



**BROAD OAK PRIMARY SCHOOL
Full Governing Body Meeting**

Date of meeting: 11th December 2018

Quorum: 6 (met at this meeting)

Chair: John Janulewski

Clerk: Jenny Adie

Pages: 9

Signed: _____ **Date:** _____

Present Governor	category	end of term	present(P)/apologies(Ap)/absent(o)	
			12/9	11/12
Kim Burrell	Parent Governor	11/12/20	P	P
Alessandro Patti	Parent Governor	27/6/21	P	P
Debbie Plowman	Parent Governor	14/5/22	P	P
Jake Stoye	Parent Governor	21/5/19	P	P
Kevin Corteen	Headteacher	ex officio	P	P
Lisa Walker	Staff Governor	14/1/22	P	P
John Janulewski	LA Governor	8/3/20	P	P
Mike Dore	Co-opted Governor	14/5/22	Ap	P
Ann Johnson	Co-opted Governor	4/5/22	P	P
Richard Osler	Co-opted Governor (Staff)	4/5/19	P	P
Chris Pyle	Co-opted Governor	25/11/19	P	P
James Wilson	Co-opted Governor	25/11/19	P	P

Apologies
none

2. SEN Training

Thaley Clough

The training was in the Saplings classroom. Children work in here some or all of the day; some have EHCPs, some not, all have in common that they need a language-based approach to learning. Children do guided group work, shared group work and independent work.

Some would find it difficult to work independently even when a task is broken down. Much of the work is presented so the child can only succeed.

Q. Could these children in the past have been mainstream? Is the need to teach them separately due to pressure for results?

There are only two children who are always in this class, others spend their time in their own class as well, Teachers may not have time now to repeat work for children.

The question 'Is is your school a SEND magnet?' was posed to delegates, including Thaley, at a recent conference, by the President of the National Association of SEN; he said that funding nationally is not fit for purpose, schools can feel they are failing, and can feel overwhelmed.

How Broad Oak meets additional needs

High-quality differentiated teaching, all children are entitled to this;

Extra short-term support if needed, for example due to absence; meeting short-term need;

SEN support, long-term and individualised;

EHCP for children with more complex needs; this has to be applied-for, and is difficult to get; it is only for children with severe, complex and persistent needs.

Element 1 of funding, £4,000, covers the first 2 categories.

For a child with identified SEN, the School is expected to spend in addition up to and maybe more than £6,000.

There is only additional funding - top-up funding - at the EHCP stage, after the School has been through plan/do/review cycles of work with the child. The School still has to find the first £10,000, this is not refunded.

The national proportion of SEN is 11.7% Broad Oak has 11.5%.

The national EHCP proportion is 2.9%, Broad Oak's mainstream was twice this and has gone from 6 children in 2016 to 19 now without Acorns.

Acorns is stable at 7 children.

Thaley had a chart showing mainstream EHCPs in local schools; Broad Oak has much higher numbers than other local schools.

Q. Are these the same size schools?

Similar sized have at least 4 EHCPs, to 3 at 10 EHCPs, the maximum for other schools. Broad Oak has 19.

There are challenges to meeting the need. It has an impact across the School; the children's progress is very good, but their attainment can significantly affect the performance data.

These children are consistently a group with high Persistent Absence; they have complex needs, and may have family issues. There is less support in classrooms now.

Costs

The cost for a TA3 to work with a child is £16,827 at the lowest, up to £19,000. There is a top-up only after the School has spend £10,000. A child may need about 25 hours per week support, the more children the School has, the more times it has to find £10,000 per child, and often the top-up is not as much as the cost of support.

The children getting EHCPs have the highest level of need; 5 to 7 children per year apply-for and get EHCPs.

Because Broad Oak has spaces, they receive children from the south of the City.

The Saplings set-up was a strategic solution to support children in the SEN group. The two children here all the time are waiting for Special School places.

School also has solutions for other times of day. Lunchtimes and unstructured times can be very difficult for these children, they go to In Crowd, where they play games and get support.

School develops Teacher expertise; they have commissioned SALT, Educational Psychologist and Play Therapy time for direct work with children and also work with Teachers; there is also ongoing INSET.

They look at supporting parents. LW does work with parents on Early Help Assessments.

Professionals are telling parents that this is a good school for their SEN child.

This training is to make Governors aware of what the School does, and that the demand is uneven between schools in the area.

The School needs to deal with this situation, it has a deficit budget, and is not full so more children can come in.

