



GILLESPIE PRIMARY, ISLINGTON
FULL GOVERNING BODY MEETING
WEDNESDAY, 12 JUNE 2019 AT 6PM

Membership

Name	Type	Term expiry date	Attendance
Claire Bolderson	Co-Opted Governor Chair of Governors	09/10/2022	Present
Louise Russell	Parent Governor Vice-Chair of Governors	10/11/2020	Present
Jodie Reed	Parent Governor	22/02/2021	Present
Mickel Gebreyohanes	Parent Governor	22/02/2021	Apologies
Rejinder Bangar	Parent Governor	09/02/2023	Present
Ashley Smith	Co-Opted Governor	06/02/2022	Present
Tom Brind	Co-Opted Governor	06/02/2022	Present
Sanila Kaliq	Co-opted Governor	20/10/2019	Present
Theresa Debono	Local Authority Governor	31/10/2021	Apologies
Shelley Wragg	Staff Governor	20/10/2019	Present
Mark Owen	Headteacher	N/A	Present

Also in attendance:

Katrina Moses – Deputy Headteacher

Hannah Hatchman – Clerk

Part I Minutes (For the action log, see Appendix 1 attached to the minutes)

1. Apologies for absence

- 1.1. The Chair welcomed all attendees to the meeting.
- 1.2. Apologies for absence were received and accepted from Theresa Debono and Mickel Gebreyohanes.

2 Declarations of Interest

- 2.1. There were no new declarations of interest in relation to any items on the agenda or gifts/hospitality.

3. Notification of Any Other Urgent Business

- 3.1. There were no items of additional business raised.



4. Minutes of the last meeting and Matters Arising

- 4.1. The minutes of the last meeting held on 6 March 2019 were **approved** as a true record and signed by the Chair.
- 4.2. All matters arising were covered under items on the agenda; with the exception of one action that was deferred to the Autumn 2019 term. The action log at **Appendix 1** to the minutes was updated accordingly.

5. Membership of the Governing Body

- 5.1. The Governing Body were sad to **note** that this was the last meeting for Shelley Wragg as Staff Governor, who would be leaving the school at the end of the Summer 2019 term. Governors thanked Shelley for her time and commitment to the Governing Body and wished her success in her new role.
- 5.2. The Staff Governor vacancy would be promoted to staff once vacant.
- 5.3. There were no other terms due to expire before the next meeting.
- 5.4. There were no other vacancies.
- 5.5. The Chair would arrange a meeting with Sanila Kaliq to discuss whether or not she will continue as a Co-Opted Governor in advance of her current term ending on 20 October 2019.

6. Chair's Report

- 6.1. The Chair advised Governors of the 'Future Zone' meeting for governors on 20 June 2019 at 6pm at Ambler Primary School. The main focus would be on going collaboration and particularly, where that might mean financial savings for schools.. Governors were encouraged to attend and advise the Headteacher if they intended to do so, in order that numbers could be confirmed with the organisers.

7. Headteacher's Report

- 7.1. The Headteacher's Report had been circulated in advance of the meeting setting out details of school context and admissions (including the Nursery); attendance including persistent absentees; the quality of teaching and learning; curriculum review update; Islington Community of Schools (ICOS) Cultural Pledge update; staffing update; GDPR update; clarification of the Homework Policy; after-school club attendance; behaviour report; recent fire alarm outcomes; assembly themes; and planned school trips.
- 7.2. The Headteacher referenced pupil admission forecasts that indicated falling rolls across the Borough in future years and the impact this could have on school finances. The forecasting reports would be circulated to Governors for their information.
- 7.3. There were expected to be 29 pupils on roll for Year 1 once two pupils joined the school during the next week. Once these pupils had joined there would be 235 pupils



on roll across all year-groups, including the Nursery. Waiting lists remained in place for admissions.

- 7.4. The current year 4 and year 5 cohorts both had 31 pupils. This was due to one child being admitted over the Published Admissions Number at the request of the Local Authority; support was being provided via an additional teacher. The second pupil was working out of their age-appropriate cohort due to high and complex needs.
- 7.5 Attendance remained strong across all year-groups. Governors **noted** that there may be an impact from Eid, as some pupils had taken two days absence. One day of absence related to Eid was authorised by the school; any second or subsequent day would be marked as an unauthorised absence.
- 7.6. Governors reviewed the report in detail and asked a number of **questions**:

Q: In respect of the quality of teaching and learning, are teachers who're observed to teach Outstanding lessons in one subject generally Outstanding in all the lessons they teach?

