

LONDON BOROUGH OF REDBRIDGE**REDBRIDGE PRIMARY SCHOOL****Minutes of the Full Governing Body Meeting held
at the school on Thursday 23rd June 2022****PRESENT:**

D Backhouse MBE (Chair)
 L Aslam
 S Davies (Headteacher)
 M O'Connor
 T Ahmed
 S Wan

In Attendance:

K Southhall	Deputy Headteacher
R Targett-Adams	Deputy Headteacher
H Heer	Assistant Headteacher*
L Panzu	Assistant Headteacher*
N Khalique	Assistant Headteacher*
R Sagar	Assistant Headteacher*
S Porter	Assistant Headteacher*
M Lindsell	Clerk

*For part of the meeting

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1. The Chair opened the meeting and welcomed those present. Introductions were made to new Parent Governors L Aslam and S Wan.
- 1.2. Apologies had been received from D Borien and M Deen, governors gave consent to the absence.
- 1.3. The Chair had contacted Governance for Schools regarding filling the Co-opted Governor vacancy. However, there were no candidates within a fifteen-mile radius of the school.

2. DECLARATION OF INTERESTS

There were no declarations of interest.

3. PRESENTATIONS BY ASSISTANT HEADTEACHERS**Naviella Khaleeq – Phonics**

The main focus was on catching up and closing gaps. Younger children had missed two years of normal school life and key developments due to the

Chair's
Initials



29.9.22

pandemic. Nursery children had poor segmenting skills. There had been a lot of absences due to Covid19 and some parents were taking children on holiday during term time. Mental health could also be a barrier to learning.

A new phonics programme 'Essential Letters and Sounds' had been introduced. It offered a systematic synthetic approach; Teachers and Learning Support Assistant (LSAs) had received training during staff meetings.

Year 1 had been taught phase 1 speaking and listening, this would normally have been done during Reception year.

A phonics surgery was held after school every Tuesday to support teachers. Phonics lessons were observed and there were mock phonics tests. Interventions were being applied by LSAs and there were diagrams to support phonics in all corridors and the outside play area.

Phases 4 & 5 were taught in the autumn term. 82% passed at the end of that term.

76% of year 1 pupils had passed the June 22 phonics screening and 90% had passed in year 2. All pupils who had not passed the tests were being monitored. Ofsted were likely to challenge key stage 2 during a visit.

Governors asked why the school had not continued with the national programme and if volunteers were trained. N Khalique confirmed that volunteers went through the safer recruitment process and received appropriate guidance. The national programme had been too complicated to manage.

Sydney Porter – Year 6 and Head of Key Stage 2

Pupils' knowledge was tested from years 3 to 6. Closing gaps caused by the pandemic was difficult for children with poor attendance. Twenty five percent of year 6 children were currently persistently absent. However, the year 6 team were not allowing pupils to slip back. The pace of lessons was closing gaps and wellbeing continued to be monitored. Year 6 were moderated by the Local Authority (LA) on 22nd June.

There were booster classes and SATs workshops for parents.

The approach to filling gaps had helped with reading. Writing, especially at greater depth, was a key focus at the school and nationally.

Governors asked whether she thought SATs should have taken place this year, what had been learnt from moderation and what whole school attendance was. In response, S Porter said that the government wanted SATs to provide an accurate picture following two years of lockdowns and remote learning.

Moderation had highlighted that the school had a strong, committed team that cared about children reaching their full potential and looked after their mental health.

Whole school attendance was 93%. This was above the current national average, but attendance was still expected to be 96%.

Chair's
Initials



29.9.27

Louisa Panzu – Safeguarding

Domestic violence and chastisement were significant issues. She noted that in some communities this behaviour continued to be acceptable. There had been eleven referrals during the previous year, all for physical chastisement.

The safeguarding team met families to raise their awareness of how important safeguarding was. Many families would not answer questions about relationships with social care and some had become completely disengaged.

The school was part of the Police Encompass process and would therefore be notified if there had been a domestic violence incident at an address where a pupil resided.

Family mobility was the driver for children moving to other authorities, often not then always receiving the support they required. The school made every attempt to keep in contact with families in a non-judgemental way to foster stronger relationships.

A website was about to go live where parents could enter a concern which would go straight to staff.

Governors asked if the children knew they could approach staff with concerns and what issues children were most likely to worry about. L Panzu confirmed that the children did know they could raise issues with staff and that they could write a concern down and post it in the mouth of the 'Worry Monster'. Most concerns related to friendships and falling out with other children.

Raakhe Sagar – Induction (Early Career Teachers (ECTs) & volunteers)

The school currently has three ECT's and, from September, there would be seven. The programme replaced the previous Newly Qualified Teachers (NQTs) one and lasts for two years as opposed to one year for NQTs. It was not focused on primary schools; it was very dogmatic and mostly on Zoom.

The school had joined 'Thinking Teacher' in the local area to help ECT's network and develop skills. Since the pandemic it had become apparent that both ECTs and experienced teachers had reflected on work-life balance and were reluctant to take on additional responsibilities or develop their career to move into middle and senior leadership.

