

**MINUTES OF THE MEETING OF THE GOVERNING BODY OF MONKEN
HADLEY CE PRIMARY SCHOOL HELD AT THE SCHOOL ON 21st MARCH
2019 AT 7.15PM**

MEMBERS:

FOUNDATION GOVERNORS

- *Mrs Debbie Coles
- *The Rev Dr Thomas Renz (VChair)
- *Dr Joanne Hames (Chair)
- *Mrs Velia Carruthers
- *Mrs Sally Atkinson
- *Miss Gladys Vendy
- *Ms Pippa Reid

LA GOVERNOR

Vacancy

PARENT GOVERNORS

- *Dr Ann Marie Woods
- *Mrs Samantha Wrightson (VChair)

HEADTEACHER GOVERNOR

- *Ms Beatrix Simpson

STAFF GOVERNOR

Mrs Karen Gammon

Also present: Toby Mullins – Associate member
Anthony David – Executive Head (from Sept 19) (part)
Jean Campbell - Clerk

*denotes present

PART 1

1. OPENING PRAYER

1.1 The meeting opened with a prayer led by the Rector.

2. WELCOME & INTRODUCTIONS & APOLOGIES FOR ABSENCE

2.1 Apologies for absence were received and accepted from Karen Gammon.

3. MEMBERSHIP

- 3.1 The Chair welcomed the new foundation governor Pippa Reid to the meeting. With regards to the Local Authority vacancy (LA), it was advised that the Clerk had contacted the LA, informing them of the GB's decision to recommend Toby Mullins for appointment to the vacancy. The LA had forwarded an application form for completion and awaiting a response. The LA also noted the expiry date of Joanne; Hames and it was **agreed** that the Clerk would contact the LDBS accordingly.

4. DECLARATION OF INTEREST/PECUNIARY INTEREST OR OTHERWISE IN ITEMS APPEARING ON THIS AGENDA

- 4.1 No declaration of interest, pecuniary or otherwise, was made in respect of any items appearing on the agenda of this meeting.

5. MINUTES OF THE MEETING HELD ON 14 JANUARY 2019

- 5.1 The Minutes of the meeting held on **14 January 2019** were **agreed** As a true and correct record and signed by the Chair.

6. MATTERS ARISING FROM THE MEETING NOT ON THE AGENDA

- 6.1 There were no matters arising.

7. INTERIM HEADTEACHER'S REPORT including Performance table, SEND Action Plan, Year 2 SATs Action Plan 2019, Pupil Premium report funding 2019, Sports funding impact 2018-2019, Action Plan 2018 (updated), Spring 1 2019 monitoring table, Spring 2 2019 monitoring table)

- 7.1.1 Governors received the previously circulated Headteacher's report, together with additional information. The HT introduced her report, noting that, overall, the first six months of the year had been challenging. However, she has been successful so far, in achieving her objectives for the school. Pupils were doing well and behaviour has improved. The school has long-serving committed staff and the majority of parents are happy with the school's management of complaints that

were mostly about children with SEN and the impact on their behaviour affecting other pupils. High standards have been maintained across the school and members of staff are hardworking, supportive and worked well as a team. The HT extended her thanks to staff for working with her and their support.

7.2 **Standards** –The focus this year has been on Assessment and teaching and learning; to review the success criteria and next-step marking. The impact has been more consistent marking introduced across the school. Most teachers have now learnt how to construct lesson objectives with pupils and to use success criteria in all lessons confidently as well as a range of effective strategies to make the maximum impact on learning. The school also continues to qualify their marketing strategies. Most teachers are now able to use learning objectives in a positive way. It was advised that the school needs to continue working on this area as well as on differentiation.

7.2.1 It was noted that a new planning format had been introduced, just over a year ago, for Maths & English, and the school has continued with the same format, which has been retained as a starting point for new and supply teachers. The HT advised one of the priorities for the school is to continue to raise standards and to ensure that the school achieves good results for Y6 SATs and Y2 phonics. To this end, the HT has worked with the class teachers to support learning and has drawn up Action Plans (circulated for governors' information) and also introduced a number of strategies as outlined in the Plans. Every child in each year group, not expected to meet the expected standards has been identified and staff are in position to support intervention programmes.

7.3 **SEN** – Governors were advised that SEN had been identified as a significant area for improvement and the HT has worked closely with the SENCO and designed a bulletin to ensure that all staff members are up-to-date with all recent developments as well as have guidance and support for children with SEN. A costed resource provision has been created with clear paper trails and timelines; this will assist the school in the application of an Education Health Care Plan (EHCP). In addition, an SEN Action Plan had been drawn up and shared with governors. Staff had also received the appropriate level of training to deliver interventions.