A: The consistent teaching standard across the school is good with some outstanding elements. The main differences between the two were in respect of pedagogical approaches, rather than lesson structures or organisation. The Headteacher explained that the curriculum review scheduled to take place across the summer term would include building up teachers' knowledge for all subjects and topics as well as how the provision of a balanced curriculum could be best delivered. This would be achieved through providing access to expert knowledge via training and CPD, as well as external engagement of specialists to support staff in implementing new approaches and ideas. The review linked with the recently published new Ofsted inspection framework, that had a particular emphasis on reducing workloads; and staff and pupil wellbeing. Governors would be provided with an overview of the new inspection framework at a future meeting.

Q: How is the school addressing any new areas set out in the new Ofsted inspection framework?

A: The consultation on the new framework had recently closed and the draft published. It was expected that the finalised framework would be published during the autumn. Changes would be included and incorporated as part of an on going process of school development and evolution, rather than attempting to put any changes into place too quickly and in a rushed manner. The key was to continue to build on successes and continue to look for ways to improve. Most recently, the review of Geography had resulted in refinements being made to lesson planning to integrate the subject with cross-curricular tasks, and progressively build knowledge, in a similar manner to the approach to that used in Maths, Science and English. In addition, it was expected that the new staff who had recently been appointed would provide new ideas and innovative approaches.

Q: Where are the main opportunities to identify areas for improvement via observations and the curriculum review?



A: On going monitoring via lesson observations, book scrutiny activities, professional dialogue and training were already providing key insights into areas for development. Given there was less Local Authority school improvement support available than historically, key specialists were being identified to provide appropriate challenge and support for staff, particularly for foundation subjects. There were no concerns at the present time regarding areas for development although teachers continued to be reminded of expectations and the need to research high-quality approaches to teaching, learning and pedagogy. Staff already collaborated on an informal basis regarding new approaches and were supported by Subject Leaders and Senior Leaders. There were plans to appoint a new Humanities Subject Lead with effect from September 2019 given the success of this approach with other subjects to inspire teachers, engage pupils and create opportunities. It was envisaged that the new Humanities Subject Lead could help to identify a more structured approach to geography field work. On going improvements and development including modelling for lesson planning and identification of learning gaps continued to take place at staff meetings. The outcomes from the curriculum review would be shared with Governors during the Autumn 2019 term.

Q: Are any lesson observations undertaken by external professionals? Are performance management issues raised and addressed via the regular meetings?

A: Some external lesson observations are carried out, but less frequently than historically, due to the reductions in school improvement services by the Local Authority. Observations by peers at other schools also took place. Whilst there had been a movement away from more formal lesson judgements, feedback on teaching was given on a regular basis, including outstanding elements and areas for improvement. Generic issues were also shared with all staff at staff meetings where themes and patterns have been identified.

Q: Has there been a review of PHSE?

A: A review of PHSE has been included as part of the curriculum review.

Q: How is the speech and language provision in EYFS developing?

A: All staff were receiving training on the Talk 4 Writing approach that supported development of the use of language and writing skills.

- 7.7. The Headteacher referred to the Islington Community of Schools (ICOS) information detailed in the report. The Local Authority were seeking to engage with local businesses to increase the provision of diverse cultural opportunities to pupils, including access to art galleries and museums across London. Governors were encouraged to provide details of any suitable businesses or providers that may be able to support this initiative. Governors were pleased to **note** that Gillespie had participated in the highest number of cultural opportunities of all primary schools in the Borough. This was clear evidence of the ethos of the school in providing inclusive access to trips and activities, particularly in relation to Science, as well as the links with Sadler's Wells



- 7.8 The Headteacher referenced the staffing update set out in the report. Governors were sad to **note** the retirement of Hilarie Randall, EYFS Lead and Nursery teacher, who had been with the school for 36 years. A special celebratory event had been arranged for the end of term and the Chair would also be arranging for a thank-you to be sent to Hilarie from the Governing Body. A new appointment had been made to the role and the current Reception teacher would be stepping-up into the EYFS Lead role.
- 7.9 The Headteacher also outlined the other changes to staffing with effect from Autumn 2019. Parents would be advised of the new arrangements once confirmation of class allocations and roles and responsibilities had been decided. The Year 5 teacher was due to leave at the end of term to support the development of drama at another school. Recruitment for the Year 5 post was currently underway, and the school were engaging with the DfE teacher recruitment website as one of the avenues to advertise the vacancy. Shelley Wragg, Year 6 teacher, was also leaving at the end of term and an experienced replacement had been appointed. There would be a full day handover and it was expected that due to the hard work of the incumbent, foundations were strong to support the transition. Governors **thanked** Shelley for her outstanding commitment to Gillespie Primary and for all of her hard work and dedication to the pupils she had taught.
- 7.10. At the last FGB meeting, queries had been raised regarding the current Homework Policy and whether any changes had recently been made. The Headteacher clarified that there had not been any changes and the current Policy had been circulated to Governors after the last meeting. Class teachers had also responded individually to parental feedback and all queries were now resolved. Details of the current homework arrangements were provided in the Headteacher's Report.
- 7.11. Governors **thanked** the Headteacher for providing a detailed report and for answering questions.

