**Baguley Hall Primary School**

**Governing Body Meeting Minutes**

**School: Baguley Hall Primary School**

**Quorum: 6 (Met at this meeting)**

**Chair: Carol Steedman**

**Clerk: Colette Garner**

**Date of meeting: 18/07/22**

**Venue: Remotely via Zoom**

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| **Name** | **Designate**  **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Kate Bulman | Headteacher (HT) | N/A | P |
| Carol Steedman | Partnership (Chair) | 23/03/23 | P |
| Mike Allison | Partnership | 15/07/23 | P |
| Laura Lodge | Co-opted | 01/09/26 | P |
| Clair Goulding | Associate (Deputy HT) | 22/03/23 | P |
| Peter Renshaw | Co-opted | 26/03/24 | P |
| Yanghong Huang | Co-opted | 23/11/24 | P |
| Helen Stevens | Co-opted | 22/11/25 | P |
| \*Jen Gibson | Parent | 09/05/25 | P |
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| Victoria Cook | Staff | 12/12/24 | Ap |
| Kayleigh Spencer | Parent | 19/04/25 | A |
| Katie McDwyer | Local Authority | 30/11/25 | Ap |

*\* Left the meeting early. See item 4*

**Others present**

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| **Name** | **Role** |
| Colette Garner | Clerk (One Education) |
| Anne-Marie Dorsey | School Business Manager (SBM) |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting which was held remotely due to the heat wave.  Apologies were received and accepted from Victoria Cook.  Katie McDwyer is on Maternity Leave following the birth of her baby son. Apologies have been received and accepted in advance for non-attendance at all meetings during Katie’s maternity leave. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
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| **2** | **Declarations of Interest** | | |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Minutes of the Previous Meeting (14/2/22) and Matters Arising** | | |
| The minutes of the Governing Body meeting held on 14/2/22 were approved as an accurate record. A paper copy will be signed by the Chair for retention in school.  Matters Arising  Item 12 The School House  Prospective tenants have been found and the Letting Agents are conducting background checks and completing final administrative tasks prior to a moving in date. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 14/2/22 approved | Gov. Body |  |

