



Governing Board Meeting
Wednesday 10th July 2019 at 6.30 pm

DRAFT MINUTES

Name	Role	Present	Name	Role	Present
Chris Ampofo*	Foundation	√	Will Leaf (Co-Chair)	Foundation	√
Dan Brandt	Foundation	x	Rachael Newberry	Foundation	x
Ralph Cator	Foundation	x	Anthony Richards	Ex officio	√
Kwamena Duker	Staff	√	Cristiana Silvaes de Melo*	Parent	√
Victoria Heald- Barraclough*	LA	√	Peter Southwood	Foundation	√
Marianne Jenkins (Co-Chair)	Foundation	√	Joel Wolchover	Parent	√

* Present for part of the meeting

Also present:

Nicola Christopher Deputy Head (advising)
 Katie Kilgallon observing
 Janet Gordon Clerk

Documents:

- Acceptable Use Agreement.docx
- Accessibility Plan.docx
- Code of Conduct for Employees 2019.docx
- Data Protection Policy.docx
- E-mail Security and Etiquette Guidance Policy.docx
- E-Security Policy.docx
- HT Report to Governors summer 2019 AR.docx
- Lone Working Policy 2019.docx
- Pay Policy for non-teaching staff 2019.docx
- PF FGB Draft Minutes 2019-05-15.doc
- PF Proposed Staffing Structure- Phase 2 19-20.docx
- PF Statement on Vaccination.docx
- Privacy Policy for Governors.docx
- Privacy Policy for Parents and Children.docx
- Privacy Policy for Staff.docx
- Privacy Policy for Visitors.docx
- Pupil Premium Report 2019-20.docx
- Sex and Relationship Education Policy.docx

1. Opening Prayer, welcome and introductions

Marianne Jenkins (Co-Chair) was Chair for this meeting. She welcomed governors and invited Will Leaf to lead governors in a prayer. Governors introduced themselves for the benefit of Katie Kilgallon, who was observing this meeting with an interest in becoming a governor.

2. Apologies for Absence

Rachael, Ralph and Dan had sent apologies for absence. Cristiana had sent apologies in advance for late arrival.

3. Declaration of Interests and reminder about confidentiality

There were no declarations for items on this agenda. The Chair reminded governors that the details of conversations held during meetings should remain confidential.

[6.35 pm Victoria Heald-Barracough joined the meeting]

4. Presentation: PSHCE Curriculum inc Relationship Education policy

The Deputy Head checked that governors had had access to the revised Sex and Relationship Education policy, which had been shared on Google Drive. The policy was updated in keeping with recent guidance from the Department for Education.

The Deputy Head informed governors that she created a new scheme of work for Years 5 and 6 to teach puberty and Sex Education, which she summarised for governors. Implementation of the scheme had gone well. The children helped with evaluation and found the resources engaged them and that it was useful. The DHT explained that the programme is from Ireland and that she had had difficulty sourcing appropriate resources. Parents were invited to see the new resources and four parents attended. All parents had the option to withdraw their child and just one child did not attend the puberty lesson.

A governor asked about the Equalities Act and their statutory responsibilities, which had been raised at the Brent Governors' Conference. The Headteacher explained that new and reviewed policies are now being considered broadly in relation to equalities and the Accessibility policy is particularly important in this respect.

Alongside the work on sex and relationship education, the PSHCE curriculum was being considered, to be more proactive about wellbeing and mental health issues, which are increasing nationally. A whole school programme to support emotional intelligence and resilience was being considered and the Head and Deputy had visited another school to find out more.

The PSA have offered to fund a wellbeing programme from iSpace. The set up cost is around £2,500, then there is an annual £2,000 cost for the package, which includes lesson plans and videos for the various units. The Deputy Head was obtaining an online trial so that she could

review the resources. The Headteacher explained that the programme must be sustainable, but it is not possible to pilot it for free. The SLT need to be confident that it is applicable to children in this school. It will also be important to ensure that staff are not overwhelmed by too many new initiatives.

Governors asked whether this programme would replace the PSHCE curriculum. The Deputy Head thought that it would be adapted and built upon - there would also be different workshops, such as citizenship, drug awareness and safety on public transport in Year 6. The Headteacher added that the leadership team were mindful of ensuring that the school values are used to drive the school forward and that the scheme complements the direction that the school is taking as well as the PSHCE curriculum. He explained that if the programme were to go ahead, it would begin around October half-term, with meetings for parents, as new language about how to deal with emotional issues would be introduced. The Headteacher reminded governors that wellbeing is an important issue, highlighted during the Black Caribbean focus day. Governors had also raised children's mental health at meetings over some time in relation to problems that arise later in education. Members of the PSA are supportive.

