

PART A

in accordance with Regulations 13(2) and 24(8) of The School Governance (Procedures) (England) Regulations 2004 schools must ensure the enclosed paperwork is available for inspection:-

- signed minutes of governing body termly and committee meetings

It must be noted that as Regulations 13(3) and 24(9) permits confidential items to be excluded from the inspection copy, the enclosed paperwork refers only to Part A matters.

NORTH LINCOLNSHIRE COUNCIL**MINUTES****Subject:** Spring Term Governing Body Meeting**School:** Berkeley Primary School**Date and Time:** Wednesday 13 February 2019 at 5.00pm**Location:** Berkeley Primary School**Present:**

Mr J Veall (Chair)	
Mrs J Cole (JC)	Mrs A Kipling (AK)
Ms A Cvijetic (Headteacher)	Mrs M Lally (ML)
Mrs S Hazelden	Miss M Radley
Mrs W Howlett	Mrs G Symonds (GS)
Mr M Kent (MK)	Mrs A Tuplin (AT)

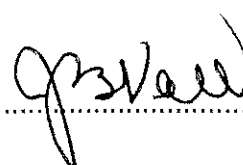
In Attendance:

Mrs A Altoft (Governor Services Officer)
Miss H Earl (Assistant Headteacher – Observer)
Mrs R Jones (Assistant Headteacher – Observer)
Mr B Spencer (Assistant Headteacher – Observer)

Date and Time of Next Meeting: Wednesday 22 May 2019 at 5.00pm

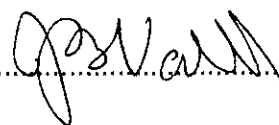
Min. Ref	Actions From Meeting	Action By
14	to ensure that the business manager was made aware as to whether the clerking and training SLA had been purchased	Head
15	the Headteacher would inform staff members of the revised recruitment of ex-offenders and DBS checks policy as soon as possible	Head
15	the Headteacher would inform staff members of the new reporting a concern (whistleblowing) policy as soon as possible.	Head
15	the Headteacher would inform staff members of the new dignity at work policy as soon as possible.	Head
15	the Headteacher would inform staff members of the new annual leave policy as soon as possible.	Head
15	the Headteacher would inform staff members of the new pay policy as soon as possible.	Head

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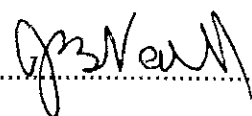
Minute No.		Action By
8	<u>Welcome, Apologies, Declaration of Interest and Chair's Comments</u> The Chair welcomed governors to the meeting. It was reported that apologies had been received from Mrs E Cole and Mrs Hayes. RESOLVED: consent be given to the afore-mentioned absences. Governors were requested 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. RESOLVED: no declarations were made with regard to items on the agenda. RESOLVED: all governors had 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 2018 signature sheet to be held in the school office confirming their agreement to the code. RESOLVED: all governors had signed the governors' code of practice confirming their agreement to the code of practice.	
9	<u>Membership, Committee Structure, Appointment of Governors with Special Responsibilities</u> Governors noted the following membership changes be noted:- • the new instrument of government the appointment of Mrs Lally to the LA governor position - cabinet approved • Miss Radley had transferred to the newly reconstituted governing body as staff governor, her end of term of office would be on 11 September 2020 • Mrs E Cole had transferred to the newly reconstituted governing body as parent governor, her end of term of office would be on 3 November 2019 • Mrs Tuplin had transferred to the newly reconstituted governing body as parent governor, her end of term of office would be on 10 August 2021 the following governors had been appointed co-opted governor at the co-option meeting held prior to this meeting ➢ Mrs Symonds ➢ Mr Veall ➢ Mrs Hayes ➢ Mr Kent ➢ Miss Howlett ➢ Mrs Hazelden ➢ Mrs Kipling ➢ Mrs J Cole The committee structure had been agreed at the co-option meeting held prior to this meeting. The appointments of governors with special responsibilities were agreed at the co-option meeting held prior to this meeting.	
10	<u>Previous Minutes</u> RESOLVED: governors approved the following minutes which had been circulated with the	

