

London Borough of Richmond upon Thames

Darell Primary and Nursery School

**Minutes of the Meeting of the Governing Body held virtually by Zoom on
Tuesday 23rd June at 5pm**

Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
LA (1)	LA	Peter Hewer (PH)	Sept 23
Parent (2)	Election	Vacancy Alan Hamilton (AH)	- Mar 21
Headteacher		Joe Porter (JP)	N/A
Staff (1)	Staff Elected	Ravi Shankar (RS)	Dec 23
Co-opted (9)	Governing Body	Janet Deboo (JD) Luke Martyr (LM) Jenny Mikkelsen (JM) Joanne Winship (JW) Fiona Booth (FB) Jane Spencer (JS) Wendy Pitt (WP) Vacancy Vacancy	Dec 22 Dec 21 Dec 23 Dec 22 Feb 22 Nov 22 Mar 23 - -
Associate Members	Governing Body	Susanna Zotov (SZ)	Sept 20

bold = absent

Also present: Emma Claridge (EC) (Assistant Headteacher), Paul Gilbert (PG) (Assistant Headteacher), Rebecca Herle (RH) (Clerk), Amanda Blunden (AB) (SEnCo), Corinne Thomas (CT) (EYFS lead), Kathryn Hayward (KH) (KS1 lead)

		ACTION
1.	Welcome, apologies for absence	
1.1	Governors were welcomed to the meeting and thanked for their hard work over the last year, particularly the last term.	
1.2	Apologies for absence were received from Susanna Zotov and Luke Martyr.	
1.3	JS identified that the main purpose for this FGB meeting was to obtain a clear update from the Headteacher and to approve the final budget document for June 2020.	

<p>2</p> <p>2.1</p>	<p>Declarations of interest</p> <p>There were no new declarations interest.</p>	
<p>3.</p> <p>3.1</p> <p>3.2</p>	<p>Minutes of previous meetings</p> <p>Draft Minutes of FGB meeting 10th December 2019</p> <p>Minutes approved.</p> <p>Draft minutes of EFGB meeting May 28th 2020</p> <p>Minutes approved.</p> <p>Action: Minutes to go up on Darell website</p>	<p>RH</p>
<p>4.</p>	<p>Continuous provision in Year 1 – presentation by Corinne Thomas and Kathryn Hayward</p> <p>Corinne Thomas and Kathryn Hayward, EYFS and KS1 leads, spoke to the meeting about a new initiative to provide 'continuous provision in year 1'.</p> <p>CT summarised that the current transition from reception to Year 1 is too stark. There is a desire to revamp Year 1 to be more in line with Reception years. Evidence shows that there is no developmental surge between 5-7 years of age which suggests that Year 1 should not be so different in approach to that of Reception. CT outlined that the concept of continuous provision is to provide pupils with the tools to learn independently with a dedicated outdoor and indoor space. There will still be daily adult-led input for literacy and maths but the focus is the application of this learning within the environment at child-led activities rather than a dependence on adult-initiated tasks. Children are more motivated and learn more effectively when they are empowered to take control of their learning, in the direction and to a level that they have chosen.</p> <p>This more developmentally appropriate approach is beginning to be taken up nationally as well as locally</p> <p>Q. Is Kathryn Hayward moving to Year 1 as a teacher from September 2020?</p> <p>Yes, KH will be joining year 1 and is keen to help develop this change.</p> <p>JP added that he felt the idea was compelling and well researched. He identified that there are financial considerations – the outdoor area cost is high but some surplus could be used to prioritize this.</p> <p>Q. Does this require building work?</p> <p>JP said that quotes are being gathered and some building work will be required to knock through a door to join two classrooms.</p>	

Q. Is it possible to do the work over summer?

JP confirmed that work is hoped to take place over the summer holidays.

Q. Are we still going ahead with the removal of the stairs work?

JP confirmed that we are still planning to do this work.

Action. JP has previously chased this up but will follow up with the contractors again as things have gone quiet since Covid

JP

Q. Are we behind the curve in joining this transition?

We are actually ahead of the curve as many schools are not running continuous provision yet but more and more are joining– CT commented that a recent visit to Holy Trinity school determined little difference between year 1 and 6 in terms of how the classes were led despite the significant age difference.

