

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL  
MINUTES OF THE MEETING HELD ONLINE (VIA TEAMS)  
MONDAY, 7 DECEMBER 2020**

**MEMBERS:**

**CO-OPTED GOVERNORS**

\* Ms Ann Woodhall (Chair) (WLA)  
\* Mr Martin Christie (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)  
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)  
Mrs Claudine Bernard (Assistant Head Teacher) (BDC)

**IN ATTENDANCE**

Mrs Jane Canavan (Clerk) (CNJ)

*A Woodhall*

**20/99 WELCOME & INTRODUCTIONS**

WLA welcomed everyone to the meeting.

**20/100 APOLOGIES FOR ABSENCE**

Cllr Barry Rawlings – accepted.  
Mr Nishad Gudhka

**20/101 DECLARATION OF PECUNIARY INTEREST**

None.

**20/102 BUDGET MONITORING REPORT**

This report was up to the end of November 2020 (period 8, 67% of the financial year). DNP said there were no issues.

Income

DNP said they had received funding for teachers' pay awards and pensions from September through to end of March 2021. The school has been reimbursed for two insurance claims – a burst radiator (M2-2) and a cancelled Y8 school trip. WLA asked if the school had recouped all the costs from insurance. DNP said there was a policy excess of £500 for each claim.

Premises lettings are down. There are a few bookings in January. A group is interested to hire the sports hall on a Saturday which is dependent upon risk assessments and assurances that they would clean the sports hall to the school's required standard. DNP this would be reviewed at the beginning of the spring term.

Expenditure

Staffing costs are up to date and back-dated pay increases for teaching and support staff have been applied. Staffing costs are slightly below budget, which included the cost of a deputy head teacher who started another job in September. DNP said that they hoped to vire staff savings into the capital account to go towards costs of the Inclusion Hub.

Health & Safety costs have increased. The cleaning company has given the school more hours than they have charged for (an additional 10 hours a week) and there will be an increase in costs from November. DNP said they are keen to have the additional cleaning and will bear the extra cost of about £6,000. She reminded governors that schools can only recoup additional H&S costs from the government if they have had to use any of their reserves.

FNC asked if there was a saving in capital, could it be vired back to the staffing budget. DNP said they are not permitted to vire monies from capital to revenue accounts. She added that she and HES were having a meeting with the architect at the end of the week, which would give a better picture of building costs for the Inclusion Hub. More information would be provided in January.

**20/103 SCHOOL FINANCIAL VALUE STANDARD (SFVS)**

The SFVS is a live document and has to be reviewed and updated every year. The responses to the 29 questions are backed up with evidence. The second part of the document is a benchmarking exercise. Everything in green is good and areas highlighted in red would need to be addressed. FNC asked how why the teacher contact ratio was lower than similar schools. HES said they made a decision to increase the number of groups in the curriculum. There are six tutor groups in each year group and these are split into eight teaching groups, requiring more teachers. He added that in order to develop staff, they have also tried to ensure they have a lower teaching load. However, if there are budgetary issues next year, they might have to increase class sizes or increase teacher/pupil contact ratio. Research shows that small class sizes can be effective as long as you change the way you teach and HES said it is probably better to give teachers less contact time, allowing them more time to develop their practice.

FNC asked regarding average class size the school is in the lowest 10% - surely this was a good thing and why was it red? HES replied that it was about saving money and 'value for money' and in order to do that schools would increase class sizes. FNC said from her experience of talking with teachers, they felt their wellbeing was being addressed. She felt that reduced contact time for teachers was a good thing.

The governors agreed unanimously to **RATIFY** the School's Financial Value Standard.

## **20/104 SITE UPDATE**

An updated report will come to the January 2021 meeting.

## **20/105 RISK ASSESSMENT (RA) UPDATE**

**HES** said the RA had been updated and some of the risk ratings had changed – for instance, the risk that there were not enough staff to support the students has now been moved to ‘possible’. There has been a bit of alignment on some of the risk ratings, but broadly not much has changed.

