

GOVERNING BODY OF HIGHFIELD SCHOOL

47 Highfield Road
 Winchmore Hill, N21 3HE
 020 8360 2149

23 November 2021

**MEMBERS**

Position	Name	Date of Appointment	End of Term of Office
LA Governor	Bevin Betton (joint Vice Chair)	1 September 2020	31 August 2024
Parent Governors x 3	Tanya Ahmed (joint Vice Chair)	23 October 2020	22 October 2024
	Nikesh Tailor	23 October 2020	22 October 2024
	Tim Guha	19 November 2021	18 November 2025
Staff Governor	Abigail Brown	30 September 2019	29 September 2023
Co-opted Governors x 3	Ertan Hurer	13 July 2019	12 July 2023
	Diana Wren (Chair)	13 July 2019	12 July 2023
	Tracyann Tyrell-Cowan	1 September 2019	30 August 2023
Headteacher	David Wilson	1 September 2019	

Also attending

Stephanie Morton - SLT
 Mandy Newell – Minute and Advisory Clerk

* Denotes absence

MINUTES – PART 1**1. APOLOGIES FOR ABSENCE**

NOTED that all Governors were in attendance.

2. DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA

Governors were given the opportunity to declare any prejudicial interest they might have in respect of items on the agenda. No declarations were made.

3. MEMBERSHIP AND CONSTITUTION

(a) Parent Governor

REPORTED the election of Tim Guha with effect from 19th November 2021. Governors welcomed him to the Governing Body and introductions were made.

(b) DBS Checks

NOTED that the Governing Body must apply for a DBS certificate within 21 days of a Governor's appointment or election.

4. COMMITTEE COMPOSITION AND ORGANISATION

Governing Body's Committees and Panels

REPORTED that Governors discussed in depth how Governors could work more effectively together and a proposal was made by the Headteacher, following discussion with the Chair, that individual responsibilities could be changed to come under two headings, Inclusion and Curriculum. Consideration had also been given to Governors working under Ofsted headings. Governors debated the issue and determined that Governors being responsible for either areas that came under Inclusion or Curriculum was the most effective way of moving forward. They discussed the value of learning walks dependent on who was available to visit the School at any one time.

RESOLVED to agree the above as detailed in the appendix at the back of these minutes.

6. ICE PACK

RECEIVED the Ice Pack template, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED that Governors discussed the value of the ICE Pack when speaking to Ofsted and recognised that a date needed to be arranged for them to meet and complete this document with the SLT.

RESOLVED that a meeting take place at 9.15am on 10 December and that Governors confirm their attendance to the Headteacher.

ACTION: GOVERNORS

7. MINUTES/MATTERS ARISING FROM THE MINUTES

RECEIVED the minutes of the meeting held on 14 September 2021 which were agreed as a correct record and signed by the Clerk on GovernorHub on behalf of the Chair. There were no matters arising.

8. REPORT OF THE HEADTEACHER

RECEIVED the report of the Headteacher, Mr David Wilson, a copy of which is available to view in the Minute Book and on GovernorHub. The Headteacher explained that this report had been produced in a more concise format that linked to the School Improvement Plan and that the sections within it linked to the Ofsted headings. The following areas of the report were highlighted.

