



Cayley Primary School

Minutes of the Full Governing Body

Date of Meeting	8 th July 2019
Venue	Cayley Primary School, Aston Street, London E14 7NG
Chair	Nicholas Paul
Clerk	Naomi Bell

MEMBERSHIP

Type	Membership	Attendance
Staff	Lissa Samuel (Headteacher)* Chrisinda Nieuwenhuis (CN) (AHT)	Attended Apologies
Local Authority	Nicholas Paul (LA) (Chair)*	Attended
Co-Opted	Chris Worthington Don Hall (DH) (VC) Ben Sperring* Susan Mordey (SM)* Saleha Habiz-Khatun (SHK)*	Apologies Apologies Attended Attended Attended
Associate	Philipp Simon (PS) Jamir Chowdhury (JC)*	Apologies Attended
Parent	Abdul Muktadir (AM) Khoyrul Shaheed (KS)*	- Attended

*Denotes attendance - Denotes no response

Also in Attendance	
Andrew Sellers (AS), Assistant Headteacher LKS2 (Maternity Leave Absence)	Attended

[The meeting commenced at 16.13 hours and was quorate]

PART 1 – Open Section

Agenda Item 1: SSAT Peer Review Presentation

AS reported the following highlights:

- The Peer Review programme allowed the School to work with other schools as part of an evaluative process which provided an opportunity to reflect on practice.
- In 2018/19 the Headteacher and AS collaborated with 2 schools based in Newham which had been a good learning curve.
- The focus had been to determine *‘to what extent has the implementation of Cayley’s English curriculum impacted on children’s writing?’*
- The School considered the following aspects:
 - *What were the features of teachers planning and practice that had the most impact during the implementation stage?*
 - *What aspects of practice would improve outcomes for pupils going forward?*
- The School had been working with the Literacy and Language (L&L) programme which failed to provide sufficient opportunity for pupils to complete writing, be imaginative, edit and redraft text in order to bring about the desired outcomes. It also failed to link to curriculum themes etc. Teachers were not empowered to teach autonomously or to increase their subject knowledge in planning.
- The School had rebranded its English curriculum and utilise *real book planning* which provided pupils with access to high quality texts across a broad range of genres which were anticipated to increase their love of reading.
- The School had researched the English curricula from other school which had informed its own going forward.

- The School was currently in the 3-year delivery phase of the English curriculum and was considering how the curriculum could best be sustained going forward.
- The key recommendations from the peer review were as follows:
 - To ensure the whole School was aligned with the vision and intent of the School's new approach to the teaching English – the SLT had a very strong idea about what the vision for English should look like, which was not evident within all teaching staff;
 - SLT should continue to provide support to staff to ensure continuity and consistency of the whole School approach to writing;
 - Provide opportunity for staff collaboration to embed best practice;
 - Develop live feedback, editing process and live modelling to ensure pupils had ownership;
 - Collaborate with other schools to support outcomes, expectations and standardisation.
- The School had designed its vision for English and writing to sit alongside the vision for Cayley, which would empower the Cayley community *'to explore... an exciting imaginative curriculum resulting in imaginative, critical and confident writers'*.
 - The School needed to share and communicate its new vision for English – Staff were consulted through staff meetings and the positive feedback was used to inform and rewrite the policy on English (tabled).
- The implementation process had been preceded by a clear, logical plan which set out the required outcomes and assessed the readiness of the School to deliver the implementation plan. A shared understanding of the implementation process was created with support from SLT, AHT, LBTH etc. and new skills, knowledge, strategies and training had been introduced.
- Next Steps:
 - To communicate and share the vision with Governors, SLT, parents and pupils. The School would hold parent workshops in the autumn term and the information uploaded to the website.
- The statutory statements for teaching KS1/2 were used to determine which high quality texts the School would use as part of its canon of literature. All the text types were year group appropriate and real texts were used for non-fiction instead of excerpts. Planning was tailored to the books chosen. AS tabled a Year 3 e.g. in which the teacher demonstrated creativity by dressing up as an archaeologist, digging for clues, introducing role play etc.
- Plans were reviewed by Year Group and adapted to accommodate aspects that were successful and ensured that the national curriculum objectives were met. Teachers assessed pupils' books and moderated independent writing.
- Plans were ready for 2019/20 which would be adapted to suit the needs of the pupils.
- As part of the new process teachers had to answer a Year 3 task which had been to write a newspaper report on Tutankhamen's tomb which not only informed the planning stage, but the modelled writing significantly impacted on the pupils writing.
- Pupils were given a purpose and a real audience for their writing.
- Feedback:
 - The fundamental improvement was that *'teachers' enjoyment of teaching had impacted on pupils' enjoyment of learning'*;
 - Teachers wanted to ensure that CPCs were linked to the books covered by the new English curriculum;
 - Further CPD opportunities on planning using the national curriculum would be made available in 2019/20;
 - The phased time for collaborative planning sessions was well received;
 - Further CPD opportunities for editing were required to ensure pupils became independent editors – there had been an increase in the use of the green pen evident from pupils' workbooks, but it remained a work in progress;
 - Year 1 teachers who were delivering the Phonics programme had expressed a desire to use real book planning, which would be reviewed in 2019/20;
 - Quality needed to be ensured over quantity;
 - There needed to be increased engagement from parents to support pupils at home which would be addressed through parent workshops.

