

THE QUEEN'S SCHOOL BOARD OF GOVERNORS

THE QUEEN'S C OF E SCHOOL CUMBERLAND ROAD KEW, SURREY, TW9 4HJ

Minutes of the Meeting of the Governors of The Queen's School Held by Google Meet on Thursday 9 December 2021 at 7pm

Present: *Foundation Governors (7)*
(IH) Inga Hall (Chair) (HC) Harry Charrington
(MI) Mark Ivory (Co-Vice Chair) (MM) Marian Mollett
(BR) Barnaby Rodgers (VP) Vas Polydorou
(ER) Emma Roberts

Non-Foundation Governors (7)
(BD) Voulla Demetriou (Co-Headteacher) (CC) Cathy Christmas
(JST) Jenny Stroud-Turp (Co-Headteacher) (JM) Jason Moore
(SK) San Kodia (LL) Laura Leicester
(LS) Larissa Sutton

LA Governor (1)
(MO) Mark Ollard

Other (1)
(MJ) Michelle Jones (Clerk)

Opening Prayer (led by Mark Ivory)

1. APOLOGIES AND WELCOME

IH chaired the meeting.

Apologies were received from Janine Farrance & Melanie Harrington.

2. DECLARATION OF FINANCIAL AND OTHER MATERIAL INTERESTS

All Governors were reminded of the need for confidentiality and to declare any direct or indirect pecuniary interest which might relate to any matter under discussion.

ER joined the meeting at 7.03pm

3. APPROVAL OF THE MINUTES AND CONFIDENTIAL MINUTES OF THE 7TH OCTOBER 2021 AND CONFIRMATION OF ACTIONS ARISING

There were three amendments on the minutes of the FGB meeting on the 7th October (i) under item 10.i, just below the Year 6 leavers table, point 1 should read 2020/2021; (ii) under item 10.ii bullet 3, this should read 'a governor expressed the view that if parents views were sought regarding an after-school tutoring group, it would be oversubscribed'; and (iii) under item 17.6 bullet 9 should read early learning goals not earning. Subject to amendments the minutes of the 7th October 2021 were approved. All amendments have now been completed.

All actions from these minutes of 7th October have been completed.

The confidential minutes of the 7th October 2021 were agreed as an accurate reflection of the meeting and were approved.

4. UPDATE ON STATUS OF GOVERNORS' DECLARATIONS OF INTEREST AND STATEMENTS OF COMMITMENT

- Approximately 50% of Governors have updated their Declarations of Interest and completed their statement of commitment on GovernorHub.

ACTION: All Governors still to complete their Declarations and Statements of Commitment to do so by Monday 12th December.

5. NEW GOVERNORS:

i. To ratify the election of new parent governors, Larissa Sutton and Laura Leicester

- The Governing Board formally ratified the appointment of Larissa Sutton and Laura Leicester as Parent Governors following their appointment by the parent/carer community in the recent Parent Governor elections.

ii. To appoint Reverend Melanie Harrington as a co-opted governor.

- The Governing Board sought to appoint Rev. Melanie Harrington as a Co-opted Governor, based on the skills audit and in consultation with the Diocese and the Churchwarden of St Anne's for the role she would provide now due to the vacant ex-officio role and the support that she would provide in the future when the ex-officio role is filled with the incumbent. The Governing Board voted unanimously to appoint Rev. Melanie Harrington as a Co-opted Governor.

iii. To welcome them to board

- The new governors were welcomed to the board and introductions were made.
- LS will be joining the Pastoral and Kairos committee and will be taking over the role of Equality and Diversity Governor.
- LL will be joining the Curriculum and Standards committee and will be taking over the role of Policies Governor.

6. TO RATIFY THE RE-APPOINTMENT OF MARK OLLARD AS LOCAL AUTHORITY GOVERNOR

- The Governing Board formally ratified the re-appointment of Mark Ollard to the position of Local Authority governor. The term of office is four years ending on 8 December 2025. MO was thanked for his work on the Board during his first term, and for renewing his role.

