



**GILLESPIE PRIMARY, ISLINGTON**  
**FULL GOVERNING BODY MEETING**  
**WEDNESDAY, 4 MARCH 2020 AT 6PM**

**Membership**

<b>Name</b>	<b>Type</b>	<b>Term expiry date</b>	<b>Attendance</b>
Claire Bolderson	Co-Opted Governor Chair of Governors	09/10/2022	Present
Louise Russell	Parent Governor	10/11/2020	Present
Jodie Reed	Parent Governor	22/02/2021	Present
Mickel Gebreyohanes	Parent Governor	22/02/2021	Present (until 7.40pm)
Rejinder Bangar	Parent Governor	09/02/2023	Present (until 7.40pm)
Ashley Smith	Co-Opted Governor Vice-Chair of Governors	06/02/2022	Present
Tom Brind	Co-Opted Governor	06/02/2022	Present (from 6.30pm)
Sanila Kaliq	Co-opted Governor	19/10/2023	Present
Sajni Patani	Co-Opted Governor	03/03/2024	Present
Dan Hamilton	Co-Opted Governor	03/03/2024	Apologies
Theresa Debono	Local Authority Governor	31/10/2021	Absent
Sarah Bergin	Staff Governor	01/09/2023	Present
Mark Owen	Headteacher	N/A	Present

Also in attendance:

Hannah Hatchman – Clerk

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

**1. Apologies for absence**

Apologies for absence were received and accepted from Katrina Moses and Dan Hamilton.

**2. Declarations of Interest**

- 2.1. All Governors had completed declaration of interest forms 2019/20. The Clerk would send forms for completion to new Governors.
- 2.2. There were no other declarations of interest in relation to any items on the agenda or gifts/hospitality.



### 3. Notification of Any Other Urgent Business

- 3.1. There was one item of additional business raised: Covid-19.
- 3.2. Two families had recently been to Northern Italy on holiday and had attended school, as per the advice in place at that time. Advice subsequently changed and both families were now self-isolating. One child had been tested, with a negative result. Both families were expected to return in mid-March. Daily updates on Covid-19 were being received although the situation remained unsettled. A special assembly was due to be delivered to highlight the importance of thoroughly washing hands and to reassure pupils who may be experiencing anxiety. Teachers were encouraging hand washing at key times e.g. break and meals. Hand sanitiser was also being used.
- 3.3. Governors **asked** if there had been any instances of racist bullying in relation to Covid-19. The Headteacher confirmed that there had not been any instances, but this would be closely monitored as usual.
- 3.4. Governors **asked** if all toilets had hot water. The Headteacher advised that some toilets did not have warm water, but the costs had been explored on previous occasions and were prohibitive. In addition, due to the pipe work required and the age of the building there were increased risks of legionella.
- 3.5. The Headteacher advised that another newsletter would be issued to parents regarding travelling over Easter.
- 3.6. The Chair would also be raising the issue at the Chair's meeting taking place this week and would circulate any relevant information arising.

### 4. Minutes of the last meeting and Matters Arising

- 4.1. The minutes of the last meeting held on 16 October 2019 were **approved** as a true record and signed by the Chair.
- 4.2. The Governing Body **reviewed** the action log at **Appendix 1** to the minutes and noted the following:
- 4.3. The action log was updated accordingly.

### 5. Membership of the Governing Body

- 5.1. The Governing Body was pleased to **welcome** Sajni Patani to the meeting as new Co-Opted Governor. Discussions had taken place via email regarding the potential to create an additional two Co-Opted Governor roles to provide additional capacity and expertise. All Governors were supportive of the proposals.
- 5.2. The Governing Body **agreed** to reconstitute as follows:

**RESOLVED:**

#### **INSTRUMENT OF GOVERNMENT: COMMUNITY PRIMARY SCHOOL**

Made: 4 March 2020

#### **The School Governance (Constitution) (England) Regulations 2012**

The Governing Body has considered the regulations and has decided to reconstitute as follows:



1. The name of the school is **Gillespie Primary School**
  2. The school is a **community** primary school
  3. The name of the Governing Body is '**The Governing Body of Gillespie Primary School**'
  
  4. The Governing Body consists of:
    - a) **4** Parent Governors
    - b) **1** Local Authority Governor
    - c) **1** Staff Governor
    - d) **1** Headteacher Governor
    - e) **6** Co-opted Governors
  
  5. Total number of Governors: **13**
  6. Unlimited Associate Members may be appointed as required; term length will be agreed upon appointment.
  7. The term of office for all categories of Governor is 4 years with the exception of the Headteacher who a member of the Governing Body by nature of the office is held.
  8. The instrument of government comes into effect on 4 March 2020 and replaces all previous instruments.
- 5.3. The Governing Body **appointed** Dan Hamilton as a Co-Opted Governor with immediate effect for a term of four-years duration.
- 5.4 The Governing Body **appointed** Sajni Patani as a Co-Opted Governor with immediate effect for a term of four-years duration
- 5.5. There were no other terms due to expire before the next meeting or any vacancies.

