**THE GOVERNING BODY OF BROOKLAND INFANT AND JUNIOR SCHOOLS**

**MINUTES OF THE MEETING HELD AT THE JUNIOR SCHOOL**

**ON** **TUESDAY 21 MAY 2019**

**LA GOVERNOR**

**STAFF GOVERNOR**

\*Jenny Catley

**CO-OPTED GOVERNORS**

\*Simon Greenhouse (Junior Teacher)

\*Emma McCabe (Infant Teacher)

\*Mark Leibling

\*Christine Rafferty

\*Farnoush Bikdeli (Junior Support)

\*Tim Jackson

\*Michael Farhi

Shiv Haria Shah

\*James Clare

\*Lisa Weinbrenn

X 1 Vacancy

**ASSOCIATE MEMBER**

\*Katie Attwood

Harriet Bloom

\*Carol Frankl

\*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)

**\***denotes member present

19/36 **Welcome**

The Chair welcomed all Governors to the meeting.

19/37 **Acceptance/Non- Acceptance of apologies for absence**

Apologies were received and accepted on behalf of Brenda McCafferty, Shiv Haria Shah and Harriet Bloom.

19/38 **Declaration of Pecuniary Interests**

No Governor present declared a pecuniary interest.

19/39 **Minutes of the meeting held on 26 March 2019**

The Part I Minutes of the meeting held on 26 March 2019, copies of which had been circulated prior to the meeting, were **CONFIRMED** as a fair representation of the meeting, subject to the following amendment:

19/19 **Acceptance/ Non Acceptance of apologies for absence**: Carol Frankl was the Chair of Trustees of the Southover Partnership.

19/40 **Matters Arising**

19/22 **Matters Arising**, *19/5 Matters Arising,* *18/43 Approval to Co Opt New Governors*: Lisa Weinbrenn, Carol Frankle and James Clare had all completed their tours of the Schools. A tour still needed to be arranged with Shiv Haria Shah.

***Action: Shiv Haria Shah***

19/22 **Matters Arising**, *19/5 Matters Arising, 18/61 Any Other Business:* Not all Governors had completed their bio to be added to the School Website.

Governors were advised to look at Christ College’s page to see the layout and send their bios to Farnoush Bikdeli once completed.

19/24 **ASP (Analyse School Performance):**The JHT had circulated the FFT for the Junior School. The IHT still needed to circulate the FFT for the Infant School.

***Action: IHT***

19/25**Committee Reports***: Personnel Committee:* It was noted that the Headteachers’ Appraisal Committee had been scheduled for 2 July at 4.30pm. All non-Staff Governors were expected to attend and would be joined by Christine Rayner as the external advisor.

19/25**Committee Reports***, Strategy Committee:* The Chair noted that she was still working on the Risk Register and would circulate it once complete.

***Action: Chair***

19/25 **Committee Reports***, Strategy Committee:* It was confirmed that Helen Morrison would attend the next FGB meeting to administer training.

19/25 **Committee Reports**, *Premises Committee:* The Chair of the committee provided Governors with an update on the pool. He noted that although the Chief Executive and Councillors were involved, the School had still not managed to obtain final sign off.

The following statement was put to the Governors for review:

‘The School accepts all future liabilities associated with the arrangement between the School and Mini Minors, relating to the School swimming pool. In future if there are any significant maintenance, capital or revenue costs, the School will be liable not the Council’.

Following a show of hands, Governors voted in A**GREEMENT** of the statement.

The Clerk agreed to confirm this approval with the relevant LA representative the following day. It would then be passed onto the Harrow/Barnet law team.

***Action: Clerk***

Governors thanked Tim Jackson for all his work and perseverance on the matter.

Following a Governor question it was noted that the School were not certain as to the current positon of Mini Minors as it was not appropriate for them to be involved in the negotiations with the LA. The delay however had had an impact on their relationship with the company set to undertake the build.

It was noted that there were currently two risks that the School were exposed to. 1 that Mini Minors could decide that they no longer wanted to do the work and 2, that the pool was demolished and then Mini Minors ran out of funds.

It was suggested that a property lawyer be asked to review this further to analyse the risks. Deborah Gordon a property lawyer and parent at the School would be asked to look into it.

19/33 **Any other Business**, *Sports at the School*: It was noted that from September, the School would send two different lists to parents, but it remained the responsibility of parents to read the information. The lists would also differentiate between external clubs and school based ones.

