

NORTH LINCOLNSHIRE COUNCIL**MINUTES****Subject:** Summer Term Governing Body Meeting**School:** Berkeley Primary School**Date and Time:** Thursday 19 May 2022 at 5.00pm**Location:** In School**Present:**

Mr J Veall (Chair)	
Mrs E Cole (EC)	Miss W Howlett (WH)
Mrs J Cole (JC)	Mrs A Marsh (AM)
Ms A Cvijetic (Headteacher)	Mr J Mitcheson (JM)
Mr I Dalglish (ID)	Mrs A Tuplin (AT)
Mrs S Hazelden (SH)	

In Attendance:

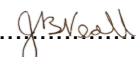
Ms A Altoft (Governor Services Officer)
Miss H Earl (Assistant Headteacher – Observer HE)
Mrs R Jones (Assistant Headteacher – Observer RJ)
Mr B Spencer (Assistant Headteacher – Observer BS)
Mr C Goodhall (English Lead - CG)
Mrs J Spencer (English Lead -JS)

Date and Time of Next Meeting: Tuesday 11 October 2022 at 5.00pm

Min. Ref	Actions From Meeting	Action By
149	Headteacher and Chair to contact Mrs Rahman regarding the co-opted governor position	Head/Chair
153	Headteacher to check safeguarding training attended by governors and update the Clerk	Head
153	the Clerk to send the newest 'Good to Great' report to JC	Clerk
154	the Headteacher would inform staff members of the revised HR policies at the earliest opportunity	Head
158	the Clerk would forward the minutes of the resources meeting held on 3 May 2022 to governors with the autumn term agenda	Clerk

Chair's signature 

Minute No.		Action By
148	<u>Welcome, Apologies, Declaration of Interest, GIAS and Chair's/Clerk's Updates</u> The Chair welcomed governors to the meeting. It was reported that apologies had been received from Ms Lally. RESOLVED: consent be given to the absence of Ms Lally.	
	<u>Declaration of Interests</u> Governors were requested to give consideration to any pecuniary or non-pecuniary interests they may have with regard to the agenda and to ensure they had completed and returned their business interests form sent in a link by email during the autumn term. JV declared that he was a governor on another governing body.	
	<u>GIAS</u> The Headteacher reported that GIAS was up to date.	
	<u>Chair's / Clerk's Updates</u> The Clerk updated governors on the networking page on Microsoft Teams where governors could access a bank of resources that were being worked on by the team; newly updated documents available included the induction for new governors and the wellbeing governor information.	
149	<u>Membership, Committee Structure, Appointment of Governors with Special Responsibilities</u> Governors noted the following membership changes: • there remained three co-opted governor vacancies, one was due to the resignation of Revd Tierney on 31 March 2022 • an update was received on the application of Mrs Rahman The Chair had held a conversation with Mr Islam and it was hoped he would be interested in a co-opted governor position; governors noted there may also be interest from the 'Meet the Governors' day. The Clerk suggested using Inspiring Governance for the school to set up its own page with details of the school and community to attract potential governors and she offered support with setting this up. ACTION: Headteacher and Chair to contact to Mrs Rahman regarding the co-opted governor position. There was no change to the committee structure as all governors were invited to attend the resources committee meetings. The appointments of governors with special responsibilities was reviewed in light of the recent membership changes and the following was agreed: • SEND governor required to replace Revd Tierney RESOLVED: Mrs J Cole be appointed as SEND governor.	Head/Chair