Q&A – KS queried what strategies would be used to break the ice with parents to ensure attendance at the workshops and to develop their interest? The School needed to communicate that attendance at the workshop would be beneficial to parents to help their children progress. The level of attendance had increased recently. The School was considering utilising social media and the School's website in an attempt to increase parental involvement. The new vision would also be disseminated during parent coffee mornings.

Q&A - SHK queried whether the workshops would be held on a one-off basis or whether they would be held according to phase groups? They would be delivered according to phase group at intervals during the year. The School intended to set a family homework exercise for each of the books and would prepare a similar visual aid to assist parents support their children at home which would include suggestions for activities in relation to a particular book.

- A book scrutiny had also been undertaken during which teachers recorded what went well and *'even better ifs'*.
- Teachers own subject knowledge had increased which was evidenced by the variety of perfected English strategies being used. It was a real departure from teaching from the L&L programme manual which had originally been introduced because pupil progress had plateaued. It had also provided a valuable stepping stone for teachers following SFA programme, because some teachers were not confident in planning directly from the national curriculum. The School had incorporated some of the SFA strategies into its new programme. The new programme was introduced because progress had plateaued again.

The Chair commented that the new reading and writing programme appeared to involve a more nurturing process for both staff and pupils.

Q&A – The Chair asked what strategies did the School have in place to maintain the level of nurturing? The momentum was expected to continue because the impact on pupils' writing was evident.

Q&A – KS queried what role did AS play in the new English curriculum? AS had begun the process whilst he was the English Coordinator, but when he had become AHT (Maternity Leave Absence), the programme was delivered by other AHTs whilst still having responsibility for their respective phases.

Q&A - SHK queried which AHTs would deliver the English programme? There would be 3 AHTs (AS, GP, HS) which would deliver the programme with the assistance of TLRs.

SHK sought confirmation that the School's SEND programme would be delivered by the DHT with 3 TLRs in support and commented that the strategy meant that the DHT would be covering the equivalent of a TLR post.

KS noted that AS was very passionate about the programme.

Q&A – KS queried whether it would be possible for AS to provide an update to Governors on the effectiveness of the new programme in the future? Yes, much of the current evidence was anecdotal, but AS would present hard data at a future FGB meeting. Governors were invited to visit the School to observe examples of pupils' writing. A moderator, who formed part of the Peer Review team, had reviewed Year 4 books and determined many of the examples were comparable to Year 6 level. AS stated that the new programme was about improving pupils' love of reading and writing and not just about increasing outcomes, which was evident in the fact that pupils were now excited to attend English classes.

SHK commented that as a parent and a teacher herself she had noted that the presentation had identified that there had been an increase in pupils writing for pleasure and that teachers' enjoyment of teaching lessons was more evident. The Headteacher was presenting more awards for pleasure in writing. The process was also about ensuring that teachers took ownership over the subject and that the programme delivered qualitative pieces of writing instead of quantity.

The current plans were flexible which would allow almost any book to be used to teach a specific unit in the future.

Q&A - SHK asked how had the programme affected teacher workload? There had been an impact on teacher workload due to the time associated with the planning phase, but because teachers had seen an increase in their own subject knowledge, had ownership of the process and expressed enjoyment, the impact had been positive. There was also a benefit that the plans, once created, did not have to be recreated annually and could be utilised the following year. Teachers had also received extra planning time and INSET days had been used to undertake proactive planning.

