

NORTH LINCOLNSHIRE COUNCIL**MINUTES****Subject:** Summer Term Governing Body Meeting**School:** Berkeley Primary School**Date and Time:** Thursday 20 May 2021 at 5.00pm**Location:** Virtual – Google Meet**Present:**

Mr J Veall (Chair)	
Mrs E Cole (EC)	Ms M Lally (ML)
Mrs J Cole (JC)	Mrs A Marsh (AM)
Ms A Cvijetic (Headteacher)	Revd S Tierney (ST)
Mr I Dalglish (ID)	Mrs A Tuplin (AT)
Miss W Howlett (WH)	

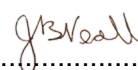
In Attendance:

Ms A Altoft (Clerk)	Mrs R Jones (RJ)
Mrs T Suddaby (TS) (Observer)	Mr B Spencer (BS)
Mrs H Earl (HE)	

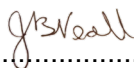
Date and Time of Next Meeting: TBC

Min. Ref	Actions From Meeting	Action By
100	the Headteacher would carry out a parent governor election for two positions	Head
102	Headteacher to bring the revised SEN tracking to the school improvement committee	Head
105	the Headteacher would bring the maths action plan impact to the school improvement committee at the end of the autumn term	Head
105	the Clerk would send the NGA twenty questions and the new link to complete the skills audit to all governors	Clerk
106	the Headteacher would look at the complaints policy and circulate to governors for email approval	Head
106	once approved the complaints policy would be uploaded to the school website	Head
106	the Headteacher would email the agreed training dates to LSCsupport@northlincs.gov.uk	Head
106	the Headteacher would inform staff members of the revised HR policies at the earliest opportunity	Head
110	the Headteacher would update governors on the cost of the drains and add the figure to the budget	Head

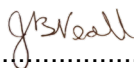
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Minute No.		Action By
99	<u>Welcome. Apologies. Declaration of Interest, GIAS and Chair's Comments</u> The Chair welcomed governors to the meeting. It was reported that apologies had been received from Mrs Hazelden. RESOLVED: consent be given to the absence of Mrs Hazelden.	
	<u>Business 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. RESOLVED: the Chair declared that he was a Governor at Outwood Academy Foxhills.	
	<u>Governors' Code of Practice</u> Governors were reminded that all governors were required each year to review the governors' code of practice, this had been sent in a link via email during the autumn term and governors were required to complete this confirming their agreement to the code. All had signed the governor code of practice.	
	<u>Chair's Comments</u> There were no comments to report.	
100	<u>Membership. Committee Structure. Appointment of Governors with Special Responsibilities</u> Governors noted the following membership changes: - the end of term of office of Mrs Tuplin, parent governor, on 10 August 2021 - there were two co-opted governor vacancies (one of which, due to the resignation of Mrs Symonds on 4 May 2021) - there remained one parent governor vacancy Consideration was given to the vacancies for the position of co-opted governor. The Clerk asked governors if they wished to co-opt AT and then go to election for two parents. Discussion was held and it was agreed to go out to parent election for two positions, and AT would apply, if there were two plus AT that applied, and AT did not get back on then governors would agree to co-opt AT at the next meeting. ACTION: the Headteacher would carry out a parent governor election for two positions. The following was agreed in relation to the committee structure: - to appoint a governor to the resources committee and the school improvement committee to replace Mrs Symonds – this would be considered at the autumn term meeting when new governors were appointed The following was agreed in relation to the EYFS link Governor: - to appoint a governor linked to EYFS to replace Mrs Symonds - this would be considered at the autumn term meeting when new governors were appointed	Head