STRATEGIC – LINKED TO VISION

7. TO RECEIVE VISION SETTING UPDATE, TO CONSIDER PROPOSED VISION FOR 2022/25 AND AGREE THE NEXT STEPS

- SK summarised the process to date. Recent steps since the last meeting included sending the draft Vision proposals (approved at the last FGB) out to all stakeholders for consultation two weeks before October half term. The consultation closed two weeks after the half term holidays.
- Stakeholder groups were parents/carers (with Inclusion Group and PSA identified as separate stakeholder groups within that), staff and local Churches. Each group received individual follow ups and reminders after the half term break in order to try and capture as much survey response as possible.
- 37 Stakeholder responses were received. 94% (35 responses) of stakeholders said they felt the Vision was clear. 94% (35 responses) of stakeholders supported the proposed Vision.
- Of the 6% who did not feel the Vision was clear and who did not support the Vision, one of the comments given was the Vision was too long and unmemorable and provided examples of slogans from various familiar brands. The Working group believe that there was some confusion with our Mission Statement as opposed to the Vision.
- The resounding opinions expressed by stakeholders were (i) that the Vision tied in with their values and what they felt was the appropriate direction for the school to be moving towards; (ii) this is a Vision that we can all work towards achieving and (iii) most importantly it is an achievable vision.
- Stakeholders were given the opportunity to make any other comments. These have been reviewed by the Working Group and there wasn't anything within these comments that required any immediate edits to the proposed Vision document. The broader suggestions, observations and comments were mostly operational, but have been passed to the CHT's to look at more

generally where they may be more useful ideas that can be deployed in various ways, but not necessarily for the purposes of drafting the Vision.

ACTION: CHTs to consider broader comments and suggestions made by stakeholders

- The Vision Control document was considered. This is an internal document we have to track term on term, year on year the work the school and governors are doing. It fits into the Vision Priorities and identifies who is responsible for the Vision priority, how can we see it's being done and how it fits into the Vision. The Vision Control document is the bridge for the Vision that is formally coming to an end and the New Vision.
- The draft Committee Vision responsibilities document was considered. This identifies primary and secondary responsibilities through the work strands. The final column of this document identifies that everything comes back to FGB in terms of responsibility through the individual committees.
- The Governing board thanked SK for organising the working group.
- The FGB approved the proposed Vision Priorities received from the Working Group and unamended since the consultation, becoming the new Vision Priorities.
- The FGB agreed that in terms of the next steps and communicating the new Vision priorities, this should go back to the Working party to continue to work on and plan the work streams reporting back on these in due course.
- The Working Group will meet on Monday evening of 13th December if anyone has any suggestion or comments on the roll out and embedding stage please email SK and IH by Sunday 12th so this can be shared with the Working Group.
- To note the roll out phase to Staff will take place during the January INSETs and it is hoped that Governors will be able to attend. The Vision will also form a large part of the Governor Awayday.

ACTION: Governors to email suggestions or comments on the roll out/embedding stage of the new Vision to SK or IH by Sunday 12th December.

8. TO RECEIVE A SIAMS AND OFSTED UPDATE

- The Diocese publish a list of the schools they are planning to inspect a year in advance. Queen's is not on the current list but it is expected we will be on the next list, and Rev Melanie's support and input will be invaluable to the Board in preparing for inspection.
- Ofsted have resumed their inspections and we are starting to see the outcome of the post pandemic inspection process.
- We aware of their views on Outstanding schools and how they will be looking at these schools.

9. TO RECEIVE AN UPDATE ON PARENT GOVERNOR ELECTIONS

- Our Parent Governors are in place. The election was a contested process and there were a number of other parents who expressed interest. It was a healthy well, run process with successful outcome. IH has been in contact with the other candidate.

10. TO CONSIDER AfC MODEL TERMS OF REFERENCE (ToRs) AND AGREE APPROACH FOR REVIEW AND UPDATE OF OUR ToRs

- Each committee has a responsibility to review and consider its Terms of Reference annually.
- Our existing ToRs of reference are based historically based on Terms provided by the Diocese
- AfC have circulated Model ToRs, which AfC says have been put together using evidence of best practise from a number of schools.
- Prior to FGB Committee Chairs were asked to consider whether the model ToRs are the correct platform to use to overhaul our own ToRs or whether alternatively we feel that our existing, more detailed ToRs are better but could be updated by adding some of the content from the model ToRs.
- Comments have been received from 2 or 3 committee chairs who have expressed the view that our existing, more detailed, ToRs are better. The one approach needs to be adopted across all committees to ensure a centralised and co-ordinated approach.
- It was noted there is no representation of Pastoral and Kairos committee in the AfC Model ToRs.

