

**THE GOVERNING BODY OF GARDEN SUBURB INFANT AND JUNIOR SCHOOL**  
**MINUTES OF THE MEETING HELD AT THE SCHOOL**  
**ON THURSDAY 17 MAY 2018**

**MEMBERS**

**LA GOVERNOR**

\*Jane Harris (Vice Chair)

**PARENT GOVERNORS**

1 Vacancy (Infant School)

\*Ruth Henrywood (Junior School)

**HEADTEACHERS**

\*Sarah Sands (Infant Headteacher)

\*Eileen Bhavsar (Junior Headteacher)

**STAFF GOVERNORS**

\*Alexia Dobinson (Infant Support)

**ASSOCIATE MEMBER**

\*Julia Chalfen (Junior Support)

**CO-OPTED GOVERNORS (12:2 Teach & 2Par from each School reserved)**

\*Francoise Wagneur (Chair)

\*Michael Kkafas (Infant Parent)

\*Aneka Grover

\*Ziya Kocabiyik

\*Tara Ward-Amoun

\*Gerard Wiseman (Infant Parent)

\*Biljana Elia (Infant Teacher)

\*Omar Shah (Junior Parent)

\*Adrian Hodgson (Junior Parent)

Ajantha Tennakoon

Janina Quinn (Junior Teacher)

1 Vacancy

**NON-VOTING OBSERVERS**

\*Lisa Berger (Junior DHT)

\*Liz Cormack (Infant DHT)

\* denotes member present

**IN ATTENDANCE**

Pakeezah Rahman (Clerk)

**Part I**

18/43 **WELCOME**

The Chair welcomed Governors to the meeting and thanked Junior School staff for their Presentation on Pupils Voice, which had taken place prior to the meeting.

The teacher responsible for Pupils Voice explained the importance of developing pupil voice and its impact on pupils' learning and wellbeing. She explained the active role the Pupils Council was playing in school as well as the role of the Houses and dialogue taking place in class. She showed governors a list of prompts (Agree Build Challenge) used by the children to develop their dialogue in class. Governors were impressed by how the school had developed Pupils Voice this year and asked detailed questions.

18/44 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were received and accepted on behalf of Janina Quinn. Late apology from Ajantha Tennakoon, who was sick, were received.

18/45 **CONSIDERATION OF APPOINTMENT OF PROSPECTIVE CO-OPTED /PARENT GOVERNORS**

Prospective Infant Parent Governor: The Chair met with two infant parents interested in becoming a governor. Unfortunately, both had withdrawn from nomination due to their current time constraints and time limitation. It was agreed that a new Infant Parent election would take place in November 2018.

Prospective Co-opted Governor. The Chair and Vice Chair had met with Paola Riddle. She had met with the two Head Teachers and visited the schools. It was agreed that she had good background knowledge in a maintained school and could contribute a lot to the governing body. Upon a show of hands, the Governing Body unanimously **RESOLVED** that Paola Riddle be appointed as Co-opted Governor.

18/46 **DECLARATION OF PECUNIARY INTEREST**

General Data Protection Regulations (GDPR): Gerard Wiseman was currently retained by a copyright and data protection consultancy firm for business development.

18/47 **PART I MINUTES OF THE MEETING (Including Budget Ratification)**

The Minutes of the meeting held on 22 March 2018 where **CONFIRMED**, initialled and signed by the Chair to be held as an accurate record by the School.

18/48 **MATTERS ARISING**

18/26, 18/06 – Critical Incident Plan

The critical Incident plan was completed. There were no high-risk security measures needed. It was concluded that a system of alerting in-evacuation needed to be in place which would not alarm children. A risk assessment showed that the school had the correct security measures in place.

18/27 – Infant children Welfare Policy

Reference to the new Department for Education Regulation 2017 had to be completed.

Action: Infant HT

18/49 **INFANT HEADTEACHER'S REPORT/ SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS REVIEW**

The Headteacher was very pleased with Ofsted's report and process. The inspector fed back that the website provided a good view of the school and that very positive feedback was received from parents. Specific safeguarding checks were made and key lines of enquiry undertaken. E.g. Maths especially for disadvantaged children and Writing for more able disadvantaged children.

It was reported that the curriculum was strong and that new subject leaders were being developed so they would make an impact. The Leadership team worked very hard on Maths mastery which had a significant improvement and maths was noted as a strength of the school. The Inspector also noted that children were seen to enjoy

Maths. The Governing Body challenged why the school rated themselves as 'good' as opposed to 'outstanding'. The Headteacher explained that as it was a Section 8 inspection, the Inspector was not allowed to change the rating of 'good'. Any change in judgement would have to come as a result of a full, Section 5 inspection. Katie Dawbarn's involvement in the Ofsted inspection was very useful.

