

St Mary's CE Primary School, Rectory Gardens, N8 7QN

GOVERNING BODY MEETING

July 7th 2021

6.00 pm via ZOOM

Foundation Governors – 7	Representative Governors - 5
The Rector of Hornsey (1 governor) * Father Bruce Batstone Ex Officio	Parents (2 governors) * Dr Angela Loulopoulou 25/03/2024 * Ms Pamela Shor 24/11/2024
Hornsey Parochial Church Council (2 governors) ◇ Ms Jess Smart 22/03/2022 * Mr Ian Blaney 25/09/2023	Staff (2 governors) * Mr Calvin Henry Headteacher Ex Officio * Ms Harriet Frohock 15/12/2024
West Haringey Deanery Synod (2 governors) * Mrs Charlotte Adlam 1/04/2024 * Mthr Mitzi James 1/7/2024	Local Education Authority (1 governor) * Mr Stuart Goldberg 28/09/2024
London Diocesan Board of Schools (2 governors) * Dr Venetia Brown 18/02/2023 * Mr Aaron Khan 18/02/2023	Associate Members * Dr Feyisa Demie * Ms Alice Greenwell * Ms Becky Wildish
* Governor present ◇ Governor absent	

In attendance: Sophie Plimley (Clerk), Steve Baptiste (Deputy Headteacher Rectory Gardens), Sam Fennell (Deputy Headteacher Church Lane).

Part One

- Prayers** – Mthr Mitzi led prayers.
- Absences** - Jess Smart (apologies received)
- Late agenda items** *(For governors to propose late Part 1 and 2 items. The governing body will decide whether to discuss them, and if so, where on the agenda.)*
- Governors' declarations of interest:**
 - Annual register of business interests – up to date
 - Declarations of any interest specific to this agenda – none declared
- Admissions Criteria update:**
 - The Clerk explained that the 2021 School Admission Code has been slightly amended in May 2021 to clarify that children who appear to have been in state care outside of England and cease to be in state care as a result of being adopted, should now be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after (PLAC).
 - This wording must be incorporated in to the criteria for entry in September 2021 (which has already been approved by governors) and for the September 2022 criteria and beyond.

- c. Governors reviewed the updated wording and approved that it should be added to the 2021 and 2022 Admission Criteria.

d. Clerk to update the school website. **Action – Clerk**

6. Minutes of Part One of the previous FGB meeting on 17.3.21 - reviewed and approved.

7. Matters arising from minutes not on this agenda – none

8. Committee updates - verbal updates from Committee Chairs

- a. Curriculum & Achievement Committee
 - i. Minutes and data pack from meeting on 30.6.21 circulate and discussed.
- b. Resources Committee
 - i. Minutes from meeting on 12.5.21 circulated and discussed
 - ii. Committee reviewed the current and projected financial position of the school and assessed the level of costs expended due to the Covid pandemic.
 - iii. A balanced budget for 2021/2022 has been approved in committee and is recommended to the governing body and includes a notional budget for the following 2 years.
 - iv. Concern expressed over falling school roll whilst expenditure remains the same due to static staff costs and additional inflationary costs.
 - v. The school has set a balanced budget for 2021/2022 but is concerned about the expected deficit in the coming years.
 - vi. The FGB reviewed and approved the proposed 2021/2022 budget
- c. Children, Families and Community Committee
 - i. Minutes from meeting on 26.5.21 circulated and discussed
 - ii. Committee has reviewed, discussed and provisionally approved draft Relationship, Sex and Health Education (RSHE) policy presented by RSHE lead Ms Simmons.
 - iii. Discussion around the recent BAME conference organised by Haringey Education Partnership and attended by some staff members. Also discussed the development of the upcoming BAME review and ongoing development of the school's anti-racist curriculum.
 - iv. Received an Inclusion update from Aria Zavrou (Inclusion Manager)

