



**Governing Board Meeting  
Wednesday 15<sup>th</sup> December 2021 at 6.30 pm**

**DRAFT MINUTES**

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

\* Present for part of the meeting

Also present:

Gary Chantler*	Teacher, PE lead, presenting
Jayesh Bhudia	Observing
Janet Gordon	Clerk

**1. Opening Prayer, welcome and introductions**

The Chair welcomed governors and invited Mr Richards to lead the opening prayer.

Everyone present introduced themselves for the benefit of new governor Richard and observing community member Jayesh.

**2. Apologies for Absence**

Apologies for absence were received in advance from Dan Brandt, Kwamena Duker and Will Leaf.

Documents:

- BSP Safeguarding Report Diana Choulerton 24.11.2021.pdf
- How Ofsted inspects 'personal development' | The Key for School Governors.pdf
- HT Report to Governors Autumn 2021.docx
- Ofsted Questions Personal Development.docx
- Pay Policy 2021-22.docx
- Pay Policy for non-teaching staff 21-22.docx
- Princess Frederica Risk Assessment Upd 05.12.2021 v13.docx

Apologies for late arrival had been received from Chris Ampofo, Lucas Janssen and Marianne Jenkins

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

None.

### **4. Presentation: PE**

Gary Chantler has been at the school for 12 years and his primary role is to deliver the PE curriculum to the high standards that he sets out and the school community expects. He finds this thoroughly rewarding and teaches from Nursery to Year 6.

Other staff lead aspects of PE: class teachers, for example for Move A Mile; Danny who teaches African Drumming and Dance; external sports providers who lead tennis and cricket.

PE across the school includes invasion games (football, tag rugby, basketball, netball, hockey), summer games (cricket, tennis, rounders), athletics, gymnastics, dance and outdoor adventurous activities (OAA).

There are two areas of focus throughout the whole school year: running and skipping.

The Year 4 PE curriculum includes swimming for the whole year at the local sports centre.

There is a vibrant after school curriculum with clubs including: boys' and girls' football, gymnastics, other sports clubs through Kenzalia, skateboarding, tennis and athletics.

The school takes part in external competitions including the Brent football leagues (boys and girls), Brent athletics tournaments, swimming galas and other sports festivals, although these are not all happening during the pandemic.

A PE curriculum overview is in place which covers where children start in the EYFS to where the school aims for them to finish in Year 6, ready for Secondary school. The progression from the previous year and transitions between year groups and key stages, key vocabulary as well as objectives, aims and success criteria are laid out. This is communicated to the children before each topic starts and reinforced in lessons, so that the children know what they are learning each half term as well as the expectations by the end of the half term and in future years.

Children are assessed during PE by observation. There are focus children in every lesson for Mr Chantler and the LSAs provide him with feedback, so that children are tracked through the year.

Linked to the School Improvement Plan, progression is important: the PE curriculum builds on what has been learnt in previous years and moves the children forward at each stage. Focus is placed on developing and refining strategies, moving from short- to long-term

memory, increasing the children's understanding of the subject: why they are learning it and the wider benefits, beyond PE. Units build on previous knowledge and provide the children with the opportunity to demonstrate skills.

In terms of Personal Development and mental health and wellbeing, Move A Mile has been a big drive within the school in Years 1 to 6 to increase movement and fitness. There has been positive feedback from children and staff, but Mr Chantler continues to look at ways to keep motivation high and has led some staff Inset training. Equipment such as agility ladders, cones and markers have been introduced and short-burst running as long running. Feedback from the School Council has also been considered and incorporated.

After two days of skipping workshops with the children from an external provider there has been an uptake in skipping in the playground. The children have their own skipping ropes to continue skipping outside school. Another workshop is planned for the summer term.

Year 6 have bike training in the autumn term and the trainers will return in the spring to work with Year 5 and in the summer for balance bike work or scooter training with the younger children.

The Sports Premium has been valuable for setting up additional evening swimming lessons for children who were still unable to swim after their lessons were cut short by lockdown.

Chris Ampofo reported on a meeting with Mr Chantler on 1 December and fed back on how impressed he was with the PE curriculum mapping. He praised and thanked Mr Chantler for his work and the legacy of people taking part in cross country and football. The girls' football team is now an open club and any girls who are interested can take part.

*Q What are the biggest challenges in your role at the moment?*

Delivering the high standard of PE is the biggest challenge during Covid with staggered breaks and lunchtimes. The Key Stage 1 playground can become congested, although it is manageable. A variety of strategies are used to ensure the children learn something new.

