



Governing Board Meeting
Tuesday 3rd December 2019 at 6.30 pm

DRAFT MINUTES

Name	Role	Present	Name	Role	Present
Chris Ampofo	Foundation	√	Will Leaf (Co-Chair)	Foundation	√
Dan Brandt	Foundation	x	Anthony Richards	Ex officio	√
Ralph Cator	Foundation	√	Cristiana Silvares de Melo	Parent	x
Kwamena Duker*	Staff	√	David Sin	Foundation	x
Victoria Heald-Barraclough*	LA	√	Peter Southwood	Foundation	√
Marianne Jenkins (Co-Chair)	Foundation	√	Joel Wolchover	Parent	√

* Present for part of the meeting

Also present:

Nicola Christopher* Deputy Head (advising)
 Lucas Janssen Prospective governor (appointed during item 4)
 Janet Gordon Clerk

1. Opening Prayer, welcome and introductions

Marianne Jenkins, Chair for this meeting, welcomed governors and apologised for the slightly late start, because of a committee meeting held immediately beforehand. Will Leaf led governors in the school prayer.

Governors introduced themselves for the benefit of Lucas Janssen, who was attending a full Board meeting for the first time.

Documents:

- Copy of Financial Scheme of Delegation for Princess Frederica 2020-2021
- HT Report to Governors autumn 2019 AR.pdf
- Notes of a Meeting with Yr 5 Pupils
- Ofsted Key Messages for Governors.pdf
- PF committee terms of reference 2019-draft.doc
- PF FGB Draft Minutes 2019-10-15.doc
- Values discussion with staff 19.11.2019.pdf (item 5)
- Vision for Education (item 5)

2. Apologies for Absence

Apologies for absence had been received from Dan Brandt, Cristiana Silvaes de Melo and David Sin as well as Associate Member of the T&L committee, Katie Kilgallon.

3. Declaration of Interests for items on this agenda

None.

4. Governing Board matters

i) Membership

Governors **agreed** to co-opt Lucas Janssen. Details of his background and previous experience had been circulated to governors in advance.

Joel Wolchover will become an LDBS governor when his term of office as a parent governor ends. An election will be held in January.

The Clerk advised that David Sin was nominated by the PCC to join the Board to replace Ralph Cator.

ii) Committee Terms of Reference

The committees had considered their terms of reference.

Peter Southwood proposed one amendment. He and Chris Ampofo had met and discussed their respective roles as Safeguarding and Health & Safety links. Ensuring offsite trips are planned with adequate supervision falls under the remit of the Safeguarding governor and so they suggested that this is removed from the Health & Safety link governor.

Governors agreed that the line about individual governors being held liable should be deleted. References to the School Development Plan should be changed to say School Improvement Plan.

Governors **approved** the Terms of Reference subject to the changes above.

iii) Committee Membership and nominated roles

Lucas Janssen joined both committees and David Sin joined the Resources committee.

Victoria Heald-Barraclough became SEND and Looked After Children link. Will Leaf took on Philosophy for Children, as this is complementary to his PSHCE link role. The Headteacher stressed its importance in the children's personal development and delivery of the curriculum.

There is a vacancy for a Modern Foreign Languages link and there will be a vacancy in EYFS when Ralph leaves the Board.

The Clerk was asked to share the list of current link roles.

Action: Clerk

Item 6 was taken before item 5.

5. Vision setting

Will reminded governors about the purpose of this item. Governors wanted to spend time during the meeting focusing on their vision for the school and to update the mission.

He explained that every organisation, over a period of time, will tend to lose touch with why it exists. This is probably also the case for schools.

Key questions for governors include:

- Who are we?
- Why are we here?
- How are we going to go about what we do?

The new Ofsted inspection framework requires governors to have clearly set out their vision for the school in a way that everyone can understand, so that everything the school does flows from that vision.

Will distributed the mission and aims for Princess Frederica and example vision statements from other schools for governors' consideration.

The new SIAMS framework (Statutory Inspection of Anglican and Methodist Schools) looks at¹

- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders

Governors were reminded about the Church of England Vision for Education² document, which had been shared and recommended previously. The church's vision for education in general is drawn from the Gospel of John, Chapter 10, where Jesus says: **"I have come that you might have life in all its fullness"**.

¹ https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf (page 2)

² <https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf>

Will demonstrated and explained the four basic elements outlined in the CofE vision, using the fingers and thumb, which represents God in our midst.