**WLA** asked if there were any major changes that had been made following what they had learnt this term and was the RA working? **HES** said it was probably just the area that he had mentioned. There were 29 members of staff out today and this had put a strain on the organisation. He had spoken with Barnet public health and the London Coronavirus Resource Cell, the London wing of Public Health England, who said that if they felt there was a major problem, they would be all over the school. **WLA** said it is probably difficult to tell if people are contracting Coronavirus from being in school or from outside. **HES** said the London Centre said there is quite a lot of evidence to show that when the children leave school they are then mixing in mixed age groups and at home in different family groups and a lot of community transmission is going back into schools. Their advice was to ask the children not to do that. He said that children don’t have the typical symptoms of Covid. Now it’s getting to the time for colds and flu and parents are sending their children in to school. Some of these children have been in school for two or three days and then testing positive with Covid. This is particularly common in the Y10 group.

**HNA** said she sees groups of students mixing in Barnet and all we can do is to remind students to try and follow the guidance.

**FNC** wondered if the promised 90 laptops had been supplied. She suggested they could put something in there about lack of technology. **HES** said he would look at Point 40 again. 25 laptops were given out in the summer and one more was given out last week. They have 20 more to distribute and the school has carried out a student survey to see who has what technology.

**SAN** suggested the school should ask children with colds or ‘flu symptoms to remain at home. **HES** said they have given parents that advice, however some parents are difficult to contact and others hadn’t understood the advice. For instance, some parents had taken their children for a Covid test and then sent them into school before they had received the test result. He said parents would have been given guidance at the time of the test but some don’t think there is a problem. Also, as a school, families have been given strong messages on attendance in the past couple of years and the advice they are now giving to parents is a contradiction over what they were saying pre-Coronavirus.

**GRO** asked if there was any revision to the information given to those families with Covid to ensure that they are isolating as quickly as possible, rather than being in school for two days. **HES** said that PGK does a lot of work on this. As soon as they get the information about a Covid case they go through all the seating plans and friendship groups and try to isolate them as quickly as possible. He added that late on a Sunday evening they are getting emails of cases and he works with Karen Cummins (the Office Manager) to stop children coming in the following Monday. He said the advice from Public Health is that schools should not be sending home whole bubbles, (in FBS’s case this would be 160 students) but to be granular, to get down to a smaller number of children who are close contacts.

**GRO** said that close contacts of one Y10 student were coming into school two to three days after the student had tested positive. She asked if the school was looking at their processes to see if they could get the information sooner rather than later. **HES** said that when a child in school is identified as having Covid, they don’t want to broadcast this information but they do need to establish who the child has been in close contact with. There were a number of children who thought they had been in close contact when they actually hadn’t. He said that last week they hadn’t picked up all the close contacts. They did for the class and registration groups but not necessarily for all the people they had been with at lunchtime, or in an after school class.

**WLA** asked if they were reviewing the process to try and tighten this up – could they involve the heads of year. **HES** said they would normally do this, but all heads of year are self-isolating at the moment.

## **20/106 MINUTES OF THE LAST MEETING**

Subject to one small amendment, the minutes of the meeting held on 9 November 2020 were **APPROVED**.

## **20/107 MATTERS ARISING**

### 20/96 HT's Verbal Report

#### Wellbeing of staff and students:

**Students:** in addition to the pastoral staff, there is a school counsellor and a voluntary counsellor, which gives some capacity and there are two further areas for help: BICS (Barnet Integrated Clinical Services), which deals with mild to moderate mental health issues. There is also CAMHS – but they are underfunded and inundated. HES said he did a survey with students and a significant number felt anxious about returning to school in the autumn. Although some still feel unsafe, not because of what the school is or isn't doing but they were just anxious. It might be about what was going on at home. At one point attendance was at 97%.

