



*We are an Inclusive Community where Christian values empower us. With God's guidance, we work with pride and passion to create life-long learners who fulfil their potential. If we work together, we will be the very best that we can be: achieving, celebrating and succeeding whilst having fun.*

## Kennington C.E. Academy

### Non-Confidential Minutes of the Governing Body

#### Tuesday, 9<sup>th</sup> February 2021 at 4pm.

Governors Present:                   **Mrs. A. Locke** – Chair (AL)  
    **Mrs. L. Seal** – Head Teacher (HT)  
    **Mrs. R. Harris** (RH)  
    **Mr. P. Sibbald** (PS)  
    **Revd E. Lanchantin-Piggot** (ELP)  
    **Mr. A. Rogers** (AR)  
    **Mr. C. Dale** (CD)

Additional Attendees:               **Mrs. J. Bell**, Assistant Head

Clerk:                                       Mrs. L. Bondzie-Mensah

PROCEDURAL MATTERS			ACTIONS
1	<b>Welcome and Prayer</b>	The Chair welcomed all attendees to the meeting and ELP led the Governing Body in prayer.	
2	<b>Apologies</b>	Apologies were received and accepted from Mrs. J. Flaherty.	
3	<b>Declarations of Interest</b>	There were no declarations of interest relevant to the agenda and no updates to the Register.	
4	<b>Membership update</b>	The LGB still has no parent governor and no further communications have been received from NI. <b>ACTIONS:</b> <ul style="list-style-type: none"> <li>• PS to follow up on communications with NI.</li> <li>• CD to pass contact details for a new governor to the HT.</li> <li>• HT to recirculate the information relating to parent governorship.</li> </ul>	PS CD HT
5	<b>Minutes of the Previous Meeting</b>	The minutes from the previous Governing Body Meeting held on 13 <sup>th</sup> October 2020 were agreed as a true and accurate reflection of proceedings.	
6	<b>Matters Arising</b>	There were no matters arising.	
SCHOOL DEVELOPMENT			ACTIONS
7	<b>Head Teacher Report</b>	The Head Teacher Report was circulated in advance of the meeting. <b>Q1: Were food vouchers issued because food parcels were not of a very good quality?</b> R1: During the last lockdown, the caterer [Nourish] provided poor quality food parcels. Since September, a new caterer [Cater Link] has been in place and before a decision on food parcels was made, they required a commitment of a minimum of 60 meals a day in order to avoid furloughing their staff. This was in excess of demand so the school declined the service and the staff were furloughed. KCC recommended the use of Wonde vouchers which were issued instead. The school has been working closely with Downsview who retained their cook as they have UIFSM funding to pay for the 60 meals a day. Where a child attended school without food, a meal was provided by Downsview kitchen. The vouchers go out directly to parents via email on a Monday and this has also helped eradicate the	



