

## THE GOVERNING BODY OF HEADLANDS CE (VC) JUNIOR, INFANT AND NURSERY SCHOOL

### Finance, Resources and Staffing Committee

Minutes of a meeting of the Finance, Resources and Staffing Committee held at 6.30pm at the School on Wednesday, 20 November 2019.

#### PRESENT

Mr C Looker (Chair), Mr D Cloughton, Mrs P Cocker and Mrs G Wright\*.

\*For item on Teacher Appraisal Report only.

#### In Attendance

Mr M A Johnson (Minute Clerk)  
Mrs S Walker (School Business Manager)

Agenda Item	Discussion and Decisions	Action – who/date/ action
395.	<p><u>APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</u></p> <p>Apologies for absence were received from Mrs Wright, but she was to be contacted by telephone later in the meeting to partake in the discussion on the Teacher Appraisal Report.</p> <p>There were no declarations of interest.</p>	
396.	<p><u>NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS</u></p> <p>No items were notified.</p>	
397.	<p><u>MINUTES OF THE MEETING HELD ON 12 SEPTEMBER 2019</u></p> <p><b>RESOLVED:</b> That the minutes of the meeting held on 12 September 2019 be approved and signed by the Chair as a correct record, subject to the following amendment:</p> <p><u>Minute 381(b)</u></p> <p>The date referred to should read 20 October 2019.</p>	

398.	<p><u>MATTERS ARISING</u></p> <p>(a) <u>Repair of KS1 Playground Flags (Minute 388 refers)</u></p> <p>In response to a governor question as to the current state of the flags the Head Teacher confirmed that they were still okay and that repairs would likely be carried out during the Easter Term.</p> <p>(b) <u>Items Identified for Inclusion on the agenda for this meeting and Full Governing Body agenda (Minutes 381 (a), (b) and (c) and 387)</u></p> <p>All items identified for inclusion on the agenda for this meeting, and the Full Governing Body on 2 October 2019, had been added accordingly.</p>	
	<p><i>The Chair determined a reordering of the agenda business, as follows:</i></p>	
399.	<p><u>2019 INTERNAL AUDIT - REPORT ON OUTCOMES AND RECOMMENDATIONS</u></p> <p>Governors recorded their thanks to the School Business Manager for her part in the outstanding result achieved from the Internal Audit, the report of which was now loaded onto the secure Governors' website.</p> <p>The School Business Manager reported that the requisite action was being taken to ensure that funds from the Robinwood residential account were moved over to the correct account. She further mentioned that, where there was a difference between receipts and payments regarding trips/visits, this was accounted for by where the money was recorded in the accounts and by balances which crossed over more than one financial year. It was confirmed that each trip was audited and that the Auditor had been advised accordingly.</p> <p>The School Business Manager confirmed that the other two minor action points had been completed.</p>	
400.	<p><u>MONITORING OF INCIDENT LOGS FOR HEALTH AND SAFETY</u></p> <p>Governors had been supplied with a record of minor incidents for pupils in KS1 and KS2 during the Spring and Summer of 2019, together with Incident Report Forms for the Summer Term 2019. The majority of the incidents had occurred over the lunchtime period and had reduced slightly since the last report; the key message was that there were no concerns.</p>	

