

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD ON MS TEAMS
MONDAY, 29 NOVEMBER 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 Jane Mullan (MNJ)
Ms Kathryn Poynting (PGK)
Ms Paula Donaldson (DNP)
Ms Kathy Newey (NYK)
Mr James Robinson (RNJ)

IN ATTENDANCE

Mrs Jane Canavan (Clerk) (CNJ)

A Woodhall

Prior to the meeting a recorded presentation by Student Parliament reps was played to governors.

21/109 WELCOME & INTRODUCTIONS

WLA welcomed everyone to the meeting.

21/110 APOLOGIES FOR ABSENCE

None – all present

21/111 DECLARATION OF PECUNIARY INTEREST

None.

21/112 MINUTES OF LAST MEETING

The minutes of the meeting held on 11 October 2021 were **APPROVED**.

21/113 MATTERS ARISING

21/96 Risk Assessment Update – CO₂ Monitors

HES said there were not enough monitors to have one in each classroom. Caretaker, Chris, circulates them around the classrooms, testing regularly to ensure the air is good. There have been no issues with the ventilation in the school.

21/97 Recovery after Covid

PP strategy: The Brilliant Club is offering tutoring in English and maths, commencing in January.

HES said they are training someone to become a school-led tutor. (Academic mentors are not allocated within the London Borough of Barnet.) When everything is on stream all interventions will be published in the Pupil Premium (PP) strategy. Although due in December, HES said the document will be ready probably in mid-January when everything is up and running. WLA asked if this could be brought to the next meeting.

21/114 BUDGET MONITORING REPORT

The report covers 7 months to October 2021 (58% of the financial year). DNP said everything is on track. The report states funds outstanding in Income code I.06, and £90,000 has now been received. Outstanding funding for the summer school. Income code I.11 has also been received. DNP said the claim for the water damage was about £56,000 and has been settled. Income code I.18 – Covid funding – DNP confirmed most of this has been received and the balance will be in by the end of the financial year.

DNP said they are being careful with expenditure, trying to save as much as possible. Staffing costs are slightly lower than budgeted. She confirmed backdated appraisal pay for support staff has been paid. Teacher increments would be paid in November, back-dated to September.

HNA noted lettings income was significantly higher than projected. DNP confirmed this income had increased, due in part to a Sunday church group letting and they hire different areas in the school.

21/115 SITE UPDATE

DNP said during the summer holidays the caretakers did their usual maintenance (decorating corridors and tidying up) and the majority of work related to fitting out the Inclusion Hub. She said they would be planting some ivy to screen the building off from the neighbours. To meet planning regulations, they were waiting for the lawyers to complete a build-over agreement with Thames Water.

DNP said works they were considering for next year: new line markings in the playground. They were hoping to get some funds to re-surface the playground. They had been hoping to put in some new smart boards in some classrooms, but currently don't have the funds. She said it is important to try and get IT replacement back on track. DNP said the IT Manager, Masoud Shirzay (SYM), is concerned about the school IT servers – cost about £45-55,000). Cost of re-fitting a set of computers in a classroom is about £20,000. Smart boards are about £4-5,000. DNP said SYM is looking into the cost of leasing computers. WLA asked if there were any funding streams the school could tap into. DNP said she hadn't been able to find any. She said the school had spent money supplying teachers with laptops to use at home, which hadn't been planned for. SAN asked if the government had made funds available for every teacher to have a laptop? DNP said to

comply with GDPR, the school funded teacher laptops so that teachers weren't using their own for school work.

GAJ suggested the Barnet Young Foundation might have some funding streams. She said they fund some small and larger projects. The CEO used to go to FBS, Janet Mackeson. **HES** said they do have contacts with this charity - they deliver some art-based projects. He said he would ask them to see if there is any funding available for IT.

HES said they always say "yes" to government offers of laptops and there should be about another 68 arriving soon. Unfortunately, no software can be loaded onto them, so their use is limited.

21/116 FINANCIAL MANAGEMENT & PROCEDURES POLICY

This policy had been available to view on the governors' secure area of the FBS website.

DNP said changes had been made in accordance with Barnet's Scheme for Financing Schools.

She suggested that the Finance Committee should meet in April to allow time for any changes that might need to be made to the school's budget.

Clerk to re-schedule Finance Committee Meeting.

ACTION: CLERK

DNP to bring schedule of register of business Interests (staff and governors) to the Finance Committee meeting.

