

Barley Lane School Full Governing Board Meeting 6 (Part 1 Minutes)

Date / Time:	28 th April 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	

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

Sanctioned Apologies:	Initials:	Governor Type:
Katrina Campbell-Crocker	KC	Foundation
Jenni Palmer	JP	Parent

Unsanctioned Apologies:	Initials:	Governor Type:
Pippa Ansell	PA	Parent

In Attendance:	Initials:	
Helen Rimmer	HR	Clerk to Governors
Vicki Sessions	VS	Invited-BL Deputy Headteacher
Judith Ford	JF	Invited – BL Bursar
Chloe Harber	CH	Invited – BL Class teacher
Mike McDaid	MMcD	Invited – BL class teacher

Minutes To:
Full Governing Board

BL= Barley Lane

DCC=Devon County Council

PPA= planning preparation and assessment time

GDPR=General Data Protection Regulation

EHCP=Education Health Care Plan

FGB=Full Governing Board

SLT=Senior Leadership Team

SLCN= Speech Language and Communication Need

PGCE= Postgraduate Certificate in Education

LG=Lead Governor

DfE=Department of Education

TLR= Teaching and Learning Responsibility

Primary Model=usually secondary age pupils move around a school into different classes with different teachers for each core subject, at BL secondary age pupils stay in one class all day with mainly one teacher teaching all the core subjects, with some specialist input – the same as primary age pupils experience.

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

This meeting was an addition to the original meeting schedule for the 2021/22 academic year. It was added to ensure there was an opportunity, after the Headteacher recruitment process, for governors to approve the budget for the following year.

Meeting started: 17:30

The Governing Board extended a welcome to CH and MMcD.

Governors also congratulated DJ, as it was the first Governing Board meeting since his appointment as substantive Headteacher.

6/1.1	Apologies & Business Interests KC's and JP's apologies were sanctioned by the Board. PA not here no apologies No new business interest declarations were made		
6/2.1.1	Teaching and Learning ELT (Extended Leadership Team) Presentations 1. Chloe Harber- Speech and Language & Consults presentation (CH tabled her presentation at the meeting, sharing with the Governing Board via a screen at the front of the room Notes from ELT meeting 28-04-22 chloe harber) <u>Admissions</u> CH said the admissions process is going well. There are 4 spaces to fill in Key Stage 2 She is looking at 9 applications of which she has said yes to 7. CH said she looks forward to being able to view more children in their current school in future. Up until now she has only been able to look at the paperwork and then she has invited the child and parent into BL after school. She said she will make links to additional schools, some schools are starting to seek her out to discuss referrals. <u>Speech and Language</u> BL has assessed 50 pupils for speech and language. 48% were identified with some degree of speech and language difficulties. It has highlighted that a couple of additional pupils who need a speech and language		

therapist referral. Taking the total to 5.

DF asked CH for the range of speech and language needs within school.

CH replied:

14% severe

14% moderate

20% borderline

CH said this compares to 10% mainstream

DJ asked what the likelihood was of getting a speech and language therapist. CH said there is a 68 week wait. Although, someone from 'triage' will work with them during this waiting period and BL will run Language Link interventions for all pupils with Speech Language and Communication need.

School carries out a baseline assessment, identifying pupils with borderline, moderate, severe or no speech and language needs. Assessment for those identified with speech and language needs will be carried out once per year. Pupils with moderate or severe needs can be put in intervention groups. Look at where they need support. Track progress. VS said the Language Link system also provides the resources for interventions.

CH said that a lot of children who are struggling with behaviour are quite high on the speech and language needs list.

PGCE Mentoring

CH said she has been working with RM to carry out PGCE mentoring. DJ said RM has had fabulous feedback. RM's course ends 17th June. There is residential in May and 1 essay to hand in. Then everyone expects RM to receive her teacher qualification.

DF said this is a great way of developing great SEMH teachers.

DF asked CH whether the matching of pupils to BL had been good on the recent consults received, as historically it has not. CH replied that it is hard. Covid has a lot to answer for, lots of children are refusing to go to school, leading to some of the hardest consults and the biggest range of behaviours ever seen. DJ said DCC has a lot of expense supporting children with needs and BL is the cheapest provision so they are pushing BL to take them. DJ said that it takes CH 4 to 5 hours per consult and then lots of work which still has to be carried out even when BL cannot meet the children's needs. CH said BL is being asked to take on children with trauma but they cannot work with them as they have outbursts. If BL were to take these consults the children would retraumatise the current children.

