

**Minutes of the Governing Body meeting held at Coldfall Primary School
Thursday 13 February 2020**

<p>LA Governors</p> <p>Laura Butterfield, (LB), <i>Chair</i></p> <p>Head Teacher Governor</p> <p>Evelyn Davies, (HT)</p> <p>Staff Governors</p> <p>Mitchell Browning, (MB)</p> <p>Thomas Amoako, (TA)</p>	<p>Parent Governors</p> <p>Richard Spitz (RS)</p> <p>Lindsay Dearden</p> <p>Douglas Blackwood</p> <p>Others present</p> <p>Ewan Marshall, (EM), <i>DHT</i></p> <p>Tom Hassan, (TH), <i>AHT</i></p>	<p>Co-opted Governors</p> <p>Monte Jacobson, (MJ)</p> <p>Annette Thurgood, (AT)</p> <p>Fay Jackson, (FJ)</p> <p>Dan Walker, (DW)</p> <p>Ted Lowery, (TL) <i>Vice-Chair</i></p> <p>Clerk</p> <p>Carlo Kodsi</p>
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Part 1

1. WELCOME TO NEW GOVERNORS, INTRODUCTIONS

1.1 The Chair welcomed all to the meeting, and introductions were made for the benefit for of the clerk.

2. APOLOGIES FOR ABSENCE

2.1 Apologies were received from LD and AT.

3. MINUTES OF THE MEETING HELD ON 28.11.19 AND MATTERS ARISING

3.1 The Minutes of the meeting held on the 28 November 2020 were agreed by Governors and signed by the Chair.

3.2 (item 10.1) Accuracy – Action: RS/**Lindsey** (not Naomi) to discuss response to Gift Aid and update GB.

4. REGISTER OF INTERESTS

4.1 Governors were reminded to sign the annual declaration of interest register and return it to the school, if they hadn't already done so.

5. REPORT OF CHAIR

5.1 The Chair reported that she had visited the school and attended Governor training. There were no urgent matters to report to the Governing Body.

6. HEADTEACHER'S REPORT

6.1 The HT said that Governors would receive a written report at the next meeting.

6.2 Pupil standards and outcomes - Governors heard that one of the aims of the school was to develop Maths fluency and a cohesive times table strategy across the school. More specifically, the DHT had worked with teachers and pupils to develop Maths fluency across all year groups, particularly more targeted work in Year 4.

Q: How is this going?

A: Governors were told that memorisation of facts and rapid recall was no longer the main focus, it was about developing the structure of times table and number sense. The school was aiming for a 94% pass rate and all pupils at the end of Year 3 to have an excellent grasp of all their timetables.

6.3 Governors were informed that work around spelling was still ongoing. Teachers were consolidating learning from the recommended 'Support for Spelling' national curriculum document and the word banding national curriculum scheme for each year group.

6.4 TIERs 1, 2 and 3 vocabulary learning was being embedded across the school. Governors heard that research had shown that language acquisition was critical to bridging the gap between advantaged and disadvantaged groups, especially for pupils not engaging in vocabulary learning at home.

6.5 The HT said that the Baseline Reception assessment pilot was due to be rolled out nationally next year. Despite not being able to measure progress against this, it was a statutory assessment held at the start of the academic year.

6.6 Governors were informed that pupils progress meetings identified pupils for challenge and raising attainment, those with GDS potential.

6.7 The HT said that HEP had developed a curriculum for Haringey schools, however, Coldfall Primary School already had a well-established global curriculum. Each year group focussed on a different continent with a skills map to ensure sequence, progression and a connected approach to learning.

6.8 The school's updated approach to the curriculum (due to the increased OFSTED demands) was very demanding on teachers and challenging for pupils. It was taught through a series of mini projects and provided a holistic approach.

6.9 Governors heard that Ofsted were re-inspecting Outstanding schools and a deep dive into selected subjects and reading/literacy/phonics was possible. The HT said that the reading journey for pupils was clearly mapped out from nursery to Year 6. The phonics programme now has matched texts.

6.10 The PSHE programme had been adopted from the Barnet PHSE scheme of work and was one of the aims in the school development plan.

6.11 The school continued to strive towards the best teaching and learning by keeping abreast of the latest research and models of best practise. This involved implementing the research on early career framework and support for NQTs, the Education Endowment Fund and Education Development Trust.

6.12 CPD training was on different forms of pedagogy (silent modelling and adaptive teaching) which focussed on the skill of the teacher and knowledge of pupil needs. It was an instructional approach rather than the teacher acting as a facilitator. Governors were informed that teachers have also

been asked to read Rosenshine's principles. The school aimed to redraft the teaching and learning policy to include the new practises on pedagogy.

