



**ST MICHAEL'S CE PRIMARY SCHOOL
GOVERNING BODY
CHILDREN'S COMMITTEE MEETING HELD ON
TUESDAY 25th JANUARY 2022 AT 5.30PM
MINUTES
VIRTUAL 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)</p> <p>*not present at the meeting</p>	<p><i>Also present:</i> Frances Sorapure, (FS) (Head of School) Eleanor Orson (EO) English Lead and Y6 teacher) (Item 3 only) Chris Lambert, (CL) (Clerk – HEP)</p>

Item No.	Subject/Decision	Action by
1.	Welcome and Apologies for Absence	
1.1	CA welcomed everyone to the meeting, which was quorate.	
1.2	Rev. Kunle Ayodeji was noted as being absent.	
2.	Declaration of Interests in Respect of Items on this Agenda	
2.1	None.	
3.	Presentation by Eleanor Orson (EO) on Reading across the school	
3.1	Governors received a presentation from EO on the development of Reading across the school in support of the curriculum.	
3.2	EO described how the Intent was to put Reading at the heart of the school curriculum and to ensure that all pupils are successful as lifelong readers. She described the Implementation of the Reading strategy from Nursery to Y6.	
3.3	EYFS – focus on developing practical reading skills; an understanding of spoken language; listening comprehension and prepare for the phonics programme; learning about letters and the values of letters in speech and print; commence writing; and learning about sequencing and how to develop narrative skills. Pupils are encouraged to understand the purpose of reading and parents are encouraged to read with their children daily. Reading is further encouraged through play activities and the use of special places. The Read Write Inc (RWI) Phonics scheme is introduced in the Spring and Summer terms.	
3.4	KS1 – Phonics is introduced with daily sessions in Y1; “tricky red words” are introduced and Phonics screening takes place in June. Children continue to be encouraged to read and books are matched to the sounds being taught to encourage the practice of learnt knowledge. The Phonics session comprises of	



<p>3.5</p> <p>3.6</p> <p>3.7</p> <p>3.8</p> <p>3.9</p> <p>3.10</p>	<p>Review – focus on the practice of speech sounds and Teach – of new sounds, a review of all sounds, how to read alien words and Apply with continued practice of sound through reading and writing activities.</p> <p>KS1, Y3 – guided reading supported by adult-led group discussion of a book; independent follow up activities; an art task related to the compression of the book; and questions probing comprehension of a new text.</p> <p>KS2 - high quality texts used which match the wider curriculum and expose children to a wider range of themes and characters. Guided reading is designed to expose children to more challenging literature to help develop a range of complex reading skills. A whole class approach is used to ensure all children can learn both literature and language. Teaching is focused on the “how to”: skim and scan in reading; retrieval of information; inference; prediction; to gain contextual knowledge; and awareness. Film and images are also used to enhance reading skills; the Accelerated Reader programme is used with Star Reader tests which provide accurate assessment data and helps to identify where need for intervention and support is most required. Pupils use the Library, enjoy Book Week and World Book Day and appreciate Author visits – all designed to support and develop enjoyment of and expertise in Reading.</p> <p>EO reported on the school’s excellent Phonics results with 100% scored in 2018 and 2019 well above the Haringey and National average. She referred to the positive feedback from children on the Reading programme which has reinforced the view that Reading is at the heart of the school curriculum and taught in a way that all can enjoy at whatever level.</p> <p>Governors, impressed by the presentation, and asked how is Reading taught for SEND Pupils? EO confirmed that each child is taught to their ability and additional support is provided as required.</p> <p>Governors noted that the focus was now on maintaining the Reading programme to achieve consistent high levels of reading ability and to encourage parents to spend reading time with their children. As Y3 had been the cohort most affected by the Covid Lockdowns of 2020–2021 they would receive additional support and guidance with targeted reading interventions. In the few cases where the Phonics programme was unsuitable those pupils would receive alternative support.</p> <p>Governors thanked EO for her presentation and she left the meeting at 18.05</p>	
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>Minutes of the Previous Meeting held on 19 October 2021 and Matters Arising</p> <p>The Minutes of the previous meeting were AGREED. They will be electronically signed by the Committee Chair and returned to the HT for filing.</p> <p>Matters Arising from the meeting of 19 October 2021 Items 5.8 and 11.3 were on the Agenda and Item 8.2 had been actioned</p>	



