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Little Paxton Primary School Governing Body

Minutes of the Meeting of the Full Governing Body held on Monday 11th July 2016 at 6.30pm

This meeting followed on from the Curriculum & Standards Committee meeting held at 6.30pm.

Ellen Barrett	Co-opted Governor	Rebekah Jenkins	Associate Member / Staff
Maria Button	Associate Member	David Jones	Parent Governor
Penny Conway	Authority Governor	Mike Kendall	Co-opted Governor
Neil Donoghue	Co-opted Governor	Oliver Poulain	Parent Governor
Richard Fairbairn	Parent Governor	Jordana Watts	Staff Governor
Debbie Gray	Co-opted Governor	In attendance	
Diane Hawkes	Head Teacher	Alison Gatward	Clerk to the Governors
Graham Hiom	Co-opted Governor		

1. **Apologies for absence** received and accepted: Barbara Hughes Parent Governor

2. **Declaration of Interests** - no changes declared.

3. **Minutes of the last meetings and matters arising**

- Full Governing Body 25th April 2016 – minutes approved
- Curriculum & Standards Committee meeting postponed to earlier this evening
- Site & Buildings 9th May 2016 – minutes approved
- Finance 9th May 2016
 - Item 6 finance review is in hand and is ongoing.
 - AOB the question relating to why the budget was so different from the funds received. Some of the changes were not included in the financial toolkit. Other schools have the same question, but there was not really a firm answer from the financial advisor. This is also an indication that we need to be aware of what is happening in the 'outside' world.
 - minutes approved
- Personnel 9th May 2016
 - Only looking at catering options not cleaning. **ACTION:** Update minutes.
 - Minutes approved
 - Herts Catering and Aspens have been into school to discuss their service. Aspens made a good impression. Herts were disappointing unable to answer many of the questions posed and have a similar set up to CCS. It is still under discussion as to whether or not to move supplier. Aspens came by recommendation from other schools. The service given is dependent on the contractors' staff. **QU:** What would happen to the staff? Staff could TUPE across to the new

company. A new cook has been appointed for September and CCS invited DH to be part of the recruitment process for this position. **QU:** There is a new catering company at Roundhouse, perhaps we should enquire how they are getting on?

- MAT information and discussion meeting 13th June 2016
 - It was noted this should be recorded as a FGB meeting on the minutes.
 - Slight amendment to the wording of the second question to read “Please can you explain how Little Paxton may benefit?”
 - Add RJ to apologies and DH to attendees. **ACTION:** Update minutes.
 - Minutes approved
 - Information gathering meeting with SNLP is tomorrow.

4. Head’s report including

- KS2 SATs results - see C&S minutes 11/7/2016
- KS1 Teacher Assessments 2016 – see C&S minutes 11/7/2016
- Update on pupil numbers, class structure and staffing for 2016/2017

45 children are due to join reception in September. There is a YR child whose family are due move away from the area over the summer.

Regarding the SEN child due to join in September DH has so far been unable to get any official indication whether the child is to defer entry until Easter or for a year. The mother did not send the child to the second transition afternoon. If she defers until Easter the place has to be kept open. If she intends to apply for reception the following year then this would have to be agreed by County. **QU:** Are there other issues other than toileting? There are other issues with the child’s development. The specialist teaching team is in agreement that this child is not ready for school and the mother is very concerned about him starting and does not feel this is appropriate. **QU:** What happens if the child starts without an EHCP (Educational Health Care Plan)? The school has to make reasonable adjustments to accommodate the needs of the child. He would require a one to one and this would also involve the need for personal care. A deferral for a year would enable an EHCP to be put in place and then he would be suitably supported.

ACTION: DH to get confirmation from County as to whether the entry will be deferred.

A number of classes will be smaller from September. A class needs about 27 children to be financially viable. The larger classes at the top end of the school help to balance out these smaller classes. There are additional children coming in to different year groups throughout the school. Due to classes being full it has been necessary to turn away current year 5 children for September.

QU: What will the structure be for September 2017? There will be two year 5 classes and one year 6. There is growth into the village and children are moving in. Once the build is obvious then people may look to move to the school.