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		<p>problem of parents not coming in to school to collect food parcels, as per the last lockdown.</p> <p><b>Q2: Has there been any behavioural issues with children since the last LGB?</b> R2: 1 child has received a fixed term exclusion for 5 sessions.</p> <p><b>Q3: SEN: Governors noted the excellent progress with EHCPs and the number of successful HNF applications. Income for these children has increased £74k but this only leaves £66k for the other SEN children. Has the school explored the possibility of applying for additional top up funding?</b> R3: There are 4 children who have the highest level of need / funding. Resubmissions have been made for 3 / 4 children. <b>ACTION: SENCO to explore top up funding opportunities and report back at the next meeting.</b></p> <p><b>Q4: Governors noted the excellent attendance before the Christmas break. Are the DfE still asking for attendance numbers each week?</b> R4: Yes. The attendance figure before Christmas excludes those self-isolating and therefore may give a more positive reflection of attendance. There are 70 key worker / vulnerable children coming in and out each week.</p> <p><b>Q5: Are there many children not engaging with the home learning?</b> R5: Home learning information is held on TEAMS. The FLO is following up with those who are not engaging on a daily basis. The school has lent 10 laptops to Downsvew to help their children better access online learning. Our school received 76 laptops from the DfE. Internet dongles and paper packs are also being given out to families to help facilitate as much engagement as possible. There are very few children who have not engaged. Most engage in the morning and around 60% join in for the afternoon foundation subjects. Those with engagement issues are the same families who have had attendance issues in the past. Most of the vulnerable children are in school. Risk assessments were carried out for all SEN children and 2 children were advised not to attend due to the risks which COVID presented to them as individuals. They have had live lessons and 1-2-1 support. 5 families have been struggling and they have been provided with paper packs at reception. Everyone is having a lot of personalised support. In total, there is only 2 or 3 families not engaging. All access issues have now been resolved. Early on, there was some concern regarding the work which was being submitted and the school had to raise expectations but this has improved now.</p> <p><b>Q6: Are printed packs being provided because they won't log in? How much extra work is this for the team on site?</b> R6: It relates more to the fact that some children are just not visual learners and the paper copies can be heavily differentiated. The parents are then uploading the work on dojo for the teachers to see. It is a minimal amount of work for the</p>	<p>SENCO</p>
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		<p>team as it is only around 3 families a day which need this type of support. In each year group there is 1 teacher teaching live lessons, while 1 manages the live chat feed and the other teacher takes pupils into break-out rooms. If parents are having problems, they can message via dojo. All teachers are working so hard. There is a 'no screen Wednesday' rule. Children in school go to forest school and families at home are encouraged to go out in the afternoon. In the morning, the children are given a writing task.</p> <p><b>Q7: The fire in the disabled toilet must have caused a considerable disturbance?</b>  <i>R7: This item was deemed confidential and recorded separately.</i></p> <p>Catch up funding plan and risk assessments were reviewed by the LGB. Lateral flow testing for staff came in on 19<sup>th</sup> January. A Microsoft online form was created so they can fill it out and anyone with a positive result also has to ring the school. There has been an issue with postal PCR tests taking a long time to get a result. The process is as good as the system allows. No one has refused to do them. Those with a positive test also has to have a PCR test and Governors recommended ordering more of these tests to make the process run a little easier for all involved, if and when they are needed.</p>	
8	Data	<p>Accelerated progress was made up to Christmas but SLT are uncertain how well the children are really doing at home. Some diagnostic baseline testing from PiXL will be carried out when the children come back. Interim reports went to parents with this data on last term and the school are encouraging parents to maintain momentum. The HT is confident the school will can get the children back to target if there is a good run at it when they come back. Key considerations are:</p> <ul style="list-style-type: none"> <li>• Maintaining greater depth children is becoming an issue.</li> <li>• Year 5 have a lot of catch up as they came from a lower starting point overall. Assessment shows they are often at a minus position. They are progressing at the same rates as before but have lost progress in writing.</li> <li>• Year 3 – Reading Progress is where we would expect them to be at Christmas in a normal year. This is the cohort who missed half of year 2 and then moved to a new school so have had considerable upheaval. They also lost a bubble last term. It is expected that writing will not be as good as the data shows when they come back but they had started to make excellent progress.</li> </ul> <p><b>Q9: How many children are not on track from KS1? And what is the impact of lockdown on the extra classes which were going to be run using catch-up funding?</b>  <i>R9: Children at B and B+ were looked at during the last pupil progress meeting. There was a number of bubbles which went down last term. Overall, there are around 1 or 2 children from each class who are not on track but these are mainly greater depth children.</i></p>	



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### **Non-Confidential Minutes of the Governing Body**

