



Governing Board Meeting
Wednesday 14th October 2020 at 6.30 pm
online via Zoom

Name	Role	Present	Name	Role	Present
Chris Ampofo*	Foundation	√	Will Leaf (Co-Chair)	Foundation	√
Dan Brandt*	Foundation	√	Zoë Miller	Parent	√
Ralph Cator	Foundation	x	Anthony Richards	Ex officio	√
Kwamena Duker	Staff	√	Cristiana Silvaes de Melo	Parent	√
Victoria Heald-Barraclough	LA	√	David Sin	Foundation	x
Lucas Janssen	Co-opted	√	Joel Wolchover	Parent	√
Marianne Jenkins (Co-Chair)*	Foundation	√	Katie Kilgallon	Assoc Mem, T&L	√

* Present for part of the meeting

Also present:

Nicola Christopher Deputy Head (advising)
 Janet Gordon Clerk

1. Welcome and Opening Prayer

Documents:

- 2020 Safeguarding and Child Protection Policy.docx
- Abusive Parents Carers and Visitors Policy.docx
- Code of Conduct for Employees Sept 2020.docx
- Declaration of Interests PF 2020-21.docx
- Exclusions Policy.docx
- Financial Scheme of Delegation for Princess Frederica 2020-21.doc
- Health and Safety Policy 2020.docx
- PF committee terms of reference 2020-draft to go to committees.doc
- PF FGB Draft Minutes 20200708.doc
- PF Governor Attendance 2019-20-for information.pdf
- Princess Frederica Pay Policy 2020-21.docx
- Princess Frederica Term Dates 2021-22.pdf
- Pupil Premium Report 2020-21.docx
- Sports Premium Report 2020-21.docx
- Whistleblowing Policy.docx

Will welcomed governors to the first meeting of the school year, which sets up the Board's business. He opened the meeting with a prayer.

2. Apologies for Absence

Apologies for late arrival had been received from Marianne, Dan and Chris. No apologies for absence were received. During the meeting, Katie gave apologies for early departure.

3. Declaration of Interests and eligibility 2020-21; declaration of interest for items on this agenda

Governors who had sent their annual declaration of interests form were thanked. The Clerk will follow up with those who still need to submit the form.

Action: Clerk

There were no declarations of interest for items on this agenda.

4. Governing Board matters

i. Election of Chair and Vice Chair

Will informed governors that he and Marianne were happy to serve another year as Co-Chairs, particularly in the current circumstances, but the aim was for a Vice Chair or Co-Vice Chairs to serve for a year before becoming Chair / Co-Chairs, elected by the Board.

The Clerk asked for nominations for Chair. Will and Marianne were **re-elected** as Co-Chairs.

The Clerk had received nominations in advance for the role of Vice Chair for Lucas and Zoë, who were willing to stand. No other nominations were put forward at the meeting. Governors proposed that they become Co-Vice Chairs and towards the end of the year, they could decide how / whether they wish to proceed with the transition to Chair, as it is not necessarily a given that a Vice Chair will become Chair.

[6.42 pm Marianne joined the meeting]

Governors considered that the Vice Chair role doesn't have the same responsibilities as Chair and there is not the same need for Co-Vice Chairs to operate as a unit in the same way as Co-Chairs must. The aim would be to form a collaborative chairing team in support and alongside the Leadership Team.

Governors discussed the fact that Lucas is already Safeguarding link governor, which is a significant role and while it is important to succession plan, it will also be important to ensure that he is not overwhelmed, particularly as he is already Vice Chair of the Resources committee and may be needed as Committee Chair.

Lucas and Zoë were **elected** as Co-Vice Chairs.

The term of office for Chair and Vice Chair is one year, until the first full Board meeting of the autumn term 2021.

The Chairs thanked Joel for his support as Vice Chair and for staying in this role for an additional year.

