

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



11 November 2021

MEMBERS

LA Governor	*Bambos Charalambous MP	18.9.2018	17.9.2022
Parent Governors x 2	Daniela Atamnia	19.11.2019	18.11.2023
	Vacancy		
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)

Anne Mercer, Head of Governance Services (part-time)LDBS – agenda item 5 only

Mandy Newell - Minute and Advisory Clerk

* Denotes absence

An opening prayer was led by Fr Engin.

1. APOLOGIES FOR ABSENCE

NOTED the absence of Bambos Charalambous.

RESOLVED to agree to this absence.

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 by the Headteacher that unfortunately the potential candidate discussed at the last meeting had explained to her that at present she was not in a position to join the Governing Body but this might change in the future.

(b) Parent Governor

REPORTED that a message had been sent to all Parents advertising the Parent Governor vacancy via class Dojo on 5 November along with a letter from the Headteacher explaining the role. Parents had been given seven days to express an interest but unfortunately no one had come forward. The vacancy had again been advertised in this week's newsletter and the Headteacher had expressed her disappointment at the lack of response. The application time had been extended to 19 November and the Headteacher said she would be approaching parents at the School gates. Daniella Atamnia explained that she knew of two parents who might be suitable for the role.

RESOLVED that Daniella Atamnia contact the parents she considered to be suitable candidates and ask them to get in touch with the Headteacher to discuss the role.

ACTION: DANIELLA ATAMNIA/HEADTEACHER

(c) DBS Checks

NOTED that the Governing Body must apply for a DBS certificate within 21 days of a Governor's appointment or election.

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

RECEIVED the minutes from the meeting held on 13th October which were agreed as a correct record and signed on GovernorHub. The following matters arising were discussed.

(a) Governance Statement

NOTED that the Chair apologised that this had not yet been produced and stated that it would be completed by the next meeting.

RESOLVED that the Chair produce a Governance Statement for approval at the next meeting.

ACTION: CHAIR

(b) Pupil Achievement

RECEIVED whole School Targets, a copy of which is available in the Minute Book and on GovernorHub.

REPORTED that baseline data had now been produced for all pupils. One year group's data for writing was being queried as it was felt it was slightly inflated. Two trained moderators were looking at this. Children who should be able to reach age related expectations (ARE) by the end of the year had been highlighted and targets for each year group had been set. The Headteacher explained that baselines were low and were in the 50's and 60's which was not unusual taking things into account and the fact that they were finding more gaps as teaching went on.

5. **SKILLS AUDIT**

RECEIVED a presentation from Anne Mercer, Head of Governance Services (part-time) London Diocesan Board for Schools (LDBS), a copy of which is in the Minute Book and available to view on GovernorHub.

REPORTED that Anne Mercer introduced herself and went through a number of slides on screen. She explained that she had discussed the presentation with the Headteacher. The following was highlighted.

- (a) Governors were given a welcome to the LDBS and it was explained that the LDBS had embraced the Diocese of London's new vision 2030 that all Londoners – including children and young people – would experience the love of God in Christ. The LDBS aimed to serve and support schools to be places where we can all flourish, places which enable transformational futures, deeply Christian, committed to serving the common good, with the invitation of Jesus to “life in all its fullness at their heart;
- (b) the objectives of the presentation were to give a summary of the roles and responsibilities of Governors in a church school, to explain the Governor's strategic role and to explain how to ask good questions and to give a summary of the skills audit results and ideas for next steps;
- (c) Governors were reminded that all Governing Boards had three core functions, to ensure clarity of vision, ethos and strategic direction, to hold executive leaders to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff and to oversee the financial performance of the school and make sure its money was well spent;
- (d) Anne Mercer pointed out that it was the Headteacher's responsibility to run the operational matters in the School but these and the strategic ones had become blurred during Covid and Governors had during this time become more operationally involved too. She also added that Foundation Governors were in place to secure the Christian character of the School but all other Governors should also be involved with this. Collectively all Governors in a church school should have particular concern for establishing and promoting the School's Christian values, and the quality and effectiveness of RE and collective worship, the spiritual development of pupils and