The policy was RATIFIED unanimously.

21/117 ATTENDANCE REPORT

The report showed attendance figures from the beginning of term to 22 November. The figures for Yrs 9-11 were up on last years and showed a slight dip in Yrs 7 and 8. Overall attendance 94.02% was higher than the last two years. **RNJ** said they were meeting with the EWO and working with students with low attendance. **WLA** asked if they should be concerned that Yrs 7 & 8 have lower attendance. **RNJ** said there was one child, out of borough, who attends sporadically, affecting the overall Y7 figure. The school was chosen because her older brothers and sisters attended FBS. It takes her an hour and a half to get to school. There are a couple of Y8 children with attendance issues who are being targeted. He said the Y7/8 percentages should adjust over the course of the year.

Attendance by sub-group: with the exception of SEND support children most groups are at the top end of 93% and EAL are at 95%. **RNJ** said the pastoral team are working closely with the EWO to make sure letters are being sent. He added that if there are children out for 3 to 4 days with a cold for instance, that percentage becomes smaller as the year progresses and hopefully the figures will level out and go up again. **RNJ** said the second half of the term shows slightly lower attendance which, he thought was due mainly to winter colds.

Persistent absenteeism figures compare favourably to the previous two years. **RNJ** said they work with the EWO to ensure they are communicating with the families of persistent absentees and, if necessary, issuing fines.

21/118 HEAD TEACHER'S REPORT

HES said since his report was circulated the government made an announcement about the Omicron variant and the need to wear masks. The message has gone out to parents and from 30 November, students and staff should be wearing masks in communal areas. They will also be reminding students and staff of the need to take twice-weekly lateral flow tests. In spite of vaccinations and booster jabs, if a person tests positive, they must self-isolate. This could have an impact on the number of days people can be in school.

In the wellbeing section of his report, **HES** said he had reported on the number of incidents of bullying and also the number of reported incidents of abuse (LGBTQ-phobic, racist and sexist). Three members of staff have used the employee assistance programme this term: two for single session counselling and one for work-life balance. The average number of days off for staff sickness (excluding Covid) was very low, which was very encouraging.

Acw

HES said he hadn't included the trips information in the report but said that trips were up on last year. These included a number of theatre trips, one to the Air Force museum where students performed a dance. Some students attended a mini climate change conference in Middlesex University and Year 7s went to Herts Young Mariners
He said he would send trip details to governors.

ACTION: HEAD TEACHER

HES said he hadn't included exclusion data because of its confidential nature. When presented to committees, the data was collected back in. He said exclusions were down on last year (31 compared to 48 FTEs this time last year). 74% of excluded pupils this year were Pupil Premium, compared with 54% last year. He said that there were a few children who found returning to school after lockdown difficult. They have been quite challenging because some don't recognise boundaries. There have been no permanent exclusions this year.

WLA said they would put exclusions on the agenda when there is a GB meeting in school so that papers can be returned to the school.

ACTION: CLERK

WLA asked if governors could see Charles Rice's report following his meeting with **NYK** in English.
HES to supply the report for the next meeting.

ACTION: HEAD TEACHER

WLA asked if governors would see faculty evaluations based on the deep dive model. **HES** confirmed this would be the case since this was the model they planned to use. He added that Charles Rice felt FBS should have other external assessors, as he didn't feel confident in working with all other faculties. **HES** said he and **NYK** were looking at inviting other schools to come in and do a deep dive – for instance a head of science from another school working with FBS's head of science. This would develop links with other schools and also it would give an external view. **HNA** asked if FBS could offer the same by way of a reciprocal arrangement. **HES** said **PGK** had arranged to go to JCoss and do a deep dive with them but Covid stopped that.

GAN asked if the number of reports of bullying related to the same number of perpetrators or would some of the incidents relate to the same perpetrator? **HES** said he didn't think they were all individual cases because there will be some children who have re-offended but by and large the incidents don't relate to just one person committing the offence. He said he would try and supply more detail on this.

WLA thanked **HES** for his report and the weekly updates that go out to governors.

21/119 SAFEGUARDING

HNA said she thought the report was well-structured and thanked **RNJ** for completing some of it.

WLA said that it states the annual safeguarding audit has to be completed by September/October 2021 – has this been completed? **HNA** said it wasn't completed. She said she would meet with **RNJ** before the end of the term. **RNJ** said the only thing worth noting is that the report was completed in the last term and since then there has been more MASH referrals (now five).

