

GOVERNING BODY FOR BROADFIELDS PRIMARY SCHOOL
MINUTES OF THE MEETING HELD AT THE SCHOOL ON
THURSDAY 13 JULY 2017

TRUST GOVERNORS

*Mr David Drimer (Chair)
*Mr Manoj Parmar (Vice Chair)
*Mrs Kajal Shah
3 x vacancies

PARENT GOVERNORS

Mr Zohe Mustafa
Mrs Rebeca Zdroba

HEADTEACHER GOVERNOR

*Mr Robin Archibald

CO-OPTED GOVERNORS

*Mrs Kirsty Sheena
*Mr Paul Hertzberg
*Ms Beth Hanham
*Ms Ros Jenkins

STAFF GOVERNORS

*Ms Rica Josephs
*Ms Davina McIntosh

*denotes member present

IN ATTENDANCE

Mr Keith Golding, Clerk

PART I

17/21 **WELCOME**

The Chair, Mr David Drimer, welcomed everyone to the Summer Term meeting.

17/22 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were received and accepted from Mr Zohe Mustafa and Mrs Rebeca Zdroba

17/23 **DECLARATION OF PECUNIARY INTEREST**

None of the Governors present declared a business interest in the matters discussed at the meeting.

17/24 **PART I MINUTES**

The Part I Minutes of the clerked meeting held on 9 March 2017 were **CONFIRMED**, initialled and signed.

17/25 **MATTERS ARISING FROM THE MINUTES**

Arising from the Minutes:

17/05, 16/45 Report of the Director of Education and Skills – Governance Self Evaluation Audit Tool: The Chair reported that the latest audit return had not yet been completed and he would now be liaising with the Headteacher for processing and submission to the LA in the autumn term.

Action: Chair

17/13 Any Other Business – The Academies Show: It was noted that in the event no one had expressed an interest in attending.

17/26 **REPORT OF THE HEADTEACHER**

RECEIVED the Headteacher's report, copies of which were previously circulated. Arising from the report:

Broadfields School Improvement Plan 2017/8: It was noted that:

(i) The development of the Improvement Plan has been supported by a visit from Margaret Goodchild in March. She was an inspector who had worked with the School for over four years and she had developed a good understanding of Broadfields. She had been very helpful over time, initially supporting the development of new systems in the EYFS;

(ii) on the March visit, she had spent the day, with the Headteacher and Deputy Head observing lessons and questioning subject leaders and governors. The summary of her visit was that the School was a strongly good school;

(iii) Margaret had also discussed with the Headteacher the issue of 'outstandingness', which, in her opinion, was about developing aspects of the school that stood out. The Headteacher stated that he felt that, for Broadfields, this was about continuing to improve pupil outcomes, and then ensuring the impact of two key developments this year which were as follows:

(a) Raising the importance of the IT curriculum – this was in recognition that technology would continue to change the world. Therefore it was necessary to accept the need to change the School's focus on to skills and knowledge that would be relevant in the future, with IT at the centre of all that humans do. Skills in communication, collaboration and problem solving would be essential. The Headteacher stated that computing education provided would need to equip pupils to use computational thinking and creativity to understand and function successfully in the world. Therefore the School had invested in more computers and a WiFi upgrade;

(b) Wellbeing - Charlotte Bright and the Headteacher had attended the IPEN (International Positive Education Network) Conference earlier this term and notes of this meeting were attached to the Headteacher's report. Broadfields was the only state school represented at this well attended event. The conference addressed the development of thought around modern education.

Positive education challenged the current paradigm of education, which valued academic attainment above all other goals. Drawing on classical ideals, it was believed that the DNA of education was a double helix with the intertwined strands of academic attainment and character and well-being of equal importance and intrinsically valuable in contributing to a variety of positive life outcomes. A Governor queried how the School would know if the Wellbeing approach was working. In response the Headteacher advised that this was about resilience, and helping people to better understand themselves more. Therefore the data from the Clasdojo system should give a good indication whether this had affected behaviour within the year groups and across key stages.

Self Evaluation Form (SEF):

(i) The Headteacher reported that a self evaluation exercise was being undertaken this term, judging the School against the OfSTED outstanding criteria to identify other areas of the School that required improvement. The current draft was appended to the Headteacher's report.

