

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD ONLINE (VIA TEAMS)
MONDAY, 14 JUNE 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 (for part) (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 Arnall (after 7.00 pm) (ALJ)

* Denotes members present

NON-VOTING OBSERVERS PRESENT

Ms Kathryn Poynting (Deputy Head Teacher) (PGK)
Ms Jane Mullan (Deputy Head Teacher) (MNJ)
Mrs Claudine Bernard (BDC)
Ms Jennifer Herlihy (HYJ)

Y11 Student Reps:

Zayn Auleear
Louisa Sartori
Melissa Ward
Jerry Liu

IN ATTENDANCE

Mrs Jane Canavan (Clerk) (CNJ)

A Woodhall

Prior to the meeting, Head of Creative Arts, Pippa Fisher-Coldwell (FRP), presented a review of the Creative Arts activities over the past year (and during lockdown).

WLA asked if students engaged with the arts during lockdown. **FRP** said she thought that the majority did some work during lockdown.

KKC asked if they had had a chance to measure the impact on the mid unit performance and assessment compared to the previous year. **FRP** said it had been successful because students were working towards the end goal. They have seen an increase in engagement. There are crib sheets, which are shared with students the lesson after and the faculty has seen an increase in grades because students have been given time to work on their projects.

KKC asked if peripatetic music lessons had continued. **FRP** said they carried on with some peri lessons during lockdown and now all peri lessons are taking place in school.

HNA asked if students received awards and certificates for everything students did. **FRP** said that over lockdown for the Dance Festival and FBS Got Talent certificates were awarded to for all who took part and vouchers were awarded to the winners. All other activities are certificate-based.

WLA asked **FRP** what really worked during lockdown that was different and whether should they think about keeping it as they go forward. **FRP** said she thought FBS Got Talent worked very well, virtually. Also some students who lacked confidence in class were able to send virtual work through during lockdown.

WLA thanked **FRP** for her excellent presentation.

21/51 WELCOME & INTRODUCTIONS

WLA welcomed everyone to the first meeting of the summer term.

21/52 APOLOGIES FOR ABSENCE

None – all present

21/53 PRESENTATION FROM JENNIFER HERLIHY (HYJ) AND Y11 STUDENT REPRESENTATIVES

Zayn Auleear, Jerry Liu, Louisa Sartori, Melissa Ward

HYJ said that next year she hopes to include more students from Years 10 and 11. Students will have a variety of focuses and they can apply for different areas that they are interested in, such as wellbeing, the environment and the curriculum. The students will be selected by the end of this term, ready to start in the autumn term.

HES asked student reps to say what has been good and difficult for them over the past year.

Louisa said during both lockdowns, there was plenty of work for students to do and she felt communication was much improved during the second lockdown. She said the Covid had helped her to become more independent. **WLA** asked if Louisa had had all the help she needed during lockdown. Louisa said if they needed anything they could email the relevant teacher.

Zayn said they received a lot of help from the teachers, particularly during the second lockdown. He said a lot of students struggled with their mental health but he felt teachers did a great job by talking to their students during live lessons. **HES** asked what he would take away from his time at Friern Barnet. Zayn said the school was character building: he came in as a child and he has developed communication and social skills to enable him to talk to people.

Jerry said this has been a weird year for everyone. As GCSE students they were preparing for exams. During lockdown teachers broke down the topics for various assessments. **HES** asked if there was anything they could improve upon. Jerry said they could improve the canteen experience. He joined in Year 9 and he always got pushed around in the queue by Yrs 10 and 11 and it is still ongoing - those who were pushed around in earlier years feel they can now push people around.

Mel said that during the first lockdown she found it difficult to get used to the new way of working and she felt she was falling behind quite a bit. However, less than a month in she was receiving emails from teachers helping her to catch up. By the second lockdown everything was so much better and she was able to cope much more during this time. Back in school the structure was similar and the only difference was that students were physically in school. She said it was handled so well.

WLA asked about the changes that happened during lockdown, what did students feel, if any, would be worth keeping for the future?

Louisa said that the staggered lunch breaks since the pandemic started worked well. The canteen queues were shorter and there was more time to enjoy lunch. Mel agreed the staggered lunch breaks were better but she suggested they vary the year groups because there is little choice left at the end of the sessions. To make it fairer perhaps have KS3 and KS4 alternate during the week. Jerry said while it can be a bit inconvenient getting from one lesson to another, the one-way system has solved the pushing problem. Zayn was pleased that the communication and feedback carried on when students were back in school.

WLA asked if virtual lessons and tutor periods worked. Zayn said he had Brilliant Club – English or Maths after school. He felt it didn't really help.

GAN noted Jerry joined in Y9 and asked what would he say to a student who was joining a school in Y9, how would he persuade that person to join FBS Y9?

