

TRINITY THROUGH SCHOOL

Minutes of a meeting of the Governing Body of Trinity Through School held at the **VIRTUALLY** on **WEDNESDAY 30th JUNE 2021** at **4.00P.M.**

PRESENT:

Mrs Moira Cuthbert	Chair
Mr David Lucas	Executive Headteacher
Rev Bridget Shepherd	Vice Chair
Mrs Hayley Atwere	Vice Chair
Mr Michael Thompson	
Mrs Rachel Allard	
Mr Sam Carew	
Ms Adeola Fatiregun	
Mr Mark O'Brien	
Dr Lucy Alderson	
Dr Hilary Leever	
Mrs Lindsay Miles	
Ms Ann Palmer	
Rev Juliet Evans	

ALSO PRESENT

Mr Daniel Hudson	Clerk to the Governors
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The chair opened the meeting with a welcome, the governor's prayer and a reminder that a virtual meeting protocol had been circulated.

1. APOLOGIES AND DECLARATIONS OF INTEREST

There were no apologies for absence.

Governors were reminded that they must declare conflicts and pecuniary interests before items were discussed and must withdraw from the meeting while the item was under discussion.

Although not in attendance the normal declarations of non-pecuniary interest made by Dr Hilary Leever in respect of EngineeringUK, Director of Scenta and Big Bang CIC were noted.

ACTION BY: Clerk to record

2. BUSINESS FOR THE MEETING

RESOLVED that the business set out on the agenda and recorded in the minutes be approved.

ACTION BY: Clerk to record

3. GOVERNING BODY

- **Chair of Governors Report**

The Chair of Governors provided an update with a focus on the following matters:

Bishop's Certificate – Update

The Chair reported on the arrangements for governors to access the Bishops Certificate and it was **AGREED** that this be action with governors to approach the Training Link Governor regarding accessing the courses required.

With only one module to be completed it was hoped that the certificate would be secured by September 2021.

2021/22 Committee Structure

Governors were reminded of the recent discussions regarding the possible changes to the structure of the governing board committees it had been agreed that the existing structure of meetings would remain.

However, the presentation of business would be slightly altered to reflect the continued use of Teams and policies would have reference as to the actions required, any changes and if they were a LA, Diocese or school model.

Governors Handbook 2021 and Scheme of Delegation

The Executive headteacher stated that the documents were being finalised and would then be reviewed with the Chair and Vice Chairs prior to circulation to all governors.

- **Composition**

Governors noted the current composition of the governing board and the Clerk confirmed that he had contacted the SDBE on numerous occasions to ascertain when the process would be completed regarding the reappointment of H. Leever to the Board.

It was to be hoped that the process could be completed before the next meeting of the Board.

The appointment of J. Evans (SDBE Governor) was confirmed.

The resignation of L. Miles and S. Carew from the positions of parent governors was reported and both were thanked for their commitment and service to the Board and the school community.

Parent governor elections would be conducted by the school in the autumn term.

The end of term of office for M. Thompson was reported and again he was also thanked for his commitment and service to the Board and the school community.

It was **AGREED** that A. Palmer be appointed to the co-opted position.

Finally, the end of term of office for H. Atwere (Deanery) and M. O'Brien (Deanery) was reported, and an update would be provided to the next meeting.

ACTION BY: Clerk to action

4. REPORT OF THE EXECUTIVE HEADTEACHER

The report of the Executive Headteacher had been circulated with the agenda and had focused on the following matters:

- Summer Term Update
- Attendance
- Behaviour patterns and trends update
- Staffing Update for September 2021
- Pupil Numbers September 2021 – Admissions Update
- Curriculum Update and Pupil Data
- Safeguarding

Governors received the report and posed the following questions and observations:

Admissions

Q: What were the expected pupil numbers for reception and Y7?

A: The Executive Headteacher reported the following information:

Admissions 2021	Current numbers	Percentage full
Secondary Transfer	140	117
Primary starter	56	93

He added that these numbers will continue to fluctuate. The secondary numbers will go down, and when this happens, we go to the next person on the waiting list. At some point we will get to the bottom of the list and the numbers will go down. We hope the primary numbers go up, but this issue is across the borough. Late applications are still being accepted and allocated by Lewisham, so we do anticipate getting our primary back to 60.

Reiterating discussions undertaken at previous meetings the Governors expressed disappointment at the number of Primary School pupils who were moving to Secondary provision outside of the Borough. The perception of Lewisham Secondary Schools was hard to change, and many parents considered options outside of the Borough.

