.

Reading Audit

The school was visited by Orlene Badu who reported that the guided reading structure is strong and the children understood it. Reading for Pleasure provides diversity, support for the curriculum and contributes to the school's Reading ethos. She was impressed by the readers she heard in Reception and Year 1 and the way they used their phonics to sound out words. She believed the children were all at the right level and that the banded system is a good way to check progress of early readers.

Areas to work on were also identified: how to demonstrate progression in guided reading and links to the banded books; an overview of the guided reading extracts to ensure that there is evidence of non-fiction and poetry; ensuring consistent use of extracts and expectations in guided reading; use of student and staff voice to support development of the subject.

Following the visit, Mr McCann will work on a document to demonstrate progress and to tighten the links between the banded books and guided reading in Years 3 to 6. All staff will have refresher training in September to ensure a consistent approach across the school. Work on incorporating staff and student voice will begin in the autumn term. Mr McCann is investigating purchase of a book vending machine, using books as a prize, reading competitions, use of Accelerated Reader and Headteacher and Deputy Head awards. The successes in Reading will be built upon. Although there were no official SATs in Year 6, all children apart from two (with SEN, who did not sit an internal paper) reached the expected standard in Reading.

The Headteacher added that the English lead had previously covered Reading and Writing, but based on the needs of the school, a new Reading lead role had been created. Mr McCann had demonstrated a love of Reading and had taken on the role three weeks previously. He emphasised the importance of teachers and pupils knowing the end of year expectations for a child at this school. The guided reading approach was introduced about two years ago as a result of training the school received. The visit report mentions high achievers and the Headteacher has discussed how to ensure texts provide challenge for all children with Mr McCann.

The Headteacher informed governors that the English team is made up of the lead teachers for Writing, Phonics and Reading, demonstrating the importance of English and Reading as part of the children's education at the school.

Governors asked for more information about Monster Phonics. This is the programme used to teach Phonics at the school, which is based on Letters and Sounds.

Governors asked whether children have access to the full text the extracts come from. Many of the extracts come from well-known books and the cover of the book is shown to the children at the beginning of looking at an extract. Many of the books are in the school library, so the children have access to them.

Governors asked whether Mr McCann felt the audit was an accurate reflection of Reading at the school and whether there were any surprises. Mr McCann felt it was accurate. The Headteacher had already confirmed that work was needed on monitoring progress across the school. Training on guided reading for all teachers in the autumn will help provide consistency and make expectations for the children clear.

The Headteacher added that the Phonics approach is strong in Year 1 and 2. The books children take home align with the sounds being taught in school. The bottom 20% are taught by the most skilled teachers. The report suggests that the transition from Phonics to teaching Reading in Year 2 could be tightened up.

Governors asked whether anything was learnt from delivering guided reading remotely. It was more challenging to monitor whether children were accessing extracts as well as they do in school. When the children returned to school, some areas needed refreshing, including reading out loud, as occasionally children did not want to speak during remote learning. All teachers made time at the end of the day to read a class book, which created a positive end to the day and some normality.

Governors thanked Mr McCann for his presentation.

[6.11 pm Nicola Christopher joined the meeting during this item]

[6.31 pm Sam McCann left the meeting]

5. School Improvement Plan update

The Headteacher explained that the School Improvement Plan had been due to end in December, but after attending training, speaking to the School Improvement Partner, reflecting on the targets and recent Covid situation, he felt that it was a good time to review the plan and to create new objectives for September. These would be linked to the Education Inspection Framework.

The School Improvement Plan review shared with governors provided an update on progress towards objectives on the current plan and outlined some initial thoughts for the new strategic direction for the school over the next year to eighteen months. Some areas will

continue to be a priority, but there are also some key new areas. Governors were invited to read the review over the summer.

The School Improvement Plan will be shared on Google Drive under Key Documents next year.

