

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

GOVERNING BODY MEETING

December 8th 2021

6.00 pm via Zoom

<u>Foundation Governors – 7</u>	<u>Representative Governors - 5</u>
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), Sam Fennell (Assistant Headteacher)

Part One

Charlotte Adlam – Co-Vice Chair of Governors chaired the meeting in Stuart Goldberg's absence.

1. Prayers
2. Notified Absences – apologies not received from Jess Smart.
3. Late agenda items - none
4. Governors' declarations of interest:
 - a. Annual register of business interests – Clerk asked all governors to ensure their declarations were on GovernorHub were up-to-date
 - b. Declarations of any interest specific to this agenda - none
5. Minutes of Part One of the previous FGB meeting on 6.10.21 – reviewed and approved. Chair to sign minutes on GovernorHub. **Action - CofG**
6. Committee updates
 - a. Approval of Terms of Reference for each committee
 - i. Resources Committee Terms of Reference – reviewed and approved
 - ii. Curriculum & Achievement Committee – reviewed and approved
 - iii. Children, Families & Community – not yet met. Review at next FGB meeting. **Action – Clerk**

- b. Minutes of committee meetings
 - i. Resources – reviewed and discussed
 - ii. Curriculum & Achievement – reviewed and discussed.
 - iii. Children, Families & Community – not yet met. Review at next FGB meeting. **Action – Clerk**

7. Peer-on-Peer Abuse and Sexual Violence training - Aria Zavrou

- a. Ofsted has recently conducted a national review of sexual abuse in schools in England and published a report in in June.
- b. Ofsted visited 32 schools and colleges across country and spoke to 900 children and found that:
 - i. Children do not see the point of reporting peer-on-peer abuse and many find that it is normal behaviour.
 - ii. Children feel worried about it but think it is out of their control and that they will not be believed.
 - iii. RSHE provision in schools generally doesn't meet the needs of young people
 - iv. Children get their RSHE information from social media and their peers.
 - v. Some school leaders not equipped to deal.
- c. Key recommendations from Ofsted national report for all schools:
 - i. *Develop a culture where all kinds of sexual harassment is recognized and not tolerated.*
 - ii. *Schools should act as though sexual harassment and online sexual abuse are happening, even if there aren't specific reports, and put in a whole school approach to address them.*
 - iii. *Create an environment where staff model respectful and appropriate behaviour where children and young people are clear about what is acceptable and unacceptable behaviour and where they are confident to ask for help and support when they need it.*
- d. St Mary's approach:
 - i. The school already has many safeguards in place in relation to peer-on-peer abuse, but we have reviewed and taken the national recommendations in the Ofsted report and used them to enhance and embed our practices. Please note that some of these items are already in place, and the rest are being developed/implemented currently:
 1. Develop and disseminate a child-friendly peer-on-peer abuse policy (mainly for the Upper Phase year groups).
 2. Appoint Anti-bullying ambassadors in each year group and train them to help identify and manage bullying
 3. Have honest discussions in School Council and RR meetings, involving them in the process of developing and monitoring the anti-bullying policy.
 4. AZ meets with Upper Phase girls (initially, and then boys) to talk honestly about their experiences and find out how safe they feel both in and out of school.
 5. Use of opportunities to raise awareness and openness amongst children throughout the school year (e.g. anti-bullying week).
 6. Reinforcement of the School Rules and Christian Values.
 7. Each class has developed an anti-bullying charter for them to live by as well as have a worry box.
 8. Children are taught that St Mary's is a 'Telling School' (STOP, worry boxes, helping hands, small group sessions) and this is supported by the PHSE curriculum.

9. Parents are encouraged to inform the school if they believe their child is a victim of peer-on-peer abuse.
 10. Develop opportunities for parents to meet with staff and get support from SHS practitioner and DSL on any issues of concern.
 11. Develop and implement a new peer-on-peer abuse policy and staff have been trained to be alert to signs of peer-on-peer abuse and to act promptly and deal with disclosures. They are aware that it can happen here and should never dismiss it as 'banter'.
 12. Continue to log all behaviour incidents by class staff which are then monitored and discussed by SLT.
 13. We have established safer school partnerships with the local police.
- e. Governors thanked AZ for the presentation and asked:
- i. **How safe do the children say they feel in school?** AZ confirmed that all the children she had met so far knew about the STOP culture and who they would approach in school if they had any issues. They all felt safe in school and would like one area of the playground at Rectory Gardens to be more visible to the rest of the adults on duty. This feedback has been addressed already.
 - ii. **How does the school prepare the children for transition to secondary school?** AZ confirmed the school is very focused on the Y6 to Y7 transition process, holding workshops, developing booklets and having discussions on life skills and moving to secondary school. The children report they feel supported in their development and move to secondary school.
 - iii. **How often do staff have safeguarding training, including peer-on-peer abuse training?** AZ confirmed the first Inset training day of the school year has a safeguarding focus and all staff receive training on all appropriate policies and legislation changes. The weekly internal staff communications newsletter also has a safeguarding update and any new or updated policies are sent to staff and put on the shared drive in a timely manner.
 - iv. **Has the school seen a change in behaviour as a result of this focus?** HT confirmed that behaviour has improved even further, which is evident in assemblies, the playground and in relationships between children. Some evidence of WhatsApp bullying outside of school, which the school is focused on with Y6 parents especially. Children have the confidence to tell staff about a range of issues and know that they will be heard and issues will be dealt with. The staff are quick to engage parents with issues and solve them together.
 - v. **What other support can you give parents?** Behaviour workshops to help parents mirror behaviour management at home have been useful and well attended and more are planned. The school is encouraging parents to implement a cut-off point at night for the use of phones. Also planning a knife crime awareness workshop for Upper Phase children and parents.
 - vi. Governors thanked AZ for her training presentation and AZ left the meeting.

