

## Barley Lane School Full Governing Board Meeting 5 (Part 1 Minutes)

Date / Time:	24 <sup>th</sup> March 2022 at 17.30	Location:	Barley Lane School
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Attendees:	Initials:	Governor Type:	Arrival time
Raz Miah	RM	Staff	
Liz Shinn	LS	Local Authority (Vice-Chair of Governors)	
James Martin	JMa	Co-Opted	
Jenni Palmer	JP	Parent	

Attendees:	Initials:	Governor Type:	Arrival time
Dave Jones	DJ	Staff –Interim Headteacher	
Damian Furniss	DF	Foundation (Chair of Governors)	
Helen Crossfield	HC	Co-opted	

Sanctioned Apologies:	Initials:	Governor Type:
Katrina Campbell-Crocker	KC	Foundation
Pippa Ansell	PA	Parent

Unsanctioned Apologies:	Initials:	Governor Type:

In Attendance:	Initials:	Governor Type:
Helen Rimmer	HR	Clerk to Governors
Vicki Sessions	VS	Invited-BL Deputy Headteacher
Judith Ford	JF	Invited – BL Bursar

Minutes To:
Full Governing Board

BL= Barley Lane

DCC=Devon County Council

PPA= planning preparation and assessment time

GDPR=General Data Protection Regulation

FGB=Full Governing Board

SLT=Senior Leadership Team

LG=Lead Governor

DfE=Department of Education

TLR= Teaching and Learning Responsibility

All reports had been distributed to the Governing Board via the GovernorHub (secure online portal) prior to the meeting.

**Meeting started: 17:38**

The Governing Board met in person for the 1<sup>st</sup> time in 2 years (the last 2 years of meetings had been held virtually due to the Covid-19 pandemic)

5/1.1	<p><b>Apologies &amp; Business Interests</b>            KC's and PA's apologies were sanctioned by the Board.            No new business interest declarations were made</p>		
5/2.1	<p><b>Clerks Housekeeping</b>            HR made the governors aware that there is governor training available on The Key. She said she had only just discovered the training but had already passed on information about new governor training to PA and Safeguarding training to JP. She has asked them to feedback on the quality of training.</p>		
5/2.2	<p><b>Ofsted</b>  <a href="#">OFSTED visit November 2021 training inspection example shared with DSL chat</a>  <a href="#">More Ofsted Prep Jan 22 HT notes</a>  <a href="#">Ofsted Info</a>  <a href="#">Ofsted Info for Teachers</a>  <a href="#">OFSTED Info Overview</a>  <u>Minute 4/2.7</u> DF reported that as well as reading the notes he had reviewed the 2017 inspection report from Ofsted, to remind himself what the Ofsted inspector had suggested were the next steps for BL. He then looked at how successful BL has been in achieving these next steps:  <u>More distributed leadership</u> – DF reflected that the new model of leadership [adopted since the last inspection] is more distributed. Also, BL is in a position where staff have 5 years more experience and are taking on more responsibilities – DF would like to build on this further.  <u>Improve the website</u> – DF said he had mixed feelings about the current website (which had been updated since the last inspection). DJ informed the Governing Board that he had just commissioned a new website for the school. He said it will have a simpler layout making it easier to navigate. He suggested governors look at the website for St Peter's School in Exeter &amp; Withycombe Raleigh's in Exmouth's, as the new design has been based on these. DJ said one of the improvements will be that the policies will all be in just one place (unlike the current website, where some are under 'parents' and others found under 'professionals'), in alphabetical order. DJ said the new website is being designed now. DF welcomed this as good news, because the website is the 'front window' and 'front door' for a school.            DF remembered that at the feedback meeting, the Ofsted inspector said to DF that <u>to aspire to be outstanding a school needs to be outward looking</u>, to engage with other schools, the local community, alternative provision providers etc. DF said BL has made some progress towards this. DJ said at recent staff meeting, staff identified 6 schools locally, within a 15 minute radius of BL, with which they would like to forge links; Bowhill Primary, Exwick Heights, Redhills, Montgomery, St Thomas Primary &amp; Westexe (Secondary). BL already has links with Withycombe Raleigh Primary in Exmouth via DJ's NPQH (National Professional Qualification for Headship) and RM's teacher training placement. BL also has links with Combe Pafford and Marland School. Staff will be visiting Marland next week and there is peer review arranged for Tuesday 3<sup>rd</sup> May 2022, when Marland will be at BL looking at behaviour, curriculum and they will be looking at an area of strength and an area of weakness. They will be bringing their Headteacher and 3 members of the Senior Leadership Team. <b>In response to a question from DF</b>, DJ said they will not be bringing a governor. DJ asked if any of the governors</p>		

