

THE GOVERNING BODY OF BROOKLAND INFANT AND JUNIOR SCHOOLS
MINUTES OF THE MEETING HELD IN THE JUNIOR SCHOOL
ON TUESDAY 16 MAY 2023

LA GOVERNOR

Sapna Shah (Vice Chair)

PARENT GOVERNORS

*Samantha Jayasekera-Heffer (Infant)

*Kate Blumhof (Junior)

HEADTEACHERS

*Brenda McCafferty (Infant Headteacher)

*Jenny Aylen (Junior Headteacher)

NON-VOTING OBSERVERS

*Amy Simpson (Infant DHT)

*Cara Christie (Junior DHT)

STAFF GOVERNOR

*Jenny Catley

CO-OPTED GOVERNORS (12)

Marcelle Jennings (Junior Teacher)-
maternity leave

*Gabi Symons- staff Governor cover

*Aimee Epstein (Infant Teacher)

*Farnoush Bikdeli (Junior Support)

*Michael Farhi

*James Clare

*Lisa Weinbrenn

Tony Brand

*Laura Pincus (Chair)

Joshua Hamerton

Nick Astaire

*Jeff Harris (Infant parent)

Judith Bernstein

ASSOCIATE MEMBER

*Carol Frankl

*Daniella Jackson

*Clare Rosen

Katie Attwood

*denotes member present

23/34 **Welcome**

All Governors were welcomed to the meeting.

23/35 **Acceptance/ non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Josh Hamerton. Nick Astaire, Tony Brand, Sapna Shah and Judith Bernstein.

23/36 **Declaration of pecuniary interests**

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

23/37 **New Governor appointments**

Governors welcomed the new governors to the meeting.

Samantha Jayasekera-Heffer had been appointed as Parent Governor for a four year term ending on 15 May 2027.

Jeff Harris had been appointed as Co opted Governor for a four year term ending on 15 May 2027.

Judith Bernstein had been appointed as Co opted Governor for a four year term ending on 15 May 2027.

23/38 **Part I minutes of the meetings held on 21 March 2023**

The Part I minutes of the meeting held on 21 March 2023, copies of which had been circulated prior to the meeting, were **CONFIRMED** and signed by the Chair, as a fair representation of the meeting, subject to the following amendments:

It was clarified that the School would continue with the Barnet training offer but not with the NGA.

It was noted that Gabi Symons was standing in as a non voting observer with a staff governor vacancy.

A correction to the attendance was necessary as James Clare had sent his apologies to the previous meeting.

23/39 **Matters Arising**

There were no further actions.

23/40 **Headteachers' updates**

Infant Headteacher

Governor attention was drawn to the IHT report, uploaded onto Governor Hub prior to the meeting. The IHT provided an overview and welcomed comments and questions.

Following a Governor question, the IHT explained that the Educational Welfare Officer (EWO) had written to 12 families raising concern about attendance. She confirmed that those children had been offered access to Breakfast Club but they had not taken up the offer for a variety of reasons.

She added that since the letter had been sent there had been some improvements seen for some of the children. There would be continued work done with the others and the School continued to offer a lot of support to the families.

A Governor asked for further information on what 'learning organisers' were as referenced in the SEF. The IHT explained that these were for each unit of work for each subject. They contained all the learning that would be introduced as well as previous knowledge that the children were required to have in order to be able to build on the new skills. It demonstrated what should have been learnt by the end of each unit.

She added that these were based on the national curriculum and then broken down into each unit. It was linked back to the purpose of learning and how the different areas linked to one another. This was further supported by the learning sequencing and the progression of skills that each subject had.

A Governor asked how staff and children worked together to add examples onto the curriculum posters. The IHT explained that these were displayed on the walls. They had four principles that underpinned the curriculum- for it to be healthy, ambitious, curious and creative.

She added that photos were taken of activities that evidenced these principles and placed around the poster to really depict the curriculum in action. Some children would also add sticky notes of examples.

A Governor asked for clarity on the percentage of children with EHCPs in the School as the figures in the IDSR and SEF were different. The IHT noted that one was based on the census data and the other was the current figure. A number had moved up to the Junior School and others had moved out of the area and therefore changed schools.

Following a Governor question, the IHT explained that the Flying High project was something that the School had been invited to be a part of based on the number of children who had achieved a GLD in Reception the previous year. There had been a significant dip compared to previous years and this was very cohort specific.

