

NORTH LINCOLNSHIRE COUNCIL**MINUTES****Subject:** Spring Term Governing Body Meeting**School:** Berkeley Primary School**Date and Time:** Thursday 13 February 2020 at 5.00pm**Location:** Berkeley Primary School**Present:**

Mr J Veall (Chair)	
Ms A Cvijetic (Headteacher)	Mrs G Symonds
Mr I Dalglish	Revd S Tierney
Miss W Howlett	Mrs A Tuplin
Ms M Lally	

In Attendance:

Ms A Altoft (Governor Services Officer)
Miss H Earl (Assistant Headteacher – Observer)
Mrs R Jones (Assistant Headteacher – Observer)
Mr B Spencer (Assistant Headteacher – Observer)
Mrs S Marsh (Co-opted governor designate)

Date and Time of Next Meeting: Tuesday 19 May 2020 at 5.00pm

Min. Ref	Actions from Meeting	Action By
55	Mr Dalglish, Mrs Marsh and Revd Tierney and needed to sign the governors' code of practice.	Head
59	the SFVS report be deferred to the finance and premises committee for approval; the Chair would sign it for submission to the local authority's schools finance team by the Headteacher.	Head
59	Approval of the budget was delegated to the finance and personnel committee.	Head
60	the Chair would provide a PP report for the next meeting.	Chair
61	to ensure that the business manager was made aware as to whether the clerking and / or training SLA had been purchased.	Head
68	the Chair would circulate the autumn term SIP report to all governors.	Chair

Chair's initials *JV*

Minute No.		Action By
55	<u>Welcome, Apologies, Declaration of Interest and Chair's Comments</u> The Chair welcomed governors to the meeting and introductions were made for the benefit of the new governors. It was reported that apologies had been received from Mrs E Cole, Mrs J Cole, and Mrs Hazelden, RESOLVED: consent be given to the afore-mentioned absences. Governors were requested to give consideration to any pecuniary or non-pecuniary interests they may have with regard to the agenda and sign the new pecuniary interest form. No declarations were made with regard to items on the agenda. Mrs Lally had already signed the pecuniary interest form. Governors were reminded that all governors were required each year to review the governors' code of practice and sign the 2019/20 signature sheet to be held in the school office confirming their agreement to the code. ACTION: Mr Dalgleish, Mrs Marsh and Revd Tierney and needed to sign the governors' code of practice. The Chair reported that no urgent action had been taken and no correspondence had been received since the last meeting.	Head
56	<u>Membership, Committee Structure, Appointment of Governors with Special Responsibilities</u> Governors noted the following membership changes: • that Mr Dalgleish had been appointed staff governor with effect from 29 October 2019 (accepted and DBS cleared) • that Revd Tierney had been appointed co-opted governor with effect from 13 January 2020 (accepted and DBS cleared) • there remained a parent governor vacancy • to consider the co-opted governor vacancy – an application for consideration was received from Mrs Marsh • the resignation of Mr Kent on 13 February 2020 (PE & behaviour governor and member of the safeguarding and premises committee) The Headteacher reported that no candidates had come forward in the parent election. It was noted that there was no need to replace Mr Kent's role as PE governor as this had two link governors previously. Consideration was given to the vacancy for the position of co-opted governor, an application had been received from Mrs Marsh who was a staff member at the school. ACTION: Mrs Marsh be invited to accept the position of co-opted governor. The committee structure was reviewed in light of the recent membership changes. RESOLVED: Revd Tierney be added to the safeguarding and premises committee.	Clerk

