



**LONDON BOROUGH OF TOWER HAMLETS**  
**GOVERNING BODY OF CAYLEY PRIMARY SCHOOL**

**FULL GOVERNING BODY MEETING**

**18<sup>th</sup> October 2021 at 4:15 pm**

**OPEN MINUTES**

Type	Membership	Attendance
Staff	Graham Clifford (Headteacher) Nabeela Ghareb (NG)	Attended Attended
Local Authority	Nicholas Paul (LA) (Chair)	Attended
Co-Opted	Chris Worthington (CW) Don Hall (DH) (Vice Chair) Saleha Habibz-Khatun (SHK) Marcia Johnson (MJ) Ankita Stopa (AS)	Attended Attended Attended Attended Apologies
Parent	Khoyrul Shaheed (KS) Hamed Begum (HS)	Attended Attended
Associate Members	Jamir Chowdhury (JC)	-
Observers	Rochelle Clarke (Clerk) Hussain Shefaar Andrew Sellers Chrisinda Nieuwenhuis	Attended Attended Attended Attended

**The meeting commenced at 4:15 pm and was quorate.**

**Part One**

**1. WELCOME & APOLOGIES FOR ABSENCE**

The Chair welcomed those in attendance to the first FGB meeting of the academic year.

The HT was welcomed to his first FGB meeting as HT.

PS had taken the decision to stand down from the GB. The GB thanked PS for his support to the school and wished him well in future endeavours.

**2. REPORTS FROM AHT's**

Chrisinda Nieuwenhuis

CN provided the following update:

### P4C

- (a) All staff were P4C Level 1 trained, and this had now been embedded in school and was working successfully.
- (b) P4C included a big question that allowed children to discuss and build on each other's ideas. Children were able to agree and disagree with each other.
- (c) The school was excited by the work being completed and planned to apply for a bronze award this year moving up to gold over the coming years. The school would be supported with this by SACRE.

So far, this was working well with CN noting that she was very impressed with both staff and children.

### Pupil Leadership

The school had always had a School Council, however there would be more focus on the pupil voice and the impact that the school council brought to the school. Looking at how the school got Council members involved, giving them a say in certain aspects of school life and allowing them to take on a project over the year. Each class had representatives on the School Council who were, in line with British values, democratically elected. As well as this, the Year 6 representatives who had been elected by their class had their manifestos filmed and this had been shared with the whole school who were then given the opportunity to vote for two head pupil's and two deputy head pupils'. The display with the faces of the head and deputy head pupils could be found at the front of the building.

#### *Quote from one of the Head Pupil*

'I'm feeling great, this is an amazing honour to be elected head boy. I never knew I would make it this far. I hope I can improve and help others learn and make the school a better place'.

#### *Quote from Deputy Head Pupil*

'The moment I heard I had been elected deputy head pupil, my heart burst with joy and I had an enormous smile on my face. My hopes and aspirations for the year are to make the school a more pleasant place to be.

CN would keep the GB informed on progress.

The HT noted that the title of boy and girl had been removed to be gender neutral and to support the schools work around the use of language.

**Q&A- CW- do we ensure that there is a gender balance when holding these elections?**

HT- this will be the next step, this time around we have a gender balance as the school asked both a boy and girl per year group.

**Hussain Shefaar**

*HS provided the following update:*

**Assessment and Data**

*Assessment data has been shared with the GB prior to the meeting for review.*

HS highlighted the following salient points:

The general trend was clear, children had only recently returned to school after suffering a number of lockdowns, self-isolation and due to this baseline data indicated that children were not currently at the expected level. All staff were aware of this and were driving interventions to support pupil catch up to get children back on track. All available means would be used to drive progress and attainment and to get children to where they needed to be over the coming year.