- Sustainability – the School would ensure that its cross-curricula activities were synchronised which would involve the redesigning on the School's primary curriculum in 2019/20 to ensure that it was easier for teachers to link topics. Teachers were very enthusiastic about the process.
- The curriculum would be redeveloped in line with the new Ofsted Framework.
- The School would consider the effectiveness of the programme:
 - How would the data be monitored;
 - Did the data reflect what was happening in lessons;
 - Did the process deliver intended outcomes;
 - Stability;
 - Were there sufficiently robust contingency plans put in place to accommodate changes across the School e.g. staff turnover.

The Peer Review had been beneficial and its outcomes had validated the School's direction of travel.

The Chair, on behalf of the FGB, thanked AS for his presentation and his obvious passion.

The FGB also congratulated the AHTs, TLRs and all staff involved in the programme for their outstanding achievement.

[AS left the meeting at 16:45 hours]

The Headteacher reported that the School had reviewed editing and marking which had been a recommendation from the 2017/18 peer review. For the last 2-years the School had undertaken the peer review process with LETTA, but in 2019/20 the exercise would be undertaken with LBTH through THEP. Once staff had been trained the School could undertake the exercise throughout the year.

Q&A – the Chair queried whether the exercise required more trust and collaboration between staff to be effective, or would it be led by one person? The process was dependent on the schools involved. The School had visited Sandringham, which was a 4 FE school and William Davis, a 1 FE school, based in Newham as part of the peer review. All schools compared how they utilised the phonic programme *Read Write Inc.* but the trust had not been evident until the 3rd part of the exercise when both schools had visited Cayley.

The LBTH exercise would involve groups of 9 schools which would collaborate for 2-years in order to become familiar and build trust. The exercise could be written into the observation cycle and provide positive CPD opportunities.

Agenda Item 2: Welcome, Apologies for Absence and Declaration of Interest

Presenting: Clerk/Chair

The Chair welcomed everyone to the last meeting of the 2018/19 academic year. Apologies were **NOTED** and **ACCEPTED** from Don Hall, Chis Worthington, Philipp Simon and Chrisinda Nieuwenhuis. It was also **NOTED** that Jamir Chowdhury would be late to the meeting and that there had been no response from Abdul Muktedir.

The FGB varied the order of business to allow Agenda Item 4.1: Governing Body Matters (terms of office) to be heard before the housekeeping items in order to ensure the meeting was quorate.

Agenda Item 3: Declarations of Interest

Presenting: Clerk/All

Governors were asked to declare the nature and extent of their interest in the transactions discussed to be considered at the meeting or declare that there were no such interests. A Governor must also absent him/herself from any discussions of the Governing Body (GB) in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the School (in accordance with the requirements of The School Governance (Procedures) (England) Regulations 2013.

There were no new declarations of interests recorded in relation to the agenda items.

Agenda Item 4: Governing Body Matters

Presenting: Chair/Clerk

Challenge/Discussion

4.1 Terms of Office

[JC attended the meeting at 16:51 hours]

The Clerk advised that the term of office for Saleha Habiz-Khatun had ceased on 10th May 2019.

The FGB was advised that it could co-opt SHK as a Co-Opted Governor provided the FGB agreed that SHK continued to demonstrate the skillset required and it had secured her consent to continue to act in that capacity.

RESOLVED: SHK confirmed her willingness to continue to act in her capacity of Co-Opted Governor and had been duly appointed under Regulation 11 of the School Governance (Constitution) Regulations 2014 for a term of 4 years and in accordance with the explicit requirement that all appointed Governors should exhibit 'the skills required to contribute to the effective governance and the success of the school'.

Agenda Item 5: Minutes of the Meeting held on 20th May 2019 (Circulated) & Review of Action Points and Matters Arising

Presenting: Chair/All

The minutes of the previous meeting were **APPROVED** as a true and accurate reflection of the meeting and were duly signed by the Chair.

