

**GOVERNING BODY FOR BROADFIELDS PRIMARY SCHOOL**  
**MINUTES OF THE MEETING HELD AT THE SCHOOL ON**  
**THURSDAY 9 MARCH 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**

17/01 **WELCOME**

The Chair, Mr David Drimer, welcomed everyone to the Spring Term meeting including newly appointed Staff Governor Ms Davina McIntosh who had been elected unopposed.

Apologies for lateness were received from Mr Manoj Parmar and Ms Rica Josephs.

17/02 **ACCEPTANCE/NON-ACCEPTANCE OF APOLOGIES FOR ABSENCE**

Apologies for absence were received and accepted from Ms Beth Hanham.

17/03 **DECLARATION OF PECUNIARY INTEREST**

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

17/04 **PART I MINUTES**

The Part I Minutes of the clerked meeting held on 10 November 2016 were **CONFIRMED**, initialled and signed.

17/05 **MATTERS ARISING FROM THE MINUTES**

Arising from the Minutes:

16/45, 16/24, 16/05, 15/57 Report of The Director of Education and Skills – Governance Self Evaluation Audit Tool: It was noted that this had not yet been completed but the Chair would be liaising with the Headteacher for processing and submission to the LA next term.

*Action: Chair, Headteacher*

16/46 Report of Headteacher – School Attainment/Progress Data: It was noted that an analysis of the data had been undertaken at the last meeting of the Standards Committee.

## 17/06 **REPORT OF THE HEADTEACHER**

**RECEIVED** the Headteacher's report, copies of which were previously circulated together with the following:

Broadfields School Improvement Plan 2017: It was noted that:

(i) the improvement planning cycle had been changed for this year and the new improvement plan would now start in September each year. It made more sense to change this cycle now as by the end of the summer term both the budget and performance data were available, and the planning process could be influenced by this key information;

(ii) this gave Broadfields an opportunity this year to take the time to reflect on the strengths of the School, identify areas of weakness, and develop a thorough evaluation of its current position. In order to do this most effectively, the Headteacher had asked Margaret Goodchild, the OfSTED inspector who had worked with the School in the past, to visit later this month and examine current practice. In addition, the Headteacher stated that he had started to evaluate the school against the OfSTED outstanding grade descriptors. The purpose of this was to ensure that the School was aiming high in its aspirations, and it would be completed by the summer term meeting of the Governor Body.

(iii) there were some areas that had already been identified as areas for development. This included raising the importance of the IT curriculum given that technology would continue to change the world. Therefore there was a need to change the School's focus on to skills and knowledge that would be relevant in the future. Skills in communication, collaboration and problem solving would be essential, and the computing education that the School provided would need to equip pupils to use computational thinking and creativity to function successfully. One key starting point was to improve the subject knowledge of teachers, particularly in coding;

(iv) another area identified for improvement was teacher workload as some aspects of a teacher's job were time consuming and imposed a heavy workload (e.g. requirements made on them after the normal school day). The Headteacher stated that he wanted to focus on identifying “smarter, not harder” strategies that ensured that the teachers were at their best in the classroom. Marking was a particular issue, and the School was looking at best practice in assessment and feedback, to ensure that children’s learning was enhanced, whilst reducing teacher workload;

(v) a further area for development was a “positive school” approach. Broadfields had long focused on ensuring that all pupils achieved their potential academically and supported the attitudes for success in life, such as mindfulness, engagement and resilience. The Headteacher stated that it was time to refresh the School’s approach towards teaching these important aspects of life, particularly as it recognised the importance of effective communication, the ability to work collaboratively and problem solve. Charlotte Bright would be the leader of this initiative. It was also time to think about the ethos within the school and the quality of the relationships between all members of the School community, and as a starting point the Headteacher stated that he had developed a simple concept of “Think Happy” to focus attention on this area;

*Mr Zohe Mustafa and Ms Rica Josephs arrived at this point*

(vi) improving standards through more effective monitoring of teaching and learning was also a key aim and the School had been working with Paul Wiggins (ex Head, Barnfield School) regarding devising more systematic approaches to monitoring planning, teaching and children’s books. The planning stage was complete and the new system was now being embedded. The English, Maths and Science subject leaders monitored each year group every term and reported findings to Sharon Keane, Deputy Head, and the Headteacher at a new standards meeting held every Friday. The next stage was to spread the process wider to include other members of staff and other subjects. A Governor queried whether staff had problems in dealing with this. In response the Headteacher advised that those not professionally minded had found the experience uncomfortable.