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| **4** | **Headteacher’s Report** | | |
| The HT’s report was presented through several documents, circulated in advance and included in the meeting papers. The following points/issues were raised:  The current heat wave has been managed effectively with children given reminders about wearing hats, sunscreen, water bottles, loose clothing. The school has a Risk Assessment sourced from another school. The Facilities Team made sure windows were open and blinds down. The kitchen menu was adjusted a little and a portable Air Conditioning Unit was moved into the kitchen. PE, Games and outdoor play were suspended. Children could sit in the shade with their teachers.  2021-22 Pupil Progress Data – Statutory Outcomes   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Test/Assessment | 2019 | 2022 | Nat | | Diff | | EYFS GLD | 64% | 49% |  | *(72%)* |  | | Y1 phonics | 75% | 78% |  | *(82%)* |  | | KS1 R | 67% | 55% | 67% | *75%* | -12% | | KS1 W | 60% | 45% | 58% | *69%* | -13% | | KS1 M | 69% | 61% | 69% | *76%* | -8% | | KS1 RWM |  | 45% | 54% |  | -9% | | KS2 R | 59% | 54% | 74% | *73%* | -20% | | KS2 W | 71% | 54% | 69% | *78%* | -15% | | KS2 M | 66% | 59% | 71% | *79%* | -12% | | KS2 GPS | 63% | 47% | 72% |  | -25% | | KS2 RWM | 49% | 35% | 59% | *65%* | -15% |   The outcomes are very disappointing.  The table shows the school’s data position in 2019 and now.  The National figures for comparison are included with the current national (not yet validated but likely to be very accurate) being the first column and the 2019 national average in italics.  The red highlights the difference between school and national data.  The school’s 2022 outcomes were in line with school targets for the end of year, but were very disappointing compared to the national figures.  The national figures had fallen in all areas apart from Reading.  The school is in a poorer position compared to national than in 2019, which is not the case for neighbouring schools.  *Q. Are we far behind the local schools?*  The HT did not have the full details which will become available in time. One local school achieved better than national in combined Reading Writing and Maths (RWM) and the HT had not heard that other schools are disappointed with their results.  The HT expressed her wish to not let yesterday take up too much of today and to continue working hard but also ensure they work more smartly and effectively. The school has already reviewed actions taken this year and had lots of conversations about what can be done differently and needs to change. The HT will be meeting with a colleague at a local school to see if there are lessons to be learnt that can be brought into school.  The school is looking carefully at provision for next year and an Action Plan is being developed to secure significant improvement.  The school is very mindful of not making excuses however there are mitigations which include:  Three new children joined the school in the weeks immediately leading up to SATs equating 3% difference across each paper. Two of the children achieved the Age Related Expectation (ARE) in one paper.  Two new children joined the school at the beginning of December with English as Another Language (EAL) which equates to 3%.  One pupil was unable to access the tests = 1%  One pupil was on holiday = 1%  Five children have Educational and Health Care Plans (EHCPs) which equates to 7% which is 3.5 times the national average. Their impact was 4% Reading and 3% Maths.  Without the mitigations, the school’s results would be  Reading 66% (54% + 12%)  Maths 70% (59% + 11%)  Additionally, a number of children just missed ARE by a few marks.  Four pupils were within 2 marks in Reading which equates to 6%.  Two pupils were within 2 marks in Maths which equates to 3%  Therefore, excluding all the mitigations and if the borderline children had secured 2 more marks the results could have been;  Reading 72% (National 74%)  Maths 73% (National 71%)  The school is looking very carefully at next year’s provision to improve those outcomes.  The local picture at Key Stage 1 (KS1) and Early Years Foundation Stage (EYFS) is more similar to Baguley Hall.  The Year 1 Phonic result is the best the school has had.  Maths internal progress data from Spring to Summer illustrates the impact that Power Maths is beginning to have.  *Q. Has attendance impacted the data?*  Yes, massively.  Persistent Absence (PA) is 30%. Absence figures have gone up significantly in the last term with many families taking holidays.  There is continuing challenge with covid absence and staff absence is a concern. A high number of colleagues have been off with covid and following guidance of staying at home for 5 days after a positive test. Staff absence puts pressure on remaining staff who need to cover internally, taking away from their own groups and work. Supply teachers are very variable in quality with the best supply teachers in high demand.  *Q. Will the plan be brought to the Standards Committee?*  Yes. The plan is about making a big impact in a short time which is more easily seen in maths where focussed teaching of concepts can have immediate positive results. Reading development tends to be more over time so it is important that focussed and directed teaching starts from the very beginning of the year.  Past papers have been given to the children and this will continue, however the focus will be to use the past papers as a direct teaching resource, for example focussing on one comprehension section which the children will be given unseen. The marking scheme will be used and the teacher will go through the paper carefully with the children giving lots of opportunities and direct input to develop reading and comprehension and answer questions.  Assessment for Learning (AfL) principles will be used as a cyclical approach to teaching and learning.  The SATs Reading papers have three texts and the third text is very challenging. Children who do well on the first and second text can achieve ARE.  *Q. I am a KS2 SATs marker. Has anyone analysed or looked through the papers to see where the children lost marks?*  The papers of children who just missed the expectation by a couple of marks have been looked at. There is a member of staff at the school who is also a SATs marker. A full gap analysis has not been completed because the cohort is leaving. The papers that the children do from September will be analysed as part of the very focussed teaching.  School On A Page (SOAP)  The SOAP contains much of the information that governors need in an easily accessible format. Governors are not expected to retain all the important headlines about the school and given the short notice that schools receive from Ofsted, the SOAP will be particularly useful to governors.  The report contains a section on each of the following: School Context; SDP; Self Evaluation and Overall Effectiveness of the school; School Data; SDP 2021-22; Pupil Premium; Sports Funding.  The SOAP will be re-done in September, especially the evaluation section following the current statutory outcomes. Next year’s actions will be driven by the updated evaluations.  School Context  Number on roll 530  56% Pupil Premium (PP)  52% Eligible for Frees School Meals (FSMs) More than 2 times the National Average.  25% SEND 2 times the National Average.  6% (30) EHCPs. 3 times National Average. 2 Early Year (EY) funding. 2 Emergency Funding. One PP Looked After Child (:AC). 7 EHCPs pending. 1 child alternative provision increasing high level needs (Changes % to 8%)  16% English as an Additional Language (EAL) .7 times National Average.  91% Attendance Year to Date (YTD) (FFT Nat 93%)  31% Persistent Absence YTD.  5 pupils (16 sessions) fixed term exclusions.  6 Looked After Children (LAC)  4 Special Guardianship Order (SGO)  8 Child Protection  6 Child in Need  4 NHS planning  10 Team Around the Family (TAF)  13 Education and Health plan  There has been a significant increase in numbers on roll up from 499 last November to 530. The figure will shift after summer as 75 Year 6 children leave with less coming in, however numbers will increase again throughout the year.  EHCPs have gone up to 6% across the school with 7% in Year 6 reflecting the particularly high number of children with additional needs.  