adults within the School community, maintaining and developing links with their local church and understanding the purpose of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection and how this was implemented within the School. Anne Mercer emphasised the importance of asking good questions and explained that governance was a questioning role. The LDBS suggested that Governors should be a critical friend to the Headteacher offering both support and challenge so that they could hold the Headteacher to account. Both Ofsted and SIAMS would want to know that Governors were inquisitive and she explained that Governor meetings should always be dynamic and engaged;

- (e) good questions demonstrated that Governors cared about the vision and strategy for the School and wanted to see this lived out in every aspect of school life, that they understood the strategic challenges faced by the School, that they were ambitious for all the children in all circumstances and that they were keen to see staff perform at their best. They showed that Governors ensured that children were safe and that they cared about the wellbeing of both staff and children. Relevant questions also showed that Governors were ensuring that school funds were spent effectively with the intended impact on pupils and that the policies in place were effective and compliant and that they understood the community and stakeholders. Questions should not be aggressive but prove data and show that Governors understood the dynamics that were strategically relevant. Anne Mercer was complimentary about the minutes she had seen and felt that these were a clear and concise record showing questions that reflected the extent of Governor scrutiny;
- (f) following some queries, Anne Mercer stated that Link Governor resources could be shared and training given if required;
- (g) focus was given to the Governor's strategic focus and on significant strategic challenges. Anne Mercer explained that whilst secondary issues might require the Governor's attention, this should not be at the expense of its ability to oversee and drive up the overall educational and financial performance of the School. Governors needed a robust process and framework for setting priorities, creating accountability and monitoring progress. A 3-5 years strategic plan would help the Headteacher to produce her annual school development plan (SDP) A yearly work plan for Governors could be produced and link role descriptions could be linked to the strategic plan and SDP. Skills audits and self-evaluation were also vital for good governance;
- (h) the Skills Audit results were reviewed and focus was given to the high scoring competencies, (4), the mid scoring competencies (3) and low scoring (2). There were only two low scoring competencies and these were other board/committee chairing experience and headteacher appraisal panels. Training and development requests were for equalities/unconscious bias training, understanding the school curriculum, strategic financial awareness and new governor induction. Ann Mercer told Governors she had been impressed with the audit results and the mid scores showed that the Governing Body was made up of some very experienced Governors whilst others were clearly new to the role;
- (i) Anne Mercer informed Governors that the LDBS was offering finance training over the course of this academic year with one hour twilight sessions being held which would

cover a range of strategic financial planning issues. She also pointed out that when recruiting new Governors, consideration should be given to sourcing someone with financial skills. Sally Moore at the LDBS might be able to assist with this. It was recommended that Subject Leaders and the Curriculum Leader could present to the Governing Body on the curriculum offer and this could be supplemented with learning walks and curriculum training;

