



**Governing Board Meeting
Wednesday 2nd February 2022 at 6.30 pm
via Zoom**

DRAFT MINUTES

Name	Role	Present	Name	Role	Present
Chris Ampofo*	Co-opted	√	Will Leaf*	Foundation	√
Dan Brandt*	Foundation	√	Zoë Miller (Chair)	Parent	√
Kwamena Duker*	Staff	√	Anthony Richards (Headteacher)	Ex officio	√
Richard Finch*	Parent	√	David Sin*	Foundation	√
Victoria Heald- Barraclough*	LA	√	Leandos Taliotis	Foundation	√
Lucas Janssen	Foundation	x	Joel Wolchover	Foundation	x
Marianne Jenkins*	Foundation	√			

* Present for part of the meeting

Also present:

Nicola Christopher Deputy Head (advising)
Janet Gordon Clerk

1. Opening Prayer, welcome and introductions

Although the meeting was not quorate yet, the Chair welcomed governors and invited Revd Will Leaf to open the meeting with a prayer. No introductions were needed.

[6.35 pm Victoria Heald-Barraclough joined the meeting]

Documents:

- Draft Letter to parents AR Resignation.docx
- HSL Bronze Review Tool final.docx
- Lone Working Policy.docx
- PF FGB Draft Minutes 2021-12-15.docx
- Princess Frederica BudgetModel2021 December Monitoring Govs Copy.xls
- Princess Frederica SFVS__checklist_2021-22.docx
- Safeguarding Self Audit Oct Nov 2021.docx
- SFVS Benchmarking Dashboard 2020.21 Data.pdf
- SIP- Sept 2021 to Dec 2022 v3 including review of aut 1.docx
- Staff Survey Dec 21.pdf
- Targets and Predictions- Statutory Testing at PF 2021-22.docx

2. **Apologies for Absence**

No apologies for absence had been received in advance. Apologies for late arrival had been received from Chris Ampofo, Lucas Janssen and David Sin and for early departure from Will Leaf.

3. **Declaration of interest for items on this agenda**

None.

[6.37 pm Marianne Jenkins joined the meeting, meaning the meeting was quorate]

Additional item:

The Chair drew governors' attention to the letter to parents and carers which had been shared with them for information, to be distributed the following day. The Headteacher reassured governors that he had enjoyed working with the school community including governors, but his difficult decision was based on his long commute to work.

4. **Presentation: Computing**

The Deputy Head (DHT) gave governors a short presentation on Computing at Princess Frederica Primary School. The DHT has been leading Computing for the last couple of years and teaches a Year 2, 3 and 5 class each week as well as the planning for those year groups.

The Computer Suite contains 30 working Chromebook computers with headphones which the children can use to log in to Purple Mash, the scheme of work which includes plans, overviews, key vocabulary and teachers can set To Dos. The children can save work to folders where teachers can view and mark their work and give feedback. Powerpoints and teacher videos are available for each lesson, which can be used to increase subject knowledge. If children have missed previous years' units, there are crash courses available.

An e-safety starter and a review and revisit slide is added to the Powerpoint for each weekly lesson and the DHT adds a pastel-coloured background for dyslexia.

Knowledge organisers for the half term for each year group are displayed in the Computer Suite, including key learning, vocabulary, questions and the programs to be used.

Topics are organised into:

- Information technology – touchtyping, spreadsheets, graphing, databases, searching, animation, 3D modelling
- Digital literacy – e-safety, emails, searching
- Computer Science – coding, Logo, game creators

All year groups begin the autumn term with Online safety. Some topics are driven by cross-curricular links, for example linked with work in Art, English and Maths. There is an end of unit question to assess what the children have learned.

Next steps:

- Continue half-termly e-safety workshops for parents
- Assessment (being developed for all Foundation subjects)
- More marking on Purple Mash
- Year 1 Computing has just begun
- Safer Internet Day 8/2/22 – assembly with each year group

Q How does the Scheme of Work support teacher subject knowledge required for something as complex as coding?

