

GOVERNING BODY FOR GARDEN SUBURB INFANT AND JUNIOR SCHOOL

**MINUTES OF THE MEETING HELD AT THE SCHOOL ON
THURSDAY 2 FEBRUARY 2017**

MEMBERS

LA GOVERNOR

*Jane Harris (Vice Chair)

PARENT GOVERNORS

Shivangi Smythe (Junior)

*Elisabeth Tacey (Infant)

HEADTEACHERS

*Sarah Sands (Infant Headteacher)

*Eileen Bhavsar (Junior Headteacher)

STAFF GOVERNORS

*Alexia Dobinson (Infant Support)

ASSOCIATE MEMBER

*Julia Chalfen (Junior Support)

CO-OPTED GOVERNORS

*Francoise Wagneur (Chair)

Julia Sanitt

*Katalin Barcza-McQueen

*Ruth Beedle

Michael Kkafas (Infant Parent)

*Gerard Wiseman (Infant Parent)

*Biljana Elia (Infant Teacher)

*Omar Shah (Junior Parent)

*Adrian Hodgson (Junior Parent)

*Robert Wood (Junior Teacher)

Charlotte Leigh

*Ajantha Tennakoon

NON-VOTING OBSERVERS

*Lisa Berger (Junior DHT)

*Liz Cormack (Infant DHT)

*Katie Dawbarn (Infant Schl Imp Partner)

*denotes member present

IN ATTENDANCE

Mr George Peradigou (Clerk)

Part I

17/01 **WELCOME**

The Chair welcomed Governors to the meeting. A special welcome was extended to new prospective Co-opted Governors, Biljana Elia and Anjantha Tennakoon. It was noted that prospective Co-opted Governor, Charlotte Leigh, had sent her apologies.

17/02 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were received and accepted on behalf of Michael Kkafas, Julia Sanitt, Charlotte Leigh, and Shivangi Smythe. The Chair undertook to discuss any future capacity concerns with Governors.

Action: Chair

17/03 **DECLARATION OF PECUNIARY INTERESTS**

There were no pecuniary interests declared by Governors within the current agenda.

17/04 **CONSIDERATION OF APPOINTMENT OF CO-OPTED GOVERNORS**

The nomination for the appointments of Biljana Elia, Anjantha Tennakoon, and Charlotte Leigh, as a Co-opted Governors were considered. Upon a show of hands, it was unanimously **AGREED** that they be appointed for a four-year period.

The following Committee membership changes were noted:

- Biljana Elia was appointed to the Curriculum and Staffing Committee
- Ajantha Tennakoon was appointed to the Pupil Wellbeing and Staffing Committee.
- Charlotte Leigh was appointed to the Finance and Premises Committee.

17/05 **PART I MINUTES OF THE MEETING HELD ON 1 DECEMBER 2016**

The minutes of the meeting held on 1 December 2016, copies of which had been circulated prior to the meeting, were confirmed, initialled and signed by the Chair, subject to minor amendments.

17/06 **MATTERS ARISING**

16/118 Infant School Headteacher Report: Narrowing the Gap in EYFS

Following a Governor's suggestion, the Deputy Headteacher undertook to add information regarding the gap between disadvantaged pupils and their peers into the SEF. For the record, she stated that 60% of pupils in receipt of the Pupil Premium Grant (PPG) achieved a Good Level of Development (GLD), compared to 75% for their peers. Governors were pleased to note that, while this was a gap, it was less than the gap nationally and within Barnet.

Action: Deputy Headteacher

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

17/07 **INFANT SCHOOL HEADTEACHER'S REPORT/UPDATES**

The Headteacher informed Governors about various updates since her last report. The Report had been circulated prior to the meeting. Arising from the discussion:

Three Year Plan

A Governor expressed concerns regarding the loss of one Teaching Assistant (TA) and one out-of-class teacher which was included in the Three Year Plan. The Headteacher explained that this was a precautionary measure in order to balance the School's budget in its Three Year Plan. She said that the School was currently fortunate enough to have additional staff which enabled it to support vulnerable pupils who did not have Educational Health Care Plans (EHCP), although this would have to cease if faced with further budget restraints.