HC asked what the process is. CH said she receives and reviews the child's EHCP and documentation, she then phones the school or their 1 to 1 mentors -however many people are working with child - and get their views because many EHCPs and referrals are not up to date. She then rings the parent, after speaking to them invites them into BL, after school.

HC asked CH whether when she contacts the children's schools, she is confident she is getting the information she needs or are schools anxious to have the children moved on. CH replied that some do not quite tell the truth, but she hoped that building relationships with the schools will help. CH said she has a current consult where the parent's and the school's views are conflicting.

LS asked if the EHCPs in transition name BL school. CH said they do, but it doesn't help when the children do not have needs BL can meet. There is pressure to place a child anywhere because of the cost to the local authority [whilst they are waiting to be placed.]

	<p>HC asked if there is a lot of pressure from DCC's 0-25 team. CH said there was stating that when there is, DJ then gets involved. DJ said the 0-25 team are under pressure. The number of EHCPs has increased by 2000. Last year there were 6500 EHCPs, now heading towards 10000. CH said the 0-25 team wants to prioritise those pupils going into Year 7 in September. They asked CH to agree to 9 without having the individual pupils' information. DJ said they have asked to be allowed to take Key Stage 2 children, as school is top-heavy at the moment.</p> <p>CH said she is having to review 9, Year 8+ consults, which will take hours to review, when there is not space for them.</p> <p>DJ said BL currently has 9 classes and in September 2022, will need 11- increasing from 2 to 4 Key Stage 4 classes, because of the number of Year 9s.</p> <p>HC asked if the 0-25 team don't send Key Stage 2 consults, will BL end up becoming a Secondary School. DJ said that there are only 2 Key Stage 2 classes at the moment.</p> <p>LS asked if the EHCPs are still generic (as had been discussed with governors in the past), meaning it is not possible to get the feel of child. CH said she had an EHCP recently where the child looked ok but not for BL, but when she spoke to the school BL actually could have met the appropriate targets.</p> <p>HC asked CH if she contacts the Education Psychologist that completed the assessment that feeds to the EHCP. CH replied sometimes, but not generally. She does get to see the reports from the Education Psychologist, but these are often not up to date.</p> <p>DJ asked how many more new pupils are needed to fill school. CH replied 4, because yesterday she spoke to a Year 5 who is likely to come and there are potentially 2 Year 7s, who she doesn't have the details for. CH said she has cemented 10 new pupils. DJ said BL is losing 14 [Year 11] pupils in July 2022.</p> <p>DJ said he gets direct contact from parents now as there is a an unofficial Facebook page (which no one on school staff is directly aware of) that speaks positively of BL. When parents contact him direct, he has to refer them back to the 0-25 team.</p> <p>DF asked if CH enjoys working [on the consults]. CH said she finds it interesting but sad because much of the backstory is horrific and she often have to reject these cases as they need different settings.</p> <p>The governors thanked CH.</p>		
6/2.1.2	<p>2. Mike McDaid - PEP's, KS2 & Whole school Curriculum</p> <p>MMcD tabled his presentation at the meeting, sharing with the Governing Board via a screen at the front of the room</p> <p>Governors Report Curriculum April 2022_mike mcdaid</p> <p><u>KS3 Teachers to work with Maths and English Specialists to develop the English and Maths Curriculum to ensure successful transition into KS4.</u></p> <p>MMcD said his focus is an action plan for Key Stage 3, Year 9. As they are themselves are not specialists, the Key Stage 3 teachers have worked with the 2 members of staff who do have specialities in English and Maths, to help develop the curriculum. They agreed that the <u>Maths</u> model being used before (www.ncfe.org.uk) wasn't working and staff were having to put together the curriculum and resources. So, BL had now purchased 'White Rose Maths' which provides online resources and teaching slides covering teaching from Year 3 to Year 11. They are finding it to be very successful. It supports them to the level the teachers need. MMcD said he himself is working at the same level as a middle set at a mainstream school, which he could not have delivered by himself [without the White Rose resource]. The resource helps with subject</p>		

knowledge and assessment and it is timesaving. VS agreed that the resources are really helpful. There are even teaching videos to show how to present each topic.

