

**THE GOVERNING BODY OF BROOKLAND INFANT AND JUNIOR SCHOOLS**  
**MINUTES OF THE MEETING HELD AT THE JUNIOR SCHOOL**  
**ON TUESDAY 15 JANUARY 2020**

**LA GOVERNOR**

\*Sapna Shah (Vice Chair)

**PARENT GOVERNORS**

\*Laura Pincus (Infant) (Chair)

\*Claire Rosen (Junior)

**HEADTEACHERS**

\*Brenda McCafferty (Infant Headteacher)

\*Jenny Aylen (Junior Headteacher)

**NON-VOTING OBSERVERS**

\*Amy Simpson (Infant DHT)

\*Shirley Bates (Junior DHT)

**IN ATTENDANCE**

Amira Nassr (Clerk)

**STAFF GOVERNOR**

\*Jenny Catley

**CO-OPTED GOVERNORS**

\*Emma McCabe (Infant Teacher)

\*Farnoush Bikdeli (Junior Support)

\*Tim Jackson

\*Michael Farhi

\*Shiv Haria-Shah

\*James Clare

\*Lisa Weinbrenn

\*Tony Brand

X 3 Vacancies

**ASSOCIATE MEMBER**

\*Katie Attwood

\*Carol Frankl

Harriet Bloom

\*denotes member present

20/1 **Welcome**

The Chair welcomed all Governors to the meeting.

20/2 **Acceptance/Non- Acceptance of apologies for absence**

Apologies were received and accepted on behalf of Harriet Bloom.

20/3 **Declaration of Pecuniary Interests**

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

20/4 **Minutes of the meeting held on 29 September 2019**

The Part I Minutes of the meeting held on 29 September 2019, copies of which had been circulated prior to the meeting, were **CONFIRMED** as a fair representation of the meeting, subject to a minor amendment.

20/5 **Matters Arising**

19/65 **Staff Governor Reports:** The JHT explained that the timing of the Staff Governor election would need to be revisited as there were a number of staff on maternity leave.

19/66 **Committee Reports, Curriculum Committee:** It was noted that there would be three Curriculum Visits across the year: Reading Tues Jan 21 2020 8:30-11; Math Tues March 31 2020 8:30-11; Writing Thurs 11 June 2020 8:30-11.

19/66 **Committee Reports**, *Community and Engagement Committee*: It was noted that there were still a few Governors who had not submitted their Governor bios for the website.

The IHT agreed to circulate some examples.

**Action: IHT**

19/66 **Committee Reports**, *Personnel*: The Chair of the committee clarified that a call had been had with Pauline Broadhurst where they discussed the requirements and approach for the Staff Attendance Policy.

19/70 **Education and Skills- Director's report Autumn 2019**, 4. *Consultation on Sickness Absence and Maternity Leave Pooling Arrangements*: Following a Governor question, the IHT explained that this would need to be discussed further in the Finance committee. The IHT had sent an email to the Infant schools in the Partnership and a meeting would be scheduled soon to discuss plans moving forward. The JHT agreed to do the same with the Junior schools.

The IHT agreed to email the Finance committee members with an update once the discussions had taken place.

**Action: IHT**

## 20/6 **Headteachers' Reports and supporting documents**

### **Infant Headteacher report**

Copies of the Infant Headteacher report as well as data documents, circulated prior to the meeting, were received and noted by the Governors.

The IHT noted an omission, Amy Epstein had not been included in the staff chart.

### **Leadership and Management**

Following a Governor question, the IHT clarified that the numbers in brackets referred to the current number of children as there had been a lot of movement in the Autumn term. A number of children had moved abroad and so there was currently 311 on roll. There were two places in Y1 with no waiting list. She confirmed that reasons for leaving were all valid and not a reflection of the School.

A Governor asked for more information about the two children who had left the School to be home schooled. The IHT explained that one of these was from Nursery, whose parents felt that they were not ready for school and the other was from Reception, whose parents did not agree with the schooling approach in general. The latter followed the necessary process with the Local Authority (LA).

