



Governor Meeting

Reason for Meeting: FGB Meeting (via Skype)	Start: 23/04/2020 15:00:00	End: 23/04/2020 17:00:00
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Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Andrew Sudron, Sarah Daggett, Paul Addison, Shelagh Morris, Caitlin Hughes, Gemma Cardwell

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.108.19	To receive apologies and record the acceptance of apologies	Clerk
FGB.109.19	To remind Governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.110.19	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.111.19	To declare the notification of any other business to be discussed later in the meeting	
FGB.112.19	Presentation from the PE Subject Lead	Jack Murphy-King
FGB.113.19	To approve and sign the minutes of the meeting held on Thursday 12 th March 2020	Clerk
FGB.114.19	To discuss any matters arising from the minutes <ul style="list-style-type: none"> • The Deputy Headteacher to review the objectives around equal access for all pupils to the curriculum (i.e. Visually impaired pupils) within the Equal Opportunities Policy • Confirmation of Link role for the new parent governor 	Dep. HT Chair

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	<ul style="list-style-type: none"> • SFVS: - <ul style="list-style-type: none"> ➤ The Chair to draw up actions for a balanced budget for the front page of the SFVS document – completed ➤ The Chair to complete the return and send to the Headteacher for submission to the LA by the deadline of the 31st March 2020 – completed ➤ The Headteacher to send the return with a covering e-mail asking how it is fully used. - complete • A contract schedule to be made available for review at the next meeting. • The Deputy Headteacher to check that the Whistleblowing policy and poster are available in the staff room • The Headteacher to request NYCC revise the placement number so the school can receive the funding in April 2020 • The Headteacher to e-mail requesting Subject Lead documents sent out to governors a week before the meeting & amount to no more than a couple of pages if possible • The Deputy Headteacher to share the guidance document on curriculum planning with the governors • The Deputy Headteacher to discuss & rearrange the SLs presentations • Governors to look at The Key to see the questions they should be asking 	<p style="text-align: center;">Chair</p> <p style="text-align: center;">Chair</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Dep. HT</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Dep. HT</p> <p style="text-align: center;">Dep. HT</p> <p style="text-align: center;">All</p>
	BUSINESS	
FGB.115.19	Update from the Headteacher on the current situation in school and advice received from NYCC	Headteacher
FGB.116.19	Review and update on curriculum planning	Headteacher
FGB.117.19	Draft Start Budget <ul style="list-style-type: none"> • Staffing update 	Headteacher
FGB.118.19	Staff well-being summary	Headteacher



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FGB.119.19	Agree work plan for Summer	Chair
FGB.120.19	AOB	
	Date of next meeting – Thursday 14th May 2020 at 3pm (via Skype)	

Minutes

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

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

Item

	PROCEDURAL	
	Welcome The Chair welcomed everyone to the first meeting via Skype	
FGB.108.19	<u>To receive apologies and record the acceptance of apologies</u> Apologies had been received from Paul Addison and Gemma Cardwell and these were consented to.	
FGB.109.19	<u>To remind Governors to declare any pecuniary or non-pecuniary interests</u> None were declared	
FGB.110.19	<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> The Clerk reminded the meeting of the need for confidentiality, there were no items requiring confidential minutes at this time	
FGB.111.19	<u>To declare the notification of any other business to be discussed later in the meeting</u> None	
FGB.113.19	<u>To approve and sign the minutes of the meeting held on Thursday 12th March 2020</u>	

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	<ul style="list-style-type: none"> <u>The Deputy Headteacher to check that the Whistleblowing policy and poster are available in the staff room</u> <p>The Deputy Headteacher confirmed the poster and policy are available in the temporary staffroom and will be moved back to the main staffroom when that reopens</p> <ul style="list-style-type: none"> <u>The Headteacher to request NYCC revise the placement number so the school can receive the funding in April 2020</u> <p>The Headteacher confirmed that the placement number has been reviewed and revised from 88 to 91 from September.</p> <ul style="list-style-type: none"> <u>The Headteacher to e-mail requesting Subject Lead documents sent out to governors a week before the meeting & amount to no more than a couple of pages if possible</u> <p>The Headteacher confirmed this had been done for this meeting and she would continue to do so ahead of each meeting.</p> <ul style="list-style-type: none"> <u>The Deputy Headteacher to share the guidance document on curriculum planning with the governors – completed</u> <ul style="list-style-type: none"> <u>The Deputy Headteacher to discuss & rearrange the SLs presentations</u> <p>The Deputy Headteacher confirmed science and maths would brought forward to the next two meetings</p> <ul style="list-style-type: none"> <u>Governors to look at The Key to see the questions they should be asking</u> 	<p style="text-align: center;">Dep. Headteacher</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Dep. Headteacher</p> <p style="text-align: center;">Dep. Headteacher</p> <p style="text-align: center;">All</p>
FGB.112.19	<p><u>Presentation from the PE Subject Lead (SL)</u></p> <p>Jack Murphy-King the PE Subject Lead joined the meeting for this item.</p> <p>A PE Curriculum Intent document had been sent out to governors prior to the meeting.</p> <p>The PE Subject Lead gave a brief overview of the PE curriculum now and how it will look in the future. He went through in detail how PE will be taught in each sector and learning type.</p>	

