

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



‘An inclusive Christian community building on firm foundations for successful lives’

‘You will enjoy what you work for and you will be blessed with good things’ Psalm 128:2

We are committed, as a governing Body, to driving forward the distinctively Christian vision of our school. Through this we aim, in line with the LDBS 2030 vision for schools, for our school to be:

- A place where all can flourish
- A place which enables transformational futures
- A place which is deeply Christian, committed to serving the common good with the invitation of Jesus to ‘live life in all its fullness’ at their heart (John 10:10)

10 February 2022

MEMBERS

LA Governor	Bambos Charalambous MP	18.9.2018	17.9.2022
Parent Governors x 2	Daniela Atamnia *	19.11.2019	18.11.2023
	Camille Anderson	14.1.2022	13.1. 2026
Staff Governor	Kate McDonald Boyle	9.10.2020	8.10.2024
Foundation Governors x 7	Fr Engin *	Ex-officio	
	Revd. Mark Jones Parry	Ex-officio	
	Michelle Broomes (PCC)	3.10.2019	2.10.2023
	Lawrence DeSouza (East Haringey) Deanery Synod (Chair)	14.11.2019	13.11.2023
	Rebecca Christy	5. 03.2020	4.03.2024
	Vacancy x 2		
Headteacher	Debbie Butcher		

Also attending

Bridget Lennon Deputy Headteacher)(Associate)
Mary Gavriel – (Associate)
Michael Quinn – Humanities Lead -agenda items 1-5 only
Rachel Knightley – RE Lead – agenda items 1-5 only
Mandy Newell - Minute and Advisory Clerk

* Denotes absence

1. **APOLOGIES FOR ABSENCE**

Apologies for absence were received from Fr .Engin and Daniella Atamnia.
Apologies for later arrival were received from Rebecca Christy and Camille Anderson.

RESOLVED to agree to these absences.

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

Members were invited to declare in interests in respect of the agenda. No declarations were made.

3. **MEMBERSHIP AND CONSTITUTION**

(a) Foundation Governor

REPORTED that the Headteacher had attended a Haringey Education Partnership (HEP) meeting today and the Headteacher at West Grove who was retiring in July had expressed an interest in becoming a Foundation Governor from October 2022.

RESOLVED that the Headteacher follow this up later in the year

ACTION: HEADTEACHER

(b) Parent Governor

REPORTED the election of Camille Anderson as Parent Governor with effect from 14 January 2022. Governors welcomed her to the Governing Body and she introduced herself.

(c) DBS Checks

NOTED that the Governing Body must apply for a DBS certificate within 21 days of a Governor's appointment or election. Camille Anderson had contacted Izlem Balci.

4. **MINUTES/MATTERS ARISING FROM THE MINUTES**

RECEIVED the minutes of the meetings held on 12th January and 7th February 2022 which were agreed as a correct record and signed on GovernorHub by the Chair.

NOTED there were matters arising not covered elsewhere on the agenda.

5 **PRESENTATIONS**

RECEIVED a presentation from Kate McDonald Boyle and Michael Quinn, Subject Leads on History and Geography (Humanities) and a presentation from Rachel Knightley, the RE Lead.

