

## LONDON BOROUGH OF NEWHAM GOVERNING BOARD OF GODWIN JUNIOR SCHOOL

### Minutes of the meeting held on Wednesday 20<sup>th</sup> October at 5.15pm

<b>Present:</b>	Sine Brown	Headteacher (HT)
	Kam Hudson (KH)	Chair
	Edwina Hughes (EH)	Co-opted Governor
	Jacqueline Thompson (JT)	Co-opted Governor
	Hillary Briffa (HB)	Co-opted Governor
	Sarah Raine (SR)	Co-opted Governor
	Rushika Dheir (RD)	Co-opted Governor
	Ryan Wise (RW)	Co-opted Governor
	Asha Patel (AP)	Parent Governor
<b>In attendance:</b>		
	Sarah Bartley (SBa)	Clerk

#### Summary of decisions

Item	Decision
503. Membership of Governing Board	Adam Wiley will be a co-opted governor
507. Understanding the school profile and setting attainment targets	Governors agreed the school's attainment targets.

#### **501. Welcome and apologies for absence**

Governors were welcomed to the meeting.  
Asha Patel was introduced as the new parent governor.

Apologies were received from Jihan Bazan, Persephone Henderson, Amy Gaunt and Adam Wiley.

#### **502. Confirmations**

##### Declaration of interests

There were no declarations of interest.

##### **Action:**

Complete declaration of interest form on Governor Hub – governors.

##### Keeping children safe in education (KCSiE)

KH informed governors that the document should be read annually.

##### **Action:**

Read KCSiE- governors.

## 503 Membership of Governing Board

- a. Appointments/resignations/expiration of terms of office  
KH informed governors that it was EH's last meeting. KH thanked EH for her hard work and contribution to the governing board.

KH noted that AW is an associate member, therefore he has no voting rights. Governors unanimously supported KH's proposal for AW to become a co-opted member.

- b. Instrument of Government update  
KH noted the amendment to the Instrument of Government to increase the governing board from 12 to 13 members was approved. However, membership will reduce to 12 governors after EH leaves.

- c. Staff governor update  
There were no nominations for staff governor.

- d. Nominate/re-nominate Governor Forum Representative  
SR agreed to continue with the role.

- e. Nominate/re-nominate NPW Authorised Representative and Delegated Attendee  
SR agreed to take on the role.

Governors' questions in italics

*What does the NPW authorised representative do?*

KH confirmed it was a nominal responsibility, the representative attends the annual general meeting and update meetings.

- f. Nominate/re-nominate Link Governors  
RW sent governors an email of allocated roles, he is still waiting for confirmation from some governors.

The HT noted the school had not appointed a RE or history lead, as it was a busy time for teachers to think about taking on a subject area. The HT hoped to appoint to these roles by Christmas.

(JT joined the meeting)

Governors discussed the safeguarding, pupil premium and inclusion link governor roles. The HT stated inclusion encompasses SEND and pupil premium. As the inclusion lead is also the designated safeguarding lead, he could potentially have link meetings with 3 different governors. It would be useful to minimise the number of link meetings by reviewing the link roles.

Governors agreed to combine inclusive education and pupil premium into 1 link role.

*Will AG still have a link role?*

The HT confirmed there will not be a separate link role for oracy as oracy will be threaded through each subject rather than being taught as a distinct strand.

If AG was involved with English, she could talk to the English subject lead about how

oracy is promoted across the curriculum.

<b>Link Roles (to be confirmed)</b>	<b>Governor</b>
Computing, English (to be discussed)	JB
Global citizenship & foreign languages, health & wellbeing	HB
Geography, maths	PH
PE	AP
NNLP, behaviour & attitudes	KH
Governor training and development, Governor's Forum, NPW authorised representative	SR
Inclusive education, looked after children, pupil premium	JT
Safeguarding, religious education	RW
Science, art & DT	RD
Oracy (to be discussed)	AG
History, health & safety	AW

**Actions:**

Discuss relinquishing pupil premium link role with AG – RW.