Chair's signature 



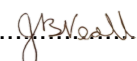
Minute No.		Action By
150	<u>Previous Minutes</u> RESOLVED: governors approved the following minutes which had been circulated with the agenda: governing body • 10 February 2022 • school development committee • 29 April 2022	
	<u>Matters Arising from the Minutes</u> There were no matters arising from the minutes.	
151	<u>Speaking and Listening Curriculum</u> A presentation was given to governors by Mr Goodall and Mrs Spencer as English Leads: • English was a priority on the SDP; as a nationwide consequence of lockdown children were lacking in speaking, listening and presentation skills • the progression document was formed after research and not many other schools had one, if they did have one it was only a page • the English Leads had looked at the breakdown of key stages and child stages, key stages gave clarity of what each year needed to teach, Y3/4 needed progression to be clear • foundation was about learning those skills from scratch so they had used a focus document for early years which made it clear how to use each skill • they had looked at splitting into terms, researched further, and created the progression document • one school had a good progression document with clear examples of vocabulary and they were part of 'Voice 21' which was a charity, from this the Leads had registered the school to become a Voice 21 Oracy School; they were in touch with an outstanding school in London who set their whole curriculum around speaking and listening, it was a 4-18 aged school and they had good resources and had followed the programme • it was hoped to put this in place for next year with CPD for all staff at a cost of £2,500 from the CPD budget • they had also carried out the speaking and listening study and used it this year Q: Can you visit other schools using it? A: Yes, it gives networking, meetings and shared resources. • it would help to build a unique curriculum for this school • a lesson study would be carried out and staff would be meeting afterwards to collate ideas and ways forward • common discussions were on vocabulary, 'well word' of the day and presentation skills in Y6 and speaking and listening • two staff meetings would be held to provide activities and starters for lessons • pupil voice was carried out with a positive outcome, and this was added to the SDP • activities were being done, however there needed to be a structure and fine tuning and external resources to balance the curriculum with what they already knew • BS had worked with Study United and was impressed with the reading programme. Fifteen Y5 children were selected and PP children below age related expectations, it was done through football but was far reaching; the programme was for ten weeks, four weeks of which were spent at SUFC. It was well run and organised,	

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	they worked with the author Tom Palmer, who was down to earth and inspired the children. They had a tour of the stadium and then came back to do a programme and the children were responding well. A merit was given to a girl who had not wanted to do reading and now staff could see her reading, understanding and inference knowledge had improved • children would be going to see a poet, Ian Bland. Sarah Tipler would also be visiting next week to listen to children's poetry and a workshop would be arranged for parents • Headteacher, JV and JM had taken Y5 out for the workers' memorial, many of the children cried which showed the difference from two years of not being on a stage; this was a great chance for poetry performance • in the Y6 play children were also overwhelmed and a lot were crying; after a few days practising they were now coming out of their shells • reading buddies were in place with Y5 working with Y3 children, they were doing a good job and Tracey Sawyer (LA – SIP) was impressed with them • a nursery rhyme strategy was on the SDP for English, book bags were purchased for reception and nursery children, and staff had set every child a challenge to learn ten rhymes, key focuses in school were turning the book area into a nursery rhyme area, outside and book time to rhymes; with standing up and performing to class their confidence grew over the few weeks doing it and all received a certificate. They were now carrying it on and singing nursery rhymes, there was a new music area which they were making good use of which was part of phase one phonics and on the SDP as well as teaching social skills, it impinged on the curriculum all the way through • new books and bags were also ordered for the children's induction which were to be given out before they joined • they all also had a book bag which gave impact as they were now using it and all were bringing it in to have their books changed • two competitions had been entered where the prize was for authors to come to talk to the children, both of them were won; a Horrible Science book author would be coming in • Julie Alan met an author at a transition event set up by the LA where reception parents could come and meet those services involved with schools, the youngest had the authors book so Jane Keightley would be coming in • Leads had also signed up for the 'book mark' and won that so would be receiving two hundred high quality books for use with KS1 next year to further promote a love of reading Q: In Hull, Hull Council are putting on a literacy festival, will you be going? A: No, it is for Hull schools. The Headteacher added that the LA would be putting on a 'Words Count' festival in the summer. Q: In the Newsletter there was a piece about donating books, do we drop them in? A: Yes. We have asked for excellent quality books. The English leads were thanked for their presentation and left the meeting.	

