

**THE GOVERNING BODY FOR FRIERN BARNET SCHOOL  
MINUTES OF THE MEETING HELD IN SCHOOL AND ON MS TEAMS  
MONDAY, 16 OCTOBER 2023**

**MEMBERS:**

**CO-OPTED GOVERNORS**

\* Ms Ann Woodhall (Chair) (WLA)  
Councillor Barry Rawlings (RSB)  
\* Ms Niki Savva (Vice-Chair) (SAN)  
§ Mr Kunal Gautami (GIK)  
\* Ms Mavis Osei-Agyapong (OGM)

**PARENT GOVERNORS**

Ms Olga Glazer (GRO)  
\* Mr Nishad Gudhka (GAN)  
\* Mrs Tracy Ward (WDT)  
\* Ms Helen Bull (BLH)  
\* Ms Zeenat Syed (SDZ)

**LA GOVERNOR**

Councillor Anne Hutton (HNA)

**STAFF GOVERNORS**

\* Mr Simon Horne (HT) (HES)  
Ms Varuni Morrison (MNV)

**NON-VOTING OBSERVERS PRESENT**

\* Ms Jane Mullan (MNJ)  
\* Mr Jim Robinson (RNJ)  
\* Mrs Jane Canavan (CNJ)

\* Denotes those present  
§ accessed via MS Teams

A. Woodhall

Prior to the meeting, there was a presentation from students concerning the School's Podcast.

**23/65 WELCOME & INTRODUCTIONS**

WLA welcomed everyone to the meeting. Introductions were made.

**23/66 APOLOGIES FOR ABSENCE**

Cllr Barry Rawlings – 2 other council meetings – accepted  
Mrs Varuni Morrison – another meeting - accepted

**23/67 ELECTION OF CHAIR FOR THE ACADEMIC YEAR 2023-24**

A self-nomination was received from Ms Ann Woodhall. The governors **voted unanimously** for Ann Woodhall to remain as Chair for the academic year.

**23/68 ELECTION OF VICE-CHAIR FOR THE ACADEMIC YEAR 2023-24**

A self-nomination was received by Ms Niki Savva. The governors **voted unanimously** for Niki Savva to remain as Vice-Chair for the academic year.

**23/69 ELECTION OF CO-OPTED GOVERNOR**

The governors **voted unanimously** to elect Ms Mavis Osei-Agyapong as a Co-opted Governor for a Period of four years.

**23/70 ELECTION OF PARENT GOVERNORS**

The governors **voted unanimously** to elect Ms Helen Bull and Ms Zeenat Syed as Parent Governors for a period of four years.

**23/71 DECLARATION OF PECUNIARY INTEREST**

None.

**23/72 ADOPTION OF TERMS OF REFERENCE FOR THE GOVERNING BODY 2023-24**

With one amendment: The Pupil Disciplinary Panel will consist of three governors, all of which will have had exclusion training”.

The governors **agreed unanimously** to adopt the Terms of Reference for the academic year.

**23/73 ADOPTION OF CODE OF CONDUCT FOR THE GOVERNING BODY 2023-24**

A sentence regarding self-disqualification was added:

“Self-disqualification – Governors will automatically disqualify themselves if they miss 3 meetings consecutively without sending their apologies to the Clerk.”

WLA reminded governors that meetings were confidential and they could talk freely within meetings. Voting is confidential and governors must accept the decision of the majority. Further, all governors have equal status and they are elected to represent everyone in the school, both staff and children.

Clerk to add Nolan Principles to the Code of Conduct.

**Action: CLERK**

The governors **agreed unanimously** to adopt the Code of Conduct for the academic year

**23/74 GOVERNORS' YEAR PLAN 2023-24**

Governors were asked to note the dates.

WLA reminded governors that attendance at the presentations that start at 6.00 pm are not obligatory. They are made to provide information and interest for governors.

Governor Day (Tuesday, 19 March 2024) runs from about 8.30 am – 1.00 pm. A plan will be put together nearer the time. A canteen lunch is provided.

**23/75 MINUTES OF LAST MEETING**

The minutes of the meeting held on 11 July 2023 were **APPROVED**.

## **23/76 MATTERS ARISING**

### 23/28 HT REPORT: SIP

**HES** said the review of the ARP was conducted by the local authority and, at the date of the meeting, the report hadn't been received.

