

LONDON BOROUGH OF NEWHAM GOVERNING BOARD OF GODWIN JUNIOR SCHOOL

Minutes of the meeting held on Wednesday 30th June at 5.15pm

Present:	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
	Persephone Henderson (PH)	Co-opted Governor
	Rushika Dheir (RD)	Co-opted Governor
	Ryan Wise (RW)	Co-opted Governor
	Amy Gaunt (AG)	LA Governor
	Jihan Bazan (JB)	Parent Governor
	Deborah Seago (DS)	Staff Governor
	Adam Whiley (AW)	Associate Member
In attendance:		
	Sarah Bartley (SBa)	Clerk

Summary of decisions

Item	Decision
488b. Membership of Governing Board	Governors unanimously approved the appointment of RD as a co-opted governor.
488d.	Governors unanimously approved the appointment of AW as an associate member.
490a. Governing Board committees: Budget setting meeting held on 26 May 2021	Governors approved the carry forward of £257,795.

486. Welcome and apologies for absence

Governors were welcomed to the meeting.
Rushika Dheir and Adam Whiley were introduced to the meeting.

487. Declaration of interests

There were no declarations of interest.

488. Membership of Governing Board

(DS joined the meeting at 5.30 pm).

Appointments/resignations/expiration of terms of office

a. KH noted the following:

DS will step down as staff governor at the end of this term.

Governors' questions in italics

Has there been any interest from staff to succeed DS?

The HT confirmed that no one had expressed an interest.

How can we rally interest?

Governors noted the vacancy of staff governor could be mentioned in the governors' letter to staff.

Action:

Include the recruitment of a staff governor in the governors' letter to staff – KH.

How could we encourage staff to take on the staff governor role?

DS mentioned the additional workload; the role is good to include on a CV for career progression; it could be included as the third appraisal target.

Governors added it was a good role for a staff member who was developing their leadership role.

EH's term of office ends in November. EH will step down as chair of the Resources Committee but will continue as a governor until the end of her term. RD will chair the Resources Committee after EH steps down.

- b.** Appointment of Rushika Dheir
Governors unanimously approved the appointment of Rushika Dheir as a co-opted governor.
- c.** Election of parent governor
The HT confirmed the role of parent governor was readvertised; there are now 4 candidates. The election will conclude next week.
- d.** Appointment of Adam Whiley
Governors unanimously approved the appointment of Adam Whiley as an associate member.

Governors noted that associate members do not have voting rights.

KH reminded governors that she is trying to get the LA to increase the Instrument of Government from 12 to 13 governors. The process is a lengthy one.

489. Minutes of last Governing Board meeting

a. Approval of the minutes of the last board meeting held on 3rd February 2021.

Governors questioned the format of the agendas for the governing board and committee meetings.

KH stated the agenda for the Governing Board meeting is prepared by the Education Space; Godwin has some control over the agenda. The agenda for committee meetings is compiled by the school. During committee meetings there is an opportunity for governors to delve deeper and ask more questions; therefore, these questions are highlighted on the agenda.

The HT reminded governors of the discussion at the last board meeting about the gaps in children's knowledge. The children returned to school on 8th March 2021. Assessments were completed by the end of April. These assessments were useful to enable staff to identify areas to focus on; teachers also use formative assessment throughout lessons. Year 6 children are taking SATs tests next week, to ascertain where they are in their preparation for secondary school. The children have missed a lot of schooling. Despite online learning some children will have flatlined or dipped. The school uses the gaps in the children's knowledge to inform the school's priorities. The end of year assessment data will inform teaching and learning for September 2021.

Have there been themes/focus areas which will inform the SDP?

The HT stated teachers need to have the most recent data, which will inform teaching and learning priorities. The school will compare the data of children in receipt of pupil premium with the data of children who are not in receipt of pupil premium.

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

b. Review of Action Log

Actions:

Remove completed actions from the action log -SBa.
Send SBa an updated list of completed actions – KH.

c. Matters arising

There were no matters arising from the minutes.

490. Governing Board Committees

Approval of committee meetings held since last governing board meeting

a. Budget setting meeting held on 26 May 2021

EH reported:

The school did not spend as much on staffing as anticipated because they did not recruit graduate teaching assistants.

The school received an additional income of grants that it did not anticipate. This included:

£12,000 for SEND

£26,000 Eat for Free

£13,000 Catch up grant because of Covid-19

£15,000 free school meals supplement.

The carry forward of £257,795 was higher than anticipated.

The expected Surplus Balance at 31 March 2022 is £199,305.
The forecast for 2023/24 was a deficit budget of £150,206.

Governors approved the carry forward of £257,795.

The SVFS was completed by the HT and RK. A small group of governors met to review the document which was signed off.

Resources Committee minutes (draft), held on 9th June 2021

b. EH highlighted the following:

The committee reviewed the staffing structure; discussed value for money; the new staff recruited to the school and maintaining a balance between experienced and new teachers.

RW and PH volunteered to discuss fundraising opportunities.

The committee reviewed the school's benchmarking data; Godwin is compared to other NNLP schools and other junior schools in inner London.

