

GOVERNING BODY OF HIGHFIELD SCHOOL

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

18 March 2025

**MEMBERS**

Position	Name	Date of Appointment	End of Term of Office
LA Governor x 1	Bevin Betton	1 September 2024	31 August 2024
Parent Governors x 3	Tim Guha (Chair)	19 November 2021`	18 November 2025
	Emily Cloke	26 October 2024	25 October 2028
	Sean Conrad	26 October 2024	25 October 2028
Staff Governor x 1	Stephanie Morton	18 September 2023	17 September 2027
Co-opted Governors x 3	Sophia Loizia	21 November 2023	20 November 2027
	Sandra Johnson	10 September 2024	9 September 2028
	Ann Campbell	26 November 2024	25 November 2028
Headteacher	David Wilson	1 September 2019	

Also attending

Mandy Newell – Clerk to Governors

Italics denotes absence.

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

- 1 -Chair.....

NOTED that all Governors were in attendance. Bevin Betton and Sean Conrad joined by Teams

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

NOTED there were no vacancies on the Governing Body.

RESOLVED that Sandra Johnson be on both the Staffing and Curriculum Committee and the Resources Committee and that Ann Campbell be on the Staffing and Curriculum Committee.

4. MINUTES/MATTERS ARISING FROM THE MINUTES

The minutes of the meeting held on 26 November 2024 were agreed as a correct record and signed on GovernorHub by the Chair

There were no matters arising to consider.

5. REPORT OF THE HEADTEACHER

RECEIVED the report of the Headteacher, Mr David Wilson, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (a) the School was nearly full apart from the nursery. Roll numbers were 681/698 which included the Alternative Resource Provision. The nursery was offering 15 hours provision at present with 30 hours from September 2025;
- (b) mobility was usually higher at the end of the School year but to date was low with 12 children joining and 6 leaving. 20% of pupils were free school meals (FSM) which was 3% below the national average. 28% of pupils had English as an additional language (EAL) and this had dropped from the low 30% in recent times. There were 69% of pupils from a minority background. [In response to Governor's question](#), the Headteacher clarified that this figure remained relatively stable. Pupil Premium figures had dropped very slowly over time. There were 39 Education Health Care Plan (EHCPs) in place with five referrals. There had been an increase in Child Protection (CP) plans and Child in Need Plans (CIN);
- (c) Governors reviewed the information provided on the class teachers and their roles. [In response to Governor's questions](#), the Headteacher clarified the reasons why some classes were over 30. This was due to the fact that children in the SRP

(specialist resource provision), formally known as the ARP had be linked to a class. In rare cases an extra child might be in a class due to special need.

(d) Pastoral information since the last GB meeting.

During the Spring term there had been

- 0 school complaints;
- 3 Children Looked After; 4 post LAC
- 3 Children with child protection plans;
- 3 Children with child in need plans
- 3 Child Protection (Safeguarding) referrals to MASH;
- 1 allegation against staff reported to Lead Officer for Child Protection;
- 4 racial/homophobic Incidents;
- 0 serious Bullying 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;
- 3 suspensions– 2 of these were for one child and the reasons were for showing dangerous behaviour towards staff and also for repeated racial abuse. [A Governor asked about how the parents reacted to these suspensions.](#) He was told that the majority agreed with the sanctions and there had been no appeals against them but in one case the parent did not seem to take the issue as seriously as the school did in respect of the racial abuse but they didn't argue with the sanctions. The School made its expectations clear. Governors discussed the increase in suspensions and [a Governor asked if these were more prevalent in some cohorts.](#) The School were finding that the high needs of some children linked to behaviour concerns. They also had a number of children with a mixture of neurodiversity and trauma. Stephanie Morton explained that in one case they did not have the parental support to refer the child to the services they felt they needed and one parent was on a long waiting list to get the help they needed
- 0 Child on Child abuse.