Governors asked whether there is any certainty about costs in future years and whether it is a subscription service. The Deputy Head agreed that it would be important to confirm that no significant increase in the per pupil cost (£5) was anticipated. Additional resources are added to the programme, such as e-safety and health and fitness. The Headteacher reinforced the importance of being able to personalise the programme so that it suits the local context, as it is produced to work in schools nationwide. The Deputy Head added that there are additional resources for children with SEND to help them express their feelings.

Governors thanked the Deputy Headteacher for this presentation.

[6.41 pm Chris Ampofo joined the meeting]

[Cristiana Silves de Melo also joined the meeting during item]

5. Governing Board matters

a) Membership

The Chair advised governors of the need to recruit more members. The Clerk was asked to summarise the current membership: there was an LDBS vacancy and one year co-opted vacancy. Rachael's term of office as a Foundation governor (Deanery Synod, St Martin's) was due to end in November and Joel's term of office as a parent governor was due to end in December. Ralph had given notice that he would be stepping down later in the year as a Foundation governor (PCC St Martin's). Chris Ampofo's membership as a Foundation governor (Deanery Synod, St Mark's) still required paperwork to confirm his re-appointment.

If Joel were appointed to another role, there could be a parent election in the autumn. The Clerk was asked to chase an LDBS application form.

Action: Clerk

A governor asked whether there is any issue with having parent governors in Foundation governor positions. The Board needs to continue to be aware of the need for a balance between parent and non-parent governors. Governors discussed the possibility of trying Inspiring Governance and Governors again for someone who is financially minded.

Peter offered to speak to the PCC / Revd Graham about a prospective governor with finance skills.

Action: Peter

The Chair asked governors to consider how to succession plan the Chair of Resources position and whether they would be willing to take on the Vice Chair role next year.

6. Headteacher Report inc staffing

The Headteacher referred governors to his written report, which had been shared with them in advance.

There had been an increase in the number of Post Looked After Children in the school – now 11 – and there are 33 children eligible for Pupil Premium (see page 1 of report).

The report covered a small number of in year admissions and departures and reasons for these changes: the trend for leaving the school is families moving away from London (see page 2). Nursery and Reception were full for September, but there is always some movement at the last minute. A couple of children have started in Year 2, where numbers are lower, but in other years children on the waiting list have no significant reason to move. The Headteacher explained to governors that it is important not to fill places for the sake of it. Numbers are fairly stable and adding one to two children per year group is fine, but for the sake of stability and for the benefit of relationships with other local schools, it would be better not to admit more children simultaneously.

Governors asked whether parents apply whose child is at another local school already. The Headteacher explained that parents have the right to apply to move their child. When a parent applies, there is a conversation about the reasons and he encourages them to think about stability and friendships for their child. Sometimes parents have reacted to a one off incident and it might be better for a local primary school to work with a family rather than a child moving schools.

There had been no exclusions, internal or external, as of 3 July 2019.

The Headteacher explained that he had added a summary of Safeguarding referrals to the report (page 3). The figures represent any disclosures staff made to the Designated Safeguarding Lead (DSL) or Deputy DSL, but this does not denote that a referral was made to Family Front Door.

Governors asked whether this means that a concern was raised internally, but not necessarily escalated outside the school. A member of staff might have raised a Safeguarding concern, which goes on file.

Governors asked whether the concerns would have been investigated. The Headteacher explained that the importance of investigation by the DSL and a report back to the person who made the disclosure had come up at audit.

The Headteacher reported that one child is registered as a Child in Need and one is subject to a Child Protection Plan. This means that there is Social Service involvement with the families and the Headteacher or Welfare Officer attends core group conference meetings.

The report also provides an analysis of behaviour – the Deputy Head has looked at detentions per term. In the summer term there were only 5 detentions, compared with 31 in the spring and 40 in the autumn. There are a number of reasons for this, including less wet play in the summer term, whereas in the autumn term children are settling in with a new class teacher. The SLT are clear which areas of focus need to be addressed and strategies will be put in place in response to the detailed analysis. Figures for boys are disproportionately different from girls and Black Caribbean Boys are disproportionately represented.

