

**MINUTES OF THE MEETING OF THE  
DOWNSSELL SCHOOL GOVERNING BODY  
HELD ON MONDAY 16 JULY AT 5PM  
AT THE SCHOOL**

Present: Mr Martin Doré (Chair) Local Authority Governor

**Co-opted Governors**

Mr Dave Leaker  
Mr Robert Morini

**Headteacher**

Mr Deena Chetty

**Parent Governors**

Ms Kirsty Sultanti-Jones

**Staff Governor**

Ms Maryam Osman

Clerk to the Governors: Ella Coulson

Also, present: Ms Maria Regan, Assistant Headteacher  
Ms Claretta Jean, Assistant Headteacher  
Miss Alexia Antoniou, PA  
Mr Steve Rogers, Teacher  
Mr Matthew Pallas, Teacher  
Mrs Janice Hawkins, Inclusion Lead

**Summary of agreements and actions:**

<b>Minute reference</b>	<b>Formal agreements and/or actions identified</b>	<b>Named person(s) for action(s) identified</b>	<b>Completion date</b>
5.12	Action: Discuss travel in Septembers Governing Body.	Governors	September
5.14	AGREED Governors agreed to formally adopt the school trips policy for the year ahead.		
7.10	<b>Action: Governors to be invited to the gallery showcase at the end of each term.</b>	Governors	
8.5	<b>Action: Model Procedure to be forwarded to governors to familiarise themselves and bring forward to ratify at the next meeting.</b>	Governors	
9.8	<b>Action: School to communicate to parents so they are aware of the issue and what the school is doing. MD to speak to the headteacher in a few days once the</b>	Governors	

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	<b>school has concrete news for the parents.</b>		
9.8	<b>Action: Governing Body to let Kier know how disappointed they are.</b>	Governors	
10.6	AGREED      Governors agreed to adopt the policy.		
11.24	<b>Action: Governors to feedback to the headteacher any comments on the key priorities.</b>		

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 No apologies were received from Ms Sumy Choudhury and therefore these were therefore not accepted.
- 1.3 The clerk confirmed that the meeting was quorate with 5 governors present.

**2. DECLARATIONS OF INTEREST**

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

**3. GOVERNING BODY**

- 3.1 Clerk to confirm Governing Body membership  
The clerk confirmed that there were currently no vacancies and that no governors would come to their end of term this year.

**4. MINUTES**

- 4.1 Governors received the minutes of the governing body meeting held on the 14 May 2018 and agreed these to be an accurate record of the meeting. Mr Martin Doré signed a copy of the minutes and these were retained by the school.

**5. SCHOOL TRIPS POLICY**

- 5.1 The school have decided to change the way the trips work and the documents that need to be completed ahead of a trip to make it more clear and robust along with a checklist on how teachers must apply for a trip.
- 5.2 The trip approval form is to be filled out with a reason and cost implications then handed to the Headteacher for final approval. Once approved by the Headteacher the teachers can go ahead and book the trip. A letter is then sent out to parents four weeks prior to the trip happening.
- 5.3 Permission slips are to be returned to the class teacher. The teacher can then tick and monitor if the child has returned their slip or not.
- 5.4 Wristbands are then made before the trip, children wear these with a hi viz jacket.
- 5.5 Those children who receive free school's meals are then made by Elaine in the kitchen.
- 5.6 The risk assessment form is signed off by the Headteacher, a signed copy is given back to the class teacher.
- 5.7 Any child who is left behind in school must be written on the form and stated what class they have been left in.
- 5.8 The medication and itinerary is then completed on the checklist. The teacher will meet with parents and carers before to sign the school volunteer form.

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- 5.9 Year 1 have tested the new process and it went well. They followed the form step by step with the parents half an hour before they went on the trip. If they were ever separated they know the protocol.
- 5.10 Teachers are to text the headteacher when they have reached the destination, having lunch and then when they are making their way back so the school can text the parents and keep them updated.
- 5.11 The school have put measures in place to make the parents feel at ease. The school can then communicate to parents efficiently to let them know if their children will be late etc.
- 5.12 A post trip agreement form is to be filled out at the end of the trip which is then passed onto the Headteacher to be signed.

