

MINUTES
Full governing body meeting
27th June 2024

Governors

Mark Chesher (Chair of Governors) – CoG <i>Link Governor safeguarding & filters.</i>	Y	Marwa Batah – MB	Y
Jemima Wade – Head teacher (HT)	Y	Kareen Baker – KB <i>Link Governor H&S</i>	Y
Laura Brown – LB <i>Link Governor Distributed Leadership</i>	Y	Alexander Rhodes, AR	Y
Daniel Midda – DM <i>Link governor Website Compliance</i>	Y	Mary Peretz, MP	Y
Raedah Zovidavi – RZ	NA		

Y – Attended, A – Apologies, NA no apologies

Quorum 5 (including HT if in attendance)

Others

Corinne Irving, School Bursar	Lena Seed, Clerk of the meeting
Bernadette Musaka, DHT	

	Item
1.	Welcome/Apologies for Absence The Chair welcomed all to the meeting and noted the meeting was quorate Raedah Zovidavi did not attend the meeting.
	Pupil Presentation Governors welcome the members of the school council and enjoyed a presentation of their work during the year. The pupils told governors of their priorities and those things they had particularly enjoyed and not enjoyed during the year. A particular focus had been the improvement of pupil respect for the toilet facilities and general hygiene. They had also explored school dinner and healthy eating.
2.	Declaration of interests against items on the agenda There were none
3.	Notification of Any Other Business There were none
Governance	

4.	<p>1. LA Governor Vacancy Action: HT to reach out to Astra Zeneca & British Library</p> <p>2. Staff Governor Election Staff governor election to be arranged in September</p> <p>3. Skills audit outcomes The Clerk reported on the outcomes of the skill audit. The Board had scored well across all categories averaging 3-4 for almost all. Notably understanding how the school is funded and understand how the curriculum meets the needs of the pupils scored highly with an average of 4.</p> <p>Governors noted the data training session had been particularly useful in developing their skills and it was agreed a data training session would be arranged in the new year.</p> <p>It was felt the board needed more experience in developing strategy this being the lowest scoring category at 2. Strategy would be explored further at the 18th July governor afternoon.</p> <p>4. Governor morning 2024/25: The dates were noted</p> <ul style="list-style-type: none"> • Thursday 7th November - Assembly, Safeguarding Training and Link Governor visits. • Thursday 6th March - Assembly, Focus area: Data, Link governor visits • Thursday 3rd July - Assembly, Strategic session - priorities for 2025/26, Link Governor visits
5.	<p>Impact Governors reflected on their impact during the year, noting that they had maintained a good balance between strategic and operational roles, effectively delved into details for assurance without micromanaging. They had retained good visibility of the budget and financial challenges and noted this would remain a challenge in the coming years.</p> <p>The individual governor links with the SIP plan had been a positive introduction, although it was acknowledged that this could be further improved.</p> <p>Future structural changes had been discussed with the Chair during the year and more recently with the full board of governors.</p> <p>Website compliance had been a focus and there was confidence the new website when launched would be compliant.</p> <p>Governors had also handled a difficult complaint.</p> <p>The Board reflected on governor visibility with stakeholders and noted this was an area for improvement. This would be explored at the Governor strategy afternoon on 18th July. Governors were invited to parents Evenings.</p> <p><i>The Bursar joined the meeting at 17:31</i></p>
6.	<p>Chairs update There were none</p>
7.	<p>APPROVAL of Minutes from previous meeting of 16th May 2024</p>