Chair's initials JB/2021

Minute No.		Action By
	The Clerk reported on the Scrutiny report that had been published giving the recommendation to appoint a childhood resilience governor, this would look at the health and wellbeing of pupils and could also include that of staff. The position did not have to be a named position and could be incorporated into the safeguarding governor role or be included as a responsibility for a committee. RESOLVED: the role of childhood resilience be added to the role of the safeguarding governor currently linked to the Chair; the terms of reference of the safeguarding and premises committee include responsibility for staff and pupil wellbeing. The appointments of governors with special responsibilities was reviewed in light of the recent membership changes and the following was agreed: RESOLVED: the role of maths governor be changed from the Chair to Revd Tierney.	
57	Previous Minutes RESOLVED: governors approved the following minutes which had been circulated with the agenda: governing body • 8 October 2019 safeguarding and premises committee • 4 November 2019 The Chair commented that in the recent meeting with David Smith (School Improvement Partner) he had stated that SIP reports should be circulated to all governors. The Clerk explained that this process had now been initiated from Governor Services, SIP Reports would be a standard item on all school agenda and the reports would sourced from the SIP and sent out from the service.	
	Matters Arising from the Minutes The Headteacher updated on late collection of children that had been discussed at the previous meeting; the school had not charged any parent for late collection as yet, although there were still many coming late with valid reasons; there was one family where school have made a follow up call and sent a letter, and there has not been another incident since. The Chair reported that he had received a letter of complaint from a parent regarding the letter about charging parents and the issues the school had dealt with, with that parent picking up their children late; the Chair and the Clerk had met with her to discuss the complaint and no response had been received after this. The Church were providing an out of school club and numbers had increased since the school sent out the letter. This was of great benefit for the children as some were those that were being picked up late.	
	Future Process for Signed Minutes The Clerk reported that signed minutes will be handed to the Headteacher at the end of the meeting and will no longer be emailed by the Clerk. It is the responsibility of the school to ensure that they retain signed minutes and reports considered at the meeting in line with GDPR.	

Chair's initials JSW

Minute No.		Action By
58	<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: • pupils • key pastoral factors • attendance • SEND • school events, trips and visitors • other curriculum news • extra-curricular activities • staff development and training • premises The Chair commented on the vast amount of training being undertaken by staff. The Headteacher stated that all governors had received the report and it was assumed this had been read and invited questions from governors. There were no questions. It was noted that there were no racist incidents and no reportable incidents of bullying.	
59	<u>Financial Position and Other Resources Matters</u> <u>Schools Financial Value Standard</u> The Clerk reminded governors that the SFVS had been designed in conjunction with schools to assist them in managing their finances and to give assurance that they had secure financial management in place. Schools would need to complete this by 31 March each year. RESOLVED the SFVS report be deferred to the finance and personnel committee for approval; the Chair would sign it for submission to the local authority's schools' finance team by the Headteacher.	Head
	<u>School Budget 2020/2021</u> Consideration was given to the school budget for the financial year 2019/2020 with the Clerk explaining the time-frame in terms of the budget for the council being set, schools receiving indicative budget figures and formal approval by governors. RESOLVED: approval of the budget was delegated to the finance and personnel committee.	Head
60	<u>Governors' Monitoring</u> <u>Governor Training Record</u> Governors were updated on training that had taken place since the last meeting.	
	<u>Future Training Dates</u> The dates of future LA training had been uploaded to google drive with the agenda. The Chair reported that the locality network meeting would be held on 28 April 2020 at Berkeley Primary School; the Chair promoted attendance by governors noting that there was a different focus area each time.	

Chair's initials JB/2021

Minute No.		Action By
	<u>Reports from Visiting Governors</u> Consideration was given to the following governor visit reports that had been uploaded to google drive with the agenda: - secret reader – JC 11 October 2019 - governor learning walk – 13 November 2019 ACTION: the Chair would provide a PP report for the next meeting. JC had asked about Primary Futures holding an event in school; the Headteacher had received an email from Primary Futures this week and WH was looking at arranging an event in school. The Chair valued the learning walks, which were run and minuted with clear objectives.	Chair
61	<u>Clerking / Governor Development SLA</u> The Clerk reminded governors that they had previously agreed to buy into the clerking and governor development SLA for one year. The Clerk reported there had been a 3% increase to the SLAs and an increase to the cost of committees. The following costs were outlined: - clerking SLA - £1,933 (an increase of £56) - training SLA - £719 (an increase of £21) - committees had increased from £114 to £120 The Clerk offered to withdraw from the meeting whilst this item was discussed. Discussion on merging the committees; discussion to be held in September. RESOLVED: it was agreed to purchase the clerking SLA and governor development SLA for a year to 31 March 2021. ACTION: to ensure that the business manager was made aware that the clerking and governor development SLA had been purchased.	Head
62	<u>Reports from Local Authority for Consideration</u> The following policies were presented for consideration: - annual leave - appraisal - pay and redeployment - complaints	
	<u>Annual Leave</u> Governors noted the following changes to the annual leave policy: - clarity given on how annual leave is calculated within the term time formula for term time employees who: - join/leave part way through the year - have a change to their contracted hours or grades The Headteacher explained how the new formula had affected staff members who would be paid more from September to April then would have a drop in pay from April onwards. She explained how it would affect schools and budgets, which in some cases was thousands of pounds.	

