

**GOVERNING BODY OF
CAMPSBOURNE PRIMARY SCHOOL**

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Campsbourne Primary School

FULL GOVERNING BODY MINUTES – 15 JANUARY 2019

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)
Jude Pow (Associate Governor)
Rachel Roberts (Co-opted Governor)
Brij Sharma (Co-opted Governor)
Owen Cheshire (Co-opted Governor)
Jonathan Smith (Headteacher)

Also in attendance:

Elizabeth Rarieya (SBM)
Anita Jakhu (potential Associate Member)
Wendy Fitt (Pastoral Manager)
Morgan Currie (DHT and Inclusion)
Eleanor Seale (Clerk)

1. WELCOME/INTRODUCTIONS/APOLOGIES

- 1.1 Apologies were noted from James Langley. The Chair welcomed the Governing Body to the meeting. Anita Jakhu, Wendy Fitt and Morgan Currie were introduced and welcomed to the meeting.

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. BEHAVIOUR/EXTENDED SERVICES

- 3.1 The meeting referred to the Extended Services report that had been submitted in advance of the meeting. It was noted that questions raised had mainly been answered.

- 3.2 In relation to the therapy report the Chair reported that she was impressed with what had been happening. A governor asked whether a name for the service had been agreed. Although a few options were in the pipeline and suggestions had been narrowed down, this had not yet been agreed. The naming of the service was a good way to raise awareness and they were considering how best to highlight the service. The services were multi layered and covered a number of different situations that families were going through. Two trainees were on board. A governor asked whether they were always supervised. It was confirmed that appropriate supervision arrangements were in place. It was confirmed that one trainee was a trained social worker who was very experienced but looking to expand her skill-set to include play therapy. The school would look to get people that were already therapists as this would bring in additional skills.
- 3.3 A governor commented that he was not aware of the amount of work that was going on in this area and asked to what extent should this work be communicated further. It was said that some parents may not be aware of the service, but awareness-raising would need to be measured and balanced against the need to provide a service that targeted the children most in need. The school wanted to celebrate what had been done and thought this could happen once a name had been agreed. It was agreed that the chosen name would be placed on the wall of the infant building near the sensory room. A question was asked about how usual was it to use this space for counselling. It was confirmed that a variety of counselling had been undertaken in this space and that the school has had a therapist for 10 years. The governors discussed how the provision at Campsbourne compared with other local schools. External professionals have recently commented that they are impressed with the provision at Campsbourne. It was suggested that the service should be communicated in the prospectus as this would show what was being done and the good work that was in place. The services available are discussed on school tours. The services would also be something Ofsted would look at. Care needed to be taken on how best to promote this to prospective parents. The school raised the possibility of producing case studies on families that were open to sharing their experiences. Governors said they recognised that it might be difficult to measure the impact of this provision but wanted to get the DHT and pastoral team's view as to what impact had been derived. The school said they had seen a positive impact on behaviour which they would expect to see reflected in the school's statistics. SAQs which were done in therapy interventions were also a measure. It was explained that the therapists attended the Haringey forum and the difficulty of producing an evaluation scale had also been discussed in this context. The school improvement partner had said that the school had a relaxed and calm atmosphere. A governor asked about what proactive measures there are to promote children's emotional well being. It was said that there were bubble boxes in classrooms and anti bullying buddies. There were specific offerings, such as The Pyramid Club and Happy To Be Me to help as well as one to one or small group work. The school undertook a survey in one year group which it found interesting and is looking at using across the school. Mental health training had been made available because there was a lot of focus on mental health within education recently. The school had concentrated on this for some time and had measures in place to deal with it. The governing body agreed that the report was impressive but felt parents could potentially be confused about what was on offer. A layered approach was adopted by the school which connected with SEN. It was felt that staff within the school had the right mindset and holistic values for the children.
- 3.4 The meeting said the behaviour report made interesting reading and discussed the statistics. A governor asked how the numbers compared to the previous year. The DHT and

Headteacher explained the system of red and white slips, the sanctions in place and the involvement of parents. The school did not have a system in place in autumn of 2017 to compare numbers but there had been a significant reduction in the issuing of white slips for some children since the system had been put in place which was due to the school having multi-pronged approach. A governor asked how the school ensures that everyone has a consistent approach to giving white slips. Staff had undertaken training where the rules were explained. This was also delivered as part of the induction process for new staff. Staff had also been asked to feed into the policy. A presentation had taken place with the children to remind them of the of rules and reasons they would obtain a white slip. Parents also provided feedback on the policy. Staff would look at safeguarding to analyse spikes in behaviour incidents and this analysis will be more meaningful now there is more data to analyse. Phase leaders would look at this data to help them to be more proactive and look at the reasons for the white slip in order to determine how to deal with the issues.