Chair's signature 

101	<u>Previous Minutes</u> RESOLVED: governors approved the following minutes which had been circulated with the agenda: governing body • 11 February 2021 school improvement committee • 7 May 2021	
	<u>Matters Arising from the Minutes</u> Q: Page 78, is there an update on the pupil questionnaire? <i>A: TS addressed it at the school improvement committee; the Headteacher had sent the update by email to governors.</i>	
102	<u>Headteacher's Report</u> Consideration was given to the written report which had been circulated with the agenda. Particular reference was made to the following: • numbers on roll • attendance • SEND • school events, visits and visitors • Covid 19 – education, safeguarding, FSM, communication • staff development and training • staff meetings • premises TS reported on the medical needs policy that had been previously circulated; an analysis report was shared on screen. TS reported the stages carried out within school, nominated governors were involved, meetings had not happened thorough Covid, questions were completed on the administration of medicine, defibrillator use and the medical conditions within school. First aid training was attended within two years and TS had carried out epilepsy training. Outside agencies worked with the school throughout that year. Policies were listed with practices and the number of children in school that had medical plans, if a child did not have a plan, then the reason why was stated, some of these were due to conditions such as eczema, which parents were monitoring at home. There were 97 on the medical list, 74 with medical plans. Q: Page 4, do you have additional policies for other areas such as first aid and defibrillator use or are these picked up elsewhere? <i>A: We do not have a defibrillator so there is no need for a policy, the first aid is covered within the health and safety policy.</i> Q: Non prescribed medicine, is that medicines we do not give in school such as Calpol, does that cause any issues? <i>A: No, parents are happy to come in and give it at lunch or before school.</i> Q: If that is the case do you speak to the parent? <i>A: Yes, Calpol etc, parents can pop up and give to the child at lunch if needed.</i> Q: Are they still able to do that in current times, during Covid? <i>A: Yes.</i>	

Chair's signature 

Tracking

SEND Data presentation.

TS reported this was used for tracking SEND data, from nursery/reception for any child at the beginning of communication, listening understanding and speaking, reading, writing, number and shape for maths. TS had added physical in case there was any physical development need i.e., physical therapy.

The data was analysed termly under each section using the progress steps made. If any issues were highlighted TS would then speak to the teachers. Y1 started at the middle of FS with tracking, some of those from reception were still on that stage as they moved into Y1.

Q: The data shows child a, b, c etc, for the analysis if two children made a certain amount of progress would you identify each child?

A: Yes, they are all on the same page to track individuals.

TS added that the analysis was shown per year group, tracking went up to secure Y1 and Y2 with a starting point in FS stage. Y3-6 start at Y1 and go up to their year group for secure Y4/5/6 etc. It was clear where the children were at, and staff had access to the children's names to track. From that, staff looked at attainment, those below ARE, on track or exceeding were all identified. Progress would be whether they made three steps of progress or more for them to be at ARE or exceeding. Progress in the spring term was limited due to lockdown.

Q: Are the SEND pupils expected to make three steps progress over the year on this system?

A: No three steps per term, the children have to make more progress than another child to narrow the gap.

An example was given from the tracking grid where child A made two steps in the autumn term and one step in spring.

Q: Where would a non-disadvantaged child be?

A: S40-60+. For a SEND child they have to make three steps to narrow that gap.

The Headteacher felt this did not make sense as by the end they would be on Y9; she understood the need to narrow the gap but SEND children were not going to make three steps of progress plus one step more than that of a non-disadvantaged child.

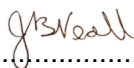
JC stated that cumulatively they could not make that progress. The Chair felt this was unachievable. The Headteacher added that for a SEND child to make two steps progress was often attainable, each child is different and for many the progress is measured using their support plans.

Q: Whose idea was this tracking system?

A: It came from the SEND network, at the event there was a huge argument that SEND pupils could only make two steps progress.

ST advised that she had heard the argument before and passionately disagreed with it, it was unfair on those children and put them under so much pressure and they were the ones that sometimes made less progress.

The Headteacher stated in presenting the reports to governors, every time it would be evident that they were not making enough progress, which doesn't help the conversation. TS stated, as a school, we could just go back and say that we had agreed to use two steps.

Chair's signature 

A discussion took place on the analysis from the autumn to spring.

Q: Do the pupils have personal targets?

A: Yes, they do.

The Headteacher stated that Ofsted wanted tracking to give to governors to hold to account at the last inspection, but this system would not be effective.

