

St Catherine's C of E (VC) Primary School, Hoddesdon

Meeting of the Governing Body

Thursday 13<sup>th</sup> July 2017

7.00pm

Minutes

*Aim High, In Life, In Learning, With God – Together*

**Present:** James Harvey (JH), Jay Raynham (JR), Mike Marsh (MM), Cathy Irons (CI) (Chair of this meeting), Gemma Wilkinson (GB), Mandy Staiano (MS) (Co-Headteacher), Ange Wallis (AW) (Co-Headteacher), Denise Barrows (DB), Andrew Davies (AD), Jean Legg (JL), Julia Thurlow (JT), Rachel Pennant (RP)

**Apologies:** Peter Falconbridge (PF) (GB Chair)

**In attendance:** Vicky Mehew (Clerk) – HfL Clerk, Simon Scott (SS)

No.	Item	Action
0	<p><b>To receive a presentation on e-Safety at 6.30pm</b></p> <ul style="list-style-type: none"> <li>• SS explained that eSafety is taught throughout the HfL computing scheme, which is adopted by St Catherine's. ESafety elements also extend beyond the topic of computing into wider teaching.</li> <li>• SS shared some pupil feedback on what they understand about eSafety. The pupils' views are encouraging and will continue to be developed throughout the next academic year.</li> </ul> <p><i>JT entered 18:39</i></p> <ul style="list-style-type: none"> <li>• In October 2016, Richard Maskrey (HfL eSafety adviser) delivered a training session for staff.</li> <li>• It was noted that staff found the session useful and they are kept up to date with developments and guidance.</li> <li>• The ICT acceptable use and eSafety policies are in the process of being updated. All staff will read and sign to acknowledge their understanding of the policy and ensure compliance.</li> <li>• SS shared the results of discussions with staff and advised that staff are beginning their computing lessons with segments on eSafety.</li> <li>• Teachers are also discussing eSafety aspects with pupils when using the internet outside of computing lessons – such as research for other topics.</li> <li>• In years 3 and 4, explicit links to PSHE are made.</li> <li>• Staff are conversing with pupils around what they are doing online outside of the classroom (at home).</li> <li>• MS added that any concerns are recorded.</li> <li>• In May 2017, a parent-focussed eSafety workshop took place, which was well attended by parents and pupils.</li> </ul> <p><b>Q:</b> <i>What did you do differently to attract such a large audience?</i></p> <p><b>A:</b> <i>Children wrote the invites, and a prize was offered for the class with the most parents in attendance.</i></p> <ul style="list-style-type: none"> <li>• A session is organised for KS1 pupils and parents for September 2017. Governors are invited to attend.</li> <li>• The school receives eSafety newsletters termly from HfL.</li> <li>• An eSafety section will be added to the new school website.</li> <li>• Year 6 pupils will be involved in the creation of an eSafety video.</li> <li>• Links for eSafety advice websites are available for parents via the school website.</li> <li>• AW added that there is a section in the home-school agreement that refers to staying safe online and posting images and videos online. Parents are asked not to share videos and images of school performances on social media – for example.</li> <li>• It was noted that Ofsted commented on the ability of pupils to discuss eSafety freely.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Large SMART posters will be displayed in classrooms from next year, there will also be a focus on electronic devices – including what is acceptable to upload online.</li> <li>• Analysis will take place around how much traffic passes through the eSafety section of the school website and how it could be better utilised.</li> <li>• More emphasis will be placed on eSafety day next year with more involvement from pupils.</li> <li>• Feedback from families regarding eSafety will be sought, including asking what support they would like.</li> <li>• ESafety will be included as part of ‘walk in Wednesday’ where children will be encouraged to discuss the topic with their parents.</li> <li>• MS noted that it can be challenging to show parents why there is an age limit on certain social apps, and how they can help their children. How parents can monitor what their children are doing on these apps will also form part of the focus.</li> </ul> <p><b>Q:</b> Do we get any issues reported?  <b>A:</b> They tend to come in waves, perhaps 5 this year on social media. Usually parents are unsure how to deal with the consequences – these instances happen at a weekend or during an evening.</p> <p><b>Q:</b> Is there any national or Herts guidance on what should be taught around eSafety?  <b>A:</b> Herts for Learning have provided guidance which the school has adopted.</p> <p><b>Q:</b> Are there any links with local secondary schools – particularly if instances occur between pupils from other schools?  <b>A:</b> Up until now the instances have been peer to peer within the pupil community. A secondary teacher for eSafety delivered a session for parents last year but there was a very poor turnout.</p> <ul style="list-style-type: none"> <li>• It was suggested that parents who have experienced negativity on social media come in to discuss their experiences. Perhaps real life stories could make more of an impact.</li> </ul> <p><b>Q:</b> Is it mainly year 5 and 6 who are involved in incidents?  <b>A:</b> No, it can also be younger pupils.</p> <ul style="list-style-type: none"> <li>• AW advised that one parent attended an eSafety workshop and as a result understood what their child was doing online. The parent was able to control access and improve the situation.</li> </ul> <p><b>Q:</b> Did all parents receive a leaflet after the eSafety session?  <b>A:</b> Yes, everyone received handouts.</p> <p>RP entered 19:00.</p> <ul style="list-style-type: none"> <li>• Governors thanked SS for his time.</li> </ul> <p>SS departed 19:01</p>	
1	<p><b>Welcome &amp; opening prayer. Welcome to Andrew Davies and Jean Legg</b></p> <ul style="list-style-type: none"> <li>• RP opened the meeting with a prayer at 19:02, and CI welcomed JL and AD.</li> <li>• Governors introduced themselves to JL and AD.</li> <li>• JL was officially appointed to the governing body.</li> </ul>	
2	<p><b>To receive apologies and approve absences</b></p> <ul style="list-style-type: none"> <li>• Apologies from PF were received and approved by the governing body.</li> </ul>	
3	<p><b>To declare any conflict of interest that may arise during the meeting</b></p> <ul style="list-style-type: none"> <li>• None declared.</li> </ul>	
4	<p><b>To approve minutes from previous meeting on Wednesday 17<sup>th</sup> May 2017</b></p> <ul style="list-style-type: none"> <li>• The minutes were approved as an accurate record of the meeting.</li> <li>• It was noted that the RE policy is not a standalone entity but the Herts agreed syllabus is followed instead.</li> <li>• HTs and RP, PF have met and discussed restorative justice. They are considering offering whole staff training through an appropriate provider. The HTs are researching companies. <b>HTs to send research to RP.</b></li> </ul>	<p><b>HTs</b></p>