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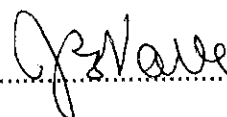
Minute No.		Action By
	agenda: governing body • 9 October 2018 safeguarding and premises committee • 1 November 2018 (amendment to remove Part B from the first page of the minutes). <u>Matters Arising from the Minutes</u> Page 114 – register of interest form had been uploaded to the website. AK referred to the Governor's Code of Practice stating she had witnessed someone (a governor from another school) at a meeting not adhering to the code and reminded governors of the importance of the code, particularly in relation to confidentiality. The code of conduct needed to be adhered to by all governors. Q: What did the £10,000 from the school fund account get spent on? <i>A: This was decided prior to the budget issues and at the moment it has not been transferred into the budget, the funds need to be kept separate. The £10,000 agreed allocation for maths has not been spent as there are other priorities, £15,000 had been agreed for spending on reading and only £10,000 of that had been spent, that leaves £10,000 in the school fund account to support anything required. We will still look at some spending for maths.</i> WH reported that the co-ordinators did not receive weekly release time but there would be lesson study this term; next term they have had two slots built in to look at what they need and create a wish list. Q: Did the school improvement committee come up with anything that was needed? <i>A: Yes, there are some things that we need but it needs focus time to have a look in depth.</i> Q: Has the SFVS been completed? <i>A: It is on the agenda for the finance and personnel committee to complete, there were no actions in the last one.</i>	
11	<u>Head Teacher'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 • pastoral factors • attendance • SEND • curriculum • trips, events and visits • extra-curricular activities • staff development and training • premises Q: Is there adequate provision for the SEN numbers, needs of children and TA requirement without assigned funding?	

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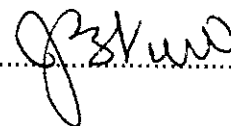
Minute No.		Action By
	<i>A: Anyone that needs one to one has it, we manage with the staff we have and any classes without a great need and have less support time; there is a timetable to support this.</i> The Chair discussed the first £10,000 within the budget having high needs funding in it. The Headteacher stated this did not cover the amount of children. Q: Looking at the figures for persistent absences (PA), is that an increase? <i>A: The previous table shows 72 in one year this is showing the autumn term at 54.</i> The Chair commended the school on the attendance rate of 96.7%. It was reported that the number of PA did not give variances, one reception child had an attendance of 32%, and the percentages then adjust when they attend. It was easier to be PA in a shorter amount of time, one week of a holiday in the autumn term would drop down, but then the summer term would not as they would have been there up to that point. Q: Y5 shows 6 PAs, what is the background? <i>A: Two children on Disneyland trips, by the end of the year they may balance out.</i> The autumn percentage was worked out with 10 days out of 90 rather than the summer term of 10 days out of 190 school days. Family workers were working with the attendance officer and they carried out a review in January, meeting with parents or making phone calls and sending letters home. It was noted that 90% or under was the government's PA figure. The Chair asked if the staff training courses were expensive. The Headteacher confirmed that some were, one of which was the Stem course although the full cost of this came back in as funding. Q: Do you have to pay to cover the staff that go on the training? <i>A: They are covered internally, there hasn't been a need to use supply this year and is only used for long term.</i> The PiXL conferences were valuable and included in the cost of the package that has already been paid for, the conversations held on the way there and back were just as valuable as the course.	
12	<u>Curriculum</u> A presentation was provided on the white board about the curriculum and Ofsted's view in their new framework, there would be a higher focus on curriculum. Q: Is the new focus in response to some schools reducing their curriculum, focusing on maths and English? <i>A: Yes, and this is not just secondary schools.</i> Ofsted's working definition was to provide a framework to set out the aims in the school, with the knowledge and understanding that pupils would gain. This would be the 'Intent'. It should then have structure and narrative to 'Implement' and evaluation to measure 'Impact'. The plan: • move away from headline data, looking at how to achieve results, if that is providing	

