

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



**9 December 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)  
Camilla Iesini –(Staff) (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 and Rebecca Christy.

**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

**NOTED** there was no further news on this vacancy

(b) Parent Governor

**REPORTED** that there were three potential candidates for the vacancy from parents with children in Years, 3, 4 and 5. The candidates were preparing their resumes and a parent election was planned for January. Their resumes would be put into the newsletters and onto the website. It was hoped a new Parent Governor would be in place by the February meeting.

**RESOLVED** to hold a Parent Governor election in the second week of January.

**ACTION: 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 11<sup>th</sup> November which were agreed as a correct record and signed on GovernorHub by the Chair. The following matter arising was considered.

Governance Statement (Minute No 4(a))

**RECEIVED** the annual Governance Statement, a copy of which is available in the Minute Book and on GovernorHub.

**NOTED** that Governors reviewed the Statement and were happy with the content.

**RESOLVED** to agree the Governance Annual Statement and upload it to the School website.

**ACTION: HEADTEACHER**

5. **PRESENTATION**

**RECEIVED** a presentation on Reading, including phonics from Camilla Iesini.

**REPORTED** that reading at SMAB was an Ofsted priority and in particular phonics as this had been an area for development at the last inspection. The following was highlighted

- (a) Year 3 had a daily intervention programme of phonics for those who had not passed Set 3 and there was phonics revision of Set 3 advanced sounds for all other children in the class. An Inset Day on training on RWI was booked for April 19<sup>th</sup> 2022 and the English budget was being used for related resources, ie training, new PWI books and the Oxford Owl subscription which allowed access to online RWI resources;
- (b) the lowest 20% of pupils had been identified using target tracker and from January daily reading would be taking place with this group. Camilla lesini explained that ensuring these children were reading was key in ensuring they could access all areas of their learning, not just English. All members of staff were to make this a priority and would be supported by the SLT and site staff. A guide had been created for staff to follow and use and there were opportunities for staff to observe others;
- (c) guided reading would be allocated four sessions per week using MIDAS skills. Camilla lesini explained that many children did not understand the complicated process that adults underwent without thinking. It was planned to give the children skills and comprehension strategies to use if they were unsure. A staff meeting was held this term and team teaching was in place to offer support;
- (d) the importance of reading for pleasure was recognised and a book vending machine had been installed at the School. Children were chosen regularly to visit it and choose a book. A group of pupil premium children/reluctant readers had visited a bookshop in Muswell Hill and been given a budget to purchase books for their classes. A children's book project was in place where by children were gifted two books each. A daily big read took place in class for around 10-15 minutes. Recommended lists had been given to teachers but they were able to make their own choices or lead a vote with their classes. This had proven to be very popular and created a shared reading culture in classes;
- (e) the Chair asked what support was given to help parents read with their children at home and was informed that PowerPoints and videos had been created which would help parents to assist their children. These had been shared on Class Dojo;
- (f) following a further query from the Chair about how the teaching of poetry was being addressed, Camilla lesini explained that poetry links had been created for each year group and they were ensuring that some famous poems became familiar to the children. This was part of the writing cycle. Year 6 had been learning the Night Before Christmas and performed it along with Talking Turkeys;
- (g) Michelle Broomes asked about phonics interventions for Years 4, 5 and 6 and was informed that new starters were given an assessment and if necessary were put into a 1:1 reading intervention or English group with a learning mentor. It was hoped to introduce Fresh Start interventions (Phonics for KS2). Michelle Broomes commented that she considered Fresh Start to be excellent and the Chair agreed. The methods employed helped children not to feel uncomfortable about being older and needing help in this area.

**NOTED** that everyone thanked Camilla Ilesini for her very informative presentation and stated that they were all impressed with the work that was being undertaken around reading at the School. The Headteacher explained to Governors how hard Camilla Ilesini worked and informed them about the training and activities she had undertaken. She added that with the help of the office and site staff it meant that everyone had two children to read with on a 1:1 basis. The Chair asked if Governors might be able to assist with reading on line with some children. The Headteacher thanked him for the offer and said she would give this some consideration.