The Headteacher stated that, while the 3 Year Plan was somewhat fictitious and could change year-on-year, it was useful in forward planning where savings would be made if required.

Moderation

Governors were pleased to note that, while last year's data had suggested that the School lagged behind other Barnet schools in Writing, moderation for Writing in the current year so far showed similar outcomes to other Barnet schools. The Headteacher confirmed that improvements had been made in this area and that interventions put in place had had a positive impact. She recorded thanks to Katie Dawbarn for her support in implementing these.

It was noted that interpretations of curriculum guidance for teacher assessments in Writing can vary widely between schools. While the school was moderated externally the previous year based on the new framework, moderation with other Infant Schools using more recent guidance had supported a more relaxed interpretation of assessment framework. She stated that this had allowed the School to move forward with a better understanding of what the expected standard is.

In response to a query, the Headteacher confirmed that interim assessments are conducted prior to final assessments. Katie Dawbarn added that she was also conducting a Mid-Year Achievement Review with the School. This would reveal the number of pupils expected to reach Age Related Expectations (ARE). The Deputy Headteacher added that this would also highlight the vulnerable pupils which require targeting by the necessary interventions.

The Headteacher explained that, the previous year's attainment review included predictions which could be cross referenced with the current year's attainment review outcomes. When questioned, she confirmed that this would be presented at the next Governing Body meeting.

Action: Infant Headteacher

Monitoring Teaching

The majority of teaching was judged as good. Further monitoring and support were being used to identify further needs. Governors enquired as to what

these needs were. In response, the Headteacher explained that there were needs in particular classes or year groups and there were needs identified across the whole school. These required different approaches but were essentially about ensuring the correct level of challenge for pupils.

The School had been working on ensuring that differentiated planning was translated to and delivered at classroom level in order to ensure appropriate challenge for pupils. This was also reflected in the way that the new assessment criteria fed into planning.

Priority was also given to how verbal interactions and feedback from teachers maximised learning. TAs had recently attended training on this and were due to undergo further School based training in June 2017.

Attendance

Governors observed that there were noticeably fewer absences for religious observances in reception for the year. In response to a query, she tabled and circulated an attendance summary break down for pupils by religious observance.

The Headteacher explained that, while she had concerns at the beginning of the academic year about the Reception cohort primarily due to the very wide range of experiences and settings the children had come from, she was now pleased with this aspect, though there remained a few challenging pupils.

Flu Inoculation

A Governor enquired as to the number of pupils which took up the flu inoculation. The Headteacher confirmed that 66 of 90 pupils in Year 1 and 54 of 90 Year 2 had taken it up. When questioned further, she said that she felt that this could potentially have a positive impact on attendance.

Pupil Premium Report and Sports Funding

The Headteacher tabled and circulated the summaries of Pupil Premium Grant Expenditure for 2015/16 and 2016/17, and the Sports Funding for 2016/17. The Chair asked that the Headteacher ensures that this information be uploaded to the school website.

Action: Infant Headteacher

The Chair **CHALLENGED** both Headteachers to ensure that their Pupil Premium Reports fully described the rationale behind their decision making for spending the grant. Both Headteachers assured Governors that this was outlined in their Pupil Premium Expenditure reports.

Fire Drill

Governors noted information regarding recent fire drills. A Governor **CHALLENGED** the Headteacher to conduct a fire drill with a simulated fire/blockage so that pupils must alter their usual exit route.

Action: Headteacher

Gift Aid Money

In response to a query, the Headteacher reminded Governors that Gift Aid funding was usually shared between developing the outside area and opportunities to enhance the curriculum. A Governor enquired as to how the School prioritised the use of this funding between the two areas in a time when funds were continuously decreasing. She explained that the School had prioritised events which had proven successful in the past, such as the Great Fire of London workshops and the Diwali Assembly, and at least one event per year for each year group. It was noted that the School decided on events based on its School Priorities and used events as a means of broadening its curriculum.

