

THE GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD ONLINE (VIA TEAMS)
TUESDAY, 14 JULY 2020

MEMBERS:

CO-OPTED GOVERNORS

- * Ms Ann Woodhall (Chair) (WLA)
- * Mr Martin Christie (for part) (CEM)
- * Councillor Barry Rawlings (RSB)
- * Ms Niki Savva (SAN)
- * Ms Charlotte Fergusson (FNC)

PARENT GOVERNORS

- * Ms Olga Glazer (for part) (GRO)
- * Mrs Joanna Goga (GAJ)
- * Mrs Sangeeta Kerai (KIS)
- * 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 Kathryn Poynting (Deputy Head Teacher) (PGK)
- Ms Paula Donaldson (Business Manager) (DNP)
- Mr James Robinson (Assistant Head Teacher) (RNJ)
- Mr Paul Bernard (Assistant Head Teacher) (BDP)

IN ATTENDANCE

Mrs Jane Canavan – Clerk (CNJ)

A Woodhall

20/33 WELCOME & INTRODUCTIONS

The Chair welcomed everyone to the virtual meeting.

20/34 APOLOGIES FOR ABSENCE

None – all present.

20/35 DECLARATION OF PECUNIARY INTEREST

None.

20/36 MINUTES OF LAST MEETING

The minutes of the meeting held on 14 June 2020 were **APPROVED**.

20/37 MATTERS ARISING

20/31 Any Other Business

WLA asked if the 20 laptops had arrived. **HES** said they had been received and most had been distributed to students, the remainder would go out in the coming week.

20/38 FINANCE UPDATE

This report was previously circulated.

DNP said the report was looking at income and expenditure to the end of June (25% of the financial year). Total income is 29.2% is higher because there are some lump sum payments made in April. Adjustments are made throughout the year. Y7 Catch Up funding is usually paid in March each year but the government is changing the way this is funded, so they are not sure if, or when, this might be received.

DNP said they have made reductions in lettings, lunch money and music fees income because of school closure. This will not have a negative impact on the budget, because there will not be the corresponding expenditure.

Expenditure is below 25%, but **DNP** said they didn't foresee any significant savings in staffing costs, apart from a reduction in overtime payments. Also, there should be a reduction in energy costs. An item not in the budget is payment of July/August salaries for 10 newly qualified teachers who have joined the school. The contingency of £34,000 is still in place.

DNP said there is £50,000 available in the capital budget that may go towards a future build.

HNA asked why there was no income shown against 118 – Free School Meals. **DNP** explained this is included in Pupil Premium funding and is no longer separated out.

GAN asked if any catch up funding had been made available. **DNP** said she had not received any information about this. **HES** said the LA had received no information about catch up funding.

WLA said she understood that this funding was being distributed to about 15 areas and London was not included.

RSB asked if there was more expenditure than budgeted for cleaning and cleaning supplies. **DNP** said this was not a significant amount.

20/39 REVIEW OF Y10 BUBBLES

Students

HES said that over half of Y10 students have been in for the face-to-face sessions. Only 25% of the cohort was allowed in on any one day, resulting in a child coming in for three days over a fortnight. Behaviour was good and the children were pleased to see each other. He added that he felt the advantage to students was dependent upon the amount of remote learning they had undertaken during lockdown.

Staff

PGK said they carried out a teacher survey about the Y10 face-to-face sessions. She reiterated that students who had worked at home fared better with the face-to-face sessions. There were some students who were expecting to be in a lesson and it took some of them time to get used to the sessions. Teachers of options subjects would have liked to see more pupils and there were concerns about those who hadn't done much work. **PGK** said teachers felt the sessions had a limited effect on students' overall learning. However, they thought there had been some success in

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getting the children back into school. HES said some that parents were pleased to see their children back in school, although only for three days over a fortnight. WLA asked if this would have helped the children for the return in September. HES said he felt it would help some of them, although he is conscious that 40% had not come into school, so there is work to do.