	<p>would be available to be in school during the day, when Marland visit. DF said he will make sure at least 1 governor is in school that day.</p> <p>ACTION – DJ to email DF with confirmation of when Marland’s peer review visit taking place and when governors are required to be in school.</p> <p>DF said based on feedback from others on their recent inspections, <u>the new Ofsted framework</u> is better. It is more children focused and less focused on process. But one change is they no longer start inspections by speaking to the Headteacher and Chair of Governors. They speak to anyone in the school and any member of the Governing Board and expect anyone in the school community to be able to articulate what the school is all about. DJ said he has made all staff aware that anyone of them could be picked to be interviewed by the Ofsted Inspector. And the staff already have experience of a similar situation when during the latest safeguarding audit the inspector first went to speak to the kitchen staff.</p> <p>HC said that in the report from another school, there is an emphasis on ‘<u>sexualised behaviour</u>’. HC said she felt she does not know enough about this issue or what school is doing in relation to it and asked <u>whether governors could have some information or a presentation on the subject</u>. DJ said that although BL is a boys only school, some children present risks. All children are escorted within school the whole time. There is an emphasis on supervision. DJ informed governors that all ‘peer on peer’ behaviours, whether bullying or sexualised behaviour or [inappropriate] comments are identified and reported on CPOMS with the appropriate label, so staff can search on these terms. RM said that these topics are covered by Alyssa Lee (BL PHSE lead) on the <u>PHSE curriculum</u>. Delivery of PHSE is supported by ‘Emotional Logic’ and ELSA (Emotional Literacy Support Assistant) and delivered by VS with the assistance of Gabbie Barrett (BL, Learning Support Assistant (LSA)) and a small team. DF, reminded governors, that AL had previously presented a talk on PHSE to the Governing Board. DF said BL pupils not only potentially pose a risk in school but could pose a risk to others outside the school environment. LS noted that, when she has been in school, she has seen that staff react to individual incidents at the time they happen.</p> <p>DF said he would also expect inspectors to ask about <u>County Lines</u>. DF said he is confident that staff can identify these risks, which are real and present in the school. DJ agreed there are a small number of children presenting as at risk. When identified, BL speaks to social care, and he said that the local police have spoken to pupils. However, the police have said age 15/16 is too late to speak with the pupils and they need to speak to pupils when they are around 12 years old. RM said that for many of the at-risk pupils BL did identify [and highlight] the risk a couple of years ago, when the pupils were that age.</p> <p>LS observed that safeguarding is imbedded in everything [that happens] at BL. DJ said staff have had to challenge social care when they are not following their own guidance due to them being over-stretched with their resources.</p> <p>There was a discussion about the experience of other schools during inspection.</p> <p>DF said day to day practice is good at BL, but school needs to acknowledge there are areas that are still being developed, where weakness has been identified and plans are in place to make improvements.</p> <p>DF said <u>feedback from parents, carers and pupils is good</u> and a strong point for school. DJ reported that he has written to parents thanking them for their feedback and asked the minority who were not happy to get in touch, so he can look at why they were not happy (as the original survey was anonymous).</p> <p>DJ said the drive in improving teaching by VS in the last year had been reflected in the good feedback. BL has re-focused on learning and teaching. DF said the culture of peer feedback exceeds anything done by other schools and it is done in a beneficial non-threatening way. LS also has observed that the professional dialog is huge at BL</p>	<p><b>DJ &amp; DF</b></p>	<p>April 2022</p>
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	<p>compared to other schools she has experienced. DF and LS both pointed to embedded practice where school staff communicate in daily meetings including the school improvement plan being embedded.</p> <p>DF said recent inspection results in Devon have been good, above the national average. Inspection teams have encountered some disruptions caused by covid in the schools they are due to visit, in which instance the inspectors move to inspect an adjacent school with sometimes only minutes notice.</p> <p>DF concluded by saying that <u>[during the pandemic]</u> BL had provided a good complimentary home-offer blended with keeping the school open throughout. LS congratulated the SLT for ‘thinking outside the box’. DJ said that [running the school during] the Covid-19 pandemic has recalibrated the children (in a positive way) and made staff more resilient and had an overall positive effect. DF said he believed BL had coped well with all the changes brought by the pandemic because the school was already used to adapting to how school life presents itself on a daily basis.</p> <p>ACTION – HR to invite Alyssa Lee to a Summer Term meeting, to report on PHSE programme how it is now embedding</p>	HR	Summer Term 2022
5/2.3	<p><b>Minutes of the last meeting</b>  <a href="#">draft minutes virtual meeting 4 FGB 17 Feb 22</a>  The Governing Board agreed the minutes as a true and accurate record, and they were signed as such by the Chair of Governors.</p>		
5/2.4	<p><b>Action Points</b>  <a href="#">Copy of Table of Actions FGB 4 17022022</a>  HR said all actions from previous meeting were complete except she did not receive an update from anyone on their past actions and their status (<u>minute 4/2.9</u>).  ACTION – HR to check historic meeting Actions and chase individuals where an update is still required to confirm if completed.</p>	HR	April 2022
5/2.5	<p><b>Chair’s actions</b>  DF reported that he has been working on the <u>Headteacher recruitment process</u>. There will be more information for non-staff governors in Part 2, at the end of the meeting (minute 5/14.1)  DF said he would be contacting all BL staff the following day to let them know broadly what is happening. He will also speak to JF and VS to make arrangements for day 1 of the 2 days interview process, which will take place in school. He apologised that it may be disruptive in school on Thursday 7<sup>th</sup> April 2022. Day 2, Friday 8<sup>th</sup>, is then offsite. DF said he has worked with JF and VS to minimise disruption.  DF said there are currently lots of covid cases, so he has built-in covid contingencies. Covid could affect staff or the candidates. Candidates will be asked to test early on the morning of the first day, so DF can respond on the day – worst case scenario could lead to the process being postponed to the summer term. DF acknowledged this would not be good for the school or for the candidates so he would prefer not to but will consider if the worst-case scenario presents.  DF said he will also be communicating with the candidates the following day.</p>		
5/3.1	<p><b>Budget Monitor</b>  <a href="#">G150 report 15.3.22</a>  JMa reported that the carry forward has grown to just under £600k, this has been driven by the continuing unfilled vacancies for 2.5 Teaching Assistants (TAs) and receiving insurance payments from staff absence. JF said also the support staff pay award was less than had been budgeted for. JF said that savings from vacancies are usually offset by the cost of supply, but BL couldn’t source supply staff either.  JMa said he has been looking, with JF, at budget planning for the next 3 years. They have been looking at different scenarios, depending on who is appointed as the substantive Headteacher. The carry forward looks healthy now but the carry forward may diminish in Year 3.</p>		

