

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

### Minutes of the meeting held on Wednesday 11<sup>th</sup> March at 6.30pm

<b>Present:</b>	Ms Sine Brown	Headteacher (HT)
	Ms Kam Hudson (KH)	Chair
	Ms Hillary Briffa (HB)	Co-opted Governor
	Ms Daze Osuide (DO)	Co-opted Governor
	Ms Edwina Hughes (EH)	Co-opted Governor
	Mrs Kate Christie (KC)	Co-opted Governor
	Ms Sadaf Rayworth (SR)	Parent Governor
	Ms Deborah Seago (DS)	Staff Governor
<b>In attendance:</b>	Ms Tehira Aslam (TAS)	Deputy Headteacher
	Ms Sarah Bartley (SBa)	Clerk

#### **424. Welcome and apologies for absence and introductions to the meeting**

Governors were welcomed to the meeting.  
Apologies were received from Jihan Bazan. The apology was condoned.

#### **425. Declarations of interest**

There were no declarations of interest.

#### **426. Feedback on the behaviour policy**

TAS leads on behaviour management informed governors the behaviour policy was reviewed in September 2019. Whilst reviewing the policy she researched the practice in other schools and the restorative approach, which is used in prisons.  
(HB joined the meeting at 6.40pm).

Traditionally at Godwin if there was an incident between 2 children, 1 child would report the incident and the teacher would talk to the perpetrator.

The restorative approach involves putting the victim and the perpetrator together to discuss the incident. The teacher will ask the victim about their feelings and emotions. The perpetrator is asked to think about their actions, and how it has affected others. The approach gives both the victim and perpetrator an opportunity to express themselves.

The children were informed about the approach. Teaching staff, teaching assistants and midday supervisors were all trained to use the approach. Teachers ask the victim what needs to happen to make the situation better and to move on. The approach was introduced in September/October 2019 and is linked to learning powers. The perpetrator has to fill out a reflection sheet and decide which learning power they need to develop. TAS showed governors a leaflet explaining the approach for parents and carers.

Teachers deal with minor incidents, TAS deals with the more serious incidents. In the autumn term 12 children in year 3 completed a reflection sheet, 4 children re-offended. This year since the approach was introduced, 5 children completed a reflection sheet, 2 children have re-offended. Last year in year 4, 21 children completed a reflection sheet, 14 children re-offended. This year in year 4, 17 children completed a reflection sheet, 9 children re-offended.

TAS spoke to children about the approach, the children felt the system was fairer and their voices were heard.

DS added the approach allows adults time to step back and to take a more balanced approach. Children are also told of the consequences for the perpetrator, this did not happen previously. Both parties have to listen to each other. The response from staff was really positive. It can take time to deal with the incident in the classroom, however it is worth it in the long term to resolve conflicts.

One child felt that the victim shouldn't choose the consequence, as it could be disproportionate. Parents of the victims have said really positive things about the approach.

Governors' questions are in italics.

*Do the victims want to be in the conversation?*

TAS responded the victim has to give their consent, she would not allow the victim to become intimidated by the perpetrator.

*How do you make that judgement of the consequence?*

TAS stated it depends on the incident, most children asked for a letter of apology.

Governors asked TAS to think about the language that is being used, as it could be perceived as labelling children as perpetrators or victims.

TAS noted the school used the terms harmer and the person being harmed. The policy may use the word victim and perpetrator.

The Headteacher confirmed staff do not label children, they focus on the behaviour.

*What would you do if a child did not want to be involved in the discussion?*

TAS responded that she would act as a go-between, between the children. She had not experienced a situation where children would not engage and would contact the parent if it happened.

*What language is used in the policy?*

TAS responded the policy might use perpetrator and victim, however the cards for parents state harmer and the person being harmed.

TAS noted she has definitely seen a difference in the behaviour of the children.

**Action:**

Check the wording in the behaviour policy and the wording in the leaflet for parents, to ensure they match –TAS.

Governors noted the school must be careful not to label children as a victim or perpetrator and there appeared to be a lot of writing for the perpetrator, for example

the reflection sheet and the letter of apology.

The Headteacher reassured governors that children were not always asked to write a letter of apology. It depends on the child, the school takes into account their ability to write.

The reflection sheet is completed at school, children do not have to write much. Sometimes children make a sorry card at home.

*Who reviews the reflection sheets, to see if there is a pattern or trend?*

TAS checks them and reports back to parents.

DS noted that reflection sheets act as a deterrent because children do not want to complete them.

Governors added the approach teaches children how to resolve issues from a young age.

(TAS left the meeting at 7.03).

#### **427. Governors' Online Platform GovernorHub**

KH informed governors that GovernorHub is a very useful resource

For example, it includes educational updates; information about the committees governors belong to; governors can review documents from previous governing board minutes.