Attendance  Attendance is a concern, particularly the very high percentage Persistent Absence (PA), Fisher Family Trust (FFT) shows 31% PA. The school’s own calculation is 25.7%. A new live DfE tracker gives a slightly different figure again. Differences are likely due to how different systems include leavers. The figure on the, yet to be published, Inspection Data Summary Report (IDSR) will be significant and PA is a problem for the school.  The Attendance Policy has been reviewed and PA families have been sent a letter with the school being very pro-active issuing Penalty Notices which are processed quickly. Fines have increased to £120 per child for both parents. The penalty notice cannot be sent before 5 days after the child is absent. Some parents just ignore the notice and still refuse to pay even after they have been taken to court. In those cases, the school is not allowed to send out another Penalty Notice for further unauthorised absences until the first penalty notice has been cleared.  The school is trying to challenge parents’ mindsets and has invested in a new App called Study Bugs. Parents can send a message to the school via the app to say why their children are absent. Every single message automatically feeds into the school’s registration system so that there is no delay identifying absent children and follow up from the school can be more immediate.  The App also warns parents that they are close to being PA.  All school attendance incentives have been reviewed in line with nurturing school principles, recognising good attendance at the class teacher level. There is a weekly class raffle for all children who have full attendance that week and no lates.  There are half termly rewards for 100% attendance with a choc ice and a certificate. At the end of year, all children with 97% attendance receive a reward.  *Q. Does the school still have a Walking Bus?*  The walking bus has been used in the past, including this year, however it was not very effective in improving attendance because families with poor attendance were often not ready and waiting for the ‘bus’ at the allocated place and time so the children that the school particularly wanted to access the bus were not doing. The ‘bus’ was taking up 50 minutes time for 2 members of staff and picking up very few (often only 2) children.  The school intends to be smarter / more creative with the ‘bus’ by targeting particular areas rather than the whole area and give time for staff to actually knock on the doors of persistent absentees and latecomers.  There have also been several long-term staff absences. The school receives support from Human Resources (HR) and sets targets, conducts follow up meetings and makes reasonable adjustments as well as referrals to Occupational Health.  Leave of Absence has been generous to staff and the school would like to review its operation and perhaps link permission to teacher’s general attendance, however there are potential consistency difficulties.  The HT informed governors that a recent analysis of staff attendance indicates an astronomical number of days lost to staff absence, running into years across the school.  *Q. Would granting staff Leave of Absence based on a 12 month rolling programme, rather than on an academic year help?*  Yes, and some staff absences are monitored on a rolling programme. A blanket policy of no Leave of Absence has been considered. The school really needs to change the culture.  FFT Early Results KS1 and KS2 Reports  The Reports consist of an overview page of whole school and group results compared to national. The Reports also indicate progress and value added based on prior attainment. The Reports were circulated in advance and are included in the meeting papers.  All the information can also be obtained from the school’s own tracking and can be obtained for all year groups across the school.  *Q. The blue chart progress chart on the KS2 report seems to indicate that no children made any progress. Is that correct?*  No. That is the average taking all the children’s progress or lack of progress into account. Some children will have made progress.  The HT screen shared other year groups.  The current Year 5 is a stronger cohort than the departing Year 6.  Year 4 is more challenging because the teacher has had two periods of long-term sickness absence this year.  Comparisons between Spring and Summer data demonstrate progress.  There was an issue with maths across KS2 following the Spring Term assessments because not all topics had been covered, however this was rectified in the summer term through the delivery of additional ‘ready to progress’ lessons from the Power Maths Scheme, resulting in significant progress. The data only includes the children who sat both the Spring and Summer tests.  Progress is not as significant or universal in Reading.  Maths had a specific plan in place with targeted teaching in the afternoon.  Year 3 and Year 5 made strong progress in Reading.  Writing has been most affected by covid however there has also been positive progress and an increase in children achieving ARE.  Catch Up / Recovery Curriculum  The Catch up / Recovery curriculum has been mixed.  There have been 2 Academic Mentors in school one supporting KS1 Phonics and Early Reading and one supporting KS2 Numeracy, Phonics and Nurture.  One of the Mentors will remain next year  The School Led Tutor with a Reading and Maths focus will remain next year.  The school has accessed two different providers as part of the National Tutoring Programme (NTP).  The FFT Lightening Squad has been effective.  Third Space, which is delivered on screen has not been sufficiently targeted.  Next year the school intends to move towards using more in school interventions.  254 children have accessed tutoring which has been a challenge because all need to be timetabled and managed.  Before and after school intervention has not worked because, apart from initial enthusiasm, children have not regularly and consistently attended despite incentives such as breakfast.  *\*Jen Gibson left the meeting.*  Quality of Education  The quality of education is indicated by the progress data.  Internal tracking data shows impact and progress.  Leadership Reviews such as Deep Dives and Phase Leadership Reviews have all highlighted key areas of focus for next year to improve the quality of learning such as the 100% Participation Strategies. For example, asking children not to put their hands up but instead using different ways to collect responses ensuring that all children are involved.  Assessment for Learning (AfL) principles should be embedded in every single subject area to consolidate and build on previous learning.  The Marking and Feedback Policy where feedback is given in the classroom and teachers can address misconceptions immediately and be informed about the next teaching steps.    Safeguarding including Behaviour and Wellbeing  The updated numbers are on the SOAP and included in the school context paragraph above.  Behaviour and children’s wellbeing is supported by the ongoing Nurture work.  There is a new focus on Character Values with 5 identified values being promoted – Resilience, Encouragement, Aspiration, Confidence, Honesty (REACH),  REACH is being introduced to the children at the start of next year as part of the settling in process and its link to behaviour and attitudes. There will be a focus week every half term and a Certificate at the end of term with a nomination for each REACH value.  Peacemala and Rights Respecting School (RRS) will continue to be celebrated.  Staff wellbeing is supported by trialling the PULSE system. Every member of staff has a Wellbeing Coach from within the school who checks in with them weekly. There are mixed reviews with some groups of staff not using it. The school will continue PULSE next year and then review.  School Development Plan (SDP)  The SDP is a 5 Year Plan developed by Governors, Senior Leaders and Teaching Staff in Autumn 2021.  The Plan was circulated in advance and included in the meeting papers and is regularly reviewed and updated,  The plan is colour coded, with Green indicating action completed; Red yet to be actioned and Blue provides a current update. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **Service Level Agreements 2022-23** | | |
| Service Level Agreements and Contracts are kept under review and alternatives regularly considered.  There were no questions and governors approved the 2022-23 SLAs | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Service Level Agreements 2022-23 approved | Gov. Body |  |