**Staff:** **HES** said that ALJ had unfortunately tested positive for Covid. Although currently there were some staff not in school, about 10 days ago all staff were in. He said he couldn't fault the staff: every time they are asked to do something, they do it. As a team of people they have worked really hard and it is a sign generally that they have a very positive mind-set.

**WLA** asked if staff would still feel positive when they come back.

**PGK** said there could be a level of anxiety because there are so many people contracting Coronavirus.

**SAN** asked if staff absence was putting pressure on other staff to cover classes?

**WLA** said this would come up later in the meeting. She asked ALJ how he was feeling. **ALJ** said it was early days and he was aching a bit – in a 'normal' situation and if he hadn't tested positive, he would probably be in school. He added that up until last week staff morale was good although it may have dipped a bit this week.

**BDC** said that within their teams everyone supports each other. She said that staff wellbeing was paramount and generally staff had been feeling more comfortable at work. She said that perhaps when those self-isolating return to school there might be a need to review procedures, to see if they need to do things in a different way.

**WLA** asked if staff have someone they can talk to if they feel anxious. **BDC** confirmed they do and even the pastoral staff who have been isolating still have had their normal weekly briefing meeting.

**FNC** said, on behalf of all the governors, it would be good to send a message to all staff to thank them for their dedication and commitment at this time. **WLA** confirmed she had already planned to send a thank you letter to staff.

#### Virtual Lessons

**HES** said they had a week focussing on virtual lessons and students were shown what an online lesson would look like and what the expectations are. Some children were fully engaged and others only partially. **HES** and **PGK** talked to parents after school to see if they had any questions about online learning, or if they needed to know how to use Firefly and how to encourage their children. He said this week they would be able to see how this works in practice. There are three different scenarios: setting work on Firefly, giving short video clips on how to do the work and some staff will be using MS Teams. Teachers will be able to review what works best. **PGK** said she feels they have done everything they can to cover all bases. She said they would get more information in the coming week and see if they were getting back more of the work set by the teachers.

#### Long Term Absences

**HES** said they had had a part-time art teacher who was clinically vulnerable and who had been on long-term absence but she has now returned to work. They think they have found a resolution with a teaching assistant who was on long-term absence and she will not be returning to school.

## 20/80 SAFEGUARDING/ REGISTER OF BUSINESS INTERESTS

**WLA** said there were still some Register of Business Interests Forms outstanding and she reminded governors of the need to complete the form and return it to the clerk.

She reminded governors also of the need to confirm with the Clerk they have read the relevant section of the KCSIE document.

Clerk to chase up.

**ACTION: CLERK**

## **20/108 ATTENDANCE**

Attendance data had been supplied in advance.

BDC said attendance has been a mammoth task this year. Michelle in Student Services has played a vital role recording students who are self-isolating or being tested for Covid. The tracking system, which is reported to the borough, has to be a clear log of students' attendance. In September, SLT made the decision to take a supportive approach to welcome everybody back to school. At that time the government had talked about issuing fines for non-attendance and the school felt it more important to reassure teachers, students and parents that FBS was a safe place to come back to. Attendance monitoring systems have stayed the same – first day contact is still in place and the pastoral staff will call home at the end of period 1 if a child is not in school, to find out why. At the start of term some parents were anxious to send their children in. Some children were kept at home until confidence built up and children gradually returned, without the need for intervention from the Education Welfare Officer (EWO). The EWO still comes into school and her approach is working in a more supportive role. She tries to get evidence for why a child might not be in school. Up to a few weeks ago attendance was hitting 96/97% and 100% for Y7 on some days. BDC said that this shows that children want to be in school and parents wanted their children to be in school.

Absences are being reported accurately. If an absence is Covid-related, the child is not being asked to come into school. The school sticks to NHS guidelines - letting parents use their judgement. BDC said although attendance is down in many areas, with 93.97% overall, FBS is well above the national average.