	<p>JF reported that DCC are monitoring the carry forward.</p> <p>DF said budgeting anywhere currently is difficult to manage due to the volatility and variable inflation. Which will be a challenge for all public service budgets. It is not possible to anticipate pay settlements or the cost of heating, lighting and petrol in vehicles.</p> <p>DF concluded that it is more difficult than any time during the governors' experience.</p> <p>JF said school must publish next year's budget by 1<sup>st</sup> May 2022.</p>		
5/3.2	<p><b>Agree/approve SFVS (Schools Financial Value Statement)</b>  <a href="#">Schools financial value standard SFVS checklist 2021-22 Draft</a>  DF reported that he has now completed the required skills matrix.</p> <p><a href="#">The Governing Board approved the draft SFVS</a></p> <p>ACTION - DF to sign the SFVS and JMa to ensure the signed SFVS is submitted by the deadline.</p>	DF	ASAP
5/3.3	<p><b>Headteacher and Staff Wellbeing</b>  DF reported that he had received a couple of emails from staff asking for an update on the <u>Headteacher recruitment process, as it was unsettling them</u>. DF said he was committed to letting all staff know the outcome as soon as it is confirmed.</p> <p>DJ said he has covered <u>staff wellbeing</u> in his Headteacher report (see minute 5/7.1). In his opinion staff wellbeing is largely good, there is a pocket of staff sitting between not so good and good and a smaller pocket who are not so good. DJ said staff don't mention all their issues to him.</p> <p>DF said he had personally accompanied one of the Headteacher candidates as they had a tour of the school and had spoken to all the candidates after they had looked around. All the candidates seemed to be genuinely complimentary about the conversations they had had, they said they felt welcomed and the interactions they had demonstrated the ethos of the school. DF wished to pass on their thanks to every child and member of staff the candidates spoke to.</p> <p>VS reported that she had had a visitor about the English vacancy, they got back in touch to say thank you and complimented BL on it's school environment. VS said she is receiving positive feedback from staff, they are tired but happy, but agreed the Headteacher recruitment is unsettling some staff.</p> <p><b>DF asked about the current impact of covid on the staff.</b> DJ replied that 5 out the 8 weeks this term have been disrupted. Carl Moore (BL, Operational Lead (whole school/behaviour/wellbeing)&amp; deputy designated safeguarding lead) has had to relocate to the primary unit, due to challenge being experienced there. VS had been back in class to cover classes, both college tutors were off at the same time so pupils could not go there for 2 weeks and this was not good for the pupils.</p> <p>DJ added that <u>problems with recruitment</u> are also having a negative impact. BL cannot get staff for vacancies, which JF and DJ said is a nationwide problem. DF said people who have the option of retiring have re-evaluated their lives post pandemic. Compounded by public sector wage restraint versus the private sector, who can offer more money. DJ said BL started with 2.5 staff down, plus retirements on top. The English post has been advertised since January and only 2 people have expressed an interest. He said they may have to readvertise with a TLR attached and hope to find someone who wishes to relocate. The Governing Board discussed the advert, JF said staff are all sharing the Devon Jobs adverts for the vacancies on their social media  ACTION – JF to share Devon jobs social media links to BL vacancies with all governors so they can share them on their social media, to reach a wider audience.</p> <p>DJ queried whether offering more money may attract someone to fill the vacancies. JF</p>	JF & All governors	asap