Jerry said he would say that FBS encourages students to expand their interests. He said he remembered an interview with a teacher on his first day at FBS and he said he had an interest in robotics. On the same day that teacher took him to meet the robotics club teacher. That felt very welcoming.

Zayn said he would tell them about the great teachers and the people in student services. The extra curricular clubs that teachers set up to encourage students to do a choice of different things. Mel said there are so many opportunities that FBS provides. She said there is probably not a student who hasn't tried an extra curricular activity. She said the teachers are so supportive, especially those in the bungalow. There is always someone there to help.

GAN summarised: it's the extra support, the opportunities, the extra curricular activities. He thanked the students and wished them all good luck.

HNA asked what students felt about the Citizenship programme that takes place in tutor time. Jerry said there were good topics within the programme such as mental health awareness and STD but there was not enough time for a discussion. Zayn agreed that it would have been good to have gone into some topics in more depth.

WLA asked what students felt about peer on peer abuse. Zayn said he didn't think there was much in FBS. If something starts to happen, there is always someone who goes to stop it. They don't see much inside school –he was not too sure about outside school.

Mel said there wasn't a lot inside school. One of the problems for FBS was not about social distancing, it was to avoid hugging each other.

On behalf of the governors, **WLA** thanked the students for joining the meeting and said it was good for governors to hear how things were from the students' point of view. She wished them well for the future.

The students and Jen Herlihy left the meeting.

GAN said he felt the students' comments on the FBS experience were invaluable.

21/54 DECLARATION OF PECUNIARY INTEREST

None.

21/55 MINUTES OF LAST MEETING

The minutes of the meeting held on 16 April 2021 were **APPROVED**.

21/56 MATTERS ARISING

21/28 Resilient Schools Audit

WLA noted Barnet and London were behind in most categories in the Resilient Schools Audit. **HES** said the Resilient Schools Safeguarding Audit didn't break the data down by schools. There were some students who found it difficult to come back to school after two lockdowns and to accept boundaries and authority figures. The data showed that for two-thirds of the students both wellbeing and social interaction had got worse over this period. **ALJ** agreed that some students had found it very difficult to come back and settle into routines and procedures and for certain students to accept the authority of certain members of staff. **HES** further commented that it had been difficult for students to adjust following lockdown and hoped that September will be easier for all, having had a break during the summer. However, there will still be some issues with literacy and catching up for some students.

MNJ said there have been challenges both for students and staff. There is a mindset that they are on catch-up and are optimistic that September will be a fresh start.

21/47 Safeguarding Audit Update

HNA met with Jim Robinson (School Safeguarding Lead) on 11 June. She said it was a useful conversation and they talked generally about how things were going. They discussed the latest Ofsted report about children using mobile phones and Sexting. **HNA** would be completing a form and would forward it to the Chair. Previously she had met with the Head's PA, Maria, and looked at the Single Central Record. **HNA** queried the procedure about DBS re-checks. **HES** said DBS checks cost about £50 per person and it becomes expensive with 100 members of staff. He added there is no statutory requirement for DBS checks to be re-done however most schools ask staff to complete a form after three years to confirm there have been no changes to the DBS check and **FBS** will follow this pattern. The onus is on the individual to let their employer know if there has been any change.

WLA said that governors will be asked to do the same.

21/57 MINUTES OF THE CHAIR/VICE-CHAIR/HEAD TEACHER MEETING

Minutes of the meeting held on 18 May 2021 were circulated for information only.

21/58 RISK ASSESSMENT (RA) UPDATE

No change. **HES** said that at the date of the meeting there were no cases of Coronavirus but this may change over time because of the spread of the Delta variant.

21/59 REVIEW OF PSHE CURRICULUM

BDC said the PSHE Curriculum had been put together over the first lockdown and launched last September. Form tutors delivered PSHE or RSE remotely during two of the five tutor periods. This has worked relatively well and teachers have seemed happy with the lessons. The PSHE Lead Practitioner, Samera Malik, has created about 200 lessons across the year groups. Each lesson is 15-20 minutes. For feedback, Samera has asked staff to complete a survey after each term and she is using the information to update and amend resources where necessary. Students have also completed a survey on RSE. **BDC** said they hadn't reviewed the results yet because there is still a group undergoing RSE lessons.

The next stage is assessment of PSHE and Samera is working on how to monitor what the students have learnt, other than a survey.

BDC and Samera have worked together around the theme that is delivered in PSHE and assemblies have been around the current topic being taught in PSHE. The assemblies are delivered by SLT and other staff on a weekly basis. **BDC** said this was working very well, giving a good focus. **BDC** said she surveyed students and staff about assembly topics and whether any needed to be included or omitted. She said the feedback was very useful. She asked students what topics they felt were the most memorable - it was a combination of equal opportunities, gender equality, racial equality and LGBTQ.

