

## **ELEANOR PALMER PRIMARY SCHOOL**

### **Minutes of the Full Governing Body Meeting on 28 September 2022**

#### **Absent**

Christophe Frerebeau  
Tim Peake  
Jack Tinley

#### **In attendance:**

##### **Parent Governors**

Gonzalo Coello de Portugal  
Christophe Frèrebeau  
Sei-Kee Maturine  
Nanouche Umeadi  
Charlie Condou

##### **Staff**

Sally Hill - Co-Head  
Natalie Stevenson - Co-Head  
Rosie Thomson - Associate Governor  
Lacey Cousins – staff governor

##### **Co-opted Governors**

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

##### **LA Governor**

#### **Also present:**

Tania Voaden, Clerk

### **MATTERS ARISING**

#### **1.00** Corrections

**Item 3.5** Incorrect spelling of music teacher Jane Gillie's name.

#### **1.1 Actions from July 2022 minutes**

**Item 2.9** Teaching and Learning Policy. Action of the Co-Heads to further develop through the Summer Term and share with the Curriculum Committee - ongoing to complete before the end of summer term. **Done**

**Item 3.00** Shed Talk on comprehension. Scheduled for June, but a date clash meant postponement – postponed until the autumn term. **Done.**

**Item 3.2** The Chair to commend assessment outcomes in her end of term letter. **Done**

Other actions marked as complete in minutes.

## **1.2 Instrument of Government**

The Governors discussed the governor make up of the Governing Body and whether changes to the existing Instrument of Government should be made. After review, no changes were made to the constitution.

## **1.3 Election of the Chair**

Asked by the clerk ahead of the meeting for expressions of interest in this role, no governors had given indication to do so. The clerk gave further opportunity at the meeting for governors to voice interest, and none did so.

The Chair will end her term of office in February 2023 and reminded Governors that she did not intend to stand again. Nanouche Umeadi said that the role of Chair of Governors was of great importance and asked how the handover could be best managed and knowledge shared.

The Chair assured governors that she would provide support to a new Chair of Governors. Governors discussed gaining greater clarity on the role and responsibilities.

It was agreed that Jen Allan remain as Chair of Governors until her term ends.

- **ACTION** Share information on the role of the Chair of Governors from The Key. **Done**

## **1.4 Election of the Vice Chair**

There had been no expressions of interest ahead of the meeting. Shanti Fricker explained that as Vice-Chair she meets with the Chair once every half term and discusses plans for the next meeting.

Shanti Fricker was affirmed in the role as Vice Chair.

## **1.5 Headteachers' appraisal panel**

The headteachers' appraisal panel sets objectives for the year, reviews these mid year and at year end. There was a meeting scheduled for November. The Chair stated that Prue Barnes-Kemp had advised that the panel should comprise three governors. It was currently Tim Peake and Jen Allan. The Chair nominated Boris Telyatnikov as a third member. There were no other nominations and governors agreed that Boris Telyatnikov would join the headteachers' appraisal panel.

## **2.00 CO-HEADS REPORT**

The Autumn 1 report was shared ahead of the meeting.  
The Heads invited comments and questions on their report.

### **2.1 Admissions**

Gonzalo Coello de Portugal asked whether the number of places arising in the Year 3 class was a reflection of the known challenges with that cohort. The heads responded that two children had left London completely, and two had moved into private education, one of these having expressed the intent to do so since joining in Reception. No correlation was therefore indicated.

The Heads noted that new children seemed to have settled very quickly into school, the Nursery cohort noticeably so. Boris Telyatnikov observed that there were no FSM children in

the Nursery, the heads acknowledged this but added that this can change as the cohort alters in Reception: the new Reception class had gained greater diversity with the addition of new children.

## 2.2 Staffing

As outlined in their report, the Heads talked through staffing changes and support provided. Shushan Tewolde-Berhan was new to the team and in her second year as an Early Career Teacher (ECT) She had been rapidly inducted and gained training in the phonics programme, as well as being given the opportunity to visit a model of excellence in continuous provision at another school. Support was also given by Sara Stokes for three weeks ahead of her commencing maternity leave.

Tom Gibson was new to Nursery teaching, though had supported EYFS one day a week previously. The Heads noted that he brings years of teaching experience but that he will receive 'New to EYFS' training to support him in the role. The school would also be appointing an EYFS lead, a role that Sally Hill had performed for many years.

A significant succession plan was needed to replace the site services officer (SSO) Danny Ansley and this will be discussed with both staffing and resources committees. The resources committee involvement was necessary as the role had traditionally been linked with provision of the school house and exploration was needed on future options around this. The Heads noted that this had been Danny's family home for many years and so discussions will be handled sensitively, working in partnership with Danny. They added that Danny had reduced his hours to four days a week and that his son-in-law was working this extra day. This one-day role had been advertised and interviews had taken place. Decisions around the appointment of the SSO at the end of Danny Ansley's notice period would be made in the best interest of the school.

