

**GOVERNING BODY FOR GARDEN SUBURB INFANT AND JUNIOR SCHOOL**

**MINUTES OF THE MEETING HELD AT THE SCHOOL ON  
THURSDAY 15 OCTOBER 2015**

**MEMBERS**

**LA GOVERNOR**

Jane Harris

**STAFF GOVERNOR**

\*Alexia Dobinson (Infant Support)

**PARENT GOVERNORS**

Lisha Taylor (Junior)

\*Omar Shah (Junior)

\*Adrian Hodgson (Junior)

Michael Kkafas (Infant)

\*Gerard Wiseman (Infant)

\*Elisabeth Tacey (Infant)

**CO-OPTED GOVERNORS**

\*Julia Sanitt (Chair)

\*Francoise Wagneur (Vice Chair)

\*Mary Ogle

\*Evelyn Thomas

\*Katalin Barcza-McQueen

Ruth Beedle

\*Emma Woolston (Infant Teacher)

\*Javoneh Daneshpay (Junior Teacher)

**HEADTEACHERS**

\*Sarah Sands (Infant Headteacher)

\*Eileen Bhavsar (Junior Headteacher)

**NON-VOTING OBSERVERS**

\*Lisa Berger (Junior DHT)

\*Liz Cormack (Infant DHT)

**ASSOCIATE MEMBER**

\*Julia Chalfen (Junior Support)

\*denotes member present

**IN ATTENDANCE**

Mr George Peradigou (Clerk)

**Part I**

15/81 **WELCOME AND APPOINTMENT OF ASSOCIATE MEMBER**

The Chair welcomed Governors to the meeting and extended a special welcome to Julia Chalfen.

It was noted that Julia Chalfen had replaced Kathryn Malik as the Junior School's Administrator. Following her nomination, it was **RESOLVED** that Julia Chalfen be appointed as an Associate Member for a period of four years or until her successor was appointed.

15/82 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were received and accepted on behalf of Ruth Beedle, Michael Kkafas, Lisha Taylor and Jane Harris.

*Elisabeth Tacey joined the meeting at this point.*

15/83 **DECLARATION OF PECUNIARY INTERESTS**

It was noted that there were no pecuniary interests declared by Governors within the current agenda.

*The Clerk took the Chair for the next item.*

15/84 **APPOINTMENT OF CHAIR FOR ACADEMIC YEAR 2015/2016**

The Chair and Vice Chair had approached a governor for succession but due to unforeseen circumstances, this plan could not go ahead.

A discussion ensued regarding the need for further succession planning. One Governor suggested that Governors who were interested in potentially nominating themselves as Chair should ensure they have attended the appropriate training courses and had been mentored by the current Chair. It was also suggested that potential Chairs nominate themselves for the position of Vice Chair before nominating themselves for Chair. In response to a query, the Clerk confirmed that the Governing Body could elect more than one Vice Chair.

Nominations for the position of Chair were invited. Governors considered the one nomination received on behalf of Julia Sanitt.

*Julia Sanitt left the meeting.*

Upon a show of hands, the Governing Body unanimously **RESOLVED** that Julia Sanitt be appointed as Chair for the Academic Year 2015/2016, or until her successor was appointed.

*Julia Sanitt re-joined the meeting and resumed the Chair.*

15/85 **APPOINTMENT OF VICE CHAIR FOR ACADEMIC YEAR 2015/2016**

The Chair invited nominations for the position of Vice Chair. Governors considered the one nomination received on behalf of Françoise Wagneur.

*Françoise Wagneur left the meeting.*

Upon a show of hands, the Governing Body unanimously **RESOLVED** that Françoise Wagneur be appointed as Vice-Chair for the Academic Year 2015/2016, or until her successor was appointed.

*Françoise Wagneur re-joined the meeting.*

15/86 **PART I MINUTES OF THE MEETING HELD ON 25 JUNE 2015**

The minutes of the meeting held on 25 June 2015, copies of which had been circulated prior to the meeting, were confirmed, initialled and signed by the Chair, subject to minor amendments.

Governors remarked that the minutes recorded were of a high standard and that they were very pleased with the Clerk's services. The Infant School Headteacher said that the minutes were also praised at the recent School Improvement Partnership meeting that she had attended. The Clerk thanked Governors for their support.

