



Governor Meeting

Reason for Meeting: FGB meeting	Start: 13/02/2020 17:00:00	End: 13/02/2020 19:00:00
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Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Paul Addison, Sarah Daggett, Caitlin Hughes, Shelagh Morris

Core Functions of the Governing Body:

Ensuring clarity of vision, ethos and strategic direction

Holding the Headteacher to account for the educational performance of the school and its pupils

Overseeing the financial performance of the school and making sure its money is well spent

Agenda

Item	Description	Led by
	PROCEDURAL	
	Welcome	Chair
FGB.77.19	To receive apologies and record the acceptance of apologies	Clerk
FGB.78.19	To remind Governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.79.19	To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection	Clerk
FGB.80.19	To declare the notification of any other business to be discussed later in the meeting	
FGB.81.19	To approve and sign the minutes of the meeting held 23 rd January 2020	Chair
FGB.82.19	To discuss any matters arising from the minutes <ul style="list-style-type: none"> • Headteacher and FSO to approach NYCC to request a contribution toward the building work to offset the overspend in the capital budget • The Headteacher and the Staff Governor to look at and refine the staff survey • Clerk to send NYCC training courses link to the Staff Governor – completed 26th January • Headteacher to prepare training frequency figures 	HT / FSO HT / CH Clerk HT



Governor Meeting

FGB.83.19	<p>The Governing Body</p> <ul style="list-style-type: none"> • Election of the Vice Chair • To confirm the Link Governor roles • Governing Body vacancies 	Chair
BUSINESS		
FGB.84.19	<p>School Finance</p> <ul style="list-style-type: none"> • To discuss a revised school budget for 2019/20 • To discuss the office, finance and facilities restructure (with cost implications) • To review the Schools Financial Value Statement (SFVS) • To discuss Benchmarking data 	FSO
FGB.85.19	To review School Insurance	FSO
FGB.86.19	To review the Context Document	Headteacher
FGB.87.19	To receive an update on Safeguarding	Deputy Headteacher
FGB.88.19	<p><u>To approve the following policies: -</u></p> <p><u>Statutory</u></p> <ul style="list-style-type: none"> • Appraisal & Performance Management • Capability • Equal Opportunities • Health & Safety (NYCC) • Safeguarding <p><u>Non-Statutory</u></p> <ul style="list-style-type: none"> • Computing • E' Safety • Fire Safety • Music • Physical Education • PSHCE • Risk Assessment • Staff increment • Visitors to school 	
FGB.89.19	<p>Governor Training update</p> <ul style="list-style-type: none"> • Feedback from training undertaken since the last meeting 	All
FGB.90.19	<p>Governor visits update</p> <ul style="list-style-type: none"> • Feedback from visits undertaken since the last meeting • Future visits 	All
FGB.91.19	AOB	



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FGB.92.19	<u>To discuss to what extent has this meeting contributed to achieving our Strategic Objectives in the future</u>	All
	Date of next meeting: - Thursday 12th March 2020 at 5pm	

Minutes

Present: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Caitlin Hughes, Shelagh Morris, Paul Addison

Also present: Sandra Searle (NYCC Clerk), Jane O’ Gara (Finance Support Officer (FSO))

Item

	PROCEDURAL	
FGB.77.19	<p><u>To receive apologies and record the acceptance of apologies</u></p> <p>Apologies had been received from Sarah Daggett and these were consented to</p> <p>Apologies were received from the Headteacher who would be joining the meeting late due to an urgent school matter</p> <p>The Clerk reported the resignation of Sophie Hartley with immediate effect</p>	
FGB.78.19	<p><u>To remind Governors to declare any pecuniary or non-pecuniary interests</u></p> <p>There were none</p>	
FGB.79.19	<p><u>To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection</u></p> <p>The Clerk reminded the meeting of the need for confidentiality, there were not items requiring confidential minutes at this time</p>	
FGB.80.19	<p><u>To declare the notification of any other business to be discussed later in the meeting</u></p> <ul style="list-style-type: none"> • Mid-term review of objectives with the Headteacher 	