[6.53 pm Chris joined the meeting]

ii. Membership

There was no change to report at this meeting.

iii. Committee structure and Terms of Reference

Governors discussed the committee structure and **agreed** to continue with the existing structure and terms of reference, although the committees would review the terms of reference at their next meetings.

iv. Committee Membership and nominated roles

The Clerk informed governors of the membership of each committee. Zoë joined the Teaching and Learning committee.

No change was proposed for members of the Resources and Admissions committees. All governors who have no conflict of interest could be called on for ad hoc committees or panels such as pupil or staff discipline or complaints.

Governors discussed membership of the Pay committee. Lucas will join the Pay committee if Ralph is stepping down from this committee.

Governors noted the gender imbalance on the Headteacher's Performance Review Panel. Joel volunteered to step down from this panel and Zoë joined in his place.

Cristiana volunteered to help with Nursery and Reception applications in the spring term.

Governors agreed to continue with the link roles previously assigned. Zoë offered to fill the link governor vacancy in MFL/French. As Ralph is intending to step down, as he has relocated, Zoë also volunteered to link with Early Years, as this fits well with her previous governance experience at a local nursery school.

Governors discussed meetings and visits at this time (during Covid). The Headteacher suggested that governors arrange an online meeting, as all staff are set up on Zoom. The only on site meetings will be for Safeguarding and Health & Safety and these will be for less than 15 minutes.

The Chair encouraged governors to contact the staff member for their link area to show support and encouragement during this tough time in education.

[7.14 pm Dan joined the meeting]

v. NGA Code of Conduct 2020 – for re-adoption

Governors had previously adopted this code, which provides a model of how governors are expected to undertake their role. Governors' attention was drawn to the reminder about their strategic focus, including responsibility for the vision, holding leaders to account for the outcomes of pupils and the financial performance of the school, as well as ensuring that the voices of stakeholders are heard. The code also outlines governors' roles and responsibilities, which include preparing for meetings by reading the documents, upholding Board decisions, getting to know the school and modelling its values, building relationships, respecting confidentiality and being transparent.

Governors **agreed** to re-adopt the Code of Conduct.

vi. Skills Audit (discussion)

Governors acknowledged that the skills audit is not mandatory and no individual is expected to score full marks in every category. They discussed the way in which the skills audit can help to highlight training needs and can inform recruitment.

Governors agreed to complete the skills audit.

Action: Governors

The Clerk will collate an anonymised summary.

Action: Clerk

vii. Governor attendance (for info, for website publication)

The Clerk had compiled governor attendance for 2019-20, shared with them before being published on the website.

Governors had previously agreed to publish minutes on the website. They were happy to continue with this in the interests of transparency, although any confidential items would be marked as such and would not be published.

The Clerk was asked to collect missing photographs and biographies for the governor page on the website.

Action: Clerk

5. Update from the headteacher (verbal)

The Headteacher informed governors that it has been a positive experience having the children back in school; parents and carers have been supportive in the main and appreciative of the efforts that the staff are making. All staff have been working incredibly hard. They have been understanding and accepting of the arrangements which have had to be made for Covid. The additional workload includes increases in duties, being with the children at lunchtime and an increase in the amount of time spent with the children overall. Everyone has been positive and receptive, which has helped the Senior Leadership Team (SLT).

The Headteacher thanked governors for their support. He asked governors to continue to provide feedback when amendments to the risk assessment are circulated. He reassured governors that they should not be concerned that questions add to his workload, as their perspective is valued and this process is supportive. The Headteacher also thanked the Co-Chairs for their support throughout.

The Headteacher explained the exhausting nature of Covid-19 challenges coming on top of everyone's usual workload. In the summer term, the focus was on managing Covid issues and bringing the children in as safely as possible, whereas this term the normal annual cycle has resumed, but there are continual logistical challenges: decisions to be made, evaluation of implementation and impact and redesign, if needed. Staff feedback is being taken into consideration regarding routines.

