

**GOVERNING BODY OF  
CAMPSBOURNE PRIMARY SCHOOL**

Nightingale Lane  
London  
N8 7AF

020 8340 2064



**Campsbourne Primary School**

**FULL GOVERNING BODY MINUTES – 21 NOVEMBER 2018**

**PART ONE**

Members: James Barten (Co-opted Governor)  
Marion Groshong (Parent Governor)  
Eleanor Jones (Parent Governor - Chair)  
James Langley (LA Governor)  
David Libbert (Co-opted Governor)  
Josh Mattocks (Staff Governor)  
Gladys Merceron (Parent Governor)  
Stuart Parker (Co-opted Governor)  
Rachel Roberts (Co-opted Governor)  
Brij Sharma (Co-opted Governor)  
Jonathan Smith (Headteacher)

Also in attendance:

Owen Cheshire (potential Co-opted Governor)  
Eleanor Seale (Clerk)

**Stuart Parker chaired the meeting up to and including agenda item 3.1 because the Chair was running late.**

**1. WELCOME/INTRODUCTIONS APOLOGIES**

- 1.1 All governors were welcomed to the meeting. Owen Cheshire had been invited to attend the meeting because he was considering becoming a co-opted Governor and wanted to see a meeting in operation. Owen was introduced to the meeting and governors introduced themselves to him.
- 1.2 Apologies were noted from Judith Pow and Brij Sharma.

*E Jones*

2. **DECLARATIONS OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA**

- 2.1 Governors were given the opportunity to declare any prejudicial interests they might have in respect of items on the agenda. No declarations were made.

3. **MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING**

- 3.1 The Governing Body agreed the minutes of the meeting held on 16 October 2018.
- 3.2 The Governing Body reviewed the actions noted from the meeting of 16 October 2018.

Item	Action	Responsible	Outcome
3.2.1	Governors to complete skills audit forms	All governors	Completed by all governors except Jim and Josh.
	Skills audit to be completed	Stuart and Chair	Final review to be completed
	Safeguarding training	All governors	Still to be completed by Rachel and Jim.
	School website audit	Josh	Report received
4.2	Check if Headteacher is counted and numbers required to ensure Pay Meeting is quorum	Clerk	Completed
5.2	Provide Year 3 targets for next FGB meeting	Headteacher	This information was not yet available.
6.2	Consider appropriate training for data group	Chair and Data group	To be carried forward to the next meeting
6.2	Complete work on data overview document for next data group meeting (to present to next FGB meeting)	Headteacher	Completed
7.18	Chair and Vice Chair to liaise with Headteacher to discuss the timing of the Governors Awayday	Chair [on hold until new governors appointed]	Not yet undertaken. To be carried forward to next meeting
8.4	Supply benchmarking data for next FGB meeting	Chair and Stuart with SBM	Completed but still a work in progress
11.2	Investigate whole governor training that is available from LA following skills audit	Chair	Carry forward to next meeting
14.1	Consider review of Forest school	Chair and HT	Still being considered. Headteacher to explore further.



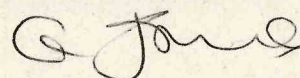


#### 4. CHAIR'S ITEMS

- 4.1 The Parent Governor election had concluded yesterday and Gladys Merceron had been elected as the Parent Governor. The Governing Body congratulated her. The election was made up of a strong group of parents and the results were very close. It was thought that it would be helpful if the unsuccessful parents could be asked to complete a skills audit to identify useful skills they may have for the Governing Body with a view to informing associate governor appointments.
- 4.2 A few parents had written to the council regarding the traffic situation on Nightingale Lane at drop off and pick up times. There was no money for a zebra crossing as this had not been factored into the council's budget but the meeting discussed the council's offer to erect more speed limit signs to help encourage drivers to reduce their speed. The school had been asked to write to the council to make them aware of their concerns. A governor asked what was the school asking for and it was confirmed that they would ask for a zebra crossing with lights. The governors discussed the impact on residents. Parents had written to the council before and the school were happy to support this. A governor asked whether a lollypop man/woman worked on Nightingale Lane and it was confirmed that there was not one. The meeting agreed that there was no harm in collecting the views of parents which would form part of a letter to send to the council. The council would be invited into the school to be briefed on what the issues were. Parents should be encouraged to keep notes of instances when dangerous occurrences have happened. It was also acknowledged that part of the problem might be that parents park on corners at drop off but that speeding vehicles was also a problem. It was said that permanent cameras outside St Mary's had not dealt with the parking situation. PCOs were outside the school occasionally and this had been offered the last time the situation had been raised. A governor suggested asking the council about budget allocation to highlight the need for funding to be put aside to cover these costs next year. **ACTION** – Chair to draft a letter to the council for governors to consider.