In response to a question from HC, MMcD said White Rose is just a Maths resource.

MMcD informed the governors that English has been set up as a 3-year rolling programme. They have sourced an appropriate range of Fiction, Non-Fiction and Poetry. They are using feedback from how the book titles are received by the pupils and have realised some topics will be better at a different time of year so they adapting and adjusting as they go forward.

Functional Skills Levels 1 and 2 in Reading, Writing and Speaking and Listening.

MMcD said BL is working towards pupils in Key Stage 3 receiving a functional skills level 1 and level 2 qualification, which are one step below GCSE. They are a good grounding before GCSEs. Pupils will have a qualification in Year 9 and if they mess up Year 10 and 11 they still have a qualification to get into further education. 20 pupils will be sitting functional skills 1 and 2 this year. More could have been entered but there is limited space and it is difficult provide sufficient invigilators within school, as no one who has helped with any of the teaching can invigilate.

HC asked if BL could form a partnership with a local secondary school. DJ replied that he had recently given teachers a deadline, to have a named contact in a local school by Friday week. Then 10/15 teachers will go out during the next half term and meet their link.

MMcD said that potential candidates for the English teacher vacancy had been in school and they had asked, are you teaching x? or y?. This was helpful. He thinks a new teacher will bring a lot but he would also like a resources like 'White Rose' for English.

Next year MMcD hopes BL will have 'Spark's Maths, which is a way to do homework and catch-up. MMcD told the governors that in previous years the pupils in Year 11 have realised they have missed out by not working hard in Years 7 8 & 9. They have asked to come in after school for extra tuition. MMcD knows someone who has used the resource, it is good because it has videos to explain. JF said 'Sparks will cost almost the same as 'Hegarty' that BL uses at the moment. MMcD said a school has to apply to be part of the 'Sparks' programme. It was felt that Hegarty videos are not as accessible as 'Sparks' and lots of local schools use 'Sparks'.

MMcD stated that the functional skills is working well. They have the best intention of getting videos done early, getting pupils all ready to hand in. Last year only 2 failed. It is working well that it is modular, for example, 1 pupils can pass reading and writing but cannot get him to do the speaking and listening yet but he can still continue on to this further up the school, when he is ready, and get the qualification.

LS said functional skills is great for getting pupils into apprenticeships.

Science, ICT, PE and PSHE specialists will provide the core learning for KS3

MMcD told the governors that Science has been a fantastic success. The pupils love the new science teacher. Observing lessons shows that she is engaging the pupils, who love the variety of topics. Science is a really positive subject in school. He has asked the pupils what they think of the new science teacher, and all were really positive. Next year they are looking at offering more qualifications and awards. They hope to offer a Biology single award, but as there isn't time to fit in everything, they may offer entry level qualifications for Physics and Chemistry. VS had spoken to Marland and they offer something similar. The new science teacher picks out the bits [of the curriculum] that are most engaging for the pupils.