The following had taken place:

- The school continued to look at quality first teaching and a number of observations had taken place and feedback had been provided.
- Individual groups requiring additional support had been identified.
- Homework had been reviewed.
- Clubs were now taking place
- The SEND engagement model had been put into place and how the school ensured that children with additional needs were able to also make progress had been reviewed.
- The curriculum continued to be adapted to suit the needs of our children.
- A Performance management target for staff was to use quality first teaching to have focus groups working throughout also.
- Question level analysis had been carried out for every single assessment carried out and from this, targets had been agreed for each subject and class. Targets were then agreed for each child and this would be shared with parents.
- The school had purchased Target Tracker, a programme that staff would have regular access to and would provide the school with ongoing feedback.
- The school would also subscribe to Pixel which would allow SLT to provide targeted support.

**Q&A-SKH- How is Reception baseline looking?**

HT- We are looking at this at present and most of the children are not where they should be.

**Q&A-Chair- Did you anticipate this level of pupil progress/attainment and need?**

HS: Yes, this was not a surprise to us.

**Q&A-Which areas were most surprising?**

HS: This varies from class to class. For example, we are currently surprised with Maths in Year 6 and Year 5 as we felt we had covered a number of areas with the children. However, we are aware of why this is, and we have a number of things in place to support with catch up.

**Q&A- KS- We hear all the time about children coming back to school without basic life skills, can we support with this?**

HT- This is something that we already do, but it is something we need to raise our profile a bit more.

Curriculum

- (a) The key areas for the school were Implementation and Impact
- (b) HS strategically managed the school curriculum along with middle leaders (AKA TLR Holders). This was empowering for them to be part of whole school leadership. The team met as a whole school leadership team, however each middle leader also had operational leads with the AHT's and so were able to meet with them regularly to get extra support. Action plans were in place and staff were being supported through CPD also.
- (c) Book looks and a review of the curriculum would continue next half term.

After School Provision

After school club was currently oversubscribed. The school now had 20 different clubs and offered 300 spaces each week not including a number of vulnerable children who sometimes came late and so had been offered additional spaces. It was exciting for the school to be able to offer such variety, yoga, wellbeing, arts and crafts, dance, gaming, badminton and Arabic.

**Q&A- SKH- How Are these places Funded?**

HS- These places are free.

HT- as time goes on, we hope that more staff will want to run other sessions also.

Andrew Sellers

AS Provided the following update:

CPD

- (a) The aim this in autumn one was to focus on teaching and learning and would move onto vision and values in autumn two. The overall plan was to review what outstanding teaching and learning looked like at Cayley. Observations

had taken place and a number of common threads were coming up and CPD would centre around this in autumn two, with a key focus on pace, questioning, differentiation and assessment for learning.

- (b) Whole school INSET would take place along with Phase INSETS to tackle areas of development.
- (c) Assessment would be reviewed to ensure that teachers were clear on what age-related learning was and what was expected.
- (d) Art CPD would take place with the support of 'foam art' who the school would collaborate with. It was hoped this would be a long-term arrangement.
- (e) Individual CPD would take place. A number of emerging leaders had been identified on all levels. This included two members of staff who would take part in BAME Leadership training this year, two staff members on Lead London this year, new TLR's who would undertake training around their respective areas and all AHT's were completing a master's course also.

### ITT Provision

- (a) 6 TAs had successfully completed their apprenticeships and so this would come to an end. A number of the apprentices would go onto teaching roles in other schools and two had been accepted onto a teaching course.
- (b) 3 new TA apprentices had already started at the school and further apprentices would be recruited in due course.
- (c) 4 Kickstart TAs had been appointed and would be with the school for 6 months.
- (d) Teacher training continued with LETTA. The school had also started a new partnership with Brunel.
- (e) The school had appointed an ECT.

## **3. MEMBERSHIP ISSUES**

### 3.1 Declaration of Interest

No declarations of interest were made.

Governors were reminded of the requirement to complete an annual declaration of interest and this could be completed on Governorhub.

