

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 23rd March 2022 at 6.30pm**

Constitution, Membership and Attendance

| | |
|---|---|
| Local Authority Governors - 1 | Maria Widdowson (MW) (<u>Vice-Chair</u>) |
| Parent Governors – 2 | Susan Boughton (SB) Telmo Valido (TV) |
| Staff Governors – 1 | Avani Bakrania (AB) – Class Teacher and KS1 Phase Leader |
| Headteacher - 1 | Tom Holmes (TH) |
| Co-opted Governors – 10 | Dahs Chae (DC) (Standards Committee Chair) Helen Edward (HE) Anna Hare (AH) Justine Hebert (JH) (<u>Chair</u>) Kathryn Higgins (KH) Dan Jameson (DJ) David Morley (DM) (Resources Committee Chair) Julia Sandell (JS) (Pastoral Committee Chair) Jennifer Wright (JW) <i>Vacancy</i> |
| Associate Governors – 3 (Non-voting) | Louise Dear (LD) – School Business Manager Laura Jeffery (LJ) – Assistant Headteacher, Inclusion Leader and DSL Maria O’Brien (MOB) – Deputy Headteacher and DDSL |
| Clerk to the board | Sarah Bellingham (Clerk) |
| Also in attendance | Rob Kennedy (RK) – Class Teacher and Upper KS2 Phase Leader |

* Absence(s) are noted in Bold

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Action List of the Full Governing Body Meeting of 23.03.2022

| No: | Minute item | SUMMARY OF ACTION POINTS (Those in grey highlight are completed) | Date by when | Person responsible | For Next FGB Agenda |
|-----|-------------|---|-----------------------------|--------------------|---------------------|
| 1 | 2.1 | Sign and publish approved minutes from 8 th December 2021 | End of spring term | JH & Clerk | |
| 2 | 2.3 | Produce and circulate a draft schedule of FGB & Committee meetings plus governor days/curriculum visits for 2022/2023 . Governors to let Committee chairs know if they wish to attend other meetings in order to broaden knowledge. | End of summer term 2022 | MOB, JH & Clerk | |
| 3 | 2.4 | Include SEND expertise sharing session in agenda for annual governor visit/day(s) at the school in 2022-2023 | | JH, AH & Clerk | |
| 4 | 2.5 | Appoint new equality link governor and inform Clerk | End of summer term 2022 | JH & JS | |
| 5 | 2.7 | LJ to send Clerk her SEND and Safeguarding in a nutshell summary documents for Clerk to circulate to the Board | End of spring term 2022 | LJ & Clerk | |
| 6 | 2.9 | Update SEND Policy and circulate to the Board for approval by E-vote | End of spring term 2022 | AH & Clerk | |
| 7 | 3.3 & 3.4 | Update website and Board/Gov Hub records on new associate governor appointments and KH renewed term of office | End of spring term 2022 | Clerk | |
| 8 | 3.5 | Produce and circulate summary note on committee membership and governor link responsibilities. Update Board records on website and Governor Hub | | JH & Clerk | |
| 9 | 3.8 | Produce the final version committee ToR document for Gov Hub, stating it takes effect from Sep 2022, and make records/admin changes as needed | End of summer term 2022 | Clerk | |
| 10 | 4.1 | Update governance section of SEF | | MOB | |
| 11 | 4.12 | Update school website to include a 'translate' function | | MOB | |
| 12 | 6.11 | Obtain signature to approved SVFS document, in JH's absence | 24 th March 2022 | DM & MW | |
| 13 | 8.1 | Bring SDP to next FGB meeting | 18 th May 2022 | TH & Clerk | YES |
| 14 | 8.2 | Discuss SDP progress and update the Board | April 2022 | TH & JH | |
| 15 | 10.1 | Circulate safeguarding reports from spring term visit | | KH & LJ | |
| 16 | 10.3 | Carry out next SEND link visit and circulate report by next FGB meeting | 18 th May 2022 | | YES |
| 17 | 11.1 | Update and finalise Complaints Policy & send to Clerk for circulating for Board approval | End of spring term 2022 | JS | |
| 18 | 11.2 | Update school website and Gov Hub with copies of approved policies once received, and update and circulate policy review schedule | | Clerk | |
| 19 | 13.1 | Draft a note to parents for the end of term newsletter on behalf of the Board and send to TH | 30 th March 2022 | Clerk | |
| 20 | 13.2 | Attend staff meeting on the last Friday of the spring term | 1 st April 2022 | KH | |
| 21 | 14.1 | Confirm May FGB agenda at least one week before next FGB meeting | 11 th May 2022 | JH | YES |
| 22 | 14.2 | Circulate Ofsted Q&A document for governor updates | End of April 2022 | TV/MW/Clerk | |
| 23 | 14.3 | Bring PP Report to next Pastoral committee meeting | 29 th April 2022 | HE | |

