

## Barley Lane School Full Governing Board Meeting 2 (Part 1 Minutes)

Date / Time:	25 <sup>th</sup> November 2021 at 17.00	Location:	Microsoft Teams
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Attendees:	Initials:	Governor Type:	Arrival time
Raz Miah	RM	Staff	
Liz Shinn	LS	Local Authority	
James Martin	JM	Co-Opted	

Attendees:	Initials:	Governor Type:	Arrival time
Dave Jones	DJ	Staff – Acting 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
Vicki Sessions	VS	Invited-BL Deputy Headteacher

Unsanctioned Apologies:	Initials:	Governor Type:

In Attendance:	Initials:	
Helen Rimmer	HR	Clerk to Governors
Jason McCarthy	JMcC	Invited – BL site manager
Judith Ford	JF	Invited – BL Bursar
Ben Wells	BW	Invited – BL teaching staff, data lead

Minutes To:
Full Governing Board

BL= Barley Lane

DCC=Devon County Council

GDPR=General Data Protection Regulation

SEMH= Social, emotional and mental health needs

KCSiE=Keeping Children Safe in Education

FGB=Full Governing Board

PHSE= Personal, Social and Health Education

NQT=Newly Qualified Teacher

EP=Educational Phycologist

SWOLS' = South West Learning Network for Headteachers

This was a virtual meeting using the Teams online platform.

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

All present gave permission for the meeting to be recorded for the accuracy of minute keeping, on the understanding that the recording is deleted as soon as the final minutes are approved.

**Meeting started:** 17:03

A high covid case rate locally meant that the plans to meet in school were changed to a virtual meeting

2/1.1	<p><b>Apologies &amp; Business Interests</b></p> <p>Apologies from JP and KCC were sanctioned by the Governing Board. RM informed the Board that she had to leave the meeting early VS, who as Deputy Headteacher was invited to attend the meeting, had sent apologies as she could not attend.</p> <p>The Chair moved to section 4 of the agenda, to allow the items requiring JMcC to be covered first;</p>		
2/4.1	<p><b>Building Maintenance and Improvement Needs</b> <a href="#">quinquennial report</a></p> <p>JMcC said the (5 yearly) survey report carried out by NPS on behalf of DCC, amongst other things lists various items that it deems necessary, including new radiators and carpets and double glazing throughout the building. Which JMcC noted are all substantial pieces of work with extensive costs attached. In JMcC’s opinion although these items of work will need to be done at some point they were not urgent.</p> <p>DF asked if the report included reasons why it was felt this work was required. JMcC said that reasons had not been given. However, for example the recommendation that carpet and vinyl flooring was replaced was for certain areas across the school. JMcC has checked the areas listed in the report and found where the classroom tables are screwed into the floor, this had made holes but as the tables are still in place, this is not a trip hazard and JMcC couldn’t see any Health and Safety risk in any of the areas listed.</p> <p>DF said that as this is a 5-year report, in order to have an informed view to decide whether to accept the recommendations of the report and schedule any work required, the Governing Board need to know whether each item is high/medium or low priority (based on risk and urgency), which year the work could/should take place, how much it might cost, and look at how it would fit with the buildings maintenance budget. JMcC stated that the report includes dates by which the work should be completed.</p> <p>LS asked whether, with a ‘green agenda’, BL could get grants for some of the work, for example for the windows. JMcC felt school would need to get grants for a lot of the work.</p> <p>JMcC informed the Governing Board that there have been <u>problems with the schools’ boiler system</u>. He understands there is a requirement that any new system to replace gas boilers would have to be environmentally friendly. JF said that at the moment schools are looking at replacing any failing gas boilers with heat source pumps, which are cheap to run and environmentally friendly. New housing is being built with ground source heat pumps and there is an expectation for schools to follow suit. DF said the new legislation is not mandatory until around 2035. However, BL may still wish to consider alternative heating sources.</p> <p>DF said the Governing Board need more information to make a decision. He proposed that JMcC looks at prioritising and estimating the cost of the recommended work and shares this with the premises LG at a separate meeting to prepare figures to bring joint recommendations for work required over the next 5 years back to the Governing Board. Prioritising anything that is a Health and Safety risk, as well as prioritising any work that if not carried out in the short term will lead to more expense in the long term. Investigate grants available and DCC contribution. LS suggested look at collective buying power with SENTient Trust.</p>		

	<p>BW said the carpet in his class [which was listed as needing replacing in the report] is only 4 years old and is in good condition and BW expects it to last around another 5 years. JMCC expressed concern that lots of the items picked up in the report are not a major issue, it's just that they are maybe not aesthetically pleasing but still serving it's purpose. Therefore, not an urgent place to spend money.</p> <p>JMcC stated that he has discussed with DJ the need to put <u>fences around all the external areas of the outdoor projects</u>. This will be expensive but it is a Health and Safety issue and will benefit children as more will be able to access the areas. At the moment there are people accessing the area from outside. DF said of course a safeguarding and security issue will be a high priority.</p> <p>DF said the Governing Board would like a 5-year schedule of work which is informed by the report. But stressed the report is just recommendations and not mandatory.</p> <p>HC said that for her next Health and Safety visit with JMCC she uses the report as focus and report back to the Governing Board.</p> <p>ACTION - HC to carry out a Health &amp; Safety Lead Governor visit with JMCC, using the NPS report as a focus.</p> <p><b>JMa noted that the report was put together in 2019, over 2 years ago.</b> Therefore, by their measure, what were priority 2s must now be priority 1s so that draws the potential cost of it forward. JMa suggested that the report's recommendations are borne in mind when looking at the <u>Lettings Policy</u>.</p> <p>DJ said it has emerged recently that now BL has recruited a science teacher and science is thriving, that end of the school (key stage 4) has become very <u>noisy due to the ventilation needs of the school</u> (with ventilation being provided by all classrooms opening their doors onto the same corridor) . DJ suggested <u>extra doors are added to the external walls of the classrooms</u>, so the classes can open a door to outside for ventilation (for covid requirements which seem to be with us for a prolonged period) but close the doors onto the corridor to preserve a peaceful learning climate. In addition, the smallest classroom in the school needs a window as well as an additional door, as it currently does not have good natural light (DJ estimated the cost as £8k to £10k).</p> <p>ACTION - JMCC to lay out a schedule of works to take place between now and the next 5 yearly report from NPS. 'Triaging' the list against the priorities; 1/ safety 2/improved educational environment 3/ 'nice to do' upgrades. Then share with HC ready for discussion at her Lead Governor visit. JMCC also to speak to JMa regarding what is available in the budget for maintenance upgrades and looking at funding to subsidise the work .JMCC to report back to Jan 2022 meeting.</p> <p>DF said may need to go back to DCC for advice on funding that school receives for maintenance.</p> <p>DJ said he had a positive meeting with inclusions about the top area of school where the fencing was required. They suggested going to DCC and making a request for a grant of £40k, which they would support because the inclusions team are very keen for the work to happen as it will help with admissions.</p> <p>ACTION – have list of all works for which BL may wish support with funding from DCC to present to DCC in a single meeting. With list of why the work is a priority, i.e. safeguarding, health and safety and improving the educational environment.</p> <p>DJ said a school was shut down recently due to it not being safe due to fencing. DF said maintaining the fabric of the school is very important.</p>	<p>HC</p> <p>JMcC</p> <p>DJ</p>	<p>Dec 21</p> <p>Jan 2022</p> <p>-</p>
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	DF said this discussion should help inform the asset management plan.		
2/4.2	<p><b>Asset management plan</b>  <a href="#">Quinquennial works</a>  No one wished to discuss and update on the asset management plan.</p>		
2/4.3	<p><b>Health &amp; Safety Lead Governor reports</b>  <a href="#">21.10.04. Governor H&amp;S Visit report</a>  <a href="#">21.10.26 Governor H&amp;S Visit</a>  <a href="#">Asbestos Management Plan 2021[2]</a>  HC said that since the Asbestos management plan was circulated ahead of the meeting, it has been updated. Therefore, a revised asbestos management plan will be brought to the next meeting.</p> <p>HC wished to thank JMcC, as he has been brilliant showing her around and updating her and she has found it really useful.</p> <p>HC said there are some minor things on her 4<sup>th</sup> of October report. She raised 4 points, 2 have been dealt with – the <u>Health and Safety Policy has been updated</u> and the asbestos management plan has been updated. Leaving <u>monitoring First Aid boxes</u> and who is taking responsibility for the <u>medication policy</u>. In response to a question from HC, JMcC said the Catering Manager had been tasked to look at this by DJ and is happy to carry on.</p> <p><b>HC asked if the fire evacuation practice has taken place.</b> DJ said they carried out a drill around 10 days ago. <b>In response to a question from HC.</b> DJ said the drill went very well. But they learned they needed to change registration from doing it as a whole school to individual classes. JMcC said the whole school population were out of the building in 1 minute 38 seconds. <b>HC asked how often the practice will take place.</b> JMcC replied that under the previous Headteacher it had been random but DJ will ensure it now takes place termly. HC expected another report on the next drill in the Spring Term.</p>		
2/4.4	<p><b>Accident book</b>  HC reported that she had looked at the Accident Book the previous day and found it well kept and organised by JF.  It showed 4 staff accidents this term and 17 accidents involving pupils, which were mostly slips and trips.</p> <p><b>HC informed the Governing Board that she had asked what the arrangements are in school for the cleaning of play equipment that is not in sun</b> and had been reassured by JF that there are arrangements in place to keep it clean. JMcC stated that fallen leaves are cleared each morning. He said there is an ongoing problem with moss in the shaded areas outside, but that he is trying a new approach. He said the moss comes back quickly but he was keeping on top of it.</p> <p><b>DJ said soon there will be problem around school with ice.</b> JMcC said he had a supply of salt to deal with the ice.</p> <p>Everyone thanked JMcC  <b>JMcC left 17:31</b></p> <p>The Chair moved to section 6 of the agenda to cover the item BW had been invited to present;</p>		
2/6.1	<p><b>Monitoring and evaluation</b>  <b>Data presentation from Ben Wells</b>  <a href="#">Accreditation from July 21 leavers BW</a>  BW said he had looked a how the data on accreditations had been recorded previously and</p>		

