

**Minutes of the  
Full Governing Board meeting of  
Duncombe Primary School  
held as an online video conference call on  
Thursday 28th April 2022 at 6:30pm**

Governors present:

**Pete Bacon Darwin** - Co-opted Governor (*Chair of the Governing Board*)

**Juliet Benis** - Co-opted Governor

**Sophie Bridge** - Co-opted Governor

**Rachel Kinnock Bentham** - Co-opted Governor

**Natalie Faiwoo** - Parent Elected Governor

**Jo Mercer** - Co-opted Governor

**Laila Naanaa** - Parent Elected Governor

**Monique Roberts** - Staff Elected Governor (*and School Business Manager*)

**Helen Ryan** - Headteacher Exofficio Governor

In attendance:

**Victoria Mitchell** - Clerk to the Governing Board (*London Borough of Islington employee*)

Pete Bacon Darwin chaired the meeting and Victoria Mitchell wrote the minutes.

**1. Apologies for absence**

1.1 Apologies for absence were received from Paul Tonkinson. These apologies were noted and accepted. The meeting was quorate.

**2. Governance**

Co-option of two new governors

2.1 It was noted that there were now two vacancies for co-opted governors on the Governing Board.

2.2 Juliet Benis and Jo Mercer were welcomed to the meeting. The Governing Board noted that mini-biographies of both Juliet Benis and Jo Mercer had been received by governors with their meeting papers circulated prior to this meeting.

2.3 Jo Mercer introduced herself. Jo Mercer was previously a teacher in the borough of Haringey for many years. She now works in teacher education. Juliet Benis is currently the headteacher of another Islington primary school - Ambler Primary School - and has been so for the past 28 years. Juliet Benis also served on the Duncombe Primary School Interim Executive Board for one year between 2020 and 2021.

2.4 It was proposed that Juliet Benis and Jo Mercer be co-opted onto the Governing Board for four year terms in office. This was seconded and both left the meeting. A vote was taken and the Clerk counted the votes. The result was that Juliet Benis and Jo Mercer were co-opted onto the Governing Board for four year terms in office. Both then returned to the meeting.

**ACTION: Juliet Benis and Jo Mercer co-opted onto the Governing Board for four year terms of office. The Clerk to update GovernorHub.**

Election of a new staff governor

2.5 It was announced that Monique Roberts is to leave the school at the end of April 2022. As she is the elected staff governor an election of a new staff governor will take place in the school during the summer term 2022.

**ACTION: The election of a new staff governor will take place in the school**

during the summer term 2022. The Headteacher to organise this.

### 3. Declarations of pecuniary interest

3.1 None were reported verbally.

3.2 It was agreed the Clerk will send a Declaration of Pecuniary Interests Form to the two new governors for completion.

**ACTION: Declaration of Pecuniary Interests Form to be sent to the two new governors for completion.**

### 4. Minutes of the previous Governing Board meeting held on 10th February 2022

4.1 The FGB read through the minutes of the Full Governing Board meeting held on 10th February 2022. There were no amendments requested and these minutes were approved as accurate.

#### Matters arising

4.2 Items 1.2 and 2.1 - The Clerk has updated GovernorHub with the details of the new Chair and Vice-Chair.

4.3 Item 3.2 - The DfE website Get Information About Schools has been updated.

4.4 Item 6.3 and 16.1 - The Chair of Governors will double check he has signed off the minutes and confidential minutes of the FGB meeting that took place on 9th December 2021. If not he will sign them and ensure they are placed on file at the school.

**ACTION: The minutes and confidential minutes of the FGB meeting held on 9th December 2021 to be signed off and placed on file at the school.**

4.5 Item 9.6 - Headteacher to supply the missing staff lead names on the list of the staff leads in the school alongside the relevant link governor areas. The two new co-opted governors will be included in this list from today and the document sent out afterwards.

4.6 The minutes of the FGB meeting held on 10th February 2022 were then approved as accurate and it was agreed that the Chair of Governors can now sign them off and place them on file at the school.

**ACTION: Minutes of the FGB meeting held on 10th February 2022 approved as accurate and to be signed off by the Chair of Governors and then they are to be placed on file at the school.**

### 5. Report from the Headteacher to the FGB

5.1 The Governing Board received a written report from the Headteacher with their meeting papers sent prior to the meeting.

5.2 This term the school has been focusing on a big part of the School Improvement Plan – teaching the core areas of the curriculum. There has been a lot of monitoring taking place to ensure the quality of education is to standard. There has been a staff CPD on improving reading - this CPD took place before Easter 2022. The Headteacher stated that the school day now begins earlier and pupils now have an additional 20 minutes of reading each morning. Pupils in key stage 2 can read a book of their choice for pleasure. However one of the risks of allowing this is that a child may be reading one book for pleasure on one day and then switching to another book as a set reading book on the next day. This makes it harder for pupils to understand the development of characters and themes in a book they are reading due to switching from one book to another. As a result all pupils now have a reading diary where they are prompted to write comments every morning. This gives reading for pleasure more structure.