**ACTION:** Clerk to resend instructions on how to complete D.O.I on Governorhub.

**ACTION:** Governors who have not already done so to complete their declaration of interest form.

### 3.2 Acceptance of Apologies

The GB again AGREED that apologies would only be accepted from governors if they were received at least 72 hours prior to the scheduled meeting time.

### 3.3 Governor Vacancies/Co-opted Governor Appointment

The Chair PROPOSED that Ankita Stopa be Co-opted to the GB for a term of 4 years.

AS, who had attended the F&GP committee on 11<sup>th</sup> October had lived in the borough for 21 years and worked as a part time lecturer at a FE college. As well as this, she owned and ran several businesses. AS had two children, one in Primary education and the other in Secondary Education and was keen to give back to her community.

**RESOLVED:** AS was Co-opted to the GB for a term of 4 years.

### 3.4 Staff Governor Elections

CN's term of office had come to an end and a staff election had taken place and **Nabeela Ghareb** had expressed an interest in the vacancy.

**RESOLVED:** As no other staff member had expressed an interest, Nabeela had been appointed staff governor.

The GB thanked CN for her time on the board as Staff Governor and looked forward to continued work with her in her capacity as AHT.

The GB thanked NB for accepting the position and looked forward to working with her in the future.

### 3.5 Instrument of Government

*The IoG was shared with the GB prior to the meeting for review.*

**RESOLVED:** The GB AGREED that no changes were required at this time.

### 3.6 Review Link Governance Appointments

The following Link Governor appointments were AGREED by the GB

Link Governance Area	Link Governor
Child Protection/Safeguarding	Marcia Johnson
Looked After Children	Marcia Johnson
SEND	Don Hall
Link Governor	Nick Paul/Don Hall
Gifted and Talented	Nick Paul
English /Writing	Hameda Begum
English/Reading	Saleha Habiz-Khatun
Teaching and Learning	Hameda Begum
ICT	Ankita Stopa

Curriculum	Hameda Begum/Ankita Stopa
Mathematics	Khoyrul Shaheed
Science and Technology	Ankita Stopa
Physical Development	Nick Paul/Saleha Habib-Khatun
Creativity	Don Hall
Humanities	Chris Worthington
Wellbeing and SMSC	Khoyrul Shaheed
EYFS	Saleha Habib- Khatun
Health and Safety	Nick Paul/Don Hall
Inclusion	Don Hall
Finance	Chris Worthington
ECO	Nick Paul

### 3.6 Terms of Office Review

KS term of office would come to an end on 28<sup>th</sup> January 2022. A parent election would take place at this time.

JC's term of office would come to an end on 29<sup>th</sup> November 2021. As all governor vacancies had been filled and as the school started preparation for Ofsted. JC's term of office would not be renewed.

The Chair thanked JC for his contribution to the GB ad wished him well in future endeavours.

### 3.7 DBS- SBM/HT to confirm governor DBS checks are in date

**ACTION:** HT to confirm with SBM that all governor DBSs are in date

**ACTION:** HT to ascertain if SKH is able to use her Tower Hamlets DBS.

### 3.8 'Get information about schools' Reviewed/Update.

**ACTION:** HT to confirm with SBM that GIAS is up to date.

## 4. MINUTES OF THE LAST MEETING AND ACTIONS TAKEN

### 4.1 To agree the minutes of the meeting 5<sup>h</sup> July 2021 (attached)

*The minutes of the meeting of 5<sup>th</sup> July 2021 were circulated prior to the meeting for review.*

**RESOLVED:** the minutes were **AGREED** as an accurate record and were signed by the Chair.

#### 4.2 Matters arising from the minutes not included on the agenda

**ACTION:** Staff and parent survey data to be shared with the FGB.

#### 4.3 Review of Action List

Agenda Item	Actions- 5 <sup>th</sup> July 2021	Lead	Timescale
2.1	PS to complete D.O.I on Governorhub.	PS	<b>RESOLVED</b>
2.2	Succession planning to be discussed at the strategic planning day.	ALL	<b>On-going</b>
4	HT to share the flow chart she has in relation to HR processes with SC.	HT/SC	<b>UNRESOLVED</b>
5	Nursery Places to be discussed in the autumn term.	ALL	<b>RESOLVED</b>
6	HT to share any data available with the GB in time for the strategic planning day.	HT	<b>UNRESOLVED</b>
7	Clerk to send questions in preparation for the strategic planning day.	Clerk	<b>RESOLVED</b>

