

**Minutes of the Meeting of the Governing Body of  
Garden Suburb Infant and Junior Schools  
Held on Wednesday 16 October 2019**

**MEMBERS**

**LA GOVERNOR (1)**

Vacancy

**PARENT GOVERNORS (2)**

Ruth Henrywood (Junior) (Co Chair)\*  
Sanaz Saifolahi (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 Sch)**

Francoise Wagneur  
2 x Vacancy  
Adrian Hodgson\*  
Gerard Wiseman (Junior Parent)  
Omar Shah (Junior Parent) (Co Chair)\*  
Biljana Elia (Infant Teacher)\*  
Janina Quinn (Junior Teacher)  
Aneka Grover (Infant Parent)\*  
Tara Ward Ammoun (Infant Parent)\*  
Paola Riddle\*

**NON-VOTING OBSERVERS**

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

\*Denotes attendance

**Part I**

19/84 **Welcome**

All Governors were welcomed to the meeting.

19/85 **Acceptance/non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Gerard Wiseman, Lisa Berger, Janina Quinn, Julia Chalfen and Sarah Jowsey.

The Chair informed Governors that, due to work commitments, Ziya Kocabiyik had resigned as Governor. Governors wished to minute their thanks and appreciation for all his hard work.

The Chair noted that the Local Authority (LA) had put forward a candidate for the LA Governor role. The Headteachers and the Chair had met with the candidate and noted that she had an extensive background in education with specific knowledge and experience in Special Educational Needs (SEN); she was also very committed to the role. The IHT provided an overview of her personal statement.

Following a show of hands, Governors **APPROVED** the nomination. The candidate would be invited to the next FGB meeting.

The Chair noted that, taking account of these changes, there were two vacancies on the Governing Body. Governors discussed the types of skills that were most necessary including, finance, fundraising, marketing and outreach.

The Chair agreed to review the current skills audit and circulate for any necessary updates. This would allow Governors to better understand where the gaps were. Governors were asked to think of any suggestions to be discussed at the next FGB.

***Action: Governors***

**19/86 Declaration of Pecuniary Interest**

There were no declarations of pecuniary interest.

**19/87 Appointment of Chair/s**

Nominations for the position of Chair were welcomed at the meeting. Governors considered the two nominations received on behalf of Ruth Henrywood and Omar Shah.

Upon a show of hands, the Governing Body unanimously **RESOLVED** that Ruth Henrywood and Omar Shah be re-appointed as Co-Chairs for the Academic Year 2019/2020, or until their successors were appointed.

**19/88 Appointment of Vice Chair/s**

The Chair detailed two options for the role of Vice Chair. The first option was to have two Vice Chairs- one for each School. The second was to have one focused on outreach and communications activities and the other focused on panels and complaints.

Nominations for one or both of the roles was invited at the meeting.

One nomination was received on behalf of Gerard Wiseman. Upon a show of hands, the Governing Body unanimously **RESOLVED** that Gerard Wiseman be appointed as Vice Chair for the Academic Year 2019/2020, or until his successor was appointed.

All were congratulated on their positions.

**19/89 Annual Declaration form 2019-20**

Governors were requested to complete the pro forma provided in their agenda packs for the meeting and return these to the School Office for inclusion in the Register of Business Interests.

**19/90 Part I Minutes of the meeting held on 4 July 2019**

The Part I Minutes of the meeting held on 4 July 2019, 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.

**19/91 Matters Arising**

These had been actioned or were included within the current agenda.

**19/92 Ratification of documents**

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

**Governing Body Structure (Committees, Named Governors & Panels) 2019**

Changes to Governor membership would be updated.

Sanaz Saifolahi noted that her name had been spelt incorrectly; the Chair agreed to amend this.

**Action: Chair**

Francoise Wagneur reminded that she was stepping down as Chair of the Staffing committee. She was thanked for her direction and leadership.

There were two vacant committee chair positions. Omar Shah agreed to chair the Finance committee.

Governors were reminded that the roles of chairs were outlined in the Terms of Reference.

**Governing Body Plan**  
**Governors Code of Conduct 2019-20**  
**Governing Body priorities 2019**  
**Governing Body Terms of Reference 2019-20**

A Governor questioned whether the Assembly and Collective Worship Policy should be considered and reviewed as part of the Inclusion Committee instead of the Curriculum Committee.

It was noted that the Policy formed part of the curriculum and so would remain within the Curriculum committee's remit. It would also be considered as part of Wellbeing and be discussed in the Inclusion Committee.

