

**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 November 2022 2022

MEMBERS

LA Governor	Bambos Charalambous MP *	18.9.2022	17.9.2026
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 – Vicar of St Michaels Wood Green *	Ex-officio	
	Revd. Mark Jones Parry - Vicar of St Cuthberts	Ex-officio	
	Michelle Broomes (PCC)	3.10.2019	2.10.2023
	Vacancy x 1(PCC)		
	Lawrence DeSouza (East Haringey) Deanery Synod (Chair)	14.11.2019	13.11.2023
	Gerald Gambrah (LDBS)	10.11.2022	9.11.2026

	Vacancy x 1 LDBS		
Headteacher	Debbie Butcher	Ex officio	

Also attending

Mary Gavriel – (Associate Member)

Izlem Balci – SBM

Isaac Kalonji (potential Foundation (LDBS) Governor)

Mandy Newell - Minute and Advisory Clerk

An opening prayer was led by Mark Jones Parry who also chaired the meeting.

Introductions were made and Gerald Gambrah was welcomed to the Governing Body.

The Headteacher asked Governors to consider whether the number of meetings and the timing of these was working for them. Governors considered that 5pm might be more convenient.

RESOLVED that meetings would commence at 5pm from January 2022 and the number of meetings would be reconsidered for the next academic year.

MINUTES – PART 1

1. **APOLOGIES FOR ABSENCE**

Apologies for absence were received from Bambos Charalambous, Fr Engin, Camille Anderson and Kate McDonald Boyle.

NOTED the absence of Fr.Engin.

RESOLVED to agree to 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) Foundation Governor

REPORTED

- (i) the appointment of Gerald Gambrah as an LDBS Governor with effect from 10 November 2022.
- (ii) it was hoped that Isaac Kalonji would be able to take up his role as an LDBS Governor in due course.

- (iii) the resignation of Rebecca Christy with effect from 20 October 2022. Rebecca had spoken to the Headteacher and explained that her work commitments meant she was unable to give the time to the Governing Body she would have wanted to. She wished everyone well and in return the Headteacher thanked her for her contribution over the last two years.

NOTED the PCC vacancy.

RESOLVED that Mark Jones Parry would speak to his congregation about filling this vacancy.

ACTION: MARK JONES PARRY.

(b) DBS Checks

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

4. **FINANCE MATTERS**

RECEIVED the ICFP Primary Model, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that the SBM had spoken to Phil Helme, the LA Consultant and it had been confirmed that the thresholds remained the same as last year but the formulas were now working. The teacher contact ratio was now accurate. The system meant the School had more red areas than in the past but Phil Helme had commented that the School's budget was the best he had seen and the sort the DfE wanted all schools to aspire to but was rare at present. Average teacher costs looked high but Governors were assured they were within threshold. There was concern around pupil numbers and these were affecting the outcomes of the SFVS. However, the School was in a good position and much better than other schools although it was recognised that each year the financial position was becoming more difficult. The SBM recognised the SFVS was not as accurate as it should be due to data being based on last year's threshold but she had spoken to Sangeeta Browne at the LA and considered that the situation was the same for all schools. Governors discussed the importance of the carry forward and Governors were assured the School would try to carry forward monies as close to the 5% or £100,000 allowable.

RESOLVED to ratify the SFVS.

5. **SUCCESS**

REPORTED that

- (a) the Headteacher explained that a key note speaker had attended the Inset Day on 31 October and had been excellent. She had highlighted the need to think about

what the children were taught in terms of being successful for the future they would be facing and the fact there was a need to understand what their future could be and consider how very different it might be now due to situations like the pandemic, the rise in technology, climate change and the cost of living. Teachers needed to understand what “successful” looked like when taking the three main elements of Head (academic issues), Hand (practical issues) and Heart (emotional wellbeing etc) into consideration,

