

Governing Body Meeting Minutes



School: Baguley Hall Primary School

Quorum: 5 (met at this meeting)

Chair: Carol Steedman

Clerk: Colette Garner

Date of Meeting: 21/11/22

Venue: Baguley Hall Primary School

Governor Attendance

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 of Govs.)	Partnership	23/03/23	P
Mike Allison	Partnership	15/07/23	P
Peter Renshaw	Co-opted	26/03/24	P
Jen Gibson	Parent	09/05/26	P
Helen Stevens	Co-opted	22/11/25	P
Yanghong Huang	Co-opted	23/11/24	P
Clair Goulding	Associate	22/03/23	Ap
Laura Lodge	Co-opted	01/09/26	Ap
Victoria Cook	Staff	12/12/24	A

Others present

Colette Garner (Clerk)

Vanessa Williamson (PSHE Subject Lead) and Courtney Johnstone (RE Subject Lead) attended the meeting to present their subject reports to governors under Item 1b. Both left the meeting following their presentations. The Reports are included in the meeting papers.

AGENDA ITEMS

1a. WELCOME AND APOLOGIES

The Clerk welcomed everyone to the meeting.

Apologies were received and accepted from Laura Lodge and Clair Goulding.

The School Business Manager was unable to attend the meeting.

1b. Presentation of Curriculum Reports.

Subject Leaders in Personal, Social, Health and Economic education (PSHE) and Religious Education (RE) delivered presentations to the governors based on the Deep Dive Reports for their subjects. The Reports are included in the meeting papers. The following points were highlighted in discussion.

PSHE

PSHE was formally monitored through the Deep Dive process in May (19/5/22).

The Deep Dive has shown that PSHE has a clear intent, and the implementation of the curriculum is working well.

The importance of the subject is shared at every level of the school and the children express how much they like PSHE.

There is a clear commitment to PSHE and time is given weekly to teaching the subject, as well as clear links in assemblies and discussing current issues in the classroom, for example by watching Newsround.

Safeguarding and keeping children safe was clear as leaders conducted the deep dive.I.

The process included discussion with the Headteacher and Subject Leader, joint lesson visits, discussion with pupils and work scrutiny.

The school follows Manchester Healthy Schools Primary Curriculum PSHE scheme.

The scheme of work follows a whole school approach with each year group teaching the same theme at the same time.

There are 5 main themes.

1. Living in the wider world
2. Mental and emotion health
3. Keeping Safe
4. SRE
5. Healthy Lifestyles

Leaders check that staff are following the scheme and school policy with regard to content, vocabulary, standards, presentation, progression, children's engagement.

There is lots of work inside the distinct PSHE books with all year groups recording their work, including Key Stage 1 (KS1) children. In addition 'Floor Books' (large class recording books) are used, providing additional recording and evidence of work in PSHE.

Next steps for improvement include:

Consistency in all classes in all year groups – differences were found in some year groups between classes – this could be due to the expectations set.

Use of PSHE books to be recorded in for every lesson (even when a discussion has been had – a small reflection should be recorded by each child).

More frequent monitoring of Floor Books and PSHE books to ensure the consistency and progression across school.

Q. Do teachers feel comfortable and confident teaching Sex and Relationships Education (SRE)?

Yes, Staff had training last year (via zoom) from Manchester Healthy Schools. The school is mindful of the need for updating the training in the future, ideally via face to face training. It is important that staff feel knowledgeable and confident to teach SRE.

Q. Have many parents chosen to withdraw children from sex education?

A few, maybe 2 or 3 and usually based on religious reasons and only from particular aspects and not from the whole of the SRE curriculum. The school always talks to parents and explains that the lessons are delivered in a very appropriate, sensitive and safe way and it is better to learn within the safety of school, rather than the outside world.

A Parent Consultation / Information evening was held via zoom.

The Chair commented that she had attended the zoom consultation evening and was very impressed with the responses.

Q. How many parents attended the meeting?

It was well attended with around 60 parents which was more than expected. The school wondered if the fact that the meeting was on zoom contributed to the greater than expected attendance.