The Headteachers explained the importance of maintaining a high standard of minutes which highlighted Governors' challenges, actions, and resolutions. It was noted that minutes were often scrutinised during audits and inspections.

#### 15/87 **MATTERS ARISING**

##### **Catering (Governor Open Day Findings)**

A discussion ensued regarding catering and the food selections made by pupils. It was noted that, while the catering service may have paired particular foods to allow for balanced meals with adequate macro-nutrients, many pupils were only consuming the simple carbohydrates/sugars. It was suggested that the issue extended beyond the School and that parents had a significant role to play in the matter.

A Governor **CHALLENGED** School leaders to ensure that the School had interventions in place to resolve obesity. The Chair referred the matter to the SEN and Pupil Wellbeing Committee.

Action: SEN and Pupil Wellbeing Committee

Governors were reminded that the Infant School was also in the process of applying for the Bronze Healthy School Award and that its action plan included interventions for embedding healthy living into the School's curriculum.

It was noted that all other actions had either been completed or were on the agenda to be discussed.

#### 15/88 **HEADTEACHERS' REPORTS/UPDATES**

##### **Infant School**

The Infant School Headteacher highlighted particular updates from her report, a copy of which was circulated prior to the meeting. Arising from the discussion:

##### **Staffing**

Governors noted the various staffing changes and cover and support arrangements in place as set out in the Headteacher's report.

Two meal time supervisors and one relief meal time supervisor had been recruited. This would allow the School to progress with its Play Leader Project.

The School had also created links with a learning support agency in order to find adequate staff to work with particular pupils in need of learning support.

### **New Staffing Structure**

The Headteacher presented Governors with the new staffing structure.

Having been reviewed in full at committee level, the Chair recommended that the new Staffing Structure be ratified by the Governing Body.

Upon a show of hands it was resolved that the Policy be **RATIFIED**.

### **Admissions**

It was noted that, on Census Day, all year groups were full with 270 pupils in attendance. Governors were pleased to hear that this meant that the School had therefore received its full potential funding allocation.

### **Pupil Premium**

Overall, the School had 27 pupils who were eligible to receive Pupil Premium. This was equal to 10%, compared to 11% the previous year.

### **Attendance**

Governors noted that attendance had increased slightly from 94.72% 2013/14 to 94.9% in 2014/15.

### **Trips and Events**

Governors noted the various trips and events which were taking place. The Headteacher highlighted that the School had held its Harvest Festival at the Free Church on Tuesday 13 October 2015.

### **Infant School Improvement Plan (SDP) Update**

The Headteacher presented information which reviewed the previous SDP and outlined actions to be included in the SDP for 2015-16.

### **Good Level of Development (GLD)**

When questioned, Emma Woolston explained that a Good Level of Development (GLD) would be obtained by pupils in the Early Years Foundation Stage (EYFS) when they displayed development in the following areas:

- Personal, Social and Emotional
- Communication and Language
- Physical
- Literacy and Mathematics

It was noted that pupils in the EYFS were required to show development in each area to achieve an overall GLD.

### **Speaking and Listening Development**

A Governor enquired as to how the School would ensure that the development of Speaking and Listening was embedded into the curriculum and still given enough attention.

The Headteacher explained that this action, which would remain on the SDP for 2015-16, was being progressed through ensuring that teachers included vocabulary enrichment in their lesson plans. Governors noted that the relevant training on vocabulary enrichment had been provided. The Headteacher emphasised that this was a high priority for the School at a whole-school level and at a classroom level.

Governors noted that, while a specific strand for it was not included in the National Curriculum, Speaking and Listening underpinned all aspects of the curriculum. The Headteacher explained that Subject Leaders were responsible for ensuring that this was being embedded in teaching and learning. She said that teachers were aware of the importance of active and attentive listening, which some children struggled with. When questioned, the Headteacher gave examples of some teaching activities to enable active and attentive listening. These included a variety of vocabulary development techniques: role play; planned opportunities for talk; displays; circle times; ensuring staff were consistent with their own vocabulary in order to lead by example, and sharing vocabulary enrichment techniques with parents to ensure pupils are receiving adequate support at home.

Talk for Writing was described as another teaching project being used. It was based on the principle that pupils could not write about something unless they could talk about it first. The Deputy Headteacher added that the various teaching methods described were aimed at modelled communication beyond the classroom.