#### 4.4 Urgent / Chair's action taken since the last meeting

Discussed under confidential

## **5 COMMITTEES**

### 5.1 Committee's and Membership Review (Including HT Appraisal Panel)

#### Curriculum committee

After some discussion it was AGREED by the GB that a Curriculum committee be formed. The following membership was AGREED by the GB

Hameda Begum  
Khoyrul Shaheed  
Ankita Stopa  
Don Hall  
Graham Clifford  
Nabeela Ghareb  
Saleha Habib-Khatun

A Chair would be appointed at the first meeting.

Finance and General Purposes Committee	Pay Committee	Headteacher Appraisal Panel	Teaching and Learning Curriculum Committee
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Chris Worthington Nick Paul Khoynul Shaheed Don Hall Ankita Stopa Marcia Johnson Graham Clifford	Don Hall Ankita Stopa	Khoynul Shaheed Nick Paul	Hameda Begum Khoynul Shaheed Ankita Stopa Don Hall Graham Clifford Nabeela Ghareb Saleha Habib-Khatun
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## **5.2 Chair and Vice Chair Elections**

### **Finance and General Purposes**

Saleha Habib-Khatun **PROPOSED** that Chris Worthington be elected Chair of the Finance and General Purposes Committee. This was Seconded by Khoynul Shaheed.

**RESOLVED:** Chris Worthington was elected Chair of Governor for a term of 1 year.

### **Vice Chair**

Marcia Johnson **PROPOSED** that Khoynul Shaheed be elected Vice Chair of the Finance and General Purposes Committee. This was seconded by Chris Worthington.

### **Curriculum and Standards Committee**

It was **AGREED** by the FGB that a Chair and Vice Chair be elected at the first committee meeting.

## **5.3 Terms of Reference Review/Approval**

*The Terms of Reference were circulated prior to the meeting for review.*

**ACTION:** The review of Covid Recovery expenditure to be added to the Terms of Reference for the Finance Committee.

**ACTION:** Terms of Reference for the Teaching, Learning and Curriculum committee to be drafted.

**RESOLVED:** The Terms of Reference were **APPROVED** by the GB.

## **5.3 Verbal Update from Finance and General Purposes Committee- 11th October 2021**

The Chair of the committee provided the following update:

- The committee reviewed the Q2 BMR with the support of Suhal Kadir.
- The school projected a saving this financial year but would still end the year with a deficit budget.
- Sources of funding for Covid Recovery/catch up were discussed.
- A long discussion took place in relation to branding and marketing.
- Pupil numbers were discussed and had increased by 25. This was positive.
- The three-year budget was shared and showed an increase in deficit over three years and so a longer-term plan was required to ensure the school remained financially sustainable.
- Staff sickness was currently at an all-time high.
- Website redesign was discussed.
- Charges for school clubs and trips were now being funded by the school.
- The SBM continued to source donations from Canary Wharf partners.
- Staffing costs were discussed

## **6 SCHOOL DEVELOPMENT PLAN**

*The School Development Plan was shared prior to the meeting for review.*

### **Key priorities**

- Teaching and learning
- Pupil leadership
- Behaviour management, relationships and motivations.

Everyone at school was now aware of the school's key priorities and staff were able to come to SLT for additional support and to ask any additional questions they may have. Each SLT member would work with a smaller team of staff on different areas in relation to the key priorities.