Q: Is this for anything outside of the trips that have already been agreed by the governing body?

A: No once governors approve the trips the teacher will then collect a pack.

Q: When we next look at the schedule for trips can we look at the distance and agree whether to use public transport or a coach?

A: Any subsidising of coaches has budget implications but this should not be dismissed, we can discuss in conjunction with the schedule in September. The teachers will have already planned the trip but we can ask them to propose something different.

**Action: Discuss travel in Septembers Governing Body.**

Q: How much would a coach cost?

A: Between £400 - £550 but you would need 2 for a cohort. That is based on every child going on. The school is so close to public transport. The children will remember not going on trips if their parents cannot afford it.

Q: How do parents pay for school trips, at my daughter's school they ask for a minimum amount for a school trip and if they do not make enough from the contributions then the trip will not go ahead. No one knows who is paying and not paying?

A: We find it hard to get the money. Those that can afford it will think why should they pay if someone else is not. Maybe if parents could go on the trips with their children it would stop them feeling so anxious about them going on public transport. Having experience of taking young children on the tube is invaluable. They have all been completely safe and parents need to trust the school, we want the children to be safe. If we make the decision that the younger children cannot use public transport then it is closing in opportunities. The school can look at ways to reassure parents.

- 5.13 The notice period last time was too short and this has been recognised by the school.
- 5.13 The reply slips are kept for 3 weeks after the trip has happened.
- 5.14 **AGREED** Governors agreed to formally adopt the school trips policy for the year ahead.

**6. CHAIRS ACTION**

- 6.1 MD has regular weekly meetings with the headteacher. He has not been to any external meetings.
- 6.2 The behaviour policy has been circulated following on the initial draft from CJ. It is based on best practice from different schools and different environments. It is based on the school's policy that they currently use and principles that drive the behaviour policy in the school. All the amendments have been made to the document since the last meeting.
- 6.3 The chair asked governors to adopt the policy, any changes are to be sent to MD in the next few days. Subject to any further comments, MD will ask for the policy to be uploaded onto the school's website.

**7. 2018/2019 CURRICULUM**

- 7.1 In 2014 the government introduced a new curriculum. With the curriculum it became the expectations and coverage from KS1 to KS2 to move children's learning forward.
- 7.2 Some of the classes are still using pre- 2014 curriculum aspects.
- 7.3 The school decided to look at the curriculum to make it fun and more engaging for the children and for teachers to get creative. It is all about getting creative and finding links between different subject areas.
- 7.4 Year 1 to Year 6 have the foundation subjects. The children build and design the curriculum with the teacher. All the curriculum is to be covered at different points across the school. Some things will be standalone but the teachers will always be thinking about how the learning links.
- 7.5 The curriculum is a mix of vague and specific. They give the school programmes of study which is vague but they expect across KS2 children to have exposure. Every single word is now covered through the curriculum.
- 7.6 Year 4 are learning about the romans. It is linked to a book called 'Escape from Pompeii'. Geography is to look at earthquakes and volcanoes. They will make a volcano for design and technology. In Art they will look at Turner and Warhol and their volcano representations. Computing will be to research Mount Vesuvius.
- 7.6 The hook is about how to engage the children on learning.
- 7.7 The national curriculum coverage is included for each year group which states what needs to be covered each term.
- 7.8 Computer science and computer coding is targeted in year 5 when they create a video game.

Q: The thread against all the different components is so appropriate. Is it the kind of thing that parents should have sight of, as parents can then think of trips for their children when booking holidays?

A: The second week in, parents are invited to come in and meet the teacher. A letter will go home next week to tell them who the teacher is and are given a new class name. Parents will be invited in and the curriculum will be shared and uploaded onto the internet. At the end of the topic they will have a showcase of the things they have been doing in the topic. Parents are to be invited in to see what their children have been doing in the topic and to explain what will be happening next term.

