

**GOVERNING BODY OF
ST MICHAEL AT BOWES CE JUNIOR SCHOOL**
Tottenham Road, London. N13 6JB



12th December 2019

MEMBERS

LA Governor	* Bambos Charalambous MP	18.9.2018	17.9.2022
Parent Governors x 2	* Lauren Harris	5. 11.2018	4.11.2022
	Daniela Atamnia	19.11.2019	18.11.2023
Staff Governor	Mary Gavriel	9.10.2016	8.10.2020
Foundation Governors x 7	*Fr Engin	Ex-offico	
	* Jean Jakobson (Vice Chair)	18.9.2017	17.9.2021
	Revd. Mark Jones Parry	Ex-offico	
	Kate MacDonald-Boyle (Chair)	1.9.2018	31.8 2022
	Lawrence Desouza (East Haringey) Deanery Synod	14.11.19	13.11.2023
	Michelle Broomes (PCC)	3.10. 2019	2.10. 2023
	Vacancy		
Headteacher	Maria Jay		
* denotes absence			

Also attending

Debbie Butcher – Deputy Headteacher
Mandy Newell - Minute and Advisory Clerk
Camilla Ifsini – Staff)
Craig Upson – Staff) agenda item 6 only
Sarah Gibson – Staff)

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Fr Engin, Lauren Harris, Jean Jaksobson.

NOTED the absence of Bambos Charalambous.

Apologies for late arrival were received from Lawrence Desouza and Mark Jones Parry.

RESOLVED to consent these absences.

2. **DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA**

Governors were given the opportunity to declare any prejudicial interest they might have in respect of items on the agenda. No declarations were made.

3. **MEMBERSHIP AND CONSTITUTION**

(a) Parent Governor

REPORTED the election of Daniela Atamnia with effect from 19th November 2019. Governors welcomed her to the Governing Body. A DBS check was being completed.

(b) Foundation Governors

REPORTED there had been no further interest from any of Revd. Mark Jones Parry's congregation.

RESOLVED that the Headteacher contact Daniella Saveska-Tsang to establish whether she would be interested in becoming a Foundation Governor.

ACTION: HEADTEACHER

4. **MINUTES**

The Minutes of the meeting held on 14 November 2019 were confirmed and signed by the Chair as a correct record.

5. **MATTERS ARISING**

(a) Website Details - Minute No. 5 (a)

NOTED that some Governors still needed to provide information about themselves for inclusion on the School Website.

RESOLVED that Governors provide Izlem Balci with a short personal profile for inclusion on the website.

ACTION: ALL GOVERNORS

(b) Code of Conduct/Register of Business Interests.

NOTED that some Governors had yet to sign the Code of Conduct or the Register of Business Interests. Lawrence De Souza read and signed the Code of Conduct at the meeting.

RESOLVED that Bambos Charalambous and Fr. Engin read and sign the documents asap. These would be emailed by the Clerk.

ACTION: BAMBOS CHARALAMBOUS/FR. ENGIN/CLERK

6. PRESENTATION

RECEIVED a presentation from Camilla Ifsini, Team Leader in Year 5, Craig Upson, Team Leader in Year 4 and Sarah Gibson, Class Teacher in Year 4 on reading and phonics, a copy of which is included in the Minute Book.

REPORTED that

- (a) on line tests were conducted to determine a child's reading level and individualised programmes were produced accordingly. Teaching Assistants and TA's worked closely on producing diagnostic reports and Years 3 - 5 took part in termly tests and quizzes based on the books they were reading. These were linked to their relevant reading level. Pupils also had their own digital bookshelf loaded to their laptop;
- (b) years 3-5 worked on cycle of guided reading and teachers listened to pupils read to ensure accelerated progress. Year 3 undertook early morning work on reading and support was always offered where necessary;
- (c) Governors were informed about ZPD – Zone of Proximal Development and studied the charts provided. The Zones ranged from Below ZPD, comfort zone, Lower ZPD, Exploration Zone, upper ZPD, deep dive and Above ZPD Read Together. Below ZPD was an easier read, perfect for reading at home or on holiday and possibly part of a series that the child enjoyed or was by a favourite author. Lower ZPD encouraged children to try something new and explore new genres, authors and book lengths. Children were encouraged to challenge themselves. Upper ZPD was about planning ahead, choosing a book that excited by picking a shorter book first and making notes as it was read. Children were encouraged to ask their teachers for advice. Above ZPD meant a challenging read and children were asked to consider who would enjoy reading the book with them and to ask their teacher first;
- (d) when the children undertook the quiz on completion of their book 100% score meant the book was comfortable and a book higher up in their ZPD range should be chosen next time. 90% score meant the book was perfect but one or two book levels higher or longer could be chosen next time. 80% implied the book was a little difficult and that a book one or two levels lower should be chosen next time. A 70% score meant the book was quite challenging and that a book at the beginning of the ZPD range should be chosen next time. 60% or below meant the

book was too challenging and that a book at the beginning of the ZPD should be chosen or a teacher should be consulted for help;

