



Our values, interwoven through all aspects of school life, spring from our faith in Jesus, the person and His stories. Following His example, everyone is loved and encouraged as an individual in an inclusive, stimulating environment, empowering us all to become compassionate citizens and resilient lifelong learners who reach their potential.

Kennington C of E Primary School Meeting of the Local Governing Body

MINUTES

**Thursday 5 December 2024 5pm
Held at the school**

Present:

Karen Godsell – Headteacher (HT)
Simon Ward – (Appointed)
Jamie Fox (Appointed)
Jan Preece (Appointed)
Lauren Kennett (Staff)
Carrie Osborne (Parent)

Also, In Attendance: Louis Blake – Observer & prospective Parent Governor,
Rachel Lavender (Deputy Headteacher)

Clerk: – Louise Barr

Apologies accepted: None

Item:	Summary Description	Action
Procedural:		
1.	Welcome, Apologies & Prayer 1. Governors were welcomed to the meeting including prospective new parent governor – Louis Blake. 2. There were no apologies. A moment of reflection was taken by governors and the meeting opened.	
2.	Quorum The meeting was quorate	
3.	Declaration of Business Interests 1. Governors were invited to declare any Business / Conflicts of Interest Relevant to the agenda. There were none. 2. Annual update of Business/Conflicts of Interests on GovernorHub – Governors confirmed that their annual update of business/conflict of interest were updated on G/Hub. 3. Annual update of Code of Conduct on GovernorHub – final confirmation/checks were made that these had been completed by governors.	
4.	Governing Body Business/Membership 1. Governing Body Update - GB Vacancies included: - 1 x Appointed	

	<ul style="list-style-type: none"> - 2 x Co-opted - 1 x Foundation <p>2. Training: <i>Annual requirement "Keeping Children Safe in Education"</i> <i>Annual training reminder – Safeguarding & PREVENT</i></p> <ul style="list-style-type: none"> - Final confirmation/checks were made that all governors had completed their training and had updated GovernorHub – to this effect. <p>3. Governors viewed the IDSR Training video</p> <p>4. <u>New governor Induction Process</u></p> <ul style="list-style-type: none"> - It was agreed that new governors come into school for half a day to observe and receive an overview about the school – as part of the induction process. on. - Action: New parent governors – LB and CO to contact the Headteacher to arrange convenient dates. 	
5.	<p>Minutes of the last meeting held on 4th November 2024</p> <p>Governors agreed the LGB minutes held on the 4th November 2024 plus confidential item for content and accuracy. The Chair of Governors electronically signed off the minutes on G/Hub</p>	
6.	<p>Actions/Matters arising from Minutes of 4th July 2024</p> <ul style="list-style-type: none"> - Confirmation re annual decs, code of conduct, safeguarding, KCSIE training completed by all governors and updated on G/Hub COMPLETE - Data Review 23-24 tabled as agenda item next meeting (carried forward) – clerk COMPLETE - SIP uploaded to G/Hub – H/T COMPLETE 	
School Improvement:		
7.	<p>Headteacher's Report: <i>The following supporting papers had been uploaded to G/Hub prior to the meeting for governor review:</i></p> <ul style="list-style-type: none"> - <i>Headteacher Report T2</i> - <i>Data All Subjects Review 2023-24 T6</i> - <i>Data All Subjects Review 2024-25 T2</i> - <i>Attendance Week by Week Comparison 2023 Report</i> - <i>Behaviour Audit Review NoV November '24</i> - <i>Behaviour Week by Week Comparison</i> - <i>Filtering & Monitoring Report Oct '24</i> - <i>Safeguarding Report to Governors</i> - <i>PP Statement</i> <p><u>Data All Subjects Review T2 2024-25</u> Deputy Headteacher RL updated governors on most recent data analysis – to date (BROMCOM report). The following was highlighted:</p> <ul style="list-style-type: none"> - As governors would expect - Year 3,4 & 5 SEN – low % by comparison with non-SEN pupils - Year 6 (cohort of 26) data looking good for RWM but further assessment of data was needed for foundation subjects. - Foundation subjects were bounded together with core subjects (RWM) for SEN & PP pupils as they were still working towards 	