Q. Does career related learning feature in PSHE?

Careers do come into the scheme, for example in 'Living in the Wider World' and in 'Money and Budgeting' and 'Choices', particularly in Years 5 and 6.

The school held a Careers Day before covid and there have been recent discussions about mapping careers related opportunities into the curriculum to give children exposure to different types of jobs.

RE

RE was formally monitored through the Deep Dive process in October (5/10/22).

As RE is not covered by the National Curriculum, the school follows the Manchester approved syllabus, tailored to meet the needs of pupils and additional links to Peacemala, British Values and Rights Respecting School.

RE is usually taught for 1 hour per week but where timetables were adapted, during lockdown and to allow for the recovery curriculum, some units were blocked and taught as RE days.

RE is now back to being taught for 1 hour a week.

KS1 follow a 1 year cycle and KS2 follow a 2 year cycle.

The Deep Dive focussed on the need for RE assessments. Currently teachers annotate plans and adapt when needed although the plan is to use FFT for assessment, recording and tracking, once it has all been set up on the system for RE.

All classes (apart from EYFS because of time constraints) were looked at as part of the Deep Dive.

Children were able to explain what they were learning and what they had previously learnt.

Some differentiation was evident, depending on split classes and SEN although, in some cases more is needed for SEN and / or EAL children.

All classes had some form of display, including vocabulary, although more in some than others. Resource boxes for RE were in classes and concrete resources including video clips are particularly enjoyed by the children.

The 'Book Look' showed that books are well presented and the focus on writing throughout the curriculum is evident.

There were differences in the amount of work in books, often as a result of children missing work through Interventions or being absent from school. Books need dating / annotating where work has been missed.

Staff are happy with the agreed syllabus, especially the updated version which gives more detail and information.

Staff find joint Planning Preparation and Assessment (PPA) time useful because it allows them to discuss and plan together.

Q. Which religions are covered in the syllabus?

Christianity, Islam, Hinduism, Sikhism, Buddhism, Judaism.

Q. Is there discussion in lessons which compare and contrast different religions?

Yes, and it generates lots of interesting discussion.

Q. Does the school make use of children's own knowledge of different religions based on their own backgrounds?

Yes, very much so. Some children are more reticent, however many are very proud to talk freely about their own religion.

Q. Do parents ever get involved?

Yes. The teachers use people within the community, for example, there is a helper currently in school who is from the Jewish community.

Various world religious festivals are marked in school assemblies in addition to lessons within the class.

Summary from the Deep Dive:

The RE curriculum has a clear intent and implementation plan.

Progression across the school is evident in knowledge and vocabulary.

Some colleagues would benefit from more discussion around 'how' a particular lesson could be delivered – eg chunking for best effect and to maintain engagement.

The school has an emphasis on a broad and balanced curriculum, and it is clear that all subjects are held in high regard.

Children were engaged and interactive in all lessons visited and were stimulated by the RE curriculum.

Next steps and points for improvement:

- Consistency in display / availability of artefact resources.
- Assessment recording and tracking.
- Some discussion at PPA about how to present a lesson
- When writing in RE, children need the same scaffolding as in English or RWI lessons – this was evident in some classes but not in all.
- Monitoring/Review of plans with particular emphasis on inclusion for SEND /EAL

Governors thanked the Subject Leaders for their presentations and the work they are doing.

2. DECLARATION OF PECUNIARY INTERESTS

There were no declarations of pecuniary interest expressed in connection with any item on the agenda.

3. CHAIR ELECTION

Chair of Governors

There were no expressions of interest in the role of Chair. Carol Steedman expressed her willingness to continue as Chair until March 2023 and was re-elected.

Vice Chair of Governors

There were no expressions of interest in the role of Vice Chair.

Peter Renshaw expressed his willingness to continue as Vice Chair and was re-elected

- **Carol Steedman elected as Chair of Governors.**
- **Peter Renshaw elected as Vice Chair of Governors.**

4. APPOINTMENT OF GOVERNING BODY CLERK

- **Governors approved the appointment of Colette Garner as the Governing Body Clerk.**

5. MINUTES OF THE LAST MEETING 18/07/22 AND ANY MATTERS ARISING NOT ON THE AGENDA

The minutes of the meeting held on 18/07/22 were approved as an accurate record. A paper copy was signed by the Chair for retention in school.

