


St Bartholomew's Church of England Primary School
Governing Body
Minutes of Finance Meeting held on Wednesday 24th January 5.00pm

Present: Cheryl Govier (Chair/Foundation Governor), Tammy Court (Staff Governor), Gemma Coward (Headteacher), Stephen Gray (Foundation Governor), Steve Briggs (Vice Chair), Elizabeth Fox (LA Governor)

Also Present: Emma Harwood (Clerk)

Agenda Item	Detail
1.	<p>Apologies for Absence and acceptance or non-acceptance Melissa Diment sends apologies, the board accepts them.</p>
2.	<p>Declarations of interest No new Declarations.</p>
3.	<p>Procedural Matter</p> <p>Minutes from last meeting GB2 approved by board.</p> <p>Actions from GB1</p> <p>EH/School Office – Governor recruitment letter to go out to parent community, this has now been actioned</p>
4.	<p>Finance</p> <p>GC met with Finance Officer. The headlines are that we are in a good position referring to the summary you will see that there is around a 69k surplus which is a good position to be in, this is mainly down to the savings from the Business Manager role and other staffing changes. GC refers to month 4 looking slightly askew last time whilst we had the money there, there were some pots overspent whilst others not, due to the difficulties we have had around staffing there are still things not going out of the right pots. Finance Officer has assured GC that this does not matter, as we just journal it. Finance Officer will document the conversations from their meeting. We have a lot of money still sitting in teaching staff cost centre.</p> <p>GC has already budgeted for an M6 teacher from now until March, with a surplus of 2k, we can still afford that and do more SATS booster.</p> <p>GC also looking to see if we can use more TA hours for some other interventions. There was a large amount left from the COVID recovery pot, however this has already been used for interventions so that money has been moved to TA staff cost centre, this has been journalled.</p> <p>We had a 9k surplus in the supply sickness but in teaching supply we didn't have money. Money that should have come out of SDP money, as we agreed supply cover for teachers to do monitoring as part of the SDP, all of the reports submitted has shown that this is happening, however the money seems to be coming from the wrong pot, as it's coming out of the supply cost centre as opposed to the SDP. The Finance Officer will be looking at this. Therefore, when you look at Education Support</p>

Signed Chair of Governors  Date...25/03/24.....

Staff, we are minus £10,892.00, however it's not actually that as some of the high needs funding already in place to support those children.

Finance Officer believes there will be a saving on electricity on saving but this is still unknown. The ARK pot has a big amount of money, however the board agreed GB2 to cover SENDCo for the summer term so we have enough money to be able to do that from that from the ARK cost centre, as we have moved forest school teacher into teaching cost centre, this was done at month 4. Curriculum still has £4,000.00 left, so teachers are looking resources that are needed, as this will need to be spent before we move to the academy.

We have also got money in catering and UFSM, we had our catering audit a few weeks ago. The plan is to train all of our new cooks to level three, this will be £130.00 each and then the additional hours to be paid to do the training. We also need to buy a fly killer trap and new chopping boards. The hub does cooking and the hub should have their own cooking supply. We are looking to see what else needs an update.

Can we use any of that money around decoration, but Finance Officer will have a look for us. However, we still have money in maintenance in grounds and therefore we can do the water boiler and slip mats around school to be replaced, we will also look at the leaf work to be done.

High needs funding extra money that came in interventions and support happening and 1:1 in place where they are not funded.

GC goes on to explain that we still have the general contingency. GC states we need a better look on budgets for the rest of the year. We have many staff whose contracts end in March; therefore, we need to know we are continuing that and that we have enough for that. GC is concerned at the lack of the level of detail of the change not having the clarity to make the best decisions. We will spend everything that we have got within reason when we have the clarity from the MAT to know we will have enough to keep the people we need.

CG suggests that we should write a governing body to the MAT with a list of what we need clarity on so we can make informed decisions about the future of staffing etc.

Finance Officer has gone to tidy up and a discussion around what staff need. The additional hours from the office manager will come to an end and it has been assessed what administration will be taken centrally and what will continue in house. GC has discussed this with the Finance Officer and has been advised that the key areas to be aware of is around petty cash and P card and how this is managed internally and ensuring there has been training to enable this.