A Governor asked how the School would link Speaking and Listening with Reading. In response, the Headteacher explained that this was being achieved through guided reading, where reading would be followed by discussions regarding the contents read. This was to ensure pupils obtained an enriched understanding of the words, motives and deeper meanings of the text.

## **School Values and Behaviour**

A Governor enquired as to whether pupils were involved in making displays regarding behaviour and values, which could encourage understanding and a sense of responsibility. The Headteacher explained, while displays about the School's values were in place, they had not been created by pupils. She acknowledged the idea as a good one to be allocated as an action for the School Council, which was due to be re-launched.

Action: Infant School Headteacher

## **Age-Related Expectations**

A Governor highlighted Priority 2 of the SDP review and enquired as to the meaning of age-related expectations. The Headteacher explained that age-related expectations had replaced levels as the assessment method for the new curriculum. The various descriptors within each age-related expectation for each year group were:

- Working towards expected level
- Working at expected level
- Mastery

The Junior School Headteacher encouraged Governors to read 'The Final Report of the Commission of Assessments without Levels' which had been published by the DfE.

Governors expressed concerns regarding the lack of clarity and guidance regarding how to assess without level descriptors. The Infant School Deputy Headteacher explained that the main challenge for the School was to measure progress from year to year without levels.

## **English as an Additional Language (EAL)**

A Governor enquired as to the level of EAL pupils who had recently joined the School and what the expected levels were for the near future. The Headteacher explained that the School continued to have approximately 50% of pupils with EAL. When questioned, she confirmed that pupils mixed well and did not tend to remain in the clusters with pupils who spoke their first language.

In response to a query regarding EAL support, the Headteacher explained the various support mechanisms in place but confirmed that, ultimately, the most effective method was to facilitate a learning environment where EAL pupils could be immersed into the English language.

When questioned, the Headteacher confirmed that the Schools were facilitating classes for Iranian parents in order to help them with English and provide guidance which would assist them in helping their children.

Governors were pleased to note that this issue was currently on the agenda for discussion at the next Deputy Headteacher School Improvement Partnership meeting. The Deputy Headteacher undertook to feedback to Governors following discussions.

Action: Infant School Headteacher

Governors joined the Chair in thanking the Headteacher for her informative verbal updates.

### **Junior School**

The Junior School Headteacher highlighted particular updates from her report, a copy of which was circulated prior to the meeting. Arising from the discussion:

#### **Staffing**

Governors noted the various staffing changes and cover and support arrangements in place as set out in the Headteacher's report.

A discussion ensued regarding a non-class-based vacancy which had been filled but had become vacant soon after, due to the successful candidate's resignation. In response to a Governor's query, the Headteacher confirmed that the circumstances had been unforeseeable. Governors were pleased to note that the position would be temporarily filled by a former employee of the School. The post would then be re-advertised in the spring term.

It was noted that the school keeper, Mr Shepherd, had also been appointed as a meal time supervisor.

#### **New Staffing Structure**

The Headteacher presented Governors with the new staffing structure.

Having been reviewed in full at committee level, the Chair recommended that the new Staffing Structure be ratified by the Governing Body.

Upon a show of hands it was resolved that the Policy be **RATIFIED**.

#### **We Are Writers**

The Headteacher was proud to present the book 'We Are Writers' to Governors. She explained that the book had been authored by the pupils of the School with each child having chosen a piece of work to include in it.

A discussion ensued regarding the low price charged for the book. Governors suggested that, in addition to the set price, a voluntary donation be suggested for any future sales. Governors also suggested that the book could be converted into an e-book.

The Headteacher undertook to publish the outcomes from the book as a positive news story through local media sources.

Action: Headteacher

### **Sex and Relationships Education (SRE) Programme**

Consultation with parents had been ongoing regarding the new SRE programme. Governors were pleased to note that much positive feedback had been received from parents following consultation forums. The Headteacher quoted one parent's feedback which praised the school for 'ticking the outstanding box for personal development, behaviour and welfare'.

