



**PART ONE MINUTES – MEETING 5  
OF THE LOCAL GOVERNING BODY MEETING  
OF KELSALL PRIMARY SCHOOL**

<b>Date</b>	<b>Thursday 10<sup>th</sup> February 2022</b>
<b>Venue:</b>	<b>Kelsall Primary School</b>

<b>Attending (Governors):</b>	
David Wearing (DW) Martin Little (ML) Chloe Hook (CH) Sarah White (SW) Holly Stowells (HS) David Bingle (DB) Jane Briggs (JB) Natalie Kirkness (NK) Sarah Currell (SC)	Principal Co-opted/Chair of Governors Staff Staff Co-opted Co-Opted/Vice Chair of Governors Parent Co-opted Parent
Apologies:	
Emma Gildea (EG)	Co-opted Governor
<b>Also in Attendance:</b>	
Luci Jones (LJ) Amanda Crowder (AC) Debbie Tomkinson (DT)	Chief Finance and Operations Officer Academy Business Manager Governance Professional

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
<b>Discussion:</b>	ML welcomed all to the meeting. The apologies of EG were accepted. ML advised MG had resigned from her role as parent governor.

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

<b>AGENDA ITEM 3</b>	<b>HR/FINANCIAL PERFORMANCE</b>
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AC was in attendance to present the business manager's report to governors which was circulated in advance of the meeting.

In September, the budget was set for this year with an in-year deficit of £6k. Since the budget was set there have been a number of changes, primarily relating to staffing, which have impacted on the forecast out-turn position. These changes included:

- Reception teacher returning to work earlier than anticipated
- Retention of a temporary class teacher
- Internal appoint for member of staff to step-up to role of Vice Principal from April
- Appointment of a part-time teaching assistant to support Y1

In December, governors approved additional expenditure of £38k (£28k staffing and £10k additional costs).

Taking into account the additional items of expenditure the January forecast outturn is showing a more manageable deficit of £16k. Through savings the £28k additional staffing costs have been off-set. The savings were made from:

- Absence fund – a budget is set for supply costs but as school does not purchase absence insurance £10k is set aside in the event of additional absence costs. AC anticipated that although absence is high, the supply budget would provide sufficient cover. Some of the absence fund can be used to off-set additional costs.
- There has been an £8k saving on staff training costs
- £5k saving on supply costs
- Savings on the national pay freeze for teachers and support staff as the budget includes a 2.75% increase for both.

### **Main School Budget**

The January forecast is showing a deficit of £35k versus the budget of £31k which is a small variance when taking into account the additional expenditure including laptops and furniture for Y5 and Y6, nursery bi-fold door and sky lights, nursery canopy, mud kitchen and building work on the nursery extension.

Income is higher by £4k due to an increase in GAG income.

DW would like the part-time teaching assistants in Y1 and Y2 to become full-time after the February half-term. This would be an additional £10k in the current year budget and an additional annual cost of £19k including on-costs. This was included in the proposal for the spending of reserves.

The risk to be budget is low and AC did not have any concerns around delivering the budget.

Fluctuations in the budget are caused by staff absence and AC has factored into the budget a fluctuation of £10k to take into account of this. It is anticipated that staff absence due to covid may reduce in the spring and summer term but this position could change.

### **Nursery**

The nursery is in a very positive position with an estimated surplus of £16.5k.

There have been high levels of covid cases in the nursery affecting both children and staff. A number of families whose children were due to join the nursery in February have

deferred until after Easter. The income for these children was included in the budget and so the surplus may not be as high. AC to update governors on the potential impact of deferrals on the budget when more information is available.

The expansion of the two-year old classroom is on track to be completed by the February half-term and this will increase numbers from 12 to 15.

It was noted that an increase in numbers may not necessarily generate more income because of the additional staff required and there is a risk that as numbers exceed 30 some children from the nursery may not get a place in the school.

**Q: Is Kelsall identified as a feeder school for the nursery?**

A: This is not allowed under the Admissions Code. Legal advice has been sought on this point and the advice was that it was not allowed because it could disadvantage families who don't want to send their child to an educational setting before the statutory school age.

**Q: Do all nursery children go to Kelsall?**

A: Last year, 24 went to Reception, two went to another school but one wanted to return. Most of the current nursery cohort have applied for Kelsall.

**Kitchen**

There is an element of risk in the kitchen. It is forecasted as £1k below budget due to the decline in the uptake of school meals. The possible reasons for this are that the small class have moved up to KS2 and so now have to pay for meals. The impact of covid is such that some families may be finding it difficult to pay for meals every day. AC will circulate information to parents about free school meals as some parents' financial circumstances may have changed.

**Q: Do most of the children eligible for free schools meals receive them?**

A: Some people may be reluctant to share that information and in KS1, all children receive free schools meals and so people may not understand that it also attracts extra funding for the school.

**After School Club**

The budget included a projected surplus of £11k and it is now predicted that there will be a net nil outturn. Last year there was a deficit of £7k and so this is an improvement on the position last year.