## 6. HEADTEACHER UPDATE

**RECEIVED** a verbal update from the Headteacher, Ms Debbie Butcher.

**REPORTED** that

- (a) the 125 year celebrations had been a great success and a lot of fun had been had by all involved. Bishop Rob had attended and conducted two collective worships for the lower and upper school. A photographer had captured the event and everyone had dressed up and embraced the day. A time capsule had been buried near the school entrance and a plaque now marked the spot. The Chair and Bambos Charalambous had attended this event along with the Deputy Mayor and Deputy Director of Education. The Headteacher had written a short article for the LDBS website and this was now available to view. Governors had been sent the link. The Chair thanked the Headteacher and staff for the brilliant celebrations and the Headteacher said it had been a pleasure to be part of it and would result in some wonderful displays being put together around the School;
- (b) the Autumn 2 data was now available and tomorrow was assessment day. Relevant actions would be implemented following this. The baseline data for Autumn 1 was now completed. Governors were reminded that the summer baseline data was not as accurate as it should have been due to the Covid situation and the fact it had taken time to see the impact of the lockdowns on children's learning. The Headteacher explained that the gaps were social and emotional as well as academic. Governors would receive the data in January;
- (c) the tutoring programme would commence in January. The School had received funding for 52 children but in fact would be providing tutoring for 26 due to the time availability of the tutors and the costs involved to provide a high standard of provision. Following Governors' queries, it was explained that the half of the money not being used would be given back to the Government and the rest would be used to help the children who really needed it most;
- (d) there had been Covid cases in 9/12 classes and staff sickness numbers were rising. The Headteacher explained that by this stage in the term everyone was very tired and thus illness was more common. Governors recognised this;
- (e) the CO2 monitors were working well and there was a good flow of air throughout the School;

- (f) work was being done on behaviour across the School and Bridget Lennon was the core leader for all staff. There was also a focus on evaluating how inclusive Stakeholders felt the School was. The Headteacher was pleased to inform Governors that they ranked 4.35/5 at present for the staff and parents and higher for the children who had been interviewed to see if they understood what inclusion was. Ideas received from the children had been implemented;
- (g) there were currently 291 on roll which was much lower than desired. This would be looked at in the Spring in terms of the budget and HR;
- (h) boiler works had been completed and the thermostat lowered as the building had been too hot. The heating was now being turned off on a Friday afternoon and on again on Monday morning in order to make savings;
- (i) next week the focus was on Christmas. Years 3 and 4 were attending the panto at Millfield House on Monday with Years 5 and 6 going on Tuesday. The Staff panto was being filmed on Monday. An after school movie night had been arranged and so far 126 children planned to attend. Wednesday was SMAB Christmas Day and Mark Jones Parry would be conducting a service followed by lunch. Thursday would see the Christmas raffle take place and parents had been invited to attend a carol service in the playground at 2.30pm. 106 parents had said they would be attending. The Nativity would take place on Friday morning and Year 4 had been spotted around the school filming the event. Everyone would leave at 1pm for a well-deserved Christmas break.

7. **PUPIL ACHIEVEMENT (PP)**

**RECEIVED** the Pupil Premium Strategy, a copy of which is available to view in the Minute Book and on GovernorHub.

**REPORTED** that Governors reviewed the document in depth and the following was highlighted by the Headteacher;

- (a) the DfE had requested that a new PP strategy statement be provided this year. This statement detailed the School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of disadvantaged pupils. It outlined the pupil premium strategy, how the School intended to spend the funding in this academic year and the effect that last year's spending of pupil premium had within the School
- (b) the Headteacher explained the complexities of producing this new format in terms of the information required for the financial year and the academic year but she had moved over a lot of the information already compiled by Maria Jay;
- (c) Governors were informed how difficult it was to produce three year plans in respect of finances even though this was what the Dfe wanted. Governors reviewed the funding overview and the statement of intent along with the challenges faced. They considered the intended outcomes and the activity in this academic year which

contained details of costs. They also looked at targeted academic support and wider strategies and the budgeted costs for these. The total budget cost was £126,960;