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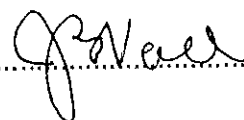
Minute No.		Action By
	a broad and balanced curriculum with rich and deep learning or teaching to test • Ofsted want to know whether the content of the curriculum had been learnt long term • vocabulary related to social class, over 4 years, researchers say that a four year old of a professional family would know 45 million words, working class 26 million, welfare 13 million • knowing more words makes you smarter – there was correlation of vocabulary size and life chances • phase 1 – lack of curriculum knowledge and expertise, confused with assessment and qualifications, narrowing of curriculum, preparing for test • phase 2 - case for change – accountability, workload, performance data, substance, Ofsted time to make separate judgement for pupil outcomes, quality of education • phase 3 - 25 indicators, curriculum quality – Intent, Implement, Impact throughout the framework • There would be no Ofsted approved curriculum and an expectation to do what was right for schools, exploration of how to build the curriculum design, sequencing of concepts, skills and knowledge in a balanced and continuum between subjects, cross curricular links, and application of school's own model of progression Where we are at: • reviewing current practices – addition of a sixth item to the SDP, current priorities were a long way through, we are building in curriculum work now, staff meetings were being held to discuss what it needed and wanted to look like based on the three I's – need to get intent and implementation in place by September • intent – teaching the statutory content of the national curriculum with no slippage, full coverage, aims and programme of studies • national picture of aims and evidence • we need to consider attainment, objectives, what was right for this school, if working effectively, policies and plans into practice, embedding knowledge Our Vision: • embed the values into the curriculum • child centred, build in • heart of the community Q: How has the curriculum been adapted to reflect the context of the school? A: Teaching of Islamic civilisation, local history. Q: Where do the children visit for geographical fieldwork activities on both key stages? A: local walks, field trips, there needs to be more of these. Discussion took place on visits and local areas that would be worth visiting to involve in the curriculum, children need to be learning and making memories through fun learning. Classroom curriculum would look at whether staff have the knowledge of subjects with training and CPD delivered for all subjects. It was noted that quality of non-core subjects was the same as maths and English. ML reported that the 20/21 Visual Arts Centre had submitted a bid to create an art curriculum for North Lincolnshire. The Headteacher added that the Head's Consortium was also looking at this to include staff CPD, and she would be attending the Secondary Head's Consortium meeting to speak about using staff skills from secondary schools to support	

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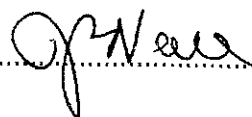
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	the primary schools' curriculum. Curriculum meetings were held to look at the FS subjects who had a smaller time slot, these would be increasing to ensure dedicated time allocated. Science was a core subject that required thought on ways forward for skills, a review of assessment and knowledge. WH stated there was an explicit link to maths from other subjects, such as science, lessons need to be at the same level in each subject, giving the opportunity to teach something in maths the week before the pupils would need the knowledge in science. Staff would review the drivers such as science, history and geography, alongside the enhancers such as DT, art and music. Q: Do you teach dance? A: Yes, in the PE curriculum. Q: Will changing the curriculum have an impact on results? A: We need to look at time and management, there was too much currently, we need to go back to the national curriculum and ensure the content was covered and review the extra being covered that was not in the national curriculum. WH reported that the curriculum was written to subjects, what the focus was for the year group, set out in subjects with the number of lessons; this worked smarter. Discussion was held on tests and test craft with the needs of the curriculum and the need to be year 6 ready. Maths and English needed to feed into other subjects, and books needed breaking down and covering thoroughly but be done in a shorter time in order to cover more. Q: Would you link RE to other subjects? A: Possibly, there are still standalones that may not fit into other subjects, as well as PE and PHSCE. A discussion took place on teacher delivery and implementation. Q: Are lessons that are delivered to separate classes by different teachers in the same year group planned the same? A: Yes. Delivery, resources and questions are all the same. Shared planning is working well for some, and not so well for others, teachers take ownership of the planning for the class and individuals. The excitement and enthusiasm of the teacher has an impact and focus is on 'are we doing enough to make it interesting'. Q: How is the school going to address issues for inexperienced staff? A: Through CPD, observing experienced staff and looking at the quality of CPD. The SDP meeting was held with subject staff looking at clear understanding of what needed to be taught, a team building exercise took place with experienced and inexperienced staff, a further meeting would be held to look at the plan and what it should look like, this would include children and governors. The Headteacher reported that the SDP had been updated on the google drive.	

