

**GOVERNING BODY OF
CAMPSBOURNE PRIMARY SCHOOL**

Nightingale Lane
London
N8 7AF

020 8340 2064



Campsbourne Primary School

FULL GOVERNING BODY MINUTES – 28 FEBRUARY 2019

PART ONE

Members: James Barten (Co-opted Governor)
Marion Groshong (Parent Governor)
Eleanor Jones (Co-opted 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:

Morgan Currie (DHT and Inclusion)
Nas Karim (Potential Associate Member)
Eleanor Seale (Clerk)

1. **WELCOME/INTRODUCTIONS/APOLOGIES**
 - 1.1 Apologies were noted from Marion Groshong, James Langley and Brij Sharma. The Chair welcomed the Governing Body to the meeting. Morgan Currie was introduced and welcomed to the meeting. The meeting were informed that Nas Karim was expected to attend the meeting as a potential Associate Member but was running late.
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. **REPORT BY DEPUTY HEAD FOR INCLUSION**
 - 3.1 An updated SEN Report had been sent to the governing body. The DHT reported that since Autumn SEN children new to the school or those identified through teachers had been added to the SEN register. There were 71 on the register of which 10 were EHCP and 61 were 'k'. One child had recently been assessed for an EHCP and had now been awarded one. A

governor asked if this child was new to the school. The child was not new but was felt to have dyslexia. A governor asked if there were timescales that had to be worked towards. It was confirmed that there were 2 cycles per term and that 2 assessments for children were due to be submitted; 1 in reception for moderate learning difficulties and another in year 4. It took 6 weeks to find out the outcome of the assessment. The school were also awaiting a CAHMS report for another child. SEN attendance was good and good progress was being made. A governor asked what Talk Boost was. This is a speech and language intervention to develop the child's skills in this area. The children had made good progress based on the Sandwell test. New groups of children have been selected to undertake interventions and teachers are seeing the difference this has made. A governor asked if the children that had interventions would continue with them. It was confirmed that most of them would not but that a few may do one more block of sessions. EAL interventions are based on Wordaware but there was no specific evidence based scheme for EAL intervention. Wordaware comes from Haringey and focuses on developing vocabulary. A governor asked who was delivering Wordaware and it was confirmed that a HLTA was delivering it. Wordaware was very popular and the children enjoyed it. A governor asked whether it was having an impact and it was thought that this was definitely the case. The children were being stimulated and were revisiting and linking words in the classroom. It also provided a link to what was being learnt in the classroom. Year 2 were doing targeted intervention for those that have to resit their phonics. A Learning Mentor was running "Happy To Be Me" and tests collected at the end of spring term would show how things were going. Talkabout allowed children to discuss their emotions and feelings and provided specific learning which was normally targeted at autistic children that had problems expressing their emotions. As part of performance management TAs had the opportunity to suggest what training they needed which built the capacity to run training. Reading interventions for year 5 and 6 are very good and are run by a TA. Almost all children have made progress when assessed with the main whole class assessment. A governor asked how did the school assess if the children have to continue. It was said that they aimed not to continue but it depended on what year group as to whether they could do another block. Some children had a break and would return to the intervention later. It was a temporary intervention to address specific issues. Lego therapy was also run by a TA and was similar to music and play therapy which also included a learning objective. Children listen and build a model. Assessments had shifted from p scales and looked at a set of engagement indicators. A SENCO Forum on 2 March would provide an update on p scales. A governor asked if there were different ways of assessing children. It was said that there were and that assessments may not be appropriate in all cases or may not show progress which has to be measured and evidenced. A pre and post assessment would show if progress had been made. This was also done for reading.

Professional development twilight sessions on the sensory room had taken place and it was now up and running and provided an excellent resource for the school. Five champions are inviting different TAs to come to the sensory room to practice using the facilities and the space was now being used every day. A governor asked whether it was the intention to be used as a space for time out. It was confirmed that the space had been used for this. A timetable had confirmed how much the space was being used.

Widget online was a resource where you type in a word and a symbol would come up which allowed words to be translated. This was being used by TAs who also worked with parents using the resource. Individual Education Plan meetings started during the spring term. There were 71 IEPs to get through which proved difficult for timetabling but were undertaken within a 2 term cycle. A governor asked if the IEPs were undertaken in order to secure funding and it was confirmed that this was the case.



