

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL  
MINUTES OF THE MEETING HELD ONLINE (VIA TEAMS)  
MONDAY, 9 NOVEMBER 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)  
\* Mrs Sangeeta Kerai (KIS)  
\* Mr Nishad Gudhka (GAN)  
\* Mrs Tracy Ward (WDT)

**LA GOVERNOR**

\* Councillor Anne Hutton (Vice-Chair) (HNA)

**STAFF GOVERNORS**

\* Mr Simon Horne (Head Teacher) (HES)  
\* Mr Jerry Arnall (ALJ)

\* Denotes members present

**NON-VOTING OBSERVERS PRESENT**

Ms Jane Mullan (Deputy Head Teacher) (MNJ)  
Ms Kathryn Poynting (Deputy Head Teacher) (PGK)  
Ms Paula Donaldson (Business Manager) (DNP)  
Mr Jim Robinson (Assistant Head Teacher) (BDP)  
Mr Carl Robinson (SENDCo) (RNC)  
Ms Kathy Newey (Assistant Head Teacher) (NYK)

**IN ATTENDANCE**

Mrs Jane Canavan (Clerk) (CNJ)



Prior to the meeting, Mr Al Pisani (HoF Maths) presented to governors. A copy of his PowerPoint presentation is available from the Clerk.

**20/84 WELCOME & INTRODUCTIONS**

WLA welcomed everyone to the meeting.

**20/85 APOLOGIES FOR ABSENCE**

Mr Martin Christie - accepted

**20/86 DECLARATION OF PECUNIARY INTEREST**

None.

**20/87 BUDGET MONITORING REPORT**

This report was up to the end of October 2020 (period 7, 58% of the overall budget). DNP said there was not a lot of change from the last report and there were no issues.

Income

While it appeared there was an increase in income, this was due to the local authority's payment schedule and it would level out over time.

Expenditure

Staff costs were under budget. The backdated pay increases for associate staff were applied in October. It is hoped to apply any teacher pay increases, backdated to September, in November.

**20/88 CYBER SECURITY IN SCHOOLS**

WLA said governors should be aware of the need to ensure that the school has systems and procedures in place to cover data security and compliance with GDPR.

DNP said this was a useful exercise because she went through the questions in the report with the school's Network Manager, Masoud Shirzay, and the questions reminded them of what they need to be vigilant about. DNP said that question 5 (*Do the school's governance and IT policies reflect the importance of good cyber security?*) led them to realise that they need to include cyber security references in the Acceptable Use Policy. While staff are told to do this, she recommends formalising this in the policy. These include:

- password protection of all devices issued by the school.
- All the equipment issued by the IT staff is encrypted and the school needs to ensure that this is kept up to date, making changes as needed.
- Staff should not open unexpected emails but to report these to the IT department who, in turn, will report suspicious emails to Microsoft with a view to the site being blacklisted. Staff must protect any school data by not leaving their device open, either in school or at home.

Concerning question 7 (*If the school temporarily lost access to its data and/or internet connection would the school still be able to operate?*). DNP said this relates to the school's Critical Incident Policy. Systems are in place to store student and staff and some premises data in the cloud. Paper registers can also be issued, if required.

GAN asked what actual threats had emerged in the school environment. WLA said she had received phishing emails asking her to click on a link. She forwards these to the IT Department. HES said some college systems have been compromised where hackers have demanded a ransom before the college can recruit. DNP said in Finance, they have received bogus emails, which they refer to local authority finance. GRO said emails are being sent to schools purporting to be from the head teacher or chair of governors asking for an immediate transfer of funds and the invoice will follow. A way of verifying this is to check the email address of the sender.

WLA reminded governors to be aware that cyber attacks are on the increase.

AW

**20/89 POLICIES**

The governing body RATIFIED the following policies:

**First Aid Policy**

**Charging & Remissions Policy**

**Financial Management & Procedures Policy**

**Health, Safety & Welfare Policy**

**Safeguarding & Child Protection Policy**

**Curriculum Policy – deferred to the next meeting**

**WLA** asked that the name of the person who drafted it, be put on the policy

**20/90 MINUTES OF LAST MEETING**

Subject to one amendment, the minutes of the meeting held on **12 October 2020** were **APPROVED**.