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| **6** | **Committee Meetings – Feedback and Update** | | |
| Committee Feedback  Draft minutes and papers from committee meetings were circulated in advance of the meeting.  A number of items were reviewed and approved by the committees and require Governing Body ratification.  Standards and Curriculum Committee Meeting 25/04/22  Governors Academic Diary including schedule of meetings 2022-23  No issues were raised and governors ratified the Academic Diary and Schedule of Meetings.  Resources Committee Virtual meeting 09/05/22  The minutes provided an overview of the meeting. The 2021/22 Budget Closedown had been approved by the committee and requires Governing Body ratification.  2021/22 Budget Closedown  Revenue Income £ 3,258,193  Revenue Expenditure £ 3,269,601  In Year £ 11,408 deficit  B/f from 2020/21 £ 392,721 surplus  Cumulative c/f £ 381,313 surplus  Capital Income £ 9735  Capital Expenditure £ 35,985  In Year £ 26,250 deficit  B/f from 2020/21 £ 27,358 surplus  Cumulative c/f £ 1,108 surplus  Year end cumulative balances, to be carried forward to 2022/23  Revenue £ 381,313 surplus  Capital £ 1,108 surplus  Total cumulative Balance £ 382,420 surplus  No issues were raised and governors ratified the 2020/21 budget closedown.  Excess Balances Monitoring Report  No issues were raised and governors ratified the Excess Balances Monitoring Report  Resources Committee meeting 20/06/22  2022/23 Budget  2022/23 In Year:  Revenue Income £ 3,333,161  Revenue Expenditure £ 3,531,030  In Year £ 197,869 deficit  B/f from 2021/22 £ 381,312 surplus  Cumulative Revenue total c/f £ 183,443 surplus  Capital Income £ 9,735  Total Expenditure £ 9,735  Capital In Year balance £ 0  Capital b/fwd from 2021/22 £ 13,600 surplus  Capital Cumulative balance £ 13,600 surplus  In Year Balances  Revenue £ 197,869 deficit  Capital £ 0  Total £ 197,869 deficit  Cumulative Balances – including b/fwds from 2021/22  Revenue £ 183,443 surplus  Capital £ 13,600 surplus  Total Cumulative Balance £ 197,043 surplus  No issues were raised and governors ratified the 2022/23 budget  Analysis of Reserves  The 2021/22 Analysis of Reserves highlights £175,406 as the amount in excess of the maximum allowable 8% balance. The document contains a costed list of items totalling £175,406 to show how the school plans to spend the money.  No issues were raised and governors ratified the 2021/22 Analysis of Reserves.  3 Year Budget Projections  The 3 Year Budget Projections are pointing to a predicted deficit budget in year 2 and 3 however the situation can change and will be closely monitored.  No issues were raised and governors noted the 3-year budget forecast.  Staffing Structure 2022-23  No issues were raised and governors ratified the Staffing Structure 2022-23  Scheme of Financial Delegation  No issues were raised and governors ratified the Scheme of Financial Delegation    Financial Procedures Manual  No issues were raised and governors ratified the Financial Procedures Manual. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * 2021/22 budget closedown ratified * Excess Balances Monitoring Report * 2022-23 budget ratified * Analysis of Reserves ratified * 3 year budget projections noted * Staffing Structure 2022-23 ratified * Scheme of financial Delegation ratified * Financial Procedures Manual ratified | Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body |  |