Governors asked for more details. There are 41 Black Caribbean and dual heritage children in the school and about 5% of pupils are Black Caribbean Boys. Many of the 29% of detentions for Black Caribbean Boys are related to one boy – without this child, the figure is 16%. Strategies are being put in place to support this child.

Governors asked about detentions for children with SEND, which a governor also highlighted as disproportionate. The Headteacher explained that overall, the school is working to raise the profile of SEND, touching on SEND more often in staff meetings, in a similar way that Safeguarding has a whole staff approach. Work is being done with staff on how to maintain consistency in working with the Behaviour policy, but applying it with some understanding of the best ways to work with different children on changing their behaviour. A detention may not have an impact on improving behaviour for some children. This work will continue next year alongside the values work mentioned earlier in the meeting, taking a whole school approach to understanding what it means to be at the school and this should have a positive impact.

Governors asked whether further details were available on detentions, particularly Black Caribbean Boys, for example the reasons for detentions. The Deputy Head confirmed that there is a record of the reasons for detentions and this could be analysed by group. Governors wondered whether there are any earlier interventions that could be put in place, if there are patterns. The Deputy Head confirmed that time is being spent on behaviour. The SLT will consider whether any support needs to be put in place for individual teachers.

On accidents (page 3), the Headteacher explained that the Welfare Officer records everything, including very minor incidents. The type of accidents and reasons for them are being tracked more closely by the Deputy Head to look for patterns and possible solutions. He explained what might be put in place for a high percentage of collisions in the playground and the implications staggering break times would have. He explained that the Safeguarding Report had recommended a review of the amount of supervision in the playground. The

number of adults has been increased, but if accidents don't decrease, other action might be needed.

Governors asked whether the location of accidents is being tracked alongside the type and severity of accident. This will be logged from next school year.

Governors asked whether there have been any serious accidents. There have been no broken bones or serious injuries.

The Headteacher asked how often governors would find this data useful. The Deputy Head meets the Welfare Officer weekly about attendance and could discuss accidents at the same time. The school will be analysing figures regularly, so headlines and recommended actions six monthly to governors would suffice. Governors felt that this regular reporting via the Headteacher's Report would be helpful to them in monitoring Health & Safety.

The Headteacher reported that work on the wall would start the following week outside the school perimeter. After the last Resources meeting, he had emailed some questions about safeguarding of pedestrians and the general public. The work had been risk assessed and the pavement will be cordoned off. Wilby & Burnett are aware of the condition of the building, but there should be no concerns about the drills and machinery going into the foundations of the wall. The Headteacher had had assurance that there was no danger to the structure of the school building from the work, no danger on the school site and the initial work would not cause significant disruption.

Governors asked whether there should be any communication to parents to notify them about the disruption at drop off and pick up. The Headteacher agreed to consult the contractor again to confirm arrangements.

The Headteacher reported that the installation of the new fire alarm system was still uncertain – a portion of the work may happen if LDBS funds are available. Kenzalia will not run during the summer holiday. The dining hall may also be redecorated during the holidays.

The two new boilers are up and running. The Caretaker filmed an introduction to the sophisticated system and there should be a positive impact on bills. The Headteacher explained that the company who installed the boilers will provide maintenance.

There is no change on monitoring and self-evaluation (page 4), because the new School Improvement Plan and SEF will be guided by the new Ofsted inspection framework. In November there will be a facilitated day on Teaching & Learning, after which there will be a report to governors on how the school is working towards the new Ofsted strands.

Staffing Structure

The Headteacher referred to the document on the proposed staffing structure for 2019-20. The proposed structure for Phase 2 is similar. There is a part-time post for development of outdoor learning in all subject areas included within the budget plan for this financial year. The permanent Deputy Head is budgeted for and in place.

Governors asked whether the outdoor lead was part of the original plan. This post was included in the Phase 2 implementation, but was not in last year's staffing structure.

Governors asked whether any change was planned to the DOTL roles. With focus on subject leadership in the new Ofsted framework, there may be a move to phase leadership across a greater number of year groups, for example one could cover Foundation Stage and Year 1, another could cover Years 2-4 and another Years 5 & 6. This could cover key transitions in the school. However, no change to the DOTL posts was planned in this phase.