felt it could be improved.

He wanted to provide a picture of what the students were leaving with. Where pupils have achieved more than one accreditation in a subject, it shows the highest level of qualification they attained in that subject.

In English, out of the 11 students, 9 got GCSE or functional skills 2 (which is GCSE equivalent.)

All 11 students achieved GCSE maths.

3 out of the 11 achieved combined science GCSE (which counts as 2 GCSEs).

10 got a GCSE grade 4 equivalent in ICT.

1 student achieved 6 GCSE + 1 GCSE equivalent

2 students with 5 GCSEs

In response to a question from DF, BW confirmed that this list takes into account all formal accreditation on or equivalent to the GCSE 1-7 level system.

BW said there had been less vocational training during the last academic year, due to disruption from covid. He hoped vocational training would pick up again.

BW reported that;

1 student passed level 1 Catering,

3 students passed construction,

3 students passed mechanics.

DJ questioned the number catering level 1 passes reported by BW. BW said his data included all the reports he had been given on pupils who left in July, but there may be late information from the colleges. He added that he had had to chase the college for the information he did have.

BW informed the governors that he is adding to the data base new tables on vocational training, mentoring, use of Alternative Provision and will build in attendance and behaviour from the epraise system. Aiming to get a more comprehensive data capture.

DF said that in the past the reports presented to the Governing Board have listed achievements under the 5-strand curriculum headings. He felt it had been a good way to show the whole spectrum of achievement, both academic and non-academic. BW replied that the non-academic strands, over the last 2 years, had been severely impacted during the covid pandemic so there was not so much to report.

JMa asked a question on 'teams chat' about comparative data. DF asked BW about comparing this year's data with previous years. BW replied that BL has the most extraordinary variation between years with each year group containing very different characters with very different needs. He said the current year 11s will probably have similar academic achievements to those he is reporting from last year, but probably very different non-academic achievements.

The Governing Board agreed that they would like comparative data to previous years so they can understand why achievements are different, they acknowledged BL has small cohorts and this leads to variation, but it was good for governors to ask why there was variation.

JMa asked about comparing data to other schools. BW and DF agreed that comparison to other settings very difficult, so the main comparison has to be to previous years.

DF said that he would like to see what the pupils go on to do after they have left BL. He wanted to be able to see if the qualifications they achieved have been enough to move them on to their next step, whether apprenticeship, college or work and for the data to state if any ex-pupils are not in education or training.

BW said his Teaching Assistant, Patricia Townsend-Green, keeps in contact with the families of last year's year 11s throughout the Autumn Term to confirm how they are settling in.

BW said the 2 pupils who achieved the highest number of GCSEs are both at college and doing ok.

BW said 1 pupil is in an unsettled situation but all the rest are in college and doing ok.

BW suggested tracking ex-pupils for 3 years after leaving BL.

DF said each member of the Governing Board needs to know how governors know the answers to the following; did the pupils at BL achieved their potential and did the qualifications give them a good start in life. He said BL is good at keeping in touch with children. BL is good at giving pupils lots of opportunities to experience different things whilst at BL.

BW suggested also following through past pupils with the colleges, hoping that even under the limitations of GDPR they may be able to let BL know how they have got on.

LS said as well as following pupils' destinations, it is also important to listen to feedback from students to find out how the vocational courses were for them, and whether they were useful.

BW gave example of a pupil who 3 years ago attended Bicton College's uniform service preparation course and has now started with the marines at Lympstone. LS said it would be great if ex-pupils like this could come into school to talk to current students.

BW said the maths and English results for last year's year 11s had been really positive, as often at college the students have achieved a good result in their chosen subject but have failed maths and English. He added that 2 of the current year 11s have achieved a grade 4 GCSE in maths already.

HC asked about pupil progress and how well pupils have achieved throughout their time at BL. BW replied that he covered that in the previous meeting he attended in July 2021. However, at that point the progress was not tied into the final outcomes. HC remembered being presented with that data but would like to see at the start of the Autumn Term a report showing how pupils' progress links to their final outcomes.

HC asked why next to 'GCSE literature' there was a not stating 'not included in total'. BW replied that he had wanted to show a clear figure for how many of the 11, Year 11, pupils had achieved GCSE English. If he had included the GCSE literature it would have made it unclear as 1 pupil achieved both a GCSE in English language and literature.

In response to a question from HC, BW confirmed that in the vocational section which states; 1 student achieving 2 certificates and 5 students achieving 1 certificate, these certificates are the level 1 certificates (in catering, construction and mechanics) which he referred to earlier.

