# Minutes of Governing Body Meeting,6th December 1300, 2022

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| Present: | C Gilbey (Chair)  Phil Perry (Vice Chair)  R Campbell (Head teacher)  S Moss  B Calvert  M Welsh  N Wiltshire (Staff Governor  K Davies (Staff Governor) |
| In Attendance: | A Clarkson Bursar |
| Apologies: | S Moss and C Lawlor |

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| **23/12** | **Receive Apologies for Absence –** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Apologies received in advance via email | |
| **Actions Arising / Resolutions 23/12** | | |
| Accepted | | **Chair** |

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| **23/13** | **New Declarations of Interest and Interests Relevant to this Meeting** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Nil received | |
| **Actions Arising Resolutions 23/13** | | |
| N/A | | **NA** |

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| **23/14** | **Agree Minutes of Past Meeting and Consider Matters Arising** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  REF  23/04 - Complete  23/05 - Completed  23/08 - Completed  Non to report | |
| **Actions Arising / Resolutions 23/14** | | |
| Previous minutes a true reflection and accepted as such unanimously to be uploaded to school portal | | **N/A** |

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| **23/15** | **Consider Meeting Focus – School Improvement Planner** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  ***School Improvement Plan and SEF***  Governors agreed with SEF judgements based on progress made in SIP and monitoring undertaken. Chair of Governors however asked that the below tasks be completed asap.  1.3d - audit of impact and respect (KD will complete prior to next meeting)  4.2e - Monitoring of coverage in RE, foundations in place, previous observations note re opening of education in RE to be varied (White British pre-dominates our school make up) covering history of faiths. (CofG and KD to audit prior to next meeting)  4.4c - Establish debate club – (KD to audit)  4.4b - Utilize outcomes of SC audit.  Governors requested it be recorded that there is a good amount of green showing movement and progression in areas that needed this impact, and they pass their thanks to the hard work of all staff in supporting learning and aspirations to achieve this change.  Discussion undertaken about priorities applied to certain areas (e.g. Phonics), impact and outcomes of this (positive, see data). Also considered potential knock-on to other areas: **If time is being allocated to phonics, how are other subjects impacted?** This is being monitored by SLT, but trying to find other parts of day for alternative interventions, e.g. IDL in the morning pre-school etc.  ***Curriculum Vision***  Power point delivery of the coherent vision for curriculum with intent, implementation and impact running through what has been developed. With head (knowing), hands (becoming) and heart (feeling) being our lens for all subjects.  Each subject will have a curriculum content through the lens of how we use it and how this is special for our children.  **How do the staff feel about this vision? Were they part of the formation?**  All are extremely enthusiastic in how we can use this language within school and our children being able to access this learning interactively and knowledgably within the vision. Yes, staff intrinsic to this process over the last year.  **What are the next steps, and when will it be fully rolled out?**  We intend for each Subject Leader to produce their own KBF document to bring their subject into alignment with the wider vision. It will be fully in use by summer 2023.  ***Parent Voice Review***  (Note: previously deferred item).  No questions noted, governors celebrated positive responses with no queries to follow up on with parents next survey should go out in new year to encapsulate new parents' voice.  **Questions**  ***Prior to COVID intervening we discussed and requested that alternative faiths be present in school, has this happened?***  Yes, we have alternative representation of Christian faiths attending consistently delivering learning including Anglican, Baptist, and Station Padre in school (in line with avoiding generalisations in RE Curriculum). We are struggling to deliver other faiths in person within school, but children have been learning all different faiths in class within their curriculum provision. Noted that governors do have contacts and will forward these to Cofg to support external delivery for RE. New RE planning will support this further.  ***Can you explain how our SIP compares to other schools in format/delivery?***  It is possibly more rigorous than some models as 2-year format allows us to explore actions more deeply and address impact more accurately, it is embedded better and visibly seeing more change with general targets to aspire to over the school, creates flexibility for bigger things and is transparent and detailed in its aims and delivery.  ***Do you not find it concerning that there are hard tasks within that are not currently green and despite progression Ofsted could look at this and say you are not doing enough?***  No, it shows planned development, and it would always be different dependent on what time an Ofsted visit was regarding how far through the 2-year plan we were. We also have historical data from our last plan as evidence. It shows response to immediate needs and that many key areas have different challenge and foci for the day to day in a school that is ever changing, and we must plan and develop within that remit.  ***How will the new vision impact school and the children?***  If you have a vision well supported by staff, that is for the children and their benefit it encourages them to be within the vision themselves and how we capture and deliver this, this is how the vision is captured and delivered. It is important that this is sustainable and the way we move forward and develop within the structure that may well be complex, but it is simple in delivery for shaping of learning for the children.  ***Considering the time this has taken, complexity and bespoke nature can we request that this is maintained for a considerable period to reduce continual change and demands on staff?***  This is the long-term plan and will be embedded into school life for the benefit of our pupils for progression and advancement in teaching and learning, with standards across the team and within subject leadership that are clear for all. Unfortunately, due to government changes to education delivery by the government we cannot guarantee a period of time, but it is our hope that this will be our bedrock for the foreseeable future. | |
| **Actions Arising / Resolutions 23/15** | | |
| Resolutions: All tabled documents carried    The above documents (SIP/SEF) tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |

