

**MINUTES OF THE BOARD MEMBERS MEETING HELD ON THURSDAY
2nd NOVEMBER 2023 AT 17:00 AT SAFA BRITISH SCHOOL**

PRESENT:	S. MERCHANT	CHAIRPERSON	(SM)
	Z. HARRINGTON	PRINCIPAL	(ZH)
	B. HORWELL	HEADTEACHER SECONDARY	(BH)
	L. MCGEEVER	HEADTEACHER PRIMARY	(LM)
	T.SONUGA	HEAD OF THE BRIDGE	(TS)
	C.DRINKWATER	PARENT EXEC REPRESENTATIVE	(CD)
GUESTS:	K. BRAIN	PRIMARY INCLUSION LEAD	(KB)
	K. RODRIGUES	SECONDARY INCLUSION LEAD	(KR)
	A. SHARAF	HEAD OF ARABIC AND ISLAMIC STUDIES	(AS)
APOLOGIES:	L. KHATIB	PROPRIETOR	(LK)
	F. ALBANNI	EMIRATI COMMUNITY LINK	(FA)
	L. FRIDD	PRINCIPAL SAFA COMMUNITY	(LF)
	D. SALAZAR	CLINICAL PSYCHOLOGIST LIGHTHOUSE ARABIA	(DS)

MINUTES: L. WELLS (LW)

The meeting was convened at 17:00 Apologies were received from LK, FA, LF and DS.

1. Welcome

ZH welcomed everyone on behalf of SM to the meeting.

2. Inclusion

KB and KR gave an update on the Inclusion Department at SBS. The presentation can be found here.

General points:

- The presentation covered how the Inclusion Department are meeting the needs of students for both Primary and Secondary.
- Expansion of students and team
- Extra layer of leadership
- Denise McQuinn currently on Maternity Leave
- Primary team: TK and 7 teachers
- Secondary: 5 teachers, 3 TAs and 5 LSAs
- Staff Personal Development

- Identification of students – internal and external
- Change in process to include Heads of Year
- Consistency of support for learners
- Everyone involved – quick support to students
- 3 levels of support
- Classification process – Level 1 – graphic
- How SBS is supporting Level 1 primary and secondary
- Flexibility and rotation/push pull
- Student progress tracked against lesson objectives
- Level 2 – add extra level (Level 2+)
- Summary of interventions – academic and beyond academic
- Secondary - Focus on core subjects: main focus is boosting Y11s this academic year. Focus on revision and exam preparation.
- Touch typing – beneficial for students that struggle with handwriting
- Racing minds – tools and strategies
- Mentorship programme 1:1 mentor guide through secondary school life
- Level 3 students – highest level
- Full time LSA or majority of time.
- Nurture Program – extremely successful
- The Bridge – for students with higher needs, ABA led.
- ASDAN – introduced some ASDAN qualification. Flexible and portfolio of work. Internally and externally moderated.
- Raising Aspirations – preparing for adulthood. Very receptive and student led.
- Performance and Enhancement – identifying students using CAT4 data. Additional ways of learning, push themselves. Maths, English and Science.
- Secondary – data informed planning led by specialist teachers.
- ECA programme and booster sessions
- Challenge – Gifted and Talented
- ID through CAT4 – High Fliers programme in Primary.
- Secondary – quality first teaching.
- Social and emotional support.

ZH thanked KB and KR and invited questions from the Board.

TS – thanked KB and KR for the comprehensive overview and asked regarding the altered referral process to include Middle Leaders and Head of Year, there is a potential issue in that they might not feel equipped. How to ensure this?

- KB – the HOY can check teacher has put things in place already and then go to LINK team – HOY give immediate support. Quality first teaching. HOY offer specific support on topics.

TS asked is there a redline process.

- KB – confirmed that there is a red flag policy – LINK team can be immediately there for

TS asked about the 'on watch' students who have transitioned to secondary.

- KR confirmed that some have done well. The pupils are given a chance to settle, opportunity to see how they develop. After half term, there have been increased interventions based on TAs and Teacher feedback.

TS asked about the identified challenges and what the increased support for teachers.

- KR said that more of Link team are better able to respond.
- ZH added in about the training that has been done. Meetings and strategies in place. Constant flow of communication. Assess – plan – do – review.

CD asked that quite often parents aren't aware of things if there is a problem. What do staff look out for?

- KR explained that there are children with a variety of needs. Staff are experienced of staff, pick up on when children do need a bit of help. LINK team will then pick up conversation with parent in IEP/meetings/reports/emails.

CD asked how do you cope with parents that don't want support.

- KR explains that staff are strategic and build trust, child focused. Support there whether there is a formal diagnosis or not. TK – helps to navigate the conversations.

TS asked about the last DSIB report and next steps for inclusion which were ensuring pathways for KS4 and KS5. TS asked if ASDAN is robust enough to be a complete pathway? Is SBS fully equipped to deal with need?

- BHO explained about the pathways for KS4 and KS5. BTEC programme KS4 and KS5 provides flexibility and option to build curriculum around pupils. Pupils will still be able to access a good level of qualification. Every school in locality same issue. ASDAN not robust enough but right thing for the students that we have.
- ZH explained that SBS identifies pupils in Years 5 and 6 and whether Secondary curriculum is suitable – equivalency easier in home countries – T3 conversations started by KB in IEPs. Part of getting parents onboard and guide parents.
- YSI explained that conversations continue into KS4. Destination is key and important. International setting. Equivalency thereafter.

There were no further questions from the Board.

3. Principal's Report

ZH gave overview of the Principal's Report and invited AS to update the Board on the Arabic and Islamic Department.

TS asked what has been done to move the department up from Acceptable.