ACTION: Committee chairs to review ToRs for the next FGB. All proposed amended ToRs across all committees will then come back to FGB for review.

ACTION: Clerk to add To add review ToRs to the next FGB agenda

11. TO CONSIDER PROPOSED UPDATE TO STANDING ORDERS

- The Standing Orders are reviewed annually.
- IH summarised the suggested changes, including (i) that the Standing Orders are to be read in conjunction with the connected documents (Instrument of Governance, Code of Conduct, Terms of Reference, and Virtual Meeting Protocol) and (ii) the removal of the content under ethical standards is because this is already contained in our Code of Conduct. The remaining changes are terminology and streamlining
- The Governing Board approved the changes.

ACTION: Clerk to add approved Standing Orders to GovernorHub

12. TO NOTE SCHOOL FUNDING IN ENGLAND GUIDANCE

- This document has already been shared with the Finance Committee; however, it is a good document for all Governors to read particularly in the context of the work we do and the new vision priority of Financial Sustainability. It sets out the different funding streams and constraints on school funding.
- The report was written in July 2021 and page 19 identifies the cost pressures on school which are about to become even more acute with inflation and the increase in energy costs which we need to be mindful of when estimating our funding over the next year.

13. TO RECEIVE UPDATE ON PUPIL NUMBERS

- A working group has been put together to look at how we expand the school's retention of pupils in Years 3-6
- 50 places are currently unfilled which is broadly equivalent to £200k of funding
- Last year saw 68 leavers before the end of year 6
- The majority of these leavers left London (or the UK), which suggests Covid and Brexit had a considerable effect. However there were 31 leavers to local independent schools in advance of the end of year 6, with 18 in year 2.
- BR and CHTS will bring a comparison with other local primary schools to the next FGB and bring a plan to address some of these challenges. MI as Chair of Admissions and JF from Marketing and Communications perspective will also be involved in that review work.
- The Governing Board noted that last year we received 149 applications for Reception where as other local schools are struggling to fill their Reception. We really need to consider the impact of the 11+ and Independent schools. LL will also join the working party due to her line of work.

ACTION: Clerk to add Receive an update on pupil numbers to next FGB

14. TO NOTE THE CO-HEADTEACHERS REPORT INCLUDING:

i. COVID-related update

- The format of the report has been changed to incorporate the OFSTED Inspection areas
- Since September there have been 19 pupils with positive COVID tests. We currently have 11 pupils with positive COVID tests.
- 6 staff have had positive COVID tests since September and 2 staff currently have positive COVID tests.
- In the absence of Track and Trace which isn't working, we are trying to identify close contacts and recommend they have a PCR.
- We have lower COVID rates compare to other Richmond schools.
- Hygiene measures are still in place, but we are still seeing an increase in cases in school.
- The discussion around the approach to PCR tests and return to school is considered by the Governors Risk Assessment working group.

Phonic Screening

- The year 2 children took the delayed year 1 Phonics screening with 93% of children achieving the pass mark and 4 children requiring interventions. However, these 4 children were close to the pass mark.

A Governor asked:

Q: *Has the increase in COVID cases affected the Nativities and other end of term activities?*

A: *This has been managed really well. We have reduced the size of the parent groups, having one class a time invited into school, with social distancing of the chairs, the hall is well ventilated and parents have been asked to wear masks. We have had a case of COVID in EYFS and have therefore moved tomorrow's EYFS Nativity to next Thursday. It will be livestreamed tomorrow morning at 9.30am but parents will have the opportunity to come in next week.*

Q: *There seems to have been some confusion on the School's position and the Local Authority's position on what to do whilst waiting for a PCR test result to come back?*

A: *We are following the Government guidance which states unless children have symptoms, they can return to school whilst they wait their PCR result. If they have symptoms they have to isolate whilst they wait for their PCR result.*

Q: *Have there been cases of children having a PCR coming into school whilst they wait their PCR test result who have then gone on to test positive?*