1. **Dignity** – little finger – God loves everyone. The scriptures show that everyone matters and reminds us that we need to pay particular attention to the weakest among us and those who don't have a voice
2. **Community** – ring finger – This represents our commitment to one another. God puts us in a relationship with others. We are all different, but all need each other. Within a school, the aim is to develop a community of caring and wellbeing where everyone can flourish
3. **Hope** – middle finger – Although life within a community is not always easy, hope allows us to forgive one another and move on. It helps us to aim high and to aspire to be the best we can be
4. **Wisdom** – index finger – Part of life is about learning, not just passing exams. Jesus' followers were called disciples or learners. There will always be more for us to learn. Within a school environment, there is a need for ethics and values alongside facts and education.

Will reminded governors that they need to set a vision of the school, which is distinctly Christian, but welcoming to all. The **vision** is the core concept of who the school is; the **mission** is the intent and **values** are how we live together. There are currently nine school values and some staff also use the email footer "Wisdom, service, thankfulness".

The Headteacher described a vision setting conversation with staff, where they discussed the importance of refreshing the mission and values. The consensus was that the current values are all important and it was difficult to think about removing any of them, but the staff also agreed that there were too many for the children.

The staff discussed which values are most important for them and the children and best represent the school now. The staff were clear about the importance of having a way to easily remember the values, such as beginning with the same letter or an acronym.

The Headteacher met a group of children, who could name all nine values, but who also agreed that there were too many. These children spoke to a larger group of children, broadly in Key Stage 2, but some in Key Stage 1, then reported back. The children felt that **Trust** was more important than other values – children trusting adults and each other. The children liked having school values and felt that they make the school unique and that if they follow the values, it makes them behave better and makes them happier and for Year 6, helps them to feel better prepared for moving on to Year 7. They also felt that friendship is important, as well as peace, endurance, trust and service, which would give the acronym **PETS**.

Governors thanked the Headteacher. Governors reflected on having a vision statement. They discussed the quote from John 10:10, "life in all its fullness" which reflects the breadth of education that the school community values.

The Headteacher explained that he has worked with the staff to continue to expand the breadth of curriculum which was already in place, which includes the residential trips and all children learning musical instruments.

This phrase is a broad vision, which is anchored in the Christian tradition, but is open ended and is used by several other schools.

Governors felt that some of the mission statements from other schools were more dynamic than the current school mission.

A governor explained the difference between the vision and mission:

- Vision – what you want to be / achieve
- Mission – how you are going to do it

Will reminded governors that the **vision** should apply equally to the staff as well as the children and spread to the neighbourhood. The primary purpose of the school is education, but it also develops skills in the leadership of the school and relationships beyond the boundary of the school.

Governors discussed alternative verbs to precede “...**life in all its fullness**” for the **vision**, such as **nurturing for** / educating for / learning for / caring for / preparing for, which could apply to the staff and community as well as the children. They discussed “nurturing life...” versus “nurturing for life...” and felt that “nurturing for...” is more forward looking. There was some debate about the need to include “educating...”, although this is used by several schools. These options could be discussed with the staff and children.

Governors agreed that the **mission** needs to speak more specifically about educating. They want to create an environment where there is a welcome for all. Other key concepts were:

- | | |
|----------------------------|---------------------|
| Inclusive / for all | Enriching |
| Caring | Opportunity |
| Community | Aspirational |
| Breadth | Love of learning |
| Excellence | Safe |
| Education | Creative |
| Caring | Community |
| Trust | Relationship |

From an online source, governors discovered that a mission statement should encapsulate the service you deliver, the audience it serves and the problem it solves. It can be used as a filter to aid decision-making.

Although Trust was important to the children when discussing values, this isn’t a value to be upheld, but is more a by-product of other actions.

Governors felt that a mission statement of around three sentences could be created from some of the concepts above.

Marianne offered to liaise with a parent with communications expertise for assistance in constructing the mission statement.

Action: Marianne

Governors discussed using an acronym for the school values and suggested **FREDS**, which is how parents and the local community affectionately refer to the school. Various alternatives were considered in relation to the four elements in the Church of England vision for education:

F – Faith(fullness) / forgiveness / friendship

R – Respect / resilience

E – Endurance / enjoyment / excellence

D – Devotion / dignity / drive / determination / dedication / deeds / delight

S – Skill / scholarship / service / success

Governors discussed the way that forgiveness as a value is used in the Behaviour policy. Several of the words could be interpreted and used positively in different ways. Opinion was divided about “success”.