Key School Information: It was noted that:

(i) the total number currently on the School Roll was 688 and the percentage of girls was 46.4%;

(ii) the percentage of pupils known to be eligible for free school meals (FSM) was 36.7% compared to the national figure of 25.2%;

(iii) the percentage of pupils from minority ethnic groups was 85.2% compared to the national figure of 31.6%;

(iv) the percentage of pupils whose first language was not English was 59.7% compared to the national figure of 31.6. In response to a query from a Governor the Headteacher confirmed that this data came from the parents;

(v) the percentage of pupils supported by an EHCP Plan or with a statement of SEN was 4.1% compared to the national figure of 1.3;

(vi) the figure for stability at the school was 80% compared to the national figure of 85.7

(vii) the School deprivation indicator was in the 60-80 percentile;

(viii) Broadfields contextual factors tended to be towards the most challenging percentile ranges, although the trend over time was moving towards the average, except for the size of the school, percentage of pupils from minority ethnic groups and those whose first language was not English.

(ix) a Governor queried what the figures were saying compared to national. In response, the Headteacher advised that the DfE compared the School with other schools nationally, not on a like for like basis, and there wasn't data that compared three form entry primary schools in London. However, when Broadfields was compared against all schools it was shown to be doing well.

Monitoring Teaching: It was noted that:

(i) in 2016/17, 97% of teaching was assessed as Outstanding (57%) or Good (40%). Observations demonstrated that teacher dialogue was efficient and subject knowledge was imparted authoritatively. A Governor queried whether teachers knew they were going to be observed. In response the Headteacher advised that he regularly walked round the School to see what was going on. Observations looked at the detail of a number of different aspects and Governors were welcome to come along and see what was happening;

(ii) children in the Early Years Foundation Stage were encouraged to be independent and quickly developed high levels of confidence as their communication skills improved and adults engaged their interests with a series of enjoyable, purposeful activities both indoors and outside;

(iii) planning was cohesive within all year groups. As a result, lessons contained a variety of imaginative and challenging activities, and there were opportunities for pupils to be active and involved throughout. The pace of lessons was typically swift and progress was supported by very positive attitudes to learning which were evident across the school;

(iv) lessons had a clear structure, teaching points were expressed effectively and concisely. Pupils were productive for a significant proportion of each lesson. Different levels of challenge were provided to groups and teachers encouraged pupils to push themselves. Teachers and assistants identified

children who needed further support and this was provided during and after lessons;

(v) pupils who had special educational needs received good quality support through a range of well implemented and targeted interventions, and the school leadership checked the impact of these strategies termly;

(vi) teachers demonstrated a high level of skill judging when and how to intervene during lessons with a notable impact on learning. The school had developed a consistent approach to marking and feedback and pupils were involved in this process. Children had consistent opportunities for checking their own and each other's work. Targets were fed forward so that pupils were constantly reminded of the areas that they needed improve;

(vii) homework was provided in English, Maths and across the curriculum. Children received targeted extra support from teachers through daily homework clubs at school;

(viii) observations showed that reading, and mathematics were taught really well. Pupils have lots of opportunities to develop their writing skills across different subjects;

(ix) teachers had high expectations. Pupils had very positive attitudes to learning and their application, concentration, perseverance, enthusiasm, skills working alone and together were all very positive features of behaviour for learning. The pupils' excellent attitudes to learning were a significant reason why pupil achievement across the age ranges and subjects was high.