DJ said regarding comparing cohorts, he wondered about revisiting the non-academic progress measure. If school adopts this through either Boxer or Thrive it would be possible to compare the pupils' social and emotional progress from cohort to cohort.

	<p>The Governing Board would like to see progress, attainment and destination data for each pupil. To show pupils are reaching their potential and have gone on to an opportunity and can thrive and progress in their chosen field.</p> <p>DF noted that the Governing Board had had mostly positive stories from the pupils' destinations in the past and it had been possible to trace back their success to their experience at BL. He referred to the many case studies that had previously been shared, such as the one RM added to the 'teams chat' during the discussion, stating that for the Governing Board at BL it was these case studies together with the data that gave governors a picture of the pupils' progress and attainment and destinations to allow them to know whether pupils are reaching their potential.</p> <p><b>RM left 17:52</b></p> <p>DF thanked BW for coming to the meeting.</p> <p><b>BW left 17:53</b></p>		
2/6.2	<p><b>Review and update the Strategic Vision Document</b></p> <p>DJ provided an updated vision document just as the meeting started which was shared via email with the governors. <a href="#">Vision Statement 2021-22 (on a page)</a></p> <p>DF had come straight from another meeting and not had chance to see this document. DF discussed the previous Headteachers vision document.</p> <p>DF asked the Governing Board to consider where they see the school being in the future, looking at pupil numbers and age range and size of premises.</p> <p>DF suggested revisiting the vision, dedicating a separate meeting to the vision. But only once the new substantive Headteacher had been recruited.</p> <p>In the meantime DJ has produced an interim vision.</p>		
2/6.3 & 2/6.4	<p><b>Approve the School Improvement Plan (SIP)</b> <a href="#">BLS SIP Working Document 21-22 (06.10.21)</a></p> <p><b>Review progress against the SEF (self-evaluation form)</b> <a href="#">A Simple Transitional SEF for the new leadership</a></p> <p>HC said, regarding the <u>SEF</u>, before lockdown she attended a briefing from an Ofsted inspector organised by Babcock. They talked about the <u>wider curriculum</u> and were very intent on illustrating 'Intent, Implementation and Intent'. HC said this information is in the SEF but asked if these headings could be added to pick them out.</p> <p><b>ACTION – HC to pass on her feedback to VS, to highlight the Impact, Implementation and Intent in the SEF, with headings to pick them out.</b></p> <p>DF would like the SIP to clearly show the lead in a separate column.</p> <p>DJ replied that the document he had shared is the 'SIP on a page' which is a working document relating to the Autumn Term. He said he is working on the SIP for the Spring Term.</p>	<b>VS</b>	Spring Term



DJ reported that together with the SLT he has 'RAG' rated the current working SIP, which he shared his screen to show the Governing Board;

**P.1 Effectiveness of Leadership and Management**  
 A restructure of SLT, extended leadership team including TLR responsibilities to guide the wider team. MMCD, JIC, AL, BW  
 Safeguarding, behaviour and attitudes are highlighted, all other progress dependent upon those building blocks.  
 Teachers that at all times 'embed' appropriate practices and effective learning support.  
 Revitalise, develop, relentlessly seek to improve and embed the curriculum across the school with a focus on 'curriculum mapping' and 'recovery'.  
 All staff aspire to be able to confidently and proficiently develop relationships with complex children and so support learning and behaviour.  
 Primary admissions will be overseen by CH and she will coordinate and support ECT mentoring and primary children in care review. **to be assessed**  
 Governance that continues to support and robustly challenge. Knowledge, growth and development CPD

**P.2 Safeguarding (incl. recruitment)**  
 We discuss, share and act daily and together to improve the lives and experiences of the children.  
 By recruiting, inducting, and supporting the new safeguarding officer and staff, we refresh and re-energise safeguarding practices for the whole and new team. All safeguarding will have the focal point of the DSL and DDSL's including the safeguarding officer, underpinned and supported by all. Everyone is responsible for safeguarding and child protection; we keep the children safe and at the centre of school life. Any individual or group does this reliably well!  
 Continue to develop our strong multi-agency working. Challenge them too, as we must be challenged to improve.  
 We remain curious and alive to risks of all kinds and respond swiftly, creatively and intelligently to understand them in order to drive continuous improvement.  
 The majority of staff trained to Level 3 in Child Protection and all new staff inducted to levels commensurate with established staff.

**P.3 Quality of Education**  
 Covid Recovery, the curriculum, pedagogy and effective use of additional support to ensure children settle back into school and make substantial progress by the end of the academic year. KS 4 have a huge opportunity...  
 Remote support will be offered in primary & secondary and will have a focus on mental health, safeguarding, and careers. Full time Science and PSHE too! Creative subjects including Art to be re-established.  
 Remote education, where needed, will be high quality and align closely with the school promotion base of focus, team, and core values.  
 A review of the KS3 & KS4 curriculum so that pupils develop necessary skills and knowledge for employment. Year 9 is explicitly described.  
 CPD to reinforce and re-energise careers education within the whole school curriculum.  
 Progress from staff are judged as good or better. We plan, evaluate each other and moderate judgements.  
 Alternative provision of all kinds that is of high educational and mentoring quality and follows the school's curriculum, expectations of progress and outcomes.  
 We refresh our expectations around best practice of all kinds.

This all distils down to our core values of HARD WORK, HUMILITY AND KINDNESS alongside FRIENDSHIP and OPTIMISM  
 AND KINDNESS alongside FRIENDSHIP and OPTIMISM

**P.4 Behaviour and Attitudes**  
 Continue to prioritise relationships and relational practice, as the foundation of the school improvement. How are the best relationships and outcomes secured? Watch and seek support (CM and VS peer feedback)  
 All staff and students to continue to develop understanding of prejudice and tolerance. Behaviour & attitudes to continue to be a focus of all learning, audits and lesson observations.  
 Embed a PSHE curriculum and lead that reinforces standards of behaviour and social acceptance.  
 To grade serious incident (SI) and physical intervention (PI) for governor reporting.  
 Embed learning mentors to work with children with high and SENs tasked with securing greater levels of attendance.

**P.5 Personal Development**  
 Curriculum to extend beyond the academic, technical or vocational providing students a broader development enabling them to develop and discover their interests and talents. DoE, College and work experiences that nurture, value and enhance careers education.  
 We relentlessly search for new opportunities that empowers the children's development. We assess the impact of external provision on personal development. Three Digital Deal A's.  
 Staff also have the opportunity to access CPD. Delivery of a CPD programme that develops skills, and also promotes and benefits the children and their learning. Significant priority to be given to mental health and well-being. We are supported by HR, OH, Schools Advisory Service & each other with a duty of care to ourselves.

**P.6 Community Well-Being (Relationships)**  
 We put the children first...it's why we do the work.  
 We work hard to preserve secure relationships across the community, positively role modelled by the adults - the children need and deserve frameworks for healthy relationships.  
 KINDNESS! It's powerful and healing. It uses less energy too.  
 Review and strengthen home school partnerships via PSHE lead. Access to high quality to be and consistent.  
 We avoid exclusion (where possible) and promote relational approaches.  
 We remain united, living out respect and professional friendship always - it's got us this far...We must continue on the road of self-improvement.

DJ said that he expects the most of the 'yellow' areas to remain 'yellow' for the rest of the year as they are a work in progress. Aims such as 'covid recovery' and 'revitalising the curriculum' as year-long projects.