*Q How do you differentiate for those who struggle or are not interested and those who are gifted?*

In PE, STEP differentiation is used: Space, Task, Equipment, People. Depending on the subject, one or two of these things might help, for example in football, some children might use a tennis ball for skill work to push them, others might use a small plastic ball to build confidence while the majority use a football. A child might be paired with someone at a different level, so they can pass on their knowledge during peer work, which is something they enjoy. If a child has an LSA 1:1, their needs are considered and anticipated.

Mr Chantler explained how rewarding PE is, watching the children's journey and their development through the school, previously from Year 1 to Year 6 and more recently from Nursery and Reception too.

Governors acknowledged that it is unusual to have a dedicated PE teacher at Primary School and thanked Mr Chantler for his dedication to sport in the school, which makes a difference to the children's lives. Mr Chantler thanked Chris Ampofo for his support as a governor and volunteer.

*[ 6.46 pm Chris Ampofo and 6.54 pm Marianne Jenkins joined the meeting during this item ]*  
*[ 7.07 pm Gary Chantler left after this item ]*

## **5. Headteacher's report including Covid Risk Assessment**

The Headteacher had shared his report in advance. He informed governors that attendance has been a challenge, especially in the previous three to four weeks, linked to an increased number of Covid cases. Absences include children waiting for a PCR test when someone in their household has tested positive. In comparison to Brent and national figures, attendance is still good, but has been impacted by Covid.

There has been no significant change to SEND.

In year admissions were discussed at the recent Admissions committee meeting. Pupil numbers are slightly more transient, probably associated with Covid. The proportion of children finishing their schooling at Princess Frederica has decreased. The number of children joining the school in January is approximately the same as the number who have left.

The report details building works including water pressure work completed through the LDBS capital programme.

There were two long-term staff absences which were not related to Covid and no resignations have been received since the start of the academic year.

All training since the start of the school year is included in the report (p7-10). External expertise from Brent, the LDBS and BSP has been used to help develop staff and there has been a focus on developing subject knowledge and teaching methodology across the school.

*Q Should there be an "other" column under gender alongside male and female?*

The Headteacher replied that there are no children who do not identify as male or female at present, the SIMS system only offers male and female options, but the uniform policy has been updated to be gender neutral.

The Headteacher will add an Other column for gender on his report to governors.

**Action: Headteacher**

*Q Is there any Inset training that governors could attend?*

The Headteacher will invite governors to online training next term including a session on SEND.

**Action: Headteacher**

The Headteacher's report includes Coronavirus figures (p10). The Outbreak Management Plan was implemented after half-term in response to the number of positive cases in one class meeting a key threshold. Figures stabilised, but in the last 10 days there had been another increase. The London Coronavirus Response Cell provide local advice about contingencies when the threshold of five related cases or 10% has been exceeded. Mitigations include implementing year group bubbles and face coverings for adults in communal areas.

There are financial implications for supply cover for staff absence, but all classes have been staffed.

The Risk Assessment has been updated to reflect the current operational guidance. The guidance on household cases changed recently so asymptomatic children can now attend school if they take daily lateral flow tests and remain negative. Children under 11 are not required to wear face coverings. Clinically extremely vulnerable and high risk children and staff are no longer being advised to shield unless told to by a doctor or clinician.

The Headteacher explained that the polarisation of opinion has been difficult.

*Q Has the Outbreak plan been effective?*

It reduced transmission, including in classes where the threshold had been exceeded, but it is difficult to balance increased safety measures without impact on the educational provision. Remote assemblies are difficult, but it is hard to justify putting two year groups together in the hall or to have an in person staff meeting when staff have been testing positive.

*Q In the Risk Assessment, almost everything is marked as "ongoing" rather than having a fixed review date. Does that result in a lot of work?*

The Headteacher received feedback that rather than having a set review date, it should incorporate and abide by any national changes and be reviewed periodically, reducing the frequency of review while remaining valid.

*Q How can governors support the school and leadership team?*

If governors have questions between meetings, they are welcome to speak to the Headteacher for clarification.

The Headteacher invited the Deputy Head to tell governors about the Healthy Schools Bronze Award which was recently achieved. This required evidence in a number of categories including leadership, policy development, learning and teaching, the school ethos, children's personal development, staff training and partnership work. New policies were developed on Drugs, Alcohol and Tobacco and Emotional Wellbeing. To achieve the Silver award, the school must identify a health priority and develop an action plan and project with measurable outcomes.

Governors congratulated the Deputy Head and school and asked the Deputy Head to share the Healthy Schools document with them.