The School continued to deliver targeted interventions that were rigorously measured and monitored at regular intervals. Pupil's progress was tracked through assessment processes and where there was a lack of progress seen or concern about the pupil meeting expectations, the School intervened quickly. Termly pupil progress meetings were also held to evaluate the progress made by Pupil Premium children and address any gaps in provision.

A Governor noted how informative the additional safeguarding information was. All staff had attended safeguarding training during the September INSET. Alison Gross had completed L3 Safeguarding training; all staff attended WRAPS Prevent training and Alison Gross, the IHT and Amy Simpson attended Early Help Assessment training.

The IHT explained that Alison Gross had completed an additional report on SEN which had been circulated separately.

There had been less support from the integrated services structure and the School had not received the number of sessions they were entitled to in terms of the EHCPs and the Speech and Language Therapist. The School had written letters of complaint about this and Carol Frankl would be sending a joint letter of complaint to the LA.

Carol Frankl informed Governors of her meeting with Alison Gross and referred them to the SEN overview circulated which evidenced the disproportionate numbers of SEN children at the School compared to the Borough and national.

The IHT agreed to ask A Gross to re circulate the document with the updated figures.

***Action: IHT***

Following a Governor question, the IHT explained that WB referred to White British, which had been identified as a vulnerable group nationally.

The IHT noted that the School had been contacted by social care regarding a welfare check for three children. A Governor asked for clarity about what this involved. The IHT explained that social care services emailed the School to ask for certain information and then followed this up with a phone conversation where they may ask additional questions. Staff training and CPD was detailed in the report.

**Personal development, Behaviour and Welfare**

Attendance for the Autumn term was 94.6%; it was 95.8% with religious observance removed. Persistent Absentees, across the School, was 13.56%.

**Teaching, Learning and Assessment**

The IHT explained that the School undertook an organised deep dive into Computing at the end of the Autumn term. She noted that the visit was very informative and would enable the school to build on an already successful curriculum.

**Outcomes for pupils**

A Governor asked for more information on the baseline test in Reception. The IHT explained that this was a national baseline test that would be introduced from next year. It had to be completed within six weeks of starting school and was conducted on iPads. At present, the School did a lot of observations to assess learning in each area and looked at progress across these.

Baseline data for the year groups had been circulated.

The IHT was thanked for her informative and succinct report and data documents.

**Junior Headteacher report**

Copies of the Junior Headteacher report, circulated prior to the meeting, were received and noted by the Governors.

### The quality of education

The JHT noted that the Junior School undertook a deep dive in Science with their Barnet Network Inspector, Paul Whitcombe. A lot was learnt during the inspection and he concluded that practice was Highly Effective in all areas he evaluated. Details of the visit were outlined in the report.

Governors commended the report and congratulated the School on the results.

A Governor noted that the report did not mention SEND children specifically and referred to 'all' children. The JHT explained that the LNI was provided with a sheet with the names and photos of all the SEND and PP children at the start of his inspection so that he was able to check on their provision specifically.

The JHT added that the School would probably be back on the Ofsted radar by September due to timings and so such LNI visits were very timely and useful. The LNI was scheduled to revisit the School for another deep dive at the end of term.

Following a Governor question, the JHT explained that the LNI's reference to a 'review of DT skills to ensure quality of provision mirrors to other subjects' was an overall comment; he followed up on the whole School SDP priorities.

A Governor asked whether there was anything pertinent that came out of the report. The JHT highlighted the importance of the curriculum impact. The School were trying to find a model for each subject that could be used across all subjects. That structure could then be used for a more consistent approach. Three questions that were integral to the new Ofsted framework were the implementation of the curriculum; the leadership of subjects and; training and development of staff. The JHT added that CPD had a number of facets that were not limited to formal courses.

Safeguarding: SLT and the Wellbeing Leader held their termly meeting to review vulnerable pupils at the School. Two new MASH referrals were made and the School continued to work with the relevant organisations.