DJ said the 'red' areas are where it has not been possible to make progress yet and that is largely due to lack of staffing. There are 45 staff in school and at the worst point there has been 15 off, equating to 30% of staff off at the highest and there has been consistently a high rate of staff absences. This has affected school's capacity to achieve some of the aims. Such as the wish to have literacy support in both primary and secondary. There are staff who could have performed this role but they have been taken away from their normal jobs to cover in classrooms. DJ hopes by the end of Spring this aim is turning 'yellow'.

DJ stated that 'remote education' is being relaunched during the coming week. BW has set out a timetable so 2 members of staff can go online daily at 11am to pick up any children not in school that day, whether because they are unwell, missed the taxi, didn't bother to come in. This had ceased due to the capacity being reduced by the level of staff absence.

DJ referred to the 'Careers program' which is also showing as 'red', which he wished to mention in greater detail during a part 2 item at the end of the meeting. However, he reported that he had taken over work experience and had just found and secured 7 placements, pending health and safety checks, for a cohort of 27 pupils in key stage 4.

DJ said 'High quality access to ELSA and counselling' is 'red' for because the designated ELSA lead is one of the staff members who has been absent. Counselling has been managed in the background. He hoped both ELSA and counselling would both be turned around and be rated 'yellow' and then 'green' within the next term.

DJ reported that the 'greens' are routed in safeguarding, which is something BL has always prided itself on. It is supported by key school measures for this term which focus on serious



incident, exclusion and attendance.

Attendance. DJ reported that the previous week only 3 children were off school. This was the lowest DJ could remember as usually pupil absence is in double figures daily. DJ said this high attendance rate in the previous week was testament to the relationships [between staff and pupils and their families]. DJ praised Helen Kidney, the Safeguarding Officer, stating that her recruitment has been transformational, assisted by her interpersonal skills. Parents on the whole feel BL is trying to support them. BL has always been proactive and gone 'over and above' to support attendance (previously staff have often gone out to collect children from home) but school is now also challenging families, putting the focus on parental responsibility for ensuring their child's attendance. Attendance figures shot up in the last few weeks.

DF asked if pupil absences include any long-term absences. DJ replied that of the 3 pupils absent the previous week; 2 are long term absent - 1 going through legal process and 2<sup>nd</sup>, who is a year 11, they are working with the family and doing everything they can to help the pupil engage but trying everything has still not been successful. The 3<sup>rd</sup> absent child just missed the taxi. DJ reported that he has received a documented email from the Education Welfare Officer (EWO) confirmed that BL gone above and beyond and making huge progress on attendance.

DJ said that during an Ofsted inspection they will be asked 'how do we know we are effective'. He is collating external feedback to show this. He stated that BL has received stunning feedback from the University of Buckingham on RM as a teacher trainer and Chloe Harber as a teacher trainer mentor, saying they are 'diligent', 'conscientious' and 'hardworking'. The Educational Psychologist (EP) has been into school and reinforced how safe the school has been. Combe Pafford, one of BL's partner schools, has emailed with positive news on BL's pupils and the progress they are making. Lead Governor visit reports, e.g. HC experienced a 'calm, orderly and productive school'. Diana Denman (Babcock, Special Schools Advisor) has given feedback from her visit.

DF asked about progress on the annual parent, pupil and staff feedback. DJ replied that pupil feedback is being collated and will be on website soon. DJ said lots of feedback has been received from parents and feedback from new parents especially is very positive about what BL is doing for the pupils. The parent feedback is also in the process of being collated and will be on the website by the end of the Autumn Term.

DJ said that both the initial experiences of the children and their experience over time have been positive. They are not being involved in serious incidents, or exclusions, their attendance is in the high 90%. DJ linked this to BL selecting pupils from consults for whom BL is the correct setting. Since January 2021, DJ estimated BL had received 80 consults of which they turned down about 60.

DF concluded that there is a strong 'story' about attendance and safeguarding which is evidence based in data. It is possible to link progress to attainment to destination and demonstrate with case studies. Demonstrate feedback from pupils, parents, staff, professionals and governors.

DF asked DJ if there was anything else he wished to add.

DJ reported that with 4 months to go [before the end of the financial year] there is a significantly reduced mentoring and supply spend. DF said this was one of the key targets. DJ said 2 years ago the spend was £270k, £215k last year, with this year's spend currently at £110k and projected to be £150k by the end of the year. DJ said there are plans to reduce this year's spend further. DJ aspires to be 'under 6 figures' in the next financial year. Firstly, to remodel and rethink supply because that is a huge cost that can be significantly diminished. Secondly, this year's mentoring spend has been significantly reduced as a result of the recruitment of 2 internal mentors. DJ reported that also as a result of this recruitment

it has been possible to reintegrate 2 children without incident, so far for 2 weeks. Previously there were daily incidents with these pupils, who are both high SEMH pupils. In addition, 1 of these pupils has achieved an accreditation. The children are transformed for now and happy. He congratulated the learning mentors on an incredible job building relationships with the pupils and reintegrating them seemingly successfully.

DJ said looking at the budget and spending going forward, BL does have some experienced teachers who had risen up the pay scale, who are leaving at end of year. He is looking to recruit NQTs to replace them as the NQT success rate at BL has always been high.

DF summarised that the plan is to reduce external spend to maximise internal spend. Because we believe as a school that 'our biggest difference is the people the children interact with every day'.

HC said it is great what DJ is reporting and it shows that things going in the right direction. **HC said she would like there to be just one full SIP document that is already 'RAG' rated, clearly showing the people managing each area and deadlines. So there was just one working document which could also be shared with governors. This would be easier for governors to refer to and should cut down on DJ's work if he had just one rather than multiple SIP documents.** DJ said that before the meeting he had added governors into a 'teams SIP group'. All governors have been copied into the 'Autumn SIP update', which includes the full SIP, the 'RAG' rated one and the SIP calendar of all achievements so far with dates achieved and costings to implement. DJ shared the 'SIP calendar' via 'Teams' screen share;

Barley Lane School Friendship, Optimism, Hardwork.

SIP Progress Summary Calendar 2021-22

SLT task completion					
Aut 1 2021	Aut 2 2021	Spring 1 2022	Spring 2 2022	Summer 1 2022	Summer 2 2022
Recruitment (internal and external) - Sept 2021	New appraisal process SLT and teachers - Nov 2021 - ongoing	New appraisal process - LSA and office. ancillary team Feb 2022	Trauma Informed School Training (April 2022)		
Job evaluation of SLT - Sept 2021	Safeguarding audit \$175 and online survey - Nov 2021 - £540	Embedding relational practice (Feb 2022)	Substantive SLT posts advertised and appointed		
Induction - Sept 2021	Vision document - Nov 2021	DA Training through Babcock - Jan 2022 - £662 per day			
Training (Across the range of safeguarding and PRICE) - Sept 2021 - £3872 for PRICE/ £2400 L3 CP	Continuity plan - Nov 2021	SWALSS Training for DJ - £360			
Attendance policy and practice (Babcock partnership) - Sept 2021	Re-established relationship with Sentient trust - Oct 2021 - £1000	Careers training (in house) Jan 2022			
Whole school policies updated and added to website - Oct 2021	Embedded E.P Supervision for staff - Nov 2021 - £662 per day	Re-establish ELSA and Counselling provision			
SLT and ELT restructure - Oct 2021	Needs analysis on whole school training development and needs (Skills gap mapping) Nov 21				
Critical incident management plan - Oct 2021	Updating Accessibility Plan - Nov 2021				
Pay policy and review - Oct 2021	SLT Appraisals - Nov 2021 - £775 for HT PM				
HR and absence management - Oct 2021 - ongoing	Teaching staff appraisals - Nov/Dec 2021				