- (j) Governors discussed stakeholder engagement and it was recognised that this had ceased during lockdown. Anne Mercer suggested that Governors might wish to look at ways to reengage with their key stakeholder groups, ie staff, pupils and parents. She was also happy to offer training and induction for new Governors to help them fully understand the core functions of their roles. Governors could meet their legal obligations by ensuring the School policies were compliant and that they understood how these policies were implemented within the School. Any concerns around the Governors Code of Conduct which had been received should be raised with the Chair or Headteacher around the context of the document;
- (k) in response to a Governor's question Anne Mercer explained that the LDBS offered Equalities training as well as training on unconscious bias. Training was also available from the LA. Governors continued to discuss mid scoring competencies and the fact that the results were encouraging and showed Governors could fulfil their core duties. Anne Mercer suggested that new Governors could ask to be mentored by another Governor;
- (l) useful resources were highlighted and both the Headteacher and Chair thanked Anne Mercer for her time and helpful information. It was suggested that Governors reflect on the presentation and go back to Anne with any questions they might have. The Headteacher said that she would email Anne with her queries and follow up requests but following some queries that arose Anne explained that Link Governors should meet at most once a term and the Priests at least once term. The Health and Safety Governor should visit once a year and the SEND Governor twice a year. It was important that Governors did not duplicate their workload. Anne Mercer asked if Governors had a template to produce their reports following a visit and the Headteacher explained that a new one would be produced;
- (m) Anne Mercer asked if anyone was surprised by the Skills Audit results and it was established they were not. It was mentioned that any Governor with management experience would be able to help on the Headteacher recruitment panel but Governors were assured that an external advisor was always part of this and helped to guide the process. Governors continued to discuss the audit results and the Headteacher pointed out that Bambos Charalambous had management experience but his skills audit had not been included in the results as he had not yet completed it and thus this area might have scored higher if it had been included;
- (n) following a question from Anne Mercer around how strategic Governors felt they were it was established that Governors were stronger at safeguarding what they already had in place rather than being proactive and making changes. In response to a query from Fr. Engin as to what SIAMS would consider excellent in terms of Christian implementation vision, Anne Mercer directed him to the SIAMS framework and

explained that they would want to know that the vision was established and promoted by the leadership at all levels and to see that the vision was connected to flourishing children and adults in the School. Sally Moore and Jane Pavlou would be able to offer training in the relevant areas to help with this.

6. HEADTEACHER UPDATE

RECEIVED the written report from the Headteacher, Ms Debbie Butcher, a copy of which is in the Minute Book and available to view on GovernorHub.

REPORTED that the report was in a new format which the Headteacher had discussed and agreed with the Chair. She explained that it was a work in progress and asked Governors for any comments. She explained that the change took into account that Governors received a full verbal feedback each month and that previously there had been a lot of repetition within the written report. The following matters were highlighted

(a) Executive Summary

- (i) Year 3 pupils had settled well, including those with Educational Health care Plans (EHCPs) who initially found the change in setting and routine very difficult. They had settled well due to good working relationships between school and home and effective targeted intervention.
- (ii) The school held a series of successful Meet the Teacher meetings in September. A secondary transfer meeting for Year 6 parents was also held and a transition evaluation meeting with Year 3 parents to identify areas where systems could be improved.
- (iii) Parents' Consultation Meetings were held virtually in October due to rising Covid cases. 85% of parents were spoken to before the half term break and more meetings would be taking place with interpreters this week. In response to Governors' queries, the Headteacher explained that attendance was lower than normal (usually around 96%) due to the difficulties making phone contact and parents with English as an additional language (EAL). It was taking time to get the relevant support. Daniella Atamnia offered her help and explained that she spoke several languages. Bridget Lennon asked her how soon she would be able to help and Daniella stated as soon as required. On the phone she was available anytime and face to face anytime except Monday or Friday. Bridget Lennon and the Headteacher thanked her for her offer.
- (iv) The school's LA School Improvement Advisor (SIA), Beatrix Simpson, visited at the end of September, talked to the Headteacher and toured the school. She produced a report (document on Governor Hub) and agreed with the school's self-assessment (SEF).
- (v) The school continued to receive excellent collective worship videos from St Cuthbert's and St Michael at Bowes church.
- (vi) Mine Yilderim had led Godly Play sessions with Lower School classes to support and enhance the delivery of the RE curriculum.

