

**Minutes of the Meeting of the Governing Body of
Garden Suburb Infant and Junior Schools
Held on Thursday 1 December 2022 via Teams**

MEMBERS

LA GOVERNOR (1)

Evathia Elsiwidy*

PARENT GOVERNORS (2)

Luisa Pettigrew*

Daniel Asher*

HEADTEACHERS (2)

Sarah Sands (Infant Headteacher)*

Eileen Bhavsar (Junior Headteacher)*

STAFF GOVERNORS (1)

Vacancy

ASSOCIATE MEMBER

CO-OPTED GOVERNORS (12:

2Teachers; 2Parents from each Schl)

Alexia Dobinson (Infant Support)*

Francoise Wagneur

Anthony Shayle*

Adrian Hodgson

Vacancy

Biljana Elia (Infant Teacher)*

Isabel Clarke (Junior Teacher)

Tara Ward Ammoun*

Paola Riddle

Pam Omeye Howell (Infant Parent)*

Ruth Henrywood* – Chair

Caroline Olshewsky

Greg Bookman

NON-VOTING OBSERVERS

Lisa Berger (Junior DHT)*

Sarah Jowsey (Infant DHT)

Andrea Bailey*

Part I

22/75 **Welcome**

All Governors were welcomed to the meeting.

22/76 **Acceptance/non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Sarah Jowsey, Caroline Olshewsky and Greg Bookman.

No apologies were received on behalf of Paola Riddle.

22/77 **Governor Appointments**

It was noted that Greg Bookman and Caroline Olshewsky had been appointed as Co-opted Governors via email. This was formally ratified by Governors at the meeting.

It was noted that Francoise Wagneur had resigned from the Governing Body. Governors joined the Chair in thanking Francoise for her continued hard work and dedication to the GB and children of the schools. They thanked her for her expertise and support.

This left a Co-opted Governor vacancy. Governors discussed the need for expertise in premises, property, legal and finance. It was also necessary to ensure a correct balance of community and parent Governors.

22/78 Appointment of Vice Chair

Governors were reminded that this had been deferred from the previous meeting. As there had been no volunteers, the Chair agreed to put out another call.

22/79 Declaration of Pecuniary Interests

No Governor present declared a pecuniary interest in the business to be discussed. The Chair reminded Governors of her role as Board of Trustees and the IHT as on the board for BELS.

22/80 Part I Minutes of the meeting held on 20 October 2022

Part I Minutes of the meeting held on 20 October 2022, were virtually **CONFIRMED** by the Chair, as a fair representation of the meeting.

22/81 Matters Arising

The JHT agreed to arrange for a formal staff Governor election. This would need to include all staff at the School.

Action: JHT

Committee Chairs confirmed that the Terms of Reference for each of their committees had been ratified.

The IHT agreed to share dates for the Phonics drop-in sessions, should Governors wish to attend. These were detailed in her report but two had had to be rescheduled.

22/82 Headteachers' Updates

IHT Updates

Governor attention was drawn to the IHT report, circulated prior to the meeting. The IHT explained that she had added further detail to the report given at the last meeting.

She noted that parent drop-in meetings for KS1 children had been completed and had been very successful. Parents had been given some language for learning prompts as well as some questions they might like to ask their children. The sessions also helped to enhance the feeling of pride amongst the students in the lead up to the parent consultation evenings.

The School had also held healthy eating sessions with parents, run by the school nurse, which had been very useful.

SIP

The IHT reminded Governors of the SIP that had been circulated. She explained that this was based on the SEF discussed at the previous meeting; it was a document that evolved and changed and therefore was not static. A folder would be created on the shared drive to hold such important documents for Governors to familiarise themselves with.

She added that the School continued to work on the curriculum plan and delivery of education to ensure children had the best experiences and opportunities to succeed. There was a focus on reading for pleasure and reading with meaning with children being equipped with the necessary tools to do so.

She noted that the Learning Network Inspector, Helen Chung, had visited the School the previous day to undertake a deep dive into reading and specific Phonics teaching. She explained that this involved a very thorough and useful process with specific actions in Phonics recommended. Some of these were

easy fixes and others would involve some more training. The IHT agreed to share the formal report once received.