(e) Pupil Premium (PP) overview – the percentages of EYFS who were PP was 8%, in Year 1 it was 20%, Year 2 had 24% and Year 3 20%. In Year 4 it was 24% and for Years 5 and 6 the figures were 24% and 23%. The Headteacher explained that figures were usually lower in EYFS and it took time to obtain the relevant data establishing that a child was PP. All pupils now received free school meals so no one had to apply for these as they had in the past. In respect of nursery and reception figures were also lower as there had to be a period of time when a families income dropped to a level where they were eligible for FSM. The percentage of children who were PP was stable across each year group;

(f) [A Governor asked about the nursery take up for September.](#) The Headteacher explained that the figures for reception would be available next week and they would then receive details about those for the nursery. [Another Governor asked if](#)

they would accept late applications for the nursery and was informed that they would if there were available places. The Governor said she thought the take up would be good as parents were now able to get extra hours funding from a younger age and she also determined that 30 hours would attract more people. The demand for nursery places was high. Another Governor asked about the expansion of the nursery. The Headteacher explained that conversations had been held with the LA last year and whilst they were supportive of the idea the cost at £850k was prohibitive. The School had no more space so they could not offer more than the thirty full time places that were already planned;

- (g) Governors discussed admissions and the Headteacher explained that the SRP admissions were controlled by the LA and pupils from other schools could attend whilst Dali class was funded by the School and only had pupils from Highfield. In response to Governor's questions, the Headteacher explained that a degree of funding was received for children with EAL but this was added to the main funding pot. There had been EAL children at the School for a long time and good class practice around developing language was in place. Governors were informed that there were a very small number of children who did not speak English and the vast majority of the EAL children were confident in the language;
- (h) Attendance - overall attendance was 95.5% since September 24. It was hoped to raise this to 96% which had been the pre-Covid figure. Nationally the average figure had dropped to 94% since the pandemic. PP was 93.3% attendance. Governors noted the attendance figures for other groups contained within the report. The Headteacher was pleased to say that from January to March overall attendance was 96.1%. 92.2% of parents had attended parents evening which was not considered a bad number
- (i) Governors discussed the main reasons for poor attendance. The Headteacher explained that some families were regularly away either for holidays or visiting relatives during term time but did not always tell the School this was the reason for absence. Others had a low threshold for illness. In some cases both parents went out to work early and left their child to make their own way to school and they might decide not to come that day. It was often the most disadvantaged children who needed to be at School who were not. Some non-working parents kept children off for the slightest of illnesses. In response to a Governor's question, the Headteacher said that black Caribbean children had been highlighted outside of BAME as this was large and diverse group and the black Caribbean children had presented with low attendance. However, this had now improved and the Headteacher agreed that there might now be a need to look at other groups within the BAME category. Following another Governor's question, the Headteacher clarified that the vast majority of the children at Highfield lived locally;
- (j) School Improvement Plan - Governors noted that this had been discussed in depth at the Staffing and Curriculum committee. The following was highlighted from the

Headteacher's report. The areas of consideration were around the Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Effectiveness of the Early Years Provision. Priorities under Quality of Education were to embed key Walkthru strategies, embed the use of technology across the curriculum, to increase the opportunities for creative and hands on learning, to develop a whole school writing plan so that all pupils had varied writing opportunities and to ensure that maths lessons had the correct balance between arithmetic and reasoning that reasoning was an integral part of the curriculum. Under behaviour and attitudes the priority was to review and adapt the behaviour policy and systems to that it was in line with the culture of the School. In respect of personal development the priority was to develop responsible, respectful, active citizens. The priority for leadership and management was to have systems in place to ensure the SLT continued to work effectively and to establish and develop the nurture group so there was high quality teaching and learning focussed on the needs of the children attending. The priority for effectiveness of the early years provision was to ensure high quality teaching of phonics embedded throughout early years;