Action: Clerk

[6.39 pm Kwamena Duker joined the meeting during this item]

6. Headteacher's Update

The Headteacher informed governors that since his written report, shared in advance, schools had had guidance about the substantial withdrawal of restrictions in schools following the Prime Minister's announcement the previous day. The school is evaluating the effective ideas that were put in place as a result of Covid which have worked very well for the school and children, based on feedback from children, staff and parents. He advised governors that there will not be a complete return to "normal" in September, because as well as retaining strategies that have worked well, the school will need to be prepared to return quickly to remote learning, if there were the need for school closure, for example because of an outbreak. The Headteacher will update parents shortly before school returns, in light of the guidance at that time.

There have been no positive cases in children which have led to isolation for a year group or class. One member of staff tested positive, but after consultation with the DfE and PHE, the Headteacher established that no further isolation was required in this instance.

The Headteacher will update staff so that they are aware that arrangements that are currently in place will continue until the end of the academic year.

The Headteacher reported that there had been an increased level of parental feedback, which had had a negative impact on staff morale. The SLT have tried to reassure staff, reminding them about appreciation for what they are doing. The Headteacher was aware that parents are feeling strained, but there needs to be an understanding that a response is not always possible on the same day.

Governors asked how they could assist. There is an opportunity next year to encourage positive behaviour, to remind parents about the parent-school relationship and share the school values and mission statement.

The Co-Chair will send a message of thanks to staff on behalf of governors.

Action: Zoë

The Headteacher explained that at a previous meeting, there had been a discussion about including information on how representative the Board is of the school community. He was not able to obtain data from Brent, but had included ethnicity figures and percentages in the report (p3) for pupils and governors. Governors noted that there was no Asian / Asian British representation on the Board (although this group made up 12% of pupils).

Governors reported on a discussion at the Brent Governor Conference the previous day about diversity on the Board in relation to background as well as gender and race.

Governors noted that the number of detentions for children with SEND had increased in the summer term and asked whether there were any specific factors behind this. The Deputy Head explained that there had been a total of 17 detentions in the summer term, so 18% of this is a small number of detentions. The Headteacher confirmed that there is not a pattern to suggest that any child with SEND is not receiving support or understanding linked to their area of need. Teachers and the Assistant Headteacher SENCO have worked closely to recognise the needs of children with SEND and appropriate behaviour management techniques and strategies to support the children. The Deputy Head is meeting the LSAs weekly to help develop their understanding, so that the whole staff team recognise how to support children with different needs and avoid triggers for particular SEND needs.

The Headteacher added that behaviour incidents leading to detention have dropped drastically as a result of Covid restrictions. The Deputy Head confirmed that staggered break and lunchtimes, playing with their own year group and having less children in the playground has had a positive impact on the children's behaviour.

The Headteacher drew governors' attention to the fact that the number of children on the SEND register had increased to 37 up from 26 in September 2020. Teachers are using the graduated approach that the SENCO has worked with them on, knowing what to put in place first to try to find other ways to support children before consideration for the SEND register. The number of EHCPs has also increased and will have a financial impact.

The Headteacher informed governors of a confidential matter (minuted separately).

Governors noted that the Risk Assessment was robust and they supported continuing with the current mitigations, as the approach was working and it would be harder to undo any changes. The Headteacher praised the hard work of the staff in maintaining bubble integrity and management of the one way system and parents who have kept symptomatic children at home and arranged a test for them. On the whole, the school community has been supportive.

7. School vision and values update

The Co-Vice Chair drew governors' attention to a letter to parents which had been shared in advance. To date, no response had been received by email, although one short comment was made via the Headteacher.

The document has been shared with the LDBS for feedback. From SIAMS training, governors were aware of the importance of the vision being in line with the Christian ethos of the school.

Mr Tang has led assemblies with the children and a short video will be produced for parents in the new term on the vision and values. The website will also be updated to reflect the

updated vision and values. The Deputy Head added that the values and Bible quotes will be displayed with the crosses in the school.

