

LONDON BOROUGH OF NEWHAM GOVERNING BOARD OF GODWIN JUNIOR SCHOOL

Minutes of the meeting held on Monday 15th June, at 5.30pm

Present:	Ms Sine Brown	Headteacher (HT)
	Ms Kam Hudson (KH)	Chair
	Ms Edwina Hughes (EH)	Co-opted Governor
	Ms Kehinde Adeyinka (KA)	Co-opted Governor
	Mrs Kate Christie (KC)	Co-opted Governor
	Ms Hillary Briffa (HB)	Co-opted Governor
	Ms Daze Osuide (DO)	Co-opted Governor
	Mrs Jihan Bazan (JB)	Parent Governor
	Ms Sadaf Rayworth (SR)	Parent Governor
	Ms Deborah Seago (DS)	Staff Governor
In attendance:	Sarah Raine (SR)	Observer
	Ms Sarah Bartley (SBa)	Clerk

Summary of decisions

Item	Decision
447. School Budget Monitoring	Governors unanimously approved the school budget plan.

443. Welcome and apologies for absence

Governors were welcomed to the meeting.

Sarah Raine was introduced to governors as a prospective governor for Godwin. SR has been a governor at Woodgrange for approximately 3 years.

KH acknowledged the incredible work of the school throughout the period of lockdown to bring together resources to enable children to access learning. Governors conveyed their thanks to all staff. KH praised the HT for her leadership and the thought given to the wellbeing of children and staff.

The HT acknowledged the effort of all staff during lockdown.

Governors questions in italics.

How was it in school today?

The HT noted it was a very successful day. A lot of thought and effort was put into preparing the risk assessment. Twenty-four vulnerable and key worker children attended school over the last 2 weeks. The school reopened today to year 6 children. Parents/carers, children and the staff who were onsite all seemed happy about the arrangements.

Twenty-four out of 36 year 6 children returned to school today, a couple of children had dropped out and a couple were unsure about returning. The school can accommodate 44 children without using any additional teaching staff, as there is

enough capacity because of the teachers who have volunteered to teach.

DS noted the organisation of the school was amazing. Staff felt very safe, she was in a pod with 5 children from her year 6 class. The school was so well organised that she did not see staff and children from other pods. The children were positive by the end of the day as they had the opportunity to discuss their worries, they were glad to be back at school.

KH commented it was a very positive return, there was a lot of organisation and thought put into every process.

444. Declarations of interest

There were no declarations of interest.

445. Minutes of last Governing Board meeting

a. Approval of the minutes of the last board meeting held on 11th March 2020

The following amendments were made to the minutes

b. Matters arising

KH noted that governors will receive all future versions of the agenda and papers via email instead of paper.

Action:

Contact KH to continue to receive paper copies of the agenda and papers – governors.

Referring to the behaviour policy KH noted the terms perpetrator and victim were used.
Will these terms be used in the new policy?

The HT responded the deputy head did not have the time to amend the policy because the school went into lockdown a week after the meeting.

Actions:

Change the terms perpetrator and victim in the behaviour policy -Deputy Head.
Take the Behaviour Policy to the Pupil and Curriculum committee for review, then to the full governing board for final approval -HT.

KH reminded governors of the importance of using GovernorHub.

Actions:

Sign up to GovernorHub – governors.
Notify SBa if there are any issues with using GovernorHub– governors.

KH Informed governors there was a planning application to regenerate the area around Durning Hall. This could be an opportunity for the school to have conversations with groups who hold classes in the Hall to see if they would use Godwin whilst Durning Hall was being redeveloped.

The HT stated the school would have to ask the site supervisor to be onsite on a Saturday. The school needs to factor in the costs of the site supervisor's wages, his

work life balance and the cost of the additional cleaning. When the school had previously looked at lettings, they decided it would not be financially viable.

Action:

Consider ways of generating an income stream at the next Resources Committee meeting – governors.