In the groups' breakdown, some groups are in line with previous years. Boys' attendance is in line with the previous year and girls' attendance is higher than the previous year.

Some EHCP children have medical conditions, which could explain a reduction in attendance. SEND support and EAL students' attendance is higher. Overall, BDC said they were happy with the current attendance figures.

**GRO** said, as a parent, her confidence had built up. With the decision made today to have remote learning, what were the difficulties and challenges that the school was going to face for the rest of the term?

BDC said if they just go back a few weeks when there were a few cases in Y10, once parents realised that the school was following official guidelines, they became confident. She said she was not expecting to have attendance issues at the start of the new term.

**WLA** asked HES to explain to governors the action he had taken.

**HES** said he endorsed what BDC had said. On the day of this meeting there were 10 members of staff with positive Covid tests and there were people who had close contact with those staff and this has led to 29 members of staff being out of school. There have also been 15 positive Covid tests among students. Because of this they have taken the decision that, with the exception of Y11, for the rest of this week all children will work at home. He said the reason for reaching this decision was that some parents might have been anxious to send their children to FBS in the current situation. Most accept that keeping children at home when there has been an outbreak in school is a wise decision.

**WLA** asked if the school would be having deep clean. **HES** confirmed that DNP has been in touch with the cleaning company to ensure a deep clean.

**SAN** said it is not known what will happen after Christmas with the relaxation of isolation rules over the holiday and there might be anxiety about returning to school. **HES** agreed and said that they would need to reassure parents that the school is adhering to the correct procedures.

**CEM** asked how attendance is measured for this week? **HES** said if absence is directly related to Covid they will have an 'X' against their name, which doesn't count against attendance figures.

## **20/109 EXCLUSIONS**

Exclusions data had been circulated previously.

**HES** said in years 8-11 fixed term exclusions (FTE) for the term had gone up. This is because the school cannot make full use of the internal exclusion room (social distancing) and they are unable to send children to other schools for respite. In order to reduce staff stress levels following incidents in school, they have had more FTE. He added that when the Inclusion Hub is set up, the number of FTE should reduce significantly. **WLA** noted the high number of FTE in Y11. **HES** said this is related to the serious incident, earlier in the term, up at the shops.

**HES** said they have managed to avoid two permanent exclusions. Alternatives have been found for both of them: one has been placed at another Barnet school and the mother of the other boy has withdrawn him from education.

He added there can be issues with managed moves. Last year a child was sent to Whitefield School on a managed move and last week she was involved in a serious incident. FBS might have to take her back and then permanently exclude her.

**HES** said they try, wherever possible, to reduce the number of exclusions where they can.

## **20/110 SECONDARY RELATIONSHIP & SEX EDUCATION (RSE) POLICY**

**BDC** said because the teaching of relationships and sex education is now statutory, they needed a more robust policy. Because of Covid, the government deferred the start of Sex Education until the summer 2021, but FBS had most things in place and wanted to start now.

**BDC** said there was a need to build in parental engagement and they were given the opportunity to complete a questionnaire last June. The plan is to keep parents updated and there will be a section in the termly newsletter so that parents feel they are part of the process. The school will send a questionnaire out to parents, probably annually, so that they feel their voices are heard.

The policy looks at RSE in the curriculum and other areas where it is not in the curriculum. The scheme of work has been taken from the PSHE Association with a curriculum that can be built upon each year. The detail is on the school's website and it can be revised and adapted as needed.

**BDC** said the aims of the policy are clear and she said she felt this curriculum would benefit the students.

**BDC** said the delivery of RSE is key: they have managed to extend form time in the afternoon by five minutes to deliver PHSE. They would be taught in tutor groups and they could look at split gender groups if they thought it was necessary.

**SAN** asked why the school would want to separate the gender groups. **BDC** said they didn't particularly want to do this but there could be occasions when a teacher or a class might want to go through a particular topic as a single sex group. This has not been planned but the option is there.