The Powerpoints provided include step by step information and teachers can watch clear teacher videos before teaching a lesson. A series of Purple Mash webinars are available on YouTube.

Q Have the lockdowns improved children's computer literacy or has there been a negative impact?

The DHT confirmed that this has improved, but children are used to using touch screens rather than a mouse.

Q Is there a very wide variety in children's ability in Computing?

The DHT explained that there is not as much difference as in other subjects – most of the children can meet the objectives. The only barrier is for a child with English as an Additional Language, who has different work set.

Q How does Computing fit into the curriculum as a whole? Are there milestones that a child should reach as they progress through the school? Are there opportunities to bring work on computers into other subject areas?

Some of the topics in Computing are linked to other areas, for example in Year 2 children created a fact file on an explorer that they had been learning about in History. The Computer Suite is booked for each class weekly, so there is less opportunity to visit during other subjects.

There is a progression document which show how skills develop through the school with key objectives for each year group shown on the [Curriculum Overview](#) which is shared on the school website.

The Headteacher added that there are arguments in favour of both a separate Computer Suite and for sets of iPads or laptops on a trolley. Having a Computer Suite ensures that children have a focused Computing session each week, following the Computing curriculum.

Q Is there an opportunity for children in Year 5 and 6 to submit work through an online platform in preparation for Secondary school?

Homework is set on Mathletics, spellings are online and there are book quizzes on Accelerated Reader. Projects can include use of Powerpoint.

[6.45 pm Chris Ampofo and David Sin and 6.49 pm Richard Finch joined the meeting during this item]

5. Brent Reading Visit

The Chair invited the Headteacher to update governors on this visit: the School Effectiveness Lead Professional (SELP) from Brent, Alison Loffler, visited with two colleagues for a full day with a focus on Leadership, Reading and Phonics. They met the Headteacher, Deputy Head, Reading and Phonics leads, teachers and saw Guided Reading in Key Stage 2 by all teachers and Phonics taught by teachers and other supporting adults with small groups. As part of the Leadership aspect of the visit, they spoke to the Chair of Governors.

The visit report was not available yet, but the Headteacher will share it when it arrives, as it will support the school and governors as external evidence.

The Chair explained the kinds of questions and discussion that happened as part of the visit for example how governors have held the school accountable for spending on curriculum priorities; how they involve stakeholders.

Governors felt that they do hold the school accountable on finance: during budget monitoring meetings benchmarking data is considered to compare with other schools; the budget is compared with previous years' spending; each new process or proposal is considered carefully (for example scrutiny of spending on a Reading scheme) and governors are aware of where funds are allocated and how well they contribute to teaching and the curriculum.

6. Preparation for Ofsted: Quality of Education inc governor visit report

The Headteacher stressed the importance of governors understanding how the whole curriculum is tailored to the needs of the community. Through subject leader presentations to governors, they hear about how the curriculum is coherently planned and sequenced. School visits are vital for governors to see things first-hand and speak to the children.

The Chair invited Dan Brandt to report on his visit to the school in December, when he carried out a Learning Walk with the Headteacher. The atmosphere in the school was calm and purposeful, although it was a rainy afternoon. This visit focused on gaining a general overview of the Quality of Education and Behaviour and Attitudes and included looking at children's books, talking to children and observing the learning environment.

In Key Stage 1, the school's focus was Reading, Phonics and Mathematics. Within Mathematics, Dan observed the Power Maths system. Pupils use one book per term and move at the same pace, with extension questions available.

Guided Reading is used for 30 minutes per day with a focus on the bottom 20% of pupils, as detailed in the School Improvement Plan (SIP). Open reading allows for extension for pupils with higher prior attainment. Class books were displayed on each classroom door and pupils were able to talk about the book the class was reading.