Discuss relinquishing English link role with JB- KH.

Update on Link template.

Agree timelines for Link visits.

g.

The HT noted there is no cover to release teachers during the school day, link governor meetings are to take place after school. Subject leaders need to feel the process is supportive, where they are questioned to identify priorities, successes and challenges within their areas. The template should be used as a guide to structure the conversation.

RW agreed to take ownership of the process. All documents will be uploaded to Google Drive.

**Actions:**

Email the link governor meeting template to subject leads when it is completed – HT.

Identify themes or trends in the information from link governor meetings - RW.

Contact the relevant member of staff to arrange link meetings during w/c 22<sup>nd</sup> and 29<sup>th</sup> November -governors.

Governors agreed that meetings could be face-to-face or virtual and should last for no longer than 1 hour. The meeting template will be available to staff in advance to enable them to prepare for the meeting.

**504. Minutes of last Governing Board meeting**

**a** Approval of the minutes and Action Log of the last Governing Board meeting held on 30 June 2021

The minutes were approved as an accurate representation of the meeting.

**b.** Matters arising

KH commented on the insightful nature of the case studies reported by the HT.

*How has the new academic year started? How have the children settled in?*

The HT stated the year 3 transition was good. Teaching at Woodgrange is very different to teaching at Godwin so it has taken a while for children to adjust. The school data gives a good indication of the disruption caused by Covid-19 Teachers are very aware of the impact of the pandemic, so their focus is on establishing building blocks. Children's writing is lower than expected; year 3 children were not taught multiplication or division. Teachers know the important concepts to teach; they are aware of the gaps in learning and the need to backfill the gaps.

In response to a question from the HT about how their children had settled in, parent governors noted the children were happy; there were less restrictions, so the school felt different in a positive way from how it felt 12 months ago. Teachers were animated when they spoke about the children at parent/carer conferences.

**505. Governing Board Committees**

**a.** Review committee membership and terms of reference

KH reminded governors of the importance of understanding the terms of reference (TOR) for the committees. Governors should understand what the delegated authority is and the role of each committee.

**Actions:**

Share TOR for committees with governors – KH.

Read TOR for committees – governors.

**b.** Review minutes of Resources Committee meeting held on 29 September 2021

**c.** Approval of the School Budget Monitoring Report

RD reported:

Work on the playground commenced at the start of the summer holidays. Phase 1 of the project has finished, phase 2 commences during October half term. The school has not committed to Phase 3 of the project.

The forecast balance is approximately £199,305 minus cost of playground (£74,294) and new interactive whiteboards (£12,000) so approx £113,000, this does not include future grants, e.g. Covid Catch Up grant, therefore it is subject to change.

The school does not have a sensory room for children with SEND. The inclusion lead is reviewing the cost of developing a sensory space.

The committee discussed opportunities for income generation.

Governors noted, page 3 (fourth paragraph) of the minutes were incorrect.

The correct version will be uploaded to Google Drive.

**Action:**

Send the correct version of the Resources Committee minutes to Jack Booth- RD.

The HT informed governors of the LA placement meeting she attended with KH. The school has 63 pupil spaces, which is income lost to the school. Godwin was initially a 3 form entry school. The LA asked the school to expand to a 4 form entry school, in anticipation of the projected increase in pupil numbers. The LA has since admitted their formula was unreliable. St James and Odessa have both reduced their pupil numbers. (St James permanently from 90 to 60 pupils per year, Odessa's reduction is a temporary one). Most year groups at Godwin have 102 children. As a junior school, Godwin is in a good position to know the pupil intake as most pupils from Woodgrange transfer to Godwin. There are currently 17 spaces in year 2 at Woodgrange. There is still a demand for pupil places in reception and year 1. The children who do not transfer to Godwin move out of London or the borough, they do not choose another Newham school.