The IHT added that a key objective of the programme was to ensure staff delivered Phonics and Maths Mastery effectively using strategies to help children with long term memory and recall.

She added that there were also plans in place focused on poor attendance and in particular with Pupil Premium children and the targeting of them.

The SIP also detailed actions focused on the development of pupil voice and re investing in books etc. to ensure that they were reflective of the School community. There were also some actions focused on the development of subject leaders.

A Governor questioned when the SIP was reviewed and updated. The IHT explained that the School completed termly assessments with the children and this sometimes identified the need to shift or re align some of the priorities/actions. She added that she also prepared updates for each GB meeting.

The IHT added that the School had also received the Ofsted inspection summary data report (ISDR) and the School had submitted data to the DfE to compare with other Schools. The areas identified were Phonics, and Greater Depth in Reading and Maths. These were areas the School were aware of.

A Governor questioned, whether following the visit from the LNI, the School felt more confident in responding robustly should there be an Ofsted inspection. The IHT confirmed this noting that part of the visit was to help prepare and train for this. She added that the School were most confident in the areas of Reading and Maths as there was a clear correlation with the data here between those fluent English speaking students and those who were newer to English.

The IHT highlighted the importance of having that language to be able to engage at that higher level and be able to work with written problems. There had also been a number of children join the School who had not been part of the Phonics scheme before. She added that the interventions in place were very impactful. There were specific catch up groups in Y2 for example, one focused on children with EAL and another focused on children who were struggling more with processing.

The IHT noted that the Sports Premium report would be completed and shared shortly.

Pupil Premium Strategy

This had been shared with Governors. The IHT explained that this detailed how the School were using PP funding and the outcomes of this spend. In terms of Reading, attainment for non-PP students was higher than that for PP students. In Maths, funding had been used for a specific whole class intervention in mastering number and the impact of this could be seen, particularly in Y1.

Following a Governor question, the IHT explained that the School continued to focus on good quality teaching and learning with Teachers working together to share good practice and hold each other accountable. She added that the statement on challenges directly informed the Curriculum Intent that was then shared on the School's website and guided all teaching.

It explained the focus that the School gave to behaviour etc., as well as promoting cultural capital and enrichment and ensuring good quality teaching. It was important to ensure the approach was good and embedded, giving Teachers time to moderate with peers and time for class review days to understand what needed to be done for specific groups.

The IHT added that the School received a tutoring grant that PP monies were also used to top up. The school were using "school-based" tuition, with a teaching assistant trained in tuition, as well as in delivering the phonics scheme specifically.

Using PP funding, the School were able to use 30 additional hours of TA time for PP children. This year however it was only nine hours. Following a Governor question, the IHT explained that this was due to the rising costs of TAs with staffing costs overall increasing by £30,000 this year due to pay increases. She added that language enrichment had been funded from another source last year but was being provided via PP funding this year.

She added that there were also Y2 Nurture groups and lunch time groups and PP funding was used to support these as well as for Music.

Following a Governor question, the IHT explained that the reference to *embedding Little Wandle activity tracking progress by Little Wandle assessment tracker* was part of the programme. The School completed a half termly Phonics assessment to see where the children were. This helped to guide the reading books used and gave an overview of what areas children were finding more challenging. The tracker also produced heat maps to show where support was needed so interventions could be targeted accordingly.

The IHT was thanked for her updates.

JHT Updates

Governor attention was drawn to the JHT report, circulated prior to the meeting. The JHT provided an update.

The JHT noted that a summary of the progress made against the previous SIP would be completed before a new plan was introduced. She noted that it was a very evolving document with some things that could not be completed within one year.

She added that she had also received the Ofsted summary data and whilst the Junior data was not published nationally, she was very pleased with the progress figures. For the end of KS2, the data from KS1 was reviewed and compared with national. Of the 89 in the cohort, they had KS1 data for 74 of them and they were all above national figures. She added that progress figures for Writing were in line with national. In Maths, the School were significantly above national figures. Results for SPAG were also significantly above national. Floor standard for RWM combined were also significantly above for the 89 pupils.

The JHT noted that since the last meeting, Y6 students had completed their residential school journey to the Isle of Wight. This had been a very successful trip and all staff who were involved in it were thanked.