Governors asked about the plan for a third teacher in Year 6. This Phase includes an LSA in Year 6 and an additional teacher would be part of Phase 3, if this were affordable. There was no suitable candidate when this post was advertised previously, but the Deputy Head is supporting Year 6 effectively. It may be better to have some additional support in the spring term, but a structure which reflects a broad and balanced across the whole school.

Governors asked whether there was any disadvantage to having an outdoor learning co-ordinator rather than supporting Writing further. The Headteacher explained that improving Writing is a whole school initiative, which would need an additional teacher only in Year 6.

Governors asked whether a whole school approach is in place. It is being consolidated. The English Co-ordinator is looking at all the texts used to teach Writing in every year group. There are lessons to be learnt from other local schools, but there is a strong curriculum lead who has been involved in Writing moderation for the borough.

Governors **approved** the Phase 2 staffing structure.

SATS Update

The expected results are:

- **Foundation stage** - 80% GLD, above national average
- **Phonics** – 95%, which is well above national, with clear reasons known for the three children who didn't achieve the expected standard.
- **Year 2 Phonics** – 100%: no children are leaving KS1 without passing the Phonics screening.

KS1 SATS:

- **Reading** – 91% expected, 30% Greater Depth, which is similar to last year and above the national average
- **Writing** – 85% expected (+4%), 19% Greater Depth (+2%)
- **Maths** – 92% expected (+6%), 19% Greater Depth (-2%)

There were increased levels of moderation, so there can be confidence in the validity of these results.

KS2 SATS (unvalidated):

- **Reading** – 88% expected (-7%). This is accurate compared with the cohort and predictions shared with governors earlier in the year. 43% reached Greater Depth, which is still well above the national average and similar to predictions.
- **Writing** – 84% expected (-3%), 17% Greater Depth (+1%). Brent moderated this again and all judgements were validated. Writing is still slightly below the national average for a number of reasons.
- **GPS** – 95% (-1%), still well above national, 50% Greater Depth (+5%)
- **Maths** – 93% expected (+4%), 36% Greater Depth (+3%)
- **Combined** Reading Writing and Maths – 84% expected (+1%), which is similar to the last two years. 12% Greater Depth (-3%), which is still above the national average. Some children didn't achieve Greater Depth in Reading.

The Headteacher spoke to the whole staff at a staff meeting the previous day, as there is cause for celebration in every phase.

Governors congratulated the Headteacher and staff.

7. Safeguarding update

Peter reported that as Safeguarding link governor, he had had a Safeguarding meeting at the school on 5 July (deferred from 21 June by mutual agreement). He met the Designated Safeguarding Lead and Deputy Head and signed off the Single Central Record as up-to-date. There were no outstanding checks.

The action plan following the Safeguarding Review by Helen Ridding in March was reviewed. All Child Protection recommendations have been implemented. Induction and curriculum recommendations are in hand.

Recommendations relating to governance are: senior staff have recommended a four year renewal period for DBS checks, which Peter supported. The LDBS advisor had explained that it is not necessary to repeat DBS checks, but that governors could choose to renew after 3, 4 or 5 years. Four years match a governor's usual term of office.

Governors **agreed** with the recommendation to renew governor DBS checks every four years.

Peter confirmed that he has read Keeping Children Safe in Education 2018 Part 2 and encouraged all governors to do the same. He reported that there is a draft of the 2019 version available, for implementation in September.

Governors agreed to read Part 2 (Management of Safeguarding) of [Keeping Children Safe in Education](#).

Action: Governors

Peter reported on recommendation E: small group meetings with children from each year group will start from the autumn term with a few children from Years 5 and 6 after the termly Safeguarding meeting. Peter has asked the LDBS for some suitable questions. He will report back to the Board, having heard from the children. The school is also surveying parents.

Recommendation F suggests that the Health & Safety and Safeguarding link governors discuss grey areas / overlap between their roles, to ensure that nothing is missed.

The Child Protection and Safeguarding policy is due to be updated. Other actions are mostly in hand. Peter has received detailed feedback on progress.

In the autumn, Peter will report back with any further updates, but he stated that he is satisfied that the school is addressing all issues raised and recommendations made during the Safeguarding Review.

Peter also received positive feedback on the residential trips, including the new venues for Years 3 and 6. Governors thanked the leadership team and teachers for offering these trips.

The Headteacher informed governors that Helen Ridding will be invited back for an annual Safeguarding visit.

Governors were invited to attend whole school Safeguarding Inset led by an external trainer on Monday 28 October, 9 am – 12 pm.

