

## Minutes of Governing Body Meeting, Monday 26<sup>th</sup> March

Present:	J Stewart (CofG) R Campbell N Wiltshire Kate Davies J Rosamond P Perry P Thompson Katrina Davies B Calvert S Wood
In Attendance:	Y Scott (clerk to governors), A Clarkson (bursar)
Apologies:	Dan Askew

<b>18/16</b>	<b>Receive Apologies for Absence</b>	
Summary of item	Chair to Governors accepted D Askew apologies.	
<b>Actions Arising / Resolutions</b>		
NA		<b>NA</b>

<b>18/17</b>	<b>Agree Minutes of Past Meeting and Consider Matters Arising</b>	
Summary of item	Amend typing errors re £100,000 carry forward and £10,000 on February Minutes prior to publishing. 18/10 Ongoing not yet actioned to be continued to next meeting 18/11 Complete 18/12 Complete 18/14 Complete (See actions fulfilled below) Signed agreement with Veritau as and when we have documentation we will continue to inform staff regarding changes. No feed-back re Link role and timetable therefore motion carried to change as per proposal from last meeting NGA conference fed round to all governors	
Questions and responses	<b>Question 1</b> <i>None Received</i>	
<b>Actions Arising / Resolutions</b>		
February minutes to be amended to reflect correct figures		<b>YS</b>

<b>18/18</b>	<b>Consider Meeting Focus: Finance and Budget</b>	
Summary of item	a. Review draft budget. (see tabled documents from bursar) A Clarkson (bursar) discussed variables, with some room for change within budget due to such items as fuel usage etc, as previously discussed increase in catering and caretaking is reflective of uplift in NYCC salaries particularly for those roles that are at	

the bottom end of the pay scale. Bursar noted that school does build in contingencies and in most years, we have managed to make savings within a number of areas, e.g. maintenance etc.

In future years much harder to predict how this is feasible. School currently predicting 232 children on role, but as acutely aware this is a very fluid area and may well be nearer 220 as of today due to further notification of movements out. We do tend to be notified of departures earlier than that of arrivals. We only know of 7 arrivals between now and summer 2018. Looking at day one in September as we sit today numbers are lower, however it is only March and remains an unknown quantity therefore budget has been based on this figure again to reflect mobility school adapts to.

All staffing etc has been carried forward on this basis and current staffing structure holds with pre-known departures accounted for. Cumulative pay awards for staff includes the annual performance related increments in the schedule. This year includes very high pay awards due to previously discussed living wage changes. This includes (for non-teaching staff) from bottom pay grades a 9% increase decreasing to 2% on higher pay grades for FY 18-19. Blanket 2% increase for teaching staff increments in FY18-19.

Huge impact on budget falls mainly from pay awards and reduced SEN students as the SEN support package can range from £1000-£7000. For perspective of budget impact, it can potentially take 12 months to provide evidence to substantiate a SEN student need, payment is not delivered in retrospectively.

Note SEN is not only behaviour there are requirements to support children who can access our mainstream service that may need provision that is more directed to inclusion and support on a different level to behaviour. We also we need to support the 'just about managing children' as with our school mobility it is so much harder to close the gaps in the small amount of time we educate them. Transitions are creating and adding to their needs and budgets and support is a focus for all in the school team. This changes every term and outside factors impact greatly yet we endeavour to support all needs with an ever-shrinking budget that doesn't provide additional financial mechanisms to close gaps.

Considering the current falling student numbers and uncertainty, plus the new impacts on budgets this year it is suggested the best way forward would be to have a working group to develop a possible contingency plan for September 18 to allow for savings. This would allow the school to produce a strategy to allow fairness towards staff who need to develop plans with enough time to openly communicate with staff re progression of employment terms as required.

In increasing the gross wages in the budget, the irony is that we may have to reduce hours or lose staff dependent on student numbers in September, and how those figures at census time marry across to the projected financial plan.

Point to Note;

SMM notice to leave, still looking at a 9-class structure and concluded there is a requirement to advertise for replacement post, on a 1-year fixed term contract starting full time with ability to vary hours at salary point M1-M3. Cohorts and year group numbers break down as R40; KS1 26,25,25; KS2 25,24,23,28, showing that still with anticipated numbers and the year group range there is still the need for this post.