Matters Arising

Q. Does the school house have a tenant?

Yes and all is working well with rent paid in advance.

Q. Can an updated copy of the School On A page (SOAP) be sent out to all governors?

Yes.

- **Minutes of the previous meeting held on 18/07/22 approved.**
- **Email an updated copy of the SOAP to all governors** (*sent 22/11/22*)

6. HEADTEACHER'S REPORT

The HT presented her report verbally, with accompanying notes and supported by a number of documents circulated in advance and included in the meeting papers. The documents include the Quality Assurance (QA) Report, the Attendance Report and the School Development Plan. The following points/issues were highlighted.

External Advisor's Quality Assurance Report

The QA visit took place on 11/10/22 and the Chair of Governors attended the meeting. The HT explained that she completes the document in advance of the meeting. The document forms the basis of the professional discussion which includes challenge and provision of supporting evidence. A great deal of in-school analysis and explanation of the data has been undertaken and the meeting provides focus, clarity and confidence when articulating the findings and analysis from the data.

The school's progress measures were marginally better against the official national figure than the FFT comparative figure and there was no significant difference to the school's progress data compared to national. The school had made expected progress on average.

The school's attainment data was reassuring even though the school wants to improve it. The figures do not include the Tables Checking Exercise which has still to take place. This gives schools the opportunity to highlight particular pupils, such as those that arrived at the school in Year 6 and/or perhaps English as an Additional Language (EAL) and don't need to be included in the school's data. There will therefore be some marginal adjustments, in the school's favour, when the final data comes through in the December release.

The Chair expressed her thoughts that the QA professional (Angela Westington) did not have a lot to suggest in addition to what the school is already doing.

Q. Why did the QA Professional not say whether or not she agrees with the school's analysis?
A previous section on the document where that would have been expressed has been removed.

Angela Westington is both challenging and supportive. Previously, she has given the school strategies, when she has found an issue. The lack of challenge at the meeting can be taken as a good sign. Angela Westington did say that the school will be under close scrutiny because of the data. The HT explained to governors that the messages clearly coming from current ofsted guidance is that the emphasis will be on progress and that the data will not be a limiting factor. The positive message is that the school's progress measures are 'safe' and within acceptable boundaries.

Q. What are the progress measures?
The HT referred governors to the data sheets (links from the QA Report)

Reading -2.1

Writing -0.9

Maths -1.3

Expected progress would be zero. Anything that is positive is value added. Statistics always include a Standard Deviation and the figures are within those parameters.

Q. Has the Inspection Data Summary Report (IDSR) been published?
Yes. It was very late and only arrived recently.

Q. Can governors have a copy?

Yes, a copy will be emailed to governors.

The school's DFE figures which are not reflected in the school's data set and not reflected on the ISDR. The Reading progress measure was -1.5, Writing -0.5 and Maths -0.3. The range goes to -3 for Reading, -1.8 for Writing and -1.7 for Maths and school is well within those figures which is positive.

The Chair commented that, because of the pandemic, it was the first time the QA had been able to be around the school for some time. She toured the school, going into classes, looking at work on the displays and in a selection of books, all of which was useful preparation for an impending ofsted visit. The QA, COG and Headteacher also met with a group of children from across the school who showed them their books and talked about their lessons.

Of note, the children have less Retained Learning when subjects are not taught on a regular weekly basis but are covered by one-off Theme / Subject Days or Afternoons.

Q. Is there a document giving the progress figure from 2019 to 2022?

There is not a one-off Progress Figure from 2019 to 2022.

A governor thought that he recalled seeing a progress figure from 2019 and 2022 which he had thought indicated pleasing progress. The Headteacher was not sure which figures he would be recalling.

- **Email a copy of the IDSR to governors**

Wellbeing of Staff and Pupils

The online service PULSE is proving very useful although not all staff engage with it. The system gives staff a way to air grievances / grumbles and to get feedback on them, knowing that they are being listened to. There have been a few issues where a pattern has emerged, so facilitating a bigger and more productive conversation. Knowing that an individual would benefit from individual support or time provides a focus and works well for those that are engaging with the system.