The Headteacher explained that the School's SRE programme was focused on safeguarding as per Ofsted's criteria for an outstanding school, which stated that pupils should have an age appropriate understanding of sex and relationships and be able to stay safe from exploitation. She added that the SRE programme also focused on e-safety in order to give pupils a clear understanding of the dangers of inappropriate use of mobile technology and social networking websites.

### **Secondary Transfer**

There was a significant decrease in the number of pupils taking on secondary transfers to the Archer Academy.

### **Junior School Improvement Plan (SDP) Update**

#### **Key Stage (KS) 2 Data Analysis**

Governors were pleased to note that writing attainment at Level 4 was above the Barnet average. However, the Chair and Vice Chair enquired as to why boys continued to lag behind girls and why boys did not meet the Barnet average for Level 5.

The Headteacher tabled and circulated a summary of the KS2 Data Analysis for 2015. Governors noted that the data had included the results of 20 pupils who had either joined the School from overseas, joined the School from other schools mid-phase, or had joined the School in Year 6. In addition, the cohort had also included two boys and no girls with statements of SEN, and four boys and one girl in receipt of SEN support. Governors noted that these boys had skewed the data unfavourably.

It was noted that the Headteacher could have opted to exclude the results of those who had joined the School in Years 5 and 6 in order that they would not have an effect on the overall data. However, she said that she had not opted to do this because she felt that the School's data was still healthy. A Governor suggested that future reports could include an analysis which excluded the pupils that could skew data.



The Vice Chair acknowledged the context of the cohort but **CHALLENGED** the Headteacher to ensure that boys' Writing at Level 5 was improved.

The Headteacher explained that 11% of boys had achieved Level 4a, which was just outside Level 5. Governors noted that, had these been graded at Level 5, the School's target for boys Writing at Level 5 would have been almost achieved. She said that she hoped that the new descriptors would show this context more accurately.

Governors noted that under-achievement for boys was a Barnet-wide issue. This had been confirmed by the LA and the School's School Improvement Partnership.

The Headteacher explained that boys were not a particular concern in the 2016 Year 6 cohort and that the gap between the boys and the girls was far less in other year groups. She assured Governors that literacy groups, now implemented from Year 3, would help ensure that the School would not face similar challenges with future Year 6 cohorts.

### **KS1 – KS2 Progress**

The Headteacher presented Governors with a summary of data from the DfE regarding the School's progress from KS1 to KS2. Governors were pleased to note that the School had exceeded both national and LA averages for progress in all subjects for both two levels and three levels of progress, with the exception of three levels of progress for Writing.

Governors anticipated that the lack of progress in Writing was, as discussed earlier, related to the lack of attainment at Level 5 in Writing for boys in the current Year 6 cohort.

### **Reading Focus**

The Headteacher explained, while progress and attainment was high for Reading, the new SDP would have a particular focus on Reading and that an INSET (In-Service Training) day in October had been planned to re-evaluate how Reading was taught. This was to ensure pupils were enjoying books, reading a wide variety of content, and were talking about the content they had read. She explained that the aim was to improve writing through reading as it was evident that the more pupils read, the more creative and effective their writing had become.

### **Speech and Language**

In response to a query from the Vice Chair, the Headteacher explained that teaching staff had undergone training to overcome speech and language barriers, which were evident in some pupils. She added that, the new focus on Reading would also help to resolve this as it provided pupils with additional opportunities to talk about books. The Deputy Headteacher said that there was ample evidence to suggest that pupils who listened and shared ideas

with their peers were superior writers. Governors **AGREED** that facilitating a platform which would allow pupils to speak about content they had read was essential.

### **Science, Spanish, History and Geography**

In response to a Governor's query, the Headteacher confirmed that the amount of time per week dedicated to the study of Science, Spanish, History and Geography were:

- Science: 2 hours;
- Spanish: 1 hour;
- History or Geography: 1.5 hours on rotation.

### **Quality of Teaching**

It was noted that the quality of teaching had been monitored and deemed to be good or better across the School.

In response to a Governor's query, the Headteacher explained that lesson observations were now conducted as drop-ins in line with new Ofsted guidance which now required schools to collate a wider range of evidence in order to monitor the quality of teaching.

The Headteacher explained that there was ample evidence to conclude that every teacher in the School was performing at a good or outstanding level. She said that the challenge for the School was to maintain the high quality of teaching by ensuring that new teaching staff were receiving the appropriate training and support. Governors were supportive of the Professional Development Programme, an update of which was included within the Headteacher's report, which facilitated this.