CT also advised that Helen Gillespie Early Years lead at AfC is asking whether schools are looking at doing this in light of COVID and emotional wellbeing being more important than ever.

Q. Finance question – can we get the internal work and external work quotes separated as internal work can be capitalized?

JP confirmed that the quotes for internal and external providers are separate companies so this is possible.

Q. Could you explain the rationale for the internal door?

CT answered that it would create a free moving space for up to sixty children which would allow the Year 1 pupils to move freely between the different areas of learning.

Q. What happens when we are a 2-form entry school again what do we do with this space then?

Both spaces can function independently when adult-led learning is required as both have whiteboards. Furniture can be reorganised to accommodate more children.

Q. Does this mean the children mix more with the other year groups – will they know more children in reception?

CT explained that the children would not be mixing with reception children as this area is other side of building.

Q. Will playground lunchtimes be different for Year 1?

CT explained that playtime after lunch would still be in the big playground but there would be no morning and afternoon breaks as the internal and external separated space would enable the children to continue their learning both inside and out, which is more reflective of the reception environment.

CT and KH summarised that child led environments are much more effective for young children to learn in. Children who have moved through the school from Darell nursery will be particularly enabled as they will have an understanding of the expectations.

A governor commented that in recent years we've seen a big drop off when children join year 1 so this may be a good chance to change this.

A positive consensus was reached by all.

5.	<p>Headteachers report (APPENDIX 3)</p> <p>JP gave an update that he felt that Darell responded very well to the COVID crisis. The number of children on site is representative of how safe we made parents feel – 45 children out of a total out of 50 are expected in next week for Year 6.</p> <p>JP commended PG for the set-up of google classroom (GC) and commented on how well the teachers have got to grips with this platform– JP said he feels very proud of the school and how we've responded during this time.</p> <p>JP said that we appear to be coming out the other side of the crisis and we are inviting all children back from every year group that has not attended during the crisis. This is years 2,3,4 and 5. Before end of term – each child will get two days with their peers and where possible teachers.</p> <p>No questions arose from the head teachers report.</p> <p>The Chair congratulated JP and all the staff and thanked them for all their hard work – “the parents' emails are conclusive in how well managed this has been.”</p> <p>A governor noted how creative the work her child has been doing from google classroom – “It's been practical and creative and thoroughly enjoyed. Something there for everyone.”</p> <p>JP commented that appendix 8 is every email that we've received not cherry picked, he feels that the communication element during this time has been key to our success.</p> <p>Another governor echoed how well the learning has been commended in feedback especially by comparison to other schools.</p> <p>Q. As I am not a parent from the school how much learning is typical in a day on GC?</p> <p>PG explained how GC worked and what a typical week would look like for a student. Changes were made to the organisation of GC as feedback from parents indicated that they wanted the full week of work scheduled up front to enable them to plan their support more effectively.</p> <p>From 1st June when the school invited back reception, Year 1 and 6 – the GC learning was adapted due to the number of children who were now in school on a daily basis. We updated our guidance for the GC learning in response to these changes.</p> <p>PG confirmed that the workload that is done at school in the pods is the same as what is being set on GC for children. We balanced this by taking feedback from parents and children.</p> <p>PG also commented that the quality of the work completed by the children is outstanding and has been shared with Charis Penfold, Director of Education Services, on twitter and the website.</p>	

Q. Do the children get individual feedback on their work?

PG responded that this has been a tricky one and has changed as some items of work on GC are self-marking however there are some limitations on some items as GC often requires the exact answer verbatim.

PG also explained that we have been trialling a whole class feedback model which lends itself to remote learning

RS commented that he felt that Darell have got the right balance in work and planning and commented how supportive and realistic the SLT have been in managing the workload. RS also commented on the advantages of GC that you can't get in the physical classroom – **example:** RS gives a maths test feedback form to the children asking what they found easy or hard so he can tailor the work accordingly before the next test.