Action: Governors

8. Pupil Premium Report 2019-20

The Deputy Head drew governors' attention to the review of expenditure (2018-19, page 10). After analysis of KS2 results for children eligible for Pupil Premium, the interventions, booster sessions and targeted group work implemented last year had a positive impact, as Writing attainment for PP pupils exceeded other pupils. 100% of PP pupils achieved the expected standard in Maths, with 38% reaching Greater Depth.

100% of PP children passed the Year 1 Phonics test, compared with 95% of other children.

In the EYFS, three PP children didn't reach Good Level of Development, but there were clear reasons for this.

Educational visits also had a high impact, but the Sports Premium funded these last year. This financial year, subsidy for PP children will come from the PP budget. Assistance was available for musical instrument lessons and Kenzalia clubs

Staff were more able to support the emotional development of Post Looked After Children as a result of staff training.

Governors queried the medium impact for target F (EYFS Reading and Year 1 Phonics). Pupil Premium children can arrive with different levels of attainment and this target involved 1:1 interventions in addition to LSA-led interventions detailed in target C. All four children passed the Phonics screen, but not all children reached the expected standard at the end of Reception. This does not mean that there was no impact or development for these children.

Governors asked the Deputy Head to reconsider the grading or to add more supporting explanation to help them to understand the judgements.

Action: Deputy Head

Governors asked whether this was a good investment and whether the same plans are in place for 2019-20. Governors were aware of their responsibility to monitor the spend and impact of Pupil Premium funding. The Headteacher explained that this was the first year of looking at the Pupil Premium statement at this time of year, so that the spend for the following academic year is set out and approved in advance.

The Headteacher explained that there are families who don't qualify for Pupil Premium, but who have been supported based on need.

Governors asked whether parents query the expenditure. The Pupil Premium statement is a public document, but the school is not accountable for the spend on individual children.

At the last meeting, there had been confusion about the income received for Post LAC children. The Headteacher has been informed that this income should be included in the Pupil Premium report, showing the separate figures for PP and Post LAC, however the spend can be amalgamated. The DfE publishes a figure for just Pupil Premium and the Virtual School take a proportion of the funding for Looked After Children.

The Deputy Head drew governors' attention to page 2 of the report. The school expects to receive £43,560 for 33 PP children and £25,300 for 11 Post LAC children, making a total of £68,860.

The report contains data for disadvantaged pupils in KS1 and 2, but national figures are not available yet.

Page 3 shows the barriers for future attainment (points A-H), which are then laid out, based on the Deputy Head's analysis of progress and attainment data, followed by details of each target with success criteria (page 3-4) and the spending required (p5-9).

The Deputy Head ran governors through these targets in detail. Targets A-E relate to attainment and progress, F covers opportunities to take part in a wider range of activities, target G considers the children's emotional needs and target H looks at attendance.

The Deputy Head informed governors that she attended a meeting with the Brent Education Welfare Officer service. Some PP children are considered persistent absentees, with attendance below 90%. Work was planned with the Welfare Officer to boost attendance across the whole school, with various strategies including rewards, and the services of an

EWO may be bought in. Attendance is currently 97%, but the Deputy Head would like to raise awareness so that everyone works together as a school to improve attendance.

Governors asked whether punctuality is an issue. The lowest number of lates can also be rewarded. Governors agreed that strategies can be put in place to make the children want to come to school and to arrive on time, but parents also need to take responsibility. A balance is needed along with consistent messaging home.

Governors asked about children with medical issues, who would never achieve 100% attendance. Medical appointments would be considered separately. Children are absent for different reasons and discretion would be applied.

The Headteacher invited questions about the various lines of planned expenditure. The SLT are pressing the music teacher to ensure that all PP children learn a musical instrument.

The largest cost is to train two ELSAs (specialist training to support emotional literacy), which will support PP and Post LAC children.

Governors asked whether the targets are realistic. The Headteacher was reluctant to remove target figures altogether, as otherwise it would be difficult to measure success, but the impact needs to be explained fully.

Governors felt that it was very helpful to see the report laid out so clearly. They were pleased to see provision for extra curricular activities included and were interested in the balance between the broad curriculum and Reading, Writing and Maths. They wondered whether over time there would be an increase in the broader curriculum at the expense of core subjects. The Headteacher felt that this report reflects where spending will stabilise: there is a proportion of spending on wellbeing and the broader curriculum, but a substantial amount on progress and attainment. Pupil Premium children must be able to read to access the rest of the curriculum. The proportion of spending was considered carefully and it is still important to make sure that progress of disadvantaged children is in line with others.