19/41 **Headteachers’ Reports**

**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. In the absence of the IHT, Amy Simpson responded to any questions.

Leadership and Management

The number on School roll was 313. Details of staffing was tabulated in the report. Both Diana Canzone and Sue Hall had taken early retirement and they were thanked for their long standing service to the School.

Three children had left the School during the spring term, one moved house, one moved abroad and one went to private school.

There were 50 out of 313 children at the School who were in receipt of Pupil Premium (PP); 16%. Targeted interventions continued to be delivered by both Teachers and Teaching Assistants (TAs). During the year, the School rigorously measured and monitored these interventions at regular intervals. Termly Pupil Progress meetings were held to evaluate progress made by PP children and to identify and address any gaps or concerns in provision.

A SEN review had been undertaken in January 2019 which was very positive, recognising the outstanding provision for vulnerable children. There were currently 72 children at the School who were either being Monitored (23%), receiving SEN support (13.1%) or had an EHCP (3.5%). The total number of children on the SEN profile was 52; 16.6%. These percentages were higher than national.

Further information could be found in the SEND review report, circulated with the agenda.

There was one family on a CAF and one supported through Universal Plus.

Following a Governor question, the difference between these two and the impact they had on the support that the children from these families received, was explained.

**Universal Plus** required a response within a universal settings and/or signposting to other support that didn’t need a coordinated multi-agency plan. This meant early identification with additional help through universal services to keep children safe from harm and help build resilience so that they could achieve their full potential. The child in question was doing really well in school and was not at risk of harm at all.

Simon Greenhouse added that the new Hubs were very useful and efficient with different representatives from different departments/areas present. The process was a lot easier and streamlined.

**CAF** required a coordinated, multi-agency plan (CAF) due to the complexity of needs. This meant: Additional Help – the involvement of a Lead Professional –Family Support Worker –Accessible Family Support Process –Multi-agency Co-Ordinated Services.

Following a further question, it was explained that the referral made to social services in the spring term was made on advice from the MASH team. A ‘no further action’ response was received after they had investigated it. The child is being monitored by the School but all seems fine now.

The IHT had updated her safer recruitment training as well as her Level 3 Safeguarding DSO training. Further training for staff was tabulated in the report. The School’s safeguarding audit was submitted to Jane Morris who was very pleased with the arrangements. Slight changes and updates had been made to the SCR in light of recent Ofsted inspections to other Barnet schools.

Following a Governor question, it was explained that the changes made included storing the information in a different place so the HT and DHT had access and it was now password protected. They had also deleted some old supplies as it was only necessary to keep details of these for a year.

A Governor enquired into whether, after attending a master class on writing bids, they had written out to any potential funding sources and had any success.

It was noted that this had not yet happened but they were looking into the ‘helping hand’ project where parents could buy a playground hand with their name on to display (for an amount of money.) The person running the course had provided some good contacts and was impressed with how much money the School earnt from lettings already. Since then the School had found some more after school lettings which were bringing in some extra funds.

A discussion ensued amongst Governors regarding the best way to approach this more generally. Identifying what bids were available as well as writing them was a time consuming task and perhaps the School needed to identify where funding was required before they looked for a bid. It was also suggested that the School perhaps invest in an individual to undertake this work for them, researching and writing the bid. The JHT noted that the Business Managers could be tasked with exploring this further. It was important to understand how commission on bids worked and where this funding would come from.

***Action: Business Managers***

Following a question, it was confirmed that there was no limit to how much the School could raise and it was often itemised in the budget under ‘donations’. Children could also win money from competitions.

A Governor noted that the EU still had a number of bids and agreed to look into this further.

***Action: Michael Farhi***

The IHT, alongside the Deputy Headteacher and Inclusion Leader continued to attend regular meeting with their partnership schools. They had also set up another round of peer enquires with Annunciation Infants and Deansbrook Infants. The School would be moderating with Queenswell Infant and Garden Suburb Infant this term.

Following a Governor question, it was explained that the visit to Deansbrook focused on boys’ engagement and specifically the use of outdoor learning. This had been shared with the Foundation stage. The use of film as a stimulus in KS1 was also noted and discussed with the team in Y2.