	<p>“expected” in core subjects – for example some pupils still lacked the writing skills but could still verbalise & learn about foundation subjects.</p> <ul style="list-style-type: none"> - Assessments had been tightened and streamlined and these would be incorporated into curriculum and assessment handbooks. - Gaps were identified by Deputy Head RL and raised with subject leaders eg why was a pupil good at art but not at music? - Deputy Head RL continued to work closely with SENCo – and progress updates were fed into the SIP (school improvement plan) - SENCo was increasing focus on improving parental engagement for SEN pupils. - SEN pupils were taught by “adaptive” teaching methods and no longer by differentiation – ie pupils were taught the same subjects at the same time as their classmates but were taught at a level adapted to their level of need. Governors noted that this had helped no end with PP and SEN pupil’s self-esteem (especially in Maths) and pupils were being much better supported in their learning. It also helped teaching staff in lessening workload. - GPS (grammar, punctuation & spelling) was a focus for Year 3,4,5. Writing skills per se were not the issue but there were GPS elements within it that needed work. An action plan for tackling the weaker areas of GPS was being created by middle leader LK. - Governors asked how could progress and attainment in Writing be doing well – whilst GPS scores were low? GPS was tested as a separate assessment and generally pupils found it hard to do as it was technical and involved lots of terminology & theory behind it – even though pupils could write successful sentences. <p>Last Year 6 SATs (externally moderated) – Both Reading & Writing were a strength and outcome scores were above national figures – except for GPS.</p> <ul style="list-style-type: none"> - Governors noted that this was only T2 data and pupils had time to reach expected by the end of the year. - Governors asked why some pupils were @ expected for RE but not for PSHE? This was a question that would be put to subject leaders and analysed for those pupils that this applied to. Governors to be updated. - Deputy Head RL advised governors that the data being shared with governors was a snap-shot, but certain patterns had been identified in foundation subjects. Particularly, pupils moving on from one-year group to another – who had been considered good at one subject eg History and less so at Geography and this would be flipped, and the reverse was being found from one year to the next. Whilst there were some issues with mobility the data should not be skewed like this and so RL informed governors this would be further analysed. Governors asked for the trend data report to be shared with governors. RL confirmed this & reported that this was being worked on but had to be produced manually - Pupil progress meetings would involve drilling down on all skewed data. - Governors further noted that the school, as a junior school, had issues re inherited data from Downsview and other feeder infant 	
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schools plus each year group was always cohort specific in terms of ability and level of need. Year 3 (ie first year at Kennington) was always a transitional period involving assessments for all pupils to assess whether they were at expected, working towards expected, or at greater depth. This also included improving pupils' writing stamina. Downsview did not do as much writing in comparison with what was expected by Kennington and this was an area of focus for all pupils when they started at Kennington in Year 3.

- Next meeting to review next data drop – Term 5 22 May '25
- Thanks, were expressed to Deputy Head RL for sharing & discussing data with governors.

RL left the meeting at 5.33pm

Headteacher Report T2

Behaviour Audit:

- Behaviour audit carried out by Claire Beyzade (SIA) which had been positive (both 1 & 2nd audit were consistent ie good)

Actions arising from the audit included:

- Amending & updating the Behaviour Policy
- Measuring impact of Opal Play and the new Behaviour Policy (spreadsheet)
- Anecdotal evidence from pupils (pupil voice) reported that opal play had meant they never felt lonely anymore and could always find things or other children to play with. Bullying, pupils reported, was rare.
- Governors reviewed a Behaviour Comparison - week on week including breakdown by groups – noting:
 - Incidences involved a higher percentage of boys than girls.
 - EAL low figures for behaviour incidences
 - Behaviour in classroom and playground was disaggregated including a breakdown of areas in the playground eg after school club to review any trends. This would include monitoring of staffing and event type eg after school club to aid understanding further.
- Bullying had been separated into 15 different categories and was analysed on a weekly basis by the headteacher.
- Governors noted that an accident was a neutral behaviour ie not negative.
- Plus, positive behaviour would also be included as part of this initiative. Gold cards would be awarded for anything that constituted good behaviour including academic core subjects and foundation subjects and other forms of positive behaviour
- **Governors asked when would the Headteacher be able to feel confident about identifying any trends.?** This would remain to be seen but on-going monitoring/analysing should help with this. The