Replying to a question from a governor, the Headteacher said that staff turnover was high, but it was mostly to progress.

Harveen Heer – Special Educational Needs (SEND)

There were seventy-three SEND pupils at the school twenty-two of whom had an education health care plan (EHCP). Fifty-one children were on the SEND support register. Since December 2021 three children with significant needs had joined the school; they had arrived without any paperwork or funding. After meeting with the parents, the children had been referred to agencies and the advice received was implemented.

There was an eighteen-week waiting time for speech and language therapy. If following therapy, no impact was evident, significant amounts of resources

Chair's
Initials



29.9.22

were used to apply for an EHCP. It took the LA about twenty weeks to issue an EHCP. All EHCP pupils must have their plan reviewed annually.

Support staff received SEND training every Friday and teachers were trained once every term.

There was a transition programme for year 6 pupils moving to secondary school in September and coffee mornings for SEND parents to meet.

Need in the school was constantly changing. When a member of staff was needed to be with a child, this removed them from providing support in other areas.

H Heer confirmed that she had been required to attend three Tribunals that parents had raised against the LA; they were time consuming and involved significant amounts of work.

Governors thanked the Assistant Headteachers for giving up their time and for the informative presentations that would increase governors understanding.

*The following staff left the meeting:

H Heer
L Panzu
N Khalique
R Sagar
S Porter

4. MINUTES OF PREVIOUS MEETING AND MATTERS ARISING

- 4.1. Part 1 of the Minutes of the Ordinary Meeting held on 3rd February 2022 had been received and would be signed as a true record.
- 4.2. Part 2 (private and confidential) of the Minutes of the Ordinary Meeting held on 3rd February 2022 had been received and would be signed as a true record.
- 4.3. The Minutes of the Extra-Ordinary Meeting held on 5th May 2022 had been received and would be signed as a true record.

5. MATTERS ARISING FROM PREVIOUS MEETINGS

- 5.1. There were no Matters Arising from the Minutes of Parts 1 & 2 of the Ordinary Meeting held on 3rd February 2022 that were not to be discussed elsewhere on the agenda.
- 5.2. There were no Matters Arising from the Minutes of the Extra- Ordinary Meeting held on 5th May 2022 that were not to be discussed elsewhere on the agenda.

6. SEND REVIEW RIGHT SUPPORT, RIGHT PLACE, RIGHT TIME (THE GREEN PAPER)

Chair's
Initials



29.9.22

The Headteacher explained that the green paper was a consultation document. It would then become a white paper which would become law. He commented that it contained good intentions but did not offer any solutions to resolve systems and funding.

Navigating SEND additional resource provisions (ARP's) and EHCPs was difficult. Outcomes for SEND children were consistently worse nationally and most were well below age-related expectations. The system was not financially sustainable; one London authority was £6.2 million in debt due to SEND. Parents no longer had faith in the system.

7. HEADTEACHER'S REPORT

6.1. An Executive Headteacher from Tower Hamlets had visited the school. He did not raise any major criticisms and reported that the curriculum was going from strength to strength. He also acknowledged that there was a continuous improvement agenda and that all staff were on board with the school's vision.

A national early years specialist had been critical of the nursery and reception during her first visit. Following her second visit she had reported that it is now bordering on 'outstanding'.

The senior leadership team had resumed lesson visits, book looks and talking to the children. Teaching and learning was considered to be consistently 'good' to 'outstanding'.

A slight dip in the SATs results is expected. There were some concerns about year 6 and years 4 & 5 pupils were not as mature as they should be.

Three pupils had recently moved up to above age-related expectations.

The school was expected to be above national for reading and maths.

A classroom hub including an outdoor area had been set up for SEND pupils, it had been named 'Liverpool Street'. An e-mail had subsequently been received from Local Authority staff querying if SEND was inclusive.

The school did not have enough resources to cope with the excessive amounts of need, for example, five new pupils should be in a special school. This was acknowledged by their parents but there were no places available.

Parents were shown around the Hub and told that is where their child would be until they could be integrated into a class. The Headteacher and confirmed to governors that the pupils' needs were recognised and that they were challenged and taught appropriately. SEND and vulnerable pupils required extra support as they had been adversely affected during the pandemic. Separate Covid19 bubbles had been created for SEND children. Since the bubbles had closed some had regressed.

A governor asked what the LA meant by inclusive and another governor asked if the pupils would be judged against national standards. The Headteacher replied that the LA expected a year 4 child, for example, to

Chair's
Initials



29.9.22

be in a year 4 class; some could be in a class, but others needed to be in the Liverpool Street Hub. However, the aim was to transition them to a class. He confirmed that all children were judged against national. Policy funding would be presented to governors in the autumn term.

The Headteacher thanked senior and middle leaders for their bravery and dedication to the children.