	<p>It was noted that some of the Incident Report Form items were pupil behaviour related and in response to a Governor question it was confirmed that these behaviour issues were being addressed.</p> <p><b>Q: What is the impact on staff with reference to the four incidents of challenging behaviour?</b></p> <p><b>A:</b> The school seeks to support the staff and provides time for them to sit in the staff room and recover. These incidents have occurred on account of a challenging group of pupils.</p> <p>The Head Teacher explained the behavioural approaches of the staff who employed early intervention measures and would only call for other assistance if felt necessary.</p>	
401.	<p><u>TEACHER APPRAISAL REPORT 2018-19</u></p> <p>(Mrs G Wright joined the meeting for this item by telephone contact).</p> <p>Governors had been supplied with a report explaining the appraisal cycle in 2018/19. The process had involved:</p> <ul style="list-style-type: none"> <li>• Setting of appraisal objectives in a planning meeting.</li> <li>• Assessment against teachers' standards.</li> <li>• Assessment against career stage expectations.</li> <li>• Consideration of level of responsibility i.e. MPR/UPR experience.</li> </ul> <p>It was noted that all teaching staff had one appraisal target based on school developments/priorities, and there was also a target based on personal professional development. In the case of any staff whose teaching was not judged as good, their professional development target was linked to improving the quality of teaching and learning. A third appraisal target was linked to pupil attainment/progress.</p> <p>Interim review meetings were held in the Summer term, with final review meetings taking place in the Autumn term.</p> <p>The submitted report provided the results of the appraisal. Governors noted that, in relation to 3 teachers who were on maternity leave when the appraisal reviews took place, the Head Teacher was to take HR advice on how to proceed.</p> <p>It was further noted that appraisals for teaching assistants and support staff had now been developed, and targets linked to supporting well-being and supporting either individual or groups of pupils had been set, with a third target based around personal development. Appraisal reviews for these colleagues would take place shortly.</p>	<b>Head Teacher</b>

	<p>In response to a related question regarding the impact of the appraisals the Head Teacher explained that these had been conducted in compliance with section 56 of the Teacher Appraisal Policy i.e. with due regard to the impact on race, sex, sexual orientation, disability, religion and beliefs, age, part-time status, and maternity in pregnancy. In response to a further question the Head Teacher confirmed that all teachers had met their appraisal objectives.</p> <p>The Committee acknowledged that the appraisal reviews had been a very rigorous and robust process, allowing the teachers to take ownership.</p> <p><b>RESOLVED:</b> (i) That the pay advancements recommended by the Head Teacher be ratified.</p> <p>(ii) That the Committee notes that the Chair is to look at the pay scale in relation to the Deputy Head Teacher, and where this scale fits in relation to the Head Teacher and Assistant Head Teacher pay scales.</p>	<p><b>Committee Chair</b></p>
402.	<p><u>REVIEW OF THE TEACHER APPRAISAL AND TEACHER PAY POLICIES</u></p> <p>(a) <u>Teacher Appraisal Policy</u></p> <p>Governors had been supplied with the proposed Teacher Appraisal Policy. The Head Teacher explained that this was the LA model policy and was fit for purpose for the school, with the only change from last year being to update the year.</p> <p><b>Q: Does the LA have a model policy around teaching assistants and support staff?</b></p> <p><b>A:</b> No, hence why the school has done its own.</p> <p><b>Q: Are support staff on Kirklees' pay arrangement?</b></p> <p><b>A:</b> Yes, the incrementals are automatic. If we did not want a member of staff to progress for any reason we would have to make a case.</p> <p><b>RESOLVED:</b> (i) That the submitted Teacher Appraisal Policy be approved and adopted.</p> <p>(ii) That the Chair make an appropriate revision to the Committee's Terms of Reference in relation to the determination of support staff pay increases.</p>	<p><b>Committee Chair</b></p>

	<p>(b) <u>Teacher Pay Policy</u></p> <p>Governors had been supplied with the proposed Teacher Appraisal Policy, which was again the LA model policy and which reflected the new pay rates.</p> <p>The Head Teacher sought an amendment to say that teachers would be notified by no later than 30 November (in relation to the outcome of pay review) because it was not practicable to notify this by the currently specified date of 31 October given the timetable for the appraisal process. The pay was always backdated to the appropriate day in September.</p> <p>A further amendment was required to section 2.04 to change reference to the Pay Committee to the Finance, Resources and Staffing Committee.</p> <p><b>RESOLVED:</b> That the submitted Teacher Pay Policy be approved and adopted, subject to the two changes specified in the preamble.</p>	<p><b>Head Teacher</b></p>
403.	<p><u>BUDGET MONITORING</u></p> <p>The School Business Manager presented financial monitoring information for Period 7, comprising the school's cash flow statement and the local authority IP004 (SAP) statement, together with budget profiling schedule, giving a current 'budget remaining' position in the sum of £787,708.29 and a current predicted revised remain at financial year end of £78,263. The figures included the Teacher Pay Grant of £18,059 and Teacher Pension Grant of £34,875 which were higher than originally expected.</p> <p><b>Q: Why is the spend on teachers lower than budgeted?</b></p> <p><b>A:</b> This is partly explained by upcoming maternity leave, although some of the underspend will be offset by increased supply teacher costs. When the salaries go through in December we will have a better picture and the figures should all level out and allow a more accurate prediction by the time of the next meeting of the Committee.</p> <p><b>Q: Can you elaborate on the notes provided for the laboratory assistants, etc?</b></p> <p><b>A:</b> Some of these concern high needs top up funding which we cannot project.</p> <p><b>Q: Why has the funding for EYFS reduced?</b></p> <p><b>A:</b> This is based on the number of nursery children in school. I will look into the reason for the reduction and report back.</p>	<p><b>School Business Manager</b></p>



