

**THE GOVERNING BODY OF BROOKLAND INFANT AND JUNIOR SCHOOLS**  
**MINUTES OF THE MEETING HELD IN THE JUNIOR SCHOOL**  
**ON TUESDAY 17 MAY 2022**

**LA GOVERNOR**

\*Sapna Shah (Vice Chair)

**PARENT GOVERNORS**

\*Nick Astaire (Infant)  
\*Kate Blumhof (Junior)

**HEADTEACHERS**

\*Brenda McCafferty (Infant Headteacher)  
\*Jenny Ayles (Junior Headteacher)

**NON-VOTING OBSERVERS**

\*Amy Simpson (Infant DHT)  
\*Shirley Bates (Junior DHT)

**STAFF GOVERNOR**

\*Jenny Catley

**CO-OPTED GOVERNORS (12)**

\*Marcelle Jennings (Junior Teacher)  
\*Aimee Epstein (Infant Teacher)  
\*Farnoush Bikdeli (Junior Support)  
Tim Jackson  
\*Michael Farhi  
\*James Clare  
\*Lisa Weinbrenn  
\*Tony Brand  
\*Laura Pincus (Chair)  
\*Joshua Hamerton  
\*Katie Attwood  
\*Claire Rosen

**ASSOCIATE MEMBER**

\*Carol Frankl  
Harriet Bloom  
\*Daniella Jackson

**PART I**

22/41 **Welcome**

All Governors were welcomed to the meeting.

22/42 **Acceptance/ non-acceptance of apologies for absence**

Apologies were received from Tim Jackson and Harriet Bloom following the meeting.

22/43 **Declaration of pecuniary interests**

No Governor present declared a pecuniary interest in the business to be discussed.

22/44 **Part I minutes of the meetings held on 22 March 2022**

The Part I minutes of the meeting held on 22 March 2022, copies of which had been circulated prior to the meeting, were **CONFIRMED** and signed by the Chair, as a fair representation of the meeting.

22/45 **Matters Arising**

22/27 **Matters Arising**, 22/6 *Part I minutes of the meetings held on 17 November 2021*: The Chair confirmed that she had added the minutes from the FGB meeting onto Governor Hub. She reminded Governors that this was the meeting that Danielle and Alison had attended.

LP.

**22/27 Matters Arising, 22/7 Matters arising from the minutes, 21/68 Annual Review of Committee Structure, Membership & Terms of Reference:** The Chair noted that she had been working on the Four Year Plan and Terms of Reference. The intention was to rebuild them in a better way to identify how frequent areas/policies should be reviewed and when they were last reviewed. This would be further worked on with Governors in the July meeting.

The Chair noted that she had created a folder entitled SDP/SEF on Governor Hub where these documents could be located. She had also created a Part II committee folder to store Part II minutes confidentially.

**22/31 Confirm Committees and Subject Links:** It was noted that tours for new Governors still needed to be arranged.

#### **22/46 Headteachers' updates**

##### **Infant Headteacher**

Governor attention was drawn to the IHT report, Spring data and SEN report, added onto Governor Hub prior to the meeting. The IHT provided an overview noting that it had been a very successful Spring term.

There were currently 311 on roll. During the Spring term the School welcomed one new child in Nursery, two new children in Reception, one new child in Year 1 and two new children in Year 2. All of them had settled in really well.

There had also been a number of leavers, all with valid reasons including moving abroad or moving to different parts of England. There were also some children moving to private schools. The School still had a waiting list.

In terms of applications for Reception, the School currently had 83 confirmed places, five had declined the offer and no response had been received from two. The School were currently in the process of making second round offers. There were five children from Nursery with siblings who had not applied in time for the deadline but would be doing so. The School would be full in September. The School were also full for Nursery places.

It was noted that all staff had completed Prevent and peer on peer abuse training during the January INSET and teachers also did an online safety training session. A Safeguarding walk had also been undertaken with some Governors on Thursday 10 February, which was very successful.

A Governor enquired into how the building work was impacting on children with SEN and questioned how the work would benefit them once complete. The IHT explained that the School were trying hard for it not to have an impact but there were three classes located in different parts of the School. There was also no longer access to one of the larger rooms previously used for interventions etc. This did have an impact on what could be offered in terms of speech and language with therapists coming in for example. The IHT noted that both she and the DHT offered their offices for such sessions when possible.

