

**Minutes of the Meeting of the Governing Body of
Garden Suburb Infant and Junior Schools
Held on Thursday 3 December 2020 2020 via Zoom**

MEMBERS

LA GOVERNOR (1)

Evathia Elsiwidy

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 Schl)

Francoise Wagneur*
1 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*
Pam Omeye Howell*

NON-VOTING OBSERVERS

Lisa Berger (Junior DHT)*
Sarah Jowsey (Infant DHT)*
Andrea Bailey- School Business Manager*

AGENDA

Part I

20/79 **Welcome**

Governors were welcomed to the meeting. Pam Omeye Howell, new Co-Opted Governor was introduced and formally welcomed.

20/80 **Acceptance/non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Evathia Elsiwidy and Ruth Henrywood. Omar Shah had informed that he would be slightly delayed.

20/81 **Declaration of Pecuniary Interest**

The IHT declared her role as part of the Board of Directors for BELS.

20/82 **Part I Minutes of the meeting held on 14 October 2020**

The Part I Minutes of the meeting held on 14 October 2020, copies of which had been circulated prior to the meeting, were virtually **CONFIRMED** by the Chair, as a fair representation of the meeting.

20/83 **Matters Arising**

It was noted that as Gerard Wiseman had resigned from the Governing Body, a new Vice Chair would need to be sought. This would be discussed at the next meeting.

20/64 GB Priorities 2020-21 and strategic planning: It was confirmed that Sanaz Saifolahi had added the relevant section of the visitor protocol into the main terms of reference.

20/72 Minutes of Committees: It was noted that the committee minutes on the Governors' drive was incomplete. These would need to be reviewed and the missing ones added

All Committee Terms of Reference needed to be confirmed

20/75 Report from the Director of Education and Skills, 3, Safeguarding Audit: Governors were reminded to confirm that they had read and understood the KCSIE Part I. The IHT agreed to review the list and contact those who had not yet confirmed.

20/75 Report from the Director of Education and Skills, 9, Handling Complaints during the Coronavirus outbreak: The Complaints Policy still needed to be updated.

20/84 Infant Headteacher's Report/Updates

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

Baseline Summary- November 2020
School Improvement Plan 2020-21
Funding Allocations 2020-21

Sarah Jowsey provided an overview of the baseline summary. She noted that there had been no substantial surprises in the data. In Reception, the data was comparable to this time last year with a slight drop. The areas where there had been the most noticeable decline were speaking, health and self-care, managing behaviour and reading.

As expected, the gaps between groups were more pronounced this year although boys tended to develop slightly slower than girls in the earlier years. Of the 14 Pupil Premium children, all were currently working below ARE. Teaching and learning was therefore being catered to current need. With the majority of the children missing out on nursery attendance, a lot of assistance was needed with independence for example. It was important that rich learning environments were therefore developed with personalised learning. It was noted that a number of the children were having difficulty with sentence formulation, speaking and language

In Y1, comparisons had been made with attainment in February. This had been challenging as required a review of the EYFS learning goals. The decline in attainment however was evident. With those working at Greater Depth and Working At (particularly in Writing), lower than previously.

In terms of actions, focus was on promoting school learning behaviour animals with every interaction seen as an intervention.

It was noted that a number of children required talk boost interventions and so work was underway to ensure that more could have access to these. There were also some small group interventions in place which included Phonics Booster groups, 5 minute Maths Box and extra reading. Additionally, a series of nurture groups had been set up which focused on one group with particular needs, delivering interventions for nine children three times a week. This included a focus on wellbeing as well as the development of core skills.

For KS1 overall, the focus remained on sentence level work and the catch up recovery curriculum, it was important to develop the children's' stamina and independence of writing.

Sarah Jowsey was thanked for her presentation.

A Governor suggested that reference to the gap between girls and boys progress be added to the SIP. The IHT explained that this had not been included as it was traditionally the case with girls tending to develop faster than boys at this stage. Biljana Elias added that there were a plethora of activities and focuses that were targeted specifically at boys with an all through rich environment and quality adult interactions in place.

A Governor noted the acceleration of learning in Reception the previous year and questioned whether this would continue. Biljana Elias explained that there would always be a combination of play and learning in the EYFS; with the level of academic challenge increasing at each level. The IHT noted the mini video that had been circulated which showed work from the classroom, evidencing the high level of work being undertaken, particularly with number.

Following a Governor question, it was confirmed that information and homework continued to be posted on Tapestry. With practical homework included, for example practicing zipping up their coats.

It was suggested that a pupil survey be actioned this year, which the IHT agreed to coordinate.

Action: IHT

A Governor questioned the national average figures used within the baseline assessment document and enquired into whether these had been changed to reflect the time spent out of school. The IHT explained that these were the national average and that they hadn't changed. The School was however expecting to see a change in grades which was important to understand the impact. It was confirmed therefore that the same criteria were being used.