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Minutes

1. Apologies and Declarations of Interest

- 1.1 Apologies had been received from JH. KH would be chairing in her absence. It was noted that LD would be attending on an ad-hoc basis and was not present for this meeting.
- 1.2 It was noted that a quorum was present (*half of the total number of voting governors, excluding vacancies (The Key for School Governors 25.01.2022)*). Governors had no personal or pecuniary interests to declare. Documents referred to in the meeting had been posted onto Governor Hub prior to the meeting, except where noted in the minutes.

2. Minutes and Action List from 8th December 2021 FGB Meeting

Minutes

- 2.1 The minutes from the meeting of 8th December 2021 were approved. JH would be asked to sign these. The Clerk would post them onto the school website. **ACTION – JH/Clerk**

Actions from 8th December 2021 (and matters relating to them)

- 2.2 Actions from the previous meeting were either completed or were outstanding as noted below:
- 2.3 *Actions 8 & 9*: these actions were reframed such that (1) MOB and the Clerk would produce a draft schedule of FGB and Committee meetings for 2022-2023 and circulate this to the Board before the end of the summer term, for feedback. This schedule would ensure that committee meetings fell on different days, with no more than two committee meetings taking place in one week, and would include the date(s) for an annual governor curriculum visit. The schedule would also include dates for the annual link governor/Standards committee curriculum visits. **ACTION – MOB & CLERK**
- 2.4 *Action 11*: this was reframed such that a SEND expertise sharing session would be included within the agenda for the annual governors' visit to the school in 2022-2023. **ACTION – JH, AH & CLERK**
- 2.5 *Action 13*: JS would talk with JH after the meeting to confirm the new equality link governor. HE expressed her interest in the role. **ACTION – JS & JH**
- 2.6 *Actions 14 & 17*: these were ongoing but not yet completed.
- 2.7 *Actions 18 & 22*: LJ would send the Clerk the latest SEND and safeguarding summary ('in a nutshell') documents and the Clerk would circulate to the Board. **ACTION – LJ & CLERK.**
- 2.8 *Actions 21 & 24*: LJ confirmed that these were in progress.
- 2.9 *Action 27*: AH would send the Clerk the updated SEND Policy and the Clerk would circulate this for Board approval by E-vote by the end of the Spring term. **ACTION – AH & CLERK**

3. FGB Membership and Responsibilities

Update on 1 x co-opted governor recruitment

- 3.1 MW updated governors and asked them to get in touch with any contacts with legal experience who might be interested in the vacant role sitting on the Resources committee.

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Update on 1 x staff governor recruitment

- 3.2 AB would remain the staff governor on the Board until the earlier of the scheduled end date of her term of office or the date of her stepping down.

For approval: 2 x associate governor appointments for a four year term each (Louise Dear and Maria O'Brien)

- 3.3 The Board voted unanimously in favour of appointing MOB and LD as associate governors on the Board. LD would attend on an ad-hoc basis. The Clerk would update the Board's records and the school's website. **ACTION – CLERK**

For approval: renewal of KH term of office to end of autumn term 2022

- 3.4 MW proposed KH for a renewed term of office as co-opted governor. KH abstained from voting. The Board voted unanimously in favour. The Clerk would update the Board's records and the school's website. **ACTION – CLERK**

Update on committee membership and link governor responsibilities

- 3.5 KH would ask JH to send summary note after the meeting. **ACTION – KH & JH**

For approval: updated Committee Terms of Reference

- 3.6 KH summarised the proposed changes to the Committee Terms of Reference. These were discussed.

- 3.7 **Q:** What were the committee-level HR responsibilities referred to in the document?

A: MW confirmed that staff recruitment would sit outside of the HR aspect being delegated at committee level. Oversight of the Recruitment Policy would remain with the Resources committee. Any support required by the school on individual recruitment matters would continue to be provided by whichever committee was most appropriate at that time.

- 3.8 The governors unanimously approved the updated Committee Terms of Reference, to take effect from the start of term in September 2022. The Clerk would action these changes at the end of the summer term 2022, which included updating the name of the Standards committee to the Teaching and Learning Committee. **ACTION – CLERK**

4. Headteacher's Report & SEF Overview

- 4.1 TH summarized his initial thoughts and findings since starting in his role on January 2022. He also spoke to the key parts of his Headteacher's Report and the SEF Overview. Governors were invited to ask questions. It was noted that MOB was due to update the governance area within the full SEF document. **ACTION - MOB**

- 4.2 **Q:** Please clarify the reference in your report to a SEND support staff member's working hours rising from 17 to 35 hours in one term?