A new format of the Infant Self Evaluation Form (SEF) was also completed and circulated.

### **Governors' Questions**

- 1. Ofsted Report:** Her Majesty's Inspectors recognised the significant impact the new structure had on good quality of practice across the staff and on driving improvement. In order to sustain high quality Teaching & Learning and good practice, do you get staff members feedback and how? (Survey; open door policy; exit interviews? other?)

- Staff surveys had been carried out on the day of Ofsted inspection. There were not a huge number of responses, due to the pressures on staff at this time to prepare for the inspection.
- A Staff survey is done alongside the parent survey every 2 years
- An open-door policy is utilised. Meetings are arranged with every member of staff for thoughts about school and aspirations for the following year in addition to Appraisals

**2. EYFS**

Tapestry: do you monitor data on which parents are accessing the logs and how often, to ensure that its use is being optimised?

- Tapestry system was used for recording observations which parents had access to
- Notifications were received if a parent had uploaded feedback which went live
- The school could see which parents had accessed it and areas of observations could be monitored

**3. SIP Area 4: TAs**

Are you now using appraisals effectively in order to ensure best use & impact of TAs' work on children's progress and attainment?

For example, are they trained to work and challenge the more able children in Maths?

- Appraisals were used more effectively
- Training would be dependent on individuals and school targets and to provide training at all levels
- Sarah Jowsey would give a presentation at the next meeting
- Maths activities were given out and more were to be done regularly
- Guidance to parents were also provided

**4. Area 6: Maths**

Do you intend to give separate Maths homework to Yr1 next year?

Will Maths homework be differentiated in Yr2?

- More homework differentiated in Year 2

### 5. Area 7: Literacy

Why don't you have a separate point on progress in Handwriting as this is a SIP focus?

- Literacy feedback to be received at the end of the year

### 6. Pupil Premium Children

Do you have evidence that initiatives put in place are narrowing the gap between PP children & their peers in Maths and Literacy?

- There was evidence that the school's interventions were effective
- School used entry and exit assessments
- Not all pupil premium children needed intervention. Specific tests were used for those children taking part. Progress was seen and therefore the intervention was effective
- Data collected was related to intervention attainment and progress of pupil premium in comparison to their peers
- If pupil premium pupils were not making good progress then they will be considered for interventions. If they were not making at least good progress then they were not narrowing the gap
- Ofsted picked up that good use of money was used on interventions

### 7. Subject Leaders – Middle Leaders

One of the Ofsted lines of enquiry was on the Foundation Subject Leaders. Can you briefly explain?

- How will the inevitable reduction of "time out of class" affect their impact on teaching & learning and any unforeseen? What can be done about it?
  - What support & mentoring did the Subject Leaders receive this year?
  - How do you organise "progressive monitoring schedule"?
- There is likely to be a reduction of 'time out of class' next year due to tight budgets. Therefore school's time had to be used very well and to be more focused
  - Staff meetings: Started the year with a generic action plan; familiarity with their subjects and resources
  - To ensure that the subject was planned for and visible around the school and the correct vocabulary was used and promoted
  - Identified opportunities for own development and communication with parents and children
  - Appraisals to carry on towards the second level
  - Progressive Monitoring schedule was carried out through the action plan discussed above

### 8. Attendance

SEND children attendance is affected by unavoidable medical appointments.

Do you monitor/log the type of appointments separately, medical or dental?

This could help with supporting parents in organising some of these appointments outside school hours.

- There was a small number of SEND children but specific support and feedback given to some parents during absences
- HT spoke to a consultant to rearrange hospital appointments but it was not possible
- Local Authority to see if appointments could be classified as Education off site and not absence
- 3 bands of attendance explained to parents. Those below 90% were asked to meet with school to show impact on learning during absence and to discuss how attendance could be improved.

### **Staff Update**

The school aimed to recruit a class teacher. Sam Thandi was pregnant and due to go on maternity.

Sarah Jowsey was appointed to the Deputy Headteacher post. There was one vacancy for the Key Stage 1 Lead. This was filled through an internal appointment. The current Literacy Leader was appointed to the post and will retain her Literacy lead as well. By not appointing a new Literacy lead, the KS1 leader will be able to have more time out of class to fulfil her new function.