- (b) staff met the next day and discussed their thoughts on what a future world might hold for the children they were teaching now;
- (c) the Headteacher asked for Governors perspective around the world the children might grow up in and explained that the curriculum would be reviewed to take into account not just the “Head” but also “Hand and Heart”. She considered that the Covid catch up money could be used to teach skills around Hand and Heart;
- (d) Isaac Kalonji considered it would be important for children to have a good understanding around digital safety and the Metaverse and Lawrence De Souza pointed out that the pandemic meant that children had missed out on a chance to develop in the way they would have before and whilst he recognised the time around teaching the curriculum was tight there was also a need to help the children build their characters and develop socially as well as academically. The Headteacher agreed and considered that as a church school they had collective worship which was a valuable tool and they had freed up the curriculum to help the children in ways other than academia. She was pleased to inform Governors that from January OPAL (outdoor play and learning) would be in place and this would be a valuable way of teaching social skills. Staff had discussed concerns around social skills and considered ways in which children could become more social beings. Mary Gavriel informed Governors that the different year groups were all together again for play and lunchtimes. Although this was good socially, the Headteacher determined that it also meant there were more opportunities for flash points to occur;
- (e) Isaac Kalonji considered children should be encouraged to be confident and happy to speak to people other than their friends and exchange information with them about themselves. The Headteacher said that the School recognised this. Year 6 read with Year 3 and some children would be were visiting Tottenham again from January to act as peer mentors;
- (f) Governors felt that children should be shown how digital media could be used in a positive way and Michelle Broomes emphasised the importance of teaching children to be motivated and resilient. The Headteacher agreed and stated that resilience was the value being focused on this term. She recognised there was a need for some children to build on this area. Michelle Broomes also considered practical skills such as being able tie shoelaces would be useful for the children to learn;

- (g) Lawrence DeSouza suggested that making contacts with role models the same age would be valuable for the children in order to help them become inspirational and help them support their friends and the local community. He gave examples of children in the USA and Africa who had done this;
- (h) the Headteacher thanked Governors for their thoughts and ideas and explained that staff had discussed the need for children to learn about money sense and budgeting, cooking and seasonal eating, enterprise and digital/social media, relationships and conflict resolution. They would benefit from listening to inspirational speakers, learning social skills and how to speak in public and how to debate along with etiquette in, for example, restaurants. The Headteacher said they planned to take some children to a restaurant and then bring the etiquette they learnt about eating out into school and invite parents and carers to attend an event linked to this. Teaching children how to effect change would be invaluable in areas such as climate change. Mary Gavriel gave examples of how useful the chrome books were in teaching digital skills.
- (i) The Headteacher said she would take note of all the comments and ideas from staff and Governors in order that they could review the curriculum moving forward.

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

The minutes of the meeting on 13 October 2022 were agreed as a correct record and signed on GovernorHub by the Chair.

NOTED an update on the SFVS was given in agenda item 4 above.

7. **HEADTEACHERS REPORT**

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

REPORTED that

- (a) the Headteacher drew Governors' attention to the high level of staff absence and the fact that one long term absence had been causing difficulties which had impacted on all areas of school life and finances as the School had to employ a supply teacher to cover release. They would now be the class teacher 4 days a week (job sharing with the DHT who would cover on Friday) until the teacher's return. This situation had limited the amount of in class support that the SLT could provide for teachers and the number of courses staff could attend. To date all release had been given or paid back but this might not be able to continue. In response to a query from Michelle Broomes, the Headteacher said she was unsure when the teacher might be able to return full time as it was a complicated situation;

- (b) in response to questions raised by Camille Anderson via email the Headteacher had explained that ECT was the abbreviation for early career teacher. This replaced the old NQT (newly qualified teacher). ECTs had two years of induction instead of the old one-year programme and there was much more specific training involved. PAN meant published admissions number. SMAB's was normally 90 but it was reduced this year so Year 3 would be financially viable. Currently Year 5 was also not financially viable so this might need to be considered for Year 6. Parents not engaging included things like not sending children to booster and tutoring sessions, not ensuring home learning was done and to a high standard, not attending meetings at school, not understanding how important their support for the child and the school was. This was obviously not all parents but there was a general sense that education was the domain of teachers, not parents. In addition, many parents worked very long hours and had limited time and others did not speak English and therefore felt they couldn't help. This was part of the reason why the School was starting to hold targeted parent meetings with key groups and translating them. The School was planning more opportunities for parents to come in and work with their children. School performance was above national in reading and maths and below in writing and grammar, punctuation and spelling. Figures were broadly in line or slightly below London, which was a more important and aspirational measure. Ways to improve was a longer conversation but improving teaching and scaffolding for children to reach lesson objectives was a key priority for the School. Booster sessions before or after school for key groups and steaming core subjects in Year 6 were in place as was involving parents more in partnering for learning amongst other things. In response to a query from Michelle Broomes, the Headteacher said that the booster groups were equivalent to SATS boosters but the children had already done some mock SATS papers this week too. Safeguarding issues could be related to disclosures or health and safety. The number this term was slightly higher than previous terms but not unduly concerning as it did in fact mean that children felt more able to voice any concerns they might have;
- (c) Mark Jones Parry asked what constituted a racial incident and was told this was a racial slur or the use of inappropriate language.
- (d) there were currently 282/360 on roll. 11 had joined and 5 had left;
- (e) whole School attendance to date was 95.6% (target 96%)
- (f) there had been
- no complaints;
 - seven safeguarding incidents;
 - one Looked after child;
 - no Child Protection (Safeguarding) referrals to social care;
 - no allegations against staff reported to the Lead Officer for Child Protection;