In response to a further query, the Headteacher confirmed that Gift Aid spending and future spending plans were reported to and set with the Parent-Teacher Association (PTA).

Money for Books and Resources

A Governor enquired as to whether funding for learning resources had become a problem. The Headteacher confirmed that this was usually a challenge. Governors suggested that the Infant and Junior School's join in exploring options to secure a yearly fund for books and other teaching resources, above money allocated to this in the budget. The Headteachers undertook to explore this.

Action: Headteachers

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

17/08 **INFANT SCHOOL IMPROVEMENT PLAN (SIP)**

The School Improvement Plan (SIP) had been circulated prior to the meeting. Arising from the discussion:

Governors congratulated the Headteacher for the evident progress made so far in meeting the priorities of the SIP.

Achievement for Pupils Receiving Pupil Premium

In response to a Governor's query, the Headteacher explained that quantitative targets had been incorporated into all teachers' appraisal targets.

This meant that that each teacher had class-specific targets for pupils in receipt of Pupil Premium funding within their class. A Governor **CHALLENGED** the Headteacher to ensure that these targets were monitored throughout the year. The Headteacher assured Governors that both mid-year reviews and moderation would monitor progress towards these targets.

Pupil Conference

The Headteacher explained that the Pupil Conference was a relaxed and supportive process with the aim to develop metacognition in order to learn about learning and talk about learning. When questioned, she explained that it was evident that pupils enjoyed reviewing their work and discussing what they had learned.

Pupil Achievement and Challenge

The Headteacher confirmed, when questioned, that pupils in Year 2 now received weekly handwriting, spelling and maths homework. A Governor **CHALLENGED** the Headteacher to ensure that all teachers were now trained and clear on how to use verbal interaction and written feedback to support pupil learning. The Headteacher confirmed this to be the case and said that monitoring continued to focus on this. She also undertook to show example of this to Named Governors.

Action: Infant Headteacher

Maths

In response to a Governor's query, the Headteacher explained that Bar Modelling in Maths was a visual method of calculation currently being taught. She said that, while it was difficult to explain the method, it could possibly be presented to Governors at the next Governing Body meeting. When questioned, she confirmed that the Key Stage 1 Maths Leader was fully trained on the new approach and that TAs would be trained in due course. She reminded Governors that the School was still in the early stages of introducing this new approach.

Effective use of TAs

A Governor enquired about the recent course attended by the Headteacher regarding the effective use of TAs. The Headteacher tabled and circulated a recommendations summary from the Education Endowment Foundation arising from the course. She implored Governors to read through the recommendations, which were broken down into classroom based suggestions, interventions and linking the two together.

It was noted that the School was currently in the process of surveying teachers and TAs to establish what they feel are the most effective teaching methods.

The Headteacher undertook to revise the SIP according to actions arising from this training session and resulting recommendations.

Action: Infant Headteacher

Learning Behaviours

A Governor enquired as to which learning behaviours the School would focus on during the current term. In response, the Deputy Headteacher said that staff had agreed on five learning behaviours to focus on and that a forthcoming Inset day would focus on how the School would deliver these. The learning behaviours chosen were resilience, co-operation, inventiveness, independence and reflectiveness.

Adrian Hodgson joined the meeting at this point.

Early Years Foundation Stage (EYFS)

In response to a query, the Headteacher and EYFS Leader explained that the School was using parent volunteers, some of which were undertaking TA training as their placement. It was noted that those not being trained were supervised by the EYFS Leader.

The Headteacher and EYFS Leader explained how guided reading was operated in small groups for approximately 15-20 minutes each.

A Governor **CHALLENGED** the Headteacher to ensure that the focus on core topics did not diminish learning in other areas like expressive arts. The EYFS Leader explained that, while focus had shifted, expressive art learning was still embedded in pupil learning in order to retain a broad curriculum. The Infant School Improvement Partner explained the importance of ensuring that activities were child-initiated in the EYFS curriculum.