Budget: It was noted that:

(i) the School had received a rates revaluation. This had increased the rateable value from £163k to £232k, backdated to 4th April 2015. As the School gets its rates reimbursed by Education Funding Agency (EFA) there would be no financial impact on the School at the current time and once the revised bills were received, a request for reimbursement would be made to EFA;

(ii) total income was broadly in line with budget for the first five months of the year. The main variances against budget included mainstream school SEN funding, which was currently under budget, and the School was expecting additional income relating to a number of children. It was waiting for LA confirmation of these additional amounts, some of which might be backdated to Summer 2016;

(iii) additionally resourced provision (ARP) top-up funding income would exceed budget as the School had been allocated an additional £18k. This additional amount related to the exceptional needs for one pupil and an adjustment in respect of the 2015/16 budget;

(iv) overall, other income was only £2k under budget for the 5 months to January 17. The detailed breakdown of this category showed that Lettings, Nursery Income, Breakfast Club and Catering income from pupils were exceeding budget, whilst afterschool clubs and trips were significantly below expectations. These budgets would be examined in detail when the end of year forecast at the start of the summer term was prepared. In response to a query from a Governor the Headteacher advised that the School was looking at ways to increase income and gave the example of the School field being hired to the American Soccer School. He also confirmed that there was a significant amount in the School bank account which could be used to mitigate any reduction in budget;

*Mr Manoj Parmar arrived at this point*

(v) with regard to staffing costs, overall these were £94k less than the budget of £1,390k (approximately 7%) for the five months. This was mainly due to some posts being covered by existing staff and new appointments not being required. The only area of staffing where costs exceeded budget was cleaning where the School has had to cover staff shortages. This term two new supply teachers were being paid via an agency. These costs were approximately £2,200 per week so the agency supply budget was likely to be exceeded. The under-spend in teaching costs should fund this over-spend. If these teachers were moved onto the payroll at a future date the School would be liable for recruitment fees. It was noted that the next meeting of the Resources Committee would discuss restructuring arrangements to cover the impact of government funding on the School. The aim was to make savings that allowed improvements in standards to continue. In response to a query from a Governor the Headteacher advised that national insurance and pension contributions accounted for 6% of budget;

(vi) with regard to educational supplies, curriculum costs were currently £14k under budget. The main area of under spend was consumables which had a full year budget of £24k, but a spend of only £1600. Most of the spending in this area would be in the summer term;

(vii) spending on the ICT upgrade, approved by the Finance Committee, was £46k at the end of January and was shown under capital acquisition.

Behaviour: It was noted that:

(i) this year, Broadfields had been using the ClassDojo system across the School (Year 1-Year 6) to record both positive and negative behaviour for each child. This information was easily accessible by parents and therefore was a very helpful tool. 471 out of 566 children were linked to their parents by this system. The Parent Governors confirmed that from their own experience it was a good system for getting feedback and it was noted that the School

would make further efforts to support those not currently using the system currently;

(ii) the system was not just about reporting behaviour. It had been developed over the last year to include “school story” which allowed parents an eye into school life. It was also possible to message between parents and teachers. The Headteacher stated that if the School could get everyone connected, it should be able to stop using texting and therefore save money as ClassDojo was a free system. However the Parent Governors expressed the view that it might not be as good as text for prompting parents where this was required;

(iii) the Headteacher stated that he could use the system to monitor behaviour across the school, and gave an example of behaviour the previous week being 94% positive. It was now far more straightforward to identify those children who required more support with their behaviour. Every week, the Headteacher identified those children who had struggled to make the right choices and they had a behaviour review on Friday afternoons. During these sessions, the children had the opportunity to meditate quietly about subjects such as kindness, focus and relaxation. Further action was taken with children who attended three consecutive behaviour reviews. Parents were contacted and the children were given a PAL (Positive Attitudes to Learning) card, which teachers scored each lesson. These children reported to Mrs Pearson at the end of each day;

(iv) a total of 19 Behaviour sheets were issued in the first half of the Spring Term with 12 sheets (63% of total) being issued for aggressive behaviour.

The Chair thanked the Headteacher for his detailed report.

## 17/07 **REPORTS OF COMMITTEES**

**Finance and Resources**: The minutes of the meeting on the 6 December 2016, copies of which had previously been circulated, were noted.

**NOTED** that:

(i) the Headteacher stated that thanks were due to Claire Mugridge, School Accountant, and Manoj Parmar for ensuring that the School had a successful audit;

(ii) in response to a query raised by a Governor regarding the pension deficit, Mt Parmar advised that there was no defined strategy for dealing with it but the accountants had not expressed any concerns about it;

(iii) in response to a query from a Governor regarding the School reserves, the Headteacher confirmed that this amounted to approximately £0.5m which could be used to cover envisaged budget reductions in future years.