## **6. Chair's Report**

- 6.1. There were no actions or correspondence to report since the last meeting.
- 6.2 The Chair advised that new Governors would be sent induction information including links to relevant sources of key information.

## **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; Ofsted single subject inspection update; quality of teaching and learning; Science for Life update; Futurezone update; staffing CPD update; GDPR update; after-school club attendance; behaviour report; recent fire alarm outcomes; assembly themes; and planned school trips.
- 7.2. Governors asked **questions** as follows:

Q: What are the reasons for the lower numbers in nursery? Is anything different this year?



A: Feedback has indicated that a lack of extended day provision (8am to 6pm) may impact on parents' preferences, in contrast to the services offered elsewhere. The introduction of 15 hours of free provision was also an important factor. The possibility to offer after school provision until 5pm would be explored although it was likely that the lowest age would be from 5 years. Space for this provision was also a challenge given the impact this would have on the set-up for the next day. Teachers would therefore need to be consulted on any new arrangements. There are overall falling rolls and population across the borough and it is more competitive than previously.

Q: What are the projected numbers for admission into the nursery in 2020/21?

A: At present, in the 20's but this is subject to change and there be more applicants. However, there are usually more applicants by this point in the year.

Q: When will the EYFS admissions for 2020/21 be available?

A: April 2020.

Q: What is the minimum number of pupils required to remain financially viable?

A: This will be reviewed at the next meeting of the Finance Committee.

Q: Have any surveys been conducted into the appetite for extended day provision?

A: This will be undertaken, and results presented at a future meeting of the Finance Committee.

Q: Is there the possibility to co-ordinate with child-minders for extended day provision?

A: This could be explored going forward if other options were unsuccessful.

Q: Will attendance be impacted by covid-19?

A: The two families self-isolating will impact the attendance data. Going forward attendance will be closely monitored.

Q: Why is there an unauthorised absence for pupils in year 4?

A: One pupil was authorised to go on holiday to visit a parent. This was felt to be in the best interests of the child given the unique circumstances.

7.4. The Governing Body **noted** that the single subject inspection of history had been very positive, and actions were being taken forward via the subject lead and senior leaders. The subject leads had been well prepared for the review.

7.5 The quality of teaching and learning continued to be developed. The curriculum had been adjusted and recalibrated to reflect the new Ofsted inspection requirements. As the school had always focussed on providing a broad and balanced, cross-curricular programme; the main areas that had been amended included sequencing. There were no significant areas that required fundamental change.

7.6 Governors asked **questions** as follows:



Q: How is the challenge of providing deep knowledge whilst also delivering cross-curricular units being balanced?

A: There is a benefit to providing focussed teaching spread across 6-12 weeks to provide deeper knowledge and understanding. These approaches are in place across the school to provide this balance.

Q: How is the school working with others to seek support to address the challenges of the new framework and requirements?

A: Futurezone continues to provide informal clusters to work on specific topics and share expertise and ideas. The LA has also established a variety of groups that support deep dive training.

Q: How is the Science for Life project progressing?

A: Science for Life lead by Gillespie's Resident Scientist will continue to support the development of the primary science elements of the project and in partnership with the LA, Dame Alice Owen Foundation and other key stakeholders including the Institute of Physics( IOP) will be deciding the future arrangements for the secondary school elements. Some additional funding was due to be received to continue to progress and develop the Secondary project from the IOP. The LA is establishing a new Strategic Oversight Group and Dan Hamilton will be proposed as the Gillespie representative. The website had recently been updated and social media will also be refreshed.

Q: Have there been many savings realised from the Future zone joint school business manager?

A: Membership of Future zone represents good value for money given the range of training and CPD opportunities on offer. Whilst some areas have not realised savings, these were being reviewed on a regular basis and would be reviewed again in 6 months. There had been some lack of clarity of roles and responsibilities that had impacted savings, along with an overall challenge to synchronise areas where savings were possible e.g. reprographics; due to the differing needs of schools within the partnership and need to gain agreement from all stakeholders. Targets and timeframes would be discussed again with the other Head teachers shortly.