There were 10% of children at Monken Hadley with SEN needs and it was noted that the numbers were rising nationally.

7.4 **In-Year progression 2018-2019 (December assessment)**

Governors were presented with the results from the last assessment and advised that most classes were on track. Comparable results from last

year were similar to the progress at that stage. However, there has been some challenges, with one child at the risk of permanent exclusion on a managed move and two children with severe SEN needs. One of the challenges has been due to the lack of support staff in school.

7.5 **Staffing Overview**

The HT reported that it was her understanding that staff retention was a challenge in Monken Hadley. As a result, she worked with staff who expressed some concern and the marking strategy was updated to ensure that it was in line with good practice and assessment for learning values. The school marks in a more meaningful way; it's more reflective and supports children learning. Staff have been provided with high quality INSET sessions on assessment learning as well as SEN. The HT said that she allocates a planning & marking time for teachers at her Wednesday assembly and also provides individual and tailored made support for some teachers. In addition, the HT has also introduced a Homework strategy as well as Maths for computer programme to support parents.

7.6 A **question** was asked as to whether the child who had a managed move was SEN related and was moved to another mainstream school or special school. The HT said the child had been moved to a special unit in another mainstream school and this was managed by the Local Authority. The child is still awaiting an EHCP and an application was made for a psychiatric assessment, but she was unsure whether this had taken place.

7.6.1 In response to a **question**, as to why the SEN figures had gone up and whether this was due to more SEN cases or better diagnosis, the HT said that it was a combination of both, however the number of cases of children with special needs had increased. The HT advised that the LA had recently indicated that an application for an EHCP would be difficult to obtain. The school currently has a child with challenging needs and was informed by the LA that the application for EHCP had been unsuccessful. This has presented some challenges for the school due to the lack of external funding.

The school also receives high needs funding, however, staff have not been able to 'un-pick' the allocation of the funds within the budget. The HT explained to governors the provisions currently provided in school and advised that the school would continue to provide the appropriate support.

7.6.2 The Chair **asked** what the long-term impact on the budget was and whether this was sustainable, due to the increased numbers of SEN children. Governors also **queried** what cuts would be made within the budget to support the increased SEN provisions. The HT said that in

terms of savings, the school might provide interventions by placing children in mixed aged classes, with three or four children with one adult, which was a cost effective strategy for delivering intervention as well fulfilling duty of care. In terms of learning difficulty, this was well managed by the school, however with the more challenging cases, this entailed a lengthy process in obtaining an EHCP.

- 7.6.3 It was advised that the GB had agreed to appoint a Business Manager and though a costly exercise, it was felt that it would be beneficial to the school due to her previous experience in not only managing the school's budget but also sourcing external funding. A **question** was asked as to whether any efforts had been made by the Business Manager to raise any external funding. The HT said that she had looked at the applications for SEN funding, however Monken Hadley was quite privileged in comparison to other schools and as such there was a bench-mark in terms of applications.
- 7.6.4 A governor commented that prior to setting next year's budget, the GB would need to identify areas to reduce costs, in order to meet the increased SEN provisions. Replying to a **question** as to whether the school had costed provision for SEN, the HT said that the school had costed the exact amount spent this year and had also budgeted for a Teaching Assistant. In referring to an earlier **question**, the HT advised that schools generate income, normally by lettings of their premises or events and previously she had considered Saturday lettings as well holding a farmers market. She stated that there were various ways to raise income, however at Monken Hadley, this could prove to be slightly difficult given the remoteness of the school to local residential areas. The HT said that the school could also apply to different funding streams and stated that parents could also be a valuable resource in generating income. *(Discussion on this item recorded further under part 2)*
- 7.6.5 The Chair **asked** about the cost of the SEN provisions for this year and whether it had increased from last year's. The HT said there had been an increase and the school was expecting £11K for one statement submitted, with an additional £25K currently in the budget. In terms of the total cost for SEN resources, this would need to be based on the present SEN needs, as well as staffing and also on the outcome of an application for an EHCP. Once costed, a proposal would be submitted for next year's budget.
- 7.6.6 A **question** was asked if the more aggressive behaviour involved a safeguarding issue. The HT said that this was not related to concerns for referral to Social Service but more about safeguarding of other children and the systems put in place to ensure their safety. The school also

carries out risk assessments, however despite numerous requests from the school, the LA has yet to confirm whether the school is going in the right direction or further action is required. The Chair said that it might be useful to have LDBS officer, Jayne Pavlou to conduct and clarify the risk assessment, to provide a 'fresh pair of eyes'. The HT **agreed** to contact Jayne.