HNA asked if the radicalisation (2 students) was being addressed. **RNJ** said one of the students had been permanently excluded and the other was dealt with by the police. They were both a number of years ago. **HNA** confirmed the figures would need to be updated for the next meeting. **HNA** suggested that under 'allegations against staff' it should show a figure, even if it is a zero.

RNJ said that My Concern was working well and Theo (deputy Safeguarding Officer) was currently working another day a week to cover the concerns and additional external meetings concerning some students.

21/120 SAFEGUARDING & CHILD PROTECTION POLICY

RNJ said the updates to the policy related to the changes in the DfE's Keeping Children Safe in Education (KCSIE) document 2021.

WLA asked if there was a spreadsheet of who had been on safer recruitment training? **HNA** said she thought **DNP** (Business Manager) kept this information. This is one of the areas that **HNA**, as

Safeguarding Governor, checks. **HES** confirmed that when they undertake staff interviews, there is always someone on the panel who has undergone safer recruitment training.

RNJ said they had added an additional appendix E relating to self-harm and suicide.

WLA said it is useful for governors to be able to see any amendments made to policies so they can note any changes.

The policy was RATIFIED unanimously.

21/121 KEEPING CHILDREN SAFE IN EDUCATION 2021 PART 2

Governors were reminded that it is one of their duties to read and be familiar with Part 2 of the KCSIE document. Clerk will ask governors to respond to a questionnaire stating they have read it.

ACTION: CLERK

21/122 EQUALITY AND DIVERSITY STATEMENT

NYK said this is a new Equality and Diversity Statement adapted from a model policy. It focuses on outlining the school's legal obligations and is quite prescriptive for a consistent approach.

WLA said she thought it was a very good, comprehensive statement.

CEM asked what 'able and ambitious', as one of the groups, meant. **NYK** said this would be what was known as gifted and talented students. She said they are focusing on these students this year and FBS has launched an 'able and ambitious' group.

The statement was RATIFIED unanimously.

21/123 PROFESSIONAL DEVELOPMENT OF STAFF

Details of Professional Development Opportunities (PDOs) had been circulated earlier.

PGK said the sessions labelled PLCs were professional learning communities, which are in-house sessions. There is choice of three topics and teachers sign up for the area that they most want to develop in their practice and it also links to their appraisal targets. Teachers stay in their PLC groups for the year and meet every three weeks for the first two terms where they share and trial strategies in their lessons. The three areas are: improving literacy, activating student thinking through questioning techniques and creating a positive learning environment. Faculties will have teachers in each of the three PLC groups and through feedback they can share expertise. Teachers will change to another PLC group next year.

PGK said there are some standard training sessions for new staff such as effective learning behaviours, explaining the school systems, safeguarding training. The school brought in an external provider to deliver a topic 'let's talk about race – developing a shared language and practice'. This was in response to the anti-racist working party work from last year. One of the recommendations was that there should be more training for staff. This was held for all staff in the school hall. Staff were asked to give feedback on this session to determine next steps. **PGK** said a different provider would be coming into FBS in January to deliver a session on unconscious bias.

WLA asked if there was any refresher safeguarding training for staff. **PGK** said safeguarding training is attended by all staff every September, as part of the staff inset. **RNJ** said there is a link on My Concern to register the KCSIE and all the updates, which staff have to confirm that they have read.

HNA said when she met with Maria (Head's PA) to go through the central record, they checked to see that any staff who may have been absent for the safeguarding training are followed up.

21/124 TEACHER PERFORMANCE

Pie charts had been circulated to governors earlier.

Work Scrutiny

Every half term heads of faculty and heads of department undertake work sampling of a two-week period for a specific year group. Y11 work sampling was undertaken last half term. There are 37 teachers who teach Y11. **PGK** noted that for quality of curriculum 34 of 37 teachers were deemed good. She said the area for development was marking and feedback where some of the procedures had had to change in lockdown. It was a bit more difficult for heads of faculty to sample because some of it is online and some of it is in books. **PGK** said this was an area for development and they would be having a training session on marking and feedback next term to ensure consistency.

Lesson Observations

PGK said the majority of teachers have been observed. She noted the overall outcome is green although there were a few 'red'. Any reds activate a follow-up – either another observation in a few weeks, but usually some sort of support is put in place. **PGK** said they need to do some work on effective scaffolding in lessons.