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| **7.** | **Policies** | | |
| No policies were presented for review or approval. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8.** | **Governing Body (GB) Housekeeping** | | |
| Governing Body Impact Report  The Chair presented a written report of the Governing Body’s impact over the last year. The Report was circulated in advance and is included in the meeting papers.  Comments were invited. The report provides a good summary of the work that the governors do.  The Report identified several Next Steps.  Continue to monitor the recovery from the Covid lockdowns and ensure the learning gaps that have occurred are bridged over time.  Governors expressed the opinion that recovery from covid will take time  Have more contact with stakeholders such as children, staff and parents.  *Q. How can Governors move forward and make contact with stakeholders?*  The governors discussed attending open days and parent evenings. In the past governors had attended parents evening and asked parents/carers who were waiting to see teacher, two questions. What do parents/carers like about the school? and What would parents/carers like to see improved?  *Q. Are Parent Evenings still being held remotely?*  The next formal parent evening is in October and the current plan is to hold it in person so there may be an opportunity for governors to attend.  *Q. Can the school let governors have the Parent Evening dates as soon as they are set?*  Yes.  The governors met pupils during the Governors Day in the last Autumn term.  *Q. Are there any ideas about how governors can engage more with staff?*  Previous ideas have been about sharing tea and cakes with staff after school, however staff have work to do or need to be elsewhere.  The HT suggested attending a working/social breakfast maybe at the start of the September inset day or on the November inset day (25.11.22)  Examine the implications of the Education White Paper – particularly the move to academisation by 2030, and the expectation that 90% of Primary School Pupils will be at expected standard at KS2 for Reading, Writing and Maths combined, by 2030.  Consider producing a Climate Action Plan for the school.  The Chair had attended the Bee Green Conference which stressed the importance of the commitment of children and staff in reducing the carbon footprint.  The HT suggested involving the ECO council with this initiative and also giving a governor project to the School Council.  Consider who the next Chair of Governors will be.  The Chair advised Governors that it is her intention to stop being the Chair next March 2023 and her hope that a replacement Chair will be found.  The Chair has tried in vain in the past to find a replacement and if that continues she will not remain on the Governing Body after March.  If a replacement Chair is found, then the current Chair will be happy to remain as a governor to offer her support.  The Chair also offered current governors the opportunity to discuss the role and shadow her work as Chair, if they would like to know more.  The HT expressed her concern that if nobody can be found to take on the role of Chair and Carol Steedman left the Governing Board entirely, she would be a great loss to the school.  Governor Vacancies  There is one Co-opted Governor vacancy.  Peter Renshaw’s term of office ended on 26.3.22 and he has expressed his willingness to continue as a governor for a further 2 years.  Laura Lodge is approaching the end of her term of office (1.9.22) and is willing to continue for a further 4-year term. Laura is expecting a baby in November and will be going on Maternity Leave.  The Chair has written to Katie McDwyer (LA Governor) to find out if and when she plans to return. Katie has been on Maternity Leave following the birth of her child last October.  Governor Training  Governors are notified of training opportunities when available.  Governor Visits  Two link Governor Visits have taken place since the last meeting.  The Literacy Link Governor visited school on 14.6.22 and the Pupil Premium Link Governor visited on.28.6.22  Both provided a written report, circulated in advance and included in the meeting papers.  Time constraints meant that the reports were not discussed during the meeting and will be added to the agendas of the next scheduled committee meetings.  Link Governor Roles  Literacy – Laura Lodge  Maths – Yanghong Huang  SEND – Peter Renshaw  Pupil and Sports Premium – Mike Allison  Safeguarding – Kayleigh Spencer  Wellbeing – Vicky Cook  The Wider Curriculum – Helen Stevens  Equalities – Jen Gibson  There was discussion about having a Health and Safety Governor however the opinion was that the role was multi-faceted and would be difficult and better served by purchasing professional advice.  *Q. Can the school buy in Health and Safety advice?*  Yes. The school already buys in professional advice and has a number of SLAs which cover various aspects of Health and Safety.  The current Governing Body Clerk is leaving One Education but will continue as an Independent Clerk at Baguley Hall next year. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Add Literacy and Pupil Premium Link Governor Reports to the next Standards Committee Meeting. | Clerk | 12.9.22 |