	<p>MMcD said that they are looking at being able to offer an entry level, btec in <u>animal care</u>. Some pupils are able to study animal care at Combe Pafford. There are also lots of animals in school. In addition, the science teacher has a small holding and brought in some of her goats in recently.</p> <p>For <u>PE</u>, L and F multi-sport do a fantastic job getting the pupils engaged. They have changed up the curriculum and added volleyball, cricket and tag rugby. The pupils especially loved volleyball. The pupils at BL generally like PE. L and F have been helping the pupils work towards a public services qualification. DJ added that the accreditations pupils were working towards in PE previously had ended.</p> <p>MMcD said that many of the pupils want to work with <u>Devon and Somerset Fire Service</u>. At moment there is a Fire Cadet course, which leads to a btech, being run during the evenings in Tiverton and Bovey Tracy, which some year 11s are interested in. The Fire Service used to run a Fire Break course during the school day but that stopped due to covid. MMcD said school is checking regularly for when it is restarted. The Fire Service will be bringing in engine, in a couple of weeks, for the key stage 3 and 4 pupils to look at.</p> <p>ACTION – LS offered to let the local community know the date the fire engine is coming into school, so they don't worry that school is on fire.</p> <p>MMcD said as a team they have been discussing you to make the <u>ICT curriculum</u> more engaging. At the moment it is quite repetitive. They have recently purchased more ICT programmes to help. In reply to a question from RM, MMcD said they have purchased 'Python' to help with coding. He said school still needs to work on ICT, to get more coding and control devices, more CAD and graphics. ICT is a core subject and an important skill.</p> <p>MMcD said <u>PHSE</u> has become more important as the year has progressed. This is due to outside pressures due in part to covid. There has been an increase in online abuse, gambling, county lines and access to pornography. All of which can all be quite overwhelming for the children, so they need more PHSE lessons. The school's PHSE lead currently runs 1 PHSE class per week with each class. MMcD also advocated additional citizenship lessons</p> <p>We are exploring setting up Personal Growth and Wellbeing as a route to a qualification equivalent to GCSE in health in wellbeing. PHSE is being treated as a core subject from this term.</p> <p>MMcD said students are being given the opportunity to gain a qualification in <u>Paddle Boarding Sports</u>. 8 Year 11s are nearly at the end of their course at Haven Banks and will soon have their Paddle Sports Start, Discover and Explore qualifications. Then the sessions will switch to the Year10s, who will hopefully their Awards, potentially up to Paddle Board Explore too.</p> <p>Key Stage 2 have an opportunity to have an <u>Outdoor education programme</u> on a Friday afternoon.</p> <p>MMcD said the <u>Key Stage 2</u> curriculum has continued to improve and adapt. The Key Stage 2 SATs were coming up soon for the Year 6s, for the first time in 2 years. CH said the Year 4s would be sitting the Multiplication Table Check in June.</p> <p>Key Stage 2 are finally back having swimming lessons, after 3 years. BL has had problems accessing pool time since 'Riverside' burnt down.</p> <p><u>Devon Virtual School</u>. The Springs <u>PEPs (Personal Education Plans)</u> have been completed and Summer PEPs will take place at the end of May beginning of June.</p>	<p>LS</p>	<p>ASAP</p>
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	<p>There are currently 6 children with PEPs.</p> <p>DF asked MMcD, how well the 'primary model' (see definition on 1st page of minutes) was working in Key Stage 3 and 4. MMcD reported that it was working well, the children are settled. He added that although it is good for the children' it can be a struggle for the adults delivering the whole curriculum. DF asked how a secondary teacher deals with teaching across subjects rather than specialising like traditionally. He asked if BL was getting the best attainment in English and maths by using the primary model. MMcD replied that school is getting the best results because the Key Stage 4 teachers are specialist in English and maths teachers. He added that the Key Stage 3 practitioners are year on year more confident in what they are delivering. The 'White Rose' maths resource is helping. But MMcD thought that English could improve and VS agreed. MMcD felt the new English teacher coming in would have a huge beneficial effect. LS said that with the 'primary model' one teacher doesn't have to teach the children all the time, the main benefit is that the children remain in the same room. For example, a specialist music teacher could come into the class. MMcD replied that they have looked into doing this.</p> <p>HC asked if it is a benefit to the secondary age children's social schools using the 'primary model'. MMcD replied with the example of taking the pupils to Haven Banks. This is something BL has done for the last 9 years. Since the 'primary model' was introduced, the pupils have been absolutely wonderful. They get on really well with each other. Whereas, in the past some of them had been targeted for being different. Now all the pupils are getting involved and joining in. MMcD said the current group of Year 11s are fantastic. MMcD said he can see that the Year 9s are being more mature (than in previous years) and he felt this was as a result of them being together all day. VS said with more than one class group, if necessary pupils can be moved between groups smoothly as all classes are following the same curriculum at the same time. RM and VS said previously (prior to the 'primary model') they were having to move pupils all the time. RM said because the pupils are settled within their own group, at break times when groups meet there is less competition and everyone is getting along better.</p> <p>ACTION -CH and MMcD to forward their presentation notes to HR and LS</p> <p>DF said that he always thinks it is good to see classrooms in action during governor visits.</p> <p>DF thanked MMcD and said he was pleased to hear about the curriculum and accreditation and it was good to hear that staff are taking the views of pupils into account. DF asked how MMcD seeks the pupils' views. MMcD replied that he sends out surveys and hears their views when talking to them and through PHSE lessons. He added that the School Council is getting set up, something the pupils asked for the after the work they did in the Headteacher recruitment process.</p> <p>CH and MMcD left 18:27</p> <p>The Governing Board agreed that they found both presentations really helpful.</p>	<p>CH and MMcD</p>	<p>ASAP</p>
<p>6/2.1</p>	<p>Timetable for ELT (Extended Leadership Team) presentations for the rest of term The governors agreed the proposed timetable.</p>		
<p>6/3.1</p>	<p>Quotes for CCTV upgrade and building maintenance work JMa and HC requested that considering approving the building and maintenance work was postponed to the May 2022 FGB meeting. ACTION – HR to add considering building and maintenance work to the May FGB agenda</p>	<p>HR</p>	<p>May 22</p>
<p>6/4.1</p>	<p>Approve budget for next year notes to accompany budget_email_25022022</p>		

