

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

**Minutes of the meeting held on Monday 7<sup>th</sup> October 2019 at 6.30pm**

**Present:** Mr Alastair Pearson Co-opted Governor, Chair  
 Ms Sine Brown Headteacher  
 Mrs Kate Christie Parent Governor  
 Ms Deborah Seago Staff Governor  
 Mr Arnold Zac-Williams Co-opted Governor  
 Ms Kehinde Adeyinka Co-opted Governor  
 Ms Daze Osuide Co-opted Governor  
 Ms Hillary Briffa Co-opted Governor

**In attendance:** Ms Sarah Bartley Clerk

Summary of decisions

Item	Decision
380. School Term and Holiday Dates	Governors approved the term dates for 2020/21.
381. Newham's Model Pay Policy	Governors agreed to adopt Newham's pay policy.

Summary of actions

Item	Action	Person Responsible
374. Membership of Governing Board	Inform Governor Services to update governing board membership sheet.	Clerk
	Request the Governors' Briefing Pack is sent to new governors.	Clerk
375. Election of Chair and Vice Chair	Complete the skills audit by 21 <sup>st</sup> October	governors
	Send Ms Adeyinka and Ms Osuide the link for the skills audit.	Chair
378. School Budget Monitoring	Ask the SBM about the revenue contribution to capital	Headteacher
379. Headteacher's Report	Include Ms Seago's statement in the appendices	Headteacher
	Inform the school of organisations that offer free support to schools with challenging children.	governors
383. Newham North Learning Partnership	Research the Learning Powers Approach; consider how the approach helps the governing board.	governors
384. S11 Annual	Include the date of the next review in the	Ms Gould

Safeguarding Report	Safeguarding report.	
	Send the Safeguarding Report to the LA on 14 <sup>th</sup> October.	Ms Gould
386. Governor education and training	Review the Governors' Briefing Pack and identify training they would like to attend.	governors
	Liaise with Governing Body Services and request the Governors' Briefing Pack is emailed to all governors.	Clerk
387. Governor Portal	Ask Governor Services to provide login details to the portal for all governors.	Clerk
388. Dates of next meeting	Email subject lead to arrange the link governor meeting and copy email to the Chair.	governors

**372. Apologies for absence and introductions to the meeting**

The Chair welcomed governors to the meeting.  
Apologies were received from Ms Edwina Hughes and Mrs Jihan Bazan. The apologies were condoned.

**373. Declarations of interest**

The Headteacher distributed declaration of interest forms.  
There were no declarations of interest.

**374. Membership of Governing Board**

**a. Board membership**

The Chair informed governors that Mrs Walker was stepping down as Vice Chair.

**b. Appointment of authority governor**

The Chair noted there was 1 vacancy for a local authority governor.

**c. Removal for non-attendance**

No governors were removed for non-attendance.

**d. Nomination/re-nomination of Governor Forum Representative**

Refer to item e.

**e. Nomination/re-nomination of link governors**

Governors agreed the following link governor roles

Mr Alastair Pearson

Mrs Kate Christie

**Link governor role**

NPW Authorised Representative, CLA, health and safety and governor training  
safeguarding, Governor Forum Representative, SEN, inclusion, pupil

Mrs Jihan Bazan	premium
Mr Arnold Zac-Williams	computing
Ms Kehinde Adeyinka	English
Ms Daze Osuide	science
Ms Edwina Hughes	maths
	geography and history (to be confirmed)
Ms Hillary Briffa	global citizenship and foreign language

The Chair noted link governors are needed for the following roles: health and wellbeing, relationship education. There is a vacancy for an LA governor and Mrs Walker's role.

- f. Nomination/re-nomination of NPW Authorised Representative and delegated attendee**  
Refer to item e.

**Action:**

Inform Governor Services to update governing board membership sheet -Clerk

**375. Election of Chair and Vice Chair**

The Chair and Vice Chair's term of office ends in January 2020.

The Chair noted that governors need to use the skills audit (which is completed annually) to consider transition planning and leadership. The Chair requested that governors consider how they want to contribute to the governing board and if they are interested in taking on the role of the chair or vice chair.

**Actions:**

Complete the skills audit in 2 weeks – all governors.