In terms of benefits, the extra classroom created could be used for counsellors coming in to work with the children. The other larger room would be changed into a sensory room. The School were currently looking to see if they could secure a grant for the latter and were hoping works would be completed by the end of June.

The IHT noted that nationally the percentage of Pupil Premium children in a school was 20.8%, the Infant School were significantly below that with 14.8%.

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Governors were reminded that during the year, the school rigorously measured and monitored interventions at regular intervals. Each intervention/activity was evaluated half termly, with a focus on outcomes for each pupil; their progress against national expectations and their confidence and access within the subject. Pupil's progress was tracked through assessment processes and where there was a lack of progress seen or concern about a pupil meeting expectation, the School intervened quickly in order to narrow the gap for that child/group. Staff held termly pupil progress meetings to evaluate progress made by pupil premium children and to identify and address any gaps or concerns in provision. Amy Simpson, the Pupil Premium lead, was present at each of those meetings and adjustments were made to provision as necessary.

A Governor asked for clarity on the limit of Nursery children. The IHT explained that this depended on how many children were for 15 hours and how many were for 30 hours. There was a specific ratio of children to staff that could not be changed (no more than 39 in one session). Next year, there were more children with 30 hours but less children overall.

## **SEN Report**

Headline facts and figures were detailed in the report:

The percentage of pupils nationally with an Education Health Care Plan (EHCP) had increased to 3.7%, continuing a trend of increases since 2017. However, the School continued to have a higher percentage than national (Brookland 4.2%).

The percentage of pupils nationally with SEN but no EHCP (SEN support) had increased slightly, from 12.1% to 12.2%, continuing an increasing trend. The School were now below both the national and Barnet percentages however this was due to the higher number of EHCPs.

The most common type of need for those with an EHCP nationally was Autistic Spectrum Disorders (ASD) and for those with SEN support, Speech, Language and Communication needs. At Brookland Infants, 10 out of 13 EHCPs were for children with ASD.

Nationally more boys than girls had an EHCP. National 73% and Brookland 85%.

A Governor asked about the Mental Health (MH) of the children. The IHT noted that overall this was good although there were a few individuals who struggled at times for various reasons. This was not specifically a result of COVID. The DHT added that it was quite obvious that children had missed out on that social interaction which ultimately impacted what could be done in School. This was more apparent with social development as opposed to MH however, with children pinching for example instead of being able to use their words.

A Governor questioned whether the lack of an EHCP meant that there was only one Teacher in the classroom. The IHT explained that this depended on the class and time of day. The School were also part of the RRR programme which meant they had an additional TA present between 9 and 11am each day who focused on language with the children. Governors were reminded that TAs appointed to work with children with EHCPs also partook in wider group interventions etc. which was very helpful.

Following a Governor question, the IHT explained that there was already one EHCP that had been submitted that the panel had agreed to assess. Two others had already been processed and another one was scheduled for October.

A Governor asked how the MH of the staff were. The IHT noted that it was nice returning to some sort of normality with a full curriculum again. Staff were very good at working together and helping one another when in challenging situations.

A Governor noted that the spelling of CAMHS needed to be checked.

Governors commended the SEN report and thanked the SENCO.

### **LNI Visit**

The report from the LNI visit on 22 March had been circulated.

The IHT was thanked for her updates.

### **Junior Headteacher**

Governor attention was drawn to the JHT report and SEN report, added onto Governor Hub prior to the meeting. The JHT provided an overview noting how nice it was to resume normal business and activities.

Attendance for the spring term due to COVID and other illnesses had been low. There had been 322 days of staff illness. The JHT noted that three Teachers had returned from maternity leave and there had been challenges with sickness and childcare etc.

There had been a focus week on team work skills and DT practical skills which had gone very well. The impact of this could be seen quite clearly in Y3 who had missed out on a lot of team work and social skills. This had allowed children to work with others from different classes. They also had peer mentoring and a WholeSchool meeting.

The JHT noted that lesson visits took place for all teachers and TAs as part of teacher appraisal, built around a self-reflective and coaching structure. There was a clear whole school theme around much improved behaviour for learning and collaborative skills, particularly noticeable in Y3.