8. Data and Standards: Spring 2019

- 8.1. Governors **reviewed** the data and standards reports that had been circulated in advance of the meeting and **noted** the following:
- There was an overall reduction in the number of children eligible for Pupil Premium Grant;
 - For Year 3 children, it appeared that the gap was wider between those eligible for Pupil Premium and their peers, although this was due to a greater spread in terms of ability that disproportionately impacted on the average scores;
 - Girls appeared to be performing better than boys across all year groups, and particularly for reading and writing;
 - The data for writing reflected national trends although some classes had a gender imbalance (i.e. more boys than girls) that impacted the data disproportionately;
 - There was a wide range of interventions in place to support improvements in progress and attainment. These included reading initiatives that had been implemented since February 2019. These had had a positive impact on



fluency, inference and comprehension skills, particularly for the Year 1 and 2 cohorts. In these years, Lower attainers receive guided reading time every morning in small groups of 6 children, with either an TA or teacher, that delivered targeted support. This approach meant that 64 pupils each day received additional help, and all were finding the approach to be engaging and enjoyable. Senior Leaders were keen to see if the reading data improved across the short and longer-term due to the new approach and will report back to the Governing Board.

- The Deputy Head had also started to provide interventions for Year 4 as this cohort had been identified as requiring additional support;
- The data assessment for Summer 2019 was due to take place in mid-June. 2018/19 data outcomes would be brought to meetings in the Autumn 2019 term;
- Future data reports for Governors would include national data for comparator purposes;
- Governors were pleased with the overall progress and attainment across all year groups.

9. Science for Life Hub Update

- 9.1. An update on the Science for Life hub project was provided, along with a written report setting out details of the collaboration with the Dame Alice Owen Foundation since September 2017. The Dame Alice Owen Advisory Committee had visited the hub twice since January 2019, and a meeting had also taken place with the Headteacher on 11 June 2019 to discuss medium to long-term future plans.
- 9.2. The hub continued to be led and operated by the current Scientist in Residence at Gillespie Primary school, Carole Kenrick, who worked with 12 primary schools, one pupil referral unit, and 3 secondary schools across Islington. Carole was due to leave her role at the end of term.
- 9.3. In addition to the £45k per annum received from the Dame Alice Owen Foundation; the hub project had also secured £23k per annum for 3 years from the Local Authority. Discussions were underway with the Institute of Physics about providing match funding to enable a second person to be employed to support the project. It was envisaged that one person would provide primary-focused support and the second secondary and strategic focus. The Institute of Physics had also offered strategic leadership and mentoring support for one-day of per fortnight during Autumn 2019.
- 9.4. Governors asked **questions** regarding the employment of a second person and the increases in funding. The Headteacher explained that at present, the project was entirely dependent on one person and in order to ensure continuity and support during the transition to replace Carole Kenrick, funding contributors had felt it was important to ensure the project was adequately sustained and supported. The funds provided by the Local Authority were capital funds and would not be used to support staff salaries. It had also been recognised that the workload was complex and high for one person to manage, and in addition, engaging a second member of staff would also provide opportunities for future expansion of provision. This expansion could



include providing modelling to Science Leaders and promotion of the hub to more schools outside of Islington. Recruiting the right people to the two posts was felt to be key and the advert was being promoted to the science community. There was also the possibility for links with the recruitment for the Year 5 teaching vacancy that would also hold the Subject Lead for Science role.

- 9.5. The Governing Body remained supportive of the hub project. At present, financial and governance oversight was maintained by the Governing Body's Finance Committee and this would continue going forward to ensure clear links between the project objectives and funding streams. Further exploration of the expectations regarding scrutiny and accountability including reporting would take place with funding contributors.
- 9.6. The Governing Body **appointed** Ashley Smith as Lead Governor for the Science Hub.
- 9.7. Governors **thanked** Carol Kenrick for supporting the hub and for her time at the school.
- 9.8. Updates would continue to be brought to future meetings.