Personal development, Behaviour and Welfare

Attendance for the spring term was 95.40% with 4.05% authorised absence and 0.55% unauthorised. There were nine children in Reception with attendance below 90%; two of these had long term absence due to ill health. In Y1 there were two children with attendance below 90%. In Y2, there were four children with attendance below 90%; two of the children had long term absence due to ill health or medical procedures.

There had been one official complaint made to the School. There had been no exclusions up to this date and there had been one case of racial harassment. A Governor asked for further information on these.

It was noted that the complaint was regarding the behaviour of another child. The IHT had investigated the complaint and responded the outcome to parents. It had been dealt with in accordance with the School’s complaints procedure.

In terms of the racial remark, this was a comment made from one child to another. The incident was followed up by the IHT who spoke to both children and parents who were very happy with how it was dealt with. The School also had an assembly and the class teacher followed up with circle time and another RE session.

Teaching, Learning and Assessment

All Teachers had their spring term drop in sessions and TAs were having theirs at present.

Outcomes for pupils

Teachers had inputted the spring data on Routemap and Pupil Progress meetings had been carried out in the spring term based on this, to discuss progress in Reading, Writing and Maths with class teachers, the HT, DHT and Inclusion Leader. Governors were also referred to the data documents circulated detailing the new system.

The DHT noted that Routemap allowed for better streamlining and was easier to read and analyse. It provided a quick tool to review the different levels of the children and where targeted interventions were necessary helping to identify any trends as well as inform CPD or resource needs. The School were currently working with other Infant Deputies to discuss and see how they could support development.

A Governor asked for further clarity on the number of SEN children listed in the documents and how they had been compared to national figures. It was suggested that the figures should be detailed in line with statistical first release. It was difficult to have a national comparison for the number of children listed as Monitored for example as there were no national figures for this.

It was noted that the School had 3.5% EHCPs compared to a national figure of 1.4%. This was a huge challenge for the School ensuring that those children could be supported alongside the support for the rest of the cohort of children. It was also important to ensure that staff were given development opportunities and abilities to manage those children effectively.

Governors re iterated that students with EHCPs should be shared equally amongst Barnet schools. On 14 June a meeting was scheduled with the IHT and Linda Orr and Helen Phelan from the LA to discuss these concerns. It was noted that more children with EHCPs were set to join the School in September, increasing numbers to 14 or 15

A Governor enquired into whether a parent could choose the School specifically. It was noted that once the child had been registered as SEN then the parent could make a specific choice. The LA had been advising such parents about Brookland.

Governors were reminded that the School had to fund the first £10,000 for each child and there was concern that the uneven distribution at the School could affect the quality of learning for the rest of the children particularly with the limited resource available.

A Governor raised concern with the baseline of 66% of children in Reception not at GLD and 45% in the spring term and enquired into what action the School were taking to fill the gap for the following year especially as expectations heightened in Y1.

The DHT noted that the cohort was quite low and that this was reviewed in more detail at Pupil Progress meetings. Interventions and provision were in place.

A Governor noted the high number of boys in Reception who had not achieved GLD and questioned whether the School were concerned with this. It was noted that the cohort was boy heavy, with 53 compared to 35 girls. This was discussed in detail in Pupil Progress meeting and each child RAG rated.

It was noted that 100% of SEN pupils did not achieve GLD across the autumn and spring term and so the recording of their development was questioned.

The DHT explained that this was tracked through Pupil Progress meetings. Because the gains were small, the system was unable to track this. The measure used in the School was more qualitative, using rapid, good and slow progress. This had not been included in the data circulated. A more subjective view was taken here with staff undergoing a lot of training and moderation to ensure correct and accurate judgements.

Carol Frankl noted that she would discuss this further with the DHT and Inclusion Leader at her next Link Visit. She would feed this back to the FGB.

***Action: Carol Frankl***

The IHT was thanked for her informative and succinct report.

**Junior Headteacher report**

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

Teaching, Learning and Assessment

The JHT confirmed that all Teachers had been formally observed by the Teacher responsible for their appraisal. Observations had focused on the SDP priorities of 1. Feedback and 2. Progression in key subject based skills including greater depth. All lessons were judged to have demonstrated good or better practice (of these, 50% were judged to demonstrate outstanding practice).