EF asks about EAL funding. EF goes onto explain that it is her understanding that the funding is £500 for three years after hitting October census.

GC reassures governing body that we are not going to be transiting in a deficit. Finance Officer asks if we want a month 11 report or do we wish to use those Business Manager hours to for tidying up, but need to know what level of information the QET need and if they want a month 11 report.

SFVS Questions

CG confirms 3 Questions that need to be looked at.

Question 1: Does the school review its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity? Yes, this is regularly

reviewed. GC goes onto say that they have kept reviewing our numbers and number of classes and planned fixed term contracts accordingly.

With going ahead with the class teacher for next year GC has looked carefully at what we are able to offer anyone should we need to retain. We are not in a position at the moment to offer permanent contracts. These discussions have been had with QET prior to advertising for this role. CG suggest we should monitor this throughout the year.

Question 2: Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?

GC explains that there has generally been no change to this from that of last year however the Committee members have changed and questions if training is required. EH has checked and the next training date for this particular training is 12th June, therefore CG suggests that we check with QET as to whether this is a review, they will take on internally before any training is booked that maybe unnecessary. However, the next review is scheduled for 27th February and CG asks if there are two more governors willing to participate in this. EF, SG and CG to attend.

Question 3: Has the school published on its website the number of employees (if any) whose gross salary exceeds £100K?

The school is aware of this requirement, however this is not applicable at this time

Q3 Cont'd: Does the school benchmark the size of its senior leadership team annually against that of similar schools?

Annual benchmarking exercise carried out during the Spring term with an appropriate group of schools, adjusting for the fact that we are a new Primary school that currently has its first intake of year 6 pupils. All Board members are provided with access details to the benchmarking website. Bench marking is discussed and evidenced at GB meeting.

Staffing update

GC explains that there is currently an internal advert for a 2 day a week cleaner and we have had an application but not agreed a date for interview, but we need to get this over the line as quickly as possible as we need this person to start on 16th February. GC asks if there are any available governors to help with interview process.

We have done internal advert for year 5 teacher for next year, we have had an expression of interest.

We have 2 MDSA adverts and one application.

There has been no interest for maternity cover position for the three day a week teacher, however this does not close yet, we are looking to interview on 6th February.

Unofficial fund

GC explains that since the last GB the unofficial fund been agreed, audited by the Local Authority and come back to us again and signed.

Virements BUF2 reported to governors GB3 24/01/2024.

	<p>At GB2 it was agreed the movement of money to revenue to do the cover of the office, however GC can't get anyone to do it, however we are actioning PE.</p>
<p>5.</p>	<p>Subject Leader Report</p> <p>Pastoral leads</p> <p>Governor Questions:</p> <p>The HUB behaviour records have been set up and are placed in each cupboard for ease of use." – is this cupboard locked? How can we be assured that these records are being stored securely?</p> <p>The hub records are kept in Starling Class and Owl Class cupboard on a high self. The cupboards are locked and secure. This is also where the accident and incident books are kept for classes that are in the main building.</p> <p>For the 2 children in the middle and 1 saying they aren't enjoying the HUB, do you know why?</p> <p>Both children are also on the SEN register and find it tricky to articulate their feelings and thoughts. 1 child has been chosen to go in the hub due to escalated levels of behaviour towards other and wants to be outside. The questions that were asked were closed question with the responses being yes, no in the middle. However, when asked what they liked doing in the hub they were able to respond to the days and activities that they like due to linking it with an experience. Perhaps questions need to be drilled down a little more so that they can have an experience that they can link to.</p> <p>Could the children who said the HUB wasn't helping their behaviour articulate reasons why?</p> <p>No the child could not articulate due to being a selective mute. However, perhaps that questions need to be pictorial based.</p> <p>How are we addressing consistency in recording incidents in the behaviour log? Is there staff wide instruction in what constitutes a behaviour incident?</p> <p>Staff have had training regarding this and support in how to record incidents. Staff that we have identified have been given more support when filling the forms in and the reasons why this MUST occur. We have furthered this discussion by explaining how it helps us to identify triggers and patterns of behaviour. This was also discussed in the behaviour training that Bev Davis delivered. Through evaluation of the FORMs all staff that attended felt it had been beneficial and shared that they found it useful when dealing with behaviour and the language to which they can use. Some of the evaluation shared the language that they had been using with the children and the positive impact that it had.</p> <p>As there is a high percentage of Pupil Premium & SEN children in the hub, are the PP lead and SENco involved in the behaviour log data and do they have any input in it being updated to reflect ease of use?</p>

