NETLEY PRIMARY SCHOOL

DRAFT MINUTES AND ACTIONS (here) OF GOVERNING BOARD MEETING HELD ONLINE ON WEDNESDAY 7.7.21 at 5.30 p.m.

ATTENDEES:

Anthony Stoll (Chair)	✓
Dorothea Hackman (Vice Chair)	✓
Bavaani Nanthabalan (Executive Headteacher)	✓
Alyson Dermody-Palmer	✓
Deepak Kuriyan	✓
David Auger	✓
Alan Murphy	✓
Eva Perucha	✓
Ikran Hassan	✓
Hassina Begum	

OTHERS PRESENT:

Gareth Morris (Deputy Headteacher) – Associate Member	✓
Julian Race (Campus Business Manager)	✓
Karen Tyrer (Finance and Admin officer)	✓
Pete McGuigan (Clerk)	✓
Sally Greener (Assistant Headteacher) – Associate Member	APOLOGIES

	ITEM	ACTION
1	**Welcome, apologies for absence**	
1.1	Anthony (AS) welcomed everyone and opened the online meeting at 5.30 P.M. Apologies for absence had been received and accepted, from Sally Greener, and Governors noted the absence of Hasina Begum (HB) AS report that Javed Ahmed (JA) had moved out of the area and was no longer a Governor. **(PM to remove JA from GovernorHub.**	**PM**
2	**Declarations of Interest**	
2.1	There were no declarations of interest for the meeting. Governors noted AS's long-term association with Findel Education.	
3	**Any Other Business**	
3.1	There was no AOB raised for the meeting.	

4	**Minutes of the previous meeting (24.3.21) and matters arising**	
4.1	**Governors agreed the accuracy of the previously-circulated minutes from 24.3.21 FGB,** with one correction (the number of SEND pupils to be changed to 115 in the Executive Headteacher's report **– PM to change)** • **PM to upload 24.3.21 FGB minutes to GovernorHub** • **AS to sign previous minutes online.**	**PM** **PM** **AS**
4.2	**Governors agreed that all actions had been taken or were on the agenda for the current meeting,** noting that: • 3 parents had put themselves forward for election to the FGB. • The format for recruiting volunteers was near to completion.	
5	**Executive Headteacher's report**	
5.1	Bavaani presented the previously-circulated report and highlighted: • the '4 bridges' in the report – 'Routine and Rebalance', 'The Learning Divide', 'Physical and Mental Health', and 'Coaching'. • the 4 priorities - 'Raising attainment in English and maths', Digital technology in home learning', 'Health and resilience' and 'Reflective leaders through coaching'. • the importance of having an impact through prioritising these foci.	

5.2	• high pupil mobility, with 22 in-year admissions, and a falling roll (going from the current 420 NOR, to 403 in September). Governors noted the need to increase the NOR, including increasing Nursery.
	• an unusually high Reception intake for 2021 (rising from current 40 to 60 in September), with no clear explanation as to why.
	• the negative impact of the overall falling role on income.
	• the importance of increasing the intake. BN noted that:
	  ○ more Nursery children helped to boost applications to Reception and the mixed Nursery / Reception class had helped for this year. Another Nursery class would help even more but would need to be planned carefully.
	  ○ Gareth (GM) had been developing other ideas to advertise and promote the school.	

5.3	• overall, attendance was good (95%, compared to 96% at the same time in 2020) and met the national target. • 66 children had been educated on site during lockdown and there had been 90% attendance for online learning. The school was aware of, and dealing with, pupils who	

	had not engaged.
	• the sending of postcards to all families had helped greatly in encouraging the return to school.
	• unlike many schools, no bubbles had needed to be closed since reopening.
	• Reception and Y1 attendance was low (91% and 94%).
	• Absence was for several reasons, including:
	  ○ Covid absences and fears.
	  ○ family bereavements.
	  ○ families still abroad and unable to return because of Covid restrictions.
	  ○ 2 children who had left but were still on the register.
	• Covid measures in school, including test and trace at weekends, constant use of the hall and playground, and staggered starts and finishes, had helped to keep staff absence low.	