Governors noted that the cost implications of Covid measures is huge too. The Headteacher added that working in a time of ongoing uncertainty is also difficult. Staffing levels are currently healthy, but this could change if staff need to self-isolate or become ill. This would pose a challenge in terms of cost and also in maintaining the quality of the provision in the classrooms.

The Headteacher reported that there are some positives from doing things differently, including an impact on behaviour and attendance. There will be some permanent change from the current arrangements.

Safeguarding: There is one child subject to a Child Protection plan. There were no trends in Safeguarding and no referrals have been made to Family Front Door this term.

The Headteacher informed governors that Brent are not asking for an updated **self-evaluation** form and the previous self-categorisation (Good) will remain, unless the school applies for a change. The Headteacher proposed no change in categorisation. The updated self-evaluation form will be shared with governors for the next meeting, to include catch up funding and the move towards remote support of learning.

The **School Improvement Plan** will also be shared at the next meeting. Some priorities are still applicable, but the key areas will be updated to reflect changes because of Covid-19.

Pupil numbers: A significant number of pupils left in the second half of the summer term or did not return in the autumn (approximately 24-25 children). Subsequently, slightly more than this number of children have joined the school, particularly up to and including Year 3. The Deputy Head has worked on in year admissions and has ensured that the new children have joined for legitimate and ethical reasons.

Health & Safety: The Headteacher invited one or two governors to visit the school to see how the risk assessment is working operationally for their reassurance. The Health & Safety link governor had completed a supportive visit before the school reopened to pupils in June.

The pitch project was completed in the summer holidays. The surface was re-laid and boarding installed around the outside, which has alleviated Health & Safety concerns about the kerb on the pitch and the previous state of repair of the surface. There was an issue with the levelling of the pitch by the Embankment area, related to the foundations underneath the surface. The estimate is £8-10,000 to relay a large area of surface from the pitch into the playground, so this will be discussed further at the Resources Committee.

Staffing is relatively stable. A member of the office staff is absent because of sickness, which is putting additional pressure on the Headteacher and the other office staff.

Finance: An application for just under £6,000 has been submitted for Covid-related expenses, such as cleaning costs and materials. Spending on additional cleaning and products beyond what was budgeted continues to be tracked, although there are mixed messages about what will be refunded.

Impact of lockdown: Teachers have reported that the children in Nursery have settled well. Reception are taking longer to settle. There are more speech issues, Personal Social & Emotional Development is different and a higher proportion have less developed fine motor skills than in previous years. The Reception team are reflecting this in their planning.

Year 2 are showing significant gaps in their learning. Spelling is an issue across the whole school, so an investment is being made in Spelling Shed, which adds enjoyment and can be used remotely. Teachers are revisiting National Curriculum spellings from previous years.

Parents and carers are being updated on their children's progress through a report on their attainment just before half-term. For Years 2 to 6, this will include Reading, Writing and Maths; Years 1 and 2 will include Phonics too.

The Phonics screen will be administered before the end of term for children in Year 2 who would have had this in June 2020. Year 1 will continue as normal, with screening in June 2021.

Teachers will provide an attainment update just before Christmas, to be followed by meetings with parents in January, probably via Zoom. Nursery and Reception will receive settling in reports and meetings after half-term.

Higher levels of anxiety have been displayed by parents and there has been some concerning communication by email, which has been upsetting for staff members. The leadership team are working with the parents to help share realistic expectations.

Governors asked whether there is anything they can do to support the Headteacher with the parental response. The Headteacher reassured governors that a small number of parents were concerned about their child's progress and they may not realise the complexities of the pressures schools are still under and that closing gaps takes time. The Co-Chairs and Vice Chairs could discuss this with the Headteacher and could communicate with parents towards the end of half-term.

A governor who is a parent commented that Maths and English sessions on Zoom had been helpful in enabling parents to help and support their children.