There is a school Inservice Training Day (INSET) on Friday and the Staff Survey is part of the agenda for that day. Next Monday has been designated as a Staff Wellbeing Inset day and is time in lieu to cover extended staff meetings.

The HT shared the outcomes of the recent Pupil Survey which took place last week. The outcomes are very positive and are included in the meeting papers.

Key Stage 2 children all complete the survey individually.

Year 2 children talk through the questions in their classes, then complete the survey.

Q. How many children took part in the survey?

264.

The HT highlighted the following results from the pupil survey.

Over 90% always or sometimes like school.

Almost 100% responded positively that teachers help them to do their best with 93% saying that teachers help them to think.

Children's perception of behaviour needs careful wording and just 15 children out of 264 responded negatively to that question.

Answers to the bullying question were pleasing with 87% saying no bullying or if there is bullying the teachers sort it out for them.

Q. Regarding the 12% that responded to say there is bullying, is the school able to narrow that down to particular group/s or issue/s?

Not particularly. It is possible to look at every single response and to look at the individual class results

Q. Did any themes or issues emerge from the exercise, particularly in relation to individual classes or perhaps individual children with a particular special need?

Not specifically but the perception of what bullying actually is can sometimes be incorrect and an isolated one-off incident which has been addressed and sorted out by staff with no recurrence, is not bullying.

The positive percentages point to the positive culture of the school.

There was a 92% positive response to the question about children Always / Sometimes feel safe at school. The follow up question asked children to say what has made them feel unsafe if they had responded Sometimes or Never to the question about whether they feel safe at school. Many of the children answered the question even though they had responded that they Always felt safe at school. Many responded by saying 'Nothing' and then there were issues like 'Falling Down', which is more about accidents that happen when children are playing outside. One child mentioned 'Fire'. The school has never had a fire which perhaps points to the child's anxiety around the issue of fires.

Q. Is it the first time that a Pupil Survey has been done?

No, there was a survey carried out last year, however there were problems with the technology and the previous survey was incomplete.

The HT would have expected more children to respond 'Yes' to the question about being able to talk about their feelings. 68% responded Yes; 15% No and 16% Don't Know.

79% of children responded Yes to the statement 'I can take part in activities at lunchtime and after school. The HT expected that percentage to be higher because every single class has an After School Club.

The 98% positive response to the statement 'School encourages me to be independent and take responsibility' was pleasing.

The language around British Values is more complicated which may account for the relatively low 77% positive result which is worth knowing because the school can work on it.

Q. How are the Survey Results fed back to staff?

They will be presented at the Inset day on Friday.

Pupil Voice

The school has a very impressive School Council this year which the following example illustrates. The council raised the issue of the school's gender-neutral toilets following a survey which they had organised in school.

The council met with the headteacher and deputy headteacher to discuss the disadvantages of only having gender neutral toilets. The children conducted themselves in a very formal, mature and impressive manner when presenting their case, exploring all sides of the debate and appreciating alternative view points.

The gender neutral toilets were introduced during covid as a way of keeping Class Bubbles separate.

Q. Who are the School Councillors?

5 girls from Upper KS 2 and 2 girls from Lower KS 2, which is the way it worked out following a democratic election.

The outcome of the meeting has resulted in a mixture of designated toilets with some just for boys, some just for girls and some mixed.

Q. Would it be possible for the governors to give the children a specific area to work on, for example ask the children to look at how the school can reduce its carbon footprint?

This would be appropriate for the Eco Council who are currently working on recycling and the use of bins, and could definitely be a future focus.

Parent Survey

The Parent Survey has been conducted over the last 2 weeks. The school is generally very happy with the results.

92% responded to say their child is happy at the school.

95% said yes that their child feels safe at the school.

90% said Yes to the statement that the school works hard to ensure that children behave well, which was very pleasing

70% responded 'No' to the question about whether their child had ever been bullied in school and 20% responded 'Yes', but it had been dealt with effectively.

10% said Yes and felt it had not been dealt with effectively.