As referenced in the report, the School did have a Music specialist as well as a specialist for PE. The importance of the former had been highlighted in the DfE document with it recommended that children have an hour of music and the School had this along with access to a range of musical tuition. Children also had access to a choir.

The School had also received a £400 grant towards the workshops and trips for Black History Month. The School were working hard to make the curriculum interesting and develop cultural capital.

Sports activities also continued with Mr McGwinn taking children to different events.

The School were also continuing parental workshops and there was a programme of class assemblies planned where parents would be invited to see their children perform. This was particularly important noting the lack of these experiences during Covid.

Following a Governor question, it was noted that sickness absence had been higher this term. The IHT added that there was a viral flu going around that was affecting staff too.

A Governor challenged the School's decision to mix the classes and questioned the rationale behind it. The JHT explained that the decision to do so had been thoroughly thought out and was done in the best interests of the children. Teachers looked at friendship groups and used the information that they had to make sure that each child was with someone they had observed them working well with. The first focus was about teaching and learning and then Teachers looked at working relationships and for some of the children- who might be very good friends – they may not be a positive influence for other reasons.

The JHT reiterated that the intention was not to cause anxiety amongst parents but had recognized what could have been done better in terms of communication, should it happen again.

The JHT noted that the SIP had been added to the Governor drive and as detailed at the previous meeting, the targets for the SIP had been led by external feedback including the Ofsted visit in May 2022. The information from the external feedback had been utilised to create targets for the new SDP. The JHT added that this was very much a continuation and embedding from last year and the targets were very similar.

The JHT recognized that the targets would not all be achieved in one year but the main challenge was to embed all the quality teaching and continue with that, noting the lesson observations just completed. She noted that, following these, there were no particular areas of focus identified. It was more a case of overall improvements, embedding all the training undertaken the previous year and keeping lessons to a high standard. This also involved maintaining high expectations ensuring that work was differentiated, gaps were supported and others were challenged and stretched.

Following a Governor question, the JHT explained that the ability range in classes was broad. The School were also continuing with the non-academic areas to learning.

PP report

The JHT provided an overview of the report noting that it was a summary of achievements of the last year. She added that there had only been ten PP pupils in Y6 the previous year; there were 38 this year. Whilst attainment was high, PP children were not achieving the same as non-PP children and the specific needs were being targeted and monitored.

She added that the School used the approach via the education endowment foundation in terms of quality teaching and getting interventions and teaching in the classroom correct in the first instance.

Communications strategy

A Governor provided an overview of the communications strategy that they had been working on. This was focused on how the School communicated with parents as well as how things were publicised more widely.

It also focused on how the School communicated some of the challenges the School were facing and to help alleviate some of the responses to parental queries. This would facilitate more transparent open channels and help to inform the strategy moving forward.

The JHT was thanked for her updates.

22/83 Policies

The following policies, circulated prior to the meeting, were received and noted by Governors:

Teacher Appraisal Policy

It was noted that the policy had not yet been sent out to staff. Following a Governor question, the IHT confirmed that this would be with Union representatives present.

Pay Policy

Following a show of hands, Governors **RATIFIED** the policies.

22/84 **Committee Minutes**

Environment, Resources and Audit Committee

The Chair of the committee provided an overview of the meeting.

Pupils Experience Committee

The Chair of the committee provided an overview of the meeting.

Diversity and Inclusion Committee

The Chair of the committee provided an overview of the meeting.

20/85 **Director's Report**

Governors noted the report and its contents.

22/85 **Governor Training**

Luisa Pettigrew noted that she had completed the New Induction training course.

Adrian Hodgson noted that he had attended the Chairs and Vice Chairs briefing.

22/86 **Any Other Business**

There was no further business to be discussed.

22/87 **Dates of Committee meetings**

- **Environment, Resources and Audit Committee- TBC**
- **Pupils Experience Committee- TBC**
- **Curriculum – Friday 10th March at 8.30am**

22/88 **Dates of Governing Body Meetings** (all at 6pm)

Dates of future GB meetings were confirmed as:

- Thu 9 Feb
- Thu 23 Mar
- Thu 18 May
- Thu 29 June

The meeting ended at 8.10pm