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FGB.81.19	<p><u>To approve and sign the minutes of the meeting held on 23rd January 2020</u></p> <p>The minutes of the meeting were approved pending the following amendment</p> <p>Page 13 Policies – should read ‘The subject area policies need to be reviewed as part of the curriculum review which Subject Leaders are currently doing, these will be brought to a future meeting for approval’</p>	
FGB.83.19	<p><u>The Governing Body</u></p> <ul style="list-style-type: none"> • <u>Election of the Vice Chair</u> <p>Paul Addison proposed by Sean Pond and seconded by Shelagh Morris was elected as Vice Chair for the remainder of the academic year</p> <ul style="list-style-type: none"> • <u>To confirm the Link Governor roles</u> <p>This was deferred to the next meeting</p> <ul style="list-style-type: none"> • <u>Governing Body vacancies</u> <p>The Chair reported there were 2 possible applicants for the vacant LA governor role and gave brief details of their experience. Both were to be approached with a view to one filling the LA role and the other being co-opted onto the GB if suitable.</p> <p>Governors noted there was also a prospective co-opted governor coming to meet the Chair and the Headteacher after half term</p> <p>The Clerk reported that no nomination forms for the vacant parent governor role had been received or requested so far, the closing date for nominations being the 25th February.</p> <p>It was agreed to upload the nomination form to the school website, repost the vacancy on Facebook and teachers be asked to write a note in pupils day books reminding parents of the deadline</p>	Clerk / Headteacher
	BUSINESS	
FGB.87.19	<u>To receive an update on Safeguarding</u>	

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	<p>The Deputy Headteacher handed round copies of the Termly Safeguarding Report and went through the document with the governors</p> <p>Governors noted this report links to the format of the NYCC annual report but is produced as a termly update for governors</p> <ul style="list-style-type: none"> Outstanding training certificates for Safeguarding and Prevent were being chased up from staff, volunteers and governors. ICT issues had been raised and are being worked on. <p>Copies of Keeping Children Safe in Education 2019 (Part 1 and Annex A), School's Safeguarding Policy & School's Positive Behaviour Policy documents had been resent to all governors prior to the meeting.</p> <p>Action: All governors to confirm they had received and read all these documents</p> <ul style="list-style-type: none"> Staff induction & training takes place on a termly basis, 8 staff took part in November and 13 had been trained that day. <p><i>Governor statement: The training session today was very good</i></p> <ul style="list-style-type: none"> Governors noted that page 4 of the report shows the breakdown of the number of pupils in each category within the school. Of the 22 safeguarding concerns raised 1 was being monitored by the class team, 8 were addressed with parents, 9 were addressed through existing social care support & 4 referrals were made. 3 allegations had been made against staff, 2 of which related to escorts, 1 related to an ex member of staff, there were no allegations against existing staff <p><i>Question: The figure of 22, what is the general gist of the concerns, is there a trend?</i> <i>Answer: They are all different and linked to individual pupils, very variable, no evident themes.</i></p> <p>The Deputy headteacher was thanked for his report</p>	All
FGB.86.19	<p><u>To review the Context Document</u></p> <p>The Context Document for the Autumn term had been e-mailed out to governors prior to the meeting and the Deputy Headteacher went through it with the governors</p> <p><i>Question: Are there any big changes in the profiles of need or just slight alterations?</i></p>	

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	<p>Answer: We are seeing change, but it is very slow and gradual, more at the poles. We tend to see younger pupils that have complex needs. As pupils with complex needs grow older it has an effect on the other year groups and departments and we have to change the way we provide education. We only have 1 pupil with SEMH as a primary need at present but we are beginning to see more complex needs linked to SEMH.</p> <p>Question: Does that relate to the pupil we receive £59k funding for?</p> <p>Answer: Yes, pupils are increasingly complex, physically and cognitively as well as SEMH, it is a challenge providing an environment that is suited to all of these different needs.</p> <p>Question: Is that change although slow due to pupils coming in from mainstream or is the school known for having a greater proportion of pupils with that need?</p> <p>Answer: In this locality we have always taken pupils with more profound and complex needs, the Forest school less so. We are seeing an increase in complex needs pupils joining us. There are less post-16 options available locally as well so we are also seeing more able pupils joining our 6th Form. Having these 2 different types of pupils is a challenge</p> <p>Question: Pupil Premium – how many pupils actually attract the funding, is it 20? It is important to have a clear understanding of all the columns shown and which ones bring in PP funding. The work done last year in this area doubled the funding for school</p> <p>Answer: We may need a separate chart for CIN and others or we need to restructure the chart to focus on the funding received. As well as the pupils receiving pupil premium, LAC and post LAC bring in funding, Social care & CIN do not bring in funding</p> <p>The Headteacher and the FSO joined the meeting at this point and discussion on the Context Document was paused – see below for rest of the discussion</p>	
FGB.84.19	<p><u>School Finance</u></p> <ul style="list-style-type: none"> • <u>To discuss a revised school budget for 2019/20 and Benchmarking</u> <p>A copy of the Indicative Start Budget & notes for 2020/21 and the Financial Review were sent out to governors prior to the meeting.</p> <p>The FSO went through the documents with the governors</p> <ul style="list-style-type: none"> • Governors noted that the FMS team had been asked by NYCC to review the school’s financial position with a view to bringing the school back to a breakeven budget • Although metrics were used for the analysis their targets were not set up for special schools. Comparisons are made to ASCL which is based on mainstream secondary 	