	<p>said the jobs are evaluated by DCC and cannot be advertised at higher grade than the Job Description is set at.</p> <p>RM asked about filling roles with an apprenticeship, JF said that BL does not pay into the levy due to being part of the SENTient Trust and when she has looked into it previously, she was told by DCC that BL cannot access DCC apprentices.</p> <p>DJ wished to make a statement about Headteacher wellbeing. He said whoever becomes the substantive Headteacher at BL will need a <u>SLT restructure</u>. DJ wanted to propose a model, which included 2 Deputy Headteachers and more depth. DF said to DJ, that if he is appointed as Headteacher, he can bring a proposal to the Governing Board next term. DJ said if someone else is appointed they will need to be included in the discussion. JF suggested that this conversation would be needed before the budget for next year is finalised, in time for the (1<sup>st</sup> May) deadline.</p>		
5/3.4	<p><b>Analyse use &amp; impact of additional funding (Pupil Premium, PE funding, covid-19 catch-up etc)</b></p> <p><a href="#">Pupil Premium Statement on school website</a> (<a href="#">BLS-Pupil-Premium-Statement-2022-24</a>)</p> <p><u>Minute 4/3.1</u> - DJ reported that he has redone the <u>Pupil Premium</u> document and it is now on the website. The new format should be easier to understand.</p> <p>HC was pleased it was now up to date. She asked what proportion of pupils receive <u>Pupil Premium</u>, DJ replied, 44 children.</p> <p>RM said [how Pupil Premium is spent] links well to the parent feedback. DJ agreed that it is attuned to what the parents want and how they want the children to be supported.</p> <p>DJ said they are looking at getting swimming back on the curriculum. RM said the literacy intervention is huge.</p> <p>DJ said the <u>PE funding</u> has been agreed (at the previous Full Governing Board meeting in February, minute 4/3.3) to be used for L&amp;F Multi-sport for 1 more year.</p> <p>DJ said that amongst other things, <u>covid catch-up funding</u> was spent on GAPS (a Grammar and Punctuation and Spelling Platform).</p> <p>LS said it should now be possible to take a cohort of <u>Pupil Premium</u> pupils and track their progress. <u>LS asked how progress is measured for PHSE</u> – LS answered herself that the feedback [from parents] reflects this. DJ said pupils are benefiting from BL’s mental health strategy and PHSE. VS said the <u>Learning Support Assistants (LSA)</u> work extra hours and are trained to offer additional emotional support. DJ said this kind of work [from the LSAs] could be an argument for their Job Descriptions being grade E, rather than the current grade D.</p> <p>DF said this backs up the Governing Board’s belief that the adults that work with the children make the most difference [at BL school]. Investing in them and having staff recruitment aimed at developing people who work well with the children and then developing them further, is key.</p> <p>RM said that BL needs to be wary of [increasing the LSA wage and] attracting the wrong people, those looking at the money rather than the right person attracted by the job. DF said that it would be good if staff had the opportunity to progress from grade D, if they take on additional responsibilities and skills.</p> <p>Returning to looking at the impact from the additional funding school receives, <u>DF said [governors and other stakeholders] must know what difference the money is making to the intended group of children.</u> DJ said the <u>new science teacher</u> has transformed science teaching. RM and DJ both said they have never known so much pupil engagement [in the subject] and said the science teacher is broadening the curriculum on offer. VS said another benefit that the new science teacher has brought is that she has come from mainstream school, and brings that perspective into BL school, where the vast majority of staff have been working at BL for a long time. The science teacher</p>		