**Action: Deputy Head**

*[ 7.21 pm Victoria Heald-Barraclough stepped out of the meeting until 7.32 pm ]*

## **6. Safeguarding**

- **Audits**
- **Governor visit**

The Headteacher explained that Leandros Taliotis is shadowing Lucas as link governor, to increase Safeguarding capacity on the Board. Leandros reported that he and Lucas had visited the school to meet the Headteacher and had also met Diana Choulerton who was conducting a Safeguarding audit.

The visit on 16<sup>th</sup> November had started with a walk around the school which coincided with drop off. Governors were able to see the various measures in place to ensure a safe environment, for example every gate is manned by at least one member of staff. The structure to drop off limits the number of parents on site at any one time and the children are kept safe.

Governors were shown the Single Central Record, which they found user friendly and were able to see staff clearances and training. Profiles of agency support staff were demonstrated.

Governors met a small number of children and were able to gain a sense of what the children understood about safety, how safe they felt and what makes them feel safe or not. Most children seemed to be open and confident about who they would go to if they had a problem or concern. Many would speak to their form teacher or an LSA or a member of staff they trusted. The children were aware and relieved about the quality of the fire alarms at the school.

Leandros and Lucas had gained clarity on peer-on-peer abuse by discussing anonymised cases with the Headteacher.

At the online meeting on 24<sup>th</sup> November 2021 Diana Choulerton (BSP) emphasised the fact that governors should all read Keeping Children Safe in Education. She also stressed the importance of governors being aware of whistleblowing and how the school has acted on any cases.

The Chair drew governors' attention to the fact that Safeguarding is a non-negotiable area of governance and urged all governors who had not completed Safeguarding training and confirmed that they had read Keeping Children Safe In Education to do so.

**Action: Governors**

The Headteacher explained that the Safeguarding audit report includes some quick fixes which have already been acted upon and an update will be presented at the next meeting.

*Q Should records be kept of ELSA support? Are records kept on support given to staff for mental health and wellbeing?*

The Headteacher said that ELSA support would be noted if there were other concerns about a child, but it is not recorded centrally. Information is recorded, but is not seamlessly connected. The recommendation is for a computer-based system, which would help bring together all support for Safeguarding and vulnerable children who may not be considered a Safeguarding risk and would enable a review of children who have been supported, to see whether any further support is needed, not only consideration of active cases. Adding information about adult support could be considered.

## **7. Preparation for Ofsted: Personal Development**

Governors were directed to the summary document shared on Google Drive. The Headteacher reminded governors that Personal Development is the school's biggest strength when considering the Ofsted inspection framework.

Personal Development is not only about what is required in the national curriculum, but the opportunities offered throughout the children's time at the school. The school has the highest percentage of children learning a musical instrument in Brent. The children also have opportunities to perform and develop confidence and independence. They write their own plays in Years 4 and 6.

The residential trips build from a sleepover in Year 2 to two nights away in Year 3 and then four nights away in Years 4-6.

The Deputy Head continues to work on offering different clubs, providing a variety of opportunities, such as sewing and skateboarding. These clubs are offered to children and families who may not have the opportunity to do these activities, for example children eligible for Pupil Premium and other vulnerable children, before they are offered to the rest of the school.

This is complemented by a strong PSHE and RSE curriculum and assemblies as well as the distinctively Christian nature of the school, with strong collective worship and church visits to the two churches associated with the school and visits from the vicars.

The elected School Council is one of the ways the children are helped to understand British values.

The Chair added that the Healthy Schools application summarises personal development in the school.

The Head and the Chair emphasised the importance of governors feeling confident about how they know that personal development is strong, for example through visits to the school, presentations from staff and pupil and parent surveys.

Governors were asked to read the Personal Development section of the SEF.

**Action: Governors**

## **8. Approval of Admissions Arrangements 2023-24**

The Admissions Committee had met immediately before this meeting. The committee chair recommended maintaining the current arrangements for admission to Reception and Nursery for 2023-24 on behalf of the committee. He reminded governors about the variation from the Office of the Schools Adjudicator regarding church attendance put in place in 2020. The admissions document on the website explains that it is unlikely that parents will be able to meet the attendance criteria because places of worship have been shut during the pandemic, but by 2023 parents should be able to evidence church attendance.

Governors **approved** the admissions arrangements. The committee chair offered to talk about the arrangements with any governor or parent who needs clarification.

## **9. Governor visits**

- **SEND**

A scheduled meeting between Victoria and the Assistant Headteacher/SENCO was postponed because of staff illness, so this will be rescheduled for next term.

- **Health & Safety**

Link governor David visited the school on 19 November 2021 and looked at documentation with the School Business Manager. There are very clear policies and procedures relating to Health & Safety and good record keeping, including First Aid and accident records. Posters are in the right place with information about First Aiders.