There had also been a number of training sessions and external professional meetings attended by staff. These were detailed in the report. At the January INSET, time was spent on ladder safety and fire awareness training. The mid-year review of the SDP had been shared with Governors during the Curriculum Tea. Success criteria and writing genres. G&T and the NACE award, assessment and tracking were also areas covered in Teacher INSET this term.

A Governor enquired into how the learning from the events/sessions mentioned had or would be applied to teaching and learning as well as other aspects of school life. The JHT explained that teaching and learning remained very important to the SDP, informing it as well as staff meetings. Memory focus was covered in one of the last sessions, as mentioned in the new Ofsted framework and would be built into the next SDP. She added that the HT and DHT Conferences were more personal to the SLT role and wellbeing this year. The next conference was more focused on the new Ofsted framework and the curriculum.

Following a Governor question, the JHT explained that the five minute slots introduced at the start of staff meetings covered such areas as water colour painting, PE lessons and a discussion of a research article in Maths.

Leadership and Management

Midyear reviews were held with Teaching staff for appraisal purposes. All of the TA team met the targets set and 95% demonstrated a high standard of practice in their observations.

As of March 2019, there were 39 children on the School’s wellbeing monitoring list, 19 on the concerns list and one in the care of the Local Authority (LA) who had a long term foster placement.

Personal Development, Behaviour and Welfare

Rich opportunities were continued to be provided for the children, helping to develop their spiritual, moral, social and cultural knowledge and understanding. The School also continued to play a role in supporting the local community, supporting charities such as Homeless Action in Barnet and the North London Hospice.

The School had also undertaken a Healthy School focus week funded through the PE grant. Following a Governor question, the JHT explained that those areas that may form part of the regular curriculum included such things as the Golden Mile, Body image lessons, Zones of regulation, healthy mind- sleep, relaxation etc.

As detailed in the report from the Wellbeing Leader, the Zones of Regulation had now been introduced across each year group. Through these zones, the children were learning how their behaviour impacted those around them and what tools they could use to manage their feelings and different emotional states. A number of children had been using their knowledge of the Zones outside of the classroom, for example in the playground or at home, to regulate their emotional state.

The fire drill planned for 20 May had been postponed. It was confirmed that this was a joint fire drill involving both schools.

There were zero incidents of racism, bullying or serious behaviour incidents recorded this term.

Attendance for the spring term was 96.6%.

Attainment and progress for the spring term 2019 were detailed in the report.

A Governor noted that there was no data for Pupil Premium children attaining above expectations and questioned whether this was because there was not any or just that the data was not included. Clarity was also asked for in regard to where numbers “at” and “above” did not add up to 100%, and whether the remaining percentage was for those that were not meeting expectations.

The JHT explained that this had not been included in this data. There were G&T and PP children and target G&T and PP across the school in all subjects and a focus was on identifying them.

G&T had been a strong focus for the SDP over the last two years with the School joining the National Associated Able Children in Education (NACE). A new action plan was created following advice from NACE. Having monitored feedback in books through book monitoring, the G&T Lead liaised with subject leaders about feedback strategies for G&T children and in what context they could be given, subject dependent, in order to progress learning and embed knowledge at greater depth.

Following a Governor question, the JHT explained that the progress and attainment data was very strong for the G&T pupil group but the School were always looking for the less strong areas to address. There were fewer pupils at G&T level in DT historically for example. To tackle this, planning had been reviewed to ensure open ended opportunities, as well as a number of staff meetings to describe the assessment profile for more able, G&T pupils in DT and will monitor end of year data again.

Sapna Shah as G&T Governor noted the in depth work that had been undertaken with the NACE; it was very comprehensive for all subjects. She had discussed this in detail with Ameera Ebrahim during her Link Visit.

The number on School role was 358 with a waiting list in Y3, 4, and 5. 28 pupils were entitled to FSM, 68 were in receipt of PP funding, 196 spoke English as a second language, eight with an ECHP and a further 40 identified as SEN.

Following a Governor question, the JHT explained that two different children had suffered the loss of a parent. The School worked with Grief Encounter and this could be extended to help with such occurrences.

Following a Governor question, the JHT noted that they would not yet be commissioning a SEN review as the Infants had. The priority next year was on Music and the Juniors would focus their BPSI hours on that in the first instance.

Following a Governor question, the JHT noted that this was the first year that the School had a School Centred Initiated Teaching Training (SCITT) student and it was proving very successful. This offered an alternative to a PGCE/Teacher training and as part of it, the student visited and had placements at other schools.

