

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD ONLINE (VIA TEAMS)
MONDAY, 12 JULY 2021**

MEMBERS:

CO-OPTED GOVERNORS

* Ms Ann Woodhall (Chair) (WLA)
Mr Martin Christie (CEM)
Councillor Barry Rawlings (RSB)
* Ms Niki Savva (SAN)
* Mr Chris Kendrick (KKC)

PARENT GOVERNORS

* Ms Olga Glazer (GRO)
* Mrs Joanna Goga (GAJ)
* Mr Nishad Gudhka (GAN)
* Mrs Tracy Ward (WDT)

LA GOVERNOR

* Councillor Anne Hutton (Vice-Chair) (HNA)

STAFF GOVERNORS

* Mr Simon Horne (Head Teacher) (HES)
* Mr Jerry Arnull (ALJ)

* Denotes members present

NON-VOTING OBSERVERS PRESENT

Ms Paula Donaldson (DNP)

IN ATTENDANCE

Mrs Jane Canavan (Clerk) (CNJ)

A Woodhall

21/66 WELCOME & INTRODUCTIONS

WLA welcomed everyone to the meeting.

21/67 APOLOGIES FOR ABSENCE

Cllr Barry Rawlings, Mr Martin Christie – ACCEPTED

21/68 DECLARATION OF PECUNIARY INTEREST

None

21/69 MINUTES OF LAST MEETING

The minutes of the meeting held on 14 June 2021 were **APPROVED**.

21/70 MATTERS ARISING

21/60 School Website

WLA asked if there had been any progress in making the school website compliant for people with disabilities. HES said it is ongoing - looking to see if the local authority could assist.

HNA noted the website shows student destinations and governors were sent a careers link. However, it is not evident on the website without the link.

21-62 Investors in Careers accreditation

WLA said she had a conversation with a representative of Investors in Careers who was very impressed with what FBS has been doing and saw no problems in continuing with the award.

21-62 Woodhouse College

HES reported that he had a very positive meeting with the new Principal of Woodhouse College, Sugra Alibhai. She told HES that she comes from a disadvantaged background and wants to work with FBS. They have agreed to put a link to Woodhouse on the school's website. Sugra is keen to come in and take an assembly for Y9 students. She was also keen to have an evening meeting with Y11 students who have chosen to go to Woodhouse and their parents. She is keen to explore new ideas and wants to make sure that FBS's link is well developed.

HES to let WLA know when Sugra Alibhai is due to go into FBS to speak to Y9 students.

SAN asked if Y10 students had visited Woodhouse College. HES said because of COVID, Y10s had not been there.

21/71 FINANCE REPORTS

Budget Monitoring

DNP explained the report covered the first 3 months of the financial year and income and expenditure should be roughly at 25%. Some income is determined by the LA payments schedule and may show more, but will even out over the year. Lettings have resumed: there is now a Sunday church group and a regular evening badminton group. A performing arts school will be using the facilities from September. DNP said they will request the final amount of the insurance claim for the flood damage when work is completed over the summer. A grant from FBET has been received (£4,190) to pay for some music keyboards.

DNP said expenditure is all on track – staffing costs are just under 25%, premises costs and supplies and services are where they are expected to be. Agency and Contracted services is above 25% because the school pays for some of the services upfront and this will even out over time.

£72,000 is being held in revenue to pay for the Inclusion Hub building and they are expecting some additional funding from the local authority. The local authority has agreed also to pay for the smart board and computers for the Hub.

DNP reminded governors that the £50,000 received from John Lyons Trust is for staffing costs (the Director of the Inclusion Hub and a TA), not for capital expenditure. She confirmed also that the Inclusion Hub premises had been fully costed.

Financial Benchmarking

DNP said she thought it more useful to benchmark with local schools. There were no surprises because earlier in the year the School Financial Value Standards document created benchmarks.

DNP said they know that savings need to be made through staffing costs. WLA questioned some of

the differences in funding. **HES** said some of this might be because some of the schools have a sixth form. **HNA** said she felt the benchmarking was interesting and it showed that **FBS** do well with their staff. **WLA** added the pupil/teacher ratio is also good.