Chair's signature 

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152	<u>Financial Position and Other Resources Matters</u> <u>Budget Update</u> The Headteacher reported that she had sent governors the document listing the staff wish list with an additional £300 for RE that would be added. Premises – reception want a shade so quotes would be needed, it would need to be quality, fixed with metal posts, concreted in and have replaceable sails if needed. The Headteacher requested thoughts on the Infant playground, which was in need of redesigning and quotes would be obtained. RJ stated that there was old shelving down the side as well as two rooms that still needed finishing. There was also a glare through the windows when the blinds were down in KS1 all on one side and as it had the sun all day it got really hot. The Juniors have the shelter so it may be helpful for the infants to have one similar. The Chair stated the Juniors had the two in one shelter and shade that was good quality. The Headteacher reported that the inside of the buildings were completed except for the work the LA were planning for blocking out the doors to the corridor and building rooms; a meeting would take place after the holiday. Q: Have you heard anything about the reception one as well? A: Not yet The Headteacher agreed to obtain quotes for those items discussed. Nature landscaping quotes were £5000 – <i>governors agreed for this to go ahead</i> The wish list for subjects came to £74,200, £20,000 of which was IT and £5,000 for TAs to have laptops - <i>governors agreed for this to go ahead</i> The Chair stated there was a good breakdown for the IT needs. JC added that the notes were good. The Headteacher stated that the smaller items were not broken down. Q: There was a big chunk in there for books and on the learning walk it was noted there was no library area in KS1, could some money be used for that? A: This is the next area that needs to be sorted out, we need to look at what is needed for Y2 guided reading and Y1. We have not heard if this was on the phonics programme yet so we may not need Y1 guided reading so may have enough with what we are already doing. Y2 need the small group work. Q: Would it be beneficial to invest in an infrastructure? A: A lot of the books need removing, they need sorting, and some would need to be recovered. ID suggested paying a TA an extra hour on their contract to look after that area. Q: Will there be enough TAs for next year? A: We will come to that later in the meeting. The Headteacher stated the areas where the books were needed tidying, leadership roles were given to pupils to look after them. The Chair stated that there was still no library. The Headteacher felt that there was no space for a library.	

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	One classroom would cost £350,000 to build; the aim was to invest money to reading areas, creating these in classrooms for nice areas for the books. The children like to go to those areas as part of book club. Learning walk feedback for those groups going out the classroom for reading was good. JC stated the benches in the quads could be used for outdoor reading. RESOLVED: governors agreed a total of £74,200 for resources requested on the wish list. £100 for each class for wet playtime was requested but this would not be purchased. <u>Staffing</u> The Headteacher updated governors on TAs; nine were on temporary contracts, and there were eight TA2s. Hannah Bolton was studying a behaviour management specialism for one year to see how it went and the Headteacher wanted this to continue; it was recommended this be permanent and was in the budget RESOLVED: governors agreed to make permanent the temporary post of the behaviour management TA. WH reported that there were children that would have issues going all the way through the school. The Headteacher stated eight TAs were ending their employment at different times throughout the year, some were in the budget permanently and some were not. Q: Can we make some permanent? A: It was difficult to do as we would need to interview. One was appointed to August 2023, one with us a term and ending in August 2023 which was a shorter contract than the one we have just appointed to. So many leave that we have now officially got vacancies but need to be transparent. Also Sarah Pask's resignation who was retiring at the end of the academic year had been received. Four TAs were in the budget to finish their contract in December 2022, four were not in the budget or were in there for part of the year only. It was hoped to put them all into the budget to August 2023 at a cost of £15,211 from this year's budget and £21,397 from next year's budget. RESOLVED: governors agreed eight TAs to be extended to August 2023. EC reported that it was evident on the learning walk that there was not a TA in every class. The Headteacher stated this was due to more than one TA being required in some classes; there were three in Y5 for the rest of the year and this was based on the needs of the children in those classes, some had EHCPs and some had behaviour needs so the remaining TAs were split fairly across the school. Q: Do we need to replace Sarah Pask? A: The cost given was for what we have now without replacing her. The Headteacher added that there was another suggestion of advertising for a teacher. Ryan Woods had been working at the school as a supply teacher covering a mix of roles such as releasing ID for 1:1 with a child, covering absence and helping with lesson study which meant TAs were not pulled to cover in KS1 and reception, TA support could be	