### Borough of Culture 2027

**HNA** said the local authority is applying for Borough of Culture, 2027 and there would be opportunities for young people to contribute. Applications from London boroughs close at the end of November. The school may have projects they want to run, possibly with reference to the performing arts. **HES** said if Barnet were to become Borough of Culture, the school would have to match fund any application. **HNA** said she would send a link.

### 23/52 Site Update

**WLA** asked if progress had been made with the installation of the new website. **HES** said he thought the installation would take place during this term. Moving SIMS to the Cloud would probably take place in the spring term.

### 23/57 Curriculum Review

**WLA** to ask NYK how the maths spiral curriculum was progressing. She asked if the PE deep dive took place in September. **MNJ** said they are scheduling in an external colleague and it is hoped to take place before the end of this term. **HES** said they are getting an external link for the creative arts in order to run the deep dive.

### 23/58 Head Teacher's Report

**WLA** asked if teachers' pay had been settled. **HES** said it had but schools don't as yet have the School Teachers' Pay and Conditions Document (which has to be laid before Parliament) and they should have clarification by the end of October. **GRO** said for support staff, the GMB is still balloting their members.

**WLA** asked how the end of term Quiz Evening had gone. **HES** said it went very well – the winners are displayed in the staff room.

### Safeguarding Report

**RNJ** said he would send it round to governors once it had been typed up.

**HES** said the report (currently hand-written) is long, but the covering letter is quite complimentary about the ethos and practices that are in place. **WLA** suggested **HNA** see the actual audit and governors see a summary.

### 23/62 Governor Audit

**WLA** said comments had been received back from the local authority. Some suggestions were made, such as keeping a training log (which we do) and to assess if the GB is fit for purpose and how to recruit new governors. They also mention governors should be trained on exclusion hearings and there should be regular consultation with parent and staff surveys. They added it was a well-evidenced survey, indicating governance is secure and the GB has indicated actions that need to be taken. **GAN** asked what governors were expected to know about the curriculum. **HES** said that governors would not need to know about the operational side; it is probably enough to know that governors get regular updates on the curriculum and it is explained how it is reviewed. He said he didn't think that Ofsted would expect governors to know what the specifics were. **HNA** said she thought it might be more about what governors felt might be missing from the curriculum. **HES** agreed and said that governors would also want to know what the outcome of subject deep dives were and what, if any, improvements needed to be made. **WLA** added she felt that governors would want to know that the school offered a broad and balanced curriculum and children were at the right stage to go to the next level (eg Keystage 3 → Keystage 4), and could make the right choices for their GCSEs. **MNJ** said there is a table showing this information and it can be sent out to governors as an aid.

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### 23/77 GOVERNOR LINKS

**WLA** explained that this is reviewed each year and and governors were linked to an area of interest or expertise. This year there are some new areas, linked to the School Improvement Plan (SIP): Stretch and Challenge, Restorative Practice and Reading. She asked if those already linked to an area wanted to remain where they were. Governors did not need to make the decision at the meeting and they could let the Clerk know if they wanted to change.

**SDZ** said she would like to be linked to Reading. **HNA** to stay linked with Safeguarding and asked if **GIK** might be able to assist with safety online and possibly to take over Safeguarding in the future. **GIK** agreed to remain with IT.

**OGM** said she would like to take over Wellbeing, Careers and Creative Arts. **WLA** said she would take on another area but would prefer to keep Wellbeing. **GAN** agreed to take on Stretch and Challenge (linked to Able and Ambitious). **WLA** agreed to cover Restorative Justice, Curriculum and Deep Dives. **BLA** to link with Marketing/Social Media. **RSB** to be asked if he would continue with Maths.

**SAN** asked if questions to ask links could be re-circulated.

**Action: CHAIR/CLERK**

**WLA** said email addresses of the links would be provided and the link governors can ask if there was anything in their area that they wanted to discuss. She added there is some guidance on the reverse of the link sheet and meeting/emailing can be at the agreed pace between governor and school link.

### 23/78 GREENER GOVERNANCE PLEDGE

**WLA** said this was drawn up by the National Governance Association (NGA). It aims to:

- Reduce carbon emissions at our school
- Put our school's contribution to environmental sustainability on the agenda
- Ensure a climate action plan is developed to make this happen.