WLA said it would be useful to see the feedback. She asked how the topics were being taught in a standardised way. **BDC** said all tutor groups have been observed at least once this term and the plan is that every half term heads of year will go into these classes to make sure sessions are being delivered. At the end of that observation, two positives and two suggestions for improvement are shared. These are sent to Kathryn Poynting and they are entered on BlueSky.

WLA said that a student had mentioned earlier that some of the topics didn't go into enough depth. **BDC** said that it was difficult to find a discreet hour to deliver PSHE and two tutor periods is the best that can be offered currently. They hoped that next year they could have some drop down sessions to allow more depth and allow outside agencies to come in for specialised subjects.

SAN assumed if the same PSHE resources are given to all tutors then presumably the students would be given the same information. **BDC** confirmed this was the case. There is a shared drive where PSHE resources are stored for all year groups and it is broken down into half terms. All tutors are advised to look at the resources and decide what is going to be delivered and see if there are any tweaks that might need to be made for their individual tutor group. **SAN** said with PHSE it is probably a case of covering the main aspects and not having the time to go into detail or have a discussion. **BDC** said some tutors will use another day in the week to try and get through the PSHE content, or have a discussion about a particular topic.

WLA thanked Claudine for her comprehensive and informative presentation. She said that if students have PSHE from Y7 through to Y11 they would have a better overview. **BDC** said she felt sorry for Y11 because they have only just been introduced to the new format. The information will be built on each year and they will re-visit topics in more depth.

21/60 HEAD TEACHER'S BRIEFING

HT notes were circulated prior to the meeting.

HES thanked HNA, SAN and KKC for doing the permanent exclusion hearing on 9 June.

School Website

HES said that new website requirements were complex and he will be depending on someone to look at it to see if it is compliant. They have to prove that the website is accessible for anyone to be able to navigate around it, that it is usable and it is inclusive. The sort of things to consider is whether the website is accessible to people with difficulties.

Y11 Grading

All Y11 grades have been collated by the school. They will be moderated and checked before forwarding them to the exam boards. The appeal process is in August. The school has a centre policy and the JCQ has approved it. All the assessments have been completed and these have been recorded and this detail has been moderated and standardised. They need to make sure there are no anomalies. Schools have been asked to award reasonable grades.

Staffing

HES went through the list of staff leaving at the end of the summer term. Three members of current SLT (Paul Bernard, Claudine Bernard and Carl Robinson) were moving on to be either Assistant Head Teachers or Deputy Head Teachers at other schools. While they are sorry to be losing these staff, it shows that the school has done good things for staff development.

GAN agreed that staff development is strong. He asked why some science teachers were leaving.

HES said one was leaving to go and do A level teaching, and another is doing a full-time Masters Degree at King's College. The third used to work for Ford and he was poached back there (with a financial incentive). **HES** said they have appointed three new science teachers and they will be appointing another to replace Paul Bernard's part-time timetable.

GAN asked what ideas the school had to replace Pippa Fisher-Coldwell. **HES** said they don't need to replace Pippa's teaching hours. The creative arts is an important and distinctive part of the school and they want to maintain it. He said they have increased the music provision by increasing the hours of a music teacher. Art is short and they were interviewing a part-time art teacher that week and if she is appointed that will strengthen the department. Dance is covered by Claire Morgan, who will be returning from maternity leave, and Katie Squirrel. Drama could be an issue as Hannah Pearman will be going on maternity leave, although they do have a maternity cover in place. **HES** said Pippa is a 'force of nature' and makes things happen and what will be missing in the faculty is the Pippa 'drive'. He said he was working with Pippa and the part-time arts administrator to see if

they can find some people to come in and run some of the after school, extra curricular programmes. He wants to ensure that they still have the drive to offer opportunities in the way that they have before. **HES** said they would appoint a Head of Creative Arts from within the faculty. **WLA** said it was an interesting idea and if it works it would be great, keeping the performing arts central to the school.

21/61 SCHOOL IMPROVEMENT PLAN (SIP) REVIEW

HT will send this out to governors.

ACTION: HEAD TEACHER

HES said there are 3 sections of the current SIP:

- Coping with COVID – setting up a risk assessment, establishing remote learning, looking at the emotional and mental health of students. This is ongoing and he said he was confident they were carrying this out.
- Quality of the curriculum – Kathy Newey had done a good job and it will be ongoing.
- Personal development – getting the PSHE programme in place, the exclusion initiative is in place and Healthy Schools status is in place. There is also the initiative to try and get the SEND children confident so that when they leave FBS they can go on to do something that is good for their careers. For instance, some were working on a farm, mucking out, and one is going on to do animal husbandry.