H/T would initially present her findings to SLT for their view and perspective.

- This week, for example there had been 11 events – 1 of these events involved 6 x boys. This would be reviewed/compared including staffing – were staffing using the behaviour policy procedures appropriately & consistently. Staff could be an influencing factor potentially & this needed to be monitored and teachers supported in the class room – if there seemed to be an issue.
- Behaviour policy link had been included on the newsletter to parents explaining about the revisions being made and rewards for positive behaviour. There had been no responses.

Attendance

- Governors reviewed the Attendance Week by Week Comparison 2023 Report noting:
- There were certain times of year where attendance figures were poor ie due to seasonal illness, but trends would correlate where this was the case.
- The school had recently suffered a virus which had impacted on data, but figures were slightly above this time last year.
- Figures had been broken down to include vulnerable groups and narratives held for all those pupils with additional & or medical needs.
- Governors noted that there was not too great a difference between boy's and girls' attendance figures.
- EAL pupils' attendance was good.
- PA figures (50-90% attendance) were down on last year as some pupils were on reduced time-tables, but a narrative was kept for all these pupils. 5 of these pupils had issues with severe absence (below 50%) and the school was working with outside agencies to tackle this.
- Governors commended the pro-active and hard work that had been put in with regard to attendance noting that school admin officer (Mel) had taken on aspects of an attendance officer role including the creation of a attendance improvement plan. She was also undertaking DSL training so that she could be better informed.
- Governors noted the importance of forming better communication and relationships with families with poor attendance.

Pupil Premium Statement

- Governors were invited to review the statement and forward any questions to the Headteacher.

Filtering & Monitoring Report Oct '24

- Headteacher reported to governors that she had been researching the possibility of investing in a more appropriate monitoring system. The current system was effective with regards filtering but not necessarily monitoring. However, packages had been deemed too expensive and were more suited to secondary school level pupils.
- Governors were assured that filtering and monitoring systems were working appropriately. This would now form part of governor monitoring for safeguarding.

	<ul style="list-style-type: none"> - Governors noted their responsibility for keeping oversight to ensure effective filtering & monitoring was in place as part of safeguarding. - Action: Headteacher to rag rate filtering & monitoring report. 	
8.	<p>School Improvement Plan: The Headteacher updated governors with the following:</p> <ul style="list-style-type: none"> - SIP priorities were based on data outcomes as well as reviewing outcomes from the previous year. - Collaboration was invited from both staff as well as governors. <p>SIP Headlines to note:</p> <ul style="list-style-type: none"> - <u>Adaptive teaching</u> was an effective strategy and provided appropriate scaffolding for the more vulnerable pupils. School improvement advisor JAJ had reviewed adaptive practices at Kennington and reported that it was strong with progress being seen in combined scores as well as closing the gap between PP and non-PP. Plus, improved rigour in attendance and behaviour strategies was also having effect. - <u>Opal Play</u> initiative – school was expected to receive platinum (top level) award for its outdoor play and learning and it was hoped that other schools would come & observe best practice in this regard. - <u>Personal Development</u> – pupils were encouraged to self-manage as part of their personal development. Initiatives included sports leaders, prefects, librarians, school council, online safety monitors, table leaders etc etc. - <u>Young Carers</u> – there were currently 14 x young carers identified but there were probably greater numbers than this but were hidden. School FLO was working on this. Kennington was working in collaboration with Brenzett (fellow Trust school) on an idea for a Young Carers Award. - <u>Parental Engagement</u> – focus on improving parental engagement programme. The school recognized that it was difficult for working parents and was sending out dates a year in advance. Math & English sessions had been held for parents to come into school and see what their children were learning. 14 x parents had attended. This remained a problem for the school and it was still difficult to get parents in. Governors asked whether parents had been identified as to who attended and who didn't. Yes, this was clear and direct invitations were given to certain parents that needed encouragement. Parental engagement had been better prior to covid and this needed to return. - <u>Christian Distinctiveness</u> – this remained a priority for the school and included personal development. The school encouraged, as much as possible, pupils to take an active role in leading celebration worship sessions; welcoming guests and lighting candles. Other initiatives included collective worship challenge books to demonstrate how the role of Christian distinctiveness was impacting on pupils. Awareness of charities and building pupils understanding of them was also being encouraged. 	