- SEF and TOP – still in draft form, they will be available in September. **ACTION:** To be added to next FGB agenda
- Finance update
 - GH highlighted key points from the meeting with school financial partner last week (see Appendix A for notes from that meeting.)
 - Projected finances indicate an over-spend situation in 3 years which is the situation most schools find themselves in. There will need to be a plan to re-adjust to avoid this occurring. The timeframe will depend on the pupil numbers and will be dealt with in a future finance meeting.

Fairer funding would also be helpful. Also, if the intake in September is 5 more than current plan then growth funding may be allocated.

ACTION: Forward financial planning to be added to next Finance agenda

- **QU:** What would be the impact of it taking 5 years for the small class sizes to filter through? This would need to be managed by cutting costs after 2 to 3 years. It is necessary to put plans in place to see how to increase the ratio of children to staff which may mean split year group classes. It was highlighted that for many schools it is a problem they face each year.
- PPP Partnership – no questions on the report. It was noted that staff reported that spending time visiting other schools and meeting with colleagues was very beneficial.
- Pupil Premium (PP) - this report has been completed and will be shared with governors before going on the website. **ACTION:** To be added to next C&S agenda
- Social capital is an area that the SLT have been considering as there are not massive attainment gaps for our PP children. However, the question is: is being socially disadvantaged in fact more relevant to our children? 1-1.5 hours a week from September will be allocated to Ruth Duffett to work with a group of primarily PP children to give them experiences that they wouldn't normally get due to financial or other constraints within their families, for example music lessons, visits to the library or cinema, football coach. September will launch the incentive with some music based activities and then discuss with the children about what experiences they would like. **QU:** Do you require parental permission to include their children? No, as the activities are in school hours but the parents will be informed out of courtesy. **QU:** If the group includes other pupils who are not PP, what criteria is used to select them? This will need to be reviewed for future groups. The first group is 5 or 6 children from Y1 and Y2. **QU:** Do you need to add TA support to increase personal contact? Not for this first group as it is so small. **QU:** Finance, is there a budget? The pupil premium money should only be spent on these children. The more exclusive it is the better from a PP finance perspective, however it is good practice to ensure that as many pupils who can also benefit alongside PP pupils and this also combats social exclusion of those children. **QU:** What is the monitoring mechanism? This will include feedback from the children, feedback from staff on how the children's confidence may have grown. Where we can articulate what we expect to see it helps to measure how successful the scheme is. Propose to review at C&S meeting this time next year. RD to do the staff summer presentation. It would be good to collect evidence in the classroom; DH will look to build in time for RD to look for feedback from other staff.

ACTION: RJ to ask RD to give a presentation on this initiative.

To be added to C&S agenda next summer.

This raises an interesting question regarding the joining of a MAT, if this is something that this school feel strongly about then it should also be important to any MAT that the school may join, it is about having common objectives.

- Helen Rider has been appointed to cover Jess Anscomb's maternity leave. Governors asked for their congratulations to be passed on to Jess.
- Sam England has worked 2 days per week at Priory Infants this year. They wish to reduce her hours to 1½ days per week for next academic year for budget reasons. The Head of Priory infant school approached DH to ask if LP would be able to take back SE's hours, which we can as we agreed at the outset that she is our fulltime employee and this is already budgeted for.
- CPD
Governors congratulated JW on her appointment to the Specialist Mastery Maths teacher programme. PC advised that DH had been approached to become the Lead Mastery Teacher for this programme and that this needed to be discussed and approved by governors. The scheme is