Four parents had volunteered to help as reading buddies. They read and listen to specific children at the end of the day. The school were looking to expand this with an additional 2 volunteers. The school were also encouraging parents to commit time to read with their children.

A governor asked if any EHCPs had been refused. Parents were able to appeal and a request for an EHCP can be made without any diagnosis but a needs assessment would be undertaken. One had been turned down in year 2 and was re-submitted in year 3. All others had been accepted. A question was also asked about whether the plans covered the number of hours needed. The school had recently received the full number of hours for 2 applications and partial support for another child. The school looked at where full support was needed and worked to provide the required level of support where partial support was given. They look for specialists to work with children with specific needs and bring in people that could deliver those specific needs. The school felt the situation was more positive now than in previous years as they were better at determining needs and getting the paperwork done early. The process was time consuming as it could take the best part of a year to process an application. In the meantime the school had to provide unfunded support. A governor asked whether overall trends were showing that things were staying static or was the school witnessing growth in SEN. The number of SEN had grown across Haringey. Some children were identified within the school but mid year arrivals to the school could have an SEN need. Improved understanding of SEN categories also had a bearing. A governor asked how could the school make a sensible estimate of SEN resources that would be required. This was difficult because the school did not know who was coming. Some children came from nurseries with needs that have to be assessed. Early years top up funding was used for this but it only covered part of the costs. The fluctuations in each year group made it hard to predict. It was felt that the shifts within Haringey would also help the school to better predict shift patterns and to plan more effectively. A governor asked whether class teachers helped to recognise SEN and to flag these up. This was said to be the case. The cycle started in September when new pupils would be identified. A governor asked what training was available for teachers. There were training courses such as autism, speech and language and identifying dyslexia and also individualised training such as downs syndrome training courses.

3.2 Intervention Data

- 3.2.1 It was reported that this has been discussed this morning by the data working group. It was difficult to capture in-year data progress. It looked like there was really good progress and it was positive. The meeting agreed that this was the case but there had been dips which were specific to individual children. One child was working with social services and a Team Around the Child meeting had taken place. Early intervention allowed for time to consolidate and then go back. The programme was looking good and progress had been made with assessments and also in class. This was something that had not always been seen. A governor asked when did the spring phonics happen. This has been screened in January and would happen again after Easter and the final assessment would take place in July. The governor in charge of assessment agreed to update the data intervention progress.

3.3 Statutory Policy – SEND Policy

The SEND Policy had been issued to governors for comment. No questions or comments were raised to the amendments that had been made. The policy was signed and left with the school for filing.

3.4 Intimate Care Policy

- 3.4.1 The policy had been sent to governors for comment. A couple of comments were raised which were addressed and incorporated into the policy. The policy was signed off by the Chair in the absence of the governor with responsibility for the subject area. The signed policy was left with the school for filing.
- 3.4.2 The DHT reported that she was to attend a 3 day positive handling restraint course which would allow her to train staff within the school.
- 3.4.3 The Chair thanked the DHT for her input into the meeting. The DHT left the meeting.

4. SCHOOL POLICIES

4.1 Anti Bullying Policy

- 4.1.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.2 Campsbourne Home School Agreement

- 4.2.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.3 Campsbourne School Forest School Handbook

- 4.3.1 The Chair asked if the morning and afternoon sessions on page 4 was a correct reference for the classes as all have mornings and only reception go in the afternoon. She also raised that on page 7, ration 1-2; 5 is 1-8 and whether it should that be 5+. Guidelines with ratios depended on the situation. General statement ratios for adult to children would vary depending on the situations such as SEN children being present etc. The suggested changes were made to the policy. The point that adults must remain by their child in the risk assessment was said to be nursery specific. Page 16 should be completed for each group by class teacher. It was felt that this had not been happening consistently and should be added for Forest School. It was also felt that adults should be briefed and that this may not happen every time. Briefing sheets and lanyards for adults would be helpful and a summary should be sent to parents before they go. When people signed up to help , a reminder that they must read the briefing and summary sheet was necessary. A governor asked whether the reference to curriculum Wild Passport was happening now. It will begin in September. It is felt that Ofsted will want to see evidence and how we measure progress. They would start using this at the end of the year and the feeling was that parents would be pleased about it. The meeting agreed that a blanket consent form was required for all year groups except nursery. Nursery would have a separate consent form for forest school.
- 4.3.2 It was confirmed that the insurance was arranged with Haringey but the policy stated that a copy of the policy should be shared with the insurance company. This had not happened. It was agreed that the policy should be shared with the insurance company and that nursery permission slips were needed for Forest School. The meeting discussed the list of actions