We have worked in conjunction with Dave Fordon and Liz Loud with the educational needs of the children in the Hub and implications of behaviour. Currently Liz Loud supports the hub on a Friday. We have communicated through emails, discussions and briefing.

Are the lessons in RSHE addressing particular behaviour reports highlighted to the children as addressing that behaviour issue?

Behaviour and incidents are always pushed through RSHE as this is an important learning need. RSHE lessons are planned and carefully timetabled throughout the school. However, it is important that that we teach as we meet. As the Hub, is underpinned on RSHE skills this is implemented through all that is delivered. There are times that we need to not wait for RSHE and it is pivotal to implementing the addressing behaviour through our shared family lunches and the activities the children do.

Does the impact of the hub on the children attending have any evidence in their normal class lessons? Is their behaviour improving outside of the hub?

Pupil voice was positive that all children shared that they felt the hub was improving their behaviour. The children who attend the hub seem to be regulating their behaviour and they have not been withdrawn from the class or any fixed term suspension. From this, we are seeing that the children are more settled and are beginning to articulate when they are heightened or distressed as they are starting to recognise the triggers and the consequences.

When the children in the Hub are heightened or disregulated they are also seeking out Jenny Coram or Bev Davis which is leading to positive outcomes.

PP Lead Report

Governor Questions:

Are there specific clubs that PP children are more likely/have historically attended?

Football clubs have been particularly popular of all children including PP, however, as the PE lead too, I believe it is important to have this opportunity but also access to a range of sports.

30% of PP children attending clubs seems low, what are some of the barriers that are limiting their attendance?

30% of all children attending are in receipt of PP which is not too low considering we have a similar percentage of PP children within our school. 35% of all children in receipt of PP are attending clubs. Although I hope to improve this as I do agree there should be more. There were more clubs offered last half term, compared to this half term, so hopefully with an increase in opportunity, we will see an increase in PP participation. One of these being a lunch time club.

Can you describe some specific impacts/stories of children who have attended clubs? What difference has it made to their day-to-day life in school and their learning?

I have noticed with some PP children that their confidence and self belief is much improved, I feel this is down to the collaborative clubs on offer to the children. One boy in particular has drastically

Cheryl Govier

changed his behaviour and effort within class due to the values we uphold in the sporting clubs. This is now reflected in his school work, which is great to see.

Geography

Governor Questions:

What impact has the purchase of atlases and maps had on the children's learning?

Children can meet subject-specific criteria to improve mapwork and Geography knowledge. This has then seen them understand locations and geography a lot better due to the atlases being available.

How do you ensure consistency in the teaching of Geography across key stages?

Regular monitoring and sharing of ideas during collaborative tasks with my colleagues. Support given to staff if they need it to support with planning. Informal conversations to support my colleagues with their geography lessons.

What are our key development areas in Geography? How are you seeking to address them?

To ensure learning environments are up to date, this will be achieved by reminders and the monitoring being shared with my colleagues.

Quizzes to develop durable learning (sticky learning) - this is a curriculum focus too and will be monitored by lesson observations and planning as well as PDM discussions to support and remind all staff.

How will you ensure progression is clear and noticeable moving forward? Is this about varying/developing task design?

How will you ensure that those children who have been taught the wrong unit do not have gaps in their learning and knowledge?

Computing

Governor Questions:

The monitoring report mentions questions to staff and a staff survey? Has any feedback been received from the questions/survey?

100% of staff who responded to the questionnaire stated they preferred this planning to the previous and the following comments were made.

The layout, clear overview of the lessons, simple/clear objectives.