(ii) The Chair stated that the Governing Body had to improve as a group in knowing all that was going on throughout the School. He circulated a Governors' visiting guide. This identified key things to look out for which they could use on School visits which were the best way of getting to know the School;

(iii) The Headteacher reminded Governors that they didn't need to book in visits, they just needed to complete the form and hand it in to the School office so that the School had a record of the visit. The Safeguarding Governor, Kirsty Sheena, queried how involved she should get with the safeguarding team. In response the Headteacher stated that he would raise the matter with the Inclusion Manager, Loretta Negri, to see if she could provide Kirsty with a high level overview;

Action: Headteacher

(iv) The Headteacher also suggested to Governors that they could all be on the "slac" system. This was a WhatsApp for business, and provided real time messaging, archiving and search facilities which could be accessed on computers and iphones;

(iii) With regard to pupil numbers, the Headteacher advised that it was becoming an issue for schools in the area, but fortunately Broadfields was full for the coming year. In response to a query from a Governor he confirmed that the School needed to enrol 90 new children a year. It was therefore important for him to meet prospective parents and for the children to show them round the School, and recently six members of the School Council had given a speech to prospective parents. Governors agreed that the confidence and ability of the children was apparent and reflected well on the School.

Assessment Outcomes 2017: It was noted that:

(i) with EYFS 66% were achieving a good level of development compared to 65% the previous year;

(ii) in Year 1 Phonics the pass rate was 87% compared to 86% the previous year;

(iii) in KS1 the results were as follows (figures for previous year in brackets):

82% (81%) had achieved the expected standard in reading

79% (82%) had achieved the expected standard in writing

83% (85%) had achieved the expected standard in maths

80% had achieved the expected standard in grammar

(iv) in KS2 72% of pupils with provision had achieved the expected standard in reading, writing and maths compared to 61% nationally. For pupils without provision 12% had achieved the expected standard in reading, writing and maths compared to 9% national. In the individual subject areas the results were as follows for pupils with provision:

79% were at the expected standard for reading

81% were at the expected standard for writing

80% were at the expected standard for maths

In the individual subject areas the results for pupils without provision were as follows:

84% were at the expected standard for reading

86% were at the expected standard for writing

85% were at the expected standard for maths

(v) this was initial data and detailed national comparisons were not yet available. The key figures for EYFS, Year 1 Phonics and Year 2 were similar to the previous year. Outcomes for Year 6 were significantly improved on 2016 levels. The most important figure (Reading, Writing and Maths combined) indicated the percentage of children who achieved the expected standard in all three areas. This had increased by 15% (compared to National +8%, Barnet +6%). Progress figures would not be known until later in the autumn term. In response to a query from a Governor the Headteacher confirmed that only four schools in Barnet had a provision.

Staffing: It was noted that:

(i) the following teachers were leaving the School to move on to other posts at the end of this term:- Zoe Nicolaou, Lauren Cooper, Catriona McArthur, Rachel Mason, Lilly Mackdonald, Janine Brooks, Sheena Morjaria, Tumi Hopkins. Paul Manton was being made redundant, Lisa Glancy would be on maternity leave from next term and Janet Dobney was retiring. Replacements for most had been found, and two vacancies were still to be filled. The Headteacher advised that following a national advert for UK teachers there had been only one applicant and they had been unsuitable. The School had

therefore been looking to recruit teachers from Australia, the United States, Canada and South Africa;

(ii) a number of non-teaching staff were also leaving, notably Shirley Wright retiring after 28 years, and Hal Mustafa after 13 years at Broadfields. A Governor asked how many instances had there been where the School has used TA's to take over from class teachers. In response the Headteacher advised that this only occurred for short periods, never for a long period of time. He stated that the School had a number of good TA's and they covered for teachers' supervision and planning sessions.

Budget: The current draft budget was attached to the Headteachers' report. It was noted that:

(i) the previous data was based on 600 pupils whereas the latest figure was 629. The School had also received a rates rebate. The latest forecast was therefore predicting an underspend of £138,000. The budget for the previous year had included £51,000 for an educational services grant which the School would not be receiving in 2017/18;

(ii) the budgetary situation had given the School the opportunity to consider other spending. Projects for the summer included a new EYFS playground, installation of safety surface around the KS1/2 play areas, purchase of a lightweight minibus (to allow younger staff to drive), provision of more chrome-books to allow a set of 30 for each year group, tree safety work, a new heating controller, improvements to the drama workshop and general maintenance of school grounds.