5.3 The school subscribes to an Islington reading scheme called “*Get Islington Reading*”. This is a daily reading scheme provided by the local authority. Exciting new texts and books are delivered to the school and children can choose to read these for pleasure.

5.4 In early years most of the pupils are catching up with learning phonics. Read Write Inc is the phonics scheme used by the school. A Read Write Inc consultant visited the school before the Easter break to view the work taking place in phonics. The Headteacher commented that this consultant is usually very thorough and advises on which staff may need more support on teaching phonics. The most recent consultant visit resulted in the school introducing some after school staff training to assist staff in teaching phonics better. There has also been a focus on early reading and ensuring early years pupils

are taught reading using the best strategies.

5.5 The school is continuing its “Talk for writing” programme. Pupils have been very motivated about this “Talk for writing” approach. The “Talk for writing” approach teaches pupils to speak a sentence before they write it down. This has been particularly good for pupils with special needs and EAL pupils. There has been lots of drama and interesting topics to write about. The “Talk for writing” approach has helped pupils to develop their writing, but the Headteacher advised that the school still needs to improve its writing further.

5.6 The Headteacher reminded governors that there had been large academic gaps built up in reading and writing, the biggest academic gaps that had opened up in the pandemic and Covid-19 lockdowns were in mathematics. As a result staff have continued to work on ensuring pupils can catch up with the maths learning especially as this was where the biggest gaps were during the Covid-19 pandemic and lockdowns.

5.7 Question: The focus has moved from maths during the first term and on to reading during the second term, yet there is still a focus on maths?

Answer: Pupils still have a lot of work to do on both of these core subjects in order to catch up with lost learning. “Focus” is the staff focus on monitoring maths progress and now reading progress. Senior leaders have shifted their focus during the monitoring.

5.8 Question: Would you say maths would have the best return on that catch up work rather than catching up with writing?

Answer: Maths always needs a lot of focus. Many pupils returned from the lockdowns with very large gaps in maths so this had to be focused on, particularly basic maths operations and number. Pupils were focusing on number and number bonds from September 2021 as there were many big gaps in the basic understanding of number and maths during the autumn term 2021.

5.9 Question: Does the school have sufficient funds in its budget to pay for continuing the writing scheme into next academic year 2022-23?

Answer: Yes, continuing with this scheme has been budgeted for. It is a priority.

5.10 Question: Year 3 writing was hit by the pandemic. There are fewer pupils at the expected standard in writing. Is there a particular reason why writing has been so badly hit by the pandemic in year 3?

Answer: Year 3 missed a lot of school due to the lockdowns during the Covid-19 pandemic - most of their first and second year in school was interrupted by the pandemic and lockdowns. This year 3 group also has the highest number of free school meals pupils than any other year group in the school - there are 70% in this year group and they are the most disadvantaged cohort. There are also four pupils in this year 3 group with EHCPs. The cohort also has four new pupils who have newly arrived at the school - three of these were facing exclusion from their previous schools and needed extra focus by staff to settle them in the school. This is a very challenging pupil cohort.

5.11 One governor stated that her observation of being a parent of the school during the Covid-19 lockdowns was that the pupils were typing nearly every day for two years, with very little handwriting. The governor stated that the patterns in the data showing pupils were behind in writing therefore made sense according to her experience. The Headteacher stated that many extra intervention groups have been implemented in year 3 this academic year to help them catch up.

5.12 Question: What is the reasoning behind having a lot of interventions rather than quality first teaching?

Answer: The school does both. The school has ensured the year group are staffed by the best staff. However three of the year 3 group are refugees who had little English when they arrived at the school and so these needed interventions to learn the language. There are also pupils with very high needs. A lot of pupils are very far behind in their work and the pupil academic progress data for all year groups shows a long crocodile tail of pupils who have fallen behind with their academic learning. As a result of this the school has focused on ensuring these pupils catch up with lost learning in core subjects like maths and writing. However the school has ensured these pupils are not being taken out for interventions during quality first teaching on core subjects, but instead during non-core subjects such as Spanish language lessons. This is because some of these pupils cannot read well enough in English to learn Spanish sufficiently. Some of these pupils are more than two stages behind with their school work. This is due to missing so much quality first teaching during the lockdowns and pandemic.

