

# West Heslerton C of E School

## Governing Body Meeting

**Thursday 26th November 2015 at 6.30pm**

PRESENT	Chair Headteacher Vice-Chair	Ms Heather Clemence(HC) Mrs Rachel Wells (RW) Mrs Val Bottomley (VB) Mrs D Andrews (DA) Miss L Tattersley (LT) Mrs Tori Moss (TM) Mrs C Triffitt (CT) Dr Louise Powlesland (LP) Mrs Angela Morley (AM) Rev Joe Kinsella (JK)	Co-opted Governor Staff Governor LA Governor Co-opted Governor Co-opted Governor Parent Governor Staff Governor Parent Governor Foundation Governor Foundation Governor (Until Item 115/15)
	Clerk  Bursar	Roland Stokes(RS)  Fiona Robinson (FR)	(Until item 113/15)

The meeting started at 6.30pm

Item	Minute	Action
107/15	<p><b>Apologies for absence and to determine whether any absences should be consented to.</b></p> <p>Apologies had been received from Mr Phil North (work commitment). The apology was consented to.</p>	
108/15	<p><b>Declaration of interests and reminder of governor protocol</b></p> <p>The Chair invited governors to declare any interest in matters which are the subject of, or are connected with, any item of business on the agenda. There were no declarations of interest.</p> <p>The Chair reminded governors of the need for strict confidentiality to safeguard the interests of all connected with the school</p>	
109/15	<p><b>To determine whether any part of the proceedings should be treated as confidential and excluded from the minutes to be made available for public inspection</b></p> <p>No items were considered to require a confidential minute.</p>	
110/15	<p><b>Notification of urgent other business.</b></p> <p>The meeting agreed to discuss changes to the staff training days and governors details on the website.</p>	
111/15	<p><b>To approve as a correct record the minutes of the meeting held on 24th September 2015.</b></p> <p>The minutes of the meeting held on 24th September 2015 were</p>	

	<p>unanimously <b>confirmed</b> as a true record and signed by the Chair.</p> <p><b>Proposed: LP</b> <b>Seconded: JK</b></p>	
112/15	<p><b>To consider matters arising from the minutes and for which there is no separate agenda item.</b></p> <p><b>Item 098/15 (Insurance cover).</b> RW confirmed that the insurance covers coach travel on motorways.</p> <p><b>Item 100/15 (Additional IT Equipment).</b> RW advised governors that the additional IT equipment will cost £2681.25 and asked for the FGB to approve the expenditure. <b>After a discussion the meeting unanimously agreed to approve the purchase of the additional IT equipment.</b></p> <p><b>Proposed: HC</b> <b>Seconded: VB</b></p> <p><b>Item 100/15 (Recruitment of GTA).</b> There had been 12 applicants for the post of which 4 were interviewed. The successful applicant has accepted the position and the school is waiting for the administrative arrangements to be finalised.</p> <p><b>Item 101/15 (Kitchen, Hall and Library).</b> The painting of the kitchen has been delayed until a water leak from the roof has been repaired.</p> <p><b>Item 101/15 (Procurement Training).</b> The possibility of holding some training at the school is still being investigated.</p> <p><b>Item 104/15 (Parental Driving and Parking).</b> The PCSO, PC and a member of Ryedale District Council have made a number of visits to the school at the beginning and end of the day. Parents seem to be aware of their presence and adhere to the parking regulations. It was agreed that consideration should be given to the children producing a poster about poor parking and driving.</p>	RW
113/15	<p><b>Finance (Benchmarking, SFVS &amp; Training)</b></p> <p>A copy of the 2015/16 Ledger Code Level Detailed Budget Report for the month Ended 31st October 2015, North Yorkshire Schools Benchmarking Data 2015/16, Draft SFVS and Financial Control Checklist had been circulated with the agenda.</p> <p><b>General overview of Income.</b> FR advised governors that there are government plans to change the funding formula but currently the income of the school is based upon a number of streams. The mains ones for West Heslerton are:</p> <ul style="list-style-type: none"> <li>➤ About 50% of incomes is derived from a payment of £2879 per child.</li> <li>➤ Pupil Premium Funding</li> <li>➤ Sports Funding</li> <li>➤ Sparsity Funding - £29,047</li> <li>➤ A lump sum of £89,047 - all primary schools are eligible for this funding.</li> </ul> <p>The total funding for the year is just over £236,500. The minimum funding guarantee ensures that funding cannot be reduced by more than 1.5% per</p>	

year.