The HT stressed that the school always investigates any incidences or reports of bullying but sometimes it is more about 'falling out' and breakdowns in relationships as children grow and develop and learn how to cope and discover how relationships work. However, the school appreciates how upsetting it is for parents when their children fall out and upset each other and even if it is not bullying, it can still be very distressing.

Q. Are parents given the outcome of the parent Questionnaire?

Yes

Q. How many parents responded to the survey?

149 out of about 300 families, which is very positive.

The school has a new system for communication with parents and there was an issue with 'Notifications' which has now been resolved following a text message to parents asking them to make sure that they had 'Enabled Notifications'.

Some parents answered a particular question with 'No' (whether parents had received the Class Handbook) when in reality, every single child was given a paper copy to take home.

The answer to the SEND question was disappointing and needs to be looked at further because out of the 52 parents who said their child has special needs, 15 (29%) think that the school does not give the child the support they need. This could be due to parent expectations.

Q. Do you think the wording about availability of Afterschool Clubs may have been misleading for parents and different wording may have resulted in a more positive response?

Yes in retrospect, parents most likely misunderstood and the question would have been better if worded differently.

Parents' Evening

This year's Parents' Evening was Face to Face and not via zoom which was necessary during the pandemic. A number of Workshops were available on the evening for parents to attend.

Q. How many came to the recent Parents' Evening?

The final numbers are not yet available because staff are still seeing parents who made other arrangements.

Quality of Education

The Language and Literacy Consultant has recently visited the school and was very positive about how the programme is running in school. It is very evident through displays and children's work, that there has been a shift in the way literacy is taught in school.

Weekly coaching sessions are still taking place and this has been replicated with maths teaching. Core Subject Leaders continue to go into classes weekly, with a focus on monitoring and coaching.

There is a rigorous approach to improving all aspects of the curriculum supported by school's programme of regular Deep Dives, with RE recently completed and Music scheduled for next week.

Supply was provided last week to release Subject Leaders so that they could look at plans and work in books, follow up any individual issues and add any areas for development into their Action Plans which will additionally become part of their individual appraisal documents.

Pupil Outcomes

Further to the summer data outcomes which were covered at the last meeting, there have been two Pupil Progress Meetings already this term.

Individual children have been identified and targets have been set with an emphasis on targets being inline with FFT targets for those children where the end of KS1 data is available.

Interventions have been planned and are in place with the Senior Leadership Team (SLT), two Academic Mentors and one block of FFT Lightning Squad.

Unfortunately, one Academic Mentor will be leaving at Christmas, having secured a permanent teaching job.

Securing good Academic Mentors and Supply Teaching Assistants is a challenge.

Assessments are scheduled for the next two weeks with a further Pupil Progress Meeting before the end of term and will be reported to the Standards and Curriculum Committee in January.

The school will be using a different Rising Star Assessment Paper which is laid out more like a SATs test.

Science tests have also been bought, however they need to be looked at again and possibly adapted, because the school's 2 year cycle of science teaching does not match the tests.

Q. Could teachers mark just the questions related to the curriculum that has been taught?

Yes. The tests are PDFs so it is possible to cut and paste, however there has not yet been the opportunity to look at the papers closely.

Q. Is it correct that by the end of the term, there will have been three Pupil Progress meetings?

Yes because one of the meetings is at the very beginning of the Autumn term. There are two planned for the Spring term (although it is a very short term, so there may only be one) and two in the summer term.

Q. Does the school aim to have a Pupil Progress Meeting every term?

Yes, at the very least, one a term but generally one every half term and an additional one in September.

Safeguarding and Behaviour

Jen Gibson has taken on the role of Safeguarding Link Governor, following the resignation of Kayleigh Spencer.

Jen has already completed Safeguarding training and recently undertaken a Safeguarding Link Governor Visit, including the production of a written follow up report which will be an agenda item at the Standards and Curriculum Committee in January.

Safeguarding training will be available to staff on Friday's inset day. An electronic package has been purchased which is available for all staff to complete remotely.

The new Behaviour Strategy will be reviewed with staff on the inset day, along with the Pupil and Parent Voice.

Attendance

An overview of Attendance from 5/9/22 to 4/11/22 is included in the meeting papers.

Attendance is creeping up and was 93% last Friday.

