

The London Borough of Richmond Upon Thames



Sheen Mount School

**Minutes and Action List of the Full Governing Board Meeting  
Held At Sheen Mount Primary School on 12<sup>th</sup> October 2022 at 6.30pm**

**Constitution, Membership and Attendance**

<b>Local Authority Governors - 1</b>	Maria Widdowson (MW) ( <u>Vice-Chair</u> )
<b>Parent Governors – 2</b>	Susan Boughton (SB) Telmo Valido (TV)
<b>Staff Governors – 1</b>	Robert Kennedy (RK) – Class Teacher and Upper KS2 Phase Leader
<b>Co-opted Governors – 10</b>	Gemma Cass (GC) <b>Helen Edward (HE)*</b> Anna Hare (AH) Justine Hebert (JH) ( <u>Chair</u> ) Kathryn Higgins (KH) (Curriculum and Learning Chair) <b>Dan Jameson (DJ)*</b> <b>David Morley (DM) (Resources Committee Chair)*</b> Julia Sandell (JS) (Pastoral Committee Chair) Jennifer Wright (JW) <i>Vacancy</i>
<b>Headteacher - 1</b>	Tom Holmes (TH)
<b>Associate Governors – 3</b>	Louise Dear (LD) – School Business Manager Laura Jeffery (LJ) – Assistant Headteacher, Inclusion Leader and DSL Maria O’Brien (MOB) – Deputy Headteacher and DDSL
<b>Clerk to the board</b>	Sarah Bellingham (Clerk)
<b>Also in attendance</b>	

\* **Absence(s) in Bold**

The London Borough of Richmond Upon Thames



Sheen Mount School

Action List of the Full Governing Body Meeting of 12.10.2022

No:	Minute item	SUMMARY OF ACTION POINTS	Date by when	Person responsible	For Next FGB Agenda
1	2.1, & 3.3	JH to sign approved summer term FGB minutes and Clerk to upload these to the website, together with the approved Code of Conduct	December 2022	JH & Clerk	
2	2.2	Clerk to ask HE to supply 'Planning for the Borough' report (outstanding action from summer term FGB)	December 2022	Clerk & HE	
3	3.1, 3.2, 3.5, & 3.8	Clerk to update records re: chair, vice-chair, DJ moving to associate, and JS & AH reappointment	October 2022	Clerk	
4	3.9	Clerk to circulate Chair and Vice Chair job descriptions	October 2022	Clerk	
5	4.7	TH to share the example/blank pro-forma used for staff appraisals	October 2022	TH	
6	4.8	TH to add a specific reference to ongoing EYFS work within an existing SDP priority area within the Curriculum section of the SDP	October 2022	TH	
7	4.9	LJ to send JS last year's well-being survey data, and JS to plan which Pastoral meeting to consider this data at	October 2022	LJ & JS	
8	4.13	TV to circulate a more detailed note about strategic plan preparations and the meeting due to take place in Feb 2023	December 2022	TV	
9	4.15	TV and MW to discuss the theme of academisation for inclusion within the 3-5 year strategic plan	December 2022	MW & TV	
10	5.10	JS to consider the theme of gender bias for the next equality and diversity survey	December 2022	JS	
11	6.5	JH to write a piece for the school newsletter after the Board meeting, for after half term	November 2022	JH	

Minutes

**1. Apologies and Declarations of Interest**

- 1.1 Apologies had been received from DM. Governors had no interests to declare connected with the agenda items. They were reminded to declare interests to the Clerk, by e-mail, for the schools' register of governors' business and pecuniary interests.
- 1.2 It was noted that a quorum was present (50% of the total number of voting governors, excluding vacancies). Documents referred to in the meeting had been circulated to all via Governor Hub prior to the meeting, except where noted in the minutes.

**2. Minutes and Action List from 29<sup>th</sup> June 2022 FGB Meeting**

Minutes

- 2.1 The minutes from the meeting of 29<sup>th</sup> June 2022 were approved. JH would be asked to sign these. The Clerk would post them onto the school website. **ACTION – JH/Clerk**

Actions from March 2022 (and matters relating to them)



2.2 Actions from the previous meeting were either completed or in progress. HE was still due to send the 'planning for the borough' report to TH and TV. The Clerk would help organise this in HE's absence today. **ACTION – Clerk**

### 3. Autumn Term FGB 1 Items

#### Elect Chair and Vice Chair for 2022-2023

3.1 JH had nominated herself for the role of Chair. No other governor had nominated him or herself for the role of Chair. JH abstained from the vote, and the remainder of the Board voted unanimously in favour of JH taking this position for 2022-2023. JH notified the Board that this would be her final academic year as both Chair and governor. **ACTION – Clerk**

3.2 MW had nominated herself for the role of Vice-Chair. No other governor had nominated him or herself for the role of Vice-Chair. MW abstained from the vote, and the remainder of the Board voted unanimously in favour of MW taking this position for 2022-2023. **ACTION – Clerk**

#### Approve Code of Conduct for 2022-2023

3.3 The governors had no comments or question about this. The Board voted unanimously in favour of adopting the 2022-2023 Code of Conduct for the current academic year. **ACTION – Clerk**

3.4 Governors were reminded to sign (via Governor Hub) the autumn term signature sheet, to confirm, amongst other things, that they had read the 2022 DfE guidance on Keeping Children Safe in Education.