(a) Quality of Education/Curriculum

REPORTED

- (i) that Learning at Highfield was engaging, interactive and included a range of experiences within the classroom and beyond. Children would be challenged and supported to achieve their potential. Staff systematically developed children's knowledge and skills through a sequential curriculum that was relevant to the pupils. By linking knowledge and skills acquired to different areas of the curriculum children developed a deeper understanding and learning became embedded. At Highfield the Creative Curriculum was organised into termly whole school topics (chosen by children and staff) which incorporated and promoted the school values. Staff had created a skills and knowledge based continuum of year group curriculum maps which included coverage of the National Curriculum, as part of a broadly balanced curriculum provision which met the needs of Highfield's pupils, taking regard of the school setting and local, national and international developments. Planning incorporated higher-order questioning and challenge for all pupils. The curriculum was designed to be meaningful and purposeful, including practical, hands-on activities. Staff took every opportunity to promote learning beyond the classroom – outdoors in the mini-farm and wildlife area and further afield on trips and excursions. Children were encouraged to undertake their own research projects, follow their own interests and preferred learning styles through pre-learning topic homework challenges. Regular feedback from children revealed how this cross-curricular approach allowed them to make connections and apply their knowledge and skills across different subjects;
- (ii) the Impact was that the children developed the core skills that enabled them to fully access the exceptional curriculum. At Highfield, pupils were motivated and learning was fun. As a result the children had an understanding of the world in which they lived which showed them the impact that they could have. It showed children that the world was an exciting and interesting place but children's skills and self-esteem were also developed so they were able to effectively question, investigate, evaluate and form their own opinions and then articulate those opinions confidently and effectively. By the time the pupils left the School, not only were they ready for the next stage of their education but they had the knowledge and understanding of the world we live in that would help them live successful and fulfilling lives;
- (iii) the curriculum was sequential with a build up of knowledge obtained from reception to Year 6. Each curriculum leader looked at key skills at each point and what this meant for each pupil. [In response to a Governor's query, the Headteacher confirmed that the curriculum was reviewed annually;](#)

- (iv) the School continued to work with the Haringey Education Partnership (HEP) who had a set curriculum in place which the Headteacher did not consider suitable for the School but he explained they did use part of it and adopt areas they felt were valuable. Abigail Brown worked closely on the curriculum areas and she explained how a subject such as migration could be incorporated to include animals as well as Humans and cover areas such as the Windrush generation or the Roman Empire. She was proud of how ambitious the curriculum was and that fact the School was not afraid to broach sensitive subjects in an age appropriate way. Teachers were trained to ensure that the children understood the links between the areas that they were being taught;
- (v) Tanya Ahmed considered the curriculum to be very exciting and Governors discussed how it contextualised to the School and incorporated local community aspects.

(b) Key Priorities

REPORTED that

- (i) Governors reviewed the key priorities in the School Improvement Plan and developments planned and addressed thus far this academic year;
- (ii) Governors discussed Walk Thrus in depth and Nikesh Tailor asked about the impact of these. The Headteacher explained the issues around obtaining data during Covid but considered that a good way to assess impact was to look at books and speak to the children about what they had learnt and what had helped them to understand what they had learnt. Lesson observations and learning walks were very valuable too but at present it was difficult to measure data in terms of where things were before the pandemic and now;
- (iii) following a further query, the Headteacher said he would expect to see an improvement in reading and he assured Governors that Walk Thrus were helping to improve teaching standards and showed implementation of the curriculum and helped with best practice. He was keen for Governors to see this in practice. Nikesh Tailor asked about teacher feedback and the Headteacher explained that for some it had been a change in the way that they worked in that the teacher had to direct questions to pupils rather than wait for them to put up their hands. On the first learning walk conducted by the SLT it had been clear that some teachers were having to think carefully about how to manage the new way of working but on the second learning walk it was evident it was becoming a more natural way of working for both teachers and children. Tanya Ahmed commented on the high quality and value of Walk Thrus. She also pointed out that coaching observations were a very supportive way of helping staff as part of these and she hoped that they would have the desired impact. The Headteacher was pleased to say that they were already seeing the benefits. He went on to emphasise the difficulties faced in teaching after Covid and the fact there was a need to recognise and fill the gaps and engage pupils. There was limited funding but the School wanted

to have a high quality curriculum. Teachers had never before had so many children behind where they should be;