A: *Yes, there have been. We had previously tried to operate above the Government guidance and asked pupils to stay at home whilst they waited for their PCR result, like the secondary schools do.. However, because this isn't the Government guidance we cannot enforce this. We have since received an update from AfC and the DfE confirming that children should not be asked to stay at home whilst waiting a result. The thinking behind this is that very few children who go for a PCR get a positive result.*

Q: *Are those children that want to stay at home being given work on Google Classroom?*

A: *There is work on Google Classroom for children to access and also for those children who are having to isolate for 10 days. Most parents are bringing their children into school.*

Q: *Looking at the number of sick days for staff, 34 days for teachers and 22 days for TA's, are we covering absences with agency staff?*

A: *We try to cover internally where possible. It is becoming very difficult to get agency staff. We only cover with agency staff when we have to. It's a daily pressure to ensure we have the staff in the right places, have all the 1:1's covered, ensure we have the correct ratios in EYFS, a teacher in every class and TA support where it's needed.*

Q: *How many children are being supported using the Universal Catch-up funding?*

A: *The data was taken to the last C&S meeting. There are quite a few children who are a step behind where they should be due to COVID. There is a caveat around Autumn term assessment and not having enough evidence to be able to achieve those statements on the assessment criteria. The CHT's have gone through the data with teachers looking at adaptations to planning to support catch up in the classroom.*

Q: *Are there any opportunities for catchup to take place outside of the school day either in the morning or after school?*

A: *We ran a catchup programme with the funding last years with Phonics before and after school. Whilst we had tutors coming in we also had our own teachers providing catch up but there has to be a willingness from staff to do this. We also have to manage staff wellbeing. We also offered after school tuition for those children who had really missed out. This year the school led tutoring funding will be used for specific pupils who have missed out the most.*

ii. inclusion of SEF content going forward

- This is a new section that has been added to the end of the Co-Headteachers Report, detailing the OFSTED criteria and where the school is currently at in relation to these criteria. The current assessment was discussed and agreed with our SIP. It was noted that it is important to accurately identify where we currently are, the reasons for that, and the work which will be undertaken to improve those assessments, given that the school currently assesses itself as being below its current ranking (Outstanding) across all these areas.
- In terms of the reasons for the current assessment, CHT noted that in Autumn 2019 the work began in launching into the new OFSTED framework, taking focus off data and focusing on the curriculum at the centre of it, but only 1 term of this work was completed before the pandemic hit and we moved

to remote learning. The school has endeavoured to keep the curriculum focus going in the background but like lots of schools, we have not yet got to the point where we need to be.

- It was noted that OFSTED's grade criteria have also changed since the last inspection and recent inspections indicate that it is increasingly difficult for previously Outstanding schools to retain that judgement.
- In order to achieve Outstanding, you need to have achieved all the Good criteria first. To achieve a Good judgement the Curriculum intent and implementation has to be in place for at least 5-8 subjects. Subject leaders need to know their subjects inside out and to have all the skills of senior leaders to draw the curriculum together and to have the curriculum overviews, key knowledge organisers, the planning and teaching in place.
- CHT summarised the work being done to ensure we achieve the Good criteria mentioned above (which is the necessary focus in the short term given current RI assessments in some areas):
 - The school revisited the curriculum to look for opportunities to enhance the provision for children and tie in outdoor learning and spirituality.
 - In Autumn 1 term the focus was on getting the key curriculum overviews in place and these were taken to C&S.
 - The focus for Autumn 2 was to get the knowledge and skills organisers in place.
 - These are the medium term plans the teachers base their planning on. Spring term focuses on Middle leaders and Quality First Teaching
- By the Summer term we should be able to rate ourselves as Good. The SIP is also of the view that this is achievable and this is primarily a question of time.
- However 'Good' isn't where we should be resting our sights, we should be aiming to get back to Outstanding, at the same time acknowledging that the goal posts for Outstanding have moved.

A governor asked:

Q: Will Governors get to see the list of things to be completed or plan so we can see things being ticked off and that progress is being made?

A: Every subject leader has an action plan which forms part of the school development plan and an overview of what needs to be done each term. The CHT screen shared a plan for the year, this will be refined and shared with Governors at the Away Day.

