

GOVERNING BODY FOR GARDEN SUBURB INFANT AND JUNIOR SCHOOL

**MINUTES OF THE MEETING HELD AT THE SCHOOL ON
WEDNESDAY 27 NOVEMBER 2013**

MEMBERS

LA GOVERNORS

*Mary Ogle
Councillor Daniel Seal
Evelyn Thomas
*Alison Zilberkweit

STAFF GOVERNORS

*Sarah Sands (Infant Headteacher)
*Eileen Bhavsar (Junior Headteacher)
*Alexia Dobinson (Infant Support)
*Emma Woolston (Infant Teacher)
*Laura Anderson (Junior Teacher)

ASSOCIATE MEMBER

Kathryn Malik (Junior Support)

PARENT GOVERNORS

*Lisha Taylor (Junior)
*Omar Shah (Junior)
*Adrian Hodgson (Junior)
Bob Bratland (Infant)
*Julia Sanitt (Infant, Chair)
Sean Lockie (Infant)
*Michael Kkafas (Infant)

COMMUNITY GOVERNOR

Ruth Beedle
*Francoise Wagneur (Vice Chair)
Katalin Barcza-McQueen
1 vacancy

NON-VOTING OBSERVERS

*Lisa Berger (Junior DHT)
*Liz Cormack (Infant DHT)

* denotes member present

IN ATTENDANCE

Mr George Peradigou (Clerk)

Part I

13/114 **WELCOME TO ALL GOVERNORS**

The Chair welcomed Governors to the meeting.

13/115 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were submitted and accepted on behalf of Katalin Barcza-McQueen, Ruth Beedle, Sean Lockie, Bob Bratland, Kathryn Malik, and Evelyn Thomas.

Councillor Daniel Seal was recorded as being absent without consent.

13/116 **DECLARATION OF PECUNIARY INTERESTS**

There were no pecuniary interests declared by Governors in the agenda to be discussed.

13/117 **CONSIDERATION OF APPOINTMENT OF COMMUNITY GOVERNOR**

Julia Sanitt left the meeting at this point and the Clerk took the Chair.

The nomination for the appointment of Julia Sanitt as Community Governor was considered. Upon a show of hands, it was unanimously AGREED that she be **APPOINTED** for the four-year period ending 26 November 2017.

Julia Sanitt rejoined the meeting and resumed the Chair.

13/118 **PART I MINUTES OF THE MEETING HELD ON 14 OCTOBER 2013**

The minutes of the meeting held on 14 October 2013, copies of which had been circulated prior to the meeting, were confirmed initialled and signed by the Chair as an accurate record, subject to the following amendments:

13/93 Infant School Health and Safety

Amend ‘...SEN and Wellbeing Committees...’, was amended to read ‘...SEN and Wellbeing Committee...’.

13/119 **MATTERS ARISING**

13/100 Controlled Parking Zone (CPZ)

Governors noted that the CPZ had come into force. Councillors had been contacted by the School and Councillor Andrew Harper had offered to meet with the Headteachers to discuss parking vouchers for staff. The Headteachers undertook to report back to Governors following the meeting.

Action: Headteachers

One Staff Governor expressed disappointment at the cost of the vouchers at £240 each and were valid for one year.

In response to a Governor’s query, the Headteachers confirmed that there were CPZs on the opposite side of Finchley Road, which meant that staff could not park their cars there during the controlled parking times.

13/120 **HEADTEACHERS’ REPORTS/UPDATES**

Infant School

The Infant School Headteacher gave a verbal summary of updates since her last report to Governors. Arising from the discussion:

Staffing Update

Governors noted the various staffing updates and cover arrangements. This included a new Teaching Assistant (TA) having been employed at an additional cost to assist a child with special educational needs (SEN).

Lisha Taylor joined the meeting at this point.

Typhoon Relief

The Headteacher informed Governors that a group of parent had teamed up with a local nursery to raise £600 relief funding following the recent typhoon, which had devastated parts of the Philippines.

Governors noted that the money had been sent to an elementary school with which the School now had an international link with. The linked-school had responded to the donation with thanks and information on how the relief funding was being spent. Governors commended the Headteacher and her staff for this selfless piece of work.

Bereavement Support

Governors noted a bereavement within the School. Governors recorded their condolences and enquired as to the support that was in place for the affected pupil. In response, the Headteacher explained the support provided to the pupil and some of the pupil's family members.

In response to a Governor's question, the Headteacher confirmed that a referral had been made to the LA's Children's Services in order to ensure the relevant support from the LA was in place.