Dan was able to observe Monster Phonics and use of the Writing toolkit which was displayed in every Year 1 to 6 classroom. Pupils were able to talk about this scaffolding for writing – PAT: purpose, audience, text type – and models of high quality writing was on display. Displays were engaging throughout the school and were being used to support the topics and skills being taught. Knowing and remembering more was a key theme (in line with the Ebbinghaus principles and forgetting curve in the SIP), with starters being used to jog memories and a balance being struck between keeping pace and revisiting material. Dan

Dan informed governors that he left the visit with an appreciation of the broad knowledge the Headteacher must have about the curriculum.

Q Was there anything you saw that you would like to see improved?

There was nothing obvious. This visit provided a holistic overview and the next visit will look in more detail at a specific aspect of the School Improvement Plan.

The Clerk was asked to add the Governor Visits Policy to the Key Documents folder on Google Drive and the Chair invited any feedback.

Action: Clerk

A Learning Walk with the LDBS had been planned for the autumn, but was delayed because of Covid.

Healthy Schools Award

The Chair drew governors' attention to the Healthy Schools review tool documentation which had been shared in advance and gives examples of the Quality of Education and Personal Development in the school, alongside the SEF.

The Deputy explained that the next step after achieving the Bronze award would be to work towards Silver. This involves identifying a project with measurable targets. Ideas include links with one of the school values: unity – awareness of diversity; kindness – work with charities; emotional wellbeing and mental health – increasing the number of children who feel safe in school; healthy eating – packed lunches, eating and growing more vegetables; physical activity – increasing participation in sports activities and extra-curricular clubs.

7. Update on School Improvement Plan

The Headteacher informed governors of a significant tweak to the SIP based on feedback he had received. Four key strategic priorities have been highlighted to ensure that these are easier for governors and staff to understand:

- 1 Embedding the new vision and values
- 2 Raise standards of progress and attainment in Writing
- 3 Mental health and wellbeing
- 4 Development and establishment of the new EYFS framework

Work on the school vision and values has been well received by parents and visitors, but needs to be embedded in strategic and operational decisions. Writing has been impacted most by lockdown – spelling, composition and stamina, especially in Years 1, 2. Based on previous data, there will be specific focus on children with SEND, the lowest 20% and higher achieving children. The pandemic has had an impact on the mental health and wellbeing of children and staff. The EYFS reforms are a statutory initiative.

The other development priorities that governors have seen on the SIP still apply, including Ebbinghaus and Safeguarding.

Q Will progress of school improvement be measured through the four key strategic priorities?
Work will continue on the development areas, but the four areas identified above are the core priorities. Achievement in Autumn 1 has been added to the SIP.

Q Why is diversity and inclusion not a strategic priority?

The Headteacher explained that the priorities have to be based on the school context. Work on diversity and inclusion continues to be important, but work has been done to ensure that staff are celebrating diversity through the books that are on display, how environments look and the books selected for reading in the curriculum. This is a key development, but there are compelling reasons for the four key priorities. Governors commented that feeling that you are included, belong and are represented is part of wellbeing.

Q What has changed about how Writing is a key priority?

The focus on it is in response to lockdown – the impact on composition and spelling. The Writing Action Plan includes how to ensure spellings are consolidated, ensuring that it is explicitly part of the teaching week. Consistency in planning and the success criteria used across the school. The Writing lead is working with year groups and identified staff members to ensure that composition and spelling is taught effectively.

[7.35 pm Will Leaf left the meeting during this item]

8. Feedback on Staff Survey Results

The Chair reported that a staff survey was compiled based on the previous year's survey, with improvements based on feedback from the staff wellbeing group and suggestions from the Anna Freud Centre. There was an increase in responses this year, across a wider range of job roles. The survey results had been shared in advance including graphs, but with individual comments removed.