<p>5. 5.1 5.2 5.3 5.4</p>	<p>Executive HT's verbal Report</p> <p>GG stated that this Term the priority was to keep children safe and to enable them to catch up on their learning and get back on track. Assessments had been made in Reading, Writing and Maths and interventions introduced as required to address individual need. Additional support had been provided through targeted use of TA's and HLTA's and by introducing smaller work groups. These were proving popular and having a positive impact.</p> <p>It was noted that Covid had caused some disruption to normal routines and staff and pupil absence has continued this Term requiring flexibility and adjustments although timetables were being maintained as far as possible. All pupils were making good progress and enjoying as many enrichment activities as possible as detailed in the weekly Newsletter. It was noted that absence due to Covid was currently higher among staff than pupils although flu among staff might be a causal factor. It was noted that staff were working well as a team but the strain of working with sustained levels of staff absenteeism was noted.</p> <p>Pupil behaviour and incidents continue to be tracked on CPOMS which provides an evidence trail per child and supports wider review of all pupils by their ethnicity, gender, age and types of behaviour. Staff are aware of the issue of Unconscious Bias in reporting incidents (particularly when this applies to incidents among boys) and this is factored into any review. Only one child was abnormally disruptive and was receiving additional focused support.</p> <p>GG commended the Head of School, SLT and the entire staff for their efforts in trying to return the school to its normal base and for their relentless effort in manging the school through these unique times. This was endorsed by the Committee who expressed their own appreciation.</p>																																											
<p>6. 6.1</p>	<p>End of Key Stage Predictions</p> <p>Governors received a detailed comparative report between 2019 actual Results and 2021 predicted results</p> <table border="1" data-bbox="186 1260 1445 1904"> <thead> <tr> <th></th> <th>2019 Result</th> <th>2021 No / %</th> </tr> </thead> <tbody> <tr> <td>Early Years (End of Reception. 4-5years old)</td> <td></td> <td></td> </tr> <tr> <td>% Good level of development (GLD)</td> <td>86%</td> <td>51/60 85%</td> </tr> <tr> <td>Phonics</td> <td></td> <td></td> </tr> <tr> <td>% Pass Phonics Year 1 (5-6 years old)</td> <td>100%</td> <td>55/59 93%</td> </tr> <tr> <td>Key Stage 1 (end of Year 2. 6-7 years old)</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Working towards the expected standard (WT)</td> <td></td> <td>10/60 17%</td> </tr> <tr> <td>Working at or in greater depth of the expected standard (EXS+)</td> <td>93%</td> <td>50/60 83%</td> </tr> <tr> <td>Working in Greater depth of the expected standard (GDP)</td> <td>53%</td> <td>18/60 30%</td> </tr> <tr> <td>KS1 Writing</td> <td></td> <td></td> </tr> <tr> <td>WT</td> <td></td> <td>14/60 23%</td> </tr> <tr> <td>EXS+</td> <td>84%</td> <td>46/60 77%</td> </tr> <tr> <td>GDP</td> <td>27%</td> <td>12/60 20%</td> </tr> </tbody> </table>		2019 Result	2021 No / %	Early Years (End of Reception. 4-5years old)			% Good level of development (GLD)	86%	51/60 85%	Phonics			% Pass Phonics Year 1 (5-6 years old)	100%	55/59 93%	Key Stage 1 (end of Year 2. 6-7 years old)			Reading			Working towards the expected standard (WT)		10/60 17%	Working at or in greater depth of the expected standard (EXS+)	93%	50/60 83%	Working in Greater depth of the expected standard (GDP)	53%	18/60 30%	KS1 Writing			WT		14/60 23%	EXS+	84%	46/60 77%	GDP	27%	12/60 20%	
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		2019 Result	2021 No / %
	KS1 Maths		
	WT	89%	13/60 22%
	EXS+	89%	47/60 78%
	GDP	44%	9/60 18%
	KS1 Reading, writing and Maths combined (RWM)		
	WT		15/60 25%
	EXS+		45/60 75%
	GDP		9/60 15%
	Key Stage 2 (end of Year 6. 10-11 years old) Reading		
	Has not met expected standard (HNM)		3/60 5%
	EXS+	85%	57/60 95%
	GDP	53%	31/60 52%
	KS2 Writing		
	WTS		2/60 3%
	EXS+	95%	58/60 97%
	GDP	46%	22/60 37%
	KS2 Maths		
	HNM		2/60 3%
	EXS+	88%	58/60 97%
	GDP	41%	27/60 45%
	KS2 Grammar Punctuation and Spelling		
	HNM		1/60 2%
	EXS+	81%	59/60 98%
	GDP	44%	38/60 68%
	KS2 Reading, writing and Maths combined (RWM)		
	HNM		3/60 5%
	EXS+	78%	57/60 95%
	GDP	27%	18/60 30%
6.2	Governors noted the impact of the past two years of disrupted education had been felt more keenly in KS1 and EYFS but the KS2 results were positive and Y6 pupils were on track to achieve their Expected results.		
6.3	The Fisher Family Trust comparative report for 2019 and Target 2022 was presented and discussed. Governors were informed of the process by which data from the participating schools were submitted to the FFT from which a comparative report was produced indicating expected performance against comparator schools		