Send Ms Adeyinka and Ms Osuide the link for the skills audit – Chair.

**376. Minutes of the meeting held on Monday 10<sup>th</sup> June, 2019**

The following corrections were made to the minutes:

Members present: The correct spelling of Ms Osuide's name was noted.

Summary of actions from the meeting: The correct spelling of Mrs Bazan's name was noted.

The minutes were agreed as an accurate reflection of the meeting.

Summary of actions from the meeting held on 10<sup>th</sup> June, 2019

Action	comments
Compile an electronic resource for governors	In progress – need a platform to share this information
Contact governors to bring their ID and the appropriate documentation required to process their DBS.	Ms Adeyinka and Ms Osuide DBS are outstanding
Request a new password for Ms	completed

Hughes.	
Request the Governors' Briefing Pack is sent to new governors.	completed
Review Governors' Briefing Pack.	This was not received by Ms Adeyinka and Ms Osuide
Check that new governors are sent details about the induction for new governors.	Received by Ms Adeyinka but not by Ms Osuide
Organise link governor visits with subject lead, inform the Chair and Headteacher when the meeting is taking place.	Ms Adeyinka to arrange a link governor visit
Provide subject lead contact details for governors.	completed
Send link governor report to the Chair.	ongoing
Inform Headteacher if attending the Governors' Open Afternoon.	completed

Matters arising from the minutes:

**Action:**

Liaise with Governor Services regarding new governors not receiving the briefing pack – Clerk.

**377. Governors' Committees**

**a. Committee membership**

Resources Committee

Members - Ms Hughes (Chair), Mrs Christie, Mrs Bazan, Ms Adeyinka.

Governors questions in italics

*What is the purpose of the Resources Committee?*

The Headteacher confirmed that the purpose of the committee was to scrutinise the budget, unpick the school's spend and hold the Headteacher to account.

(Ms Briffa joined the meeting at 7.03).

Pupil and Curriculum Committee

Members - Mr Zac-Williams (Chair), Mr Pearson, Ms Seago, Ms Osuide, Ms Briffa.

The Chair emphasised the importance of sub committees critiquing the work of the school, then bringing their analysis and recommendations to the full governing board.

**b. Minutes of Committee Meetings**

The sub committees have not met since the last governing board meeting in June.

**378. School Budget Monitoring**

The Headteacher informed governors of the following:

The budget figures are the same as when the board last met in June.  
There are currently 414 pupils on roll; the school has capacity for 450 pupils.  
The census on 3<sup>rd</sup> October is the cut off point for funding. The school does not receive additional funding for pupils who join the school after this date; therefore, the 36 vacant pupil spaces have an impact on the school's income.  
The budget plan income for 2019-20 is £2,896,764.  
The Pupil Premium funding is calculated using January 2019 figures.  
The school is still waiting for funding from Waltham Forest for a pupil who requires high needs funding. This cannot be included in the budget until the funds are in the school's bank account.  
The surplus balance at 31 March 2018 was £220,784; the predicted surplus balance at the end of March 2020 is £99,389. The school business manager is always cautious; therefore, the surplus might be higher.

School funds were spent on a number of projects:  
The former caretaker's house was refurbished and redecorated; the front of the building was levelled to make it more accessible.  
The school has purchased 30 new chrome books.  
All classrooms will have new blinds.  
The Wi-Fi was improved.  
Two new midday assistants have been appointed and more general teaching assistants (TAs) are to be recruited imminently.  
The number of children who require one-to-one support has increased. These TAs are recruited via an agency, as the funding for the children stops when the child leaves the school.

*What is the revenue contribution to capital?*

The Headteacher noted she was unsure of this; it might be the local authority's (LA) top slice.

*Have we received an electricity bill?*

The Headteacher confirmed that the school was still unsure of the energy costs and wanted to cease using the current energy supplier.

**Action:**

Ask the SBM about the revenue contribution to capital – Headteacher.

The Headteacher informed governors that the school is waiting to receive funding from the LA for 3 children with SEND. There is a funding anomaly when children move from an infant school to a junior school; that is the junior school receives funding for the child in April; it is not backdated to September when the child joined the school. As there are only 3 junior schools in the borough this anomaly appears to have been overlooked by the LA. The Headteacher asked this issue to be raised at Schools' Forum, when elected headteachers meet representatives from the LA.