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| **23/16** | **Consider Meeting Focus – Finance** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Bursar*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  *Finance*   * Receive revised budget (half year update), scrutiny and forward plan including pupil premium   Update by bursar noting  Income   * Funding is driven by October Census * We have extra children with EHCAR, but funding provided does not cover cost of delivery so always in deficit for this provision * Note extra funding for academic mentor, Easter-Summer with the team member employed for the role this was effectively cost neutral * Interest rate increase is now a benefit once again to school with approx. £5000 interest to add to school funds. * School lottery is generating approx. £100 income per month.   Expenditure   * Staffing (support), increase from last year as expected 3% pay increases but worked out to be nearer 10% * Staffing (teachers), increase higher than anticipated 5% to higher level staff with 8-9% across the lower scale. * All increases due to Statutory Government requirements with no additional funding to deliver the increases so all from standard school funding. * Restructure of staffing due to mobility of 2 members of team out of our employ, teaching team now at 7 full time teachers * Energy costs, increase cannot be accurately predicted due to fluctuating market, but we are looking at between 150-300% increase in costs. We are part of the energy renew delivery from the government between October – March but have not been informed what level of support this will involve.   Conclusion  Whilst the carry forward looks healthy 3-year projections mean that this will all but disappear within the 3-year plan even with continued frugality across the school. It will continue to be a balancing act and will as always be dependent on pupil numbers in October and this has become extremely hard to judge due to mobility and our setting. We anticipate a 90-100k per year increase across all our services which equates to all our surplus funds being eaten up within the 3-year plan.  **Questions**  ***Has the restructure supported the finances as this was discussed at previous meetings regarding requirement for restructure this term. This has*** ***essentially been completed due to staff leaving?***  Yes, it has hugely supported the finances. However, ironically, not to the level we had considered when discussed with governors previously, due to the unexpected increase in costs. It has realistically kept the status quo instead of making a good closing in on the in year deficit. Employment for the 1 advertised post was on scale point MPS 1-4 as experience was needed in the role and having lost 2 UPS staff, we should have saved approx. £50k but instead with all other impacts and increases the balance has only adjusted by about £15k., which adds further to the strategic challenge.  ***Considering the cost of utilities are there any considerations to use more cost-effective technology, e.g., solar, insulation, wind turbines etc?***  This has been raised by the school council and requested of the headteacher to investigate what the school can do to reduce its impact on the environment. We have just completed looking into solar panel energy, but unfortunately currently what is being offered looks good but when you draw back the layers, there are many hoops to jump and criteria to meet to get the benefit and we simply do not fit into these categories so for now this is not possible, although it remains a priority to see what is available.  We do have our annual reviews form NYCC efficiency and do our upmost throughout school to conserve energy, lights off, heating off where not needed, doors closed all the standard procedures we can do. We have adjusted our heating to a shorter period to try to save some money.  The school council have requested we consider further areas for environmental attention, so we have our own clothes bank that has already been filled and emptied in the 2 months we have had it and we are looking at recycling across school.  ***Is the school on a smart meter?***  Yes, for electric, and we have a monitor for oil usage which is ordered in advance and all bills are paid on receipt of bill, not by direct debit to ensure we receive any interest on funds in our account.  ***Can you explain the saving made if they were, for the recruitment to cover the recently vacated teaching post that was at a higher pay band than what you employed at?***  The saving should have been around £50k, as discussed previously we recruited for only one of the 2 posts, re-structuring due to the reduction in pupil numbers. However, with all the increases in costs for utilities, pay awards etc that are all un-funded by the government we find that the ‘saving ‘is only £15k, which improves but does not negate the deficit forecast.  ***Could further savings have been met with ECT filling positions?***  Not really, and more importantly on this recruitment we did need a teacher with experience. The government are pushing recruitment to teaching for obvious reasons, and therefore the starting salary is now much higher than it was with a base salary of £30k for an ECT. However, to add to those costs is the additional level of learning and support required for a 2-year program, which with teachers not on ECT PPA is one half day session per week (pro rata according to working hours). ECT require a full day out per week which must be covered and incurs further costs, so there is a fine balance to meet, particularly with our challenges and complexity of need.  ***Explain then is the message to then hold the course, do not replace staff, or are you saying it is required with the increase in costs with no funding that we need to assess the staff structure once again?***  No this is not a driver for re-assessment of current structure, as this has just been re-assessed and all increases of costs, we are aware of or can have an approximate for have been included in the 3-year plan you have on the table. Frugality however is needed and to constantly look at roles that due to mobility of staff may be vacated and being pragmatic about whether to replace roles.  ***Considering upcoming year how is maternity factored into your planning?***  We pay into the NYCC staff absence scheme which pays from day 6 absence for teaching staff at the middle level of return (so not fully covering all salary ranges but an appropriate level of cover). We receive a set figure back from the scheme, which is a fair scheme, in which if funds become too high in the LA scheme pot it is returned to schools on a pro rata basis. There will sometimes be a slight deficit regarding the maternity pay and salary comparative but on balance it is an effective scheme which supports our budget and HR management in school | |
| **Actions Arising / Resolutions 23/16** | | |
| Resolutions: All tabled documents carried  The above documents (revised budget) tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |

