

**Minutes of the Meeting of the Governing Body of  
Garden Suburb Infant and Junior Schools  
Held on Wednesday 17 October 2018**

**MEMBERS**

**LA GOVERNOR (1)**

Jane Harris

**PARENT GOVERNORS (2)**

Ruth Henrywood (Junior)\* (Co Chair)  
1 Vacancy (Infant) –

**HEADTEACHERS (2)**

Sarah Sands (Infant Headteacher)\*  
Eileen Bhavsar (Junior Headteacher)\*

**STAFF GOVERNORS (1)**

Alexia Dobinson (Infant Support)\*

**ASSOCIATE MEMBER**

Julia Chalfen (Junior Support)

**CO-OPTED GOVERNORS (12:**

**2Teachers; 2Parents from each Schl)**

Francoise Wagneur\*  
Michael Kkafas  
Adrian Hodgson  
Ajantha Tennakoon\*  
Gerard Wiseman (Junior Parent)\*  
Omar Shah (Junior Parent)\* (Co Chair)  
Biljana Elia (Infant Teacher)\*  
Janina Quinn (Junior Teacher)  
Ziya Kocabiyik  
Aneka Grover (Infant Parent)\*  
Tara Ward Ammoun (Infant Parent)  
Paola Riddle\*

**NON-VOTING OBSERVERS**

Lisa Berger (Junior DHT)  
Sarah Josey (Infant DHT)\*

\*Denotes attendance

**Part I**

18/16 **Welcome**

It was agreed that Ruth Henrywood would chair the meeting. All Governors were welcomed; they introduced themselves.

18/17 **Acceptance/non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Jane Harris, Julia Chalfen, Michael Kkafas, Adreian Hodgson, Janina Quinn, Ziya Kocabiyik and Tara Ward Ammoun.

18/18 **Declaration of Pecuniary Interest**

There were no declarations of pecuniary interest.

18/19 **Part I Minutes of the meeting held on 5 July 2018**

The Part I Minutes of the meeting held on 5 July 2018, copies of which had been circulated prior to the meeting, were **CONFIRMED**, initialled and signed by the Chair, as a fair representation of the meeting.

18/20 **Matters Arising**

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**5. Matters Arising:** The IHT noted that the Pupil premium impact report had been completed and would be reviewed and discussed at the next Inclusion Committee meeting. It would then be reviewed at the next Full Governing Body meeting in December.

***Action: IHT***

The IHT agreed to circulate the report to all Governors and confirmed that it would be uploaded onto the School website.

The JHT noted that the Pupil Premium Impact report would be completed and reviewed at the next Inclusion Committee meeting. She added that the Sports Premium report had been completed and agreed to circulate this to Governors.

***Action: JHT***

**9. Policy Ratification, d. Parents' code of conduct:** It was noted that this had not yet been completed.

A discussion ensued amongst Governors regarding the level of parental involvement and approval in the document. The utility of giving it to new parents was noted as was the idea of sending reminders to parents.

It was noted that the document could be seen to have originated from the Governors. Parent Governors were representative of the parental body and the document was to be discussed at FGB level.

The Headteachers were charged with formulating a plan with timescales of how the Parent Code of Conduct would be implemented. This would be discussed at the next FGB meeting.

***Action: Headteachers***

The Code of Conduct would then be made available on the School website with parents directed toward it.

The IHT noted that there was also a plan in place for the Staff Code of Conduct. This would go out for consultation with staff after the half term.

**18/21 Part I Minutes of the meeting held on 27 September 2018**

The Part I Minutes of the meeting held on 27 September 2018, copies of which had been circulated prior to the meeting, were **CONFIRMED**, initialled and signed by the Chair, as a fair representation of the meeting.

**18/22 Matters Arising**

**4. Joint Chairs Responsibilities, Committee Chairs Responsibilities/ Executive Committee:** Outstanding actions were noted. It was agreed that these would be carried over to the next meeting.

**18/23 Governor Terms of Office**

It was noted that Françoise Wagneur's term of office was near to expiration.

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It was proposed and seconded that Francoise Wagneur be re-appointed as Co Opted Governor.

Following a show of hands, Francoise Wagneur was unanimously **APPOINTED** as Co Opted Governor for a four year period ending on 16 October 2022.

### 18/24 Infant Head Teacher's Report/Updates

Governors' attention was drawn to the following documents, circulated prior to the meeting:

- Self Evaluation Form (SEF) Update
- School Improvement Plan (SIP) Overview
- Achievement Review

The IHT provided an update on the Achievement Review recently completed in the Infant School. Katie Dawwburn from the Local Authority had undertaken this; the IHT had a more recent version of the report which she agreed to circulate.