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	<ul style="list-style-type: none"> • Redefined Physical Education as Physical Development as this covers what happens in our school more accurately • How links to the EHCP can be demonstrated and an acknowledgement that some pupils may find it hard just to stand in a frame for 30 minutes every day • Work to build up running, jumping and balancing skills which could later be used in a game situation. • There are personal development links with PSHE and RE and work with the Leaders for these subjects to explore and develop these links is taking place. • Real PE can be scaled and help to challenge individual pupils • In secondary there is the potential for New Units which links to wellbeing and personal health based on an SLD approach • At KS4 trying to move towards daily activities such as walking, gardening, dancing for semi-formal learners • Opportunity for formal learners to undertake leadership courses to develop a deeper understanding of skills and possibly lead lessons in school, support other schools at sports days or help in the wider community. This could lead to formal qualifications • Working to build up an understanding of the rules of some sports so enjoyment can come from just being a spectator with friends and family. Can be linked to major sporting events as they happen. <p>Governor statement: The shift to physical development is a positive one and is more appropriate and integrated with the rest of the curriculum, reinforcing what is learnt in other areas</p> <p>Question: The developmental curriculum approach is very good, links with PHSE are important. How will you measure the impact?</p> <p>Answer: Real PE has an assessment framework which differs by key stage, KS1 is skill development, KS2 is more competitive. Targets to do an activity in a measured time can be set and progress checked</p> <ul style="list-style-type: none"> • Discussions on assessing PE, PHSE and RE as a whole are ongoing, this could be achieved through the crystal reward scheme <p>Question: Do you not need to be careful to keep the subject areas distinct for Ofsted?</p> <p>Answer: MATP can assess a 12 week block target, this can be linked to the EHCP, LARPs and therapy targets</p> <p>Question: Have you developed the curriculum any further than the Intent, there needs to be a clear link to the school vision?</p> <p>Answer: Not yet, the PHSE lead is working on her Intent statement to make it school specific</p> <p>Question: You have been clear about the division between PE, PHSE and RE and talked a lot about physical development, how do you provide a division between PE and wellbeing?</p>	
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	<p>Answer: The PHSE Leader will deliver her curriculum which is different to PE, development of the characteristics will come through the different lessons</p> <p>Question: Improvement of physical attainment – does that include growth in resilience and confidence</p> <p>Answer: We are still looking at how to assess confidence objectively, we will be able to see through the lessons how pupils develop</p> <p>Question: You have thought through the intention the next stage is a development plan with timescales & milestones for implementation?</p> <p>Answer: We will send home a free link for Real PE so parents can enjoy and take part. There are different areas for social development using stories which again could be linked to EHCPs. The priority for September is for softer social skills which cannot be assessed formally, we will be looking to achieve a consistent approach in teaching</p> <p>The PE Leader was thanked for his presentation and hard work in the curriculum and he left the meeting</p>	
	<p>BUSINESS</p>	
<p>FGB.117.19</p>	<p><u>Draft Start Budget</u></p> <ul style="list-style-type: none"> • <u>Staffing update</u> <p>Copies of two possible start budgets and the budget presentation had been sent out to governors prior to the meeting.</p> <p>The FSO went through the Start Budget and workings with the governors</p> <ul style="list-style-type: none"> • The 2019/20 outturn figures are not yet available, NYCC are making their end of year adjustments and will issue the final figures next week. It is not expected that there will be a significant difference to the figures calculated by the FSO • The balance will be significantly better than the original Start Budget predicted, due to higher pupil numbers and higher top up funding being received and is expected to be a deficit of approx. £72k • The Start Budget for 2020/21 has been based on realistic pupil numbers • Teaching numbers have reduced from 15fte (full time equivalent) in April 2019 to the current 13.2fte • Teaching costs are higher due to higher pension costs • Supply costs increased due to taking on additional pupils during the year, this budget has been considerably reduced for this year and will be challenging although there will be more HTLAs in post to provide in house cover • The balance has improved since last reported to the GB 	