Chair's initials JB/ell

Minute No.		Action By
	Concerns had been raised from Headteachers with HR to ensure staff received a letter to explain what their pay would be from April onwards. The concerns were that there was no consultation and no plans to work with the Headteacher to take it forward.	
	<u>Appraisal</u> The appraisal policy had been updated to reflect the DfE guidance 'Making Data Work' and advice from the Stonewall Charity on the use of gender neutral language. The following changes were reported: • paragraph 3 referring to appraisal regulations in 2012 had been removed • paragraph 4 referencing the date the school adopted the policy has been removed • paragraph 42 has been updated to state that objectives and performance management discussions should not be based only upon teacher generated data and predictions, or solely on the assessment data for a single group of pupils With regard to the appraisal policy, governors were happy to continue with the previously agreed options. The governing body will review the quality assurance processes when the appraisal policy is reviewed.	
	<u>Pay and Redeployment</u> Governors noted the following changes to the pay and redeployment policies: • the 2.75% pay uplift has been applied to all relevant pay ranges and allowances included in the STPCD 2019 • for non-teachers' pay the new pay scale has been introduced following national principles; there was one pay grade that overlapped the top scale point with the bottom scale point of the next grade • appendix 1 now included the revised rates for the new teaching and non-teaching pay scales The revised HR model policies have been fully consulted on with the recognised trade unions.	
	<u>Complaints Policy</u> The Clerk reported the changes to the complaints policy as follows: • the difference between a concern and a complaint was explained • the stages of a complaint for staff and Headteachers had been brought inline, these were both now covered in the same number of stages; once investigated by the Headteacher it would go to a panel meeting and not then to the Chair and then panel for fairness, staff previously had the extra stage of Headteacher, Chair and then panel • any member of the public could make a complaint, not just parents or carers • some complaints such as exclusions, staff grievances, disciplinary could not be dealt with under this policy (see page 2 of the policy) • any complaint about a governor would be dealt with under the "Dealing with Complaints against Governors" policy • appendices A-C provided templates to be used • a model procedure for responding to persistent or vexatious complaints was included as Appendix D	

Chair's initials JK/2011

Minute No.		Action By
	The governing body was asked to consider adopting the revised model policies. Should the governing body decide not to adopt the model policies then they would need to produce an alternative policy in consultation with the recognised teacher associations and trade unions. Community schools would be required to provide an alternative policy to the council which the council, as employer, was satisfied met the necessary standard. Any governing bodies who adopted an alternative policy were requested to submit a copy of their agreed pay policy to schoolsHRpolicy@northlincs.gov.uk. RESOLVED: that the revised policies were approved. ACTION: the Headteacher would inform staff members of the revised policies as soon as possible. The Headteacher stated she had the review of the dealing with complaints against governors on her schedule and as there were no changes to the LA asked to extend this policy for a further 3 years. RESOLVED: governors agreed to extend the review of the dealing with complaints against governors' policy for a further 3 years.	Head
63	Policies The Clerk reported that Darren Chaplin had revised the medical needs audit and sent it into school in December 2019; governors were asked to consider reviewing and approving the audit. RESOLVED: the revised medical needs audit had been signed by the Chair and submitted. Governors were asked to consider approving the following policies uploaded to google drive with the agenda: • art and design • design and technology • English • science ID mentioned a section in the DT policy stating there was no further cross planning; The Headteacher would amend the policy to reflect this. RESOLVED: governors approved the afore-mentioned policies. ACTION: the Headteacher would send the updated school policies to staff and upload them to the website.	Head
64	Curriculum Update (Memory and Deep Dives) The Headteacher provided a PowerPoint presentation on Memory – Leading to long term retention of knowledge, which covered what Ofsted would be looking for. Amanda Speilman (Ofsted Chief Inspector) had said schools should ensure that the content of the curriculum had been learnt long term.	

