**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: 23 November 2020**

**Venue: Remotely via zoom**

**Attendance (Remotely via zoom)**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 (Chair) | Partnership | 23/03/23 | P |
| Peter Renshaw | Co-opted | 26/03/22 | P |
| Victoria Cook | Staff | 12/12/20 | P |
| Mike Allison | Partnership | 15/07/23 | P |
| Qasim Zafar | Co-opted | 20/05/23 | P |
| Katie McDwyer | LA governor | 30/11/21 | P |
| Yanghong Huang | Co-Opted | 23/11/24 | P |
| Claire Goulding (DHT) | Associate | 22/03/23 | P |
|  |  |  |  |
| Laura Lodge | Co-opted | 01/09/22 | Ap |
| Emma Small | Parent governor | 19/10/24 | A |

**Others present**

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

**Agenda Items**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **Apologies** | | |
| Apologies were received and accepted from Laura Lodge.  Carol Steedman welcomed and introduced Yanghong Huang, as a new co-opted governor. | | | |
|  | **Action decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of pecuniary interest expressed in connection with any item on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **Chair and Vice Chair Elections** | | |
| Chair election  Carol Steedman had expressed her wish to step down from the role of Chair, however in the absence of any nominations offered to continue, if other governors were prepared to support her by taking over her link roles to reduce her workload, particularly safeguarding.  Katie McDwyer to become the Safeguarding Link governor and Vicky Cook to be Maths Link Governor, taking over the role from Katie.  Carol Steedman was nominated and re-elected as Chair for a period of 1 year, unanimously.  Vice Chair  Peter Renshaw was nominated and elected as Vice Chair for a period of a year, unanimously. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Carol Steedman elected as Chair * Peter Renshaw elected as Vice Chair | Governing Body  Governing Body | 1 year  1 year |

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **Appointment of Governing Body Clerk** | | |
| Governors approved the appointment of One Education as the Governing Body clerk. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * One Education Ltd appointed as the Governing Body clerk | Governing Body |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | **Minutes of the Previous Meeting (13/07/20) and Matters Arising** | | |
| The minutes of the meeting held on 13/07/20 were approved as an accurate record of the meeting. A copy was retained on file to be signed when governors resume their meetings in school. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the meeting held on 13/07/20 approved | Governing Body |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **6** | **Headteacher’s Report** | | |
| A number of written reports were circulated in advance and are included in the meeting papers. The written reports include the Headteacher’s Report, the Quality Assurance Report, the School Development Plan and the Sports Premium Evaluation and Pupil Premium Objectives, all of which were presented to governors and the following points/issues were highlighted.  Quality Assurance (QA) Report  The focus of the QA visit 9.10.20 was very much on how the school had managed during the national lockdown and control measures put in place for September reopening, including any changes to the curriculum offer onsite and remotely, the prioritisation of further developing emotional resilience together with retaining a focus on improving outcomes particularly for vulnerable and disadvantaged cohorts, including those with Educational and Health Care Plans (EHCPs).  The QA report was very positive as reflected in an email from Simon Taylor (SSQA) who wrote;  *This really captures all the hard work that has happened and continues to take place at Baguley Hall to effectively prioritise learning through the Covid pandemic.*  *Our of adversity comes opportunity - school has clearly taken the period of lock down as a time to accelerate their development of the curriculum.*  Covid Update  Several colleagues have had the virus and 3 have been very poorly. All are recovering, although there may be a longer lasting impact, particularly for one member of staff.  Several pupils have now had the virus but fortunately have recovered quickly.  There is uncertainty about any in-school transmission. Members of staff in one bubble did have the virus over half term but the second to contract it, had known contact with a friend who had tested positive.  Pupil and staff absence, caused by the requirement to isolate, is very challenging. Daily reports are submitted to the Department for Education (DfE)  Staffing is a real issue as school wishes to ‘preserve the bubbles’. Two previous members of school staff are being employed as ‘casual supply’ which costs less than agency supply.  Senior staff have to cover on occasions, using up their leadership time which impacts on the day to day work of the school.  There were no bubble closures prior to half term. Since half term 3 bubbles have been sent home.  A clear remote learning offer is available.  