Staff Access to Confidential Helpline

DNP said usage of the helpline is quite low, but they believe it is worthwhile for staff who might need it and they would continue buying into the service. The cost is about £1,000 per annum. She said that the previous year's uptake of the service was very low also and **COVID** hasn't generated an increase in usage. **HNA** asked if most schools have this sort of service. **DNP** said that there are quite a lot of schools using this service or something similar. **GAN** asked if the school was charged more if more staff used the service – **DNP** confirmed that the cost is calculated on the number of staff employed in the school. Counselling is limited by member of staff and is currently online. **GAN** asked if staff were reminded of the employee assistance programme (EAP) on a regular basis. **DNP** said there are posters up in staff areas of the school and leaflets about the services offered are distributed to staff and she occasionally emails staff to remind them of the wide range of services. **WLA** said she thought this was a useful service to have and if staff weren't using it, it shows that they are happy. She said even if only a few did access it, it was still worth keeping. **ALJ** said he felt that more could be made of this service and perhaps at inset days staff could be reminded of the issues the EAP deals with. **HES** said it is mentioned at the start of the year and when there are staff who might be going through a difficult patch, **DNP** would see them and recommend the service. **DNP** confirmed that the EAP is part of the induction for new staff. **WLA** suggested that knowledge/usage of the EAP be included in staff surveys.

Site Update

Summer break:

M1-3 flooring being re-laid.

Preparation work for the Inclusion Hub starts on 19 July. Portakabin delivered on 5 August.

Annual maintenance being carried out:

PAT testing

Deep clean in kitchen and food technology room

Windows cleaned and gardens planted ready for Open Evening

Painting of corridors and classrooms.

21/72 REVIEW OF SUPPORT STAFF APPRAISAL

HES reminded governors that last year, because of **COVID**, the local authority recommended support staff receive the maximum percentage increase. This year the school has received the same recommendation. **HES** said they decided to take the same approach this year as last year: to award an across the board rise of 1% to eligible staff. Support staff haven't been informed as this is linked with the cost of living award. However, unions and local authorities have not yet reached agreement on this increase. When that happens support staff will be informed of their increase. **WLA** asked when this was likely to happen. **HES** said it would normally be agreed by now but the pay agreement is a national negotiation that takes place annually. **WLA** asked if they should consider paying part of the increase now. **HES** said any increase would be back-dated, so no-one would lose out on any pay.

21/73 RISK ASSESSMENT (RA) UPDATE

No change at the moment. **HES** said the **DfE** had produced more guidance – Road Map Step 4. There are some significant changes that the school would need to think about. For instance, there will be no need for any 'bubbles in school, they should be going back to full assemblies, face coverings will no longer be mandatory in school, or on public transport. The school no longer has a duty to find close contacts of those testing positive, this is now carried out by Track and Trace. If someone tests positive, they are expected to inform Track and Trace. Schools are also being asked to do two lateral flow tests for every child before they start back in September. There is an option of doing this in August, but they will probably carry this out at the beginning of the autumn term and they can delay the start of term to do this. The RA will need to be altered to take in all the new recommendations.

WLA asked if the school could still insist on students wearing masks in common areas, such as corridors. **HES** said they can't insist, but they can recommend. This is something they will review for the autumn term. Since the rules changed, the percentage wearing face coverings has dropped. **HES** said that local schools in the area have had to send whole cohorts home – at FBS there were 21 students off – two of whom have tested positive. Two members of staff were isolating – one with COVID. They hoped to be able to get to the end of term without too much disruption.

21/74 HEAD TEACHER'S BRIEFING

HT notes were circulated prior to the meeting.

Staffing

In addition to those mentioned, **HES** said the Head of Computing would be leaving at the end of the summer term. There are two computing teachers still employed which is sufficient for their needs.

Attendance/Exclusions

HES said because of the COVID effect, it was difficult to make sense of attendance and exclusions this year.

GAJ asked how the Inclusion Hub has impacted on fixed term exclusions (FTEs). **HES** said it is meant to reduce both fixed term and permanent exclusions. Some of the children who have had FTEs have been working with Inclusion Hub Director, Oribi Davies [DSO]. There have been challenges for DSO because they haven't yet got their building and he hasn't been able to isolate the children. **HES** said from September, when they have the Hub building, they plan to reduce FTEs. This is something they need to deliver because that is the purpose of the Hub. They would also hope to have no permanent exclusions.

HNA asked what the students' reaction has been towards the Inclusion Hub. **HES** said that currently DSO has had timetabled lessons with some students and there has been a mixture of responses. Two of the five DSO has been working with have come out of that support and it is hoped that three of them will carry on. This has not been ideal because the students have been taken out of individual lessons. From September, these students will remain in the Hub for the day and that will have a different impact. **HES** said he felt students would not want to be in the Inclusion Hub, missing break and lunch with their friends, until they see the benefits: that they will receive support and then go back into mainstream lessons being able to cope.