5.1 Review of action points

ITEM	Carried Forward Actions - 21 st January 2019	LEAD	TIMESCALE
Item 6: Pupil Premium Report	Approach Docklands Museum to ascertain whether they could do a talk at the school	Chair	UNRESOLVED – on 20.05.2019 DH volunteered to follow-up on this action. Carried Forward to the next meeting on 07.10.2019
Item 10: Governors Link Visits/Training – SCIENCE	To undertake a follow-up science visit and report back to the FGB	BS	PARTIALLY RESOLVED - BS reported that he not undertaken a face to face visit, but he had liaised with Firdus Ali, LKS2, via email and had scheduled visits. Feedback to be provided at a future date.

Agenda Item	Carried Forward Actions - 4 th March 2019 actions	Lead	Update/Timescale
Item 3: Governing Body Matters	AP – 03/2019 – 02 – Ascertain whether CW and SHK wanted to continue to hold office as Co-Opted Governors	Chair	RESOLVED re: SHK – refer to agenda item 4.1 Terms of Office above.

	AP -03/2019 – 03 – Ascertain whether AM wanted to continue to hold office as Parent Governor	Chair	UNRESOLVED. To be carried over to the next FGB meeting 07.10.2019
Item 5: Financial Reports SLAs	AP – 03/2019 – 05 – Ascertain what the Advisory Support Service and the 2 nd entry of Professional Services entail	Head	PARTIALLY RESOLVED – The Headteacher would provide feedback on email to the membership
Item 6: Headteacher Report SDP	AP – 03/2019 – 06 – provide anecdotal evidence throughout the year pertaining to progress which would prepare the GB when SATs results come out	Head	RESOLVED: The Headteacher reported that the SDP and action plans had been uploaded to DB Primary.
	AP - 03/2019 – 07 - Evidence as to what strategies the School had in place to deal with higher achievers	Head	UNRESOLVED: Carried forward to the next meeting 07.10.2019 because the Special Needs Strategies would be covered under the agenda instead of the SDP.
Item 8: Policies to be Reviewed	AP – 03/2019 – 08 – Research complaints policies	Head	RESOLVED: The Head reported that she had researched other complaints policies and the School's policy had now been completed which had been reviewed and agreed in accordance with the School's virtual policy.

Agenda Item	20 th May 2019 actions	Lead	Update/Timescale
Item 8: Review of Self-Evaluation Form (SEF)	AP – 05/2019 – 01 – Produce a visual presentation based on staff evaluations	Head	Autumn Term
	AP – 05/2019 – 02 – Research whether the index could be used for inclusion and feedback to Governors	Head	RESOLVED – the Head reported that she had met with MA (DHT for SEND/INCLUSION). The index was the overarching element that the School had been used for inclusion over the last 6-years on which the School based its vision, values, local offer, policy etc. to ensure the environment was inclusive for all pupils. Pupils with SEN were encouraged to be more independent. The MITRE project and outstanding TA programme.

All other actions had been completed.

5.2 Matters Arising

There were no matters arising recorded.

Agenda Item 6: Headteachers Report (Circulated)

Presenting: Headteacher

Discussion/ Challenge

The GB **NOTED** and commented on the '*Headteachers Report to Governor – summer 2019.*'

The Headteacher highlighted the following:

- **Safeguarding** – Since the last report, the child who had encountered difficulties had a successful soft phased in-year transfer to Ben Jonson School. The pupil's risk assessment (RA) was sent to Ben Jonson.

Q&A – SHK queried whether the transfer had been a mutual decision? The transfer had been mutually agreed. There had been some confusion as to whether the pupil had been the perpetrator or the victim.

- **Sports Premium** – the School had taken on a 2nd Sports Apprentice (SA), but both apprentices were detrimental in the way in which they worked collaboratively, neither of whom worked well. It had been noted that the work rate of the male apprentice, in particular, had significantly reduced since the female apprentice had been appointed. The male apprentice used to interact well with pupils.

The FGB **AGREED** that the 2nd sports apprentice should be released from her role. The School wanted to have an appropriate role model for girls and the decision as to whether the School needed 2 SAs going forward would be reviewed.