There has been a request to increase staffing in the club as numbers are exceeding 30. A newly appointed lunchtime nursery assistant has indicated that she would be willing to support the club on a Monday and Wednesday afternoon.

To increase pupil numbers, the club manager is revising the timetable and will be introducing new themed sessions such as silent discos, movie nights, arts and crafts sessions and a bake off.

The risk to the club is low as staffing levels can be revised depending on the needs of the club.

**Q: Is it likely that numbers will drop off in the summer term?**

A: It is difficult to know as the club has only been running during Covid time. As parents go back to working in offices it may be needed more.

**Grants**

All grants will be fully spent and details were outlined in AC's report. The playground resurfacing project has been completed and has been funded from the Sports Premium grant.

There are no risks around the grants as the income and expenditure is known.

### **Capital Projects**

Nursery groundwork is complete and has been paid for.

The netball court has been resurfaced and paid for.

The remaining school contribution to the S106 money will be spent on landscaping and clearing the surrounding areas of the classroom extension. The work will be completed by the site manager as this will be more cost effective than using contractors.

All capital funds will be spent this year.

The risk to capital projects is very low as the school is on track to deliver all of the projects.

### **Asset Register**

The recommendation following the last review of the Asset Register was to label and create unique reference numbers for all assets. This will be completed by the end of the summer term.

### **GDPR**

There have been no breaches since the autumn term. All existing staff have received refresher training and all new starters and students have received GDPR training.

LJ and AC will meet to review the risk around GDPR to determine if the school can be classed as low-risk. If this is verified, LJ will propose expanding the assessment/review and training cycle to two years.

It was noted that a GDPR governor needs to be appointed and DB agreed to take on the role of GDPR link governor.

### **Budget Update 2022-23**

The indicative budget has been received from the local authority and will be confirmed by the School Forum.

As part of the budget setting process, there will be a number of budget scenarios created that represent the school's aspirational budget linked to school development priorities. Once the budget is approved, AC will update a working budget based on the staffing structure, current contractual costs and grants.

Whilst the three year forecast shows high in-year deficits that is because of the investment of the revenue reserves. The important figure for governors to note is the cumulative surplus.

Based on information in the working budget there is a small cumulative deficit in the second and third year. The working budget does not represent an accurate forecast and

	<p>full budget setting will take place later in the year. AC advised that budgets will not be set with deficits as high.</p> <p>AC advised that it is likely that there is no need to high such high levels of reserves and investment can be made in school improvements.</p> <p><b>Proposals for Reserves</b></p> <p>DW shared proposals for the spending of revenue reserves.</p> <p>Revenue reserves have been held at high levels in the past because of falling rolls. DW consulted with staff on what they considered would be of benefit across the schools. DW provided governors with a list of suggested items of expenditure including:</p> <p>Provisions for nursery and reception children including technology, music and role play resources.</p> <p>Bsquared – a tracking system for children with SEND.</p> <p>Ipads for staff,</p> <p>New Books</p> <p>Investment in the forest school</p> <p>Temporary change in the staffing structure.</p> <p>The total cost of all of the proposals was approximately £70k.</p> <p>It was noted that as these items of expenditure were not included in the Budget and under the terms of the Scheme of Delegation, formal Board approval would be required. It was agreed that proposal for the items of expenditure would be presented to the Board of Trustees in March.</p>
	<p><b>ACTIONS</b></p> <p>To agree proposal for use of revenue reserves for the Board of Trustees.</p>

<b>AGENDA ITEM 4</b>	<b>PART ONE MINUTES OF MEETING – January 2022</b>
<b>Discussion:</b>	The Part One minutes of the meeting of 20 <sup>th</sup> January 2022 were circulated in advance of the meeting and were accepted as a true and accurate record. All agreed.
<b>DECISION</b>	<b>That the Part One Minutes – 20<sup>th</sup> January 2022 be accepted as a true and accurate record. All agreed.</b>
<b>AGENDA ITEM 5</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	<p>Annual Safeguarding Report to be included on next agenda. COMPLETE</p> <p>HS to complete safeguarding governor visit. ONGOING</p> <p>JB to review website compliance. ONGOING</p> <p>EG to complete link governor visit.</p>

	<p>S175 Safeguarding Audit to be included on the next agenda. COMPLETE</p> <p>ML to convene a working group to discuss vision and strategy and pupil progress and attainment. COMPLETE</p> <p>Clerk to advertise governor vacancy with Inspiring Governance. ONGOING</p> <p>Governors to receive an update on the connected curriculum. COMPLETE</p> <p>Governors to consider proposals for spending of reserves. COMPLETE</p>
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<b>AGENDA ITEM 6</b>	<b>CHAIR'S ACTION</b>
	The Chair had not taken any urgent decisions on behalf of the LGB since the previous meeting.