FNC said the survey results were useful, particularly if another lockdown occurred in the future. She asked how many the staff responses of 23% represented. HES said about 24 staff. PGK said that not all staff came in to deliver face-to-face sessions. For instance, only 50% of maths teachers delivered the sessions.

WLA asked if all staff had been into school to go over procedures. PGK said the majority came in, and there were a few members of staff who were shielding. Those who couldn't get in accessed these sessions over Zoom.

GAN asked if they knew how other schools were doing in Barnet. HES said he had heard, anecdotally, there was a 50-60% turn out. He added the national figures for primary schools, Year 6, was about 20%, initially, and gradually increased over the term.

20/40 STAFF/STUDENT WELLBEING

Staff

WLA asked how anxious students and staff and parents were during lockdown.

HES said some staff were shielding because either they or a member of the household was clinically vulnerable. Some were anxious about coming in and they were offered the opportunity to come into school on a quieter day. There were two members of staff who haven't been into school. HES said that faculties were in touch with each other and he felt that, generally, staff were in a good place. However, there were one or two still anxious about what happens in September.

PGK said they asked staff about this in the questionnaire and generally they thought the procedures in place made them feel reassured.

DNP emailed staff reminding them of the employee assistance programme and a counselling service goes with that. All new members of staff have joined a Webinar called Kwell. Barnet has set up an employee mental health and wellbeing service – this information has been emailed to staff and signposted on the school website.

FNC asked if they knew how staff were feeling about their workload – was it more work than when they are in school and how did they cope?

HES said staff had worked incredibly hard to develop resources on Firefly. However, this isn't enough and children and parents want lessons online. In drama, the teacher set up videos to explain the work and others have put lessons on YouTube. They have also been marking work.

ALJ said that if every student had completed the work set they would have been really busy.

Unfortunately, the majority of students didn't complete the tasks. Those who did, completed them briefly, and he wasn't as inundated as he thought he might be.

PGK said she has a Y9 class and she had to chase them continuously. She said because she had fewer students she could ring home regularly. About a third of the class completed the work very well, another third completed it occasionally (after chasing them up) and a third didn't complete any work. She said if she had taken additional classes she would have found it difficult to manage.

FNC said that at her son's school, all the parents wanted more interaction. They didn't provide lessons, but they had Google catch-ups with the teacher and about 6 children where they could see and talk to each other.

HES said he has already asked the IT staff to set up the MS Teams facility in case there is another lockdown. He added there was a lot of work getting things up to speed but he felt they had been doing the right thing and they would further develop online communication with students.

BDP said he has four classes and it is difficult to compare the energy required for keeping in touch with students and that of classroom teaching. He said they had been just as busy and had been spending a lot of time developing schemes of learning to ensure the quality of education is good for when the students return.

RNJ said he has a Y7 class and he didn't find things so stressful as others. He said there has been a lot of work regarding safeguarding – managing phone calls and so on.

WLA asked if faculties had remote meetings. HES confirmed faculties were regularly in touch with each other.

Students

HES said a lot of calls home have been made by the pastoral staff and the safeguarding team. There have been some classes for children with SEND and some Y6 children who were anxious about transition, came in on 14 July for a couple of hours. Also some Y7s going into Y8 came in. In September RNJ will have a session with staff about recognising children showing signs of anxiety or grief through family bereavement. He said that Keeping Children Safe in Education covers issues of domestic abuse.

CEM said he knew of a school that has been using Google Classroom for the past 18 months and they were able to incorporate it for lockdown. Would there be consideration for the ongoing use of online learning once the children return.

HES said that this was something that needed developing particularly for those children unable to come into school, and they would have to consider using Google Classroom or Microsoft Teams.

GRO said she recently visited a school that was using MS Teams and it has been quite successful. She noted that some children were not engaged in learning and asked if there were concerns that they would have much to catch up on in September? **WLA** said this would be dealt with later in the meeting.

