



**PART ONE MINUTES – MEETING 3
OF THE LOCAL GOVERNING BODY MEETING
OF KELSALL PRIMARY SCHOOL**

Date	Thursday 18 November 2021 6pm
Venue:	Kelsall Primary School

Attending (Governors):	
David Wearing (DW) Martin Little (ML) David Bingle (DB) Chloe Hook (CH) Sarah White(SW) Jane Briggs (JB) Melissa Goodyer (MG) Natalie Kirkness (NK) Sarah Currell (SC)	Principal Co-opted/Chair of Governors Co-Opted/Vice Chair of Governors Staff Staff Parent Parent Parent Parent
Apologies:	
Lorraine Hammond (LH) Emma Gildea (EG) Holly Stowells (HS)	Co-opted Co-opted Co-opted
Also in Attendance:	
Steve Ellis (SE) Luci Jones (LJ) Amanda Crowder (AC) Debbie Tomkinson (DT)	CEO Director of Operations Academy Business Manager Governance Professional

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	ML welcomed all to the meeting. The apologies of LH, HS and EG were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no conflicts in relation to any of the agenda items. No new interests were declared.

AGENDA ITEM 3	HR/ FINANCIAL PERFORMANCE
Discussion	<p>Business Manager's Report</p> <p>The Business Manager's report was circulated in advance of the meeting and DB provided governors with a update.</p> <p>DB provided an update on the report.</p> <p>End of Year Update</p>

The forecast was that the school would make a small loss at the end of the year. The final figure was a £42k surplus which is £52k better than had been budgeted for. There are some costs that have already been committed such as £17.5k which will be paid for out of this year's budget. Given this the real figure is that the school has £35k more than at the start of the year.

Q: What were the savings that had been made?

A: Additional income was generated through an increase in pupil numbers and there were fewer supply costs. Some income had been set aside for the after school club as it was forecast that this would have a £15k deficit but the deficit was lower at £7k.

The kitchen made a £4k loss but was £5k better off due to savings on staffing and food costs. The Free School Meals grant was also paid despite the lockdowns which resulted in the increased income.

The nursery budget is in a surplus making a profit of £10k. The vast majority of spaces in the nursery were filled. The nursery received the local authority grant but there was still a small impact from covid from the drop in private funding. It is anticipated that the nursery will perform even better in the current academic year.

A further positive impact is that the nursery children are transferring into the school. This is financially beneficial for the school but it also means that the school is able to provide the best education for children.

The out-of-school clubs made a loss as they did not function during the pandemic. A decision was taken to subsidise the clubs and so the final position was that the clubs broke even. The subsidy was from funds that previously came from the pre-school. No funds were re-directed from the school budget.

Q: Has there been an impact on club going forward?

A: Yes, governors had previously agreed that it was important to continue with wrap-around care as it is an important provision for children. Pre-pandemic numbers were strong but are now steadily increasing.

Q: The school is holding £167k in reserves – is the figure normally that high?

A: There school has had, in the past, lower pupil numbers. This has a big impact on finances and it was not known how that trend would progress. A cautious position was taken to hold higher reserves than normal. Pupil numbers have recovered and so there have been discussions on how funds can be re-allocated and it is part of the budget planning process moving forward to reduce the amount of reserves.

In-year deficits are not unusual over three years £30k is a reasonable sum to hold in reserve.

It was highlighted that Kelsall is out of line with other schools in the Trust in relation to spend per pupil per premises and that is because of the work that has taken place at the school. There are no significant differences across the Trust.

The school appears to have a lower than average cost per teacher but some of DW's salary is funded through CLTA so without that, the figures would be similar to the other schools.

The forecast for the current financial year is for a small loss of £6k but that includes the cost of the netball pitch and other items of expenditure. There are bigger losses forecast in Y2 and Y3. Reserves are sufficient even if the Y2 and Y3 figures are accurate. When setting three year budgets there is a tendency to assume caution and it is not unusual to see costs increasing year on year.

Governors agreed that they need to consider what to spend reserves on but whilst balancing this against the longer-term financial outlook. It was agreed that plans could be made for spending reserves but these would not be implemented until next year when there is a better understanding of future years' figures.

AC advised governors that in 2013/14, the HMRC duplicated a claim and the school received £10k that it should not have done. The auditor was informed of this and attempts were made to refund this to the HMRC. The amount is maintained in the accounts and the school has done everything

it can to pay the money back and it is now the property of KPS and it means that the brought forward surplus is different to what was previously report.