**Curriculum and Standards**: The minutes of the meeting on the 7 February 2017, copies of which had previously been circulated, were noted.

**NOTED** that the Committee had considered standards in writing across the School.

#### 17/08 **RATIFICATION OF POLICIES**

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

Staff Discipline Policy, Online Safety Policy, Financial Policy and Procedures, Redundancy Policy, Induction Policy, Sport Policy, Music Policy, Gifted and Talented Policy, Educational Visits Policy, ASC Handbook and Staff Handbook.

**NOTED** that:

(i) these policies had all been considered/reviewed in detail and were now submitted to the Governing Body for approval. The Headteacher stated that thanks were due Lorretta Negri, Inclusion Manager, and Janet Dobney, ASC Manager for keeping these policies up to date. He advised Governors that Janet would be retiring this year and would be very much missed as she had provided fantastic support to the School;

(ii) there were still a couple of minor changes to be made to the online safety policy

(ii) a Governor queried whether for the future it would be possible to see where revisions had been made to policies. In response, the Headteacher stated that if Governors used the Broadfields dot net they would be able to see all the tracked changes on a document.

**RESOLVED** that subject to any minor changes being cleared with the Chair and Headteacher, the policies listed above be ratified.

#### 17/09 **CHAIR'S REPORT**

The Chair gave a verbal report and it was noted that:

(i) he had attended the termly meeting of Chairs and Vice Chairs with the Borough's Education and Skills Director on the 18 January 2017. One of the points that had come up were that there were six schools in Barnet participating in a Thrive Pilot Scheme on children's mental health. This was part of the Borough's strategy to focus on developing families resilience, which evidence showed was pivotal in delivering the best outcomes for children and young people. It was noted that Loretta Negri had applied for the

School to be involved, and the School also provided mental health training for staff under the Thrive programme;

(ii) a further item considered had been internal audit which had referred to fraud in relation to applications for school places, and this mainly concerned secondary schools. It was noted that school places got offered some time in April and at the current time it looked like Broadfields would be able to fill its 90 places;

(iii) at the Director's meeting Governors were also given an update on the introduction nationally of an entitlement to 30 hours free childcare to support working parents. It was noted that Broadfields proposed an extension to the Nursery to cater for this. Planning permission had not yet been received but as soon as Barnet gave its approval the new building would be installed. The Headteacher advised that if this went ahead the grass area outside the Nursery which ran parallel to the track would need to be replaced with an artificial alternative that was appropriate for young children to use all the year round;

(iv) in response to a query from a Governor the Headteacher confirmed that compared to the School's Reception intake, educational provision and staff ratios were different for 2 year olds. The School had a 78 place nursery but currently it only had 55/56 children. It did receive money from parents who paid for nursery places now, and the School would receive money from the government under the two year old arrangements as the additional 15 hours would be free to those who qualified. A Governor queried what the likely demand would be for the places and the Headteacher advised that he would be obtaining feedback over the next two months on this. In response to a query from a Governor as to whether the Nursery was seen as an extended part of the School the Headteacher confirmed that it was, although the Nursery and Reception were different as to the way the curriculum was structured;

(v) attendance was another item covered at the meeting as Barnet was currently ranked 98<sup>th</sup> out of 152 LAs for primary attendance and its aim was to be in the top 10% nationally. Governors were advised that a 95% attendance record meant that 9 days or 50 hours tuition were lost in a year;

(vi) the Chairs had been given an update on school funding regarding the Government's proposals for a national funding formula which would be phased in from 2018/19. The DfE proposed to set a funding floor, and in the first year of funding under the formula it was expected that the maximum loss per pupil for Barnet schools would be 1.5%;

(vii) there was a presentation by the Chairs of two Governing Bodies (Squires Lane Learning Federation and St John's CE Primary School) regarding their experiences under recent Ofsted inspections;

(viii) finally the Chair thanked the Headteacher for his ongoing support and thanked the new Staff Governor Davina McIntosh for agreeing to join the Governing Body.

#### 17/10 **GOVERNOR VISITS**

It was noted that Rebecca Zdroba, SEN Governor had attended the School to meet Lorretta Negri, Inclusion Manager, for an hour and would be meeting her again in April. She stated that Lorretta had explained to her the work that was being undertaken in the School and it was clear that she was doing a very good job.