The Resources Committee also discussed ways to attract more pupils. Godwin is collaborating with Kay Rowe and Woodgrange to publicise both schools, so they are seen as more attractive to parents/carers. Open days at Godwin will be held in the second half of the autumn term, on the days when music and gardening lessons occur, so parents/carers have a unique experience of the school. There will also be photos of activities such as archery, fencing and Lego robotics on school promotional materials.

Governors agreed this was a good strategy and suggested it would be useful to see data about why parents chose a particular school.

The HT commented the situation is more difficult if year 2 places are not filled at Woodgrange. Children in year 2 in a primary school do not change schools unless there is an issue. Godwin and Woodgrange need a joint approach to attract parents. Woodgrange governors have also discussed how to attract more children to the school.

The HT added there are pockets in Newham where pupil numbers are increasing. However, pupil numbers in Forest Gate have reduced. Pupil numbers in year 1 and reception at Woodgrange have not reduced, there will be a blip in pupil numbers next year, but it is not an onward trend.

*How do the LA see their role in this?*

The HT noted pupil services send schools an allocation of recent arrivals every Friday. There are no new housing developments in the local area, therefore it is hard to predict an Influx of pupils.

**d.** Review minutes of the Quality of Education Committee meeting held on 6 October 2021

HB highlighted the following discussions:

With regards to staffing the school must have a balance between the number of ECTs and experienced teachers

The HT set an ambitious attendance target of 97%.

Achievement across Newham schools is good and above the national average. Godwin's achievement is in line or better than Newham. Internal achievement data is currently not as high as the school would like it to be. There is a disparity in reading and maths attainment between pupil premium and non- pupil premium pupils, this has been exacerbated because of the pandemic. The gender gap has also widened, boys are

underachieving.

The school's focus is to reduce the attainment gap between pupil premium and non-pupil premium pupils.

*How do we monitor the progress of children with SEND which encapsulates a broad range of needs?*

A discussion ensued about a session delivered by Professor Boddison that some governors watched which divided children with SEND into cognitive and non-cognitive needs

The HT noted there are a diverse range of needs amongst children with SEND, it is hard to generalise their needs.

*If children with SEND do not have cognitive needs, do they have social, emotional and mental health needs?*

The HT responded that most children with SEND at Godwin have cognitive needs.

**Action:**

Discuss case studies of SEND children and how to represent their progress to governors with the inclusion lead -JT.

There are 2 policies which will be uploaded to Google docs for governors to comment on.

**Action:**

Review policies and add comments – governors.

**506. Headteacher's Report**

The HT invited questions from governors.

Governors asked for more information about the demographics of SEND pupils.

Governors also identified the importance of understanding the makeup of the school.

*What is the ethnicity of SEND pupils, are any groups disproportionately represented?  
How up to date is Fischer Family Trust (FFT) data?*

The HT noted that some of the data on FFT was not up to date, so it was not as reliable as it could be. The HT sought further clarification from governors about how the data would inform them and how would it change what the school does.

Governors noted they would expect the largest group of children with SEND to represent the largest ethnic group in the school. Governors also discussed disadvantaged groups and groups who are underperforming within education.

**Action:**

Send Fischer Family Trust data to governors -KH

Governors discussed the benefits of case studies and how a case study of a pupil (who was monitored for a day) gave some useful insights into reviewing pupil-teacher interaction and the teaching practice in a school.

The HT clarified that not all children with SEND receive high needs funding from the LA. Some children with SEND are K coded, that is the school has identified a child who needs additional support and provides the support.

KH stated she would be open to attending a school council meeting, to see the school council's manifesto, to identify and support the children's interest. This may lead to finding something the children want.

The HT stated the minutes of the school council are written by the children. The school council are taking over the school newsletter in a couple weeks, they will be given the task of identifying their priorities for the governors.

**Action:**

Ask the teacher who manages the school council if the minutes of a meeting can be shared – HT.

*Have the term dates been discussed with Woodgrange? Are they aligned?*

The HT confirmed the dates were agreed with Woodgrange and shared with governors, staff, parent and carers.