	<ul style="list-style-type: none"> <li>The Diocesan Board will email the clerk when AD's appointment has been confirmed.</li> </ul>	
5	<p><b>To confirm that the actions from previous minutes have been taken</b></p> <ul style="list-style-type: none"> <li>Covered in Item 4.</li> </ul>	
6	<p><b>To receive notification of any other business for item 15</b></p> <ul style="list-style-type: none"> <li>Reduction of FGB meetings from 5 to 4.</li> <li>Inclusion of school ethos in extra-curricular events.</li> </ul>	
7	<p><b>To receive an update against SDP and SEF priorities</b></p> <p><u>SDP</u></p> <ul style="list-style-type: none"> <li>Governors have been emailed an updated copy of the SDP.</li> </ul> <p><b>Q:</b> <i>What aspects will be carried forward from this SDP to the next school year?</i></p> <p><b>A:</b> <i>There has been an SLT away day, it was decided that:</i></p> <ul style="list-style-type: none"> <li><i>Aim 1, potential and progress, should remain included.</i></li> <li><i>Aim 2 develop a curriculum to support all learners within the school – to enable pupils to have fulfilling experiences and to develop pupils. There will be more of a project-based approach. The whole year will be planned out to enable pupils to experience the whole breadth and depth of the curriculum. MS explained that links are made between subjects. It was noted that staff will need to be developed to enable them to successfully execute project based learning. The HTs noted that staff are very enthusiastic about this approach – they visited a school in Stratford at Easter to see the work undertaken there. Staff will be engaged with better this time around.</i></li> <li><i>Aim 3 developing leadership to remain.</i></li> </ul> <ul style="list-style-type: none"> <li>It was requested that success criteria be added to the SDP to enable governors to monitor the effectiveness of the actions highlighted in the SDP. HTs agreed this would be possible and a useful way forward.</li> </ul> <p><b>To receive an update against GDP priorities</b></p> <ul style="list-style-type: none"> <li>CI shared that the GDP has been updated to reflect the new governor appointments.</li> <li>An Amber rating has been identified as there is some training that governors may need to attend.</li> <li>The GDP will be re-written in line with the new SDP.</li> <li>Governors thanked PF for his contributions, particularly around the work he has put into the governor newsletter as it is now informing parents with regards to progress.</li> </ul> <p><b>Q:</b> <i>Do we know if the parents are reading the newsletter?</i></p> <p><b>A:</b> <i>We will carry out another survey soon to determine the reach of the newsletter. Parents previously stated they would like to know more about what governors do and so the newsletter was created.</i></p> <ul style="list-style-type: none"> <li>CI thanked the HTs for their work.</li> </ul>	
8	<p><b>To receive the Headteachers' written report</b> (to include end of year data)</p> <ul style="list-style-type: none"> <li>The HT report was circulated to governors prior to this meeting.</li> <li>It was noted that percentage increase should read percentage point increase.</li> <li>Governors noted that attendance has improved. The HTs shared that they will take a more robust approach to unauthorised holidays in term time.</li> </ul> <p><b>Q:</b> <i>How much is the fine?</i></p> <p><b>A:</b> <i>It depends on the absence.</i></p> <p><b>Q:</b> <i>Are the SATs results what we predicted?</i></p> <p><b>A:</b> <i>Very pleased with the early years' results, there is some very good progress there. A good increase in literacy and maths.</i></p>	