Governors joined the Chair in thanking the Headteacher for her informative verbal updates.

## **15/89 BRITISH VALUES AND THE PREVENT AGENDA**

Governors **CHALLENGED** the Headteachers to ensure that the School had interventions in place to prevent radicalisation and extremism. It was noted that the new SDPs entailed plans of action to provide staff with the appropriate training to ensure that pupils were protected from discrimination, radicalisation, prejudice and extremism. The Headteachers undertook to update all related policies to reflect the School's standpoint on the matter.

Action: Headteachers

Omar Shah explained that repercussions of failing to adhere to requirements around the Prevent agenda could have potentially devastating outcomes for schools. He volunteered to be involved in any project work around this issue which required Governor input.

15/90 **NEW SCHOOL WEBSITE**

Governors expressed their satisfaction at the new school website. The Headteachers undertook to circulate secure log-in details to Governors.

Action: Headteacher

15/91 **REPORTS OF COMMITTEES**

**Finance**

The committee had not met since the last Governing Body meeting. It was noted that the Committee had scheduled a meeting to take place before the next Governing Body meeting.

**Curriculum**

The committee had not met since the last Governing Body meeting. It was noted that the Committee had scheduled a meeting to take place before the next Governing Body meeting.

**Premises**

The committee had not met since the last Governing Body meeting. It was noted that the Committee had scheduled a meeting to take place before the next Governing Body meeting.

15/92 **ANNUAL REVIEW OF COMMITTEE STRUCTURE, MEMBERSHIP AND TERMS OF REFERENCE**

The membership of the Governing Body's committees and areas of responsibility were reviewed and **UPDATED**. It was noted that Gerard Wiseman had joined the Finance Committee.

The Terms of References for all committees, copies of which had been circulated prior to the meeting, were reviewed and **ADOPTED**.

15/93 **POLICY RATIFICATION**

The updated Teachers' Appraisal Policy, Pay Policy & Appeals Procedure Policy were presented to Governors. Arising from the discussion:

Having been reviewed in full at committee level, the Chair recommended that the documents be ratified by the Governing Body.

Upon a show of hands it was resolved that the documents be **RATIFIED**.

15/94 **ANNUAL REVIEW OF REGISTER OF BUSINESS INTERESTS**

Governors were requested to complete the pro forma provided in their packs and return it to the School Office for inclusion in the Register of Business Interests. The Governors present submitted their completed forms to the Headteachers.

It was **AGREED** that absent Governors would complete their forms and return them to the School office.

Action: Ruth Beedle, Michael Kkafas,  
Jane Harris, Lisha Taylor

The Clerk explained that, if required, the registers would be used for audit purposes.

15/95 **GOVERNOR CODE OF CONDUCT**

The Governor Code of Conduct, a copy of which had been distributed prior to the meeting, was noted by the Governing Body. It was noted that, as from 1 September 2015, it was a statutory requirement for governing bodies to publish on their website information about their members. It was noted that the Clerk had inserted into the Code of Conduct the statutory information relating to Governor details.

The Governing Body **AGREED** to accept the updated document.

Governors were informed that the information would be placed on the School website.

Action: Headteachers, Chairman and Clerk

15/96 **GOVERNOR SUPPORT AND DEVELOPMENT**

The Chair commended the Governor Support and Development Programme to Governors and urged them to attend courses which were inclusive in the package to which the School subscribed.

Governors reported back following Governor Support and Development courses they had attended.

**New Ofsted Procedures**

The Vice Chair tabled and circulated a briefing she had produced based on a Governor training course she had attended regarding the new Ofsted inspection procedures. She expressed her disappointment at the lack of Governor contributions and the expectation for Governors to be available at short notice.

The Junior School Headteacher outlined changes to the new Ofsted inspection procedures. Governors noted that a Good school would now be

given a one-day Section 8 Ofsted inspection to determine if it remains a Good school. Full Section 5 inspections would only be conducted if the initial Section 8 inspection deemed it to be potentially Outstanding or Requiring Improvement.

Governors noted the importance of minutes as a supporting record and evidence during Ofsted inspections. Governors **AGREED** that committee minutes needed to be more extensive.