6.4	<p>by percentile. Governors noted the expected small drop in Early Years (86% / 85%), in Phonics (100% / 93%) and KS1 at both EXS+ and Greater Depth in Reading, Writing and Maths. This was consistent to the expected outcomes in the schools own Report (6.1 above). The KS2 2019 actuals compared to the 2022 target were positive with improvements expected at EXS+ in Reading, Writing, Maths, GPS and RWM. Writing at GDP showed a marginal %age drop but this was expected to be addressed by Summer. All other subjects at GDP showed improvement in 2022 on 2019 results.</p> <p>Governors noted that the school's aim was to ensure that pupils in Y6 were ready for their transition to Secondary school in Autumn 2022. The aspirational 2022 targets and FFT report provided clear indications of where interventions would be best applied to support most improvements. It was noted that for Y3 pupils a priority was to achieve an improvement in Reading competency. They were pleased with the interventions in place to support pupils at all levels with the key aim being to improve on the expected results by Summer.</p>	
7. 7.1	<p>7. Digital Strategy</p> <p>Governors received a broad update on the Strategy Document but focused on the work of the Information Technology team (SB, CA, GG). It was noted that an IT specialist had been identified and GG was due to meet him on 31 January.</p>	
8. 8.1 8.2 8.3 8.4	<p>8. Policies</p> <p>8.1 PSHE – RSE Policy 2021- 2022 Governors discussed how Sex Education would be delivered in the curriculum within the umbrella of the Science / PSHE curriculum. After a discussion on the options for teaching this topic (through the Science Curriculum or by the Jigsaw PSHE programme) Governors agreed that this aspect of Health Education should be covered by the Jigsaw PSHE Programme in the "Changing Me" Puzzle (unit). Y4 would have a lesson on Having a baby, Y5 on Conception and Y6 on Conception and birth. Decision: that Sex Education be taught as part of the PSHE / Jigsaw programme Decision: The PSHE / RSE Policy was Approved</p> <p>8.2 Governors noted the Jigsaw leaflet to Parents informing them of the Jigsaw mindful approach to PSHE with reference to LGBT+ relationships. The six Puzzles (units) were noted including that on "Changing Me".</p> <p>8.3 PE Premium Statement 2021/22 Governors reviewed the school's PE and Sport Premium funding statement 2021-22. It was noted how the annual grant of £19,370 was applied to a range of activities designed to meet the school objective: "To achieve self-sustaining quality PE and sport delivery and increasingly promote and evaluate pupil involvement in regular healthy and active lifestyles"</p> <p>8.4 The Statement described the allocation of the grant in the past year and the intention for the coming academic year. Governors were impressed by the detail of the Statement and the evident purpose made of the ringfenced funds. It was noted</p>	



	that swimming was an activity for all although this did not extend to life saving classes. Decision: The PE and Sports Premium Statement was Approved	
9. 9.1	Whats App Groups – Letter to Parents Governors considered a draft letter to be sent to Parents expressing the school’s suggested guidelines for Parent WhatsApp groups so that they can make the best of the opportunities WhatsApp offers without impinging on the schools means of communication with parents. It was noted that the school would not engage with parents via WhatsApp and communication between parents and the school would be via a Class teacher, letter, telephone and email. It was noted that once the guide was agreed it would be posted on the website. Governors asked that a reference be made in the guidelines to the school’s method of communication to parents. Decision: the letter to parents on the use of WhatsApp was Approved, subject to the insertion of the requested additions.	
10. 10.1	Chair’s Verbal Report CA thanked EO for her excellent presentation on Reading. The data reports provided a clear indication of current levels of performance and where interventions were required to provide the opportunity for all pupils to achieve to their best potential. CA expressed her thanks to all staff for their efforts over the past two years in managing the school and providing a high level of education to all pupils in exceptional circumstances. It was noted that this effort had been emotionally challenging at times.	
11 11.1 11.2 11.3	Any Other Business Governors asked that the next Subject Leader presentation be at the 28 June meeting and on the Maths curriculum and hopefully in person. VD stated that she had been in discussion with renowned Theatre Architect Steve Tompkins and he had agreed to visit the school and give advice on the design for the school Amphitheatre. Governors thanked VD for this initiative. It was noted that CB had yet to complete the handover of the SEND / Inclusion Link Governor role to LM. A meeting with the SENDCo / Inclusion lead at school had yet to be arranged.	
12	Date of Next Meeting Tuesday, 28 June 2022 at 5.30pm (at school)	

There was no further business Part 1 of the meeting closed at 7.27pm

There were Part 2 confidential items



Charlotte Allen

.....**28/6/2022**.....

Signed
Chair of Committee
Charlotte Allen

Date

There were no actions

List of agreed Decisions – 25 January 2022

Item No.	Decisions	By whom
8.1	Sex Education to be taught as part of the PSHE / Jigsaw programme The PSHE / RSE Policy was Approved	
8.4	The PE and Sports Premium Statement was Approved	
9.1	The letter to parents on the use of WhatsApp was Approved , subject to the insertion of the requested additions.	