21/62 RATIFICATION OF POLICIES

Careers Education, Information, Advice and Guidance Policy (CEIAG)

This was available to view on the governors' secure area of the website.

MNJ highlighted changes to the policy.

The 8 Gatsby benchmarks have been highlighted – part of the DfE strategy for careers education. Business and Enterprise Adviser – DfE said by 2020 all schools would have one (delayed by Covid pandemic). They have had their first virtual meeting with some Y10 students. **MNJ** said they hope this initiative will continue.

MNJ said she was hoping that a governor will make themselves available for a 20 minute Zoom meeting for the Investors in Careers interview on 12 July. **WLA** confirmed she usually does that interview. **MNJ** and **WLA** to liaise.

WLA noted a comment on Charles Rice's report about destinations data. **HES** said it was about destinations data and following things through. **MNJ** said she met with Deborah Myer (MRD) and Charles Rice, who asked how they track post-16 destination data. **MNJ** said MRD uses a tracking sheet that is informative and she tracks students by email. **MNJ** said they did look at some of the systems available and they are considering a DfE-recommended program called Compass to see if it would further enhance what they currently do. She added this is a challenge when the school doesn't have a sixth form. They do however see consistently 94% of FBS student go on to study post-16. An issue is looking at whether they continue into their second year of their chosen course. With the onset of T-levels of knowing which pathways they do and if they go on to university. She said on careers progressions, one of the straplines that has come out is ambitions and aspirations, which is about raising the profile of careers within the staff body and how those career pathways sit within specific subjects.

WLA said if the school collects the data of where students go, it would be of interest and suggested this could be included in the Careers Review to governors.

HNA said the Archer Academy has a link with Woodhouse and when she looked at the Archer Academy website, it is arranged in year groups and she said on looking at their sixth form provision, there is a direct link to the Woodhouse website. **HNA** said she looked at the FBS website and the Woodhouse link didn't seem to follow through very well. She felt the link could be more overt in FBS's school's prospectus and on the website as to the progressions students can make.

MNJ said she is working collaboratively with Archer Academy (no sixth form) to highlight links to sixth forms.

SAN said to date there was nothing in the calendar concerning Friern Barnet visiting Woodhouse.

MNJ said she had actioned this with Woodhouse that day. **SAN** said the Archer has a Woodhouse parents' evening and they are being shown around the college and it is quite high profile. She said she felt it was important to establish a higher profile with Woodhouse than they are currently doing. She said they could probably offer taster sessions for FBS during the summer term and also link it up with parents. **SAN** added that Woodhouse could have a stand on open evenings and parents could go and ask questions. She felt it important to continue to keep that link going. **MNJ** said it was also important to do this earlier – ambition and aspiration should be available to Y9 students for them to plan well in advance.

HNA said that at the last Children Education Committee meeting, it appears that there might be some money from the DfE to put towards the T-levels and other vocational education and Barnet appears to be engaging with schools that mainly do A levels, trying to engage them to take on vocational qualifications as well. JCoss has come forward to do that. They are still offering A level and looking to offer vocational qualifications. **MNJ** said the borough is working with schools to try to de-stigmatise vocational learning routes to make progression much broader. She said Charles Rice is trying to emphasise that.

The governors agreed unanimously to ratify the CEIAG policy.

21/63 CHIEF EXEC.&DIRECTOR OF EDUCATION & LEARNING – REPORT SUMMER 2021

This report was circulated earlier. Governors to note the contents. In particular:

5. School Governors and Conflicts of Interest
7. Governance Audit – WLA proposed not to do this year as governors are reviewing their strategy.

21/64 ANY OTHER BUSINESS

WLA reminded governors to complete the SWOT analysis sent out by the school.

She proposed a strategy meeting to be held with governors and SLT. They would discuss strategy for their vision, mission – where they want to go in the next three to five years, how they are going to get there and what their priorities are. The SIP would be developed from this meeting.

She felt it important to hold the meeting face to face in the school hall. She asked if any governor had any issue with coming into school for this meeting. (No response)

ACTION: CLERK

CEM said his daughter had brought this to his attention: the website **Everyone's Invited** talks about the 'rape culture' in schools. He said along with most other schools FBS was listed as a school where people say they have experienced sexual abuse on the school site. He said most of the local schools have also been named. **HES** said he has looked at the site but didn't notice that FBS had been named. He added they would want people to be able to use that website to get things out in the open – they wouldn't want to suppress that sort of information. He said attitudes to girls needs to be explored. It is part of the PSHE programme and they have invited an organisation called Tender into the school which did some workshops with Y8 students on the subject of consent and appropriate behaviour, with a view to try and get those involved in the workshop to become ambassadors around the school. In addition, Hannah Pearman has some welfare students to look out for students' welfare.

21/65 DATE OF NEXT MEETING

Monday, 12 July 2021, 6.30 pm.