- (e) guided reading was undertaken across the whole school daily from 8.40am – 9.10am. The Upper School focused on the MIDAS scheme and looked at different comprehension skills each day. The Lower School undertook a filtered version of MIDAS with children partaking in scaffolding questions building up to more advanced ones. In Year 5 teachers read with pupils with everyone accessing Age related texts. Work Walls and core words were displayed in the classroom;
- (f) reading buddies were introduced in Years 5 and 6. 33 pupils were chosen to read with Years 3, 4 and 5 on a Monday and Wednesday afternoon. This gave the younger children a role model for reading and in general;
- (g) phonics sessions were held in Year 3 and 47 children were currently on the phonics course and were divided into 8 groups. Children were moved up or down a group as appropriate. 2 Year 5 children and 1 Year 6 child were involved in phonics interventions. 8 Year 4 children were working on their phonics from 10.45-11.00 Monday – Thursday. They worked closely with an adult outside of class and focused on a particular sound which would then be put on the whiteboard when they returned to class and would be referenced all day. Year 3 children not in a phonics group worked on spelling patterns from 10.45-11.00. Phonics books were currently being sorted so children could take them home and work on what they had been doing at School. Children would have an age related book and a phonics book to take home. The Chair questioned what scheme was being used for phonics and was informed it was Read Write Inc. Michelle Broomes asked if any training was available for parents. This was not currently offered but consideration could be given to providing workshops if there was a need. It was explained that the books sent home with the children were very good and showed how parents could work with their child. The Chair asked why some children still struggled with phonics by Year 3 and above and was told that it was a mixture of English as an additional language and some children simply not being secure when they came to the School;
- (h) reading for pleasure was very important and the School was still conducting the Big Read for 10 minutes each day. A class book was used to help the children retain information. They were encouraged to ask questions. A Book Club was being held on Tuesday lunchtimes and the introduction of a mystery book had excited the children with a great number wanting to get involved;
- (i) the Headteacher reminded Governors that Ofsted would be conducting “deep dives” on reading across the School. Their focus was usually on the lowest 20% of Early years but in this case they would be looking at the lowest 20% in each year and in particular Year 3. Children had been identified and Ofsted would want to see how they were able to access text and the activities and worksheets being used to help them to develop their reading.

NOTED that Governors thanked the staff for their presentation.

7. **REPORT OF THE HEADTEACHER**

RECEIVED a verbal report from Headteacher, Mrs Maria Jay, and the whole School Overview, a copy of which is included in the Minute Book The following matters were highlighted as a result of Governors’ discussion and questions.

(a) Assessment

REPORTED that Checkpoint meetings had taken place and validated information was now available for Governors to view on GovernorHub and on the website. Three children had been discounted. The writing score had risen by 1% to 87% and Greater Depth Maths had risen by 1% to 39%. The Headteacher explained that the changes were highlighted in blue. Combined data for disadvantaged children had been published on Tuesday. Age related expectations was 75% compared to 65% national and Greater Depth was 8% compared to the national average of 11%;

(b) Pupil Premium (PP)

REPORTED that there were 36 PP children in Year 6 last year whereas now there were only 56 PP children in the entire School, ie 17% across the School compared to 24% last year. This was due to the fact that accessing Free School Meals was now harder than in the past and not because the needs had decreased.

(c) Attendance

REPORTED that attendance had increased to 96.32%. Governors were pleased to learn this.

(d) Sandwell Charter

RECEIVED a report, a copy of which is included in the Minute book and available on GovernorHub.

REPORTED that Governors were reminded that the School one of a number selected by the LA to undertake the Sandwell Charter for Mental Health. Staff, pupil and parent surveys had been completed and the Educational Phycologists had visited the School to analyse the surveys and produce actions based on the feedback. 23 staff out of 41 had filled in a questionnaire online (the lower numbers than ideal were put down to the fact that staff had recently conducted a staff survey and many did not want to take part in another one). 3 parents had participated and 24 children from the School Council had been involved. Five areas of wellbeing were considered and given a rating. Staff rated them as follows:

Physical environment	-	4.5
Promotion of Self-Esteem	-	3.7

Emotional Processing	-	3.7
Self-Management	-	3.6
Social Participation	-	4.4

These results were considered good. Areas in the report highlighted in blue or green were good, yellow areas required work and red areas had not yet been touched upon. Following Governors questions, Debbie Butcher explained that some areas of concern such as the size of the playground could not be addressed as there was nothing that could be done about this but an action plan was in place for other concerns and improvements and was available at the end of the report. Evidence of improvements would be built up prior to the Spring Term review. A further questionnaire would be compiled and stats compared to assess progress. Mark Jones Parry questioned whether the fact that only three parents and children with a higher educational and emotional understanding being involved meant the results were not truly reflective. The Headteacher and Debbie Butcher recognised this but explained that those involved had produced a starting point in working towards achieving the Charter. A Parent Survey was due to be conducted and it was planned to include elements of the Charter in the questions asked.