**BDC** said the school Policy details what is covered either in science or in PHSE. Some aspects covered in science might need to be revisited but because time is limited they want to focus on other areas not already being taught. PSHE is possibly the topic that many teachers feel anxious about. Two 2-hour training sessions, to all teachers and teaching assistants, were delivered by Brook Advisory during lockdown. **BDC** said the training was quite interactive and staff have had the opportunity to voice their concerns.

**FNC** asked about the ways in which students could submit a question which they might be self-conscious about asking, was there an anonymous way to do this?

**BDC** said there is a plan to have an anonymised question box, probably located at student services. The finer details have not been finalised but the student could, perhaps, state their year group. Answers to the question can be disseminated through the tutor/year group. **FNC** said it would be likely that there would be more than one person with the same question.

**BDC** said being an inclusive school they also need to focus on working with SEND students. They have found some resources where topics can be broken down to make them more relevant to these students and this is where the TA would work with the students.

The PSHE Co-ordinator (Samira) is working on an agreement and there will be very clear guidelines at the start of every lesson. Students will be told that whatever is discussed stays in the room and personal experiences should never be discussed.

BDC said they are still working on the monitoring of RSE. All students have completed an RSE survey and they have given honest accounts of what they know and how confident they are on various topics and what they would like to know. Samira will use this data to develop the scheme of work further so that students feel it is relevant to them. There will be an evaluation at the end of each topic so that the school can monitor what students have learnt.

**WLA** asked if governors could have sight of the evaluation at the last meeting in the summer term. BDC said in July some staff took up an additional opportunity for online training to build up confidence. She said staff are not expected to have all the answers but they should be able to guide students to the relevant resources or agents that are able to support them further.

BDC said that because parents can remove their child from RSE Education, some items (FGM and Puberty/Identity and Relationships) are being removed from the RSE curriculum.

**HNA** asked how these topics would be taught. BDC said Puberty is covered in science and they cannot withdraw from these lessons, FGM is covered in child protection. She said she is going to put a bit in the newsletter so that parents are aware that RSE is being taught. Parents are told that if they want to withdraw their child from RSE they should write formally to the Head Teacher.

**HNA** asked where FGM was taught. BDC said it was in the scheme of work. This is on the school's website, in table format and it gives parents an overview of what is being taught each half term.

**WLA** said, and **HNA** agreed, that this was a very clear policy. She suggested if the curriculum was detailed in a separate appendix it would be easier to hand out to anyone who wanted to see the content.

The governors agreed unanimously to **RATIFY** this policy.

## **20/111 LESSON OBSERVATIONS & WORK SAMPLING**

These documents had been circulated previously.

### Work Sampling

PGK said work sampling is undertaken every half term focussing on a year group. The first half term was Y11 and they have just finished Y9. The traffic light form shows the four areas of review: presentation, marking & feedback, quality of curriculum and literacy. Quality of learning has changed to quality of curriculum to fit with the school's curriculum policy and the Ofsted framework. PGK said the pie charts supplied related to Y11 work sampling and teacher observations. Faculties were given choices of how to mark children's work. She said it was more challenging this term because some faculties are not taking books in during the Covid crisis and other faculties are, quarantining them for 48 hours before marking. Heads of Faculty had told their staff in advance about how they would do this and what good marking and feedback would look like. Faculties did returns for both individual teachers and the overall faculty. Results came out predominately in green with some amber. PGK said quality of curriculum came out strongly. Faculties had been able to spend a lot of time during lockdown refining their curriculum. In the individual work sampling there was just one 'red' (requires improvement) and this was an NQT who hadn't quite understood the marking policy of the faculty. This has since been talked through and things should improve.

Information on Y9 is currently being collated.

PGK said this is an additional layer that heads of faculties have to do but she felt staff should know that SLT were monitoring the quality of the curriculum.