Regarding support with Reading and Phonics, a Governor enquired as to how the School was encouraging reading, in a creative way and whether this was child-led. The EYFS Leader confirmed that pupils chose their own books to take home for parent-supported reading.

17/09 INFANT SCHOOL IMPROVEMENT PARTNER'S PROGRESS REPORT

Katie Dawbarn, the Infant School Improvement Partner, updated Governors regarding progress made following the School's BPSI Review, which had deemed the School as being at risk of being judged by Ofsted as 'Requiring Improvement'. In response to a query, she explained that the main challenge for the School was dealing with the change in curriculum.

The Infant School Improvement Partner explained that changes included a restructure of the Senior Leadership Team (SLT) and focus on KS1 by improving the way in which staff conducted monitoring exercises, such as joint-book scrutinies.

The SLT were commended for the willingness shown by every member to take on responsibility for delivering aspects of the SDP. The School Improvement Partner explained that, while book scrutinies had already shown improvements, she continued to work with the School to embed the appropriate level of challenge using the methods described in the Headteacher's Report. She also explained mechanisms which would best utilise experienced teachers in a way that helped develop less experienced teachers. The BPSI EYFS Advisor had been working with the School's EYFS Leader, who had also been attending relevant training.

The School Improvement Partner commended the Infant Headteacher for her hard work in pairing up members of the SLT with their counterparts from other schools to facilitate the best use of partnership working. This included ongoing work in partnership with a Hillingdon School, a three-form school with a similar catchment area, which received an Outstanding Ofsted judgement.

It was noted that the detailed action plan arising from the ongoing work with the School Improvement Partner would feed into the SIP. This action plan would continue to be monitored via meetings with the LA, the first meeting with which deemed the School to be making 'at least good progress' towards becoming a 'good' school according to Ofsted criteria. A further BPSI review was planned for the Autumn Term in order to confirm this.

The School Improvement Partner explained that there was sufficient evidence to show that the Governing Body was effectively supporting leadership and management at the School. She commended the newly established Named Governor links with staff and the way in which Governor's challenged the Headteachers, which were appropriately recorded by the Clerk.

It was suggested by the School Improvement Partner that Governors limit their questions at Governing Body meetings to those based on the School's strategic direction. She explained that the purpose of Governors' questions were to ascertain whether the conclusions presented were accurate from a strategic point of view, and that procedural questions could be dealt with outside of the meeting. She offered to run a training session which could demonstrate the difference between strategic and procedural questions in more detail if required.

Action: Governors/Chair

Governors joined the Chair in thanking the School Improvement Partner for her report and recommendations.

17/10 **JUNIOR SCHOOL HEADTEACHER'S REPORT/UPDATES**

The Headteacher informed Governors about various updates since her last report. The Headteacher's Report had been circulated prior to the meeting. Arising from the discussion:

Staffing

A Governor expressed concerns regarding the fact that five Learning Support Assistants (LSAs) had left the School in a short space of time and **CHALLENGED** the Headteacher as to how the School was managing the impact this had had on the quality of teaching for effected pupils. The Headteacher explained that, while there was no way to prevent the disruption and negative impact on teaching and learning, cover arrangements were in place and this included the use of supply teachers. Efforts were also being made to recruit new LSAs, particularly through the School's Premier Pathways Scheme. In response to a further query, the Headteacher assured Governors that the School was meeting the statutory requirements in terms of support provisions to statemented pupils.

A Governor enquired as to whether the Headteacher felt that anything further could be done to ensure that achievement did not drop for statemented pupils. In response, she explained that, while there was no evident reduction in achievement for statemented pupils, there were other negative impacts, such as a reduction in pastoral support. The Headteacher stated that some thought had been given to employing less LSAs and more teachers as it was felt that this was the most effective way forward.

The Chair referred further discussion on the matter to the Staffing Committee.

Action: Staffing Committee

Pupil Involvement

Following a Governor's enquiry, the Headteacher explained how methods in place to ensure pupil involvement. This included House Captains and Pupil Council which allowed pupils to take on additional responsibilities as part of their development.