- (iv) [in response to a question](#), it was clarified that teachers could support each other with peer observations and this worked well;
 - (v) Governors discussed the importance of reading and [following queries](#), it was explained that work was being conducted with the 20% lowest attaining pupils. It was not surprising that this cohort of pupils often had little opportunity to read at home and little knowledge of books and authors and support was being offered in School. The Headteacher explained that all support staff had received phonics training and all staff would be completing two hours phonics training in the new year. It was important that children had the opportunity to read 1:1 and the School was looking to find ways to ensure they could do this. They had also subscribed to Little Wandle – a fully integrated phonics programme recommended by the Government and backed up by relevant data. The Headteacher told Governors that it helped develop skills as the children moved through the School. [In response to Governor's questions, it was clarified that all staff would be fully trained on the use of Little Wandle](#) and it would be implemented in September 2022 to ensure everyone was aware of how to use it for maximum benefit. There was a requirement of six hours training per staff member;
 - (vi) [following a question from Nikesh Tailor about the bottom 20% of pupils](#), the Headteacher explained that they were not all PP but a high proportion were. There was also a high number of pupils with English as an additional language (EAL) but if a child was fluent in their own language they were more likely to make progress. Reading was conducted with all these children and Stephanie Morton explained that targeted interventions were in place in each year group. Feedback would be obtained at a meeting with SLT on 6th December and further plans would be shared with Governors;
 - (vii) work was being undertaken with groups of children to help them articulate clearly and pupils were being asked for feedback on their lessons which was food for their self-esteem;
 - (viii) [in response to query from Tim Guha, the Headteacher explained that](#) the information on the far left of the report showed the target and the areas in blue what had been done this term. The next data drop would be shared with the Staffing and Curriculum committee and subsequently with the Governing Body. The information within this report would be highlighted in different colours each term and confirmation given when targets had been met. [Following a question from Bevin Betton, the Headteacher](#) explained that behind the data were action plans with more detail of what was specifically being actioned.
- (c) Assessment/Attainment

REPORTED that

- (i) Key Stage 2 SATS would take place in 2022. These would not be published in a league table but would be made available to Ofsted;
 - (ii) Governors reviewed the targets and it was noted that these were 15% lower than would be hoped for. [Following Governor's concerns](#), the Headteacher assured them that interventions were in place but there should be no doubt that there were challenges to be faced. Overall a high percentage of children were achieving greater depth (GD) and this figure had not gone down but those reaching age related expectations (ARE) had and this reflected the impact of Covid;
 - (iii) Abigail Brown and Stephanie Morton had met with class teachers and HLTAs to discuss attainment for reading, writing and maths. It had been made clear that the data looked different but there had to be high aspirations for the children and measures in place to help close the gaps. Key children had been identified who would benefit from the National Tutoring programme and the School had received funding for this. This had been discussed in depth at the Staffing and Curriculum meeting. It was hoped that the interventions in place for Year 6 would help the children reach ARE;
 - (iv) targets were based on teachers' assessment and had been reviewed and adopted. The Headteacher explained that assessments would take place next week and once the results of these were obtained targets would be reviewed again and this would continue over the year to help as many pupils as possible to reach ARE. In response to a query from Tim Guha it was confirmed that no formal assessments took place earlier this year as teachers did not want children to feel they were not achieving following the return to School after the lockdowns. Consistently data showed that the school was above national for ARE and although the last three years' figures did go up and down the average showed they were 7% above national for ARE. [Following an observation by Nikesh Tailor, the Headteacher stated that](#) measures outlined in the three year strategic plan would help to get figures back to pre Covid levels and Abigail Brown explained that teachers were "playing" catch up with planning and pushing wherever possible to achieve accelerated progress. The gap was broad and attendance could also be an issue for some children. Work was sent home and it had to be recognised that this was a national picture at the present time. [Tanya Ahmed pointed out that Year 7's were presenting with the ARE for Year 4. She and the other two parent Governors recognised how good the initiatives being put in place were. Nikesh Ahmed asked if there were specific areas where the children failed to reach ARE and was informed that](#) it varied and that there were no specific trends. However, Stephanie Morton said that some children were struggling with their stamina since returning to school. Abigail Brown explained that writing was an issue as the children had been using computers to do their work during the pandemic.
- (d) Behaviour

REPORTED that behaviour was excellent due to the measures in place. The Headteacher was pleased to inform Governors that any issues that did arise were

dealt with swiftly and efficiently. The School worked closely with families. [In response to a query from Bevin Betton the Headteacher stated that it](#) did not appear that Covid had affected behaviour adversely. Some children had struggled slightly but they had been nurtured where necessary and learning mentors had been working with them.

(e) Attendance

REPORTED that overall attendance was 94.88% (not including Covid cases). Governors commented on the breakdown of different groups and were pleased to note that there was little difference between PP and non PP and that attendance had improved for black Caribbean children. The Headteacher reiterated the hard work done by staff and considered the fact the School was an exciting and interesting place to be helped with good attendance. Governors agreed.