It was felt that the school also needed to expand its social media platform and raise its profile to ensure that it continued to attract pupils in an environment in which pupil numbers were rapidly falling across Lewisham.

It was recognized that work had already commenced with the parents of the current Y5 to articulate the positives of transition to the Secondary school.

Changes to the Admissions Code

The Headteacher reported that a new definition of Looked after and previously looked after children needs to go into our admissions policy. This needs to be done before the end of August, so it is ready for the next round of admissions. It is a minor change so can be added without consultation if agreed by the admissions committee. The change is to include looked after children from international care as part of the definition of previously looked after children (the diocese has given us a definition to use). In year admissions have also changed – admission authorities must now decide on an annual basis whether they wish to commit to participation in their LA's in-year co-ordination scheme for the whole of the coming school year. If we do, we need to make sure our website has a link to the LA co-ordination process, or we create our own in-year application process.

It was therefore **AGREED** that the changes to the Admissions Code be approved.

Q: Was it possible for the school to manage the in-year admissions process?

A: Governors were advised that this was possible although this would create additional work for school staff. However, a number of Diocesan schools were examining this option and Governors recommended that this matter be further reviewed by the Admissions Committee during the autumn term.

Attendance

Q: Was it possible to detail current pupil attendance?

A: The Executive Headteacher reported that the information within our school's data dashboard, of which Ofsted will have access to, related to attendance is:

Absence (whole school)

Autumn 2020 absence Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 4,775 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) – these did not count as absence within the data.

- Overall absence in autumn 2020 (3.9%) was in the **lowest** 20% of all schools.
- Persistent absence in autumn 2020 (8.5%) was in the **lowest** 20% of all schools.
- The rates of overall absence (3.9%) and persistent absence (8.5%) in autumn 2020 were in the **lowest** 20% of schools with a similar level of deprivation.

Absence for 2018/19 and earlier Guidance

- Overall absence (3.6%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence (4.6%) was in the **lowest** 20% of all schools in 2018/19 as well as in 2017/18.
- The rates of overall absence (3.6%) and persistent absence (4.6%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Nationally data on attendance has fluctuated and improved over the year. Our data has maintained better than the national overall. Our PP attendance has been the area that has fluctuated the most and we are working with families to ensure this continues to improve over time.

Schools' attendance this academic year from September to May Half Term.	% Attendance	% Absence	% PA 10%
Whole school	96	4	8
Male	96	4	9
Female	96	4	7
PP	94	6	14
Non-PP	97	3	5
SEN Support	92	8	21

Q: What actions were being taken to identify and address attendance issues post Covid lockdowns?

A: The Executive Headteacher stated that the PP gap has increased through the COVID period, where our gender gap has diminished. The SEN support is a small group that is affected by a few individuals. Our school systems are back up operating, with attendance panels starting over the last few months – this is having an impact.

However, the biggest gap is with current year 11, that have left now and will reduce as we move to the next academic year. The Local Authority does not follow up with action with pupils in year 11, so we were unable to move forward with some of these families.

Q: Was it possible to provide a summary for the Y11 data?

A: Referencing the report the Executive Headteacher stated that the in-school moderation and standardization was successful, and we have now been part of the national sample system first round. We await any further discussions. The first grid below comes from the schools SchoolVue data system. You can see the outcomes for progress and attainment for all the groups. The progress indicators are based on the 2019 algorithm, so it is hard to compare nationally as we know the data has gone up across the country – but this data was never published, so we cannot actually compare. This cohort had a lower prior attainment compared to the last few years. We had 12 high prior attainers, who have not performed well. 3 of these have special mitigating circumstances and 2 others of which the prior data did not match the individual's ability within school. We had 36 PP pupils – who do follow the bell curve in distribution when looking at progress. A significant number of these were male and therefore this group did have progress similar to this group. Again, a significant number of our PP pupils were also part of the SEN group, which is why their A8 is lower. We purposely looked at this group to ensure there were no signs of bias on grading but purely on evidence and we were being as positive with this group as possible.