10. Flexible Nursery Options

- 10.1. The Governing Body received an update on enquiries that had been made since the last meeting in relation to offering flexible nursery options for disadvantaged families.
- 10.2. Guidance had been given by the Local Authority at a recent Governors' briefing, following meetings of a Headteacher's Working Group convened to consider the issues.
- 10.3. Some EYFS and Nursery providers were experiencing financial challenges and it was felt that any inconsistencies in policy between schools could have an adverse impact without an agreed position being reached.
- 10.4. An application process for disadvantaged families to seek Nursery places was already in place, with applications formally considered by a Panel. However, it had been recognised that the process did not cover all circumstances.
- 10.5. The approach that had been agreed across the Borough, was to authorise settings to offer places during the summer term for a child already at the school; where the means to offer additional hours with no financial impact was available. The Local Authority had written to all schools with the outcome of the Working Group and this letter would be shared with Governors.
- 10.6. The Headteacher confirmed that one pupil was receiving additional hours, and there was no financial impact on the school. A second pupil had also previously been provided with additional hours; the pupil was now in EYFS.



10.7. Governors were **supportive** of the approach being taken.

11. Reports from Committees

- 11.1 The Governing Body **noted** the minutes of the Curriculum Committee meetings that had taken place on 27 March 2019 and 22 May 2019. The Chair of the Committee highlighted that the next meeting in July would focus on ICT provision
- 10.2. The Governing Body **noted** the minutes of the Finance and Premises Committee meetings that had taken place on 2 April 2019 and 15 May 2019. The Chair of the Committee highlighted that the 2019/20 budget had been approved, along with the Schools' Financial Value Statement. A copy of the 2019/20 budget had been circulated to all Governors. It was noted that some carried-forward funds from 2018/19 had been used to balance the 2019/20 school budget. Future financial circumstances for schools remained unclear and a prudent approach was being taken along with consideration of initiatives to generate income along with fundraising and collaboration opportunities with other schools.
- 10.3. The Governing Body **ratified** the 2019/20 budget as approved by the Finance Committee on 15 May 2019.
- 10.4. The Governing Body **noted** the minutes of the Safeguarding Committee meeting that had taken place on 21 May 2019. The main focus of the meeting had been to review safeguarding policies and procedures. A check of the Single Central Record had been undertaken with no issues to raise. A sample check of the expiry dates of pupil medicines kept at the school had also been undertaken, including the log of reminders to parents to supply new medication when required. The Chair of the Committee would be attending safeguarding training and all Governors were also encouraged to attend this training.

11. Parent Voice

- 11.1. The next Parent Voice focus/theme would be agreed in the Autumn 2019 term.

12. Governor Visits

- 12.1 Governor visits to PHSE lessons had taken place during the Spring 2019 term.
- 12.2. Governors were reminded to return completed skills audits to the Chair. Once all completed returns had been received, an analysis of skills would be undertaken.
- 12.3. Governors were reminded to attend training across the year and look out for courses of interest. Ashley Smith advised that he had recently taken part in admission appeal hearings for secondary school places.



13. Policies/Documents for Approval

13.1 The Governing Body **approved** the Complaints Policy; subject to any amendments provided by Governors to the Headteacher before the end of June 2019.

13.2. The Governing Body **approved** the following policies/documents:

Acceptable Use Policy

Privacy Notice for Volunteers

14. Information/Discussion Items

14.1. There were no items to report other than those already raised under previous items on the agenda.

15. Any Other Business

15.1. There were no items of other business.

16. Dates of Future meetings 2019/20

16.1. The Governing Body **agreed** the following dates:

Meeting	Date
FGB	Wednesday, 16 October 2019 at 7pm
FGB	Wednesday, 4 March 2020 at 6pm
FGB	Wednesday, 17 June 2020 at 6pm

The meeting concluded at 8.10pm.

Signed..... Date.....



Appendix 1 – Action Log

Date added	Item	Owner	Date for next review
06/03/2019	Sanila Khaliq to look into the potential for a local college to support the school via a community initiative to provide an MFL after-school club.	Sanila Khaliq	Autumn 2019
12/06/2019	LA admissions forecast reports to be circulated to all Governors.	HT	Autumn 2019
12/06/2019	LA letter regarding nursery provision for disadvantaged pupils to be circulated to all Governors.	HT	Autumn 2019
12/06/2019	2018/19 data outcomes to be considered at meetings in the Autumn 2019 term.	FGB/Committees	Autumn 2019
12/06/2019	Overview of the new Ofsted inspection framework to be provided at a future FGB meeting once the final version published.	HT	Autumn 2019