**WDT** is the governor link and Paula Donaldson (Business Manager) oversees this in school. There is a student committee that deals with environmental issues. **WLA** said she hoped they could draw up a plan to see how they might work to the pledge and set future targets (not all to be done this year). **HES** said he would talk with **WDT** about some of the work going on in the school. **GAN** asked how many schools had signed the Greener Governance Pledge. **WLA** said she would ask the NGA.

**WLA** asked if there was going to be another local authority bid this year to put in solar panels. **HES** confirmed there was, and FBS would part of it, but as yet no dates had been confirmed.

### 23/79 HEAD TEACHER'S REPORT

The report was circulated earlier.

**HES** said they have had two surveys and he confirmed there is no RAAC in the school.

The government got their figures wrong for this year's school budget and they have 'lost' £370 million. Next year's budgets for schools are being re-calculated to take this shortfall into account. All schools will be affected.

**HES** said there are some staff in school who have been deeply affected by the situation in Gaza. There are some Jewish teachers with families caught up in this (working for medical services and so on). Equally there are quite a lot of Muslim children and a Palestinian student who recently joined FBS. The conflict has caused stress and is deeply unsettling for many.

#### Numbers on roll

In Year 7, numbers have dropped to 126. They started with 140 in the year group but FBS has lost children to academies, who manage their own admissions. They were in a similar position last year, but in Year 8 there are now 152 pupils. School numbers are set on the October Census Day and the following year's funding is based on this. They don't get additional funding for children admitted to the school during the year. **HES** reminded governors that last year they agreed to reducing the overall pupil admission number to 150 per year group and other year groups are more or less at that level. Two years ago the school roll was 722, last year: 740, this year: 730.



## 23/80 GCSE EXAMS ANALYSIS

**HES** explained the three reports provided in his report are what is usually provided to governors and he invited anyone (particularly new governors) to ask questions on this detail. This was the first year the school was to drop back to pre-pandemic standards (2019).

**Attainment8 (A8)** is the average score the government calculates per student. The Attainment8 score for FBS students this year is 43.31. This means that on average students were getting a grade 4 or above (compared to an Attainment8 in 2019 of 38). The government uses these figures as key performance indicators and they look closely at the difference in levels of attainment for disadvantaged children (Pupil Premium, PP). The A8 scores for these children was 1.5 higher than 2019.

The school analysed children's results within different groups. The difference between non PP and PP (45.82 compared to 39.57) is approximately about half a grade for each child, There are over 40 per cent of PP children in the school. The school has done well in getting only half a grade's difference between these groups. In 2019 it was over a grade's difference. The school's disadvantaged children come from a range of different backgrounds including broken or overcrowded homes and the school tries to put in as much support as they can for them.

**HES** said the gap across the country has got wider and the reduction in the gap for FBS is welcome news. High Prior Attainment children achieved an average A8 of 64.33 (compared with 52 in 2019) demonstrating that the Able and Ambitious programme has had a beneficial effect,

**HES** said the two subjects that the school needs to improve on are Computing and drama. He said there was staff turbulence in both these subjects and one of the computing papers the children found was very difficult.

**SDZ** asked what 'residuals' meant. **HES** explained the first column shows the actual result, the second column shows the target (given by the Fischer Family Trust (FFT)) and the difference between the target and the actual grade is the residual. FFT is an educational database that takes primary school data and then predicts what a child should achieve. They use FFT targets because the government has not yet published progress measures using the same data to say how well a child has progressed from primary school to the end of KS4. The government then take this further to see who has performed above expected and those that have performed below expected levels.

**WLA** acknowledged that the school's results had improved but there is still concern with maths.

**HES** agreed the maths results were not as good as English, although English Language results were similar to maths (English Literature always scores higher). He added there has been considerable progress in maths since the beginning of the year.

Schools can challenge results when they come in either on an admin error or on the mark. **HES** said they challenged some dance practical results that they felt had been marked too harshly, as a result four students (out of 15) had their mark increased. In these circumstances, the exam board looks at the moderator's marks and makes a decision based on those. FBS did bring in two independent specialists to check the school's marks and they agreed with the school's submission.

**HES** said he would forward the table showing the full results. (See attached)

**GAN** noted the good results in French and Spanish, although the take up is very low. He told governors that modern foreign languages (MFL) was a model faculty and achieved consistently high results over the years. He asked if there were strategies in place to increase the number taking a foreign language. **HES** said they have tried in Year 9 to increase the number of groups to have slightly smaller classes to target the higher MFL ability children but there is some resistance to take MFL at GCSE. Some schools make MFL mandatory but FBS doesn't, although they do try to encourage children to take French or Spanish. **HES** said there are quite a few community language students who can take a GCSE in their own language, and these results are also very good. **HNA** asked if the community languages would be included in the overall results. **HES** said he wasn't sure as last year the grading was different. **GRO** said for community languages, it is the knowledge of the speaking language that gives the student high marks.