The main messages from positive and negative comments were:

- All staff, regardless of job role, would benefit from regular 1:1 with a more senior member of staff, as discussed with the wellbeing group: a chance for communication about wellbeing, constructive feedback and development opportunities
- Time for planning is broken into small chunks and does not allow enough time for reflection and deep planning

- There were comments about wanting to be able to spend more time together
- 64% would choose another member of staff to take a problem to or to talk to about wellbeing or mental health
- Some staff would like training on mental health, wellbeing and self-supporting strategies
- The perception of governors was positive on the whole, but staff would like the process of connecting with governors to be more transparent, including finding out more about what they do
- Supporting children with SEND can cause stress
- Some communication is late or inconsistent or the method of communication is not effective
- Some staff felt there was too much focus on Ofsted

There were also positive comments:

- Some staff have feel they have found their vocation in life
- One person enjoys all of there job
- There was much love for children in the comments
- Leadership are looked at with great respect overall

The Chair felt that the engagement levels said a lot about the staff commitment to the school and she will feed back that governors are grateful for their honesty and engagement in the process and hope to make impact based on the survey findings.

Governors discussed the importance of reporting back to staff on what will change.

Q Can we offer mental health and wellbeing training?

The Headteacher will look into the LDBS offer and invited governors to share any recommendations.

The Headteacher reminded governors of the importance of ensuring the quality of education is high and in keeping with the new framework for the benefit of the children and the profound consequences of a poor Ofsted inspection report. Governors suggested that this explanation could be conveyed clearly to the staff, acknowledging their concerns and the need for balance.

Q Could a plan be developed with the subject leads and SENCO in response to the comments on supporting SEND?

The SEND Link governor was due to meet the SENCO the following week. The Chair will send the relevant responses and comments to the SEND Link governor to inform her meeting.

Action: Chair

9. Coronavirus update

The Headteacher informed governors that in the previous half term 81 children and 16 staff (8 support staff and 8 teaching staff) had tested positive for Coronavirus. In the current

term, to date, 55 children had tested positive and 10 staff (5 teachers and 5 support staff). In contrast, in the first half of the autumn term only 4 children tested positive.

Staff absence has financial implications as well as an impact on the implementation of strategies, staff meetings and interventions, if staff have to provide cover for absent colleagues. Although the current variant is reported as milder, there is an impact on pupil attendance in comparison to the previous school year. Although the isolation period has been reduced, children are still not necessarily well enough to return after day 6.

The national guidance for schools has changed, including the use of face coverings, but the school risk assessment remains with governors' support. The school is not under amber measures, although advice was sought from the London Coronavirus Support Cell when there were a high number of cases in one class. Case levels are still high among staff and children.

Q Is there broad support among the staff and parents for the approach the school has been taking?

Opinion remains polarised. The majority of parents are supportive, although a small number of parents are upset with the national position. They are looking forward to being able to being able to come in to the school again.

Q Are any children absent because they / their parents are too anxious for them to come to school?

The school worked with four families, three of whose children returned at the start of the academic year. They have been receptive to the school's approach and attendance has improved. Work to support a fourth family continues, but attendance is very low.

Q Is this absence and Covid absence reported differently?

Covid absence is recorded similarly to normal sickness absence. The Deputy Head analysed absence figures: at the end of the autumn term 73 children were persistent absentees (less than 90%), but 59 of these were because of isolation with Covid.

Q How is isolation of close contacts recorded?

No-one has been instructed to isolate because they are a close contact. There were a few instances where a child stayed at home for a day to take a PCR before returning to school because a relative had Covid. This was recorded as isolation.

The Headteacher informed governors that CO2 monitors are installed in classrooms. These have shown that if rooms are properly aired when children go out at breaks, levels stay low enough not to qualify an air purifier unit from the DfE. The LDBS are aware of this and may support schools in a group purchase from the DfE-recommended supplier.