5.13 Question: How do you monitor pupil progress with so many pupils so far behind and so many interventions?

Answer: There is training every Friday for teaching assistants. Many monitoring meetings take place. There are two HLTAs (Higher Learning Teaching Assistants) - one of the HLTAs is a very good teacher and they are able to cover classes while these monitoring meetings take place. There are senior leadership meetings and phase leader meetings every half term and as a result of all these monitoring meetings the school has a good idea of which pupils are behind and how far behind each pupil is.

5.14 Question: Can you clarify - at the ABC Committee meeting you told us that all pupils with SEN in the school have been set targets and the file on each pupil noting all their interventions and the reasons for them is kept available for all the staff who may be teaching them?

Answer: Yes all SEN pupils in the school have targets that they work to. This is the approach the school takes. It is important to note that not all SEN pupils are behind with their learning. In fact some are advanced learners and exceed in all subjects.

5.15 Question: Are the targets updated often?

Answer: Yes, but not every week. They are reviewed every half term.

5.16 Question: Do you have any sense of how well Duncombe Primary School is doing compared to other schools with similar demographics?

Answer: This is difficult to gauge as there has been little comparable data published. The school is working as hard as it can to ensure all pupils catch up and we monitor progress accordingly.

5.17 One governor stated that Duncombe Primary School has significantly higher deprivation than most other Islington schools. The Government has chosen to continue with the one-to-one tutoring programme to help pupils to catch up with their lost work and the Headteacher suggested that this was because there are many schools in a similar position as Duncombe in terms of pupils who are very behind with their lost school work.

5.18 One governor requested that the progress of year 3 be reported at all FGB meetings while the catch up continues.

**ACTION: The progress of year 3 be reported at all FGB meetings while the catch up continues.**

5.19 The Headteacher informed the meeting that “soft skills” are taught to pupils under the school’s “ASPIRE” ethos. These are soft skills that come under the SMSCC (Spiritual, Moral, Social and Cultural Development) curriculum. The School Council for pupils was also relaunched this academic year. This has been working on a survey on the “green agenda” at Duncombe Primary School and they have looked at ways of saving fuel, electricity and energy in the school. The Headteacher welcomed governors to visit the School Council and watch their work and maybe talk to them about their role as school governors.

**ACTION: Any governor volunteering to visit the School Council to contact the Headteacher after this meeting.**

5.20 The Headteacher informed the meeting that every class in the school goes on a curriculum visit once each term. The school has marked in the curriculum where each class should undertake a curriculum visit. A recent visit undertaken was a university visit - pupils learnt about science while they were there.

5.21 The school has ensured mental health support is available for pupils. There are “Zones Of Regulation” in the school and the school has a trauma policy in place. Work is done with CAMHS on providing trauma support for pupils. The school employs a therapist on site who works from his office supporting pupils with their mental health. The school also has a child and domestic support worker focusing on support for domestic violence - workshops are provided to parents on preventing domestic violence.

5.22 Question: Culturally people from different communities and backgrounds react and respond to different things in different ways. Duncombe has a diverse school community so has there been any negative response from some parents on some of the work the school has done, such as work on supporting the discouragement of domestic violence, or trauma and mental health support for the school

community?

Answer: With regards to behaviour towards children the school is able to lead by examples on this by demonstrating to parents the best ways of communicating with children who need therapeutic support. Most people we are aware of in the school who have got to the stage of needing domestic violence or therapeutic support have reached the stage that they have come forward and expressed that need, they are not in denial. The pandemic has raised awareness among most people in the school community about mental health and support for traumas.

5.23 Question: Will people from the wider school community also talk to the School Council about jobs they do?

Answer: Yes that can happen as many of our parents have interesting jobs.

5.24 One governor suggested the Governing Board appoints a Personal Development Link Governor. Any governor volunteering for this role should approach the Chair of Governors.

**ACTION: One governor to take on the role of PD Link Governor. A volunteer for this role to contact the Chair.**

5.25 There have been no health and safety incidents since the previous FGB meeting.

5.26 The refurbishment works on the Early Years Playground are nearly completed, this work was done during the Easter holidays 2022. The size of this playground has been extended into the area previously occupied by a staff rose garden. There are many new features in the refurbished playground such as a writing area and other areas that the children have been enjoying. The school also has a new telephone system installed.

5.27 Pupil attendance at school was 98% at the beginning of the spring term 2022. However pupils from the school suffered a series of vomiting illnesses prior to the Easter holidays, as well as a rise in the number of chickenpox cases. These resulted in pupil attendance dropping below 93% at the end of the spring term 2022. One governor stated that there had been a lack of clarity from the Government and Public Health England on when a pupil should continue to attend school or stay at home due to symptoms and possible infections or positive contacts with the Covid-19 virus.