Q. Can you remind governors, what Persistent Absence (PA) means?

Any child with below 90% attendance is considered to be a Persistent Absentee.

PA can be high at this time of year but the percentage reduces as the year progresses.

There are children who are taken off the school roll by the Local Authority for example if they move to specialist provision, however their poor attendance while at the school, stays as part of the school statistics for the remainder of the year.

Q. Even when children are taken off role, do they still remain on the school's absence data?

Yes, for the remainder of the year.

Q. Do absent children complete the pupil survey?

No, only the children who were in school last week.

School Development Plan (SDP)

The SDP was included in the meeting papers and the HT drew governors' attention to the RAG rating with purple replacing red on items which are a current priority and include revised and new objectives.

The Plan was developed as a 5 Year Plan and 2022-23 is Year 2 of the plan. The 'Next Steps' have been updated for Year 2.

Governors commented on the clarity of the plan.

7. Special Educational Needs and Disabilities (SEND) Update

The SEND Information Report is little changed from last year and will be emailed to governors.

The data included in the SEND Report to Governors is in the process of being updated and will be included in the February Governing Body Meeting.

- **Email the SEND Information Report to Governors** (*sent 22/11/22*)
- **Present the SEND Report to Governors (including updated data) at the February Governing Body Meeting.**

8. PUPIL PREMIUM STATEMENT

The statement which must be published by 31.12.22 has been updated to reflect changes from last year such as the amount of subsidy for residentials, staff pay increases and the effects of inflation in the costings.

Progress and attainment data will be finalised following receipt of any adjusted data release in December.

The very pleasing (above local and national) Year 1 Phonic Screening result will be included and evidences the rigorous RWI approach, which is also being used in other areas of the curriculum.

- Pupil Premium Statement approved subject to the inclusion of updated figures.
- Email the updated Pupil Premium Statement to governors.

9. COMMITTEE FEEDBACK / UPDATE including items to be ratified

Draft minutes and papers from 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 & Curriculum Committee 12/09/22

PE and Sports Grant Statement.

The statement includes the updated figures.

No issues were raised and governors ratified the PE and Sports Grant Statement.

Behaviour Policy 2023

No issues were raised and governors ratified the Behaviour Policy 2023.

Resources Committee 18/10/22

A number of items were reviewed and approved by the committee and require Governing Body ratification.

Period 6 Budget Monitoring

Revenue Income	£ 3,390,943
Revenue Expenditure	£ 3,585,768
Revenue In Year balance	£ 194,825 deficit
B/f from 2021/22	£ 381,312 surplus
Cumulative c/f	£ 186,487 surplus

Capital Income -	£ 9,659
Capital Expenditure -	£ 22,614
Capital In Year balance	£ 12,955 deficit
B/f from 2021/22	£ 13,600 surplus
Cumulative c/f	£ 645 surplus

Projected year end Cumulative Balances – including b/fwds from 2021/22

Revenue	£ 186,487 surplus
Capital	£ 645 surplus
Total Cumulative Balance	£ 187,132 surplus

No further issues were raised and governors ratified the Period 6 budget monitoring.

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.

Dinner Money Policy- No issues were raised and governors ratified the Dinner Money Policy.

Charging and Remissions Policy- No issues were raised and governors ratified the Charging and Remissions Policy.

Pay Committee and Headteacher's Performance Management Committee

The Governing Body noted that the Pay Committee and the HTPM Committee has taken place this term. Decisions approved by the committees do not need to be ratified

10. GOVERNING BODY HOUSEKEEPING

The Chair introduced a number of items for governors to consider. All supporting documents had been circulated in advance of the meeting

10.1 Terms of Reference

No issues were raised.

- **Terms of Reference approved**

10.2 Code of Conduct

No issues were raised.

- **Code of Conduct approved**

10.3 Annual confirmation of eligibility forms.

All governors asked to complete the annual confirmation of eligibility form and return to the School Business Manager (SBM) for retention in school.

10.4 Annual declaration of pecuniary interests forms

All governors are requested to complete the annual declaration of pecuniary interests form and return to the SBM for retention in school.

10.5 Annual skills audit forms

All governors asked to complete the skills audit form and return it to the SBM.