**Committee Terms of Reference 2019-20**

Following a show of hands, Governors **RATIFIED** all of the documents.

19/93 **Governor Terms of Office**

It was noted that no Governors were nearing the end of their term.

19/94 **Infant Head Teacher's Report/Updates**

Governor attention was drawn to the IHT report and supporting documents, circulated prior to the meeting.

**Finance**

The IHT provided an update on the budget position. She noted that the School had employed two new 1-1 Teaching Assistants as the School had received extra funding for some children. The contingency remained at approximately £6,000.

The IHT confirmed that the installation of the new Fire Alarm system had been completed. The total cost was £36,810.42 shared with the Junior School. The funds were charged to the capital budget.

**School roll**

The number on school roll on census day was 244. Of the children, 33 (13.5%) were Pupil Premium (PP), 195 (79.9%) were EAL with 53 languages spoken and 22 were SEN.

A Governor noted the decline in Polish speaking children and questioned whether it was an impact of Brexit. The JHT noted that there had not been the same evidenced in the Junior School.

### **Attendance**

Attendance for 2018/19 was 95.9%. The IHT noted that attendance had been increasing for the whole School. Following a Governor question, the IHT explained that attendance for Pupil Premium children had dropped slightly from 96.1% in 2017/18 to 94.6% in 2018/19. There had been a particular issue in the Reception year where attendance of PP children was 90%; attendance of PP children in KS1 however was good. Reception this year would be closely monitored to ensure that attendance could be tracked and concerns addressed quickly.

Further analysis of attendance was detailed in the report. Children with EHCPs understandably had more medical appointments than their peers and PP children had more late arrivals than their peers.

Following a Governor question, the IHT noted that the School had not yet introduced the Daily Mile. The School had however been awarded the Platinum Award for Physical Activity in EYFS and KS1, evidencing their commitment to sports. They had also been nominated for EY and KS1 Engagement in school sports Award and won.

### **EYFS and KS1 SATs 2019 Attainment Report**

The IHT provided Governors with an overview of attainment. This would be discussed in more detail at the Curriculum committee meeting the following day. This data had been used to feed into the SIP targets. A summary was provided.

In the Foundation Stage, 63.6% of children achieved a GLD. Governors noted that GLD was slightly low compared to the previous year and enquired into the reasons for this. The IHT explained that the children had joined the School with a low base line and in fact progress had been really positive and higher than the previous year. She added that progress for boys was slightly lower than that for girls; there was a high number of EAL boys within the cohort. 38% of the cohort had a lower level of English and 17% of those achieved GLD, however, 62% were competent or fluent in English and, of these, 92% attained a GLD.

In Year One Phonics, 84.9% of children achieved *Working At*; this was above the national average.

In KS1 Reading, 84% achieved *Working At* which was higher than both the LA and National scores.

In KS1 Writing, 78% of children achieved *Working At*, which again was higher than both the LA and National scores as well as previous attainment.

In KS1 Maths, children achieved 80% *Working At*; higher than both the LA and National scores.

She added that these achievements as well as others were more detailed in the SEF.

The IHT noted that Ofsted had also completed a summary report which stated that Reading in KS1 was very strong; overall absence was below the national average and; children who were previously Low Attainers made good progress.

Following a Governor question, the IHT explained that Y2 boys had had difficulty with Writing. This was primarily due to the fact that they had joined the School with poor motor skills.

Governor attention was drawn to the summary SIP, tabled at the meeting. The IHT explained that she would be formulating a final plan and that the summary did not yet include all areas. She added that there were subject plans and appraisal targets that sat behind the SIP with the latter having more of a whole school focus.

The targets were:

1. To enable our children to achieve highly across a curriculum that is coherently planned and sequences towards cumulatively sufficient knowledge and skills for future learning.
2. To challenge all children in Maths and deepen their mathematical understanding, raising attainment for the girls and for pupils identified as disadvantaged
3. To ensure that we quickly pick up on children who struggle with self-control/positive attitudes and take intelligent, fair and effective action to support them success in their education.
4. To ensure that children know how to eat healthy, develop self-help skills and self-confidence and keep physically and mentally healthy, with an age appropriate understanding of healthy relationships.
5. Ensure the leadership team prioritise staff workload and wellbeing with any new initiative and challenge existing ways of working.
6. In the EYFS, to increase the percentage of children attaining GLD, with increases progress in relation to their starting points.
7. In the EYFS, identify children with the potential to exceed expectations in writing and ensure teaching addresses the skills they will need (with evidence of extended pieces of writing, correctly aligned ascenders and descenders, using lines).