Governors discussed the need to balance the wish to reduce mitigations, case numbers and any impact on the children's education. The Headteacher informed governors that school trips, workshops and assemblies are taking place again. Governors acknowledged their

responsibility and duty of care to ensure that the staff team feel safe at work with the measures in place to reduce the level of infection within the school.

The Headteacher explained that there may be more difficult decisions in the summer term, but the current risk assessment is supporting staff while not impacting on the children's education.

10. Safeguarding update including Safeguarding Self-Evaluation

The annual internal self-evaluation had been shared with governors in advance. The Safeguarding link governors can use this document during school visits.

11. Predictions and targets 2021-22

The Headteacher drew governors' attention to the document shared in advance which shows that Writing targets and predictions are lower, because of the impact of lockdown described above and the fact that this is the area that takes the longest to have a positive impact upon. The expected Combined standard in Key Stage 2 is also lower than in 2019.

Q Are these targets set internally?

They are largely based on data from the previous phase, for example end of KS2 targets come from the end of KS1 attainment, but the current Reception cohort will only have the Reception baseline assessment until SATs.

12. Budget monitoring update

Marianne Jenkins reported the budget monitoring meeting of 26 January 2022. There was £45,000 unexpected spend because of staff absence, but despite that, the predicted year end carryforward figure is +£191,000, which is under 8% (at 7.4%). In year two, this is projected to be +£134,000 and +£10,000 in year three. This may end healthier and governors recognised the hard work of the leadership team on managing the budget.

Q What makes up the figure under I13 from donations or voluntary funds?

The £76,000 is £40,000 anticipated from ABC Fund contributions and a one off figure of £36,000 expected from a dormant account. I12 is expected parental contributions for residential trips, offset by associated expenditure.

[8.31 pm Kwamena Duker joined the meeting]

[8.36 pm Dan Brandt left the meeting temporarily]

13. Policies (for approval)

- **Equality**

The Headteacher was working with Will Leaf on this policy, which was deferred to the next meeting.

Action: Clerk

- **Lone Working Policy**

Governors delegated approval of this policy to the Health & Safety link governor, who was asked to any questions or comments to the Headteacher.

Action: David Sin

14. Minutes from previous meeting (15th December 2021)

i) Accuracy

The minutes of the previous meeting were approved as accurate.

ii) Matters Arising

The Headteacher's report at the end of term will include an "Other" column for gender.

Governors attended the SEND training on ADHD.

Outstanding action for some governors: complete Safeguarding training and confirm to the Clerk that they have read Keeping Children Safe in Education.

Action: Governors

The Clerk was asked to check whether all Declarations of Interest forms have been received.

Action: Clerk

Governors discussed the possibility of using digital signatures for these forms and approved minutes.

Outstanding action: An update to the Antibullying policy needs to be finalised.

Action: Headteacher and Leandros Taliotis

Outstanding actions on the ABC Fund are in hand and David Sin has been added as a signatory.

[8.40 pm Dan Brandt rejoined the meeting]

15. Governor visits

- **SEND**

To be reported at the next meeting.

- **Any other visits**

Dan Brandt reported on his visit under item 6.

16. Any other urgent business

The Headteacher sought governor approval to insert an additional day's closure into the school calendar to recognise the additional Bank Holiday for the Queen's Jubilee which falls during the half-term holiday. The number of days children have to be in school has been reduced from 195 to 194 this year. Governors agreed to leave the timing of this day to the Headteacher's discretion and suggested that he could seek staff opinion, although they were aware of the need to give parents adequate notice.

Governors were informed that this was Chris Ampofo's last meeting, as his term of office had come to an end. They acknowledged his commitment to sport in the school and the length of time he had spent on the Board. Chris thanked governors and asked that his link roles are taken up by another governor.

8.51 pm

The Headteacher and Deputy Head left the meeting before item 17 (confidential).

This page has been left intentionally blank

17. Chair's Confidential item

The confidential item has been removed from these minutes