Governors suggested asking for staff input on the vision, values and a draft mission statement, if it is ready.

Action: Headteacher

6. Headteacher’s report

The Headteacher invited questions on the report which he had shared in advance.

Governors asked about the decrease in pupil numbers and the change in the number of White British pupils. The Headteacher explained that over the summer holiday, 15 children from 10 families left the school. The reasons included relocation out of and within London. Some children also did not take up Reception places, but the school was not informed about this.

The school admitted more children at the beginning of Reception and another will start in January. The Headteacher always needs to consider the dynamics in a class if additional children are admitted during the year.

The increase in the number of White British pupils may be partly explained by ethnicity data being tidied up – some parents were not previously providing ethnicity information, so the Headteacher is not certain how accurate the September 2018 data was.

Governors had asked for reporting on additional ethnicity categories and this will be included in the next Headteacher’s report.

Governors asked why there was a dramatic drop in detentions in the summer term. Behaviour expectations are embedded through the year. The autumn term is longer, with

the children indoors more often. The school is constantly looking at how to work with behaviour strategies and how effective detentions are in comparison with talking to a child about how they manage their behaviour. The SLT have discussed general behaviour standards and whether the volume of detentions is representative of the standard of behaviour in the school. The Deputy Head has worked with the staff on the Behaviour policy and the main reasons for giving a red card.

Governors asked whether the report of two broken bones was unusual. This was not usual and the pitch was not a significant factor in either incident. The frequency of any pitch closures for Health & Safety reasons is being recorded.

Governors asked whether it was a small number of children whose poor attendance were having an impact on attendance figures. For cases of persistent absence, the Education Welfare Officer and school nurse will work with the school and families.

Governors asked about referrals to Brent Family Front Door. A member of staff would bring a form to the DSL and then a decision is made whether to contact Brent Family Front Door. No external referrals have been required.

Governors asked how the quality of learning and teaching (on the final page of the report) is judged. The school is taking a new approach to assessing the quality of learning and teaching, with more focus on speaking to the children.

The Safeguarding link governor reported on the all staff Safeguarding training on 28 October. The external speaker dropped out, but the training was led successfully in house by the DSL and 39 staff received certificates. Staff training will be documented in the Headteacher's report.

Governors asked whether they can attend staff training. The Headteacher said that he would actively encourage this.

Ofsted Guidance for Governors

The Headteacher had shared a document (on Google Drive) that he had compiled, containing the key messages from information cascaded from Brent, the BSP, LDBS and local schools who have had inspections. It also contains key terminology and information to help governors.

Governors felt that this document was particularly helpful and succinct and encouraged all governors to read it. The school is anticipating a Section 8 inspection, which would look at the Quality of Education and Safeguarding.

7. Updates

i) Safeguarding

Peter Southwood (Safeguarding link governor) reported that he had visited the school on 22 November 2019. He met the Headteacher and Designated Safeguarding Lead. They

discussed Safeguarding issues and signed off the Single Central Record. Peter was taken on a walk around the school with the Headteacher at the start of the school day. He noted how skilfully the logistical operation is handled.

One of the key points from the Safeguarding review had been addressed – it would not be easy for anyone to enter the school unnoticed. Teachers at the entrance were checking who was arriving. Queues were orderly in a fairly constricted area. Peter noted that it was helpful to see this procedure in action.

Peter then met six Year 5 children to discuss Safeguarding. His report was shared with governors on Google Drive. He found this meeting reassuring – the children clearly felt safe and felt that they can trust their teachers. Their level of knowledge about Safeguarding processes and issues was impressive. The playground area is one place that they don't always feel completely safe, so further work will be done on this. Peter expressed his thanks to everyone concerned.

Peter reported that he and Chris Ampofo had met before this meeting. In the Safeguarding report, the boundaries between Health & Safety and Safeguarding were raised. They agreed that the current Terms of Reference were satisfactory with the change approved above. They also agreed that it is crucial that risk assessments are shared with all the relevant people. Peter felt that this happens with residential trips, but is worth keeping in mind as a general issue.

ii) GDPR

The Headteacher reported that there had been a meeting with the DPO earlier the same day. She will produce a report and will come in to work on specific issues to support the school in house.