**20/91 MATTERS ARISING**

20/56 GOVERNOR LINKS 2020/21

**WLA** reminded governors that they could email their SLT link to suggest a time for a conversation.

**RNC** said he had had a conversation with **WDT** concerning SEND.

20/61 HEAD TEACHER'S REPORT

**WLA** asked how the Parental Evening App was going. **HES** said they've tried it out on teachers in school and some parents and this week they would be trialling it with Y8. He said the technology works especially well on smart phones. He said this is the first time they've tried it on a whole year cohort. They will then try it for the Y9 parents' evening later in November. So far, feedback had been good and they were trying it initially with Y8 because they were the year group that didn't have a parents' evening last academic year. The meeting would be for an hour and parents would be restricted to the number of teachers they can speak to.

**WLA** asked if there had been any progress with police support.

**HES** said the police were now doing more patrols after school. The LA has recruited more safer schools officers and week there were four patrolling up at the shops. The co-ordinator has asked all local schools, on a rota go, up to the shops next week. This is because the police are finding it quite hard to control the children. They have asked school staff to be there to identify the children who were being rude and obstructive to the police. **HES** said he is trying to get the safer schools officers to come into school to get to know the children so that when the police are up at the shops and ask the children to move on, they respond appropriately. **WLA** said this sounded like a good start.

20/80 SAFEGUARDING

Governors were reminded of the need to confirm with the Clerk they have read the relevant section of the KCSIE document. Clerk to chase up.

**ACTION: CLERK**

20/81 REGISTER OF BUSINESS INTERESTS

Some returns outstanding. Clerk to chase up.

**ACTION: CLERK**

20/82 ANY OTHER BUSINESS

There had been no responses for potential parent governors following the notice in the school newsletter. **WLA** noted this was unusual and she would put another notice in the next newsletter. She has drafted an ad for a co-opted governor to go on the Barnet website, through George Paradigou, Governor Services.

**FNC** said they had talked at a previous meeting about having BAME people on the governing body. She said there must be informal networks and the BAME staff might appreciate having a more diverse GB. She suggested they be asked for suggestions of how to recruit BAME governors. **HES** said he would follow this up.

## 20/92 Y11 DESTINATIONS (INC NEET students)

**WLA** congratulated Deborah Myer (MRD) on her comprehensive report.

**MNJ** said that September is very intense for MRD and she is extremely thorough in her research. She added that consistently, year on year, there are about 97% of students who have progressed on appropriate pathways. No students are on post-16 apprenticeships – there is a national decline in these. MRD collects the data through phone calls. Some colleges have not wanted to give information because of GDPR and MNJ reiterated how well MRD had done to get the information. On level 3 courses, there has been an increase to 60% of students going on to study A levels. Of the 2018 leavers and those who went on to study A levels, MRD tracked 54 students who have progressed on to university. They have gone on to a variety of universities and MNJ said there are some real success stories. MRD collates data on these students and it will be put on the school's website. There are links also with past students who are now in the workplace. This is linked to careers events, where ex-students are invited in to school to talk to FBS students.

**GAJ** said it is really important to share this information with parents and prospective parents. She added that when she was considering a school for her daughter the information about progression from FBS was very useful to her at that time. She added that the information could also be put into the newsletter because it is interesting and motivating for parents.

**WDT** said that secondary children in some other schools don't know who their careers adviser is. She said FBS is very fortunate to have MRD and she praised her very valuable work. On behalf of the governors, **WLA** passed on thanks to MRD for her ongoing, excellent contribution.