Children self-isolating individually, work on the VLE including the DfE approved Oak Academy lessons.  Bubbles isolating are given a 2 week pack and 3/4 zoom lessons daily with the class teacher and follow on work. The children complete the work which is on or uploaded to the VLE for feedback and marking.  The situation continues to be a real challenge as exemplified by events today.  The school received a phone call at 8.20am saying a child had tested positive, which meant the child’s bubble had to be closed. Parents informed and home learning packs distributed. The timing of the information, coinciding with the beginning of the school day created added difficulties with communication and distribution of packs.  At the end of the day, the school was again informed of a positive covid test for another child in another bubble, which presented the immediate challenge of informing parents and distributing packs.  The 2 isolating bubbles will have their first remote lesson tomorrow.  *Q. Does the school stream the children? How does the remote learning take account of the children’s different abilities?*  Paper remote learning packs have been prepared for each bubble / class working from home. Some teachers, depending on their level of confidence, are grouping their bubbles with 3 zoom sessions daily, taking account of differing ability levels. Children have learning tasks uploaded on the VLE which teachers mark and respond individually to.  *Q. Do all the children have access to IT equipment and zoom?*  The majority do and school has been able to support those who did not have access.  There are more difficulties depending on the size of families and the number of computers / devices in the household and some children do struggle with access.  15 laptops were made available before the summer for children on child protection and the school has received another 15 which have been distributed to families since September.  Manchester Local Authority has provided dongles allowing access to the internet for those families without their own internet access.  Vodafone have provided a data only SIM cad which allows children to access the internet.  School is very pro-active contacting families whose children are not joining in with the zoom lessons or engaging in remote learning.  Despite all the opportunities, remote learning cannot replace the direct teaching and face to face interaction that takes place in a classroom.  *Q. How many bubbles are currently working from home?*  There are 3 at the present time, a Year 2 (Y2), a Y4 and a Y5 class.  Wellbeing of Staff and Pupils  The wellbeing of staff and pupils is a school focus in 2020/21 as outlined in the School Improvement Plan.  The school is engaging in the Nurture Schools UK project, although covid did delay some of the training.  The school has an In-Service Training Day (INSET) on Friday 27.11.20 with wellbeing as the focus and an introduction of the Nurture Schools UK initiative to the whole school team.  Staff wellbeing is important and necessary for the work on children’s wellbeing.  Everyone is working in different ways to the past and everyone has worries and anxieties.  Staff and pupil voice activities are planned to raise awareness and find ways to support self and others.  *Q. To what extent does the wellbeing initiative include support staff, such as cleaners and lunchtime organisers?*  All the staff are included. All staff work as a close team and will be attending for part of the inset day. Nurture Schools UK is a whole school approach.  Quality of Education / Curriculum  The HT referred governors to the QA Report.  The school continues to work really hard to monitor and evaluate the quality of education and drive further improvement, although on occasions the day to day challenges caused by the current situation, inevitably leads to priorities changing and routine processes and plans being interrupted.  The curriculum focus continues to be Read Write Inc (RWI), Maths and the Wider Curriculum.  RWI  As noted in QA report, school is delighted with the percentages of children who have retained or moved on in their learning during the school closure, demonstrating that implementation of the programme has resulted in really secure learning.  School is also seeing a reduction in the number of children on RWI/FS in KS2 particularly Y5 and Y6.  Maths  As noted in the QA report, the work of the maths team is having a real impact on the quality of learning in classrooms. In terms of outcomes, most progress is seen lower down the school as there are less gaps to fill and a narrower attainment range to deliver to.  School has not been able to provide the attainment focused groups as last year because of covid restrictions, but is hopeful that January onwards will see a relaxation of some of the protective measures enabling effective use of the Catch-up funding, as outlined in the School Improvement Plan.  Wider Curriculum  The full ‘implementation’ of the wider curriculum is being impeded by the current restrictions. Continuing Professional Development (CPD) continues in the subject areas.  Some planned learning in foundation subjects is taking place.  