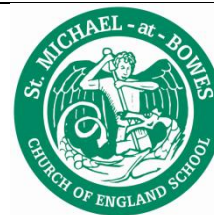


**GOVERNING BODY OF
ST MICHAEL AT BOWES CE JUNIOR SCHOOL**
Tottenham Road, London. N13 6JB



‘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)

8 February 2024

MEMBERS

LA Governor	Bambos Charalambous MP	18.9.2022	17.9.2026
Parent Governors x 2	Camille Anderson	14.1.2022	13.1.2026
	Vacancy x 1		
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	
	Vacancy x 1 (PCC)	3.10.2019	2.10.2023
	Janev Mehmet (PCC)	9.02.2023	8.02.2023
	Rosa Aers (Haringey) Deanery Synod *	21.09.2023	20.09.2027
	Gerald Gambah (LDBS)	10.11.2022	9.11.2026
	Isaac Kalonji (LDBS) *	9. 12.2022	8.12.2026
Headteacher	Debbie Butcher	Ex officio	

Also attending

Mary Gavriel – (Associate Member)
Mandy Newell - Minute and Advisory Clerk

*denotes absence

MINUTES

An opening prayer was led by Fr Engin.

1. **APOLOGIES FOR ABSENCE**

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Apologies for absence were received from Rose Aers, Isaac Kalonji and Corey Cooke.

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 that the appointment of Rose Aers had still not been formally agreed but the Chair said in principle her appointment was fine to go ahead.

NOTED the vacancy.

(b) Parent Governor

REPORTED by the Headteacher that unfortunately despite efforts to find a new Parent Governor, no one appeared to be interested at present. The Headteacher said she would speak to teachers and ask them to mention it when talking to parents. She would also be sending out a letter specifically for Year 3 parents and would also speak to the Headteacher at Tottenhall about a Parent Governor whose child had now moved up to Year 3.

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

The minutes of the meeting held on 11 January 2024 were agreed as a correct record.

RESOLVED that these be signed on GovernorHub by the Chair.

ACTION: CHAIR

There were no matters arising.

5. CURRICULUM

RECEIVED a presentation from the Maths Leader, Maroulla Georgiou.

REPORTED that Maroulla guided Governors through the plans for the maths curriculum and explained that maths was part of the School improvement Plan (SIP). The following matters were highlighted;

- (a) a focus was to embed Mastery. SMAB were part of a Mastery Hub consisting of twelve other North London schools. The main principles followed were to incorporate the use of concrete materials, use visuals, engage in mathematical thinking, become fluent around number facts, recall, variation and correction. There was also focus on closing the pupil premium (PP) gap;
- (b) sentence stems were used in each class for children to draw upon and these helped to support oracy. Children were encouraged to use them to help them be more confident in talking about maths as well as other subjects. It was recognised that it would take time for oracy to improve;
- (c) the School had been using “Fluent in 5” for the last few years. This was five questions that helped with retrieval. This had been successful, particularly for arithmetic;
- (d) a great deal of time had been spent investing in maths resources and it was ensured that these were used appropriately and that the children were confident in using them. Maroulla Georgiou explained that in respect of the curriculum, the School did not follow a set scheme but did use the White Rose scheme to support and enrich the children’s learning. This scheme went at a slightly slower pace than others and focused on helping all children access the same content in the national curriculum;
- (e) in respect of PP, work was in progress to speak with the children and staff. Observations in class were being conducted to try and identify the reasons for the gaps;
- (f) a number of competitions with other schools were in place around maths and Maroulla was delighted to inform Governors that at a recent one held at St Monicas, SMAB had got first place. The children had many opportunities to involved in anything mathematical;
- (g) the School had bought into Freckle which enabled each child to access questions specifically catered for them. Freckle could be used at home. Time tables were monitored and each half term checks were conducted by Corey Cooke and Maroulla and meetings held regarding individual children. Year 5 and 6 had streamed maths in place plus tutoring. In the next few months there were three

maths workshops planned and parents would be invited to attend to help them understand the strategies used around maths in order for them to help their children;

- (h) in class all children accessed the same content but scaffolding was in place. The children were either guided or working independently and when ready had opportunities to move onto mastery. There was time needed to support teachers to ensure lessons looked as they would want them to. The focus was to ensure the children could access the same curriculum with adapted scaffolds in place. The White Rose sequence of learning was followed in Years 3, 4 and 5. This was adapted in Year 6. Any gaps would be addressed following the mock SATS;
- (i) Maroulla highlighted that in the future it was planned to hold more maths workshops and to target parents. In order to close the PP gap there was a need to understand where parents were not engaged;
- (j) being part of the Mastery Hub enabled staff to apply to complete mastery programmes as part of their CPD. There was a need to support maths planning lessons and use NRICH to help deepen understanding.
- (k) Camille Anderson commented how good Freckle was and wondered if PP children had access to it. The Headteacher assured her that they spoke to parents to check that they had suitable devices at home for the children to access this. If not, the School had devices that could be borrowed. If for any reason children were not accessing it at home and progress in School was not being seen, ways to help these children were considered. This included a maths club. The Chair asked about closing the gap and whether it was primarily parental support that was needed to do this. Maroulla said that this was possibly the answer but more investigation was needed to establish the reasons for the gap. At present it was not possible to say that disadvantaged children were not achieving for any particular reason. Maroulla was conducting pupil voice sessions around this and triangulating data. Small support groups were helpful but maths was a subject that parents often found difficult and sometimes they communicated this to their children. It was explained that staff wanted to make maths fun and exciting and ensure children understood how it linked into other areas. The Science Lead was prioritising showing the children now maths linked to science.