(f) Personal Development

REPORTED that

- (i) Personal Development was addressed through the PSHE (RSE) and R.E curriculum in particular but was also threaded throughout the curriculum. There were explicit links to the school's values and British values to enable children to understand them in various contexts and deepen their understanding of what they meant. At the School there were three core values; Cooperation, Kindness and Respect. They were at the heart of everything the School did. They were how everyone acted towards each and how everyone expected others to act towards them. They were threaded through the curriculum so they were meaningful and understood by the children. There was also a fourth value that was chosen by the School Council every term. This term they had chosen Teamwork. Children would be taking part in activities and lessons that would deepen their understanding of mindfulness and how it could help them;
- (ii) Covid had meant that the School had not been able to work with the Community during this time but an action plan was in place moving forward. Abigail Brown explained that Years 1-6 had produced a plan and as a group had produced a document stating intent, areas of development and need and how to implement these plans. Costs had also been considered. Abigail Brown gave the example of how Year 4 had identified the importance of food banks and as year group would be collecting and delivering to the North London Hospice. Littering was also an issue children felt strongly about and the School had purchased litter pickers for use in and out of the School. Seasonal based activities also took place such as replanting. Governors were encouraged to review the document to fully understand the amount that was being done. Staff wanted the children to give back and be responsible citizens. Enrichment activities were also in place and Emma Rigby from Love Your Doorstep and a local Rabbi had visited the School. Abigail Brown explained that staff respected the children's voice and in turn the children were happy to speak to the Headteacher, SLT and their teachers. She added that the document was "live" and latest plans were that the children would be making Christmas decorations and voting for three charities to donate to. [Tracyann Tyrell-Cowan considered this all to be a great](#)

initiative and other Governors agreed. In response to query from the Chair, the Headteacher explained that the children were communicating via letter with care homes as visits were still too difficult;

- (iii) Following a question from Tim Guha the Headteacher confirmed that extra-curricular activities came under the area of personalised development and staff ensured that everyone had access to some of these activities.

(g) Leadership and Management

REPORTED that Governors reviewed this area of the report in depth. It was highlighted that the SLT were constantly aware that the school needed to continue improving. Whilst the School had been successful in the past this did not mean that there was no need to further develop and improve. The Headteacher explained that staff continued to demand the highest standards of themselves and through that the pupils. Governors discussed the updated vision statement- *We passionately believe in developing a life-long love of learning within an inspirational and inclusive environment. Highfield is a warm and friendly place of co-operation, equality and respect* and determined this was very good. They were encouraged to give feedback after the meeting if they wished to do so.

(h) Safeguarding and pastoral update for the last Term

REPORTED that there had been

- no complaints;
- three Children Looked After (LAC) four Post LAC;
- no child Protection (Safeguarding) referrals to social care;
- no allegations against staff reported to the Lead Officer for Child Protection;
- one reported racial Incidents;
- no reported serious bullying Incidents;
- one child with a child protection plan;
- two children with a child in need plan
- no any significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people;
- no exclusions.

NOTED that Governors thanked the Headteacher for his report and stated that they were pleased with the new format.

9. **STAFFING AND CURRICULUM**

RECEIVED the minutes of the meeting held on 16 November 2021, a copy of which is available to view in the Minute Book and on GovernorHub.

NOTED that Ertan Hurer gave a brief update on the meeting.

RESOLVED to ratify the following policies

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- E-Safety Policy.

10. **FINANCE AND PREMISES**

RECEIVED the notes of the inquorate meeting held on 19th October 2021, a copy of which is available to view in the Minute Book and on GovernorHub.

NOTED that Nikesh Tailor gave a brief overview of the meeting.

RESOLVED to

- (a) agree the second quarterly return;
- (b) ratify the Lettings Policy.

11. **SCHOOLS FINANCIAL VALUE STANDARD 2021/22**

RECEIVED the Schools Financial Value Standard (SFVS) 2021/22, a copy of which is available to view in the Minute Book and on GovernorHub.

NOTED the contents.

RESOLVED to agree the SFVS.

12 **THREE YEAR STRATEGIC PLAN**

RECEIVED the three year strategic plan, a copy of which is available to view in the Minute Book and on GovernorHub.

