

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD AT THE SCHOOL ON
MONDAY, 29 JANUARY 2018**

MEMBERS:

CO-OPTED GOVERNORS

* Ms Ann Woodhall (Chair) (WLA)
* Mr Ian Bretman (BNI)
Mr Richard Morgan (MNR)
* Councillor Barry Rawlings (RSB)
* Mr Trevor Renouf (RFT)

PARENT GOVERNORS

* Mr Martin Christie (CEM)
* Mrs Alison Felfeli (FIA)
* Ms Olga Glazer (GRO)
* Mr Nishad Gudhka (GAN)
Ms Sonia Ghaznavi (GIS)
* Mrs Sangeeta Kerai (KIS)
* 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

Miss Angela Moore (Deputy Head Teacher) (MEA)
Mr James Robinson (Assistant Head Teacher) (RNJ)
Miss Priscilla Neto (Head Student, Y11)
Miss Alexandra Toca (Head Student, Y11)

IN ATTENDANCE

Mrs Jane Canavan – Clerk (CNJ)

A Woodhall

18/01 APPOINTMENT OF STAFF GOVERNOR

Mr Jerry Arnall self-nominated himself to become a staff governor. Proposed: Martin Christie, seconded: Anne Hutton. The Governors **voted unanimously to accept him onto the governing body** for a term of four years.

18/02 APPOINTMENT OF PARENT GOVERNOR

An application for a Y7 Parent Governor had been received from Ms Olga Glazer. Proposed: Martin Christie, seconded: Alison Felfeli. The Governors **voted unanimously to accept her onto the governing body** for a term of four years.

Jerry Arnall and Olga Glazer joined the meeting.

18/03 APOLOGIES FOR ABSENCE

Absent: Ms S Ghaznavi; Mr R Morgan.

Mr I Bretman was involved in a conference call and arrived late to the meeting – accepted.

18/04 WELCOME AND INTRODUCTIONS

Introductions were made and the Chair welcomed everyone to the Spring Term Meeting.

18/05 STUDENT PARLIAMENT (SP) PRESENTATION

Jointly presented by Y11 Head Students Priscilla Neto (PN) and Alexandra Toca (AT).

The students gave a brief summary of what the SP had done this year:

- appointed Deputy Head Students from Y10
 - elections had taken place for form reps for all tutor groups
 - held 3 senior parliament meetings and one full parliament meeting have taken place
- items/issues raised fed back to HES:
- Sex and relationship education - particularly in Y11. This is not covered in science lessons.
 - another till requested in the canteen where students can pay for cold food
 - uniform expectations – (not)/wearing of blazers in specific areas in break and lunch time
 - some students were finding the recommended daily canteen allowance insufficient – parents/carers should be notified that they can increase this amount
 - girls want more sports clubs (rugby)
 - sanitary products to be available in girls' toilets (only currently available in student services)
 - hooks on the backs of toilet doors (girls' & boys' toilets)
 - black shoes – Doc Martens to be allowed (they have yellow stitching around the shoe).

Charities:

SP want to support a small, local charity – possibly 'homeless in Barnet'. SP discussed having a non-school uniform day and collect items for food banks.

Litter:

A big issue in school – requires zero tolerance

Suggest a rewards system linked to litter removal – possibly arranging litter-picks during detentions. Provide recycling bins – and hold assemblies to encourage students to think about the impact of litter on the environment.

Anti-Bullying Ambassadors/student learning consultants:

Training under way for four new anti-bullying ambassadors

Training has taken place for student learning consultants (years 7-9) and they are now delivering plenaries.

GAN asked them if they could pick one of the ideas/issues what would it be and why.

AT said it would be sex and relationship education. PT said it would litter and two lines for cold food to make the queue move faster.

CEM said there seemed to be several ideas and issues and only two solutions : had there been decisions concerning other issues? **PT** said parents had been informed that they could increase the daily canteen allowance. **HES** said they were able to do that straight away. He said he is talking to **SLT** about the other ideas and issues and then he will go back to **SP**. **HES** said that this is a highly articulate group of students. They are well organised and very active in the school. He said that the canteen area is very small but it is certainly something they will consider again.