HNA asked if parents would be involved before a student would go into the Hub. **HES** reminded governors that this is a referral system that runs through the pastoral system. Before a student goes into the Hub there would be a meeting with a parent so that they are aware of what will go on. At the time of the meeting **HES** said there hadn't been any parent who had refused to let their child go into the Hub. If a parent were to say no, **HES** would remind the parent that in the end it is his decision – if the school believes that, educationally, this is in the best interests of the child they would put the child in the Hub. **HES** added that they would prefer to work with the parents. At the moment all the parents involved have seen the benefits of the system. Where possible, FBS uses arts based therapies to try and quickly turn children around and be able to cope with mainstream school.

ALJ said concerning the Inclusion Hub, he hoped that they don't lower the standards in the school in order to meet the targets that have already been set for staff. **HES** said the Inclusion Hub project is a pilot and it will be externally evaluated. **HES** said the students who have worked with DSO this term have had FTEs and they may not have had if they had been in the Hub. There is a different start and end and different break times from the rest of the school. In that sense **HES** said they are confident they will reduce the number of exclusions. **ALJ** said that four out of the five students in the Hub were male, black students. **HES** said they always need to check that they are not being discriminatory. **WLA** said they should be aware of who and why children are going into the Hub. **HNA** asked if the governing body would see this data. **HES** said he would include ethnicity and gender data to this report to governors. **WLA** said they would also need to see who is going into the Inclusion Hub as well.

GAJ said governors would also need to be aware of the impact of the Inclusion Hub upon the whole school, in general. She said she hoped the John Lyons Trust would want to see that as a result of the Inclusion Hub, general behaviour in the school had improved.

HES said that DSO has started to work with The Pavilion and it may be that FBS works with students at a certain level and when they want something at a higher level, they use The Pavilion. They have already used the Pavilion for a student this term and an alternative provision in Edmonton for another student.

Of the two permanent exclusions, **HES** said that one of them was as a result of a violent incident while at another school. The other student hadn't been identified as needing to the Hub.

Oribi Davies to present to governors in the January GB meeting.

Action: Clerk

Analysis of Ethnicity – Staff and students

WLA noted the very wide range of ethnicity in the student population of the school. **ALJ** asked, as a member of the school staff's anti-racism working party, could the ethnicity of students excluded (fixed term or permanent) be put on the list sent out to governors? **HES** said this was a good idea but because of the great variety of ethnicities, when they do so they might need to aggregate them and have broader categories. **ALJ** said they would also like to see the success stories.

21/75 EARLY CAREER TEACHERS (ECT)

ECTs now replace what were newly qualified teachers (NQTs). **HES** said the changes have come in quite late in the day and it is part of the early career framework for teachers starting teaching. The defunct NQT 1 year programme has been changed to a 2-year programme for ECTs. FBS will have one ECT in English and one in science. **HES** said there was a network of training schools across the country, however the government has decided on regional hubs. FBS was allocated Wembley High School as their hub but because of its location there having been no history of working with the school, FBS has decided to use a hub that links with the Institute of Education, the Haringey Education Partnership. The Partnership has funded two training places for the ECTs and an in-school mentor. The mentor has to be identified to the partnership and must be given allocated time each week to meet with their ECT.

ECTs have a 10% reduced timetable in year one and 5% in year two. **HNA** asked if the ECTs were students straight out of university. **HES** clarified that the ECTs will have completed their one year of teacher training prior to starting the ECT programme. **KKC** said ECTs were part of his responsibility at his school and so far information is quite scant. While there are other routes trainee teachers can go down, this fully-funded route is the one that the DfE would prefer. However, he said it would be helpful to have some more information about what, where and when. **HES** agreed that this has been set up very late but he was confident that they had been allocated two ECT funded places.

21/76 PUPIL PREMIUM

MNJ, who would normally present this report, was unable to be present for personal reasons. **HES** apologised and said they would present in more detail to governors in the autumn term. He said that a lot of the money has already been spent as the majority of funding goes on staffing in core subjects to try and reduce contact time and for pastoral staff, a counsellor and a careers co-ordinator. This year they haven't had to pay for a KS4 revision programmes, although students have had revision guides and there have been less requests for uniform and trip subsidies. **HES** said the school has also received COVID catch-up funding of £25,000 for tutoring. Two sets of tutors came in for Brilliant Club students and there was a programme for 60 other children.

In the autumn term, once the results had been validated, they will look at the outcomes for Pupil Premium children. Pupil Premium funding is not treated discretely, it forms part of the overall school budget and it facilitates having teachers and other staff available to deal with the needs of Pupil Premium children.