At the October census, the School had eight pupils with an EHCP and 48 with an identified Special Need (SENK). Two further EHCPs were pending. 42 pupils were entitled to FSMs and therefore Pupil Premium.

### Behaviour and Attitudes

Attendance for the Autumn term was 95.24%; 0.44% was unauthorised.

### Leadership and Management

Subject Leader formal monitoring of pupils' work took place by all class teachers and SLT and pupil views continued to form an important part in monitoring, particularly through the Whole School meeting.

The school continued its involvement in a pilot national school peer review programme focused on a coaching approach to school development run through the Education Endowment Fund and UCL. Staff development was detailed in the report. The JHT, following

training, also carried out School Improvement work for Barnet as a BSIP, working to support three Barnet schools including leading Deep Dives.

Governors commended the amount of training and development undertaken especially within the context of limited budgets; the School was well supported by staff and had positive relationships with the children.

Following a Governor question, the JHT explained that those members of the SCITT programme had placements at different schools; it was a very gradual and thorough programme.

The JHT was thanked for her report.

#### 20/7 **IDSR**

Copies of the School IDSR, circulated prior to the meeting, were received and noted by Governors. Governors were reminded that this was a replacement for Raise Online and was very important as a snap shot of the School. It was discussed in detail in the Curriculum committee.

#### 20/8 **Junior School Development and Improvement Plan 2019-20**

Copies of the Junior School Development and Improvement Plan 2019-20, circulated prior to the meeting, were received and noted by Governors. Governors were reminded of the importance of the document in conjunction with the SEF and IDSR.

The JHT explained that all appraisals were based around this. Next steps for continuing projects were outlined and the focus was on the lowest achieving pupil group.

Following a Governor question, the JHT explained that the document was not different to that reviewed in September but there would be a mid year review soon which subject leaders would add an update to. This would show the impact of what had been achieved so far. Governors asked for amendments to be made with track changes moving forward.

A Governor enquired into how the School talked to children about assessment and whether they were provided with a specific framework. The JHT explained that each lesson had a success criteria which children were assessed against at the end of the lesson (gold/silver/bronze). They were also given green pen time at the end of each lesson so that they could assess their own work. She added that the focus was on each of their personal bests with progress tracked across all subjects.

#### 20/9 **Infant School SIP**

Copies of the Infant School SIP, circulated prior to the meeting, were received and noted by Governors.

The IHT explained that the document was focused on the New Ofsted framework. It was a fluid document that would be colour coded to indicate actions and area for change; subject leaders also have their own action plans based around the school's priorities set out in the SIP.

#### 20/10 **Self Evaluation Form (SEF)**

#### **Infant School**

Copies of the Infant School SEF, circulated prior to the meeting, were received and noted by Governors.

The IHT explained that they had started writing the document at the end of last year and staff had been asked to fill in strengths and areas to work on.

Following a Governor question, the IHT explained that the reference to a “*limit on internal spaces*” had been added by the LA advisor. With the School having a high number of children on the autistic spectrum, they often required work stations and spaces outside of the classroom; this was very limited in the School.

The IHT confirmed that there was a separate action plan for the premises and building.

## **Junior School**

Copies of the Junior School SEF, circulated prior to the meeting, were received and noted by Governors.

Following a Governor question, the JHT explained that IDACI funding was included within the overall funding per pupil; there were different levels.

A Governor asked for clarity on the statement “*Our summative assessment structures are workload friendly and support teachers to evaluate achievement*”. The JHT explained that planning and assessment contributed heavily to staff workload and one area for improvement was to look at assessment, for example marking key skills. Some areas within the curriculum were very marking heavy and so the idea was to think about what key skills were most important and reduce it to that. The focus would be on top level summative judgements to allow for a more effective use of data and data collected for that purpose.

Following a Governor question, the JHT confirmed that peer marking with green pen was used. The best marking was done within the classroom straight away; it was more effective to have feedback on the spot.