KH noted she attended a pupil exclusion meeting along with HB and EH. The panel made a very difficult decision to permanently exclude the child. The meeting ended positively as the child's parents indicated the child was doing well at the pupil referral unit. The pupil exclusion meeting provided an opportunity for the school to have a look at the approach used to manage the behaviour of children with SEND.

Action:

Invite the SENDCo to the Pupil and Curriculum Committee meeting in the spring term - HT.

HB confirmed it was a difficult decision, the panel felt the school had done all it could to support the child, they also considered several factors including safeguarding the welfare of other children. HB stated governors needed to have more information about the logistics of the meeting, so they were more prepared about what to expect.

EH noted the child was able to access support, some of this was delivered by the school. The parents were supposed to attend a number of training sessions, but they did not complete the sessions. Attendance at the sessions was a prerequisite for the parents to access a mental health assessment for their child. Parents need to be made aware that attendance at some interventions are compulsory, to move onto the next level of support.

The HT confirmed the parents were told they had to attend Triple P meetings to access Child and Adolescent Mental Health Services (CAMHS). One parent attended the first session, then chose not to attend subsequent sessions.

DS reminded governors of the appropriate terminology to use with regards to pupil exclusion.

Can the parents appeal?

The HT confirmed they can appeal the process or if they felt the decision was unfair, however the period for appeal has elapsed, an appeal was not placed.

EH confirmed that the panel made the correct unanimous decision to exclude the pupil.

Referring to the draft RSHE policy KH noted the school would have had a parents and carers consultation, this was not possible because of the school closure.

Does the school still have time for the consultation and to roll out the policy?

The HT commented the school is not using the term consultation as it is not a consultation. If the meeting is called a consultation, then parents and carers may feel their view is not reflected in the final policy. The terminology will be a meeting for information gathering and sharing. One of the purposes of the information session is to dispel myths and misinformation. The school will arrange a meeting for parents and carers as soon as it is safe to do so. The contentious part of the curriculum which covers areas around puberty, same sex relationships and sex education are taught in the

summer term. The school is not at a disadvantage if the meeting is held in the autumn term. The school will adopt the Newham Policy and continue to teach in the usual way.

Have you collected the contact details of all the parents?

The HT confirmed the school has collected most of the contact details. The head teacher sought clarification of how the information sent to parents and carers had been received.

Parent governors noted they had received a curriculum map. Parent governors stated it was an improvement to receive an email with clear information rather than a text message with details about how to access the information.

How often are parents and carers contact details updated?

The HT noted that contact details for parents, carers and each child's medical details are updated annually

KH noted the Schools Financial Value Standard (SFVS) was signed off in preparation for an audit.

The HT stated the SFVS is completed annually. The school has not been audited for 5 years; the audit has not happened because of the school closure.

Is the meeting action log still available?

KH stated SBa was updating the Action Log, but it had not been included with the minutes.

Action:

Contact Governors Services about including the Action Log with the minutes – KH

Has the school received the sickness absence policy?

The HT confirmed it had not been received.

Has the memorandum of understanding been redrafted?

The HT noted because of the current situation this had not been a focus for the 8 schools in NNLP. The schools had not moved forward with it.

The following amendments were made to the minutes:

Item 430: Governing Board committee meetings

Pupil, and curriculum committee

DO reviewed the minutes from the pupil, and curriculum meeting, the following points were noted:

The Headteacher explained Ofsted's 3 I's: intent, implementation and impact.

Item 432: Headteacher's Report

SEF

Why is there a drop in the number of girls on the pupil role?

The HT confirmed there was a drop in the number of girls for certain year groups, this was worse for the school as girls tend to perform better at SATs.

Why is there a drop in numbers from years five to six?

The Headteacher stated there were only three forms of entry in year 6 and 4 forms of entry in year 5.

Action:

Amend the minutes for 11th March and send to Governors Services – SBa.

c. Minutes of the extraordinary meeting held on the 28th May 2020.

KH stated the meeting was held following the government's decision to reopen schools. The HT gave a summary of events leading up to the meeting.