The HT gave an update on the redevelopment of the playground. Newham confirmed the work on resurfacing the playground will begin during in the summer holidays. The school will use money from the PE and Sports Premium and the devolved formula capital to redevelop the playground.

How is the cost of the playground being met?

The HT confirmed Newham will carry out the work to resurface the playground, as it is the LA's responsibility to maintain the school grounds.

How is the refurbishment being funded?

The HT informed governors the school will use savings made in the last 3 years from the PE and Sports Premium to pay for most of the refurbishment; the remainder will come from the school budget.

Is there a line on the school budget to indicate this?

The HT stated the money has not been spent so it will not show as an expense.

Will a code be allocated as the sports premium?

The HT noted the outgoings on the budget close will indicate how much is spent from the PE and Sports Premium and how much is spent from the school budget.

Governors expressed their concern that the school might be in a deficit budget in 2023/24 and questioned if this was appropriate timing for the redevelopment of the playground.

The HT informed governors that costs for the refurbishment will come from this financial year and the next financial year. If the school does not take the opportunity to refurbish the playground this year, then they could miss out. The school needs to think about the outside space for the children. Three years prior to this, the school thought it would be in a financial deficit.

DS emphasised the importance of listening to the children, the School Council has always fed back that the children wanted more from the playground.

What provision is there for SEND children?

What will be the benefit for all children as a result of the spend?

The HT stated the current playground is not divided into zones, so the back of the playground is taken over by football. When the playground is zoned, this will provide a more welcoming space for activities that are less active. There will be a traverse wall, a multi-use games area (MUGA), to keep the balls enclosed. The courtyard area is a quiet area, there is also a decked area with seating, so children can sit with their friends. There are large musical instruments that are fixed to the ground for children with SEND to play. Staff have consulted with the School Council, therefore the popular things in the playground, including the tyres will remain.

The school gardener has not been able to come onsite to work with the children because of Covid-19. We anticipate that the gardener will resume his work with the children. The number of midday supervisors will increase, so more activities can be supervised.

When can we visit the school?

The HT noted they are not receiving visitors during the school day, this is part of the school's risk assessment.

Will the space be a multi-sport space?

The HT confirmed the space will be used to teach PE and for lunchtime basketball etc.

c.

Quality of Education Committee minutes (draft) 16th June 2021

d.

HB reported the committee reviewed the School Development Plan (SDP) and the self-evaluation (SEF) to understand the impact of Covid-19 on the school. The committee discussed the impact of Catch Up funding and Pupil Premium spend.

Matters Arising

There were no matters arising.

491. Headteacher's Report

a. Term dates 2022/23 agreed with Woodgrange

b. Disaggregated hours 2020/21

Governors agreed the proposed dates.

c. Case studies

Governors thanked the Head Teacher for the case studies and noted they made very positive reading. The HT acknowledged the efforts of the class teachers who compiled the case studies.

Regarding the behaviour incidents, what are the plans to encourage children to celebrate differences, so children see difference as positive?

The HT noted this is at the heart of everything the school does; it is a part of school assemblies, the curriculum. The school celebrates individuality and will continue to do more of the same and further develop the curriculum, so children see themselves reflected in it. A restorative approach is really powerful; restorative conversations help children to realise the harm done and how their behaviour impacts on others.

What is the process for replacing subject leaders?

The HT confirmed posts will be advertised internally. The maths post has been advertised and other positions will be advertised. Staff who join the school in September will be able to apply for posts.

What are the key pressures the school has been faced with? What things have worked well that you will continue with?

The HT identified the pressures as:

Managing staff absences, including a member of staff on long term sick. The school has not used day to day supply teachers for staff absence during the pandemic.

Managing the budget to ensure it is secure.

The DfE did not provide devices in time for children who had no device. The school had to adapt their devices, so they were appropriate for children to use.

Some children struggled to access remote learning; reasons for this include there was not enough support at home as parents/carers were working or have EAL or do not have the academic background to support their children.

The HT concluded the overall feedback about remote learning was positive.

Staff had to learn to use different technologies and adapt to the situation, this was a huge success.

One-to-one conversations with parents were successful. What opportunities are there to continue this?

The HT stated the school does not have the human resources to maintain this.

Preparing food parcels was also a successful way of connecting with parents.

The school will maintain the staggered start and end to the school day and a longer period to ensure all children have their lunch.

492. Transition and preparation for a new academic year

The HT stated Year 6 children will not be able to visit Forest Gate Community School in person. In addition to the online transition which all Newham children transferring to FGCS will receive, the person in charge of transition at Forest Gate will arrange a Zoom call with the Year 6 classes. One child is receiving additional transition sessions. Most of the children who will join Year 3 in September, currently attend Woodgrange; 4 children are from Odessa; 4 children have not attended school/attended other schools. By the end of the term, Year 2 children will have visited Godwin on 3 occasions. Year 3 teachers have seen the Woodgrange children in their own setting and will have handover meetings with Year 2 teachers on Monday 5th July.

The children have missed a lot of schooling. What have we done to understand the gaps and their needs?

The HT stated the children will complete very informal assessments in September.

Teachers will conduct formative assessments; have conversations with children; use games and quizzes to assess the children. Teachers also have transition conversations with Year 2 teachers.