Q: A £30k surplus to a £107k deficit in later years is a significant difference?

A: The school is operating with an in-year deficit but LJ did not consider that this was a red flag. There have been additional items of expenditure. £20k was spent on Y5-Y6 laptops, nursery skylights and doors. Provision of Y5 and Y6 furniture has been budgeted for and the nursery groundworks will be completed. Lots of the spend is from revenue reserves.

Governors requested further clarity on actual items of expenditure. Currently funding levels are not known and there is an assumption that income will be flat and expenditure may increase and it that respect the budget is cautious in relation to operational matters.

It was also recognised that the school has three additional income sources – nursery and the before and after school clubs that it did not have in previous years.

Budget setting is always set against the SDP and work is taking place on a long-term plan to spend the surplus budget.

£10k has been earmarked for staff development.

Q: Are the supply issues because staff have had covid personally or because their children have had covid?

A: It is mostly because staff have had covid. The Senior Leadership Team (SLT) have worked very hard on covering for staff but this should not continue indefinitely. Where possible, classes will be covered internally as children have had an uneasy time during the pandemic.

It was noted that the balance of the S106 money needs to be spent by August 2022 and this is restricted to capital works. Some of the money will be spent on landscaping.

The school is receiving some additional income and approximately £10-15k is being earmarked for a mud-kitchen and a reading area in nursery. Governor approval will be required and AC is looking at obtaining quotes.

Governors noted the final out-turn position as at 31st August 2021 and revised forecast for 2021.

Asset Register

The asset audit has been completed.

GDPR

LH has completed a GDPR governor visit. GDPR training will be organised by the Trust.

Approval of expenditure under the Scheme of Delegation

Two quotes have been obtained for work on the run-around area and wet pour in the outside area. The best quote was £13k and this was from Pentagon a reputable company which the Trust has used previously. DW requested approval for the work subject to obtaining a third quote and going with the lowest one. The cost of the canopy will be £7k and the cost of the mud kitchen, £2k.

Q: Is it hard to get three quotes?

A: LJ advised that schools need to get a minimum of two quotes and this will be sufficient as long as there is evidence that attempts were made to obtain three quotes.

Q: Does the Trust have nominated suppliers?

A@: Not as a Trust. The ESFA do have nominated suppliers which means that school would not

	<p>have to get multiple quotes but when they have been looked at they significantly more expensive than what the Trust can source.</p> <p>Q: Can the Trust use the company at other schools and to negotiate on price?</p> <p>A: To do this, schools would need to be doing the same thing at the same time. Work does take place cross Trust and Pentagon have been used at Boughton Heath as a consequence of the work done at Kelsall.</p> <p>Governors approved the spend on the run-around area subject to attempts to obtain three quotes.</p>
DECISION	RESOLVED: Governors approved the spend on the run-around area subject to attempts to obtain three quotes

AGENDA ITEM 4	CHAIR'S ACTIONS
Discussion:	The Chair had not taken any urgent decisions on behalf of the LGB since the previous meeting.

AGENDA ITEM 5	PART ONE MINUTES OF MEETING – OCTOBER 2021
Discussion:	<p>The Part One minutes of the meeting of September and October were circulated in advance of the meeting and accepted as a true and accurate record. All agreed.</p> <p>14th October 2021 to be approved by governors. Any points of accuracy to be addressed with the clerk in advance of the meeting.</p>
Decision	<p>RESOLVED That the Part One Minutes – October 2021 be accepted as a true and accurate record.</p> <p>RESOLVED That the Part One Minutes – October 2021 be accepted as a true and accurate record.</p>

AGENDA ITEM 6	MATTERS ARISING
Discussion:	<p>Governors to complete annual declarations forms. ONGOING</p> <p>Governors to complete Skills Audit and clerk to collate results. ONGOING</p> <p>Governors to confirm they have read the KCSIE statutory guidance. ONGOING</p> <p>SDF/SEF update to be included on the agenda in the spring term. Link governors to meet termly and to provide a visit report and to inform the clerk of any upcoming visit. Not due</p> <p>DW to publish Pupil Premium Strategy on website. COMPLETE</p> <p>DW to publish Sports Premium Report on website. COMPLETE</p> <p>Monitoring of teaching and learning to be included on the next agenda. COMPLETE</p> <p>DW to provide details of projects to be funded by the S106 money for approval by governors. COMPLETE</p> <p>Annual safeguarding report to governors to be included on next agenda. DW confirmed he had made a date to meet with HS and JB to go through the report. COMPLETE</p> <p>HS to complete safeguarding governor visit. ONGOING</p>