WLA said that this was a very interesting set of ideas and she was impressed with their suggested solutions. She thanked them and said she looked forward to their next presentation in the summer term.

The Head students and RNJ left the meeting.

18/06 DECLARATION OF PECUNIARY INTEREST

None made.

18/07 NEW GOVERNOR – COMMITTEE ALLOCATION

WLA suggested that **ALJ** joined the Teaching and Learning Committee and **GLO** joined the Finance and Resources Committee. Both **AGREED**.

18/08 PARENT GOVERNOR – END OF TERM OF OFFICE

WLA said Lucy Brooks' term of office ended in December. She said that she would like to thank her for her contribution to the governing body over the last four years.

18/09 APPOINTMENT OF CO-OPTED GOVERNOR

An application for a Co-opted Governor had been received from Ms Niki Savva. Proposed: Ann Woodhall, seconded: Nishad Gudhka. The Governors **voted unanimously to accept her onto the governing body**. This would be formalised at the next full governors' meeting in March (Budget Ratification Meeting).

18/10 MINUTES OF LAST MEETING

The minutes of the meeting held on 9 October 2017 were **APPROVED**.

18/11 MATTERS ARISING

There were no matters arising.

18/12 REPORT OF THE HEAD TEACHER

The report was circulated previously.

HES said that some governors had come into school for the Holocaust Webcast held at **FBS**. This was beamed to 40,000 people across the world. Linked to the Holocaust Educational Trust, a Holocaust survivor spoke to a full hall of governors and children and she answered questions from children across the internet. **WLA** said she was very impressed with how well the children had behaved during the talk. **HES** said he also attended the Holocaust Memorial Day Tribute in **Barnet**.

HES said he would like to emphasise the exemplary work of Pippa Fisher and her team. The school had been re-awarded the Artsmark Gold award. He said it was in recognition of the very hard work going on in dance and the faculty in general.

HES said that attendance has improved. Whole school attendance: 95.06. He added that persistent absenteeism is reducing.

HES said that governors are now receiving regular tracking data and have an understanding of how well children are doing in school. The data is broken down into particular groups, disadvantaged being the highest (more than 50% in the school are disadvantaged). Disability groups are also

highlighted. He asked governors to note details concerning last year's Y11 students. 94% went on to further education and 3% are doing apprenticeships. Five students have moved out of the area and the school does not know what provision they are accessing. 19 students (12%) went on to study at Woodhouse College.

HES said that staff attendance has been very good. He suggested that this is an indication that staff like coming to school. Average number of days off in the autumn term per teacher was 1.39, and non-teaching staff was 4.43. (A high proportion of the non-teaching absence was accounted for by two members of staff.)

WLA asked about the serious accident on a school trip. HES said that on the recent ski trip to Austria a girl was returning her boots and she slipped. She was taken to hospital, where they put a pin in her hip. She spent an extra week there, in hospital. He added that there was no suggestion that anyone had done anything wrong. HES said her parents went out very quickly and brought her home. **CEM** said that this type of injury/accident could happen anywhere.

18/13 SELF EVALUATION FORM (SEF)

This document had been circulated previously.

HES explained that the SEF is a summary of where the school is in each section. He said they ask all heads of faculty to look at their SEF. Following discussions with SLT and governors, and if amendments are made and agreed, the SEF will inform the school improvement plan.

HES said the government published detail from 2016. 12% of schools fell below the floor standard. Six of these had been previously rated outstanding by Ofsted. Some schools had 30% disadvantaged students. He said that FBS's Progress8 figure was not particularly high and it is worth putting in a bit of context to the school to explain some of the reasons why. HES reiterated that over 50% of FBS students are disadvantaged which makes it harder for the school. **HNA** asked if the school could challenge the DfE's figures. HES said they could only challenge the results. The data in the DfE report is for 2016 (not last year's data). HES said that the destinations on P4 of the report was questionable, since Deborah Myer tracks all pupils, even to university.