The Headteacher thanked Zoë, Will and the Deputy Head for their work on this. When he spoke to new Nursery and Reception parents who are joining in September, he was able to talk about the values and felt there was clarity for everyone about what they are working towards.

8. Safeguarding update and Action Plan in response to Ofsted Safeguarding Review

The Headteacher confirmed that Lucas, as Safeguarding link governor, had met the Designated Safeguarding Lead, him (as Deputy DSL) and the School Business Manager, who manages the Single Central Record. The school is working with a company that works with a number of primary schools to ensure that the SCR is a robust document.

Lucas will report on this visit in the autumn term.

Action: Lucas

The Headteacher reported on the school's response to the Ofsted review of sexual harassment and abuse in schools and colleges. He provided governors with the context of the review, which was conducted as a response to the Everyone's Invited website. The Headteacher drew governors' attention to a statement from the review: "Schools and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated and where they identify issues and intervene early to better protect children and young people." There is a presumption that this is happening in schools, so leaders including governors need to respond pro-actively.

During his visit, the Safeguarding link had asked whether there had been any disclosures. There had been none.

The Headteacher identified three main areas for attention: The need to ensure a culture of vigilance, especially among staff; an understanding of relevant language (linked to the RSE curriculum); triangulation between the approach to behaviour, Safeguarding and RSE.

The Headteacher had shared the draft action plan with governors, using the key points from the Ofsted review. He proposed formation of a focus group to include the Deputy Head, RSE lead, DSL and a governor. The Safeguarding link is well placed to join this group, so the Headteacher will invite him.

Action: Headteacher

Governors supported the training for staff, to ensure that they understand that RSE does not conflict with the Christian ethos of the school. SIAMS training highlighted that school staff need time to explore this topic. Governors were interested in joining staff training, when relevant.

The Headteacher will share details of Inset training via the Clerk.

Action: Headteacher / Clerk

9. Website audit

The compliance checklist, completed by the LDBS in June 2021, had been shared with governors in advance. It shows that the website is generally compliant and highlights where work is needed, for example to ensure the vision and values are clear. The Equality objectives may take more time, as the Headteacher would like guidance to ensure this is covered appropriately. The Covid 19 Catch Up Premium statement is on the website, but the location may need to be considered, if it was not easily accessible during the audit.

Governors noted the comment about the accessibility of the curriculum for children with SEND, which could help prospective parents. Information about the ABC Fund may need to be phrased and presented differently and can be considered in the autumn along with accountability to the community.

10. Staff wellbeing update

Zoë gave governors an update on the productive wellbeing meeting she attended with two staff members, as a way to initiate the group that had been mentioned at a previous Board meetings. A key theme discussed was the hierarchy of staff: they felt that everyone works well as a team – all roles are important and acknowledgement of this is important for staff morale. On performance management cycles, the staff would like a better process for reward and recognition and regular discussions. The overall tone of the discussion was very positive.

Covid recovery and lessons learned from the pandemic were discussed. Staff are interested in wellbeing training – how to manage their own workload, prioritising and taking ownership of their own wellbeing, providing strategies for self-care.

The impact on staff wellbeing of the increased number of intervention groups and the spaces in the school where these happen and the effect of this on the working day was discussed.

Another important topic was developing the relationship between the Board and staff, to have greater transparency and better understanding of each other's challenges.

Governors and staff on the wellbeing group will meet termly. Representation from support staff will be important, particularly as the LSAs made such a positive contribution during lockdown. Governors will then update the Board.

Governors thanked Zoë for this update.

11. Admissions update

School Admissions Code

Admissions Committee Chair Joel informed governors that the School Admissions Code had been updated for 1 September 2021. The website must be clear about how in year admissions are handled. The new Code requires schools to give priority to children adopted from state care outside England. Currently admissions authorities give priority to Looked After and Previously Looked After Children, but the update gives equal priority to international adoption. This change is needed to comply with the code and every admissions authority will have to update their admissions arrangements, so a wide consultation is not necessary, just notification to statutory consultees.