He also noted that the facility to be able to step into other classrooms to share the teaching and learning of others was very beneficial. It would be a shame to lose all of these benefits when back in the classroom.

JP commented that we need to look at this and how we integrate this back into the physical school.

A governor gave feedback that he felt when they heard 'whole class feedback' he disengaged as it feels it's not personal.

Q. How is pupil wellbeing?

JP responded by saying that last week he felt a real dip – several parents had been in touch and commented that the length of time is now impacting everyone. He is hopeful that we will all be back in September. We hope that getting everyone in before the end of term will help this for Years 2,3,4 and 5. The staff team were being very pro-active in countering this.

Q. Are children asking difficult questions?

JP commented that children in school are coping well generally bar one case of regression in one child who we are told is now bed-wetting. He does feel things have dipped.

Q. Will there will be a 'catch up' agenda for September in the curriculum?

JP advised that he is not keen on 'catch up' curriculum – but is looking at a 'bounce back' and planning and discussions will take place over summer around this.

Discussion of Values (APPENDIX 4)

JP introduced the new values we want to adopt – this has been discussed with staff and pupils and It's been an energizing exercise with great feedback so far.

JP wants the values displayed widely across the school and on the website.

JP invited feedback from the governing body.

A governor highlighted that the first value on the document is almost word for word identical to the AfC values.

A governor commented that what's on the website at the moment **enjoy, inspire. achieve** was very likeable and felt that we've lost the fun in this new version.