The Headteacher added that the percentage of the school's income that is spent on staff salaries is always high because of the number of children with additional needs.

### 379. Headteacher's Report

#### Pupil Roll

The Headteacher confirmed there are 414 pupils on roll.

111 pupils on roll in year 3, 2 boys have left the school.

108 pupils on roll in year 4, 68 pupils are boys.

108 pupils on roll in year 5, 1 girl with high needs funding has left the school.

87 pupils on roll in year 6, 47 pupils are boys.

What is the school's maximum capacity?

The Headteacher responded that the current capacity is 450 pupils; this will increase in the next academic year to 480 pupils. The school is not at maximum capacity and loses funding for 36 children.

#### Key stage 2 SATs results

The Chair commented on the school's positive SATs results.

The Headteacher added that the results were better than Newham's average results for reading, grammar, spelling and punctuation (GPS) and the combined scores. The results for writing and maths were below but close to Newham's average figure

Ms Seago noted that writing is assessed and moderated by teachers, who tend to err on the side of caution.

The Headteacher referred governors to the appendices of statements from subject leaders. Subject leaders were asked to comment on what they are most proud of and the impact they have made.

#### Action:

Include Ms Seago's statement in the appendices – Headteacher.

#### Attendance and punctuality

Are there classes who never win the attendance and punctuality cup?

The Headteacher confirmed this was correct as some children are always late, others have poor attendance.

Do you take medical appointments into account?

The Headteacher noted that medical appointments are not taken into account. Children who have medical appointments usually come into school in the morning and leave throughout the day. There are no children with regular medical appointments.

#### Behaviour

Does the excluded child always target the same child?

The Headteacher confirmed it was just on this occasion, the excluded child had no previous history of confronting the targeted child. The school is signposting the child's family to organisations that provide support and mentoring for their child outside of school.

#### Action:

Inform the school of organisations that offer free support to schools with challenging children – Governors.

#### Leadership and management

The inclusion lead is part time and retires at Christmas. The school has advertised for an inclusion and safeguarding lead.

The Headteacher noted that it is not appropriate for the inclusion lead to be part time, or that the head or deputy are given the role of safeguarding lead. The inclusion lead must be an experienced SENDCo because of the complex nature of some of the children's needs.

#### Curriculum development

A governor noted that some parents were complaining about their children coming to school dressed in their PE kit.

Ms Seago stated that from a teacher's perspective it was more efficient when children come to school in their PE kit. The children also prefer this.

The Headteacher added, some year 4 parents complained, as this is counter to children being hygienic. The school is trialling this, children are not so active during PE, that they become very sweaty. It will be reviewed at Christmas.

Is there an expectation that children should wear the school's PE kit?

The Headteacher confirmed the school does not insist that children wear the school's PE kit. There are spare PE kits for children who forget their kit.

Is the school uniform optional?

The Headteacher informed governors that the school consulted with parents/carers approximately 5 years ago. The vote was split down the middle, therefore approximately half of the children wear school uniform. Children come to school appropriately dressed; there is no evidence of competition or issues around bullying re the clothes that children wear, therefore the practice will remain unchanged.

#### Special events and projects

The Headteacher informed governors that year 3 pupils are taking part in the Indonesian Gamelan Project. Governors are invited to the year 3 performance on Friday 18th October, from 1.45 pm to 3.15 pm.

### **380. School Term and Holiday Dates 2020/21**

The Headteacher reported that staff are required to work 195 days per year and children attend school for 190 days. Staff attend 4 INSET days; day 5 is disaggregated and made up of 1 hour training sessions after school. As a number of children have siblings at Woodgrange, Godwin adopts the same academic calendar as Woodgrange. There will be 4 INSET days and the fifth day is disaggregated for staff training.

*Why is there an INSET day on 22 February?*

The Headteacher explained that if they have an INSET day on 22<sup>nd</sup> April then there is less opportunity for impact, therefore the date was moved from 19<sup>th</sup> April to 22<sup>nd</sup> February. INSET days are more convenient for parents/carers when they are tagged onto a school holiday.