9. Relationship, Sex and Health Education consultation

- a. Ms Simmons (Lead for PHSE/RSHE) joined the Zoom meeting to update the governing body on the recent RSHE consultation process
- b. Ms Simmons explained that since her last presentation to the governing body in December 2020, a RSHE policy has been drafted (with the support of the LDBS), a parent consultation survey has been undertaken and a zoom meeting with parents has been held to deal with questions and issues relating to the draft policy and the proposed scheme of work. All items have also been discussed and provisionally approved by the CFC committee in May 2021.
- c. Ms Simmons explained that parental engagement had been strong with broad support for the policy details and the scheme of work. Some parents raised questions and gave feedback, especially in relation to how the scheme of work (Jigsaw) would relate to the Christian Values of

the school. Ms Simmons explained that she had used statutory DfE guidance, model RSHE policies and LDBS guidance in the development of the policy and choice of the scheme of work, as well as working closely with RSHE leads from other local primaries. The Christian Values of the school are incorporated in the policy.

- d. Ms Simmons explained that parents and carers will be informed of, and how to withdraw their child, from any non-statutory items that will be taught. Parents and carers will be told every term what will be taught and how to withdraw their child if they feel the need to.
- e. Staff will take part in a staff training day in September regarding how to embed the proposed scheme of works.
- f. Ms Simmons explained that the school curriculum already teaches many aspects of RSHE, that everyone is unique and all information is taught in an age appropriate manner and time. This scheme of work is not significantly different but we are keen to involve parents and carers in understanding the curriculum provision fully.
- g. Governors discussed the draft policy and scheme of work and approved it. Recommended that the CFC committee review it annually.

10. SIAMs training for Governors – Sally Moore (LDBS Primary Advisor)

- a. The Statutory Inspection of Anglican and Methodist Schools (SIAMS) is the Church of England and Methodist Church's outworking of the requirements of section 48 of the *Education Act 2005*. It is a key element of the life of all Church of England and Methodist schools in England. There is a national system for managing inspections that has been developed with the dioceses to ensure greater consistency in experience and processes.
- b. Approximately every five years, schools are subject to an inspection which explores the question, "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?" This overarching inspection question is examined through seven strands:
 - i. Vision and Leadership
 - ii. Wisdom, Knowledge, and Skills – focuses on curriculum. Can the children debate things and are they aware? How has the school moved past the curriculum?
 - iii. Character Development: Hope, Aspiration, and Courageous Advocacy – relates to hope, aspirations and courageous advocacy
 - iv. Community and Living Well Together – relates to dignity and respect and how all areas of the community interact. There will be a focus on RSHE, BLM and behaviour.
 - v. Dignity and Respect – how is the behaviour policy embedded?, how do you celebrate differences and compassion for all? Wellbeing in staff and children and how does the school engage and support families, especially during Covid?
 - vi. Impact of Collective Worship – will look at RE teaching and pupil voice.
 - vii. Effectiveness of Religious Education – relates to collective worship, including continuing it through Covid.
- c. SM raised items for the governing body to consider:
 - i. Recommended the governors read the documents she had circulated – 'Valuing all God's children' and 'Global Neighbours'.

- ii. SM thought it was positive that the school had adopted an LDBS RE syllabus, but needed to engage more with the texts. Inspectors will ask if Collective Worship is inclusive, invitational and inspiring.
 - iii. Governors should be familiar with the school vision and be confident how it is lived out in the school, how it is monitored (via the SEF), and how it shaped the approach to the pandemic.
 - iv. Likely to get a day or so notice for the inspection. Inspectors will review the website. On the day, they will talk to parents, governors and children, look at RE books, watch lessons, attend CW, look at displays, will speak to Sally and the clergy and look at how spirituality is captured. Will also have time with RE lead and random staff.
 - v. After inspection, feedback will be given to stakeholders and a report is written and the school is given a grade.
- d. Next steps
 - i. SM will run a workshop with staff to find all the evidence
 - ii. SIAMs SEF will be reviewed in September – Governors will need to be aware of the details of the SIAMs SEF
 - iii. Some FGBs look at the vision at the start of a meeting and then reflect on the work at the end of the meeting – are we holding our children at the heart of all of our decisions and are decisions taken in a way that reflects the school's Christian vision and values?
 - iv. CH and SM will start work on a statement for inspector
- e. Governors thanked Sally for the training session and detailed input. SM then left the meeting.