5.1

<p>5.2</p>	<p>A governor commented on the use of the word purposeful being too challenging for the children. Also commented that engaged and aspirational don't necessarily sit well together and suggested that maybe curious is a better word.</p> <p>A discussion around whether the values are in the right order was had. A governor raised that diversity is first on the list but that the governing body and staff doesn't reflect this.</p> <p>A governor responded that the pupils and staff at the school are very diverse.</p> <p>JP explained that equality and diversity is extremely important to him and therefore he felt that it was important that it was retained. The rest of the Darell senior leadership team concurred.</p> <p>A governor raised the point that every website at the moment has this issue popping up due to current circumstances around the 'black lives matter' campaign and it doesn't feel very personal to Darell.</p> <p>Q. Do the children understand it (diversity)?</p> <p>JP answered that this is coincidence with 'black lives matter' and that today's assembly was all about this and the children were very receptive.</p> <p>A governor suggested we personalise this to 'we embrace our diversity'.</p> <p>Action: JP/JS suggested everybody to feedback by email by Monday 29th June</p> <p><u>SEN Update (APPENDIX 5)</u></p> <p>AB gave a brief introduction to invite questions on her SEN report. .</p> <p>Q. Are there additional teaching staff/support staff going in to the SRP</p> <p>AB advised that the borough SEN lead (Anna Chiva) contacted her about taking more pupils into the SRP – it was agreed that AfC would fund us for a third adult if we reached a total of 7 pupils. We've since lost one child but we will reconfirm with AC on whether they will still fund this.</p> <p>Q. Will this require external recruitment?</p> <p>AB advised that we will let all staff know about the role but it is likely to be an external recruit.</p> <p>Q. Will all EHCPs be through by September?</p> <p>AB confirmed that four have been put forward but it's a twenty-week process.</p> <p>Q. How have you managed during COVID and have you been supported well by AfC</p> <p>AB advised that AfC have been very supportive and have been sending briefings and regular dial in updates. The biggest change was in the legislation from the 'make best endeavors to 'will make all reasonable endeavors'.</p> <p>We have allocated adults contacting all families with EHCPs regularly and providing provision virtually – therapists weren't available initially but have been latterly.</p> <p>Q. What are the plans for the nurture team update?</p> <p>AB advised that the new nurture lead joined just as we started lockdown her name is Natalie Pepper. Both AB and NP have embarked on training for the new nurture hub and joined two Kingston schools to create a pool. The nurture group is very structured</p>	<p>ALL</p>
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<p>5.3</p> <p>5.4</p>	<p>and has a detailed model. This initiative is funded by the local authority as part of a nurture group initiative. We are recruiting now for a further nurture practitioner. This should go up on eteach shortly.</p> <p>AB concluded that parents have been good at reaching out to them when children have been struggling. We have been able to offer support to those identified as needing it.</p> <p><u>Attendance Report (APPENDIX 6)</u></p> <p>EC advised that PPG attendance has been good with only 5 pupils not attending next week. Although some families are pushing back on their original promise.</p> <p>EC reported that we are continuing to press on with food deliveries and communication.</p> <p>Q Is there any reporting requirement around children that aren't engaging in work? EC said no there is no official line but teachers are monitoring all the GC individual activity and contacting those who are not contributing. This is being fed back to the leadership team.</p> <p><u>Safeguarding Report (APPENDIX 7)</u></p> <p>Q Are there any current concerns? PG advised that there are no current concerns but that the real fear is when the children return to school and what emerges then.</p> <p>EC and PG have worked closely together throughout the crisis to ensure that all relevant meetings have been attended.</p> <p>PG continued to say that no huge concerns have been raised but the ones that have been raised have been processed as normal. The number of expression of concern forms are down but this is due to less children at school. All staff are following all the protocols in place.</p> <p>PG advised that he is looking at a new software system 'CPOMS'? The rationale for this followed a meeting with Lucy McArthur where it was discussed utilizing a system as other schools have found this to be beneficial.</p> <p>Action: Governor Jenny Mikkelsen to be invited to the forthcoming webinar on this.</p> <p>Q: What does CPOMS offer over Arbor? PG replied that it's a specific safeguarding software so logging issues is organized by specific categories and the system is well tailored to this. The core benefits are that it's well encrypted and when working remotely this means a full chronology is viewable.</p> <p><u>Emails from Parents (APPENDIX 8)</u></p>	<p>PG</p>
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5.5	The consensus was that these emails provided great feedback.	
6.	<p>SDP Review 2019/20 and planning for 2020/21</p> <p>JS commented that it is difficult to complete a full appraisal of the SDP objectives this year due to the COVID-19 crisis..</p> <p>JP commented that the SLT need to get together and look at the outcomes from the SDP this year, JP will do a closure report for governors. The SLT will also be working on the SDP for 2020/21 which will be presented to governors at the first FGB of the new academic year.</p> <p>JS commented this should be the essence of the SEF review governors would not want JP to create two documents unnecessarily.</p> <p>6.1 Action: JP to provide a closure report/SEF for governors.</p> <p>6.2 SDP Teaching and Learning Report (APPENDIX 9 & 9a) This item was not discussed.</p> <p>6.3 SDP Marketing Report (APPENDIX 10) This item was not discussed.</p> <p>SDP Curriculum (APPENDIX 11) This item was not discussed.</p>	JP
7.	<p>Budget for 2020/21 (APPENDIX 12)</p> <p>WP recapped the budget and advised that we are monitoring the effect of COVID closely but that it is hard to tell at this stage. It was advised that the School Business Manager is continuing to monitor the situation and we will know more in September.</p> <p>The end of year surplus is more than expected at £290k revenue and £7k capital.</p> <p>Income is broadly unchanged at the moment as school funding is ok.</p> <p>Nursery is a big risk if we get a second wave as there has been zero income this term.</p> <p>WP summarized that there are challenging times ahead in the next few years. There is a need to prepare for year two and year three which is currently forecast at a high deficit if not closely managed.</p> <p>A core risk is agency costs as it is always an unknown quantity and we may need more provision for this.</p> <p>JP commented that he feels we have the flex in our staffing to to ensure that we do not employ agency staff this year.</p>	