- 6.13 The HT said that they were continuing to train and recruit graduates, however, Governors noted partner schools were not doing the same. Fewer schools were signing up to graduate training scheme due to funding implications. Schools were not able to pay for unqualified teacher salaries and were not investing in training.
- 6.14 Governors heard that 3 teachers were accredited as Specialist leaders (SLEs) through the Teaching School, across three subjects (ART, Music and Phonics) in order to provide specialist support for other schools i.e. working with SLTs to develop strategies and best practise.
- 6.15 The HT said that the school was embedding behaviour strategies from the latest research and methodologies, for example self-regulation and emotional coaching strategies. Governors heard that there was lots of research on behaviour and that the behaviour policy had been updated to reflect this and current teacher practises.
- 6.16 Mental Health and Wellbeing was an important part of the SEN agenda. Governors noted that challenging behaviours had started to manifest themselves in Year 5 and Year 6 pupils and this was not unusual for pupils at this age.
- 6.17 Year 6 pupils were displaying certain anxieties from the prospect of having to move to secondary school. Governors heard that social media played a role too, behaviours were difficult to manage because of what was happening outside school. Year 6 pupils had received specific lessons on how to stay safe/ social media and use of WhatsApp. The anti-bullying policy has also been updated.
- 6.18 Governors were informed that the learning around the Green Agenda across the school was an ongoing project and the lead on this was keen to link in with teachers and strands in particular year groups.
- 6.19 The HT invited questions and comments. Q – Are teachers getting 1 to 1 support with children that require 1 to 1 support? A: There is always a conversation, dialogue with teachers on how to support the children and discussion on specific interventions. It was important to speak with teachers on how to engage with parents to address conflict and diffuse emotive situations. It was noted that there needed to be a consistency of approach in terms of applying policies and some teachers needed to be firmer and more robust.
- 6.20 It was also noted that at times teachers need to work on building positive relationships with children displaying behavioural issues, as opposed to making negative comments or reprimanding pupils. A bespoke individual plan is arranged to take account of the needs of the individual child.
- 6.21 Governors noted that Coldfall were at the top of the Haringey League tables in Reading/Writing/Maths Combined scores.

7. COMMITTEE REPORTS

Teaching & Learning

- 7.1 Governors heard that teachers received a presentation about teaching history across the school and how the new framework applied a more coherent approach to teaching and building what pupils had learnt year on year. There was also discussion on acquisition of subject vocabulary.

- 7.2 The HT raised concerns around the introduction of a secondary style curriculum within a primary setting. It was noted the school had to conform to requirements from Ofsted.
- 7.3 It was noted that behavioural management across the school had already been discussed by the HT and did not need revisiting.
- 7.4 The Sports lead provided a verbal update. It was reported that there was a great deal of positivity. Pupils at Coldfall were participating in a high level of competitive sport and had qualified for the Athletics London youth games final. Pupils were enthusiastic and dedicated. The Sports lead said that it was a privilege to watch pupils perform at such a high level.
- 7.5 In netball the school wanted to recruit more pupils due to a date clash with the athletics final. In football Coldfall was top of the league in some year groups. In Gymnastics the school was assessing every child in Years 3, 4, 5 and 6 during PE lessons, there would be no official trials held.
- 7.6 The school hosted Haringey PE leaders from other schools and there was great feedback on this. Two teachers wanted to revisit the school to observe how PE in Reception classes was being taught.
- 7.7 There was discussion about how pupil achievements could be celebrated, and the Chair asked whether there was an opportunity to publish achievements in Haringey People. It was noted that the Ham and High and The Archer recorded some of the school's achievements. The Chair congratulated the school on its sporting achievements.

Finance and SITE

- 7.8 Governors were asked to review the minutes of the Committee which had already been circulated.
- 7.9 The Projections End of year looked better with a healthy carry forward. Governors were advised not to be complacent or comfortable with this position, finances still remained tight. It was noted that other schools in Haringey were on a licensed deficit budget.
- 7.10 Governors heard that there were some income generation opportunities and they were asked to consider whether it was possible to increase charges for breakfast/afternoon clubs.
- 7.11 Governors in the Finance Committee also discussed balancing the books and what the funds from 'Friends of Coldfall' was being used for. Governors also discussed whether they should invite contributions from parents in the same way that Fortismere invited contributions. Other cost saving initiatives were also discussed such as whether pupils should bring their own stationary pencils.
- 7.12 Governors noted that the Green Agenda may not have been necessarily taken as seriously as it could be across the school. The HT said that there were inconsistencies with the regulation of the heating system across the school. Limitation of waste of paper and printing was also being encouraged together with the use of re-usable bottles.
- 7.13 There was discussion on the HMRC Gift Aid, and a question was asked about when the meeting would be held to move things forward. Governors heard that there were complications with the visibility of the bank accounts online which have the same sort codes and that this could be regarded as a breach in financial regulations.