School Travel Plan

In response to a query, the Headteacher explained that the School was aiming for the Gold Award for its School Travel Plan, continued its work with bikes, and was applying for grants where possible. It was noted that Governors had met with local councillors about using the travel plan to improve parking around the School.

Funtime Homework Support

In response to a query, the Headteacher explained that, as Funtime was a separate organisation from the School which ran an after-school club and that it was for parents to request homework support with them directly.

School Dinner Menus

The Headteacher undertook to obtain feedback from pupils regarding the School dinner menus following concerns from a Governor regarding the frequency of sugary pudding servings. The Chair referred the matter to the Pupil Wellbeing Committee.

Action: Headteacher and Pupil Wellbeing Committee

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

17/11 **JUNIOR SCHOOL IMPROVEMENT PLAN (SIP)**

The School Improvement Plan (SIP) had been circulated prior to the meeting. Arising from the discussion:

Year Group Co-ordinator Pairing

A Governor made reference to the SIP section which outlined the way in which some Curriculum Co-ordinators were working in pairs and enquired as to how this worked across year groups. The Headteacher explained that this was being done in Maths, computing, PE and PSHE. Co-ordinators were paired with one from lower school and one from upper school in order to facilitate cross-year cohesion and succession planning.

British Values: Law and Democracy

A Governor **CHALLENGED** the Headteacher to ensure that law and democracy including British Values, were being embedded into all areas of the curriculum. The Headteacher explained that, due to its broad curriculum, the School had sufficiently taught British Values before they were labelled as such. She explained that its Religious Education (RE) curriculum had always covered the elements of the British Values agenda such as tolerance, respect, valuing different cultures, and that it had now been progressed with the addition of the criteria entailed in the published British Values, such as law and democracy.

The Headteacher explained that the Personal Health and Social Education (PHSE), Sex and Relationship Education (SRE), History, and various other subject curriculum, had British Values embedded into them.

Developing Writing at Greater Depth

Following evidence they had seen during visits, which included detailed feedback given to pupils and staff training, Governors commended the School for the ongoing work to develop Writing at greater depth.

Developing Physical Activities

Governors enquired as to what was being done to increase communication with parents regarding Physical Education (PE). The Headteacher explained the various mechanisms in place, such as the School's newsletter, to keep parents informed and stated that parents were frequently reminded to pack PE kits for their children.

A Governor **CHALLENGED** the Headteacher to ensure that adequate support was in place to ensure the participation of SEN pupils in PE activities. The Headteacher assured Governors that mixed-ability support, including motor skills support, was in place and that refresher training had been arranged during a forthcoming INSET day to focus on Special Educational Needs and Disabilities (SEND) support.

Supporting SEND & Medical Conditions

In response to a Governor's query, the Headteacher explained that, while recent training sessions on developing support for SEND had been useful, the School's priority was to develop a means to differentiate downwards and support pupils in need of support at the level of the KS1. This required an understanding of the support received at Infant School level. Therefore, the Junior School was working to develop support mechanisms.

The Chair referred this matter to the SEND Committee, which would monitor its progress.

Action: Junior Headteacher and SEND Committee

Effectively Development of Additional Adults

In response to a Governor's query, the Headteacher explained that school-based training had recently taken place on effective deployment of additional adults. She tabled and circulated an extract from the training which outlined the criteria for ensuring effective deployment. Support staff had also reported back to the SLT regarding how they felt they were performing against this criteria.

Pupil Premium Funding

Following a Governors' query, the Headteacher tabled and circulated an extract which defined the criteria for classifying pupils as English as an Additional Language (EAL). It was noted that 40% of Pupil Premium pupils were non-EAL (likely classified as White-British) and focused on by Ofsted as the group which had least barriers and, thus, should be performing to their potential.

It was noted that the School continued to focus on differentiation to ensure sufficient support and challenge for EAL pupils.

Parental Involvement

The Headteacher stated that the School faced a continuous challenge in engaging with parents. The Chair explained that there was an LA-led strategy to help develop resilience in parents. The Headteacher explained that the work was ongoing to embed resilience into the School's learning behaviours.