To help us set our standards we were awarding grades based on evidence from year 9, 10 and 11. Pupils were requested to carry out 8 additional assessments from Christmas this year, and these were used to form our evidence base. We looked at national standards through our target setting, so we knew what each pupil would have got if they sat the exams prior to COVID based on national trends and prior attainment. We also looked at the school's historical trend and created a grade based on our own pupil's performance based on prior attainment. These data fields were compared, and each department ran a final moderation meeting followed by a whole school moderation meeting – to ensure the leadership team (middle and senior) agreed on the grades to be entered. To assist in the final decision, we used FFT benchmarking service. The remainder of these graphs below come from this service. You can see a comparison of our grades against our schools 2019 outcomes and against what FFT has generated as an adjusted prediction. The final grid shows difference between our outcomes and the FFT predictions for 50% of the country. Our grades are above this, as we set targets for pupils to reach within the top 20% of schools across the country.

Areas the school needs to continue to work on is outcomes for high prior attainers and to continue to reduce the PP gap and the gender gap.

Governors welcomed the information provided and **AGREED** that a full update would be provided to the next meeting of the Teaching and Learning Committee.

Surveys

Governors welcomed the outcomes of the range of surveys that had been undertaken.

The summaries of each are provided below:

Staff survey

70% of the staff completed the survey. Often the unsure column was completed by admin / office staff. We identified 5 secondary staff that were overall negative and 2 primary staff – all of which have been spoken to ensuring support is put in place. There was also one specific school area with more negative comments, but this can be correlated to an area that has been put under greater pressure as it needed to improve. The area has improved, and the team are much more positive now.

We have worked on the appraisal system of the school ready to launch in September – which will be linked further to the schools QA system moving forward, so we are hoping this will improve staff's perception of the process we run. COVID has impacted on how the system has run this year, which is one reasons why staff do not feel as positive as they have in the past. We are doing further work with staff to make sure they feel professional development is used to challenge and support teachers – although the system in place currently allows staff to pick one CPD of their choice to develop, so they currently have ownership of this.

Pupil survey

55% of the whole school took part in the survey – all were offered. Year R did a hands up survey, the rest online. We identified a range of pupils to talk to, who were negative, to find out what the issue were and how we could support them further. The question about bullying asks if bullying is a problem at your school and gives numerous responses – 91% gave positive responses (that it was not a problem / and if it did happen it was dealt with quickly).

Parent Survey

We had 314 responses in total (31%). 190 from the secondary 124 from the primary phase. We had a group of around 15 parents that were negative across all their answers, they were split between the Primary and Secondary phase. We have set up a system for members of the SLT to call these to make sure they have a voice and to listen to what they think needs to happen.

Q: What actions would the school be undertaking to address the issues raised in the surveys?

A: The Executive Headteacher stated that the key lessons the school are working on were:

Homework. More transparent within the primary, making sure the work gets pupils secondary ready by the time they leave. In the secondary to enhance the Knowledge Organiser work for year 7 and 8 – with online quizzes that automatically correct and enable pupils to self-identify how to improve. This will develop metacognition as well. Year 9-11 to use revision books more as a key area to develop revision skills further.

Reporting to parents – we have changed our format for the primary reports this year. We currently report 3 times a year to all parents, which is in line with the government expectations. We feel COVID has meant parents have not engaged as much as previously with these and we are going to do a big push on reports home at the end of this academic year.

Positivity with behaviour management has improved. We have already tightened up behaviour systems within the primary setting, so the behaviour can be tracked. Within the secondary we have created a few additional systems and built on the reward system from last year. This will continue to develop.

Q: Regarding the recently adopted Race Equality Pledge was it possible to establish a parents' forum to help the school meet the targets detailed in the Pledge?

A: The Executive Headteacher stated that he would examine how this could be accommodated.

Finally, thanks were extended to the Executive Headteacher for his comprehensive report.

ACTION BY: **All to note**
 Headteacher to update Admissions

5. SCHOOL BASED ISSUES

5.1 2020/21 Budget and Medium-Term Strategy

It was reported that the 2021/22 budget and medium-term strategy had been **AGREED** at the recent meeting of the Resources Committee.

With budgetary information having been circulated it was **AGREED** that the decision of the Resources Committee be ratified.

Q: Was the school confident that adequate resources were being spent on supporting the curriculum and teaching and learning activities?

A: The Executive Headteacher commented that the budget had been modelled to ensure that resources were robustly available to support teaching and learning. Additionally, the school was using its catch-up funding to ensure that any gaps were addressed.

He stressed to governors that following a number of years of prudent budgetary management to address the historical deficit issues the school was now in a position where in year resources were fully used to support pupils.