Humanities

REPORTED that

- (a) it was explained to Governors that there had been a very difficult SATS paper in 2016 whereby a large number of children had been unable to access the papers as they did not have the vocabulary they needed in order to understand the questions and content. Haringey had analysed this and created a curriculum to help. They recognised that without a web of background knowledge, new information lacked any meaning and was extremely difficult to process – it didn't "stick". They realised that foundation subjects underpinned reading and literacy outcomes;
- (b) Haringey Education Partnership (HEP) Humanities training had started with Year 3 teachers in December 2019 and all 8 sessions were available online. They covered Prototypes, schemata, Cognitive load theory, working & long term memory, Cultural capital Substantive vs. disciplinary knowledge and Tom Sherrington (Walkthrus);
- (c) Governors were guided through the curriculum rationale intent and the differences between substantive and disciplinary content was explained. Substantive content was the knowledge the children learnt. Disciplinary content was the skills they developed to become a historian/geographer and become able to research, question and investigate primary and secondary sources of information. Examples were given;
- (d) the School priorities for 21/22 for history were to improve the teaching and learning of historical concepts and vocabulary. Support would be provided for each year group to plan for new topic areas using HEP resources by creating a 'big question' and vocabulary cover pages for all units. All teachers would access the HEP year group workshop sessions provided to understand the progression of knowledge and key concepts/vocabulary from one year group to the next within the HEP curriculum. There would be CPD opportunities and pedagogy linked to Tom Sherrington's WALKTHRUS;
- (e) the School Priorities for 21/22 for geography were to keep a focus on resourcing the new curriculum, monitoring coverage and attainment and offering the children exciting and stimulating first hand experiences by having visitors to the School or going on trips. Kate McDonald Boyle explained how they wanted to raise the profile of geography fieldwork skills across the School. Attainment, impact and outcomes would be monitored. In response to Governor's questions they were informed that last term Zoo Labs brought in some animals and the children were able to discuss the climates and areas that they lived in;
- (f) Governors reviewed the cover pages which contained the big questions children used for reference before moving on with the topics;
- (g) Michael Quinn explained to Governors how the history curriculum was sequenced. Each year built upon prior learning from the previous year so that children would leave the School with a secure understanding of historical knowledge and understanding ready for KS3 learning. Governors were shown the topics covered from Autumn 1 to Summer 2 in Year 3 which were Ancient Egypt, Cradles of Civilisation, The Indus Valley, Persia and Greece, Ancient Greece and Alexander the Great. Year 4 covered the Roman Republic, the Roman Empire, Roman Britain, Christianity in three

- empires, Arabia and early Islam and Islamic Civilisations. Children were able to see the links between these topics and build on their knowledge further in Year 5 where they studied the Round City of Baghdad, the Anglo Saxons, Vikings, Norse culture, Christianity in the British Isles and Early civilisations in the Americas;
- (h) Geography threads worked in a similar way with children gaining an understanding of the whole world and timelines as to when events occurred building year to year on their knowledge and leaving the School with a secure understanding of geographical knowledge and enquiry skills ready for KS3. In Year 3 they studied Rivers, Mountains, Settlements, Agriculture, Climate, Volcanoes and Biomes. By Year 4 they were looking at the Rhine and the Med, Population, Coastal Processes and Land Forms, Tourism, Earthquakes and Deserts. In Year 5, the topics were California, Oceans, Migration, North and South America, the Amazon Basin and Agriculture in the Amazon Basin. The HEP booklets provided a clear link between topics but as yet there were no books for Year 6. The Headteacher stated that the children would be studying world wars in history too and the HEP curriculum would be blended with other topics in Year 6 but ultimately it was planned to follow the HEP curriculum from start to finish;
 - (i) both geography and history were assessed by repeated and deliberate development of key vocabulary, regular recap and quizzing at the beginning and end of lessons, scaffolded tasks to support and extend all pupils and an end of topic synoptic task to consolidate learning and answer the “big question” Geography practical skills were assessed in area such as interrogating maps and creating their own – evidenced as main tasks in lessons and in fieldwork units. Fieldwork was evidenced by photography and related bookwork and assessed by creating their own lines of enquiry;
 - (j) Governors were informed about the use of timelines across and within all units of work to help children understand a secure chronological awareness. It was explained that this was an Ofsted focus; Governors were shown examples of timelines;
 - (k) Humanities was monitored using book looks, staff meeting CPD and planning expectations being set, shared planning time (year 5 and subject lead) and team teaching. There was growing evidence of the HEP curriculum’s impact and Governors were shown examples of children’s work for both history and geography;
 - (l) the Chair thanked Kate and Michael for their detailed and very informative presentation. He commented in depth on several areas and was pleased to see that the intent was clear and the impact was glaring. He asked about next steps and was told that for History teachers would ensure that children were given a range of activities that supported but also stretched their learning. They would ensure the children gained chronological awareness of history topics through embedding the use of timelines and embed the disciplinary skills so that children were able to question sources, identify causal links between topics and make historical comparisons, as they progressed through year groups. For Geography staff would ensure that scaffolding of mapwork and fieldwork was gradually removed so that ultimately, year 5/6 could set up their own enquiry and produce unique findings, create and analyse maps and charts for bespoke purposes. Children would be problem solving towards climate change and resource management and children’s links made between topics would be evidenced;