- AS explained that good progress had been made in Primary and Acceptable progress in

Secondary and that the Department is in a much better position that 12 months ago.

- Achieved a lot in last 12 months and the new appointments/roles have ensured curriculum consistency.
- AS explained that there are no weak classes. Acceptable – at first – then second lesson – good.
- Strong recruitment programme. Unfortunately, last year we lost good teachers to DC and JP.
- AS explained about the External data. IBT took place in Nov 2022. Results didn't match internal data – new to students and teachers. Results – mainly weak to acceptable. Waiting for Sept assessments results which look promising based on samples.
- As updated the Board on the Early entry GCSE Arabic last year – 13 x Grade 9; 1 x Grade 6 ; 1 x Grade 5.
- GCSE Arabic as a first lang and AS and A2 Arabic to be offered.

CD asked about pupils who chose not to opt for GCSE Arabic.

- AS explained that pupils get a KHDA certificate to end of Yr13; Arabic B can apply for certificate if they choose.
- GCSE curriculum introduced in Y9 this year and will be introduced next year in Y8.
- Going forward more students will have early entry.
- YSI – explained re: Arabic curriculum requirements. KS5 will see continuation of provision and pathways.
- AS outline what has been achieved to date: curriculum redesign from FS1 to Y11; redefined Islamic curriculum. Invested in staff – 3 Arabic support teachers and TA.
- Assessment data – v good and close to reality. Result of CPD, moderations, exams. Claim strong assessment system in Arabic and Islamic. Use data accurately to inform assessing and planning.
- Facilities – rooms, beautiful learning spaces and praying rooms, libraries – extra resources. Adding value. Strong Arabic and Islamic hub in Safa.
- YSI stated that it's important to highlight that students come to us who haven't had the same level of exposure. Data now states the number of years of study of Arabic B and numbers of study – this is used to inform data and expected levels. Measurements are more realistic (e.g.: students new to year 9 from UK). Curriculum adapted. Level 1 in all year groups.

TS asked how are you measuring the impact and how do you hold your team accountable regarding the SIP

- AS explained that this is done via growing goals/appraisals. All staff have direct targets and student outcomes which align with targets for DSIB.
- AS explained that his approach is very open with staff; one vision coming from Principal. QA process, weekly book-look, learning walks and lesson observations happen internally. AS see every teacher 3 times per year and meets with all of teachers once a week. Talk and planning is done together, used to seeing AS in class. Give opportunities. Meetings after each assessment cycle.
- TS thanked AS

ZH invited questions for BHO and LM.

TS asked LM how are you ensuring Best Practice disseminated?

- LM said that the strength is in FS and this is the goal moving into Phase 2. Using collective expertise to raise leadership to Outstanding. Middle leaders in Primary are paired up with member of Arabic and Islamic Team. Introduced Curriculum leaders in FS to link with Primary. AS is also observing with LM and PLT together part of sharing same vision. LM explained that an optional learning and assessment team has been created with staff volunteers to share best practice and trial new initiatives.

CD –asked about the current Year 11s and how the preparation is going going for first co-hort of GCSEs and post-16 options.

- BHO responded that we have launched the post 16 process – parental engagement will take next week (w/c 6/11/23) and a student assembly has already taken place.
- Weekend revision sessions – core start in 2 weeks' time.
- Cohort 29 students – range of ELL needs. Number of success stories which sadly won't be reflected in the results.
- Provision – Academic ECAS, SLT mentor to all Y11 pupils, given student the agency to choose who mentors them.

CD mentioned the visit from Middlesex Bus.

- BHO agreed that helps with structure and vision and what pupils are working towards
- ZH explained that the pupils found the psychometric testing useful and that the bus is due to come back for Y9s.

CD asked when pupils start using Unifrog.

- YSI said that this is from Y7 where they can start to document and build their profile.

CD asked when the mocks examinations are.

- BHO answered that they are in the 2nd week of Jan. In half term 1 and 2 the focus is on content.

CD asked if pupils will have covered the curriculum before mocks.

- BHO explained that yes they would have done – every department has mapped content and shared it with pupils and parents. BHO highlighted the issue time lost due to Ramadan and Spring Break.

TS asked ZH about the next steps for the Parent Survey.

- ZH – explained that two committees have been established –
 - 1. Parent Committee – look at 'you said we did'. Last one happened on 25th October with AS and the Arabic and Islamic team.
 - 2. Wellbeing and E-safety committee – wellbeing is a strength but what does

that look like – flurry of complaints about iPad use → set up committee. Lots of really useful feedback and there are 5 actions from committee. Parents rated the session 4.8 out of 5 in their feedback.

- ZH to share PowerPoint and outcome.
- CD attended the session and said it was extremely useful.
- LM said that eSafety was a focus in Primary and SBS is looking to lead a cluster group from BSME – Sarah Polley is linking with BSME.
- A session has also been held for Y1 parents which was well received. Along with sessions run by parenting coach Miss Maysaa sessions.

AOB:

- ZH highlighted the following to the Board:
 - School canteen has received an Award for highest food safety. She congratulated the Tuck shop.
 - ZH also congratulated Louise and Brian for the GESS Sustainability Award.
 - Dara Davey is now on Maternity Leave.
 - LM due to start Maternity Leave in the next few weeks.
 - Noreen McGuckin has been appointed as Acting Head of Primary.
 - Friday 10th November, KB and KR to attend the Mentl Awards – SBS has been shortlisted.
- SM asked AS to keep monitoring which platforms are and how much are they being used by the pupils and to review at the end of the year. AS confirmed that he is having daily conversation with team about usage and pushing usage with students.
- ZH – thank you for attendance and presenting.

Board concluded at 18:30pm