- (k) [in response to Governor's questions](#), the Headteacher said they were keen to increase the number of devices in school and ideally have a set of chrome books for each class. [A Governor commented that her company were updating their devices and she would ask of they might consider donating some of the old ones to the School. Another Governor said he would do the same.](#)
- (l) Governors discussed the fact the DHT would be taking adoption leave so there would only be 1 DHT until she returned. They would not be backfilling the role. The Headteacher explained that the AHTS had turned Year 6 around this year and taking one of them out now would be detrimental to the work they had achieved and at this stage in the year there was a need to focus on the SATS. The absence of the DHT for a period might mean a delay in some of the SIP plans. The Headteacher reminded Governors that they reviewed the SIP progress at the end of each term;
- (m) Governors were guided through the assessment results and noted that 67% of reception were at a good level of development (GLD). The national figure was 68%. 79% of Year 1 had passed their phonics test compared to 80% at national. KS2 results were well above the national average for Age Related Expectations ARE and GD. The combined figures were 74% for PP and 76% for non PP so the gap was only a small one. GD for PP was 11% which was above the national average. The SATS would take place in May with the results available in July. The Headteacher hoped he would have some data to share at the Summer Governing Body meeting. Governors were shown the predictions for this year on Insight. 66% were predicted to achieve combined at ARE, a drop on last year but the Headteacher reminded Governors that this year's cohort was very different to that of last year. The figures for the disadvantaged group were noted along with the gap between PP and non PP for ARE which was a large one;

- (n) the Headteacher emphasised that this Year 6 cohort had a lot of issues. Governors reviewed the demographics which included the fact that only 58.3% of them were home grown pupils , ie had been at the School since reception. There was high mobility within this cohort. SEND figures were in line;
- (o) this cohort also had a major problem with persistent absence. (p/a). 30% of the disadvantaged children had p/a. This was a high number and a barrier to learning. [In response to a Governor's query](#), it was explained that p/a = lower than 90% attendance. Parents were contacted and measures taken to try and improve matters. This could include the involvement of the Educational Welfare Officer (EWO). The School could fine if they wished to but the value of doing this was a debatable issue dependent on the reasons for absence. There was evidence to show that fining did not always help and in the case of holidays it was still cheaper to take a child out during term time even with a fine being imposed;

Clerks Note : Sophia Loizia apologised that she had to leave the meeting.

- (p) Governors discussed the fact that Covid and long holidays such as those at in the Summer affected disadvantaged children more than non-disadvantaged as the disadvantaged children fell back with their progress quicker than the non-disadvantaged;
- (q) Governors recognised the circumstances around the current Year 6 cohort and that the School did as much for these families as they could to help them in any way needed. The consideration around fines for p/a was discussed in depth and the Headteacher agreed that he would potentially not rule out fining in some cases or at least threatening to do so depending on the circumstances. Following discussion, it was clarified that the School would not benefit financially from any fines as the money went to the LA. Governors discussed the amount of manpower needed to manage p/a effectively. The Headteacher said that they had visited families in some cases but they did not have enough staff to do this on a regular basis. There was a focus on school refusers in the mornings, some children got to School but then refused to enter the building. Governors were assured the School had a good Attendance Officer in place. The debate around fining continued and [the Chair of Governors determined that the threat of a fine would be a deterrent and could improve the number of p/as. Another Governor suggested adding information about proposed fines into the newsletter and that highlighting the link between absence and attainment could be useful. She also added that at her School they used incentives for the children if they had good attendance and this worked well.](#)
- (r) [following a Governor's query about the new Ofsted framework](#), the Headteacher explained that Ofsted had said they would be looking at 11 areas but it was not clear how they would achieve this over a 1.5 day visit and further details had not yet been forthcoming. For now, he assured Governors that they would continue to

focus on what was best for the children and would review the new framework when it became available. A Governor asked if an inspection was due and the Headteacher explained it was not imminent

(s) IDSR (Inspection Data Summary Report)

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

REPORTED that this document highlighted the school's characteristics and information on areas such as ethnic groups and SEND characteristics, staffing data, absence data, suspension data and attainment figures. However the data was not current and contained information from 2022-2024. Ofsted would review this data.

NOTED the contents of the IDSR.