The focus at Woodgrange is increasingly more play based. How is that transition managed? Are you seeing different skills based on this? How are you preparing parents/carers?

The HT noted the children are different, however staff at Godwin do not know if this is because of the impact of the pandemic or because they have a more play based curriculum at Woodgrange. The Key Stage 2 curriculum is very different to the Key Stage 1 curriculum; teachers will assess where the children are at. Last September the timetable was modified to take account that children's concentration span would be less and the settings are very different.

493. Safeguarding and review of risk assessment

The HT referred governors to the risk assessment document, she noted the changes were scored through and new additions were highlighted.

494. Relationships, Sex and Health Education (RSHE)

The HT confirmed children in Year 6 are taught RSHE, other years groups are taught RHE. Parents and Carers attended workshops (for each year groups), delivered by the Health and Wellbeing Lead and Head Teacher. The proposed curriculum was introduced, feedback was sought from Parents and Carers; the materials used to teach puberty in Years 5 and 6 were shared. The meetings were recorded and are available on the school's website, links were sent to Parents/Carers. Parents and Carers in Year 6 can decide to withdraw their child from one lesson which is about sexual intercourse and fertilisation, other lessons are compulsory. All staff received Inset on the RSHE curriculum, teachers have developed their plans and lesson materials.

495. Newham North Learning Partnership (NNLP) action plan

KH outlined the NNLP meeting she attended.

KH noted that Godwin is in a good financial place and emphasised the importance of governors supporting the school to develop strategies to improve outcomes for pupils.

Is there value and benefit in being part of a federation?

KH mentioned the non-financial benefits, e.g. staff development, sharing best practice and a network for headteachers.

The HT added it was important for the school to have an outward focus and maintain professional partnerships; CPD can be tailored across the schools. NNLP schools have a similar ethos, there is a collegiate approach and a forum for discussion for headteachers. NNLP schools have recommended a number of teachers to Godwin. There is a lot of expertise and opportunities to move forward in a small geographical area.

496 Link Process

RW reviewed the link process and sought feedback from teachers and subject leads. Governors and subject leaders stated the following has worked well: there is a shared commitment to the school, subject leads felt governors wanted to help the school; communication between governors and subject leads is relaxed.

The following has not worked well: visits have an unclear structure; there is a lack of clarity of the purpose and benefits of visits and what happens after visits. Governors and subject leads noted that SMART goals should be set; there needs to be clear expectations which could be built into subject leads training.

RW suggested the following improvements: relaunch the process in September; ensure there are clear feedback loops to include information about what is happening and why. Have clear expectations between governors and subject leaders. Develop a pack for subject leaders that includes the visit template, expectations and clarity about what happens after the meeting.

RW suggested 3 link meetings per year to follow the format: set priorities in the autumn term, review in the spring term and evaluate in the summer term. The HT noted this was an increase in workload for teachers, therefore the suggestion might not be well received.

RW discussed the template used at Woodgrange, which was shared by SR. SR noted the template was developed to follow the Ofsted approach on Intent, Implement and Impact.

Governors noted it would be helpful if the expectations for meetings were made clear at the start of the year.

DS added that it would benefit subject leaders if they were given the template at an earlier date to complete, then the meeting time could be used more productively.

Would it be good to brief subject leaders?

DS agreed it was a good idea to let subject leaders know the purpose of the visits and that governors want to support subject leads. Governors need to consider the timings of visits and consider using Zoom for virtual visits.

Governors noted the benefits of using a similar template, to the one shared by SR.

Action:

Prepare a template for link governor visits and share with governors – RW.

497. Governor Training and Development

a.

Training Record via GovernorHub

SR noted the training offer has been significantly reduced. When the Education Space introduced a new training system all historical records were lost; it has been difficult to establish a relationship with the training department.

All governors were encouraged to sign up to GovernorHub and to attend Safeguarding Training.

Do we actively have to go onto GovernorHub to find courses?

SR confirmed all governors are on a distribution list and will receive information about courses. There are no costs for governors to attend governor training courses.

498. Dates and format of meetings in 2021/22

Governors discussed rescheduling one of each of the committee meeting to take place during the day.

RD informed governors that she might not be able to attend the final governing board meeting in the next academic year.

Action:

Review meeting schedule for 2021/22 - KH.

Resources Committee Meeting

Autumn Term

Wednesday 29th September

Spring Term

Wednesday 23rd February

Summer Term

Wednesday 25th May, 2022

Wednesday 29th June, 2022

Quality of Education Committee Meeting

Autumn Term

Wednesday 6th October

Spring Term

Wednesday 9th February

Summer Term

Wednesday 22nd June, 2022

People Committee

Autumn Term

Wednesday 13th October

Summer Term

Wednesday 27th April, 2022

Full Governing Board

Autumn Term

Wednesday 20th October

Spring Term

Wednesday 9th March

Summer Term

Wednesday 13th July

499. Admissions document

Action:

Approve the Admissions document – governors.

500. Governors' social event

Action:

Collect governors' responses to attend a social event before the start of the new term-KH.

The meeting closed at 7.22pm.