As part of the programme, staff had attended training sessions and would also be part of additional moderation. The training had been very useful and an opportunity to share good practice and learn new skills.

Following a Governor question the Infant AHT explained that donut planning was a tool available to staff for planning purposes. The middle ring was to be list children who were not yet secure and the outer circle was for those that were secure. The diagram could then be used to target different areas and levels of learning.

A Governor asked if there were any national data figures available. The IHT noted that there were some figures included in the SEN report but not all had been published yet.

A Governor reminded the FGB of the difficulties with securing long term Speech and Language Therapists etc and asked if parents had complained about the lack of consistency. The IHT noted that the challenges continued with provision across Barnet and there not being a sufficient number of therapists available.

It was noted that there were a number of parents who were now requesting a personal budget as they were being forced to seek this provision privately.

A Governor asked for more information on the one case of radicalization noted in the report. The IHT explained that a referral had been made to social care but the case had since been closed. The School did continue to monitor the situation. Governors were reminded of the CPOMs system and its utility in monitoring and tracking to build context etc.

Following a Governor question, the IHT explained that each year the School administered a parent/carer questionnaire; outcomes of which helped inform part of the SDP. The results of the questionnaire had not yet been communicated to parents. There were a number of individual comments shared but no common themes identified. 74 parents had responded.

A typo on the survey was noted 'empathetic'.

Governors were reminded of the importance of the documents shared. These included:

SEF- which was an internal evaluation of where they judged the School to be

HT report- which was a snapshot of the Spring term

SDP- this was something produced yearly and detailed the priorities that the School were working on based on the SEF. The priorities identified in the SDP were then used by staff to develop their priorities and development plans.

School Development Plan (SDP)

Copies of the SDP, uploaded onto Governor Hub prior to the meeting, were received and noted by Governors.

Self Evaluation Form (SEF)

Copies of the SEF, uploaded onto Governor Hub prior to the meeting, were received and noted by Governors.

A Governor noted the dip in some of the data. The IHT explained that the School were aware of this early on and were able to track this throughout the year. The School also completed their own baseline assessments and a lot of the children joined the School from a lower baseline compared to previous years. There were also greater needs amongst the children.

SEN Governor report

Copies of the SEN Governor report, uploaded onto Governor Hub prior to the meeting, were received and noted by Governors.

Data

The AHT provided an overview of the data. She noted that there was a data drop three times per year and Teachers were asked to make summative judgements.

She explained that the curriculum in the EYFS was different to KS1 and KS2 in that it focused on seven areas of learning that were tracked. There was also a RAG rating which referred to where the children were in relation to a set of statements that were based on milestones of where they should be. Those statements changed throughout the year and fed into the early learning goals at the end of the EYFS.

The IHT was thanked for her updates.

Junior Headteacher

Governor attention was drawn to the JHT report, uploaded onto Governor Hub prior to the meeting. The IHT provided an overview and welcomed comments and questions.

The JHT provided an overview of the extensive CPD undertaken by staff. The AHT was also working closely with MTSs on their professional development.

The JHT noted the Whole School meeting which involved the mixing of classes across the School with a discussion point as a focus. Some very nice and insightful comments had been captured from the session and shared in the report.

The School had also received some very high quality tutoring from JK Educate which had been donated for use for the less advantaged children. Some of this tutoring was online and some was in person. The School had lent laptops to families for them to access this where necessary.

Following a Governor question, the JHT confirmed that the School did take part in the Government's tutoring scheme and were able to use some of the funds to subsidise the extra work of existing staff. This was both through before and after school sessions.

The JHT agreed to circulate the Equality and Diversity Plan.

Action: JHT

It was suggested that the School Council be invited to speak on the project they had been working on at the next FGB meeting.

Action: JHT

Following a Governor question, the JHT explained that there were a number of levels of intervention involved in safeguarding. She noted that families had access to a huge range of support and the School could refer a family to Early Help but only with the families permission. This team brought various professionals together to support the family. She added that EH could escalate to CIN if necessary.

SEN report

Governor attention was drawn to the SEN report, uploaded onto Governor Hub prior to the meeting. The School currently had 22 EHCPs and had applied for a further four.

The project in the sensory room had nearly been completed. This had used part of the match funding the PA had organised with parents. This was situated in the den and some of it was portable if needed.