- **Clerk to email the Annual Declarations (10.3, 10.4 and 10.5) to all governors requesting that the forms be completed and returned to the SBM (sent 22/11/22)**

10.6 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, Helen Stevens

Resources Committee

Kate Bulman, Mike Allison (Chair), Carol Steedman, Peter Renshaw, Jen Gibson.

Pay Committee and HT Performance Management Committee

Mike Allison (Chair), Carol Steedman, Laura Lodge

10.7 Link governors

Literacy – Laura Lodge

Maths – Yanghong Huang

SEND – Peter Renshaw

Pupil and Sports Premium – Mike Allison

Safeguarding – Jen Gibson

Wellbeing – Vicky Cook

The Wider Curriculum – Helen Stevens

Equalities – Jen Gibson Jen has switched to Safeguarding and will not now be the Equalities governor

10.8 Governor vacancies

There is a Parent Governor vacancy following the recent resignation of Kayleigh Spencer.

The process to find a new parent governor has begun and one person has come forward. Arrangements have been made for him to come into school to meet with the Headteacher and COG.

There is a LA governor vacancy following Katie McDwyer's recent resignation at the end of her Maternity Leave. The LA are seeking to secure a replacement for Katie.

There continues to be one Co-Opted governor vacancy and the Chair has met with a prospective candidate. Arrangements are being made for her to come and tour the school and meet with the Headteacher and COG

10.9 Governor Training

Details of courses run by One Education are in the One Education Governor Training Brochure and in the Governors Termly Handbook, and are regularly emailed to governors with the latest sent from the HT on 21/11/22

Details of courses available from Manchester Schools' Alliance are regularly emailed to governors with the latest sent from the HT on 9/11/22.

The school has subscribed to The Key which provides support to school leaders, including governors. The school is expecting an ofsted inspection and the link below provides access to a Key Document 'Questions Ofsted Might Ask Governors'

<https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/inspection-evaluation/before-during-after-inspection/questions-ofsted-might-ask-governors/>

Q. How does Ofsted work? Will governors get any notice of their visit?

The HT explained that the school will receive a phone call the day before Inspectors visit the school and that the inspection starts with that phone call.

The administration of the visit, including meetings and timetables will be worked out and governors will be given a time to meet with the inspectors.

The school will be asked to send documentation in advance of the visit.

Inspectors will then spend the following 2 days in school and at some point on their first day in school, will have a meeting with governors who are available.

Governors are also able to attend the feedback session at the end of the inspection which will be towards the end of the second day that the Inspectors are in school.

Q. Is the report published 6 weeks after the visit?

Generally, yes.

The Chair asked governors to look at questions that may be asked and to consider their response alongside 'how you know' (see link above and sample questions emailed from the Chair to governors 21/11/22)

Q. About how long will the meeting with governors be?

Last time it was about 40 minutes.

10.10 Governor Visits

The Chair asked Link Governors to ensure that they are up to date and if necessary arrange a visit to the school.

The Safeguarding Governor has recently visited the school in her role and a Report will be presented at the Standards and Curriculum Committee in January.

- **Present Safeguarding Link Governor Report at the Standards Committee 16.1.23**

11. POLICIES

Governors reviewed the following policies:

11.1 Safeguarding and Child Protection Policy 2022

The school adopts the Manchester Education model policy, customised with the school's details

Governors are required to read Keeping Children Safe in Education (KCSIE) part 1 annually. The 2022 updated version was emailed by the Chair to governors on 22/9/22 with a request to send confirmation of reading to the School Business Manager (SBM).

- **Safeguarding and Child Protection Policy 2022 approved**

11.2 Teachers Pay Policy 2022

The school always adopts the model Teachers Pay Policy produced by OneEducation Human Resources (HR).

Q. Does the document include the additional Bank Holiday for the Coronation in May 2023?

The additional Bank Holiday does not appear to be included. The HT will ask One Education whether the additional Bank Holiday needs to be included.

- **Teachers Pay Policy 2022 approved subject to clarification about inclusion of the additional bank holiday. (sent 23/11/22)**

11.3 Admissions Policies

As a Foundation School (without a foundation) the school is required to review and approve its Admissions Policy annually.