5.28 The Headteacher was thanked for her report. The Headteacher encouraged governors to email her with any further questions they had on the content of the Headteacher's report.

## **6. Report from the Chair of the Governing Board**

6.1 The Chair of the Governing Board, Pete Bacon Darwin, gave a verbal report to the meeting.

6.2 The Chair reported that there had been a number of visits to the school made by governors since the introduction of the new Link Governor Framework. The SEN Link Governor has visited the school, there have been safeguarding checks carried out, visits to view the work of the Reading Club and the work on literacy. David Carter visited the school and took part in interviewing and the recruitment to a new Deputy Head job in the school. A number of other governors visited the school and attended meetings with Islington Finance Officers to work on the new School Budget for 2022-23. A number of governors have also visited the celebration assemblies that take place on Fridays.

6.3 The Headteacher and Chair of Governors attended a meeting held by the local authority on pupil numbers in Islington. This was a review by the local authority of the number of pupil places and forms of entry in Islington primary schools as a result of demographic change. Duncombe Primary School has already done some work to deal with the reduction in pupil numbers by restructuring staff and classes in year groups that already have vacancies in the classes. The Chair stated he believes this puts the school in a very strong position to avoid having any structural change to years of entry as a result of this pupil places review by the local authority.

6.4 The Chair of Governors and Vice-Chair of Governors have met with the Chief Executive Officer of City of London Academies for a brief information gathering meeting about the possibilities of becoming an academy. However it was established the school is not in a position to make that decision at this stage but the possible academisation of Duncombe Primary School can be revisited for further discussion at a later time. The Headteacher informed the meeting that the Government has released a White Paper in Parliament that sets out their proposal that all schools become an academy or part of a multi academy trust by year 2030. Future Zone had also discussed the Government proposal and

agreed to bring in an expert advisor to inform Headteacher and Chairs of Governors on the strengths and weaknesses of being part of a multi academy trust. One governor stated that this is the third time the Government has tried to introduce such a proposal for all schools to be academised and the previous two times resulted in the proposals being withdrawn or altered due to an unfavourable reaction from school leaders.

6.5 The Chair Of Governors paid tribute to Monique Roberts who is leaving the school as a member of staff and a governor at the end of this week. Monique Roberts has worked as the School Business Manager for three years and has done good work on improving the school's extended day provision systems, health and safety, and premises. The Link Governor for Health and Safety also thanked Monique Roberts for her work.

## **7. Report from the Achievement, Behaviour and Curriculum Committee**

7.1 Committee Chair Pete Bacon Darwin reported on the work of the committee so far this term. The Chair invited governors to read the minutes of the previous meeting of the committee. Persistent pupil absence is being reduced and a few families focused on. A number of visits have taken place by Link Governors using the new framework for link governor visits. The Committee Chair stated that these will continue into the summer term 2022 in order to ensure all governors are following the framework. The committee also received academic data.

7.2 There were no questions.

## **8. Report from the Resources Committee**

8.1 Committee Chair Sophie Bridge reported on the work of this committee so far this term. The committee received budget monitoring reports for financial year 2021-22 and a proposed school budget for financial year 2022-23. The proposed school budget has had a lot of work done on it by committee members and school leaders and was looked through and discussed at length by the committee and was scrutinised line-by-line both at the meeting and a second time after the meeting.

## **9. The School Budget**

9.1 The proposed school budget 2022-23 was received by the Full Governing Board meeting. The Chair of the Resources Committee asked all governors to look through the document carefully and raise any questions that arise or concerns they have with the content of the proposed school budget 2022-23.

### Close of the budget for financial year 2021-22

9.2 The School Business Manager then presented the detail of the school's financial position in financial year 2021-22. Pupil numbers in the school increased in the previous financial year 2021-22 resulting in the school's block funding increasing by 9.6%. Staff salaries had also increased slightly due to inflation and two pay awards that are due to take effect. The cost of utilities have increased significantly in comparison to the previous year and are predicted to rise even further during the year ahead. A review carried out by the school leadership has led to some savings on the cost of service level agreements. As a result of the savings made during the school year the school has managed to end the financial year 2021-22 with an in-year surplus, although the school still has a large licensed financial deficit to the local authority.

9.3 Question: Which service level agreements were discontinued by the school?

Answer: There was a lot of discussion on which service level agreements to discontinue and which to continue with at the Resources Committee meetings. It was decided to discontinue the sickness absence insurance for teaching assistants. This is because it was expensive to pay into but it was never used. The school also discontinued the asset management service level agreement with the local authority as it was not used and it was not clear what it was for. £21,000 was saved on reducing the number of service level agreements.

9.4 Question: How much was saved as a result of dropping the asset management service level agreement?

Answer: Approximately £11,000.

