

**GOVERNING BODY OF HIGHFIELD SCHOOL**

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

16 JULY 2024



**MEMBERS**

<b>Position</b>	<b>Name</b>	<b>Date of Appointment</b>	<b>End of Term of Office</b>
LA Governor x 1	<i>Bevin Betton</i>	1 September 2020	31 August 2024
Parent Governors x 3	Tanya Ahmed	23 October 2020	22 October 2024
	Tim Guha (Chair)	19 November 2021	18 November 2025
	Vacancy x 1		
Staff Governor x 1	Stephanie Morton	18 September 2023	17 September 2027
Co-opted Governors x 3	<i>Sophia Loizia</i>	21 November 2023	20 November 2027
	Vacancy x 2		
Headteacher	David Wilson	1 September 2019	

*Italics denotes absence.*

**ALSO ATTENDING**

Mandy Newell – Clerk to Governors

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Sophia Loizia and Bevin Betton.

**RESOLVED** to consent to these absences.

**2. DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THIS 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) Co-opted Governors

**NOTED** the vacancies and that GSS were looking to see if they had anyone suitable to fill them. The Chair and Headteacher planned to meet with a potential new Governor before the end of term or early in September. She had expressed her interest to GSS. Sophia Loizia had suggested that they look at a website where Governors could be sourced and the Chair planned to view this as soon as possible

**RESOLVED** that

- (i) a meeting with a potential Governor be arranged asap.

**ACTION: HEADTEACHER/CHAIR**

- (ii) the website suggested by Sophina Loizia be reviewed.

**ACTION: CHAIR**

#### (b) Parent Governor

**REPORTED** the

- (i) resignation of Nikesh Tailor with effect from 12 July 2024;
- (ii) the term of office for Tanya Ahmed would come to an end on 22 October 2024.

**RESOLVED** that a Parent Governor election be held in September.

**ACTION: HEADTEACHER**

#### (c) LA Governor

**NOTED** that the term of office for Bevin Betton would come to an end on 31<sup>st</sup> August. He was keen to remain as LA Governor.

**RESOLVED** that the relevant paperwork be sent to the Headteacher to recommend the re-appointment of Bevin Betton to the LA.

**ACTION : CLERK**

#### 4. MINUTES AND MATTERS ARISING

The Minutes of the meeting held on 19 March 2024 were confirmed as a correct record

**RESOLVED** the minutes be signed on GovernorHub.

**ACTION: CHAIR**

**NOTED** there were no matters arising to consider.

#### 5. REPORT OF THE HEADTEACHER

**RECEIVED** the written report of the Headteacher, Mr David Wilson, a copy of which is included in the Minute Book. The following matters arose from discussion of the report and in response to Governors' questions:

##### **REPORTED**

- (a) Roll numbers -at present there were 690 pupils on roll out of 690 and this included the ARP. Governors were delighted that the School was full when other LA schools were struggling to get the numbers of children they needed. Pupil mobility during April-July had seen 7 Pupils joining and 3 Pupils leaving: . Pupils eligible for FSM were 136 (20 % ). Pupils first language not believed to be English was 207 (30% and Pupils from minority ethnic groups were 481 (69%). 32 different languages were spoken;
- (b) Sen -children with SEN equated to 20% of the school population. 39 of these children had educational health care plans (EHCPs) and there were currently thee other EHCP referrals.
- (b) Pupil Pastoral Information

Since the last meeting there had been:

- 0 school complaints;
- 7 Children Looked After; 3 Post LAC.
- 0 children with Child Protection Plans and 4 with Child in Need Plans
- 0 allegations against staff reported to LADO
- 0 reported serious Bullying Incidents;
- 6 racial comments and other hate incidents.
- 0 significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people;
- 0 E Safety issues
- 0 permanent Exclusions
- 1 external suspensions – this had been for two days as the child had attacked a member of staff;

- (c) Attendance overall was 95.24% which was below the target of 96% but 1% above national. Governors noted the figures broken down by groups.

<b>Attendance</b>	<b>Sept-July 24</b>	<b>Apr-July 24</b>
Pupil Premium	93.69%	93.61%
SEND	94.6%	94.65%
EAL	94.29%	94.09%
BAME	94.62%	94.81%
Black Caribbean	94.87%	95.16%
Persistent Absence (PA)	9.5%	9.5%

Governors discussed attendance in depth. The Chair pointed out that this was the first area highlighted in the newsletter. The Headteacher explained that the guidance around attendance was changing and there would be more scope for fining parents in the future. He explained that they had always felt the best way to achieve good attendance was to ensure the children wanted to come to school. However, it would be interesting to see what the effect of people taking early holidays would have on attendance from now until the end of term. The Headteacher was not sure whether issuing fines would really change this in some cases. The Chair considered it would be useful to show parents how attendance affected performance. The Headteacher said he had written to parents at the beginning of the year to show them how attainment was affected by absence