Improving Attendance

In response to a Governor's **CHALLENGE** to continue to drive attendance, the Headteacher explained the ongoing work in place. This included correspondence with parents, subscription to the Educational Welfare Service to analyse attendance data, work with the School Nurse, and work with home tutoring services. It was noted that the Vice Chair was also a member of the Barnet Attendance Working Party.

17/12 POLICY RATIFICATION

The following updated documents were presented to Governors and proposed for ratification:

- Health and Safety Policy
- Financial Management
- Anti-Fraud Policy
- Charging Policy
- Letting Policy and Terms and Conditions
- Whistle Blowing Policy
- School's Financial Value Standards

Having been reviewed in full by the relevant committees, 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**. It was noted that the Health and Safety Policy was ratified subject to the finalisation of the Critical Incident Plan.

The Health and Safety Policy and the new Lettings Policy and Terms and Conditions would be added to the School's website. The Chair requested that all other finance policies be uploaded to the Governor's secure area.

Action: Headteachers

The Chair requested that a section be added to the Safeguarding Policy which addressed gang prevention.

Action: Headteachers

As the Designated Safeguarding Governors, the Chair undertook to arrange a Safeguarding Walk in order to conduct a general review of safeguarding at the School.

Action: Chair

17/13 **NAMED GOVERNOR REPORT**

The Chair thanked Named Governors who had met with their relevant staff links to monitor progress on their allocated SIP objectives. Visits had been added to the Governor Training and Visits Log, an updated copy of record of which was kept by the Infant School Office.

Named Governors undertook to organise meetings with their relevant staff links for the forthcoming term and to complete visit report forms following their visits.

Action: Named Governors

Staff Governors reported back that they had felt supported through this new progress monitoring process.

17/14 **REPORTS OF COMMITTEES**

Finance

The committee minutes of the meeting held on 26 January 2017, copies of which had been circulated prior to the meeting, were received and noted by Governors.

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. The Committee Chair gave an update regarding ongoing premises works.

17/15 **PUPILS, PARENTS AND STAFF SURVEYS**

The Chair explained that a suitable alternative provider had not been found through which the surveys could be designed and conducted. She suggested the use of Survey Expert again for the current year.

Governors discussed the importance of ensuring pupils are left alone to complete their surveys.

It was **AGREED** that the School would proceed to conduct the parent and staff surveys while further thought was given to how the pupil survey would be conducted.

Action: Chair & Headteachers

17/16 **GOVERNING BODY IMPROVEMENT AND COMMITTEE STRUCTURE**

Governors reviewed the Chair's Governing Body Improvement Report which outlined the progress made towards improvement goals thus far. The report outlined evidence which confirmed that the Governing Body was making good progress. All Governors had been carrying out their Named Governor responsibilities and had supported the School in other areas, such as premises works, secondary school transfers, and so on. The Chair recorded thanks to Governors for being proactive and willing to take on additional responsibilities.

The Chair stated that one area which required improvement was related to the management of committee meetings. She explained that Committee Chairs had to ensure that they drafted agendas in collaboration with the Headteachers; that all papers are circulated at least three days before meetings; and that minutes reflected actions clearly.

Action: Committee Chairs

The updated committee structure was noted by Governors.

Katalin Barcza-McQueen gave her apologies and left the meeting at this point.

17/17 **ARCHER ACADEMY CONSULTATION**

The Chair informed Governors that the letter she had drafted, which was agreed by Governors, was sent and acknowledged by the Archer Academy's Chair of Trustees. Thanks were recorded to Shiv Smythe who led on progressing this during the consultation.

17/18 **GOVERNOR SUPPORT AND DEVELOPMENT AND TRAINING AND VISITS LOG**

The Chair commended the Governor Support and Development Programme, to which the School subscribed, and urged Governors to attend courses as part of their ongoing development. Governors reported back on courses they had attended.

The Chair requested that Induction Learning Walks be organised for new Governors.