- **Governor Question:** Does the school qualify for "mobility funding". Yes, this funding stream is aimed at children who arrive part way through the year.
- **Governor Question:** How is Sparsity Funding determined? It is based upon the characteristics of the school's catchment area as opposed to the pupils who attend the school.

**Revenue Financial Forecast.** FR advised governors that the in-year deficit for this year is estimated to be £13.9k followed by surpluses of £15.5k in 2016/7 and £0.9k in 2017/8. Combined with the carry forward balances this gives a balance percentage of 12.48% for 2015/6, 16.11% for 2016/7 and 16.99% for 2017/8. This represents a healthy financial position however governors noted that if the percentage balance was over 15% for three years NYCC may claw back some money. The three year forecast is based on a number of assumptions which FR outlined to the meeting.

- **Governor Question:** If pupil numbers continue to increase at what point would it become financially viable to recruit an additional teacher to allow the school to have 3 smaller classes? About another 10 pupils. RW advised the meeting that in her experience class size was not a primary consideration for most parents, the school ethos and associated activities such as "forest schools" were some of the primary considerations.
- **Governor Question:** What is the difference between a carry forward balance and in-year surplus? - FR provided an explanation to governors.
- **Governor Question:** How often is the budget checked? FR is in school once a month to check the budget. However RW and Julie Mason in the school office monitor expenditure on a daily basis.

FR outlined the major variances in the budget since the setting of the start budget.

**North Yorkshire Schools Benchmarking Data.** FR advised governors that the benchmarking data covered 12 schools varying in size between 38 and 52 pupils, all of them receive sparsity funding and do not have a nursery. Benchmarking allows governors to compare and contrast expenditure & income and understand the financial performance of the school. Governors discussed the data and were satisfied with the explanations provided by RW and the bursar. In general the school was close to the average in most categories.

The area where the school was well above the average was in energy costs. It was noted that this had been discussed in previous years. The building and rooms are large which combined with children moving around the school can result in a loss of heat out of open external doors. In addition the portacabin is not thermally efficient and on many occasions has to have an open door (albeit with a plastic barrier) to allow the staff to observe children in the external areas.

- **Governor Question:** Does the school know the energy costs of the portacabin? No it is not possible to isolate the energy costs of the portacabin.

	<ul style="list-style-type: none"> <li>➤ <b>Governor Question:</b> Would changing energy supplier reduce costs? The school is in the NYCC scheme. NYCC along with other councils buy energy as a group which results in very good prices. It is very doubtful that the school would be able to find better prices.</li> <li>➤ <b>Governor Question:</b> Can the pupils be encouraged to become interested in saving energy? Yes, it would be possible to set up a fund for the children to spend on academic material at the end of every term which is reduced every time a door is left open.</li> <li>➤ <b>Governor Question:</b> Are there any grants? The school is not aware of any grants as most of those that are available cover community buildings.</li> </ul> <p><b>Draft SFVS Statement.</b> Governors went through the draft SFVS statement and discussed a number of items. It was agreed by governors that although the last audit report has had all the outstanding items addressed it would be useful to revisit the report to see if any further improvements could be made. <b>Notwithstanding the above comment it was unanimously agreed to adopt the SFVS statement.</b></p> <p><b>Proposed: DA</b> <b>Seconded: VB</b></p> <p><b>Financial Control Checklist.</b> Governors reviewed the check list and noted that there was nothing higher than a "Low risk".</p>	RW
114/15	<p><b>Staffing Update/Pupil Numbers.</b></p> <p>Governors reviewed the current &amp; projected pupil numbers and the impact on class sizes and staffing. Projected pupil numbers over the next three years are:</p> <ul style="list-style-type: none"> <li>➤ 2015/6 - 53</li> <li>➤ 2016/7 - 51</li> <li>➤ 2017/8 - 52</li> <li>➤ 2018/9 - 47</li> </ul> <p>The estimates for 2017/8 and 2018/9 are very provisional and will vary - probably upwards. Class sizes for this year are 23 in BW and 30 in KW. It was noted that KW will increase to 33 pupils next year. The increase in KW to 33 was thoroughly discussed at the FGB on 23rd September 2015. Of the 53 children at the school only 17 are from out of the catchment area.</p> <p><b>Published Admission Numbers.</b> NYCC has asked the school to reduce the PAN from 10 pupils per year to 8 pupils per year. With 7 year groups of 8 pupils the school would be limited to 56 children whereas 10 pupils per year gives a total of 70 pupils. This number can be exceeded if children in the catchment area apply after the allocation of pupils to the school - the school has to accept children in the catchment area.</p> <p>Governors discussed the impact of limiting the school to about 56 pupils and the implication of numbers rising to 70. It was noted that the school has in the past supported 107 pupils. <b>After reviewing various options such as the impact on staffing, the quality of education and finances it was agreed that the school should inform NYCC that the PAN should remain at 10 pupils per year.</b></p>	RW