It is much clearer

It's easy to follow as the plan, PowerPoint and worksheets are all there together. You can choose what worksheets to do to support. The PowerPoint lessons are great and allow lots of talking points and a chance to assess their own learning/knowledge at the end of each.

Does the new course cover the wider impact of being safe online? Eg. Playstation/X-box/Switch and their inbuilt chat facilities and other third party chat facilities? Eg Twitch, Discord, etc?

	<p>This is covered in our online safety starters, collective worships and RSHE lessons</p> <p>Are there any tailored computer lessons / online safety lessons for any of our SEND children? I.e. those with physical impairments/delayed learning.</p> <p>SLT and Leadership Time</p> <p>The monitoring report mentions questions to staff and a staff survey? Has any feedback been received from the questions/survey?</p> <p>100% of staff who responded to the questionnaire stated they preferred this planning to the previous and the following comments were made. The layout, clear overview of the lessons, simple/clear objectives. It is much clearer It's easy to follow as the plan, PowerPoint and worksheets are all there together. You can choose what worksheets to do to support. The PowerPoint lessons are great and allow lots of talking points and a chance to assess their own learning/knowledge at the end of each.</p> <p>Does the new course cover the wider impact of being safe online? Eg. Playstation/X-box/Switch and their inbuilt chat facilities and other third party chat facilities? Eg Twitch, Discord, etc?</p> <p>This is covered in our online safety starters, collective worships and RSHE lessons</p> <p>GC reports that the Geography Lead has done the Geography Lead update meetings with the LA. GC with the school support solutions that we bought into provided curriculum review training, and the Geography Lead on maternity is also supporting through her kit time. GC also states that the Pastoral leads working have been with blue school and training with them in 4 blocks.</p> <p>Governor asks are there any tailored computer lessons or online safety lessons for any of our SEND children, i.e those with physical impairments or delayed learning? TC answers we don't have any children with physical impairments that would require this. TC explains that all of our children access the curriculum exactly as it is and if we need to tailor anything then we will. However, with online safety its mainly discussion based most children can access it, so it would be they way it was worded it and exemplified it.</p>
6.	<p>Safeguarding, Online Safety and Attendance update</p> <p>GC reports on the SCR. The Office Manger did the training again two weeks and there have been more updates again. Office Manager and GC have had a meeting with LA and they are happy that we are doing all the things we should be doing. There are just some outstanding administrative tasks that are being worked through but nothing to cause any concern.</p> <p>Essentially, they are asking for more references and risk assessments around the references. LA are happy that we are doing everything correct. It was mentioned the concern around continuous updates to this and the therefore staff responsible for this never feel that they are keeping it up together because it changes so often. GC expresses this is a big concern for the conversion to QET, as this has taken a lot of time to keep up together, how will this transfer over to QET's systems etc.</p>

GC understands that QETs MIS systems run on different platforms to their SCR records system and we need an understanding on how this data will transfer through.

EF met with Office Manager and looked through SCR.

Safeguarding report has been shared with governors.

GC explains that the Safeguarding Audit needs to be completed by 31st, GC aims to finish this in the next couple of days. GC has been told by the LA that we don't have to add the evidence we just need to answer the questions, due to time constraints this is what GC will do.

GC states she has an Attendance meeting with LA in next couple of weeks.

Online safety

TC explains that they have had the PCSO in for year 6, about making good choices. And covered online safety and group chats.

Mini police are happening with year 5. GC put in the Safeguarding report about the new cases taken to One Team and we are already doing all the actions.

New Local champions and working more closely with them, as we are losing Yeovil 4 family's. DDSL found a course from 4-12 year olds for healthy relationships.

SG asks if incidents if behaviour are logged at breakfast club, GC confirms that they have their own book and are scrutinised together, however GC and TC cannot remember the last behaviour incident in Breakfast Club.

Governor Questions:

What work has been done with parents to support their understanding of bullying versus unkind behaviour incidents?

The work is being done with the children in school through RSHE and worship. Individual parents who raise concerns have this talked through with them about what is bullying and what is unkind behaviour. This is detailed in our My Concern reports.