ACTION BY: **School to action**
 Clerk to record

5.2 Website

Replying to points raised the Executive Headteacher stated that the school website was being reviewed/refreshed firstly via the Senior Leadership Team and then via the Link Governor. Post this the website would be relaunched for the autumn term.

This was welcomed by the Board.

ACTION BY: **All to note**

5.3 Ofsted – Culture Change Sexual Harassment

Governors had been asked to access the link below:

<https://www.gov.uk/government/news/ofsted-culture-change-needed-to-tackle-normalised-sexual-harassment-in-schools-and-colleges>

The Executive Headteacher expressed support for the proposal and stated how the issues identified rested across a number of areas in the school.

The Board welcomed the positive engagement from the School and **AGREED** that this matter be considered in detail at the next meeting at which time a strategy for addressing the issues identified should be considered.

ACTION BY: **Executive Headteacher**
 Clerk to schedule

6. COMMITTEES, LINK GOVERNORS AND TRAINING

a) Committees

Risk Assessment Working Group - the ongoing work of the Risk Assessment Working Group was outlined. Recent meetings had been scheduled around the recent government announcements and subsequent actions required to be undertaken by the school.

Q: Would the Risk Assessment Working Group be meeting before the start of the autumn term?

A: The Chair stated that depending on the structure of any further updates from the DfE consideration would be given to arranging a meeting.

Inclusion Working Group - the ongoing work of the Risk Assessment Working Group was outlined. The Equality Lead (HA) confirmed that she would be accessing the forthcoming Local Authority training sessions and updates would continue to be provided to the Working Group and Governing Board.

Curriculum & Standards Committee – following a summary from the Committee Chair it was agreed that the minutes be received.

Faith Committee – following a summary from the Committee Chair it was agreed that the minutes be received.

Resources Committee – following a summary from the Committee Chair it was agreed that the minutes be received.

It was **AGREED** that at the first meeting of the autumn term the membership of the governing board committees would be confirmed.

b) Any Link Governor Reports

To receive any Link Governor reports.

Safeguarding – the Link Governors verbally reported on a recent visit and a full report would be circulated outside of the meeting.

A full safeguarding update is provided in the confidential minutes.

ACTION BY: **All to note**
 Clerk to schedule

7. MINUTES AND MATTER ARISING

The minutes of the meeting held on 24th February 2021 had been circulated with the agenda.

Minutes

It was **AGREED** that the minutes of the meetings held on 24th February 2021 be approved as correct record of the proceedings.

Matters Arising

There were no matters arising.

ACTION BY: **Clerk to record**

8. ITEMS FOR FUTURE MEETINGS

The scheduling of items for the next meeting would be confirmed via the Governors Handbook and Scheme of Delegation which had been finalised by the Executive Headteacher and consideration of business at the Committees and items recommended by the Local Authority which would be confirmed by the Clerk.

Q: How could governors ensure that they effectively with business by focusing on the key issues?

A: The Clerk reminded governors of the importance of reading documents in advance of the meeting and during meeting both he, the Chair and Executive Headteacher would indicate those matters requiring due consideration.

ACTION BY: **Clerk to schedule**

9. DATE AND TIMES OF FUTURE MEETINGS

Governors were asked to consider the schedule of 2021/22 governing body and committee dates which was **AGREED** as follows:

GOVERNING BOARD – SECONDARY PHASE (VIRTUAL)

Wednesday 6th October 2021 at 4.00p.m.

Wednesday 8th December 2021 at 4.00p.m.

Wednesday 16th March 2022 at 12.00p.m. – 6.00p.m. (Governors Day)

Wednesday 29th June 2022 at 4.00p.m.

RESOURCES COMMITTEE – PRIMARY PHASE (VIRTUAL)

Wednesday 3rd November 2021 at 1.15p.m.

Wednesday 2nd February 2022 at 1.15p.m.

Wednesday 15th June 2022 at 1.15p.m.

FAITH COMMITTEE – PRIMARY PHASE (VIRTUAL)

Tuesday 16th November 2021 at 1.30p.m.

Wednesday 23rd February 2022 at 1.30p.m.

Thursday 9th June 2022 at 1.30p.m.

CURRICULUM & STANDARDS COMMITTEE – SECONDARY PHASE (VIRTUAL)

Wednesday 10th November 2021 at 4.00p.m.

Wednesday 9th February 2022 at 4.00p.m.