funded by the government and aims to improve maths teaching and learning across the country. There will be 35 maths hubs throughout the country. The position offered to DH is for one year and it is an evolving role which will involve liaising with head teachers and promoting the work of the teachers and the hub. DH expressed her interest and desire to take on this role because of the benefits that will be reaped by the school as Maths has been identified as requiring focus in the school. It is estimated that this role will account for 10-20% of DH's time, but only 14% will impact on the school day as the remainder relates to evening meetings. All expenses will be paid including travel claims. This would provide a valuable source of income for the school and would cover any additional staff required to cover the time DH was away from school. **QU:** The financial implication is money in, but what is the actual impact on the school? CPD for deputy's to take on more responsibility. There is a concern that as the deputies are class room based and it may be challenging for them to be available to step into the deputy role whilst in front of a class. It has been proven before that people step up when required. It was also acknowledged whilst this may not be the best timing; the extension shouldn't stop the professional development of staff in school. **QU:** What are the benefits for the school? Both JW and DH will receive the training that can then be cascaded through the school. There are also advantages of being on the organisation of the scheme. DH may have an assistant for this position who will work alongside her. JW has three two day residential training sessions spread across the year, the first year funds 15 days of release time and the 2nd year 30 days which would be a day a week. The money that comes in releases JW to do the work, it is a realistic amount to cover the cost of providing covering for the day. **QU:** What will the impact of the time out of school for both members of staff? How do you ensure that the standards are kept up with these key people being out of school? It is felt that this training is relevant to the school as Maths has been highlighted as an area for focus and therefore the training will have benefits for all the children. **QU:** Would we not normally have this development by going on courses for this? This is different in that essentially DH and JW are being paid to do the training. There is flexibility for DH to plan in what needs to be done and when the workload is fitted in. DH would flag up if it was not for the good of the school and stand down. She will ensure that the terms and conditions enable her to do this. **QU:** How does OFSTED fit in with this? DH confirmed she has carried out 2 second day conversion inspections and had a further 2 inspection but this was cancelled. No one has done the 15 or 16 a year that OFSTED first indicated. There is a 2 day one penciled in for September. It is possible to tell OFSTED that you are unavailable. **QU:** What about the personal cost in taking something extra on? Governors would not want DH to extend her working week to accommodate this role. Need to ensure that is not going to be too much. **QU:** RJ, what do you think, as it will also have an impact on your role? Only the residential training would involve both JW and DH. **QU:** What are the indicators from RJ that this is too much? It would depend on how often she would be pulled out of the classroom to deal with SLT enquiries? RJ needs to not be in the class for the 6 days of the residential. **QU:** Is there cover for RJ for teaching and for deputy support? The class would be covered by MB with TA support. There are staff who are potential leaders who would give support to the deputy role. DH will consider temporary positions to support RJ whilst DH and JW are out of school. It is also hoped that the SKITT trainee students can give more funding and some flexibility, although this will depend on the needs and skills of the particular students. Governors were in agreement that they support DH in accepting the position and congratulated her on the appointment. They asked that DH, JW and RJ kept them informed, especially if they felt this additional commitment was impacting the school or their own personal well-being adversely.

MB left the meeting 20:11

- PPP Partnership
There is a fact finding meeting, for all schools in the partnership, with the SNLP on Tuesday 13th July. DH, PC and OP will attend the meeting and report back to governors.
- Premises Update
Work began today in the artroom. Planning permission has been granted. The builders have been very amenable and considerate towards the needs of the school.

5. Annual reviews:

- Monitoring of Provision of Information under the Freedom of Information Act – no requests
- Annual review of pupil attendance
Pupil attendance is high but there is still an issue with holidays. **QU:** Is anything changing with the recent court case? County have said this is not a test case and are sticking to their policy. **QU:** Is it the families who take holidays the children who are underachieving? Not necessarily. It is when the children are expected to lie about why they have been out of school that it becomes very awkward for everyone. The EWO (Education Welfare Officer) reviews total and if their attendance is below a certain point can ask to see documentary evidence to detail that the child has been legitimately ill. The LA has supplied a pro forma letter to send to parents when there is evidence that a child reported as absent due to illness is in fact away on holiday.
- Exclusions
There have been none this term but there was one earlier in the year. This was not officially reported as he was a reception child below statutory school age. Provisions are being made for this child and are ongoing.
- Child Protection Monitoring Report (CP)
This was completed online and submitted directly to County when it was saved. DH will investigate how to retrieve as there are a couple of amendments required. Qu 11. Not sure that Governors have undertaken training other than the Prevent training. Plan to include governors in the next CP Training taking place in school. Look to see if there is CP training online. QU 13 - GM has also completed Safer recruitment.
ACTION: DH to amend submission.
AG to advise if course available on line.
- Review racist incidents
There was an unofficial issue, straight after the Brexit vote, a single event and the parents were not keen to formally report this. Parents of the children who made the comment were contacted.

6. **Pupil Premium Expenditure** – DH advised that the SENCo has been collating all the information for 2015/2016 and has prepared a report to go on the website. This report will be shared with governors.

7. Governor views about academies and MATs.

Following the meeting on 13th June governors were asked to research existing MATs and also to consider what they value about Little Paxton School and which elements they felt it essential to preserve and build on in the future.