- (m) the Chair asked if any help was needed by staff and if there was anything the Governors could do. Michael Quinn stated that being given time out of class had been very useful and Kate McDonald Boyle said she had found being given time to attend the humanities network meeting had been very valuable. They considered that as time went on it would become clearer what other resources might be needed other than the HEP books;
- (n) in response to a query from Michelle Broomes, Michael Quinn explained that visual representations were available to help SEND Students and pictorial ways of learning really helped them to follow lessons. They were helped to find key words and Chrome books were now available for Years 3 and 4;
- (o) Bambos Charalambous asked about the different heritages of the children. Michael Quinn considered that heritage did come up in conversations in class. Bambos Charalambous reminded Governors that parliament could offer some good educational resources and he was happy to help. Michael Quinn explained that many of the units were centred around the Mediterranean where many of the children originated and took their holidays;
- (p) Governors discussed the importance of understanding the strategies when Ofsted came and the Chair asked Governors to familiarise themselves with them. The Chair reiterated again how impressed he was with the teaching methods in place for Humanities and asked that details of the Big Questions be sent to him. He thanked Kate and Michael for their time.

RESOLVED that examples of Big Questions be sent to the Chair.

ACTION: MICHAEL QUINN/KATE MCDONALD BOYLE

RE

REPORTED that Rachel Knightley guided Governors through the RE curriculum and the following matters were highlighted;

- (a) Rachel Knightly had attended a network meeting today at the LDBS and she had been very pleased at how good SMAB books looked when compared to other schools;
- (b) Governors were reminded of the vision statement – An inclusive Christian Community building on firm foundations for successful lives. Governors were shown an example of a question that might be asked by Ofsted -*How effective is the Schools’ distinctive vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?* and Rachel assured them that the School had all measures in place to show that the School was very effective;
- (c) Governors were informed that the School followed the agreed LDBS curriculum, areas of which were being updated and rewritten. The curriculum map was now better suited to the School’s unique setting as a Junior CofE school with a state feeder infants. There was an emphasis on the progression of knowledge and skills and providing an enquiry approach and a balanced curriculum. There was also a focus on Christianity as a living and global faith;

- (d) two thirds of the RE curriculum was dedicated to Christianity and the remaining time to other faiths. Year 3 was heavy in its knowledge of Christianity to support progression through the School and Rachel recommended to Governors that some of the two week units from curriculum time be removed and taught in the successful RE and Reflection Days which would allow more time for quality teaching, enrichment and a great depth of knowledge. Mark Jones Parry was consulted and following further discussion he agreed that this was a good idea. Rachel Knightley suggested that a rolling programme of Reflection Days be put in place and half of the day could cover some of the units in a more creative way. The other half would focus on Spirituality and the exploration of world faith. There would then be more time to cover the Easter and Christmas units.

RESOLVED to agree the changes to the two week units.