9. Vaccination statement

The Headteacher provided governors with some background: there are contrasting views about whether the school should be used as a place for the NHS to carry out vaccinations. He has had meetings with different parents who are concerned about children who are not having the flu vaccination being in contact with those who are, because of “shedding”. Some parents have said that they are not satisfied with the Headteacher’s stance and would like governors involved in decision-making.

The statement shared in advance, which was co-produced by the SLT and governors, shows governor support of the Headteacher and school. Governors believe that the school will treat all children equally and fairly and that no judgement will be made about whether or not a child is vaccinated, as this is a parent’s choice, but the school is following an NHS programme and children should not be absent because of vaccination.

Governors asked whether there is any data on absence because of vaccination over the past few years. The Headteacher did not have that data, but knew that more than 50% of children have been vaccinated.

Governors are asking parents to respect each other's choices, but the normal Attendance policy will apply. The other issue is the use of social media, which can bring undue pressure. If parents have given their details to a class rep or the PSA to be informed on school matters, other parents should be careful and should show restraint and be careful about how they are using other's contact details.

Governors were reminded that once agreed, the Board has a collective responsibility to support this statement, whatever a governor's personal opinion. If governors who are parents are asked about vaccination, they should signpost parents to the statement.

Governors **approved** the statement on vaccination for publication.

10. Policy review

a) Policy registers (for information)

The Headteacher had provided updated policy registers for governors' information.

b) Non-teaching staff pay policy (new)

Governors asked whether the intention was to include a reference to performance-related pay. This is covered in point 2.2. The Headteacher explained that the Pay Committee meets in the autumn, and he would present the outcomes of non-teaching staff performance management in autumn 2020 relating to targets set in autumn 2019. The pay scales in the policy use the new Brent single status pay scales. Each role in the school has a scale and when someone new joins the school, they will know the incremental rises and top level of pay for a role.

Governors recognised that this was a change for support staff and hoped that they would find it motivating. The new policy has been introduced in response to the financial audit, would run alongside the teacher Pay policy and would be reviewed in September 2019.

c) Accessibility Plan (revised)

The Headteacher and SENCO had spent time on this plan, which must go to Brent after governors have seen it.

The Accessibility Plan will be an agenda item in the autumn term.

Action: Clerk

d) Lone working (re-adoption)

e) Staff Code of Conduct (re-adoption)

f) Relationship Education Policy (revised)

- g) GDPR policies:**
- **Data Protection policy (re-adoption)**
 - **E-Security policy**
 - **E-mail Security and Etiquette**

Governors asked whether racist and homophobic language (under point m) should be expanded to include bullying and harassment explicitly. The Headteacher agreed to add this.

- **Privacy policies (re-adoption apart from for visitors and governors - new)**
- **Acceptable Use Agreement**

Governors **approved** adoption / re-adoption of all the above policies.

11. Committee reports

a) Resources including ABC Fund update

The Committee Chair had sent an update: £13,000 had been raised to date during this financial year, enough to cover the LDBS contribution. There had been two new sign ups since April, perhaps new parents.

b) Teaching and Learning

The Committee Chair was absent, so the Clerk reported that there was unusually low attendance at the T&L committee meeting in May. A presentation on mental wellbeing was deferred, but governors had received updates on cohort progress and Writing. Dan had reported that he had completed Level 3 Safeguarding training.

12. Governor visits (report back and planning)

Victoria had tried to meet the Headteacher during Governors' Week, but it had not been possible to find a mutually convenient time.

Cristiana visited during Art Week and met Mr Tang and Ms Murray. She reported that the staff were extremely committed and presented creative ideas. Cristiana observed the orchestra and was pleased to report that this has remained a free and fully inclusive club.

Will completed two visits as RE Link with Mr Duker. He went on a Learning Walk, which was partly driven by the new SIAMS framework. The new RE curriculum, introduced across the school since last September, has been well embedded and very well received. There is a different balance between Christianity and other world faiths. The Learning Walk involved looking at books, which demonstrated creativity and engagement, reciprocal marking and self-reflection. Classroom displays around the school often include a passage of scripture or the school values. Will noted that the nine school values displayed around the school occasionally look tired and although the mission statement can be found displayed, the vision could be clearer. He felt that the breadth of spiritual opportunities could be sharpened up. The last SIAMS inspection also highlighted that the environment of the school should make it clear that it is a church school with the vision and values clearly presented. A

member of staff recommended a visit to John Keble school, who have done some work on this recently.