Initial thoughts included:

- Children first: the impact of our decisions on the children is central to and underpins everything we do.
- Autonomy: the ability to shape our own future and take decisions quickly, if necessary, in our own interests (including having financial control)
- High Standards: high expectations and aspirations, for pupils and staff, not just in academic terms, but also in behaviour, creativity and in fact all areas.
- Supportive environment: all are valued and feel equally welcome and supported to give and achieve of their best.
- Opportunities: many opportunities are offered to pupils and staff which they are encouraged and enabled to take up.
- Good Relationships: we work well, for mutual benefit, within school and with others (this includes with parents, the community and other schools).
- Teamwork: in summary we have a good team here who work well together and are focused on improving outcomes (in the broadest sense) for the children.

ND rejoined the meeting 8:40pm

A recent presentation PC and DH attended shared that the DfE thought that the decision to move to a MAT should be governors only and not include the headteachers or other staff because of a conflict of interests. Governors made it clear that they would value the staff opinion and take on board their input, although recognize this has to be a Governing Body decision. It still remains a priority to pull together the set of criteria to measure MATs against. Governors were encouraged to feed in any further elements to PC as soon as possible.

(Post meeting update: GH and OP have volunteered to put together a grid for scoring and prioritising the factors we want to consider. This will be shared with governors in the autumn.)

ACTION: Governors to give input to PC

QU: What about the other contact from Chesterton Community College, Cambridge?

This came about via MK and a personal contact who is the head of science in this college. Chesterton CC is a single academy looking create a MAT. **QU:** Why would we join a MAT with a school that we don't send any pupils to, what would be the benefit? It would depend on the criteria, if we want to ensure a strong continuity of the education of the children this wouldn't make sense. However, if it is driven by funding then this could lead away from local schools. It was felt that there could be an inconvenience of being out of their area and wonder what their perception would be of our area.

The DfE are in favour of larger MATs, as large as 100 schools. Also there are suggestions that LAs may be able to initiate MATs. Due to the changes in the political scene the environment for education is volatile and therefore perhaps this would not be an appropriate time to make these changes. A school in our position should be in no rush.

EB has looked at the accounts of various local MATs. All reports and accounts read similarly, just like company accounts. As the accounting procedure seems to be standard this would enable us to compare different MATs. The accounts are generally 2 years old (refer to 2014/2015), we would need to see 2016 accounts. SNLP has 3 members (1 resigned and replaced during the year) and 14 trustees, 7 resigned and replaced during the year - 4 of these were teaching staff who are required to leave if they no longer teach in the school. Therefore the board has not been particularly stable. The names of the committees kept changing from term to term which makes it hard to track how often they meet, it is clear that things are still evolving. £14m funding and £16m expenditure with

no notes on the cause of this overspend at all. Cash reserves were £2m Aug 15, which was less than Aug 14. Reserves are the buildings the value of capital assets with depreciation. There are questions which would need to be answered before going any further. The website information does not seem to tally up with the reports that are published.

The DLPT have a line in their accounting for centralised services which is allocated to different schools e.g. admin and specialist support staff. It is therefore easy to see, for example, the admin time/cost for each of the schools. There is also a line for income from being a teaching school.

1. **HTPM** – the HTPM Panel for next year was agreed at the previous meeting: panel will be EB, PC and DJ - date set for September.

2. **Update on proposed extension and work to alter the art room** – See item 4 heads report

1. **Policy review:**

- Child Protection and Safe-guarding Policy

QU: Should 'Prevent' details be included in this. DH to check with EPM to see if this is still the latest Policy. DH to feedback in the Autumn. Some typos were also highlighted.

ACTION: To be added to next FGB agenda
AG to amend typos

- Equality Policy and Information

The data needs to be updated by office team. **QU:** Is this still required? The Equality Commission states the data is to be updated annually and the policy every 4 years. Information will be available from RAISE in November this will then feed into this data. New objectives will be set including the setting up of social capital groups for PP pupils.

ACTION: To be added to December FGB agenda

QU: In the light of recent discussion transgender issue in the US, how would we fair? The children's toilets are all cubicles and are now all unisex. For the adults there is a unisex toilet as well as the ladies ones.