### Lesson Observations

PGK said for the first half term they concentrated on NQTs (11 in the school). These teachers were not observed using the traffic light system because the observations were more of a developmental process. The whole school lesson observation process started at half term. So far 17 teachers have been observed. The plan had been to observe everybody this term but with 21 teachers currently not in school this will not be possible. Some will be observed in the new year instead. PGK said the pie charts show a very pleasing picture, particularly in effective learning behaviours. She said that most students were pleased to be back at school and this is reflected in their attitude to learning.

**WLA** asked if the NQTs were doing well.

PGK said most are doing well all things considered. They had been unable to teach a lesson during the interview process. Instead, they had to submit a lesson plan and show how they would deliver

it. PGK added there are a couple who will need more help than others and this is always the case but, generally, they are a strong group. The teachers are asked to list two things that went well in the lesson and two things for improvement and this is also loaded onto BlueSky, which gives a good overview. The first termly report, which the NQTs' mentors have to write, is due.

**WLA** asked if there had been any monitoring of virtual lessons.

PGK said as part of the remote training every teacher had to make their own lessons that were shared between faculties. For example, English and humanities were paired together and they had to prepare pre-recorded lessons and faculties looked at each other's lessons. PGK said she had the opportunity to look at all of the prerecorded lessons as they are saved in the same place. She said some of these can be heard in school because some teachers are isolating at the present time. The live sessions haven't yet been observed as they have only just started.

**SAN** said observations are generally additional stress on members of staff during difficult times and she wondered how staff felt about being observed. PGK said she did have individual conversations with staff and asked them if they wanted to be observed then, or did they want to delay it. The vast majority were okay with it. **WLA** agreed with **SAN** but acknowledged that they needed to know that the teaching was being delivered well. **HNA** asked how often staff would be observed in a normal year. PGK said staff are observed once a term. Autumn term: a full one-hour observation; spring term: a 20-minute drop in (if everything is going well with the teacher); summer term, often paired observations with other faculties. NQTs are observed every half term. **HNA** said that she understands **SAN**'s comments but it should be something that staff are used to having to undertake. PGK agreed and added staff are used to the system, but there is always an element of anxiety when being observed. **HES** said there is less pressure on staff because they don't grade lessons.

#### **20/112 STAFFING UPDATE**

Three members of staff are pregnant: a maths teacher who has just gone on maternity leave, a languages teacher due in February and a head of year due in March. The maths teacher is covered and ads are out for maternity leave cover for the other two teachers.

One of our caretakers has been granted ill-health retirement and they are actively pursuing an apprenticeship for the caretaking department.

#### **20/113 SELF EVALUATION FORM (SEF)**

This document had been circulated previously.

**HES** explained that he wanted to submit his self-evaluation form that he had prepared for his autumn review with Charles Rice, the Chair and Vice-Chair. The sections are the same. **HES** said Charles Rice felt the self-evaluation didn't show enough impact. He wanted to know what the level of engagement was with children and remote lessons. What is the staff ability and are some helping others if they need more guidance. **HES** said he felt it was quite early days for some of the actions taken and they won't see any impact at an early stage.

**HES** said, however, attendance does show impact.

**FNC** asked about parental engagement and if **HES** could update governors on the virtual parents' evening held on 25 November. For the Y9s attendance was just over 80% which is line with last year (81%). Last year's Y8s (this year's Y9s) they were about 89%. So this is a reduction in numbers for the year group. He asked The Compton, who have a similar set-up, and they had about a 10% drop. **HES** said parents were pleased with the virtual parents' evening because they didn't have to travel into school or manage childcare. The appointments system worked reasonably well although some parents would have liked longer than 5 minutes with the teacher. **HES** said it seemed like such a positive experience that they many not go back to in-school parents' evenings. **GAJ** said she felt the parents' evening really worked well. She said she had some feedback from some teachers about children attending and she was surprised that only a minority of children attended with their parents, according to her son. She wondered if he school could be a little more assertive in emphasising the importance and encouraging children to attend. **HES** said that in form time students were told they should do this. School closed earlier than usual to give everyone the opportunity to go home. PGK said she thought some of the children were there but they couldn't be seen on the screen. If one asked, the parent would move their screen around to show the



student in the room. GAJ said that while the children had been told, it probably would be good to emphasise to the parents the importance of the child being present.