6. **STAFFING AND CURRICULUM COMMITTEE**

RECEIVED the minutes of the meeting held on 11 March 2025, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the contents.

7. **FINANCE AND PREMISES COMMITTEE**

RECEIVED the minutes of the meeting held on 20 January 2025, a copy of which is included in the Minute Book and available to view on GovernorHub

RESOLVED to

- agree the third quarterly return;
- to ratify the following policies
 - Appraisal Policy;
 - Capability Procedure;
 - Pay Policy

8. **PUPIL PREMIUM**

REPORTED that

- (a) the SATS results for KS2 PP had been very successful last year for ARE and GD and the PP results had been higher than national. The target had been to achieve 75% for KS1 phonics passes and this had been achieved. Governors were assured that PP would always be a focus for the School and if they did well for the PP pupils they did well for all pupils;

- (b) Governors reviewed all areas of the three year strategy in depth and noted that whilst a plan was written for three years it was reviewed annually. This plan had begun in December 2024.

NOTED the PP statement was on the School website.

RESOLVED to agree the new statement.

9. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES

NOTED that all training sessions were listed in the Governor Training Brochure 2024-25, available on Governor Hub.

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

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

SPRING 2025		
Date	Time/Location	Course
20 Jan 25	18.30 - Teams	Improving the Outcomes of SEND pupils -(training for governors)
29 Jan 25	18.30 - Highlands	Induction for New Governors
3 Feb 25	18.30 - Teams	School Finance Part 2 (for governors)
4 Feb 25	18.30 – Teams	Pupil Premium for Governors
19 Feb 25	18.30 - Highlands	Inclusion and Equality
24 Feb 25	18.30 - Teams	Chairing Effectively Part 2 (for governors)
17 Mar 25	18.30 - Teams	Website Compliance (for governors)

19 Mar 25	18.30 - Highlands	Strategic Governance
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NOTED that Emily Cloke had completed Governor induction training and Senco training.

10. **DATES OF FUTURE MEETINGS**

NOTED that the headteacher appraisal meeting needed to be scheduled.

Dates of following meetings as

SUMMER TERM		
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

11. **CLERKING**

NOTED the SLA was for two years

RESOLVED to remain with GSS for the School's clerking services.

12. **ANY OTHER BUSINESS**

Relationships and Behaviour Policy

RECEIVED the draft Behaviour Policy and a PowerPoint presentation, highlighting the salient points within the Policy, copies of which are included in the Minute Book and available to view on GovernorHub.

REPORTED that the Headteacher guided Governors through the PowerPoint presentation and the following matters were highlighted;

- (a) Governors were informed that the Relationships and Behaviour Policy had been updated to reflect where the School's practices were now in respect of looking at

trauma informed practice and the importance of relationships in School. Governors were reminded of the moral purpose in the School which was – *“At Highfield we strive to provide each child with the tools they need to become their very best selves. We aim to instil within them the skills and values which will enable everyone to positively contribute to the diverse world we live in”*. Governors were reminded that at school *“we want to create a learning environment and community that embodies our moral purpose and core values”*. The Highfield values of kindness, cooperation and respect were reviewed.

