



**ST MICHAEL'S CE PRIMARY SCHOOL
GOVERNING BODY
CHILDREN'S COMMITTEE MEETING HELD ON
TUESDAY 11th July 2022 AT 6.30PM
MINUTES
IN PERSON MEETING**

Part 1 – Public Matters

ATTENDANCE	
<p><i>Governors Present:</i> Geraldine Gallagher, (GG) Ex Officio HeadTeacher *Rev. Kunle Ayodeji, (KA) Ex Officio Foundation Charlotte Allen, (CA) Committee Chair Lisa Maguire (LM) Stephen Bethel, (SB) Val Doulton, (VD) Julia Machin (JM) Staff Governor</p> <p>*not present at the meeting</p>	<p><i>Also present:</i> Frances Sorapure, (FS) (Head of School) Adrian Braune (AB) Maths Lead Glenn Barnfield, (GB) (Clerk – HEP)</p>

Item No.	Subject/Decision	Action by
<p>1. 1.1 1.2</p>	<p>Welcome and Apologies for Absence CA welcomed everyone to the meeting, which was quorate. Rev. Kunle Ayodeji was noted as being absent.</p>	
<p>2. 2.1</p>	<p>Declaration of Interests in Respect of Items on this Agenda None.</p>	
<p>3. 3.1 3.2</p>	<p>Minutes of the Previous Meeting held on 25 January 2022 and Matters Arising The Minutes of the previous meeting were AGREED. They were signed by the Committee Chair and returned to the HT for filing. There were no matters arising.</p>	
<p>4. 4.1 4.2 4.3</p>	<p>Curriculum – Inspire Maths AB, Maths Lead, delivered a demonstration on the use of Inspire Maths. Inspire Maths was a transformational, whole-school approach, to raising pupils' achievement in maths. The programme of resources is built upon the internationally acclaimed approach to teaching mathematics in Singapore. Inspire Maths used accessible individual pupil textbooks which introduce concepts in a highly scaffolded way, enabling all our children to develop critical thinking skills, make mathematical connections and become confident mathematicians.</p>	



<p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p> <p>4.9</p> <p>4.10</p>	<p>Inspire Maths builds firm foundations and a deep understanding of mathematical concepts through a concrete-pictorial-abstract approach.</p> <p>Following the physical return to classroom education, it was asked if the School was working on any gaps that it had identified in students.</p> <p>In response, AB noted that work stamina had been an issue with the students across the curriculum. Therefore teachers were continuing to work hard on helping students to maintain their focus.</p> <p>It was asked if Inspire Maths had become commonplace amongst schools. AB responded that it was a popular programme amongst schools but resources varied between schools. The School had also invested in digital resources to assist teaching.</p> <p>The School's subscription to Times Table Rock Star was praised. The School had also bought MyMaths which students had found helpful.</p> <p>Looking long term, AB informed that the School would be looking into a new provider as the one who provided Inspire Maths may be unavailable in the country from the next academic year. The School would review all available publishers when a decision was due.</p> <p>Regarding concrete, pictorial, abstract - it was asked if students failed to grasp one of the concepts, would they be stuck. AB responded that students did not need to understand all of the concepts. They represented different teaching styles and one concept may resonate with a student more than the other two concepts.</p> <p>AB was asked about the gap between boys and girls in attainment. He noted that this varied between year groups but felt that it the attainment gap was greater between different cohort. On the whole, it was felt that Inspire Maths promoted equality.</p>	
<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p>	<p>Pupil Data</p> <p><u>Attainment</u></p> <p>GG spoke to the positive summary of the EYFS, SATs and Phonics Data (available on Governor Hub) for KS1 and KS2.</p> <p>GG highlighted the Summer 2022 Teacher Assessment and Tests results which showed 56 out of 60 early year students (93.3%) having achieved a Good Learning Development (GLD); this massively exceeded the national average.</p> <p>For KS2 Reading, students working at or exceeding the expected standard was 60 out of 60 students (100%); Governors welcomed this incredible performance.</p> <p>The introduction of accelerated reader for KS2 was praised for helping to improve the performance of students in reading. It was also noted that teachers had prioritised reading during lockdown to ensure students did not fall behind. KS1 used the Read Write Scheme.</p> <p>An overview of the pupil premium students was provided but it was cautioned that there were only so many pupil premium students. It was highlighted that 2 out of 2 pupil premium students in Year 6 attained the expected grades in reading and writing, but did not attain the expected grades in maths.</p> <p>It was asked what action the School took to help those underperforming students who failed to meet the minimum expected attainment level. GG responded that there were interventions available to assist students, such as streaming or specific interventions.</p>	