5.4	• including Woodlands, there were 127 children on the SEND register (30%), 44 with EHCPs (and more in process), which was extremely high compared to other schools.
	• Alan (AM) noted that
	  ○ there were increasing numbers of challenging children arriving, including refugee children with high levels of need.
	  ○ to support children with Speech and Language difficulties, the school was using some online provision, including Mable Online Speech Therapy and Lexia (noting that Camden did not assess children for dyslexia).
	  ○ a Trauma Informed Practice (TIP) approach would be developed in the autumn, (with training being provided through Robson House), to help staff manage behaviour issues.
	  ○ AM supported EYFS for SEND.	

5.5	• there was a high number of Safeguarding issues for the school, with 9 Child Protection cases, 9 Children in Need, 8 accessing Early Help, 4 being assessed and 6 Looked After Children. • the school was working with several agencies, including CAMHS, Mental Health, and Camden Learning's Kids' Network. There had been over 100 meetings with these agencies, often to help support complex families, or those suffering from a high Covid impact. BN noted that there had been an increase in domestic violence, including towards children. • despite the many challenges, Safeguarding was being led and managed well, including good relationships with families and behaviour being well-manged in school. Dorothea (DH) reported that her recent Safeguarding	

	visit had demonstrated the high level of provision in the school. • sport and PE were being used well to support 2 particularly challenging cohorts of children (Y4 and Y6), and Robson House had also provided good support to developing appropriate strategies.	
5.6	Gareth (GM) updated Governors on pupil progress and attainment and highlighted: • one of the impacts of Covid lockdowns, was that children lost 6 months of schooling, although the school's provision of remote learning had been effective. However, 2020-21 had been a very disturbed learning experience for all children, which had impacted negatively on progress and attainment. • the Y6 results in 2020 had been high (particularly their progress), despite high levels of SEND. • the current Y6 cohort had been very challenging, including high mobility levels, with new children presenting significant challenges. • the cohort had made progress despite high levels of SEND (including EHCPs), particularly in 'Greater Depth'. • there had also been increased Pupil Premium children, who often had extra challenges. • although the gap between boys and girls was closing, it had been difficult to lift boys' attainment into 'Expected', and **this would be a research focus during 2021-22.** • in the KS1 results (Y2), Reading had remained stable, but Writing had been lower. GM noted the difficulty of teaching Writing remotely, and that it would continue to be a challenge for that cohort. It was not clear why Y2 boys had achieved better than expected. • in Y3 – Y5, gaps between boys and girls were larger, although interventions in Y1 were working well for maths. • with extra external charitable funding (£21k and another bid to be submitted), midday supervisors were now able to cover some TA duties, to release them to support appropriate children. GM noted that this initiative would be increased in 2021-22. Governors commended Gareth and Bavaani for their work in raising achievement.	**GM**
5.7	BN updated Governors on Teaching and Learning and highlighted that: • 2 Camden learning reviews (of Remote Learning and pupils' work, including a work scrutiny and observation) had been positive, with a recommendation to challenge the more-able children in a specific year group. BN agreed that their focus had may have been too heavily	

	on children with SEND. • subject leadership was good, including in maths. • teaching (although not now formally graded) was 100% good or better. BN noted that teachers often inspired their pupils and ensured good progress.	
5.8	• the curriculum was aspirational, and despite not being able to offer as many outdoor events as usual, had provided a range of activities, including poetry, sports, oracy, music with the Royal Academy of Music and dance with The Place.	
5.9	• EYFS had focussed on preparing children for learning, e.g through providing a good learning environment and many learning challenges. • staff were currently focussed on the EYFS framework.	
5.10	• there had been a successful Robson House peer review of Woodlands, leading to a report (**to be presented to the Curriculum Committee)** • Woodlands was being expanded with a 4th class.	**Curric agenda**
5.11	• with Leadership and Management, the leadership teams (SLT and MLT) were doing well, with good mentoring taking place. Bavaani thanked her colleagues for their great support over the years, at Netley, and across the campus.	
5.12	Governors thanked and congratulated Bavaani on her huge achievements at Netley Campus, for being inspirational, and challenging and supportive to colleagues, as well as leading a such a complex organisation and providing great education for the children, their parents and the local community. Anthony also noted that Gareth would be an excellent Head of School and John Hayes would similarly be an excellent Executive Headteacher, to carry on the great work of Bavaani.	
6	**Finance**	
6.1	Julian presented the previously-circulated finance papers and highlighted that: • Karen (KT) had successfully developed IT financing. • for 2020-21, the forecast in year surplus had initially been £205k. Because of the Covid impact on reducing spending, the final in-year surplus was £260k, giving a reserve of £766k to go into the 2021-22 budget. • However, this large reserve was needed – the original forecast in-year deficit for 21-22 had been £375k, now rising to a projected in-year deficit of £466k for 2021-22. Due to the falling roll, there had been a significant reduction in income, and the cost of the agreed climbing	