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Teaching and Learning Improvement Progress

Aut 1 2021	Aut 2 2021	Spring 1 2022	Spring 2 2022	Summer 1 2022
<p>Returns to work procedure - Sept 2021</p> <p>TLR review - Sept 2021</p> <p>Behaviour and safeguarding report - Oct 2021</p> <p>NPQSL enrolment x 2 - Sept 2021</p> <p>NPQSL completion x 1</p> <p>Science teacher leading Science and offering GCSE - Sept 2021</p> <p>Embedded assessment systems - Sept 2021 - E2454</p> <p>Curriculum maps running and offering consistency across the Key Stages - Sept 2021</p> <p>Peer observations being conducted - Oct 2021</p> <p>Online training being offered to parents by AL - Sept 2021</p> <p>Barbering being offered as additional college course - Sept 2021 - E1200</p>	<p>Recruitment - Ongoing</p> <p>Embed supervision with the Educational psychological service Dec 21</p> <p>Code of conduct review for 2022-23 - Nov 2021</p> <p>Appraisal Policy - Nov 2021</p> <p>Revisiting outstanding teaching and learning - Nov 2021</p> <p>Acceptable behavior policy - Nov 2021</p> <p>Dress Code and Role modelling Nov 2021</p> <p>Remote learning being offered - Nov 21</p> <p>Updating SIP for Spring term - Dec 2021</p> <p>NCFE Art on the curriculum - Nov 2021 - E600 appssok</p>			<p>Trauma Informed Whole-School Training - April 2022 - E2200</p>
<p>KS3 Rationale completed - Oct 2021</p> <p>Careers training and re-establishing for KS4 - E500</p> <p>White Rose Maths being used for Primary and KS3 - Sept 2021 -</p> <p>School Partnerships being re-established - Oct 2021</p> <p>KS4 Curriculum development - Sept 2021</p> <p>Dedicated PSHE teacher in place with 2 year rolling programme across the school embedded - Sept 2021</p> <p>Primary embedded Talkabout sessions - Nov 2021</p> <p>Managed Move EL3 Funding application process</p> <p>NCFE Photography level 1 - Nov 2021</p> <p>Sports leaders and young leaders award. (PE) - Nov 2021 - E357</p> <p>DPIA of all online platforms Sept 21</p>	<p>Level 1 award - AIM vocational qualification in hospitality and catering, in house (Phillips) - Nov 2021 - E800</p> <p>Developing and increasing mental health support and practices via ELSA, MH first aid, Trauma informed schools, school dog - Nov 2021</p> <p>Working groups established for Key Stages - Oct 2021</p> <p>Re-establishing work experience placements</p> <p>Outdoor Education at Havenbanks being re-established - Nov 2021 - E4770</p> <p>In-Class interventions for Mental Health and Wellbeing led by LSA's - Nov 2021</p> <p>KS4/KS5 Transitions (last 3 years) - Nov 2021</p> <p>Re-integration of high-profile students currently working with 1:1 mentors - Nov 2021</p> <p>Moderation sessions started - Nov 2021</p>			
	<p>External partnerships established with Marland - Nov 2021</p> <p>New Maths system introduced - Oct 2021 - E216</p> <p>EVC Training (Babcock) Nov 21</p> <p>Identify Skills Gap within school (linked to PM) Nov 21</p> <p>Safeguarding S175 Audit (Babcock) Dec 21</p> <p>Boxhall profiling (Babcock) Dec 21</p> <p>Asbestos and Legionella training Nov 21</p> <p>Significant reduction of mentoring and 1:1 spend</p> <p>Recruitment completed Dec 21</p>			
£11583	£8563			

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DJ ran highlighted some of the achievements on the calendar, giving the governors a brief overview.

DJ said that the calendar is being added to all the time. He recommended that the governors check this working document every week or so to view progress.

	<p>DJ concluded by mentioning that school has embedded EP supervision of staff, which BL is very fortunate to have 2 EPs twice a week. This is part of <u>good wellbeing support for staff</u>, which DJ knows first-hand is very beneficial. The support for staff also includes the Schools Advisory Service. DJ said staff have also been given extra time and he was going to ask Staff not to email after 8pm or weekends unless urgent.</p> <p><b>LS asked DJ to make sure children’s voices are also captured.</b></p> <p><b>LS asked if the <u>covid recovery catch-up fund</u> is being used for all pupils or were there specific pupils who are needing more of a focus.</b> DJ said the covid recovery money is for all pupils, it is for revitalising and reenergising the <u>curriculum</u>. As the curriculum was redacted due to covid lockdowns. DJ hoped to have full staff by the start of the Spring Term, so can deliver Literacy support again. Science and PHSE have been put back on curriculum full time. An art accreditation, which was started the previous week, immediately had 8 children enrolled and sat quietly for nearly 4 hours. BL has started providing a catering qualification in-house for those pupils who were not confident travelling to take the qualification, which is also being provided by Combe Pafford. BL said that if it is successful in-house they may run another day in school and maybe at some point save the £6k they pay Coombe Pafford. Although DJ felt 8 pupils for £6k was a reasonable price to pay. And it is good for the children to experience other settings. So, there is a balancing act between cost effectiveness and the pupils’ needs.</p> <p><b>The Governing Board all agreed to approve the SIP.</b></p>		
2/6.5	<p><b>Review of the Website</b>  <a href="#">Review of website October 2021</a>  <a href="#">Update Nov 21 Review of website October 2021</a></p> <p>DF said the website is very important because it is the school shop window for Ofsted, future parents and future staff.</p> <p>HC said that DJ and JF are working on the website. Her recommendations are within her report. The main point was that along with the figures for catch-up funding there needs to be an illustration of how the funding has been spent.</p> <p>DJ said he thinks website content is good but thinks it is not easy to navigate, it is overly complicated. Several items are in multiple places. In 12/18 months he would hope it would be laid out much better and streamlined perhaps with drop-down menus. DJ is doing research by looking at other school websites that navigate and work better.</p> <p>The Chair moved to section 2 on the agenda;</p>		
2/2.1	<p><b>Clerk’s Housekeeping</b></p> <p>HR stated that GovernorHub had a facility to electronically store the governors’ register of business interests and to keep a record of each individual governor’s other declarations, including a facility to link these to the current Governing Board code of conduct.</p> <p><b>The Governing Board agreed to move from keeping paper records of declarations of business interests to electronic business interest records and code of conduct on GovernorHub.</b></p> <p>ACTION – Governors to complete electronic record of Business Interests on GovernorHub and confirm they have read and will abide by the Code of Conduct</p> <p>HR passed on a request from the Governor Consultancy at Babcock, who wished to know how many printed copies of the Governance Today magazine the Governing Board would like next term.</p> <p><b>The Governing Board agreed to reading electronic copies of the Governance Today</b></p>		