11. BAME Review update

- a. Steve Baptiste (DHT and BAME lead) and Venetia Brown (BAME Link Governor) circulated the report written by Marva Rollins (an external consultant) showing her findings of the BAME review of St Mary's. Governors reviewed and discussed report.
- b. Key findings:
 - i. There is a firm commitment by governors and the Leadership team to driving forward the support for the BAME students and their families.
 - ii. The BAME Pledge is being use to underpin all actions in order to achieve improved outcomes.
 - iii. The Anti-racist curriculum is being developed to be launched in September 2021
 - iv. The progress with the Anti-racist curriculum, to date, has been shared with parents.
 - v. In some curriculum subjects the anti-racist approach is being piloted.
 - vi. Staff support the leaders and are very enthusiastic about the curriculum developments.
 - vii. Parents are keen to work with the school in enabling greater parental engagement.
 - viii. The creation of an 'open-door' invitation to parents to visit classrooms daily therefore enhancing parental engagement through greater daily contact with their children's teachers.
 - ix. Future recommendations
 - a. To develop a long term action plan which includes strategies for each aspect of the BAME Pledge.
 - b. Ensure curriculum leaders fully embrace the anti-racist curriculum in their teaching, and use of resources

- c. Track attainment of Black Caribbean and Black African children and include strategies for closing the gap in the long term action plan.
- d. Offer CPD opportunities to ensure the narratives are accurate.
- e. Increase the representation in core texts and other books
- f. Keep parents and carers informed of the development of the curriculum and continue to seek their input, making use of their heritages and experiences.
- g. Create opportunities to meet with Black parents on a regular basis
- h. Create a space to hear and respond to the voices of Black pupils

c. Governors congratulated the school on making this progress over recent years, even through the lockdowns. One governor questioned the terminology used and suggested that 'culturally enriched curriculum' rather than anti-racist curriculum terminology should be used as it is more inclusive. Governors agreed that this terminology is more appropriate for the school to use. **Action – SB/All**

- d. The BAME link governor wants to explore quick wins within the long term plan of action having seen the positive impact of the poetry sessions during lockdown. They also raised the issue that this work needs to be enduring and sustainable and not just driven by a few members of staff. Also keen to see where the evidence is that this new approach is having an impact on children's attainment. SB agreed that the school needs to monitor this.
- e. Discussion around needing to look at other strands such as attendance and understanding the lived experience of being a child of colour especially as it is too early to see any impact on performance data.
- f. SB explained that children are discussed in PPR meetings and interventions arranged where needed. Key focus is to identify children who need support, and give them interventions that allow them to flourish. Governors agreed that keeping intervention delivered by staff in house is very positive for the children.

g. BAME link governor recommended that all governors should read the very insightful paper about language that Angela Loulopoulou circulated recently. **Action – all**

12. Headteacher report

- a. School has been open for whole term but we are still dealing with many challenges relating to Covid, including ever changing guidance and the need to support children, staff and families to a higher degree than normal.
- b. Staffing has been very stable this year, but we say goodbye to a few staff at the end of term and welcome new staff in September, including 4 six month Kickstart participants who are in addition to headcount, and on a fully government paid scheme.
- c. Key priorities for 2020-2021 were reviewed and a summary is below:
 - i. *Implement initiatives to support mental health and well-being of children and staff.*
 Staff Wellbeing policy developed and rolled out
 Staff Mental health first aiders identified and trained
 Mental health resources circulated to staff and families
 Link Governor for Mental Health and Wellbeing identified
 Children's survey undertaken to assess their mental health and wellbeing.