8. Key School Priorities for 2021-2022

- a. The FGB reviewed the Key Priority areas and agreed which committee would 'own' each priority.

9. School Development Plan

- a. The SDP reflects the Key Priorities for the year and subject leader action plans are captured in the document.

- b. Governors agreed to support the CofG with the development of governance and leadership capacity, developing the strength and experience of the FGB, focussing on the long term strategic priorities of the school and undertaking a governance evaluation

10. Headteacher report

- a. Governors reviewed the Headteachers report which is now in a 'dashboard' format.
- b. Quality of Education/interventions
 - i. Pupil Premium and Recovery Curriculum document has been written and approved.
 - ii. School provision map is currently being updated. This will also include details of extra-curricular provision. There is a particular focus on making sure that our SEN and disadvantaged children are prioritised and well represented.
 - iii. Interventions are in place to support and best prepare children in Years 2 & 6 in the run up to SATs
 - iv. The NIA Academy has started, with a focus on supporting four Year 4 BAME children.
- c. Quality of Education and Teaching & Learning
 - i. Lesson visits have been undertaken this term where the quality of teaching was observed in all classes. The focus for these visits was differentiation and scaffolding for children with additional learning needs as well as more able children. Findings were broadly positive and next steps include:
 - 1. Develop children's ability to better articulate what they are learning.
 - 2. Ensure that marking in books better reflects the learning objectives being taught.
 - 3. Better meeting needs of more able children so that they make better progress.
- d. Personal Dev / Behaviours & Attitudes
 - i. Behaviour is being tracked and analysed weekly. Mr Baptiste is leading on this. It involves early intervention for behaviours that are giving cause for concern.
 - ii. The Positive Behaviour Policy has been updated to reflect the change in our school's practice. We now also have anti-bullying ambassadors.
 - iii. Behaviour is at least good and there have been no exclusions this term.
 - iv. Attendance figures continue to fluctuate week on week. From the beginning of September to date, attendance is currently 94.3%. Bea Fenton, our School Home Support practitioner continues to work with key families, particularly where attendance is below 90%. Attendance worsened in recent weeks as a result of significantly higher rates of sickness.
- e. Leadership & Management
 - i. Increasing numbers of children testing positive for Covid. However, we have not yet had to instigate our Outbreak Management Plan. We continue to act on advice and guidance from the DfE and LA.
 - ii. Most of our Christmas events and activities will be able to take place subject to some Covid restrictions.
 - iii. Staff absence has been high since the beginning of term. This is mainly due to sickness, not all Covid-related.
 - iv. Parent Coffee Mornings have resumed, led by Bea Fenton, our SHS practitioner. These are well attended and have included early reading, maths and Olive dining. We have also restarted our parent ESOL classes, led by Sam Fennell.

- v. We are actively working on ensuring that our school’s curriculum provision is well-sequenced and planned across all subject areas. This will include training and support for subject leaders.
 - vi. A draft comprehensive Curriculum Policy has been written. This includes a summary of the vision and implementation of all subject areas.
- f. The governors thanked the HT for the informative update and congratulated the whole staff team on managing what has been another very busy and Covid affected term.

11. Focus on Teaching & Learning

- a. The Headteacher updated the governors on the focus on teaching and learning at St Mary’s.
- b. Subject leader lesson observations will start in all areas
- c. Teachers will watch lesson modelling both at St Mary’s and at other schools
- d. Some subject areas will have ‘deep dives’ to review all the teaching practice and to determine areas of improvement. This is then triangulated with teacher planning, lesson observations and the monitoring of children’s progress. The aim is to have the children articulate what they are learning consistently across the school.
- e. Key focus is that the school has a well-planned and sequenced curriculum which allows for good progress and subsequently strong outcomes. There is a significant shift away from data to the quality and breadth of the curriculum. The focus is about children knowing more, remembering more as well as articulating what they are learning and why.

(DHT/AHT left the meeting)

End of Part One of meeting

Actions	Who
Chair of Governors to sign minutes of 6 th October 2021 meeting on GovernorHub	CofG
FGB review CFC Committee Terms of Reference and minutes of Autumn term meeting at Spring term FGB meeting	Clerk