Tanya Ahmed commented that PA was low at the School. The Headteacher agreed but considered it could be lower and explained that some parents seemed keen to keep their children off school, for example if a sibling was also off for some reason. However, he said there were of course legitimate reasons for absence too. He added that he would like to get attendance back to the pre-covid norms, ie around 96%. Tanya Ahmed said that there had been a great deal of research done around absence post covid. Governors discussed PA in depth and the fact that some parents had low engagement with the School so parent workshops might not be beneficial in these cases. The Headteacher assured Governors that the Attendance Officer contacted the parents of children they were concerned about and they were invited to come into School to meet with the Educational Welfare Officer;

- (d) School Improvement Plan – this had been updated and the Headteacher guided Governors through the rag rated document.
- (i) Governors were informed that embedding checking for understanding had not been consistent and other Walk Thru strategies would be revisited. The embedding of checking for understanding Walk Thrus would be a focus at the September Inset day. [In response to a query from Tanya Ahmed the Headteacher stated they were using Cold Calling and Ask 5 and that staff were familiar with the strategies](#) but seemed to only be asking questions of one or two children as they

were concerned about the pace of the lesson. Stephanie Morton said that team teaching and modelling had been conducted around this;

- (ii) work on vocabulary had been a success and the Headteacher gave credit to all involved to ensure this was a real strength across the School. It was recognised the good understanding and use of vocabulary was key to a child's learning and this would remain a high priority in the SIP for next year;
- (iii) the strategies modelled for reading lessons in Year 2-6 were showing impact and there had been attainment across all year groups including Year 6. There would be a focus on writing next year;
- (iv) the embedding of technology was a longer term plan than had originally been envisaged but there had been some successes. Moving forward it was planned to embed technology further into lessons and have one device per child. The Digital Leader was a Year 3 teacher and it was hoped to purchase 90 Chrome books for Year 3. Tools for assessment for learning would be used and the Headteacher explained that the measures being put in place were based on pedagogy. [In response to a question from the Chair](#), the Headteacher said he did not consider it would be a problem to manage parents' expectations and there was a need to ensure the practice was extended across the year groups. The Chair recognised the positives around the use of technology. The Headteacher pointed out that the Governor's letter could mention that they had seen it working well during their visits and parents would see pictures in the newsletters of the children undertaking activities using technology;
- (v) [Tanya Ahmed asked about the use of AI](#) and was informed that the School had signed up to Teach Meet AI which had useful tools for staff to access. Stephanie Morton said that some teachers used AI for resourcing their lessons and it was a useful tool if differentiated text was needed. Moving forward it would be important to work out how the use of AI could help staff workload. Tanya Ahmed commented that it had revolutionised the workload in her school. Governors discussed the fact that AI continued to be developed and this was just the beginning of the journey. [In response to a query from the Chair](#), the Headteacher clarified that the Digital Leads were working with Connect and they had also been to ICT conferences run by the Haringey Education Partnership (HEP). Governors were assured that they were very knowledgeable but there was a need to ensure other staff were on board too;
- (vi) in respect of the creative side of the curriculum the Headteacher said he still felt that there were more opportunities for hands on learning. The outdoor area in the corner of the field was a valuable resource

but there was a need for more clear expectations around what else could be done to ensure opportunities in the School were taken advantage of. Children learnt more and remembered more when they did hands on activities;

- (vii) developing aspirations for the future had been a noticeable focus and this would continue;
- (viii) to work towards further mainstream integration for ARP pupils when they were ready, had to a certain extent been achieved and measures were in place. Governors discussed the difficulties faced in managing the differing needs of the pupils. The Headteacher said this area would be removed from the SIP next year and the Chair commented that it was a difficult area to rate;
- (ix) developing moderation opportunities for the ARP across the LA specialist provision network had worked well and the Headteacher said he was keen to push the LA to come up with a borough wide assessment process. Now that P Levels were not the official measure people were using different methods for moderation;
- (x) plans to open a second ARP had been put on hold but a nurture group would be starting in September. In effect this would work like an ARP but only be for children at Highfield in Reception and Year 1. [In response to Governors' questions](#), the Headteacher said they would need to see if these children remained in a nurture group as they moved up the School. The group had ten places. Increasing needs were recognised but there was a limit on numbers and in reality the School could only have two additional resources, one for the older children and one for the younger ones. Parents had been spoken to and reception children would be assessed when they arrived at the School. Governors discussed the fact that thresholds were increasing in order for a child to get an EHCP and the Chair pointed out that even if a child did not have one they could still have considerable needs. Governors considered the issues around the hours of funding a child with an EHCP received and the Headteacher said he had spoken to the Director of Education about it. Overall there was a lack of funding in the system, not just in Enfield;
- (xi) the focus on child initiated/independent writing in early years had been very successful and was reaching expectations. This would no longer be a SIP priority but would remain a focus;
- (xii) the provision in Dali room now was excellent in order to meet the diverse needs of the pupils. In effect this was half a nurture group for four mornings a week and it was planned to build on this next year;