AGENDA ITEM 7	VISION AND STRATEGY
<p>Discussion</p>	<p>SC and NK are planning to review the school vision and strategy and to talk to children and parents about their understanding of the values of the school.</p> <p>Q: What is the purpose of the session with children and parents? A: It is an opportunity to get views on what they think of the vision. Governors and leaders are happy that the vision is a strong one but this will provide a check that this is reflected across the wider school community. It is also an opportunity to make governors more visible across the community.</p> <p>It was recognised that it was important for governors to hear the views of parents and children and there was a discussion as to whether this was a role that governors to undertake.</p> <p>Whilst governors are aware of the strategic nature of their role, the result of Covid is that governors feel that they have become detached from the school. There was a discussion about other actions, such as attending parents' evenings or parent's forums that would remain strategic.</p> <p>Whole School Evaluation</p> <p>DW provided an update on the 7 Cs process for school self-evaluation. The 7 Cs are:</p> <p>Care – this is central to everything the school does. Clarify Classroom management – through the use of conscious discipline Confer Captivate Challenge Consolidate</p> <p>The 7Cs system talks about indicators that can be seen in exemplary classrooms and pupil surveys can be used to evaluate this. A group analysis of the 7 Cs highlighted that the school scores highly on ensuring that children understand why they are doing something and this can then help ensure that explicit consolidation is in place.</p> <p>If there areas of classroom practice that need to be worked on there are areas on the website to try in the class and this is a positive way of helping teachers reflect on their practice.</p> <p>The next step will be work with staff, pupils and letting parents know so it is embedded in the culture.</p> <p>Q: Does it replace any current evaluation system? A: This would be in addition to the self-evaluation that takes place which is based on teacher standards.</p> <p>The purpose of the system is to formalise the excellent practice taking place across the schools. This is something that other schools may also use across the Trust. The Trust has paid for a teacher to receive six sessions of the Learning Without Limits programme looking at the quality of teaching, learning and assessment. Teachers are then able to disseminate the training across the school.</p>

AGENDA ITEM 8	EDUCATIONAL PERFORMANCE
<p>Discussion</p>	<p>Curriculum Update - Priorities and Targets</p> <p>The LGB Outcomes Report was circulated in advance of the meeting. The report indicates that most children have made progress from the 2020 baseline data to now. A small number of children have not made the expected progress in writing.</p>

