



HAMPSTEAD SCHOOL
Learning together Achieving together

GOVERNING BODY MEETING

Minutes of the virtual meeting held on Thursday 10 December 2020 via ZOOM at 1700

Present:

LA Governor: Mavis Maclean (*Chair of Personnel Committee*) **MM**

Parent Governors:

Jacob Sam (*Chair of Site & Finance Committee*) **JSA**
Anne Clarke (*Chair of Curriculum & Assessment*) **AC**
Natalie Couceiro (**NC**)

Head: Matthew Sadler (**MS**)

Staff Governor: David Dixon (**DD**)

Co-opted Governors:

Brian Netto (*Chair of Governors*) **BN**
Hunter Danskin (*Joint Vice-Chair of Governors*) **HD**
Paul Stratton (*Joint Vice-Chair of Governors & Chair of Quality Assurance*) **PS**
Sarah O'Connell (**JO**)
Padraig Attlee (**PA**)

In Attendance:

Heather Daulphin (*Deputy Head*) **HDA**
Catriona Jenkins (*Deputy Head*) **CJ**
Robert Hague (*Deputy Head*) **RHA**
Adam Hadley (*Assistant Head*) **AH**
Adrian Sherriff (*Assistant Head*) **AS**
Katy Brown (*Associate Assistant Head*) **KB**

Clerk to Governing Body:

Margaret Johnson (**MJ**)

1. Declaration of Interest, Pecuniary or Otherwise, in respect of items on the agenda

1.1.1 The Chair extended thanks to Governors for all their hard work during these difficult circumstances. There was acknowledgement of the voluntary nature of the job role, but governors were reminded that there were statutory requirements on governors in post. Governors who had not yet completed the annual declaration of interest form were reminded to do so and return it to the Clerk.

1.1.2 There were no declaration of interests in respect of items on the agenda.

2. Membership of Governing Body

2.1.1 The membership of the Governing Body was noted. There was currently one vacancy for a parent governor and one vacancy for a Co-opted Governor.

2.1.2 The Clerk reported that there had been no nominations received following the invitation to parents to stand for parent governor election. The Clerk advised on the course of action the Governing Body may wish to consider:

- a) Re-send the invitation to parents again in the spring term
- b) Seek to approach a parent of a school age child who may be of interest
- c) Reconstitute and reduce the number of parent governors

2.1.3 The Governing Body agreed to approach current parents/parents who may be interested, as well as recommendations from the Senior Leadership Team. **Action: All**

Was it possible for both parents of the same family to be parent governors?

2.1.4 The Clerk agreed to seek clarification on this approach. **Action: MJ**

Clerk's Feedback Note:

There was no reason why both parents of the same family were parent governors. However, governors should be conscious about concentrated power within one group (e.g. will they support each other if there is a disagreement about the school's direction). On a large Governing Body, this may not be an issue.

2.1.5 The Chair formerly reported the resignation of Julia Takash. However, she has expressed interest in returning as governor later.

2.1.6 A speculative expression of interest application for governor had been received by the Clerk and shared with the governing body papers, appropriately redacted. However, it was important that there was a focus on what skills were required before progressing with appointment to fill the vacancy. The Chair also highlighted concern about issues of confidentiality in respect of a personal relationship with a member of staff.

2.1.7 It was agreed to delay this appointment pending further discussion and a more detailed skills/training audit alongside the Camden audit on ethnic background of the current make-up of the governing body.

2.1.8 The Governing Body formerly welcomed Pdraig Attlee as Co-opted Governor.

2.1.9 The Clerk reminded governors that their membership of the National Governors Association was up and running. They will need to use their assigned Hampstead School e-mail address to logon to the site.

2.1.10 Brian Netto was formerly appointed as the link governor for Data/Evidence Base.

Process Review – Anne Clarke to give feedback

3. Apologies

Apology from Sarah Milner was agreed.

4. Head's Report

4.1.1 The Head referred to the Head's report which was a collaborative report with input from the Extended Leadership Team and the Senior Leadership Team.

4.1.2 The Head formally extended his thanks to the Senior Leadership Team for the huge amount of work they had put in since the spring to this current point of time. Their day-to-day supervision and student management has been incredible.

4.1.3 The first part of the report aimed to put into context the number of confirmed COVID-19 cases in the school, however, it was not possible to put together any comparative data from other schools, as this was not available. The data in the report referred to the response within normal parameters and there was no evidence of in-school transmission which was reassuring. Staff were working hard and hopefully there will be enough staff to carry through to the end of term. The focus on staff wellbeing was at the forefront alongside student attendance.

4.1.4 School Improvement Plan – some amendments had been made to include qualitative data against which to be measured. There were some areas that were still RAGed as 'red' e.g. observations of lessons, as there was a need for this to be balanced with workload issues for teaching staff. There was a planned launch of observations on a voluntarily basis in the New Year. Positive and constructive work to build on rewards was also planned for the New Year.

4.1.5 Teams Day – it has been difficult to get strong feedback data from parents about the universal access to teams to help with the targeting of disadvantaged students.

The questionnaire sent out may have been misread by parents as to whether the target for completion were vulnerable or pupil premium students and therefore may not have been completed by many parents.