The Chair reminded governors of the obligation to identify the impact and ensure that the application of pupil premium monies was making a difference. This Committee's responsibility was to look at where and how pupil premium monies were spent, and it was the responsibility of the Children, Families and Community Committee to look at the impact on the children, and that Committee had now commenced that task.

It was explained that the expenditure set out in the pupil premium strategy was not just for the purpose of supporting pupil premium pupils but other pupils also. The expenditure exceeds the amount of the pupil premium funds received by the school.

The School Business Manager reminded governors that Ofsted had asked the school to justify having the post of a non-teaching SENCO, and explained that only 25% of the post-holder's salary came from pupil premium funding and that she provided a whole range of support for the pupil premium children and their families; further, the school currently had an increasing number of pupil premium children, evidenced by our deprivation index.

**Q: With reference to the barriers to future attainment i.e. disadvantaged pupils, particularly boys, making progress from EYFS to KS1 and across Years 3-6 in reading, writing, maths and SPaG, is there anything specifically we are doing to target these boys?**

**A:** We address this issue within the context of action for all children, both girls and boys, albeit with targeted interventions where required.

**Q: With regard to the identification of underachieving disadvantaged pupils, why has there been a reduction in the number of times whole school data is analysed by the Assessment Manager from 4 to 3 times a year?**

**A:** It has been recommended that we decrease this analysis to 3 times a year, which fits in with doing this once per term. This gives us the information we need and is aligned with the curriculum, whilst also contributing to staff well-being by reducing workloads.

**Q: With reference in the report to only 55% of Year 1 disadvantaged pupils having achieved the expected standard in phonics in June 2019, compared with 90% of non-disadvantaged pupils, do we need to be spending more, therefore?**

**A:** This falls within the quality of teaching for all pupils rather than being targeted specifically for this group.

	<p>With reference to the stated measures in the report for addressing attendance figures for disadvantaged pupils it was noted that the Chair of the Children, Families and Community Committee had taken accountability for monitoring levels of absenteeism.</p> <p><b>Q: With reference to the one-to-one teaching assistant support provided during lessons to disadvantaged pupils with emotional and behavioural barriers, how do we know what impact this is achieving?</b></p> <p><b>A:</b> This concerns a group of six particularly challenging pupils who would have a massive impact on the rest of the pupils if this one-to-one support was taken away. It would be appropriate to prepare a supportive case study for this group for presentation to the Children, Families and Community Committee.</p> <p><b>RESOLVED:</b> That the School Business Manager, Deputy Head Teacher and Inclusion Manager be thanked for the report.</p>	<p><b>Head Teacher</b></p>
405.	<p><b><u>STAFFING</u></b></p> <p>The Head Teacher reported that it had been a very difficult start to the new academic year, with unprecedented staff absence levels, some of which were related to personal circumstances and sickness. There were two teaching assistants currently on long-term absence. One teaching assistant was also leaving at the end of this week and another would be retiring at the end of the year. This presented a challenge for the school in terms of support staff.</p> <p>General short-term illness and training had also contributed to an unprecedented level of staff absence this term. Whilst staff had been very flexible, the situation had nevertheless been very challenging and difficult to manage. Also challenging had been the task of finding cover, which had also been an issue financially. The situation had put pressure on both staff and the leadership.</p> <p>Recruitment for a teaching assistant was taking place this week but the quality of applications had been poor. No appointment would be made in the absence of a person of the right quality.</p> <p>The Head Teacher then reported on a request of a member of staff to reduce her hours which was explained to the governors. It was proposed to meet the request by a trial period of reducing her hours and providing some handover support.</p>	