A Governor challenged the Headteacher to ensure adequate emotional support was in place for the pupil and the pupil's class. The Headteacher confirmed that this was being arranged through the LA's Educational Psychology Service.

The Chair thanked the Headteacher for her full and informative report.

Junior School

The Junior School Headteacher gave a verbal summary of updates since her last report to Governors. Arising from the discussion:

Isle of Wight Trip

The Headteacher thanked the staff and Governors who had assisted in the organisation of the Isle of Wight Trip, where twelve members of staff volunteered to watch a vulnerable cohort in Year 6. In response to a Governor's query, the Headteacher confirmed that the School had financially supported families who could not afford for their children to take part in the

trip. Governors congratulated the Headteacher and staff for the success of the trip.

Playground Equipment

Governors expressed their approval of the new playground equipment. The Headteacher said that the feedback she had received was positive. A Governor reported that she had received some negative feedback regarding the amount of playground space occupied by the new equipment. Governors expressed that, once the surrounding barriers were removed, less space would be occupied by the new equipment.

A Governor suggested that the Headteacher should create a disclaimer to convey to pupils the time restrictions for using the new play equipment. It was noted that pupils in each year group would have an equal allocation of time with the new equipment.

Action: Junior School Headteacher

In response to a Governor's query, the Headteacher said that the new play equipment did not interfere with other playground games.

Governors joined the Headteacher in recording thanks to the Parent – Teacher Association (PTA), which had funded the purchase and installation of the new playground equipment. It was noted that a letter to convey this would be sent to Vanessa Bell, Chair of the PTA. The Headteacher also undertook to investigate having a plaque installed as a gesture of thanks to the PTA.

Action: Junior School Headteacher

Christmas Cards

Christmas cards, designed by pupils, were sold and raised £1,145 as an initiative instigated by the PTA. Governors commended the PTA for its proactive work.

The Chair thanked the Headteacher for her full and informative report.

13/121 **SCHOOL DEVELOPMENT PLANS (SDPs)**

The SDPs, copies of which were circulated previously, were reviewed by Governors. Arising from the discussion:

Science Teaching and Learning

Mary Ogle brought it to Governors' attention that, through the Maintaining Curiosity Report 2013, Ofsted had advised that Governors be familiar with teaching and learning in Science. She said that there was no mention of science in the SDPs and that, under the new national curriculum 2014, all pupils should be taught essential aspects of science. She enquired as to what

the Schools were doing to sustain the curiosity of pupils and support the teaching of science, to ensure science was interesting and exciting.

Infant School

The Infant School Headteacher and Deputy Headteacher explained that lessons were planned based on scientific themes which facilitated the use of scientific language. Enquiries and investigations were being incorporated into pupil learning, which triggered thoughts and ideas among pupils. A prerequisite for this teaching method was first being familiar with what pupils already understood.

Mary Ogle said that Ofsted had advised that the enquiries should be raised by pupils as opposed to teachers. The Deputy Headteacher explained that, although this was sometimes the case, the themes themselves were set by teachers. A briefing outlining the theme structure for lessons was tabled and circulated for information.

Junior School

The Junior School Headteacher and Deputy Headteacher explained that pupils were given two science lessons per week with hands-on scientific experiments. ICT was used to enhance science lessons, for example, the use of Google Earth. During Science Week the School had invited parents who had science-based jobs, to give presentations to pupils about their careers.

Various other activities to help sustain the curiosity of pupils in the subject were noted as follows:

- The School led a science club;
- A science challenge and the opportunity for pupils to display their work;
- Assemblies led by the School's Science Co-ordinator;
- A Science area on the Managed Learning Environment (MLE);
- Trips organised for Year 6 which allowed pupils to participate in investigations in real science labs;
- A Gardening Club where pupils would have the opportunity to grow living things;

The Headteacher reminded Governors that two pupils had won a national Science and Engineering prize the previous year.

It was noted that Science Co-ordinators received regular training.

In response to a Governor's query, the Deputy Headteacher explained that sometimes pupils initiated enquiries and sometimes they were initiated by teachers.

Feedback and Pupil Learning

The Chair said that high quality feedback was essential for pupils' learning and asked how teachers were giving effective feedback to their classes.

Infant School

The Infant School Headteacher and Deputy Headteacher explained that feedback in the Infant School was mostly verbal as it helped younger pupils relay it back to the learning objective at the time with measurable precision.

Teachers would ask open ended questions to encourage feedback and thinking around the learning objective.