**Tuesday, 9<sup>th</sup> February 2021 at 4pm.**

	<p><b>Q10: In terms of the Year 3 children, were the judgements provided to you by the infants' school indicative of where they were when they arrived?</b></p> <p>R10: The data being provided is significantly more realistic than in previous years but the matters relating to assessment are still not entirely resolved. Due to the last lockdown, the data provided was as at Term 3 and then the staff had projected where they thought they were at the end of Term 6 and for the most part that was realistic. The on-going issues mainly relate to the categorisation of greater depth children who appear to fall short of that mark when they join us in Term 1. Writing is a real issue and the gap between all children and PP + vulnerable children. There are 30 PP children in Year 3. All but 1 child is at ARE and this is being monitored in the progress meetings.</p> <p>Year 5 data: Reading is not a concern but writing is showing as minus. This is a result of the assessments made when they came back from the last lockdown. This cohort has a lot of SEN, FSM and boys with a number of behavioural issues. This is particularly noteworthy as they will be the next set of published SATs data for the school. There is a lot of support in place and teachers are very positive about the amount of accelerated progress which can be made. This cohort has had a fantastic take up of online learning, with excellent engagement from both children and parents in this year group. PiXL assessments (not tests) will provide teachers with diagnostics when they come back. They are already doing r tests at home, parents mark it and send it back. Writing on a Wednesday is really about encouraging them to work independently.</p> <p>Pupil premium are doing incredibly well across the school. Additional support is in place in the afternoons and there is feedback marking in the classroom. Staff are manipulating the way the children work in the classroom. This has been very helpful and the feedback marking means they do the corrections straight away and continue to work with the rest of the class. Progress in KS1 data is particularly strong. The next step is to address the gap of why some are not targeted to get to ARE. The focus will be to boost this to ensure they are where the average children will be at the end of KS2. 1-2-1 support is in place for these children. A new TA for support in Year 5 will be appointed. The booster teacher in Year 6 will move to Year 5. RH will be coming back from ABC after Easter and will also be available to work with the children. This will be funded by the catch up funding. TAs are running live online phonics session on Teams. Nearly all PP children have received a laptop or dogle.</p> <p>The SENCO shared the SEN children tracker with the LGB. All children are being tracked from KS1. A number of them will not achieve ARE. Year 3 and 5 children have been quite a focus this year. Year 6 only have 6 or 7 children on the register. All SEN children are receiving interventions, they are engaging well and are being</p>	
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		<p>closely tracked. Only 3 children are not engaging. SLT are pleased with the progress the children are making. There was quite a lot of high level SEN in Year 3 who joined from Downsview. They have settled down very well considering the circumstances. The juniors setting has been very difficult for them to adapt to in the past and has needed a lot of staff to be deployed to help. This September, there has been less transition time and their behaviour has been much better than expected.</p> <p><b>Q11: The teacher assessment data is incredible considering the lockdowns. Is it worth setting up portfolios for OfSTED for those children who do not fit this trend?</b></p> <p>R11: Yes, this is already in place for a number of children, in particular for writing and greater depth. Records are kept in the book that travels with the children as they move through the school.</p>	
9	<b>School Improvement Plan</b>	<p>The SIP was updated just before Christmas and circulated to Governors in advance of the meeting. This document is updated weekly at SLT level. The yellow items are actions due this term. During lockdown, some staff are completing additional online training and this will be added as the term progresses.</p> <p><b>Q12: How often will Governors see an updated version?</b></p> <p>R12: Termly, in advance of each meeting. The year-end goals will need to be reviewed when all the children are back at the school.</p>	
10	<b>Governance Matters</b>	<p><u>Skills Matrix</u></p> <p><b>ACTION: Clerk to add information from CD, ELP and RH and circulate in advance of the next meeting.</b></p> <p><u>Monitoring Responsibilities</u></p> <ul style="list-style-type: none"> <li>• PS – training and development</li> <li>• AR – finance.</li> <li>• AL – safeguarding, health and safety, risk management, well being</li> <li>• JF – community cohesion, SEN, sports premium,</li> <li>• RH – website compliance</li> <li>• ELP – SIAMs HR and Pay Committee, Christian Distinctiveness</li> <li>• CD – wellbeing and schools' partnership</li> </ul> <p><u>Subject Monitoring</u></p> <p>Governors were invited to meet with core subject leaders via zoom. They will present their action plans and revised plans in light of lockdown. This is an opportunity to discuss how this fits in with the wider SIP and will facilitate a deep dive into the data.</p>	<b>CLERK</b>