A: During the Covid lockdowns it had been harder to fully assess pupils' additional needs due to the remote learning arrangements in place. At that time, LJ had anticipated a rise in the number of pupils requiring SEND support. Numbers had now risen and the school needed the additional support.

- 4.3 **Q:** Did TH expect a rise in the number of EHCP cases rising as a result of the increased SEND support needs?

A: TH would continue to review this.

- 4.4 **Q:** Were the number of EHCP cases and the additional SEND support requirements having an effect on the staff?

A: AB and RK noted that in every class the teacher expected that some provision would be required to meet SEND support needs. How much impact that had on teacher workloads depended on how many pupils had additional needs and how many EHCP cases fell within a particular class.

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4.5 **Q:** How did Sheen Mount's SEND support and EHCP figures compare to other schools in the area?

A: LJ said that EHCP cases at the school might be double those at comparable local schools. TH was speaking regularly with the local authority on this matter. TH was also reviewing SLT capacity and budget. The first step would be to put in place more SEND support internally to assist LJ in her role as Inclusion Leader.

4.6 **Q:** Was the budget concern due to the numbers on roll at present?

A: The school received its income on a per pupil basis, so with increased pupil/parent mobility at present, income levels were more unstable.

4.7 **Q:** Related to the data in the pupil leaver survey around gifted pupils and parents wanting children to join selective private senior schools after their primary education, what was TH's perception of how well the school supported its high achieving children to get them ready?

A: TH said that there was always more a school could do in terms of enrichment. One aspect of that was having sufficient numbers of experienced teachers and having sufficient resources to stretch children. The other aspect was ensuring that the school was meeting the requirements of the national curriculum consistently across all classes. This was continually assessed and discussed. DC added that this discussion was a standing agenda item at Standards committee meetings each term and was constantly on the radar. An enrichment policy was in place to provide a strategy for the implementation of enrichment of greater depth pupils.

4.8 **Q:** What was the mechanism for monitoring that progress of enrichment?

A: MOB said that pupil progress meetings covered the progress of greater depth pupils as well as the enrichment of other pupil categories. TH would also be looking at pupil voice and parent voice. This linked with the survey outcomes and TH would be keen to see the data from the next survey compared with this one. TH said it was important to ensure that all pupils were stretched and enriched regardless of whether the pupil was working at greater depth or lower or whether the pupil would be heading to a state or private senior school.

4.9 **Q:** How did the school's pupil premium cohort and interventions compare with your previous school? How was the school doing in this area?

A: TH said that the data showed that most of the school's pupil premium children were working at expected, which was not always the case. The school would be working on providing a more individualistic approach to these children's needs, for example by providing financial support to help these children take part in a desired hobby or sport. Interventions would be looked at with the benefit of the knowledge gained by pupils' class teacher.

4.10**Q:** In the SEF document, several areas were rated as good. How would this be worked on and how comfortable was the school with that assessment?

A: TH would keep this under close review. He aspired to 'outstanding in all areas' in any Ofsted judgement.

4.11**Q:** Please tell us more about the EAL pupil numbers, especially in light of the large number of Turkish families with pupils at the school. Was there more the school or Board could do for families coming to the UK and to the school from abroad?

A: TH said that trying to understand the school better had led him to see that there were groups of children with very different educational and cultural backgrounds. TH wanted to understand more and had been invited to be part of a working party on this area. MOB had also been on a course with the EAL Lead in the borough. An EAL coffee morning had been planned for after Easter. Class teachers were very keen to understand more and be better equipped to support children. The focus needed to be wide given the number of different languages spoken and the number of different pupil and family backgrounds.

4.12**Q:** Could the school add a 'translate' function onto the website to help EAL families access the information better?

A: MOB thought this would be valuable and would take it forward. **ACTION - MOB**

4.13DJ arrived at 19.24.

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4.14Q: Connected with the situation in Ukraine, were there any Russian or Ukrainian pupils at the school and were there any concerns or was any additional support needed?

A: So far there had been regular conversations with pupils about the sadness of the situation.

4.15Q: Please update the Board about arrangements in light of Covid.

A: TH said that there had been high numbers of staff ill last term due to Covid. He was hoping that everyone would therefore will fare better in this and the next term. The pupils did not seem to be much affected.

4.16Q: Was there a need for enhanced cleaning or other measures?

A: TH said that he would impose bubbles on classes for a week or more as needed if the illness data supported that.