9.5 The school must pay some of the in-year surplus to the local authority to pay off the historical budget deficit. The school will prepare a pay back plan setting out the amounts that will be paid back. The details of the payback plan have not been decided yet but the proposed plan will be presented to the FGB when it is finalised.

## Proposed school budget for financial year 2022-23

9.6 Question: The proposed school budget has been based on the assumption that there will be an increase in costs but not an increase to income received by the school. That appears to be an unrealistic assumption?

Answer: The income is mainly based on pupil numbers. The school has worked this year on getting the pupil census right as there were some pupils who were not included in the pupil census in previous years therefore the school did not receive the correct amount of income during those years. The school does have many vacancies in the year 3, 4 and 5, but other years are full. The school is now clearer on pupil numbers than it was before.

9.7 Question: A cost for grounds maintenance does not appear to have been included in this budget?

Answer: This amount has been included in the budget line for building maintenance and improvement.

9.8 Question: In order to ensure the school has a sufficient succession plan it is proposed a deputy head is recruited by the school. Has the cost of this been included in this proposed school budget?

Answer: The school was unable to afford the external recruitment of a deputy head to the school but was able to carry out an internal recruitment which involved upgrading one of the assistant heads to a deputy head. Head of Islington School Improvement Anthony Doudle and Governor David Carter sat on the recruitment panel to ensure this internal recruitment was a robust process. Assistant Head Khatija Ali was appointed to this deputy head role.

9.9 Question: What was the difference in cost between recruiting internally and recruiting externally to the deputy head job?

Answer: The cost of recruiting a Deputy Head externally would have been between approximately £90,000 or above including on-costs. Instead the school has uplifted an Assistant Head to a Deputy Head position and will appoint a teacher to take over their current teaching duties. This has been a cheaper option for the school as it only involves the difference between the two salaries rather than bringing in a whole new senior leadership salary.

9.10 The FGB were informed that the cost of upgrading the school playground has been included in the proposed school budget. This is included in the school's Capital strategy.

9.11 Question: With regards to the historic budget deficit to the local authority, is there a plan for paying back the amount the school owes to the borough?

Answer: The school has paid off a significant amount already. The school was previously £435,000 in deficit but three staff restructures and savings made during the period of the Interim Executive Board led to this deficit being reduced by approximately £200,000 - Islington Finance are keen to recognise the school's good work in reducing this amount of deficit. The school has paid back £14,000 to the local authority in financial year 2021-22 and a decision of how much to be paid back to Islington will be made at the end of this coming financial year 2022-23. Unfortunately the school has not got many more things it can make significant savings from other than the re-organisation of classes to save costs. The Headteacher has made it clear that such a re-organisation needs to be done with the agreement of the Governing Board and its committees. So an agreement with the local authority on the amount of money to pay back each year as part of a payback plan will need to be decided.

9.12 Question: Can the money the school has be ear-marked for projects in the school in order to prevent the local authority taking that money to pay off this financial deficit instead?

Answer: Yes this is a good idea. The school does need to pay for new resources as little has been paid out on resources over the previous two years. The school will check it has covered everything it needs into the future.

9.13 One governor stated that the school house is an asset that the school has paid significant amounts into over the years to keep it running. The school can ask the borough to sell this asset to help pay off the historic financial deficit to the local authority, but the money the school receives from this sale should ideally be used for the school to purchase items to benefit the pupils in the school and needs to ensure it does not use all the income from the school house sale on paying off the historic budget deficit.

9.14 The Chair of the Resources Committee informed the Full Governing Board meeting that the committee were comfortable with the numbers in the proposed school budget and the document had been scrutinised line-by-line by the Committee Chair during a meeting with Islington Finance Officers.

The Chair of the Resources Committee therefore recommended this proposed school budget to the FGB for ratification. The proposal was seconded and a vote on the matter was taken. The Clerk counted the votes and the result was the School Budget was ratified.

**DECISION: School Budget ratified. A copy of this ratified school budget is included at the end of this document.**

## **10. Two year old provision**

10.1 The Headteacher reminded governors that the previous meeting of the Governing Board that took place in December 2021 agreed that the two year old provision in the school should close. However since that time there have been a number of factors that have changed. The local authority has informed the school that the two year old provision cannot be ceased in the middle of an academic year, and that now there are more pupils attending the two year old provision since that decision was made, resulting in the provision now being full. The early years staff have also altered their working practices in order to ensure there are sufficient staff in the two year old provision and nursery.

10.2 Question: Is one reason because the local authority want the school to keep the two year old provision open at the school?

Answer: Yes. Also the school leadership have held good positive meetings with the early years team over the last term that has reassured us that this provision is sustainable. The early years team in the school have also been good at marketing the school places through the Family Planning Department to attract more pupils.