SEF Priorities for Action 2017.18

Outcomes

- Improve attainment and reduce in-school variation so that data for all subjects is in line with, or better than, the corresponding national data
- Improve attainment in the Open element with intervention plans for all subjects
- Reduce the gap in attainment for specific groups of students including disadvantaged students; high ability students; students with SEND support; white British students

Quality of teaching, learning and assessment

- Lesson observations to show good progress across our six priority areas; the RAG system to show areas highlighted amber or red moving into the green
- Develop support available to staff, tailoring the support to the development needs identified in lesson observations and work scrutiny
- Implementation of new GCSE specifications at KS4, ensuring students can access the whole curriculum. This includes using moderation and standardisation in all faculties to ensure consistency in assessing students
- Ensure consistency of new assessments in KS3 and KS4 through moderation and standardisation in all faculties
- Improve the literacy skills of all students across all subject areas
- Continue to develop student leadership opportunities, improving students' resilience and independent learning skills
- Embed the new lesson observation process for teaching assistants, ensuring good support is available for all students with SEND

Personal development, behaviour and welfare

- To improve student attendance and reduce persistent absence
- To ensure that all students demonstrate excellent, enthusiastic attitudes to learning
- To encourage all students to be consistently punctual in arriving at school and lessons
- To develop the understanding of the emotional wellbeing of students and the impact this has on progress and learning through the Emotion Coaching Programme
- To increase the students understanding of difference and how it builds a positive school community

Effectiveness of leadership and management

- To further develop the leadership of literacy and numeracy and its impact across the school
- More comprehensive and analytical review of Pupil premium spend with a greater focus on impact
- To further develop the roles of the middle leadership team, thus ensuring consistency in marking and feedback; differentiation in lessons; level of challenge in lessons

HNA, referring to a student who had been permanently excluded, asked if January was the cut off point for Y11 students coming off roll and counting against progress data. HES said that if a child was on roll in January, results would count against the school. He added that in the case of this student, they would probably be entered for one or two exams and those results would go against FBS, even if they had gone to another school.

BNI said that there is a sizeable list of challenges for the school. Was this a manageable list for leadership, middle and senior managers to cope with? HES said the longest list is the quality of teaching, learning and assessment. He said this is addressed generally in the new lesson observation and work scrutiny systems.

WLA asked committee chairs to note the priorities for discussion in their meetings.

ALJ asked if results for students arriving from a foreign country in Y11 would count against the results. **WLA** asked if the results were good, could they be kept in. HES said that after the start of Y10, if a student arrives from a foreign country and their first language is not English and as long as they haven't been to another school in England, their results can be discounted, if the results were good they could be counted. **ALJ** said he has four students from abroad this year in the GCSE group. HES said FBS has had to take EAL students into Year 11 because they have just arrived from abroad and Barnet has had problems placing them in secondary schools. **ALJ** said that these students have missed a year of the GCSE and English is not their first language.

CEM asked how concerned they should be about this situation. These students couldn't be expected to be high achievers. He said that this year every group had under-performed and FBS are at the bottom of the Barnet list. HES said that he had some data that would help to show where the school has performed well. It also shows the contextual factors and how some of these affect certain schools. He added that high ability students did well last year.

18/14 INSPECTION DASHBOARD

HES circulated the Inspection Data Summary Report (unamended 2017).

HES said Ofsted are softening their approach to try to help schools in their development. The first five pages of the report give contextual information about the school.

HES explained trends over time, expressed in quintiles, were based on national averages. For example, a child who has a KS2 at level 4 is compared to all the children who came in on the same level. Generally, the students did well in English and less well in maths. The open element (RE, PE, business, drama, dance and media) depressed the results. HES said that some schools that offered vocational subjects did better.