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	<p>education.</p> <ul style="list-style-type: none"> • Financial documents sent out were based on the December information and were showing a predicted deficit of £120k for revenue. As discussed at the previous meeting the Capital deficit had been raised with NYCC • 85% of budget was spent on staffing which is high compared to mainstream schools but in line with spending at Forest School • Support staff contracted hours at 34 hours per week are also higher than mainstream schools (30-32 hours) but this is due to time needed to support pupils into and out of the classroom at the start and the end of the day. A whole school briefing is also held at the start of each day to keep staff up to date on school matters <p>Governor statement: This supports staff and equips them to do their job</p> <ul style="list-style-type: none"> • Teaching contact hours appear lower but social time at lunchtime is actually part of the working day. Half an hour for eating and an hour with pupils. This is more akin to a primary setting in mainstream education. • PPA appears less but may be due to Headteacher and Deputy Headteacher not having this. All teaching staff are allocated 10% PPA time. <p>Question: Why is leadership so high 18% compared to 10%? Answer: There are 2 FTEs (HT & DHT) with no teaching responsibility which is a lot for this size of school. In a mainstream primary school you would expect the Deputy Headteacher to be teaching in class every morning. Head of Department time is included here as well but not subject leaders time.</p> <ul style="list-style-type: none"> • Governors noted the huge impact on the Headteacher and Deputy Headteacher of putting the Head of Primary back into classroom full time from September. Additional funding had also been received due to the work she had been able to do on LAC and PP • Curriculum support hours are also higher but this is due to a 1-hour weekly staff meeting and ½ hour weekly department meeting which staff attend. <ul style="list-style-type: none"> ➢ Governors noted that reducing the support hours to monthly meetings could save £13-15k ➢ Figures show 5 HTLA posts but there have only been 3 in school since September <p>Benchmarking</p> <ul style="list-style-type: none"> • This has been done using the DfE website and choosing schools that were similar <ul style="list-style-type: none"> ➢ Shows the school is funded at the lower end on income per pupil. None of the schools at the top 	
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	<p style="text-align: center;">end were NYCC schools</p> <ul style="list-style-type: none"> ➤ Expenditure is in line with the other schools <ul style="list-style-type: none"> • Teaching staff graph – nearer the top is a better ratio <p style="color: green;">Governor statement: Forest school are at the top but we have pupils with more complex needs therefore the staffing ratios are and need to be higher here. We can either have smaller classes and more teachers or bigger classes and more support.</p> <ul style="list-style-type: none"> • There were only 2 schools nationally that are the same size, same FSM and same need and both make a profit. It was agreed a conversation with them may be worth having to see what is making the difference and how they deliver the curriculum • Governors noted the 'profitability' per class figures can be skewed by NQT costs or pupils who attract significant additional funding. Room capacity can also affect the figures, may be possible to have another pupil in the class but space does not allow <p style="color: green;">Question: What is the income basis per pupil, £10k per pupil + top up?</p> <p style="color: green;">Answer: Yes, costs of the staff in that class are used and where staff are shared the costs are pro rata, all other costs are allocated per pupil, it is very broad brush.</p> <p style="color: green;">Question: Why is Elm so profitable?</p> <p style="color: green;">Answer: There is a special placement in there, which is highly funded & a larger number of students in the class</p> <p style="color: green;">Question: It is a fine balance, costs of long-standing staff are higher. If a new pupil goes into the class they could unsettle the balance & degrade the quality of the teaching</p> <p style="color: green;">Answer: Efficient use of space is a factor, bigger classrooms could have more pupils</p> <ul style="list-style-type: none"> • The LA has been approached about increasing the foot space of the school. • Governors noted there is a need for places within NYCC and there would be no problem filling any additional spaces identified. Failure to do this would mean the school could not expand <p>The governors and the FSO discussed possible options and their impact on staff and the actions needed going forward.</p> <p>It was agreed that SLT would begin to look at different ways of organising the space in school, how class structure and staffing could be changed to allow additional pupils either within the current building constraint or with additional space nearby.</p> <p style="color: green;">Question: What space may be available nearby?</p> <p style="color: green;">Answer: An ex- Children's Centre on the other side of the road is</p>	<p>Headteacher</p>