## 20/93 CURRICULUM/ALTERNATIVE CURRICULUM

### CURRICULUM

**NYK** reminded governors that the faculties had been adapting their KS3 curriculum, creating intent documents where each subject identified the key skills required at GCSE and then backtracked them across KS3. In February NYK worked with faculties to put this into practice and ensure the skills were built into the curriculum. HoFs/HoDs looked at the schemes of work (SOW) they were developing to ensure that they matched up. They worked with their faculties and each member of a faculty was responsible for developing one or two SOW. Then there was lockdown, which created an opportunity to develop the SOW. By the end of the summer term these had been developed and by September they were ready to be rolled out. They are currently being taught and will continue to be for this year. This is an ongoing process and everyone who has taught the new curriculum has the opportunity to feed back and say how the SOW could be developed further.

During lockdown, the Black Lives Matter movement became prominent and they conducted a diversity audit across all subjects. All departments were asked to look at all aspects of diversity to consider where they came into their SOW. In some subjects it was already embedded across KS3 and KS4 and where subjects showed gaps they looked at areas where they could adapt SOW. NYK said there hasn't been a 'next steps' yet because they wanted to ensure the curriculum was developed to incorporate the key skills previously identified.

**WLA** asked how plans to introduce the new SOW had been affected by the need for catch-up from lockdown.

**NYK** said that the recovery curriculum (Paul Bernard's responsibility) has to sit alongside the existing curriculum. They look to see where the gaps in learning are so that they can deliver the new curriculum as effectively as possible. If the children have missed a skill from the previous year, teachers have to go back to ensure they are ready for the next step in this year's curriculum. Currently, they are updating the curriculum section on the school's website and the intent and implementation documents are being uploaded, subject by subject, ensuring a child-friendly/parent-friendly overview. By Christmas the KS3 information, in the same format for each subject, should be up on the website.

**NYK** said their next consideration will be Deep Dives, the new Ofsted direction to look at subjects in detail. With current restrictions they need to be aware of how they do things like that.

**WLA** asked if the school was providing the curriculum online and delivering lessons to students who are self-isolating. **NYK** said this was more in the remit of Jane Mullan and Paul Bernard and

the Teaching and Learning team. Lead Practitioners, Galia Admoni and Peter Soave have been running training sessions on how to deliver online learning.

**GAN** asked if there were plans for KS4, which might provide a more informed choice for GCSE subjects. **NYK** said they were getting to the end of the KS3 initial stage, freeing people up to start on KS4. The new GCSE curriculum is more or less embedded and it is a good time to review what is and isn't working and what needs to be developed there. They have concentrated on the KS3 curriculum so that at the end of the Key Stage, students would have a good idea and better understanding of what they need to learn at KS4.

**HNA** suggested that to complement what students are doing they could give them a certificate to show what they have developed skills-wise outside school. For instance, learning another language or a sign language would give credit to other areas of learning. **HES** said some students take another language at GCSE and some are undertaking an electronic portfolio, PixlEdge, which provides some accreditation. **HNA** said she would be happy to help with that, if needed.

**WLA** thanked **NYK** for her presentation and acknowledged the huge amount of work she has undertaken.

### ALTERNATIVE CURRICULUM

**RNC** said last year was the first year for alternative provision at GCSE and for the first time the students received entry level qualifications at level 1 in core subjects. Some also received level 3 certification in personal and social development. (The difference between the two outcomes was because they could be guided in the personal and social development course.) This has helped some students move on to college courses.

**AP4** this year there are 10 students – 3 in Y10 and 7 in Y11. Part of their curriculum involves an ASDAN course in animal care at Aldenham Country Park where they spend the day working through their modules. This seems to be the highlight of their year and the feedback from students, staff and parents has been excellent.

This year they have implemented a provision for KS3 students. There are 7 in this cohort, although 2 are being home-educated from the team at the Pavilion. Currently 5 full-time students are taking core subjects to progress on to entry level courses at KS4. They are also doing PE, food technology and lifeskills. There is a slot in their timetables for interventions such as speech and language and occupational therapy.

Three students are accessing TUTE, an online platform for social, emotional and mental health. These students also study maths, English and science. The school uses ACE provision in Edmonton and one student has spent the first half term there. He is currently being reintegrated into FBS. Last year they secured four alternative provision placements for children at risk of exclusion. **RNC** said he is working on one alternative provision placement to go to specialist schools. He said this was originally rejected by the complex needs panel but it will now go to appeal. He said he anticipates two further cases will go to the complex needs panel this year.