#### Approve appointment of DJ as an associate (non-voting) governor for a 1-year term

3.5 It was confirmed that DJ would be stepping down as a co-opted governor with effect from the date of the meeting. DJ had expressed his interest in taking on an associate governor role for a one year term. He would remain allocated to the C&L Committee. DJ was not present at the meeting (so had abstained from the vote), and the Board voted unanimously in favour of his taking that appointment with effect from the date of this meeting. This would create a vacancy for a new co-opted governor. **ACTION - Clerk**

3.6 KH arrived at 18.54.

3.7 JH updated the Board about progress in relation to two existing co-opted governor vacancies, one within the Resources Committee and one within the C&L Committee.

#### Approve re-appointment of JS and AH as co-opted governors for a further four year term

3.8 The governors were asked to approve the re-appointment of JS and of AH as co-opted governors for a further four year term, to take effect immediately following the date of their current term of office ending (on 29<sup>th</sup> November 2022). JS and AH abstained from voting (in each case), and the Board unanimously approved the re-appointment of each governor. **ACTION – Clerk**

3.9 Separately JH informed the Board that it was her intention to step down as Chair and as governor at the end of the academic year. Governors were encouraged to think about nominating him/herself for the role of Chair or Co-Chair (with another governor) for September 2023. This would help with succession planning and transition purposes. The Clerk would circulate the job descriptions for the roles of Chair and Vice Chair after the meeting. **ACTION - Clerk**

### 4. Strategic Development Plan

#### One Year School Development Plan – Request for Approval



- 4.1 TH had circulated a 'final' version SDP, containing 11 priorities. Those numbered 1-5 were labelled 'curriculum'. Those numbered 6-8 were labelled 'resources', and those numbered 9-11 were labelled 'pastoral'. JH confirmed the multi-stage process which had taken place so far to get the document to the version which had been circulated for review at this meeting. Those involved had been the ELT, several governors on the Board (to include the Committee Chairs). TH had taken care to allocate priorities appropriately between the three areas of curriculum, pastoral, and resources.
- 4.2 SLT, ELT and staff members appeared to have responded well to the priorities and taken them on board for their areas of focus over the coming year.
- 4.3 TH asked governors for questions.
- 4.4 **Q:** How did staff feel about it? It was a detailed document.  
**A:** RK said he thought staff were not intimidated by the detail, but had a keen interest in what impacted teachers and pupils on a day to day basis. Staff had asked many legitimate questions which had been useful to provide focus. TH explained the importance of staff 'buy-in' to help with motivation, consistency, and outcomes. RK reported lots of challenge and discussion at all staff levels. The summary sheet had proved useful as a document on display on site. MOB explained that the process had also been useful so far in terms of effective performance management.
- 4.5 TH explained that the performance management process had been altered this year, strategically, in three ways. TH and MOB were having more involvement in teachers' performance management processes, which would allow staff to feel more supported and better understood at the highest level, and for TH and MOB to better understand staff needs. Phase leaders had been given responsibility for support staff performance management. Lastly, there was now an approach of requiring 'three small steps' of improvement in daily practice from staff, to help give staff the confidence and the means to achieve bigger goals.
- 4.6 **Q:** What support were staff being offered when goals had been identified?  
**A:** LJ had asked staff to identify staff who they thought were strong in that area, to enable observations and discussions internally. Training course availability and peer to peer discussions at each level were also promoted.
- 4.7 TH would share the blank pro forma used for these processes which included actions to achieve goals **ACTION – TH**.
- 4.8 **Q:** Could the group identify the areas from the Ofsted judgement picked up by the SDP, and were any missing?  
**A:** Number 5 under Curriculum went beyond it, possibly. Governors asked if anything specific to EYFS had been included, as this was picked up by Ofsted. TH said that there had been a lot of work done in this area already done based on the Ofsted comments. TH summarized these activities and this work was ongoing. Therefore, TH had felt it was not valuable or of significance to add more into the SDP. The governors agreed that a new objective was unnecessary, but asked TH to please add a specific/explicit reference in an existing priority area to refer to the EYFS work going on **ACTION - TH**. It was agreed that the first few curriculum objectives applied in any event to EYFS.
- 4.9 **Q:** Should 'well-being' and 'mental health' be kept separate? It was not necessarily a bad thing that they were.  
**A:** JS had fed back to TH already and this could be discussed further at Pastoral Committee level. JS thought about doing well-being surveys to pick up on areas to focus on, which would help identify priorities for the following year. LJ mentioned 'CORK', the school's mental health support team, linked with the planned external staff well-being survey for the next staff inset day, and the survey for the Year 5's due to take place before 15<sup>th</sup> December 2022. LJ would forward the previous year's data to JS (**ACTION - LJ**). JS would also to consider which committee meeting would be best to review last year's and the current year's results to enable comparing and contrasting. **ACTION - JS**
- 4.10 MW expressed how positive she found the resources aspects of the SDP as linked with those for the other two areas.
- 4.11 The governors were happy with this SDP version. The Board expressed its thanks to the SLT and ELT for everyone's hard work in putting together such a thoughtful and relevant piece of work. The engagement aspect was also wonderful to see.