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	<p>currently empty</p> <ul style="list-style-type: none"> • Key risks identified were lack of space and changes not being in place ready for September 2020. A lower risk was insufficient pupils to meet the expansion <p>Budget update</p> <ul style="list-style-type: none"> • In year deficit expected to be £100k with a cumulative deficit of £120k at the end of March 2020. • Request for NYCC to pay off the deficit would not help with the in-year deficit going forward • Indicative Start Budget is based on getting additional space to allow pupil numbers to rise and would see the school achieve a balanced budget by year 3. <p>Question: If this is presented to NYCC can we apply for a licence deficit and stop having to ring up to ask for cash advances?</p> <p>Answer: Yes.</p> <ul style="list-style-type: none"> • Increasing the number of pupils to have 12 bigger classes (of 8 pupils or more if possible). • If more than 1 additional TA is needed the recovery may take 5 years <p>Question: What impact will there be on numbers when the provision in Selby opens & when is it due to open?</p> <p>Answer: 20% of our number come from that area. They have not broken ground on the school yet, discussions are ongoing but it will be 2022 at the earliest</p> <p>Question: Who will make the final decision on premises?</p> <p>Answer: NYCC, Chris Reynolds is doing the business plan now and then it will go forward for approval.</p> <p>Question: Is there any way we could speed up the internal workings at NYCC?</p> <p>Answer: A letter from the Chair may help. I will follow up with Chris, it is looking positive</p> <p>Question: It will also be a solution for NYCC?</p> <p>Answer: Yes it will, the property will be occupied and used.</p> <ul style="list-style-type: none"> • <u>To discuss the office, finance and facilities restructure (with cost implications)</u> <p>The Clerk left the meeting while the governors discussed this item</p> <p><u>Going forward</u></p> <ul style="list-style-type: none"> ➤ Assumptions need to be validated ➤ Support & Office Staff changes need to be agreed and implemented ➤ The deadline for the Start budget to be sent to 	<p>FSO</p> <p>Headteacher</p>
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	<p style="text-align: center;">NYCC is 30th May 2020</p> <ul style="list-style-type: none"> ➤ Governors meeting on the 14th May 2020 will discuss and approve the start budget <ul style="list-style-type: none"> • <u>To review the Schools Financial Value Statement (SFVS)</u> <p>The FSO was thanked for her reports and she left the meeting</p>	<p>FSO</p> <p>Clerk</p>
FGB.86.19	<p><u>To review the Context Document - continued</u></p> <ul style="list-style-type: none"> • Whole school – The Headteacher reported that she had raised with the DfE the issues around the offer from Health and Social Care <ul style="list-style-type: none"> ➤ Vacancies are being managed and leaving the school in a poor position • SaLT – more pupils than last term 44 – 54. There are 18 on the cusp of moving to Adults in this caseload, this will show in the next dashboard <p style="color: blue;">Question: What does 'there is a real need for ring fenced time' from school mean?</p> <p style="color: blue;">Answer: There hasn't been a meeting so far this term, staff reps usually TAs & the Deputy Headteacher meet termly with the SaLT team and go through the pupils in depth. SaLT like ring fenced time to work with pupils but we have not been able to find the funding to release staff from class</p> <ul style="list-style-type: none"> • Major incidents – these numbers are unprecedentedly high. <ul style="list-style-type: none"> ➤ Staff numbers were reduced in September, they have now been reinstated. Looking at this again with the Spring dashboard will show the effect of the extra staff. ➤ The idea of a change in remit of looking at a positive behaviour support role to support classes when disruption caused is being undertaken ➤ Autumn term dashboard also includes a lot a children new to the school, the effect of the long holiday and Christmas (approaching) all of which are a challenge ➤ Behaviour came out well in the Ofsted report so that was a real validation of approach • Attendance – there is a rise in persistent absence (PA), relates to pupils with more than 10% time off <ul style="list-style-type: none"> ➤ Now tracking absence more closely, the reasons for it and vigilant about recording it ➤ Where pupils are not making the necessary improvement, absences are made unauthorised, there is now an improvement this term ➤ Comparisons with the national average is good. 	