- 7.14 It was agreed by Governors that they would revisit the model of the charity. It was decided that the school would take the lead on what the money should be used for rather than the trustees who had been managing it on behalf of the beneficiaries.
- 7.15 Q: How much is in the account? A: £6K.
- 7.16 Q: Who are the trustees? A: All parent Governors.
- 7.17 Governors agreed that further consideration should be given to roles and responsibilities and an investigation into how Fortismere Secondary ran their gift aid donation scheme.
- 7.18 Site - Governors heard that there was a mice infestation but that this was not uncommon. Parking still presented a few challenges, not least in terms of ensuring pupil safety by asking parents not to park their car irresponsibly during school runs. The major item of work (gate) had been completed.

8. POLICIES – ANTI-BULLYING

- 8.1 The anti-bullying policy had been revised based on the recommended policy from Kids Scape. The policy had been circulated prior to the meeting and the HT invited comments or questions.
- 8.2 A Governor asked whether it was possible to insert a further point on pupils accusing others of bullying and to emphasize that all reports of bullying would be investigated and dealt with proportionately and appropriately. The HT asked TL to come up with a form of words and to revise the policy accordingly before final approval by Governors.

Action: TL to revise anti-bullying policy for approval at the next meeting.

9. PARENT QUESTIONNAIRE

- 9.1 The HT said that the questionnaire had been altered to incorporate the new questions from the Ofsted framework. This was the first time the questionnaire had been conducted via Survey Monkey and there were some interesting findings. There was a similar number of respondents which accounted for around a 3rd of the school community.
- 9.2 Governors noted that this was a relatively high proportion of respondents, but it was important to engage with as many parents as possible in future.
- 9.3 The Chair invited comments or observations. A Governor said that there were a more interesting range of questions from survey monkey, it gave parents more time to develop their critical thinking which was welcomed.
- 9.4 Governors agreed that there was still room for improvement and refinement, especially around the SEND questions which were a very emotive subject for families with pupils with an EHCP and SEN. Parents had huge expectations and Governors agreed it was important to listen and act accordingly but also that families needed to be aware of budgetary limitations and lack of resources.
- 9.5 The HT said that it was concerning to learn that some parents were not aware that the school had a rich and well delivered PHSE and social learning. Governors agreed that more communication around this may be necessary.

- 9.6 Governors noted that some comments were contradictory, and some parents argued that their pupils were not allowed to reach their potential and wanted more bespoke packages.
- 9.7 Governors were told that the questionnaire would be published on the website at the beginning of March.

10. GOVERNOR TRAINING

- 10.1 Reducing Parental conflict on 26 March 2020 – Julia Scannell (trainer) 6pm at HEP
- 10.2 Governor conference run by HEP on 29 February 2020
- 10.3 The HT and Chair encouraged Governors to attend the programme of Governor training run by HEP.

11. EQUALITIES – BAME REVIEW

- 11.1 Governors heard that Marva Rollins (OBE) had been commissioned by Haringey to lead on the BAME review and Coldfall Primary had signed up to the Haringey pledge.
- 11.2 Governors noted that BAME pupils at Coldfall were achieving in line with the national average but there was a gap within the school and BAME pupils were not achieving as well as non-BAME pupils.
- 11.3 Governors heard that the school would continue to work to plug the gap and one of the ways this would be achieved was through better engagement with parents. The school would be hosting a BAME evening on the 26 February 2020 and the aim was to enable discussion and ask parents how the school could help them and their children. It was important to include parents in developing the curriculum with key provision for BAME.
- 11.4 Governors noted that the school had already been proactive and alterations to the curriculum could be factored in such as teaching about a black British officer's experience within a history lesson on World War Two war biographies. Pupils were keen to trace their history and connect with the great mathematicians and scientists from different backgrounds.
- 11.5 Governors also noted that Coldfall could link into the Bruce Grove Castle Museum on Black British People. It was noted that the HT and DHT were also attending unconscious biased training.

12. GREEN AGENDA

- 12.1 Governors acknowledged that this had already been discussed during the course of the meeting and there was no further comment.

13. ANY OTHER BUSINESS

- 13.1 Governors noted upcoming events, including the Valentines Disco, preparations for Strictly Come Dancing on 25 April, the summer fair and visits from the science museum to put on shows for pupils.

There being no further business, Part 1 section of the meeting closed.

Actions List

Item No.	Action	Assigned to
8.2	TL to revise anti-bullying policy for approval at the next meeting.	TL

SIGNED

CHAIR OF THE GOVERNING BODY

DATE