#### 5. HEADTEACHER'S ITEMS

- 5.1 The Governing Body reviewed the following school policies:
- 5.1.1 Equality Information and Objectives – A governor asked who would be responsible for the policy. It was agreed that either the Headteacher or Chair could be responsible for the policy for now and that an appropriate person could be found later. A governor asked whether this policy was separate from an "equality policy"? The meeting agreed that they would adopt this policy and that the Headteacher would chase the local authority to see if there was a policy that covered other related areas. The meeting agreed that it would be good to get other examples so these could be compared and the best example adopted. The meeting approved the policy which was signed by the Headteacher and Chair.
- 5.1.2 Pupil Premium – This was a new policy based on a template from "The Key" which was clearer about the different roles. It was confirmed that the Early Years information had been added. The meeting approved the policy which was signed by the Headteacher and Chair.





- 5.1.3 Sustainability – this policy was agreed by the Governing Body and was signed by the Headteacher and Chair.
- 5.1.4 Model pay policy – had been negotiated with the unions. Clarity of pay ranges had been added and but the UPS had to be agreed. No concerns had been raised by NPU in relation to this. The policy provided greater clarity about what staff should be aiming for and the unions welcomed this. The governors discussed TLRs and upper pay scale. TLR was a payment given for roles where there was a greater level of responsibility and accountability and not for working additional hours. The school felt that it was not a problem to allow staff more time to enable them to fulfill additional roles at a higher level of responsibility. Staff were briefed and understood what TLR payments represented. This had not caused any concerns. A governor asked whether the unions were represented on the Governing Body and it was confirmed that they were not represented. It was confirmed that the unions would not be invited to come into the school to speak to staff.
- 5.1.5 Critical Incident Plan – had been updated with the relevant contact details and was based on the Haringey model. The policy was signed by the governor responsible for health and safety and approved by the Governing Body.
- 5.1.6 Assessment for Learning – no major changes had been made to this policy. The Governing Body approved the policy and it was signed by the Headteacher. For information only.
- 5.1.7 Assembly – provided briefing for people coming into the school who were making a contribution to assemblies. The school were working with the local community to bring in representatives from different parts of the multi cultural community to speak to the pupils. Parents were also made aware of the school's values in relation to this.
- 5.1.8 Feedback policy – a governor noted that this would be useful for book looks. Agreed by the Governing Body. For information only.
- 5.2 School Development Plan
- 5.2.1 The SEF was layed out in a new template and was a work in progress. A governor commented that the style of the development plan was very good and more engaging because it included examples and provided evidence more easily when it talked about specifics. It was confirmed that the Headteacher would be getting other staff members involved in writitng it and all stakeholders would have an input into it. Parents would also be invited to provide input in what it should contain. This would be discussed at the awayday. Class representatives would be invited to attend half termly meetings and an email had been sent inviting class reps to take part in the process and to make a contribution. This system was thought to provide a more orderly and formal process. A governor asked whether creating a parent community link role could form part of this. It was confirmed that this could happen. Having ESOL classes was said to be a good method of generating interest of parents within the school where English is not their home language. The meeting discussed enhancing community work that could be done within the school. It would also be useful to have link governor for parents. The meeting agreed with this proposal. It was proposed that this could be something that Gladys could become involved in. It was agreed that this would be discussed further at the awayday - what the Governing Body wants to do to engage parents more and how would they do it. **ACTION:** Make a focus at the awayday – what Parent Community link governor role will mean. Opportunity to speak to governing body – build into the annual cycle as an opportunity for parent link





gov to speak to gov body and would provide a good opportunity for parents to speak to a range of governors. Hosting the awayday in January would be sensible and a meeting with parents could take place either during the morning directly after drop off. **ACTION** – The Chair would send out dates for consideration. A governor asked whether the views of pupils should also be considered. This could happen in a school council setting. The views of staff should also be sought. The governors agreed that the views of pupils and staff should also be sought in due course but the focus should be on parents/community for now.