- 7.7 A governor referred to the HT report about the dip in cohort progress in Year 3 and **asked** about the related factors. The HT said in Key Stages 1 & 2, historically the school has not been able to match the assessments between the stages. In Year 3, children are again tested, but the transition and expectation at the end of Key stage 1 and at the end of Year 3 change. It was noted that this was replicated nationally.
- 7.8 The Chair raised a concern regarding the Homework strategy and noted that she had received some negative feedback from parents. The HT said that she had not received any complaints, so could not provide a response. However, she had been approached by parents and the majority had conveyed positive feedback. She had also responded to a concern raised by two parents. The HT assured governors that any issues raised by parents are dealt with promptly and effectively. However it was suggested that it might be useful to send out a questionnaire to parents to provide an opportunity for further comments and feedback. This was **agreed** by the GB.

8. COMMITTEE REPORTS

8.1 Resources Committee

This item is recorded under part 2 – confidential
Anthony David joined the meeting.

8.2 Standards Committee

The minutes of the meeting held on the 12th March 2019 were circulated and received. Arising thereof:

- Governors had received a presentation about target setting.
- The LDBS Adviser had visited the school to look at RE and would be providing a report.

8.3 People Committee

The Committee had not met.

9. FUTURE OF GOVERNANCE

Year Planner for Governors 2018-2019

- 9.1 Anthony David (AD) talked governors through the previously circulated paper and drew governors' attention to the Year Planner which set out the key tasks and objectives for the governing body for the year ahead.
- 9.1.1 Governors were advised, (following discussion with the LDBS) that it was proposed to move away from the termly GB & committee meetings to 9 monthly GB meetings. However, it was noted one observation was that the regularity of monthly meetings resulted in a lack of in-depth discussions. However, St Paul's GB had adopted the above proposal, and meetings were professionally clerked. The GB had also agreed a Year Planner outlining the tasks for the forthcoming year, drawing up a standard agenda with the key objectives discussed at specific periods during the year. For example, budget – March meeting, Standards – November/February etc.
- 9.1.2 A proposal to move away from the lengthy HT's report to a brief summary 2 pages document was suggested. It was noted that the expectation would be that governors would have read all the documents submitted prior to the meeting, with the intention of formally agreeing any decisions and to raise questions at the GB meeting. Whilst governors may feel that discussions may not be along the same depth, the positive is that given the frequency of meetings, governors would be able to deal with any issues promptly.
- 9.1.3 Replying to **questions** about governor's involvement and the recommendation of GB meetings being proposed on a particular day of the week, AD said governors could be assigned and linked to various key curriculum areas, for example, SEN governor, SDP governor etc. He noted that his new role entailed attending both governing body meetings and such this could create some complication in juggling dates and agreeing diaries. However, dates for proposed meetings would be considered in advance, taken into consideration, governors' availability.

Governors **agreed** in principle, to accept the proposals, however, some governors expressed some difficulty in attending, due to other

commitments. It was further **agreed** to establish a Working Party (DC, SA and Chair) to look at the Year Planner for the forthcoming academic year and future dates. It was **agreed** that the proposal would be implemented from September 2019.

Staffing (see part 2 –confidential)

Anthony David left the meeting.

10. POLICIES FOR REVIEW

There were no policies.

11. UPDATE ON GOVERNOR VISITS, TRAINING AND DEVELOPMENT

- 11.1 A meeting has been booked with Jayne Pavlou, on the Visions and Values for the 7th May.

1st April – SIAMS – Gladys and Thomas attending, the Chair had booked but not able to attend and was happy for another to take her place. She hopes to book for the autumn term.

The GB had a RE focus session with Jayne Pavlou.

Safeguarding – Gladys attending next week.

Skills audit – thanked governors who had returned the forms - any outstanding to be sent to Chair.

Pippa will be attending the new Induction training.

The training offered by the LDBS as well as by Barnet Council were highlighted to governors and all were urged to attend.

Toby Mullins left the meeting.

12. CHAIR'S REPORT

(see Part 2)

13. ANY OTHER BUSINESS

None.

14. DATES OF THE NEXT MEETINGS

The dates for the remainder of the academic year were **noted** as follows:

- People/Resources – 29th April 2019 at 8am
- FGB – 3rd June 2019 at 7.15pm
- People/Resources – 21st June 2019 at 8am
- FGB – 1st July 2019 at 7.15pm

The meeting closed at 22.35pm

Signed:

Date:

Chair of Governors