- Pupil Roll had increased.
- There had been 52/90 applications for Reception.
- There had been 38 applications for Nursery.
- Most schools in the west of the borough had recorded vacancies, including Mulberry Secondary for the first time, although they had subsequently been filled. SHK reported that Morpeth, Swanlea and St Pauls schools all had waiting lists.
- There had been an increase of 29 pupils in 2018/19 across the whole cohort;
- Attendance had dropped slightly at approx. 96% - the School's had set a target of 97%. The drop could be due to the School no longer offering a prize for 100% attendance. The School had received too many complaints from parents because their children had not received the prize. BS reported that there had been advice issued by the DfE that schools should not offer attendance prizes. The School now offered whole class attendance prizes e.g. trips to the beach etc. but the School would monitor and review the process going forward. KS offered to meet with the Headteacher and Chair of Governors in September to discuss the issue of sponsorship.
- There had been an increase in extended leave requests which were now reported up to and including the last day of term. The fine was not a deterrent for some parents.
- JC mentioned that there was a downward trend in pupils being offered FSMs which affected Pupil Premium.

Agenda Item 7: Reducing PAN

Presenting: Headteacher

Discussion/ Challenge

This item was discussed under confidential minutes – please refer to the minutes.

Agenda Item 8: School Improvement Plan/SEF (Circulated)

Presenting: Headteacher

Discussion/Challenge

The Headteacher reported that teaching staff had been given the opportunity to record which elements of the SDP had gone well, which elements needed to be developed further and to decide whether Behaviour for Learning, Love of Learning and Inclusion for Learning should remain the key focus areas for the SDP. Governors were asked to suggest ideas that should be incorporated into the 3 focus areas of the SDP or to suggest an alternative focus in line with the School's vision to excite, explore and excel.

SHK commented that the PDC had raised its fees by 100% because its rent had increased significantly. However, the level of increase had not been confirmed.

It was reported that the pupil experience of painting and art was inadequate. The School could not provide adequate art supplies and the pupils did not possess sufficient skill when mixing paints. The School had previously adopted a 2-colour paint system which was meant to be good for pupils to mix paints, but the system had proved unsuccessful.

The School would incur a cost of approx. £8k to purchase paints and materials for the whole School. The School had made an unsuccessful bid for funding, because it did not meet the criteria of fine art.

Action Point – 8 th July 2019	Lead	Timescale
AP – 07/2019 – 01 – Bids to be submitted to organisations to secure funding for art	Head	ASAP
AP – 07/2019 – 02- All suggestions, commonalities would be reviewed, collated and discussed with SLT to inform the School's focuses for its SDP plan going forward	Head	ASAP

BS commented that the SDP contained a lot of detail which would be difficult to achieve and suggested that the SDP should be more concise. However, the success criteria and outcomes were a summary of action plans, but if the School focussed on fewer actions the outcomes were more likely to be achieved.

Action Point – 8 th July 2019	Lead	Timescale
AP – 07/2019 – 03 – A copy of the feedback to staff to be provided to Governors	Head	ASAP

[BS left the meeting at 17:36 hours]

Q&A - KS queried whether the Headteacher had a game plan that would motivate, inspire staff to perform at their optimal level? The School would hold an INSET day at the start of the autumn term, including breakfast, and which would provide an opportunity for staff to catch up, welcome new staff, hold discussions on outcomes for the year in relation to the SDP, offer peer to peer support, working with parents etc. and updated safeguarding training would be provided with a different aspect each year.

[BS returned to the meeting at 17:38 hours]

An evening twilight training session on practical painting was planned, but the date had yet to be confirmed. SHK had expressed an interest in attending the session.

Q&A – SHK queried whether the Headteacher set targets for each member of the teaching staff? The Headteacher set targets for the AHTs who in turn set targets for teachers in their phase groups, which were reviewed termly.

Agenda Item 9: Feedback from the Finance & General Purposes Committee on 13th May 2019

Presenting: Chair

Discussion/ Challenge

Q&A - BS sought confirmation as to the latest position in terms of the projected deficit for 2021/22 and whether the School would produce a deficit prevention plan? A deficit prevention plan had not been provided.

The School had received 6 applications for the School Business Manager (SBM) position and Nancy Gray had been successfully appointed which was working well. The SBM was undertaking a level 4 SBM course, but already held a level 6 qualification in Business Administration.

The panel had comprised, Matthew Raynor, Headteacher of Stephen Hawking School, Hussain Sheefar (AHT), the Chair of Governors and the Headteacher.