Personal, Social, Health & Economic (PSHE) curriculum is a priority. The children are also getting a daily outdoor teacher led activitiy (PE or edible playground).  Attendance Update  Attendance up to 13 November, 94.09%  Attendance including covid related absence, 85.58%  On Track Persistent Absence (PA) 12.3%  PA 1.58%  PA with usual PA covid related absences 2.37%  Covid related absences are not reported, however this does not mitigate the impact on children’s learning or progress as a result of being out of school.  Teaching and learning remotely and online is not as effective as being in school and periods of 2 week isolation is a real challenge.  *Q. Has Persistent Absent (PA) been affected by the current situation?*  Yes. The figure of 1.58% is high anyway and 2.37% including covid related reasons.  There are some families with a history of PA prior to the pandemic that school are concerned about. There is an understandable lack of pursuing fines / penalty notices during covid.  Most children who were staying away from school because of anxieties about covid have now returned.  There are cases where families have legitimate reasons, such as a family member receiving palliative care. School supports remote learning for absent children.  *Q. Has every child physically been seen since the return to school in September?*  Yes. The HT could not think of any child that had not been seen or spoken to. The normal safeguarding practices continue regardless of the pandemic, including home visits when necessary.  *Q. Are any children missing from school because their parents have decided to educate them at home?*  No. One PA family is keeping their children away from school for the current month long national lockdown and saying that they are educating the children at home, but the school is keeping them on roll.  *Q. Given the focus on mental and physical wellbeing and the likelihood of stressed parents impacting negatively on children, is there confidence in the wellbeing of children at home?*  Safeguarding is always a priority. The Child and Families Team and all support mechanisms are still as they were and any safeguarding concerns triggers a direct contact. School also follows up referrals from other services and can respond with additional support.  Safeguarding and Behaviour  One member of staff in the Safeguarding Team is absent following an operation and her work is being covered by other members of the team.  Provision continues with meetings being conducted via Zoom / Teams, which is proving beneficial, saving travel time and costs.  There have been no exclusions this term although a couple of the children in the Nurture bubble have had part time timetables put in place.  One pupil is now attending alternative provision at the Pupil Referral Unit (PRU) and it is expected that specialist provision will be specified in the child’s Educational and Health care Plan (EHCP) when completed.  2019/20 Pupil Premium Review Statement  The annual requirement for schools to evaluate the impact of pupil premium has changed for 2019/20 academic year to take account of the disruption caused by covid.  Schools are now required to monitor and report on the grant's impact at the end of the 2020/21 financial year, covering the whole period between September 2019 and March 2021.  Schools can give most detail about the grant’s use and impact for the period between September 2020 and March 2021, including any changes made to pupil premium spending due to coronavirus.  2019/20 PE and Sports Grant Review Statement  The review statement was included in the meeting papers and is an annual requirement which is placed on the school website.  *Q. The statement refers to 2017-18 in the first paragraph. Is that a mistake?*  Yes. The dates will be changed.  *Q. What is the ‘Active Maths’ scheme of work?*  Using the PE session as a way to deliver aspects of the maths curriculum, such as positional language.  *Q. The statement says that 77% of the current Y6 children have achieved 25 metres swimming. Is that as expected or has covid had an effect?*  The figure does vary, however covid has not been a factor with the figure of 77% because children typically have their school swimming lessons in Year 4 at Baguley Hall. Last Year’s Y4 children have missed out, so the school is planning for the current Y5 to have swimming lessons this academic year, restrictions permitting.  There were no further questions and governors approved the 2019/20 PE and Sports Grant Review Statement  2020/21 PE and Sports Grant Plan  The subject leader has been on a course and the 2020/21 PE Plan has not yet been completed.  The school is in the process of trying to organise for every class to have a 6 week block of extra-curricular coaching, introducing children to a variety of different sports and enhancing provision.  *Q. Will the 2020/21 plan be sent to governors when completed.*  Yes.  School Improvement Plan / School Development Plan (SIP / SDP)  The unique circumstances caused by covid has led to a different approach to school improvement this year.  Every objective on the SIP has a self evaluation section.  There is a focus on a smaller number of objectives with specific and measurable success criteria.  