- (a) The HT advised that 3 documents had been shared with the FGB that defined the school improvement strategy.
- (b) Leadership matrix was a way of organising the whole school work that SLT had been completing. The matrix showed how the team worked together even although someone would take a lead on a particular area, the rest of the team would support with this. This was a great way of having whole school impact.
- (c) The HT noted the importance of balancing academics with leadership and management and culture and climate.
- (d) This would be a working document and would be reviewed next half term.

*The Strategic Year Plan was shared with the FGB*

- (e) The plan had been put together as the school believed that it was important to view data regularly as it moved out of the pandemic.

- (f) There were currently a higher than usual number of assessments being carried out, the HT noted that once things had settled this would be reduced. This was reviewed each half term.

*The School Development Plan was Shared with the FGB prior to the meeting for review.*

The HT highlighted the following salient points

- (g) The school would focus on Impact this autumn term. After looking at early reviews and data, SLT discussed what it wanted for the school and agreed that this was an Outstanding Ofsted rating. This was what underpinned all of the actions in the SDP.
- (h) The HT noted that there were so much expertise in the building. The school was strong with a proud history and a significant number of people had spent significant time trying to become experts in their areas. However, looking at the bigger picture, the data was not solid, and this was for many reasons which included the pandemic. Due to this, it had been agreed that the main focus would be on teaching and learning with the DHT leading on this.
- (i) At the end of this term an Action, Impact, Next Step report would be drafted from the Middle Leader team. This would be an on-going cycle, closely aligned to the SDP.
- (j) The school would continue to work on sophistication of the use of data and how that was then transformed into good teaching and learning.
- (k) The HT noted that when looking at Ofsted ratings and how they were given, currently the school had stronger teaching than outcomes and impact and there was an imbalance that the school would continue to focus on.

*Secure the school's capacity to further improve school effectiveness through strengthening leadership at all levels, Achieving Ofsted outstanding*

- (l) The school was designing opportunities for people to learn from one another and to show leadership and to grow understanding and highlighting the differences between leadership and management.
- (m) For children to see how we support them with their leadership skills. The traits and characteristics we want to grow.
- (n) This work was spread between TLR and UPR who had a particular interest and want to develop this part of the school.
- (o) The HT noted that many staff members were showing early signs of strong leadership skills and the school would use this plan to make sure they had a route through via shadowing, QSL, BAME route. All of this led back to the key school development strategy around Action, impact and next step. What is it that you have done that has made a change for the better?
- (p) All of this would result in data, which was currently not where the HT would have liked. However, it was now about what the school could do next to drive progress and attainment. The HT also noted that work was also being carried out to ensure that the school was being sophisticated enough in how data was captured with particular emphasis on SEND, where currently in a number of areas, no data was recorded. It was however noted by the HT that work was

being carried out with these children, especially those with higher needs. The school would have to ensure that it was able to show this work.

### *Culture and climate*

- (q) This was about inspiration, how we talk to one another and the language that we use and aspirations for the future and developing a mindset for children to be aspirational.
- (r) Climate and culture walks had taken place throughout the school and the HT noted that it had been nice to hear how children had been overwhelmingly positive and loved learning. They were currently still not able to reflect on learning itself and work on this would commence next term.
- (s) SLT spoke about the school values and vision frequently and how this could be developed with children as discussed in the F&GP committee. The 6 values had been redesigned by both staff and children and had been put on postcards that children received whenever they had met one of these core values. When 10 cards had been received, the children would be invited to the HT's office where they were be able to pick a book to take home and add to their own book collection. Reaffirming what it meant to be a Cayley Child. Data around this would be collected and used to create some project work. This information would also be sent home.
- (t) The HT advised that he would continue to review the school vision to ensure it was right for the school as he worked to better understand and get to know the school.

This was very exciting and as the school moved throughout the year, Governors would be able to hold the school account using the SDP.