Remote support: The school has taken advantage of the DfE education platform grant. The school will use Zoom until half-term and will then move to the G Suite education platform. The staff will have training and support, then the children will be introduced to how to access sessions before they have to use the new system at home.

A survey was carried out on return to school and teachers worked with children on the positives and areas for improvement from their experience of home learning. This indicated that older children engaged more with remote learning, as reflected in the fact that the largest gaps are appearing in the current Year 2 cohort. These children were in Year 1 in the summer term and showed the lowest engagement. The most effective kind of learning for Years 1 and 2 is being considered for future lockdown scenarios. Older children felt more positively about Zoom lessons and Purple Mash and the types of functionality which G Suite will provide.

Catch up programme: The Headteacher informed governors that the school is anticipating £30K in funding from the government catch up programme. These funds have to be used to ensure that children are catching up to age-related expectations. The Deputy Head is working on a plan alongside the Headteacher and Assistant Head. The aim is to train staff on various catch up programmes for the core subject areas. Some cover will be funded to free up members of staff in key year groups, so that the most skilled staff can work with children who need accelerated progress the most, focussing on the Year 2 cohort and selected children in Year 1. There will also be a push on Reading, ensuring parents understand that reading is not only about fluency, but also understanding texts.

Immediate challenges: The Headteacher is working with SLT on how to deliver the curriculum when a child is at home isolating, but the teacher and the majority of the class are still in school. Currently, resources from Oak Academy online have been selected to reflect the curriculum. The aim is to move towards something that reflects the school's curriculum and which could be accessed from home. This is a pressing concern, as it should be in place by 22nd October. There are sensitivities about GDPR and Safeguarding and there could be an impact on teachers.

Attendance and behaviour: The Deputy Head informed governors that behaviour is very good compared to last year, with only six detentions compared with twenty at the same time last year. Having less children in the playground at lunch and break times because of the year group bubbles has made a difference.

The Headteacher added that headteacher colleagues have reported an increase in physical behaviour issues in settling back into formal learning. He credited the families and teachers for making the children feel safe so that they have settled back seamlessly at this school.

Attendance is higher than last year, with 96-97% each year. Three classes were at 100% the previous week. Rewards for good attendance are being maintained. One contributory factor is that Year 6 were not able to make Secondary school visits this term.

6. Update from the Deputy Head on Ofsted visits

The Deputy Head informed governors about the current arrangements for interim Ofsted visits, which are happening at a day's notice. Two HMIs visit for one day for a collaborative conversation. They do not look at books or visit classrooms, nor do they meet governors, although they may walk around the school. The outcome is a letter to help parents and the public understand how schools are returning to the normal curriculum.

A local school shared their experience of a pilot visit, in which the collaborative conversation focused on the return from lockdown, staffing capacity, Safeguarding, in particular Safer Recruitment processes for any staff recruited since March. Other topics include: allocation of the catch up funding, including spend on behaviour, attendance and wellbeing as well as closing any identified attainment gaps; attendance compared to last year; resumption of the full curriculum by the summer term.

From January 2021, Section 5 inspections will resume. Governors were reminded that the focus areas are: curriculum, behaviour, systemic issues, Early Years, Relationship and Sex Education.

Governors asked what issues would be considered systemic. These would be whole school curriculum issues. The Headteacher explained that the second day of inspection confirms whether what was seen on the first day (strengths and areas for development) is visible across the whole school.

Governors asked whether the leadership team feel confident. The Headteacher explained that the School Improvement Plan provides targets for natural curriculum development. With increased operational demands from Covid-19, some development has slowed down. The strengths of the school remain and some areas still need additional work. Safeguarding and SEND are secure and curriculum development in the spirit of the Education Inspection Framework is ongoing.

7. Variation to admissions arrangements (for information)

The Chair explained that this issue related to the closure of places of worship and the impact on the admissions criteria for parents applying to join the school next school year, for which the deadline is January 2021.