#### **Action: IHT**

The IHT explained that feedback had been very positive especially in relation to data and attainment. The IHT also noted the positives of the process itself with all leadership involved. She explained that the Achievement Review informed the SEF which in turn, fed into the SIP.

Louise Yarwood, the Learning Network Inspector (LNI) had also visited the School on 17 October and this had been a very positive visit

The IHT noted the main areas for School Improvement as detailed in the document.

1. *'Ensuring quality first teaching, with precise planning and teaching using assessment information effectively to maintain and build on the improved outcomes achieved in 2017/18'*

It was noted that this was especially relevant because of the number of new teachers.

This objective would be measured through a focus on maintaining RWM scores and GLD in Early Years.

Actions centred on ongoing training with aspects of Teaching and Learning, questioning what progress actually looked like. The importance of good quality, precise teaching was highlighted.

2. *'To further enhance the wider curriculum, ensuring that there is clear progression in the acquisition of knowledge and skills in the foundation subjects, Science and PSHE'*

The IHT explained that this focus followed on from Ofsted, and was aimed at helping Foundation subject leaders to have an impact in their subjects.

Following a Governor question, the IHT explained that the School did not have a high number of subject leaders and so the School were focusing on a broad and varied curriculum, reviewing how to improve enrichment activities. The aim was to ensure all the

systems and protocols were in place by September so that the new Subject Leaders were best prepared to take on their subject.

Following a Governor question, the IHT confirmed that some of the NQTs had already expressed an interest in taking on the role of subject leader. They would have more experienced subject leaders as mentors to assist with this and help with development.

A Governor enquired into whether the School had a History Subject Leader. The IHT explained that this role was currently covered by SLT. She added that the School had a good cross curricular approach with Key Stage Leaders. The specific subject areas were currently delegated to these Key Stage Leaders. Good progression and repetition across the subjects was ensured.

3. *'To maintain or improve outcomes for pupils, overcoming disadvantage and advancing equality'.*

This included a specific focus on year groups. The importance of pupil wellbeing and pupil voice were noted. The PSHE leader was focusing on this, developing pupil responsibilities further, as evidenced with the new School Council for example. This was part of a new wider scheme for PSHE that had been introduced.

Following a Governor question, the IHT noted that the Y2 role models in the dining room were working well and an impact could already be seen.

A Governor enquired into what Writing interventions the School were actioning.

The IHT explained that the School were pleased with the current Writing levels and so there were no new specific interventions in place. She reminded Governors of Project X. Whilst its focus was on Reading, an impact on Writing had also been seen. She noted that interventions had to be very clear with analysis on how well they were working undertaken; each one needed to be carefully rationalised. She also added the difficulty in that some interventions needed to be run by Teachers as opposed to Teaching Assistants (TAs) and this resource was not always available.

She further explained that there were specific interventions for gross and fine motor skills as well as Phonics. More information on these was included in the Inclusion and Pupil premium reports.

A Governor questioned if there had been any feedback from staff about their new roles. The Headteachers noted that it was slightly too early and this would be feedback to Governors at the next meeting.

***Action: Headteachers***

It was noted that the Infant DHT was mentoring the NQTs, all of which had an individualised plan with structured Insets. The School had also bought into the Barnet support package for NQTs.

The IHT informed Governors that a new music teacher had been recruited for two days a week. The teacher had settled in well and the Harvest Festival performance was evidence of the great work already undertaken.

Governors noted the utility of the SEF and the measures and indicators outlined.

The IHT was thanked for her reports and updates.

## 18/25 Junior Head Teacher's Report/Updates

Governors' attention was drawn to the following documents, circulated prior to the agenda:

- Self Evaluation Form (SEF) Update
- School Improvement Plan (SIP) Overview
- Achievement Review

The JHT noted the positives of the Achievement Review with the presence of the LNI attending. This also fed into the JHT target setting. She added that the quality of the paperwork also helped to fine tune areas of the SDP/SIP.

The three targets of the SDP were outlined.

1. *Ensure that the work of school leaders, at all levels, has direct and positive impact on the quality of teaching and learning and pupil outcomes.*

This focused on the impact of teacher planning linking it into the specific curriculum area.

2. *Improve outcomes for all pupils by overcoming disadvantage and advancing equality.*

A Governor asked for clarity on what action would be taken to ensure rapid progress and therefore the narrowing of the gap.