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	<p>due to missing income from another authority being identified and paid</p> <ul style="list-style-type: none"> • Pupil numbers are expected to be 90/91 in September, they are currently 85. Consultations for other places are also still coming through • If NYCC did not agree to the additional premises the budget would need to be revised for years 2 & 3 which may affect staffing appointments and the use of fixed term contracts rather than permanent contracts. • Funding for the MFG (minimum funding guarantee) is not assumed for future years and therefore not included in the figures for years 2 & 3 • Funding for additional pension and pay award costs had been received for this year, future funding for the pension grant had been confirmed but not for the pay award and this is reflected in the figures. • Class sizes will be bigger from September, a risk to the budget would be if an additional class was needed • The supply budget has been considerably reduced, less would be needed in the summer term due to the closure and it was hoped there would be in house cover used wherever possible. • Support costs are higher due to the increasing number of pupils and led to 5 more staff overall being needed. • HTLA posts would increase from 3 last year to 5 this year, the return of one member of staff from a years <i>sabbatical</i> and an extra post • Admin costs would be higher this year as 2 members of staff had resigned last September and had not been directly replaced. A new admin structure was being discussed to fill the vacant roles in the most effective way. • The supply and resources budgets have been significantly reduced and would need to be monitored carefully throughout the year • Capital budget – still a £38k deficit. No response as yet from Sally Dunn but unlikely NYCC would finance both the deficit and the conversion of the new premises so no other capital projects could take place. <p>The Headteacher informed the governors that the staffing structure was less cautious than the previous year as experience from then had shown:</p> <ul style="list-style-type: none"> ➤ a loss of good quality staff as permanent contracts and therefore job security could not been offered ➤ as staffing levels had been cut back for September and October it had been very challenging to run the school well, safely and effectively during that period 	
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	<ul style="list-style-type: none"> • The second budget model shows an additional ATA post which pushes the budget into a deficit in all years which would raise questions from NYCC <p>The Headteacher informed governors the additional post would enable more support in class and should avoid the need for the SLT member on call to spend all their day on behaviour support which was not cost effective.</p> <p>A general discussion took place to see: -</p> <ul style="list-style-type: none"> ➤ If there were any other areas where savings could be made to avoid the budget deficit but keep the additional post, by possibly re-adjusting some of the support roles ➤ the compromise between the need for a balanced budget and looking after the wellbeing & safeguarding of pupils and staff ➤ the effect of a positive reaction from NYCC to the possible new premises <p>The FSO confirmed the Start Budget needed to be submitted to NYCC by the end of May</p> <p>It was agreed: -</p> <ul style="list-style-type: none"> ➤ SLT would discuss again ➤ A further discussion would be held at the next meeting when hopefully further information on the new premises and pay award funding would be available <p>Question: The plan of pupil numbers of 91 going forward, has the increase to 98 not been included at all? Answer: I would have to go back to the class structure although 91 sounds low, I thought it was nearer 96.</p> <p>Question: If the new premises are not agreed can you fit the 96 into the existing school? Answer: Yes, we have a contingency, we would use the room at Meadowbank that we currently have and re-site the staffroom, it would not be ideal but workable</p> <p>Question: The income stream is £2.2 million for 91 pupils, is that right? Answer: The financial year runs from April so it will build up from 85 to 91 pupils through the year.</p> <p>Question: Year 3 income is down £10k based on 98 pupils, how is that right? Answer: It assumes we will not get the £37k MFG, no funding for the pay award. The average amount of top up received is £13k at this school but pupils from Forest school are generally funded lower than that, the additional amount has to be negotiated so I have not included it in these figures.</p> <p>The FSO was thanked for all her work. The Chair also asked for</p>	<p>Headteacher</p> <p>Clerk</p>
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	<p>thanks to be passed onto the Head of 6th form and all staff involved in the staffing plan & new structure for 6th form</p>	
<p>FGB.115.19</p>	<p><u>Update from the Headteacher on the current situation in school and advice received from NYCC</u></p> <p>The Headteacher reported:</p> <ul style="list-style-type: none"> ➤ that school was open only for the children of Key Workers, and there were currently an average of 4 pupils in school each day. These numbers may start to increase as Social Care and adult services are reporting need amongst families. ➤ Staffing for these pupils is done on a rota system, one week at school 3 weeks at home. ➤ Pupils were getting a good offer and settling well into their new routine ➤ 1 pupil had been in school through the Easter holidays due to need ➤ There was no information as yet as to when school would reopen or how this would look, hoping for reasonable notice this time to allow time for preparation. Currently receiving a lot of calls from parents seeking information. <p>Question: Has there been any information from NYCC about reopening and the likely challenges schools can expect? Answer: There is a weekly brief from NYCC, we have requested a protocol for pupil return. Parents are reporting their children are being affected by the long period away from school and in some cases reverting to how they were before they came to school, progress is being lost. Work will be needed to bring them back to where they were when school closed</p> <p>Question: Are the links to staff being lost? Answer: Pupils are getting used to being at home and the pupils still attending school are getting used to school being different, they have more freedom to go where they want. It will be a challenge for both types of pupil to adjust to school reverting to normal. The use of PPE in school will have to be carefully considered as well</p>	
<p>FGB.116.19</p>	<p><u>Review and update on curriculum planning</u></p> <p>The Headteacher reported teaching staff not needed in school have the opportunity to work on their planning from home where childcare & home schooling allows but this however does not allow them to work together as they would usually do.</p>	