	<b>Magazine. Stating they no longer wished to receive paper copies of the magazines.</b>		
2/2.2	<p><b>Board Membership</b>  <a href="#">2021 website Summary of governor information July 21</a>  <a href="#">LA Governor nomination approval email from DCC 8 Nov 21 Liz Shinn</a></p> <p>HR reported that LS completed her LA governor application form but there was a delay in it being processed due to a backlog at DCC. Confirmation that LS's nomination has been supported by DCC was received 8 Nov 2021. This is therefore the date her new term of office as LA (Local Authority) governor commences.</p> <p>The parent governor election is in progress. DF reported that 1 interested parent spoke to him this week, who was very positive about the school. DJ had also spoken to several parents. 1 parent governor nomination has been received so far.</p>		
2/2.3	<p><b>Vice-Chair role</b>  HR explained that due to a break in her term of office (see minute 2/2.2), LS role as vice-chair needs to be re-affirmed by the Board.</p> <p><b>The Governing Board agreed to re-affirm LS as vice-chair until the end of the academic year to coincide with Chair of Governors' term of office end.</b></p> <p>There will be an election for both Chair and Vice-chair roles at the July 2022 meeting.</p>		
2/2.4	<p><b>Skills Audit 2021</b>  <a href="#">BL GB Skills Audit anonymised summary Nov 21</a></p> <p>ACTION – HR to email DJ the skills audit link</p> <p>The Governing Board discussed the results so far. LS suggested that the reduced opportunities for visits into school, due to covid, have affected confidence in some areas. DF said it was an interesting exercise and showed that skills and knowledge have improved within individuals in last 12 months in lots of areas. DF suggested individual governors look at their own skills gaps and consider attending training or adding to their experiences to help.</p> <p>LS said that she has used the audit to highlight areas she has not experienced recently and she plans to make them the focus of her next visit</p> <p><u>The governors concluded that across Governing Board there is a good mix of skills and experience.</u></p>	HR	ASAP
2/2.5	<p><b>Committees and Lead Governor Roles</b>  <a href="#">BL Committee members and Lead Governors May 2021</a></p> <p>DF said the Pay committee only currently has [the minimum] 3 members; LS, JM and JP. The Governing Board felt that adding an additional member would make it easier to arrange a quorate (3 members) Pay Committee meeting.</p> <p><b>The Governing Board agreed to add HC to the Pay committee membership.</b></p> <p>ACTION – HR to liaise with the Pay committee membership, to arrange a Pay committee meeting ASAP</p>	HR & Pay Committee	ASAP
2/2.6	<p><b>Minutes of last meeting</b>  <a href="#">draft minutes virtual meeting 1 FGB 16-09-21</a>  <a href="#">draft minutes virtual meeting 9 FGB 15-07-21</a></p> <p>HC pointed out that there was an error on the draft minutes of the previous meeting in September. She had not in fact attended the meeting but was shown as being in attendance on the minutes.</p> <p><b>The Governing Board agreed that the draft minutes of the previous meeting should be amended to remove HC from attendance list.</b></p> <p>The Governing Board agreed (with the amendment above) that both the July 2021 and</p>		



	<p>September 2021 meeting minutes were a true account of the meetings and that the Chair of Governors should sign them as such.</p> <p>ACTION- HR to send DF a reminder of how to sign the virtual copy of the minutes on GovernorHub</p>	HR	30 Nov 21
2/2.7	<p><b>Action Points</b>  <a href="#">Table of Actions FGB 1 16 September 2021</a>  Minute 1/2.11 &amp; minute 1/5.2 - HR asked JF if she was waiting for governors to complete all their annual online training and confirm they had read KCSiE. JF confirmed that she was still waiting for some governors.</p> <p>ACTION - JF to email the governors who have not completed their online training and those who have not confirmed they have read KCSiE.</p>	JF	ASAP
2/2.8	<p><b>Chair's Action</b>  DF reported that since the last meeting, he had; spoken to a potential new parent governor, Dealt with 1 parent complaint,  And spoken with DJ many times.</p> <p>DF said the collection for the previous Headteacher, Mike MacCourt, in memory of his dad, had raised about £600. DF said thank you to all governors and staff who had contributed.</p>		
2/3.1	<p><b>Budget monitor</b>  <a href="#">G150 report 18.10.2021</a>  JMa reported positive news that the budget is £25k better than plan was for this stage. With £368k carry over instead of the £343k predicted. However, this is largely due to difficulties in recruitment leading to an underspend in the budget lines for administration, catering and TAs (Teaching Assistants).  But there has been an overspend in other areas, with an overspend of £25k in intervention and an overspend of £26k for supply staff. Meaning that these remain the key pressure areas which JMa recommends the Governing Board continue to monitor.</p> <p>JF reminded governors that she had sent an email requesting that the Governing Board consider approving an <u>additional £25k being put into intervention budget</u>. <b>DF asked why this was necessary.</b> JF replied that as school has not managed to fully recruit more intervention and supply is being used than was budgeted for. Conversely the staffing costs, for the same reason, are a lot less than was budgeted for. DJ said this is a problem across the SENTient Trust. None of the schools within the Trust are being able to recruit. DJ thought this may be because the schools are competing with the NHS, who pay more. <b>HC asked where the £25k will come from to go into the interventions budget.</b> <b>DF asked if it will be moved from the areas which are currently underspent.</b> JF replied that the proposal is [rather than moving it from another budget line] to take off the carry forward. JF referred to JMa's introduction, where he reported that the budget is £25k better off than anticipated at this stage. This is the money it is proposed to use in the interventions budget. <b>HC asked if there would then be a deficit.</b> JF replied that [even with transferring the additional money to the interventions budget line] there is still an anticipated carry forward this year.</p> <p>JF said that next week she will be working with Susette Barrett (Babcock, Schools Finance Advisor) to run a midyear budget plan based on what is 'known' now. However, by this stage she would have hoped to have known what was happening with staffing increases. This has been delayed by not being able to be quorate to hold the Pay Committee meeting to discuss staff pay. And unions still negotiating percentage pay increase for staff salaries, so an estimate of 2% is being used in the budget plan.</p> <p><b>The governors agreed to an additional £25k being moved into the intervention budget, by reducing the carry forward.</b></p>		
2/3.2	<p><b>Pupil numbers</b>  DJ said BL was currently full, with 80 pupils  He said before took over as Headteacher, the plan was for 72 pupils on roll.  The latest budget plan was based on 78 pupils.</p>		