Action: Headteachers

17/19 **EDUCATION AND SKILLS DIRECTOR'S REPORT**

The Report of the Director of Education and Skills, a copy of which had been distributed previously, was noted by the Governing Body. Arising from the report:

1. Family Friendly Barnet and Resilience

The item outlined how Schools could help promote and deliver the LA's strategy to develop resilience in parents to family difficulties and poverty.

2. Governance Self-evaluation Tool

Governing Bodies of maintained schools which submitted their returns before 31 December 2016 would receive individual feedback from the LA in the spring term of 2017. Key themes common to numerous Governing Bodies were outlined in the report.

3. School Attendance: Update for Governing Bodies

An update on attendance within the borough was given along with information on effective strategies to improve attendance.

4. Progress Report on Barnet with Cambridge Education Partnership

A progress report on the LA's partnership with Cambridge Education was outlined within the report.

5. Barnet with Cambridge Education: Update on Governing Body Clerking

The item outlined the LA's new Governing Body Clerking Service offer to schools following consultation.

6. Update on School Funding

Following the Government's announcement of a number of proposed changes to school funding, the item provided Governors with brief updates on the Barnet school budgets for coming years and the Education Services Grant.

7. Early Years Update: 30 Hours Childcare

Currently, all 3 and 4 year olds are entitled to 15 hours free Early Education. From September 2017, eligible children will be entitled to an additional 15 hours. The new entitlement to 30 hours free childcare is intended to support families where both parents are working (or the sole parent is working in a lone parent family) and both parents earn a weekly minimum equivalent to 16 hours at national minimum wage. While schools were not obliged to offer the 30 hours provision, they were encouraged to do so given the coming changes in funding and other benefits outlined within the report.

8. Governor Information to be published on Edubase

The recent White Paper, 'Education Excellence Everywhere', outlined the Government's plans to implement a national database (Edubase) of all those involved in governance.

Schools were reminded that, under section 538 of the Education Act 1996, maintained schools would be under duty to provide the information required on Edubase from September 2016 and keep it up-to-date as Governors change. Schools were advised to create a log in for the Edubase site and begin uploading Governors' details.

Action: School Office

More information was available at:

<https://www.gov.uk/government/news/national-database-of-governors>

9. OfSTED Annual Review: Governance Overview

The item summarised Sir Michael Wilshaw's final report as Her Majesty's Chief Inspector of Schools. A web link was provided for the full report.

The full report was available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/574186/Ofsted_annual_report_education_and_skills_201516_web-ready.pdf.

10. Improving Governance: Governance arrangements in complex and challenging circumstances

Ofsted's new report, 'Improving Governance: governance arrangements in complex and challenging circumstances', described what inspectors discovered from examining 24 improving primary, secondary and special schools, situated in some of the poorest areas of the country. The report outlined the report's key findings.

11. Governance Handbook Update

The item provided Governors with a link to the new Governance Handbook, produced by the Department for Education (DfE), which provided guidance for Governing Bodies in local-authority-maintained schools and Boards of trustees in academies and free schools. The handbook explained the roles and functions of Governing Bodies and Boards, their legal duties and where they could find support.

The handbook was available at

<https://www.gov.uk/government/publications/governance-handbook>.

17/20 ANY OTHER BUSINESS

There was no other business to be discussed.

17/21 **DATES OF COMMITTEE MEETINGS**

The committee meeting dates were agreed as follows:

Finance committee: 16 March 2017
Curriculum committee: 22 February 2017
Premises committee: 7 March 2017
Staffing committee: 3 March 2017
SEN & Pupils Wellbeing committee: 8 March 2017

17/22 **DATES OF GOVERNING BODY MEETING**

The next meetings of the Governing Body were confirmed as:

Spring 2: Thursday 23 March 2017 at 6.00pm
Summer 1: Thursday 11 May 2017 at 6.00pm
Summer 2: Thursday 6 July 2017 at 6.00pm

Non-Voting Observers left the meeting at this point.

17/23 **MOTION OF CONFIDENTIALITY**

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