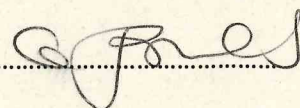
- 3.5 The Chair thanked the Pastoral Manager and DHT for reporting to the governing body. A governor asked if further updates would appear as part of the Headteachers report and it was confirmed that this would happen. The Pastoral Manager and DHT left the meeting.

4. QUARTER 3 ACCOUNTS

- 4.1 It was confirmed that the 3rd quarter showed a deficit of £25K and the school's projected year end position was a £148K surplus. More had been spent on support whilst the school waited for education healthcare plans to be agreed. A little more had been spent on capital than expected. A governor asked if this was because of the pool which was confirmed to be the case. It was confirmed that the school would be making use of the apprenticeship scheme which would help reduce staffing costs. The picture was said to be good. The surplus had taken account of capital projects and no more capital projects would take place this year. A governor asked if the school could carry forward any surplus to next year and it was confirmed that it could - up to 4% and that the LA would take back anything over this amount. A governor noted that more children were having packed lunch. He asked what was the school policy regarding food that was catered for food verses children that brought in packed lunch. It was explained that the drop in year 3 school meals was because they had received universal free meals up to that point. The school had seen the same pattern every year where parents no longer opted for school meals after year 3. The decrease was down from last term and the meeting agreed to monitor the situation. Maintenance was down £9K on last quarter which related to major repair work, thought to be the shifting of a wall in the infants. The SBM said she would check what this one off cost related to. Governors asked why there had been an underspend of £3K on staff development and training. It was explained that this related to a course that did not happen but that the school were about to spend this money on restraint training. This would ensure that staff were taught the correct techniques of restraint which was important because the school had more children with SEN needs. The Chair and Headteacher signed off the Q3 accounts. It was confirmed that they would need to sign off the Q4 accounts on 27 March which was when the accounts would be closed. The Chair thanked the SBM for her report and input into the meeting. The SBM left the meeting.

5. MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING

- 5.1 No comments were raised by the governing body in relation to the minutes of the meeting held on 21 November 2018. The minutes were signed by the Chair and a copy was left at the school for filing.



5.2 The governing body reviewed the actions noted from the meeting of 21 November 2018:

Item	Action	Responsible	Outcome
3.2	Governors to complete skills audit forms	All governors	One governor to complete this. Chair thanked everyone that resubmitted. To be carried forward to the next meeting and to be looked at on the awayday.
3.2	Safeguarding training	All governors	To be done by two governors. Headteacher to send out the link to the new governor.
3.2	Chair and Vice Chair to liaise with Headteacher to discuss the timing/content of the Governors Awayday	Chair	This has been discussed. Parents will come in for coffee morning. Focus on curriculum. Chair to send out information.
3.2	Consider review of Forest school	Chair and HT	Ongoing. Trying to find right person to do it. Keep on list of actions.
4.2	Draft letter to council regarding traffic and circulate to governors	Chair	Done. Comments received from one governor. Governors said that the letter was good. Letter to be signed by Headteacher and Chair.
5.2	Discuss role of parent community link governor at awayday	All governors	To be discussed.
5.2	Circulate dates for awayday	Chair	Completed
5.6	Check position of teaching apprentices	Headteacher	Completed
5.6	Meet and discuss savings that need to be made	Headteacher and Stuart Parker	To be done as part of next years' budget to be signed off in May.
6.1	Data review notes to be circulated to governors	Rachel Roberts	To be circulated to the membership.
7.1	Look at benchmarking data and discuss with SBM	Stuart Parker	Spoke to the SBM. The school would be getting more benchmarking data

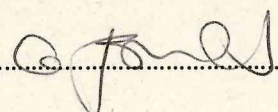
			to look at and to compare the spend with other schools. Work in progress. The Headteacher in the other school confirmed he was happy to share data. Keep on the agenda.
9.1	Circulate link for skills audit	Stuart Parker	Completed

6. CHAIR'S ITEMS

- 6.1 The Governors Conference takes place on 9 February at HEP based at Hornsey Schools for Girls. All governors were invited. One governor had signed up to attend and another was considering attending. A governor attended the event last year and said it had proved useful and a good discussion to be part of. Governors were asked to let the Chair know if they decide to go so that attendance could be coordinated.
- 6.2 A team of parents had volunteered to come into the school to read with the children. This was a resource that the school could now call on to help the children. However, this needed to be managed. If they came into the school regularly the school needed to ensure the necessary safeguarding training and checks were in place for the individual. Volunteers have to do safeguarding training which involved going through the policy with them. The induction process for a volunteer was the same as a member of staff. The meeting felt that having to go through this process would result in a more committed volunteer.

