

Register of Attendance

Name	Position
Rachel Jones ('HT')	Headteacher <i>Appointed by virtue of office (Ex-Officio)</i> <i>Expiration of Term in Office: Not applicable</i>
Chris Dickson ('CD')	Elected Parent Governor <i>Expiration of Term in Office: 30-09-2023</i>
Stephanie Ajayi ('Chair')	Local Authority Governor <i>Chair of the Full Governing Body</i> <i>Expiration of Term in Office: 06-07-2022</i>
Donna Williams ('DS')	All Souls Parish Council <i>Expiration of Term in Office: 09-04-2024</i>
Vacancy	St John's Parish Council <i>Expiration of Term in Office:</i>
Clair Couch ('CC')	Staff Governor <i>Expiration of Term in Office: 21-11-2022</i>
Matthew Koster-Marcon ('MKC')	Deanery Synod <i>Expiration of Term in Office: 14/10/2023</i>
Vacancy	Appointee of the LDBS <i>Expiration of Term in Office:</i>
Jane Francis ('JF')	Deanery Synod <i>Expiration of Term in Office: 5-09-2023</i>
ADVISORS	
Tara Rodrigues ('Clerk')	Clerk to the Full Governing Body
Marcus Guy	AHT Inclusion & Wellbeing
Peter Hammer	AHT Character & Community
Joel Kelly	AHT Curriculum & Teaching
Debbie Sayer	Office Manager
APOLOGIES	
Lavinia Pashley-Wilkins ('LPW')	Co-opted Governor <i>Expiration of Term in Office: 26/02/2024</i>
Heidi Swidenbank ('HS')	Elected Parent Governor <i>Expiration of Term in Office: 29-11-2022</i>
Simon Shimmens ('SS')	All Saints Parish Council: <i>Expiration of Term in Office: 26-01-2024</i>
Rev Peter Vannoizzi ('PV')	Appointee of the LDBS <i>Expiration of Term in Office: 24-02-2024</i>

Rev Alison Walton (‘AW’) Vice-Chair	Vicar-in-charge, All-Saints <i>Appointed by virtue of office (Ex-Officio)</i> <i>Expiration of Term in Office: Not applicable</i>
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Part 1

Item	Item title		
001	Welcome and introductions		
001.1	The meeting, being quorate, was started by the Chair of the FGB at 09:37am .		
002	Opening prayer	Chair	
002.1	The Chair invited DW to open the meeting in prayer.		
003	Apologies received in advance of the meeting and the FGB’s acceptance or rejection of any absences	Chair / Clerk	
003.1	The Clerk informed the FGB that apologies had been received from SS, PV, LPW, HS and AW in advance.		
003.2	The apologies were accepted and authorised .		
003.3	The FGB requested the Clerk to update the register of attendance.		
003.3a	<i>Clerk to update the FGB register of attendance.</i>	<i>Clerk</i>	<i>ASAP</i>
004	Governance		
004.1	<u>The role of Governors</u>		

004.1.1	<p>The Chair gave a brief overview of the role of Governors highlighting the six key features of effective governance set out in the Governance Handbook:</p> <ol style="list-style-type: none"> 1. Strategic leadership that sets and champions vision, ethos and strategy 2. Accountability that drives up educational standards and financial performance. 3. People with the right skills, experience, qualities and capacity. 4. Structures that reinforce clearly defined roles and responsibilities. 5. Compliance with statutory and contractual requirements. 6. Evaluation to monitor and improve the quality and impact of governance.
004.1.2	<p>To recap on the roles specifically covered under each area of governance the governors looked at the Wheel of Governance from the Key for School Governors. The Chair directed the board to The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder.</p>
004.2	<p><u>Governor Key Actions for 2021</u> The board reviewed the Governor Key Actions for 2020-21 which was condensed and collated from the FGB self evaluation completed at the end of the Summer Term 2020. The board agreed on the following priority goals for 2021:</p>
004.2.1	<p>The following key priorities for 2021 were agreed:</p> <ol style="list-style-type: none"> 1) School Performance data 2) Monitor financial management systems 3) Governor Training
005	<p>School Vision & Self Evaluation</p>
005.1	<p><u>The School Mission Statement</u></p> <p>The Board revisited The Blue School Vision. The HT directed governors to the Mission statement adopted in March 2020 at the FGB strategy discussion.</p> <p style="text-align: center;">“ Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.”</p> <p style="text-align: right;">Colossians 3:17</p>

005.2

Strategic Development 2018-2021

The **HT explained** that in 2018, the SLT met with Graham Marriner (LDDB Primary Adviser) to develop key priorities to form a three year Strategy Plan 2018-21.