Governors were reminded to make use of this resource.

EH noted that she has not seen an email inviting her to look at this resource,

##### **Action:**

Check that all governors have GovernorHub and the invitation email is sent to governors' Godwin email address –Clerk.

KC and SR stated they were still receiving emails from The Education Space to their personal email addresses. Emails should be sent to their Godwin account.

##### **Action:**

Liaise with Governor Services to ensure emails are sent to the correct account – Clerk.

#### **428. Membership of the governing board**

##### **a. Board membership**

KH informed governors of the committees: Resources Committee, Pupil and Curriculum Committee and the Headteacher's review committee. Governors were asked to consider which committee they would like to be a member of.

##### **Action:**

Email the chair stating their preferred committee – governors.

Governors were informed that Suzanna Walker has stepped down as a governor, she will not be an associate member and she is still receiving emails.

**Action:**

Ask Governor Services to stop sending emails to Suzanna Walker - Clerk.

KH informed governors that she had created a contact form in Google Drive.

**Action:**

Complete contact details form in Google Drive – governors.

Co-opted Governor Vacancy

**b.** Authority Governor Vacancy

- c.** KH noted there are vacancies for a local authority governor and 2 co-opted governors. KH continued that she had spoken to people who were interested in becoming school governors.

*Can we ask people that we know?*

KH confirmed this would not be a conflict of interest.

The Headteacher added that governors need to look at the skills that the person can bring to the governing board.

*What skills are lacking? What does the governing board need?*

KH stated the skills audit would give a good indication of the required skills. She noted governors are needed for the Resources Committee and she had been approached by 2 people from Woodgrange governing board's finance committee. The first person has a lot of experience and has been a governor since 2017. The second person has been a governor since 2016. KH's neighbour, who is a teacher, is very passionate about schools and has expressed an interest to become a governor.

*Would governors leave the Governing Board of Woodgrange?*

Governors noted that it would be good to get a fresh perspective, rather than appoint Governors from Woodgrange.

KH commented, it would be useful to have continuity across the schools.

The Headteacher confirmed there are 2 vacancies, a LA governor and a co-opted governor, it would be difficult for Woodgrange to recruit new governors. Godwin would like to maintain the good relationship they have with Woodgrange.

Governors also noted it would be useful to have a gender balance on the governing board.

**Action:**

Email the chair with any feedback about appointing new governors – governors.

*Do we invite potential governors to a meeting?*

KH responded that potential governors could be invited to look around the school.

*Do we have to fill the vacant places?*

KH confirmed that it would be good to spread the workload.

*What is the LA governor?*

The Headteacher clarified that a local authority governor is a title and not someone who is appointed directly by the local authority.

*Have we advertised these vacancies?*

KH noted The Education Space has a recruitment event for governors, however a date has not been set for the next event. The school has not advertised the vacancies, KH will do this via her networks.

The Headteacher added that the traditional method of recruiting governors is via the local authority (The Education Space) who organise a recruitment event. The individuals that come via the Education Space are people who are interested in becoming governors but not necessarily at Godwin. People who express an interest in becoming governors should be directed to speak to the Chair. They could look around the school, this gives the school the opportunity to see if the individual has valuable skills and the prospective governor has an opportunity to see if Godwin is an appropriate school for them. The Headteacher mentioned a note went out to parents in the newsletter, the school was not overwhelmed with responses.

Governors noted they would have an issue if 3 governors came from the same school. Governors agreed all governors should make an effort to fill the vacant places.

KH noted if it would be of any benefit she would send the CVs of potential governors to the governing board.

Governors agreed that potential governors should complete the same standardised form and be given a deadline to complete it, to ensure that governors can review the form before the next meeting.

*When should the forms be received?*

The Headteacher noted the governing board needs to build in time for volunteers to look around the school.

**Actions:**

Send the standardised governor application form to KH - Clerk.

Ask The Education Space if there are any potential governors – Clerk.

Speak to networks about the opportunity to be a governor at Godwin – governors.

Confirm the date when the governor application form should be received – KH.

KH informed governors about the advantages of using technology to communicate with each other. She reminded governors of the email she sent about using Google Drive and instructions about downloading emails.

**Actions:**

Use GovernorHub to communicate with other governors – governors.

Indicate membership of the Whats App group on the spreadsheet created by KH – governors.

Take photographs of governors at the next governing board meeting -HT.

**429. Minutes of the last governing board meeting.**

- a. The chair noted that the minutes would be approved offline as there were some

inaccuracies.

**b.** Matters arising from the minutes

*What is the cost to the school for peer reviews?*

The Headteacher confirmed peer reviews are cost neutral as colleagues offer their time freely.