KIS noted that a third of PGK's class were not engaging and asked what actions were taken to re-engage them. PGK said lots of calls were made repeatedly to parents. She said she got children to log into Firefly while on the phone. She said they talked through the work and sometimes, as a result, they did the work.

20/41 REVIEW OF UPDATED RISK ASSESSMENT

RSB asked if there would be any extra curricular activities. HES said they cannot have any extra curricular activities initially – for instance, no rehearsals for a school show and no sporting programmes. **ALJ** had a meeting with other heads of PE and he confirmed there would be no extra-curricular sports events until after Christmas.

GAN asked what would happen with music tuition and LAMDA. HES said he thought LAMDA would continue. Concerning music tuition, Barnet Education Trust has set up an online programme and the school has asked that, where possible, these sessions be completed out of school hours. He added that where a child doesn't have a musical instrument at home they would allow an online lesson in school.

GAN asked if science practicals would be possible. HES said where possible they would like practicals to take place. The GCSE and A level boards have stated that for next year's exams they won't expect the children to have carried out the practicals but they will have watched someone doing them.

WLA noted in Item 12, (risks of transmission due to movement around school) the expectation that all staff and students would wear face masks in corridors. HES said it may be difficult in September to zone children in different parts of the school and what they are trying to do is to make sure hygiene requirements are enforced. Children are expected to wear masks on public transport and in shops and they will be asked to bring their own masks into school. **CEM** added the environmental impact of supplying disposable face masks and people should be encouraged to make their own masks. **ALJ** asked if they would enforce the use of face masks. HES said they wouldn't be attritional or issuing fines, but they would phone home where a child doesn't wear a face mask.

WLA asked how they would restrict drop off to Crescent Road, bearing in mind they haven't managed it to date. HES agreed this was a challenge and Hemington Avenue is a public highway. He said they might be more successful in the current climate. **WLA** asked if they could put up a sign. **CNJ** reminded governors there is already signage in FB Lane to this effect. HES said this was an old sign and he would investigate a new one with the Highways Agency.

GAN said there would be issues with public transport and was there anything they could arrange with Transport for London (TfL) to have more buses to reduce crowding and getting children into school? HES confirmed they would be staggering school start and end times and they were reducing the lunch

break. There are issues where children have been refused entry on buses and there are a lot using public transport. The buses are part of TfL, not Barnet.

Item 19: **WLA** asked what arrangements were in place to keep visitors apart. HES said the reception staff would deal with this and will ask visitors to wait outside, where there would be cones appropriately spaced to avoid contact with others.

Item 21: **WLA** said this refers to coming into contact with children with symptoms of Covid-19. HES said they would have to be working with the parents. Should a child come into school displaying symptoms they would need to be isolated and parents would need to collect them.

FNC said it might be worth letting parents know that it is simple to get a Covid test and a result. If they do not have the virus, they can return to school.

SAN said that in an ideal world she would like to see that every child is tested at the beginning of term and then every two to three days.

Item 22: HES said they still have to think about what they need to use to deliver the curriculum. For instance: contact sports and cleaning equipment, such as basketballs, before/after use.

HES said the cleaners come in at the end of the day. DNP has costed out having a cleaner in school for 4 hours during the day. They would, for example, clean a dance floor and common surfaces in school. He said it would cost about £13,000 and he felt it would be probably worth doing.

KIS asked if the school could stock masks, so students could buy one. HES said it would be preferable for students to bring their own masks, but they could keep some in student services.

Items 25/28: **CEM** asked how hand-washing would be managed. HES said when the children come into school they will be expected to wash their hands or use hand sanitisers (already in place). There is only one set each of boys and girls' toilets. There are washing facilities also in the science labs and other places around the school. **CEM** said he hadn't noticed anything about children using hand sanitisers when they come into school. HES said he would check and amend as necessary.

GAJ asked if there were any other toilets available for use in the school. HES said there were staggered breaks to alleviate some of the problem. There are toilets also in the PE block, which could be used. Children may be allowed out of lessons to use the toilets and they must follow the school's expectations. Generally, the children who have been back in school have been very co-operative.