REPORTED that the Headteacher explained that

- (a) at Highfield staff strived to provide each child with the tools they needed to become their very best selves. They aimed to instil within them the skills and values which would enable everyone to positively contribute to the diverse world everyone lived in. Through the 3 year strategic plan the aim was to ensure that pupils at Highfield continued to access an exceptional education that would equip them with the skills, knowledge and values that would enable them to lead successful lives. The staff would;
 - Ensure that pupils at Highfield continued to access an exceptional education that would equip them with the skills, knowledge and values to lead successful lives.

- Support children to feel confident in critically analysing the amazing and diverse world we live in.
- Develop children who were independent thinkers, who were resilient and curious to learn and were aware of the impact of their interaction with, and responsibility for, the immediate and wider environment.
- Offer all pupils equity of opportunity; to reflect and value cultural diversity that the school had and use it to enrich children's experience and understanding; to help recognise and counter discrimination and prejudice of all kinds.
- Promote and celebrate the Core Values of Respect, Cooperation and Kindness.

and this would be achieved by;

- Having a curriculum that was focused on giving children the knowledge, skills and values they needed to lead successful lives.
- Through engaging teaching that effectively used questioning, feedback and retrieval so that all children were engaged in their learning and what they had learnt was embedded in their long term memory.
- Providing a stimulating learning environment to encourage investigative and meaningful engagement with the learning process.
- Providing excellent learning opportunities beyond the classroom.
- By knowing each child well and as a result being able to effectively provide the support and challenge that each child needed to succeed.
- Raising self-esteem and self-worth through celebrating all of the children's success, not only in their academic achievement but also in how they showed the values of the school through how they treated others.
- Promoting a high standard of behaviour in the school community through the curriculum that enabled children to understand the values and live by them. Staff were proactive in speaking to children and parents about their views of behaviour in the school and addressing their concerns.
- Understanding the role that the school had in showing the children the positive role that they could have in the wider community.
- Staff worked in close partnership with parents, carers and community.
- We celebrate the diversity of the school and local area was celebrated the School played a central role in the local community.
- The environment of the School was safe and nurturing, fun, exciting and purposeful, respectful and inclusive and well resourced;

(b) the Headteacher explained that the use and understanding of technology moving forward was vital and would be an important part of CPD for staff. It should be ensured that all staff and children had access to an iPad. [Following queries from Nikesh Tailor and Bevin Betton Governors debated the cost of iPads versus Chrome books and they considered whether they should look at this alternative. The importance of ensuring the best option for the School was chosen was highlighted.](#) The Headteacher explained that a large number of iPads had already been purchased and that they had made sure that every teacher's iPad connected to the screen in the classroom and that they were able to showcase a child's work. Stephanie Morton and Abigail Brown added that iPads were also more readily available at home for the children to use and were better for accessing a number of areas the children needed. They considered they were much easier to use than Chrome Books for the children.

- Following a further question the Headteacher said he recognised that some teachers were happier than others using the technology but CPD would be in place to help;
- (c) following further queries, the Headteacher explained that costings would link to the three year financial plan and that they should have a firmer idea of exact costs in the Summer term in respect of how much money would need to be spent on iPads over three years;
 - (d) Tim Guha asked if the three year strategic plan was a new initiative and the Headteacher confirmed that it was and that it linked to the School Improvement Plan.

RESOLVED

- (i) to agree the three year strategic plan;
- (ii) to review the plan each year.

ACTION: GOVERNORS/HEADTEACHER

13. PUPIL PREMIUM

RECEIVED the pupil premium strategy statement, a copy of which is available to view in the Minute Book and on GovernorHub.

REPORTED that

- (a) the Government had introduced a three year pupil premium plan which would link to the Strategic Three year plan discussed above. This document would be available for Governors to review at the next meeting;
- (b) pupil premium money needed to be focused on who the School saw as a disadvantaged pupil, not necessarily just PP children. The Headteacher explained that the School was judged on the gaps between non PP and PP children. *In response to a query from Tim Guha, the Headteacher said there was a funding formula in place and children were considered to be PP if they had ever received free school meals.*

NOTED the

- (i) the contents of the statement.
- (ii) the changes in the effective use of PP

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

14. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES

NOTED that all training sessions were listed in the Governor Training Brochure 2021-22, available on GovernorHub.