*Is the school closed on 5<sup>th</sup> May for the election?*

The HT noted the school is not used as a polling station. The additional bank holiday on Friday 3<sup>rd</sup> June 2022 will be tagged onto the half term holiday, so the school will be closed on Monday 6<sup>th</sup> June. Staff will work 194 days instead of 195 and children will attend schools for 189 days instead of 190 days.

**a. School Self Evaluation**

*The SEF mentions 'to further develop'. Are these the things we need to do to get to outstanding?*

The HT stated there was no set criteria for outstanding. The actions identified in the SEF need to be completed to move the school forward, not necessarily to get the school to outstanding.

*When is Ofsted due?*

The HT confirmed in a normal cycle, Ofsted would be due in May 2022. There are some schools that were previously outstanding that have not had an inspection for 10-12 years, Ofsted is focusing on inspecting these schools. An inspection could happen in summer 2022, however it is more likely to happen in autumn 2022.

Governors requested a timeline of goals and targets to indicate when actions related to the SDP will be completed and additional information about why pupils leave the school, as it would be useful to track this.

The HT stated that some of the actions in the SDP are ongoing and information about why pupils leave the school was included in the previous Headteacher's report.

*How are the agency TAs who are now permanent TAs getting on?*

The HT confirmed this was working well. The school has employed good agency TAs as permanent TAs. The 3 ECTs are in years 3, 4, and 5, working alongside experienced members of staff in all year groups.

*There are 3 families with poor attendance. What is the cause of this?*

The HT stated, their attendance issues relate to family issues, not the family going on holiday. These children miss 1 day of school per week, or occasionally 2 days a week.

*Do they adhere to absence procedures?*

The HT stated it varies, there are not many families that do this.

*How has the pandemic affected this year's staff absence?*

*Have you been affected by the pandemic?*

The HT stated staff who display symptoms have to self-isolate until they have a negative test. There have not been many positive cases, however, some staff had to take 2-3 days off work while they wait for a negative test result. Staff who are double jabbed do not have to self-isolate.

*With regards to additional support what has been the impact on pupils recording in their maths books? Do teachers see the impact of the interventions crossing over into the classroom?*

The HT commented on the importance of children applying their learning in the classroom and the importance of there being good communication between the class teacher and the TA.

#### **507. Understanding the school profile and setting attainment targets**

The HT stated data from FFT is not reliable. Pupils have had a disrupted education for the last 18 months; therefore, it is difficult to say if the upward trajectory of results will continue. At the end of year 5 the HT and teachers set annual targets in reading, writing and maths, for the current year 6. In the Autumn term, the HT and Y6 teachers set annual targets. Aspects of the curriculum were not covered so the school is backfilling in the autumn term.

In a normal year, FFT states 79%, 82%, 85% of pupils should be at age expected in reading, writing and maths, respectively. However, this does not take the disruption caused by the pandemic into account.

The HT proposed the following targets based on teacher assessment:

Reading 73%

Writing 70%

Maths 73%.

*Are we able to benchmark against other school?*

The HT noted FFT data shows the average band. In normal times the school looks at data from the average band and the band above. Following on from of the pupil achievement meetings the school has set challenging, achievable targets.

*Do we track attainment against the Newham average?*

The HT confirmed Godwin always compare its data against Newham schools. However, Ofsted was not interested in schools comparing themselves against local schools. Governors agreed the school's attainment targets.

#### **508. School Development Plan (SDP)**

Governors noted the priorities for the school development plan were good. However, the presentation could be improved to include a timeline to measure the impact of initiatives, the SDP should state who is accountable for driving the initiatives.



The head teacher noted that SLT are accountable, she has overall accountability for the SDP.

*How do we look at teaching practice?*

The head teacher stated this was included in the last SDP. However, the feedback was the SDP included too much detail. Lessons are monitored, maths observations have taken place.

Governors noted that priority 3 states "Create a sensory room for children with SEND", it does not say when it will happen or how it will be funded.