	<p><b>Proposed: HC</b> <b>Seconded: TM</b></p>	
115/15	<p><b>Premises Inspection Report (Fire and Electrical).</b></p> <p>The report had been circulated with the agenda. Overall the standard of the building and appliances were very good. A number of minor issues were identified:</p> <ul style="list-style-type: none"> <li>➤ Several items need to be removed from in front of Fire exit in Badger Wood - The items have been removed</li> <li>➤ Friends kettle missed on PAT testing. - To be left out to ensure it is checked in January 2016.</li> <li>➤ Cables needed to be tidied around the electrical pillar in Keeper Wood. - The cables have been tidied.</li> </ul>	
116/15	<p><b>New Policy Review Cycle.</b></p> <p>A proposed 3 year policy review cycle had been circulated with the agenda. Policies had been allocated into one of four categories:</p> <ul style="list-style-type: none"> <li>➤ Statutory Policies to be reviewed by the FGB</li> <li>➤ Other documents for the FGB to review</li> <li>➤ Other documents for the FGB to view after being reviewed by the staff</li> <li>➤ Policies to be reviewed by school staff and noted by the FGB (copy to be held in the policy file for governors to view if necessary).</li> </ul> <p>Governors discussed each of the categories and the policies that had been allocated to each. Governors noted that most of the primary curriculum policy documents will be reviewed by staff but viewed by governors. Governors agreed that it was important to view these documents. After a discussion governors agreed to adopt the New Policy Review Cycle.</p>	
117/15	<p><b>Ofsted Summary.</b></p> <p><b>The summary had been circulated with the agenda. In reviewing the summary governors noted:</b></p> <p><b>Length of inspections:</b> Section 8 inspections will be short, generally 1 day with 1 inspector. Inspectors will expect schools to be 'good'. Should they think this outcome will not be achieved, they may convert this short inspection to a longer (2 day) section 5 inspection which will occur within 48 hours.</p> <p><b>Outstanding schools:</b> Outstanding schools will not be routinely inspected. If major changes of staff, website not legally compliant, parental concerns reported etc a section 8 inspection may take place. An inspection may take place randomly for no apparent reason. This could be converted to Section 5 as above if required.</p> <p><b>Areas for inspection: The areas to be inspected will be:</b></p> <ul style="list-style-type: none"> <li>• Leadership and management (impact of leaders and governors)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teaching, Learning and Assessment</li> <li>• Personal development, behaviour and welfare</li> <li>• Outcomes for children and learners (current progress rather than attainment)</li> </ul> <p>A number of other changes were also noted and advice that all schools still need to write a SEF (Self Evaluation Form) and share a summary with all leaders. It is recommended that all SDPs (School Development Plans) cover:- priorities, actions, impact, monitoring and evaluation by Governors &amp; Leaders and milestones to measure progress of longer term projects to ensure they are on target to achieve the desired effect.</p> <ul style="list-style-type: none"> <li>➤ <b>Governor Question:</b> Will Ofsted still look at Parent View? Yes, usually 48 hours before a visit.</li> <li>➤ <b>Governor Question:</b> Do the comments on Parent View start again every year? Effectively Yes, although access to comments older than a year can be accessed, those that are initially viewed are less than a year old</li> <li>➤ <b>Governor Comment:</b> It would be appropriate to remind parents at the next parents evening to go onto Parent View.</li> </ul>	