NOTED that Governors thanked Maroulla Georgiou for her very informative presentation and she left the meeting

6. **HEADTEACHER'S UPDATE**

REPORTED that

- (a) the reading review had been very positive and more detail would be added to the Hub. Areas of development were in place. The reading corner had been cleared out with tatty books being removed and tidied up. Lots of new books were in place and work was ongoing to ensure all children would have books at home.

RESOLVED that the Headteacher add details of the reading review to GovernorHub.

ACTION: HEADTEACHER

- (b) the Haringey Education Partnership (HEP) advisor had changed and would be coming into School next half term to look at maths and to undertake forensic work around it;
- (c) a peer review was taking place on February 28. There would be a focus on MFL (French) across the School. The Headteacher said they wanted to audit current practice and work on what to do next to help the children succeed in the subject. The Headteacher explained how good HEP was and the fact the School was working in Hubs with them. This involved undertaking a peer review cycle with each other. The Headteacher would be visiting West Grove with Maroulla Georgiou to look at maths whilst Corey Cooke was supporting Our Lady of Lourdes. The Headteacher said she had also visited Garfield and Highfield. They had seen great practice but had also been able to offer support where practice could be improved;
- (d) staff illness was quite high at present but a staff member on long term sick leave had returned. One staff member was due to go on maternity leave whilst another was returning to full time work in May;
- (e) the Headteacher was disappointed that fundraising was not getting much support from parents and she was concerned that Opal would fail if it was not continually regenerated. Camille Anderson pointed out that help with Opal did not necessarily have to be financial. Parents could be encouraged to donate suitable items they no longer wanted and offer their skills to help build areas/items for the benefit of the project. The Headteacher agreed and Governors discussed the fact that the fundraising events planned after half term, whilst asking for money, would be specific about what the money was needed for. Rather than trying to get a substantial amount in one go, the events would be little and often. The Headteacher said she would be grateful for help from any electricians or carpenters who could donate some of their time. She added that a carpet fitter was donating some of the large carpet tubes for Opal and this was the sort of thing they needed. Mary Gavriel and the Headteacher were going to work on Opal during half term and the Headteacher said she planned to ask around the local area if any relevant businesses could provide items that they no longer needed;
- (f) following a query from Janev Mehmet about apprentices helping with work for Opal, the Headteacher said she thought she would be happy to explore this.

RESOLVED to discuss apprenticeships outside of this meeting.

ACTION: JANEV MEHMET/HEADTEACHER

- (g) the Headteacher explained that the Attendance Hub for Enfield was now based at Galliard School. A presentation had been made at the Headteachers' briefing session. In response to Governors' questions, the Headteacher said they did have a

couple of persistent absences at SMAB and work was being done to try and rectify this. The Headteacher said she had gone onto the DfE website to try and join the Hub but the closing date had been 15 January. She had expressed interest anyway and emailed Caroline Clifford about joining. If it was not possible she could still send case studies to ask for help to establish what they could do and what they might be missing. Attendance overall was significantly better than national so they did not get much support from the Educational Welfare Officer (EWO). However, they did have individual issues around some children's attendance and must do all they could to improve this and sort out any concerns before they moved to secondary school. The Attendance Officer at SMAB had reduced her hours and was now job sharing which was working well.

7. PREMISES UPDATE

REPORTED that

- (a) the telephone system was being updated and the cost of this was comparable to the current text message system;
- (b) the bid for the Greig Trust had been completed and the Headteacher had informed them about the value of Opal and the need for more funding to progress this;
- (c) the Opal pupil team had met with the Opal lead and presented plans of what they would like Zone 4 to look like. Their ideas had been impressive. The Headteacher explained the value of using anything they could find to enhance the Opal provision and said that she was considering obtaining a van to collect items such as tyres. Tyres were needed specially to demarcate zones as anything that was used that was not heavy enough ended up being used as a plaything. Tyres being used for demarcation would be painted to make it clear to the children. Camille Anderson wondered if something visual could be put onto the school gates to help parents understand what was needed for the Opal provision. Janev Mehmet suggested a fun video from the SLT on the website and this could be accessed by a QR code available on the school gates.

8. POLICIES

RESOLVED the following policies be deferred to the next meeting.

- Health and Safety Policy;
- Accessibility Policy;
- Medicines in School policy;
- First Aid Policy

ACTION:CLERK

9. TRAINING

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

<https://traded.enfield.gov.uk/thehub/professional-learning-portal/governors>

10. **LA REFERALLS/POLICIES**

NOTED there were no new referrals or policies to consider.

11. **DATES OF FUTURE MEETING**

NOTED dates of future meetings as

SPRING TERM	
Thursday 7 March 24	5pm
SUMMER TERM	
Thursday 16 May 24	5pm
Thursday 11 July 24	5pm

12. **ITEMS TO REMAIN CONFIDENTIAL.**

RESOLVED that no items be regarded as confidential..

A closing prayer was led by Mark Jones Parry.