Attainment and progress data was strong across the School especially considering the restrictions of the last two years. Careful analysis of attainment and progress in Speaking and Listening, Reading, Writing and Maths informed pupil progress meetings. Parent consultations took place either remotely or in person; conversations were overwhelmingly positive about the children's academic progress and broader development.

A review of the School's practice this term took place with the LNI, Geraldine Pears. She carried out a deep dive in Reading and Maths and was very impressed with the School's practice and leadership of these subject areas.

The School also completed a whole school pupil survey they did every two years. This very positive picture illustrated the impact of the top level curriculum intent. The questions included those which would be asked by Ofsted.

There were currently 61 pupils entitled to FSM and 73 who were Ever FSM. Following a Governor question, the IHT explained that the number of children within this group with SEND was 15 children.

Discussions during pupil progress meetings and conversations with parents and children provided a continued focus on individual pupils. As well the School's continued drive to ensure quality first teaching, in each year group additional interventions prioritising key skills and rapid catch-up strategies had been implemented and were evaluated and adjusted each term.

Wellbeing of pupils continued to be a priority and the School had a mentoring system to support vulnerable families in place. Interventions focusing on the zones of regulation and social skills strategies took place each week and several pupils were accessing counselling through the school. Family visits and regular contact were made to some FSM families that benefited from additional support.

It was noted that there were 353 pupils on roll for the January census; seven spaces. Since September 2021, 22 pupils had left the school and 21 had joined. Six pupils had left Y3 and six had joined, seven had left Y4 and four had joined, five had left Y5 and five joined and four had left Y6 and six joined the school. Children leaving moved overseas, relocated in the UK or moved to a private or religious school. Pupil numbers in this area of Barnet were lower than previous years and other local schools had more spaces than Brookland, however, this was a concern which the School continued to monitor.

Following a Governor question, the JHT noted that the Kickstart programme had finished for the moment and our kickstart employee had left because he had moved away from London.

### **SEN Report**

Governor attention was drawn to the SEN report. Governors commended the report and the excellent progress that the children were making.

A Governor questioned whether it was possible to populate all of the percentages in the SEND overview table. The JHT noted that she was not sure whether they had national and Barnet data for other categories but would check.

A Governor questioned why the percentage of pupils in the School with an EHCP was 5 and SEN support, 3% above other Barnet schools. The JHT noted the Fair Share document that had been sent by the LA recently and the fact that the School did rank close to the top. She noted that it was difficult to explain but the School had both proactive staff and parents to champion pupils needs and push for consideration of EHCP applications. She also commended the Infant School for their proactive and skilled approach to applying for EHCPs for pupils who then moved to the Junior School.

Following a Governor question, the JHT explained that the School received between £8,000 and £10,500 for an EHCP student. The average cost for a TA was £22,000 and so there was an evident shortfall.

A Governor asked how they could support the School to lobby the LA on this. The JHT noted that they were submitting a proposal for additional building space to meet the needs of EHCP pupils as well as other pupil needs such as counselling, EAL support for outside agencies and interventions, and Governor support on that would be useful.

The IHT added that Barnet were also undertaking a project to understand how funds were allocated differently across different boroughs.

A Governor noted the lowest score on the pupil survey related to not knowing if there was adult that you could talk to. They asked how the School planned to address this. The DHT explained that following these results, the Wellbeing lead went into the class to discuss it further with the children. It was noted that there was not a TA in these classes and children tended to feel that the teacher was too busy etc. to talk to. The Wellbeing lead had been scheduled to go into the class more often and children had been directed to other adults in the School. Governors noted how this highlighted the way the school analysed and acted on the gap from the survey.

Following a Governor question, the DHT explained that children were not obliged to answer all of the questions. The survey was also undertaken in the spring term when there was high absence.

### **SIP report**

Governor attention was drawn to the SIP report from G Pears on 1 March. The report touched upon the entry system and the entrance to the site not being as secure as it could. It was noted that the School were making gradual changes to improve this including new signs at the bottom of the driveway.

Also once the Y2 building was closer to being complete, Barnet would be putting in a new fence across the lower Junior playground with a buzzer system. The CCTV would be linked to the school office. J Hamerton noted that the school he worked in had just stalled 300 cameras and he would pass on the company's details to the JHT.