Q: Looking at the plan for Spring 1 the focus is on Quality First Teaching is this a specific programme and does it dovetail together with the Ofsted quality of education judgement?

A: A teacher and a member of SLT will be leading on Quality First Teaching, this will filter through the whole staff focus on quality teaching.

Q: Is this a structured process where subject leads across the school talk to each of the teachers about their subjects or is this filtered through the CHT's?

A: The subject leads need to know how their subject works in every year group so they know the progressions from Early Years to year 6. The teachers need to know that subject in their own year group to know when they're teaching a topic e.g., in History the subject lead can make the links for them and know when the children have previously touched on a topic. The subject leader also ensures that what the teachers are teaching links in with the overview.

The school is part of the Schools Partnership Project and Subject Leaders from different schools will be partnered up to develop networks and support each other.

Q: Is there a roles and responsibilities matrix that could be shared with Governors to help them understand this complex structure?

A: The CHT's are planning to explain the cohesive curriculum in more depth at the Away Day.

iii. consideration of IDSR data (2019 and update)

- There hasn't been any statutory data and this has been updated with attendance data only. Although not 'new' data IH noted that this was a useful document to share, as for a number of new governors, they will not yet have been any IDSR data.
- For reading attainment, writing attainment and Maths attainment, the school was in the higher centiles.
- The outliers are where we need to focus our work and are in the lowest centiles, these are in writing progress at KS2, and also the sub groups of pupils who don't do so well as the national average.
- Negative progress in writing but extremely high attainment in KS2 writing has been a trend for the 2 years that data was collected prior to COVID.

- CHT commented on the apparent inconsistency of low progress but high attainment by noting that attainment measures are the end grade that children achieve, progress measures are at certain starting points but in comparison to other schools. Most schools have progress between -5 and +5, if a school has a progress score of 0 it means on average their pupils achieve similar results at the end of KS2 to pupils in other schools with similar results at the end of KS1. If a school has positive progress score they did better than other similar schools, if it's negative they haven't done as well as similar schools. Negative progress doesn't mean a school has failed and pupils haven't made progress, it means on average pupils have made less progress than other similar schools.
- Back in 2020 the school received a negative progress score. The CHT's (Acting at the time) investigated why the data was negative through identifying pupils stories, the action that needed to be taken, looking at CPD around Writing and the Ofsted criteria which changed in 2019.

A Governor asked:

Q: How can we attain so well as a cohort and not progress?

A: It was identified when looking at the data for this cohort the children achieving were the children at the very top of the middle bracket (prior middle attainers). Matt Brown who will be attending the Governor Away Day will be able to give a thorough explanation as it's about how the progress score is calculated, there is also a combined KS1 score. It was noted that between 2017/2018 there was a change in the assessment criteria.

Q: Are the teachers aware of the SEF, the SIP's and our current grading? Are they all on board?

A: This has been shared with Teachers and Teaching Assistants as this is part of the journey to getting back to Good. The teachers are committed to achieving the goal but care is needed to ensure they are not overwhelmed by the work load.

Q: What are the variables that could negatively affect our ability to be Good or better and to meet all of the OFSTED criteria by the end of the Summer term?

A: There are so many variables, the core thing is to maintain stability and support for the staff. We can identify the strengths in our team and utilise staff appropriately. Staff have been put into subject teams to mitigate the absence of a staff member and to ensure continuity. This also helps with succession planning.

Q: Are there any tools or resources that could help but we don't currently have access to that will support our goals to return to Good? Are there any subjects that could benefit from external input that could be sourced?

A: The CHT's have been looking into this as at the current time there is a shortage of SLT within the school due to staff working from home. The school has engaged with AfC and are working with the Writing support mentor, we are involved in the Maths Hub. The CHT's continue to look for opportunities to involve external help.

JM left the meeting at 8.23pm

iv. Summer Term 2020/21 SIP Report (c/f Autumn 1)

- Discussed under 14.ii – iv.
- No further comment

v. Discussion of context and strategy

- Discussed under 14.ii – iv.
- The document provides a full year's SIP report in annotated form which VP, CC, IH and the CHT's have been working on to ensure that where offers of help or suggestions have been made these have been captured and also to ensure that the questions asked of Governors are being considered.