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| **9.** | **Any other business** | | |
| *Q. Has the school managed to recruit a new Catering Manager?*  No. The Catering Manager retires in the summer and following two unsuccessful attempts to recruit a replacement, other options are now being pursued.  A Recruitment Agency was given the task and an interview set up, however the candidate withdrew.  A second Recruitment Agency has been approached.  Temporary supply staff may have to be brought in.  The school may attempt a further direct recruitment in the hope of attracting a suitable person  A further option is to tender for an external provider.  General Data Protection Requirements (GDPR) Update  The school continues to adhere to GDPR. There have been no data breaches or subject access requests this year.  Nursery Groundwork Quotations  The SBM had provided, in advance of the meeting, quotations received from 3 companies to supply and fit artificial grass and associated groundwork in the Early Years (EY) Quad outdoor area.  *Q. Does the school have a preference?*  Yes. Eze Care which also happens to be the cheapest. The Site Manager met with representatives from all 3 companies and was most comfortable with Eze Care, liking the approach and feeling confident that the company could do the work.  The SBM informed governors that she had carried out some background checks and would be sending off for references.  A governor expressed concern that the 3 quotes were not comparable and that, unlike the others, Eze Care did not mention any guarantee in the quote.  *Q. Can the SBM ask Eze Care to provide a more detailed plan of the intended work to prevent any misunderstanding and potential future problem between the Site Manager and the company?*  The SBM will follow up.  Governors approved Eze Care (£5,300) subject to the school seeking satisfactory clarification about the scope of the work.  Staffing Issue  The HT and DHT left the meeting.  The Chair informed governors that the HT had requested a reduction in hours to Point 9 as she starts planning towards her future retirement.  The DHT will cover the HT Point 1 hours.  The time will be taken as one day every other week (on a Thursday).  In addition, the HT will work from home on one day, every other week (On a Friday or Monday depending on commitments).  There is confidence that the team and school will manage in the HT’s absence.  The arrangement will provide a positive development opportunity for the DHT.  *Q. Is the DHT happy with the plan?*  Yes  There were no further questions and governors approved the changes to the HT working week from September. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Eze Care to provide the EY groundworks at a cost £5,300, subject to satisfactory clarification of scope, approved. * HT to work point 9 hours from September, approved. * DHT to work point 1 as Acting HT from September, approved. | Gov. Body  Gov. Body  Gov. Body |  |

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| **Date and time of next meeting:** | Monday 21 November 2022 at 4.30pm |