Wednesday 25th May 2022 at 4.00p.m.

ADMISSIONS COMMITTEE – SECONDARY PHASE (VIRTUAL)

Wednesday 15th December 2021 at tbc

PAY COMMITTEE – PRIMARY PHASE (VIRTUAL)

Wednesday 10th November 2021 at tbc

These meetings would be held virtually, and logon details will be provided nearer the time.

ACTION BY: **All to note**
 Clerk to schedule

10. ANY URGENT/CONFIDENTIAL BUSINESS

There were no matters raised.

Chair

Date

THE GOVERNING BODY OF TRINITY THROUGH SCHOOL

PART II CONFIDENTIAL

Not for public inspection

11. PUPIL DISCIPLINE

The Executive Headteacher referred the governing board to the pupil discipline update provided in his report.

He reminded governors of the managed transfer process being facilitated by the Local Authority which aim to reduce the number of permanent exclusions by intervention prior to matters being submitted to governors.

Additionally, exclusions are used at Trinity to secure a safe environment for pupils to learn and thrive within. Fixed Term Exclusions have decreased from last year, but is used for cases of aggression, intimidation or bringing the school into disrepute. Through workshops we inform pupils about the importance of being outstanding Trinitarians within the school setting and within the local community. This is taken very seriously. Permanent exclusions are only used in extreme situations.

Q: Had the school taken any pupils via the managed transfer process?

A: Yes, in line with other Secondary Schools, once the assessment process had been completed, Trinity had accepted students via the managed transfer process.

Q: Had any trends been identified?

A: The Executive Headteacher reported that looking at the number of fixed term and permanent exclusions or managed transfer we see a downwards trend over time.

Q: What was the rationale for this?

A: He added that the answer to this is quite simple. Just over 2 years ago we seriously started to address high level poor behaviour. This meant issuing a large number of FTE and PEX/M.T in particular to the repeat offenders ultimately. This sent a clear message to the community that we are will not tolerate poor behaviour and that we were raising the bar. This set the groundwork for sanctions on talking out in class during silent working phases, parking when pupils disturb the learning of others, and lesser offences such as uniform and

equipment infringements. In general pupils are dealt with more swiftly at a lower level meaning escalation is rarer. By dealing with the bigger issues first we also were able to change the culture surrounding the smaller issues and ultimately improve the learning experience of every child at the school within lessons.

Finally, the Executive Headteacher reported on a Fixed Term Exclusion for a pupil at the Primary School. He stated that the background to the matter had resulted in the issuing of an FTE to prompt the Local Authority to intervene and ensure that a robust programme of support was put in place for the pupil and parents.

ACTION BY: **All to note**

12. MONITORING RACIST AND OTHER INCIDENTS

The Executive Headteacher commented that a full report would be provided to the Board during the autumn term.

ACTION BY: **All to note**
 Clerk to schedule

13. SAFEGUARDING AND INCLUSION

Governors were reminded that they should:

- receive a report on the progress of any Looked After Children in the school (if not given elsewhere).
- Receive notification of any Child Protection referrals made (if not given elsewhere).

The Executive Headteacher referred them to information provided in his report and detailed that Safeguarding remained effective.

The Safeguarding Link Governor had undertaken a visits and her reported had been previously circulated. She had reviewed and signed off the SCR (Single Central Register) as well as to look at specific cases of referral and to review the use of MyConcern.

Q: Did the School have any Looked After Children?

A: Yes, the school had 10 Looked After Children and as the responsible corporate body the school ensured that all received a safe and supportive environment to attend school. All were progressing well at school.

Q: How was the school using the new safeguarding information system?

A: The Headteacher reported that the school was using 'My Concern' to record, monitor and evaluate safeguarding throughout the school has made it much easier to see whole school trends and patterns and also allows the safeguarding team to be even swifter in dealing with any concerns. There are 6 members of staff who have completed Level 3 safeguarding training. These are highlighted on 'My Concern'. Also 'My Concern' has a resources section which allows all staff to access national and school safeguarding documents as well as case studies.

Again, governors welcomed the depth of information provided.

ACTION BY: All to note

14. ANY OTHER CONFIDENTIAL BUSINESS

14.1 Staff Appeal Panel

The Chair reported that a member of staff had appealed against dismissal, and it was likely that a panel of governors would be required. If this was the case, then governors would be contacted.

The meeting ended at 6.00p.m.

Chair

Date