(b) Challenges

- (i) The number of Covid-19 cases continued to grow, meaning the school was unable to return to whole school collective worship as planned or hold Parents' Consultation meetings in school. To date, there had been 9 confirmed cases; 7 pupils (6 in one Year 3 class) and two staff members.
- (ii) Staff absence was high and getting higher due to a number of illnesses going round the school. Pupil absence was also rising for the same reason.
- (iii) As the intake was changing more Eastern European pupils or pupils who speak these languages were being admitted. As the staff contained no one who speaks an Eastern European language, the Headteacher was currently looking for a teaching assistant who could fill this role. He or she would replace two TAs, who left at half term. Candidates for a TA role had not so far proved to be of a high enough quality and the Headteacher explained that she wanted to hold out until the right person was found for the role.
- (iv) Falling roll continued to be a big concern. There were currently 292/360 pupils on roll. The Headteacher explained that as with many schools in London and other large cities, families had moved out of the area for a variety of reasons. These included Brexit, Covid-19 and temporary housing issues. Some families did not return after the summer break. A very small number of children had transferred to other schools with spaces that would ordinarily have been oversubscribed. The focus was on raising the profile of the school in the local community to encourage in-year transfers. It was considered that low numbers would be an issue for around five years with a falling birthrate at present. Conversations were being held with the LA with representatives from all types of Schools to consider how the situation was going to be handled. The Headteacher assured Governors that she would take the relevant advice as to what would be required should there be a need to restructure the School

(c) Other Information

- (i) It had been confirmed that SIAMS would be inspecting the School during 2021-2022. The school had held an INSET day focused on SIAMS and Spirituality, and two staff meetings focused around excellent RE teaching and collective worship.
- (ii) Preparations were well underway for the celebration of 125 years of SMAB during the week of the 22nd November for the children but rising Covid cases meant that the event on 27th for former pupils/staff had been being delayed until the summer term when it was also hoped that Bishop Rob would be able to attend.
- (iii) A bid had been submitted to the diocese (in addition to the long-standing bid for the Y4 toilets to be developed in the same way as the Y3 ones) for the old caretaker's house to be made disabled access friendly and to put in a wet room. This would allow the School to hold parent courses in there, use the space for pupils who needed this provision and provide washing facilities for staff who cycle to work. The bid for the toilets was not looking likely to be successful but surveyors had visited in respect of the caretaker's house and

plans had been sent to the Headteacher as to what could be done should the bid prove to be successful.

- (iv) The school received its allocation of eleven CO2 monitors from the DfE on 3 November. These had been placed in classrooms (x8) offices (x1) and high-use communal spaces (x2) and would Hopefully help to ventilate areas appropriately without freezing everyone! They were working well with only slight concerns being highlighted in the small group room. All others were showing green and where an orange indicator appeared, windows were being opened to add to the ventilation.
- (d) Attendance

Whole school attendance to date was 95.25% which was very good. A number of nasty 'bugs' were going around school at present, including very bad colds, stomach bugs and flu. Nationally, attendance figures had dropped to around 90-91% so attendance remained above national. Governors were pleased to learn this. Attendance tracking had not identified any groups as having lower attendance than others and signs of persistent absenteeism continued to be monitored.
- (e) Pupil Premium Grant (PPG)

The information was being compiled in the new Government format and would be ready to be presented to the Governing Body in December. Key areas for how this would be used were being considered. 85 children were currently entitled to receive the grant and the allocation from April 2021-April 2022 was £114, 635. Governors reviewed the details of the innovations and interventions using the PPG and in response to query from the Chair, the Headteacher explained that Freckle Maths was similar to Accelerated Maths. Following further queries, the Headteacher informed Governors that the Cultural Capital monies gave opportunities for enrichment for pupils, including virtual workshops and tours, visitors to school and local visits. The first ones were planned for November and it was planned to ensure something was done each half term.
- (f) Catch up and recovery premium and school based tutoring grant

Some of this money would be used for school based tutoring. £12,325 had been allocated to the School and £6,163 had been received this financial year, £3,081 in the Autumn term. The priorities for the allocated funds were, employment of staff to facilitate smaller group working and pupil conferencing, outside agencies to deliver interventions (e.g. Mr Numbervator and Curious Maths), top up tutoring payments (government) to ensure staff were paid appropriately for their time and an academic mentor to work with pupils during lessons and provide further support. School-based staff would deliver 1:1 and small group intervention sessions after school to pupils identified as needing an additional boost to teaching in order to make accelerated progress from KS1/baseline assessment. The first tutoring sessions would being w/c 15th November 2021.
- (g) School Performance and Standards