- ii. Implement a recovery and anti-racist curriculum offer which allows for all children to 'catch-up', thrive and achieve outcomes that are in line with age and/or stage-related expectations**
BAME review undertaken
Ongoing development of well-sequenced anti-racist curriculum framework.
In terms of reading, writing and maths, our children have achieved outcomes that are broadly in line with age-related end of year expectations
- iii. Improve the quality of education in all classes to better develop children's depth of understanding (teaching and learning)**
Further developing teacher pedagogy using 'Teaching Walkthrus' techniques. This is impacting positively on the quality of teaching observed as well as the outcomes being achieved.
- iv. Develop a sustainable remote/blended learning offer.**
Successful developed Remote Learning Policy and offer
Sourced additional hardware and software through fundraising to provide remote computing provision for all children
Successfully taught and supporting children throughout multiple lockdown periods (whole school, year group, classes and individual)
Developed staff and children's computing skills and IT knowledge which has enhanced the remote learning offer and value
- v. Improve the quality of education for children with special educational and additional needs so that they develop independent learning skills**
Progress in this area has been limited. This is because this group of children have been significantly and adversely affected by the school closures over the past 15 months. Consequently, gaps between SEN and non-SEN children have widened. This will therefore be taken forward as a priority area for improvement next year.
- vi. Further develop St Mary's as a distinctively Christian school**
Closely working with LDBS advisor to ready the school for the upcoming SIAMs inspection which will be some time from the autumn term onwards.
- vii. Widen opportunities for staff training and development**
Staff have had access to an unprecedented amount of training and support, much of which has been provided online and throughout the period of school closure and the pandemic.
- viii. Develop and implement sustainable leadership capacity at all levels**
Undertaken a leadership restructure and reorganisation
Provided leadership and management coaching support through our School Improvement Partner
- ix. Achieve Rights Respecting Silver Award**
RRS principles are becoming firmly embedded into many aspects of school life.
Will conduct a RRS review during the spring term next year with aim to achieve Silver
- x. Implement a wider range of sustainable and healthy school initiatives**
Continue existing healthy and sustainable approach (Covid permitting) such as:

*Supporting mental health and wellbeing
Food banks/Felix project (healthy eating)
Cycle training and anti-pollution campaigns
Supporting success in Haringey competitions
Outdoor learning commitment and growing vegetables in the school allotment*

xi. Implement a school Strategic Steering Group to assess and review the long term vision for St Mary's

Establishment of a Strategic Steering Group of governors who have worked closely with the LDBS and LA to determine long term and sustainable plans for St Mary's.

xii. Improve the quality of our Early Year's offer by successfully implementing new national initiatives

The impact has been limited owing to the periods of school closure. We were an early adopter school for the new Early Year's curriculum framework. However, an evaluation of our subsequent EYFS work was not undertaken by the DfE as anticipated nor did our school receive the exemplification materials as originally planned.

xiii. Education Endowment Foundation (EEF) pilot participation called Flexible Phonics - provides teachers with additional strategies when teaching children how to decode.

Feedback of this project will be provided by the EEF in the autumn term.

- d. Personal development. We are hopeful that the Y6 trip to Cuffley will go ahead and that the Y6 children will transition smoothly to their new secondary schools. They are currently working hard on their end of year performance which will no doubt be a great success.
- e. Communications – we are currently working with a new external company developing an updated and bespoke website for the school. It is anticipated that it will go live in October 2021.
- f. PSA support – our active Parent School Association has had to adapted during lockdowns and have organised a variety of online and outdoor activities. This term they have supported the school in organising some fun outdoor activities which has helped continue foster the St Mary's community.
- g. The Chair of Governors thanked the HT and all the staff for their amazing efforts this past year and during such difficult times.

Part One of the meeting ended at 7.45pm

SB and SF left the meeting.

Actions	Who
All governors are recommended to read the insightful paper about language that AL recently circulated.	All
Updated admissions criteria to be put on school website	Clerk
School to start using the term 'culturally enriched curriculum' rather than 'anti-racist curriculum'	SB/All