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| **23/17** | **Consider Meeting Focus – Finance and Resources** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – CoG - Headteacher*  *Purpose – Information*  Policy documents tabled in advance to all Governors via portal.  *Finance*   * Discuss benchmarking reports. * Draft SFVS (Schools Financial Values Standard) (or delegate to working party), to note the tables document is the previous SFVS for governor reference only. Confirmed Mr Perry will liaise with Head and Bursar for completion of SFVS assessing working practices are safe and appropriate and returning by 31st March 2023 deadline. * Oversight of staff performance management updated governors on transparency in how appraisal cycle works and supports staff growth.   Resources   * Review LA and H&S document audit outcomes -complete * Plans for capital project - none   *Points to note on Benchmarking*   * *Where we are slightly higher than other schools on teaching costs (to maintain flexibility for mobility) this will level out due to re-structure just completed to a 7-class structure* * *Admin 2nd lowest however we do contract out bursar service and this may not be the case for the other schools within the benchmarking.* * *Physical comparisons quite a challenge as always noted* *we manage our school to accommodate our students with the most flexibility possible considering our challenging criteria.*   **Questions**  ***Why has pupil premium fallen?***  Due to number reduction across school of pupils.  ***Can you explain then how disadvantaged pupil premium works across the school?***  Yes, the financial spend from the pupil premium fits in with the SIP/SEF over our 3-year plan and can be seen to be working within the targets set within these documents. Theoretically if children stay with us over the 3 years, we can show real impact for the learning and provision of the students (i.e., Little Wandle impact clear already) and this is showing that the defined strategy is working according to the plans you see and authorise within governors.  ***What then are the main changes from last year regarding the Recovery Premium?***  Move away from Covid catch up via Academic mentor which had to still be within the strategy to a targeted approach which is reverting to normal practice within the PP delivery, we need to continue to drive to fill the gaps, aspiring for all children to develop and achieve their best outcomes.  ***Explain, if staff meet targets, do they automatically move up pay grades?***  No movement is ‘automatic, and we draw on a variety of sources of information (see tabled paper). For support staff and MPS teaching staff moved are within their defined pay grade boundaries set at employment. For teaching staff, we observe in class practice and targets alongside this which are set fairly for movement, with a sense of progression for the individual regarding them heading in the correct direction. Both are taken into consideration at appraisal time. The only exception being the request to move from MPS 6 to UPS1 as this has defined requirements for progression.  ***Do TORS set the UPS requirements for teachers?***  Yes, there are 3 key criteria for UPS, competent, substantial, and sustained delivery impacting whole school, and we have a rigorous process with documentation and forms to complete to submit a portfolio of work to prove qualification for progression to UPS.  ***If the criteria are strict to achieve these increments, can you equally remove particularly the UPS if staff are not performing to the level expected?***  No, which is why the process is rigorous to achieve UPS, there is no possibility to remove UPS as an employer. Equally for an employee and their own mental health there is no possibility for them to ask to be removed off the requirements of such a pay scale. It has been discussed at teacher/union negotiations, but the concern is that ‘school savings’ could be implemented, removing of ported wages does allow for staff to move out of the demands that the role obviously brings at leadership level, but again this means they must leave the role and employ they are in. | |
| **Actions Arising / Resolutions 23/17** | | |
| Resolutions: All tabled documents carried  The above documents (staff performance management) tabled in advance of the meeting have been adopted unanimously.  **Agreed** All **Abstain** None  Head and Mr Perry to meet on 17/01/2023 for SFVS | | **NA**  **Head**  **Mr Perry** |