**HNA** asked if the school had had a response from hard to reach parents. Did the virtual meeting have any impact on this? **HES** said that using a phone was good because most parents seem to have quite new phones and that technology works better than old laptops. It also means that parents can have the meeting either at work or at home with their children. However, with 80% contact they do know they have to do more work. Some of the EAL children might need to show their parents how to use the technology. **PGK** said from her own experience, usually the EAL meetings seemed to go quite well but it was the usual hard to reach parents who didn't engage. They had appointments made for them but the parents weren't there when their slots came up. **FNC** reminded governors that it is much harder to speak your second language in these meetings. **WLA** said the SEF is very Covid-related and they will see how it goes.

#### **20/114 SCHOOL IMPROVEMENT PLAN (SIP)**

This document had been circulated previously.

**HES** said this is a much-reduced document, taking the three priorities from the SEF and translating them into actions.

The first is about how the school will address the issues around Covid.

The second is about the curriculum, building upon what has been developed in the last year.

The website is up and running now and once heads of faculty/department are happy with it they will send a link to governors. A large amount of work has been put into the curriculum and the school just needs to ensure that this is reflected in lessons.

The final objective about personal development – the RSE programme has started and this is fundamental to what the school does. He said he would throw in two philosophers to think about overnight: Michel Foucault thinks of schools being very much like prisons – they are there to regulate and control people and to make sure they do as they are told. He said governors could think like Foucault or they could think like Jurgen Habermas who thinks of schools as being a public place where everyone comes to a mutual understanding together, thinks about the common problems and comes to a shared understanding of what they need to do – an unforced agreement of how to move forward. It would be good if the school felt like that and if we could get there, we would have done well with the RSE programme.

**GAJ** said she was concerned about the falling rolls in Y7 this year and next year. She asked what was being put in place now and in the future – were there some firm actions about how they would be promoting the school and what the patterns were for the next five years.

**WLA** said this was definitely on the agenda but they need a bit more information. A strategic meeting will be held to discuss further but at the moment they don't have all the information that they need. **HES** said that SLT would be looking at this very soon.

**GRO** asked how students were viewing the school right now. **HES** said he would like to think that school is a place where students felt able to raise concerns. He said sometimes he feels they might feel a bit 'done to', rather than empowered. He said he has met with Student Parliament members who have looked at the survey and they have made a video to feed back to students along the line that students make suggestions on how things can improve – students should own the improvements, so that they feel a sense of responsibility to make a difference. **GRO** asked if students are aware that they can contribute or do they think it sits with the Student Parliament?

**HES** said Jen Hurley is overseeing Student Parliament this year and she wants to get Student Parliament to be more active, involving all students, so that it's not seen as a remote body of students but more organic in every form group.

#### **20/115 TEACHERS' PAY REVIEW COMMITTEE**

**WLA** reported that the committee was made up of GRO, CEM, WLA and HES and they met virtually. She said the documentation received this year was the best they had seen for some time: very clear and concise but they would appreciate a larger typeface in future. The governors were guided by SLT recommendations. Because of the unprecedented year where it would have been difficult to

meet all their objectives the committee took much more of an overview. As long as teachers could demonstrate they had achieved their objectives, where they could, and they had worked and developed during Covid, the committee accepted recommendations to move teachers up the payscale (where eligible). **HES** said the only people who didn't move up were those who would have been eligible to go through the threshold to the teachers' upper pay spine. **SLT** had had conversations with these people and they understood the reasons why. He added that only teachers who are in the lower/middle area of the payscale would be eligible to move up the scale. **HES** confirmed there would be no appeals.

