

How to: minute a meeting effectively

Exemplar minutes & template

How to use this document

There are many right ways to format and present minutes and the exemplar template is not intended to be the only or definitive way. Instead, it is intended to provide a starting point for consideration.

With this in mind it provides an example of how NGA believes minutes can be effectively presented.

It includes some examples of how minutes can be worded.

It also identifies, with numbering, some 20 key areas for consideration and contains in the notes at the end, explanation of the area and guidance as to how to approach it.

If you are new to clerking and need a template to work from then you can use this template.

If you already have a format to work from (this may just be the previous set of minutes) then you may wish to compare the existing format and this template to see if there is room for improvement.

Just remember, for many aspects there is no right or wrong, it's going to be a matter of preference and so it would be sensible to review possible changes with your chair.

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Name of school / trust
Minutes of governing body/ trust board/[name] committee meeting¹
Day, date and time
Venue/platform²

Present: E Bennet (EB), C Bingley (headteacher (HT)), G Mukutsi (GM), Dr H Patel (HP) (in part), T Perez (chair), P Ramotswe (PR) (in part), G Wickham (GW)

In attendance: J Thomas (Head of Maths, in part), T Jefferson (associate member)

Clerk: K Miyagi

Quorum required: 5

Governors present: 7

No ³	Subject ⁴	Who ⁵	By when
1.	Apologies and absence ⁶ Apologies had been received and accepted from H Schmitz. S Panza was absent. HP had sent ahead apologies for a slightly late arrival. The clerk confirmed that the meeting was quorate.		
2.	Declarations of interest ⁷ PR declared an interest in agenda item 6		
3.	Any other business notified to the chair ⁸		
For discussion and agreement ⁹			
4.	Approval of meeting minutes 4.1 For approval: The minutes of the meeting held on (date) were approved as a true and accurate record and signed by the chair subject to the following amendments ¹⁰ 4.2 Matters arising not on the agenda: ¹¹ Action point 1: Action point 2:		
5.	Heading corresponding to agenda item ¹² Example minute 1:		

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	<p>Headteacher's Report and governor/trustee questions</p> <p>The HT's report had been circulated prior to the meeting. Additional comments and questions were as follows:</p> <p>Attendance. As in the report. The HT said they had been around the national average for some time with some issues in Years 5 & 6 but these figures were an improvement on previous years for the time of year and the best in the last 4-5 years. He anticipated this would continue throughout the year for several reasons: the school were keeping it high profile; there had been fewer absence requests; also due to the fact that pupils of families used to the historic 'culture' of taking term-time holidays having worked their way through the school.</p> <p>Partnership programme. The HT reported that he had met with the local HTs' cluster and the next peer assessment would be a focus on writing. Two senior leaders would carry out learning walks and conversations and give feedback in each of the five cluster schools, followed by a facilitated workshop to plan to improve writing in the school. Each of the schools would have a peer assessment visit during the academic year.</p> <p><i>Q A governor/trustee referred to the time commitment and asked the HT where they were finding the time for this.¹³ The HT said that the two senior leaders from the school had made time, as with other training and external visitors. He advised that there was some funding from the trust for the release of Improvement Champions.</i></p> <p><i>Q The HT was asked if he considered it to be good value for the time invested. The HT said it was an excellent idea as long as it was manageable and effective. There had already been an improvement in the standard of writing in the pupil's books.</i></p> <p><i>Data. Q A governor/trustee asked why the national average discussed at the curriculum meeting for was for the previous year and when would it be updated. The HT explained that the most recent year's Analysing School Performance (ASP) data had not been released at that time but was now available and would be used to update the information.</i></p> <p>Action: HT to add the new ASP data into the curriculum folder, in a new ASP folder by the end of the month. He noted the format of the data had completely changed and this would need to be borne in mind when making comparisons between years.</p>	HT	30 th April
	HP arrived (time) ¹⁴		
	PR left the meeting (time)		

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6.	<p>Example minute 2:</p> <p>Academy/school Improvement Plan (AIP/SIP) update</p> <p>The updated AIP complete with RAG evaluation had been circulated to governors/trustees. The HT advised that they were moving through at a good rate and were constantly moving things forward and that there was a monitoring timetable taken from the AIP that was reviewed weekly.</p> <p><i>Q A governor/trustee asked for clarification that there were 2 children in EYFS who were not where they needed to be in terms of progress. The HT said there were; they were not there yet, but it was hoped to get them there by the end of year.</i></p> <p><i>Q A governor/trustee questioned there being no children at greater depth in all 3 subjects yet. The HT explained that these were the year-end targets and pupils might be on track to get there by the end of the year. He said class teachers looked at the data to see if any interventions were needed.</i></p> <p><i>Q A governor/trustee asked about the red blocks in the following areas and what was being done to remedy the situation in each case:</i></p> <p>Data. The HT explained that they had not done so many nurture groups as the pupils' needs were too broad for such a group, so they were doing more individual work for their needs.</p> <p>Staff training in maths. The HT reported that this had not been done yet due to time constraints, but it would be done by the end of the year.</p> <p>To review and evaluate current collective worship. The HT said this needed a longer discussion and that he would be presenting a proposal to the next meeting.</p> <p>1b Writing. The action relating to writing was detailed in the SIP and had been done on Friday; it was now RAG evaluated as green.</p> <p><i>A governor/trustee commented positively on the mindfulness work and it was noted that staff were also positive about this.</i></p>		
	PR returned to the meeting (time)		
7.	<p>Example minute 3</p> <p>SEND update</p> <p>The SENDCO reported orally that the local authority SEND advisor had visited and that her report would follow shortly. She confirmed that the applications made for High Needs Funding met the criteria and should</p>	<p>SEND governor</p> <p>SENDCO</p>	<p>Next GB meeting</p>