10.3 Question: Is the reason the school has changed its position on keeping the two year old provision open because previously there were fewer pupils in the provision and it was not financially sustainable as a result, but now the number of pupils in the provision has changed making it more financially sustainable?

Answer: Yes, the two year old provision is now breaking even financially. These additional pupils in the two year old provision are also beneficial to the school as a whole as many of these pupils continue in the school through to the reception year once they get older, meaning the school has a more secure idea of future pupil numbers. In addition these pupils benefit as they are able to develop their speaking and communication once they begin at the school in early years.

10.4 Question: Was the reason for this not being financially sustainable the high cost of staffing?

Answer: Yes, and there were also many pupils with high level needs and SEN who came into this provision last year, requiring more staff support. Pupil numbers are now full in early years and so these costs are now covered.

10.5 One governor offered to arrange a meeting between the school's early years staff and a member of the early years team at Ambler Primary School. This would help Duncombe Primary School work out ways of staffing the provision creatively in order to ensure it continues to be financially sustainable.

## **11. Year 3 and 4 at the school**

11.1 The Headteacher then discussed with the Governing Board the possibilities of restructuring the classes in years 3 and 4 in order for the school to save money - four classes will be reduced into three. The Headteacher has considered condensing these classes into mixed year group classes in order to save staff costs. This is because the school has already restructured staffing but is still in a significant financial deficit to the local authority.

11.2 Question: Is the plan to revert back to the old structure that the school had in the past when year 3 and year 4 pupils were in mixed classes together?

Answer: Yes, although the old structure that was in place of mixed year 3 and year 4 classes was discontinued by Headteacher Helen Ryan when she came to the school as these classes were not planned properly and there were very many issues with how it had been organised, particularly the curriculum being taught in those mixed classes. Mixed classes of this nature need to be well planned and structured for them to work successfully. The school is now looking at a pattern of having one year 3 mixed class of pupils made up of some year 3 and some year 4 pupils, plus a class of year 4 pupils and one class of year 3 pupils. This mixed class would group the pupils together based more on their abilities and progress rather than age.

11.3 One governor stated that as a parent a concern was that when the school previously had mixed year 3 and year 4 classes these classes were mixed together based on age groups rather than pupil's



ability and so children who were exceeding academically were not with other pupils who were exceeding academically, hindering their development. The Headteacher noted this comment.

11.4 The Governing Board was informed that a lot of schools are now considering mixing year groups together into classes in order to save money by employing one teacher for a mixed year group class rather than two teachers in two separate classes. These schools are implementing these mixed classes for budget and financial reasons. One governor informed the meeting that Drayton Park School in Islington works to the model of mixed year group classes, and lessons on that model may be learnt by contacting that school.

11.5 Question: When the school previously had year 3 and year 4 pupils in mixed classes together was it the case that these classes did not have the correct level of curriculum support?

Answer: That is our understanding. There was one newly qualified teacher teaching one of the mixed year group classes - this was a very hard job for them to do as normally in other schools the strongest, most experienced teachers would teach a mixed year group class, not an inexperienced teacher.

11.6 Question: Will staff teaching these mixed classes be given sufficient time to prepare the curriculum prior to its beginning?

Answer: Yes they will be given plenty.

11.7 The Headteacher stated that this proposal will be discussed with parents and other stakeholders as part of a proper consultation prior to implementing any proposal.

## **12. Safeguarding**

12.1 The Headteacher's report contained an update on safeguarding in the school.

12.2 Section 11 and Safeguarding for Governors was completed last term. The school is waiting for feedback from Islington Safeguarding Team and once this is received the results will be received by the next Full Governing Board meeting. Peer on peer training took place for support staff, and teaching staff have been added to this term's safeguarding planner. A child friendly policy has also been written for all children to read and understand - this will be added to the website and school policies. Arrangements are being made for the NSPCC to visit the school to do child friendly, age appropriate, assemblies relating to peer on peer abuse and to help Duncombe children recognise appropriate and inappropriate behaviours.

12.3 The Designated Safeguarding Lead is working with the PSHE Lead to implement peer on peer and safeguarding awareness throughout the curriculum. They will be meeting frequently and adding to the safeguarding planner.

12.4 The updated safeguarding data is as follows:

Incidents of bullying = 20;

Reports of sexist, racist, homophobic, transphobic harassment = 8;

Number of referrals to Children's Social Care this term = 5;

Number of children who are looked after = 2;

Number of children on Child Protection = 3, 2 of these children are on care orders;

Number of children who are Children In Need = 8;

Number of fixed term exclusions = 4;

Reports of Female Genital Mutilation = 0.