which required a risk assessment. The Headteacher said he would amend the policy and the Chair would then sign it.

- 4.3.3 Someone had come into the school and undertaken an assessment of Forsest School. It was positive and the school were told that it was the best of all the ones she had done. One recommendation was to do 12 week instead of 6 week blocks as this would allow for better outcomes. This would have implications on how the school managed the curriculum and as a result would need to more subjects in one year and less the following year. The Headteacher said he would do a coffee morning on it at some point. A governor asked what where the issues with a longer block. It was said that parents wanted more outdoor learning and that this was sometimes what was meant when the asked for having more "Forest School". The school had exciting things planned which has had a postive impact on perceptions. There is a focus on how to use the environment to enhance learning rather than just being outdoors. The Headteacher said he was seeing a lot more outdoor learning and that it was nice to see teachers doing it as it was important to the Ofsted framework to illustrate that teachers were encouraged to take 'risks' and be innovative with their pedagogy.

4.4 Computing Policy

- 4.4.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.5 Acceptable Use Policy – Parents

- 4.5.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.6 Acceptable Use Policy – Pupils KS1

- 4.6.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.7 Acceptable Use Policy – Pupils KS2

- 4.7.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.8 Acceptable Use Policy – Governors/Volunteers

- 4.8.1 A governor suggested that the governing body consider changing the name of the policy – advisory. The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.



4.9 Online Safety Policy

- 4.9.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.10 Charges Policy

- 4.10.1 Governors had submitted comments prior to the meeting which were incorporated into the policy. The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.11 Complaints Policy

- 4.11.1 The policy had been cross referenced with DfE guidance and the definition had changed between a concern and a complaint. These changes were incorporated into the policy which had made things clearer.
- 4.11.2 Page 12 paragraph 13.3 said CP issues should be referred to admin lead. A governor questioned if it was more appropriate for the Headteacher or Safeguarding Lead to deal with such matters. It was agreed that all such cases should be referred to the Headteacher. The policy was amended to reflect this. Mediation changes were also made to the policy. The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.
- 4.11.3 A governor asked whether all concerns get reported. Some matters were dealt with locally by the class teacher and these would not be reported formally. Some matters would also be brought to the Headteacher's attention. A governor said that the policy stated that informal complaints were recorded but the Headteacher confirmed that he had not received any complaints. The concerns the school received were more positive and consisted of queries, questions and concerns. A governor said that it would be helpful for the school to identify if there were any concerns that were recurring themes.

4.12 Governors Allowance Policy

- 4.12.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.13 Health and Safety Policy

- 4.13.1 The policy was agreed by the Governing Body and was signed by the Chair. The signed copy was left at the school for filing.

4.14 Relationship and Sex Education Policy

- 4.14.1 A governor said that Stonewall were the main LGBT charity but that there were others that could also be mentioned in the policy. The governing body agreed that this should be kept on the radar. A governor asked if this was a new policy and it was confirmed that it was not and followed government guidelines. There may be changes to curriculum content as a



result of the new guidelines. The school has taught sex education so the new guidelines should not be an issue.

- 4.14.2 The meeting discussed children changing for PE and it was confirmed that this was done in the classroom or in the toilets, as appropriate.