**WLA** asked how many children in total were in alternative provision in KS3/KS4. She asked also if the school had evidence that those children in alternative placements did better than they would have in mainstream education.

**RNC** said in alternative provision there were 7 in KS3 (Y7/Y8) and there were 10 in KS4 (3 in Y10 and 7 in Y11). Concerning alternative placements: one student is autistic and it was clear that this student couldn't cope in a mainstream school. A child would need to have an EHCP in the first place to qualify for a specialist school placement and parents would have to consent to such a move. **RNC** said they managed to get an EHCP for a girl with complex needs and they secured a placement for her outside the borough.

**GAJ** asked if the school's new inclusion unit might be able to retain a child who previously would have been at risk of exclusion? **RNC** said they would try this but even with the inclusion unit, it was unlikely that they could support some children.

**WDT** said she (as link governor) and **RNC** had a conversation and he had told her what they had been doing. She acknowledged the good work that he and Holly Levitan were doing, together with the support they have received from **HES**.

**WLA** expressed her thanks to **RNC** for bringing structure to the SEND department.



## **20/94 PROFESSIONAL DEVELOPMENT OF STAFF**

PGK said the whole staff training programme had been very much about remote learning, to ensure that it is of good quality. Whole staff training sessions were held in September. There were two groups, led by Peter Soave and Galia Admoni. They went through various strategies to present engaging home learning, including pre-recorded videos to explain instructions and a variety of other techniques, such as questionnaires. Teachers were given a format that they should use and two weeks later staff came back with sample lessons they had created. This was followed by a remote learning afternoon where the children were sent home early and asked to practise some remote lessons so that they were prepared, should they have to self-isolate in the future. PGK said there was variable success and some children engaged better than others. There will be a remote learning week beginning 16 November where they are trying to get all students engaged. The sessions are pre-recorded and the teacher will play a video in the classroom. They will explain what the expectations are during sections of the video lesson. PGK said, generally, students will do the easy part at the beginning but when it becomes more complex, such as extended writing, they don't do that so well or they don't do that part of the task but mark it as completed. She said teachers need to explain to the children the importance of these tasks and let them know how long they should spend on each one.

They are also going to practise Microsoft Teams sessions with the students with a view to having small group seminars (not whole classes). Before this can happen the school needs to be sure that the students can access Teams. Further, HES, PGK and the relevant HoY are going to invite parents to Teams sessions after school to give them some tips on helping their children with remote learning.

HoFs will be sharing this plan with their teams and a letter will go home to parents to explain to them what the school is doing. This is very much the focus for the whole school – how to engage students with good quality remote learning.

Additional training on a variety of different themes is given to new teachers. There are 13 new staff this term, 11 of which are NQTs. Training includes behaviour management, school systems, supporting EAL learners and emotion coaching. It has been held remotely in different rooms. PGK added the NQTs are not so keen on training sessions delivered this way because this would have been the only time when they would have had the opportunity to meet up in person.

For the first half term they focused on the NQTs and there were no observations of existing staff. Training had been cut short his year and NQTs were given additional observations this term. Each NQT has had three observations, two by their mentor and one by SLT and the Teaching and Learning Team. PGK has also had some paired observations with the mentor to help them to ensure that they are helping their mentees.

Three PGCEs (English, drama and dance) also started this week: fewer this year to reduce the number of people on the school site.

**WLA** said she thought online lessons in school were a good idea for the students to get used to this kind of learning and what was expected of them.

**WDT** said that her daughter suffers from dyslexia and had originally struggled with home learning on Firefly. Now, explanations and expectations from the teachers is almost as if she was in the classroom giving her the confidence to do the work set.

**GAN** said he echoed what WDT said. The first experience of remote learning was during the last lockdown. He said Holly Levitan did an excellent job creating the video learning modules and keeping the students engaged.