David reported that the school appears to be well maintained for a building of its age. It presents Health & Safety challenges, but maintenance is good. David observed work reported in the Headteacher's report: toilet flushers were being repaired during his visit.

There are longer term challenges, as referenced in the Head's report, some of which will have large budget implications. There is some asbestos which is currently not a hazard, but which will need to be removed if risk were to increase in future.

There are currently a number of Covid-related security issues which potentially compromise Health & Safety, again mentioned in the Headteacher's report. Examples include: keeping windows open to maintain adequate ventilation in classrooms creates a challenging environment in winter; keeping doors open for air flow and ventilation could compromise fire doors.

*Q Is there anything that could help this situation?*

Advice during a Covid outbreak is to maintain high levels of ventilation and air circulation. The Headteacher has talked to Wilby and Burnett and has advised the Fire Officers to close doors after they have checked classrooms when a fire alarm sounds. Automatic doors are controlled with electronic sensors.



- **EYFS**

Zoë will share the written report of her visit with the Assistant Head and Headteacher on Google Drive. Covid has had the biggest impact on the youngest children, including from mask wearing and time out of school, so there is a focus on their happiness and wellbeing. There is evidence that the youngest children are very happy to come in to school.

The school has been working on embedding the new changes to the Early Years Foundation Stage (EYFS) framework. During the visit Zoë and Ms Banks talked about engaging with other local settings to collaborate on best practice. The staff are balancing the delivery of key curriculum input with a more flexible approach to play, so Early Years timetabling is being considered to ensure that there are chances for freeflow play and experiences as well as more structured activities that would help them as they move through the school.

A future visit may be a learning walk or a meeting with all the Early Years staff to look at the provision as a whole and perhaps a team brainstorming session.

- **Progress and Attainment**

Dan will report on his visit at the next meeting.

- **GDPR**

The Headteacher explained he speaks to the DPO (Data Protection Officer) when an issue or Freedom of Information request arises. Anonymised information was provided in response to one request about confirmed Coronavirus cases.

- **Wellbeing Group**

Chris reported that a meeting with staff was constructive and open. Understandably, the staff are tired, which is in keeping with a BBC report of the same day. Preparation for Ofsted, although well-intended and important, is adding additional strain for some. There was positive feedback about interim leadership during staff absence and about governors. Staff were interested in professional development and a team day and wellbeing.

Zoë added that it was positive that the staff were able to speak openly. A staff survey has been sent out. Using staff feedback, the questions and method of completing the survey have been modified to encourage all types of staff to participate. Questions from the Anna Freud Centre on mental health and wellbeing have been incorporated alongside some consistent questions to provide comparative data. The results will be shared after Christmas.

*[ 8.21 pm Lucas Janssen joined the meeting during this item ]*

## 10. Policies (for approval)

Governors had reviewed these policies in advance of the meeting.

- **Educational Visits**

Lucas had sent some questions to the Headteacher related to GDPR and the disposal of personal data held by the trip organiser. The Headteacher will update the policy and share the updated version.

Governors **approved** the policy subject to this amendment.

- **Equality**

Will and the Headteacher are working on this policy, which will be brought to the next meeting.

**Action: Clerk**

- **Governor School Visits**

Zoë has suggested updated wording for this procedure / guidance to provide a positive guide to arranging, conducting and writing up visits. Zoë will share this with governors.

Governors **approved** this procedure.

- **Pay – teachers (recommended by the Pay committee)**
- **Pay – non-teaching staff (recommended by the Pay committee)**

These policies had been scrutinised by the Pay committee. The Pay policy for teachers incorporates guidance from the School Teachers Pay and Conditions document and agreed scales.

Governors **approved** both policies.

## 11. Minutes from previous meeting (17<sup>th</sup> November 2021)

### i) **Accuracy**

This was deferred to the next meeting.

### ii) **Matters Arising**

Governors were reminded to send the Clerk their Declaration of Interests form and to complete Safeguarding training (as mentioned in item 6). If governors have completed training at another provider, they can record this.

**Action: Governors**

An action regarding the Anti-bullying policy is outstanding. The Headteacher will share it with Leandros when it is complete.

The letter to parents about the ABC Fund was going out to parents the same week.

**12. Any other urgent business**

Governors discussed signatories on the ABC Fund account. Joel has previously authorised payments, but is not the main signatory. Lucas has the paperwork to take over as a signatory from Ralph Cator and at the previous meeting David agreed to be a co-signatory.

**Action: Lucas**

The Chair thanked the Headteacher and Deputy Head and governors for their hard work and closed the meeting at 8.51 pm

---