Chair's initials JS/Weall

Minute No.		Action By
	The following areas were outlined noting what the school was carrying out: • focus – staff meetings, lesson study was coming up, staff were looking at curriculum design in place since September making it clear what was the sticky knowledge • framework - focus in relation to the curriculum, working on knowing more and remembering more • knowledge was generative or sticky, the more you know the easier it was to learn, knowledge being connected to webs or schemata and focus on vocabulary size to open up further learning, the bigger the vocabulary the better in life the children would be • sticky knowledge was explained as knowledge required for the curriculum and interesting facts as well as what we think children should know • making links with previous learning, repeated learning, starting new units with what they know already, what they had already learnt, and supporting those children who say they know nothing about a new area • use of the five senses, visual, hearing, smell, touch, taste • rehearsals – remembering what has been learnt, self and peer assessment, remembering three things learnt this week, what do you know now that you didn't before • how quickly do we forget new learning – if you don't come back to it, it is forgotten in three days, if revisited after a day it doubled retention time, coming back to it again and again at opportune times encourage retention, staff were working really hard on this Q: Is there a plan to learning? A: Yes. • teachers have been starting each lesson by recalling what was done in the last lesson, the last week, last month and last year so using recall before starting the lesson ID stated this took two or three minutes and helped with children's focus. • retrieval rehearsal lessons – looking back to the previous year's learning for the pupils ID stated staff were making a conscious effort to ask questions about previous learning. The Headteacher added that she was walking round and going into classes asking questions of the whole class and individuals to make sure that the children were retaining the learning. In summary the following was being worked on: • understanding how information was processed • taking the time for consolidation of learning • being conscious of not overloading and waiting until the pupils were ready to move on • rehearsing all strategies • incorporating new information gradually • memorising for a test with time and effort • encoding Work was being carried out looking at 'How will my teaching change' using strategies to identify what now, use of visual representation, knowledge maps were working well,	

Chair's initials JB/veall

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	repeated learning and opportunities to reflect were used as well as multi-sense stimuli, memory games, memory strategies, memory displays and retrieval lessons; ensuring the physical and emotional environment was right. <u>Deep Dives</u> WH provided a PowerPoint presentation on the principles of a deep dive that would be incorporated in school. Some questions had been shared with staff and these would feed into the governor learning walks. Governors noted the following: - the framework used – inspectors would always carry out a deep dive in reading, with one or more other in a foundation subject, negotiation would be possible with those subjects being taught in school at the time of the inspection although maths would very often have a deep dive carried out - a section 5 inspection would have three to six deep dives and a section 8 would have three to five - EYFS would be included in the deep dives as they would look at the subject from nursery to Year 6 - the deep dives would take place on day one and be followed up on day two The Chair stated there would be an opportunity to follow up with the inspectors anything governors or staff felt they had missed out: - there would be emphasis on phonics and reading with children - when the phone call started it would include the senior leader for all areas outlining strengths and weaknesses - meetings would be held throughout the inspection with curriculum leaders – SLT had provided leaders with types of questions being asked and what inspectors would be looking for in the visit, with curriculum intent focus and what leaders expected from the area - deep dives would include a sample of lessons, looking at books, meetings with the teacher about how the curriculum informs their choices on content and sequencing, meetings with pupils in groups with their books, they would talk through with the teachers why that lesson was delivered then, what came before it and where it was going, they would ask the pupils the same - inspectors would expect curriculum leaders to be part of the visits to the classrooms - there would be evaluation of senior leader intent - focus on curriculum leaders' long and medium term planning with sequencing, community links and content choices Focus was outlined as follows: - learning journey - knowledge built sequentially - planning clear sequence - end of year knowledge and long term memory - cultural capital – vocabulary - curriculum cohesion - character education – PHSCE, citizenship, resilience - writing across the curriculum	

Chair's initials JB/veall

Minute No.		Action By
	Evaluation criteria was used to look at what they would be looking for and reported as follows: • reading prioritised • every pupil will learn to read – PP, disadvantaged and SEN • progress to meet or exceed • love of reading – exposing children to reading • early learning goals • phonics from the start • book match sounds • support children to catch up quickly • early reading experts In summary children should be knowing more, doing more and remembering more. AT felt this was a more holistic approach. The Headteacher stated subject leaders used depth and worked in this way in any case and expectations were already high.	
65	<u>Dates of Future Meetings</u> • full governors – Tuesday 19 May 2020 at 5.00pm • safeguarding and premises committee – Tuesday 3 March 2020 and Thursday 30 April 2020 at 5.00pm • finance and personnel committee – Tuesday 3 March 2020 and Thursday 30 April 2020 at 6.00pm	
66	<u>Any Other Business with Prior Approval from the Chair</u> Q: Is the school signed up for free sanitary products for pupils? <i>A: We have looked into it but it is not as easy as it seems, the school would purchase them anyway for emergencies for those that need them and this would be done through the family workers.</i>	

GOVS/AATJH

Chair's initials