**WLA** asked how they felt this year's GCSE students were doing. **HES** said it is a good year, although it is boy-heavy. Boys tend to be outperformed by girls and as a school there could be a slight disadvantage of overall results.

### **23/81 OFSTED – PROGRESS AGAINST PREVIOUS INSPECTION**

**HES** said you never end up finishing the job. For instance, there are many children who come up from primary school with low reading ability. Ofsted gave the school one target: Improve the quality of teaching, learning and assessment. **HES** said the school broke this down into four areas:

- Ensure sufficient degree of challenge for all groups
- Routinely share good practice within and between subjects
- Act on PP Review
- Provide additional support for weaker readers to improve accuracy & independent reading skills.

They have made quite a lot of progress on the first two areas including stretching the high ability students. Sharing of good practice takes place across the school in lesson observations, work scrutiny and deep dives of faculties.

For reading, they ran a course last year where some low ability readers caught up by 3 - 7 months. However, there are some who are 3 years behind and the challenges are ongoing. **HES** said this is not the case for all children, but there could be as many as 40 in the year. **SAN** asked if they caught up at a certain age. **HES** said that if these children progress by 3-7 months per year, they will have caught up some of the way, but they could still be behind. **SDZ** asked if these were EAL children. **HES** that this was not necessarily the case - some of the EAL students make very good progress, but there are also children who have had no schooling, which is hard for them.

**WLA** asked if reading ages had got lower since the pandemic. **HES** said he thought they had always had a cohort of children with low reading ages. **RNJ** said that the children with a higher reading age tend to be where reading is encouraged in the home. **GRO** said about two years ago the DfE has put in support for low age readers in KS1/KS2 which eventually might feed through to secondary.

### **23/82 ATTENDANCE AND SUSPENSION DATA**

**HES** said it is early in the school year to provide any meaningful data, except that attendance looks low. He said this was the first year that he can remember where children have not returned to school. For instance, there are 4 children in Year 9 who cannot be accounted for. Two of them have been displaced and they cannot find out where the children are. It is a safeguarding issue for the school, trying to trace the children. The figures will change once they can track the children down. They may have started at a different school in a different area. He reiterated the data is all a bit too early. **HNA** asked if it was up to schools to try and track these pupils down. **HES** said they cannot take the children off roll until they know where they are.

### **23/83 SCHOOL IMPROVEMENT PLAN (SIP)/SELF EVALUATION FORM (SEF)**

**HES** said the SIP and the SEF had been emailed to governors. The SEF is where the school matches up to the Ofsted criteria and every area that Ofsted will assess the school on, including a short summary of the results. **WLA** said in the SEF they talk about KS3 assessment – where is the school now? **HES** said the government has kept the end of KS2 results and KS4 results and they used to monitor end of KS3 results (SATs). KS3 SATs no longer exist and schools can administer their own assessments to see if students are making progress at this stage. This is an internal measure and would not be of interest to Ofsted. The school does have its own system of measuring progress and they do call them steps (like ladders) but they are in the background for teachers to use. However, when reporting to parents they say is the child on track or working below or above their targets. If a parent asks what that means, they can see the curriculum on the website showing where the child should be at the end of the Keystage. The parent can then have a conversation with the teacher to see what their child needs to do to improve. **WLA** asked if the school had found an easier way to report this on to governors and **HES** confirmed that they will let governors know how many children are below expected levels, how many are on track and how many are above the expected level.

**HES** said the SIP is short and focuses on the five priorities that come out of the SEF.

- Socio-emotional development
- Ensuring high expectations of all pupils
- Consistency of expectations and routines

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- Improving reading
- Embedding a collaborative culture and sharing good practice.

The three new governor areas: Stretch & Challenge, Restorative Justice and Reading will be added to the SIP.

### **23/84 POLICIES FOR RATIFICATION**

Positive Behaviour for Learning - a few amendments were made. **SDZ** asked if teaching reps had been consulted. **MNJ** said prior to coming to the governors, the main stakeholders had been consulted on the changes. **MNJ** said there is a student committee whom they meet and this term they will be focusing on Positive Behaviour for Learning and they will be part of that dialogue. The policy was **Ratified**.