In response to a Governor's question, the Headteacher said that feedback was not routinely recorded. However, pupils wrote comments in their work-books in response to the prompting questions posed by teachers.

Self-assessment was used to prompt pupils to begin to challenge their own learning by identifying their areas for improvement and creating action plans around how they could make improvements in those areas.

Junior School

The Junior School Headteacher and Deputy Headteacher explained that the Marking Policy in use at the School had been approved by the Curriculum Committee. This ensured that appropriate written feedback was provided to pupils.

Self-assessments were used to prompt pupils to continue to challenge their own learning by identifying their areas for improvements as a continuation from the self-assessments they had began in the Infant School. As then, they would plan how to make improvements in the areas identified.

Pupil progress meetings were used to investigate the needs of the entire cohort and use this information as a foundation when setting targets.

It was noted that, in Year 6, more feedback was given by way of test scores, for example; from practice tests. This helped pupils understand the level at which they were performing.

In response to a Governor's query, the Junior School Headteacher confirmed that pupils did have the opportunity to respond to feedback received through their self-assessments, where they would provide evidence how they had made improvements.

Interventions to Narrow the Gap for Underperforming Pupils

The Chair asked what interventions would be put in place for underperforming pupils in Writing at KS2 and maths at KS1.

Infant School

The Infant School Headteacher and Deputy Headteacher explained that methods, such as the use of open-ended questions, were used to encourage pupils to monitor their own learning and plan their progression in maths at KS1.

Close progress monitoring and assessment feedback were also used to help pupils understand their strengths and areas for improvement.

Junior School

The Junior School Headteacher and Deputy Headteacher explained that pupils were taught Level 5 in Writing at KS2 from when they started at the Junior School as opposed to waiting until they reached Year 6.

Ability grouping was utilised across the School to allow for teaching to be customised to each cohort.

Extra editing time was allocated in Year 6 lessons to allow for feedback and adaptations. Written feedback would be given to pupils, followed by a booster class to allow them to focus on the changes prompted in their feedback. This was then followed by an opportunity for pupils to evidence their improvements.

In response to a Governor's query, the Headteacher explained that some pupils disengaged at this point and were at risk of not achieving a Level 5. She said that staff would open dialogue and offer support to these students, often through their parents. It was noted that a very low percentage of students did not achieve a Level 5 in this manner.

Governors asked about the mechanisms in place to ensure that the performance gap within each ability-group was narrowed. In response, the Deputy Headteacher explained that teaching within ability groups was tailored to each group's needs, which made it more likely that pupils engaged. However, if need be, ability groups were re-arranged as required.

A Governor expressed a concern regarding the potential morale issue if a pupil was moved to a lower ability group. The Headteacher explained that the School did not limit the possible grade for each ability group, although the support and progression planning differed. Governors noted that pupils reacted well when grouped in this way and that many new friendships came to fruition through this.

Managing and Monitoring Behaviour

The Chair enquired as to how the School was effectively managing and monitoring behaviour.

Infant School

The Infant School Headteacher and Deputy Headteacher explained that behaviour in the School was currently good and was managed in various ways:

The School's values were being re-launched and would feed into the Behaviour Policy. The policy would outline restorative justice via the 'four Ws' as the means of dealing with situations: what happened; what rule was broken; what would need to be done to make it better; and what lesson had been learnt from the situation.

The Headteacher said that Childs Hill Primary School was due to visit the School to give a presentation on restorative justice given that it had won a national award in the subject.

A behaviour log book of serious incidents would continue to be maintained by the School as per usual.

Junior School

The Junior School Headteacher and Deputy Headteacher explained that staff were proactive in identifying behavioural problems at their early stages and dealing with them before they developed.

The Headteacher highlighted that in its last inspection Ofsted had judged the School's behaviour as outstanding.

Reference was made to the Behaviour Policy, which had been updated and ratified by the Governing Body on regularly.

A behaviour log book of serious incidents was maintained by the School.

Good communication and interaction between staff at the School acted as an example to pupils on how to interact with each other.

A number of examples of good behaviour were noted, one of which was that, without staff supervision, pupils formed an orderly queue to take turns playing on playground equipment during break time.

13/122 **JUNIOR SCHOOL SELF EVALUATION FORM (SEF)**

The SEF, a copy of which was which were circulated previously, were reviewed by Governors. Arising from the discussion:

Governors were reminded that the Infant School's Self Evaluation Form (SEF), from which the SDP was derived, was ratified at the last Governing Body meeting.