<b>AGENDA ITEM 7</b>	<b>PRINCIPAL'S ACTION</b>
	The Principal had not taken any urgent decisions on behalf of the LGB since the previous meeting.

<b>AGENDA ITEM 8</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Autumn Term Pupil Outcomes Summary Report</b></p> <p>Governors received the autumn term pupil outcomes summary for information.</p> <p><b>School Session Times</b></p> <p>Governors received information on school session times and term dates.</p> <p><b>SEND Update</b></p> <p>SW provided a SEND update.</p> <p>The procedures for identifying children with special educational needs has been updated to include a tiered approach which will help staff keep track of all children who receive additional support. Wave 1 is where a child will be 'on watch' - no additional needs have been identified at this stage but staff will monitor the child. Under Wave 2, staff will be asked to complete a first concerns form which is a one-page document which details what additional support may be in place in addition to quality first teaching. Wave 3 is where a child requires SEN support and details of all of the additional support are recorded. Wave 4 is where a child has an Education and Health Care Plan (EHCP).</p> <p>The identification of need document and local authority banding documents are used to support staff and to help develop their understanding. The new procedures are working well.</p> <p>There are more teaching assistants who provide more support and work with children in smaller groups.</p> <p><b>Q: What is classed as a special educational need?</b> A: It is where a child has any barrier to learning.</p> <p><b>Q: Are pupil progress meetings being held?</b> A: These need to be put in place.</p> <p>There are currently two children with EHCPs in the school but there are a number of possible children with undiagnosed needs. A diagnosis would not change the way the school works and supports children.</p>

	<p>The school only receives additional funding if a child has an EHCP and this is why it is important to identify complex needs as early as possible.</p> <p><b>Teaching and Learning</b></p> <p><b>Connected Curriculum</b></p> <p>Governors received an update on the connected curriculum.</p> <p>The connected curriculum is about how areas of the curriculum connect together so that there is a broad and balanced curriculum. Some areas are taught discretely and some areas are linked with a book the children are reading. An example of this is that Cheshire Dance are linking their routines to the book the children are reading.</p> <p><b>Q: Why is it important to connect the curriculum in this way?</b>  A: So that children can see the connections between subject areas – an example of this is that the book 'Can We Save a Tiger' includes elements of the science and geography curriculum.</p> <p><b>Q: Is the curriculum as rigorous using this approach?</b>  A: The rigour comes from working together. Children learn how to work incrementally through the year and the curriculum gets more difficult as the children progress through the school and their skills increase. The approach leads into the long-term planning which leads to a weekly plan so the sequence is clear throughout the curriculum.</p> <p><b>Q: How are children assessed?</b>  A: Through ten-minute tests or key questions which are used to see what children remember.</p> <p><b>Q: How are skills-based subjects assessed?</b>  A: This is a work-in-progress in the Design and Technology curriculum and there may be a focus on a review of the skills children have rather than asking them to answer questions.</p> <p><b>Monitoring of Teaching and Learning</b></p> <p>Monitoring takes place through pupil voice, a review of the work in books, data, displays and teacher reflections. Subject leaders complete learning walks and all staff are able to feed into reviews. There has not been as much formal monitoring due to covid and it was recognised that this needs to happen.</p> <p><b>Q: In the peer review it was stated that the curriculum was not clear to all staff, why is this?</b>  A: DW was of the view that the curriculum was clear to staff, there is an overview in the staffroom and documents outlining the curriculum are available to all staff. The comment in the peer review was in response to an answer from one member of staff.</p> <p>The peer review suggested that there needed to be further injection of pace into the strategic planning process. DW advised that the plans are not contained in one document but they are available.</p> <p><b>Q: What is the impact on teachers as there is a lot of information they are required to complete in addition to teaching children.</b>  A: It is a lot of work but once the process has been completed it will be in place for a long-time.</p> <p>It was agreed that DW would provide a teaching and learning monitoring schedule for the next meeting.</p> <p>Governors thanked staff for all of their hard work.</p>
	<p><b>ACTIONS</b></p>

	<b>DW to provide a teaching and learning monitoring schedule for the next meeting.</b>
<b>AGENDA ITEM 9</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<b>Discussion:</b>	<b>Safeguarding Update</b>  Governors confirmed receipt of the S175 Safeguarding Audit.
<b>AGENDA ITEM 11</b>	<b>GOVERNANCE AND RISK</b>
<b>Discussion:</b>	<b>Governor Working Group</b>  This was discussed under the item on the connected curriculum  <b>Governor Vacancies</b>  There is one co-opted governor vacancy and one parent governor vacancy. Nominations for parent governor vacancy to be circulated to parents.  <b>Governor Visits</b>  NK to complete SEND link governor visit for the next meeting.
	<b>ACTIONS</b>  <b>NK to complete SEND link governor visit</b>  <b>Parent governor nominations to be sought</b>
<b>AGENDA ITEM 13</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	Tuesday 29 <sup>th</sup> March 2022 at 6pm

**There were no further discussions**