The five pound subscription fee per pupil goes into a central fund, which contributes to payments for the director, outside facilitators and other costs.

The log of actions is to be kept separate to the minutes, to ensure actions are not forgotten.

The vision statement is still missing an adjective for the letter o  
EH noted that she has experience of writing bids.

*What do we do if we find income streams?*

The Headteacher informed governors to send the information to her then she will check the feasibility.

Governors noted that sources of funding tended to be for school equipment.

The Headteacher confirmed she would welcome additional school equipment.

**Action:**

Put the slides from the RSHE governor training session on to Google Drive – HB.

Send the link for Google Drive to HB – HT.

The Headteacher noted that Newham learning was launched, with 35 to 36 new schools joining.

The chair proposed the following start times of 6:15pm and 5pm respectively for governing board meetings and committee meetings.

**Action:**

Respond to the chair's email about the start time for meetings – governors.

KH recommended that governors should attend the introduction to governance course.

HB and SR are attending the course on Saturday 13th March.

SE attended a training course on challenge and support on the 26th of February.

*What is the focus for the Governors' Afternoon on the 24th of March?*

The Headteacher responded that governors will review the integrated curriculum; this involves reviewing the curriculum map; talking to the deputy head about how the curriculum is linked together and looking at the children's work.

HB stated she will not be able to attend, but will attend on another day.

KC and KH are attending.

**Actions:**

Inform the Headteacher of availability to attend the Governors' Afternoon -SR, DO.

Inform governors of the date for the Governors' Afternoon a year in advance –HT.

The Headteacher confirmed she was still waiting for the Sickness Absence Policy.

**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

*What is The Key?*

The Headteacher described The Key as an online service that the school pays into. The school can download crib sheets from The Key. Governors cannot access The Key at the moment, the school would have to pay extra for this.

The Headteacher noted the curriculum is under development and the school will continue to refine it. Subject leaders were asked to complete an intent statement, highlighting what they want to convey about their subject.

The Headteacher explained the sequence of events when Ofsted visit a school. Prior to their arrival Ofsted review the school's website, key stage two data and then conduct a deep dive. They will focus on interviewing subject leads, quizzing them to ascertain how well they know their subject. Ofsted are interested in the curriculum and the work in children's books, there is less focus on lesson observations.

DO explained the committee discussed how to embed personal, social, health and citizenship education (PSHCE) and philosophy for children into the curriculum. That is should the subjects be weaved throughout the curriculum or taught in isolation.

The uptake of Iris was quite small as staff were reluctant to observe themselves teaching.

The Headteacher clarified that Iris was not used as an observation tool.

Resources Committee

EH reported the following for the outturn budget report:

There are two supernumerary teachers which the school had not originally budgeted for. The Headteacher added that one supernumerary teacher is leaving at Easter, he teaches at Godwin for two days a week covering teachers' CPD time, then teaches at another school for three days. This has not had such an impact on the budget as Godwin is invoicing the other school.

RK reduced the energy reserve as recent energy bills were more accurate.

The high needs funding has come through from Waltham Forest for the child with special needs.

The Resources Committee will meet in May to close the budget and confirm the carry forward.

**431. School Budget Monitoring**

Refer to item 430: Resources Committee

**432. Headteacher's report**

SEF

The head teacher invited questions.

*How is the new SENDco settling in?*

The HT noted he had settled in well and was a valuable member of the team.

*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 better for the school as girls tend to perform better at SATs.

*When you review the classes, do you try to even it out?*

The Headteacher noted they had not mixed the year three classes this year. If the classes are mixed again, there will be an equal balance of boys and girls.

*Why is there a drop in numbers from years 5 to 6?*

The Headteacher stated there were only 2 forms of entry in year 6 and 3 forms of entry in year 5.

KH added there is also a falling birth rate. The school needs to consider its social presence and think about it using the website to attract parents looking for a school for their child and to recruit new teachers.

*Can we have an update on the exclusion meeting.*

The Headteacher stated the meeting was rescheduled to the 12th of March.

*Why are the teacher sickness figures so high?*

The HT noted that a member of staff was away from school for a year after experiencing a bereavement. Most teachers are absent for 2 to 5 days over a year

*What is other?*

The Headteacher noted this is leave for something other than illness, e.g. caring for a dependant.

*Are there issues or trends that could be picked up in an annual staff survey?*

The HT noted that a member of staff was away from work from January 2019, then returned to work. Another member of staff had time off work because their mother was ill.

*Is there a staff engagement survey?* This is something that the school could think about for next year, to provide evidence to say that the teachers are happy.

DS noted this is done when Ofsted visit the school.