A Governor enquired into whether it was beneficial for the School to which the JHT affirmed. The programme was quite demanding in terms of time and mentoring etc. The School were interviewing for the 2019-20 placement this week.

Carol Frankl agreed to send the JHT further information on the TES programme.

***Action: Carol Frankl***

The JHT was thanked for her comprehensive and informative report.

19/42 **End of day finishing for the Junior School**

The JHT reminded Governors of some of the difficulties with the two schools ending at different times. With the Infant School ending 15 minutes earlier, they were often on the playground whilst the Juniors were still in teaching time, interrupting their PE lessons for example.

There was also an issue with safeguarding in that people were able to enter the School at an earlier time and the School had no way of monitoring this. There had been no safeguarding issues in the School but some schools had been penalised by Ofsted for such issues.

It was proposed that the Junior school day finish at 3.20, just 5 minutes after the Infant School. As a result of this, lunchtime would be extended by five minutes and the afternoon break would be removed. No lesson time would be lost.

Governors discussed this proposal and whether it was necessary to consult parents.

It was noted that the change in time had been discussed with clubs and staff and they were all in agreement. The School were not required to consult as the new arrangements would not shorten teaching time.

Some Governors noted that the changes may actually improve teaching time as it was uninterrupted. There was also no afternoon break in the Infant School so could help with the transition of children, particularly those with autism.

A Governor raised concern about removing the break noting that children needed it. It was noted that the School still complied with the healthy school’s standard including such things as the golden mile and Go Noodle which individual classes could use to break up the afternoon session depending on. the needs of the children and the particular lesson

Following a show of hands, Governors voted in **FAVOUR** of the proposal with one abstention.

Parents would be informed of the change in the next school newsletter.

It was noted that safeguarding had already been tightened at the School with the new electronic sign in system and end of day arrangements data base.

*Tim Jackson left the meeting.*

19/43 **Committee Reports**

**Finance committee**

Minutes of the Finance committee meeting held on 21 March had been circulated. The Chair of the committee provided an update.

It was noted that the cleaning contract had merged with another company and as a result had approached the School highlighting higher charges. The Chair of the committee noted that this was not acceptable and the School would not be paying the additional £8,000.

A Governor enquired into the status of the catering company used and raised concern that some children were not having enough food and that the vegetarian options were limited.

It was noted that a new chef had joined the School and they were getting used to the School dynamic, i.e. the need to make more vegetarian meals. Improvements had already been made and feedback was fed back to the catering company. The JHT noted that another Pupil Voice meeting was scheduled for children to discuss this further.

**Safeguarding Committee**

It was noted that Lisa Weinbrenn was the new Chair of the committee.

Farnoush Bikdeli provided Governors with an overview of the last meeting. The meeting had discussed attendance, targets and how the School were targeting low attendance. A Safeguarding Audit had been completed in both Schools and areas identified were being addressed.

Laura Pincus had completed a Safeguarding walk with the IHT on 11 March 2019 and with the JHT on 20 May 2019. These had been very useful.

The IHT and Laura Pincus had also updated their Level 3 Safeguarding training.

Following a question from a Governor, it was confirmed that an audit of the medicine in the medical room had been undertaken and the School had a sufficient number of epi pens, both student specific and general ones. The School also had a sufficient number of trained First Aiders.

**Curriculum Committee**

Minutes of the Curriculum committee meeting held on 12 March, circulated prior to the meeting, were received and noted by the Governors. The Chair of the committee provided an overview of the discussion.

It was noted that a number of policies had been reviewed including the Assessment Policy, Computing Policy and RSE Policy.

It was noted that there was no specific sex education in the Infant School but for the Juniors there was. Parents continued to have the option to withdraw their children. The JHT added that a note had been sent to parents in the newsletter about the national changes to the RSE curriculum to be introduced in September 2020. The focus for primary schools was to be more on health education making mental wellbeing more explicit as well as healthy lifestyles. The new curriculum was broadly in line with the LA’s PSHE guidance but there would be some adjustments to comply with the new requirements. For example, lessons on periods would now fall under health education rather than sex education and therefore be part of the statutory curriculum.