	<p>All of the KS2 cohort have made progress in line with other schools in the Trust. As children progress through the school their attainment improves.</p> <p>All KS1 children have made progress but some have not made the attainment or progress that DW would like them to have made. The KS1 children had a lot of time out of school and this has impacted on their social and emotional skills which impacts their ability to learn.</p> <p>A lot of support has been put in place for the Y1 children who missed a lot of time in Reception.</p> <p>Q: Is there enough support in place for the KS1 children? A: Y2 children have a experienced Y2 teacher who understands the curriculum. A teaching assistant has been employed in the morning to support the children. There is a high number of children with special educational needs in this year group.</p> <p>Q: What is in place for Y1 children given that they missed so much of their Reception year? A: The day has been adapted and another teaching assistant from another class is being used to support phonics in Y1. Phonics is currently taught by a teacher and a teaching assistant as the children need to work in small groups.</p> <p>A proportion of the children in Y1 had hidden needs which can have an impact and these children are being supported in establishing routines.</p> <p>Q: Are there any specific issues that have been flagged? A: Some issues were flagged in Reception but then schools were closed because of Covid and there is currently a long waiting list for referrals. These children will receive top-up phonics sessions and additional support such as sensory circuits.</p> <p>The number of children achieving a good level of development was 48%. The normal percentage will be approximately 79% of children. Some of the children performed very well but in order to achieve GLD, children have to achieve in all 17 areas. A lot of children did not score highly on the social and emotional aspects because of their needs and that brings the total percentage down.</p> <p>Further staffing decisions need to be made. DW would like a full-time teaching assistant in Reception. Currently there is a full-time teacher, a teaching assistant and a volunteer who is training to be a teaching assistant but there needs to be more adults in that class.</p> <p>Governors agreed that given the positive financial position, they would support the spending of additional resources to address the needs of the children.</p> <p>Q: Do all classes get the chance to use the nest? A: The nest is the base for the Learning Mentor and children who have been identified as benefitting from the provision are able to access it and this can either be one to one on sessions or in small groups. There is still some work to do on assessing the impact of the nest.</p> <p>NK left the meeting at 19.19</p> <p>Governors discussed the entry data at the start of this year. The progress of writing cannot be assessed at this point as writing is cumulative and they are assessed against the whole year objectives.</p> <p>Power Maths has been introduced and two teachers are part of the maths hub and are receiving support from teachers at Boughton Heath. The teachers are very positive about the new scheme.</p> <p>There is a focus on Y4 and Y5 in maths as their attainment in maths is not as high as for reading. It is hoped that Power Maths will address this.</p> <p>Most children have made progress from the 2020 entry data to the baseline data from 2021. Children who have not made progress have been identified.</p> <p>Q: Has Covid had an impact on progress? A: There were not as many children who were 'orange' or 'red' last year.</p>
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	<p>The numbers of children at orange or red should decrease over time.</p> <p>Q: Has covid had an impact? A: There were not as many children at red or orange last year.</p> <p>Q: How does the baseline work? A: NFER maths objectives are linear from Y1 – Y6 and children move along this linear path from their own starting point. Some children may be beyond the end of year expectations for that class.</p> <p>There are talks across the Trust on how children are assessed and governors need to have information to triangulate teachers' understanding of where children are.</p> <p>Governors have been provided with the new LGB outcomes report which provides the level of information governors need to understand how well children are doing at school. The report will require some training and this is planned to take place at the start of the spring term.</p> <p>The outcomes report highlighted that the majority of pupils made progress. ¼ of children stayed the same or went backwards but the figures are similar to other schools and the data is very positive.</p> <p>The school judges itself against Fischer Family Trust (FFT) Aspire 20 which means that if a class does not have 89% of children working at or above then there will be negative progress score. FFT data takes the KS1 results for pupils along with other indicators such as family background to predict what they should achieve at the end of KS2. It is a very accurate system and is helpful for governors to understand where children should be at the end of Y6.</p> <p>The school is stable - there are low numbers of safeguarding and child protection matters and so children should be achieving at Kelsall.</p> <p>Q: How much is progress and attainment down to a child's ability and how much is to do with the quality of teaching? A: That is why it is important that schools know their children really well so that they know if there are any issues for the children or where teaching could be improved. Further questions on the data report will be tabled at the next meeting.</p> <p>School Improvement report to be included on the agenda for the next meeting.</p>
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AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Safeguarding</p> <p>Governors to receive the Annual Safeguarding report to governors for discussion. To be included on the next LGB agenda.</p> <p>SCR and Recruitment Process.</p> <p>SE reported that he had undertaken a review of the Single Central Record. There are some low-level issues and actions. Some low level issues on the SCR but actions are on there. SE check it is ok.</p> <p>Website Compliance</p> <p>JB agreed to review website compliance</p> <p>Quality Assurance Document</p> <p>The Quality Assurance document for the autumn term will be circulated to governors for approval via email in advance of the Trust Board meeting in January.</p>

	<p>Operation of Policies</p> <p>GDPR Policy</p> <p>There have been no breaches and the policy is working well. Governors will receive data protection training.</p> <p>Get some governor training.</p> <p>Termly update on Children with Additional Medical Needs Attendance Policy</p> <p>There are a number of children who have particular care needs and staff will work with agencies to ensure needs are being met. Staff have received training eg diabetes training where necessary.</p> <p>The school takes allergies very seriously and there are plans to ensure that there is care in place for any child that has needs. The school is a nut-free school.</p> <p>Q: Does the school hold Epi-pens? A: Children have their own specific pens and the school holds two general epi-pens.</p> <p>Q: Do staff meet with parents of children with EHCPs to talk about if anything has changed? A: There is always an updated form and teachers will meet with parents.</p>
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AGENDA ITEM 10	GOVERNANCE AND RISK
Discussion:	<p>Skills Audit</p> <p>Governors to complete the Skills Audit and clerk to collate results.</p> <p>Governor Vacancies</p> <p>There are no governor vacancies.</p> <p>Governor Visits</p> <p>The Maths report was circulated in advance of the meeting. Through the visit it was clear that there was real clarity on what was being looked for in a lesson and the impact of this. Teachers know how and why they are using Power Maths and there has been an improvement in the language used around maths.</p> <p>Number Jam is used to help explain maths to parents and there will be further communication with parents about the maths curriculum.</p> <p>MG and EA to complete a visit report. DW to email them to arrange a date.</p>
ACTIONS	MG and EA to complete visit report and DW to email them to arrange a date.

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Thursday 20 th January 2022 at 6pm

Further discussions took place under the Part Two agenda.