15. TO RECEIVE A SAFEGUARDING REPORT FROM THE CO-HEADTEACHERS

- The safeguarding report is now integrated with the Co-Headteachers' report.
- To note we have one family with a support worker.
- If someone has been in contact with somebody who has contracted the Omicron variant of Covid current guidance is that they will need to seek a PCR an isolate for 10 days. Consideration is needed as to whether the risk assessment will need to be updated to include details on the Omicron variant.

ACTION: ER will update the Risk Assessment and circulate to the Risk Assessment working group.

16. TO RECEIVE AN UPDATE ON PARENT AND PUPIL SURVEYS AND TO CONSIDER STAFF SURVEY (C/F FROM AUTUMN 1 FGB) AND TIMINGS OF THE OFSTED STAFF SURVEY

- The parent survey has been circulated and the results are due back at the end of this week. The pupil survey has also been circulated.
- The OFTSED staff survey will be sent out in Spring 1.
- The Governor staff survey is essentially asking staff about their treatment by the school in contrast to the OFSTED survey which is seeking the views of the staff about the school. Key points to note regarding the Governor staff survey included:
 - The Governor staff survey was completed 6 months ago, this was the first time in 4 years.
 - We will be looking to do another survey this Summer and then these will be carried out annually. This will enable governors to track trends and ensure governor engagement with staff and to build staff confidence in Governors interest in them.
 - Responses were received from just under half the staff. The responses were discussed in Pay & Personnel.
 - Some of the issues raised are for SLT to take forward and P&P will follow up on the progress of these issues.
 - The issues directly relating to Governors are that staff would like to know more and have more access and this was general theme around communication.
 - A short summary of responses was sent to staff and feedback was welcomed from staff to MM directly, none was received.
 - IH/MM held a drop-in surgery for staff (which was communicated in advance) but didn't receive any visitors.

A governor asked:

Q: Was the drop-in surgery just to talk about the survey or could anything be discussed?

A: Any topic could be discussed; all conversations would have been confidential and identities would not have been revealed.

Q: Do you think the fact the drop-in surgery was in school had an influence on whether staff came to talk to you?

A: Yes, definitely the problem is where to hold these conversations which by nature could be quite confidential/sensitive. Equally though, we would hope that staff do not think there has to be a 'problem' in order to speak to us.

Q: Is it necessary to have two surveys (the Governor and OFSTED) each year, would it not be more effective to have one survey?

A: In content these are two very different surveys, the same people are being asked questions but the questions being asked are very different.

Q: How can we as Governors express our value of staff?

A: CHT's will take this back to staff and ask them for ideas.

JM returned 8.51pm

17. TO RECEIVE PHASE REPORT INCLUDING OUTCOME OF E/C 30 NOVEMBER PHASE VISITS

- 5 governors visited Phase 1 and 2.
- Governors were able to see the curriculum in action, the vision in action and lots of happy children.
- The notes and summaries will be submitted to Phase leads and CHT's, they will then be brought to FGB.
- These notes should be added to the Phase section of Governor Hub.
- Only Year 4 didn't receive a visit this time.

18. TO RECEIVE A VERBAL REPORT FROM THE COMMITTEE CHAIRS, INCLUDING ITEMS OF GENERAL SIGNIFICANCE CONSIDERED BY THEIR COMMITMENT SHOULD BE DRAWN TO THE ATTENTION OF THE BOARD AND TO NOTE THE FOLLOWING MINUTES:

18.1 STEERING

- Not met

18.2 PREMISES, HEALTH & SAFETY & LETTINGS

- We are working with B&K building contractors to agree a time for them to come down and undertake the latent defects repairs (viny on stairs, cladding on the outside of the school and the rehanging of 4 sets of fire doors in the school hall)
- School premises walk took place for first time in a long time with the SBM and Caretaker.
- There is potential for doing some landscape work and tree planting.
- The CUA2 community use extension proposal was retracted as the LA advised a noise survey needed to be completed.
- The noise survey has now been completed the report came back yesterday
- BR aims to resubmit our application with a view to this being approved during the 2nd half of next term.
- We looking to kickstart lettings which have been hampered by Covid. We're expecting £30k of lettings revenue which is down from £43k in 2019/20. This will be detailed at the next FGB.