Following a Governor question, the JHT explained that she had spoken to every parent that wanted to opt out of the lessons (current) so that she was aware of their views and could ensure the school’s current policy was understood as opposed to the high profile coverage of this area in the media. She offered parents the lessons to do with their children at home. There had been about eight in the whole School. All lessons under the current programme had now been completed.

The next committee meeting was scheduled for 13 June at 8.15am.

**Communications, Community and Engagement Committee**

Farnoush Bikdeli provided an overview of the meeting. She noted that they had discussed GDPR and the SCR. The School had also reviewed and revised the forms for independent travelers to school and end of day individual pupil arrangements to create a database for end of day dismissal and for the office team.

The committee were currently looking at a new prospectus for the Junior School. The website had been audited and it was all compliant.

Laura Pincus noted that she had received a few complaints from parents about the School being closed for the polling day. She had written a letter in response to be sent to all parents.

Following a Governor question, it was confirmed that the company who took the photographs of the children had had their GDPR regulations checked by the School.

It was noted that there had been a couple of very negative and personal reviews made by ex-students against members of staff on Google reviews.

Governors discussed how best to deal with these and apologised to those involved. Google had refused to remove the reviews.

Carol Frankl agreed to ask her daughter about the best course of action and Shiv Haria Shah would be asked whether there was any legal action that could be taken.

***Action: Carol Frankl/ Shiv Haria Shah***

**Personnel Committee**

An update was provided.

**Strategy Committee**

The Chair noted that the committee had not met since the last meeting.

**Premises Committee**

Minutes of the Premises committee meeting held on 15 May, circulated prior to the meeting, were received and noted by the Governors. An update had been provided earlier in the meeting.

19/44 **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.

It was noted that the Counselling service in Infants had been implemented and was going well.

19/45 **Governor Visits**

The Governors Log had been updated.

Some Governors shared their visits.

Carol Frankl had completed her SEN Governor Visit with Eleanor Furze (Inclusion Leader) where she had reviewed the SEN numbers for Reception for next year; these were high. She noted that the Den? was not fit for purpose to be used as a sensory room.

Mark Leibling had completed his Link Governor Visit to Computing which he found very enjoyable.

Lisa Weinbrenn noted that she had attended the whole school meeting with a focus on English. Both she and Laura Pincus had taken part in Greek Day.

Sapna Shah noted that she had met with the G&T leads who were doing a great job. She explained that the challenges in the Infant School were being able to evidence the greater depth learning as the children in the infants were not always able to record their thinking and ideas in writing. The DHT explained that teachers in Key stage 1 were using more post it notes- to note down what the children were saying (similar to what they did in the Foundation stage). Greater depth learning was highlighted as part of the feedback and marking process in children’s books. It was also evidenced in teacher planning where key questions were posed and planned for to facilitate opportunities for children to demonstrate greater depth learning. Assessment sheets for the Foundation subjects had also been updated to make it easier to recognise children with Greater Depth in the non-core subjects. These were completed by teachers at the end of every half term.

Sapna Shah would be undertaking her Geography Link Visit soon.

The JHT noted that last term, she and the DHT had a tour around the Infant School with the IHT and Infant DHT and vice versa. This was very helpful and enjoyable.

Laura Pincus noted that she made picture frames with Y3. She and Sapna Shah also visited the School to review how the SATs were being administered.

It was noted that the SATs went very smoothly and had been administered well. The TAs had been very helpful, having a lot of responsibility. All those involved were thanked for making the process so streamlined and efficient.

The DHT noted that the Infants could complete their tests any time during May. These had all been completed and staff were thanked for all their work ensuring all provision was in place.

19/46 **Chair’s Correspondence**

The Chair provided an overview of the correspondence received. She had received a letter from Brian Ingram stating that the stop sign at the end of the drive way needed to be re painted.

The JHT confirmed that this had already been done.

The Chair had also received a complaint from a resident regarding the amount of litter being dropped in the area after school. She had recognised that students from other schools were also contributing to this.

The School continued to raise awareness about litter and the environment and teach the children how to be respectful with it. Farnoush Bikdeli agreed to ask Christ College to raise this with their students too.

***Action: Farnoush Bikdeli***

A Governor also noted the number of coffee cups that had been littered and suggested that the PA could start some sort of initiative selling reusable coffee cups.

19/47 **Governor Support and Development and report of the Link Governor**

Farnoush Bikdeli had circulated the link for the new training available. She asked Governors to inform her once they had completed the training course.