## 18/50 **JUNIOR HEADTEACHER'S REPORT/ SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS REVIEW**

### **Recruitment**

Seven new members of staff joined the school at start of new academic year. There had been a successful integration of the new staff. A new Assistant Head was to start in September 2018 and some members of staff were retiring namely Mrs Savva and Mrs Waines, the Religious Education (RE) Coordinator. RE is currently a planning, preparation and assessment (PPA) subject. Mrs Downs was coming back from maternity for three days a week and an additional teacher was hired on a one year contract. A music coordinator was needed as Ms Davies is staying until the end of the academic year.

The Governing Body questioned what the difficulty in finding a music coordinator was. The Headteacher explained that there was no primary music teacher qualification in the United Kingdom. Most teachers wanted full time employment and not part time. Therefore it was difficult to find the right fit.

When a Governor suggested using the same music teacher for both the infant and junior schools it was said that the days clashed when both school required music to be taught. A new Junior School staffing structure was to be proposed at the Staffing Committee.

Action: Head teacher & Staffing committee

### **Governors' Questions**

#### **1. Year Group Leaders**

How often do you review the Year Group Leaders' Logs & Impact Statement to ensure Quality First Teaching: Assess - Plan – Do – Review?

Year Group Leaders' impact statements served as a dual purpose. The impact log had started to identify the difference between leadership and management and the part of their role that had an impact on raising standards. The purpose was to increase accountability and demonstrate their impact on raising standards. During Senior Management Team meetings, leaders were able to share their strategies and accounts of their impact. Following analysis of the end of Spring Term data, each year group leader had devised an action plan to target the needs of the children in danger of not meeting their targets in English. This process was meant to be both developmental and enabled monitoring of team members with a focus on raising attainment for these pupils. .

## **2. Yr6 & 7 Transition**

The Phantom Tollbooth English Year 6/Year 7 transition project was discussed. The initiative was initiated by the Archer Academy. Garden Suburb Junior school has taken the lead in the planning and all Year 6 children are participating in the work.

A governor asked if in future years the transition project could be expanded to include Maths and Science?

There is no plan to widen the initiative, at this stage, to other subjects.

Governors thanked the Head Teacher and the Deputy Head Teacher for their work in this project.

## **3. Writing**

A governor asked if new initiatives this year are they having a direct impact on the quality of writing at GD on all groups of children, including boys?

They were having an impact on Year 3 with 9% of boys who were at greater depth. Most concerned in terms of greater depth were Year 5 pupils. In Year 6, 9% of boys and 14% of the girls were at greater depth (end of spring term data)  
It was noted that the national average last year was 10% for greater depth.  
Years 5 and 6 had started on the old national curriculum and had to catch up but it was not clear if that had an impact.

## **4. Additional Adults/LSAs**

A governor asked if LSAs appraisals process had started and if targets linked to the SIP? Are Year Group Leaders in charge of additional adults/LSAs targets and monitoring?

Appraisals for Teaching Assistants were still being developed. Year group leaders were in charge of making sure that LSAs were deployed effectively but were not responsible for their performance management.

A draft Appraisal and Pay policy has been drawn up for support staff and will be sent out for consultation and be ratified by the governing body in July 2018.

## **5. Behaviour**

A governor asked if there had been a change/improvement regarding low level behaviour issues since the new Behaviour policy was in place.

And if focusing on 'pupils voice' made a difference?

The new Behaviour Policy was not changed very much but new behaviours were included in the policy e.g. being rude to adults. The school ensured that teachers were implementing the policy. Some pupils that have challenging behaviour had mental health problems and were given emotional health interventions. In addition, lack of parental engagement may have an impact. The governors challenged whether teachers had guidance for best practices.

The school said that teachers had training on 'Mighty Me' which aimed at spotting difficulties before behaviour deteriorated. The programme from the HEWs team was introduced with children to build up their self-esteem. The Chair suggested that the school could have a 'Mighty Me' workshop for parents next year.

This would be discussed in detail at the Inclusion Committee.

Action: Head teacher and Inclusion committee

It was found that the difficulty of having parent workshops was targeting the parents who needed to attend. The school was planning to do EAL workshops with the Iranian Community.

### **Pupil Premium Children**

A governor asked for evidence that initiatives put in place are narrowing the gap between PP children and their peers in maths and Literacy.

The main initiative was quality first teaching in the classroom. During soft start, interventions have had a significant impact on confidence. E.g. doing SATS practice and pre-learning.

Upper school progress in PP pupils was more rapid than in non PP pupils.