A Governor enquired into whether parents had been informed if their child was working below ARE and if they qualified for the nurture group. The IHT confirmed this noting that all children had received a letter if in the nurture group. In terms of not meeting national expectations however, the focus of the last parent teacher meeting was more on wellbeing. Discussions did include additional areas where children required more support and the next parent consultation would focus on learning.

A Governor asked for further information on the nurture groups. Sarah Jowsey explained that the club was currently running in Y1 for three hours per week. The sessions were focused on children who needed to develop their social and emotional needs of behaviours as well as developing self-esteem. She noted that they had just finished the second week and the children were progressing well.

Half termly assessments were being undertaken on the children in the group, with targets set and parents provided with outcomes etc. The sessions were very much focused on targeting what the children required the most, setting them up for the rest of the day to have the best access to the curriculum within the classroom environment.

A Governor questioned what was in place to help with resilience amongst the children. The IHT noted that the children wanted to be back in School, they liked their routine and being around their friends. Talk Tables were also being introduced to allow children the opportunity to discuss and share their different experiences.

Following a question on the catch up funding received, the IHT explained that it was being used to continue much of the activity of the previous year noting the drop in overall funding. There were approximately 30 children short of roll with each child equating to funding of £4,000. A lot of children had left the School as result of the pandemic. Some Pupil Premium funding had been used to fund Teaching Assistants (TAs) delivering the catch up programme as well as the Inclusion Advisory Team, the HIST service that came in to support.

The IHT further explained that the catch up funding was used more for wellbeing focused areas like the nurture groups; helping children to be in the best place to enable them to catch up.

The IHT added that the sports funding had been used creatively, supplemented by the PTA funding to allow a continuation of the sports coach which the children benefitted so much from. The funds would be broken down according to intervention, hours etc. with the full report then added to the website.

In terms of general updates, the IHT noted that she had had a useful free workshop with a consultancy firm who helped identify where the School should be targeting in terms of gaps in the catchment area. The session also touched on the School website and other mechanisms to attract new students.

A Governor enquired into why the numbers on roll were low. The IHT noted that this was not clear although she would be making increased contact with nurseries to see how they could best get in contact. She noted that she continued to undertake telephone tours with prospective parents.

It was noted that falling roll numbers particularly in the lower years was a long term problem across Barnet with many schools having similar experiences. It was noted that a number of children had moved out of the area or country as a result of the pandemic.

It was suggested that a working party be formulated to work on this specifically, reviewing the website in the first instance for example. This could also be extended to the PTA and other parents with shared expertise. The IHT agreed to send an email out asking for volunteers.

Action: IHT

The IHT noted that they were running things slightly differently this term. There were weekly certificate assemblies which were recorded and uploaded onto Tapestry. A Hanukkah assembly was also being recorded to share. The Christmas assembly would be conducted live with three separate sessions to allow parents to view. Y1 would also do their seasonal show which would be recorded and uploaded onto the secure section the website.

Attendance for this half term was 95%; 98% for this year which was higher than last year.

In terms of closures, there had been no need for any due to Covid as of yet. There had been a few staff members who had had to self-isolate whilst waiting for test results. There were a few cases where parents had tested positive and so the relevant children had had to self-isolate. There was also one child at home due to a Clinically Extremely Vulnerable (CEV) parent; this was progressing well.

The IHT noted that they would keep the staggered start and end times of the day at present. The rotas at lunch time were also working well with the playground areas on rotation for each year group.

In terms of the start of next year, the IHT noted the importance of clear expectations and thresholds and managing these effectively. The risk assessment was being reviewed and updated accordingly.

The IHT was thanked for her report

20/85 Junior Headteacher's Report/Updates

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

Autumn Baseline review
SDP 2020-21
Covid 19 grant 2020-21 Plan
PE Grant Plan 2020-21
Pupil Premium 2020-21

Josh David joined the meeting.

The JHT noted that a number of staff had been inducted into their new roles with J David focusing on data analysis. J David shared his screen to present the baseline data to Governors.

It was noted that the number of children in receipt of Free School Meals (FSMs) had increase by 13 to 48 children. The number of children in receipt of Pupil Premium was 66, consistent with the previous year.

J David explained that with there being no KS1 assessments, Teacher assessments had been used. It was noted that there were a number of children in the Juniors who had not attended the Infant School with a number of in year admissions. 13 of these children would only have had one year and one term with the Junior School for example before undertaking their KS2 SATs (four of these met the criteria to make them exempt from SATs).

J David provided an overview of the data explaining the differences and comparisons to the previous years for each year group. As expected, data would normally be higher in EXS+. As the children had no KS1 results, when calculating the value added, it was hard to measure.

The Family Fischer Trust (FFT) continued to be utilised with differences between current attainment and targets evident. Attainment was however starting to pick up.