Friday 20th March – schools closed.

Monday 23rd March – 12 twelve children attended Godwin which was open for key worker and vulnerable children.

24th March – 8 children attended Godwin. The number of children was going to be reduced to 5 the following day. For the school to remain open, more than 5 members of staff were required to be at the school, therefore it was not viable to keep the school open. Children from Godwin and other NNLP schools attended a hub at Sandringham. Vulnerable children and key worker children remained at Sandringham until Godwin reopened. Six to 8 children from Godwin attended Sandringham. Children who needed support were accompanied by a TA/teacher.

KH noted the action plan and risk assessment provided by Newham were reviewed with a view to opening the school from the 1st of June to a wider group of year 6 children. Measures were in place to ensure social distancing protocols were adhered to, e.g. staggering of start times, play and lunch times, notices to remind children and staff about the direction of travel in the corridors. This has led to the school reopening successfully.

The HT thanked the PTA who gave £500 towards the purchase of additional resources.

Did we clarify the procedure for a fire drill?

The HT stated teachers conducted walk throughs with their children, so they knew the process if they had to evacuate, as some children were in parts of the building that were unfamiliar to them.

Is the risk assessment document a working document?

The HT confirmed she receives daily feedback from staff to see if things can be done differently and to ensure that nothing is overlooked.

How are you logging this feedback?

The HT confirmed the document is updated and additions are highlighted in yellow.

Can you include a change log to front of the document?

The HT stated this format would not work for the school as the document is organised into different sections that refer to the site or pupils etc. It works better for the school if it remains in the right order with the additional bits highlighted.

Governors sought reassurance that all changes, resulting from discussions were being captured and were not missed.

DS noted that changes were being made instantly, staff are in constant communication. The HT added the school start and finish times are staggered, so she and the deputy are catching up with staff and discussing any issues throughout the day.

Governors stated they would like to see a log of the issues raised and the actions taken. The HT stated the school are continuously adjusting the risk assessment. If there was an incident in the school, staff would be interviewed to find out what measures were put in place and the actions taken.

Is the document that you are using a Google doc which logs the edits that are made?
The HT informed governors that the date is recorded when the document is updated. TAs do not have access to Google drive so a word document is emailed to staff including agency staff.

Can the risk assessment be reviewed more frequently?

The HT confirmed the risk assessment is reviewed every day by her and the deputy, they speak to staff daily and update the risk assessment as appropriate.

KH confirmed that governors wanted to see evidence that actions were recorded.

(DS left the meeting at 18.43).

446. Committee Meetings

Minutes of pupil and curriculum committee meeting held on 8th June 2020.

KH Informed governors that discussions during the meeting focused on the impact of home learning on the curriculum; children with SEND; support for parents and carers; feedback received; care for keyworker and vulnerable children; safeguarding and returning to school.

The HT commented on the impact on the school, that is some children do not have access to online learning, therefore the school loaned laptops to 5 families that had the greatest need. Most of the learning has been accessed via Google Classroom, some families use home learning packs. Home learning has a number of challenges. For example, the level of challenge at home is not the same as challenge in school; some parents/carers are also working whilst trying to support their children; families have to share devices.

Meetings have taken place regarding vulnerable children, i.e. children with SEND, child protection and children in need. The inclusion lead phones families daily or every other day, he ensures that support is signposted and available for these families. Children on the SEND register are linked to professionals who provide personalised resources, and strategies which are sent to the children via the inclusion lead. The school receives feedback from parents and carers when they collect food parcels from the school. Approximately 53 families receive parcels weekly.

Did all the vulnerable children go to Sandringham?

The HT noted some vulnerable children were shielding, others have health issues, some parents and carers did not think it was safe for their children to go to school. Most children who went to Sandringham were key worker children.

From the conversations that the inclusion lead has had with families, are they receiving appropriate levels of support?

The HT confirmed families are receiving as much support as is available.