Three to Five Year Strategic Plan

- 4.12 TH emphasized to governors why a 3-5 year strategic plan was important, rather than the school simply creating a series of one year school development plans. He updated governors about the current preparation phase underway for this piece of work and gave examples of the types of focus such a plan might have, such as sustainability or IT.
- 4.13 Research was going on into various areas and this would be reviewed and discussed at a meeting in February 2023 to help streamline the plan and identify costings. TV would prepare a more detailed note to circulate to governors. **ACTION - TV**
- 4.14 JH clarified how important it was that the school was clear on its vision, so that all the work the school carried out underpinned that vision. The most impactful plan would be strategic but relevant to practical aspects of the school's life and work.
- 4.15 **Q:** How would the school address the White Paper's recommendations/objectives, in particular around academisation? How would the Board and school declare its views on this via this strategic process? Could something be explicitly stated, even if the school and Board were as yet unsure of the appropriate short and long-term direction?  
**A:** It was discussed and agreed that the plan should address this point in some way. TH said it warranted thought. TV would list this as a theme to be discussed and addressed in the plan. MW would support TV in this part of the strategy work and talk after the meeting. **ACTION – TV & MW**

**5. School Data**

- 5.1 The curriculum data had been shared to give the full Board greater visibility of this area, noting that C&L had been through the data in detail prior to the meeting.
- 5.2 TH had provided data explanation notes, a headlines document, and three detailed data sheets. He also shared a summary presentation on screen at the meeting and ran through this. Key points explained by TH included: the strength of the KS2 data compared to national, the high progress scores from Year 2 to Year 6 (as contrasted with attainment scores and as compared to local and national data), areas for development by reference to key stage, year group, and subject area, best practice learnings, actions of note with reference to staffing, a new phonics scheme, EHCP pupils' independence, numbers of parent volunteers, the use of data at Year 6 relevant to SATs preparedness, and future progress scores.
- 5.3 **Q:** In the context of progress scores, if pupils joined from another school, did they bring their data with them?  
**A:** That was correct, but schools assessed progress differently, which was not always helpful.

*2022 School Headlines SM/AfC*

- 5.4 **Q:** Please explain more about the graphs. For example, what did the grey shading show?  
**A:** This was the proportion of schools exceeding 65% on a national basis.
- 5.5 **Q:** Given the school's socioeconomic grouping and the levels children came in at, should EYFS, Year 1 and KS1 results be further to the left on the chart, and more akin to where the results were at KS2 (compared with national)?  
**A:** TH said that at EYFS and KS1 it was less clear how to place a child's progress, than at KS2. Teachers tended to be more conservative with assessments at this stage. Covid had impacted the current Year 2 and Year 3 groups. It was a typical profile in schools that the gap between the school's results and national at KS1 was a lot narrower than the gap at KS2. GC added that there was the potential for the next few years for the percentages to go up, given the groups that went through Covid in those fundamental years. MOB noted that over the previous three years, schools had not been doing cross school moderation. This had made it hard for staff to gain experience, for example in what made a greater depth piece of writing. TH noted that concrete progress was easier to make with the older pupils.
- 5.6 **Q:** Did TH have behavioural data for those worst impacted by Covid, such as data linked with a lack of socialization?