Areas for improvement in the next academic year were outlined. These included:

- Targeting emotional health and wellbeing needs of the pupils and developing resilience and readiness for learning
- Establishing a rigorous and effective remote learning platform and familiarising all staff, Governors, parents and children with it
- Continuing to focus on quality first teaching across a broad curriculum, rich in cultural capital
- Establishing effective practice for raising attainment amongst PP, SEND and vulnerable children as a result of school closure due to Covid
- Focusing specifically on raising attainment in writing, reading and maths and amending planning and teaching to consolidate lost learning as a result of Covid
- Establishing whole school strategies to raise GD attainment in RWM
- Continuing to develop Maths Mastery building on the progress that was made in 2019-20 with further CPD for staff and coaching for Y3 staff from the Maths lead
- Continuing to develop subject/middle leaders as a school priority

J David was thanked for his presentation. He left the meeting.

The JHT noted that the data presented was taken just after half term with Teachers already starting to see improvements. There was however a lot of work still necessary. The School were focusing on quality teaching with the criteria adapted accordingly.

The JHT shared her screen, displaying information on the new criteria. She explained that energy had been focused on training Teachers on what quality first teaching looked like. They were currently in the process of completing lesson observations where they were monitoring and checking that the Teaching and delivery was sufficient. She noted that interventions alone would not suffice and hence the added importance of in class teaching. Teaching questioning strategies were also being developed to help children remember what they already knew. This was a more inclusive strategy which encouraged children to attempt a task in the first instance and understand that failure was part of the learning journey. Teachers were also being encouraged to add more challenge into lessons.

Attendance in the School was 98%. The children had returned with a positive attitude although gaps in resilience were evident. The JHT noted that an audit of the children's emotional needs had been undertaken. A scoring system had been used to identify children who required additional support. This was partly bought in as part of the CAMHS service every other week.

It was noted that some Art and DT lessons had been temporarily replaced to allow for a focus of key skills in other subjects as well as specific interventions.

The JHT added that from next term, Spanish lessons would also include a review of texts about Spain and Spanish culture for example. This would be piloted for six weeks to allow extra opportunities to focus on language and comprehension.

Following a Governor question, the JHT explained that the Covid catch up funding was partly being used to fund some Covid recovery training. Some resources for emotional health had also been purchased. In addition to this, Mr David was being released to train on Maths Mastery; a useful practice which scaffolded learning for the children. Mrs Berger was also focusing on training teachers in quality learning as well as some ability teaching in Y6.

The JHT explained that further detail was included in the SDP.

The JHT confirmed that there were no further outbreaks of Covid to report.

The JHT drew attention to the SDP noting that each monitoring area had been attached to the relevant committee to allow for more refined exploration of those findings. It was expected that each committee would report on their areas in their meetings.

Authorised signatory list- it was noted that a number of senior staff needed to be removed from the list and Mr David, Mrs Goldman and Ms Bailey added.

Following a show of hands, Governor **AGREED** the changes.

The JHT was thanked for her report.

20/85 **Policy Ratification**

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

Remote Education Policy **Home Learning Policy**

It was noted that the policies would need to be reviewed by the Curriculum committee in the first instance with feedback then sent to the Headteachers.

It was noted that the Remote Education Policy would then be put out to parents for consultation. It was suggested that the wording used around zoom meetings be amended to read 'appropriate environment'.

It was clarified that Loom was a tool for creating teaching videos.

20/86 **Minutes of Committees**

Finance Committee

The Chair of the committee provided an overview of the discussion which focused on the Year End forecast for both schools. Current forecasts depicted a deficit in the Infant School of £7,000 and £14,000 in the Junior School.

The JHT noted that she had received an email stating that they would not receive any funding following their Covid cost applications. This was similar in the Infant School.

The JHT noted that three members of staff had had to isolate in the Junior School which subsequently incurred a cost of £4,500 in supply staff. Although Schools were now allowed to claim back staff absence, this was only to be back dated from 1 November and had a specific criteria attached to it.

The minutes of the meeting had been added to the Governors' drive.

20/87 **Named Governors Update**

Sanaz Saifolahi noted that she had visited the School for a Covid walk. She confirmed that all the necessary procedures and regulations were in place and were functioning seamlessly in both Schools.

Francoise Wagneur had completed the first part of the Safeguarding audit alongside the IHT. This would be repeated with the JHT.

It was suggested that a tour of the Junior School with Pam Omeye Howell be organised once the situation was calmer.

20/88 **Governor Training, Visits & Development update for Autumn term**

All Governors were asked to share any training undertaken with Alexia Dobinson to log.

20/89 **Any Other Business**

There was none.

20/90 **Dates of Committee meetings**

- I. Curriculum – TBC- Finance – TBC
- II. Premises – TBC
- III. Inclusion & Pupil Wellbeing – TBC
- IV. Staffing – TBC
- V. Heads and Chairs of Committees – TBC

The IHT agreed to circulate committee meeting dates.

Action: IHT

20/91 **Dates of Governing Body Meetings** (all at 6pm)

- Wednesday 3rd February 2021
- Wednesday 24th March 2021
- Thursday 13th May 2021
- Wednesday 23rd June 2021