Parent governors confirmed they are happy with the communication received from the school, they have been informed about Google Classroom, other available resources including learning packs and newsletters. They receive a phone call from the class teacher every other week. Encouragement from the school to continue reading and for the children to engage in non-traditional learning was welcomed by parents/carers. One governor queried the standard of work given in the learning packs was not at the standard that she expected when compared to the work on Google Classroom. Work

that is submitted via Google Classroom is also marked by the teacher.

Resources Committee meeting

EH reported the following:

Most of the focus was on the budget, governors agreed the budget in principle. There are 3 Resources Committee meeting per year and a meeting to finalise the budget. Therefore, it should be formally noted there are 4 Resources Committee meetings per year.

The LA will repair the drains in the summer of 2021. The school has accrued £40,000 to redevelop the playground, after the repair of the drains. The HT will prepare a project plan to outline the plan for the redevelopment.

The Sports Premium is used to pay for subsidised PE kits. The remainder of the grant was saved to go towards the redevelopment of the playground, to encourage the children to be more active. The Sports Premium will be monitored as an agenda item for Resources Committee meetings and an update of the spend will be provided on the school's website.

The school closed in March before staff salaries were deducted. Therefore, the carry forward was higher because the salary costs were not processed.

Governors requested a breakdown of the administration spend, to review where the school has made savings, for example reducing the use of paper.

Some of the school's equipment has become obsolete and needs replacing. EH has contacted a company to see if they can make any suggestions about improving procurement.

447. School Budget monitoring

The HT noted the following:

The school closed abruptly in March before staff salaries were deducted for period 12. Therefore, the carry forward of £351,561 was higher because the salary costs were not processed. Period 12 salary costs were £163,082, giving a true carry forward to the new financial year of £188,479.

The school has increased by an additional 30 children each year. September 2020 is the last year of expansion. The total income is £2,826,334.

As an overall picture, is the school in a better financial position this year or not?

The HT stated income has increased because of the additional 30 children, however it is difficult to compare year on year when the roll has increased. The amount of income per pupil appears to increase slightly, however schools need to factor in an increase in teachers' salaries, NI and pension contributions, therefore schools are not receiving as much money. In the next 3-5 years almost every school in Newham is at risk of submitting a deficit budget. Godwin is somewhere in the middle with regards to spend. The HT reported the anticipated balance is £99,525, however it should be greater than this, as the school will always err on the side of caution and submit a conservative budget.

31st May was the resignation deadline. Have the staffing numbers changed?

The HT confirmed there was one resignation prior to the deadline. The school has appointed 2 NQTs out of 16 staff, therefore the school will make a saving. There is an

experienced teacher in year 6 and salary figures are accurate.

KH sought clarification of how Godwin's finances compared to other similar schools. The HT reminded governors they had recently completed a benchmarking activity and compared itself to similar schools.

Can we compare the final closing budget?

The HT noted that bench marking compares factors such as the spend per pupil.

It is difficult to compare closing budgets or to compare the carry forward, as a school may have a larger carry forward for a project. This figure on its own does not provide enough information, there are limitations to making comparisons.

The previous benchmarking activity compared Godwin to other NNLP schools and Lathom Junior School. Newham headteachers confirmed that some schools have set a deficit budget. The emphasis must be on schools planning their expenditure carefully. For example, Godwin has appointed 2 NQTs instead of 2 more experienced teachers because the school has the capacity to support the NQTs' development.

Action:

Correct the figure for 2020 -21 staffing costs, it should state £2,303,085 – RK.

Governors unanimously approved the school budget plan.

448. Headteacher's Report

The HT reported the following:

Pupil Roll: There are 35 vacancies across the school, 1 vacancy is in year 6. Since September 2019, the number of pupils who joined and left the school is approximately the same, therefore the school does not have a falling roll.

SEND: The inclusion lead is currently working on funding applications. The school does not know if the applications will be successful or not. Newham has a huge overspend in its SEND budget so the LA will try to make savings.