A Governor asked for an update on the zones of regulation being used. The JHT explained that these were used across the day to day workings of the School and had been integrated into PSHE lessons. The approach was very useful particularly with specific children. It was based on a programme of research with encouraged open and consistent discussion.

The IHT added that the zones had just been introduced in the Infant School with training undertaken on 12 December. They were currently considering how best to roll it out across the School.

Following a Governor question, it was noted that particular parents were very aware of the programme and a note had been added to the School newsletters previously. It was suggested that it be added to ‘meet the teacher’ information as well as the website.

The Headteachers explained that both Schools were working towards the new PSHE curriculum with the development of a whole school map ready to meet the new expectations in September 2020. The Health curriculum was statutory and so parents did not have the option to withdraw their children. A First Aid session had already been held with the children as part of these new Health expectations.

Following a Governor question, the JHT explained that in terms of Ofsted the School needed to be able to evidence that the challenges were a result of circumstances rather than practices.

## 20/11 Infant school **School Effectiveness Visit**

Copies of the Infant School's School Effectiveness Visit Report undertaken on 26 November by LNI Katy Dawburn, circulated prior to the meeting, were received and noted by Governors.

The Visit had focused on Computing in the Infants and feedback had been very positive. The visit highlighted the importance of having evidence and as a result the IHT had formulated a new subject leader handbook which showed what evidence they needed to keep and show for Ofsted.

Following a Governor question, the IHT clarified that Governor Effectiveness was not reviewed during these types of deep dive and a FGB audit/self-evaluation was carried out to this effect.

Sapna Shah agreed to circulate the Finance skills matrix for Governors to review and suggested it be replicated for each committee.

***Action: Sapna Shah***

The IHT clarified that it was a schools choice about what subject they wanted the deep dive to be in. The next one in the Infant School was scheduled for April/May and would focus on Reading; the next one for the Juniors would be in April. For an Ofsted inspection, the focus of the deep dive was decided following the conversation with the Headteacher when notifying them of the visit.

## 20/12 **Staff Governor Reports**

These were included within the Headteacher reports.

## 20/13 **Wellbeing**

Teachers had received training focused on 'Talking about wellbeing and strategies'. This training had been extended to support staff on Polling day. The IHT noted that staff were very good at looking after one another; it was part of their culture.

## 20/14 **Committee Reports**

### **Finance committee**

A meeting had been held on 10 January. The Chair of the committee provided an overview of the discussion. This included a review of forecasts as well as the SFVS and Finance skills matrix. The effectiveness Governance checklist had been completed and benchmarking would be submitted on 24 January.

She added that the cleaning contract for the Junior School may need to be reviewed. The contract with the caterers had been extended and they had replaced the ovens etc. As part of the contract, the Schools received a percentage of their profit which was £1,500.

### **Safeguarding Committee**

The Chair of the committee provided an overview of the discussion. She noted that they had undertaken a Safeguarding walk in the Juniors and this would be undertaken in the Infants shortly. The SCR had been reviewed and was compliant.

## **Curriculum Committee**

Minutes of the Curriculum committee meeting held on 12 November had been circulated. The Chair of the committee provided an overview of the discussion. She reminded Governors that the first Curriculum Visit was scheduled for 21 January at 8.30am; the focus would be on Reading. A pro forma for Governors to use would be circulated.

***Action: IHT***

The next Curriculum walk was scheduled for 31 March and the focus would be on Maths.

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

The Chair of the committee provided an update. The new Parking people were working well and the PTA had organised a schedule to bring them in and out of the building. Governors thanked Harriet Bloom and the School Caretakers for this.

Tony Brand noted that he had written an article about it in the Suburb News.

## **Personnel Committee**

A meeting had been held on 1 November 2019. The Chair of the committee provided an update. He noted that a conversation had been had with P Broadhurst regarding the Staff Attendance Policy. Policies would be cross referenced with Barnet ones and updated accordingly. Guidance from the LA on the Unified Reward had not been very useful and so the committee would be formulating their own criteria.

The committee had also discussed the introduction of a Governors refresh including a review of induction packs, sessions with the Headteachers and buddy system.