A Governor questioned whether there was a lock on the gate to the field. The JHT confirmed this noting that there was someone always on duty at that area and the timings for opening the gates into the playgrounds for parents had just been changed to further reduce opportunities for unknown adults to access the site during school working hours.

A Governor asked how the MH of the staff and children were. The JHT noted that there continued to be challenges but confirmed that the children were well supported and they talked about MH a lot in School. There were also a number of children who had counsellors which was helping. Children seemed to be happy learning together and being confident.

Following a Governor question, the JHT explained that Y6 had done amazingly in their SATs in terms of their effort; all had done their personal best. There were a few with anxiety and they were placed in a quieter space.

The JHT was thanked for her updates.

#### **22/47 Budget Discussion and ratification**

The Chair of the Finance committee provided an overview of the committee discussion on 4 May. She thanked the Headteachers and all the staff involved in the process.

#### **Infant School**

The total income for 2022/23 was expected to be £1,956,852 and the total expenditure for 2022/23 was budgeted at £2,050,575. This left the School with an anticipated surplus of £26,281.

The School had a current surplus of £90,004 left over from 2021/22. . This was mainly because the School had increasing costs that were higher than the funding that was being received.

It was noted that Pupil Premium was £1,345 and generated an income of £52,455 for the year (allocated to teaching Staff & support staff for intervention groups, school journeys and school trips).

Staff costs represented 74.6% of income, Premises 4.8%, Supplies & Services 12.6%, and Agency 6.7%

It was confirmed that no additional money had been added for capital projects. There was £7,400 held in the Capital Income account, it was the intention to allocate this to ICT hardware.

#### **Junior School**

The total income for 2022/23 was expected to be £2,160,718 and the total expenditure for 2022/23 was budgeted at £2,213,824. This left the School with an anticipated deficit of £53,106. However, the School had a current surplus of £72,633 left over from 2021/22. This left the School with a contingency (surplus) in 2022/23 of £19,527.

Pupil Premium was now £1,345 for Pupil Premium and Looked After Children, generating an income of £98,185 for the year (allocated to teaching Staff & support staff for intervention groups, curriculum resources, free meals, music education service and supervision of a counsellor).

Staff costs represented 71.7% of income, Premises 6.4%, Supplies & Services 9.58% and Agency 11.8%

No additional money had been added for capital projects. There was £8,000 held in the capital account which was allocated to ICT hardware and software purchases.

Governors discussed the use of recruitment agencies when finding agency workers and the additional costs involved. It was noted that Schools were charged for conversion of contracts although the amount was negotiable.

It was noted that the Department of Education (DfE) had also set up website where Schools could advertise posts for free.

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

Governors were asked to remain mindful of the fact that both Schools had in year deficits.

#### 22/48 **Attendance/lateness**

The Chair noted the new Government guidance that had been released regarding working together to improve school attendance. She highlighted the training of Teachers and the language used about lateness and encouraging children to come into School. She suggested that this be reviewed further as part of strategy/Safeguarding committee.

The JHT added that Governor roles and responsibilities were also set out in the document.

The Chair added that the Attendance Policy had been reviewed in September 2021 and was scheduled for yearly review. It would be looked at in the context of this document.

#### 22/49 **Governor Goals**

This would be discussed at the FGB meeting in July.

#### 22/50 **Staff governors' reports**

Staff Governors provided an update noting that it had been a good term so far in the Infant School. They had introduced more parents coming into the School with the recent 'let your child explain' event having a good turnout. The School had also had a number of volunteers signed up as well as numerous trips planned for the following term.

Y2 staff were thanked and congratulated on the administration of the Y2 SATs.

A Governor also commended the book corner that had been created. This was an outdoor library where children could take, donate and keep books. The intention was that the whole area would be developed into a reading garden.

J Hamerton noted that he could source a phone box for the School.

**Action: J Hamerton**

The Junior Staff Governors noted that there had also been a successful administration of SATs in Y6. There were also a number of trips planned. The School had special sports uniforms for some of the sports teams.

#### 22/51 **Committee reports**

##### **Finance Committee**

Minutes of the meeting held on 4 May had been uploaded onto Governor Hub. The committee had discussed energy bills which were currently on fixed term contracts.