- 7.9 The staff have really bought into it and staff will be aware of the advantages of it all.

- 7.10 Subject to meeting with the year groups the school is ready to go ahead with the new curriculum. Year 3 still needs to be met with.

**Action: Governors to be invited to the gallery showcase at the end of each term.**

*MD thanked staff for all their hard work.*

## **8. GDPR UPDATE**

- 8.1 The school have appointed a data protection officer from the Local Authority. They have worked with her on a regular basis and have had several meetings with her.
- 8.2 The school have drawn up all the relevant policies with a worksheet that outlines all the school's assets (asset register). It highlights all the data that is held in the office and classrooms.
- 8.3 Policies are for pupils and parents. Privacy notices and any policies regarding pupils or parents are on there.
- 8.4 From the 24 May, model procedures were emailed to all staff for them to familiarise themselves with the information and highlight procedures they need to follow.
- 8.5 It highlights all the information staff need to follow if there is any breach and who it needs to be reported to. The DPO informs the ICO.

**Action: Model Procedure to be forwarded to governors to familiarise themselves and bring forward to ratify at the next meeting.**

- 8.6 Under GDPR it is advised that governors use their school email addresses rather than their personal email addresses because they are secure.

## **9. TWO-YEAR-OLD PROVISION UPDATE**

- 9.1 Kier are still getting back to the school with questions they asked a while ago.
- 9.2 The two-year provision is currently on hold for the moment until the school hear back.
- 9.3 It will not be happening for September. The school will keep governors posted. The school have told Kier that governors will lose faith in the whole project. Two weeks ago, they assured us that before the Governing Body meeting the school would have the quotation. They sent someone to the school to look at underground surfacing for pipes or electrical cables. They emailed to say they were pleased to let the school know that there was no pipes or cables and asked to meet again. Nothing will happen now until September.
- 9.4 A lot of playground equipment is taped off due to wear and tear or damage, the school is waiting for Kier to repair them.
- 9.5 A parent has spoken to a governor about the equipment in the KS2 playground and reception area. When the school bought the equipment, it was from a company who went under. It was taken up by another company who also went under. When the school contact other companies they say they cannot repair it but can remove and replace.
- 9.6 In the reception area it is just a bolt, but companies do not have the specific bolt. One company is willing to come in this week or next week to sort it. Some companies do not reply. They are specialised bolts and they are proving hard to find. If the bolts are changed, the equipment will then need to be risk assessed.
- 9.7 The equipment is 10 years old or above and is very old. A lot of the equipment is giving way.

- 9.8 The timber bars are rotting away. The school need to look at the life cycle and need a complete overhaul. The equipment is now old enough for a proper replacement.

Q: Who has the responsibility for the cost?

A: The equipment that is installed by Kier, it is reported on the helpdesk and they will come in and repair. If there is any repair to be done on their equipment then it should be repaired by Kier. A lot of companies state they do not touch timberline equipment which is where the difficulties lie.

**Action: School to communicate to parents so they are aware of the issue and what the school is doing. MD to speak to the headteacher in a few days once the school has concrete news for the parents.**

Q: Could the 2-year provision go ahead after Christmas?

A: It depends on how many families sign up. The school need to revisit the whole costing side of things again. They have had parents who have expressed interest and have appointed someone to hit the ground running.

**Action: Governing Body to let Kier know how disappointed they are.**

## 10. STAFF ABSENCE POLICY

- 10.1 The policy is a local authority model.
- 10.2 Absence is a major problem. Several staff have exceeded 50 days.
- 10.3 After 3 days of absence, the school call the person in and have a meeting with them. Targets will be set after 8 days.
- 10.4 Return to work must be completed after 1-day sick.
- 10.5 Staff have received a copy of the policy.
- 10.6 AGREED      Governors agreed to adopt the policy.

## 11. HEADTEACHERS REPORT

- 11.1 The headteacher report was sent to all governors 7 days ago.

Q: Can you include the staff absences in the HT report?

A: Yes.

Q: How does it fit in with the School Improvement Plan in terms of is the school on track such as behaviour analysis etc and where is the behaviour coming from and what measures does the school have in place?