The following amendments were suggested:

- a reference to the School Council;
- the percentage of parent survey responses received.

Action: Junior School Headteacher

13/123 **REPORT OF COMMITTEES**

Finance

The committee had not met since the last Governing Body meeting. A meeting would be arranged.

Curriculum

The minutes of the meeting held on 7 November 2013, copies of which had been previously circulated, were received and noted by Governors.

Premises

The committee had not met since the last Governing Body meeting. A meeting would be arranged.

SEN Terms of Reference

The Terms of Reference for the SEN Committee, a copy of which were circulated beforehand, were **RATIFIED** by Governors.

13/124 **APPRAISALS**

The Vice Chair updated Governors on the progress made with the staff appraisals. Governors noted that the appraisals for all teaching staff had been completed.

13/125 **GOVERNOR SUPPORT AND DEVELOPMENT**

Governors reported back positively on the Governor Support and Development courses they had attended. However, the Vice-Chair expressed concerns about the SEN course she had recently attended. The Clerk explained that the original trainer booked to lead this training session had left the LA on the day of the course, which meant that substitute trainers had to be arranged at very short notice.

The Governor Support and Development Programme was commended to Governors by the Chair, who urged Governors to attend courses which were inclusive of the package to which the School subscribed.

It was noted that the new Governor training booklets would be circulated to Governors by the next term.

Action: Clerk

13/126 **GOVERNING BODY MEMBERSHIP**

LA Governor Vacancy

The Clerk informed Governors that Councillor Daniel Seal's term of office as an LA Governor had ceased on the grounds of self-disqualification. He explained that this was because the Governor had not attended a Governing Body meeting and his apologies had not been submitted and accepted for a period over six months since the first date when apologies failed to be submitted. The Clerk undertook to inform the former Governor of his self disqualification and to ensure that the LA's General Functions Committee was aware of the new vacancy.

Action: Clerk

Parent Governor Vacancy

The Clerk highlighted the one Parent Governor vacancy from the Infant School and undertook to arrange an election at the start of the new term.

Action: Clerk

End of Terms Approaching

The Clerk advised that Ruth Beedle and Francoise Wagneur should complete Community Governor nomination forms in order to review their terms of office which were due to end in January 2014. He undertook to send them the nomination forms.

Action: Clerk, Ruth Beedle, Francoise Wagneur

13/127 **ANY OTHER BUSINESS**

Sharing Good Practice on Lesson Studies

The Junior School Headteacher recorded thanks to Laura Anderson and Jackie Goldman for sharing good practice through their lesson studies presentation at a recent forum attended by other Headteachers.

It was noted by that other Headteachers were encapsulated by the information they had received. Governors commended the staff involved.

Infant School SENCO

The Infant School's Headteacher informed Governors that commencing from the following week the SENCO would be away on statutory jury service.. In response to a Governor's query, the Headteacher said that this would last for approximately two weeks and that the role would be covered internally for that period.

13/128 **DATES OF COMMITTEE MEETINGS**

The following committee meeting dates were confirmed:

Staffing: 12 February 2014, 8.15am
Finance: 6 January 2014, 8am
Premises: To be arranged
SEN: 7 March 2014, 8.15am
Curriculum: 5 March 2014, 8.15am

13/129 **DATES OF GOVERNING BODY MEETING**

The next meetings of the Governing Body were confirmed as:

Spring (1): Thursday 23 January 2014 at 6pm
Spring (2): Thursday 20 March 2014 at 6pm
Summer (1): Thursday 8 May 2014 at 6pm
Summer (2): Thursday 26 June 2014 at 6pm

13/130 **MOTION OF CONFIDENTIALITY**

It was **RESOLVED** that, because of its nature, the business to be transacted, be treated as confidential and not for publication.

PRIVATE AND CONFIDENTIAL

GOVERNING BODY FOR GARDEN SUBURB INFANT AND JUNIOR SCHOOL

Part II

13/131 **PART II MINUTES OF THE MEETING HELD ON 10 OCTOBER 2013**

The Part II minutes of the meeting held on 10 October 2013, a copy of which had been distributed earlier, were checked for accuracy. They were then confirmed and signed by the Chair.

13/132 **MATTERS ARISING**

There were no matters arising.

13/133 **REPORT OF COMMITTEES**

SEN & PUPIL WELLBEING

The minutes of the meeting held on 8 November 2013, copies of which had been previously circulated, were received and noted by Governors.

There being no further business, the meeting closed.