The JHT explained that the School had introduced a slightly new approach on using Pupil premium funding focused on using leadership more. SLT members attended year group planning meetings and were also assigned to specific year groups in a mentoring and monitoring role for Pupil Premium children. This formed part of the new record keeping system for each child which was then used to create a bespoke programme for what the child needed.

Following a Governor question, the JHT confirmed that the SLT member would work with the class teacher on this, providing updates and feedback in order to tailor interventions.

She added that there were termly evaluations of the interventions, with a formal process being formulated.

3. *Improve the quality of teaching and learning in Mathematics*

The JHT noted that the School had not focused on Maths as a key area for a number of years. There was a specific Maths team in place to aid this.

She explained that analysis of data evidenced that maths was a weakness in cohorts moving up the School. This was especially evident in Year 5 and the School were aware of the challenges with this cohort.

As evidenced in the SEF, the starting points for Y5 and Y6 pupils were quite low.

Following a Governor question, the JHT confirmed that the School did use the Family Fischer Trust. This was a package that keyed in all contextual data for children and then worked out what the targets should be for the end of the key stage.

A Governor questioned whether it would be beneficial for the subject co coordinators and the Junior Lower School Lead to meet and collaborate with the Infant School equivalents. The JHT welcomed this and noted that this was in the pipeline.

The JHT added that Miss Levin had applied and been accepted onto the National Centre of Excellence for Teaching of Maths.

The JHT reminded Governors that the cohorts were changing, in Y6 for example there were 28 Pupil premium children. There were also a lot more Child Protection issues. She confirmed that the School continued to buy into the HEWs Project.

A Governor questioned what the safe space was now being used for. The JHT explained that it had multiple uses including interventions, meetings, the HEWs worker and space for the Choice Advisor.

A Governor highlighted the utility of his meeting with the Choice Advisor.

Following a Governor question, the JHT explained that online gaming problems were always followed up thoroughly. She noted the particular concern with boys and the issue with violence; with many of the games de-sensitising them to violence.

A Governor enquired into the number of Persistent Absentees. The JHT noted that this was highest amongst EAL children. She added that there was a cohort of parents with close links to families abroad.

Both Headteachers confirmed that the School continued to be strict on unauthorised absence, issuing fixed penalty notices through the LA. Parents on the whole however were very compliant.

Governors recognised both the challenges and strengths of the cultural diversity at the School.

The JHT was thanked for her report and updates.

#### 18/26 Pupil Premium and Sports Premium Plans for the year ahead

These reports had been discussed under Matters Arising. They would be reviewed in detail at the relevant committee meeting.

#### 18/27 Policy Ratification

- **Teaching staff Appraisal & Pay policy 2018**

This had been circulated to staff and no feedback had been received.

Following a show of hands, Governors **RATIFIED** the policy.

- **Safeguarding Policy**

This had been reviewed by Jane Morris, Safeguarding Officer at the LA.

The JHT agreed to update the policy with the amendments noted.

Following a show of hands, Governors **RATIFIED** the policy.

The JHT agreed to circulate a list of 'what to do' and 'who to contact'.

***Action: JHT***

Governors noted the utility of having regular training and quizzes on safeguarding to keep it on the agenda.

They also noted the benefits of case studies in helping to raise awareness.

**18/28 Named Governors Update**

This would be reported at the next meeting.

Governors recognised the need for a more formal plan for named Governor engagement with more of a structure to ensure visits were completed. The IHT noted that when the SLT completed the Action Plan this was to be shared with the respective Governors; a visit could then be arranged.

Governor activity could therefore be more closely structured around the SIP.

Governors also required the email address of their staff Link.

These would be circulated.

***Action: IHT***

A Governor enquired into what action Governors should be taking to make the most of the SIP in terms of timescales etc.

The Headteachers explained that data analysis was not undertaken until June/July which was then followed by the Achievement Review. These then fed into the SIP. Objectives were prepared for October and formalised into the SIP.

The Headteachers clarified that even though the SIP was not formally written, it was a fluid document that was constantly worked on. In addition, not all actions were completed in one year, some objectives were projected over three years.

**18/29 Governor Training, Visits & Development update for Autumn term**

Governors were reminded to email Alexia Dobinson with details of their training requirements.

Paola Riddle noted that she had attended the GAO meeting at Copthall School recently.