	<p>The minutes from the previous meeting were agreed as an accurate record of that meeting and were APPROVED.</p> <p>Matters arising not on the agenda: None</p>
<p>Teaching & learning</p>	
8.	<p>HT's Report</p>
8.1	<p>HT's year end written report</p> <p>The Headteacher's year-end written report was received as read.</p> <p>The HT highlighted the ongoing work at Camden Council regarding place planning and structural changes in response to the falling Numbers on Roll (NOR) across the borough. Some schools had already been closed but Camden had provided reassurance that no further school closures were planned.</p> <p>Argyle had over 100 unfilled spaces, being the second largest capacity school. The HT had engaged with place planning teams due to the inefficiency of operating a two-form entry in a large building, however it was clear Camden supported Argyle as a 2-form entry school.</p> <p>This year, Camden's efforts had been expanded, including addressing the SEND crisis. Camden were encouraged schools to submit bids to run SEND units.</p> <p>An item was discussed and recorded in confidential minutes.</p> <p>Behaviour</p> <p>Governors discussed behaviour, including the concept of a purple card as the ultimate sanction before exclusion. A system involving green, pink, orange, and purple cards was in place, with purple cards leading to meetings with parents for behaviours such as aggression or swearing. The aim was to encourage students to return to positive behaviour each day, with only a few purple cards issued.</p> <p>Governors noted care and welfare data showed a 50% increase. The HT explained this related in particular to the intake of some very complex families, with long-term hotel stays impacting them.</p> <p>Q: Are they still in them?</p> <p>The HT confirmed that some families were still residing in hotels like the Comfort Inn, with some having been there for over two years. The increase in cases were a trend across Camden and recent DSL training had included a specific focus on supporting these families.</p> <p>Q: Are we doing enough – do you have the support?</p> <p>It was noted that three DSLs were in place, which was necessary given the workload. Each meeting could take up to half a day. Social Services had improved, providing clearer guidelines around thresholds, which gave greater confidence in making referrals and following up. Information was also provided regarding police referrals in urgent cases, showing evidence of systemic improvement.</p> <p>Q: Is there a correlation between Welfare/Care and AEN/SEND?</p> <p>The DHT agreed that some children struggled with managing emotions due to their life circumstances, which could lead to behaviours warranting purple cards. Increased support had led to a decrease in purple cards, particularly after staff had received Trauma-Informed Practice training</p>

Q: The NOR in Yr4 is particularly 'spikey' (26) – what's the reason for this?

The HT explained that Yrs5 and 6 had been capped a few years back, while year 4 saw temporarily high numbers due to an influx of children. Yr3 had a much larger group, while Yrs1 and 2 were mixed this year. The school had taken pragmatic decisions and retained a flexible structure to respond to demands for spaces.

Staffing and personnel

Q: What is the profile/experience of the leavers and joiners?

The HT noted on relatively new ECT had realised the difficulty of the job and needed time to reflect, while another staff member was moving closer to home after three years. An experienced teacher had retired after 31 years at Argyle and would be a significant loss. Her retirement would be marked with a community tea party.

An experienced literacy lead was advertised for, but no suitable candidates had been found. Rubel Uddin (Sendco) would take on Writing, and the HT would continue with Reading alongside Reena Merali (Acting DHT). The additional funds allowed for the recruitment of two ECTs for Yr1 and 2, which required a reduction in TA support elsewhere. It had been communicated to parents that they should understand that classes might be merged again next year. The Year 1s had performed well as a mixed class, and the Year 2s had also managed, although teachers had struggled due to the school's complexity.

A fair amount of turnover among TAs was noted, with three mixed Yr1 and 2 classes having a general TA and specialist TAs. The new ECTs would have a general TA, with one providing interventions across the year group and specialists where needed.

Q: With experienced teachers leaving and new ECTs joining, do we have the capacity to support those ECTs?

The HT acknowledged the pressure but reassured governors that adding a second ECT next year would alleviate some of the pressure. Moving to a four-teacher model would provide clarity and would free up SLT capacity. The Sendco and Acting DHT would spend less time in class, allowing them to offer more support. Additionally, one TA would become an HTLA enhancing her skills. The focus was on cost-effectiveness, quality, and capacity, with the decision made not to opt for the cheapest solutions, prioritising current needs.

The HT reported she had been asked to continue with the "Every Child a Reader" program for two days next year, which had shown a positive impact on the school and beyond. This also enabled the DHT to step up into a more significant role.

SEF

The HT reported the EYSF grading had been changed to Outstanding and which consideration had given to extending this to Behaviour and Quality of Education, it was felt that one particular year group whilst significantly improved, did not yet meet the standard of Outstanding.

8.2 SATS data

The HT presented the initial headlines from the SATS data

Reception GLD:

Achieved 76%, a massive achievement, much closer to pre-COVID levels. Only 10 children did not achieve GLD:

- 3 due to self-regulation issues

- 2 due to English proficiency, though they have succeeded in reading, writing, and maths. As they mature and the impact of support kicks in, they are expected to do well.
- 3 with significant SEND
- 1 with a low starting point
- 1 who missed a significant amount of school

Phonics Screening:

Achieved 94%. Two children did not pass:

- One was new to the country and without English.
- The other just missed the mark but was still performed very well.

This success was attributed to the impact of the 'Every Child a Reader' program and was a fantastic achievement demonstrating what can be achieved with belief and support.

Q: What about a child in the wrong year group?

- August-born with significant SEND, but his data showed progress.

Q: How do teachers experience this?