- 5.2.2 A governor asked when the summary of strengths and weaknesses would be completed. It was explained that this would happen when the Headteacher was able to update it but that it was a work in progress which would constantly be updated as things developed. The document was being built with the intention that other staff would update it also. Time would be needed to show staff how to update it. It was intended that the strengths and weaknesses would be completed by the end of the year but would continue to be updated as things developed.
- 5.2.3 The Headteacher's report showed that attendance in years 3 and 5 was a lot lower than other years. A governor asked whether this represented a few instances or was it a general pattern. It was confirmed that there was a percentage of children with lower than 90% attendance. In year 3 there was an unauthorised leave which had been addressed with the parent concerned. Other absences had been investigated and related to genuine sickness. Reception was said to have a higher level of absences as attendance is not compulsory for reception children until they are aged five. Reception attendance does not count towards overall attendance figures but any absences were still monitored by the school. The attendance officer had a good handle on absenteeism and worked well with the EWO to increase attendance. The EWO got involved in cases where attendance was under 85%. A governor asked whether attendance was tracked year on year. It was confirmed that it was not formally tracked but attendance in previous years would be taken into account when making decisions. Staff attendance was noted. Two support staff members had accounted for most of it and the absence was due to sickness and a period of extended unpaid leave for personal reasons. Both staff members were now back at work. The headteacher noted that the insurance paid to cover teaching staff sickness absence would be reduced by £5K due to low sick record of teaching staff in the school.
- 5.2.4 The quality of teaching was good. A governor asked what trend did this follow. It was confirmed that the school expected to see a steady improvement. The governors discussed staff development and retention.
- 5.2.5 It was explained that the school planned to start to look at teacher training through Schools Direct which would result in no longer getting a trainee teacher via a agency and replacing a person on staffing stucture. –The headteacher outlined the drawbacks of the model currently being used. A governor asked what the benefits of using Schools Direct would be. The head explained that the trainee would get to a point when they could take on the class teacher role without the school being responsible for providing their training. Another benefit was that they could free up teachers to undertake more intervention work. A governor asked what impact the Schools Direct model would have on the existing class teacher. The class teacher would need to undertake more coaching but this person would normally be in the upper pay scale and coaching and mentoring would be something that they would be expected to do. A governor asked if the Schools Direct trainee would have a role following the placement. It was confirmed that if a vacancy existed they would be judged in terms of suitability against other applicants. It was confirmed that there was a

*C Jones*



£15K cost to school for using Schools Direct and that everything else was paid for. **ACTION:** Headteacher and Stuart Parker to meet to discuss savings that would need to be made to allow for the changes which are being proposed. A governor asked whether teaching apprenticeships existed. **ACTION:** The Headteacher said he would check the position of teaching apprenticeships.

5.2.6 TLRs were discussed and looked at the leadership structure. There were some teachers with no TLR and those that would be in receipt of a TLR would need to undertake the additional responsibilities that came with it. The Headteacher explained his proposal (also discussed at the October 31 meeting) that there would be 3 categories of TLR – STEM (Science, Computing and Design and Technology); Humanities (History, Geography and RE) and Healthy Living (PHSE and PE). It was confirmed that this proposal had been shared with staff. A governor asked when would the TLR roles start and it was confirmed that this would happen in January. Staff would be interviewed if more than one person went for the same position. The governors discussed the impact on salaries and the budget. The governors discussed the need to retain strong teachers and streamline processes. The matter of the TLRs had also been discussed at the pay meeting and was felt to be justified. The minutes of the pay meeting were being finalised.

5.2.7 The report from the School Improvement Advisor was positive. The Chair congratulated the head on this and thanked the Headteacher for his report.

## 6. DATA REVIEW

61. Notes of the data review were relayed to the meeting. **ACTION:** notes to be circulated to the governing body. A meeting of the data group had taken place on 15 November to discuss the most recent reports from various sources. The Haringey report offered a lot of detail. Looked at key objectives in SDP and EAL. The data group proposed that it would be helpful to sub-divide and breakdown the data to look at the impact on different groups within the school. The Headteacher confirmed that KS1 data was now available and would be sent to the Chair. The data group would meet again in February in advance of the February FGB meeting at which data would be discussed in more detail.