	<ul style="list-style-type: none"> - Governors noted that the school was working ahead of next Ofsted inspection and SIAMS – to make sure everything was all in place. 	
9.	<p>Governor Monitoring and other Reports & Visits:</p> <p><u>Monitoring – allocation of roles</u> Governors were requested to express their preference re allocation of monitoring roles. Action:</p> <ul style="list-style-type: none"> - Governors to email Headteacher with monitoring role preferences. <p><u>Monitoring Schedule</u> Governors discussed how best to organise their monitoring schedule. It was agreed that having a full day of monitoring on the same day as all the scheduled LGB meetings would be intensive but productive. It would also help with team bonding. This was agreed and the first of the monitoring days was planned for the 27 February '25.</p> <p><u>Safeguarding Monitoring Visit 13.11.24</u> Governor JP had recently carried out a safeguarding monitoring visit (report to follow) and updated governors on the following:</p> <ul style="list-style-type: none"> - The next safeguarding audit was due the following week. Governor JP monitored & talked through the rag rated audit actions from the last audit (March '24) with the School. - Links noted between behaviour & bullying and the benefits of opal play and the newly revised behaviour policy, - SCR sampled & compliant. - Computing lead to attend a future governor meeting and update governors re on-line safety and how this was being threaded effectively through the curriculum. 	
10.	<p>Finance: No items.</p>	
11.	<p>Safeguarding: No items in addition to the Headteacher's report.</p>	
12.	<p>Health & Safety: Governors noted that the actions from the last H&S audit were almost completed.</p>	
13.	<p>Riskmate Risk Register</p> <p>a) Riskmate:</p> <ul style="list-style-type: none"> - Training now complete by both H/T and Chair - Data transferred from the old GRC1 to RiskMate and supported visually by a heatmap. - A better and more user-friendly system covering risk, likelihood and impact on the school community. <p>b) GDPR – no breaches.</p>	
14.	<p>Compliance (including website): No issues and website compliant.</p>	
15.	<p>Policy Review: No items.</p>	

16.	Any other business: There were 2 x items that were confidential, and these have been reported on separately.	
Other:		
17.	Confidentiality: There were 2 x items.	
18.	Confirmation date of next meeting: <ul style="list-style-type: none"> 27 February 2025 20 March 2025 22 May 2025 3 July 2025 	
19.	Closing Reflections & Meeting Summary <p>a) What was the theme of the key discussion during the meeting? T2 data review including GPS improvement & behaviour audit</p> <p>b) What was the key challenge facing the School/Trust during this discussion? Parental engagement. Plus confidential item (consultation)</p> <p>c) What are the areas for celebration in this discussion- rigorous attendance & behaviour strategy. Plus, adaptive teaching practice was proving effective.</p> <p>7.18pm close of meeting</p>	
Summary of Identified Actions		
Item	Action	Action owner
4.	New parent governors to email H/T to organise half day overview day as part of induction process	CO & LB
7.	Headteacher to rag rate the Filtering & Monitoring Report	H/T
9.	All governors to email Headteacher their monitoring role preferences so that a schedule could be organised.	All govs