	<p>has found the transition from mainstream to working at BL very positive. DF referred to his last governor visit to school– (<a href="#">BLS 09022022 Governor Visit DF</a>), during which he saw the science teacher working with the pupils and playing basketball with them, showing she has thrown herself into life at BL.</p> <p>LS said BL should showcase how positive it is to work at the school, maybe on the new website. There was a discussion about potential opportunities to do this. JP suggested a video about the school, DJ said a parent had recently asked whether there was a video about the school.</p> <p>DJ also wanted to congratulate the new safeguarding officer, Helen Kidney, for the positive impact she is having.</p>		
5/4.1	<p><b>Health &amp; Safety and Building Maintenance</b></p> <p>JF reported that there has been a rat in the kitchen area. Rentakill have been called in, they are trying to find out how it got in. School has taken precautions, the room has been closed, JF has informed Health &amp; Safety at DCC.</p>		
5/4.2	<p><b>Quotes for CCTV upgrade and building maintenance work</b></p> <p>DJ said he wants each and every blind-spot in school to be covered.</p> <p>JMa requested time to look into the budget and the item was deferred to the April meeting (post meeting note:The decision to defer this item had been made on 22<sup>nd</sup> March 2022 and communicated to governors and the BL site manager) ACTION - HR to ensure item 5/4.2, quotes, is on the agenda for the meeting in April.</p>	HR	April 2022
5/5.1	<p><b>GDPR</b></p> <p>JF had shared the latest GDPR newsletter (written by BL’s Data Protection Officer (DPO)) with all staff. ACTION – HR to ensure the GDPR newsletter is shared with all governors.</p> <p>DF wanted to highlight the threat of a <u>major cyber-attack</u>. He said although it was unlikely a cyber-attack would target the school system directly. DF said DCC is aware of the potential threat.</p> <p>DF wanted BL to consider that a cyber-attack could affect infrastructure school relies, for example, there could be a power outage. He asked what the contingency plan would be? Would BL stay open. Following a discussion, The Governing Board and SLT concluded that it would not be safe for school to remain open without power or water. Noting that in a scenario where power was out everywhere, communication would be affected, and home learning would not be available as an option.</p> <p>DF suggested BL inform parents what would happen in event of a national power outage, but only if it could be done in a way that did not scare parents. JP said schools send out to parents all sorts of scenario information. There was a discussion about what the procedure would be in various scenarios. All agreed that if an infrastructure outage occurred whilst pupils were already at school BL would not be able to send their pupils home unless parents/carers were available.</p> <p>The Governing Board concluded that in the event of an interruption to major infrastructure, such as water or power, school would try and keep pupils at home. A letter should be sent out to parents informing them of this, but it was acknowledged that a few parents would need the reassurance of a phone call to alleviate their fears.</p>	HR	ASAP
5/6.1	<p><b>Decide a schedule of Lead Governor (LG) presentations</b></p> <p>DF was glad to see more LG visits taking place.</p> <p>The Governing Board agreed to creating a programme of focused visits and follow up presentations to the Governing Board. With the aim to have LG presentation at every meeting.</p> <p>DJ suggested a visit looking at Alternative Provision; college, work experience or in-house tutoring.</p> <p>DF said if the Board does decide to reconstitute [with an increased number of governors] it may be possible to have a LG with a focus on outside provision.</p>		



	<p>The Governing Board was informed that VS has visited providers, at the Inspire office in Buckfastleigh and the CST office in Newton Abbot on behalf of the SLT. It was agreed LS would visit an alternative provision provider and report back during the Summer Term.</p> <p>ACTION – LS to arrange a visit to some of the Alternative Provision providers and report back to the FGB in July 2022.</p> <p>DJ and RM suggested a visit linked to work experience providers. This is an area led in school by Julian Credgington. RM (careers LG) reported that she received some feedback from JC the previous day. He said BL is actively prioritising year 11 at the moment. The previous 2 years it has been difficult to access placements and find available provision.</p> <p>ACTION – RM to prepare a Lead Governor presentation on work experience and careers, and maybe invite Julian Credgington (staff lead), to May 2022 FGB meeting.</p> <p>The Governing Board agreed there would not be a LG presentation at the April meeting as it is an additional meeting with a focus on the Budget and the future shape of the Governing Board.</p>	<p>LS</p> <p>RM</p>	<p>July 2022</p> <p>May 2022</p>
5/7.1	<p><b>Questions on the Headteachers report</b></p> <p><a href="#">1. HT Govs reporting FGB 24.03.22</a>  <a href="#">Appendix 2 - Safeguarding governor visit suggested Questioning</a>  <a href="#">Appendix 3 - Well-being governor suggested questioning.docx</a>  <a href="#">Appendix 4 - Describe a particular strength of the school</a>  <a href="#">Appendix 5 - Describe an area you feel we could improve upon</a>  <a href="#">Appendix 6 -Training Summary 2021 - 2022 v2</a>  <a href="#">Appendix 7 - Parent feedback scores</a>  <a href="#">Appendix 8 - Brendan Stone Feedback Feb 2022</a>  <a href="#">Behaviour report Spring 2 21-22 indicators new</a></p> <p>DJ said he would like to encourage questions from the Governing Board and requested governors flag up areas where he could improve the format of the report.</p> <p>DJ summarised his report. He said the leadership team is passionate and honest with a healthy working relationship. This has led to a good climate in school with the wider team contributing. The recent safeguarding audit feedback re-enforced that school is safe and the children feel safe.</p> <p>DJ said that the [Covid-19 pandemic] has improved pupil behaviour, they valued that they were protected and connected with [school and staff] during covid. He told the governors that VS has worked very hard with the team to improve the teaching BL delivers, by using peer observation to embed practice.</p> <p>DJ reported that a permanent exclusion last week was rescinded.</p> <p>He said that the pupils ask lots of questions about life outside BL. RM said Mike McDaid has been leading on the outdoor learning programme. He has secured provision from Haven Banks until the summer, they provide development opportunities from primary up, [one of the opportunities which] lead to pupils leaving BL with accreditations and life skills including Duke of Edinburgh (DofE) Award. DJ said the SLT are always looking for opportunities for pupils on-site.</p> <p>DJ said BL has been affirmed as a happy and safe place to be.</p> <p>DF confirmed to the Governing Board that DJ discussed the <u>exclusion incident</u> with him, and he agreed with the principal DJ applied. That school should only consider a permanent exclusion, if rehabilitation and reintegration are impossible. Sometimes staff may not know right away if this is the case, and it may be appropriate to suspend the pupil first. As the incident [leading to exclusion to be considered] is usually an assault on another member of the school community, they also need a voice. DF said in this case it seems to be the right conclusion for the child and the member of staff and the school community.</p> <p>DF said it was good to read the <u>parent/carers feedback</u>. Parent/carers were asked 2</p>		