Training could be booked via the School based booker, Catherine Moens.

<https://traded.enfield.gov.uk/professionallearning>.

15. **POLICIES/LA REFERRALS**

(a) Capability Policy

RECEIVED the Capability Policy, a copy of which is included in the Minute Book and on GovernorHub.

NOTED the LA capability procedure (performance) for all teaching and support staff had been updated, July 2021.

RESOLVED to ratify the LA model policy.

(b) Performance Management Policy

RECEIVED the Performance Management Policy, a copy of which is included in the Minute Book and on GovernorHub.

NOTED the contents of the LA performance management policy for support staff in schools, July 2021.

RESOLVED to ratify the LA model policy.

(c) Safer Recruitment Policy

RECEIVED the Safer Recruitment Policy, September 2021 a copy of which is included in the Minute Book and on GovernorHub.

NOTED the contents

RESOLVED to ratify the LA model policy.

15. **GOVERNORS BRIEFING**

NOTED the information in the Governors Newsletter Autumn 1 2021, available on Governor Hub.

16. **DATES OF FUTURE MEETINGS**

NOTED future meeting dates as

SPRING TERM		
Finance and Premises	Tuesday 1 st February 2022	5pm
Staffing and Curriculum	Tuesday 8 March 2022	5pm
Governing Body	Tuesday 22 March 2022	5pm

SUMMER TERM		
Finance and Premises	Tuesday 24 May 2022	5pm
Staffing and Curriculum	Tuesday 21 June 2022	5.pm
Finance only	Monday 11 July 2022	4.30pm
Governing Body	Monday 11 July 2022	5 pm

17. **ITEMS TO REMAIN CONFIDENTIAL –**

RESOLVED that no items should be dealt with on a confidential basis.

The Chair thanked all the staff for their hard work during these difficult times and assured them that Governors appreciated all that they did.

GOVERNING BODY OF HIGHFIELD PRIMARY SCHOOL
COMMITTEE MEMBERSHIP 2021-2022

The Governing Body is required to review its constitution, membership, and any delegated powers and the committees procedures annually. Listed below are details of the current Committees and Panels previously adopted by your Governing Body.

RESOLVED that

- in the event of a casual vacancy or the unavailability of a specific member of a Committee/Panel the Governing Body authorise the Chair to appoint any Governor to join that Committee;
- the membership of the Governors' various Committees and Panels with delegated responsibilities be as follows:

- (a) Curriculum, Staffing and Pupil Discipline Committee
Quorum: 3 Governors

Headteacher
Ertan Hurer (Chair)
Diana Wren
Abigail Brown
Tanya Ahmed

Panels of 2 or 3 Governors to be drawn from the above members, as available, for:

- (i) staff appointments - Headteacher and Deputy Headteacher;
- (ii) staff appointments - teaching and non-teaching;
- (iii) staff discipline, redundancy, redeployment and salary assessment;
- (iv) staff capability and staff grievance initial and appeals panels;
- (v) staff dismissal committee.

- (b) Headteacher's Performance Management Panel

Di Wren
Bevin Betton/Nikesh Tailor
School Improvement Advisor
Review Officer - School Improvement Advisor

- (c) Finance and Premises Committee
Quorum: 3 Governors

Headteacher
Bevin Betton
Nikesh Tailor
Di Wren
Tim Guha
Site Manager (Associate member without voting rights)

- (d) Pupil Voice

Di Wren and Nikesh Tailor meet with the School Council termly. **NOTED** that during the Covid crisis School Council meetings were not in place. Plans were discussed as to how to manage pupil voice at this time.

(e) Complaints Against the School

Tanya Ahmed
Ertan Hurer
Di Wren

(f) Governor Recruitment Panel

Headteacher
Di Wren
Abigail Brown

(g) Governors Responsibilities

Inclusion (incorporating Safeguarding, SEND, LAC, Health and Safety and Wellbeing)

Di Wren
Abigail Brown
Tracyann Tyrell-Cowan
Tim Guha

Curriculum

Tanya Ahmed
Ertan Hurer
Bevin Betton
Nikesh Tailor