4.17Q: In the Headteacher's Report, the outcomes table had in places set targets which were lower than those set for a previous year group. Why was that?

A: Targets were set based on the expected progress and attainment of the specific cohort in question. Each year, the pupils within a particular cohort would have a different range of abilities.

4.18Q: Related to that, the report stated that Year 5 attainment was low but progress had been good. Please could you explain?

A: There were 9 pupils with an EHCP in that year group. Progress could increase, sometimes significantly, from the pupil's a baseline without him or her being able to showing as high a level of attainment as a child or children in a previous year group. All progress had to be celebrated.

5. Spring Term SIP Report

5.1 The governors had no questions on this report.

6. Financial Management

6.1 DM confirmed that the school required and that he was recommending to the Board that it approve the latest SFVS document and the draft school budget for the 2022-2023 academic year.

Draft budget 2022-2023

6.2 DM spoke to key points of his financial presentation and the financial data provided. In summary this was a 'place-holder' budget, which was sufficient for the school's purposes now. The final budget would be brought to the FGB meeting in June 2022 for Board approval.

6.3 Q: Earlier in the academic year, there had been a Board discussion about putting in place 'super TA's' to help with cover. Was that covered by the draft budget?

A: TH said that the TA aspect of the budget was the hardest to manage. Lots of movement was expected. The school was aiming to have two cover supervisors in place from September 2022 and this had been encompassed into the budget.

6.4 Q: Were there any other staffing changes to be factored in?

A: Up to £5K in TLR payments were to be used in order to cover teaching and learning responsibilities. These included the opportunity for staff members to carry out smaller e.g. annual projects and to be compensated for the time given for those.

6.5 Q: What kind of inflationary assumptions had the school factored in to manage the impact of rising energy prices or in relation to staff salaries?

A: DM said that to date the budget had assumed a 2% pay increase year on year for staff. Because there had been no inflationary pay increase this year, this had given the school a cushion. On energy costs, a three year deal had been struck

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with the gas and electricity provider on rates, so the school was reasonably comfortable that future energy costs were within the scope of the budget.

6.6 **Q:** What about costs separate to staffing and energy rates – what other resources pressures were there?

A: Slight increases had been factored in, but it was important to recognize that this version of the budget was a place holder. The June version of the budget was where the school would have been able to review the finances in detail to see whether it had included the right things and made accurate provision. The place holder budget was required for submission to the borough by end of March 2022. TH noted that outside improvements to the school site were likely to be funded by the PSA's fund-raising initiatives. TH and LD were also looking at whether the school needed the income from Swimway to balance its annual budget or whether this money was an enhancement to the income streams required for this. TH was nearly there with his understanding.

6.7 **Q:** Why was there a zero against supply staff?

A: TH said that the supply staff costs had now been included within those listed for educational support staff, so the spending was the same. Putting in place two cover supervisors would hopefully will reduce supply costs.

6.8 The governors voted unanimously in favour of the draft budget as it stood, for submission to the borough by end of March 2022.

SFVS

6.9 DM explained what this document was, what input the completed document had received from himself, MOB, and MW, and the fact that it needed to be submitted to the borough the following day following Governing Board approval. The document had already received approval from the Resources Committee, after detailed discussions which had included JH. MW added detail about the school's responses and confirmed that she had been very comfortable with the review exercise.

6.10 **Q:** Who is responsible for the ongoing actions resulting from the SVFS answers?

A: DM confirmed that this would sit with the Resources Committee.

6.11 The Board gave its unanimous approval to the SVFS document. MW and DM would talk after the meeting to ensure the timely signing of the document, in JH's absence. **ACTION – MW & DM**

17.01.2022 Internal Audit Report

6.12 The governors noted receipt of the Internal Audit Report dated 17th January 2022.

7. Swimway: Review of Swimway proposal to extend opening hours

7.1 DM confirmed that Swimway wanted to use the pool for the provision of lessons to its clients on a Sunday. This arrangement would involve Swimway paying the school for its exclusive use pool on that day and would include Swimway's allocation of one hour between 5-6pm for the school's use of the pool, during which time Swimway would provide 16 children with a lesson free of charge. These lessons would be for TH to allocate, potentially to children in the community outside of Sheen Mount who might benefit from these. Swimway's use of the pool on Sundays for lessons required receipt of planning permission from the local authority.

7.2 DM described the terms of the current commercial agreement covering the pool rental by Swimway and explained the content of Swimway's proposed terms for the Sunday pool rental agreement. DM was seeking Board approval on behalf of the school and the Resources committee to enter into detailed contract negotiations with Swimway about this.