Neurodiversity week had also gone very well with children confident to talk about it and their learnings. Parents had also been invited in to look at the book collection to reflect this.

The Autism Educational Trust had also visited the School the previous week to do a walk around with the SENCO. The Trust were a charity who specialised in autism and came in to look at the physical environment. A report would be produced following this and the School would receive £5,000 to implement some of the recommendations in that report.

The SATs week had been completed. The Y6 team and children were thanked for all their wonderful work and resilience.

The JHT noted that there was a Barnet review of SEN panel that she had been invited to attend. Carol Frankl agreed to have a discussion with her before the session.

Action: JHT/Carol Frankl

The IHT reminded Governors that the admission process for a child with an EHCP was outside the normal criteria with it being based largely on parental choice. The School was consulted with and would review whether they felt the School could cater for the child's needs and whether admission would have a detrimental effect on the other children.

Following a Governor question, the JHT noted that there were a few vacancies with some more students leaving between Y5 and Y6 to attend private schools.

A Governor asked what evidence there was to demonstrate the impact of Clicker. Gabi Symons detailed how this was being used with two children and the significant impact that it had had on sentence formation and more importantly, the confidence of those using it.

The IHT was thanked for her updates

23/41 Budget Discussion and ratification 2022/23

An overview of the budgets for both Schools was provided. The Finance committee had been held on 12 May and both Schools were showing a surplus for next year- the Infant School at £15,000 and the Junior School at £30,000 approximately.

It was noted that about two thirds of schools in Barnet were having to set budgets with in year deficits and about half were setting deficit budgets. The School had an in year deficit but were able to utilise the surplus from the previous financial year.

It was important to continue to review the Two/Three Year Plan particularly as it was becoming more and more challenging to balance the budget.

The importance of having a full complement of children was also highlighted with the direct implications of number on school roll and income. For Reception there was currently 75 acceptances and 29 on the waiting list. The Infant School had put a lot of effort into attracting new parents with tours and promotional material.

Following a show of hands, Governors **RATIFIED** the budgets for 2022-23.

All were thanked for their hard work on these.

23/42 **Reviewing Governor Code of Conduct**

It was noted that the Governor Code of Conduct had been updated to reflect some of the changes to the model guidance. This included areas of safeguarding etc.

It would be ready for adoption and confirmation at the September FGB meeting.

All Governors were asked to ensure their declarations were up to date on Governor Hub.

Action: All Governors

23/43 **Staff Governor Reports**

It was noted that the Y2 SATs had started this week and would continue into the next.

In the Junior School, the success of neurodiversity week was highlighted. There had also been a number of staff INSETs based on the SDP.

The collaborative nature of staff was noted and thanked.

Shirley Bates, previous DHT had also been doing some coaching and mentoring with staff in her role as BPSI advisor; the School were using their BPSI hours for this.

The School were also working on raising the profile of sustainability and the environment in School.

23/44 **Committee reports**

Personnel Committee

The Chair of the committee provided an overview of the discussion. The Pay Policy had been updated and they had discussed the staffing structure. They had also considered other policies that they would work to cross reference.

CCE committee

The Chair of the committee provided an overview. It was confirmed that the GDPR Policy had been revised and was on the School website. It was noted that the Complaints Policy still needed to be updated.

Committee chairs were asked to arrange meeting dates

23/45 **Wellbeing**

There was nothing further to report.

23/46 **Governor visits**

Farnoush Bikdeli confirmed that she had completed her EAL Link Governor visit.

It was noted that a number of Governors had attended the King's Coronation celebrations.

23/47 **Chair's correspondence**

The Chair noted that she had received some emails from parents.

23/48 **Governor support and development, and report of the link governor**

The Chair agreed to add the courses onto Governor Hub.

Action: Chair

23/49 **Report of the Director of Education and Skills** (if available):

<https://www.barnet.gov.uk/www-home/information-for-schools/school-governors/meetings-and-reports.html>

It was noted that information about Governors was held in a secure and private area of Governor Hub.

23/50 **Any Other Business**

It was agreed that the School newsletter would be added to Governor Hub.

23/51 **Dates of committee meetings**

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

23/52 **Dates of governing body meetings**

- Wed 5 July 2023 6pm unclerked

The meeting ended at 8.07pm