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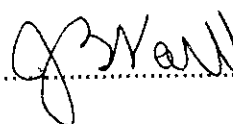
Minute No.		Action By
13	<u>Governors' Monitoring</u> <u>Governor Training Record</u> Governors were updated on training that had taken place since the last meeting.	
	<u>Future Training Dates</u> Governors noted the future training dates that had been circulated by email.	
	<u>Reports from Visiting Governors</u> Consideration was given to the following governor reports that had been circulated with the agenda: • computing – Mrs E Cole • pupil premium – Mr Veall • SEND – Mrs Hazelden • governor visit overview – autumn term • governor learning walk – challenge for more able KS2 The Chair felt that the learning walk was interesting and provided valuable information for governors. The Headteacher stated the next learning walk would look at what the school provided for less able pupils. The Chair added that a governor from another school would be attending the next learning walk to observe the practice.	
	<u>Locality Feedback</u> The Chair provided an overview of the discussion held at the locality network meeting held this term at this school. The focus was Ofsted.	
14	<u>Clerking / Governor Development SLA</u> The Clerk reminded governors that they had previously agreed: • to buy into the clerking and training SLA for one year The Clerk reported that Governor Services SLAs were increasing by 3% for the future year; the cost of clerking for 2019/20 would be £1,877 and the training would be £698. The Clerk offered to withdraw from the meeting whilst this item was discussed. RESOLVED: it was agreed to purchase the clerking SLA and governor development SLA for a year to 31 March 2020. ACTION: to ensure that the business manager was made aware as to whether the clerking and governor development SLA had been purchased.	Head
15	<u>Reports from Local Authority for Consideration</u> <u>Recruitment of Ex-offenders and DBS Checks</u> A paper had been circulated with the spring term agenda informing governors that North Lincolnshire Council as a registered body of the Disclosure and Barring Service (DBS) undertook checks on individuals to assess their suitability for working with children. It was also required that the council had a policy in place covering the recruitment of ex-offenders and the use, handling and storage of information from the Disclosure and Barring Service. The policy had been updated to comply with relevant statutory guidance including the DfE's 'Keeping Children Safe in Education 2018' and the General Data Protection Regulations. This policy was just one part of a robust recruitment practice to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups.	

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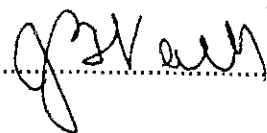
Minute No.		Action By
	RESOLVED: that the revised recruitment of ex-offenders and DBS checks policy was approved. ACTION: the Headteacher would inform staff members of the revised recruitment of ex-offenders and DBS checks policy as soon as possible	Head
	<u>Reporting a Concern (Whistleblowing)</u> Governors were asked to consider the new policy drawn up to ensure that employees were able to raise concerns in line with the Public Interest Disclosure Act. The governing body was asked to consider adopting the model policy. Should the governing body decide not to adopt the model policy 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 governors approved the reporting a concern (whistleblowing) policy ACTION: the Headteacher would inform staff members of the new reporting a concern (whistleblowing) policy as soon as possible.	Head
	<u>Dignity at Work</u> The policy was last presented to governors during the spring term 2016. The policy has been updated to reflect that when complaints are received in against the Headteacher, these will be discussed with HR. We have removed the automatic requirement that the council will investigate the matter. It is anticipated that when a complaint is received against the Head teacher, the Chair of Governors will discuss this with HR and agree a suitable impartial investigator. Further clarity has been added to the policy to try and encourage dignity at works matters to be identified and addressed as early as possible and to be managed within the informal stages. It is hoped that by accessing the policy at the earlier stages, that employment relationships can be positively maintained without escalation to formal complaints. The governing body was asked to consider adopting the revised model policy. Should the governing body decide not to adopt the model policy 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 governors approved the dignity at work policy. ACTION: the Headteacher would inform staff members of the new dignity at work policy as soon as possible.	Head