#### 17/11 **REPORT OF THE DIRECTOR OF EDUCATION AND SKILLS**

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

1) Family Friendly Barnet and Resilience: Governors noted the information.

2) Governance Self-Evaluation Tool: The information was noted.

**NOTED** that the Chair, in liaison with the Headteacher, would complete this audit next term and submit it to the LA for assessment.

3) School Attendance: Update for Governing Bodies: Governors noted the information.

4) Progress Report on Barnet with Cambridge Education partnership: The information was noted.

**NOTED** that the Headteacher had confirmed that under these new arrangements the SEN service had very much improved and had been important for the School. However with regard to catering now run by ISS, standards appear to have dropped regarding the quality of the food (e.g. meatballs).

5) Barnet with Cambridge Education: Update on Governing Body Clerking: Governors noted the information.

**NOTED** the changes being made by the Education and Skills Service to the Governor Advice and Clerking Service. Having considered the envisaged needs of the Governing Body for the future, it was agreed that with regard to the levels of support set out in the LA's Traded Services Catalogue for 2017/18, the option of Governance Advice Officer Service with LA Clerking for 3 meetings per annum be purchased.

6) Update on School Funding: The information was noted.

7) Early Years Update: 30 Hours Childcare: Governors noted the information.

8) Governor information to be published on Edubase: The information was noted.

9) Ofsted Annual Report: Governance overview: Governors noted the information.

10) Improving Governance: Governance arrangements in complex and challenging circumstances: The information was noted.

11) Governance Handbook Update: Governors noted the information.

#### 17/12 **GOVERNOR SUPPORT & DEVELOPMENT**

It was noted that due to other commitments the Chair had been unable to attend the termly meeting of Training Link Governors this term.

#### 17/13 **ANY OTHER BUSINESS**

##### The Academies Show

It was noted that the London Academies Show would be held on Wednesday 26 April 2017 at ExCel and if any Governors were interested in attending the Headteacher would be willing to accompany them.

#### 17/14 **DATES OF COMMITTEE MEETINGS**

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

Resources and Effectiveness: Tuesday 21 March 2017 at 7.30 pm

Curriculum and Standards: Tuesday 23 May 2017 at 7.30 pm

It was **AGREED** that newly appointed Staff Governor Ms Davina McIntosh should be a member of the Curriculum and Standards Committee.

#### 17/15 **DATE OF FUTURE MEETING**

The following meeting date was **CONFIRMED**:

Summer Term: Thursday 13 July 2017 at 7.30 pm

#### 17/16 **MOTION OF CONFIDENTIALITY**

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

**PRIVATE AND CONFIDENTIAL**

**GOVERNING BODY FOR BROADFIELDS PRIMARY SCHOOL**  
**MINUTES OF THE MEETING HELD AT THE SCHOOL**  
**ON THURSDAY 9 MARCH 2017**

**Part II**

17/17 **PART II MINUTES**

The Part II minutes of the meeting held on 10 November 2016 were **CONFIRMED**, initialled and signed as a true record.

17/18 **MATTERS ARISING**

There were no matters arising.

17/19 **SCHOOL SAFEGUARDING AUDIT AND REPORT**

**RECEIVED** the annual report and audit to the Governing Body on safeguarding, copies of which had been previously circulated, and following consideration the details were noted.

**NOTED** that a Governor had referred to a programme currently running at a school in Harrow regarding female genital mutilation (FGM) and queried whether Broadfields was involved in such prevention work. In response the Headteacher advised that staff had been trained in spotting FGM. Whole-school training had been undertaken on this subject, and with any child whose parents were taking them to a country where this was practiced, the parents were called in and the issue was discussed with them.

#### 17/20 **CHILDREN LOOKED AFTER REPORT**

**RECEIVED** the annual report to the Governing Body on Children Looked After (CLA) copies of which had been previously circulated, and following consideration the details were **NOTED**.

**NOTED** that the School currently had a total of three Children Looked After on the School Roll. In response to a query from a Governor, the Headteacher confirmed that the School would shortly be having four children under special guardianship (i.e. cared for by grandparents, aunts, uncles and siblings).