(e) Staffing

REPORTED that

- (i) an HLTA was leaving at the end of term to work in China;
- (ii) Natasha Kamara was commencing the Schools Direct programme and would be training at Oakthorpe

(f) Curriculum

REPORTED that Haringey Education Partnership (HEP) training was proving to be very useful. Debbie Butcher and staff from Year 3 had attended yesterday. It had been apparent that staff across the country had not been given the correct training to implement the curriculum required for children to succeed in the 2016 tests. Debbie Butcher was particularly impressed with Christine Counsell who was a trainer for Ofsted Inspectors and was producing a detailed curriculum for Humanities (the School would use their own RE one). This was very academic but fun for the children. A curriculum for Year 3 from the Spring term was completed and one for Year 4 would be ready by the Summer Term. Year 5 would commence in the Autumn followed by Year 6 next year. Debbie Butcher was very enthusiastic and considered the children should do very well under the new system as long as it was implemented correctly. Relevant CPD for staff would be vital. Following Governors' questions Debbie Butcher explained that the curriculum could not be customised but they would add to the one provided. The other trainer was also excellent and it was clarified that the training was for HEP members only. It took the form of 3 days for each group and would be repeated twice to ensure everyone who needed to could attend. The School was to be used as a training school for the new Year 3 history curriculum.

(g) Lockdown Procedure

REPORTED that the LDBS would be paying for the extension to the lock down alarm system. The agreed funding was £7,195.25.

(h) Pupil Pastoral Information

REPORTED that since the last meeting there had been

- (i) No reported racial incidents;
- (ii) no homophobic incidents;
- (iii) no exclusions.

8 **GOVERNOR VISITS**

NOTED

- (a) that the Chair had visited the School to meet with the SBM in her role as GDPR Governor. The SBM had explained the changes required for data storage and the new regulations surrounding GDPR to ensure there were no data protection breaches. She assured Governors that the SBM was doing an excellent job in respect of data protection. She had also looked at the Single Central Register and viewed a Science Fayre that had taken place in the School hall;
- (b) Michelle Broomes visited the School each Monday and helped in Year 6. She was impressed with how the classes were run and had been made to feel very welcome.
- (c) Governors of the month for the remainder of the Academic year were

December	-	Revd. Mark Jones Parry
January	-	Jean Jakobson
February	-	Lauren Harris
March	-	Bambos Charalambous
April	-	Fr Engin
May	-	Daniela Saveska-Tsang
June	-	Lawrence Desouza
July	-	Revd. Mark Jones Parry

8 **POLICIES**

RECEIVED the following policy, a copy of which are included in the minute book.

- Anti-Bullying Policy

RECEIVED the anti-bullying policy, a copy of which is included in the Minute Book.

NOTED that this was now a separate policy from the Behaviour Policy and the School had adopted Valuing God's Children from the LDBS. This linked to the Vision Statement.

RESOLVED to ratify the Anti Bullying Policy.

10. **GOVERNOR'S REPORTS**

NOTED that no urgent action had been taken by the Chair or any other delegated responsibility undertaken by a Governor.

11. **GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES**

- (a) Governor Training to be booked via
<https://www.enfieldpdonline.org.uk/cpd/portal.asp>

Izlem Balci was the School based booker.

The termly pack included details of courses on pages 19/20 and it was recommended that new Governors considered completing the induction course. All Governors would benefit from GAP training, available from the LA.

Ofsted Quality of Education Training would be taking place on 27th January and Exclusions Training was taking place on 24 February. Both would be at the Dugdale Centre, Enfield Town at 6.30pm

REPORTED that Michelle Broomes was starting her GAP level 1 training in March 2020 and Daniela Atamnia planned to book her place shortly.

- (b) LDBS Training

NOTED that Governors were reminded to book training through the LDBS website.

ACTION: GOVERNORS

12. **DATES OF FUTURE MEETINGS**

NOTED the following meeting dates for the rest of the Academic year as

- Thursday 9th January at 4.30pm
- Thursday 6th February at 4.30pm
- Thursday 5th March at 4.30pm
- Thursday 2nd April at 4.30pm
- Thursday 21 May at 4.30pm
- Thursday 2nd July at 4.30pm

13. **ITEMS TO REMAIN CONFIDENTIAL**

RESOLVED that none of the above be considered confidential.

A closing prayer was led by Revd. Mark Jones Parry.

Confirmed and signed at a
meeting of the Governing
Body held on the day
of 2019/20