**WLA** thanked PGK for her report.

## **20/95 SAFEGUARDING UPDATE**

RNJ said currently there were two children on a Child Protection (CP) Plan and four on a Children in Need (CIN) plan. There are two further students undergoing assessments for a CP or CIN Plan. There are 7 students who are being seen by Early Help, two are being seen by Targeted Youth and there have been 9 CAMHS referrals. There are 5 looked after children on roll and 5 students are working with Grief Encounter. There are 115 closed cases over the last year or so and of those, 68 of those closed cases apply to children still at FBS. These are some of the children that the staff keep an eye on in school. Some of these children were identified as at risk and during lockdown

pastoral staff kept in contact with many of them and they would be doing the same during the current lockdown.

RNJ said that while there are relatively few current cases, he confirmed there are mental health issues. The school counsellor is seeing 21 students individually and six students in an art therapy group. There is also a trainee volunteer counsellor who is seeing three students a week and on a weekly basis there are two to three students coming in for drop-in sessions.

**WLA** said she had heard a report that child trauma had increased through lockdown and this might explain the increase of requests for counselling in the school and asked if the school was coping with this.

RNJ said that at the moment they were coping with things. He said issues filter down through Theo, himself and Carl. The pastoral support managers are very supportive and picking things up early. He added that the processes of referral to the MASH team or other areas of social care is quite stringent and he believed they are making the right referrals and speaking to the students and families where appropriate.

**WLA** asked if new staff have received training in what they should be looking for?

RNJ said on the first day of term he delivered safeguarding training to all staff about trauma and mental health issues some students might experience coming out of lockdown. They talked about some of the things students might have seen such as domestic abuse or neglect and noticing those signs. Also there was training in how to approach and speak to students which has given much tighter reporting process on My Concern.

**HNA** said at her last safeguarding training session she was given a risk assessment for governors and she would be going through this with RNJ and the Head's PA, Maria Casling-Brown. This was supposed to have been undertaken by Easter but it fell by the wayside due to lockdown. She said she would go through the RA with RNJ when they meet. She added it is ongoing and it could be a useful exercise to check that they are doing all they should be with regard to safeguarding. RNJ confirmed they had started work on this last year and they would continue going through it when they meet.

**WLA** thanked RNJ for his report.

## **20/96 HEAD TEACHER'S VERBAL REPORT**

- HES said there was some good news – a Y11 child who had gone missing had been found.
- One of the benefits of the police patrols was that the school now has a link to a safer schools police officer. They do not come into school unless invited to do so. The school has also benefitted from a police motivational group, which came into school to talk to Y9s.
- Rehearsals have begun for "Fame". He said it is great to have after school rehearsals. The music peripatetic teachers are back in school. – lovely to see children arriving into school carrying musical instruments.
- A Y11 student has just taken his Cambridge entrance exam. He has already taken two A levels and will be taking a third in June. If successful, he will go to Cambridge University two years ahead of everybody else. He has worked really hard. **WLA** asked how the boy had taken his A levels. HES said the school entered him for maths and economics A level and he will be entered for further maths. He took GCSE maths in Y9, achieving a grade 9. HES said he has written a reference for the boy and it is hoped he will get an interview.
- The national figures following the impact of Covid were: 46% of all secondary schools had groups or whole year groups of students isolating and 21% of schools were either partially or fully closed. This half term at FBS there have been no reported cases either last week or the current week so far. National attendance is about 85% across all schools, but there are regional disparities. FBS attendance was currently 93.4%
- Concerning staff, the government stated that schools should be open; however some people were sent letters saying they should be shielding. There is one member of staff who is staying at home and isolating.
- Last week, 24 children were isolating at home – either coming back from a foreign holiday destination or because of a family member who had tested for the Coronavirus. There were others who were concerned about sending their child in to school. This number has

reduced to 15 and there should be a further number who will return if a parental Covid test is negative.