The Headteacher sought Ms Seago's view about disaggregated days.

Ms Seago commented that 1 disaggregated day is manageable as staff attend training for an additional hour after school. However, staff found it difficult to manage 2 disaggregated days.

*Why do you not have 5 INSET days?*

The Headteacher commented that the local secondary school breaks up earlier in the summer term and parents/carers with children in both schools might take their children on holiday on 19<sup>th</sup> and 20<sup>th</sup> July, which affects the school's attendance figures. The autumn term starts on 1<sup>st</sup> September 2020, if school finishes any later then they will not have 6 weeks summer holiday.

*Where are the attendance figures shown?*

The Headteacher stated that the LA and Ofsted review the figures.

*Are the attendance fines implemented?*

The Headteacher confirmed the LA would fine parents/carers if a child's attendance falls below 90%. As the fine is £60, parents take their children on holiday.

The Chair asked governors to approve the term dates for 2020/21.  
Governors approved the term dates for 2020/21.

**381. Newham's Model Pay Policy**

The Headteacher noted there were no significant changes except for the 2.75% uplift to the all pay ranges. The discretionary half points will remain, e.g. M2 ½. At M6 the top of the main pay scale, half pay points are recorded as M6a or M6b. Half points are awarded if a teacher meets the majority of their targets. The pay award will be paid in November and backdated to 1<sup>st</sup> September 2019.

Governors agreed unanimously to adopt Newham's pay policy.

**382. Newham's Sickness Absence Policy**

Governors were informed that the item would be carried over to the next meeting, as the policy had not been redrafted.

**383. Newham North Learning Partnership (NNLP)**

The Chair attended the NNLP conference. NNLP is a soft federation of schools, each school is independent. However, they share a similar ethos and values. The focus of the Conference was on the schools' adoption of a Learning Powers Approach.

All schools in the federation practice the Learning Powers Approach. Guy Claxton who developed the Learning Powers Approach delivered the plenary sessions at the conference.

Carol Dweck's Growth Mind Set theory underpins the Learning Powers Approach. Growth Mind Set states the ability to learn is not fixed; the capacity to learn can be developed. Children take some responsibility for their learning; therefore, teachers need to consider how their teaching facilitates this process; whilst allowing children to learn from their mistakes. Each school has a number of Learning Powers Champions to promote the practice. The approach will be evaluated and monitored over the academic year.

The Headteacher added that Learning Powers Champions at Godwin are year group leaders, who meet across schools and share good practice. Staff had an INSETs on how to promote the strategies of the approach.



The Chair continued that governors need to familiarise themselves with the approach, understand what it means in practice and how it is implemented.

Ms Seago noted that it would be useful to speak to the children about the impact of Learning Powers.

**Action:**

Research the Learning Powers Approach, consider how the approach helps the governing board – governors (to discuss at the next governing board meeting).

Are teachers held accountable about how they implement the approach?

The Headteacher responded the approach is part of the ethos of the school. It is a range of tools and strategies to help children become more inquisitive, it would not be set as an appraisal target. If the approach is not developed in lessons, then a conversation would be held with the teacher. It is a supportive way of working for all staff; all attended the Conference except for the site supervisor.

### **384. S11 Annual Safeguarding Report**

The Headteacher noted that governors should be aware of the report, as it is approved by the LA.

Ms Gould was the designated safeguarding lead (DSL) for the period the Report reflects. The Headteacher and The Deputy Head is now the deputy Designated Safeguarding Lead. The Head and assistant Head are currently deputy DSLs. The DSL should be a member of SLT and not class based.

Referring to the number of referrals and multi-agency working: Are there any trends, are the figures constant?

The Headteacher confirmed that the number of referral cases go up and down.

**Actions:**

Include the date of the next review in the Safeguarding Report - Ms Gould.

Send the Safeguarding Report to the LA on 14th October – Ms Gould.

Ms Seago noted the school now uses Safeguard software; this has made it much easier to log concerns and receive feedback from SLT.

The Headteacher added the chronology of safeguarding events are all saved in one place.