## 7. BENCHMARKING DATA

7.1 It was reported that there was some benchmarking data comparing schools with a similar makeup to Campsbourne. More up to date figures would be available in January and the data would be looked at then and would be discussed with the School Business Manager. It was reported that there were differences in SEN as the provision in the different schools was not exactly the same. South Haringey were also making more money than Campsbourne for lettings which was thought to be because of their better pool facilities. **ACTION:** Stuart to look at data and discuss with SBM.

## 8. EYFS

8.1 The EYFS link governor had tried to undertake a more formal visit but it was postponed, she had made a brief visit to reception with the head. The learning area had a nice atmosphere conducive to learning. Teachers had reported that the new classroom layouts etc were





working well and was being led more by the children which resulted in an improvement in behaviour. A report will be submitted following the rescheduled visit.

## **9. SKILLS AUDIT**

- 9.1 A chart was distributed to governors confirming the outcome of the skills audit. It was confirmed that two people had not yet done the skills audit. The skills audit had some interesting outcomes but there was not anything to be concerned about. Governors asked whether enough people had been on a safety health assessment course, what were we challenging governors on and what were the weak areas and area to focus on. The meeting agreed that a full behaviour report for the whole school was needed. Recommendation of an annual report on behaviour would be a good thing to do and the January meeting would focus on behaviour. **ACTION:** The link to the skills audit would be circulated so that governors could review the results. The final version would be reviewed to determine what training courses to offer to governors and whether additional governors with particular skills should be recruited.

## **10. HEALTH AND SAFETY**

- 10.1 No Health and Safety matters were raised.

## **11. GOVERNOR VISITS**

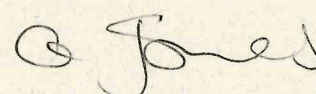
- 11.1 The Chair had to postpone an EYFS visit in her capacity as EYFS link governor – see 8.1 above. Marion produced a report of her visit as SEN link governor which had been circulated to governors. Time had been spent looking at different interventions which was a follow up to a visit undertaken in June. It was good to see interventions in practice.
- 11.2 Special guest was coming in to speak about a chosen charity on Friday 30<sup>th</sup> November at 11:30am.

## **12. GOVERNOR TRAINING**

- 12.1 Reports of all training undertaken should be sent to Rachel Roberts.
- 12.2 A governor had undertaken pupil premium training earlier that week and reported that he felt the training was more appropriate to someone that had no knowledge of pupil premium and was therefore not pitched at the level he had expected. The meeting agreed that there was a need to consider what better quality training was available and what training governors wanted. The next governor induction training is scheduled for Friday 1 February.

## **13. SAFEGUARDING TRAINING**

- 13.1 The Chair requested that all governors undertake this training by Christmas.



14. **GOVERNORS AWAYDAY**

- 14.1 **ACTION:** Headteacher and Chair would arrange for dates and matters to be discussed to be circulated.

15. **ITEMS FOR THE NEXT AGENDA**

- 15.1 No items were raised to be included on the next agenda.

16. **DATE AND TIME OF NEXT MEETING**

- 16.1 It was noted that the next meeting would take place on **15 January 2019 at 6:30pm.**

17. **ANY OTHER BUSINESS**

- 17.1 A governor suggested a Christmas social. The Chair said she would confirm details and circulate to governors.

Owen Cheshire and Josh Mattocks left the meeting at 8:15pm

**List of Actions**

Item	Action	Responsible
3.2	Governors to complete skills audit forms	All governors
3.2	Safeguarding training	All governors
3.2	Chair and Vice Chair to liaise with Headteacher to discuss the timing/content of the Governors Awayday	Chair
3.2	Consider review of Forest school	Chair and HT
4.2	Draft letter to council regarding traffic and circulate to governors	Chair
5.2	Discuss role of parent community link governor at awayday	All governors
5.2	Circulate dates for awayday	Chair
5.6	Check position of teaching apprentices	Headteacher
5.6	Meet and discuss savings that need to be made	Headteacher and Stuart Parker
6.1	Data review notes to be circulated to governors	Rachel Roberts
7.1	Look at benchmarking data and discuss with SBM	Stuart Parker
9.1	Circulate link for skills audit	Stuart Parker