Shanti Fricker enquired how the changes to the strings programme were working. Natalie Stevenson responded that the new string teachers had only just started so nothing yet to report. Sally Hill added that they were happy with the model that all children in Year 6 received composition lessons rather than a selective fee-paying strings programme for that year group.

## 2.3 Curriculum Development

The Chair spoke positively about the word cloud that had been generated by asking staff why children achieved such good outcomes in 2021-22. Discussion was had on sharing this on the website.

- **ACTION** Determine where to add to the website. Consider the Ethos page. **Done.**

## 2.4 Positive Behaviour Policy

The work behind this policy has been outlined in the Co-Heads' minutes. Sally Hill spoke of how this had been worked on with staff on the Inset day and Natalie Stevenson said that it centred on supporting the children. Teachers and support staff had welcomed the policy and were using the language within practice.

The PPC Committee had discussed Governor Behaviour Principles and these would be shared with the Governing Body.

- **Action:** Share these principles with governors and school community for comment and then ratify. **Done.** Shared with Governors and invited comments from parents through the school newsletter. Added to the website.

Sally Hill said that the school would be hosting sessions for parents on positive behaviour and wellbeing.

The Heads said that they were keen to give support staff CPD and had found time within the school day for short, regular sessions since they did not work after 3:30pm.

**2.5** Charlie Condou commented positively about the partnerships outlined in the Heads' report eg. the relationship with South Hampstead and MFL. He challenged how these partnerships worked for staff. Sally Hill replied that the language teachers were very good, but that it meant valuable curriculum time was devoted to it to fit in. Natalie Stevenson said that it worked, but required tight planning. EP staff remain in class for the language lessons and for Camden Music sessions so it does not free up time for them, but does help their professional development and means they can see how the children are progressing in these subjects. Sally Hill added that Latin is only taught for one term and is linked to their class Romans topic.

### **2.6 Planning Special Items**

Governors discussed the plans for agendas at meetings for the year ahead. Discussion around the item for January would likely depend on Ofsted and whether they inspected the school in the interim. The second Spring term meeting will be the Wellbeing curriculum. Boris Telyatnikov said that there would be Wellbeing monitoring in the Spring Term.

### **3.00 Special Item - School Improvement Plan (SIP)**

The Co-Heads shared the SIP and took feedback and discussion. Chairs of committees responded to proposed priorities and actions. The Co-Heads also shared 'Eleanor Palmer on a Page' summary document.

### **3.1 Curriculum SIP**

Boris Telyatnikov talked through the Curriculum Committee actions. These include:

*Sustaining more pupils achieving Greater Depth (GDS) in reading and in writing* - Boris Telyatnikov said that this was a focus in the 3 year plan. Natalie Stevenson added that the school always sees more children achieve GDS in reading than writing, but that the goal was a greater combined GDS and closing the gap. Missing % targets on the SIP will be added when the data tracker has been completed.

*Improving teaching, learning and outcomes in writing for the lowest 20%* - Boris Telyatnikov said that this aligned with the Co-heads focus on the lowest 20%, Jen Allan added that this was an Ofsted focus.

*Develop a Wellbeing curriculum* - Boris Telyatnikov said that this was an added focus this year.

*Subject leaders developing teacher understanding and implementation of disciplinary knowledge progression* - Natalie Stevenson explained that Ofsted referenced types of knowledge as 'substantive' and 'disciplinary' and that the SIP had aligned to this language. She explained the difference between substantive and disciplinary knowledge, explaining that the curriculum sequencing of substantive knowledge was detailed in the subject verticals and that there was a sequence of disciplinary knowledge understood by teachers and support staff, ie not just by subject leads. This had been discussed in both staffing and curriculum committees. There was clear understanding of, and planning for, disciplinary knowledge progression.

### **3.2 Staffing SIP**

The Staffing Committee actions discussed included:

*Embed a consistent approach to behaviour management across all staff* - whilst already strong in ethos and values, the Co-heads had worked with staff on a new Positive Behaviour Policy to establish clear and consistent behavior expectations and introduce consistencies of language. The Staffing committee will monitor the impact of rules and practice outlined in the behaviour policy. There were also ongoing conversations about how the policy was working.

*Support teaching teams new to year groups* - Governors will meet with the ECTs.

*Develop progression for support staff* - Natalie Stevenson told governors that this was an ongoing action. Within some support staff roles there was often a ceiling on career progression, but there was interest amongst several teaching assistants in becoming HLTA (higher level teaching assistants). The Co-heads were keen to provide development opportunities for support staff, who are highly valued. This may also improve retention, and there may be opportunities for HLTAs to provide some teaching cover on occasion as in other schools. The Co-heads plan to develop a transparent process in place for TAs wanting to become HLTAs this academic year. Shanti Fricker referenced the impact on budget. Sei-kee Maturine mentioned that some schools have ex-teachers as TAs.

### **3.3 PPC SIP**

Actions on the SIP discussed included:

*Communicate a consistent team approach to positive behaviour management and Wellbeing.* Sally Hill said that the Positive Behaviour Policy has a consistent approach that parents can understand. There will be monitoring through pupil groups.