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| **23/18** | **Policy Update** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose - Decision*  Policy documents all tabled in advance to all governors.  Already reviewed digitally – to be noted.  Policies to be reviewed:   1. Low level Concerns 2. Pay Policy 3. CLA Policy 4. ECT Policy 5. School Exclusions Policy   ***Where has the low-level concerns policy, this is not a policy we recognise from previous years?***  *KCSiE (Keeping Children Safe in Education) 2022 part 4 noted that it was good practice to have low level concerns as a separate policy and that is now what we have.* | |
| **Actions Arising / Resolutions 23/18** | | |
| Resolutions: All tabled policies carried    The above policies tabled in advance of the meeting have been adopted unanimously.  **Agreed** (All) AbstainNone | | **NA** |
| **23/19** | **SEND** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – SEND (Special Educational Needs or Disabilities) Co-Ordinator*  *Purpose – Information*  *No update as minimal change for this meeting with continued concerns regarding NYCC SEND system that is unworkable and has proven to be so over numerous meetings with complaints still in place to NYCC.*  *SEND lead is also now attending a SEND project with the garrison schools where sharing of practice, self-evaluation is addressed with EP input and a larger voice to raise issues with LA.* | |
| **Actions Arising / Resolutions 23/19** | | |
| N/A | | **NA** |

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| **23/20** | **Receive Monitoring Reports – 23/20** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  *Tabled*  *EYFS*  *Phonics and Reading*  *No questions*  Comments re the excellent monitoring report for EYFS (Early Years Foundation Stage) particularly regarding the middle leadership training and following up on scaffolding and supporting middle leaders. Also noted already evidence of follow up regarding issue when staff feel unable to catch up with their team. This will need more discussion at SLT to see what we can do to support this as meetings had been removed due to concerns re balancing time and workload as previously requested from governors and staff. | |
| **Actions Arising / Resolutions 23/20** | | |
| N/A | | **NA** |

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| **23/21** | **Discuss H&S – 23/21** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair*  *Purpose – Information*  Awaiting quotes to fix leaking roof area around windows that has been reported on and requested continually over last 5 years, requested quotes to remove windows and roof the area in line with current roofing. | |
| **Actions Arising / Resolutions 23/21** | | |
| NA | | **NA** |

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| **23/22** | **Discuss AOB – 23/22** | |
| *Summary of Discussion*  (Including  questions and responses) | *Lead – Chair/Clerk*  *Purpose – Information*  *NA* | |
| **Actions Arising / Resolutions 23/22** | | |
| NA | | **Clerk** |

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| **23/23** | **Confirm Date of Next Meeting – 23/23** | |
| *Summary of Discussion* | *January 17th, 1330, on site unless informed different.* | |
| **Actions Arising / Resolutions 23/23** | | |
| NA | | **NA** |