A summary of all the extracurricular activities and achievements was provided in the report. The IHT added that an additional gymnastics class had been added to the timetable, from 4.30-5.30pm.

The IHT was thanked for her report.

#### **19/95 Junior Head Teacher's Report/Updates**

Governor attention was drawn to the JHT report, circulated prior to the meeting.

Governor comments and questions were welcomed.

The JHT provided an overview of the staffing arrangements at the School. She noted that a new Music Co-ordinator had been recruited, taking up the role in January 2020.

A Governor enquired into whether the School were planning to introducing the Daily Mile. The JHT noted that Mr McGwinn was very active in terms of sports and encouraging physical activity. A new sports pitch had also been installed in the playground during the summer half term, utilising £16,000 raised by the PTA and allowing additional activities to take place in the playground safely .

Following a Governor question, the JHT explained that there had been a mixed amount of responses from Y3-5 children in regard to the summer postcard activity. She explained that this had been a task over the summer holidays for children to write a book review on a postcard posting it to their new teacher. She noted that there may need to be a greater level of publicity if used next time.

Following a Governor question, the JHT agreed to circulate the secondary school transfer list for the following FGB.

### **Action: JHT**

A Governor enquired into how the Junior Partnership was progressing. The JHT explained that the Junior School continued to be part of the partnership undertaking different review activities. It was used a lot last November helping the School to recognise and better understand what was needed in terms of Maths and how important a whole school ethos was with the introduction of Maths Mastery.

She added that the Junior Partnership had successfully applied for a grant from the Educational Development Trust to enable the Junior schools to join the Schools Partnership Programme. Training for the leadership teams in each school was undertaken in March 2019 to enable development work to take place with the partnership. This worked to formalise the existing system of school reviews.

### **Number on roll**

The total number on roll as of the end of September 2019 was 348. This comprised of 65 children in receipt of Pupil premium, 35 with SEN support and six with an EHCP. There were 52 languages spoken in the School.

### **End of KS2 2019 Attainment and Progress Data**

In terms of the KS1-2 Progress Score, children achieved 4.0 in Reading, 0.4 in Maths and 4.3 in Maths.

In Reading, 80% of children achieved Expected or Above levels; 86% in GPS; 74% in Writing; 86% in Maths and 86% RWM Combined.

As noted, progress for Reading and Writing was well above average. The School was also above the LA and National scores in Reading, GPS, Maths and RWM Combined. Non-PP children were above the LA and National across the board with PP children above national in Reading and GPS but below the LA. PP children were below National and the LA in Writing and RWM Combined but ahead in Maths.

Following a Governor question, the JHT explained that the PP gap was significant across Reading and Writing but smaller than National and the LA in Maths.

A Governor enquired into how the Y4 times tables tests had went. The JHT explained that Y4 had achieved well in the pilot test, further highlighting the importance of times tables. This would be further detailed in the attainment review.

### **Attendance**

Attendance for 2018/19 was 96.38% with 3.28% authorised and 0.34% unauthorised. The number of pupils classified as Persistent Absentees was 22 (6.06%). Of these 22, 13 were PP, 10 were EAL and 9 were SEN.

### **Behaviour, Safety and Wellbeing**

The JHT noted that whilst behaviour on the whole was outstanding, there were a small number of very challenging children. There had been one instance of bullying across the School; five Physical assaults and three instances of racist or homophobic abuse. The JHT confirmed that these had all been dealt with effectively, with correct procedures followed.

There had been five exclusions, both internal and external. With three of these, the child/children had now left the School.

The behaviour at playtime had improved significantly since having the sports coach working with each class, in rotations during the lunch time play. The School continued to focus on 'Building Learning Powers' in order to promote positive learning behaviours in children.

## **Safeguarding**

In terms of the Curriculum, the JHT explained that the Relationships and Sex Education (RSE) ensured that children across the School learned about relationships and understood how to keep themselves safe from inappropriate physical contact. She added that changes to the policy were being introduced following training on new requirements for September 2020.

Following a Governor question, the JHT explained that the School used the Christopher Winter programme for Y3-6. Safeguarding was engrained within the programme. The JHT noted that she would be undertaking training before administering any of the changes.

Governors highlighted the importance of parental involvement and ensuring that parents new and understood that all of the lessons were age appropriate.