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 15 January 2019. 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 from the meeting of 15 January 2019:

Item	Action	Responsible	Outcome
4.1	Check what the one off £9k maintenance cost relates to	Stuart Parker/SBM	Waiting to hear back from SBM – add to next meeting.
5.2	Consider review of Forest School	Chair and HT	Completed – see agenda item 4.3.
5.2	Look at benchmarking data and discuss with SBM	Stuart Parker	Not completed – will do once spoken to SBM.
5.2	Data review notes to be circulated to membership	Rachel Roberts	Completed – Rachel to distribute data to membership.
6.2	Chase outstanding DBS	Chair	Completed
15.1	Provide Marking and Feedback Policy at book look	HT	Completed
18.1	Inform staff members of GB decision on private tutoring hire	HT	Completed
19.1	Prospective Associate Governors to undertake skills audit	Chair	Completed
19.2	Add Jude Pow to list of governors	Clerk	Completed

6. CHAIR'S ITEMS

- 6.1 The Chair attended the HEP Conference which she said was very useful. GovernorHub, a document management tool, was discussed at the conference and the Chair wanted to undertake the free trial. GovernorHub would allow all documents to be distributed via the system and would remove the need to distribute papers via email. The cost after the trial period is £150 per year. It was agreed that GovernorHub would be used from the next meeting. GovernorHub also provides governor specific items and a helpline. A governor asked if the school would put confidential matters on it. The Chair said she would look at this but it was felt that GovernorHub would have the requisite security.
- 6.2 Modern Governor Training – one governor had this app on his phone. Governors could sign up for a free trial. Chair agreed to circulate details and encouraged governors to try it out for free.

- 6.3 A governor mentioned that Key for Governors would be interesting for governors to look at. They keep you up to date with policies and include checklists etc. The whole governing body can sign up but there would be a subscription fee. Governors could ask questions as a member and would be provided with legally binding answers. All the information would be in one place and current with NGA guidance. The Chair agreed to look into it.
- 6.4 Andrew Bethell had been charged with mentoring governors. The Governing Body agreed that they would be interested in linking up with other governors. The Chair said she would follow this up.
- 6.5 The meeting discussed a sessions at the conference on wellbeing in schools which had been raised at the last meeting. The school was already doing a lot of what had been suggested but there was not an overview of what was happening. The governing body recommended identifying a wellbeing link governor which was something Ofsted also recommend. A wellbeing link governor role would cross over with other areas. A governor said it would be good to have summary of what link governor role was. All governors with link governor role responsibility were asked to write up what their link governor role consisted of up to a maximum of 500 words. It was also thought to be useful to look at the terms of reference from old committee minutes and the NGA website. It would be useful as part of their induction training to bring link governors into classrooms so the children could learn what a link governor did.

7. HEADTEACHER'S ITEMS

- 7.1 The school received a letter from the council regarding the outstanding works. The letter confirmed that the works would not be happening yet. A meeting had been scheduled for Monday afternoon to discuss the matter with Haringey. The outstanding works related to the fencing, windows, electrics and fire doors and the project was still in phase 1. It was thought that the works would not happen this summer. A governor asked whether there were things that the school needed to do themselves. The school did not have the funds to cover the cost of the repairs and it was confirmed that although the work was essential nothing was dangerous. The works would cost in the region of £100Ks.
- 7.2 The meeting discussed the holiday club. The person that had previously run the holiday club had considered training a replacement who might be able to take over the running of the club. The future of holiday provision needs to be considered but Energykidz will continue to run it for the moment. The school would like to take over the club again. The governing body were concerned about the staffing of the club. Governors agreed that the club should continue but it needed to be run so that it was clear who would be running the club, what hours the club would operate and who would cover during sickness etc. The school needed to be reassured that the provision would include fun and educational activities in a planned way. The Headteacher agreed to speak to the club operator about the concerns raised and the need to provide a quality provision which involved a variety of activities for the children. Trips needed to be authorised in advance as this would ensure that adult ratios were being maintained. The implications of the school taking on formal responsibility for the club would need to be carefully considered as they only hired out the grounds to the provider currently but could be liable if something happened if the school took over. A governor asked if there were other providers available. The school had used Energy Kids for 2 years and they were cheap when compared to their competitors. Some families may not be able to afford the cost of an alternative provider. It was thought that the provider may be looking to hand the club over to someone else but matters such as sick pay and pensions needed to be discussed. It was felt that the proposed provider may not want to get involved in these matters. The school needed to also consider if they could provide something themselves.



The meeting agreed that the Headteacher would meet with the provider to establish what her plans were and would report back at the next meeting. Governors would then agree the criteria of the holiday club and what the school wanted from it.