Nursery Admissions Policy - There are no changes to the policy and no issues were raised.

- **Nursery Admissions Policy approved**

Admissions Policy - There are no changes to the policy and no issues were raised.

- **Admissions Policy approved**

12. AOB

2 sets of quotes that require approval were sent from the SBM to governors prior to the meeting.

Computers for staff and KS1

Computers across KS1 need updating.

The revamp of KS2 in the summer has proven very successful and feedback from staff confirms that the new PCs have made a huge difference.

Quotes from 6 different companies are included in the papers.

The preferred supplier and cheapest quote is from Ergo, the company that provided the new PCs in the summer.

The equipment is to be leased and will cost around £4,000 p/a over a 3 year lease.

- **Desktop PCs and ipads to be supplied by Ergo at a total cost of £11,393.27, approved**

Early Years Foundation Stage (EYFS) Groundworks

The contractor that was booked to do the groundworks in the EYFS quad failed to show.

The work is now planned to take place in August 2023.

Three new quotes and some photographs of the area have been circulated to governors.

The school plans to use the 2023 capital allocation of around £10,304 to subsidise some of the costs of the work.

In the longer term, the completed work should also reduce grounds maintenance costs as there will be less grass to cut.

Q. Nomow provided a quote last time however this quote is more than double their previous quote. Why?

Q. Is the quote for exactly the same work that was quoted for last summer?

Governors were concerned about the greatly increased costs compared to last summer. The SBM was not at the meeting and the HT did not have the answer to the above questions.

Q. Can more detail be obtained about the quotes and the process before governors give their approval?

The HT will ask the SBM to provide more information regarding the work and why the cost is so much greater than last year.

A SUMMARY OF ACTIONS and DECISIONS FROM THE MEETING 21/11/22

Agenda Item	Action	By who	By when
3.	Carol Steedman elected as Chair of Governors Peter Renshaw elected as Vice Chair of Governors	Gov. Body	
4.	Colette Garner appointed as Clerk to the Governors	Gov. Body	
5.	Minutes of the previous meeting held on 18/07/22 approved. Email an updated copy of the SOAP to governors (Sent 22/11/22)	Gov. Body HT	
6.	Email a copy of the IDSR to governors	HT	
7.	Email the SEND Information Report to Governors (Sent 22/11/22) Present the SEND Report to Governors (including updated data) at the February Governing Body Meeting.	HT SENDCO	27/02/23
8.	Pupil Premium Statement approved subject to the inclusion of updated figures. Email the updated Pupil Premium Statement to governors.	Gov. Body. HT	
9.	PE and Sports Grant Statement ratified Behaviour Policy 2023 ratified Period 6 budget monitoring ratified Budget Changes ratified. Cashflow forecast ratified	Gov. Body	

	<p>Dinner Money Policy ratified</p> <p>Charging and Remissions Policy ratified</p> <p>Governors noted that the Pay Committee and HTPM Committee have taken place.</p>		
10.	<p>Terms of Reference approved</p> <p>Code of Conduct approved</p> <p>Email the Annual Declarations (10.3, 10.4 and 10.5) to all governors requesting that the forms be completed and returned to the SBM (Sent 22/11/22)</p> <p>Present Safeguarding Link Governor Report at the Standards Committee 16.1.23</p>	<p>Gov. Body</p> <p>Gov. Body</p> <p>Clerk</p> <p>Jen Gibson Or CoG</p>	16/1/23
11	<p>Safeguarding and Child Protection Policy 2022 approved</p> <p>Teachers Pay Policy 2022 approved subject to clarification about inclusion of the additional bank holiday. (email clarification from HT to governors sent 23.11.22)</p> <p>Nursery Admissions Policy approved</p> <p>Admissions Policy approved</p>	Gov. Body	
12	<p>Desktop PCs and ipads to be supplied by Ergo at a total cost of £11,393.27, approved</p> <p>Provide more information to governors regarding the EYFS groundwork and why the cost is so much greater than last year's quote.</p>	<p>Gov. Body</p> <p>SBM</p>	

DATE AND TIME OF THE NEXT MEETING: Monday 27/02/23 at 4.30pm