## **Strategy Committee**

The Chair noted a meeting needed to be scheduled.

## **Premises Committee**

The Chair of the committee noted that discussions over the development of the pool continued. He was currently compiling a document with all necessary works and evidence to submit to the LA. It was noted that Sport England would provide match funding of £150,000 and so Governors discussed whether this was something that was feasible.

### 20/15 **Wellbeing**

The Chair noted that this had been added as a standing item to the agenda as it was a very important part of school life; it was important that both schools encouraged wellbeing.

### 20/16 **Governor Visits**

The Governors Log had been updated.

Governors referred to the list of questions they had received as a good basis for visits.

It was confirmed that Carol Frankl was the Link Governor for Additional Needs.



Some Governors shared their visits.

Lisa Weinbrenn and Laura Pincus had completed a Safeguarding walk in the Junior School.

Lisa Weinbrenn attended a Whole School meeting for English and an Art/DT trip. She also met with Emma McCabe to discuss Reading and training.

Laura Pincus had met with Haley McDermott (FS Leader) to discuss Early Years and had a tour of the Nursey.

Carol Frankl met with the Junior and Infant SEND Coordinators.

Michael Farhi had met with both Computing leads on 11 December.

James Clare had undertaken a Science visit on 15 January.

Tim Jackson had attended a Music assembly.

Sapna Shah had met with Amy Simpson to discuss PP and the new approaches. She also met with Deborah Hirshler in the Junior School to discuss Maths and PP.

#### 20/17 **Chair's Correspondence**

The Chair provided an overview of the correspondence received:

- Emails from a neighbour reporting the poor lighting on Falloden way
- Emails received about the use of the School on Polling day
- She had had two meetings with three potential Governors last term. She provided an overview of these.

#### 20/18 **Policy Compliance**

The Chair noted the new statutory policies that had been introduced; these had been added to the Four Year Plan. It was confirmed that the School was compliant.

#### 20/19 **Governor Support and Development and report of the Link Governor**

Farnoush Bikdeli had circulated the link for the new training available.

#### 20/20 **Education and Skills—Director's Report Autumn 2019**

Copies of the report, circulated prior to the meeting, were received and noted by Governors.

### **1. School Funding**

The DfE announced the allocation of the Dedicated Schools Grant to local authorities on 19th December 2019. Colleagues in the school funding team have been processing the numbers since then in order to generate indicative allocations to primary and secondary schools through the school funding formula.

The enclosure (Appendix 1: Indicative School Budget Allocations) provides details of allocations to individual schools, including comparative figures on budgets for 2019-20 and indicative budgets for 2020-21. It also shows the school rolls with the 20/21 figures updated from the October census.

All primary and secondary schools will receive a minimum increase of 1.84% per pupil through the pupil-led element of the schools funding formula, which is the maximum Minimum Funding Guarantee allowed by the DfE. Schools that benefit from the national funding formula may get higher increases, as there is no cap on gains this year.

Governors noted this information.

## **2. Early Years Funding**

From 1st April, schools and academies will record all their nursery children on the Synergy system and will be paid monthly by the Early Years funding team.

Governors noted this information

## **3. Local Area SEND inspection**

In the very near future, Barnet is due an inspection under the Local Area Special Educational Needs and Disabilities Inspection Framework. This inspection is conducted jointly by Ofsted and the Care Quality Commission (CQC). During the inspection, Inspectors will review how we meet our responsibilities to children and young people (from birth to age 25) who have special educational needs and/or disabilities. The Inspection covers the three areas of Education, Health and Social Care.

Governors noted this information.

## **4. SEND Strategy Consultation**

The LA is undertaking a review of the Barnet's Special Educational Needs and Disabilities (SEND) Strategy (2017 – 2020) to make sure that it reflects the current needs in Barnet, and provides a framework for all partners supporting children and young people with SEND to work to over the next few years. The strategy is for everyone involved with SEND, including parent carers, children and young people, headteachers, governors, school and setting staff, health and social care professionals and the voluntary sector. The strategy will set out Barnet's vision, principles and strategic priorities that aim to achieve the best possible outcomes for children and young people aged 0-25 years with SEND. An initial consultation on what is working well and areas for improvement is taking place in January and February, which will be followed by a consultation of the Draft SEND Strategy, and sign off in April 2020.