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	maintained. Ryan Woods was only in until August 2022 but could apply for the teacher post. The Headteacher would like to keep him. The cost of extending his contract was £42,976 in total £23,827 this year and £19,100 in the second year. Q: What if he does not want to apply? A: I know he would want too. It would also give flexibility for maternity leaves. RESOLVED: governors agreed to put an advert out for a teacher. The Headteacher stated there was a need to make sure a carry forward of £40,000 was put aside for those posts to balance the in-year budget. RESOLVED: governors agreed to place an advert to replace the TA that had resigned this week to appoint on a one-year temporary contract.	
	<u>School Budget 2022/2023</u> RESOLVED: the budget and three-year plan had been approved by the resources committee on 3 May 2022.	
153	<u>Governors' Monitoring</u> <u>Governor Training Record</u> The Clerk reminded governors that all governors should annually update their safeguarding training and to consider training they would like for their one free in-house training session. Governors were also reminded that through the SLA they could access the NGA Learning Links site where they could carry out online training, with over forty modules available. Governors were updated on training that had taken place since the last meeting. ACTION: Headteacher to check safeguarding training attended by governors and update the Clerk.	Head
	<u>Future Training Dates</u> Governors had received the dates of the local authority's training for the rest of the summer term. Governors should use Services for Education to book onto any training.	
	<u>Reports from Visiting Governors</u> Governors had received a learning walk from April 2022 with the agenda. The Chair stated an appointment time was needed for governors to meet linked staff members for their areas of responsibility.	
	<u>SEN Governor Report</u> The SEND 'Good to Great' report of 28 February 2022 had been circulated with the agenda. ACTION: the Clerk to send the newest 'Good to Great' report to JC.	Clerk
	<u>Governing Body Self Review</u> The Clerk reported that a review of the governing body's effectiveness annually was best practice and could generally be carried out in the summer term allowing the best time to	

Chair's signature 

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	reflect on the work of the governing body over the last year and the time to create development plans for the future year. The Clerk suggested using either the NGA twenty questions or the Governance Signatures of Risk to carry out the review of effectiveness as this covered all areas of governance. The Clerk had circulated the signature of risk form with the agenda. RESOLVED: the governing body self-review was deferred to the autumn term full governor meeting.	
154	<u>Reports from Local Authority for Consideration</u> <u>Safeguarding Audit Outcome Analysis</u> Governors received the safeguarding audit analysis. The governors were asked to consider the safeguarding audit data and if any areas for improvement needed action within their school.	
	<u>Pay Increases – Non-teaching 2021-2022</u> Governors received the updated pay policy. The following changes were noted: - the 2021/2022 pay award for non-teaching staff on NJC terms and conditions was agreed on 28 February 2022. It provides for a 2.75% increase for staff on Scp 1 and 1.75% increase for all other staff on Scp 2 and above - in line with the Government announcing the National Minimum and National Living Wage rates that will be effective from April this year, apprentice rates of pay would also increase - the allowances, expenses and statutory rates document had also been updated with the new statutory rates for family friendly leave and statutory sick pay which apply from April this year - the allowances and expenses detailed in the document have been uplifted by the main percentage increase to the NJC pay scale of 1.75%. Additionally, appendix 2 of the redeployment policy has been updated with revised maximum protection amounts in line with the pay award for non-teaching staff on NJC terms and conditions RESOLVED that the updated pay policy be approved.	
	<u>Probation Policy</u> The probation policy has been reviewed as part of a three yearly policy review cycle for all HR model policies. The only change has been that Newly Qualified Teachers (NQTs) are now referred to in the document as Early Career Teachers (ECTs). This is in line with the latest edition of the School Teachers' Pay and Conditions Document (STPCD) for September 2021. RESOLVED: the model probation policy be approved.	