- 85% passed the phonics screening, the national figure is approximately 82%
- MS highlighted that appropriate interventions are being put in place as pupils leave the Early Years.
- Pupils who do not pass the phonics screening in Y1 have to be retested in Y2 – 95% have passed now.

**Q:** *Is the KS1 data what you were predicting?*

**A:** *Yes, it's about where we thought it would be. We moderated the results internally this year and we are confident that our judgements are secure.*

*Particularly pleased with the number working at greater depth.*

- KS2 reading: 67% this year as opposed to 61% last year – greater depth has increased.
- Writing this year is slightly down, but above the national average for 2016.
- The pass mark for the reading paper was higher this year than in 2016.
- Overall, reading, writing and maths will be at 62%, the national average is 61%.
- It was requested that HTs report on pupil mobility and the reasons why they may leave/join the school in-session.
- It was noted that a number of pupils are moving away from the area, rather than to different schools in the area.

**Q:** *Is the expansion to make way for bulge years?*

**A:** *Yes, the planners believed there is a need to expand the classroom sizes.*

- Additional funding will be given for extra pupils taken on in-year, there is also some funding available for schools below capacity.

**Q:** *Do we need to consider how we might attract new parents to the school?*

**A:** *We might need to market the school a bit better.*

**Q:** *Are we first choice for parents?*

**A:** *For some parents, we are. Getting a 'good' rating will help the school.*

**Q:** *What is LPPA?*

**A:** *Leading Parent Partnership Award – MS explained that it is an award worked towards for the past 18 months around parental engagement. The school was recently given the award.*

#### Expansion

**Q:** *Will all of the work be carried out over the summer 2018 holiday period? Will the proposed remodelling to the school office result in creating more office space with a 'waiting space' with appropriate disabled access?*

**A:** *we are hoping that most of the work will be carried out over next summer, but the works will start in March. This early work will start away from school buildings and will not disrupt pupils. Contractors will be separated from children.*

**Q:** *Will staff parking be relocated?*

**A:** *Yes, it will be relocated.*

- It was noted that some class sizes are currently too large for the spaces. These classes have been relocated for this year but the expansion will create appropriate sized classrooms for the number of pupils.
- The school office will be remodelled. Plans are currently being drawn up with a number of options.
- There will be disabled access, including WC in the new office, as well as a waiting space to stop visitors directly accessing the school buildings. It is much more secure. It will also create more space in the office itself.

#### Quality of teaching

**Q:** *When you talk about pupils writing at greater depth what exactly does that mean?*

**A:** *Currently, pupils are judged in 1,3,5 against the national curriculum. Year 2 and 6 is against the ITAF. Writing at greater depth means that the pupils are*