The HT stated the school had just started to look at this, the funding will probably come from the school's budget.

Governors noted it was not linked to the budget monitoring report. The HT will report to the Resources Committee regarding how this will be funded.

Governors agreed the SDP should include timelines to indicate when targets will be achieved.

**Action:**

Amend the SDP To include a timeline when targets will be achieved -HT.

*Is the SDP a 3 year or 1 year plan?*

The HT confirmed. It was a 3 year rolling plan which can be amended. The school will look at progress to meet targets in the next 12 months.

The HT noted the target on well-being was missing. Children in year 6 went on a successful nature visit to Wanstead Flats. All year groups will visit Wanstead Flats after half term. The health and wellbeing lead is very proactive, wellbeing activities are included in the newsletter. The HT is very mindful of staff wellbeing. However, there is no budget for additional staff, or to pay for a lot of supply staff to cover teachers. For the last 4 years all teaching staff get an afternoon off site in the second half of the autumn term to catch up with their work. The school would like to do this again. It is difficult to have a similar arrangement for support staff as there are no additional staff to cover 1-2-1 staff. The school provides a staff breakfast or similar event at least once per term (often per half term).

*Is there something that you could do specifically for support staff?*

The HT commented that giving staff time out of school is probably what most staff would like. The issue is how to promote staff wellbeing by giving staff release time but doing it equitably. During the pandemic all staff received a box of chocolates through the post.

Governors commented that discussions with staff indicated they were finding this term harder than last term.

The HT stated she felt that staff preferred to be in school because they feel less isolated and can connect with the children. However, it is not a normal situation, staff are feeling the additional pressure of backfilling the gaps in learning. For example, no one has applied for the subject leader positions and the school does not have a staff governor.

Governors noted the SDP Include priorities for teachers, TAs and SLT but it is not clear what the parental expectations are for each objective.

Governors agreed something should be included about parents. The head teacher responded that some things are easier to include than others. After the parents and carers' conferences, parents and carers were sent a copy of the Ofsted questionnaire.

**Action:**

Amend the SDP to include priority 6 on wellbeing -HT.

**509. Safeguarding**

The inclusion lead is the designated safeguarding lead (DSL). The HT and deputy head are deputy safeguarding leads. Staff use Safeguard software to log alerts. The DSL, HT and deputy head receive alerts and act on them.

All staff have received safeguarding training. Staff had Prevent training in the summer and NSPCC Pants (this teaches children to understand the difference between appropriate and inappropriate touching) training will be delivered later this academic year.

Staff involved in interviewing receive Safer Recruitment Training. KH stated that she has completed safer recruitment training.

The school must complete an S11 return to the LA on safeguarding.

**510. Governor Training and Development**

SR informed governors of the Introduction to Governance course on Saturday 20<sup>th</sup> November. The course will be delivered remotely via Zoom. Governors should attend this course as a minimum requirement.

EH informed governors that the recording of the budget training session, is available on the Google Drive.

**Actions:**

Update training record on Governor Hub – Governors.

Save the recording of the budget training session along with the notes for the governing board meeting – EH.

Governors noted that all future training courses will be conducted via Zoom. Governors noted their concerns about this approach and suggested a hybrid approach would be more appropriate.

**511. Future Meeting Arrangements 2021/22**

Resources Committee Meeting

Spring Term

Wednesday 23<sup>rd</sup> February

Summer Term

Wednesday 25<sup>th</sup> May 2022

Wednesday 29<sup>th</sup> June 2022

Quality of Education Committee Meeting

Spring Term

Wednesday 9<sup>th</sup> February

Summer Term  
Wednesday 15<sup>th</sup> June 2022  
People Committee  
Summer Term  
Wednesday 27<sup>th</sup> April,2022

Full Governing Board  
Spring Term  
Wednesday 9<sup>th</sup> March

Summer Term  
Wednesday 13<sup>th</sup> July

The meeting finished at 7.19 pm.