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		<p><b>ACTION: HT to circulate meeting dates to Governors.</b></p> <p><u>Monitoring Reports</u> A template monitoring form is available on GovernorHub and all Governors must complete a monitoring report after each visit / virtual meeting. The reports are sent to the HT within 7 days to be checked for factual accuracy and feedback. Reports will then need to be sent to the clerk for circulation to the Governing Body.</p> <p><u>Notes of Visit</u> The School Improvement Partner had a virtual meeting on data and also joined a pupil progress meeting for Year 6. During this progress meetings JB focuses on PP children, RH focuses on SEN children and the HT focuses on all other children. Teachers have to bring Venn diagrams with KS1 and targets. Case studies are reviewed and interventions are discussed. A provision plan is created as a result and is the starting point of the next meeting. No child slips through the net. Teachers have to discuss the impact of their strategies and discuss data at class level.</p> <p><b>ACTION: HT to circulate the NoV at the next meeting.</b></p> <p><u>Website Compliance</u> A review of the Governors page of the school website was reviewed and updated. The webpage is factually accurate and compliant with DfE requirements but it could be made a little more informative for any prospective future governors who go to the webpage to understand more about governance before volunteering for the role.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Add to “an introduction to governance” paragraph to the webpage.</li> <li>• Chair to add a welcome / introduction letter to the webpage.</li> </ul> <p><u>Governor Training</u> Induction training completed: AL GRC-1 training completed: AL and JF</p> <p><b>ACTION: Learning Link to be recirculated and Skills Audit to be provided to PS.</b></p>	<p>HT</p> <p>HT</p> <p>HT CHAIR</p> <p>CLERK</p>
11	Finance	<p>The HT met with the Finance Officer at the Aquila Trust to discuss the financial position of the school. A loss of income is expected as after school club + breakfast club are not running. Sports Premium funding had a significant rollover from last year and was used this year to purchase the Trim Trail. £7k of the funding remains and will be used for marking out the playground.</p>	



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		<p>2 very good laptops were donated to the school. Alongside the DfE laptops, the capital funding which was earmarked for laptops will no longer be needed. The funds have been used to purchase 19 iPads instead.</p> <p>There were some late submissions of play therapy invoices which have been paid from this year's funds but relate to last year's costs.</p> <p>Financially the school is in a good position with a reduction in staffing costs from the restructuring which took place over the summer.</p>	
<b>ANY OTHER URGENT BUSINESS</b>			<b>ACTIONS</b>
<b>12</b>	<b>Any Other Business</b>	<p><u>Pupil and parent staff questionnaire</u>  <b>ACTION: Responses to the questionnaire regarding remote learning to be circulated at the next LGB meeting.</b></p> <p><u>Staff Wellbeing</u>            Staff are exhausted and working in very difficult circumstances. Teaching staff have been amazing and have really risen to the challenge. After Christmas, they had to come back to live teaching and learnt Teams in their own time over the Christmas holidays so that they were ready to hit the ground running. The amount of work they are doing is phenomenal. TAs are in school supervising the classes while half the teachers are at home delivering online learning. 1 teacher from every year group is in school. The in school bubbles are 9 children per classroom. There was some unsettledness when they were invited for vaccinations which were subsequently cancelled. Overall, wellbeing is good.  <b>ACTION: The Chair to send a letter of thanks to all staff from the LGB.</b></p> <p><u>New School Emails</u>            Governors were reminded that the school domain has changed and therefore governors have been issued with new school emails.  <b>ACTION: Clerk to recirculate usernames and a user guide on setting up their emails in 365.</b></p>	<p>HT</p> <p>CHAIR</p> <p>CLERK</p>
<b>13</b>	<b>Confidentiality</b>	Item 7, question 7 was deemed confidential and recorded separately.	
<b>14</b>	<b>Date of Next Meeting</b>	Tuesday, 30 <sup>th</sup> March 2021	
<b>15</b>	<b>Closing Reflections</b>	The Chair thanked SLT and the LGB for making all new governors welcome. It was noted from the Staff Governor how brilliantly the HT has looked after all the staff during these extraordinary times. Wellbeing is always at the forefront of her mind. The school are blessed to have a good team and they are in a good place to help the children accelerate forward after lockdown. All staff are going the extra mile. It is clearly evident that the school is living their gospel values and there is a clear, strong Christian ethos on all that we do. The Governing Body extended their sincere thanks to all the staff for their extraordinary efforts during the pandemic.	



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There being no further business the meeting closed at 18:07.

Signed: .....  
Chair of the Governing Body

Dated: .....