<p>Questions and responses</p>	<p><b>Question 1</b>  <b>Will we expect a change from LA in year 3?</b></p> <p><i>Pupil numbers have been left the same throughout, so changes continue with that in the forecast. NOR at census in October dictates funding for full year. Whether numbers drop or climb after that census funding remains the same for the rest of the school year. The huge impact of pay awards is driving funding reductions, there is no proposal currently for extra money from LA to mitigate this.</i></p> <p><b>Question 2</b>  <b>In 'just about managing' terms I presume we don't have funds for this as an additional spend? Clearly when you have no view of the numbers or SEN needs are you allowed to overspend due to a huge influx after census for example?</b></p> <p><i>No but the bigger picture is providing for their needs is essential with transition and mobility issues; ultimately education is key to their success to manage both in and out of school. There are very critical rules to how funding is given and if we needed an additional class the county can be approached but a structure needs to be in place that is both accommodating, and financially viable, as extra funding is incredibly difficult to access outside the Census provision. The added difficulty is the disparity of the year groups needs as we already have mixed year groups. If the influx of children came into an already heavy area there would be the expectation from LA that you would restructure in the next school year to enable the capacity (30) to be upheld but to manage to that point.</i></p> <p><b>Question 3</b>  <b>Does SMM have any leadership roles in school that will be lost if replaced by an NQT etc.?</b></p> <p><i>No, none currently.</i></p>
<p>Summary of item <b>18/18 cont</b></p>	<p>b. Forward financial planning and staff needs. (see presentation and tabled documents from bursar)</p>
<p>Questions and responses</p>	<p><b>Question 1</b>  <b>What is 'Inclusive Education' on budget?</b></p> <p><i>SEMH, TA and EP teams with in reach work and provision as required by schools. School has in past purchased up front, and refunds are given if the hours are not taken at end of financial year. Refund from last year has been processed as we have had a EP in a morning a week provided through a bid within the cluster.</i></p> <p><i>This role will continue for another year via a different grant. It has been an excellent addition to the support team particularly with children with EHCP funding. This time has also been able to be used over a diverse range of children who may have difficulties with social interaction etc., the specialist advice and input has been valuable.</i></p> <p><b>Question 2</b>  <b>Broadband is very expensive, why?</b></p> <p><i>We have a dedicated connection which gives much better value particularly for the speed of service when numerous users including staff and children need to access provision. The broader depth to this service and cost is the SICT and the back-up, protection etc.</i></p>

	<p><b>Question 3</b>  <b>Noting the break down of the different costings on the first page, do other schools separate out the teaching support into the Sen categories?</b></p> <p><i>No, that category is only for special schools and relates to SEN payments. We don't at the moment, but it may help to look at that and see such detail in the future.</i></p> <p><b>Question 4.</b>  <b>Why do premises costs drop by £2000?</b></p> <p><i>Every 5 years we have to have electrical testing. It has been taken out in future years to reflect the payments when they are paid and needed.</i></p>
<p>Summary of item</p>	<p>b. Review of traded services and contracts. (tabled document)</p>
<p>Questions and responses</p>	<p><b>None</b></p>
<p>Summary of item</p>	<p>c. Receive outcomes of premises inspection</p> <p>The H&amp;S report has been received from Terry Bland. Several minor details have been highlighted and have already been addressed and completed. The two big areas are the playground with roots and surface, and EYFS area as well. Less optimistic on this occasion, it has been flagged relevant to the serious safety implications that stand regarding these areas. He is satisfied with the mitigation and operational safety we have in place in these areas nevertheless the hope is that this will progress to receive the maintenance required at LA level.</p> <p>The quote we originally had was only for cutting out small strips within the school playground and is not applicable for the large area it covers as P Connelly at county highlighted on a previous visit.</p> <p>In addition, the sensory garden may need to be placed out of bounds and this is part of a formal complaint with county due to inadequate surface they were contracted to provide which is not fit for purpose.</p> <p>This renders our outdoor play reduced to a minimal area.</p>
<p>Questions and responses</p>	<p><b>Question 1</b>  <b>Is there still a risk and where does that risk sit?</b></p> <p><i>Ultimately primarily it sits with the LA (as legal owners of site), however the LA would be expecting the school to have taken specific measures. In this particular case, we would be able to show the evidence chain and how we are challenging and managing the issue on the ground. Further impact compounding the playground is the playing field being out of bounds for two thirds of the year due to water retention and flooding reducing the area available for children to use.</i></p> <p><b>Question 2</b>  <b>Are you now implicating staggered playtimes?</b></p> <p><i>No, however playtimes are staggered over year groups, and lunch is staggered due to children being within the building having lunch.</i></p>