Governors noted this information.

## **5. Looked After Children Transition Hub**

In October 2019, the Barnet Virtual School, in collaboration with Richmond, Kingston, Windsor and Maidenhead Virtual School (delivered by Achieving for Children) and St Mary's University were awarded a £765,000 research grant, for eighteen months, by the Youth Endowment Foundation (YEF) for a feasibility study to implement a Transition Hub for children in care aged 11 to 14. The YEF was established in 2019 with a £200 million endowment from the Home Office. In October 2019 the YEF announced that 22 projects across England and Wales would share in £16.2m to help prevent youth offending by intervening early to stop children getting involved in crime. **The Transition Hub is one of the 22 projects.**

Governors noted this information.

## 6. Ofsted Consultation

Ofsted are seeking views on the removal of the exemption for outstanding schools, colleges and other organisations delivering publicly-funded education and training. Some schools, colleges and other organisations delivering publicly-funded education and training, that were rated outstanding by Ofsted at their last inspection, are legally exempt from further routine Ofsted inspection. This consultation seeks views on the removal of the exemption. The consultation is open until 24th February 2020. Governors are encouraged to respond to this consultation giving their views. Follow the link <https://consult.education.gov.uk/inspection-and-accountability-division/removal-of-the-outstanding-exemption/>

Governors noted this information.

## 7. Barnet Local Plan Consultation

The Local Plan is one of the most important documents that must be produced for the Borough. This document sets out a planning framework of 51 policies and 67 site proposals. These will help shape the future of Barnet over the next 15 years, balancing a need to respond to a changing population - with new homes (46,000) and new jobs (27,000) as well as securing the community infrastructure such as schools to help support this growth – while also maintaining the qualities that attract people to live in Barnet.

Governors noted this information.

## 8. Capita People Solutions Update

The LA would like to welcome **Clare Alan–Waller** to Capita People Solutions. Clare joined us at the beginning of September as our new HR & Payroll Services Director for Education.

## 9. Governor Services: Updated Affordable Offer

The LA have reviewed the Governor Services offer from April 2020. They will be offering a single Governor Support Programme which includes training and advice. This reviewed offer will include the re/introduction of governor training courses according to demand and forthcoming changes.

The training programme can be found at: [www.barnetce.org.uk](http://www.barnetce.org.uk) (click on 'All Traded and other Training' and then 'Governor Services').

## 10. Governance Self-Evaluation Audit Enhanced Feedback Session

Many Governing Boards have submitted their annual Governance Self-Evaluation Audits. This was included in the previous version of this report and will continue to feature in future autumn term reports. The tool is used to help drive improvement in the quality and impact of governance.

This term, Governor Services has arranged an enhanced feedback and knowledge sharing session to review audits collectively. This session takes place at **7pm, Monday 9 March at Foulds School** and will be ran by Bronwen Tumani, National Leader of Governance. More information and registration details are available, along with all Governor Training.

## 11. Policy Schedule

The Department for Education (DfE) recently released a new statutory policy schedule which provides guidance for policy management for both maintained schools and academy trusts.

Governors noted this information.

20/21 **Any other Business**

There was none.

20/22 **Dates of committee meetings**

Dates of committee meetings:

- Safeguarding: 10 February at 8.30am
- Curriculum: TBC
- CCE: 10 March
- Personnel: 20 March 2020 at 8.30am
- Strategy: 3 February 2020 at 7pm
- Premises: TBC
- Finance: TBC

20/23 **Dates of Governing Body Meetings**

- Tuesday 24 March 2020 6pm
- Tuesday 19 May 2020 6pm
- Wednesday 1<sup>st</sup> July 2020 6pm (unclerked training and presentations)