

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 24 November 2021

In attendance:

Apologies

Charlie Condou
Christophe Frèrebeau
Nanouche Umeadi

Parent

Gonzalo Coello de Portugal
Sei-kee Maturine

Staff

Sally Hill - Co-Head
Natalie Stevenson - Co-Head
Lacey Cousins – staff governor

Co-opted

Jennifer Allan – Chair of Governors
Shanti Fricker
Matthew Lawrence
Tim Peake
Boris Telyatnikov

LA Governor

Vacancy

Associate members

Rosie Thomson

Also present:

Tania Voaden, Clerk

Matters arising

1.1 Corrections to September 2021 minutes

Ex-governors Rifca Le Dieu and Flora Cornish showing incorrect attendance.

1.2 Actions from September 2021 minutes

Item 1.5 Governor presence at Parents' Evening and Foundation Stage Party. The Chair had attended both events, some Parent Governors had also attended the party. Natalie Stevenson commented positively about the Foundation Stage Party and having the opportunity to bring families together after such an extended period without these events. Sally Hill commended the new PTA who had joined the event, encouraging family engagement and sharing plans to reinvigorate the PTA.

Item 3.1 Committees to add Ofsted as a rolling agenda item. To rollover to ensure a standing item on all committee agendas and to share updates through minutes.

Item 3.2 Staffing Committee to review how best to monitor impact for staff of new leadership and reflect in Terms of reference as necessary. Rollover - for Staffing Committee. Shanti Fricker said that Christophe Frerebeau will lead on this.

Item 3.2 Actions on SDP document detail - three content amendments listed in the minutes have been completed. **Done**

Item 3.0 Floodlighting in the playground - Boris Telyatnikov said that this was a possible future plan rather than adding to the works list in the short term. Gonzalo Coello De Portugal said that it would bring value to Club EP. It was [REDACTED] to the Resources Committee to explore and consider costs.

Item 3.0 Safeguarding Policy section 3.3 changed to name the Heads. Done.

2.00 HEADTEACHERS' REPORT

The Co-Head report, Camden Learning Standards Letter and EP Scorecard were shared ahead of the meeting

2.1 Standards Meeting

The Heads shared the letter from the Standards Meeting attended by the Heads, Rosie Thomson, the Chair and the Camden Professional Partner (CPP). The meeting enables the Heads to review historic outcomes, articulate their evaluation of the school and outline areas for development and priorities.

Gonzalo Coello De Portugal asked about the role of Prue Barnes-Kemp, the CPP. Sally Hill explained that all schools in the borough have a CPP and outlined the role. The CPP works with the school on improvement, acts as a partner and as a critical friend in this, but also holds the school to account and is involved in performance management of the Coheads.

2.2 Staffing

[REDACTED] ce was not covered by an unknown supply teacher to ensure high quality teaching, known adults and to demonstrate the school's investment in the children. The Chair said that it was a testimony to the school that Helen Holgate was returning to support for this period.

With reference to the staffing absence graph, Sally Hill commented that the high level of absence shown reflected extended support staff sickness, and notably the absence of one member of support staff for a full year.

2.3 Curriculum

As detailed in the Heads' report, Sally Hill spoke about the new system of phonics training that had been introduced. The Chair asked how the school was managing the challenge of fitting it into the teaching day. Sally Hill acknowledged that it was a stretch to manage, especially in Year 1, and that far greater from adults was required. The school was mindful that giving time to this scheme did not take away from other areas. Rosie Thomson said that as a new system, the school needed to commit fully this term and that it was an extensive, progressive scheme. Once established the school could tweak and she would be visiting Gospel Oak and Primrose Hill schools to see how they were using it differently, and to share experience and practice. Natalie Stevenson commented that she had spoken with the Year 1 teacher Sara Stokes to see if it could be streamlined, but they had agreed that the time being given was necessary and worthwhile, especially given the lost learning in Reception due to Covid school closure.

Boris Telyatnikov said that he would be coming into school in December to monitor and to speak with children, teachers and support staff about the scheme. Sally Hill said that following the parent sessions on the schemes, parents were engaged and there had been good feedback. Rosie Thompson said that the support staff, who had used the old scheme for a long time, were also

positive and liked the small learning steps. Natalie Stevenson said that they were 'critical converts'. Sally Hill said there would be a phonics update at the next Governing Body Meeting.