HTs

	<p><i>working beyond the expected standards. The guidance for the ITAF is quite specific for teachers to assess if they are at GD.</i></p> <p><u>Class structure</u></p> <p><b>Q:</b> <i>Of the 7 (out of 9) families who didn't take up the offer of attending a meeting to discuss the decision to include their children in the YR classes. Did they respond to say they wouldn't attend? If not, do we take their non-attendance as an acceptance of the decision?</i></p> <p><b>A:</b> <i>Some pupils were highlighted as benefitting more from a more active learning approach. 9 pupils' parents were approached and invited to a meeting, 2 sets of parents attended. The 7 sets of parents who did not attend are fine with the decision. Class teachers have approached the parents and they have all been given the chance to voice their opinions.</i></p> <ul style="list-style-type: none"> <li>• MS explained that there will be a reception class, reception/y1, y1 and 2x y2 classes.</li> </ul> <p><b>Q:</b> <i>What are the next steps if there is any disagreements with the class structures (parent – school) decision? Is there something the governors/Church can do to support the school?</i></p> <p><b>A:</b> <i>AW advised that she and MS where applicable, have drafted a letter explaining the rationale behind the decision.</i></p> <ul style="list-style-type: none"> <li>• It was noted that such a decision is operational and therefore sits with the Headteachers.</li> <li>• If HTs feel it appropriate, they are able to ask RP for support with some mediation, as she will not sit on any panel should any matters result in complaints.</li> </ul> <p><b>Q:</b> <i>Did the damage to the nature area caused by intruders overnight result in a lot of damage? Has it left us short financially to complete the whole project?</i></p> <p><b>A:</b> <i>There was no other damage to the school. We are still on track for unveiling in September and there isn't any expected impact on the budget.</i></p> <ul style="list-style-type: none"> <li>• Governors pass on thanks and congratulations to all involved in achieving the LPPA award.</li> </ul>	
9	<p><b>To receive committee reports:</b></p> <ul style="list-style-type: none"> <li>• School Improvement Committee: receive an update on pupil progress and highlights from the 13<sup>th</sup> June meeting. <ul style="list-style-type: none"> <li>○ The committee discussed the progress of vulnerable groups.</li> </ul> </li> <li>• Performance Review Committee: receive an update on Head teacher's performance review from the 19<sup>th</sup> June Meeting. <ul style="list-style-type: none"> <li>○ CI explained to new governors that this committee examines anonymised teacher data to monitor performance which is linked to pay progression.</li> </ul> </li> <li>• Resources Committee: receive highlights from the 27<sup>th</sup> June meeting. <ul style="list-style-type: none"> <li>○ JR highlighted that there's some work being undertaken over the summer break.</li> <li>○ A quote is being sought for the replacement of the canteen roof.</li> <li>○ Investigation around new school gates.</li> <li>○ It has been decided that the school will obtain a defibrillator.</li> <li>○ GW advised that the school she works in received a free of charge defibrillator and will find out where from.</li> </ul> </li> </ul> <p><b>Q:</b> <i>Will there be notices around the school to alert the public should a defibrillator be needed?</i></p> <p><b>A:</b> <i>For security reasons, it will be kept on site for use on site only (during non-school hours). If it was needed during the school day and someone requested it, they would be able to use it.</i></p>	GW
10	<p><b>To receive the termly update from the Safeguarding Governor</b></p> <ul style="list-style-type: none"> <li>• CI has circulated her visit report.</li> <li>• AD and JL to have access to the governor section of the website.</li> </ul>	