Governors reviewed the data for Term 1 for the whole School and for each year group. The Headteacher highlighted the fact they were working especially hard on reading in Year 3 and checking writing in Year 5;

(h) Finance and Premises

The Headteacher was pleased to inform Governors that a nurture space was being developed in the guided reading resource room and painting and decorating was taking place. In response to Governor's queries, she explained that the resources were designed to calm distressed pupils and refocus them. Bike racks had been purchased for the use of both staff and pupils and mosaics had been produced for the School playground. The school values were and welcome sign had been put up on the ramp wall.

(i) Health and Safety

There had been two reported and documented accidents in the stage area. Both of these had been investigated before the area was reopened to pupils. Padding on the seats was to be replaced. A health and safety site walk took place on Thursday 21st October and a Fire Drill on Wednesday 13th October, both of which had been successful. . Pupils and staff left quickly and quietly.

(j) Staffing

Governors reviewed the staffing information and noted the changes in green. The Headteacher informed Governors that in future she would only report any changes if this was acceptable to them. Governors agreed that it was.

(k) Future Proofing

The Headteacher drew Governors' attention to the fact that From November 2021, the school would have to submit monthly returns to the DfE regarding the use of the catch-up premium and school-based tutoring grant. The substantive role of Headteacher would be advertised in December and interviews would take place in early February 2022 . Restructuring discussions would take account of new leadership and the impact of falling roll and would take place in spring 2022. Succession planning for the role of SENCO would begin in summer 2022 in readiness for the retirement of the existing Inclusion manager in summer 2023. Managing cases and potential outbreaks of Covid-19 over the winter months continued to be a challenge for the school. However, everyone would continue to follow the contingency plan and respond appropriately to any changes in government guidance.

(l) Safeguarding and pastoral update for the last term.

There had been;

no complaints;

no Children Looked After;

one Child Protection (Safeguarding) referral to social care;

no allegations against staff reported to the Lead Officer for Child Protection;

one reported racial Incidents;

one reported serious bullying Incidents;

no significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people;

no exclusions.

NOTED that Governors thanked the Headteacher for her comprehensive report and were satisfied with the new format.

RESOLVED that if Governors had any further questions or considered there should be any additions to future reports they should contact the Headteacher.

ACTION: GOVERNORS

7. **PUPIL ACHIEVEMENT**

REPORTED that the Headteacher had attended a webinar about the new format for reporting this earlier in the week. An Away Day with the SLT was planned next week and part of this would be spent working on the document.

RESOLVED to discuss this at the next meeting.

ACTION: HEADTEACHER/CLERK

8. **POLICIES**

RECEIVED the following policies, copies of which are in the Minute Book and available to view on GovernorHub.

- Child protection and Safeguarding policy (including E-safety)- annually
- Safer Recruitment policy - As required from LA updates;
- ECT Policy;
- Teaching and Learning Policy;
- Menopause support Policy;
- Behaviour Policy.

RESOLVED to ratify the above policies.

9. **GOVERNOR TRAINING**

NOTED that all training sessions were listed in the Governor Training Brochure 2021-22, available on Governor Hub.

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

<https://traded.enfield.gov.uk/professionallearning>.

10. **DATES OF FUTURE MEETINGS**

NOTED the dates meetings for the next academic year as

9th December 2021

12th January 2022

10th February 2022

17th March 2022
18 May 2022
13th July 2022

Red text = face to face meetings.

11. **ITEMS TO REMAIN CONFIDENTIAL**

RESOLVED that no items be regarded as confidential.

A closing prayer was led by Mark Jones Parry.