As Admissions Committee Chair, Joel explained that the admissions arrangements give priority in one of the oversubscription criteria to children whose families attend one of the two local Church of England churches and places of worship of other World faiths. Regular attendance is defined as attendance at weekly services on at least 26 occasions in each of the two years preceding the application. As many places of worship have been closed or have had restricted availability since lockdown, for most of the second year it would have been difficult or impossible to meet the attendance criteria.

In common with a number of other faith schools with faith-based criteria, the school applied to the Schools Adjudicator for a temporary variation in the admissions criteria. Initially the application used text proposed by the LDBS, but the adjudicator queried this. The Chairs, Headteacher and Vice Chair proposed a simpler variation which has been approved.

This text, which will be added to the admissions documents to be published on the website, reads:

Governors define regular attendance as attendance at a weekly service on at least 26 occasions in any period of 12 consecutive months falling within the two years preceding the application. This must be confirmed by the religious leader of each place of worship attended during that period using the Supplementary Information Form (SIF) available from the School website or office.

The words underlined above are a temporary variation of the School's admission arrangements approved by the Office of the Schools Adjudicator as a pragmatic and appropriate response to restrictions on access to places of worship during the Covid-19 pandemic.

At the last meeting, governors had agreed to seek a variation in the admissions criteria. The above wording is slightly more precise and less significant than the change originally proposed by the LDBS and ministers should find it easier to apply.

Governors asked what would happen if a family moved into the local area. They can seek a reference from a previous place of worship. If they have only begun to attend church in the last 12 months, this would not have allowed time for sufficient attendance under the existing arrangements. The variation has been worded to be fair in comparison with normal arrangements. Governors are likely to need to seek another variation next year and will have to review the circumstances and decide what is appropriate then.

Governors asked whether online services during lockdown count as attendance. The minister in the place of worship will need to determine what attendance at a weekly service is, as they need to sign and stamp the application form. Will confirmed that monitoring online

attendance effectively is difficult. The flexible wording and reduction in the requirement for attendance recognises the gap in data from March.

The Chair acknowledged the work carried out on this variation by Joel as Admissions Chair and thanked him. Joel thanked the Chairs for their help in return.

Joel reported that an admissions appeal hearing had been unsuccessful. The Headteacher acknowledged the time Joel had spent on discussing this and in representing the school. Brent run admissions appeals, but there is a cost to the school.

Governors discussed the fact that the review of admissions applications for Nursery and Reception in February may need to be managed remotely. The process is slightly simpler now that Brent provide a spreadsheet and governors only need to check the Supplementary Information Form for a small number of cases for Reception. It may be possible to start the process slightly earlier.

8. Reports (to consider and confirm)

i. Pupil Premium

The Deputy Head reported that 27 children are eligible for Pupil Premium (PP) and 9 are post Looked After, bringing a total of £57,420 funding.

Training and resources for catch up Numeracy and Literacy will come from the Covid catch up fund, but LSA time to deliver 15 minute 1:1 interventions twice a week and booster classes for Year 6 have been budgeted from Pupil Premium income.

A teacher is spending two days per week on interventions predominantly for Years 4 and 5 in Reading, Writing and Maths and small group English support lessons. The report details additional catch up in Literacy, Numeracy and phonics.

It is still uncertain whether trips will go ahead, but subsidies have been planned from PP funding. The music teacher is working to encourage the PP children to learn an instrument. The current figure is 75% but the target is 80%.

The ELSA sessions will continue, as there are a few more children in need of emotional literacy support. The Education Welfare Officer supports the school with attendance.

Governors asked whether the school will be able to take advantage of the National Tutoring Programme. Details are still unclear. This report focuses only on the use of Pupil Premium funding allocated before Covid in this academic year.

Governors queried whether 15 minutes was sufficient for interventions. The LSAs will have extensive training and the programme has proven results. The interventions are focused 1:1 sessions and frequent targeted support is recommended.

