

SATs results which would be lower than in previous years, and did not want this to come as a surprise to governors. The cohort were particularly challenging, as they had been throughout their school life, and had a tendency to be demotivated if they perceive themselves as failing. The most qualified teachers were teaching Maths and English and trying to instil resilience and self-challenge, however it was difficult to encourage attendance at booster classes, which were ongoing. The Headteacher was confident that 75% of students would meet expectations for Writing and between 50-60% for Maths, with expectations for Reading at Greater Depth between 43%/71% (worst/best case scenario). Whilst pupils understood why they were not getting the correct answers, although comprehension was good, they struggled to put this into practice and were only now beginning to show good learning behaviours. JD said that while 43-71 was a huge span it related to only 9 pupils and LS confirmed that lots of targeted intervention was happening, however there were a couple of pupils who would not meet expectations and one or two others who were on the cusp, although it was not known what the scaled score might be. In response to a governor's question, LS said that even 71% would be lower than the previous year's results and that, as the first year without Levels, there was no national information on progress measures. JD said it was important that governors were aware of the situation, and wanted to know what, if anything, could have been done differently at an earlier stage in their school career to improve the outcomes for this cohort and whether the Headteacher had been aware of their particular challenges. The Headteacher said that she had known about the issues and that the cohort had had some of the best teachers and had been very settled until Year 4 but that there had been issues of immaturity and responses to situations and trauma-informed training had been used to manage the group in class. There was also some parental anxiety about transition which would happen after half-term and, further to a governor's query, LS said that approximately half of the cohort's parents had attended last week's Parents Evening and others would be followed up by phone. The Headteacher said that having support from Year 7 student ambassadors from both EGA and Beacon High was helpful for pupils concerned by transition to secondary and further targeted work and parental conversations would be ongoing. A parent governor felt that there was some lack of awareness on the part of parents and offered to share information with parents. The Chair thanked DMc and LS, and all staff, for all the work they were doing with pupils.

The Headteacher highlighted the following in her report:

Numbers on roll – a couple of Year 3 and KS2 pupils had left the school, and a couple had joined Early Years and would stay throughout their school career, and a further member of staff would be needed.

Behaviour – the new Behaviour policy was working well with the number of pupils on report or reflection having reduced.

Visits – governors had received a table showing visits and trips carried out during the year to date, and it was suggested that this be available to parents at Open Days. The Headteacher highlighted opportunities for pupils to hear from engineers from Rolls-Royce and to see a performance by Cirque du Soleil and, in response to a query about the Year 6 residential trip to Cardfields, said that a parent survey had been carried out, with 27 responses, and analysis would be presented to

	<p>governors at the next school committee meeting.</p> <p>Finance – the school had a £50k in year deficit, due to unplanned expenditure, and in relation to long-term sickness the Headteacher said that a phased return to work was due within the next two weeks. DMc was working with JD and the school’s Business Manager to consider scenarios for savings, including the possibility of merging classes, however it was noted that cuts to pastoral support would not be beneficial as there was significant need for pastoral support both in classes and within the school community. JD said that governors needed to be aware of the deficit and that a budget meeting was due to take place shortly, with any decisions taken by the Headteacher and JD in relation to classes would be conveyed to governors as soon as possible.</p>	DMc/JD
<p>5.</p>	<p>Data Dashboard The Headteacher told governors that spring term assessments would be carried out next week. Phonics results looked better than in the previous year with the worst case being 64%, as in 2019. With each of the 19 pupils in the cohort being 5.5%, 3 pupils could negatively affect the outcome and interventions were in place to support pupils where necessary.</p> <p>Attendance – attendance was improved on the same period in 2019, with lateness slightly better and a slight reduction in Persistent Absences. A concerted effort was being made across the borough to reduce absence, with Copenhagen School also involved in the project, and Christ the King School showcased its message of ‘Insistent/Persistent/Consistent’ resources for improvement. The Headteacher said that the Coronavirus crisis was having an impact with the usual 3-4 pupils absent per day having risen to 18 today, however most of this was anxiety-related with two pupils self-isolating as their parents had just returned from Italy. Two further pupils had been asked to stay at home due to Epi pen failure in school and another CIN pupil was waiting for a plan to be put in place and would return to school later in the week.</p> <p>Behaviour – the Behaviour Policy continues to have a positive impact with 34 pupils on ‘reflection’, down from 133. In response to a query the Headteacher said that Vittoria did not have a Reflection Room but used a restorative approach which worked for the majority of pupils and reduced low-level disruption but was not having an impact on the most challenging pupils who needed external help.</p> <p>Staffing/Staff Sickness – there was no teacher turnover to report. There had been 31.5 sick days by teachers, one accounting for 18 days, and 117 days by support staff, one of whom had been absent for 87 days. teacher had been off work for 11 days, with 4 support staff members accounting for 54.5 sick days. DMc confirmed that all HR procedures were being followed, as appropriate.</p>	
<p>6.</p>	<p>School Development Plan Update The Headteacher told governors that there were no particular areas of concern and a review column had been added to the plan. Responding to a query, DMc said that there was some resistance to the introduction of performance management reviews and mid-year reviews for support staff where some strong conversations were required, and which were being dealt with sensitively. In response to a governor’s query, DMc said that she had looked at a structural reorganisation</p>	