7. HEADTEACHER'S ITEMS

- 7.1 It was confirmed that the school reception places look set to be oversubscribed in September. Ten new children had also joined the school in January from across all year groups. A governor asked when did the funding come into the school. The October census would determine the amount of funding the school would receive based on the number of children enrolled at the school on census day.
- 7.2 A member of staff was pregnant and the baby was due in July. The school will look to cover this internally for the remainder of the year and will recruit maternity cover for September. One resignation had been received to take effect at the end of the school year. The staff member cited travel as the reason for their resignation. They gave good notice of their intentions, in order to enable the school to have plenty of time to find a replacement.
- 7.3 The curriculum was a big focus with Ofsted. They would focus on what provision had been provided and how standards had been monitored to make learning exciting. The school had done work to enhance this. They had looked at the Royal Society of Arts national curriculum and would build on this to take account of localised curriculum. A governor asked what were the school focused on. It was confirmed that the school would look at creating a curriculum that made the best use of the local area and is unique to the school. The governors discussed how best to harness parents' ideas at the forthcoming curriculum meeting. The Headteacher would put up headings on the different areas of the curriculum that the school should look to complete and invite parents to give their ideas. A visit to



another school had been useful. They did less RE which freed up the timetable. It was felt that this was something that could be done at Campsbourne as it would free up foundation slots in the afternoon. Doing one religion each year in a half term block and Geography, History and RE allowed the national curriculum to be met. Church schools would do more RE compared to a community school which would not need to devote so much time to it.

8.1 EYFS Building Projects

One of the reception classrooms, which used to be the children's centre, was in need of upgrading. The other classroom was much bigger. The smaller classroom had 3 small rooms adjoined to it and the Headteacher has been exploring the possibility of knocking down walls to increase size of the main room. The school had received a quote for just under £20K. The work would be covered in next years' budget but there would be a need for choices to be made in terms of what the school should do. A governor asked what the school would do if the quote was exceeded. The company that submitted the quote had been provided by the LA. The school had not had a problem with other works done. The cost could go up if they found something unexpected. Asbestos was in some of the walls so that could result in increased costs. Any increase in costs would be closely monitored.

8.2 Hiring of Eco Room for Forest School Training

The Forest School teacher was now able to train forest school practitioners. She wanted to hire the room for 2 days. The school confirmed that they would allow her to do so in return for a discount in training school staff which the governing body agreed with. This would allow more of the school staff to be trained as forest school practitioners. The school would not be using the room for anything else at this time. This arrangement was just a one-off, for the time being but could be ongoing. A governor asked how would it fit into the school's timetable. It was confirmed that it did not clash at the moment.

8.3 Curriculum and the New OfSTED Framework

See 7.3.

9. HEALTH AND SAFETY

9.1 No health and safety issues were raised at the meeting.

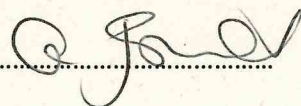
10. GOVERNOR VISITS

A governor had undertaken a school council visit which she said was interesting. It had come a long way and the expectation was that the children lead it.

It was agreed that there should be a meeting plan for scheduled visits and that link governors should tie their visit to the schedule.

11. GOVERNOR TRAINING

The training programme for Spring 2019 was presented to the governing body. A governor confirmed that he would sign up for the preparation for Ofsted course which would be good in view of the new framework. The Governors Conference would take place on 9 February.



One governor would do the induction training on 1 February. The governing body were reminded to let Rachel know about any training they have undertaken.

12. **SAFEGUARDING TRAINING**

Discussed earlier in the meeting.

13. **GOVERNORS AWAYDAY**

Discussed earlier in the meeting.

14. **ITEMS FOR THE NEXT AGENDA**

The governing body were asked to let the Chair know of any agenda items for the next meeting.

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

The next meeting next meeting is on **28 February 2019 at 6:30pm**. This meeting will be preceded by a book look at 6pm which would focus on science. The Chair confirmed that she had looked for guidance on what governors should be looking for at book looks. It was agreed that the marking and feedback policy would be useful. The Headteacher agreed to print out copies and leave them with the books.

16. **ANY OTHER BUSINESS**

No other business was raised.

The Chair thanked Anita Jakhu for attending the meeting.

Josh Mattocks and Anita Jakhu left the meeting at 8pm.

List of Actions

Item	Action	Responsible
4.1	Check what the one off £9k maintainance cost relates to	SBM
5.2	Consider review of Forest School	Chair and HT
5.2	Look at benchmarking data and discuss with SBM	Stuart Parker
5.2	Data review notes to be circulated to membership	Rachel Roberts
6.2	Chase outstanding DBS	Chair
15.1	Provide Marking and Feedback Policy at book look	HT
18.1	Inform staff members of GB decision on private tutoring hire	HT
19.1	Prospective Associate Governors to undertake skills audit	Chair
19.2	Add Jude Pow to list of governors	Clerk