- A:** MOB said that this was more anecdotal. Reception teachers had reported that the previous September's pupil intake were not school ready compared to this intake, which had benefitted from time at nursery.
- 5.7 It was agreed that targeted support was absolutely the best approach to take for the pupils' benefit. Therefore it was important to track this data.
- 5.8 **Q:** Was attendance still below pre-Covid levels? Was this improving?  
**A:** The figure was 0.4% off where it had been. A reminder had gone into the newsletter, because some families were now taking children out of school for holidays. Persistent absence was not having a significant impact. Ofsted had also not raised absence as a concern.
- 5.9 **Q:** The value-added data for boys was lower than for girls. Was anything being done to address it?  
**A:** TH acknowledged the gap and was conscious of it. KH noted that overall boys had outperformed girls in KS2.
- 5.10 **Q:** Would it be interesting to look at unconscious bias as related to teachers' engagement with pupils by gender? There was a piece of work available online which was very interesting.  
**A:** RK said that the reading curriculum might be perceived as 'female' biased in the way it was set up, for example the emphasis on fiction versus non-fiction. TH talked through various new non-fiction books available to younger year groups. JS would review whether this was something to pick up in the Equality and Diversity survey. **ACTION - JS**
- 5.11 **Q:** Please explain more about the expected thresholds.  
**A:** 'Tests-Based' (versus SATs) did not provide the greater depth ('GD') thresholds data. TH explained what level of achievement was required to be considered as GD.
- 5.12 **Q:** Please explain the 52% reading threshold for Year 5.  
**A:** To be 'at expected' in Year 5, the pupil required a test result of 52%, which was 4% less than the 'at expected' threshold for Year 6. Whether or not a pupil was 'at expected' or 'greater depth' depending on which test base was used.
- 5.13 RK said none of the data came as a surprise. It showed the added value and improvement linked with maths. It also showed that the current Year 6 cohort was not as strong as the one previously. The data allowed teachers to focus on those pupils on the cusp between 'at expected' and 'below expected', and 'at expected' and GD. Teachers would also be mixing the higher and middle ability maths pupils in Year 6 this time, to help everyone achieve the highest level, with a separate group supported at the lower ability level.
- 5.14 **Q:** Would that approach only be in Year 6?  
**A:** That was correct. It was a two tier approach, rather than a top, middle, and bottom system.
- 5.15 **Q:** Would it be valuable to do it further down?  
**A:** TH explained that research suggested it was best not to do that. TH was also keen not to apply a ceiling to pupils' achievements. RK said that parents were not necessarily objecting to pupils being placed in sets, but were keen to discuss which set was correct. It was important to emphasise that the same curriculum was being taught to all sets, just to slightly different levels. TH had also introduced rotation groups, which had nothing to do with ability, so that pupils mixed with other pupils outside of formal classes. Pupils had reported generally to TH that they were enjoying this.
- 5.16 **Q:** Were the spelling and grammar outcomes the documents?  
**A:** These were in the KS2 SATS results paper.
- 5.17 LJ flagged that the school was introducing girls' maths groups to encourage girls' enthusiasm for the subject.
- 5.18 **Q:** Would governors receive the small group data with national comparisons, e.g. SEN pupils.  
**A:** ASP had delayed this until December, but TH would supply it to C&L as soon as possible.



5.19 **Q:** Did governors prefer to have this data at the start of the year?

**A:** Governors agreed it did, noting it fitted with the SDP process and gave context. The same focus would be applied for the first FGB meeting for the autumn term 2023.

5.20 The Board expressed its thanks to TH and the SLT.

## 6. Communication to PSA, Staff and Parents

### PSA

6.1 JH had been to a PSA meeting with TH and MOB two weeks earlier and updated the Board about that. JH encouraged other governors to attend the PSA meetings this year as a show of support, ideally someone who was or had been a parent.

6.2 TH explained what had been agreed in terms of funding from the PSA, to include money for chrome books and the outdoor (field) project. TH would also be meeting with DM the following week regarding the updated use of the swimming pool.

6.3 **Q:** Linked with plans for the outside area, if sustainability was in discussion, could this project form part of the strategic plan?

**A:** TH was looking to reinvigorate a forest schools plan for the school, also connected with plans for the woodland area and plans to enhance an area of 'dead space' towards the front of the grounds. It was agreed that TH needed to link the use of the space and the strategic plan's objectives, noting the estate strategy was on the SDP as goal for the current year. Sport might be an item to focus on for the 3-5 year plan if astro-turf was used.

6.4 The parents' ball and bike ride would be taking place again this year, in addition to the two fairs. Costings were being prepared and there would be communications to parents on that.

6.5 JH would prepare an update for the next newsletter, after half term. **ACTION - JH**

## 7. AOB

7.1 TH would be giving an update to parents on the SDP. An online Q&A session had been planned as well, which governors were welcome to attend.

7.2 The date of the next full governing Board meeting had already been agreed as Wednesday 30<sup>th</sup> November 2022 at 6.30pm.

**Meeting ended at 20:30**