	<p>about a year ago but, due to expensive pension on-costs and natural wastage, it had not been necessary to pursue that route at that time. However, the issue was raising its head again and could require a partial, rather than full, restructure. Governors were encouraged to visit the school to review progress on the development of key points on the SDP, and to complete a Governor Visit form as soon as possible afterwards. It was considered a useful exercise to review all developments in advance of any Ofsted and governors agreed that the very detailed Parent version, which contained information about how parents could help their children to improve was very helpful, with the Chair suggesting that it would be good for parents to see how they could immediately engage with the school. As with all four Federation schools, the information would be sent out in this week's newsletter and could also be found on the school's website.</p> <p>Resolved: that governors would make school visits to review developments and would write a Governor Visit report afterwards.</p>	All
<p>7.</p>	<p>Safeguarding</p> <p>The Headteacher said that she, LS and two other staff members had attended recent safeguarding training where the safeguarding culture around school had been highlighted and that she, Amardeep Panasar and Tina Southall, the Designated Safeguarding Leads had met as part of the Islington Forum where a codified approach for each school had been agreed. AM, as Safeguarding Lead Governor, queried whether, as happened at Copenhagen, the Headteacher and TS also received any relevant reports from Islington Police. DMc confirmed that she received a report as and when it involved a child at Vittoria, and JD said that all schools were committed to information-sharing. Responding to a query, AM said that she was happy overall in her safeguarding link role and noted that all policies were in place, albeit with some duplication. JD reiterated the Headteacher's point that safeguarding issues could occur anywhere and a safeguarding culture needed to be about more than having policies in place. An incident concerning faulty Epi pens had been highlighted in the Headteacher's report.</p>	
<p>8.</p>	<p>Risk Register</p> <p>The main points from the Risk Register are as follows:</p> <ul style="list-style-type: none"> ● Pupil roll numbers – to remain Red with Early Years admissions information to be received in April ● Staffing – to remain Amber - two staff members would take maternity leave but successful recruitment and appointment could move this to green ● Safeguarding breach – to remain Green – there was a good culture in school and all had to remain vigilant ● Health & Safety – in light of the Coronavirus epidemic, it was noted that this could impact on the ability for schools to safeguard pupils especially if schools need to close and the Headteacher confirmed that she was being kept informed by the LA and Federation, with consistent messaging for parents, and videos on hand-washing which were constantly being modelled to children as well as conversations in classes, not to alarm children but to make them receptive to advice. There was also a potential risk around SATs for Year 6 pupils. The Chair said that the Coronavirus and SATs results would be kept on the Risk Register, the latter of which a 	

	<p>governor felt was particularly important if progress scores were not allowed to be used. JD said that the best outcome would be for teacher assessments and that schools could not disenfranchise a whole year group. In terms of what the school was doing, DMc told governors that Open Days had been held, and that the Early Years lead had visited Kate Greenaway and Bemerton nurseries, as well as using networks and holding open events medical centres to introduce herself and distribute flyers.</p>	
<p>9.</p>	<p>POLICIES (*approved pending amendments at previous meeting)</p> <ul style="list-style-type: none"> *Attendance for Learning – completed *Equality information and Objectives – to next meeting *Lockdown Procedures — to next meeting (see Matters Arising) <p>Parent Code of Conduct – DMc said that, on advice from JD, she had spoken to the Headteacher at Beacon High about the Parent Code of Conduct protocol in response to an incident on social media which had happened during the half-term and had caused uproar. JD said that, should any such incidents occur, the Headteacher should consult with the Executive Headteacher in the first instance. The Chair agreed, and JD confirmed that she would write a letter to the person responsible for the incident to distance the matter from the Headteacher. Any follow up on the matter would be referred to governors. A governor wanted to know when the policy would go live and whether it was voluntary or if parents would receive a hard copy and be required to sign up to it. DMc said that all parents receive both a child and a parent contract when they first arrive to Vittoria School. The governor suggested that, instead of a contract, a message could be posted on the school notice boards to reinforce the message about the school’s expectations around the community, and JD suggested that any transgression be followed up with a face-to-face conversation. The Chair agreed with the Headteacher’s wish to communicate the message to parents and it was agreed to approve the Code of Conduct in principle, pending amendments to wording, and should also be included in the school’s newsletter.</p>	<p>DMc</p>
<p>10.</p>	<p>AOB</p> <p>There were no further items for discussion. The Chair proposed that, following discussions with the Headteacher and staff governors, future meetings be held earlier or in the morning. Governors agreed to hold the next meeting on Wednesday 17 June 2020 at 8.00am. SW-L offered apologies in advance due to holiday arrangements.</p> <p>Resolved: that the next school committee meeting would be at 8.00am on Wednesday 17 June 2020 and the Clerk would amend this information on GovernorHub.</p>	<p>Clerk</p>

Signed as a true and accurate record of the meeting	
Chair's signature	W. Garner
Chair's name	Will Garner
Date	22 November 2020