The JHT noted that there was 'Talk on PSHE' scheduled for 9am on 5 November for parents which Governors were welcomed to join.

A Governor enquired into what the main reasons were for why parents opted their children out of the lessons. The IHT noted that it was a mixture of reasons; they often had some sort of cultural or religious link.

The JHT was thanked for her report.

## **19/96 Infant and Junior SEFs including areas for SIPs and links with committees**

Governor attention was drawn to the Infant SEF, circulated prior to the meeting. The IHT reminded Governors of the importance of the curriculum intent, focusing on why the curriculum was being taught the way it was and the direction it was geared towards.

Governor attention was drawn to p6 of the SEF which outlined the main needs of the children at the School, helping to further explain why the curriculum was structured the way it was.

These needs included:

- Limited self-help skills
- More children joining the School with less core/motor strength
- Varied levels of English/vocabulary/language
- Varied differences in cultural capital (the experiences that help children to make sense of their learning)
- Varied academic points

The IHT added that it was important to understand the needs of the children to identify the effective endpoints.

Governor attention was drawn to the Junior SEF, circulated prior to the meeting. The JHT noted that this was a first draft and it had not been reviewed by the Leadership Team. The document helped to clarify what the curriculum intent was and essentially, why the School taught how and what they did.

Governor feedback and comment was welcomed.

The JHT noted that the curriculum intent in the Junior School was more focused on academic elements. The School had a varied cohort of children with different levels of skills and abilities. She added that ten children joined the School between September and census day who had early stages of English.

The JHT noted that whilst the SDP targets were not focused on the Ofsted framework they did cover all areas. She provided an overview of the main areas:

Target 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.

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

Target 3: Maximise pupils wellbeing including ensuring that the school was ready to implement new requirements in Relationships Education.

The Headteachers were thanked for their overviews.

#### 19/97 Infant & Junior schools Staffing structure 2019 – 2020

Governor attention was drawn to the staffing structure circulated prior to the meeting.

Governors noted this information.

#### 19/98 Named Governor timetable for the term

Governors were reminded to organise and schedule their Link Visits. Reports or dates for visits would be discussed at the next FGB.

#### ***Action: Governors***

Governors were to contact the Headteachers to organise the visits. There was a pro forma available.

#### 19/99 Policies for Review:

Copies of the following policies, circulated prior to the meeting, were received and noted by Governors:

#### **Teaching Staff Appraisal & Pay policy 2019 -2020**

Governors noted that this had been discussed in the Pay Committee and a few minor amendments suggested.

#### **Safeguarding policy 2019 – 2020 (KCSE 2019)**

Subject to the amendments noted, Governors **RATIFIED** the policies.

#### 19/100 Governor training plan and feedback from training attended

Governors were encouraged to undertake the training courses offered.

Francoise Wagneur noted that she had attended a very useful training session on the New Ofsted Framework.

Governors were reminded to notify Alexia Dobinson via email once they had attended a course.

#### 19/101 Roles of Vice Chair/s



This had been discussed earlier in the meeting.

### 19/102 Update on New Ofsted Framework

Governor attention was drawn to the New Ofsted framework summary, circulated prior to the meeting.

The JHT provided an overview, referring to the school inspection handbook. She noted the new focus on wellbeing and workload rather than data. She confirmed that the National Curriculum was being effectively delivered at the School. The broad and balanced curriculum had been identified as a strength by Ofsted in May 2017. The School also supplemented the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. They were currently working on the intent, implementation and impact.

Governors thanked the JHT for the useful summary.

19/103 Report of the Director of Education and Skills - Please review at <https://www.barnet.gov.uk/www-home/information-for-schools/school-governors/meetings-and-reports.html>

#### **1. Partnerships Federations and Trusts- options for Barnet schools**

The partnership between the Barnet family of schools, the council and Barnet with Cambridge Education (the Education and Skills service) is built on a shared commitment to improving achievement, wellbeing and life chances for children and young people, and this moral purpose, accompanied by an outward facing vision, is paramount in overcoming future barriers to success.

The recommendation was that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from the Education and Skills service.

Governors noted this information and confirmed that they were content with the current set up of the School.

#### **2. SEND Update**

Since September 2014, all schools, including academies, have been required to publish a Special Educational Needs Information Report on their school website, and ensure that it includes details of, and links to, the area's Local Offer.

As part of the statutory requirement to have an SEN information report, schools are expected to review this at least annually and ensure it is updated.