### **Q&A-CW-There is reference to climate change. How does this fit into the SDP?**

HT- Not as much as we would like it to this year. As I was a new HT and therefore did not know enough about the school as I put this plan together. NP was also linked up to this also. In terms of green spaces and getting forest school going, in a meaningful way so it is synced up to the science curriculum. I wasn't able to embed this, but this is definitely something as we move forward that I would like to do.

## **7 COVID RECOVERY**

*The Covid Recovery Grant was Shared with the GB prior to the meeting as part of the Pupil Premium Grant.*

*The HT provided the following update on covid recovery*

Covid recovery was about knowing where children were. Looking at baseline and understanding the profile of teaching. The school had the resources in the building to support with pupil catch up. There were skilled staff, and the school was in a positive position and did not need to buy in anything additional. What was now required was a focus on CPD and this was going really well.

**JC- previously we had some families that had issues with Broadband. What are we doing around this in terms of affordability and accessibility?**

HT-A lot of ICT equipment has come back into the school and we are working on sending it back out again and getting our families all set up. Year 6 is already sorted, and we will make sure every family has this. I think the school did well to get this ICT equipment out to children during the lock down. We will need to look at the school ICT vision for the next 5 years.

**RESOLVED:** The Covid Recovery Grant report was APPROVED by the FGB.

## **8 SEND REPORT 2021-22**

*The SEND Report 2021-22 was circulated prior to the meeting for review.*

The DHT highlighted the following points:

- (a) There had not been much change to the report in the way of how the school supported children, transitions and the health and support provided this year. The biggest change had been a page now included about the school's specialist provision *Cayley, Language, Integration and movement Base 'Climb'*. This had been put into place last year due to the particular needs of a cohort in Early Years. Due to Covid, the amount of time missed of school and the fact that some were part time at Nursery and had come into Reception on a full-time basis. These children required significant support in these areas and so they had become a focus as they were the three key things the children needed in order to move on and make the expected progress. This was going really well and SKH had undertaken a link visit and had been given a tour of the space and had talked through how the children that required additional support were identified. The aim was to have all of these children back into the mainstream class if it was appropriate for them. 7 children in the provision did not follow any subject specific study. The school looked at pupils as whole children to identify what they needed in order to move forward and the specialist provision allowed this to happen.
- (b) As part of the SEND offer the school had looked at how these children were tracked and had worked as a whole school to obtain really good data as a starting point, and this had been replicated for SEN children. The school used something called the Engagement Offer for children working below expected or that were not engaging in subject specific learning.
- (c) Aspiration, realisation, anticipation, persistence and initiation were looked at when reviewing each child's development. It was a very holistic approach and allowed the school to review particular things it could do to move their learning on.

- (d) The DHT noted that it was often the case with SEN children that their learning or progress could be quite linear depending on need. This was actually a good thing as it often meant that children were able to retain the skills that they had been taught and were then able to generalise and transfer them to other situations. The school encouraged this as often schools would see a dip in data for children with SEN as they moved up the school. This way there could be a focus on early intervention and get children back into class. The school was currently transitioning two children back into class.

**Q&A-JC- When we talk about a dip in data, is this similar to other schools?**

DHT-Yes, it does really depend on the additional need. For some children who have degenerative conditions and have specific learning difficulties, it will often dip from year to year. So, if we are able to maintain this in a linear way, that is a positive thing.

**Q&A-JC- The two children who you are transitioning back into class. Will they be reviewed again?**

DHT – Yes, we do our pupil progress meetings regularly and so this will be based on the needs of the children.

**Q&A-KS- When you find you are unable to meet the needs of the children, what do you do?**

DHT- Fortunately, we have very experienced and skilled practitioners especially for children with SEN. Over time we have had lots of different interventions and so know what works and what doesn't. We sometimes get thrown a curve ball where we get a child that has a 1 in 20,000 condition and we will have to ask specific teams from the NHS to come in and support us. Generally, the additional needs of our children are speech and language and autism based and we have very clear early identification and strategies in place and staff are trained well to deal with this.