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FGB.85.19	<p><u>To review School Insurance</u></p> <p>Deferred to the next meeting</p>	
FGB.88.19	<p>To approve the following policies: -</p> <p><u>Statutory</u></p> <ul style="list-style-type: none"> • Appraisal & Performance Management The Headteacher and the Link Governor to meet • Capability • Equal Opportunities Objectives to be set around equal access for all pupils to the curriculum (i.e. Visually impaired pupils) • Health & Safety (NYCC) This has now been updated for the Facilities Manager leaving This was approved by the governors • Safeguarding Deferred to allow time to sort the Code of Conduct issue <p><u>Non-Statutory</u></p> <ul style="list-style-type: none"> • Computing The governors approved this policy • E' Safety / Acceptable Use Staff to be warned not to engage with pupils on social media Presentation to be done to staff, linked to Code of Conduct The governors approved this policy • Fire Safety • Music • Physical Education • PSHCE • Risk Assessment • Staff increment • Visitors to school The governors approved this policy 	<p style="text-align: center;">Headteacher / Link</p> <p style="text-align: center;">AS</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Deputy Headteacher</p>
FGB.89.19	<p><u>Governor Training update</u></p> <ul style="list-style-type: none"> • <u>Feedback from training undertaken since the last meeting</u> 	

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	<ul style="list-style-type: none"> ➤ Paul Addison – completed Governor Induction training in November ➤ Shelagh Morris – completed Safeguarding Training in school • <u>Future training</u> <ul style="list-style-type: none"> ➤ Shelagh Morris & Caitlin Hughes – Induction training booked for March 	
FGB.90.19	<p><u>Governor visits update</u></p> <ul style="list-style-type: none"> • <u>Feedback from visits undertaken since the last meeting</u> <ul style="list-style-type: none"> ➤ The Chair had joined the PE subject lead for an MATP which focused on the skills needed for development. • <u>Future visits</u> 	
FGB.82.19	<p><u>To discuss any matters arising from the minutes</u></p> <ul style="list-style-type: none"> • <u>Headteacher and FSO to approach NYCC to request a contribution toward the building work to offset the overspend in the capital budget</u> <p>The FSO has approached NYCC, awaiting response</p> <ul style="list-style-type: none"> • <u>The Headteacher and the Staff Governor to look at and refine the staff survey</u> <p>Meeting to be arranged, with input from Paul Addison</p> <ul style="list-style-type: none"> • <u>Clerk to send NYCC training courses link to the Staff Governor – completed 26th January</u> • <u>Headteacher to prepare training frequency figures</u> <p>The Headteacher reported she had spoken to 2 other Headteachers and they did not pay travel expenses as training hours spent in school were paid.</p> <p>The governors agreed with this approach</p> <p>The way information was recorded for training would make it difficult & time consuming to analyse who & the frequency. The Headteacher showed the governors the spreadsheet used</p> <p>Question: Is there an expenses policy that they would be reimbursed by?</p> <p>Answer: There is no expenses policy at present, we work hard to minimise the times this would be necessary</p>	HT / CH



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	Action: Headteacher to draw up a simple expenses policy	Headteacher
FGB.91.19	<u>AOB</u> <ul style="list-style-type: none">• <u>Mid-term review</u> Date to be agreed	Chair
FGB.92.19	<u>To discuss to what extent has this meeting contributed to achieving our Strategic Objectives in the future</u>	
	Date of next meeting – Thursday 12th March 2020 at 5pm	

There being no further business the meeting finished at 7.15pm

Signed:

X

Name
Governor