118/15	<p><b>Teaching School Alliances (TSA).</b></p> <p>A document on TSAs had been circulated with the agenda. RW advised the meeting that a TSA is a group of schools (currently) under LA control. They work together strategically for the good of the whole, sharing talents and resources to benefit all children in the alliance. Local Teaching School Alliances include, Scarborough Teaching Alliance, South Hunsley Wolds Alliance and the Esk Valley Alliance. All teaching Alliances need an outstanding school to lead it. This lead school applies for Teaching School Alliance status and for additional DfE funding. Each alliance needs to show it is working upon the 6 key aspects stated by the DfE:</p> <ol style="list-style-type: none"> <li>1. Initial Teaching Training</li> <li>2. School to School Support</li> <li>3. Continual Professional Development</li> <li>4. Specialist Leaders of Education</li> <li>5. Research</li> <li>6. Leadership</li> </ol> <p>West Heslerton has investigated some of these local alliances and has become involved in 3. The most appropriate and useful is the Esk Valley Alliance (EVA). This alliance represents similarly sized schools in similar rural settings and therefore has lots of similar challenges and focus areas. Eight schools drive the alliance as executive schools, up to 30 others are strategic members or general members. The EVA funds its own Business Manager who oversees a lot of the organization of the 6 key areas. RW summarised some of the areas that West Heslerton has become involved with:</p> <ul style="list-style-type: none"> <li>➤ The school has indicated an interest in hosting a student teacher for a placement in 2016-7 for which the school will be funded.</li> <li>➤ The school has accessed training about marking from national leaders at a very reduced cost.</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ West Heslerton currently offers a choice of outdoor learning packages to share with others. RW has also put together a Developing Governance training package. All of these are chargeable, with EVA undertaking all admin related tasks for 10% of income.</li> <li>➤ The EVA is able to appoint several Specialist Leaders of Education. Sheryl Woodward has recently applied to undertake this role. This will provide CPD for her and give opportunities to see other schools in the area and how they work, bringing ideas and funding back to West Heslerton.</li> <li>➤ Marking is a current theme and a research project is underway to try to determine maximum impact with minimum time expenditure. Sheryl Woodward is trialling this and will feed back to the whole staff in December. It is hoped children will get the very best feedback to ensure continuing improvement in standards.</li> <li>➤ Manipulative in maths research project - West Heslerton has a grant of £500 to buy and use a range of maths resources. The school will need to feedback to the EVA about resources we would recommend for high quality maths exploration by pupils.</li> <li>➤ Assertive mentoring was trialled by a group of schools last year. Based upon the success of this, it was highly recommended in small schools for maths. The school have been able to purchase this at a highly reduced group rate and this has been used throughout the school since September 15.</li> <li>➤ Rachel Wells is trialling a project called "Trust 4 Learning", working with 3 large businesses in Middlesbrough. Our bespoke package includes: recruitment of staff, use of media in negative situations, strategic planning, self-promotion. The school hopes to use these up to date practices from other workplaces to ensure the highest standards at West Heslerton. <ul style="list-style-type: none"> <li>➤ <b>Governor Question:</b> Which firms is RW working with? Coast and Country Homes, Deep Sea Ports and Darlington Building Society.</li> </ul> </li> </ul> <p>Being a member of a teaching alliance is not exclusive, schools can be part of as many of these as they wish. The EVA understands and meets small school needs and provides a wide range of activities that support and challenge our practice to develop further.</p> <ul style="list-style-type: none"> <li>➤ <b>Governor Comment:</b> It is good to see the school and staff working to develop the school, their knowledge and the pupil experience.</li> </ul>	
119/15	<p><b>Performance Management Arrangements:</b></p> <p>The teachers performance management targets have been set based on whole school targets - each teacher has 3 targets. The Headteachers performance management committee has met and set the targets for this year.</p>	
120/15	<p><b>Governor Training.</b></p>	