*Communicating progress and achievement to children and parents* - Sally Hill said that there was some comment in the parent survey that more feedback on children's progression would be welcomed. The school has made changes to the system of reporting progress to parents and the PPC will monitor the response to this.

*Develop communication of Keep it EP to increase monthly commitments* - Natalie Stevenson stated that requests for donations needed to be handled sensitively given the current financial climate and the difficulties faced by some families as a result. There was discussion amongst governors about how best to talk to parents about this.

### **3.4 Resources Committee SIP**

Discussions on action included:

*Plan to seek funding to develop a restorative room* - This redevelopment needs costing out. Boris Telyatnikov said that some brainstorming would be valuable as the options were expensive.

*To improve the impact of IT to allow for better communication, collaboration and efficiency* - Sally Hill said that the school may buy-in specialist support for IT, opting out of the Camden SLA offer. Gospel Oak School had already opted out and the school had been in discussion with them. Boris Telyatnikov said that this change would require a big piece of housekeeping. Natalie Stevenson spoke of the school's frustration with current IT support having consulted Camden IT to effect a change 18 months ago with little progress.

Governors discussed proposals for the air source heat pump. Sally Hill said that the school did not want to pursue and that Camden did not have a clear timeline. Gonzalo Coello De Portugal said that there was no money to cable in power, with extensive cabling requirements

needed to fulfill the project plan. There did not seem to be a clear project intent or plan on Camden's part. Sally Hill said that lots of elements did not work for the school. Jen Allan added that whilst the school would not want to decline free money for something, there seemed to be a lot of work involved for not-yet-evident benefits.

- **Action:** Gonzalo Coello De Portugal to liaise with Vicky Green for next steps.

Gonzalo Coello De Portugal asked for an update on playground lighting. Sally Hill said that there was low enthusiasm to do this work, but he disagreed and said that the Club EP team were positive about it. Boris Telyatnikov outlined the costings previously researched.

- **Action** - Vicky Green and Gonzalo Coello De Portugal to review at the Resources Committee.

The Chair acknowledged the detailed work from the committees in the SIP, commended the ambition it contained and shared thanks. The SIP was approved by the Governing Body.

- **Action** - Governors to set dates for monitoring.

#### **4.00 Staffing Committee**

Terms of Reference were agreed and signed by Shanti Fricker, Chair of Committee.

The Governing Body ratified the Child Protection and Safeguarding Policy and governors were asked to sign a register to affirm that they had read and understood Keeping Children Safe in Education Part 1. It was noted that the main change in this important safeguarding document relates to the term 'peer on peer abuse' which is now termed 'child on child abuse' to add clarity that the abuse can occur between children of different ages.

#### **5.00 Resources Committee**

Terms of Reference were approved.

The Health and Safety Policy was ratified by the Governing Body.

Governors were updated on plans for the SEN pod and likely timeline.

Gonzalo Coello De Portugal raised the issue of flooding in the lab. Vicky Green had been in touch with both the architects and the contractor and neither accepted blame. The next step was to see if the floor contractor can resolve. Natalie Stevenson added that the school was also looking to make alterations to the playground see-saw which caused minor injury if children sat on it in a particular way.

- **Action:** Tania Voaden to ensure that Terms of Reference are signed by committee chair Tim Peake (had sent apologies for meeting).

#### **6.00 PPC Committee**

Terms of Reference were agreed and signed by committee chair, Christophe Frerebeau.

The Positive Learning Behaviour Policy was ratified by the Governing Body.

Nanouche Umeadi challenged why there was an increase in CAMHs referrals. Sally Hill responded that there was an increase post-Covid and Boris Telyatnikov added that there was also greater awareness of need.

#### **7.00 Curriculum Committee**

The Terms of Reference were agreed and signed.

The committee had discussed the contrast between the 2021-22 Year 6 cohort and the new class. The current Year 6 presented more challenges as there was a far greater spread of attainment.

Governors discussed the Teaching and Learning Policy and Boris Telyatnikpv noted that the Verticals sit alongside this policy. This was a practical document for teachers. The Governing Body ratified the Teaching and Learning Policy.

The Maths and Early Reading Policies were also ratified.

### **8.00 Governor Development**

Governors discussed development opportunities. Charlie Condou said that he had done LGBT training. Shanti Fricker had completed more safeguarding training.

Governors were encouraged to look at training offered through Camden Governor Services.

### **9.00 AOB**

Charlie Condou asked whether the current counsellor provision was sufficient. Sally Hill responded that the new counsellor had a different approach and saw more children and can work with families. She has a case load and waiting list. Sally Hill also noted that Taynee Woods had received ELSA (Emotional Literacy Support Assistant) training and would work with more children.

Governors were asked to sign an ICT User Agreement.

There was no other AOB and the meeting finished at 7.30pm.

### **Policies ratified at FGB meeting.**

- Teaching and Learning Policy
- Child Protection and Keeping Children Safe in Education.
- Health and Safety Policy
- Positive Behaviour Policy
- Maths Policy
- Early Reading Policy