The following key priorities were identified in 2018:

005.2.1

- The safety of children and safeguarding them from harm
- The schools' ambition and practices rooted in the Church of England's Vision for Education, evaluated through the SIAMS Framework:

1. Wisdom

- a. *Vision and Leadership*
- b. *Wisdom, Knowledge and Skills*

2. Hope

- a. *Character Development: Hope, Aspiration and Courageous Advocacy*

3. Community

- a. *Community and Living Well Together*

4. Dignity

- a. *Dignity and Respect*

005.2.2

These priorities were discussed and translated into the a strategic structure under three core headings:

- A. Vision, leadership and management
- B. Ambition and Outcomes
- C. Building Children's Futures

005.2.3

The **HT updated** governors that most of these have been RAG rated and the school has made progress towards these goals with only a few outstanding. The HT went through each point with governors adding further detail of what the school is working towards.

The **HT invited** governors to share their thoughts and suggestions on what the more pressing

	<p>school priorities are at this stage.</p>
005.2.4	<p>The Chair noted the tremendous journey that the school has been on, the leadership team has worked exceptionally hard during the pandemic and suggested focus should definitely shift towards the wellbeing of staff to ensure that progress is sustainable.</p>
005.2.5	<p>The HT agreed that managing staff workload is a huge priority for the school. The HT highlighted the exceptional hard work and flexibility of the entire staff team.</p>
005.2.6	<p>A governor questioned what mechanisms the school can put in place to ensure the staff are able to ask for what they need and not just anecdotal for what the board perceives they need.</p>
005.2.7	<p>An AHT informed governors that at least 16 meetings with Curriculum leads have taken place to ensure that the school supports and directs staff. Another AHT reported that the behaviour and reward system has put in a lot of structure. This feeds into the safeguarding practice and creates an open dialogue for the students to speak to the staff. The staff governor confirmed that the AHTs are always available for support and there was a significant emphasis promoting staff wellbeing - at the inset training.</p>
005.2.8	<p>An AHT reaffirmed the transition the school has made alongside the support of the governing body and highlighted the impact of the high calibre governors. Another governor agreed that having worked with 5 or 6 faith schools, the difference at the Blue School is noticeable that they live and breathe the mission statement. A governor asked whether there is a formal way to record, measure and prove through KPI's to document the progress of the school. The AHT confirmed that the school sends surveys to staff, parents and pupils. The school could record perhaps this better and HT agreed that evaluation is an excellent way of evidencing the progress. A governor volunteered to research how to progress this and will liaise with the HT and Chair.</p>
005.2.9	<p>The HT reported that the school has worked hard to target the Pupil Premium students. The school has assessed all students and have got the catch up plans underway already. The school is avoiding the 'recovery curriculum' language and ensuring that pupils make the progress they would have been expected to make had COVID not occurred.</p> <p><u>School Self Evaluation (R.J) -</u></p>

005.3	The HT explained the SEF from Spring 2020 in detail and the school targets for improvement. The school are drafting a new SEF, aiming to present to governors by the FGB on 7th Oct, time permitting.	
005.2.8a	<i>JF to research, liaise with the HT and Chair to agree KPI's to document and monitor non academic progress more effectively.</i>	<i>JF, HT, Chair</i>
006	Strategy 2020-2023	

006.1

The HT **asked** the board whether they would like to develop a one year strategic plan or whether a longer term 3 year plan would be more beneficial.

- **Hope - constructive optimism, together in faith**
- **Community - actively seeking new ways to collaborate and support our children, staff and families**
- **Dignity - respecting and valuing all our diverse community**
- **Wisdom - learning from through and beyond the pandemic**

006.2

The Chair **asked** Governors to expand the vision based on these four key areas of the school aims;

1. **Hope - aiming high, innovating, building faith**
2. **Community - supporting emotional wellbeing and mental health, working with clergy, strengthen links with families, learning with/from the broader education community**
3. **Dignity - Securing educational access and respect for all - BLM, digital divide, fragile economy, work insecurity**
4. **Wisdom - Learning by what we do, securing exceptional knowledge and practice, reflection**

006.2.1

Hope

Mental health, CAMHS, how are we helping children to grow into health and mentally thriving young adults. The internal struggle. This was put under Community initially so that the altruistic aspect of the child's mental well being and their impact on being a good citizen. The Chair **asked** the governors to expand on what type of hope the board would want to instill within the children. Governors **agreed** resilience and having realistic expectations is critical at this age so they don't become disillusioned and despairing. A governor **added** that it's important to shape the children's future now.