Q: How many SEN pupils are there in the school?

A: 108-112.

Governors felt that they could not do that individually in the meeting, it was a big enough cohort to work out some sort of percentages but those need to be realistic.

The Headteacher stated she, WH and TS would go back to the drawing board with the system even if that meant agreeing two steps progress. The tracking grid was good, it would be nice to see the gap closing, they needed to at least make six steps to not fall more behind, if they made seven steps then they would be catching up.

JC agreed it was physically impossible. The Headteacher added that using this, if they caught up then they would not be SEN anymore, which for many was not realistic.

ST felt it gave a complete misunderstanding of the needs of SEN and their difficulties.

The Headteacher stated that for some children to have made one progress step over two years could still be significant for that child.

TS added that even one step for some of the children was huge progress.

Q: Is this report purely to be able to report to governors?

A: It is for TS to see the progress and track the children, the school to see who is making progress; a three-step target can be made as a school.

Q: Do we have to justify that to anyone else?

A: TS could raise it with Tracey Butroid who works for the LA.

The Headteacher stated the SEN report came to governors termly so it would be useful to have this termly; within the SEN visit with the LA the school provided data.

TS stated she was always asked to send the data to Tracey Butroid prior to meeting with her.

JC liked the report just not the unrealistic progress steps; governors had talked about picking out data for SEN, so this would provide that.

ACTION: the Headteacher to bring the revised SEN tracking to the school improvement committee.

TS was thanked for her presentation and left the meeting.

The Headteacher gave her apologies for the first page of the Headteacher's report, the data from the top should be replaced by the update sent.

Questions were invited.

Q: How is attendance comparing with pre-Covid levels?

A: You can see from two years' worth that it is a little lower, attendance is usually around 96.4% with isolations but it is still not as low as we thought it would be.

Q: Attendance looks good, is it still being reported and followed up in the same way?

Head

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A: We have not done persistent absence (PA) follow ups as we would have previously as we have not been able to with so many lockdowns. It has skewed the figures. There are children who are isolating, and adhoc absences are not authorised absences. Where we have children that we are concerned about we are putting support in, we know our families. The LA is reticent about pushing attendance support and in order to get support from the Education Inclusion Offer we need to have done much work first such as setting targets, early helps and meetings etc. It was hard work, and the family worker is working with parents where required. Individual letters were being sent although we are not doing the look at below 95%, just keeping an eye on those we know. We have also had children that have been in Pakistan and this had then turned into a red zone so they could not get back. Parents are trying hard, and staff are doing the best they can. There have been quite a few holiday requests in, the government was clear to still follow the guidance, some parents have had issues rebooking holidays that were originally booked in term time. Guidance has come out and we will be writing to parents.

Q: Is there a different approach to holidays, given the struggles of the last year?

A: On absences, we had a child that did not report Covid this week, if they just called in sick, we do chase to find out why. We follow up absences by 10.30am. Staff knew that child was off with suspected Covid, parents tested positive on Tuesday and the children started with symptoms Tuesday evening, they had a test done through the post and Friday was when they tested positive, they then waited to tell the school until the Monday so a reminder would go out to advise this needed reporting as soon as the result was known.

The Headteacher spoke about the gap analysis carried out; NFER tests were completed for Y2,3,4,5 on 26 April and Y1 phonics would be tested on 7 June to see where the children were at. The week beginning 14 June Y2 SATS and Y3-5 NFER tests would be carried out. The multiplication check was not yet statutory for Y4 but it would be a useful process and give information on those moving into Y5.

Following the NFER tests in April, each teacher had completed a gap analysis to identify strengths, weakness, and coverage gaps. This was collated on a spreadsheet with the questions; the ends were colour coded, looking at individuals as well as questions where most struggled, they identified issues with coverage of items such as percentages and where sections had been taught or not taught. Teachers usually knew coverage gaps, but a reminder would be given to complete in summer. This had been sent to leads, SLT and SENDCo to see each cohort.