#### **20/116 HEAD TEACHER'S APPRAISAL**

**WLA** reported that the Head's appraisal took place. **HNA**, **WLA** and Charles Rice (Learning Network Inspector) met with **HES** and reviewed his objectives for last year and put in new objectives for this year. It was all pretty straightforward. **HNA** said the meeting had been held virtually and there would be a follow-up meeting in the spring. There was no pay increase.

#### **20/117 CURRICULUM POLICY**

**WLA** asked if the school still had drop down days (mentioned in the policy) **PGK** said they don't have them at the moment but they have kept them in the policy in case they want to do so in the future. This would be for PHSE provision, if required. **PGK** said the policy has been revised to fall in line with Ofsted requirements/headings. Hyperlinks will be added to the new policy and there is a section on personal development. **HNA** asked if the alternative curriculum had been put into the policy. **PGK** said they hadn't and this was deliberate. They do have the alternative curriculum but it isn't the same each year. This year there was a large provision for Y11 students. Next year there will be a need for an alternative curriculum but it won't look the same as this year. Full details will be in the SEND report.

**HNA** said she felt it should be in there. **HES** agreed and said KS3 is being developed this year and in the long term it will be put in the policy.

The policy was **RATIFIED** unanimously.

#### **20/118 HEAD TEACHER'S VERBAL REPORT**

- The Y11 student, who had applied to Oxford and the school had written a reference for him, was having an interview with Christ's College on the day of this meeting.
- Current detail about GCSE's next year. There are three extra weeks prior to the start of the exams. The government said the grading would be more generous. Also in some subjects students would be told what sort of topics to expect and some exams would contain formula sheets. They were also putting contingencies for having late GCSEs in late June/July. If all else fails they will use teacher assessments. There will be GCSEs in England but no GCSE exams in Scotland or Wales. **HES** said he would put the detail in an email to governors.
- The last week of term, school would finish for years 7-10 on the Wednesday instead of the Friday. Y11 students will still have to come in on Thursday to finish their mock exams.

**WDT** asked what would happen with the Y11 mocks that wouldn't be taking place, such as art and those teachers who are self-isolating. **HES** said they have managed to find a way on Firefly of doing a time-limited activity. The school will send out an English Language paper to students for them to complete within a time-frame and return it to the school. This will work for some subjects and possibly not for others. There are some arrangements for students coming back to school next week and thereafter they will need to consider whether to have these mocks in January or use teacher assessed grades.

**GRO** asked if the government had put anything in place in case children were self-isolating? **HES** said there were contingencies and he would put the detail in an email to governors.

**WDT** said she is aware of the very difficult time school staff have had this term and she praised them for all the information they are sending through to students and parents.

**20/119 ANY OTHER BUSINESS**

**WLA** said she was waiting for a reply from George Peradigou (Governor Services) about co-opted governors. **HES** said that the Head of Year 7 has made some suggestions and he will ask them if they would consider becoming a parent governor. **FNC** suggested that if Barnet has a volunteer centre, it could be promoted as an opportunity for someone looking for voluntary work. **HNA** confirmed there is a volunteer centre and thought that would be a good idea. **HNA** said at the Children's Committee last week she proposed they do a survey of governors. She has surveyed her own ward and there was possibly one black governor in Woodhouse ward. **WLA** said there was a webinar about recruiting diverse governors and they suggested contacting local leaders of the various communities.

**WLA** asked if any governors had made contact with their SLT link. **GAJ** said she had spoken with Kathy Newey and **FNC** has spoken with Paul Bernard.

**WLA** suggested governors email their link to find a suitable day and time to have a conversation.

The school has sent out an electronic Christmas card to governors – check Spam/Trash folder if not seen!

**WLA** wished everyone a good Christmas and New Year and she looked forward to the time when they could meet in person again.

**20/120 DATE OF NEXT MEETING**

**Monday, 11 January 2021, 6.30 pm.**

*AW*