- (e) Rachel Knightley explained how they wanted to develop pupil's literacy and was pleased that the children's vocabulary was growing as was their confidence. An enquiry based approach was being used and Governors were shown an example of answers to the question – *How would Christians advertise Christmas to show their beliefs today?* They were also guided through the ways in which the School was developing a balanced, multi-disciplinary RE curriculum. Staff made a great deal of effort in their planning and language in book work was strong;
- (f) a very successful Reflection Day had been held in the Autumn Term and Rachel Knightley was keen to celebrate the children's work in displays around the School. Governor were shown examples;
- (g) Governors were informed about the ways in which the School intended to continue to embed the School's Christian vision to support the development of pupil's active spirituality. Rachel Knightley explained the differences between Spirituality and Faith. Spirituality was an innate sense of awe and wonder, there's something or someone more than just me, whilst Faith was a response to God; making a difference to the life that we lead. Training had been received on Spirituality from the LDBS and it had been clear that SMAB was ahead of other schools in the teaching of this. The School was considering the meaning of Spirituality and how it could be explored and developed through four key words and images. These were experience, reflection, transformation and encounter and imagination and used the images of windows, mirrors, doors and the candle;
- (h) Rachel Knightley showed Governors images of Year 5 Big Books which demonstrated the impressive level of the understanding of spirituality that the children's work contained. Governors also viewed Year 3 work which showed good self-reflection but demonstrated how much they progressed by Year 5. The Reflection Zone had been developed and a "big" question was put into the area once or twice a week for the children to reflect upon. Pictures of Fr. Engin and Mark Jones Parry were also in the area and the children knew they could ask them any questions they might have.
- (i) Rachel Knightly highlighted some suggested changes to the RE policy which were highlighted in red and explained the aims of the purpose of teaching RE in School. The

Headteacher suggested that Governors read the entire policy again including the changes before agreeing to them and that the policy be brought to the next Governing Body meeting for ratification.

RESOLVED that Governors consider the suggested changes to the RE Policy and that it be discussed and ratified at the next meeting.

ACTION: GOVERNORS/CLERK

- (j) Rachel Knightley asked Mark Jones Parry provide some snapshots about Easter from his congregation to help pupils under the context in the local area. Mark Jones Parry said he was happy to help

RESOLVED that Mark Jones Parry and Rachel Knightley discuss the matter further outside of this meeting.

ACTION: RACHEL KNIGHTLEY/MARK JONES PARRY

- (k) the Chair was impressed with the level of insight from Rachel Knightley and thanked her for her very detailed and informative presentation. He asked her to let Governors know if they could be of any help. Rachel Knightley added that the vision was excellent across the School but it needed to be very clear to all the School Community for when an inspection took place. She hoped that the SIAMS one would be soon as the School was ready. She wanted to ensure that the vision was put into practice at all opportunities and informed Governors about a connection that had been made by the School with an orphanage in Kenya who shared the same values. She also added that the children were keen to set up teacher challenges. The Headteacher welcomed this idea;
- (l) the next steps were to look at assessment. The first week after half term a book moderation would be conducted although it was clear already that many children were at Age Related Expectations or Greater Depth.

6. **REPORT OF THE HEADTEACHER**

RECEIVED a verbal update from the Headteacher Mrs Debbie Butcher.

REPORTED that the following was discussed.

- (a) Safeguarding

A safeguarding audit had been undertaken on 13th January and the report had been received. It was very positive. There had been a few small areas that needed to be addressed and these had now been dealt with. Safeguarding training had been discussed and as a result of this to ensure the subject always had a high profile following annual training in September, Bridget Lennon would be putting up a slide around something to do with safeguarding for staff to review as they came into staff meetings;

(b) Covid 19

Cases had been high for both staff and pupils over the last 2-3 weeks but the situation was now improving.

(c) Attendance

Attendance was good and even with recent Covid absences had only dropped to 94%. From September to now it had averaged 94.7% which was well above the national average of 88%. It had now risen to 96% which was up to pre-covid levels.