The Headteacher, WH, SENDCo and year group teachers had progress meetings on individuals including coverage and priorities for teaching, what intervention was needed to be in place such as coaching, maths support, emotional support, SEND testing for dyslexia etc.

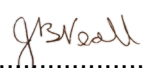
The Headteacher was heartened after the meetings, teachers were telling SLT the picture was not as bad as thought. In most classes, maths was more worrying than reading. Parents were more confident reading than teaching maths, although this was not all classes, some were the opposite. When they were asked who made less progress it was as expected, the lower ability and SEN children; they found they had not made much progress. If there was another lockdown there would be a need to look at provision for SEN with tailored programmes.

In most cases there was a need to build stamina and speed in the papers, many did not get to the end of the papers. Normally this happened in the autumn and by summer they were much improved, but they had not had to have stamina and speed to their work at home.

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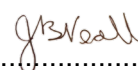
JB Veall

	Most classes had between four and six children that had dropped off ARE. The higher ability were mostly at the top of ARE and staff were confident they would get them back up. The Chair reported that he was in school the previous day and had spoken to the Y1 teachers who said Y1 was a tough year this time as they had not had the full reception year to prepare them for Y1. The Headteacher added this had been in the news as a national issue and it would be a year group that would need monitoring throughout the school. EC reported that she had submitted her maths report, from what staff were saying about the maths tests coming up, teachers felt nervous that they might not be what they thought. Governors had raised in the school improvement committee about homework, and she felt as a parent she was getting more reading homework coming home, but not the maths. Q: Should we be sending a bit more home? <i>A: It is on WH's to do list to discuss with SLT and teachers to look at what to put in place. Interventions and teachers will focus on maths.</i> Q: Wellbeing focus in staff meetings and English, should there be a maths focus included? <i>A: The priority in the SDP is English, we need the children back in to teach them and give good quality teaching time now.</i> WH had planned for the spring term to carry out a lesson study on teaching multiplication and staff training. This would now be next week with the maths hub coming in to talk about teaching tables and multiplication. EC stated the session attended about Maths Deep Dives was poor from the teacher's point of view. The Headteacher reported it was a Focus education course on Maths deep-dive and it was not good, the English one was amazing. Feedback was given to Focus. Q: Parents are not confident teaching maths, as a grandparent I do not know how to support in the way they are taught, how does the school support parents? <i>A: There is a strategy document which is broken down into year groups providing examples on how we teach +, -, x and / and staff sign-post parents regularly this, we also sign post to Oak Academy.</i> Summer school had been talked about previously; schools had now received a letter from Hannah Wood regarding the summer fuelled help for primary schools. SLT would nominate someone to lead on this (WH) and the school could put itself forward to be a locality and lead something. Activities should ensure the children received a healthy nutritional meal, summer activities, and physical activity. This was useful for PP children to have, and it was hoped there would also be some academic input into that.	
	<u>Pupil Premium Update</u> WH provided a brief update; she had reviewed how many PP pupils were attending school during lockdown, out of those key worker and vulnerable children, 19% were PP attending school. The school loaned out 54 laptops, which covered 68 children, 51% of those were PP. The focus for this was Y2 and Y6 pupil; 11% of non-PP pupils accessed the laptops. The gap analysis showed that not all the PP pupils were spoken about in PP meetings, discussions were around a mixed group for those that needed extra support.	
103	<u>SEND Report</u> Governors were informed that the school's SEND report on the school website required improving as stated in Tracey Butroid's report. ST added that the report needed to be personalised to the school and include pupil and parent voice. The comments previously	