<p>5.7</p> <p>5.8</p> <p>5.9</p> <p>5.10</p>	<p><u>Progress</u></p> <p>GG noted that Fisher Family Trust had produced an early detailed analysis report on KS1 data, which was available for Governors to view. The KS2 analysis was expected to be received imminently.</p> <p>It was noted that this was initial analysis and that Haringey Council would produce more detailed analysis in due course which would be shared with parents once fully reviewed by January 2023. This helpfully coincided with the closing date for new applicants to the School.</p> <p>The Committee congratulated staff and praised the promising Fisher Family Trust analysis for KS1 and looked forward to receiving the KS2 data.</p>	
<p>6.</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p>	<p>Behaviour</p> <p>GG noted that the School had introduced CPOMS previously which was used to log safeguarding and behaviour incidents. This ensured that there was a consistent application of policies and provided detailed analysis which the School could act on if trends emerge.</p> <p>An overview of the reported incidents through CPOMS was provided; GG noted that staff had become more aware and comfortable with using CPOMS, which in turn had led to increased reporting.</p> <p>GG noted that the School was utilising the concept of 'Restorative Training' and training would be provided to staff on this. Information on this would be shared with parents in due course.</p> <p>An overview of attendance was provided. Overall, attendance was at approximately 94%; this was above the national average.</p> <p>Where there were specific concerns over a student's attendance, FS informed that the School would work with the student and their family and relevant services, such as Early Help, to ensure that the appropriate support was being provided.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p>	<p>BAME Action Plan</p> <p>FS provided the Committee with a BAME Action Plan and informed that she was working with a parent/partner group, called 'Parents and Partners for Inclusion'.</p> <p>This group discussed experiences at the School and how it could become more inclusive. The group also discussed when it was best to discuss sensitive topics with students, such as the concept of racism.</p> <p>FS provided the Committee with a detailed overview of the BAME Action Plan and highlighted that staff had received training on unconscious bias.</p> <p>On Pupil Voice, GG informed that this was where feedback was received from pupils, such as over the lunch break.</p> <p>It was asked how the School determined the age appropriateness for certain discussions. FS informed that discussions with parents, such as in the Parents and Partners for Inclusion, helped to guide the School on the best age to broach certain subjects. The School was mindful that parents were vital partners in this area and</p>	



7.6	were consulted, where appropriate.	
7.7	On the impact of current affairs, staff made sure that students were mindful of how they spoke to each other and to be sensitive and respectful at all times. GG asked Governors to recommend to the School any BAME motivational speaker connections, if they knew of anyone appropriate.	
8.	NACE Award	
8.1	FS informed that School had applied for reaccreditation of the NACE Award, which provided recognition of school-wide high-quality provision for more able learners within a context of challenge for all.	
8.2	Following a rigorous process, which included case studies and sharing detailed data of attainment, the School was successful in being reaccredited.	
8.3	FS confirmed that there was a cost to being reaccredited, but felt that the School would benefit from this and had received a glowing report from NACE, which could be shared with Ofsted at a future inspection.	
9.	Head's Report	
9.1	GG spoke to her Head's Report and highlighted that the attainment data shared with the Committee demonstrated that, despite significant upheaval to their education over the past 2 years, the majority of students had caught up and exceeded expectations.	
9.2	GG informed that work on the Conscious Inclusion Plan would continue in the next academic year.	
9.3	Staffing at the School was stable and there was a succession plan in place should this change.	
9.4	In 2022/23, the School would focus on attaining the Artsmark Award.	
10.	Chair's Verbal Report	
10.1	CA expressed her thanks to all staff for their efforts in helping the students to attain outstanding results, particularly given the difficult circumstances of the previous 2 years. She also welcomed the focus on improving the BAME agenda at the School. She thanked GG, FS and AB for their attendance and helpful presentations to the Committee.	
11	Any Other Business	
11.1	There were no other matters of business raised.	
12	Date of Next Meeting	
12.1	<i>Tuesday, 18 October 2022 at 5.30pm (at School)</i>	

There were no confidential items raised in Part 2 and the meeting closed at 8.40pm

Charlotte Allen

.....18/10/22.....
Signed **Date**
Chair of Committee
Charlotte Allen

There were no actions

List of agreed Decisions – 11 July 2022

Item No.	Decisions	By whom
N/A	N/A	N/A