	<p><b>Question 3</b>  <b>Is the LA responsible for all these areas?</b></p> <p><i>We apply (via need) to a central pot from county for the playground, it is a C1 category (the highest available) so they will look at all the LA priority issues and apply resources via a committee decision. As much as anything for the school it is maintaining the fact that these issues are restricting student ability to have outdoor space and continuing to challenge and push for the repairs to be actioned.</i></p> <p><i>The sensory garden, a private job via the county ground maintenance provider has a formal complaint currently submitted from the school. We are awaiting confirmation of how this will be addressed and will report to the governors as further information is provided.</i></p> <p><i>Re: School field, the LA have already committed a huge amount of work in previous years (2014-15) to no avail. Until any leeway with local landowners then county will not progress this further. CTC won't liaise with county at all re this as difficulties for RAF already, Barton park homes is the other option for a trench to lay a pipe to take water away, but land owner refused in 14/15 and LA now feel there is no progression to rectify this.</i></p>
<p>Summary of item</p>	<p>d. Capital project updates                  Trim Trail - Benevolent fund have very kindly granted us £10,000 from a submitted bid for the design and installation of a new trim trail for the children, plan should be here in 3 weeks for viewing and will be forwarded to see. The old Trim trail will be removed as was previously deemed unsafe for use.</p>
<p>Questions and responses</p>	<p><b>Question 1</b>  <b>Any big capital projects outstanding?</b></p> <p><i>No not currently, emergency lighting for the 2 cloakroom areas is a low-level risk and therefore this is not a priority need at the moment but remains on the reports if funding allows in the future.</i></p>
<p><b>Actions Arising / Resolutions</b></p>	
<p>Review Draft budget - draft team of governors with appropriate skill set to discuss strategy for contingency plans for budget impacts in September 18.</p>	<p><b>RC/JS</b></p>

<p><b>18/19</b></p>	<p><b>Receive Relevant Safeguarding Updates</b></p>
<p>Summary of item</p>	<p>County said no requirement to complete safe guarding audit annually however RC suggests the audit gives value to school management and therefore proposes it is kept within the schedule.</p> <p>Submitted proposal for governor approval.                  All present voted in favour</p> <p>The areas we were less confident on last year have been addressed and JR has undertaken monitoring to 'test' areas she wanted to cover from the report. Very wide-ranging document, JR therefore chose aspects from each area of the audit for her safeguarding monitoring visit.</p> <p>JR felt we were compliant in all areas she visited. She noted all the children in the school council stated that they felt safe because they are behind the wire and felt</p>

	that this should be highlighted as there are risks the same within their home environment as there are in others living outside the wire. Are there any ideas how this can be addressed? It is essential our children and families understand a false sense of security can be held due to the location and environment they live in.
Questions and responses	<p><b>Question 1</b>  <b>How do we address this without making children more nervous re where they live now but to be aware that there isn't a great divide to this?</b></p> <p><i>Continue to educate the children within school on a cultural basis and the school values for our communities; this can also be highlighted in the governor newsletter. A way that could be used is the e-safety lessons we use in class re the firewall and be positive about wherever they are.</i></p> <p><b>Question 2</b>  <b>Can we re address these questions again in 6 months to have a view of impact of what has been implemented?</b>                  Yes</p>
<b>Actions Arising / Resolutions</b>	
Research community police talks within school Feedback to staff PSHCE in class Retain Audit in annual schedule program Comments re unique situation on Governor newsletter	RC RC RC JS

<b>18/20</b>	<b>Approve Educational Visits Policy</b>	
Summary of item	Document tabled (county template). Change from previous years: being EVC qualified Y Scott does all the reading, monitoring and submitting of the EVC. R Campbell proposes she is the nominated EVC amending the policy accordingly, with the exception of residential and outdoor activities for which R Campbell retains oversight.  Submitted for governor approval. All present voted in favour	
Questions and responses	<b>NA</b>	
<b>Actions Arising / Resolutions</b>		
Publish amended Policy	RC	

<b>18/21</b>	<b>Receive Monitoring Reports</b>	
Summary of item	a. Safeguarding (discussed above) b. British Values c. H&S (if available)	
Questions and responses	<p><b>Question 1</b>  <b>Information re pupil conference in British values monitoring how did the children feel empowered with the values?</b>  <i>KD noted that during her monitoring visit, boys and girls spoke extremely well and debated against each other also discussed re new school council, they also spoke</i></p>	

	<p>regarding democracy and how activities they were engaged in showed their experience. The also spoke about religion and how that if they felt this wasn't relevant to them ie during prayers that they felt they can use the time to reflect, relax and use it as a time for thinking.</p>
<b>Actions Arising / Resolutions</b>	
NA	

<b>18/22</b>	<b>AOB</b>
Summary of item	<p>a. Governor Training                  P Thompson has completed and amended the key skills audit to be updated termly regarding current skills so that these can be mapped alongside record of ongoing training. As such this can address strengths and skill set of governing body and highlight any areas of training or development needed. He will update and manage the records as governors submit them.</p> <p>Annual cycle of meetings;                  Next meeting scheduled to be resources focus for year-end budget. As there will only be 2 weeks of variance by 30.04.18 meeting proposed by JS that next meeting should be SIF and then resources moved to May.</p> <p>Submitted for governor approval.                  All present voted in favour</p>
Questions and responses	<b>Question 1</b> [Response]
<b>Actions Arising / Resolutions</b>	
Termly update of training record to be added to schedule	<b>JS</b>

<b>18/23</b>	<b>Confirm Date of Next Meeting</b>
Summary of item	30 <sup>th</sup> April 1230 School Zone.