	<p>DJ said DCC's 0-25 team had challenged the risk assessment on the 80<sup>th</sup> pupil. He said they have asked BL to consider key stage 5 and/or key stage 1 pupils– but taking key stage 1 pupils would require a build. (BL currently takes Key stage 2, 3 and 4 pupils)</p> <p>The Governing Board had a discussion about total pupil numbers and the pros and cons of taking admissions from either younger key stage 1 pupils or older key stage 5 pupils. DJ said the maximum pupil number he would consider was around 85/90 pupils. LS said if school puts the maximum number up to accommodate an extra key stage then BL may then have to go up to the limit in any key stage</p>		
2/3.3	<p><b>Headteacher, Staff performance &amp; salary review</b></p> <p><b>The Governing Board agreed that Diana Denman should be the Independent Advisor for the Headteacher appraisal.</b></p> <p>ACTION – LS to email Diana Denman (Babcock, Special Schools Advisor &amp; independent advisor to the Headteacher Appraisal Panel) to arrange a time frame for the Headteacher Appraisal to take place.</p> <p>DJ reported that the staff performance reviews are in progress, stating he had completed about one third.</p>		
2/3.5	<p><b>Headteacher and Staff Wellbeing</b></p> <p>DJ said he thought that if staff wellbeing was 'RAG' rated, the majority would be 'green' but with a few people 'amber' and 1 or 2 staff members are in 'red'. DJ felt this was most likely due to there being a new leadership team.</p> <p>JF was asked about her view of staff morale. She agreed that the majority of staff are in 'green'. Adding that anyone in 'green' could have an 'off day'.</p> <p>DJ said the work ethic off staff, even at the late stage in the term, finds people staying until 6.30/7.00pm. Staff energy levels remain high to match the pupils'. Staff are having honest and open conversations and this can lead to tension, sometimes relationships are difficult and honesty can upset others. Staff and pupil happiness inter-related.</p> <p>The number of pupils actually in school may be contributing to tension as DJ has never seen such a high percentage of the pupils in (see minute 2/6.3). DJ said it is a difficult time of year, it is tough when it is dark at start and end of day and the pupils are very anxious about Christmas. DJ said staff wellbeing improves as staff vacancies are filled.</p> <p>LS noted that the country is still in the middle of a pandemic which puts untold pressure on DJ and the staff and staff are being held to account more due to a change in the Senior Leadership Team. DJ said that under the previous leadership, staff were unhappy but didn't voice it.</p> <p>DJ stated that he wants staff to have an opportunity to visit other schools.</p> <p>JMa asked how DJ would 'RAG' rate his own wellbeing. DJ replied that he flips between 'green' and 'amber'. There are lots of good things going on and he feels good despite his tendency to be a 'being glass half-empty' person. DJ felt that he was in a good place compared to headteachers in other local schools.</p> <p>DF highlighted BL's strapline, which is '<u>Friendship, optimism and hardwork</u>'. DJ said all those things can be found in school.</p> <p>DF was looking forward to visit the school again so he can experience the 'temperature' for himself, (after a long time when governor visits had been restricted due to the pandemic). DJ said that as LS lives close by, she is often able to 'pop in' an experience how calm school is. This is backed up by <u>external visits to school</u>. Such as a recent visit from the inclusions team. DJ said the member of the inclusion team who visited admitted that he had had a negative preconception of BL school, which was proved not to be true. DF said the previous</p>		

	Headteacher, Michael MacCourt, had changed the school but the previous bad reputation of the school lingered.		
2/3.5	<p><b>School Dinner Money</b>  <a href="#">anonymised dinner money arrears 2020 2021</a>  <a href="#">Dinner Money Arrears Policy Nov 2021</a>  Minute 1/3.4 - DF said there has been some payments of outstanding dinner money forthcoming. However, many parents still owe money.  DF asked the Governing Board to consider writing off the existing debts to allow everyone to start with a 'clean slate'. With then a new policy in place to stop the same situation arising again.</p> <p>DJ said they had recently offered a 50% reduction to settle. JF said this had not worked. JF said all the dinner money debts have been chased relentlessly. Letters have been sent to the all the families who have arrears over £50, asking them to make some kind of payment and in the meantime requested that they send the pupils in with a pack lunch. This worked quite well leaving 4 families who owe over £50. 1 of the families has moved to being free school meals. The other 3 are currently bringing pack lunches.</p> <p>The Governing Board discussed whether to continue to chase the outstanding money for rest of term. It was noted that Christmas was coming up and would bring additional financial pressures for the families. JF said must have new policy in place which staff stick to. At the moment parents who owe money are asked to send their child with a pack lunch and if they don't staff often still give them a full school dinner. A policy to act quickly before arrears mount up for more than a couple of weeks. DJ said that it is important the pupils are aware when they are being expected to bring in a pack lunch. HC suggested that the Governing Board adopts the debt collection policy and this is clearly shared with parents and staff. JF said there is currently a £600 debt between 4 families. HC suggested the Governing Board definitely write-off the arrears for the family now on free school meals as they probably qualified previously when the debt occurred. <b>HC asked how long it has taken for the debt to build up</b> – JF replied that school dinners currently cost £11 per week (£2.20 per day). DJ said the arrears had built up before he became Headteacher. HC proposed writing-off all debts accrued prior to DJ becoming Headteacher on 1<sup>st</sup> September 2021. The Governing Board were keen that if any debts were written-off it was done in such a way that it was not setting a precedent and moving forward the new policy would be followed and any arrears that accrued would be chased immediately after 2 weeks of non-payment. DF suggested that rather than write-off the debt, school would actively cease to pursue the debt. The Governors wished to let the families know in advance that there would be a new policy, so felt it would be preferable to let the families know now and put the new policy in place from January 2022.</p> <p><b>The Governing Board agreed to adopt the new Dinner Money Arrears Policy, with effect from January 2022.</b></p> <p>ACTION - DJ to draft letter to parents to accompany a copy of the new School Dinner Money policy. This draft to be shown to a member of the Governing Board or DF. DF's name/ Chair of Governors to be on letter when it is distributed.</p> <p><b>In response to a question from HC</b>, JF said there is a DCC policy for pursuing debts. The governors felt the letter to the parents should refer to this option.</p> <p>DJ stated that <u>children in school not left to go hungry in school as they get breakfast and healthy snacks</u> (cereal bars and fruit). But highlighted that currently the children on 1to1 mentoring don't get this provision and they may not be getting fed at home. DJ felt that those pupils mentoring should get cereal bars and fruit, the same as those who are in school. The Governing Board discussed what the approach should be for those pupils engaged in mentoring. DF said if a dynamic risk assessment shows that because a pupil is not having food there is a risk this could lead to escalating behaviour the staff member should make a decision and ensure healthy snacks are provided. LS suggested mentors</p>		

	<p>routinely ask if the child they are mentoring has lunch.</p> <p><b>The Governing Board agreed that Barley Lane School should cease chasing the historic dinner money debts, but would not notify the parents concerned.</b></p>		
2/3.6	<p><b>Pupil Premium, catch-up funding, covid catch-up funding, sports spending – reports for website</b></p> <p>DF suggested that as the meeting was over-running, this item should be deferred to the next meeting in December 2021 meeting.</p> <p>ACTION - HR to ensure the reports for the website on Pupil Premium, catch-up funding ... are on the December meeting's agenda.</p> <p>DJ said the Pupil Premium and other funding reports were currently a work in progress.</p>	HR	December 21
2/3.7	<p><b>SWComms – Internal telephone system</b></p> <p>The Governing Board was informed that school had purchased a new internal telephone system. Which is better than the previous system and the cost is within the previously agreed budget. JF stated that the new system is cheaper.</p>		
2/3.8	<p><b>Pay Policy</b></p> <p><a href="#">Model Pay Policy 2021 13.10.21</a>  <a href="#">The Key need-to-know School Teachers' Pay and Conditions Document (STPCD) 2021 published</a></p> <p>HC stated that the format of appendix 2 needed to be changed, but recommended the Model Pay Policy from DCC was adopted with that caveat.</p> <p>ACTION - HC to liaise with JF on the formatting of Appendix 2 of the Pay Policy.</p> <p><b>The Governing Board agreed to adopt the model pay policy from DCC with the caveat that appendix 2 should be reformatted as HC recommends.</b></p>	JF & HC	ASAP
2/3.9	<p><b>Lettings policy</b></p> <p>DF recommended that this item was deferred to a later date. The Governing Board agreed as they felt it was not urgent as BL is not letting any of the premises out.</p> <p>ACTION – HR to ensure the Lettings Policy is back on the agenda at a future Governing Board meeting.</p>	HR	-
2/3.10	<p><b>Critical Incident Management Plan</b></p> <p><a href="#">Barley Lane School Critical Incident Management Plan - Nov 2021</a>  <a href="#">DJ email critical incident management plan 23 Oct 21</a>  <a href="#">Continuity Plan New</a></p> <p>DF recommended that this item was deferred to a later date. The Governing Board agreed</p> <p>ACTION – HR to ensure the Critical Incident Management Plan is on the agenda at a future meeting.</p>	HR	-
2/5.1	<p><b>GDPR (General Data Protection Regulation)</b></p> <p>HC reported that JF is 'on top of' what needs to be done in school in relation to GDPR However, HC had something she needed to mention in part 2 at the end of the meeting.</p>		
2/7.1	<p><b>Teaching &amp; Learning Curriculum</b></p> <p><a href="#">BLS Curriculum Development 2021</a></p> <p>LS had prepared questions about the curriculum to ask VS. As VS was unable to attend the meeting, it was decided LS should make a Governor visit to speak with VS and about the curriculum and report back.</p> <p>ACTION - LS to carry out a Lead Governor visit with VS to ask questions about the Curriculum. Then report back to the Full Governing Board.</p>	LS	Dec 21
2/8.1	<p><b>Safeguarding</b></p> <p>DJ reported that the annual Safeguarding audit would be carried out by Babcock LDP the following week.</p> <p>Governors were informed that the Single Central Record (SCR) was up to date.</p>		