- (b) Stephanie Morton explained they wanted the new policy to reflect the restorative approach which was now in place and proving to be very effective;
- (c) the Headteacher said that he planned to send the PowerPoint presentation to parents to obtain their thoughts on the amended policy. He explained that most parents were very engaged and would respond. *A Governor commented that the document was an engaging one and personalised to the School.* It included details of what exactly the restorative approaches were. The School wanted pupils to take responsibility for their actions and restore relationships as a result of this. Consequences must link to the demeanour and the children needed to understand that;
- (d) in practice this meant that at Highfield, instead of simply ‘being punished’ as a consequence of ‘poor or unacceptable behaviour’, children were invited to engage in a process where they took responsibility for their actions, understanding what they had done wrong and accepting that their actions were harmful to others. This meant that children had the opportunity to share their perspectives, feel heard and feel more able to be honest about their choices. This approach worked to address the flaws of the traditional punitive approach; namely that the ‘offender’ had the responsibility and accountability for their actions taken away from them and once punished they had no requirement to address the underlying harm caused. Staff considered that a purely punitive approach was a missed opportunity for children to develop empathy, responsibility and self-awareness. In these situations, often the child was more concerned about the consequences for themselves – and only remorseful because they had been ‘caught’ - rather than becoming aware of the consequences of their actions, on others. When third parties i.e. teachers dominated the management and problem-solving of the conflict, the consequences could become superficial punishments whilst underlying issues remained unaddressed and this could mean that incidents reoccurred. The School now used restorative approaches to deal with conflict in order to find more meaningful, positive solutions for all involved;
- (e) the restorative enquiry questions were drawn from the five core themes of restorative approaches. Governors noted the information on content and key questions provided. It was explained that In classrooms and other internal and external spaces, staff had identified a number of basic expectations that helped to structure the day to day interactions and learning. These were called the Golden Rules. These had been reviewed but not completely changed and the rules were in place from EYFS to Year 6. The rules were ; *We are kind, helpful and respectful to everyone. We try our best in our learning and allow others to do the same. We are*

polite to each other and take it in turns to speak. We always behave sensibly and safely in school. We listen to staff and make the right choices. We take care of our school and equipment;

- (f) Governors were guided through the KS2 behaviour guidelines and informed that these were adapted for EYFS and KS1. These guidelines started as green and moved to red when a time out was issued. They were working well and having a positive impact on behaviour;
- (g) Governors noted that there was a KS2 reflection sheet in place and behaviour log recorded time outs, persistent poor behaviour and significant incidents. The reflection sheet was not shared with parents but the behaviour log was and had space for a parental comment;
- (h) the Headteacher explained that when dealing with exceptionally challenging or unacceptable behaviour, the restorative approach was supported with an agreed list of sanctions that helped staff to ensure that their responses to unacceptable behaviour were consistent, equitable and inclusive. Governors noted the examples of possible behaviours and potential consequences for children in KS2 which were adjusted for children in Early Years and KS1;
- (i) a range of support was available for the children. This included circle time, calm corners, a worry box, PHSE scheme of work, Learning Mentor, Place2Be, Trailblazer - mental health practitioners and an alternative curriculum. Whole School rewards were in place too. These consisted of the Headteacher Award, Dojo points, celebration assemblies, attendance awards and punctuality awards. Other rewards included Times Tables Rockstars, Golden Time and individual class based awards;
- (j) Governors discussed the concerns around behaviour and [in response to a query](#), it was confirmed that all Level 3 incidents resulted in a time out;
- (k) the Headteacher explained he had included some DfE guidance with the presentation and information about incidents beyond the School gate along with necessary and proportionate adaptations to support pupil behaviour;
- (l) [Governors raised questions about phones in School](#). The Headteacher said that children were allowed to bring these into School in Years 5 and 6 but they were kept in the teachers' drawers during the day. They could be collected at the end of the day. A discussion was held around the understanding that if a child walked to or from school alone a phone was reassuring for the parents but the need for smartphones was causing a lot of debate in general at present. Governors were informed that the School was holding a workshop about mobile phones on 1 April. The Headteacher said that most issues that arose were due to social media and happened outside of school. Most of these began in Years 5 and 6. Governors discussed the need for parents to be aware what their children were looking at and the need to educate them around the dangers of social media. Governors discussed this matter at length;
- (k) the Headteacher asked Governors for their thoughts on the PowerPoint. They felt it was very informative but suggested that a slide explaining the adaptations for KS1 be included for parents. It was also suggested that the document include

information on the reduction of time outs since the measures were introduced. Parents would welcome seeing how this had worked. Stephanie Morton said this could be backed up with quotes from the children.

RESOLVED that the Headteacher add information about adaptations for KS2 and on measures that had reduced the time outs before sending the presentation to parents along with the draft policy.

ACTION: HEADTEACHER

12. **ITEMS TO REMAIN CONFIDENTIAL-**

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