Governors asked what timescale is needed to see the impact of the interventions. In Year 6, they are working towards the SATs in May and for the other children, it would be end of year

attainment. Interventions are usually reviewed after approximately 12 weeks and then adjusted if needed. Children may need slightly longer than usual at this time.

ii. Sports Premium

The Deputy Head reported that not all the funding was spent last year, because of school closure to the majority of pupils. £11,000 was carried forward. Details of spending and impact for 2019-20 and plans for 2020-21 can be found in the report.

This year, £10,000 of the funding has been allocated to the football pitch. Some specialised lunchtime sports clubs are planned to broaden the range of sports offered. The playground markings need to be refreshed. Move a Mile is being run on the sports pitch, but there is still a plan to mark out a Daily Mile in the school grounds at a cost of £2,800.

The Headteacher added that there has been a significant improvement in behaviour as a result of the way that break and lunchtimes are being run. The aim is to ensure that the children are as active as possible. One off training with staff, for example on playground games, has been shown to have initial success but is not sustained. The Sports Premium offers the opportunity for lasting impact through a school commitment to skipping, which is proven to be a complete exercise for children. Investment in resources and regular input through half termly skipping workshops from an external provider provides the chance to create a legacy and a sense of excitement about being active.

The Deputy Head informed governors that each class has a bag of play equipment, so that equipment does not need to be shared. Each bag contains bats, balls, skipping ropes and hula hoops and is being replenished as needed. The equipment is being used much more than when there was previously a shared box. This is contributing to better behaviour, as the children have something to do, as well as their daily slot on the football pitch.

Governors asked whether the school is using their link with the Brent Sports Partnership and their offer to deliver sports. The PE teacher has regular meetings with other schools about interschool competitions. The school is keen to find out more about how the Brent Sports Partnership might be able to support the school on site. At the moment the use of external facilities is limited. The school is making an effort to open up a variety of sports to as many different children as possible, rather than clubs being only about elite competition. With the new pitch, the school is looking at offering netball as well as football to widen the children's sport experience.

A governor commented that the Brent Sports Partnership link could be prioritised over paying external providers who don't have the same stake in the community. The Headteacher explained that a provider for staff training and work with the children had not been confirmed and that he would explain what the school requires from the Sports Premium to see what they can provide or whether they can recommend someone local who works with them.

9. Policies

Updated for 2020-21:

These policies had been circulated to governors in advance.

i. Safeguarding and Child Protection

This policy had been updated to incorporate changes in Keeping Children Safe in Education 2020 (KCSIE), including explicit mention of mental health and new information about criminal and sexual exploitation. The Designated Safeguarding Lead led a session for all staff at the beginning of the school year, highlighting the updates to Part 1 of the guidance and to the policy, which is based on a model from The Key, incorporating updates from Brent.

The Chair reminded governors that within the policy, they are making a commitment to read KCSIE and encouraged them all to do so.

ii. Teacher Pay

The Headteacher explained that this policy is agreed on an annual basis and includes the recommended uplift for teachers which was confirmed in parliament the previous day. The uplift is 5.5% for teachers on the lowest point on the main scale (M1), slightly lower increases for each other point on the main scale and 2.75% for all other teachers on the upper and leadership scales and for TLRs. Figures provided by the LDBS and recommended by the unions have been included in the policy.

The budget included a 3% increase for all and the overall increase across all teachers is slightly under the amount budgeted.

Governors **approved** both policies above, understanding that they were also approving the teacher pay increments, to be backdated to 1 September 2020.

[8.51 pm Katie left the meeting]

Minor updates:

iii. Scheme of Delegation

The Headteacher informed governors that the main change in the Scheme of Delegation was the spending limits: a reduction in the amount he was authorised to spend without Resources committee approval, down from £10,000 to £5,000. This was proposed by governors for the Headteacher's protection and the limit would be reviewed in a year's time. The limit for Resources committee approval has been reduced from £50,000 to £30,000, over which decisions must go to the Board.