## **13. Covid-19 update**

13.1 The Headteacher informed the meeting that this term there has been confusion among parents and the school community about when to isolate or continue to attend school. There has been mixed messaging regarding Covid-19 testing in order to request isolation of members of the school community as Covid-19 tests are no longer free of charge, making it difficult for the school to impose these tests.

13.2 One governor stated that the school is supposed to try and isolate people who may be Covid-19 cases, but it is very difficult to isolate these pupils as there is no clear strategy from the Government and it is difficult to decide if a pupil has the Covid-19 virus or just a cold or unrelated cough.

## **14. Premises and health and safety**

14.1 A report on premises and health and safety was included in the Headteacher's report to the FGB.

## 15. Any other business

15.1 None.

## 16. Dates of next meetings

16.1 It was proposed that the date of the next meeting of the Full Governing Board should be moved as it was currently scheduled to take place on the last day of the summer term 2022. It was proposed that this meeting instead take place the week prior - on Thursday 14th July 2022 at 6:30pm. Governors agreed with this proposal, although it was requested the meetings take place in a larger space where people attending can spread out to avoid possible infections.

**ACTION: The date of the next meeting of the Full Governing Board has been rescheduled and will now take place on Thursday 14th July 2022 at 6:30pm.**

16.2 It was also suggested that the next two committee meetings take place in the school premises rather than online.

## 17. Confidential items

17.1 There were no confidential items.

**Meeting ended at 8:09pm.**

### Summary of Action Points

<u>Action Point No.</u>	<u>Agenda Item No.</u>	<u>Action Required</u>	<u>Responsibility/ Deadline</u>
1	2.4	Juliet Benis and Jo Mercer co-opted onto the Governing Board for four year terms of office. The Clerk to update GovernorHub.	The Clerk
2.	2.5	The election of a new staff governor will take place in the school during the summer term 2022. The Headteacher to organise this.	The Headteacher
3.	3.2	Declaration of Pecuniary Interests Form to be sent to the two new governors for completion.	The Clerk
4.	4.4	The minutes and confidential minutes of the FGB meeting held on 9th December 2021 to be signed off and placed on file at the school.	Chair of FGB
5.	4.6	Minutes of the FGB meeting held on 10th February 2022 approved as accurate and to be signed off by the Chair of Governors and then they are to be placed on file at the school.	Chair of FGB
6.	5.18	The progress of year 3 be reported at all FGB meetings while the catch up continues.	The Headteacher / FGB agenda item.
7.	5.19	Any governor volunteering to visit the School Council to contact the Headteacher after this meeting.	All governors
8.	5.24	One governor to take on the role of PD Link Governor. A volunteer for this role to contact the Chair.	All governors
9.	9.14	A copy of the ratified school budget to be included at the end of this document.	The Clerk / Chair of FGB
10.	16.1	The date of the next meeting of the Full Governing Board has been rescheduled and will now take place on <u>Thursday 14th July 2022 at 6:30pm.</u>	All governors

School Budget ratified by the FGB at this meeting on 28th April 2022.