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	<p>The Deputy Headteacher reported that Subject Leaders have been asked to submit their Intent Statement after looking for advice and best practise. A lot of the statements have already been received ahead of the deadline of the 24th April. The next steps will be to develop curriculum groups as mentioned in the earlier PE presentation, this will allow the sharing of intents, tweaking and collaborative work. SLT will provide support for this and encourage them to think about what they want to teach, when and why.</p> <ul style="list-style-type: none"> ➤ A thematic rolling programme to begin in primary from Autumn 2020 is being looked at and Subject Leaders are being asked to plan this in a practical way and how the impact can be assessed ➤ Must be clear what the curriculum offer looks like and then build up an assessment system around it. Need to be sure the curriculum leads the assessment and not the other way around. ➤ SLT have already been working collaboratively, sharing good practise, using webinars to clarify thinking and will now be looking to agree the Intent Statements and implementation in the autumn term <p style="color: red;">Question: How does this fit with the statement the governors worked on 'To provide an outstanding educational experience for all our pupils' - how can we as governors be confident that this complex piece of work fits with and achieves this objective</p> <p style="color: red;">Answer: This would be through quality assurance and your link visits to school and not assessment on paper, development of governor scrutiny and experience is an essential part of this.</p> <p style="color: red;">Question: It must also be individual to each pupil although the learning objectives are similar, we will have to see how that translates and consider?</p> <p style="color: red;">Answer: It may be necessary to change traditional governor visits and maybe track pupils for one day in 2 different departments, more of an enquiry visit approach, i.e. how is the teaching consistent, gives more of a sense of purpose around the visits</p> <p style="color: red;">Question: That feels more like a 360° assessment, teacher, parents and pupils</p> <p style="color: red;">Answer: Priorities will be established in the first term, what is written in the Intent is part of the class experience</p>	
<p>FGB.118.19</p>	<p><u>Staff well-being summary</u></p> <p>Governors noted a formal survey had not been undertaken but would be possible. Several support systems had been put in place since school closed</p> <ul style="list-style-type: none"> • A staff wellbeing help line is available 	



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	<ul style="list-style-type: none"> • Regular formal briefings take place, these have been daily before the holiday and are now twice a week • Virtual Tea at Three and a book club are available to all staff <p style="color: blue;">Question: If working from home continues, could a survey be tweaked to investigate issue staff are having working from home?</p> <p style="color: blue;">Answer: I'm happy to do the survey, maybe at the end of the summer term if no return to school before then ready for September. We can look at the questions</p>	
FGB.119.19	<p><u>Agree work plan for Summer</u></p> <p>A proposed work plan for the summer term had been made available prior to the meeting.</p> <p>It was agreed this may need to be reviewed</p> <ul style="list-style-type: none"> • School Fund – the Headteacher confirmed the Office Manager and the Bursar had been looking at these prior to be sent out for audit. <p>Action: The Chair and Headteacher to review the work plan and bring back to the next meeting</p>	Chair/ HT
FGB.120.19	<p><u>AOB</u></p> <ul style="list-style-type: none"> • <u>Governor vacancies</u> <p>The Chair confirmed Jane Venn had taken up the role at another school and the meeting with another potential governor had had to be deferred until after the lock down</p>	
	<p>Date of next meeting – Thursday 14th May 2020 at 3pm (via Skype)</p>	

There being no further business the meeting finished at: 5pm

Signed:



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Name
Governor