NG was currently firming up the structure of the finance team which would not require a 2nd Scale 6 post. The apprentice would undertake business administration and the two scale 3 posts would work on the reception hatch. NG had reviewed current staffing levels and the School could save an approx. £134k if NQTs were employed on FTC and one staff member took maternity leave absence. Nursery Nurses who left would be

replaced by HLTAs and paid on a term-time only basis, the School Liaison Officer had resigned because she had successfully obtained a position at Sir John Cass School and a Nursery Nurse had expressed an interest in taking on the 3-day role. If successful, further savings could be made because the Nursery Nurse would not be replaced on the same basis.

The Headteacher reported that the School had made an operational decision to appoint AS, who had temporarily been appointed to the post of AHT (Maternity Leave Absence) as the 5th permanent historical AHT post. CN would be returning to her substantive post in January 2020 and another AHT would be going on a minimum 2-term Maternity Leave Absence.

The cost of the upgrade to AHT would cost the School an additional £3k per annum above AS's substantive post as English Lead. AS was already in the role, which could not be made redundant as part of the restructure.

Q&A - SHK queried whether the School, which was heading towards a deficit budget, could create another AHT post? SHK commented that the School, which would potentially no longer be a 3 FE school across the whole School, had reduced its permanent staff by replacing leavers with NQTs on FTCs. The current staffing structure included a DHT who was undertaking a SEND role, which had historically been a TLR role, and who was supported by 3 lower TLRs; 4 AHTs (2 on Maternity Leave Absence/Secondment), as well as TLR post holders.

SHK stated that a role should not be created because it was feared that a member of staff may seek employment elsewhere.

The School would not be creating a 5th AHT post because the existing/historical AHT post had been factored into the approved budget and the appointment would benefit the School. The School had made a further saving of £18k by not replacing 2 TLR posts for English. If AS returned to his substantive TLR post the School would need to find an additional £12k to appoint additional TLRs for English and Maths in contrast to £3k if AS continued in the post as AHT. AS was also teaching Maths, but English was currently being covered by 2 AHTs which was not optimum use of their time whereas a 5th AHT would deliver both English and Maths.

BS commented that whilst AS had done an excellent job as AHT (Maternity Leave Absence) and would potentially make a very good AHT, there needed to be a fair and impartial interview process.

Q&A - BS addressed SHK comment and asked whether the Headteacher felt supported by her DHT? Much of the DHT's remit was spent on Inclusion/SEND which had a negative impact on the SLT's ability to be more strategic.

JC commented that there was a need for a back-up plan in terms of the potential deficit budget.

Q&A – JC asked in light of the School considering reducing its PAN for Reception was there an identifiable need for the leadership structure to comprise 5 AHTs? JC commented that the historical AHT post had been vacant for over 6 months. SHK suggested that whilst one of the AHTs was on secondment the DHT could cover the post in addition to his SEND role rather than post be split between AS and other AHTs. The School had already considered that option, but had determined that the review of its whole School curriculum required 2 SLT staff members for Years 1-3 and Years 4-6 rather than HTLRs.

If the staffing structure remained the same, the School would need to advertise for the following staff at a cost of £12k and an additional £6k for AS to remain in his current AHT Maternity Leave Absence role:

HTLR for English

TLR English (Maternity Leave Absence cover)

TLR for Maths

However, from a financial aspect, the School would only incur an additional £3k if it appointed a 5th AHT who would share out the responsibility between staff and take the curriculum to the next strategic level. It was

envisaged that the appointment would have a significant impact on the quality of the new curriculum being designed.

BS agreed that the decision would be cost effective, subject to the interview process being enacted.

KS suggested that the School review its staff roles and postpone any decision on appointing any staff until the Finance Committee had reviewed the budget.

Action Point – 8 th July 2019	Lead	Timescale
AP – 07/2019 – 04 – Appointments to be placed on the Finance Committee Agenda	Clerk	Next F&GPC meeting 07.10.2019

Agenda Item 10: Governing Body

Presenting: Chair

Discussion/ Challenge

Review of action plan

Action Point – 8 th July 2019	Lead	Timescale
AP – 07/2019 – 05 – Update the Governors' Action Plan and circulate to the membership	Head	ASAP

Governor attendance (circulated)

The Chair reminded Governors that there was a requirement for Governors to attend meetings regularly and dates for the 2019/20 academic year had been circulated previously.