### **385. Newham School Development Partnership**

The Headteacher noted, the LA has less statutory duties and wants to develop a partnership with schools. The LA wants to provide some services (beyond their statutory duties) that schools can choose to buy. The Headteachers of maintained schools have formed a group to communicate with the LA about their offer to schools. The LA has seed funding, schools would also contribute funds to school improvement.

Headteachers of maintained schools have identified 3 key areas of focus:

- Peer review- headteachers support each other to review practice within a school in an area chosen by that Head Teacher.
- Continuing professional development (CPD) – LA subject advisors e.g. English, history no longer exist.
- Curriculum development.

Recruitment for the director of the NSDP is now in process. The Shadow Board are actively involved in this process.

*How many maintained schools are involved?*

The Headteacher responded that approximately three quarters of maintained schools are involved.

### **386. Governor Education and Training**

#### **a. Training attended**

Mr Zac-Williams attended the annual governors' curriculum convention and summarised the following key points:

The new Ofsted framework places more emphasis on the curriculum, children's experiences, including lunchtime and after school clubs.

The new foci ( the 4 "I"s)are:

Intent: the curriculum must give all learners, particularly children who are disadvantaged, children with SEND, or high needs the knowledge and cultural capital to succeed in life.

Implementation: teachers must have good subject knowledge.

Impact: Learners are prepared for the next stage of their education, employment or training.

Implementation: How does the school do what it does?

More is expected of governors. Governors need to be more aware of the curriculum, as they will be asked specific questions that relate to the curriculum.

Safeguarding is extremely important; inspectors must receive the safeguarding file from the DSL by 8.00 am on the day of the inspection. If a school fails safeguarding then it fails across the board.

Ofsted make key judgments on the quality of education, behaviour and attitudes, personal development.

There has been a lot of misunderstanding from some parents in Birmingham about what was previously called sex and relationships education (SRE). The curriculum places more emphasis on relationships and the different types of families, rather than the concerns that some parents expressed in the media.

The Headteacher added that Godwin is paying into a LA fund to collectively develop a Policy to teach Relationships, Sex and Health Education (RSHE). The Headteacher and the teacher who leads on SRE will receive training.

#### **b. Training required**

The Chair noted that some governors did not receive the briefing pack.

##### **Actions:**

Review the Governors' Briefing Pack and identify training they would like to attend – governors.

Liaise with Governing Body Services and request the Governors' Briefing Pack is emailed to all governors - Clerk.

#### **c. Link governor reports**

The Chair stated Learning Powers should be included in link governor reports.

**d. Governor visit reports**

No reports were received.

**387. Governor Portal**

The Chair informed governors that The Education Space is setting up a governor portal, therefore governors would be able to receive all documents electronically. Governors agreed to pilot the use of the portal.

**Action:**

Ask Governor Services to provide login details to the portal for all governors – Clerk

**388. Dates of next meetings**

Autumn Term 2019

Pupil and Curriculum Sub Committee  
Monday 11<sup>th</sup> November

Resources Sub Committee  
Monday 18<sup>th</sup> November

Governing Board meeting  
Monday 25<sup>th</sup> November

Spring Term 2020

Governing Board meeting  
Monday 27<sup>th</sup> January  
Monday 9<sup>th</sup> March

Resources Sub Committee  
Monday 3<sup>rd</sup> February

Pupil and Curriculum Sub Committee  
Monday 10<sup>th</sup> February

Summer Term 2020

Resources Sub Committee  
Monday 18<sup>th</sup> May

Pupil and Curriculum Sub Committee  
Monday 8<sup>th</sup> June

Governing Board meeting  
Monday 15<sup>th</sup> June

Sub Committee meetings commence at 6pm, governing board meetings commence at 6.30pm.

Link Governor meetings

Link Governor meetings to be held w/c Monday 28<sup>th</sup> October to Friday 8<sup>th</sup> November 2019 and w/c Monday 1<sup>st</sup> June to Friday 12<sup>th</sup> June 2020.

**Action:**

Email subject lead to arrange the link governor meeting and copy email to the Chair and Head Teacher – governors.

**389. Agenda items for the next meeting**

Newham's Sickness Absence Policy  
Learning Powers Approach

The meeting closed at 8.50pm.