6.2. A number of residential trip options were being considered for the summer term 2023.

6.3. Governors noted that the 1st and 2nd September had previously been approved as Inset days.

Governors approved the following three remaining inset days:

Friday 10th February 2023
Monday 17th April 2023
Friday 7th July 2023

6.4. The Chair explained the plan for a Governors' and SLT 'Away Day, which would be on 29th September 2022 with the following itinerary:

6.00pm	Refreshments
6.30pm	Governing Body meeting – key business items only
7.00pm	- Review July 22 SATs results data
	- Review Quality Improvement Plan (QIP) for 2022/23
	- Preparation for Ofsted
9.00pm	Prompt finish

8. SAFEGUARDING

Various aspects of safeguarding were summarised in the Headteacher's written report. Seven racist incidents had been reported. Most were in early years, and some were in KS2. Children with no Nursery and Reception education due to the pandemic did not know how to behave and had suffered from a lack of social interaction. The Headteacher confirmed that the incidents involved a range of ethnicities.

9. QUALITY IMPROVEMENT PLAN (QIP)

Staff would write the next Quality Improvement Plan (QIP) at the Inset day before the end of term. It would continue to be RAG-rated. Green rated items in the current plan had been achieved, amber rated items would move to the next plan and the items that could not be achieved, rated as red, would become the key priorities next year..

The new three-year plan was likely to look very different once the priorities had been reviewed. The QIP would continue to be the key driver for improvement.

Teachers are responsible for their own areas of the plan, which they constantly reviewed and evaluated. The pace of improvement was accelerating again following the pandemic.

Chair's
Initials



29.9.22

Twenty students from the Netherlands would visit in March to train teachers on the Dalton Programme to support pupils in driving their own learning.

The Headteacher invited all governors to attend the Inset day on 1st September 2022. There would be open and honest discussions about where the school was and where it was going based on the vision for the future.

10. GOVERNOR CHAMPIONS

Acting as interim Safeguarding Link Governor, D Backhouse, had visited the school to review the Single Central Record. He would have conversations with governors individually regarding filling the vacant Link Governor roles before formal approval in September.

11. EDUCATION WHITE PAPER: OPPORTUNITIES FOR ALL STRONG SCHOOLS WITH GREAT TEACHERS FOR YOUR CHILD

The fourth chapter in the white paper states that the government wants all schools to be part of a Multi-Academy Trust (MAT) by September 2030. A governor asked what the implications for the school were likely to be. The Chair said that schools could be pressured to find a trust to join or to form a trust with other schools. The aim was to partner failing schools with good schools which could work although it was more difficult in larger trusts. The LA could create MATs subject to following government rules. It was suggested Redbridge Education Partnership (REP) may create a proposal for their own MAT within eighteen months.

12. SCHOOL UNIFORM GUIDANCE

The school did not enforce a branded logo. The policy contained details about second hand uniforms. Families donate items and the school makes sure they are clean before handing them out. The Guidance was noted.

13. PUPIL PREMIUM FUNDING

The Headteacher reported that plans had been heavily curtailed during the pandemic; however, the school had continued to use the money as wisely and effectively as it could. The plans for 2022/23 would be brought to the next meeting.

14. SPORTS PREMIUM & PE FUNDING

The Headteacher reported that plans had been heavily curtailed during the pandemic and many provisions had been stopped. The plans for 2022/23 would be brought to the next meeting.

15. REVIEW OF POLICIES

Governors approved the following policies:

Admissions' Policy
 Appraisal and Capability Procedures
 Complaints' Procedure
 Disciplinary Policy (Staff)

Chair's
 Initials



29.9.22

Finance Policy
 Health, Safety and Welfare Policy
 Sickness Absence Policy
 Teacher Appraisal and Capability Policy

16. GOVERNOR TRAINING

T Ahmed had attended the Safeguarding Briefing by the Local Authority on 8th June 2022, as well as the LA's Operational Director for Education and Inclusion's Briefing for chairs and Vice Chairs.

D Backhouse had completed the following training provided by Judicium:

Health & Safety on 14th February 2022
 Harmful Sexual Behaviour on 4th May 2022
 Flexible Working Requests Briefing on 15th June 2022

He had also completed the following training:

Changes in Keeping Children Safe in Education (2022) by a specialist consultant on 26th May 2022
 Safeguarding Briefing by the Local Authority on 8th June 2022
 Prevent training by the London Borough of Enfield 15th June 2022
 Director of Educations operational briefing.

S Wan had completed the following training:

Introduction to Governance
 Finance for Governors

She would attend Safeguarding Training during week commencing 27th June 2022.

17. ANY OTHER BUSINESS

There were no items of any other business.

18. DATE OF NEXT MEETING

The Annual Meeting of the Governing Body and the Governors' Away-Day would be held on:

Thursday 29th September 2022 commencing at 6.00pm

The dates of meetings for 2022 / 2023 would be:

1st December 2022 at 6.30pm - Ordinary Meeting
 2nd March 2023 at 6.30pm - Ordinary Meeting
 27th April 2023 at 6.30pm - Extra Ordinary Meeting (Budget)
 29th June 2023 at 6.30pm - Ordinary Meeting

19. CONFIDENTIALITY

There were no confidential items.

Chair's
 Initials



29.9.22

The meeting closed at 9.00pm.

Chair.....

Date..... 29th September 22

Chair's
Initials