WLA asked if the school felt the lessons were improving. **PGK** said she felt they have a consistent core of good teachers who always teach good lessons. The 'reds' were generally new staff that might not be aware of the expectations, or they are in training. She added that those teachers starting their training this year would have had quite a disjointed year and may be slightly behind what the school would expect.

WLA asked if the core of good teachers was increasing. **PGK** said she felt it was.

GAN asked if they should be worried that there are probably seven or eight subjects and different teachers involved or is it actually three across four different areas. **PGK** confirmed the reds were represented by four teachers who were having additional support.

GAN said it was good to see so much green in the charts, and asked at what point would the school consider another category that goes beyond green ('good to great')? **PGK** said this was a good point – they use the traffic lights system because it works well but she does see that sometimes they can see exceptional lessons, which they might make an additional colour. She said they have also thought about changing the colour red, because that can be quite emotive. **PGK** said this is not something she would want to change immediately because the current system works well.

WLA said it might be interesting for governors to see how many teachers have all green. **PGK** said she would look at including that information.

HES said that if a teacher is consistently good, he wouldn't want to create an Ofsted style outstanding. He said if a teacher was turning out consistently good lessons, to him they are a great teacher. **GAN** said the charts show how things are moving in the right direction but he said that as a teacher who is in the green section, it is good to have a core team of teachers who are growing in that section, how do you know if they are continually improving, or is green good enough? **WLA** noted students change and if a teacher was good in that year and good in another year, they might have needed to adapt their teaching for a different student cohort. **GAN** agreed there is a variability of cohort year on year but felt that this was no different from other environments where there is change but staff still strive to improve. **PGK** said that if a teacher gets six greens consistently she know that she can rely on that person to support other teachers in other areas. She said it's quite easy, visually, to see who they are. **ALJ** said that **GAN** shouldn't be concerned that teachers were coasting when in the green. He said he would suggest that those in green were striving all the time to be as fantastic as they possibly can. Teachers are always striving to be good (great) and very often on the back of that they are looking for other positions, sometimes resulting in them leaving for a promotion in another school. **SAN** asked if they should be looking for a category of outstanding as well? **WLA** said it would be useful for governors to see the number of total 'greens'. **GAN** said it was a case of continuous improvement and recognising those in the green who are 'super greens' and he liked the idea that those consistently green teachers were supporting others.

21/125 PAY REVIEW

Head Teacher

WLA and **SAN** undertook the Head Teacher's Pay Review on 18 November. Charles Rice, Learning Network Inspector, came in as the external adviser. They agreed that **HES** had met his objectives for last year. Objectives were set for this school year, based on the four points that came from the strategy meeting: behaviour, challenge, reputation and student and staff welfare. There were no financial implications in his pay review.

Teachers

The Teachers Pay Committee met: **WLA, GRO, HNA** and **HES**. **HES** reminded governors teachers on the Main Pay range can eventually go through the threshold – the Upper Pay range. Teachers can also be on the Leadership Pay range. There was no movement on the Upper Pay range (teachers can only progress on this pay range every two years) and there are quite a number of teachers at the top of the Upper Pay range. The committee focused on the teachers on the Main Pay range to

the Upper Pay range. For evidence **WLA** sampled from the other pay ranges as well. Some people were turned down and **HES** said he had met with them and they were given the reasons why and they will re-apply next year. He added that with the disruption of the last two years it is probably difficult to show that you have met some of the objectives but you have to show that you have tried to do this. To go through the threshold teachers have to demonstrate that they are more than just a classroom teacher. **HES** said no-one has appealed.

HNA asked if there was a national pay rise for teachers this year. **HES** confirmed this year the national pay rise was 0%.

21/126 PARENT EVENING DATES

HES said the recent Y9 parents' evening was 90% attendance. Governors can be added to the list for parents' evenings and seeing if parents would like an appointment with a governor. He said that the Y11 parents' evening will be mainly focused on their mock exams so there might not be too many requests to talk to a governor because at that point they are more likely to want to talk to teachers about their results. **WLA** said a governor can set the time they are available and they will know in advance if anyone wants to talk to them.

WDT offered to do the Y11 evening on 12 January.

GAJ said from a marketing perspective, she would be happy to be available for new/potential parents (either on email or Zoom, etc). **HES** said that is useful – they are getting a lot of Y5 children in, through the Digital Schoolhouse – he said he would think about how that could work.