- two reported racial incidents;
- no 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 both permanent and fixed term.
- no child on child abuse

8. **PUPIL ACHIEVEMENT (PP)**

RECEIVED the pupil premium strategy statement 2022-25, a copy of which is included in the Minute Book and available to view on GovernorHub

REPORTED that

- (a) the Headteacher was very pleased that Mark Rowland had worked with the School on this and the strategy now in place was moving in the right direction. The statement detailed the School's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of the 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) Governors had reviewed the statement in depth and discussed the fact that the School did not have a huge gap between PP and non PP pupils. Mark Jones Parry commented that the statement was very encouraging but it was important now to raise attainment for everyone. Lawrence DeSouza agreed. Governors discussed the fact that maths in Year 4 was a concern and the Headteacher agreed that it was. She recognised their attainment was low and explained that the teachers felt this had a lot to do with the fact that had missed out on some basic learning during the pandemic which had taken a while to show up. A great deal of work was being done to improve the reading in Year 5;
- (c) The Headteacher reiterated that the PP targets were ambitious and challenging but were still lower than would be the ideal;
- (d) Governors discussed the importance of mental health and wellbeing for both pupils and staff following the pandemic.

RESOLVED to agree the Pupil Premium Strategy and the targets.

9. **GOVERNOR TRAINING**

NOTED that all training sessions were listed in the Governor Training Brochure 2022-23, available on Governor Hub.

Please book Governor training via the School based booker, Izlam Balci

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

To **note** the following training sessions

Mon 17 th Oct 2022	6.30pm- 7.30pm On-line	Introduction to School Finance	Steve Barker
Mon 7 th Nov 2022	6.30pm- 7.30pm On-line	Headteacher Appraisal	Lucy Nutt, Sujal Zaveri
Mon 28 th Nov 2022	6.30pm- 8.00pm Salisbury House, Bury Street West, Edmonton N9 9LA	Pupil Premium for Governors Part 1	Anne Delgreco, Pat Wood
Mon 12 th Dec 2022	6.00pm- 7.00pm On-line	Prevent Training for Governors	Evie Ginson
Mon 6 th Feb	6.30pm- 7.30pm On-line	Introduction to School Finance	Steve Barker
Wed 22 nd Feb 2023	6.30pm- 8.30pm Highlands School	Training for New Governors 4 – Inclusion & Equality	Matt Miller
Mon 27 th Feb 2023	6.30pm- 8.00pm Enfield Civic Centre(to be confirmed)	Pupil Premium for Governors Part 2	Anne Delgreco, Pat Wood
Mon 6 th Mar 2023	6.30pm- 7.30pm On-line	Chairing a Committee	Steve Barker

Member Governor Forum

NOTED the date of the next meeting as 22 November at 7pm.

10. **ANY OTHER BUSINESS**

SIAMS INSPECTION

REPORTED that Gerald Gambrah's school had recently had an inspection and he shared his experiences of this with the other Governors/ He explained that the Inspector had looked at the monitoring of collective worship and how staff were trained to deliver this. They had reviewed RE lessons and how the curriculum was shared with staff and adapted by the School. The Vision of the School had been a major part of the inspection to ensure it was clear across all areas of school life and understood by staff and children. They had looked for evidence of this. The Inspector had wanted to know how the vision was monitored and how the staff were being developed in the school. Church connections and global advocacy had been considered. The use of the pastoral team had been reviewed and the Inspector had looked at how the vision was linked to any inspirational figures. Ways in which the behaviour policy linked to the vision were considered. The Inspector met with parents and undertook observations of collective worship as well as speaking to pupils and scrutinising work. A Learning Walk was conducted and discussions were held with Governors and staff, the RE Leader and the Assessment Leader who discussed the curriculum. Documents were reviewed before feedback was given to the Headteacher and Chair of Governors.

NOTED that the Headteacher thanked Gerald Gambrah for his useful insight to what a SIAMS inspection entailed.

11. **DATES OF FUTURE MEETINGS**

NOTED future meeting dates as

Thursday 8th December 2022
Wednesday 12th January 2023
Thursday 9th February 2023
Thursday 16th March 2023
Thursday 18th May 2023
Thursday 14th July 2023

Meetings in red are virtual.

12. **ITEMS TO REMAIN CONFIDENTIAL**

RESOLVED that no items be regarded as confidential.

A closing prayer was led by Mark Jones Parry.