2.4 SEN and Disadvantaged pupils

Sally Hill updated Governors on the additional therapeutic support arranged in the school. Matthew Lawrence responded that there was evidence that trauma was prevalent and unrecognised in schools and that CAMHS was overburdened. Sally Hill agreed that there was a need for mental health focus that encompasses all kinds of needs, including trauma, and therefore the school had committed £11k to half-a-day a week support, and that the PTA would contribute towards the cost of the counsellor.

in the last year the school had also arranged educational psychologists to meet with parents to help them support their children in managing grief and trauma.

Sally Hill noted that most schools have the support of 1 educational psychologist, but that the school had an additional counsellor, plus 2 trainee psychologists who would be working with children. This was a huge commitment from the school. She noted that staff took on a major role in supporting the mental health needs of the children, and that the school was mindful of the impact on the wellbeing of staff and also the scope for further staff training.

Shanti Fricker challenged whether there was sufficient provision for Year 6 as they transition to secondary school. Sally Hill said that there would be transition group meetings for relevant year groups. The Chair reminded that ensuring good transition is part of the Camden Strategy priorities.

2.5 Safeguarding

Shanti Fricker noted that the detail in the safeguarding update section on the Co-Heads' report was comprehensive and commended this additional detail.

2.6 Finance

Matthew Lawrence asked about plans around Keep it EP with regard to spending and also future fundraising.

- **ACTION** - Resources to review plans for Keep it EP and how best to re-promote. Update - the Heads and Resources committee to decide strategy and bring to March FGB meeting.

3.00 SPECIAL ITEMS - Curriculum presentation and Safeguarding presentation

3.1 Curriculum presentation

Natalie Stevenson shared a slide presentation with the Governors - included in this:

- Detail of how the curriculum was designed and sequenced at the school.
- Detail on the curriculum intent and also what Ofsted looked for.
- Natalie Stevenson said that there had been organic growth in mapping out the curriculum over time and that there was work required to give even greater clarity.
- Explanation was given of the vertical curriculum - how each subject is mapped out across the school by the subject leaders.
- The Chair challenged whether there were clear and measurable endpoints mapped out. Natalie Stevenson said that these were clear in core subjects, but clearer in some foundation subjects than others. The school was considering how best to assess and that work was being done on this.
- Rosie Thomson commented how the curriculum was being talked about in terms of subjects rather than topics. There had been discussion around the use of the word topic or theme. Whilst taught by topics, it is clear within these that there is teaching of the subject. The subject rigour is retained within the topic.
- Matthew Lawrence challenged how skills and knowledge are shown. Natalie Stevenson responded that the school called it substantive knowledge and disciplinary knowledge and that these are key to how the curriculum is taught.
- Governors challenged how knowledge was tested. Rosie Thomson said that testing across each subject was onerous on teachers, but that the school was looking at how best to track and had been in touch with a tracking company. The school's teachers have always asked

questions to evaluate knowledge, but some schools have devised their own assessments eg. a one page history test. Natalie Stevenson said that the school needed to triangulate what it is already doing to check knowledge acquisition, explore options and determine what will be the most effective form of assessment.

- Natalie Stevenson said that the Knowledge Organisers are being reshaped this term. These have been designed by subject leaders so that they refer to the 'big ideas' that span across the school years. These will be shared with children and parents. Gonzalo Coello De Portugal suggested that parents are also advised how to use them at home.
- Boris Telyanikov said that Knowledge Organisers and the vertical curriculum documents give good visibility on what children will learn.
- The school team said that whilst there is work to be done, there is an action plan in place and that it is good for Ofsted to see that there is thoughtful planning and that the need for improvement has been identified, even if not yet executed.