18.3 PASTORAL

- ER will be meeting with CHT's next week about the safeguarding project.
- All governors with the exception of the three new governors are up to date with level 2 safeguarding training.
- Governors to inform ER of Safeguarding training undertaken. Governors are reminded that safeguarding training is a mandatory requirement and all governors should have their Level 1 & 2 training.

18.4 KAIROS

- The committee discussed how collective worship has been maintained throughout COVID and looking how to implement the new vision in relation to Kairos
- We are looking at how we integrate other religions beyond Christianity for the children.

ACTION: BR to put together a Kairos briefing pack for MH who is joining the committee.

18.5 FINANCE

- The early ill health retirement settlement was expected to be around £50k but has actually come in at £124k.
- A small working group has been formed to review the calculation.
- There is a local authority pot for this eventuality for schools with this issue.
- A discussion regarding liability is taking place with the LA.

18.6 CURRICULUM & STANDARDS

- The SEN update has been reported to C&S committee.
- Dionne Hurst joins as our SENCO (maternity leave cover) and has updated the SEN policy.

18.7 PAY & PERSONNEL

- Nothing further to add.

18.8 ADMISSIONS

- Not Met

STATUTORY

19. TO RECEIVE A REPORT FORM P&P ON THE WSPP CONSULTATION AND TO APPROVE THE NEW POLICY

- The pay rise recommendation from the government this year was zero.
- Staff were consulted on the updated WSPP, it was circulated via Teams no comments were received and the consultation period has now closed.

- The Governing Board agreed to adopt the WSPP policy.

ACTION: The CHT to add the approved WSPP to the school website

20. TO APPROVE THE HEALTH & SAFETY POLICY

- This policy has been approved by the Premises committee.
- The only changes to this policy were the inclusion of an updated risk assessment form and the capture of a number of associated premises policies.
- The Governing Board approved the Health & Safety policy.

ACTION: The CHT to add the approved Health and Safety policy to the school website

21. TO APPROVE THE BEHAVIOUR PRINCIPLES

- The Behaviour Principles sit with FGB and governors have to consult on these with stakeholders before they can be approved by FGB.
- 40 responses were received in response to the consultation on Behaviour Principles, 2 were from governors, 2 from governors with children and 32 were parents/carers and 4 were from staff.
- Of the responses received, all were in favour with the exception 2 parents:
 - One comment received from a parent who was not in favour was they thought reintegration meant we would be taking excluded pupils from across the Borough into our school which they were against. This was a misunderstanding and therefore the comment was not in context.
 - The other comment received from a parent was that the Behaviour Principles were too onerous for implementation although they agreed with it in principle
- 95% of respondents were in favour of the Behaviour Principles.
- The Governing Board agreed to adopt the Behaviour Principles

A governor asked:

Q: Does the Behaviour Principles tie in with Behaviour Policy?

A: The Behaviour Principles do tie in with the Behaviour Policy which is in the process of being rewritten. It is 75% complete and will be taken to the next Pastoral committee and will reflect further changes that have happened this term

22. TO APPROVE THE CHILD PROTECTION AND SAFEGUARDING POLICY

- Following the recent tragic case of 6-year-old Arthur Labinjo-Hughes it is important that we consider our policy is only as good as the systems and actions we have in place in our school. It is our responsibility as Safeguarding Leads and Governors to always be vigilant and remember it can happen here.
- The policy was slightly delayed because there were updates from AfC. There are a quite a few additions and changes that have been listed in a separate document.
- The Pastoral committee discussed the AfC guidance on alcohol at school events, this was based on a recent serious case review affecting secondary school age children. It was suggested that we consider putting both aspects into our policy, we have decided we would continue to sell alcohol at PSA events, however this will be tightly managed through the risk assessment. Alcohol will never be sold to children under age and any alcohol brought on site e.g., for tombola prizes will be handled by adults not children. We already have a policy of no alcohol on school journeys,
- The Governing Board approved the Child Protection and Safeguarding Policy.

ACTION: The CHT to add the approved Child Protection and Safeguarding policy to the school website

23. TO CONSIDER DATE FOR THE QUEEN'S PLATINUM JUBILEE BANK HOLIDAY

- The DfE have advised schools are being given an additional day to mark the Queen's Platinum Jubilee in lieu of the day in Summer holidays. It has been suggested that schools use this day to finish a day early at the end of the Summer Term, i.e., the last day of term will be Thursday 21st July 2022.
- Governors approved the Platinum Jubilee Bank Holiday on 21st July 2022.