2. **Document Storage:**

Google drive must be signed into with the school email account. Governors feedback that they had successfully used the app on the iPad and managed to access the files. The files can be set up to be accessed from the folders even whilst off line. The wifi code for the meeting room will be shared with governors.

ACTION: DJ to assist ND to access the files
AG to check the set-up of editing rights

3. **School Open Evening** – 14th July (3.30-4.30pm and 5.30-6.30pm)
ND, EB and MK available to help

8. **Governor visits** – to receive any reports that are available from visits completed this term.

- Marking – DJ, OP - hold until Autumn term. Monitor the three aspects of marking that have been identified. All the writing books are being held and asked for a small selection of maths books to review. Governors agreed to set the date for the visit next in the next week.
- Handwriting – B Hughes
- Outdoor learning – M Kendall and Graham Hiom
- Assessment grids – G Hiom and O Poulain

- Progress in Reading - M Kendall and E Barrett
See also Item 19

9. Governor visits for 2016/2017 –

Suggested topics include:

- Impact of the building work on the well-being of pupils and staff and on the education provided by the school
- The impact of “social capital groups” on children in receipt of pupil premium and other disadvantaged children

Consideration of foci for future governor visits – these will be linked to the priorities in the next TOP. Other visits will be arranged as the need arises.

15. Curriculum Presentations for next year 2016/17 – suitable topics include:

- Autumn term 2016 - RAISEonline
- Spring term 2017 – a curricular area taken from the SDP
- Summer term 2017 - Social Capital Groups

16. Governor training:

- To consider in-house training for next term – to be discussed at the next meeting

4. DBS checks for governors – To be done before September.

5. Governing Body vacancies:

- Co-opted Governor – 2 vacancies. We have had an application through SGOOS from a lady who is moving into the area but currently travels to the area. She has a broad CV. EB to respond to the applicant and ask her to come and talk to us once she has moved into the area. Governors agreed with this approach. Need to be actively recruiting when we need to.

ACTION: To be added to next Personnel agenda

10. Audit of Governing Body effectiveness:

To discuss and consider responses to the Cambridgeshire Governor Services questionnaire.

The main concern was whether the governor visits aligned to the TOP. They are linked to the priorities but as the visits are not happening in a timely manner they are less effective as priorities may have moved on. It is essential to identify timeframes for both report and visit. It should be set up as a proper standard and adhered to. If a visited cannot be completed due to work commitments it needs to be passed on to another governor. Reports need to be turned around quickly to make them effective there should be a report deadline of next FGB. Look for visits that meet with other members of staff other than the SLT or those on the governing body. Perhaps less visits done well is more achievable. Everyone should aim to do one visit. Look to check that the visits are still relevant.

Several governors also felt a skills audit might be beneficial. The personnel Committee will look at this in the autumn.

ACTION: JW to take a look at the visits and give feedback as to what is still relevant. Personnel Committee to consider doing a governor skills audit, add to next agenda.

6. Review Governing Body's performance, structures and procedures

As a group of volunteers we are very effective in the way that we work. Attendance and participation is strong. It was felt that governors have good working relationships with each other and work well together in an open and honest way, challenging the school. The structure works especially for committees evening. There is flexibility to adjust to the needs to the school. **QU:** Regarding the three committee meetings we need ensure that we do run finance and personnel together where there is duplication. It can help to keep personnel separate so that you have governors you can call on if required for a review panel. It may be possible to hold these meetings together and only set apart personnel issues. The overlaps need to be monitored and reviewed. **QU:** Would it be possible to sit in another school's governor meeting to observe how their meetings work? This request could be made of the other PPP schools to see if governors can share together.

11. Agreed dates for next year's meetings

Autumn Term

Full Governing Body	3 rd October 2016
Committees Evening	17 th October 2016
Curriculum & Standards	21 st November 2016
Full Governing Body	5 th December 2016

Spring Term

Committees Evening	16 th January 2017
Curriculum & Standards	27 th February 2017
Full Governing Body	13 th March 2017
Committees Evening	27 th March 2017

Summer Term

Full Governing Body	24 th April 2017
Committees Evening	15 th May 2017
Curriculum & Standards	12 th June 2017
Full Governing Body	10 th July 2017

12. Correspondence received

Cambridgeshire Governor Services request for renewal of subscription. Governors agreed to subscription as more than enough training courses are attended to make the subscription good value for money.