HES said the data shows that low ability children achieved the national average. **CEM** noted that high ability children didn't achieve the national average. All groups achieved better than the national average in English, low ability children made the most progress. HES said disadvantaged children are not compared to other disadvantaged children; they are compared nationally to all children. However, he added that no matter what the disability is, the school should close the attainment gap.

HES said that maths didn't do as well as English but in contrast to the open element, languages did very well and in some cases above the national average. **GAN** said that outcomes for languages is a very good story, most children would come into secondary school with very little foreign language skills. HES said they try to maximise this by encouraging children to take a community language at GCSE. Community languages include Polish, Russian, Farsi, German. **GRO** said that it is now compulsory to take a foreign language in primary school. HES said that while they do have some foreign language lessons at primary school, it doesn't seem to make any difference whether the children take French or Spanish at FBS: they still do well at GCSE.

HES said there is a lot of data in the report. He invited governors to ask any questions they like. If they had further questions, they could email him. He said the most important thing to remember is that the Progress8 figure is above the floor level. He added that schools with a high number of disadvantaged children will always have lower attainment. **RFT** asked if they could get data for other schools. HES said they could get the overall figures but not the detail. **WLA** said it is challenging and HES agreed stating teachers are currently looking at mock results and revision classes. He said they have brought in two maths specialists to work on revision with some Y11 students. He added that there are many things the school can do and new observation forms are an example of checking teaching, learning and progress.

WLA said she hopes that English stays the same and maths goes up. She said that this will be monitored in committees.

18/15 OFSTED FINDINGS 2014/SECTION 8 INSPECTION REPORT OCT.2017/OFSTED CRITERIA FOR 'GOOD'

WLA said she wanted everyone to note the findings from the 2014 inspection and the recent inspection and to be aware of these in their committee meetings.

18/16 RATIFICATION OF POLICIES

The following policies had been through committees and were now presented for ratification:

Financial Management Policy & Procedures

Health Safety & Welfare

Charging and Remissions

Anti-bullying

Equality Statement & Objectives

The governors agreed to **RATIFY** the policies.

18/17 RATIFICATION OF SCHOOLS FINANCIAL VALUE STANDARD (SFVS)

WLA said this document had been scrutinised at the Finance & Resources Committee. The governors agreed to **RATIFY** the standard.

18/18 PARENTS' EVENINGS – GOVERNOR REPRESENTATION

Wednesday, 7 February (Year 8)	Trevor Renouf *
Wednesday, 14 March (Year 10)	Trevor Renouf (shadowed by Olga Glazer)
Wednesday, 23 May (Year 7)	Tracy Ward

* HNA originally volunteered but this clashed with another commitment

KIS said she had attended the Y11 parents' evening. She said some parents felt they had not had enough time to reflect on the mock results with their children. **WLA** said that they used to have 24 hours to go through the results with their children. **HES** said that when results are given out on the night they are more likely to come into school. They wanted to maximise the number of parents coming in. At that evening 90% of parents attended (the previous year it was 80%). **KIS** said they said they didn't have enough time to digest the results and not enough time was spent with the teachers. **CEM** said he felt it was important that parents attend these evenings and if this was the way to get them in it should remain. **WLA** asked if parents could have more time with the teachers. **HES** said some schools close at 1.00 pm and parents' evening goes on for the afternoon and evening. **WLA** asked if there were occasions when a teacher could have a longer conversation with a child or parent. **ALJ** said that in practice, if there is a difficult conversation, teachers do spend more time with the parents.

HNA said she attended the Y9 parents' evening and it seemed to be well attended. **KIS** said that she came to the Y9 parents' evening and she felt she had enough time with the teachers.

CEM asked if there was an area where parents could turn up early and have some time with their child to digest the information before seeing teachers.

18/19 REPORTS OF COMMITTEES

WLA reported they had had another Chairs' Committee Meeting with the Head Teacher on 16 January.

Noted that minutes for SI Committee on 02-10-17 was not included in the pack. Clerk to email this to governors.