	<p>focused questions; name something good about school and what would you do to improve school? The feedback includes positive things about individual staff, including DJ and the college tutors. Parents also reported that communication from school was really strong.</p> <p>HC asked whether BL has links with other schools in the SENTient Trust, besides Marland, and asked to discuss how to develop links further. DJ said VS has links with Orchard Manor but the Headteacher there just left. DJ reported that he attends SENTient Trust meetings, he would like VS to attend as well. He finds it to be a valuable opportunity to check in with peers and colleagues. HC asked if there are links, between schools, at middle management level. DJ replied that he has just started a conversation with these staff, asking them to plan to visit other schools. The ELT (Extended Leadership Team) have dedicated time in their timetable which they can use to make visits. HC asked if the Headteachers in the other schools are encouraging their staff to visit BL. RM said at Withycombe Raleigh, in Exmouth (where she went for teacher training) she has a positive relationship with the Headteacher and staff. Just need to develop a framework to make [visits] happen. HC stressed the importance of having people coming to visit BL, as staff can learn from both experiences. VS said visits had been limited by the covid-19 Pandemic. She said she is encouraging those teaching the core subjects (science, English, maths and IT) to have email links with counterparts in Marland, as they also teach all boys. She said she knows BL's science teacher has made links and will follow up with the other subject leads. JF reported that she has made contact with the School Business Manager at Marland, which she has found beneficial.</p> <p>There was a discussion about the <u>(new pupil) consult process</u> – VS informed the Governing Board that now BL has wider contacts, it is possible to contact the schools where the pupils have been before. DJ said the consult process improving.</p> <p>JMa said it is now 10/11 months since DJ became acting, then interim, Headteacher. He asked DJ for his assessment as to whether teachers and pupils now respond to DJ differently. DJ replied that he has been tested and expected to be. But the anonymous peer feedback gave 100% approval for morale and effectiveness. He hoped that as the feedback was anonymous staff would have been honest. (He noted that VS, Carl Moore (BL, Operational Lead (whole school/behaviour/wellbeing)&amp; deputy designated safeguarding lead) and RM also received very positive feedback.) DJ said he has a different style from the previous Headteacher. He allows people to have their say and worked hard to promote staff wellbeing. He said that he would change this style if feedback [suggested it was the right thing to do]. DJ said some people missed the previous Headteacher's direct style. LS said DJ and VS both stepped up into different roles [10/11 months ago] and everyone needs to adjust and not communicate in the same way [with each other] as previously and be more circumspect. DJ said he has found it to be an incredible learning journey, which he has enjoyed, it has been tough but that was what he expected. He said if he is appointed as substantive Head he will have to adapt again. RM said the pupils still perceive DJ the same as they did [when he was Deputy Headteacher], they already respected him, and this respect has continued. DJ agreed the children have been remarkable. RM said even challenging pupils and newer pupils have just settled in. VS said the difference is that DJ is always there, and he is constant in the way he deals with staff. LS observed that all the SLT are [constant] and supporting each other.</p>		
5/8.1	<p><b>Teaching and Learning Curriculum</b>  <a href="#">Governor Visit Jan 22 LS</a></p> <p>DF apologised that the previous items on the agenda had taken more time than expected, not leaving enough time to cover the curriculum in depth. VS said lots of information about the curriculum had been covered in the Headteacher's report.</p> <p>LS reported that when she made her visit, the curriculum overview was a work in progress but (although a constantly evolving document) it is now complete and</p>		