	structure was included. • the October census figure would drive the next budget, and was expected to predict a large deficit for the 2022-23 financial year, leading to an overall deficit of £290k to £300k (i.e. the forecast in year overspend for 2021-22, plus the expected falling roll for 2022-23 would overspend the 22-23 income **and reserve**, by up to £300k).	
6.2	Governors noted that: • many schools were facing similar financial challenges, without Netley's large reserve • the future would be challenging for Netley. • **AS had submitted a bid to Camden for a contribution to the new EHT cost**. • school funding was currently a national issue, which could lead to more money being available for schools. • over-provision of school places was currently an urgent Camden issue. • **in the new school year, the leadership team and Governors would need to agree a plan to set a balanced budget for 2022-23** • the school was fully staffed for 2021-22, including a small team of support staff employed by school (plus agency staff), and a new Premises Manager had been appointed. **After discussion, Governors formally approved the use of the surplus balance, i.e. to support the 2021-22 budget.**	**Finance agenda** **Finance and FGB agendas**
7	**Policies**	
7.1	**Governors agreed that the previously-circulated policies had been scrutinised by committees. They formally ratified policies for** • **Security (and Security Procedures)** • **Whistleblowing** • **Gifts and Hospitality**	
8	**Premises**	
8.1	BN reported that the playground and Woodlands developments (a 4th classroom and a redecoration) were going well.	
9	**Governance**	
9.1	AS reported a positive visit to the campus, noting how well it was managed, including the ingress and egress of pupils and parents.	

	Governors noted their training since the previous meeting: • Safeguarding training and school visit (Dorothea) • Health and Safety training (Deepak), **to be discussed with JR.** • Safeguarding (Ikran)	**DK JR**
10	**Committee meetings**	
10.1	Governors noted the previously-circulated committee minutes from Finance (5.5.21), Curriculum (22.1.21), and Premises (4.6.21).	
11	**Dates of future meetings**	
11.1	**Governors agreed the GB dates for 2021-22**, with the first meeting of each committee to be in person, and for the committee to decide on whether to meet in person or remotely. **Autumn** • Finance Wednesday 13.10.21 (in person) • FGB Wednesday 8.12.21 (in person) **Spring** • Finance Wednesday 2.2.22 (?) • Finance Wednesday 2.3.22 (?) • FGB Wednesday 23.3.22 (?) **Summer** • Finance Wednesday 4.5.22 (?) • FGB Wednesday 6.7.22 (?)	
12	**Confidential**	
12.1	**Governors agreed the previously-circulated confidential minutes from** • **24.3.21 FGB** • **17.6.21 Pay Committee, and approved the pay decisions.** • **PM to upload previous minutes to GHub** • **AS to sign previous minutes on GHub.**	**PM** **AS**

There being no further matters to discuss, the Chair closed the meeting at 7.05

TO BE AGREED AT THE 8.12.21 FGB AND SIGNED ON GOVERNORHUB BY

Anthony Stoll, Chair of Netley Primary School Governing Body

	ACTIONS FROM 7.7.21 FGB MEETING	ACTION
1.1	PM to remove JA from GovernorHub.	**Done**
4.1	PM to change 24.3.21 minutes and upload to GovernorHub	**Done**
	AS to sign previous minutes on GHub.	**??**
5.6	Differences in attainment between boys and girls be a research focus during 2021-22.	**??**
5.10	Robson House peer review of Woodlands to be presented to the Curriculum Committee	**??**
6.2	AS to report on bid to Camden for a contribution to the new EHT cost.	**Finance agenda**
	SLT and Governors to set a balanced budget for 2022-23	**Finance agenda**
9.1	Deepak to discuss H&S with JR.	**??**
12.1	PM to upload 24.3.21 FGB & 17.6.21 Pay Committee minutes to GHub	**Done**
	AS to sign previous minutes on GHub.	**??**