Challenges with the costs of the pool were noted. The School had devised a way forward with this with Swim Tank.

The biggest risk for the committee was having more expenditure than income and so it was necessary to look at different ways to fund things. The School had asked parents for voluntary donations for example.

### **Curriculum Committee**

The Chair provided an overview of the meeting held on 26 April. The committee had reviewed the curriculum intent sections on both Schools' websites and were impressed with how thorough they were.

They had also reviewed and approved the Infant RSE Policy and discussed the recent LNI visit.

The committee had also looked at some DfE education recovery questions.

It was noted that a Maths Learning Walk was scheduled for 8 June at 11am in the Junior School. The Learning walk in the Infant School would need to be rescheduled.

The dates would be added to the calendar in Governor Hub.

Governors were encouraged to arrange subject link visits.

### **Personnel Committee**

No further meetings had been held.

### **Premises Committee**

The committee had met on 16 May. It was noted that the Y2 building was set to arrive the following week.

The committee had discussed the boiler replacement and the fact that the School had been successful in obtaining a grant for a new heat pump (to replace the boiler). The School were however weighing up the pros and cons of this as the latter needed extra space and there was uncertainty about whether it would be effective in heating the School.

The committee would convene a meeting with Finance to decide if there was a sensible business case to take this forward.

The process for applying for funding for additional space for the Junior School would also be initiated.

The biggest risk at present was the Y2 building.

### **Communications, Community and Engagement**

The Chair of the committee provided an overview of the two meetings held since the last FGB. They had discussed policies and identified the biggest risk as GDPR.

Farnoush Bikdeli agreed to organise training on GDPR for Governors.

**Action: Farnoush Bikdeli**





## **Safeguarding Committee**

The Chair of the committee provided an overview of the meeting held the previous week. They had discussed a number of policies including the new Junior School Anti-Bullying Policy which parents had been consulted on.

The biggest risk identified was around the community and site and levels of traffic/parking.

## **Strategy**

The Chair discussed the merits of having a Risk Register that would need constant updating. It was agreed that discussing Risk at the committee level (on every agenda) and at FGB meetings was a better way to keep all apprised of Risk

The Governor newsletter would be discussed at the next FGB meeting.

## **22/33 Wellbeing**

Governors were reminded why this had been added as a standing item. This had already been covered in earlier items.

## **22/34 Governor visits**

J Hamerton noted that he had had a virtual visit with the RSE Lead in the Junior School. He scrutinized the policy against Government statutory guidance. He stated that the School had one of the best RSE/PSHE/Wellbeing policies he had ever read. He also commended the work of the PSHE Lead overall.

He noted the risk with PPA cover being used mainly for PSHE lessons. This had however been rectified as it was evident that some lessons were useful for relationship building etc. and if issues arose, the Teacher needed to be aware. He noted that he would also like to see more work on transition to Y7 as well as more cross year group activities.

The IHT provided an overview of what the School had planned for the Queen's Jubilee which Governors were invited to attend.

## **22/35 Chair's correspondence**

The Chair confirmed that she had not received any correspondence.

## **22/36 Governor support and development, and report of the link governor**

It was noted that there were a few courses left for this term. The links had been circulated.

**22/37 Report of the Director of Education and Skills** : <https://www.barnet.gov.uk/www-home/information-for-schools/school-governors/meetings-and-reports.html>

The Chair provided a summary of the report.

It was noted that the Annual Governance Audit was due by 15 July.

In terms of the EYFS profile and the changes, it was noted that the data would not be comparable between years. This would still show GLD but would only be either a one or two.

Governors noted the role of the LADO.

## **22/38 Dates of committee meetings**

- Finance: TBC



- Safeguarding: TBC
- Curriculum: TBC
- CCE: TBC
- Personnel: TBC
- Strategy: TBC
- Premises: TBC

22/39 **Dates of governing body meetings**

The date of the next meeting was confirmed as Wednesday 6 July at 6pm. This was unclerked and would focus on the curriculum.

It was suggested that Governors review the websites and come to the meeting with any comments or questions.

22/40 **Any Other Business**

J Hamerton noted that he had won £500 and wished to donate this to the Schools. He was thanked for this.

*The meeting ended at 8.05pm*