**Q&A-KS- Is this on a 1-2-1 basis?**

DHT- No and this was one of the reasons we put CLIMB together as we didn't want to have children attached to an adult all day. Putting them in a group also allows that peer interaction. It's about providing those interactions for them.

**Q&A-DH- How many children with EHCPs do we have?**

DHT- We currently have 10 children throughout the school who come with full funding. 10 awaiting assessment from the LA. If these applications are agreed, the school will have 22 EHCP's in total and this is well above the national average. There are approximately another 10 children we are currently gathering evidence on.

- (e) An outreach teacher from Phoenix attended the school approximately 6 times a term to support the school with SEN and to quality assure the work being carried out by the school. They also supported the school with training.

- (f) Approximately 80% of TA's were actually Learning Support Assistants working either 1-2-1 or supporting a small group or a pair of children.

## 9 HEADTEACHERS REPORT

*The HT report was shared prior to the meeting for review.*

The HT highlighted the following salient points

- (a) Current data and data from the previous Year 6 cohort had been shared to provide context of what many other schools were finding. Gaps had widened and children were not performing as well as would be expected.
- (b) Contextual information had been shared around whole school attendance and staffing.
- (c) The school had come in approximately 14<sup>th</sup> in the borough out of 65 school last year in relation to attendance. This was positive, however, attendance would continue to be a focus area for the school. The HT noted that when data had been reviewed it had become clear that persistent absence was an area of concern. This would be an ongoing piece of work and the school would continue to reward and praise good attendance and continue to support the families that required it. Whole school attendance was currently 93.4% and continued to improve.
- (d) There were currently 550 children on roll
- (e) 11% of the school population currently had an EHCP.
- (f) Approximately 40% of the school population were Pupil Premium. This did not include disadvantaged families that went under the radar.
- (g) A fire drill had taken place, and everybody had evacuated the building in 4 minutes. This was positive.
- (h) A GDPR audit that had just taken place and feedback from this had been positive.

### Covid update

The school continued to follow government guidance. The HT advised that staff had been asked to complete regular Lateral Flow Test's. A small number of children and staff had contracted covid since reopening in September and this had been managed appropriately and in line with government guidance

- (i) Performance management was currently taking place.
- (j) HR continued to support the school with staff sickness absence as this was currently quite high. The school remained supportive and continued to work through the sickness procedure with those involved.
- (k) Data re lesson observations that had taken place could be found within the HT report. This data gave an indication of what teaching looked like at school.
- (l) Recruitment was underway for a middle leader for PE. The HT noted that he had received a number of very strong applications.
- (m) The HT noted that data was key and now that systems were in place, this was something that would be shared with the FGB on a regular basis.

- (n) The school had received positive feedback from parents around the SAT's meeting that had taken place. The meeting had been really good and had had a good turnout.
- (o) Communication was another key area for the school and something that the HT was currently working on. This would continue to be a focus area for the school.

The HT noted that he had been quite brutal when making judgements on the school, marking Leadership and Management as requires improvement and Teaching and Learning inadequate.

### Early Years

*A report on Early Years had been shared with the FGB prior to the meeting for review.*

The HT noted that there was not a synced up enough curriculum in Early Years to show development. Data was not yet available to show the progress that had taken place in the autumn term as there was not yet a clear enough system to show this. It was however noted that he believed that improvement had been made. Due to this, the HT had marked this area as inadequate. The HT did note however, that as previously stated, the expertise to make the necessary improvement were already in the building. The data supported the school to see exactly where improvement was required so this could be made at pace.

Taking all of the above into account, the HT raised concerns about an imminent Ofsted and what the possible outcome for this could potential be. However, it was all about growth and the school was clear on what was required, and improvement had already been made. The Early Years was currently receiving additional support and improvement could already been seen.

In relation to whole school, the HT noted that on observing a number of lessons, one had been outstanding whilst the others had been remarkably different. SLT had provided those involved with very clear guidance in a non-judgemental way providing support on exactly what was required. The HT stated that the fact that after this, teachers had been able to turn this around so quickly had been fantastic.