A: The School Improvement Plan was shared with governors several times. Now it will be an overview of what we have achieved this year. There are a lot of things we are not happy about. The plan is very transparent and offers room for governors to challenge the school. The School Improvement Plan at this point will come to an end and the new plan will kick in based on the new targets. Regarding behaviour the expectations have shifted significantly. Boys and girls who have high needs are still there and it is ongoing. Certain children are in the wrong provision and the school cannot meet their needs and it makes the quality of teaching hard. The school is working with the PRU and have an excellent communication with them. The school has never been refused at the PRU. Downsell are seen at looking at everything first

before going to the PRU and the school cannot make a FAP referral without an educational psychologist report.

Q: Does the school follow a similar monitoring process to the PRU to provide consistency?

A: If we find that it works then it may be something that can be adopted. At the PRU they have the expertise as well as the staff availability. Once the school reach 15 exclusions the school can look to permanently exclude. Budgets do not allow for additional staffing.

- 11.2 The clubs that the school has on offer will not be available from September. Every year group will have to offer booster classes and homework clubs first, then other clubs will be looked at. The school recognise that something drastic needs to happen to move the school forward. The school have had conversations with the school improvement team and the school will offer 2 booster clubs and 1 homework club. The parents will not be expected to pay for the sessions but they will be by invite only. The school still have a lead sports teacher who will pick up children in every year group to access the sports. It is compulsory for the child to attend the booster.

Q: The child will say that they must go to the mosque, and parents will ask why their child has not been picked?

A: The school will be using data. The school is throwing the opportunities out but will be making it a whole school drive.

Q: Will dance music and games not be on offer?

A: Yes, they are but will be picked up by teaching assistants. The popular ones will still stay on.

Q: Will you be looking at children's homework on a weekly basis and those who are not completing it to be referred to homework club?

A: Yes.

Q: Homework should be done at home and parents need to take the responsibility?

A: The school will be running parent workshops to support parents with maths and writing. Waltham forest college will send tutors to support parents. There will always be hard to reach parents. The school will invite the parents into the homework club, or send an advisory note to parents to help them with the homework. It can be the language barrier. 78% have English as a second language. The school will look to call it something other than homework club so they are not embarrassed or feel patronised.

- 11.3 The school's priority is to get the boosters up and running. Popular ones like chess and cooking clubs are very popular.

Q: Can you let parents know that clubs have spaces?

A: Yes, the school text parents to let them know.

- 11.4 The inconsistency in data is based largely on teacher assessment and it was before the new proposal to make sure the data is absolutely accurate.
- 11.5 The story that is unfolding can demonstrate an upward trajectory. The school need 3 years of upward trajectory to be a good to outstanding school.
- 11.6 The children who did not pass phonics in year 1 need to retake in year 2, 80% passed this year in the retake. There were 5 children and 1 was absent.
- 11.7 The school achieved 93% for year 1 phonics. The school need to look at how to build on in year 2 and reap the benefits to move the school forward.
- 11.8 The KS1 data shows 86% at expected for maths, it dipped to 77% then to 79% and the school is now at 88%. The school need to remember that the curriculum has changed from 2014 which explains the dip. It is about how people become more familiar with the curriculum and the SATS layout.
- 11.9 The school could receive a letter from Ofsted in October/November to say they are due an inspection because of the data. It is the third year running the school has not demonstrated progress. David Kilogallon will need to meet with the Chair of Governors and the Headteacher to explain what the school has in place and how they are moving the school forward.
- 11.10 In KS2 the school achieved 53% in 15/16, it moved to 81% in 16/17 but had a dip this year back down to 56%. The year group have had classes before and after school, boosters and clubs.
- 11.11 The school are taking their starting point at the end of year 5, 29 children, 47% were significantly below, 11% were working towards. There was 42% at the beginning of the year who were at age related making expectation.
- 11.12 The SATS results show 15 were below which is 24%, 7 working towards, 45% got at expected and 7% got greater depth. From the beginning of the year to the end of the year a lot of work has happened. The data was published last week.
- 11.13 The school will be having case studies as to why the children have not made the progress and what the children who are almost there need to do to move up.
- 11.14 If children were making expected progress they would not move, they need to make accelerated progress so the school needs to identify those who can be moved and who can make the progress and shift. The school need to up the game and track the teacher judgements. The school went through all the teacher judgements to track attainment for reading and maths so the school know where the child is. The baseline data from their previous year is based against the summer test data. The teacher assessment has been pitched too high and the problem has been experienced in year 6.