*Is it something that could be done annually?*

The Headteacher noted a survey was done last summer, the school needs to think about what to do with the information. There are some things the school cannot change, for example teachers' pay.

DS added a member of staff is in charge of well being.

**Action:**

Email any comments about the SEF to the Headteacher – governors.



**433. Impact of subject leads**

In order to evidence the impact of CPD, the Headteacher noted the school will reference where staff have received CPD; the impact on the individual's role and children's learning.

KH commented that it was a good illustration that people felt engaged.

*Do we keep track of CPD?*

The Headteacher noted, this was evident in the Headteacher's Report.

The Headteacher informed Governor's that 8 children attended the Commonwealth Day in Westminster Abbey. The Headteacher thanked HB for the information she provided, enabling the school to get tickets for the children.

**434. Link governor meetings**

KH informed governors of the requirement to identify a window for link governors to meet their subject lead.

The Headteacher identified the following dates for link governor meetings:  
w/c 1<sup>st</sup> and 8<sup>th</sup> June.

**Actions:**

Contact subject leads to arrange a meeting - link governors.

Contact governors to follow up link governor meetings – KH.

Complete link governor meeting form located in the link governor meetings - governors.

Send information to Governor's about how to access Google Drive –KH.

*What is the expectation of a link governor?*

KH stated that link meetings were a great communication channel between governors and the school. Governors see the school development plan being rolled out. It's an opportunity for governors to ask smart questions about how teaching standards link with the school development plan (SDP); to ask about the subject and what they could do to help improve the subject. It gives the subject lead the chance to reflect on what they are doing to lead their subject and what could be done better.

The Headteacher added link governor visits take place twice a year and last for 30 minutes. Governors can discuss standards, challenges and how the school is addressing access to the subject for all students.

Governors noted the importance of using the link governor form as a guide and a prompt.

**435. Newham North Learning Partnership (NNLP) Memorandum of Understanding, NNLP Data sharing**

The Headteacher reminded governors that NNLP is a soft Federation, therefore each school has its own governing board. There is a Joint Strategic Committee comprising of chairs and headteachers who meet regularly. The Headteacher requested governors' views regarding sharing data about headline figures with NNLP schools. Data would include attendance figures; key stage 2 data; data about underachieving groups. The data for individual pupils or teachers would remain anonymous. Not all the data is in

the public domain, some data is confidential. The Headteacher stated she was happy to share this data and asked governors if they had any reservations about sharing data. KH stated the importance of sharing data and the benefits to the school of sharing best practice.

*Is there a minimum number of children that the data will drill down to?*

The Headteacher confirmed they have to follow GDPR guidelines and would not share data where you can identify children.

*What if a school doesn't want to share their data?*

The Headteacher stated the other schools would go ahead without that school.

The Headteacher informed governors that the Memorandum of Understanding was old and needs redrafting. The document explains the purpose of the Federation and the collaboration between the schools.

**Action:**

Send governors the original version and the unfinished redraft of the Memorandum of Understanding- HT.

*How do you want feedback?*

The Headteacher noted she would like comments by 25th March.

**436. Relationship, Sex & Health Education (RSHE)- Newham Draft Policy**

The policy will be presented to parents and carers for their comments in the summer term. there will be an opportunity for parents and carers to have group discussions, to gather and share information. A scribe will be appointed to record the views expressed within each group.

The Headteacher requested feedback about the policy.  
KH stated the policy was good for myth busting.

The Headteacher asked governors to attend the meeting in the summer term, ideally in June. different year groups might meet on different days

**Action:**

Check the school calendar to find dates for the parents and carers' RSHE meeting –HT.

Governors asked to be informed about the RSHE resources that the school will use before the policy is sent to parents.

**437. Summary of Ofsted Education Inspection Framework**

KH informed governors that courses about Ofsted are available for governors. The Education Space sends emails to governors about forthcoming courses, dates of courses are also on GovernorHub.

**Action:**

To be familiar with the new Ofsted framework – governors.  
Log training courses completed - governors.

**438. Governor Education and Training**

SR attended training on Challenge and Support.  
EH attended Prevent Training.  
KH confirmed that training is centrally logged.  
SR reminded governors to attend training on data.

**439. Correspondence to parents**

SR asked for confirmation of when parents and carers will receive electronic information from the school.  
The Headteacher confirmed the school is still collecting email addresses and will get electronic information sent out to parents and carers by Easter.

**440. School Financial Value Standard (SFVS)**

The Headteacher noted the SFVS needs to be signed off. The last audit was five years ago, and the school will be audited again.

**Actions:**

Ensure all financial records are in order- School Business Manager.  
Close the voluntary fund at the start of the new financial year - School Business Manager.

**441. Dates of next meetings**

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

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

Google Drive

The meeting closed at 8.50pm.