## **10 FEEDBACK FROM LINK GOVERNORS' VISITS / TRAINING**

### **10.1 Feedback from link governors' visits**

- KS had met with CN, AHT to discuss well being and this had been a positive - visit.
- SHK had met with the DHT to discuss SEND.
- The Chair continued to visit the school regularly.



**ACTION:** Governor Visits template to be completed and return to the clerk.

10.2      Feedback from training attended

Deferred

**ACTION:** Clerk to send questions from Holding to Account training session to governors.

10.3      Review of GB Objectives 2020-21 and Action Plan

Deferred

## 11 POLICY AND OTHER DOCUMENTS REVIEW

*The following policies are being brought to the full Governing Body for approval:*

- 11.1      Acceptable Use Policy and Agreement
- 11.2      Cayley SEND Local Offer and Policy
- 11.3      Acceptable Use Policy for Students
- 11.4      The Education of Looked after Children, previously looked after
- 11.5      CCTV Policy
- 11.6      Equality Information and Objectives
- 11.7      Clear Desk Policy
- 11.8      Public Sector Equality Duty
- 11.9      Supporting Pupils with Medical Conditions
- 11.10      Children with Health Needs who Cannot attend Schools
- 11.11      Data Breach Policy
- 11.12      First Aid
- 11.13      Accessibility Plan 2019-20
- 11.14      Data Retention Policy Long Form
- 11.15      Drugs, Alcohol, Tobacco medicines and solvents
- 11.16      Electric Info and Communications Policy
- 11.17      Freedom of Information Policy and Publication Scheme
- 11.18      Healthy Eating
- 11.19      Allergies
- 11.20      Information Security Policy
- 11.21      Privacy Notice for Governors
- 11.22      SEND Information Report
- 11.23      Privacy Notice for Pupils
- 11.24      Privacy Notice for Visitors and Contractors
- 11.25      Short Form Privacy Notice for Application Forms
- 11.26      Social Media Policy
- 11.27      Safeguarding Manual

**RESOLVED:** The above policy was **APPROVED** by the GB.

**Q&A-SKH- We haven't yet approved the Curriculum policy, when will we do this as I know we were waiting for Early Years update?**

**RESOLVED:** Curriculum policy approval to be delegated to the Curriculum committee.

**ACTION:** Curriculum policy approval to be added the new ToR.

**12 DATE OF NEXT MEETINGS-** 24<sup>th</sup> January 2022

**13 ANY URGENT BUSINESS**

**None**

**Part 2.**

The meeting ended at 6.23pm.

**Chair's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Agenda Item	Actions- 17 <sup>th</sup> May 2021	Lead	Timescale
3.1	Clerk to resend instructions on how to complete D.O.I on Governorhub.	Clerk	<b>ASAP</b>
3.1	Governors who have not already done so to complete their declaration of interest form.	ALL	<b>ASAP</b>
3.7	HT to confirm with SBM that all governor DBSs are in date.	HT	<b>ASAP</b>
3.7	HT to ascertain if SKH is able to use her Tower Hamlets DBS.	HT	<b>ASAP</b>
3.8	HT to confirm with SBM that GIAS is up to date	HT	<b>ASAP</b>
4.2	Staff and parent survey data to be shared with the FGB	HT	<b>Next Meeting</b>
5.3	The review of covid recovery expenditure to be added to the Terms of Reference for the F&GP Committee	Clerk	<b>By next meeting</b>
5.3	Terms of Reference for the Teaching, Learning and Curriculum committee to be drafted	HT	<b>By next meeting</b>
10.1	Governor Visits template to be completed and return to the clerk.	KS/SKH	<b>asap</b>

10.2	Clerk to send questions from Holding to Account training session to governors.	Clerk	<b>asap</b>
11	Curriculum policy approval to be added the new ToR.	HT	<b>asap</b>