	<p>LS asked how the Governing Board would be able to perform its duty in relation to Safeguarding, as JP (Safeguarding Lead Governor) was not available to come into school and visit (due to her current personal circumstances)</p> <p>DJ expressed concern that the recommended questions governors should ask to monitor safeguarding were not being asked. HR said governors have access to suggested questions on GovernorHub. They are on 'Q cards' from the Governance consultancy and a proforma DJ had shared with the Governing Board.</p> <p>ACTION - All Governors to ask at least one question from the <a href="#">Safeguarding governor visit suggested Questioning</a> during visits to school.</p> <p>HR pointed out that DF is the deputy safeguarding Lead Governor and could step in whilst JP was not available to visit.</p> <p>ACTION – DF to carry out a visit to school, before the end of term, which will have a safeguarding focus.</p> <p>DJ reported that Velda Woodruff and DCC's 0-25 team had spent the day in school.</p> <p>ACTION - LS to visit school to ask some of the Safeguarding monitoring questions, before the end of term.</p>	<p>All</p> <p>DF</p> <p>LS</p>	<p>Ongoing</p> <p>Before the end of the Autumn Term</p> <p>“</p>
2/9.1	<p><b>Governor Visits</b>  <a href="#">21.10.04. Governor H&amp;S Visit report</a>  <a href="#">21.10.26 Governor H&amp;S Visit Review of website October 2021</a>  <a href="#">21.11.03. Governor Visit To School</a>  DF thanked governors for providing visit reports</p> <p>DF asked DJ if he had a preference for when governors fitted in their visits this term. DJ requested that no governor visits were made after 7<sup>th</sup> December 2021. (a lot of the pupils at BL get increasingly anxious/fractious as their routine is disturbed by Christmas approaching.)</p>		
2/9.2	<p><b>Governor Training</b>  DJ and HR reported that they had recently attended Chair, Head and Clerk training, run by the Governance Consultancy. (DF had unfortunately been unable to attend.) They found the training very useful and picked up some interesting points to bring back to the Board.</p> <p>ACTION – HR to ensure there is an agenda item for the next meeting, to give an opportunity to discuss implementing changes to the Governing Board for the next academic year.</p>	HR	Dec 21
2/10.1 2/10.3 2/10.4 2/10.5 2/10.6	<p><b>Policies</b>  <b>HR policies</b>  <b>Capability Policy</b>  <a href="#">Capability Policy</a>  <b>Staff Leave Policy</b>  <a href="#">Model Staff Leave and Absence Policy</a>  <b>Disciplinary Policy</b>  <a href="#">Disciplinary Policy</a>  <a href="#">Disciplinary Policy Dec 2020 version</a>  <b>Drugs &amp; alcohol misuse Policy</b>  <a href="#">DCC Drugs and Alcohol Misuse Policy</a> (last updated by DCC Feb 2006)  <b>Teachers Appraisal Policy</b>  Version 2013 <a href="#">BL Teachers Appraisal downloaded Jan21</a> – (last updated by DCC 2013)</p> <p>(See Agenda – each of the above policies had 1 or more decisions which the Governing Board was required to make.)</p>		

	<p>The Governing Board asked HC to look at the policies listed above and to report back with her recommendations on the decisions which are required.</p> <p>ACTION – HC to look at all the DCC model policies, which are due for review, liaise with DJ and JF and make recommendations for consideration at the December meeting.</p>	HC	Dec 2021
2/10.2	<p><b>Flexible working</b>  <a href="#">Flexible Working Policy</a>            HC recommended that this policy was adopted and the Governing Board delegates responsibility for considering and authorising flexible working requests to the Headteacher (as shown on the front page of the policy). With any appeal being considered by the appeals committee of the Governing Board.</p> <p><b>The Governing Board agreed to adopt the DCC model Flexible Working Requests in Schools policy and to delegate responsibility for considering and authorising flexible working requests to the Headteacher.</b></p>		
2/10.7	<p><b>Equality Policy</b>  <a href="#">dcc equality policy and guidance model download 10Nov21</a>  <a href="#">Equality and diversity 2021-22</a>            This was not discussed.</p>		
2/10.8	<p><b>Complaints Policy</b>  <a href="#">How to Complain 2021-22</a>            The governors were asked to consider whether they wished BL to continue to use and in-house complaints policy or whether to adopt the DCC model complaints policy.</p> <p>DF recommended that the school moves to adopting the DCC model policy, after recently having to follow the in-house complaints policy.</p> <p>The Board agreed in principle to adopt the model DCC complaints policy. However, they wished HC to look at the DCC model and bring her recommendations back to the next meeting.</p> <p>ACTION - HC to look at the DCC model complaints policy and bring recommendations back to the December 2021 Governing Board meeting.</p>	HC	Dec 2021
2/10.9	<p><b>Ethos and values</b>  <a href="#">Our Ethos and Values 2020-21</a>  <b>The Governing Board agreed to adopt the latest version of Our Ethos and Values</b></p>		
2/10.10	<p><b>Pay Policy</b>            See minute 2/3.8</p>		
2/10.11	<p><b>Lettings Policy</b>            See minute 2/3.9</p>		
2/10.12	<p><b>Critical Incident Management Plan</b>            See minute 2/3.10</p>		
2/10.13	<p><b>Asset Management Plan</b>            See minute 2/4.2</p>		
2/11.1	<p><b>Items brought forward by the Chair</b>            There were none.</p>		
2/12.1	<p><b>Impact Statement</b>            The Governing Board considered the question:            What Have We Done Today That Has Further Improved the Quality of Our Children's Education?            The governors said the discussion about progress attainment and outcomes are at the heart of what a school is all about.            Discussions had been child centred.            Improving how data is presented will improve the Governing Board's understanding and engagement.            BL always good at feedback form all stakeholders and take on board all feedback and keep in touch with pupils after they have left BL and learn from following up on their destinations.</p>		

	<b>JF left 19:39</b> <b>Meeting moved into part 2 19:39</b>		
	<b>Meeting end 20:04</b>		

<b>Next Meeting:</b>			
<b>Date / Time:</b>	16 <sup>th</sup> December 2021	<b>Location:</b>	Microsoft teams

<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)*