3.2 Safeguarding presentation

Sally Hill led this presentation. Points included:

- A safe learning environment is central to everything that the school offers
- There has been a safeguarding update to include peer on peer abuse. As outlined in the updated Child Protection and Safeguarding Policy 2021, school staff must receive safeguarding training every 2 years and this must include training on early identification of peer on peer abuse, including sexual violence and harrasment.
- School staff have viewed a training video on preventing and responding to peer on peer abuse which governors can also access.
ACTION - Share link to this video with governors. **Done**
- Governors discussed how staff would recognise signs of peer on peer abuse. School staff said that it included gender stereotyping, sexist language, consent with regard to any form of touch. They said that it is often responded to in the moment, and sometimes with a wider more explicit conversation with a class.
- Governors were given an explanation of how CPOMs (Child Protection Online Management System) is used in school.
- Rosie Thomson commented that the school now more effectively reports in CPOMs by adding an 'action' section. This ensures that any follow-up is allocated and actioned.
- The Chair and Shanti Fricker had met with Vicky Green and Tania Voaden for a more detailed review on how CPOMs was used.
- Shanti Fricker said that the use of CPOMs will be discussed and reviewed as necessary at the termly safeguarding meetings.
- Shanti Fricker reminded governors of their safeguarding responsibilities and that there was useful training on Governor Hub.

3.3 Building Back Stronger

A link to the consultation for 'Building Back Stronger', Camden's Education Strategy, had been shared with governors ahead of the meeting. The Chair asked for governors to review and proposed that feedback was passed to her so that she could reply on behalf of the school. She in particular welcomed views on the subject of SEND provision. The deadline for responses was 6 December. Sally Hill noted that together with Natalie Stevenson the school had passed feedback back through the Heads' Consultative.

Boris Telyatnikov asked about further indications of federating. Sally Hill said that it had not been discussed in Heads' meetings, and he responded that given dwindling pupil numbers it was likely to come up. The Chair said that Camden had included federation in the strategy document, so it was evidently still 'on the table'.

- **ACTION** Governors to pass on feedback on the Building Back Stronger draft to the Chair who would share a draft of responses to the education strategy. **Done.**

3.4 Governor Roles

The Chair had shared a proposal document for Governor Roles ahead of the meeting.

She reminded governors of the advocacy roles currently in place to represent different pupil groups, but stated that these responsibilities needed review and revision to strengthen the focus.

The paper proposed fewer advocacy roles, with greater opportunity to review and monitor. The linked governor would undertake additional training as needed, have access to data to drill down into, link with key staff members, provide challenge to the school and update to relevant committees or to the Full Governing Body on their monitoring. With fewer advocate roles, each role could be supported by more than one governor.

The Chair encouraged active engagement in the role, so that the advocates lead on requesting data and providing challenge.

Proposed roles:

- Additional Safeguarding Governor to work with Shanti Fricker
- SEND Governor
- Pupil Premium/Disadvantaged

Governors discussed the proposal document and the Chair asked for expressions of interest.

Interest expressed at the meeting -

- Christophe Frerebeau - SEND
- Sei-Kee - Safeguarding
- Boris Telyatnikov- SEN and/or Pupil Premium
- Gonzalo Coello De Portugal - Pupil Premium

The Chair welcomed further responses after the meeting and from Governors unable to attend.

- **ACTION** Governors to notify the Chair of areas of interest for advocacy. **Done**

4.0-7.0 Committee Minutes

Minutes of committees had been shared ahead of the meeting. The Chair invited comments rather than reviewing in full. No amendments or comments were put forward.

8.00 AOB

8.1 The Relationship and Sex Education Policy had been reviewed in committee and was ratified by Governors.

- **ACTION** Add policy to the school website. **Done**

8.2 Governing Body Skills Audit

The summary results of the skills audit were shared with governors ahead of the meeting. In discussion there were no key areas identified where the Governing Body lacked experience. Whilst there were no governors citing 'lots of experience' for financial management, it was felt that there was sufficient knowledge amongst governors and that the school had an experienced business manager, so it was not an area of particular need. In recruitment of a new co-opted governor, commitment, interest and time were thought to be the most important attributes and that asking for particular skills may discourage otherwise strong candidates.

8.3 Head's Performance Review Panel

Governors confirmed that the panel should be made up of Jen Allan, Tim Peake and CPP Prue Barnes-Kemp.

8.4 Exclusion Panel

The school is required to identify an Exclusion Panel. It was agreed that this would be Tim Peake, Shanti Fricker and Boris Telyatnikov supported by the new co-opted or LA governor once appointed.

8.5 Stepping down as a governor, this was Matthew Lawrence's last meeting. The Co-Heads and Chair thanked him for all his support to the school.

The meeting ended at 7.30 pm