- (d) the Headteacher explained that the baseline data from Autumn 2021 needed to be added into section B- review of outcomes in the previous academic year. She informed Governors that this was lower than would normally be expected but all schools were reporting this trend. Governors were assured that the School Improvement Plan contained measures to help with accelerated progress and the filling of gaps. Mark Jones Parry asked if PP pupils had suffered disproportionately during lockdown. The Headteacher said that overall this was the case but there were some vulnerable children who were not PP and some PP children had actually thrived.

**RESOLVED** to agree the Pupil Premium Strategy and that this be uploaded to the website., subject to the additional information being added.

**ACTION: HEADTEACHER**

## 8. STAFFING

**RECEIVED** the Summary of Performance Management, Training CPD info – Autumn 21 and an absence report, copies of which are included in the Minute Book and available to view on GovernorHub

### (a) Performance Management Cycle

**REPORTED** that the number of staff on UPR was 1, 11 were on the MPR and 4 on the leadership pay range. The Headteacher gave Governors a brief overview of how teacher pay worked and the scales involved. Following a query, it was confirmed that lessons were no longer graded and lesson observations were developmental. In response to a query from the Chair, it was established that of the twelve targets set for those on the leadership pay scale, one was only partially met due to the pandemic making it impossible to complete. Governors reviewed the document in depth. The overall percentage of targets achieved was 96% - 1 person partially met (100% including Partially Met). The percentage of whole school targets achieved was 93% (100% including partially met). The percentage of group targets achieved was 100%. The percentage of Leadership & Management targets achieved was 93% - 1 person partially met (100% including Partially Met. The partially achieved targets were because staff and children were not in school to carry out the actions or due to a delay in implementing actions because of lockdown and Covid restrictions. Targets were not data based and included one well-being target. Suggestions for future improvements were that the core SLT, which included two inexperienced members, needed to meet to agree whether targets were met, partially met or not met before finalising with staff to avoid inconsistencies. This needed to happen at the end of the cycle as well. The agreed actions were:

- training and support for new core SLT to write appraisal reports correctly;
- new Core SLT members to sit in on appraisal meetings with Deputy Headteacher or Headteacher;
- set meeting in the summer term to quality assure final meetings and judgements before appraisal forms were signed;

- all teachers to have one data-focussed target to ensure vulnerable pupils catch up with their peers;
- all teachers to have one 'passion' project to support the school priority of rebuilding enrichment and links with the community.

(b) Absence Reporting

**REPORTED** that Governors reviewed the absence analysis that contained data for this term up until the end of November. Absence had increased as the term progressed mainly due to illness and medical appointments. It was expected that the December figures would be comparable with those in November.

(c) CPD

**REPORTED** that Governors were impressed with the amount of training that had taken place this term. The Headteacher explained this was due to the amount of staff they had within the School and the fact that cover was readily available. It also helped that a lot of training was online and the fact that some was recorded so could be completed when it was convenient for a staff member to do so. Much of the training was free as it was part of subscriptions that the School signed up to.

9. **POLICIES**

**NOTED** there were no policies to review.

10. **GOVERNOR TRAINING**

**REPORTED** that the Chair, Mark Jones Parry, Daniella Atamnia and Michelle Broomes had completed Headteacher recruitment training run by Sally Moore at the LDBS and found it a very useful session.

**NOTED** that all training sessions were listed in the Governor Training Brochure 2021-22, available on Governor Hub and that training could be booked via the School based booker, Izlem Balci

11 **DATES OF FUTURE MEETINGS**

**NOTED** the dates meetings for the next academic year as

12<sup>th</sup> January 2022

10<sup>th</sup> February 2022

17<sup>th</sup> March 2022

18 May 2022

13<sup>th</sup> July 2022

Red text = face to face meetings.