Governors **agreed** to update the admissions arrangements to comply with the new School Admissions Code.

Variation to admissions arrangements

The school's admissions arrangements give priority to children within the parish boundaries, as published on the school website, then within that category, priority is given to those who demonstrate regular attendance at St Mark's and St Martin's and other places of worship, previously defined as twenty-six weekly services in both of the two years before application for admission to the school. For applications for September 2021, Covid restrictions made it difficult to demonstrate regular attendance at a place of worship when those places of worship were shut. Along with many church schools, the Board applied for and were granted a variation by the Office of the Schools Adjudicator, so that regular attendance could be demonstrated in any period of twelve months in the two years prior to application, rather than both of the previous two years.

In 2020 and 2021, places of worship were shut for significant lengths of time and churches have been very restricted while open. St Mark's and St Martin's have not been registering virtual attendance, so it would not be fair to put parents at a disadvantage compared to other places of worship which may have been more relaxed about recording virtual attendance.

Guidance received from the Church of England education board had been included in the documents for this meeting. In consultation with the Schools Adjudicator, the Church is clear that virtual attendance is not attendance for the purposes of admissions arrangements, as it is hard to monitor.

In light of this guidance, the admissions documents for 2022 should make it clear that the Church of England guidance is being followed. Effectively, few, if any, applicants will be able to demonstrate the necessary attendance for priority within that criterion apart from living within the parishes. In this way, no-one is disadvantaged because their place of worship is shut. It would be possible to apply for a formal variation again, but on balance, following the Church of England guidance would have the same effect.

Governors asked whether the arrangements would eventually revert to how they were before Covid. A variation was obtained from 2021 which is effectively permanent, as advised by the LDBS. The Board would need to take active steps to reinstate pre-Covid arrangements, after further consideration. For September 2022, it is unlikely that parents

will be able to demonstrate regular attendance over a 12-month period in the two years before the application and so take priority over other applicants within the parish.

Governors asked whether disregarding remote attendance was a separate issue from counting attendance for one or two years. These issues are interrelated. The admissions arrangements had stated how many times parents must attend services to count as “regular” attendance, but a definition of attendance was not included. The question of virtual attendance has now arisen, but the Church of England guidance, which is endorsed by the DfE, provides clarity. When parents apply for 2022, it is expected that few Supplementary Information Forms will be supplied and followed up, if needed.

Governors asked whether there is more risk of admissions appeals by relying on the guidance rather than obtaining a formal variation. There was an appeal this year, despite the variation, so a variation does not automatically prevent appeals. It will be important to be clear early in the process of parents applying that virtual attendance does not count as attendance.

Governors **agreed** to apply the Church of England guidance to admissions arrangements for admission from 2022-23 until further notice.

Admission appeal

A parent had made strong representation that they felt that the sibling policy should be reviewed. The current arrangements give priority to children with any sibling still in the school when the child is admitted. Brent maintained schools admissions criteria prioritise siblings within the catchment area. This year an extraordinary number of siblings were admitted to Reception, not all of whom lived within the parishes.

The Admissions committee will consider this issue and admissions arrangements for the future fully in the autumn term.

Action: Clerk

12. Governor visits

The Co-Chair asked governors to share governor visit reports by email. Arrangements for link governor visits next year will be revisited in the autumn term.

Action: Clerk

13. Minutes of the previous meeting (9th June 2021)

- **Accuracy**
- **Matters arising**

This item was deferred to the next meeting.

14. Dates for next year (for information)

Board meeting dates for 2021-22 had been shared on Google Drive.

15. Any other urgent business

The Co-Chair confirmed that a card had been sent to the Headteacher on behalf of the Board on Thank a Teacher Day.

One confidential item was reported to governors.

The Chair thanked governors for their attention and questions and closed the meeting at 8.02 pm.