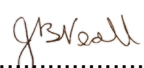
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	recorded with the children from autumn could feed into it. TS has now done this. The Headteacher presented the report at the meeting as a PDF; it had been updated in May 2021 on the school website with a lot of work and more pertinent questions. TS had also added quotes from parents, children, and more of 'at Berkeley Primary School we use...' Governors agreed this was better. WH referred to an earlier conversation in the meeting and confirmed the SEND questionnaire had been sent to governors on 15 March 2021.	
104	<u>Financial Position and Other Resources Matters</u> <u>School Budget 2021/2022</u> The three-year plan had been circulated for governors' approval and presented at the meeting. Staffing updates of two part-time teachers, two 2 TAs and the uplift of a TA3 from TA2 and a lunchtime assistant agreed at the resources committee had all been added as were the items agreed for expenditure of £236,000. It also included the premises work agreed. The Headteacher reported that with this expenditure the budget would balance in-year by £51,138 with a carry forward in 2021/22 of £304,189. Two additional TAs and part-time teachers would be paid seven months of their salary September to April, then in 2022/23 the remaining five months would be paid. Equating to £92,000 in total, this was checked against the budget for 2022/23 and would still balance in-year by £51,138. The following year if the carry forward was taken out, the budget would still balance in-year. There remained a carry forward of £253,000 this year but this did not include £700 for the caretaker and £90,000 for resources that was not yet in the budget. IT was also not included as it would not balance in-year, revision would be made later in the year. There was still another £91,000 not allocated to spend, which would leave £160,000 left in the budget. The Headteacher had asked the peri-bursar to leave in the behaviour TA3 for future years and view what it would that look like; it included the step up to TA3 for three financial years. The Headteacher was mindful if teachers were to receive a pay increase it would equate to £38,000 that would need to be in the budget for the next two years although it was unlikely that a pay rise would be given this year (based on Government announcements). It was noted the toilet refurbishment in reception could look to be scheduled by Easter. Quotes had now been received for the replacement doors, originally this was for three but would now replace four. Two double doors, one fire exit and the kitchen door at the infants. The quotes were as follows: • Bridge Windows - £8,550 – the school had used the company before and it was the preferred provider • Humberside Glazing - £10,195 – used previously but not preferred • New County Glazing - £10,440 – most expensive HE stated the doors in the infants were really good quality and any issues had been resolved quickly. The Headteacher agreed that their aftercare service was really good. Q: Which toilets will be revamped? A: The reception toilets; there are three units of toilets, new flooring, cubicles, toilets and basins etc. Three toilets were in each of those units.	

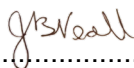
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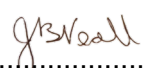
	RESOLVED: governors approved quote for the new doors from Bridge Windows at a cost of £8,550. RESOLVED: governors agreed the budget.	
	<u>Budget Outturn</u> Governors noted that the outturn figure 2020/2021 was reported as £253,051 which equated 10.8% of the budget.	
105	<u>Governors' Monitoring</u> <u>Governor Training Record</u> The governor training record had been circulated with the agenda. The Chair thanked everyone for continuing to attend remote training.	
	<u>Future Training Dates</u> Governors had received the dates of the LA training for the rest of the summer term. Governors should use Services to Education to book onto any training. Prevent was due as were further leadership briefings.	
	<u>Governor Monitoring Reports</u> Governors gave consideration to the maths visit report from Mrs E Cole that had been circulated prior to the meeting. The Chair thanked EC for a very comprehensive report. EC stated that meeting online to carry out the visit had worked really well and worked well personally for work life balance. Moving forward she would look to carry that on. The Chair agreed. EC stated she had held a discussion at the end of the visit about children who were having to isolate and queried if the school was still sending the maths work for them to do. The Headteacher stated there was a consistent approach and feedback would show this. There was a consistent assessment strategy with timetabled assessments for each individual teacher to complete and how they were assessing the pupils. The Headteacher added that this needed to be included in the teachers' action plans. At the first SIC meeting in September discussions would be held and this would create the actions with impact to be shown at the end of the autumn term. ACTION: the Headteacher would bring the maths action plan impact to the school improvement committee at the end of the autumn term.	Head
	<u>Governing Body Self Review</u> The Clerk reported that reviewing the governing body's effectiveness annually was best practice and could generally be carried out in the summer term giving the best time to 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 the NGA twenty questions to carry out the review of effectiveness as this covered all areas of governance. ACTION: the Clerk would send the NGA twenty questions and the new link to complete the skills audit to all governors.	Clerk