WLA said they do have to account for how this money is spent. **HES** agreed and said the Pupil Premium report is broken down by cost and Ofsted will look at the outcomes for Pupil Premium children. He said as an example, the report specifies £80,000 to cover the cost of lowering pupil/teacher ratios and Ofsted would look at the school's results to see if that was worth doing.

AW

21/77 SAFEGUARDING UPDATE

The report circulated with papers, had not been completed. **HNA** apologised that she had been unable to complete the form on her computer and had completed it by hand, but it had not been distributed. Clerk agreed to fill in the form electronically and it will be given to governors in the autumn term.

21/78 EXIT INTERVIEWS

WLA said when staff leave they have the option of completing an exit questionnaire. These are sent to the Chair of Governors. **WLA** said she has only received two in the past school year and since she has been Chair no-one has asked for an interview. Most forms say they like the relaxed and friendly atmosphere of the school and they would recommend it as a place to work. The main reasons for leaving are to change careers, or they are leaving the area. The most common negative comment is that there is little scope for promotion. When people want to grow their careers, generally they do have to move on. Most people are happy with their line managers and the amount of training they receive. A few felt they had too much work, they were over-qualified and didn't receive enough pay. **WLA** said, overall, the responses were positive.

HNA asked if there was an expectation for all leavers to complete an exit questionnaire. **WLA** said staff are offered a form, but they are not bound to complete it. **WLA** said she does discuss any with **HES**.

21/79 REVIEW OF GB MEETINGS STRUCTURE

WLA said they need to consider the following:

Current structure of meetings – no committee meetings except finance meetings.

Did governors want to continue with this, or adapt the structure?

What did governors feel about SLT links this year?

Fewer SLT members next year and governors will need to be linked to other areas – any suggestions of what they should be?

Is the number of meetings right- too many or not enough?

Agendas for meetings are they too long, just right, too short?

How should governors meet – virtually or in person – or a mixture of both? Would the weather affect whether meetings are held virtually or in school?

Would some people want to attend a meeting remotely?

Ways of improving diversity of GB – could we have some associate governors for a shorter period, a year, or past pupils?

Could we have a core of parents, students and staff who governors could survey perhaps twice a year to get their views?

Discussion followed. Some liked the present structure because they received more information. Some felt there were currently too many meetings with long agendas. It was noted that the governors attended more meetings this year, but it was acknowledged that it was due to unprecedented events.

GAN suggested they consider trying to attract primary school teachers or parent but not to water down the 'responsibility' of governors by limiting associate governors' time on the board. He supported the notion of trying to recruit ex pupils who are now in careers.

WDT said she felt the idea of being able to join an in-school meeting remotely could be helpful to governors if there was an issue keeping them at home. **GAN** agreed that the school should consider trialling mixed meetings and this would help some governors who were worried about their time commitments. **HES** said they have the technology, and it was used for a governor permanent exclusion hearing. The problem was that the camera did not have a wide enough field of vision.

AJ said he felt much more closely aligned to governors as a head of department rather than having an SLT link. Also through his link with the anti racism working party, a suggestion was made that governors or the school encourage people of different ethnicities and with certain skill sets to

increase the diversity of the GB. **GAJ** said she had struggled this year with the SLT link – she didn't know how often to contact them and what to ask. She realises the teachers are very busy and she would like some guidance and guidelines on how often to contact them and what the point is, what we are aiming for – is it to feed back to governors or for our own knowledge. **SAN** agreed that it would be useful to have some guidelines.

HES said the anti racism working party has produced a report and they will feed back to staff in September and it might be of interest for governors to hear what they have been doing and their future plans.

WLA acknowledged that some of the governor/faculty links had worked well in the past and she suggested that governors might have links to areas such as safeguarding

It was **AGREED** that for the next academic year, governors have a meeting every half term (6 per year) and we should try the hybrid solution. **WLA** felt this would work on many levels and it might be a way of attracting new governors who might find it difficult to get into school.

HES to draw up a focus group of parents and staff to survey on a regular basis.

Chair and Clerk to draw up a schedule of meetings for the next academic year and guidelines for governor links with faculties/areas.

21/80 GOVERNOR DAY

Governors were asked if they would like to have Governor Day in November or in the spring. **HES** said spring was a better suggestion because of the unknowns this coming winter. **AGREED** to defer until spring term.

21/81 ANY OTHER BUSINESS

WLA wished everyone a good summer break.

21/82 DATE OF NEXT MEETING

TBA

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