This was not the case lower down the school but the school looks at progress over the 4 year period.

### 18/51 **PUPIL PREMIUM AND SPORTS PREMIUM PLANS FOR THE YEAR AHEAD**

The Chair reported from the termly GAO Briefing that each school had to produce their Pupil Premium Impact report 2017 – 2018 in the summer term and their 2018 – 2019 strategy report with rationale for spending during the summer term.

Action: Infant & Junior Head Teachers

### 18/52 **GENERAL DATA PROTECTION REGULATION (GDPR) UPDATE**

Update from the HTs on Data mapping and policy – to go to Finance and Staffing committees.

Audits were done. The Governing Body was reminded that the 25th May was when changes to the regulation would come into effect. The schools were to decide on how to mitigate risks and who the Data Protection Officer would be. Governors were advised to refer to the Director's Briefing for further information on GDPR.

Action: junior & Infant Head Teachers; Finance & Staffing committees

### 18/53 **POLICY RATIFICATION**

### **Draft Parents/Carers Code of Conduct (Infant & Juniors)**

Governors felt that the draft presented was too negative and asked that it could be revised in tone. It was agreed that the document would be revised and presented to the 5<sup>th</sup> July GB meeting.

The governing body was reminded to ensure that Parent Governors had read it properly to ensure a positive relationship with parents. Parent Governors were to email the Headteacher and Chair with comments. Another point to be included in the policy; parents who had problems with another parent should approach the school to help resolve the matter.

Action: The HTs & Chair; Inclusion committee

### **Joint Health and Safety Policy**

The policy had a 2 year review date. A section on workplace stress of staff was added to the policy. The Health and Safety walkabout was planned in the Infant School. The policy was ratified.

## 18/54 **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 minutes of the meeting held on 24 April 2018, copies of which had been previously circulated, were received and noted by Governors. A brief summary was given. The Chair thanked all on the committee for the amount of work they had done during the term.

### **Executive Committee**

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.

## 18/55 **GB STRUCTURE AND SUCCESSION PLANNING (Verbal update)**

The Chair had sought advice from the LA and consulted with the Head Teachers. the proposal would be discussed at the next Curriculum committee and presented to the 5<sup>th</sup> July GB meeting.

The Chair also reminded governors that it was essential to have a “shadow/joint Chair” nominated for next academic year. She urged governors to consider taking on

the post and contact her. Nomination to take place on the 5<sup>th</sup> July GB meeting. The Infant Head Teacher commented that now that both schools had had their Ofsted inspection, it was a good time for governors interested to develop.

Action: GB Chair/individual governors

18/56 **NAMED GOVERNORS UPDATE**

There was none.

18/57 **GOVERNOR TRAINING, VISITS & DEVELOPMENT UPDATE FOR SPRING TERM**

A Parent Governor attended training based on the Department for Education's recommendation. It was online training specific to the role of the governor and was free of charge. It was said to be a good way of testing if someone would become a good Governor. Training can be booked via <https://www.governorsforschools.org.uk>

18/58 **REPORT OF THE DIRECTOR OF EDUCATION AND SKILLS**

Governors noted that the report of the Education and Skills Director was available at <https://www.barnet.gov.uk/wvc-home/information-for-schools/school-governors/meetings-and-reports.html>. Governors were advised to read through the report and contact the relevant local authority officers authoring the items therein should they have any enquiries.

18/59 **ANY OTHER BUSINESS**

The Headteachers took the opportunity to extend a special thanks to the Chair for her guidance and support for two successful Ofsted inspections. They also mentioned that the Chair was key in leading the Full Governing Body.

Changes to the premises were due to be carried out to reintegrate a child with significant special educational needs and disabilities. The student needed a sensory room. This was named in the behaviour management plan and therefore it was hoped that additional funding could be obtained from the Local Authority. Three new rooms would be developed from partitioning the group room which would prove to be very useful. A secure office for the SENCO would ensure that the office was GDPR compliant. It was hoped that work could be started in half term. To be discussed at Finance Committee.

18/60 **DATES OF COMMITTEE MEETINGS**

- Curriculum - 27<sup>th</sup> June 2018
- Finance – 25<sup>th</sup> May 2018
- Premises - TBC
- Inclusion & Pupil Wellbeing - 12<sup>th</sup> June 2018
- Staffing - 14<sup>th</sup> June 2018

18/61 **DATES OF GOVERNING BODY MEETINGS**

- Summer 1: Thursday 17 May 2018 6pm

- Summer 2: Thursday 5 July 2018 6pm