Action: Committee Chairs/Clerks

### **Governor Visits**

Elisabeth Tacey shared feedback following her attendance at the Governor training course 'Sharing Good Practice: The Governor's Monitoring Role including School Visits'. She explained that Schools had found it extremely beneficial to establish Link Governors who were allocated responsibility for overseeing particular subject areas. These would then report back to the relevant committee with their findings.

The Chair reminded Governors that, as was agreed at a previous Governing Body meeting, training and visits log was being updated with information pertaining to Governors' attendance at courses, school visits, and any other relevant Governor development endeavours. This was being retained by the Infant School Office.

## **15/97 EDUCATION AND SKILLS DIRECTOR'S REPORT TO GOVERNORS**

The Director's Report, a copy of which had been circulated with the agenda to all Governors prior to the meeting, was tabled and noted. Arising from the discussion:

### **1. Governance Self-Evaluation Audit Tool**

The new Ofsted Inspectors handbook had provided clear guidance on Governors' duties. It was noted that inspectors would seek documentary evidence evaluating the effectiveness of leaders and Governors.

The LA, in its duty to ensure good governance in maintained schools, had offered the Governance Audit Tool (attached as Appendix One) as a supportive document to evaluate the impact of Governors. It was noted that the deadline for submission was the end of the term and that the audit could be updated annually.

Action: Governing Body

### **2. Internal Audit Pilot**

It was noted that the LA's School Improvement Service had expanded the areas of audit to include Pupil Premium, an expansion of the current audit testing around Governance, a high level testing on pre-employment

checks and Safeguarding policies/reporting, and anti-fraud controls. This meant that the amount of time needed on site was likely to increase from two days to three days on average.

### **3. New BPSI Services Available**

Governors noted the new BPSI services available to schools. These included:

- Governance Review
- Governance Review Follow up
- Governance Healthcheck

### **4. Unified Reward Scheme**

The item outlined details for briefing sessions regarding the Unified Reward Scheme for Headteachers, Chairs and Vice Chairs.

### **5. CSG – Schools HR/Payroll Developments**

The item informed Governors about improvements made to the HR/Payroll service.

### **6. Arrangements for Managing Allegations Against Staff**

Governors were reminded about arrangements for handling allegations against staff. This included essential information about relevant procedures, how to make a referral, training, and safer working practices.

### **7. Federation for Maintained Schools**

The item outlined information about federation as an option for schools.

### **8. Publication of Information about the Governing Body**

The revised edition of the Constitution of Governing Bodies of Maintained Schools, 2015, had outlined new guidance regarding Governor information which was required to be published on schools' websites.

It was noted that, while the provision could not be legally enforced, the DfE recommended that it be part of the code of conduct that Governors produced this information.

### **9. Governor Appointments**

Governors noted that the revised edition of the Constitution of Governing Bodies of Maintained Schools 2015, had also recommended that the GB interviewed prospective governors.

15/98 **ANY OTHER BUSINESS**

**Junior School Improvement Partnership**

The Headteacher said that the Junior School Improvement Partnership meetings she had attended had highlighted the strength of the School's Governing Body. The Infant School Headteacher joined her in thanking Governors for their support and challenge.

**Infant School Improvement Partnership**

The Infant School Headteacher invited the Chair and Vice Chair to the next Infant School Improvement Partnership meeting at 6.30pm on 3 December as the Partnership had agreed to hold a meeting which included the Chairs and Vice Chairs. She added that the School's Learning Network Inspector (LNI) would also be present at the meeting.

15/99 **DATES OF COMMITTEE MEETINGS**

The following committee meeting dates were confirmed:

Staffing:	To be announced, 8.30am
SEN and Pupil Wellbeing:	6 November 2015, 8.15am
Curriculum:	To be announced
Premises:	13 October 2015, 8.00am
Finance:	To be announced

15/100 **DATES OF GOVERNING BODY MEETING**

The next meetings of the Governing Body were confirmed as:

Autumn (2): Thursday 26 November 2015 at 6.00pm  
Spring (1): Thursday 21 January 2016 at 6.00pm  
Spring (2): Thursday 17 March 2016 at 6.00pm

*The Associate Member and Non-Voting Observers left the meeting at this point.*

15/101 **MOTION OF CONFIDENTIALITY**

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