[proposed budget Income & Expenditure Report 5 years 25Apr22](#)

DF reminded governors that this item was the main reason for adding this meeting to the meeting schedule.

The budget had been adjusted for staffing changes and the appointment of a substantive Headteacher.

JMa thanked JF for putting the budget together. Noting it had been a large undertaking with lots of iterations.

JMa informed the Governing Board that the budget for 2022/23 must be submitted by May 1st and therefore the governors needed to approve a budget during the current meeting.

JMa stated that the proposed budget was a realistic one, compared to the previous one, which had been conservative. It is based on 78 pupils which the number for which funding is guaranteed. (the previous budget was based on 74 pupils). The budget has been updated to include an Assistant Headteacher (minute 6/4.2) and has an increased building maintenance line of £41k to allow for proposed work (minute 6/3.1). The budget removes the cost line for L and F multi-sport from August 2022 and replaced this with a PE teacher.

JF added that the budget allows for a 2% pay increase for support staff each year and 2.75% teachers each year, these are the figures she was advised to use by DCC.

However, JF said these figures may not be realistic. DF agreed, saying that with inflation an increase of at least 6 or 7% could be expected for staff and he suggested the unions may push for more than this.

In response to a question from DF, JF said that as far as anticipating fuel inflation, the budget assumed and 40% increase for gas and 20% for electric.

HC asked if the budget assumed the school would be using more fuel or assuming an increased cost per unit. JF said the budget assumes and increase cost using the amount used in previous years and estimate use over the next 12 months.

DF asked what fuel costs were being used in the budget [for year 2 and year 3]. JF said the cost line had been left the same as it is not known what will happen in the longer term, costs may go up again but they may also go down. JF said normally a 3/5% increase in anticipated.

DF acknowledged that the current level of inflation makes budget planning much more challenging. He said it will be important to pay more attention to monitoring.

JF said that the budget assumes the teachers who are leaving will be replaced like for like but she hopes new staff can be brought in at a lower cost, bringing savings to this cost line. There are also savings currently because of the problems recruiting Teaching Assistants (Tas), by September 2022 it is anticipated there will be 3 vacancies for TAs.

The Governing Board had a discussion about how to make the vacancies more attractive. DJ said 2 of the 3 positions have been advertised for a year. JF said the adverts have been shared all across social media. Adding that other local schools are also receiving poor applicants. DF said these were previously sort-after roles but the job market has changed a lot recently. DJ said BL may need to look differently at what is essential. DF asked where most of the successful TAs within school come from. RM

said she came from an agency, but not the one BL currently works with. DF asked whether there was a single [profile] which had been more successful, older or younger, a certain background. RM said she thought appointments of younger staff had been most effective. DJ said some had been successful, but other young staff had not been so successful and many were 'needy'. DF asked if there was anywhere school could reach out to.

LS suggested it was a good time to look at students who want to do teacher training but who first need experience. They may consider being a TA rather than taking an apprenticeship. She suggested talking to the progressions team at Exeter College. There followed a discussion about the progression BL could offer. JF said lots of local schools are not filling any roles, not admin or teachers or anything. She noted that BL is spending more on advertising with no success.