The current objectives should be achieved by the end of the year.  The school has no statutory data for last year but the internal data, not surprisingly, shows a decline in outcomes, adding additional pressure in a more difficult climate given that school was already striving to improve pupil outcomes.  2020/21 is being considered as a recovery year, with most objectives linked to supporting pupils and colleagues and mitigating the impact of covid.  Costings still need to be added to the SIP. Any planned expenditure will not exceed the agreed budget.  *Q. Will the revised plan be sent to governors when the costings have been added?*  Yes.  The Chair and Vice Chair of governors have completed a leadership course and the HT is working with them to develop a more whole school community and longer term approach to determining the school’s vision, values and development priorities.  A long term strategic planning day is planned for the summer term, involving prior input from the whole school community to develop a longer term vision for the school with short term objectives to achieve that vision.  The HT concluded her report and asked governors if they had any further questions.  *Q. Have there been any changes to the bubbles or are any changes planned?*  No. The bubbles are the same as the class groups.  There were a few issues at the beginning of the year because children and parents were worried about friendships in other class bubbles and children not being able to mix with anyone outside of their bubble, however the issue has settled down and children have friends within their class bubble to socialise with at playtimes.  Staffing is more challenging, particularly covering any staff absence. The bubble organisation is far less flexible with little or no ability to move teachers or support staff.  *Q. How is staff morale?*  Morale is generally very good but it does vary from day to day and even hour to hour. Colleagues are working incredibly hard to make everything work but the enormous challenges cannot be underestimated. Staff support each other. Senior Leadership is very mindful of supporting the staff and where possible quick fixes are and have been implemented.  The staff governor spoke positively about staff getting on and supporting each other in the phase she works in.  There were no further questions and the Chair thanked the HT for her report and the tremendous work being done by everyone at school during these challenging times. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * PP Review Statement delayed until summer term 2021 * 2019/20 PE and Sports Grant Review Statement approved * Send 2020/21 PE and Sports Grant Plan to governors when completed | HT  Governing Body  HT |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **7** | **Committee Meetings – Feedback and Updates** | | |
| Draft minutes and papers from meetings were circulated in advance of the meeting.  Standards & Curriculum Committee meeting 14/09/20  The Special Educational Needs and Disabilities (SEND) Information Report has now been incorporated into the SEND Policy and the revised policy was circulated with the papers.  SEND Policy and Information Report 2020  No issues were raised and governors approved the policy.  Pay Committee meeting 5/10/20  The Chair provided brief verbal feedback from the meeting. The minutes from the meeting are confidential and were not circulated. A number of items were reviewed and approved by the committee and require Governing Body ratification.  2020 School Teachers Pay & Conditions Document (STPCD) advisory pay increases.  No issues were raised and governors ratified the 2020 STPCD advisory pay increases.  Headteacher’s Teacher Pay recommendations  No issues were raised and governors ratified the Headteacher’s Teacher Pay recommendations.  Resources Committee meeting 19/10/20 and Finance Update  A CFR update for Governors (18.11.20) was provided with the meeting papers.  A number of items were reviewed and approved by the committee and require Governing Body ratification.  6.1 Period 6 Budget Monitoring  Revenue Income £ 3,128,649  Revenue Expenditure £ 3,077,088  Revenue In Year balance £ 51,561 surplus  B/f from 2019/20 £ 171,886 surplus  Cumulative c/f £ 223,447 surplus  Capital Income - £ 9,841  Capital Expenditure - £ 22,484  Capital In Year balance £ 12,643 deficit  B/f from 2019/20 £ 35,189 surplus  Cumulative c/f £ 22,546 surplus  Projected year end Cumulative Balances – including b/fwds from 2019/20  Revenue £ 223,447 surplus  Capital £ 22,546 surplus  Total Cumulative Balance £ 245,993 surplus  No further issues were raised and 2020/21 budget Period 6 monitoring was ratified.  Budget Changes  No issues were raised and governors ratified the budget changes.  Cash flow forecast  No issues were raised and governors ratified the cash flow forecast.  Teachers Pay Policy 2020  No issues were raised and the Teachers Pay Policy was ratified.  Dinner Money Policy 2020  No issues were raised and governors ratified the Dinner Money Policy. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * SEND Policy and Information Report 2020 approved * 2020 STPCD advisory pay increases ratified * Headteacher’s Teacher Pay recommendations ratified * Period 6 Monitoring ratified * Budget changes ratified * Cashflow forecast ratified * Dinner Money Policy 2020 ratified * Teachers Pay Policy 2020 ratified | Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body  Gov. Body |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **8.** | **Governing Body Housekeeping** | | |