Action: Clerk

Minutes of committee meetings had been circulated previously:

Teaching and Learning: 25-09-17; 06-11-17

Student Inclusion: 20-11-17

Finance and Resources: 26-09-17; 08-11-17

WLA said the observation pie charts in the pack didn't show the progress. She said that she hopes to see improvement over time.

BNI said that there is a high number of pupil premium students in the school and it is important to know how these funds are spent. Because more than 50% children are pupil premium, it is difficult to break it down. However, the committee were happy with detail of the report, which is available on the website. **BNI** said the financial position of the school is very healthy. Finances are kept under good control. Half-way through the year income and expenditure was 50/50.

BNI said the audit report has been taken seriously. The biggest issue was that the school hadn't documented the payroll procedure. All other points were addressed. The auditor wanted to see three-year projections for forward planning, but the council doesn't provide the school with the data it needs to do that. **BNI** said that they have been able to report back to the auditor and to demonstrate in the SFVS that that compliance is at a high level.

BNI said he wished to thank Paula Donaldson (Business Manager) for running a tight financial ship.

18/20 GOVERNOR DAY FEEDBACK

WLA circulated details of feedback from Governor Day for governors to note in meetings with their respective committees. **HES** said that the situation had much improved in science with the new second in faculty.

18/21 ACADEMY UPDATE

The Chair and **HES** went to a meeting with representatives from Alexandra Park School. They have set up their own multi-academy trust (MAT), The New River Trust. There are no other schools currently in the Trust. They are in no hurry, but they will be looking to join up with five or fewer schools. Each school would have one representative in the Trust. There would be no committees at school level. **WLA** said they don't know yet how the Trust will evolve. There was some talk about changes in school names and possibly uniform. **APS** asked what was non-negotiable for the school – she said that it was the performing arts which was a strength in the school and something **FBS** would not want to change.

HES said that becoming an academy, or part of a MAT, is not necessarily inevitable. The government had wanted all schools to become academies and failing schools to be part of a MAT. **WLA** said that there was no urgency to do anything and they were trying to get some feedback from **APS**. **RFT** asked what the criteria were to become an academy. **WLA** said that the school has to be outstanding. **GAN** asked what would happen if **APS** was non-negotiable. **HES** said that **APS** has a very similar ethos to **FBS**. They don't force the Ebacc and they encourage sport and music.

WLA reiterated **APS** are not in a rush to fill their trust. This was an exploratory conversation and they are awaiting feedback to see if there was any interest from them. **HES** said **FBS** wanted to be in control of their own destiny and never want to be in a situation where the school is forced to join a MAT. **WLA** said she had asked **HES** to look at another local MAT and **HES** said that this was a faith school. **HNA** said it was good to have conversations with local schools.

18/22 IDENTIFYING TRAINING NEEDS

Details of future training were given to governors.

WLA said that training had been arranged following the Budget Ratification Meeting. Bronwen Tumami, a Chair of Governors and LA consultant, is delivering training on the role of the governor. She will bring good examples of good practice. **MEA** will deliver a brief safeguarding update.

18/23 STRATEGIC PLANNING MEETINGS

30 April 2018 – School Improvement Plan.

Governors are welcome. They start at 4.30 pm and should let the Head know in advance if they plan to attend.

18/24 REPORT OF EDUCATION AND SKILLS DIRECTOR'S REPORT TO GOVERNORS – SPRING TERM 2018

Contents were noted.

School funding – it was noted that schools voted to phase in the National Funding Formula over two years (2018-19 and 2020-21).

18/25 ANY OTHER BUSINESS

WLA said that governors will have received an email concerning High School Musical tickets. She confirmed that governors are not expected to pay for tickets for themselves.

18/26 DATE OF NEXT MEETING

Tuesday, 27 March 2018 (Budget Ratification Meeting and training) 6.30 pm

WLA reminded governors of the importance of attending this meeting.

Monday, 21 May 2018 – full governors