Charging and Remissions – taken initially to the Finance Committee - no change – **Ratified**.

Financial Management and Procedures –taken initially to the Finance Committee –**Ratified**.

Safeguarding and Child Protection RNJ said the policy had been updated to include the changes in the Keeping Children Safe in Education document 2023. – **Ratified**.

**HNA** said as a borough they were looking at home-elected education. Parents have the right to educate their children at home and officers don't necessarily have the right to go into these homes. She said she would be really pleased to hear from any staff if they have any thoughts on that. Since COVID the number of children in Barnet has risen considerably, to nearly 400. **WLA** asked if the local authority monitors the numbers of home educated children. **HNA** said they do, as far as they can.

### **23/85 KEEPING CHILDREN SAFE IN EDUCATION 2023**

Governors must read Annex A of this document and confirm with the Clerk that they have done so. This should be done quite quickly. **ACTION: ALL GOVERNORS**

### **23/86 REPORT OF EDUCATION & SKILLS DIRECTOR AUTUMN 2023**

Wrong document attached (sorry!). Clerk to email link to governors. **ACTION: CLERK**

### **23/87 GOVERNOR TRAINING**

The school pays into this service and all training is online.

BELS has set up a new scheme. Initially, The Clerk will book governors on a course and after the first one, governors can book training themselves. If governors do this, please let the Clerk know so that training can be logged.

**WLA** said they are trying to arrange for safeguarding training to take place in the second half of this term and it will be an extra date. She said that they are also trying to arrange for Exclusion/Suspension Training. There is a course within the local authority governor training.

### **23/88 ANNUAL REGISTER OF BUSINESS INTERESTS**

This is a statutory document that governors must complete and sign every year.

**ACTION: ALL GOVERNORS**

### **23/89 ANY OTHER BUSINESS**

**WLA** said each year she adds up the number of suspensions – 105 incidents last year compared to 102 the year before but they are still much lower than they used to be. **HES** said the government publish a report on this and the school will then know if it is higher or lower than national average.

**WLA** asked what happened to the Governor Disciplinary Panel where students who were in danger of permanent suspension came before a panel. **HES** said they had used it, but it is difficult enough to get governors together for a permanent suspension so it would be just as difficult to get them to sit on a disciplinary panel. He suggested that having one governor to talk to a student rather than having a panel might work. In recent years there haven't been so many suspensions as in the past.

**MNJ** suggested that where a student may be at risk of permanent suspension the Positive Behaviour Policy to be amended to 'Governor Disciplinary meeting' – not committee.

**WDT** said the school street is being trialled both at front and back entrances. **HES** said that at certain key times no-one can go down the street at specific times without incurring a fine. It last for about 45 minutes morning and afternoon. Details to follow.

Allotments – **CNJ** said the Allotment Chair is putting in a Lottery bid to expand the offer to more children. Last year's students harvested a large variety of fruit and vegetables.

**23/90** **DATE OF NEXT MEETING**

**Monday, 11 December 2023 at 6.30 pm**

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**GCSE Results 2023 – national comparisons**

Attainment 8 score	<b>43.3</b>	<b>(2019: 38.1)</b>			
English and maths 4+	<b>56%</b>	<b>(2019: 45%)</b>			
English and maths 5+	<b>32%</b>	<b>(2019: 21%)</b>			
Subject	Friern Barnet School %			National %	
	Entries	7 +	4 +	7 +	4 +
Art and design	44	14	41	24	76
Business Studies	70	13	54	21	77
Computing	35	17	40	25	65
Dance	15	13	73	26	74
Drama	19	16	53	26	77
DT	34	9	41	21	66
DT: Food	17	0	24	20	67
English language	151	15	62	16	65
English literature	139	15	73	21	74
Film Studies	26	31	69	19	68
French	22	64	95	27	71
Geography	51	16	59	25	66
History	70	24	60	26	64
Maths	151	13	60	18	61
Media Studies	42	21	74	19	68
Music	14	29	50	34	78
PE	57	4	47	24	74
Religious Studies	37	19	62	31	73
Science: Biology	36	33	97	42	90
Science: Chemistry	36	36	97	44	90
Science: Physics	36	31	92	43	90
Science: Trilogy (double science)	115	4	47	9	57
Spanish	22	36	91	27	70

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