| The Chair introduced a number of items for governors to consider. All supporting documents had been circulated in advance.  Governors’ Strategy Day.  The Chair informed governors that there is an intention to hold a Governors Strategy Day on 14 June 2021 to draw up a long term (3-5 years) strategic plan, incorporating the views of staff, pupils and parents which the HT will gather through staff, pupil and parent voice processes.  The Long Term Strategic Plan will inform the annual improvement plan and support link governor visits.  The day will include meeting with pupils, staff and the Senior Leadership Team (SLT).  Governors expressed their support for the initiative.  8.1 Terms of Reference  Following the Resources Committee meeting 23.11.20, slight changes had been made to the resources section of the terms of reference.  No further issues were raised and governors approved the terms of reference.  8.2 Code of Conduct  There have been no changes from last year.  No issues were raised and governors approved the Code of Conduct.  8.3 Annual confirmation of eligibility forms.  Most governors have completed the annual confirmation of eligibility form and returned to the SBM.  8.4 Annual declaration of pecuniary interests forms  Most governors have completed the annual declaration of pecuniary interests form and returned to the SBM  8.5 Annual skills audit forms  All governors asked to complete the skills audit form and return it to the SBM.  *Q. Do governors have to complete the skills audit every year?*  It is considered good practice and helps the school identify skills gaps and training requirements.  8.6 Committee memberships  The following committee memberships were agreed.  Standards and Curriculum Committee  Kate Bulman, Laura Lodge (Chair), Carol Steedman, Vicky Cook, Peter Renshaw, Yanghong Huang, Clair Goulding.  Resources Committee  Kate Bulman, Mike Allison (Chair), Carol Steedman, Peter Renshaw, Qasim Zafar, Katie McDwyer, Emma Small.  Pay Committee and HT Performance Management Committee  Mike Allison (Chair), Carol Steedman, Katie McDwyer  8.7 Link governors  Literacy – Laura Lodge  Maths – Vicky Cook  SEND – Peter Renshaw  Pupil and Sports Premium – Mike Allison  Safeguarding – Katie McDwyer  Health & Safety – Mike Allison  GDPR – Quasin Zafar  Education Trips & Visits – Laura Lodge  8.8 Governor vacancies  There is one parent governor vacancy. The recruitment process has started and the deadline for nominations is Wednesday 25th November. To date, no one has expressed an interest.  There is one Co-Opted governor vacancy and the Chair expressed the intention to appoint a person with experience and skills that could strengthen the governing body.  8.9 Governor Training  Safeguarding Training needs rearranging from last term and can be done via zoom.  Governors are asked to email the SBM to confirm that they have read Part 1 of Keeping Children Safe in Education (KCSIE).  8.10 Governor Visits  Current restrictions have stopped governors visiting school.  *Q. Would it be possible for staff to meet governors via zoom or would it be too much at the moment?*  There is no reason why conversations cannot be arranged between governors and staff so that link roles are fulfilled.  Governors to contact staff directly to make arrangements. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Governors Strategy Day 14 June 2021 * Terms of Reference approved * Code of Conduct approved * Annual confirmation of eligibility forms to be completed and returned to the SBM * Annual confirmation of pecuniary interests forms completed and returned to the SBM * Annual skills audit to be completed and returned to the SBM * Organise Safeguarding Training for governors via zoom * Email SBM to confirm reading Part 1 Keeping Children Safe in Education (KCSIE) * Arrange link governor meetings. | Gov. Body  Gov. Body  Gov. Body  Governors  Governors  Governors  HT  Governors  Link Govs. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **9.** | **Policies for Review and Approval** | | |
| Governors reviewed the following policies:  Safeguarding and Child Protection Policy 2020  The policy had been circulated to governors with the meeting papers.  No issues were raised and governors approved the policy.  Data Protection Policy  The Data Protection Policy carries a 2 year statutory review frequency and still needs to be finalised.  Accessibilty Policy  There is a statutory requirement to review the policy every 3 years. An audit was conducted last year and the policy needs developing.  Equality Information and Objectives Statement  There is a statutory requirement to review the policy every 4 years. The existing statement is dated 2016-20 and needs updating.  *Q. Will the statement be updated by the next Governing Body (GB) meeting in February?*  There is much work to do on the policy, which will need a team approach. The policy is unlikely to be fully in place for the next GB meeting. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Safeguarding and Child Protection Policy 2020 approved * add Data Protection Policy to the next GB agenda * add update of Accessibility Policy development to the next GB agenda. * add update of Equality Information and Objectives Statement to the next GB agenda. | Gov. Body  Clerk  Clerk  Clerk | 8.2.21  8.2.21  8.2.21 |