Ratified Budget Sheet					
Duncombe Primary School - CFR Report					
Income					
CFR Detail	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2026 - 27
I01 Funds Delegated by the LA	2,593,399	2,578,709	2,630,603	2,590,156	2,663,313
I02 Funding for Sixth Form Students	0	0	0	0	0
I03 SEN Top-up Funding	118,503	82,503	82,503	82,503	82,503
I04 Funding for Minority Ethnic Pupils	0	0	0	0	0
I05 Pupil Premium	307,265	307,265	307,265	307,265	307,265
I06 Other Government Grants	0	0	0	0	0
I07 Other Grants and Payments	29,000	0	0	0	0
I08a Income from Lettings	7,000	7,000	7,000	7,000	7,000
I08b Other income from facilities and services	10,400	5,000	5,000	5,000	5,000
I09 Income from Catering	30,765	30,765	30,765	30,765	30,765
I10 Supply Teacher Insurance Claims	48,536	12,398	0	0	0
I11 Other Insurance Claims	0	0	0	0	0
I12 Contributions to Educational Visits	0	0	0	0	0
I13 Donations and/or Voluntary Funds	0	0	0	0	0
I14 Blank Code	0	0	0	0	0
I15 Pupil Ext Sch Funding and/or Grants	0	0	0	0	0
I16 Community Focused Funding and/or Grants	21,000	0	0	0	0
I17 Community Focused Facilities Income	26,000	26,000	26,000	26,000	26,000
I18a Coronavirus Job Retention Scheme	0	0	0	0	0
I18b DfE grant scheme for exceptional costs due to COVID-19	0	0	0	0	0
I18c Other COVID-19 related grants	31,178	0	0	0	0
I18d Additional Grant for Schools	49,315	49,315	49,315	49,315	49,315
<b>Income Revenue Total</b>	<b>3,272,362</b>	<b>3,098,955</b>	<b>3,138,451</b>	<b>3,098,004</b>	<b>3,171,161</b>
Expenditure					
CFR Detail	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2026 - 27
E01 Teaching Staff	1,313,826	1,331,481	1,364,991	1,398,150	1,432,691
E02 Supply Teaching Staff	0	0	0	0	0
E03 Education Support Staff	572,712	590,382	599,855	612,227	624,847
E04 Premises Staff	0	0	0	0	0
E05 Administrative Staff	162,636	178,232	182,200	186,864	191,219
E06 Catering Staff	0	0	0	0	0
E07 Other Staff	151,139	154,297	157,535	160,837	164,206
E08 Indirect Employee Expenses	12,604	12,796	12,992	13,192	13,396
E09 Development and Training	14,500	10,000	10,000	10,000	10,000
E10 Supply Teacher Insurance	37,093	37,835	38,592	39,363	40,151
E11 Other Staff Related Insurance	14,211	14,495	14,785	15,081	15,382
E12 Building Maintenance and Improvement	58,000	58,000	58,000	58,000	58,000
E13 Grounds Maintenance and Improvement	0	0	0	0	0
E14 Cleaning and Caretaking	97,000	98,940	100,919	102,937	104,996
E15 Water and Sewerage	9,282	9,488	9,657	9,850	10,047
E16 Energy	74,406	81,847	90,031	99,034	108,938
E17 Rates	63,308	64,574	65,868	67,183	68,527
E18 Other Occupation Costs	10,020	10,220	10,425	10,633	10,846
E19 Learning Resources (not ICT)	88,162	88,754	89,353	89,956	90,566
E20 ICT Learning Resources	8,392	8,560	8,731	8,905	9,084
E21 Exam Fees	0	0	0	0	0
E22 Administrative Supplies	36,070	35,586	36,113	36,650	37,197
E23 Other Insurance Costs	29,054	29,635	30,228	30,832	31,449
E24 Special Facilities	23,000	23,360	23,727	24,102	24,484
E25 Catering Supplies	156,658	161,284	164,480	167,720	171,045
E26 Agency Supply Teaching Staff	26,000	26,520	27,050	27,591	28,143
E27 Bought in Prof Services - Curric	125,918	126,448	128,789	131,177	133,611
E28a Bought in professional services – other (except PFI)	72,830	73,857	74,904	75,972	77,062
E28b Bought in professional services – other (PFI)	0	0	0	0	0
E29 Loan Interest	0	0	0	0	0
E30 Revenue Contributions to Capital	0	0	0	0	0
E31 Community Focused School Staff	38,632	39,445	40,274	41,119	41,981
E32 Community Focused School Costs	0	0	0	0	0
<b>Expenditure Revenue Total</b>	<b>3,195,453</b>	<b>3,265,996</b>	<b>3,339,474</b>	<b>3,417,377</b>	<b>3,497,866</b>
<b>In Year Surplus / (Deficit)</b>	<b>76,909</b>	<b>-167,041</b>	<b>-201,023</b>	<b>-319,373</b>	<b>-326,705</b>
<b>Surplus / (Deficit) Brought Fwd</b>	<b>-249,806</b>	<b>-172,897</b>	<b>-339,938</b>	<b>-540,961</b>	<b>-860,334</b>
<b>Cumulative Surplus / (Deficit) C/Fwd</b>	<b>-172,897</b>	<b>-339,938</b>	<b>-540,961</b>	<b>-860,334</b>	<b>-1,187,039</b>
Capital Income					
CFR Detail	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2026 - 27
C101 Capital Income	18,575	0	0	0	0
C103 Voluntary or Private income	0	0	0	0	0
C104 Direct revenue financing (revenue contributions to capital)	0	0	0	0	0
<b>Capital Income Total</b>	<b>18,575</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Capital Expenditure					
CFR Detail	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2026 - 27
CE01 Acquisition of Land and Existing Buildings	0	0	0	0	0
CE02 New Construction Conversion and Renovation	18,575	0	0	0	0
CE03 Vehicles, Plant, Equipment and Machinery	0	0	0	0	0
CE04 Information and Communication Technology	0	0	0	0	0
<b>Capital Expenditure Total</b>	<b>18,575</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>In Year Surplus / (Deficit)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Surplus / (Deficit) Brought Fwd</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Cumulative Surplus / (Deficit) C/Fwd</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## DECLARATIONS

This budget was/will be\* considered by the Governing Body at their meeting on:

Date: \_\_\_\_\_

Delete as Appropriate

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_