Chair's signature

grv

Minute No.		Action By
	<u>Safer Recruitment Policy</u> A new safer recruitment policy was provided as a model for schools and academies this term. The new safer recruitment policy brings together these practices in one reference document for schools and academies. This new policy covers all elements of safer recruitment as follows: • adverts • job descriptions and employee specifications • interviews • identity checking • right to work • disclosure and barring service checks • overseas checks • references • professional status/qualifications • health • self-disclosure • childcare disqualification This new model policy has been co-produced with teaching trade unions and also fully consulted on with the recognised trade unions who represent support staff. Two new appendices have been developed to sit alongside the existing Safer Recruitment checklist schools and academies already use. RESOLVED: that the safer recruitment policy be approved.	
	ACTION: the Headteacher would inform staff members of the revised HR policies at the earliest opportunity.	Head
155	<u>Policies</u> Governors were asked to consider approving the following policies circulated by the school and agree review dates: • e-safety – reviewed with no changes • white paper – published aims for education, a summary was provided with key sections governors needed to think about, it was not statutory however it was guidance that would be questioned – the area for consideration was the guidance on a 32.5 hour week and this school currently did less than that by 15 minutes less each day totalling 31.25 hours which equated from 9.00-3.15pm; it was suggested to do 9.00-3.30pm and officially needed to open the register at 8.45 and close it at 9.50am Q: Have the hours ever been questioned before? A: There has never been guidance on hours before, we need to be mindful of it and have it in place for September 2023. Q: What is the process? A: Consultation initially with stakeholders and transport, Jemima Flintoff (Head of Standards and Effectiveness - JF) was looking into it further. We discussed the needs, and she would do a briefing to schools.	

Chair's signature 

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	Q: Are we not the only school? A: No, there are others in the same position. The Headteacher reported that this would have a knock-on effect on TAs with a 27.5 hours contract as they would start at 8.45 and finish at 3.15pm with an hour for lunch. If the school changes the hours, they will need to start as the children were coming in which would miss the time they currently had to talk to the teacher about the day ahead. The easiest solution would be to start at 8.45am. Q: Will it cause issues for late starters? A: Yes, it would cause issues. The soft start would be available from 8.30am and finish at 3.15pm. Q: Will this affect teacher pay? A: They have 1265 hours of directed time, 20 minutes before start and 20 minutes after which would move to come in earlier, leadership time was one hour and parents' evenings were included in the directed hours as were staff meetings. It would need to be introduced for January 2023. - parent pledge – 90% of children to have reached the expected standard in reading, writing and maths by 2030 – 65% in 2019 - every school would become an academy or be part of a MAT by 2030– JF was working in the background on this, the current picture was that schools should be aware of it and watch what was happening and work with it when needed - every school to have leading literacy national qualification and a behaviour and culture lead qualification - every school would be inspected by 2025 - for MATs the ideal number of schools was 10 and a pupil number total of 7,500	
	RESOLVED: the afore-mentioned policies be approved.	
156	<u>Dates of Future Meetings</u> Full Governors - autumn term meeting - Tuesday 11 October 2022 at 5.00pm - spring term meeting – Thursday 2 February 2022 at 5.00pm - summer term meeting – Thursday 8 June 2022 at 5.00pm Resources - autumn term meeting - Tuesday 8 November 2022 at 5.00pm - spring term meeting – Thursday 9 March 2022 at 5.00pm - summer term meeting – Tuesday 16 May 2022 at 5.00pm School Improvement - autumn term meeting - Friday 16 September 2022 at 1.15pm - spring term meeting – Tuesday 17 January 2022 at 1.15pm - summer term meeting – Friday 28 April 2022 at 1.15pm	
157	<u>Any Other Business With Prior Approval from the Chair</u>	

Chair's signature 



Minute No.		Action By
	AT commented on the all-encompassing culture, background etc and queried if the school could do something for LGBTQ+ in pride month. The Headteacher stated she would look into it.	

GOVS/AA

Chair's signature 