WLA suggested **GAJ** could be allocated a school email address.

HNA said she would be happy to offer to be available, but would need to check dates.

HES said governors wouldn't need to be available for more than an hour.

Wed 24 November 2021	Year 9	4.00 – 7.00 pm	
Wed 12 January 2022	Year 11	4.00 – 7.00 pm	TRACY WARD
Wed 2 February 2022	Year 10	4.00 – 7.00 pm	
Wed 16 February 2022	Year 8	4.00 – 7.00 pm	
Wed 27 April 2022	Year 7	4.00 – 7.00 pm	

21/127 GOVERNOR LINKS

WLA met with Deborah Myer (MRD), Careers Co-ordinator. In November they had an apprenticeship event where 200 students attended (all Y11 and selected Y9 and Y10 students). Twelve employers were there, including the army and the police. There were apprenticeship assemblies for years 10 and 11. **MRD** interviews all of Y9 students, suggesting careers options (65 so far this term).

There is a careers bulletin on the school website, offering lots of information and links. There is also lots of information about the curriculum. On Firefly each career has its own page.

Y11 colleges/6th form fair took place on 5th October and 16 colleges and sixth forms were represented. Each student could meet representatives from three colleges.

ALJ said that some schools in Barnet were not invited to the sixth form fair although there were some schools outside Barnet that had been invited. **HES** said he had spoken to **MRD** about this and they have apologised to one school for not including them and they won't forget next year.

MRD has sourced a new no cost database: UpskillMe. Y10 students can enter details of what they have done that week and it builds up into an online CV. Employers can see the CV once the student is 16. The database also offers suggestions to students of employers they can approach.

WLA told **MRD** they are looking for an ex student to join the governing body and she said she would contact some past alumni. Since then, **MRD** has told **WLA** there were a couple of students who are interested. **WLA** will follow up and hopefully they will find an ex student governor.

GAN asked if work experience is still taking place for Y10 students. **WLA** said it now takes place in the summer because it works better. **HES** said they decided to trial work experience when Y10s had completed their exams in the summer term and it was successful.

CEM asked if **MRD** follows up on students beyond sixth form. He said he thought this information was important because FBS doesn't get the credit or praise he felt they should for what children achieve at sixth form. **WLA** said **MRD** tracks students for two years after they leave FBS. **HES** said they have put some of the destination data on the website. There are two bits of information about FBS leavers: where they go to for sixth form/college and then details of ex FBS students who go on to university. He said he thought that number was higher than the national average. **HES** said **MRD** tracks students way beyond the two years and the alumni is an enlarging database, currently about 900 ex-students. **HES** said he thought they should put the university/college destination data in with the sixth form destination data. He added that the student who was awarded a place at Oxford, came to see him last week and he is really enjoying his life at Oxford.

GAJ said she has had an email exchange with Tofa (administrator) and she has given GAJ some information on Instagram and Twitter.

CEM said he had met up with **ALJ**. He confirmed there was a girls' football team and a Y8 netball team. He said there was good sports provision for both boys and girls and a good balance between competitive and participatory sport. **ALJ** said the girls football club meets after school on Thursdays with a regular crew of about 15 – 20 students. They were playing The Compton that week.

KKC said his head teacher has agreed to release him early to spend an afternoon in the Inclusion Hub, subject to it being convenient to FBS.

SAN said she had made contact with her contacts and will report at the next meeting.

21/128 ANY OTHER BUSINESS

HNA said following up on ex students, through canvassing she met an ex parent, Kay Dear, the mother of Chloe Gentles, who is now touring with Mamma Mia. Kay has been promoting the school to people to encourage them to send their children to FBS. She said that not enough people know about the performing arts at FBS and the school doesn't make enough of it. **HES** said that Chloe Gentles had been in to do two after school workshops at FBS this term and that has been shown on Instagram or Twitter. **WLA** said it is good to have positive feedback from ex parents.

CEM asked if governors needed to have updated DBS checks. **HES** confirmed governors do not need to have updated checks. As they do for staff, governors will be asked to state nothing has changed. Governors will be asked to complete a form, stating nothing has changed.

ACTION: CLERK

21/129 DATE OF NEXT MEETING

Monday, 24 January 2022 in school (or hybrid)

Preceded by presentation from Oribi Davis, Director of Inclusion Hub