Item 26: **GAJ** said that from a parental point of view, the more communication, the better. HES said he was considering sending out a message to parents weekly or fortnightly reinforcing expectations. He didn't want 'overkill' or to bombard parents with too many messages. HES said they use ParentPay because texts were more expensive but they don't get a big response. **GAJ** and **WDT** agreed texts were more effective.

Item 41: **CEM** noted that the effects on pupils' mental health shows a greater likelihood and yet there is a lower impact score compared to staff. HES said they would revise either the impact scores or the probability. **CEM** said this was an impressive document and he congratulated HES and SLT for its completion.

20/42 PLANS FOR OPENING IN SEPTEMBER

HES said they will phase in year groups in September and each group will be told about routines and expectations. They will start with Y7 on day 1, then Y7/Y8 and so on, with all year groups in by Wednesday, 9 September. They are looking at different models of how to do this and trying to get staff agreement. The children will have 5 curriculum hours per day. They will probably have one registration a day (to include PSHE/pastoral work). There will be a one-way flow around the school and there will be 3 staggered lunch breaks of 30 minutes each. There is not the space, nor the classrooms to have isolated bubbles around the school. HES said he has shared FBS's model with other local schools and they are in a similar position.

The school should be fully operational, five days a week from 9 September. HES said the government want schools to be fully open on day 1, but the LA is supportive of schools having a phased process.

GAJ asked about the transition period for Y7s. She said she was aware that FBS loses some children from Y7 because they are on other waiting lists. If there is lack of engagement with parents, could that lead to losing more children to other schools?

HES said they done a lot of work in this area and they have sent out a virtual transition day to parents. He added they were having a transition day for Y6 pupils the following day (15 July). The first school day, Wednesday 3 September will be just for Y7s to familiarise themselves.

WDT asked what the position was concerning ties. **HES** said children should be in uniform but do not need to wear ties. It is often quite hot in school and it would be more comfortable not to wear one. He added that girls have never been told to wear a tie and so they are not enforcing the wearing of ties.

WDT said that as a parent of a child joining in September, although it has been difficult, the information that the school has sent out in the form of letters and pamphlets has been excellent.

WLA said that if there were a local lockdown, there needed to be plans for remote education.

HES said they can use Firefly and make sure that MS Teams is up and running and other resources such as Oak Academy. Some of the teachers have looked at their schemes of work and are putting together videos for the children to use.

GAJ suggested they get some feedback from pupils to see what they prefer. They might find which subjects the children have found more accessible. **HES** said they have surveyed parents and their children seem to like it when teachers have made a video. He said it might be useful to survey pupils when they get back in September.

WDT said from her experience her daughter liked it when teachers produce a video to explain something it made all the difference - they really liked seeing their teacher. **WDT** expressed her thanks to the school.

Supporting Children in Catch Up

Student Wellbeing

BDP said they want the children to catch up but they cannot re-create time. They don't want to put the children under too much pressure. Online learning cannot replicate what children can do in a classroom. He said the prime focus will be the students' wellbeing. Sharon Thomas and the pastoral team will lead on what they do in the resilient schools programme. Concerning attainment, the main focus will be on the curriculum and high quality classroom teaching. **BDP** said there is a plan, under development. They will continue to communicate with parents and students to make sure when they come in students are 100% clear about the school's expectations are and what the social norms will be.

BDP said some children would be concerned about returning to school and Claudine Bernard will be leading on strategies for students who don't return. He said they have identified students who didn't engage with online learning and heads of year will be looking out to see who would need additional support.

Year 7 will be supported when they start at FBS and Y11 will be a key group because of the time they will need to catch up. The new Y10 also will need support as they move into KS4. There is a lot of work going on in the wider school to see what needs to be focused upon.

WLA asked if it had been confirmed that exams might be pushed back next year. **HES** said OfQUAL are considering pushing GCSEs back to June.