Staff development: TAs who are shielding at home are doing CPD online, however most TAs are on site. Teachers are using Google Classroom. The appraisal system for teachers is vague nationally, therefore schools do not know if staff will receive an increment, this must be agreed with the unions.

Are there opportunities for TAs to learn to use Google Classroom when they return?

The HT informed Governors that TAs do not use Google Classroom as this is used for setting work online. It is of more benefit to the school if TAs' training focuses on safeguarding and pastoral care. For example, supporting children who have experienced a bereavement or domestic violence.

Were all teachers trained to use Google Classroom before the pandemic?

The HT confirmed the last inset before lockdown was changed to using Google Classroom.

Staff attendance: The HT reminded governors that the attendance figures for 2019-20 were taken up to the date of the school closure, whereas the figures for 2018-19`are for an academic year, therefore it is difficult to compare the figures.

Behaviour and attitudes: There was 1 racist incident and 3 incidents of bullying up to

March when the school closed. There was a reduction in the number of incidents from the previous year.

Looking at the data across the years are any of these referring to the same pupil?
The HT noted the figures refer to the number of incidents not the number of children. For example, 1 child may have made several racist comments.

Governors sought clarification if the fixed term exclusions referred to 1 or 2 children. Governors noted it would be useful to know the number of children involved in the racist incidents.
The HT stated this information is reported in the narrative as part of the headteacher's report.

Governors requested more information about the children who had fixed term or permanent exclusions, that is if they were children with SEND.
The HT confirmed the circumstances would be stated in the accompanying narrative of the Headteacher's report. A detailed report is sent to the chair and vice chair describing the circumstances leading up to the exclusion.

449. Membership of the governing board

a. Board membership

Governors noted that KC's term of office was coming to an end, this was her last meeting. The HT and governors thanked KH for her commitment and valuable contributions to the governing board over the years.

b c d. Governor vacancies

KH informed governors about her contact with people who had registered an interest via a website to become a governor. Twenty-six individuals expressed an interest. KH contacted 5 individuals who returned their details. KH noted that 2 of the conversations were very positive. The vacant positions are for a LA and a co-opted governor, there should be a full governing board by September. KH noted that she would like to appoint an additional governor to spread the workload amongst governors.

Action:

Arrange follow up conversations with prospective governors – HT& HB.

e Curriculum committee chair vacancy

f Update of governor section on school website

KH outlined administrative tasks for governors to complete.

Actions:

Access the Google Drive and state your preferred committee and link role.
Complete the Google document that includes information about each governor.
Inform KH if you would like to chair the Pupil and Curriculum Committee.

450. Compliance Calendar

KH emphasised the importance of governors reviewing and discussing the Compliance Calendar items in detail at subcommittee level, with a view to rejecting or approving them at a full governing board meeting.

Action:

Update the Compliance Calendar and share it with governors – KH.

451. Governor's online platform GovernorHub

Refer to item 445b Minutes of last Governing Board meeting: Matters arising

452. Governor Education and Training

Did the Introduction to governance course go ahead?

HB confirmed that she attended the course on 13th March.

SR was unable to attend on that day.

KH & HB attended SEND training on 15th June.

KH noted that SEND training was extremely valuable and asked all governors to attend.

HB informed governors of an email that she sent about a webinar, on 2nd July, about Virtual Governance and preparing for the autumn term.

453. Dates of next meetings

KH proposed all meetings to be held on Wednesdays instead of Mondays.

Action:

Review the dates of all meeting – KH.

Send proposed dates, times of meeting and committee membership to governors – KH.

454. School Development Plan

KH noted governors had not had an opportunity to discuss the SDP.

KH proposed an additional Pupil and Curriculum Committee meeting followed by a governing board meeting to approve the SDP before the school holidays.

The HT noted the SDP would not be finished for final approval by then. Issues that are identified from Key Stage 2 data usually shape the priorities for the SDP.

Action:

Arrange a time to discuss the SDP – HT & KH.

455. Agenda items for the next meeting

No agenda items were noted.

The meeting closed at 7.50pm.