In summary, Will reported that there has been really good work done on implementing the new RE curriculum. There is a need for the governors to revisit the vision and values of the school and some attention could be paid to the environment and how it reflects the Christian ethos and values of the school, attention could be paid to spirituality in the classroom and there is an opportunity to refresh engagement with the school badge and the meaning behind it. As well as action on the vision and values, staff will be encouraged to continually improve their lesson planning, which is shared on the network drive, the RE Link governor and RE subject lead will visit to John Keble and make recommendations about the school environment and how to visualise the vision and values.

As PE Link governor, Chris attended two tournaments, which went well. He supports the weekly after school girls' football club, which is currently attended by 29 girls in Years 3 to 6.

The Co-Chairs discussed the school vision during a meeting with the Headteacher.

13. Governor development and training

Rachael and the Clerk attended the NGA Conference. Rachael, Marianne and the Clerk attended the annual Brent Governors' conference, which focused on the new Ofsted inspection framework.

14. Minutes of the previous meeting (15th May 2019)

a) Accuracy

Governors **approved** the minutes of the last meeting as accurate.

b) Matters Arising

The Kenzalia Working Group has been communicating with the Headteacher by email.

The Clerk had canvassed opinion on the timing for a whole Board training session, but opinion was divided between evening and Saturday morning. Including governors who had not responded present at this meeting, a 6.30 pm start was preferred.

There were no other matters arising not covered on the agenda.

[8.35 pm Cristiana left the meeting]

15. Any other urgent business

The Headteacher informed governors that the school would be trialling **Power Maths**, which is similar to Singapore Maths, with some matched funding available. The Deputy Head has seen it at another school and there is a Maths network in Brent through Byron Court school. The school will work with a Maths expert who will train staff, then the trial will be evaluated.

It mirrors how Singapore Maths is set up and implemented, so there will not be a huge shift for staff, but it is supposed to be easier to use for less experienced teachers to delivery a mastery-based Maths session.

Governors asked when this will begin. It will start in September from Reception to Year 6. It is a tool that teachers will use to delivery Maths, but everything will not be dramatically different. There will be a training session for staff on Monday 2 September, 9.30 am - 12.30 pm.

Chris asked when the **Black Caribbean project** will be on the agenda. This should go to the Teaching & Learning committee in the autumn.

Will returned to the **school vision**. He pointed out that research shows that every organisation forgets its reason for being over time. This is probably true of schools: if a member of staff or pupil were asked what the vision of the school is, they might find this difficult to articulate. As Co-Chair, Will has discussed this with the Headteacher in relation to providing motivation for the staff and helping them to enjoy their job, particularly those who have been at the school for a while. The new SIAMS framework looks at how the leadership and governance of the school remain true to their vision, allowing it to guide and direct the work of the Board.

There are currently nine school values, but governors, staff and pupils may not be able to remember all of them. The Co-Chairs and Headteacher have discussed refreshing the vision and values of the school, celebrating the history of the school and what it has become and setting out a clear aim for the future.

The Church of England has published a document which provides a framework for understanding how a school's vision and values might play out, which Will recommended governors to read.

The Clerk was asked to share a link for the Church of England publication ["Vision for Education"](#).

Action: Clerk

Will suggested that the Board set aside some time to work with the SLT to refresh the school vision. He offered to present some ideas, but the vision must be identifiable and recognisable as this school.

The Clerk was asked to set up a Doodle poll for an evening meeting early in September for governors. A staff-governor social was planned for immediately before the first Board meeting of 2019-20, which was rearranged and confirmed for **Tuesday 15 October** (4.30 pm with staff, 6.30 pm meeting).

The Headteacher asked whether governors still wanted refreshments at governor meetings, as governors were not arriving early enough to eat a cooked meal. Governors felt that sandwiches or snacks would suffice, but would be happy to be flexible about whatever is easier for the chef.

The Headteacher informed governors that he would like to provide catering for staff training on the last day of term. This would be a professional development cost, as approved by governors.

The Chair thanked governors and closed the meeting at 9.10 pm

“What have we done this evening to make a difference for children at Princess Frederica?”