|  |  |  |  |
| --- | --- | --- | --- |
| **10** | **HT Performance Management** | | |
| The Chair confirmed that the Head Teachers Performance Management Committee (HTPMC) had met and that the HT had successfully completed her review. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **11.** | **Any other business** | | |
| 11.1 School Academic Calendar 2021/22  Governors approved the School Academic Calendar 2021/22.  11.2 Decarbonisation Scheme  The SBM informed governors about a grant funding opportunity. A copy of an email received from CorEnergy summarising the grant and responding to questions that the Chair had raised, was included in the meeting papers.  The grant is linked to item 11.3 LED Lighting Quotes, because school will require the support of the successful bid to help with the decarbonisation grant application process.  There is a short timescale for applications which have to be in by 4 December and CorEnergy will do 90% of the work.  If successful, the first step is a full audit of the school’s energy with the potential grant funding of energy efficient, low carbon heating and lighting, with no future need for gas boilers, saving the cost of their replacement.  11.3 LED Lighting Quotes  The school has been looking at ways to improve energy efficiency including investigating LED lighting funding, originally through an interest free Salix loan.  In the interim, the new decarbonisation grant has become available.  Lighting quotes (included in the meeting papers) have been sought from 3 companies, Trust, OneEducation and CorEnergy.  Although the most expensive, the SBM and Site Manager’s preferred supplier is CorEnergy, who have visited the site twice and stayed in contact throughout lockdown and have been very pro-active in bringing the new grant to the school’s attention.  CorEnergy are interested in bidding for both the lighting and heating projects and they have also recently completed an LED lighting project at Benchill School and feedback was good.  One Education have informed school that they have no experience of this grant application although they would look to support from colleagues at MCC and the focus from Trust LED is the lighting project and they have not expressed an interest in being involved in the heating project.  *Q. Would the choice of CorEnergy be conditional on a successful grant application?*  Yes.  Governors approved the LED Lighting quote from CorEnergy.  11.4 School House  There is an urgency to renovate the school house so that it can be let and generate some funding. The empty house is currently costing the school around £3,000.  The house needs a new kitchen and bathroom and quotes have been obtained.  The SBM, working with governor Peter Renshaw have obtained quotes from Able Contracts; Gale Properties and Lofthouse Builders.  The school choice is the Lofthouse kitchen design, a mid-range quality (MDF doors and soft closures) with Able Contracts as the contractor. Able Contracts provided the lowest quote and even with some additional work now being added is unlikely to be higher than quotes from the other contractors.  *Q. Has school considered installing a better quality kitchen which is likely to be more robust?*  Yes, however decided that a mid-range option would be more suitable for the rented market.  *Q. Are the costs within the amount that governors suggested spending on renovating the school house?*  They are a little more.  *Q. How much more?*  Unsure of the exact amount.  *Q. Do the quotes include the decorating costs?*  Yes.  *Q. How will the tenants access the property by car?*  There is no car access. The only access to the property is on foot via the front gate. The property has been fenced and there is no direct access to and from the school.  Governors approved Able Contracts as the contractor to renovate the school house.  11.5 Pupil Toilets  The SBM has gathered a number of quotations which have been circulated to governors for their consideration.  The quote from Gale Properties does not include, nor wishes to include the decoration. The school would wish to limit the number of different contractors on site, so has ruled out Gale Properties.  The Site Manager is happy with the Concept quote of £14,140 which is less than IPL Construction’s quote of £15,925.  Governors approved the Concept Pupil Toilets quote. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * School Academic Calendar 2021/22 approved.      * CorEnergy LED Lighting quote approved * Concept Pupil Toilets quote approved. | Gov. Body  Gov. Body  Gov. Body |  |

|  |  |
| --- | --- |
| **Date and time of next meeting:** | Monday 8h February 2021 @ 4.30pm |