24. FOR NOTING:

i. CHAIR'S REPORT.

- No further comments

ii. POLICY PROGRESS REPORT

- CC noted that the Policy progress report is a working document. OFSTED will look at our policies and in particular whether they are complete and up to date.
- CC was thanked for all her work on maintaining policies during her time as a governor and it was noted that she will arrange a handover to LL.
- The Supporting Children with a Medical Condition Policy was considered. The policy remains unchanged but a protocol for checking medications based on government guidance has been attached to the policy.

ACTION: The Supporting Children with a Medical Condition policy was approved subject to any comments from ER.

iii. GOVERNOR SEF

- This is ongoing work for IH who hopes to bring an update to the next FGB.

iv. UPDATED GOVERNOR COMMITTEE AND PHASE MEMBERSHIP

- These have been updated to include our new governors and show which committees they will be sitting on and additional responsibilities they will take on.

v. FINAL VERSIONS OF ANNUAL SCHEDULE OF WORK AND CALENDAR OF DATES ON GOVERNORHUB

- The Annual Schedule of Work and Calendar of Dates have been uploaded to GovernorHub.

vi. AfC GUIDANCE RE ALCOHOL AT SCHOOL EVENTS

- Already covered under item 22.

25. GOVERNORS' TRAINING INCLUDING:

i. PROGRESS TO FILL SKILLS AUDIT/SKILLS GAP

- Weakness were identified in the May 2021 audit, to pick on three; Understanding Curriculum & Standards, Ability to assess and interrogate data Safeguarding. Having our new Governors on board and the skills they bring will help us to strengthen these areas.
- MH will be taking on the 2nd Safeguarding Governor role.

ii UPDATE ON EACH GOVERNOR'S TRAINING SINCE LAST MEETING

- All Governors have completed the Level 1 Safeguarding training.
- Ofsted New Inspection Framework and SIAMS there is lots of training on AfC and SDBE that Governors can access.

iii. AWAYDAY 11 JANUARY 2022

- The Governor Away Day is 11th January an RSVP will be sent to all Governors.
- There will be 3 external speakers – Rosemary Hafeez, SIP will be talking about Ofsted, Marcus Cooper, SDBE will talk about SIAMS and Matt Brown AfC will talk about assessing and interrogating data.

OTHER/AOB

26. TO NOTE ITEMS FOR/FROM OTHER COMMITTEES

- None

27. TO RECEIVE AN UPDATE ON FORTHCOMING SOCIAL EVENTS INCLUDING UPDATE ON STAFF CHRISTMAS FOOD/CARDS FROM GOVERNORS

- The staff food and gifts have been organised
- There will be drinks in the Spring term

28. AOB:

The Governing Board thanked CC and JM for the impact, commitment, hard work and enthusiasm they brought to each of their committees and roles within the Governing Board. They will both be greatly missed. The CHT's read out poems for each of them on behalf of the school.

To note the date of next meeting: Tuesday 1st February at 7pm via Google Meet

The meeting concluded at 9.36pm

LIST OF ACTIONS

ACTION: All Governors still to complete their Declarations and Statements of Commitment to do so by Monday 12th December.

ACTION: Governors to email suggestions or comments on the roll out embedding stage of the new Vision to SK or IH by Sunday 12th December.

ACTION: Committee chairs to review ToRs for the next FGB. All proposed amended ToRs across all committees will then come back to FGB for review.

ACTION: Clerk to add To add review ToRs to the next FGB agenda

ACTION: Clerk to add approved Standing Orders to GovernorHub

ACTION: Clerk to add Receive an update on pupil retention to next FGB

ACTION: ER will update the Risk Assessment and circulate to the Risk Assessment working group.

ACTION: BR to put together a Kairos briefing pack for MH who joins the committee.

ACTION: The CHT to add the approved WSPP to the school website

ACTION: The CHT to add the approved Health and Safety policy to the school website

ACTION: The CHT to add the approved Child Protection and Safeguarding policy to the school website