	<p>covering everything. LS said the work is being done by VS and her team together. LS stated that the next stage of the process is evaluation. VS said that over the next week, Key Stage 3 groups will get together and discuss what is working and what still requires further work.</p> <p>ACTION – VS to share the curriculum map with the Governing Board.</p> <p>ACTION – HR to ensure the curriculum is on the agenda for the May 2022 FGB to allow governors to discuss again.</p>	<p><b>VS</b></p> <p><b>HR</b></p>	<p>April 2022</p> <p>May 2022</p>
5/8.2	<p><b>Quality of Teaching &amp; professional development</b></p> <p><b>In response to a question from DF about peer observation</b>, VS said it had highlighted discrepancies between how staff were working. For example, VS herself works in a structured way, which leads to the pupils being calm. However, when she has covered other classes it has felt chaotic; dates on the board not correct, children getting up all the time. They aim to improve the structure across the school, and VS said it helps to do this if staff are watching one another teach. VS said she enjoys watching other staff and being able to pick up fresh ideas and pointers from others is positive. VS also observed that the fact that lots of peer review taking place has helped, people have got used to it and realised it is a positive experience. She said it is good for pupils to see staff sharing. DF noted that when he visits school and joins lessons he has always been accepted by staff and pupils, even when he was not expected.</p> <p><b>Speech and Language</b>. VS reported that the Speech Link Programme, led by Chloe Harber (BL, teacher) has been very positive. RM said Carloline Bernard (BL, teacher) is also delivering interventions. VS said a Speech and Language Team worker is coming in to work with staff over the next few weeks. BL has the resources so staff can input BL's own interventions even if pupils don't meet the Speech and Language threshold. DF said that CH had spent 30 minutes with one of the Headteacher candidates, as they viewed the school, and CH came across very well to the candidate, who commented on it later. VS said CH has settled into BL really well and she is contributing to the wider school. RM added that it is clear she loves her work. DF agreed that this is how it came across, during the candidate's visit. VS said CH is always researching and enthusiastic.</p> <p>LS congratulated staff for finding reading material for the boys' writing, acknowledging that it takes a lot of work.</p>		
5/8.3	<p><b>Monitor Arrangements for school visits/ residentials</b></p> <p>This item was not discussed.</p>		
5/8.4	<p><b>Curriculum Policy</b></p> <p>This item was not discussed</p>		
5/8.5	<p><b>Equality Objectives</b></p> <p>ACTION - Equality Objectives to be deferred to the May 2022 Full Governing Board meeting</p>	<p><b>HR</b></p>	<p>May 2022</p>
5/8.6	<p><b>Benchmarking</b></p> <p>DJ said Ben Wells (BL, teacher) is downloading ASP (Analyse School Performance) and the IDSR (School Inspection Data Summary Report) at the moment. It will be available to report back to the Governing Board in May 2022.</p> <p>ACTION – Benchmarking data to be presented to the Governing Board at the May 2022 FGB meeting</p>	<p><b>HR</b></p>	<p>May 2022</p>
5/9.1	<p><b>Safeguarding</b></p> <p>DF said there had been an exclusion which was discussed in the Headteacher report (minute 5/7.1)</p> <p>DJ and RM said Carl Moore (BL, Operational Lead (whole school/behaviour/wellbeing)&amp; deputy designated safeguarding lead) has done lots of work with the restraint reduction network and how it impacts, BL subscribes to PRICE training (which includes restraint reduction workshops). BL benefits but not all peers subscribe. DJ said the data in school's behaviour recording, evidences that this training supports safeguarding, the collated information shows how the embedded staff processes reduce incidents.</p> <p><b>LS suggested that the governors are presented with [an anonymised] case study to</b></p>		