There have been two Freedom of Information requests this year from external companies.

iii) ABC Fund

Ralph reported that governors had budgeted to receive £30K in donations, but have currently received £35K at eight months into the financial year. This is a positive result, but there will still be a small push at Christmas events. Ralph estimated that 35 out of 57 new parents have signed up to direct debits.

The Clerk was asked to create a Doodle poll to collect governors' availability for school events.

Action: Clerk

iv) Headteacher's Performance Review

Joel reported that the Headteacher's performance review was completed the previous week and a recommendation was made to the Pay committee before this meeting.

[Kwamena Duker and Nicola Christopher left the meeting at 8.14 pm]

8. Committee reports

i) Teaching & Learning

In the absence of the Committee Chair, Joel reported that the committee had met on 5 November. Ms Foster made an interesting presentation about the teaching of History and Humanities in the school. Governors also discussed attainment and progress data.

The Headteacher added that since the meeting, he had received updated figures from Brent: the attainment of Black Caribbean boys and SEND children in Reading, Writing and Maths combined was higher than the national average. Disadvantaged children outperformed other children in Reading, Writing and Maths combined (88% compared with 84%). Nationally, disadvantaged children's attainment is lower than other children.

The Headteacher reported that the full IDSR was not yet available.

ii) Resources

The Committee Chair reported that the committee had met on 13 November and had discussed the financial monitoring report. Having budgeted for an in year deficit, the projections are for a surplus at year end. Governors congratulated the Headteacher.

Governors had discussed admin staffing, as a member of staff has been covering staff absence and the Headteacher would like to recognise this. Governors suggested revisiting recommendations in the audit report regarding the absence of key personnel.

Governors had discussed premises issues, including the successful rebuild of the wall in the Nursery playground and concerns about the football pitch.

They had also considered succession planning for the committee and will discuss this further at the next meeting in the spring term.

iii) Admissions

The committee had met immediately before this meeting and the committee Chair reported that governors had looked at admissions statistics for September 2019 in comparison with the previous year. The school remains popular, with around 200 applications each year. The pattern of Nursery applications suggests that parents understand that there is no longer automatic transfer to Reception.

If parents fail to inform Brent that they are no longer interested in a place, other children on the waiting list cannot be offered a place – there is no onus on parents to let the Local Authority know of their plans. This is an issue for all schools.

9. Approval of Admissions Arrangements 2021-22

The Admissions committee recommended no change to the current admissions criteria, although governors may wish to reconsider the criteria in the light of the work on vision next year.

Governors **agreed** to this proposal.

The Headteacher will send the confirmed admissions criteria to Brent and the LDBS.

Action: Headteacher

[Victoria Heald Barraclough left the meeting at 8.30 pm]

10. Policies

These documents were recommended by the Resources committee for approval by the Board.

i) Financial Scheme of Delegation

Governors **approved** the scheme of delegation subject to Marianne Jenkins receiving satisfactory responses to her questions after the meeting. She felt that the point about governors' subsistence on page 29 was contradictory and that point 13.4 contradicts point 13.11. Governors agreed that they should be able to claim for travel, if appropriate. She will discuss these points with the Headteacher.

ii) Schools Financial Regulations

Governors **agreed** to adopt the Brent regulations.

iii) Statement of Internal Controls

Marianne will discuss the delegation limits with the Headteacher and will propose any changes to the Board.

11. Governor development and training

Joel had attended Headteacher pay and performance management training at Brent, which he found useful for the recent performance review meeting.

Lucas has shared details of the induction training that he had previously attended through another school.

The Headteacher encouraged governors to aim for at least two link visits within this academic year.

Governors suggested that governor visit planning could be included on the agenda for the next meeting. The Clerk reminded governors about the purpose of governor visits and the Headteacher explained how visits can also be helpful for governors and staff in preparation for inspection

The Clerk was asked to share the governor visit form, which is included in the Teaching & Learning Policy, on Google Drive.

Action: Clerk

12. Minutes from previous meeting (15th October 2019)

i) Accuracy

The minutes of the previous meeting were **agreed** subject to any changes sent to the Clerk and approved by the Chairs by 10 December 2019.

Action: Governors

ii) Matters Arising

None not covered on agenda.

13. Any other urgent business

None.

The Chair thanks the Headteacher and governors and closed the meeting at 8.42 pm.

Next meetings:

Tue 25 Feb T&L committee (5.30 pm)

Wed 11 Mar Resources (6.30 pm)

Wed 25 Mar FGB meeting (6.30 pm)