7.7. Governors were pleased to **note** that attendance at the after-school clubs remained healthy and that there was a new chess club in place.

7.8. Governors **thanked** the Head teacher for providing a detailed report and for answering questions.

## 8. Pupil Progress and Attainment Data

8.1. Governors **reviewed** the data reports that had been circulated in advance of the meeting, asking questions as follows:

Q: The data for years 1 and 2 appears to have some inconsistencies?



A: This will be checked, and an update provided to clarify the data.

Q: There appear to be a higher number of pupils working above Age Related Expectations (ARE) e.g. year 3 writing, than previously. What are the reasons for this?

A: There has been an increase in the confidence in undertaking assessments for both ARE and Greater Depth. Pupil progress meetings continue to be held where data is triangulated to form accurate judgements on progress and attainment. The success of these approaches is reflected in the year 6 results where efforts have been consolidated to build deeper knowledge.

Q: The year 5 cohort has been of concern since admission into EYFS What support is in place?

A: The cohort has a high number of pupils with SEND including EHCPs; pupils eligible for free school meals and Pupil Premium. Reading is particularly challenging and daily interventions are in place. More sessions will be commencing from next week. Similar challenges are also evident in years 4 and 6 where support is also being provided through weekly interventions to improve fluency, comprehension and decoding skills. Some EAL pupils have found vocabulary to be challenging and basic reading skills were also being supported.

Q: Will the Deputy Headteacher provide support to year 5 once the SATs have concluded?

A: Katrina Moses is already working with year 5 on maths and reading. The Headteacher is also working with a group of lower attaining readers in year 6 for 3 sessions per week. Not reading at home is a particular barrier for some pupils and this is being addressed through additional support.

- 8.2 Jodie Reed advised that she had visited year 5 and the information provided was consistent with that seen on the visit. There was some challenging behaviour being managed.

## 9. Reports from Committees

- 9.1 The Governing Body **noted** the minutes of the Learning and Curriculum Committee meetings that had taken place on 20 November 2019. The next meeting would be taking place in mid-March 2020 to review the results of the mental health and wellbeing audit.
- 9.2. The Governing Body **noted** the minutes of the meeting of the Finance and Premises Committee held on 13 November 2019. The focus of the next meeting would be benchmarking and the budget 2020/21.
- 9.3. The Governing Body **noted** the minutes of the meeting of the Safeguarding Committee held on 29 October 2019. The next meeting would be held in the summer 2020 term.



9.4 The Governing Body **delegated authority** for the Finance and Premises Committee to approve the 2020/21 budget.

## **10. Annual Safeguarding Review**

10.1. The Governing Body noted the annual safeguarding report circulated in advance of the meeting.

10.2 The Chair confirmed she had completed PREVENT training.

## **11. Mental Health and Wellbeing Surveys**

11.1 A detailed review of the survey results would be taking place at the next Learning and Curriculum Committee in March 2020. Parent comments received via the surveys had been very positive.

## **12. Governor Monitoring, Developing and Training**

12.1. Governor monitoring arrangements would be discussed at the next Learning and Curriculum Committee in March 2020.

12.2 The recent Bring a Parent to School Day had been well attended by parents and several governors had joined classes which they had enjoyed and found very informative.

12.3 Ashley smith attended an LA Governors briefing in January 2020 and reported back to the Chair.

12.4 Training on the new Ofsted framework for Governors was taking place on 23 March.

12.5 New Governors were encouraged to attend induction training.

12.6 Group training for the summer term would be discussed at the next meeting.

## **13. Information/Discussion Items**

13.1. A model RSE Policy was currently being developed by the LA. Arrangements would be put in place to communicate with parents. The policy would be brought to the next meeting for approval.

## **14. Any Other Business**

14.1. There were no items of other business raised.

## **15. Dates of Future meetings 2019/20**

15.1. The Governing Body **noted** the following dates:

Meeting	Date
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FGB	Wednesday, 17 June 2020 at 6pm
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*The meeting concluded at 7.55pm.*

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



## Appendix 1 – Action Log

<b>Date added</b>	<b>Item</b>	<b>Owner</b>	<b>Date for next review</b>
04/03/2020	Group training to be discussed at the next meeting.	FGB	Summer 2020
04/03/2020	RSE to be brought to the next meeting for approval.	HT/FGB	Summer 2020
04/03/2020	Science for Life Social Media to be updated.	HT	Summer 2020
04/03/2020	New Governors to be sent induction material.	Chair	Easter 2020