The governors agreed that not being able to recruit was not good for pupils and not good for the morale of other staff. HC suggested focusing the search and approaching people. RM said it may be helpful that BL is now networking amongst local schools. JF suggested CH looks at the children accepted for admission to BL and maybe they

	<p>have 1-1s attached to them.</p> <p>HC said BL needs to look at the impression the local community has of the school, she said it still has a reputation [left over from the past] for being a rough/tough environment, which it no longer is.</p> <p>Following a discussion, the Governing Board agreed to explore changing the name of the school, maybe to the Crossmead Community School.</p> <p>DF suggested a new vision for the school to go with new leadership, and making community links to go with the name change. He also suggested exploring changing the size of the school and asking whether DCC can invest in the site to allow the school to expand.</p> <p>The Governing Board agreed to delegate HC to look at the process involved in changing the school's name and bring what she has learned from her research back to the Full Governing Board meeting on 14th July 2022.</p> <p>ACTION – A discussion about changing the name of the school, to be on the July meeting agenda.</p> <p>DJ said that the staff would be happy, if the school were to expand, to include Key Stage 1 and Year 12 but not to go further.</p> <p>Returning to the proposed budget, LS said the Pupil Premium income goes up for next year but asked why it didn't increase in year 2 and 3. JF explained that she has to base Pupil Premium on the previous year, so it is an underestimate.</p> <p>LS asked about the money within the budget line for building works for furnishing another classroom. DJ said he was not keen to commit to spend on that expansion. Capital spend could be linked to agreeing to taking some high needs pupils to access the kitchen for work experience etc. But, DJ stressed the priority has to be [making sure changes] benefit BL pupils. DJ said an additional £45k could be required to consider a portacabin. He said 8 Key Stage 5 children could function there. LS asked how much money would be required to furnish the space. DJ replied £4k to £5k would be required for a whiteboard, BL already has some spare equipment for furnishing the room. JF said if BL expands it would have more pupil income quickly.</p> <p>The Governing Board agreed to approve the budget for the next financial year, as presented.</p> <p>DF said he wants the budget during the next year to be more closely monitored.</p>	HR	July 2022
6/4.2	<p>Approve proposed changes to the staffing structure</p> <p>DF asked DJ to brief the governors on the changes to the staffing structure he is proposing.</p> <p>DJ said changes are needed in order to make the SLT more resilient. He and VS have both questioned, what will happen at school if both of them are absent from site at the same time.</p> <p>Also, the amount of work he and VS are doing themselves suggests another layer of leadership could contribute. The SLT would then have greater depth and resilience. DJ feels adding an Assistant Headteacher (AHT) is necessary.</p> <p>HC asked what the effect of adding this role would be financially. JF said she had added the role to the budget, using an assumption for AHT salary– Looking at who potentially may apply within school, assuming the AHT salary would sit just above the highest paid teacher, who receives UPS 2 and SEN 2. In response to a question from HC, DJ said the AHT will be an internal advert.</p> <p>DF noted that historically the Headteacher at BL had 4 assistants.</p> <p>LS said lots of school do not have a 3rd person in the SLT structure to specifically take over control if the Deputy Headteacher and Headteacher are absent. Historically there are capable staff but they do not feel prepared to be in the position of responsibility.</p> <p>The Governing Board agreed the addition of an Assistant Headteacher to the Senior Leadership Team at Barley Lane School.</p>		

	<p>DF asked about governor involvement in current recruitment at school.</p> <p>ACTION – DJ to email out dates planned for interviews to DF and governors so they can attend.</p>	DJ	asap
6/5.1	<p>Clerk’s Housekeeping</p> <p>HR said that there was a need to arrange a date for the Pay Committee to meet to consider what adjustments are needed to the Pay Policy to add the Assistant Headteacher (minute 6/4.2) to the Senior Leadership Team, ready to make recommendations to the Full Governing Board at the next meeting.</p> <p>The Pay Committee agreed to meet online on Thursday 12th May 2022 5pm</p> <p>ACTION – HR to set up a Teams meeting for Pay Committee</p>	HR	8 May 2022
6/5.2	<p>Minutes of the last meetings</p> <p>draft minutes Barley Lane School Full Governing Board extra ordinary Meeting 8 April 2022.pdf</p> <p>draft minutes virtual meeting 5_FGB 24_Mar_22</p> <p>The minutes of the last meeting were agreed as a true record and signed as such by the Chair of Governors.</p>		
6/5.3	<p>Action Points</p> <p>Table of Actions FGB 5_24032022</p>		
6/5.4	<p>Chair’s Action</p> <p>DF reported that since the last meeting he had been working on the Headteacher recruitment process.</p> <p>He reported that he had received a letter from one [of the Headteacher] candidates, who visited school but didn’t apply for the role. They said they regretted not applying and had been thinking about the school often. They had taken a positive impression away with them. (But had not applied at the time upon discovering there was an internal candidate.)</p> <p>DF said he has also been dealing with a staff matter that is taking a lot of time.</p>		
6/5.5 & 6/5.6	<p>Succession planning – Chair of Governors</p> <p>&Considering reconstituting to increase number of Governors on the Board</p> <p>DF (whose term of office as Chair of Governors ends 9th July 2022) said he is stepping down from his role as Chair so when considering succession planning and reconstitution he wished to step back and allow for views of other governors to be heard.</p> <p>But he felt that if the Board [reconstituted] and recruited extra governors, the Board would need the right people with the right values</p> <p>The Governing Board agreed that the election for Chair of Governors and Vice-Chair should be held at the next FGB meeting in May and formal proposals should be submitted via the Clerk to Governors, before the next meeting.</p> <p>ACTION - Election for chair and vice-chair to be held at the May Full Governing Board meeting– nominations to be sought ahead of the meeting</p> <p>HC suggested the Governing Board consider reconstituting once the new chair/s are in place.</p> <p>ACTION - ‘reconstituting to increase number of Governors on the Board’ to be on the agenda for the July Full Governing Board</p>	HR	May 2022
6/6.1	<p>Annual GDPR review</p> <p>22.03.17 GDPR Annual Review report</p> <p>April 2022 KPIs - Data Protection</p> <p>HC reported that the annual GDPR review had gone well and informed the Governing Board that JF had done a lot of work to make sure everything was correct.</p>	HR	July 2022