Q: Is it because they are not to test standard or the children's mentality and the fear of the exam?

A: It is a combination of both and it affects different children in different ways. The tests have shifted, year 6 is harder to access now. The school need to make the shift lower down the school.

Q: Are you moving from a scenario where teacher assessment will be less important compared to base line data?

A: With regards to the pupil tracker, the school wants teachers to input the end of year assessment. The teacher assessment is valid. The government is no longer



going to be asking to admit maths or reaching teacher assessments, they only want writing assessments. From 2020 there will not be year 2 SATS, when they come in to reception after 2 weeks they will do a base line assessment which will measure the child from reception all the way to year 6.

- 11.15 The teacher assessment is important and it is their professional judgement but it is more about what they are doing with the children. The school will look at the evidence trail.

Q: It is a challenge for the Leadership Team?

A: Yes, and the school wishes they had started the conversation a year ago. It has been a bold decision to scrap teacher assessments. Most teachers did try to bring year 2 to judge their children accurately. It's a much better system to have in place by using the test data and have teacher judgements come after that. Some year groups did not make the leaps of progress that was expected. The school and governors need to have a conversation explaining the 44%. If the data was good for year 6 maths the school would be having a different conversation. The teacher assessment is not robust enough.

- 11.16 The whole school can demonstrate 83.3% for reading, 86.2% for maths. The school can demonstrate the progress.
- 11.17 It is about doing case studies for the children with extremely high needs.
- 11.18 Pupil case studies will be more in depth and will have a lot of evidence. The school is tracking the children and the interventions are on a grid. Those who are not making expected progress have been flagged up.
- 11.19 The progress measures are healthy. 6 strands of the Ofsted framework relate to progress.
- 11.20 At the start of September in the current year 6, 48% were significantly below and the school ended up with 65% being at expected or better. 13% were at greater depth.
- 11.21 For the test outcomes in year 1, the attainment score is based on actual tests at the end of July. Reading had 48% already below, maths had 48% below.
- 11.22 Year 2 test outcomes were measured by the teacher assessment in year 2 and at the end of year 6 they measure progress from year 2 to year 6. The school must submit teacher assessments for year 2. The school achieved 82% at expected or greater depth, 79% for writing, 88% for maths and 93% for science.
- 11.23 Year 4 achieved 41% below for reading, 35% for maths and 72% for grammar.

Q: What will you do in future on year 2?

A: In year 2,4 and 6 the school have agreed action plans. The action plan states that every 3 weeks the year groups are being moderated. By the time it comes for submission it has been moderated internally robustly.

- 11.24 The school has got to grips with analysing what went wrong and have decided on a policy. Whatever the school does going forward the data must be robust and the school will work with that and that is what they expect in the future.

**Action: Governors to feedback to the headteacher any comments on the key priorities.**

*MD thanked the team for getting to grips with the situation.*

**12. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

12.1 Date of next meeting

Autumn Term 2018		
Monday 10 September	Governing Body	5pm
Monday 8 October	Governing Body	5pm
Monday 12 November	Governing Body	5pm
<b>Spring Term 2019</b>		
Monday 4 February	Governing Body	5pm
Monday 25 March	Governing Body	5pm
<b>Summer Term 2019</b>		
Monday 13 May	Governing Body	4pm
Monday 15 July	Governing Body	5pm

12.2 Agenda items:

Public Transport for trips

The meeting closed at 20:15PM

Chair: ..... (print)

..... (sign)

Date: .....

Chair's Initials:
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