- 7.3 It was confirmed that apprenticeships could not be used for teaching. There was only one apprentice teacher in London. The school would use School Direct and lump funds were available for this. A lot of training would be involved. The school would have one apprentice teaching assistant and would recruit a TA to cover. The levy would be used to fund this.

- 7.4 The swimming pool was being re-lined and should be up and running next week.

8. **BOOK LOOK**

- 8.1 Governors had done a book look prior to the meeting. Governors found this useful and were interested in the good progress that had been witnessed. The staff governor stressed that he had found it interesting to see what had been happening in other classes.

9. **REPORT FROM THE DATA GROUP**

- 9.1 A report was delivered by the data group. They had gone through through the analysis, trends and interventions and had put this into the report. The future of the data group had been considered in relation to Ofsted and it was agreed there was a need but that the focus would be changed. This had brought up some interesting discussions. There were a few points that the Headteacher would pick up on.

10. **HEALTH AND SAFETY**

- 10.1 No health and safety matters were raised.

11. **GOVERNOR VISITS**

- 11.1 A governor had undertaken a visit to the school on 14 February. It was a great visit which allowed for a lot of moving around the school. The governor saw Word Aware and Talk Boost in operation and was impressed to see them all delivered by a TA. The visit provided a good grounding which allowed the governor to visualise what happened in the classroom when reading policies. The bespoke room was a great permanent base and space. The governor said he missed talking to the TA and HTA who delivered the sessions and would do so next time.
- 11.2 Another governor had an interesting session with the Lead Practitioner following the governor's coffee morning. She saw the resources room and had a good session talking about coaching sessions and the impact this was having on practice. The governor would produce a note of her visit. There were additional steps to do with the teaching and learning member of staff.



12. **GOVERNOR TRAINING**

12.1 None.

13. **SAFEGUARDING TRAINING**

13.1 It was confirmed that all governors had undertaken the Safeguarding training. One governor confirmed that he had done part 1 & 2 of the Prevent training.

14. **GOVERNORS' "AWAYDAY"**

14.1 It had been a useful morning and a good opportunity to speak to parents. The meeting concluded that there were more communication issues rather than not doing what parents want. The Headteacher was working on the curriculum changes. It would be good to repeat annually. A governor asked if there was any feedback from parents. The school had received a few emails but nothing received was negative from parents that attended. The Chair confirmed she had received some positive feedback. Communication came up a lot at the Awayday and it was agreed that this item should be put on the agenda for the next meeting. The Newsletter would focus on curriculum which would provide the next steps to improve communication. The Headteacher would arrange for governors that were not parents to start to receive the Newsletter.

15. **ITEMS FOR THE NEXT AGENDA**

15.1 Communication [*Note: this has now been moved to the April meeting*].

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

To date and time for the next meeting is **27 March 2019 at 6:30pm**

17. **ANY OTHER BUSINESS**

17.1 The Chair thanked Nas Karim for attending the meeting.

17.2 Owen Cheshire submitted his apologies for the next meeting.

17.3 Nas Karim and Josh Mattocks left meeting at 8:35pm.

Actions

Item	Action	Responsible
4.3.2	Share Campsbourne School Forest School Handbook with insurance company	Headteacher
4.3.2	Nursery permission slips for Forest School	Headteacher
	Forest School Policy to be amended and signed by the Chair	Headteacher/Chair
5.2	Check what the one off £9k maintenance cost relates to	SBM
5.2	Data review notes to be circulated to membership	Rachel Roberts
6.1	Investigate if confidential matter can go on GovernorHub	Chair
6.2	Circulate details of Modern Governor Training App	Chair
6.3	Look into Key of Governance	Chair
6.4	Follow up governors' mentoring	Chair
6.5	All governors with link governor responsibility to write up their link governor role.	All link governors
7.2	Speak to holiday club provider and feed back to governors at the next meeting.	Headteacher
14.1	Communications to be added to agenda of next meeting [<i>Now deferred to April</i>]	Clerk
14.1	Governors that are not school parents to be sent Newsletter	Headteacher
17.2	Owen Cheshire submitted apologies for the next meeting	Clerk

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