- (xiii) phonics would continue to be a SIP priority to embed high quality teaching of phonics in the early years
  - (xiv) the Chair commented that the RAG rating was very helpful. [In response to Governors' questions](#), the Headteacher said that there would be new additions to the SIP next year. Behaviour, a focus on the importance of relationships and restorative practice would be added. A full review of the Behaviour Policy would be undertaken in January 2025 and would be brought to Governors for ratification. The changes that were being made would reflect the fact the policy had to support the practice in the School and it needed to be more explicit and fit with the culture and ethos around behaviour. Another addition to the SIP would be reasoning in maths. Further discussion of the SIP would take place in September.
- (e) Assessment - Governors noted the figures within the report. The following areas were highlighted by the Headteacher. Good level of development (GLD) was the same as national in reception (67%). Results overall were a little lower than last year but this cohort had more needs. It was hoped to increase the GLD figure to above national next year. Year 1 phonics were also the same as national at 79%. The gap between pupil premium and non-pupil premium was very small. A phonics review undertaken this year had shown that there needed to be a more systematic way in which it was taught and measures were in place to ensure the children were in a good place when they moved from reception to Year 1. It was hoped that next year the figures would be significantly above average. [In response to a query from Tanya Ahmed](#), the Headteacher assured her that for those who did not pass the phonics test in Year 1 interventions were put in place and they would be tested again at the end of Year 2. If a few children moved into Year 3 and had still not passed a rapid catch up programme was implemented using Little Wandle.
- (f) Key Stage 2 SATS results were very good and the Headteacher was delighted to inform Governors that they were significantly above national in all areas. In respect of GD some children only just missed out and overall these were a strong set of results. A full report would be shared with Governors next term. The gap between PP and non PP was small. [Following a query from Tanya Ahmed, about whether KS2 results were teacher assessed](#), Stephanie Morton explained that there had been no moderation for writing this year. Year 6 had teacher assessment and these assessments had been slightly lower than the SATS results. Governors congratulated everyone involved in the SATS and commented that it was clear the work undertaken over the last two to three years in reading had come to fruition. [In response to a query from a question from Tanya Ahmed](#), the Headteacher assured her he had congratulated the Year 6 team and other staff and had spoken to some individual children to say how proud he was of their efforts. An overall celebration was not held as there would always be children who had not done as well as they had hoped.

The Headteacher pointed out that each cohort was different and next year would be a challenge whereas the current Year 4's were attaining highly. Results would vary from year to year.

## **6. STAFFING AND CURRICULUM COMMITTEE**

**RECEIVED** the Minutes of the meeting of the Staffing and Curriculum Committee held on 18 June 2024, a copy of which is included in the Minute Book and available to view on GovernorHub.

**NOTED** the contents.

## **7. FINANCE AND PREMISES**

**RECEIVED** the Minutes of the meeting of the Finance and Premises Committee held on 21 May 2024 a copy of which is included in the Minute Book and available to view on GovernorHub.

**NOTED** the contents

**RESOLVED** to ratify the three year budget.

## **8. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES**

Governor training could be booked via the School based booker, Catherine Moens

## **9. LA REFERRALS/POLICIES**

**RECEIVED** the following policies, copies of which are included in the Minute Book and available to view on GovernorHub.

- Employee Rights to request flexible working arrangements policy and procedure April 2024
- Paternity Leave Provisions Teaching and Support Staff April 2024
- Special Leave Provisions April 2024;

**RESOLVED** to ratify the above policies.

## **11. PROPOSED ACADEMISATION**

**NOTED** that the School was no longer consulting on academisation and would remain an LA maintained School.

## **12. DATES OF FUTURE MEETINGS**

**RESOLVED** that meetings be held on the following dates



MEETING TYPE	DATE	TIME
<b>AUTUMN TERM</b>		
Governing Body	Tuesday 10 September 2024	5pm
Finance and Premises	Tuesday 22 October 2024	5pm
Staffing and Curriculum	Tuesday 12 November 2024	5pm
Governing Body	Tuesday 26 November 2024	5pm
<b>SPRING TERM</b>		
Finance and Premises	Tuesday 14 January 2025	5pm
Staffing and Curriculum	Tuesday 11 March 2025	5pm
Governing Body	Tuesday 18 March 2025	5pm
<b>SUMMER TERM</b>		
Finance and Premises	Tuesday 20 May 2025	5pm
Staffing and Curriculum	Tuesday 17 June 2025	5pm
Finance only	Monday 14 July 2025	4.30pm
Governing Body	Monday 14 July 2025	5 pm

### 13. ANY OTHER BUSINESS

#### Parental Contributions

**REPORTED** that the SLT had met and discussed ways in which the School could raise money to help with the shortage of funds. Consideration was being given to asking parents for a voluntary contribution of £30 per year. Governors supported this proposal.

#### Membership of the Finance and Premises Committee

**RESOLVED** that Tanya Ahmed become a member of the Finance and Premises Committee with immediate effect.

### 13. ITEMS TO REMAIN CONFIDENTIAL

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