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	<p>yield additional funds for the school to better support these pupils. The SENDCO also reported that monitoring meetings with teachers who had pupils with EHCPs had taken place and that it was now planned to follow up and include those pupils registered on the SEN register.</p> <p><i>Q A governor/trustee thanked the SENDCO for the report and asked when they would have sight of the advisor's report and were there any issues that governors should be aware of.</i></p> <p>A discussion followed about whether it was appropriate for governors to see such reports as pupils were named; the HT confirmed that he would not be happy with this.</p> <p><i>Q The SEND governor/trustee suggested that on her next visit she would have sight of the report and report back accordingly.</i></p> <p>The HT agreed that this would be possible. He also confirmed that the issues that had been identified were being addressed and that he would work with the SENDCO on a written report to the GB for their next meeting which would summarise the advisor's visit and follow up actions. The SEND governor suggested that it would make sense for her visit report to come to the GB at the same time.</p> <p>Actions:</p> <p>SEND governor to report back to the next GB meeting after her visit to see the SENDCO and view the SENDCO's report.</p> <p>SENDCO to write a report for the next GB meeting summarising the advisor's visit and follow up actions.</p>		Next GB meeting
8.	<p>Example minute 4:</p> <p>Policy Approval</p> <p>8.1 Safeguarding & CP Policy. Updated to reflect new KCSIE. Approved.</p> <p>8.2 Staff Code of Conduct. The HT noted one minor change. Approved.</p> <p>8.3 Teachers Pay Policy. Governors/trustees agreed the following as recommended by the Pay and Performance Committee: all teachers to have the uplift; to adopt the standard pay scale reference from the LA; the recommendations for lead practitioners; the deadlines for UPS applications to be the end of the month and staff would need to apply; no pay portability. Approved.</p>		
Governing board matters			
9.	Example minute 5:		

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	<p>Parent governor/trustee vacancy. The Clerk reminded governors/trustees that GW's term of office was ending in 2 months. The HT said he knew of a parent that was interested in becoming a governor/trustee and asked if he could approach them. The clerk advised that the vacancy must be advertised to all parents in the first instance and referred to the recent skills audit and advised that the letter could be worded to encourage applications from parents with the desired skills.</p> <p>Action: HT to advertise the vacancy with immediate effect and word the letter to encourage parents with finance and/or SEN experience to apply.</p>	HT	Within next 2 months
10.	Evaluation of governance impact ¹⁵		
11.	Confidential items ¹⁶		
12.	Date of next meeting		

The meeting closed at (insert time)

Signature: _____ Date: _____

Minutes to be circulated to:¹⁷

Summary of actions¹⁸

No	Action	Who ¹⁹	By when
5.	HT to add the new ASP data into the curriculum folder, in a new ASP folder by the end of the month.	HT	30 th April
7.	SEND governor to report back to the next GB meeting after her visit to see the SENDCO and view the SENDCO's report.	SEND governor	Next GB meeting
7.	SENDCO to write a report for the next GB meeting summarising the advisor's visit and follow up actions.	SENDCO	Next GB meeting
9.	HT to advertise the vacancy with immediate effect and word the letter to encourage parents with finance and/or SEN experience to apply.	HT	Within next 2 months

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- ¹ It should be made clear if this is a full board meeting or a committee meeting
 - ² The location of the meeting should be included. Although many meetings will take place in the same place, some schools have split sites or meetings could be held remotely
 - ³ This will be the corresponding agenda item number
 - ⁴ This will be the corresponding agenda heading
 - ⁵ This column should name who is responsible for the action point
 - ⁶ This should list the names of who has sent apologies and whether these have been accepted by the board. It should also list who has not sent apologies and is merely absent
 - ⁷ If any governors/trustees have a conflict of interest on any of the agenda items, it should be listed here. It should also be stated at the relevant agenda item, that the governor/ trustee has left the room for the discussion and vote
 - ⁸ Addressing any other business at the beginning of the meeting rather than at the end allows the chair to identify when these items will be discussed and avoids prolonged any other business discussions at the end of the meeting. This is only for business which could not have been included as an agenda item for this meeting and cannot reasonably be included as an agenda item for discussion at the next meeting
 - ⁹ This will help signal that the necessary administration at the beginning of the meeting has been addressed
 - ¹⁰ Write out any amendment(s) in full here
 - ¹¹ This is an opportunity to address the action points from the previous meeting
 - ¹² This will vary from meeting to meeting depending on the items to be discussed
 - ¹³ Highlighting the questions that governors are asking and the responses they are receiving will make it easier to identify governance challenge. This could be by use of bold, italics or coloured text, taking the audience into consideration as some people may have difficulties reading coloured font.
 - ¹⁴ The initials of the person arriving late and the time they arrive should be detailed within the minutes at the point the meeting is at ie which minute is being discussed, so it is clear that they were not present for the previous discussions but were for the items following that point in the minutes
 - ¹⁵ Likely to be a short item summarising the effectiveness of the meeting and how this will positively impact the pupils
 - ¹⁶ Clarify if any of the previous items are confidential
 - ¹⁷ E.g. Diocese, Local Authority, Trust board, etc.
 - ¹⁸ The summary of actions table can be circulated as a separate document as soon as possible after the meeting before also being included in the minutes
 - ¹⁹ This column should name who is responsible for the action point