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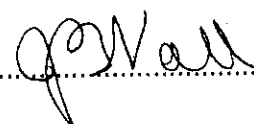
Minute No.		Action By
	<u>Annual Leave</u> This paper provided a model annual leave policy for support staff which schools could utilise to manage the leave of employees who do not work on a term time only basis. The policy has now made clear at the start of the document what the approach was with regards to term time only staff. A part of this review, further detail has been added to provide clarity on what happens when non term time employees: • join/leave part way through a year; • obtain higher or lower graded posts with a different leave entitlement; • are redeployed and there is a change in grade and/or hours. This is to ensure a consistent and fair approach in the above situations. Also a clear signpost to HR advice has been added for cases of long term sickness absence and its link with annual leave. This is due to the inherent complexity around shifting case law within this specific area. The revised model policy has been fully consulted on with the recognised trade unions. The governing body was asked to consider adopting the revised model policy. Should the governing body decide not to adopt the model policy 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 governors approved the annual leave policy. ACTION: the Headteacher would inform staff members of the new annual leave policy as soon as possible.	Head
	<u>Sickness Absence</u> A paper had been circulated with the spring term agenda relating to the policy last presented to governing bodies in Spring 2015. Governors were asked to consider the policy which included the following changes: The policy has been updated to reflect that in both the management of short term absence (erratic attendance) and long term sickness absence there will now be a clear three stage process. Stage 1, absence review meeting, stage 2 occupational health advice and stage 3 a medical capability hearing. Further clarity has been added regarding the minimum timescales for referral to occupational health when an employee remains absent from work on a long term basis. This has been done to ensure that adequate medical advice will be available for managers to determine the appropriate next steps to support employees. Within the policy an additional clause has been included to indicate that if within 12 months of concluding formal monitoring of an employee due to short term erratic attendance their level of absence once again causes concern, the manager now has the flexibility to re-commence monitoring at stage 2.	

Chair's signature



Minute No.		Action By
	The governing body was asked to consider adopting the revised model policy. Should the governing body decide not to adopt the model policy 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 governors approved the sickness absence policy. ACTION: the Headteacher would inform staff members of the new sickness absence policy as soon as possible.	Head
	<u>Whole School Pay</u> A paper had been circulated with the spring term agenda reminding governing bodies that they were required to have a pay policy in place which formed the basis for the determination of teachers' pay and the procedure for any appeals. The paper enclosed a revised model pay policy incorporating support staff pay and conditions which complied with current statutory obligations and DfE advice. The paper also informed governors: • that the current model teacher appraisal policy had been reviewed and required no change • that a full consultation with unions and teacher associations had been carried out regarding the new model pay policy The main changes to the STPCD 2018 made provision for the September 2018 teachers' pay award and are as follows: • 3.5% to the minimum and maximum of the unqualified pay range and main pay range • 2% to the minimum and maximum of the upper pay range, leading practitioner pay range and all allowances • 1.5% to the minimum and maximum of the leadership pay range • locally it has been recommended that the above percentage uplifts be applied to all points on the relevant pay scales, not just the minima and maxima Previously leading practitioners were paid on the leadership pay spine within points 1 to 18. However, this year leading practitioners have had a 2% pay rise awarded as opposed to the 1.5% awarded to leadership. We have therefore created a new leading practitioner pay spine (LP1 – LP18). Paragraph 46 of the revised Pay policy explains this new, separate pay scale for leading practitioners • appendix 1 now included these revised rates The governing body was asked to consider adopting the revised model policy. Should the governing body decide not to adopt the model pay policy 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 pay policy were requested to submit a	

Chair's signature



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	copy of their agreed pay policy to schoolsHRpolicy@northlincs.gov.uk. RESOLVED: the revised model pay policy was approved. It was noted the current teacher appraisal policy had been reviewed and required no change.	
	ACTION: the Headteacher would inform staff members of the new pay policy as soon as possible.	Head
16	<u>Policies</u> There were no school policies to consider. Q: Has the safeguarding audit been completed and returned to LA? A: Yes.	
17	<u>Dates of Future Meetings</u> • full governors – Wednesday 22 May 2019 at 5.00pm • safeguarding and premises committee – Tuesday 5 March 2019 at 5.00pm and Thursday 25 April 2019 at 5.00pm • finance and personnel committee – Tuesday 5 March 2019 at 6.00pm and Thursday 25 April 2019 at 6.00pm • school improvement committee – Friday 14 June 2019 • standards committee – 27 March 2019 (on spring term agenda) • locality network meeting – Tuesday 30 April 2019 at 6.00pm (Oasis Academy Parkwood)	
18	<u>Any Other Business</u> There was no other business.	

GOVS/AA/TJH

Chair's signature