7.3 **Q:** Was DM asking the Board to approve specific commercial terms or just to approve the decision to enter into negotiations?

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A: DM confirmed that he was only seeking Board approval to enter into negotiations with Swimway. Following negotiations, any proposal of terms to be agreed would first be approved at Resources committee level and then would be brought to the Board for its approval.

- 7.4 The Board unanimously gave its approval for the Resources committee to enter into negotiations with Swimway about its rental of the pool on Sunday, with a view to the school obtaining payment for incremental costs incurred by it (e.g. pool heating costs) within the payment received.

8. School Development Plan (SDP)

- 8.1 This agenda item would be postponed to next FGB meeting. **ACTION – CLERK**
- 8.2 TH and JH would discuss the progress of the SDP after the meeting and update the Board. **ACTION – TH & JH**

9. Stakeholder Voice

Receive report on whole school survey outcomes and on pupil leavers' survey outcomes, and receive school report of recommendations in response to whole school survey findings

- 9.1 It was noted that JS' report on the whole school survey data would be available to view on Governor Hub immediately after the meeting.
- 9.2 The Board expressed its thanks to the governors involved, and to TH and MOB, for their extensive time and effort in helping to produce this valuable data.
- 9.3 **Q:** How could the school best continue to obtain useful leavers' feedback?
A: DC explained the current process for obtaining leaver feedback from families taking children out before the end of Year 6. This was a mix of mandatory and non-mandatory questions. DC's view was that increasing the amount of mandatory information would be preferable, but in a way that made it easier for parents to give it, such as via the use of drop down menus in the answer sections. DC also thought that the timing of sending the survey out could be changed, to allow for the data about July leavers to be collected and used as part of the Headteacher's report in the autumn term. It would be useful for the SDP align with that data, to assist the school and governors learn and move on promptly each year.
- 9.4 It was agreed by the Board that the school would continue with the pupil leavers' survey, in the current format, but that the form would be updated to include more mandatory responses. The timing of sending out the survey would be adjusted to provide feedback before the end of the summer term each year. Within the form, there would be the offer of a conversation with a school governor. Lastly, the data produced would be reviewed by the Board at the FGB in the autumn term to help agree on matters to include in the SDP.
- 9.5 **Q:** Was there a value in including in the survey a question about what had drawn the family to the school in the first place?
A: It was suggested that TH could ask that question in the annual Reception survey. Reviewing this data against that received from early leavers and from Year 6 leavers would be a useful way to assess whether the school was meeting parent and pupil expectations.
- 9.6 TH confirmed that he was planning to carry out an annual survey of all Year 6 leavers, potentially both a pupil one and a parent one.

10. FGB Standing Items: link reports and updates

Safeguarding

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10.1KH would be circulating her safeguarding link visit report after the meeting. LJ would be also be sharing her latest safeguarding report with the Pastoral Committee. **ACTION - KH & LJ**

Equality & Diversity

10.2There were no updates for this meeting.

SEND

10.3AH was due to do another SEND link visit and she would submit a report to the Board for the FGB meeting in May 2022. AH would finalise the link report discussed at the previous FGB meeting and send it to the Clerk for putting onto Governor Hub. **ACTION – AH & CLERK**

11. Policies Update

11.1The Complaints Policy would be finalised after the meeting and sent to the Clerk for her to circulate to the Board by e-mail for its approval. **ACTION – JS**

11.2Once the SEND and Complaints Policies had been approved, the Clerk would update the school website and Governor Hub with a copy of those, and would update and circulate the policy review schedule. **ACTION - CLERK**

12. Committee Updates and Minutes

12.1 Committee minutes were received by the Board and no further updates were raised by the committee Chairs.

13. Communication to PSA, Staff and Parents

13.1In JH's absence, an update to parents following the Board meeting would be drafted on behalf of the whole Board, to be included in the end of term school newsletter. The Clerk would assist with this. **ACTION - CLERK**

13.2KH would attend the 1st April 2022 staff meeting at the school, taking place at 8.25am. **ACTION - KH**

14. AOB

14.1The date of the next full governing body meeting was confirmed as **Wednesday 18th May 2022, at 6.30pm**. JH would be asked to confirm the agenda in good time before then. **ACTION – JH & CLERK**

14.2The Ofsted Q&A document would be recirculated to governors to enable them to update the answers within it by the next FGB meeting. TH asked governors to note the additional positive points to reference from the latest SIP Report. **ACTION – TV/MW & CLERK**

14.3HE would bring her Pupil Premium report to the next Pastoral committee meeting. **ACTION - HE**

Meeting ended at 20:30