- Disadvantaged children suffer the most and the school gave out 25 laptops provided by the government. HES estimates they need a further 90 laptops. These had been promised by the government but just before half term they said they would be scaling this back and it is unclear whether they will be receiving any more. He said they had been allocated some money to provide a tutoring for disadvantaged students. They are focusing on Y11 and maths and Paul Bernard has been in touch with two providers one of which is the Brilliant Club.
- According to a national survey carried out by Young Minds, mental health has deteriorated. This has evidenced itself in different ways at FBS. There have been three incidents involving FBS students – one up at the shops. There have also been two in school. One child was going to be permanently excluded but his mother has withdrawn him and he is being home-educated until she can find him in a school closer to home in Haringey. Last week there was another incident in school where a child pushed a teacher and started to attack another student. This child will be permanently excluded unless HES can arrange for a managed move.
- Student surveys have been used to see how children are coping and how satisfied they are being back in school. They have also undertaken a parental survey, which was positive. 95% said they were satisfied and appreciative of what was going on. The student survey needs a little more information and the results are going to be used by Student Parliament to get more information.
- The test and trace system needs to be much better. It would be good to have more laptops because some children can only use a mobile phone at home and these are often shared devices. Also there has been no clarity on GCSEs for next year in terms of content, and the number of exams. This year's Y11 have had such a tough time and there is currently no information so see if the exam boards going to change things.
- Staffing: a caretaker has been given ill-health retirement. A lead TA has had long-term absence. They are coming to the end of this and there is a final hearing for her next week.
- They had some good applications and they have appointed someone to manage the inclusion hub. The successful applicant currently does a similar job in Greenwich. He is keen on the school's arts based provision and he seems a considered, erudite and thoughtful young man. He starts in January. The building is still on track to take place during the Easter break and this gives him some time to work with staff and get some referral systems going and to put some plans together.
- Finally, student numbers in Y7 are low: 126 when they should be 162. This is also the case in other schools across Barnet. There are explanations for this: Brexit and Covid where some people have returned to their home countries. There is also an increase in places in Barnet and Enfield where academies have increased their intake and this cannot be challenged by the local authorities. He said they will look at the uptake this year and will need to consider what they should do. One thing they might need to think about would be going from six-form, to five-form entry. He said he didn't want to cause consternation but this is what the numbers are at the moment.

**WLA** said there was a lot of building in Barnet and wondered if this would bring an increase in numbers. She asked how the low Y7 numbers would affect the school's budget. HES said it would be down by about £150,000. He added that they would be getting some money from the government because of Covid-19. However, if they cannot build up that year group, they would be down £150,000 every year.

**GAN** asked when the school would know how many applications there were for FBS places. HES said they get an indication of first and second choices in January.

**GAN** said if this wasn't a blip but goes on for several years as a community school are we more or less resilient? HES said academies have looked at their numbers and their budgets and have increased their intake. They can do this without recourse to their local authority. FBS cannot do that, but they can go from six-form to five-form entry.



**GAJ** said from living in the area for a long time, she believes there is over-capacity of places. There is a lot more choice – some academies have become all-through schools and this could be the pattern in the longer-term. She said she had the choice of two schools when she was looking some years ago and the choice has broadened considerably. HES said the local authority does look at the numbers and they do plan for that. He said the school in Mays Lane was planned as was the Saracens school. However, they can't factor in what they don't know and they didn't know about the expansion of the academies. There's quite a lot that is out of the local authority's hands.

**GAJ** said there was a mention of GCSE re-sits and she wondered what the current situation was and when would the results be known. HES said this is ongoing. There are 8 students doing maths, 9 doing English Language and English Literature. Some have re-taken science and some have re-taken business studies. He said he thought the results would be known in January.

**20/97 ANY OTHER BUSINESS**

**WLA** said she had been trialling a headset provided by the school. It plugs into the USB port on computer. She said it seems to provide a good sound and wondered if governors would like to trial one provided by the school. Governors were asked to email the clerk if they would like a headset.

***ACTION: GOVERNORS***

**WLA** noted the government announcement of a vaccine to combat Covid-19, which could give some hope for the future. She added she thought this had been a useful meeting, covering a lot of topics.

**20/98 DATE OF NEXT MEETING**

**Monday, 7 December 2020, 6.30 pm.**

AW