The HT noted Phonics were considered the first basic building block and was firmly embedded. Getting the foundations right was essential and while some teachers continued to feel that learning through play was paramount, at Argyle it was agreed that phonics was crucial. Yr1 students had been doing two phonics sessions per day for two years. Once phonics is in place, students have the freedom to read for the rest of their time with the school. Some resistance across Camden remained

KS1 Reading:

73% achievement in reading was phenomenal, especially considering only 37% had achieved GLD in Reception. This cohort had been struggling. The target for the 'Every Child a Reader' program was 85%.

Governors asked whether the starting point for each year group against their current achievements could be shown to highlight the uniqueness of particular year groups. For example, 65% in Year 2 reading had progressed to 77% in Year 3 reading.

Writing:

Significantly lower at 43%, following a national trend, and worse than last year. The focus had been on phonics and reading, with the understanding that writing would improve gradually. Writing is a priority both nationally and within Camden, which will inform next year's School Improvement Plan.

Maths:

Achieved 77%, a significant improvement from January when the performance was quite low.

Greater Depth (GD)

- 25% of students reached GD in Reading
- 7% of students reached GD in Writing
- 23% of students reached GD in Maths

Year 4 Multiplication Check: To pass, 100% is required:

- 52% achieved 100% (25/25)
- 17% achieved 24/25

	<ul style="list-style-type: none"> • 5 students scored below 20, primarily children with SEND <p>Benchmarking: PIXL will be used to benchmark these results.</p>
8.3	<p>SIP Progress Against Priorities and Emerging Priorities 2024/25</p> <p>The progress against SIP priorities was reviewed. Green highlighted areas indicated full completion, while orange indicated partial completion. A more detailed analysis of completed actions was planned, acknowledging that the goals set were very ambitious, but much had been accomplished.</p> <p>Purple highlighted areas represented actions that were not completed, such as the planned library visits every half term, which had been determined to be an ineffective use of time.</p> <p>Significant progress was noted on Priority 1 and 2, with less completed on Priority 3. All teachers had been were involved in leading an aspect of whole-school development.</p> <p>The SIP had envisaged the reduction in SEND responsibility for the DHT following the appointment of the Sendco. However, the number of pupils requiring SEND support had increased significantly.</p> <p>The HT noted appraisals were completed as required by statute, but further development was needed. The aim was to make appraisals more developmental.</p> <p>Q: Do they change every year? HT: Confirmed goals were set annually. She noted the school was flexible, intuitive and very good at building relationships.. However, sharper clarity around some of our policies and approaches was required. Priority 1 for the upcoming year would focus on standards with a goal for teaching to be outstanding across all areas (Reading, Writing, and Maths, as well as Pedagogy).</p> <p>Q: Does this link with the one class with the reaming behaviour issues? The HT confirmed this was so and expressed her confidence that the class would receive the necessary support next year.</p> <p>Q: Any reflections on the distributed leadership model? HT: The model had been worthwhile, though there was initially a lack of clarity about the goals. Over time, a better understanding of the whole-school picture had developed, and trust had been built among staff. Mistakes were seen as learning opportunities, particularly for younger staff who needed guidance. Staff feedback on the model would be interesting to hear.</p> <p>Q: Do you have a sense of the impact of interventions? Is there one area you think may not have had an impact? The HT noted improvement in measuring impact was needed, especially with initiatives like the Monday catch-up club. While it demonstrated a commitment to addressing issues, it was challenging to identify the specific factors that drove the impact.</p>
8.4	<p>Staffing 2024/25 Previously discussed.</p>
8.5	<p>CPP Report Governors received the report and noted the HT’s question to the CPP had been: ‘tell us how to arrive at Outstanding’.</p> <p>Q: there were a number of year 6 interventions – which do you think worked the best?</p>

	<p>The HT felt this was the combined breakfast club alongside afternoon sessions. Often with interventions success was a combined effort over time. Children who do their homework do well succeed. All of the strand of what we put in for the children produce the children and good results in the end and for example those children who were here tonight.</p>
9.	<p>Link Governor Reports</p> <ol style="list-style-type: none"> 1. Cyber Security update from KB KB gad attended training, and reported schools were more vulnerable than many realised. There had been attacks across all schools in Camden and vigilance was important. 2. Website Compliance DM The DHT and DM had met and were working through the checklist including information and policies. The aim was to be statutorily compliant by July. 3. SEND DM Meeting with Sendco scheduled <p><i>The DHT left the meeting at 18:43</i></p>
Finance, Premises & Personnel	
10.	Finance Update
10.1	<p>Income and expenditure statement 2023/24</p> <p>The Bursar reported it was an expectation by Camden that governors see this. She reported the overall surplus was £643K following the receipt of refugee funds. The statement was noted and duly signed by the CoG.</p>
10.2	<p>Three year budget plan 2024 – 2027</p> <p>The Bursar reported the expenditure over the 3 years was decreasing but the carry forward would reduce due to reducing income over the 3 years.</p> <p>Governors noted the big drop in bought in professional services which was for TA's. This number was expected to be stable next year although the number of SEND pupils was unknown as was the associated funding.</p>
10.3	<p>Premises summer programme</p> <p>The HT reported the works were not yet scheduled as Camden had not yet confirmed the areas they would cover following 2 condition surveys. The work on asbestos would need to be resolved.</p> <p>The new shed would cost approximately £3K and the spider web would not be very expensive.</p> <p>There would be some compliance and H&S works including Fire doors and the banister to the playground.</p>