	help illustrate [how the restraint reduction programme is benefiting pupils].		
5/10.1	<p><b>Governance Development</b></p> <p><b>Governor visits</b></p> <p><a href="#">BLS 09022022 Governor Visit DF</a></p> <p><a href="#">22.03.21 Governor Visit HC</a></p> <p>DF mentioned his visit in minute 5/3.2.</p> <p>HC said whenever she visits, she is always impressed with how calm school is. She said [during her latest visit] it was good to get chance to speak to VS.</p> <p>DJ said it was good that governors were now able to return to a more routine process of visits. He thanked the governors who have made visits recently. During these visit governors have seen lots of aspects of school life, for example, looking into lessons and understanding safeguarding.</p> <p>LS said that when classes come to the end of a unit of work and have work to 'show-off' to let her know and she will come in to see it. RM said she will definitely take LS up on her offer.</p>		
5/10.2	<p><b>Governor Training</b></p> <p>DF said governors have already heard about the training being provided by The Key (minute/5.2.1) and there is also the online training school subscribes to – SSSCPD.</p> <p>JP reported that she has carried out some online training.</p> <p>ACTION – JP to submit training reports with feedback from all her recent training.</p> <p>DF said he would like the Board to have feedback from the courses being provided by The Key.</p> <p>HC reported that she is booked onto some upcoming training.</p>	JP	April 2022
5/11.1	<p><b>Policies &amp; Procedures</b></p> <p><b>Equality Policy</b></p> <p><a href="#">barley lane school equality policy</a></p> <p><a href="#">barley lane school equality guidelines</a></p> <p>(This item was postponed from the previous meeting)</p> <p>HC recommended that the Governing Board adopts the model equality policy</p> <p><b>The Governing Board agreed to adopt the recommended Equality Policy.</b></p>		
5/11.2	<p><b>Working from home</b></p> <p><a href="#">Model policy working from home 2021-22</a></p> <p><a href="#">Staff Leave and Absence Policy adopted 16Dec22</a></p> <p><a href="#">email from HR One model leave &amp; absence policy</a></p> <p>(A working from home policy was adopted without discussion at the meeting in September 2021 – it has since become apparent that elements of this policy clash with the DCC model staff leave and absence policy the Governing Board had already adopted. The clash related to staff being paid to work at home when they were looking after an ill child at home.)</p> <p>The Governing Board discussed the feasibility of working from home for school staff in various roles and situations where it would be appropriate for staff to work off-site. For example, strategic thinking time offsite for the Headteacher or a staff member, maybe with regards to a TLR. It was felt that changes during the covid-19 pandemic had blurred the lines. But distance teaching and learning in the pandemic situation was different than day to day running of the school.</p> <p>DJ said that there had been a culture in the school [under the previous Headteacher] where the first day of looking after an ill child at home was paid. HC stated that this was not in the adopted policy at BL and was not policy at any maintained school in Devon. Although a Headteacher has discretion in a crisis.</p> <p>The Governing Board were all in agreement that there should be no routine working from home for school staff.</p> <p><b>The Governing Board delegated HC to look into the situation, consider nullifying the working from home policy and bring recommendations back to April meeting.</b></p>		

	ACTION – HC to bring recommendations to the April FGB meeting, regarding the working from home policy, whether it should be rescinded, and recommendations as to number of days of leave to delegate to the Headteacher to approve.	HC	April 2022
5/11.3	<b>Outdoor ed, off-site activities</b> <a href="#">Barley Lane School Policy for Outdoor Ed Trip and Visits - 2022-24</a> <a href="#">OEVOSA 2020</a> DJ reported that he has updated the policy. <b>The Governing Board agreed to adopt the updated outdoor Ed Trips and Visits policy</b>		
5/11.4	<b>Governor Allowance &amp; expenses Policy</b> <a href="#">Governor Allowances and Expenses Policy review Jan21</a> JMa recommend the Governing Board keep the policy the same. <b>The Governing Board agreed with JMa's recommendation and agreed to keep the same Governor Allowance and Expenses Policy the same and review again in 1 year.</b>		
5/11.5	<b>Exam policies</b> LS reported that she has been liaising with the BL exams officer and has approved the latest exam policies.		
5/12.1	<b>Items brought forward by the Chair</b> <i>*request for vehicle purchase approval</i> DF asked JF if the cost of an additional car is in the budget. JF confirmed that it was. DF said as the money is in the budget, he recommended that the car purchased is agreed. <b>The Governing Board agreed to the purchase of an additional vehicle for the school.</b>  DF said in the future BL will need a plan for the fleet of vehicles built in to budget – to allow for, the situation JF alerted governors to, as the current fleet of vehicles is coming to the end of their life.  *DJ questioned the <u>delegated spend of the Headteacher [in the School Finance Policy]</u> . He suggested that if the Headteacher could approve £10k, rather than the current £3k, he could have approved the vehicle purchase, without it having to come to governors. HR stated that the Governing Board agreed, at the previous meeting (minute 4/3.2), not to make any changes to the Finance Policy until the appointment of a substantive Headteacher. DF said, if there is an emergency, DJ can approach DF (Chair of Governors).  *VS informed the Governing Board that the <u>Extended Leadership Team (ELT) wish to make presentations to the governors on each of their subject areas</u> and a timetable of when these presentations are to be, is required. HR suggested a learning walk for the governors is incorporated. ACTION – VS to bring a proposed timetable for the Extended Leadership Team (ELT) to bring presentations on their areas of leadership to the Governing Board, to the next meeting in April 2022.	VS	April 2022
5/13.1	<b>Impact Statement</b> The Governing Board felt that being back in a room together had been great and the meeting had had the correct focus.		
5/14.1	<b>Finalise details of recruitment process before communication to candidates</b> Staff members were requested to leave the room <b>RM, DJ, JF and VS left 19:47</b>  <b>Meeting moved to part 2 19:47</b>		

	<b>Meeting end 19:58</b>		
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<b>Next Meeting:</b>			
<b>Date / Time:</b>	April 2022 at 5.30pm Date TBC	<b>Location:</b>	Barley Lane School

<b>Agreed as a true record</b>	<b>Date</b>
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**KEY**

**Challenges and queries from Governors**

**Decisions made**

**Recommendations**

*(name of documents referred to)*