**18/30 Report of the Director of Education and Skills** - Please review at <https://www.barnet.gov.uk/wwc-home/information-for-schools/school-governors/meetings-and-reports.html>

**1. Provisional Achievement in Barnet**

2017-18 was another successful year with regard to the achievement of pupils at the end of each key stage. The report provided an analysis of the current data available.

## **2. Ofsted Monitoring Visit Report 31 July – 1 August 2018**

OFSTED visited the Local Authority (LA) on 31 July and 1 August for their fourth monitoring visit. The outcome of the visit was positive and aligned to the LA's expectations about their present performance. It was noted that there was much more to do with the focus going forward being on ensuring that assessments and plans were of a consistently good quality.

## **3. Governance Self Evaluation Audit Tool**

Many Governing Boards in Barnet now conduct an annual self-evaluation of their own effectiveness, which they use to drive improvement in the quality and impact of governance.

Over the past three years, the Barnet Governance Self-Evaluation Audit tool has been used by the LA to gather data, which has helped build up a picture of the effectiveness of governance, (set out in the Director's Report Summer 2018) and also identify themes, trends and training requirements.

All governing boards of maintained schools are asked to complete and return the 2018/19 Governance Self-evaluation Audit to Sarah Beaumont at sarah.beaumont@barnet.gov.uk by Friday 14 December 2018. Responses from academies and free schools are also welcomed.

## **4. Revised Guidance for Maintained Schools on Applying for Funding of Redundancy Costs**

The council has revised and updated its guidance to maintained schools on applying for funding of redundancy costs. This brings the guidance into line with revised DfE guidance on 'Schemes for financing schools' issued in March 2018.

The revised guidance emphasises the importance of schools planning budgets well in advance (with 3-year budget plans) in order to seek to avoid unnecessary redundancy costs.

The IHT highlighted the significance of this and to ensure that Governors were aware of the consequences for School budgets.

Following a Governor question, the IHT confirmed that the TAs were content with their new Job Descriptions and the process had been very open and honest. She added that the DHT as well as herself had to cover PPA and for NQTs.

The School continued to discuss these issues as part of the Finance Committee.

## **5. School Admissions and Place Planning – Update for 2018**

It was noted that the upward demand for Reception places in recent years reached a peak in 2016 and has fallen significantly in the last two years.

For the September 2018 entry, Barnet received **4214** on-time applications, up 17 compared to the previous year. In addition, **746** applications were received in respect of out-borough children; also up 17 compared to the year before.

It was noted that there were 352 Reception places vacant in the borough. There had been 4200 applications this year compared to 4600 two years previously.

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## 6. Connect- The Network for Global Learning in Education

From September until the end of the financial year Barnet with Cambridge Education are allowing all Barnet schools to become Level 1 Connect members free of charge.

CONNECT, formerly North London Schools International Network (NLSIN) provides ongoing specialist support for schools in accessing and gaining maximum benefit from international funding, training and curriculum development opportunities. Connect schools have a high success rate for funding applications.

## 7. Governor Service: Enhanced Support from the Governance Advice Officer (GAO) Service

Schools buying into the Governance Advice Officer (GAO) package are receiving enhanced strategic support as more features are added. Benefits include a termly GAO briefing to offer strategic advice and guidance on governance matters, a GAO termly newsletter, and strategic support for your Clerk.

The next termly GAO briefing for all Governors of subscribing schools will take place on **Wednesday 10 October 2018 at 7 – 9pm** and, as always, will contain regular standard items on themes including policies, school website compliance, shared experiences from Governor colleagues on recent OfSTED inspections, an overview of the termly Governor Support and Development programme, items for additional focus and useful supporting documentation.

### 18/31 Any Other Business

#### a. Archer Academy

The Co Chair noted that the Governors had been approached by a Brookland parent in regard to the change in the Admissions Policy for the Archer Academy and how Garden Suburb planned to respond.

The Schools Adjudicator had ruled that the system where Archer allocated places to feeder schools was unfair and therefore ruled against it.

This judgement had been issued in August 2018 and so when Archer amended the policy it was after many of the application/assessment deadlines for other selective schools.

It was clarified that this was regarding admissions for September 2019.

Following a Governor question, it was clarified that this decision could not be appealed against. Rather the concern was with the timing of the decision and the impact it therefore had on parents and children. Parents could however appeal on a case by case basis.

A Governor enquired into the feedback from junior parents. The JHT noted that it had been varied.

A discussion ensued amongst the Governors about how best to respond to this.

Governors **AGREED** that a response would be sent to the parent who had approached the Co-Chair to confirm that it had been discussed at the FGB.