Governing Matters magazine can be made available to all governors as a free resource. EB requested. Other governors to let AG know by the end of term if they are interested.

13. Any other business

14. Dates of the next meetings

- Full Governing Body 3rd October 2016
- Committees Evening 17th October 2016
- Curriculum & Standards 21st November 2016

Meeting closed 9:40pm

ACTION PLAN:

Item	Agreed Action	Who is responsible	Completion date
3	Personnel Minutes/FGB minutes - update	Clerk – AG	asap
4.	Request confirmation from county regarding SEN child start date	Head – DH	ASAP
4.	SEF & TOP – add to next FGB agenda	Chair – PC	Next FGB
4.	Forward Financial planning – add to Fin. agenda	Chair Fin- GH	Next Finance Mtg
4.	PP – add to C&S agenda	Chair C&S – OP	Next C&S Mtg
4.	Social Capital - Ask RD to give a presentation on this initiative.	RJ	Next FGB
4.	Social Capital presentation – add to summer C&S agenda	Chair C&S – OP	Summer C&S Mtg
5.	Child Protection Monitoring Report – amend submission	Head – DH	ASAP
5.	Child protection training course – advise if available on line.	Clerk – AG	ASAP
7.	MAT criteria input to PC	All Governors	September
10.	Child Protection Policy – add to next FGB agenda	Chair – PC	Next FGB
10.	Child Protection Policy – amend typos	Clerk – AG	ASAP
10.	Equality Policy – at to Dec FGB agenda	Chair – PC	Dec FGB
11.	Document storage – help ND access files	DJ	ASAP
11.	Document storage – check editing rights	Clerk – AG	ASAP
17.	All governors to be DBS checked	All Governors	September
18.	Recruitment of governors – add to next Pers. Mtg	Chair – MK	Next Personnel Mtg
19.	Review planned governor visits	JW	ASAP
19.	Discuss need for skills audit – add to next Pers. Mtg	Chair – MK	Next Personnel Mtg

Appendix A:

School Finance Advisor Meeting 5th July 2016

Staffing

Started with the staffing profile as this is the majority of our spend. Completed review of current set up including vacancies (none) and new starters. Reviewed staff profile including new hours and expected salary point from September.

Financial Impacts

Reminder.... Financial years are April to April. Funding for the year is fixed on our pupil numbers in the Oct the previous year.

Immediate impacts reviewed.

- 2016 / 17 ...Estimated reserve left at Financial Yr End is now £86.5k.
- We originally predicted that our Reserve would fall from £155k to £99k so we are spending more than planned
- The result is the impact of taking on new staff to cover mat leave.
- Overall we are spending £70k spending more than we funded for.

Impacts into Future Year

- Predicted school pupil numbers (the main driver in funding) also added in.
- 2017 / 18 surplus but only £15k
- 2018/19 Go into overdrawn by £50k.
- It feels it would be prudent to understand how we would get 'balanced' by 2018/19.

Possibilities.

1. 16/17 ... We may not spend all we budgeted for this year. We underspent by £66k in 15/16
2. 16/17... if we got an extra 5 on Sept intake we may get growth funding (circa 35k) but again, rumours that growth funding may be under pressure
3. 17/18 Fair Funding Review. May get an increase from April 2017. A 5% would be extra £20k.... there is a risk we would get a reduction!
4. 18/19 ... School has capacity from Sept 2017 for 60 children per year but we will have a few classes running on mid 40's. As October 17 is when our funding numbers for Financial Year 18/19 are chosen so we would help funding by increasing numbers within each class across all years.

Are we likely to save money this 2016/17? (possibility 1)

Review of spend against budget. No obvious areas of savings but early in the cycle.

Looked at TA hours per classroom. High as we are 26 hours per class compared to an average of 15 hours. This is a planned Approach / strategy to deliver results and cut down on supply.

Budget Planning

GH asked the question re the fact we seemed to be blindsided by the NI / Pension / Living Wage changes and could we have done more to predict it. Rob explained that it was a shock to all. He was unsure why the planning tool hadn't factored it in and others had asked the question. No real explanation. Message to us that we need to stay

mindful of wider changes (especially in the cost of staffing) and challenge the SFA to ask if the known changes are factored into the tool.