Best practice would suggest that keeping the SEN information report as a live, up-to-date profile enables schools to celebrate the quality of the school's provision for pupils with SEN and to share details of pupils' achievements with pupils, parents/carers, local authorities, Ofsted and other interested members of the public.

The information required is set out in paragraphs 6.79 – 6.83 of the Code of Practice.

**There is a SEND Governor training/discussion forum on Monday 28th October 2019 at Hendon Town Hall.** The focus of this training will be on statutory documents and planning your year. It will include examples of working effectively with your SENCO.

Governors noted this information.

### **3. School Funding Update**

The government has made a number of announcements about funding for schools and early years over the last two weeks. These were detailed in the report.

Governors noted this information. The IHT noted that London and Barnet would probably not reap the benefits of the extra funding decided.

### **4. Consultation on Sickness Absence and Maternity Leave Pooling Arrangements**

The Local Authority (LA) is consulting on the changes to the Sickness Absence and Maternity Leave Pooling Arrangements.

The consultation was now open and the deadline for responses was 30 September 2019. The proposal was to cease these arrangements with effect from 1 April 2020 or fully recover administration costs of £30,000 p.a. where those maintained schools who choose to participate will contribute for at least two years. This is for the LA to employ a resource to provide this service.

Governors noted this information. The IHT explained that the decision had been made that the LA would no longer be continuing with the current arrangements. The School would therefore have to formulate their own procedures and processes. This would be discussed further in the Finance Committee.

### **5. Consultation on Scheme for Financing Schools**

The Local Authority is consulting on changes to the Scheme. The amendments are mainly based on Issue 10 of statutory guidance from the Department for Education (DfE) for local authorities on schemes for financing schools, which was published on 5 February 2019. It relates to Section 48 of the School Standards and Framework Act 1998, and Schedule 14 to the Act. These are called directed changes. There is a second set of proposed amendments that will be introduced by the Local Authority.

Local Authorities are required to publish schemes for financing schools setting out the financial relationship between them and the schools (including Nurseries and PRUs) they maintain. The latest published guidance lists the provisions which a local authority's scheme must, should or may include. Schemes need not follow the format used in the guidance. It is proposed that these changes will be implemented from 1 November 2019.

The consultation closes on 30 September 2019.

Governors noted this information.

### **6. New Ofsted Framework- September 2019**

Governors need to be aware that there is a new Ofsted Framework for September 2019 which has significant changes to how schools are inspected.

The new Inspection Handbook offers guidance on inspecting maintained schools and academies in England under the education inspection framework. This can be found at:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Governors noted this information.

### 7. GAO Support this Term

The next termly GAO briefing is being **rescheduled** from 9 October to Thursday 10 October 2019 at 7-9pm at Hendon Town Hall. The flyer for this will be updated as soon as it has been confirmed and can be found at:

[http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen\\_cpd\\_pubview?p\\_cr\\_id=192000095&p\\_style\\_id=120](http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000095&p_style_id=120)

Governors noted this information.

### 8. Governance Self Evaluation Tool

It was noted that a number of 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.

Of the Governing Boards that submitted their audit to the local authority in previous years, those that received the most positive feedback were those which used the audit to track improvement and compare judgements year-on-year, and listed clear evidence to support each judgment.

Audits should be undertaken as a collective exercise by the whole Governing Board or a subset of Governors appointed to the task, rather than being undertaken solely by the Chair of Governors or Headteacher. They also referred to an Action Plan, either separate from, or as part of, the School Improvement Plan to support improvements in identified areas.

Governing boards of maintained schools are asked to complete and return the audit to [george.peradigou@barnet.gov.uk](mailto:george.peradigou@barnet.gov.uk) by **Friday 13 December 2019**.

#### 19/104 Any Other Business

There was none.


#### 19/105 Dates of Committee meetings

- a. Curriculum: 17 October 2019 (Infant)/ 15 November (Junior)
- b. Finance: 5 November (morning)
- c. Premises: TBC
- d. Inclusion and Wellbeing: 12 November
- e. Staffing: 8 November

#### 19/106 Dates of Governing Body Meetings

- a. Autumn II: 5<sup>th</sup> December 2019
- b. Spring I: 4<sup>th</sup> February 2020
- c. Spring II: 26<sup>th</sup> March 2020
- d. Summer I: 14<sup>th</sup> May 2020
- e. Summer II: 23<sup>rd</sup> June 2020

05/12/19



09