Attendance of girls is slightly lower in some year groups. Is this linked to the profile of those girls e.g. SEND? What is being done to improve the attendance of girls?

We don't look at attendance by gender but by individual children and families and then put in place TAFs or other Early Help to tackle the issues through pastoral support.

How are those children who have absence supported to ensure they do not have gaps in learning, and this does not become a barrier to attendance?

PPMs and subject leader and SLT monitoring ensures that any gaps in learning are picked up and filled.

SCR – how many adults does this mean will now need school-based DBS?

3 this is already being undertaken

Lates (L) - what work is being done to support these children and families arrive on time? Is this a small group of children or a wider issue?

	<p>The Punctuality Panda is a whole school initiative which the children love. TAFs are in place to support families where attendance is an issue.</p>
7.	<p>Christian Ethos SIAMS</p> <p>GC shares that the RE lead has been on dioceses spirituality training and SIAM framework training. Collection worship lead monitoring time coming up.</p> <p>SG mentions that the diocese has their own You Tube channel which has many helpful training opportunities.</p>
8.	<p>Health and Safety</p> <p>GC mentions that report that child that had accident has been all investigated and all parents happy with outcome with that. Parents felt supported by staff and felt it was well organised. This incident has been reported to LA.</p> <p>SG copied into email about DCFG and energy efficiency grant but we don't have the capacity to drive that forward, although we have done all of the work, we will need to wait until May to get this over the line and also the works talked about in month 9 report. GC adds that the admin side of H&S is continuing on but obviously we are not at capacity in the absence of a of cleaner and caretaker.</p> <p>Governors would like to commend staff and their of handling of the recent accident.</p> <p>GC mentions that after the surveyor visit it's explained that cutting off the badger fence to the field which will move to the 125 lease to the MAT, however the boundary line wasn't clear, LA to clarify this.</p>
8.	<p>Policies</p> <ul style="list-style-type: none"> • H & S - approved • Governor Allowance - approved • Medical Needs - approved • Staff Absence Policy - approved • Children Looked After - approved • EYFS 2 Year Policy - approved • Uniform Policy - approved • Business Continuity Plan – GC is continuing work on this, including adding Wadham as our off-site evacuation point. GC confirms that she has bought a new grab bag and feels it is more robust. This does not get published onto the website. <p>GC suggests we need to ask QET at what point the policies are transferred over and how this looks like. CG suggests that we need to create a list of what needs clarifying from the MAT.</p>
9.	<p>MAT update</p>

	<p>GC expresses concerns about the level detail for our individual school and needs and feeling reassured that everything is in hand and on track for the transfer to QET. GC explains that we don't have the capacity that the other schools have, for example we don't have a business manager to overlook all of the financial details or a caretaker to take responsibility for all of the property maintenance work. Currently GC is trying to cover all of these areas and would appreciate some reassurances that we have provided all of the correct information and that she has completed everything necessary.</p> <p>SG has questions for QET with regards to our insurances and H&S policies.</p> <p>CG suggests GC writes a list of what needs to be done and assurances that are needed.</p> <p>GC has been invited to a working party to look at financing with the MAT.</p>
10.	<p>Clerk and Chair Briefings</p> <p>Not scheduled until next week, update to follow in GB4.</p>
11.	<p>Governor Recruitment and Training</p> <p>Governors completed training.</p> <p>EF to complete Safeguarding training on 5th March.</p> <p>CG has enquired to QET re finance training, but is still awaiting a reply.</p> <p>Governor training from QET re local governing board to take place 22ND Feb</p> <p>Attendance training from QET; video has been circulated for governors to watch.</p> <p>Staff TUPE 6 February.</p>
	<p>Any other Business</p> <p>GC states that the school prospectus has been updated and is ready to be looked at.</p> <p>Parent questionnaire was sent out and there were only 3 responses.</p>
	<p>Feedback from meeting</p> <p>Next meeting towards the end of March, in school.</p>

Meeting closed 6.50pm

Actions

Action detail	Member	Completion date	Completed Y/N
Sign minutes	Chair	GB4	

Signed Chair of Governors  Date...25/03/24.....