Behaviour: It was noted that there had been a change of statistics for the latest report. This data was drawn from Clasdojo and showed the number of positives/negatives issued by the staff by class. If a child obtained 300 positive dojos they received a £5 voucher. These were awarded for behaviour not for learning such as copying or spelling. In response to a query from a Governor the Headteacher advised that the dojo system was not really suitable for Years 1 and 2 but the School would use this data to try to ensure greater consistency of dojo provision within year groups, and across key stages. He advised that the key point about the negatives was knowing who to target to try and get positive scores/behaviour.

17/27 REPORTS OF COMMITTEES

Finance and Resources: It was noted that the Committee had met on the 21 March 2017 and the minutes of the meeting had been placed on the Governor's page of the School website. It was also noted that the Committee had met on the 11 July to consider the budget (Minute item 17/26 Headteacher's report refers).

Curriculum and Standards: It was noted that the Committee had met on the 23 May 2017 and the minutes of the meeting had been placed on the Governor's page of the School website

17/28 **RATIFICATION OF POLICIES**

RECEIVED the following policies, copies of which had been circulated prior to this meeting:

Whistle-Blowing Policy, Maths Policy, Behaviour Policy, SEN Policy, Data Protection Policy, Complaints Policy, Freedom of Information Policy, Premises Management and Compliance Monitoring, Child Protection Policy, Drug Policy, Safeguarding and Intimate Care Policy, Whistle Blowing Policy, RE Policy, Collective Worship Policy, Teaching and Learning Policy, Homework Policy, Forest School, Creative Curriculum Map, creative Curriculum Policy, Computing Policy plus three Appendices.

NOTED that these policies had all been considered/reviewed in detail and were now submitted to the Governing Body for approval.

RESOLVED that the policies listed above be ratified.

17/29 **CHAIR'S REPORT**

The Chair gave a verbal report and it was noted that he still had regular meetings with the Headteacher, the last one being at the end of June. However this term due to personal circumstances he had been unable to attend the Education and Skills Director's termly meeting of Chairs and Vice Chairs.

17/30 **GOVERNOR VISITS**

It was noted that:

(i) Kajal Shah and Kirsty Sheena had met with Margaret Goodchild, the Ofsted Inspector who had worked with the School to advise it regarding its preparation for a future inspection. They reported that they had been given a very good idea of what it was like to be interviewed by an inspector, and they were aware there was a need to provide more evidence based information. It was clear that all Governors needed to up their game and know the current situation regarding literacy, maths and science teaching so that they were all "singing from the same hymn-sheet". Kajal suggested that consideration could be given to Subject Heads providing termly briefing updates for all Governors which could be placed on the Governors area of the School website;

(ii) the Chair observed that a Governors open day had not been held for this year and he commented that the Governing Body should try and arrange one for next term.

17/31 **REPORT OF THE DIRECTOR OF EDUCATION AND SKILLS**

The Report of the Education & Skills Director, Summer Term 2017, copies of which were circulated at the meeting, was received and considered:

1) Proposed Term Dates 2018 to 2021: Governors noted the information.

NOTED that this information applied to Community Schools only as voluntary aided schools and academies set their own term dates.

2) Competency Framework for Governance: The information was noted.

3) Governance Handbook: Governors noted the information.

4) The Apprenticeship Levy: The information was noted.

NOTED that the School was currently considering offering apprenticeships and had done so in the past for sports coaches, IT and administrators.

5) Local Area Special Educational Needs and Disability Review: Governors noted the information.

6) Supreme Court Ruling: Regular Attendance and Term-Time Holidays: The information was noted.

7) Annual Conference for Governors and Headteachers: Governors noted the information.

8) Governor Skills Audit: The information was noted.

17/32 **GOVERNOR SUPPORT & DEVELOPMENT**

The Chair advised that he had nothing to report at this stage as he had been unable to attend the termly meeting of Training Link Governors this term.

17/33 **ANY OTHER BUSINESS**

There were no Part I items of any other business.

17/34 **DATES OF COMMITTEE MEETINGS**

Dates of future meetings were **CONFIRMED** as follows:

Resources and Effectiveness: Tuesday 10 October 2017 at 7.45 pm

Curriculum and Standards: Thursday 2 November 2017 at 7.45 pm

17/35 **DATE OF FUTURE MEETING**

The following meeting date was **CONFIRMED**:

Autumn Term: Thursday 23 November 2017 at 7.30 pm

17/36 **MOTION OF CONFIDENTIALITY**

It was **RESOLVED** that, because of its nature, the business to be transacted be treated as confidential and not for publication.