	There were no concerns to raise and no one had any questions.		
6/7.1	<p>Governor Training JP Governor Training Report 170222 JP Governor Training Report 080322 JP Governor Training Report 310322</p> <p>DF said that the 3 reports submitted by JP show that she is developing herself within her Safeguarding Lead Governor role.</p>		
6/8.1	<p>Working from home policy Staff Leave and Absence Policy April 2022</p> <p>HC said that the school has no necessity for a working from home policy so recommended that the working from home policy (adopted September 2021) was rescinded.</p> <p>She said BL has a Staff Leave and Absence Policy, already adopted but there was 1 decision required, she recommended that the Headteacher can approve up to 3 days leave, (with requests for longer periods of time to go to the Governing Board).</p> <p>DF asked if those within an admin role could work from home. HC replied that the Headteacher can make decisions at his discretion in one-off extenuating circumstances. But stressed that there is no role in school which requires regular working from home.</p> <p>The Governing Board agreed to rescind the Working from Home Policy (adopted September 2021) and agreed that within the Staff Leave and Absence Policy the Headteacher could approve up to 3 days leave.</p>		
6/9.1	<p>Items brought forward by the Chair</p> <p>DF reported that he had read the Ofsted notes DJ had emailed to some of the governors recently. (email Ofsted ramblings April 22)</p> <p>In light of this information he said it was important to make sure all governors and staff know the school website.</p> <p>ACTION – all governors to familiarise themselves with the school website</p> <p>DF asked for an update on the progress for the new school website. DJ replied that the website designer had recently been unwell but said he would contact her the following week and see what progress has been made.</p> <p>ACTION – DJ to contact the website designer and seek an update on progress being made on the new school website.</p> <p>DJ reminded governors that the following Tuesday, staff from Marland would be visiting BL to carry out a peer review. They will assess the curriculum. Teaching and learning, behaviour and safeguarding.</p>	<p>All</p> <p>DJ</p>	<p>Asap</p> <p>6 May 22</p>
6/10.1	<p>Impact Statement</p> <p>The Governing Board considered the question; “What Have We Done Today That Has Further Improved the Quality of Our Children's Education?”</p> <p>The governors agreed that the time they spent listening to the presentations from CH and MMCD on the curriculum and the other issues, together with the questions they had asked, had enhanced their understanding They wished to consolidate this understanding during their governor visits.</p> <p>They all felt the presentations had been articulated well and were very much child centred.</p>		
	<p>A Part 2 discussion about the substantive Deputy Headteacher recruitment had been requested during the meeting</p> <p>VS and JF and RM left 19:07 Moved into part 2 19:07</p>		
	Meeting end 19:17		

Next Meeting:

Date / Time:	26 th May 2022 at 17.30	Location:	Barley Lane School
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Agreed as a true record	Date
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KEY

Challenges and queries from Governors

Decisions made

Recommendations

(name of documents referred to)