The Head highlighted that this observation of the feedback on the questionnaire was useful and therefore will be revisited. However, the questionnaire did show some useful trends.

Did the feedback show the widening of gaps or was the data anecdotal?

The data was largely anecdotal in trying to ascertain students' access to technology, a quiet place to work and the likelihood of progress. The correlation of the data and the widening of the gap between disadvantaged and non-disadvantaged would reflect on the high quality of teaching and learning to progress and make remote working beneficial.

What about student access to technology?

Some may not have access to technology, and this will be looked at in the New Year.

4.1.6 The Head referred to the exam data included in the report which was presented in detail at the Curriculum & Assessment Committee.

4.1.7 Adam Hadley, Assistant Head gave an overview of the work that was being done to compile predicted data on student achievement at Key Stage 4. This included building CAGs into the assessment cycles with three planned data drops for examination groups. The messaging to students was that they needed to make sure that they were doing their best in the planned assessments.

Were assessments next year being done in lessons? What does this mean and how would it be judged?

It should be noted that it was not just students who were off school or self-isolating; teachers were also self-isolating, and this has had an impact on the quality of provision. This would be an ever-changing situation with further discussions needed.

4.1.8 The Head referred Governors to the following 3-year trends included in the report:

- Key Stage 5 outcomes
- Key Stage 5 Destinations
- Attendance
- Exclusions

Were pupil premium students less likely to be excluded than non-pupil premium students? Was there also a correlation to SEND students?

It may be useful to show the overall percentage of pupil premium and non-pupil premium students in the school and how this is linked and the reasons why in future reports. Analysis should also include other vulnerable groups such as Black boys.

4.1.9 It was agreed that this be done at the end of year together with data on the 3-year trend on boys' exclusions.

Action: MS

4.1.10 Teams Day – Adrian Sherriff, Assistant Head gave an overview of the success of Teams Day in meeting the aims:

- The day allowed the opportunity to do research into the effectiveness of the remote curriculum with students working from home.
- Staff preparedness for delivery with some pre-recorded lessons and some live lessons.

4.1.11 The feedback from staff and students would allow for further development and planning of subjects.

What were the City Year volunteers involvement on Teams Day?

The team were in school and supported the students who were accessing the remote curriculum on site. It was noted that the City Year team of volunteers were less effective in their role but were improving.

(Catriona Jenkins, Robert Hague, Adam Hadley, Katy Brown and Adrian Sherriff left the meeting)

5. Reports from Committees

5.1 Curriculum & Assessment Committee – 5 November 2020

5.1.1 The draft minutes of the Committee were circulated in advance of the meeting.

5.1.2 Anne Clarke, Committee Chair reported that the committee discussed at length the Key Stage 4 data analysis, Sixth Form admissions and the application process, and the entry requirements. Underpinning the discussions was the importance of student achievement whilst at the same time not adhering to the inclusive nature of the school.

5.1.3 The Terms of Reference of the committee, as reviewed, were agreed by the Governing Body.

5.1.4 The Sixth Form Admissions Policy, as reviewed by the committee, was agreed by the Governing Body.

5.2 Quality Assurance Committee – 25 November 2020

5.2.1 The draft minutes of the Committee were circulated in advance of the meeting.

5.2.2 Paul Stratton, Committee Chair highlighted the key discussion at the meeting and the focus for the committee to incorporate into its remit other areas of the school's operation not previously touched upon e.g. administration and marketing. It was also agreed that key Ofsted questions were to be a topic of discussion at each meeting. **Action: MS & PS**

5.2.3 In the light of these discussions, the Terms of Reference for the committee previously agreed by the Governing Body, were revised and recommended for approval.

5.2.4 The Governing Body agreed the Terms of Reference for the committee

6. Policies

6.1 Pay Policy – 2020/2021

6.1.1. The Governing Body put forward and agreed amendments to remove from the Pay Policy reference to the reporting of head, deputy heads and assistant heads objectives to the Personnel Committee. **Action: HDA**

6.1.2 With these amendments the Pay Policy was agreed by the Governing Body.

6.2 Remote / Flexible Working Policy

6.2.1 The Chair acknowledged the importance of the school moving forward to allow for remote/flexible working, particularly considering discussions on diversity and equality.

6.2.2 The Governing Body agreed the Remote/Flexible Working Policy.

7. Governors Training

7.1.1 The Chair reminded governors that engagement with training would be scrutinised by Ofsted. It was important that the Clerk was alerted of any planned training and attended so that the log could be kept up to date. **Action: All**

7.1.2 The Chair reported on the training sessions delivered by the NGA, ASCL and the Local Authority attended. Written feedback on training on equality and diversity in school staff, diverse governance and the black curriculum was circulated in advance of the meeting.

7.1.3 Paul Stratton reported that all governors except for one, had attended the training on 20 August 2020. This training was also delivered separately to the senior leadership team.

7.1.4 The Head reported that the school was currently looking at the development of its equality objectives; the impact on recruitment and how to build and improve on diversity within the school.

8. Chair/s Items/Chair's Action

8.1.1 The Chair confirmed that there were no items or actions on which to report.