(d) Staffing

- (i) Staff absence had been high this half term but the Headteacher considered they had been relatively lucky when compared to other schools.
- (ii) A Year 6 teacher/Science Lead had resigned as she had been offered an excellent position at another school in the Borough from September. She would be leaving in the Summer and would be a great loss to the School. A new Science Lead was being trained and the School was fine in terms of staffing. There would be no need to recruit.
- (iii) Attempts had been made to recruit a graduate TA to offer additional support to a Year 4 child with an Educational Health Care Plan (EHCP) but this had been unsuccessful as the two applications received had not been suitable. The Headteacher said they were still looking to recruit through agencies. A new staff member was working across Years 5 and 6 to help pupils with EHCPs and had settled in well. Moving forward agency staff would be interviewed before they would be allowed to go into class. Bridget Lennon assured Governors that the Year 4 child was receiving the help they needed as permanent staff members had been redeployed to help. The hours agreed in the EHCP were being covered.
- (iv) Two staff had been on Jury Service. One had only been needed for two days and the other for a week and two days. Both were back in School now.

(e) School Improvement

The School Improvement Advisor had visited for half a day yesterday. She had met with the Writing Lead and the Assistant Headteachers for Assessment and Assessment in Writing. She had looked at Curriculum development. The Headteacher was pleased to inform Governors that she was very supportive and would be visiting again for a whole day in the Summer term. During this visit she would undertake learning walks and meet again with the staff members she had spoken to yesterday.

(f) Haringey Education Partnership

A network meeting had been held this afternoon and more schools were planning to join HEP for School Improvement help and advice.

7. **PREMISES**

REPORTED that

- (a) a leaking radiator in Year 3 had been replaced;
- (b) display boards were being removed and relocated and the areas behind these were going to be repaired and painted during the Easter holidays;
- (c) the sound system in the hall had been replaced;
- (d) the Sensory Room was now finished and a video was available on GovernorHub in order that Governors could see how it now looked. The Headteacher hoped that when Governors came into the School for the meeting in March they would be able to view it in person;
- (e) during half term the Astroturf would be repaired;
- (f) a new composter was in place and was located by the gym equipment. This was part of the environmental work being undertaken by the School. Food waste would be able to be composted moving forward once it had been finally established what could and could not be put into the composter;
- (g) a canopy had been bought for the quiet area and would be installed on Monday 14th February.

8. **HEADTEACHER RECRUITMENT**

REPORTED that the Chair thanked the staff who had supported Governors through the process of recruiting a substantive Headteacher. It had been a lengthy day on Monday 7th February which had marked the end of a process that had begun back in October 2021. The Chair and Governors were delighted that Debbie Butcher had been appointed and congratulated her. Discussion was held around the fact that the community and stakeholders needed to be informed of the decision asap and it was suggested that the Chair write a letter to be included in the next newsletter and which could be uploaded to the website. Debbie Butcher expressed her thanks to Governors and said she was excited to be in a position to take the School from strength to strength.

RESOLVED that the Chair write a letter informing stakeholders of the decision to appoint Debbie Butcher as Headteacher and that this be put into the newsletter and uploaded to the website.

ACTION: CHAIR/HEADTEACHER

9. **POLICIES**

RECEIVED the following policies

- Health and Safety Policy;

- Accessibility Policy.
- Medicines in School
- First Aid

RESOLVED to ratify the above policies.

10. **TRAINING/ GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES**

NOTED that Governor training could be booked via the School based booker, Izlem Balci.

11. **DATES OF FUTURE MEETINGS**

NOTED the dates of future meetings as

17th March 2022

18 May 2022

13th July 2022

These would be held at the School at 4.30pm.

An apology for absence on 17th March was received from Mark Parry Jones.

12. **ANY OTHER BUSINESS**

REPORTED that the Chair drew Governors attention to health and safety concerns raised by a School Improvement Officer around the live candle used for Collective Worship and wondered whether it should be replaced with a safer “fake” candle. The Headteacher and Bridget Lennon were vociferous in their objection to this and as such it was determined that the live candle had never caused any problems and they wished it to stay.

RESOLVED that the live candle remain in place during Collective Worship.

13. **ITEMS TO REMAIN CONFIDENTIAL**

RESOLVED that no items be regarded as confidential.

A closing prayer was led by Mark Jones Parry.