An AHT **reported** a discussion with a Year 5 PSHE class yesterday and it evolved that roughly 90% aspire to be famous, either you tubers or popstars. The AHT said it was a good conversation to start with children to infuse hope and realistic tools to help them achieve their personal goals. Growth mindset is a great place to start. A governor **noted** that children have seen a different aspect of society during lockdown, do you want to be kind, caring etc i.e who can you be as a

006.2.2	<p>citizen. It gives all children an opportunity to become better citizens - moral aspirations.</p> <p><u>Community</u></p> <p>A governor noted the exceptional behaviour of the Blue School students at the scouts and tennis club run independently to the school. The AHT agreed behaviour certainly spills over and links with the clergy would be good. The AHT asked if extending this to online behaviour would be beneficial. Looking at how to behave and manage their behaviour on apps, online etc. perhaps parent briefing as well. Another governor agreed that a community link would be excellent to help support the parents. An AHT confirmed that the PSHE curriculum does touch on the subject but could certainly be expanded on. A governor asked if there are any community projects that the school could embark on to develop a sense of community, many students got involved with visiting the elderly and writing to them etc during lockdown. During lockdown pupils wrote to people in the community and the AHT explained that initiatives like this could be used much more. The Chair reminded the board of the schools’ aim to become a global school and have global links. The HT agreed the school can develop this further.</p>
006.2.3	<p><u>Dignity</u></p> <p>Governors discussed that inclusion and diversity are key priorities for the school. The ultimate goal for children with additional needs would be that each child is able to meet their aspiration without having felt singled out during their school experience.</p> <p>Governors discussed race and equality. A governor informed the board that the church has been reading the book ‘We need to talk about race’ and asked whether the school could add more anti-racist books. Governors agreed that empathy is key and discussed whether shared experiences or perhaps role plays for the children might assist with racial awareness and dismantling unconscious bias. The Curriculum committee has looked in depth at the equalities policy and questioned what the board feels is the agreed end goal. A governor raised the example of how racist comments from parents at home may influence and shape children’s worldview. The HT agreed that unconscious bias could be targeted at the child’s level. Encouraging critical thinking and independent thought and action (against peer pressure). The school can look at dismantling the various types of discrimination</p>
006.2.4	<p><u>Wisdom</u></p> <p>A governor suggested that dissociating the difference between wisdom and knowledge is</p>

<p>006.3</p> <p>006.4</p> <p>006.5</p> <p>006.7</p> <p>006.8</p>	<p>important. Governors agreed that wisdom is the application of knowledge but cannot be acquired through knowledge alone. A governor highlighted that non formal learning is a huge area to help experience which grows wisdom and agreed extra curricular activities could help develop this further. In summary the board aims to develop how pupils conduct themselves in the world. An AHT highlighted how important it is to give children time to reflect and learn from their behaviours.</p> <p>The HT highlighted the C of E Educational Vision: Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.</p> <p>Governors agreed that it's important to develop the curiosity to learn so that pupils don't become passive learners. Another governor suggested it's valuable to hear the opposing voice in order to learn to reflect and think critically, which ultimately develops wisdom. The school still has a debating club and an AHT agreed this could be the perfect forum to challenge someone with opposing views respectfully. A governor agreed that it is critical that the pupils learn to listen and communicate effectively.</p> <p>The AHT explained that the school could break down the 4 core values into more practical goals - defining each term and then drilling down into action points. The governors agreed that they hope to be more proactive in finding ways to implement.</p> <p>The governors discussed whether to formulate a short term strategy or develop a 3 year plan. The HT proposed that making a more condensed COVID specific plan seems wise, but this would be incorporated into the more extensive three year plan in the future. The board agreed to start with a 1 year plan.</p> <p>The HT and Chair agreed to collate this and put this into more robust action points.</p>	
<p>006.8a</p>	<p><i>The HT and Chair will collate the one year strategic plan and outline robust action points.</i></p>	<p><i>Chair, HT</i></p>
<p>007</p>	<p>Date of the next meeting</p>	<p>For information</p>

007.1	The next Full Governing Board of The Blue School will meet at 7pm on Wednesday 7th October 2020 by Virtual Attendance.
008	DW closed the meeting in prayer at 12:05pm

Approval of the minutes by the Chair of the FGB

I, Chair of the Full Governing Body of the Blue School, approve these minutes as an accurate representation of the Full Governing Body Strategy meeting, which took place on **Friday 25th September** at 9.30am by Virtual Attendance using Google Meet.

Signed: _____

Date: _____

Stephanie Ajayi

Chair of the Full Governing Body

The Blue School