GAN said he thought there were two groups that were missing from **BDP's** update: those with special needs (EHCP plans or other learning difficulties) who may have been significantly affected because of lockdown, and the higher attaining groups. **BDP** said that with reference to those with special needs, Carl and Holly are already working closely with those students. Concerning higher attaining students, they will, just as all other students, receive mental health support.

FNC thanked **BDP** and said that she really appreciated the approach of not putting pressure on the children but focusing on their wellbeing. She added: when their wellbeing is protected, children will achieve more.

Student Learning

BDP said teachers need to focus on getting the basics right, heads of department will be looking at the curriculum and identifying the key learning gaps. Teaching will need to be adjusted to address these areas. For instance there will be retrieval practices such as regular quizzes to enable the children to try to recall some of the key knowledge. **BDP** said they will reduce the number of formal assessments in order that teachers can teach key topics. Teachers will teach meta cognition to give students strategies for dealing with learning gaps in a particular subject. **BDP** said they will need to consider how new staff and NQTs can work effectively to close the gaps. **PGK** is putting together a strong NQT programme because they are aware that these teachers didn't get as much experience as they would have had. There is already a programme for SEND students and they will be using some of

the teachers in English, maths and science giving additional lessons from Y7 to Y11. BDP said there is a small group of students who are not studying a third option and they may receive additional support in the core subjects. There is also the potential to add a period 6 for Y11 catch-ups. He reiterated their main aim, however, is to deliver high quality lessons.

GAJ said that concerning higher attaining students, she found it difficult to imagine how staff would address the challenges. For those who have been working hard and going into Y11 and perhaps even put in extra work, how will the school ensure these students reach their potential? BDP said they are not trying to reinvent the wheel but they will be making sure that higher end questions are available. Higher end students will be given those questions and at the same time they will provide support for anyone who is struggling. BDP said they have heard there are funds being allocated which will be used for catch up sessions for students in school.

GAN said that concerning the decision not to have a summer school catch up, surely this would add additional burden on the staff, as well as pressure on the children by leaving it until September. **HES** said they did consider a summer school but they didn't have the money and they weren't sure where the money would come from to run one. To run an effective summer school, you would need to have teachers in who would know what needed to be taught and they would need to get the children in who haven't been into school. To guarantee success, you would have to ensure attendance was very high. **WLA** said that the staff have also been working hard and some have had anxieties. She added, and **HNA** agreed, that the staff needed a break in order to return refreshed to school in September.

20/43 NEW PSHE CURRICULUM

PGK said relationships and sex education are statutory in September in the PSHE curriculum. She added there might be some leeway because of the current situation. Staff have had several remote training sessions and they have employed a new teacher starting in September who was head of PSHE at her previous school. She will be designing the provision to be delivered through tutor time. They will not need to make modifications to the timetable but they will need to ensure that PSHE is delivered. **WLA** suggested the new teacher could talk to the GB about this at some point.

PGK said **Kathy Newey** is leading on curriculum development and has been monitoring what is going on in faculties and they have been progressing well. A benefit of lockdown is that teachers have been able to work on their schemes of work. Prompted by current issues and the Black Lives Matter campaign, **Kathy** has been working on a diversity audit to see what is being taught in school with regard to race and gender. Some staff said they felt they should look at different ways to incorporate some of these issues into their curriculum.

20/44 SAFEGUARDING

Keeping Children Safe in Education Part two: The management of safeguarding was circulated previously. Governors should have regard to this extract, effective from September 2020.

RNJ had circulated previously a summary of the whole document. He said staff should be aware of issues arising for children during lockdown. These include criminal exploitation, sexual exploitation and mental health. He said that mental health issues could be an indication that a child has suffered or is at risk of suffering from physical or sexual abuse and/or criminal exploitation.

RNJ said there will be safeguarding inset for all staff on the first day back in September. Staff will be reminded that they must record any concerns on the school's My Concern program. He added that only trained professionals can make a mental health diagnosis but they would emphasise the need to pass on concerns. **RNJ** said that staff can talk to safeguarding staff in school (**RNJ**, **Theo Josif** and **SENDCo**, **Carl Robinson**).