Chair's signature 

106	<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>School Complaints' Procedure</u> Following the January 2021 update to the DfE complaints policy guidance an updated complaints policy was put forward for governors' consideration. The DfE guidance states that the model policy should not be adopted as presented and should be personalised to each individual establishment. The policy includes: • clear guidance that any member of the public can complain • further guidance on the types of complaints not covered by the policy • amended section on persistent and vexatious complaints • sections in red indicate changes to the policy • sections in blue requires governors' decision on wording RESOLVED: the model complaints policy would be ratified by email. ACTION: the Headteacher would look at the complaints policy and circulate to governors for email approval. ACTION: once approval of the complaints policy was received the Headteacher would upload it to the school website.	Head Head
	<u>School Holiday Dates</u> Governors received the school term dates for 2022/23. Governors were asked to identify all five non-teaching training days outside the dates shown below (or combine days and twilight sessions). The Headteacher reported that she had discussed this at the Headteachers' Consortium meeting as there were no suitable dates to schedule staff training days; the vast majority had asked Sean Kendrew (LA) to change the days to enable training dates at the beginning of the week/term and not the end of December as the last day. Mr Kendrew had not changed this following the requests. He had advised schools to fit days in; they should have a training day on the Friday 5 September with children returning to school on the following Monday. The criteria for school holiday days gave six full weeks for the summer holiday. The Headteacher had fitted in the days to best suit the needs of this school. The first training day would be Monday 5 September 2022 and children would be in school on Friday 16 December 2022; this still gave over two weeks off over Christmas. Another training day would be Tuesday 3 January 2023 and two extra days at Easter would be added but would be disaggregated as staff liked them with a close record of time being paid back. Staff would need time to write medium term plans, so the Headteacher had allocated time for that this year, and this worked really well. There would still be a staff training day at the beginning of each full term. Q: Do you tell parents when the dates have been agreed? <i>A: Yes, and they are on the website.</i> ACTION: the Headteacher would email the agreed training dates to LSCsupport@northlincs.gov.uk	Head

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	<u>Statutory Increases</u> The following HR policy had been circulated for consideration: • Pay Appendix 1 • allowances, expenses and statutory rates The revised HR model policies have been fully consulted on with the recognised trade unions. The governing body was asked to consider adopting these model policies. Should the governing body decide not to adopt these policies then they would need to produce alternative policies in consultation with the recognised teacher associations and trade unions. Community schools would also be required to provide any alternative policy to the council which the council, as employer, was satisfied met the necessary standard. Any governing bodies who adopted an alternative pay policy were requested to submit a copy of their agreed policy to schoolsHRpolicy@northlincs.gov.uk.	
	<u>Allowances, Expenses and Statutory Rates</u> This document listed the statutory rates in place from 5 April 2021 with regard to the statutory rates for maternity, adoption, paternity, shared parental, parental bereavement pay, lower earnings limit, statutory sick pay as well as various allowances and expenses. RESOLVED: the revised allowances, expenses and statutory rates were approved. ACTION: the Headteacher would inform staff members of the revised HR policies at the earliest opportunity.	Head
107	<u>Policies</u> There were no school policies to approve.	
108	<u>Dates of Future Meetings</u> Governors noted that dates for the next academic year were still to be scheduled.	
109	<u>Any Other Business with Prior Approval from the Chair</u> The Clerk reported there had been some issues receiving emails from the DBS site. EC had now completed her identity check and the clearance had been received. Q: Were there any development plan points raised from the SEND questionnaire, how will they be taken forward if pupils have raised any points? <i>A: We ask the children, this then feeds into TS's work who feeds back to staff, tweaks are then made to anything relevant, sometimes they are not realistic so we cannot do anything about them.</i> Q: Has TS gone through the responses, picked out developments, if they are not on the SDP, where are they picked up? <i>A: She will often get on and do them, they just happen.</i> Q: From a monitoring point of view, how do governors see the impact? <i>A: ST can pick them up when she meets with TS as SEND governor, I can add it to the Headteacher's report for governors.</i>	

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