Link Governor Roles and Visits

Action Point – 8 th July 2019	Lead	Timescale
AP – 07/2019 – 06 – Link Governor roles to be re-circulated	Head	ASAP

Agenda Item 11: School Policies

Presenting: Headteacher

Discussion/ Challenge

The FGB RATIFIED the following policies through use of its virtual Governors meeting policy:

- Accessibility Plan
- SEND local Offer and Policy
- SEND information Report
- Whistleblowing Policy
- Prospectus

Agenda Item 12: Feedback from Governors' Visits/Training

Presenting: All

Discussion/ Challenge

The Chair had attended the 'Taking the Chair' training run by the LA and had attended the Director's meeting with Governors.

Both the Chair and CW had attended an Essential HR training course also run by the LA.

BS had updated his Safer Recruitment training.

SHK had qualified as a football coach.

Agenda Item 13: Safeguarding (Standing Item)

Presenting: Headteacher

Discussion/ Challenge

This item had been discussed under agenda item 6: Headteacher's Report above.

Agenda Item 14: Chair's Urgent Action and Any Other Business**Presenting: Chair****Discussion/ Challenge**

There were no Chair's urgent actions recorded as having taken place since the last FGB meeting or since the production of the agenda.

Any Other Business

KS commented that as AM had attended not the F&GP Committee recently KS volunteered to join the F&GP Committee.

There was no other business recorded.

Agenda Item 15: The Date of the Next Meeting

The date of the next meeting of the full governing body was confirmed as Monday 7th October 2019 at 4.00pm.

Agenda Item 16: Confidential Items (Observers and Staff to Withdraw)**Presenting: Chair**

Refer to confidential minutes.

[The Chair closed the meeting at 18:19 hours]

SUMMARY ACTION LOG

ITEM	Carried Forward Actions - 21 st January 2019	LEAD	TIMESCALE
Item 6: Pupil Premium Report	Approach Docklands Museum to ascertain whether they could do a talk at the school	Chair	UNRESOLVED – on 20.05.2019 DH volunteered to follow-up on this action. Carried Forward to the next meeting on 07.10.2019
Item 10: Governors Link Visits/Training – SCIENCE	To undertake a follow-up science visit and report back to the FGB	BS	PARTIALLY RESOLVED - BS reported that he not undertaken a face to face visit but he had liaised with Firdus Ali, LKS2 via email and had scheduled visits. Feedback to be provided at a future date.

Agenda Item	Carried Forward Actions - 4 th March 2019 actions	Lead	Update/Timescale
Item 3: Governing Body Matters	AP – 03/2019 – 02 – Ascertain whether CW and SHK wanted to continue to hold office as Co-Opted Governors	Chair	PARTIALLY RESOLVED Chair to contact SHK ASAP
	AP -03/2019 – 03 – Ascertain whether AM wanted to continue to hold office as Parent Governor	Chair	UNRESOLVED. To be carried over to the next FGB meeting 07.10.2019
Item 5: Financial Reports SLAs	AP – 03/2019 – 05 – Ascertain what the Advisory Support Service and the 2 nd entry of Professional Services entail	Head	PARTIALLY RESOLVED – The Headteacher would provide feedback on email to the membership
Item 6: Headteacher Report SDP	AP - 03/2019 – 07 - Evidence as to what strategies the School had in place to deal with higher achievers	Head	UNRESOLVED: Carried forward to the next meeting 08.07.2019 because the Special Needs Strategies would be covered under the agenda instead of the SDP.

Agenda Item	8 th July 2019 Actions	Lead	Timescale
Item 8: SIP/SEF	AP – 07/2019 – 01 – Bids to be submitted to organisations to secure funding for art	Head	ASAP
	AP – 07/2019 – 02- All suggestions, commonalities would be reviewed, collated and discussed with SLT to inform the School's focuses for its SDP plan going forward	Head	ASAP
	AP – 07/2019 – 03 – A copy of the feedback to staff to be provided to Governors	Head	ASAP
Item 9: Feedback from the F&GPC meeting - 13.05.2019	AP – 07/2019 – 04 – Appointments to be placed on the Finance Committee Agenda	Clerk	Next F&GPC - 07.10.2019
Item 10: Governing Body	AP – 07/2019 – 05 – Update the Governors' Action Plan	Head	Next F&GPC meeting 07.10.2019
	AP – 07/2019 – 06 – Link Governor roles to be re-circulated	Head	ASAP

Chair's signature: _____



Date: _____

2/10/19

Nicholas Paul