<p>7.1</p>	<p>Q. What is the school income based on for this coming year a one form entry or two form entry? The School Business Manager answered that we have currently budgeted for Year 2 to be a one form entry with Year 3 hopefully growing back to two form entry from Reception up.</p> <p>JP commented that he and JS met with Charis Penfold and Matthew Paul and have requested a capping for next year – we are awaiting to hear if this has been confirmed. NB: Since this meeting confirmation has been received that this has been approved.</p> <p>WP confirmed that this budget does not include any planned initiatives yet, so the question going forward will be what we spend to attract new families whilst keeping a good balance for contingency plans.</p> <p>Budget signatory report (APPENDIX 13)</p> <p>Polling took place successfully all members voted 100% approval.</p>	
<p>8</p>	<p>AOB JP confirmed that growing beds in the garden are being paid for by a grant.</p> <p>Q. Is there an update on the website development and in particular the finances on this? JP advised that the first planning meeting had gone well. It is thought to take 10-12 weeks to deliver and be in place by September. The anticipated costs are £3k.</p> <p>JP also advised that a new newsletter software is being utilized too.</p> <p>Q. What are we doing for Free School Meals pupils over the summer? JP advised that until now Darell has opted to provide food parcels for the FSM provision. However, he noted that it has been a very time intensive exercise and he feels that the staff need to have the summer break so the school has advised parents that the school will be providing vouchers for the summer holidays.</p> <p>EC advised that she is looking at some extra-curricular clubs for the summer holiday period for the PPG children. Science club have come back with an offering and she is awaiting to hear from the other clubs.</p> <p>JS commented that AfC have no plans for schools to be open over summer.</p> <p>Q. Do we need to look at a risk assessment for the additional years coming in from next week? JP confirmed that this will be added to the existing risk assessment document.</p> <p>A PPG working group meeting has been agreed for 7th July at 1pm.</p> <p>It was noted that nurture is now being funded through the AfC so not needed from the PPG stream.</p> <p>Q. One of the SDP reports shows a large number of leavers in Year 3 –what happened? EC confirmed that she knows the details on an individual basis and will communicate this to governors.</p> <p>Action: EC to update on leaver numbers</p>	<p>EC</p>

	<p>Q. Will there be school reports for children? JP confirmed that the reports have been written he advised that they are more condensed than normal but they have covered both the in-school time and out-of-school time.</p> <p>Q. What happened to the matter of School Streets? JP confirmed that this matter was not taken forward as it was felt that this is not required and may cause more alienation to fellow residents than good. A governor commented that it doesn't alleviate the issue but moves it on to another road. JP also confirmed that all three members of the SLT are out on the road at drop off and it is felt to be safe.</p> <p>It was noted that the Petrol station development has gone quiet and to keep an eye on any further developments.</p> <p>AH commented that there will be no school survey this year, this will be picked up again next year.</p> <p>JS identified that the actions table in the minutes needed to be addressed as it has become cumbersome and out of date.</p> <p>Action: JS and Clerk to edit and update this. (this has been completed since the meeting)</p> <p>Thank you to all for attending the meeting.</p>	JS/RH
9	Date of next Full Governing Board Meetings	
9.1	22nd September at 6.30pm	

The meeting ended at 7pm

Signed by the Chair _____ Date _____

Full Governing Body Actions

Updated as of 10 December 2019

Meeting/ Minute	Action	Assigned to	Update	Target date or DONE?
27/03/18 4.4	Propose a streamlined SEF format which is based on the new Ofsted framework.	JP/PG	To come to FGB meeting in September	22/9/20
28.03.19 3.1.1	Discuss the new HT data report template.	JP/JS	To be agreed between Joe P and Mark Hartley	December/20
28.03.19 7.1	EYFS Policy to come to A&C Committee for approval.	FB	To go to A&C Committee	9/20
10/12/19 9.2	Set committee meeting dates and frequency	Committee Chairs, JP, JS	To be done by email before end of term	22/7/20
10.12.2019 3.2.7	Check if Membership records have been updated	RH	RH can check with Lyn Barnes	
10.12.2019 3.2.9	Parent governor election to take place	AH	To be advertised in early September	9/20
10.12.2019 9.1	Testing of Critical Incident Plan	JP		September 2020
23.6.2020	Update on the high leaver numbers from year 3	EC		September 2020
23.6.2020	JP to provide a closure report/SEF for governors.	JP		September 2020
23.6.2020	JP to chase up stairs contractors	JP		ASAP
23.6.2020	SDP plans for sep mtg	JP		September 2020