Changes in the Brent Scheme for Financing Schools relating to values of contracts and procurement processes have been incorporated, although larger projects are usually arranged and procured through the LDBS.

- iv. **Code of Conduct for employees**
- v. **Health & Safety**
- vi. **Abusive Parents and Carers**
- vii. **Exclusions**

These policies have minor updates relating to the current Covid arrangements.

Whistleblowing

This policy is reviewed annually and is important in terms of governors' responsibilities to the staff.

Governors asked whether all these policies will be on the website. The Safeguarding policy is already published pending governors' approval and the others will follow.

Governors **approved** all the policies above.

10. Minutes of the previous meeting (8th July 2020)

Governors **agreed** the minutes of the previous meeting as accurate.

An action for the vision working group is outstanding and will be followed up.

The Headteacher explained that surveys with parents and children may provide information about the impact of the provision for keyworker and vulnerable children. He will report back to governors on surveys with various stakeholders in the second half of the autumn term.

Visitors are being sent the risk assessment and updated Safeguarding leaflet are being sent to visitors in advance.

Redirection of the governors email address to the Clerk has been requested.

11. Governor visits and training

Dan reported that he had received exit questionnaires from two members of staff in the summer term and one at Easter and he met one of the members of staff for an exit interview. He will report a summary to the Headteacher, who will pass on anything appropriate to governors in his next report. Nothing of immediate concern was raised.

Marianne and Lucas had had a budget monitoring meeting with the Headteacher and Steve Llewellyn the previous day.

12. Any other urgent business

Term Dates 2021-22

The Headteacher had shared proposed term dates for the 2021-22 academic year. These mirror the dates suggested by Brent, with two Inset days at the start of the autumn term and three during the year.

Governors **approved** these dates subject to any feedback sent to the Headteacher within the next week.

Action: Governors

Relationship and Sex Education Policy

The Headteacher informed governors that consultation with parents and stakeholders about the implementation of the Relationship and Sex Education statutory framework was underway. Approval of the policy can be delegated by the Board to the Teaching & Learning (T&L) committee.

The Headteacher and PSHE lead teacher will make a presentation to parents by Zoom and a letter will go to all parents to explain the process. The website will also provide resources and information for parents. There will be a presentation to governors at the T&L meeting after half-term on the policy and proposed curriculum. The committee could approve the policy and give feedback or recommend it to the Board.

Governors asked whether the suggestion to delegate the policy was a matter of timing. It became statutory to teach RSE from September 2020 before Covid, but now the school needs to move through the process by the summer term. The curriculum is ready and the school is in a position to begin teaching it with a clear rationale. If the policy came to the Board in December, this would not have an impact on the proposal to start teaching in January.

Governors felt that if this proves to be a controversial issue with parents, it may be more supportive to have whole Board approval. They felt that taking extra time would provide reassurance that they have taken the issue seriously and agreed that T&L would check the robustness of the curriculum and that parents' views have been taken into account and recommend approval to the Board, when there would be a short discussion about any relevant points. All governors would be welcome to attend the presentation to the T&L committee.

Governors asked whether the results of the parent survey will inform the policy. The presentation will inform parents about the proposed RSE curriculum and their feedback will be included with the finalised curriculum, which will be reviewed on an annual basis.

Governors asked whether this is now a compulsory part of the curriculum and asked what needs approval. Decisions about the introduction of certain vocabulary into different year

groups and decisions about coverage in Years 5 and 6 are left to individual schools. Opinion is likely to be divided in the parent consultation and the presentation to T&L will provide governors with the draft policy and other documentation. The committee will summarise to the Board for approval.

The Co-Chair thanked governors for their attention, thanked those who have stepped into new roles and thanked everyone for their ongoing engagement in the life of the school.

The meeting closed at 9.19 pm.