10.4 -	<p>General and Financial risk register</p> <p>The Bursar reported the financial and general risk registers would be reviewed and amalgamated. They would be tabled in terms 2, 4 and 6. The existing registers had been auditor established and amended by governors over the year but should be governor driven with auditor items added as necessary. Once amalgamated the register would be sorted according to risk after mitigants to have highest risk on top</p>																						
10.5	<p>Statement of Internal Control</p> <p>Noted and signed by the Chair of Governors</p>																						
Policies & AOB																							
11	<p>Policies for approval :</p> <table border="1" data-bbox="204 645 1385 1619"> <tr> <td data-bbox="212 656 1082 734">1. Credit Card</td> <td data-bbox="1090 656 1377 734">Annual</td> </tr> <tr> <td data-bbox="212 745 1082 824">2. EYFS</td> <td data-bbox="1090 745 1377 824">Bi-Annual</td> </tr> <tr> <td data-bbox="212 835 1082 869">3. First Aid</td> <td data-bbox="1090 835 1377 869">Annual</td> </tr> <tr> <td data-bbox="212 880 1082 913">4. Online Safety</td> <td data-bbox="1090 880 1377 913">Annual</td> </tr> <tr> <td data-bbox="212 925 1082 1193">5. Premises Management Inspection & Testing schedule to be updated subject to which the policy was approved. Compliance audit had been completed with good verbal feedback and a written report to follow. Action: Clerk to table in September meeting.</td> <td data-bbox="1090 925 1377 1193">Bi-Annual</td> </tr> <tr> <td data-bbox="212 1205 1082 1238">6. Charging and Remissions</td> <td data-bbox="1090 1205 1377 1238">Annual</td> </tr> <tr> <td data-bbox="212 1249 1082 1283">7. ECT</td> <td data-bbox="1090 1249 1377 1283">Annual</td> </tr> <tr> <td data-bbox="212 1294 1082 1328">8. Complaints Policy</td> <td data-bbox="1090 1294 1377 1328">Annual</td> </tr> <tr> <td data-bbox="212 1339 1082 1373">9. SEND</td> <td data-bbox="1090 1339 1377 1373">Annual</td> </tr> <tr> <td data-bbox="212 1384 1082 1462">10. Behaviour Policy and principles written statement including exclusions</td> <td data-bbox="1090 1384 1377 1462">Annual</td> </tr> <tr> <td data-bbox="212 1473 1082 1507">11. Homeschool Communication Policy</td> <td data-bbox="1090 1473 1377 1507">Bi-Annual</td> </tr> </table> <p>The policies were Approved</p>	1. Credit Card	Annual	2. EYFS	Bi-Annual	3. First Aid	Annual	4. Online Safety	Annual	5. Premises Management Inspection & Testing schedule to be updated subject to which the policy was approved. Compliance audit had been completed with good verbal feedback and a written report to follow. Action: Clerk to table in September meeting.	Bi-Annual	6. Charging and Remissions	Annual	7. ECT	Annual	8. Complaints Policy	Annual	9. SEND	Annual	10. Behaviour Policy and principles written statement including exclusions	Annual	11. Homeschool Communication Policy	Bi-Annual
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12.	<p>AOB</p> <p>None</p>																						
13	<p>Confidential items</p> <p>Recorded in part 2 minutes.</p>																						

There being no further business to discuss the Chair of Governors thanked those present and closed the meeting at 19:02

Future meetings

2024-2025 meetings.

- 12th September 2024, (Approve SIP, Appointment of link governors, Standing Orders, Terms of Reference and other housekeeping, no financials)
- 24th Oct 2024
- 5th Dec 2024
- 6th Feb 2025
- 27th Mar 2025
- 15th May 2025 (Budget)
- 3rd July 2025 – governor development afternoon same afternoon