	<p>An advertisement had been placed for a six-month temporary post to cover the remainder of the hours for the post, following which the position would be re-evaluated for both members of staff. Some good quality applications had been received so hopefully the matter would work out.</p> <p><b>Q: Is there any particular trend emerging in terms of staff absence?</b></p> <p><b>A:</b> No, this only reflects the general reasons why staff are absent; it has just been the sheer volume this time which has been problematic.</p> <p><b>Deleted – See Minute 411</b></p> <p><b>Q: Have there been any particular parent responses to the staffing challenges over the last eight weeks?</b></p> <p><b>A:</b> We do not put out any information on daily teaching assistant changes, but the adjustment of the specific one-to-one support provided by a teaching assistant was explained to parents accordingly. No parents have raised any concerns about the staffing challenges. Governors praised the leadership and staff for dealing with these challenges in a way which has not resulted in any issues being raised by parents.</p>	
406.	<p><u>POLICY REVIEW SCHEDULE</u></p> <p>The Chair reported he was working on putting this schedule together and would present to a future meeting in due course.</p>	<b>Committee Chair</b>
407.	<p><u>USE OF SCHOOL SPACE</u></p> <p>Governors had been supplied with a copy memo from Scott Deacon at the local authority, enclosing a copy of the report produced following the site survey relative to finding a solution to the nursery provision currently housed in a temporary classroom. It was emphasised that this stage was a fact-finding exercise with a view to hopefully preparing a formal strategy of action within the next two weeks.</p> <p>The report also provided an update in relation to the school's hall, which is currently too small.</p> <p><b>Q: What are the next steps?</b></p> <p><b>A:</b> Scott Deacon, Asset Management Officer is to look at similar schools to gauge the potential cost of re-siting the nursery, and to do a review of the conditions survey.</p>	<b>School Business Manager to email the complete site access report to all governors on the Committee.</b>

	<p>Following this feedback the school would need to contact the Learning &amp; Early Support Service at the Local Authority to discuss a possible way forward.</p> <p><b>RESOLVED:</b> That, in anticipation of acquiring the further information outlined, the Chair emails Jo-Anne Sanders, Service Director, Learning &amp; Early Support at the Local Authority to set up a meeting early in the new year, to include the Committee Chair and Chair of Governors, to discuss a way forward</p>	<p><b>Committee Chair to set up meeting.</b></p>
408.	<p><u>ANNUAL IT REPORT</u></p> <p>Governors had been supplied with an update report by the school's IT Manager, setting out proposed IT plans and projects for 2019-20 onwards. Governors considered it to be an exceptionally good report and were grateful that the school is in the position of having such a good IT Manager.</p> <p>With reference to the section in the report concerning the proposal to move the school onto social media as an additional means of keeping parents and the local community up-to-date with what was going on in school, it was noted that the Children, Families &amp; Community Committee was actively focused on this aspect and its links to the School Improvement Plan and wider communication with the community.</p> <p>It was considered appropriate for the Chair to meet with the IT Manager to discuss his IT Plan with a view to aiding governors' understanding of the strategic approach to IT.</p> <p>The Committee received the Annual IT Report with thanks.</p>	<p><b>Chair to set up meeting with IT Manager</b></p>
409.	<p><u>ANY OTHER BUSINESS</u></p> <p>There was no other business.</p>	
410.	<p><u>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</u></p> <p><b>RESOLVED:</b> That the next meetings of the Committee be held at 6.30pm at the school on:</p> <p>Tuesday, 10 March 2020  Wednesday, 13 May 2020  Wednesday, 1 July 2020</p>	

411.	<u>AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY</u>  <b>RESOLVED:</b> That the penultimate question and answer in minute 405 be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.	
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The meeting closed at 8.44pm.

C A Corder  
CHAIR  
17/11/20