	<ul style="list-style-type: none"> <li>• CI shared that HCC have released some advice relating to the security of site entrances and exits.</li> <li>• One school gate will be opened at specific times and the HTs are making more effort to be on the gate at key times.</li> <li>• CI will visit the school next term to view the updated single central record template and ensure its completion.</li> </ul>	
11	<p><b>To receive an update on the Stonewall award</b></p> <ul style="list-style-type: none"> <li>• JH explained that the award is a proactive measure, rather than reactive.</li> <li>• JH has attended ‘train the trainer’ training based on tackling homophobic, biphobic and transphobic (HBT) bullying.</li> <li>• A number of resources have been placed in the room for governors to peruse.</li> <li>• <b>JH to circulate presentation slides after the meeting.</b></li> <li>• Although it is typically seen as a secondary issue, Stonewall are passionate about bringing this understanding into a primary setting.</li> <li>• Statistics show that many lesbian, gay, bisexual, transgender, plus (LGBT+) individuals first noticed their feelings aged 11 or under.</li> <li>• It was noted that any derogatory comments made in school have not gone unchallenged – the HTs added that it has been a long time since comments of an insulting manner have been made in school.</li> <li>• JH explained to governors that there is an Ofsted focus on how the school tackles HBT bullying.</li> <li>• Governors were shown a video highlighting the gender stereotypes relating to occupations.</li> <li>• A number of storybooks have been purchased for children which address LGBT+ matters.</li> <li>• It is a whole-school approach and it has been received positively. Children have felt comfortable to discuss their own situations.</li> <li>• School policies have been reviewed to reflect HBT bullying and include explicit language relating to LGBT+ students or language.</li> <li>• The Stonewall project evidence will be submitted over the coming weeks. If the school achieves the bronze award, it will begin working towards the silver and eventually gold awards</li> </ul> <p><b>Q: Are there plans to carry out training with TAs and non-teaching staff such as MSAs?</b></p> <p><b>A: Yes training will be offered.</b></p> <ul style="list-style-type: none"> <li>• The HTs and governors thanked JH for his efforts in evidence for this award.</li> <li>• Governors noted that as a GB they are able to support this work.</li> <li>• It was noted that after INSET sessions, staff feel more comfortable in approaching the issues highlighted in Stonewall.</li> <li>• It was noted that children are responding well to the inclusion of LGBT+ matters in school.</li> <li>• <b>An update of the project during the year was agreed by governors – CI will add this to the annual planner.</b></li> </ul>	<p style="text-align: center;"><b>JH</b></p> <p style="text-align: center;"><b>CI</b></p>
12	<p><b>To cover governor matters:</b></p> <ul style="list-style-type: none"> <li>• Individual updates on training attended, visits, link governor reports, activity list <ul style="list-style-type: none"> <li>○ Governor visit reports have been circulated by PF.</li> <li>○ CI explained that JT keeps a calendar of planned governor visits, and that all governors should email JT with details such as type of visit (literacy, H&amp;S, etc.) and the date.</li> </ul> </li> <li>• Governor appointments; LA, Foundation (Diocesan Rep.) <ul style="list-style-type: none"> <li>○ AD and JL are present at this meeting.</li> </ul> </li> <li>• Governor vacancies; Co-opted <ul style="list-style-type: none"> <li>○ There is one vacancy for a co-opted governor.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ It was suggested that this vacancy be filled by a governor who is not a parent.</li> <li>○ HTs to check with VB if she will continue as staff governor during her leave.</li> </ul>	HTs
13	<p><b>To receive an update on Policy status</b></p> <p><u>Due for review Summer Term 2017:</u></p> <ul style="list-style-type: none"> <li>● Health &amp; Attendance Policy (agreed at SIC)</li> <li>● Leave of Absence Policy (agreed at SIC)</li> <li>● Collective Worship Policy (agreed at SIC)</li> <li>● Staff Code of Conduct (Head teachers to review, governors to comment) <ul style="list-style-type: none"> <li>○ HTs are currently updating the staff handbook and will circulate when the code of conduct is ready.</li> </ul> </li> <li>● Teachers' Pay and Appraisal Policy (RES to review)</li> <li>● Learning Outside the Classroom (Deferred for review by SIC. Autumn 17)</li> <li>● Sex and Relationship Education (Deferred for review by SIC. Autumn 17)</li> </ul>	HTs
14	<p><b>To receive an update relating to the consultation on the proposal to enlarge the premises of St Catherine's Hoddesdon VC CE Primary School</b></p> <ul style="list-style-type: none"> <li>● Discussed in the HTs report.</li> </ul>	
15	<p><b>To receive any other business as notified in item 6</b></p> <ul style="list-style-type: none"> <li>● CI to discuss with PF the possibility of reducing FGB meetings from 5 to 4.</li> </ul> <p>School ethos at events:</p> <ul style="list-style-type: none"> <li>● RP raised a conflict of interest which she noted at the recent school fair in that tarot card reading was offered on a stall selling healing crystals.</li> <li>● The HTs agreed with RP's concerns and going forward, will make reference to not allowing stalls displaying such items.</li> <li>● Although the PTA is a separate entity to the GB, it is important that the Christian ethos is incorporated into these events.</li> </ul>	
17	<p><b>To confirm the meeting dates for the next academic year</b></p> <ul style="list-style-type: none"> <li>● PF and CI will suggest a number of dates and will send them to governors to choose which dates are most suitable.</li> </ul>	
18	<p><b>Close of meeting and closing prayer</b></p> <ul style="list-style-type: none"> <li>● The HTs thanked governors for their support throughout the year and for helping the school reach a Good grading from Ofsted.</li> </ul>	