19/48 **Education and Skills—Director’s Report Summer 2019** <https://wwc.barnet.gov.uk/sites/default/files/directorsreportsummer2019.pdf>

1. **Educational Standards in Barnet**: The quality of Barnet’s schools is seen as a significant contributory factor to making the borough a popular and desirable place to live and supports the strategic drive to be the most family friendly borough in London.

Attached is a report that was presented to the Council’s Children, Education and Safeguarding Committee on 13th March 2019. The report highlights the headline results for 2017/18 assessments and national examinations and key areas for development. Attached are the Committee Report and Appendix containing validated results.

Governors noted this information.

1. **Inspection of Local Authority Children’s Services (ILACS):** In April 2017, in Barnet, Ofsted completed their ‘Inspection of services for children in need of help and protection, children looked after and care leavers, and review of the effectiveness of the Local Safeguarding Children Board’. The outcome of this inspection was that services for children in Barnet were graded as Inadequate.

Since this inspection the LA has been on a journey of improvement and have had quarterly monitoring visits from Ofsted to ensure that improvement activity has had a positive impact. They are now going to undergo a full inspection similar to the one in April 2017 but under a slightly different framework called ILACS. The new ILACS framework was introduced by Ofsted in January 2018 and has a broader focus than the previous inspection. It includes assessing the effectiveness of arrangements to help and protect children and the experience and progress of children in care.

Governors noted this information.

1. **New Governance Handbook**: An updated version of the Governance Handbook was published on 22 March 2019 by the Department for Education (DfE). The handbook sets out the government’s vision and priorities for effective governance by outlining the core role and functions of the governing board, summarising and providing a first point of reference on all the legal duties on boards, signposting to more detailed information, guidance and resources, and providing information on the support available to boards to be effective.

Revisions include changes to recent policy and legislation, updates on acronyms, and clarification on previously published guidance. The core purpose and key features of governance remain unchanged.

The Handbook should be read alongside the department’s ‘*Competency Framework for Governance’* and the ‘*Clerking Competency Framework’,* which describe the knowledge, skills and behaviours needed for effective governance and professional clerking.

Governors noted this information.

1. **SEND- frequently asked questions:** The council’s SEN Service has created a “SEND Frequently Asked Questions” document about Special Educational Needs and Disabilities services that can answer many queries and signpost to relevant information and links. It includes details of support for SENCOs, the Complex Needs Panel, SEN Support, how to access specialist services and funding.

The SEND FAQs can be found on Barnet’s Local Offer: www.barnetlocaloffer.org.uk under ‘Information and Advice’.

Governors were advised to utlise this tool.

1. **Governance Self Evaluation Tool:** Schools that submitted their audit by the deadline of 31 January 2019 should, by now, have received feedback. If your school subscribes to the Governance Advice Officer (GAO) Service, you may ask your GAO for more detailed feedback, help in action-planning and advice with regard to training and support required.
2. **Early Help 0-19 Hubs:** The council’s vision is to make Barnet the most Family Friendly Borough by 2020. Barnet’s Early Help strategy provides a framework to organise early help services, to monitor their success and to drive improvement. This enabled Barnet to tackle problems experienced by children and families as early as possible to improve outcomes and lower costs.

On 1 October, they launched three Child and Family Early Help 0-19 Hubs. South (based at Parkfield CC), West (based at Barnet and Southgate College- Colindale) and East Central (based at Newstead CC) as well as various other satellites across the hub area.

1. Governor Services: Governance Advice Officer (GAO) support in the summer term: The termly GAO briefing for all Governors of subscribing schools was held on **Wednesday 8 May 2019 at 7 – 9pm.** The GAO Briefing for Clerks of subscribing schools was on **Thursday 9 May at 12 – 2pm** at Watling Park School.

19/49 **Any other Business**

There was none.

19/50 **Dates of committee meetings**

Dates of committee meetings were noted as:

Safeguarding: 21 June

Finance: 14 June

Curriculum: TBC

CCE: TBC

Personnel: TBC

Premises: TBC

Headteachers’ Appraisal committee: Tuesday 2 July 2019 at 4.30pm

Strategy: TBC

19/51 **Dates of Governing Body Meetings**

* Tuesday 2 July 2019 (unclerked training and presentations) at 6pm

*The meeting finished at 9.10pm.*