Exploitation has been more clearly defined in the new document: coercion, manipulation, deception and power imbalance could make children do what they normally might not want to do. The document is more expansive about signs to look for.

RNJ said there is more information about supporting children who have a social worker and where a child might need one. He said information is not always passed on that a social worker is involved and the local authority should let the school know. There have been issues in the past where the school has not been informed that a child's social worker has changed.

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WLA said governors should confirm with the clerk that they have read Part Two of the document.

Action: All governors

RNJ said that school staff must register on My Concern that they have read the document.

WLA said there will be an updated Child Protection Policy to be reviewed by the GB.

RNJ said in Annex A there is further guidance on Child criminal exploitation (CCE), Child sexual exploitation (CSE), County lines, domestic abuse, honour-based abuse, preventing radicalisation and upskirting. DSLs may need to share some information with staff to help promote educational outcomes. Some of these issues are covered by Sharon Thomas, who leads on the Resilient Schools Programme.

RNJ said the additions to the document are helpful, particularly managing allegations against staff and agency supply staff. He added there is further guidance on online safety and education at home.

20/45 STAFFING UPDATE

HES said they have made some strong appointments for September. He said there is a concern in the maths faculty as there are a number of new staff in the faculty. PGK confirmed there are 13 new teachers, 11 of whom are NQTs. There are 4 in maths, 2 in science, 2 in English, 1 in PE, 1 in MFL. She said they have to ensure the NQTs are supported appropriately. She said she has already shared with their mentors the additional support needed. The NQTs will have more observations, which will be non-judgemental and more supportive.

HES said they have managed to recruit for every position. In SLT there are secondments: Kathy Newey and Claudine Bernard will continue for the coming year. The SENDC, Carl Robinson, had also been recruited to SLT. HES said they probably have one more year before Ofsted come in and they want to be confident everything is in place.

GAJ asked if a member of staff had been employed for the new exclusion unit. HES said that the people running the bid have given the school a soft autumn term. He said there were staff who could help out in that unit and they are working to identify someone to run the unit.

WDT said students have lost a number of teachers and this Y11 is an important year for students, what kind of support will be given to those children?

HES said the DT teacher is strong and some of the NQTs will be strong from the start. PGK said even though they are NQTs doesn't mean they are not as good as experienced teachers. She said they often learn things from them. **WDT** said she was concerned that children going through transition, the lockdown effect and having new staff as well, it might be difficult to keep an eye on the students. HES confirmed the need to be constantly monitoring the situation, but he added the school has always been very welcoming and staff are seen as the FBS family.

GAN asked if the school would be holding whole staff meetings. HES said any staff meetings, will be held, appropriately distancing, in the main school hall.

20/46 ANY OTHER BUSINESS

WLA said she proposed a GB meeting to be held at 6.30 pm on 25th or 26th August, socially distancing, in the main school hall.

Governors need to review the new structure of meetings and this needs to be carried out early in order to know how they are going to work in the coming year.

The sort of question we need answered are:

- what governors think has worked well and what changes should be made.
- Do governors feel they are given more information than they had before?
- Virtual meetings – what are your views – should there be a mix of virtual and in-person meetings?
- Should a governor be linked to a member of SLT, rather than to a faculty?

- Do we need to increase the number of governors – possibly a BAME governor – any ideas on who to approach?
- Succession – Anne Hutton considering whether to stand as Vice-Chair.

GAN said that he felt they hadn't had enough time to assess because half the year has been spent under lockdown conditions. **WLA** said that this might guide decisions for carrying on with the current structure. **CEM** said he thought they had enough information to reach a decision.

WLA said she felt it important to discuss. They will ensure that tables are placed to ensure everyone's safety.

WLA wished everyone a good summer break.

20/47 **DATE OF NEXT MEETING**

Tuesday, 25th August 2020, 6.30 pm in the main school hall.