The most funding offered for a child needing 25 hours support would be £7,000. Recently they were

offered £2,289 for a non-verbal autistic child in Reception who needs full-time support to access the curriculum. They are an inclusive school, but much work goes into making the EHCP application, they cannot get back only £2,289. They cannot continue to support this. The load is falling on schools now.

Q. Is the School in a situation where in future they will not be able to meet children's needs on the money they are receiving?

They are already in that position. They have to show that they have put in a term's specialist intervention before they can put in an EHCP application; the criteria are getting higher, less money is being given.

Q. What can we do to change this? Is there anything Governors can do?

KC told Governors that school place applications from children new to Manchester should go to an SEN Panel, not through the ordinary admissions process. The School is expected to meet the need, although they already have very high numbers of EHCPs, and no additional capacity to meet need. They can work with parents, and agree not to accept the Plan because it cannot be met on the funding given.

The City Council is making a 0.5% deduction from school budgets, just to deal with the deficit in High Needs funding, there is not more money going forward.

Q. Why are there higher numbers of children? Are more special needs being identified?

Nationally EHCP numbers are fairly steady; there is more identification, but there are more children with more complex conditions, more are surviving very early birth.

Q. On the spreadsheets, is High Needs funding just EHCP money?

Yes, EHCP and Acorns money in High Needs I03. There is also a notional budget, the same across all schools, £18,000 whatever the size of the school.

Q. Is it national or Manchester policy to do this?

Manchester

Thaley will email the presentation.

Governors asked to minute thanks to Thaley for what she does.

After the presentation there was some discussion of what can be done about the SEN funding: there is not enough money; how it is shared, the same amount for all schools regardless of size; maybe rationing though the LA do not say so; schools have places to take issues, for example Primary Strategy Group; they will be turning parents away, saying they cannot meet the need, there could then be appeals.

Q. Is KC asking for Governors' support if he has to take one of these decisions?

Yes, it will have to start soon.

Q. Governors can write a letter, would this be any use?

Money is decided by the Funding Forum, they have made their decision, they will just say that's how it is.

But Governors/School would have shown that they are proactive, making the case in advance.

This will come back to Leadership Group.

3. GDPR Training

Kevin Corteen, Clare Whiting

With slides from a presentation given to Staff.

GDPR came-in in May 2018, all EU states have to comply.

Personal data must be treated as an object, and kept safe.

Data relating to a person needs their agreement to use and process it. School can still do lots with data, but needs permission. People have to positively opt-in. School has changed forms to positive consent. Some parents have been very slow to return consent forms; they can refuse, then the School needs individual permission for each use of data, for example the child being in the Year 6 Year Book, a Good Attendance Certificate with the child's name on it up on the wall. The School has to have to have permission to share personal health data with people who need to know.

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Safeguarding over-rides GDPR, information has to be shared with other Agencies.

The School has a Data Controller, KC, who is responsible for all data in School being kept safe.

All those who have and handle data are Data Processors.

The person data relates to is the Data Subject.

Personal data is anything relating to an identifiable person, with more than one identifier on; sensitive data is particular categories of data.

A Data Breach is loss of control of any piece of data; it is reportable to the Information Commissioner's Office.

The regulations were not written with schools in mind. A school could be fined for a serious data breach, but would probably not be if the school was seen to be proactive, putting protection in place.

Data can be requested about an individual. The School has had one request. They have to redact information about others on the data, and there may be parts of the data that they do not give.

There are rules about what data to hold, and for how long.

There are principles for legislation; data must be processed lawfully, fairly and transparently.

Data can only be collected for specific, explicit and legitimate purposes, which must be adequate, relevant and limited.

Data subjects must consent to use of their data; children under 16 cannot give consent. School obtained consent from parents when GDPR came in, but did not repeat this September. They probably will repeat next September, with new children coming-in and as a reminder across the School.

Children have right to be forgotten - for example children who did not actually take up the allocated place.

There are rules about the time period for retention of data, and how it is disposed-of.

The School has to have a Data Protection Officer, independent of the School. They have gone with Global Policing; this has been successful so far, they give advice, Clare phones for advice, they were supportive with the information request. School has signed-up for a second year, they will have had training, and are getting systems in place, and will review at the end of the year.

Any breach has to be reported to the ICO within 72 hours of finding out, and the subject of the data has to be told as well. The ICO may not pursue the breach but subjects would still have a right to pursue it. For Staff this means they have to password protect documents, restrict personal data, anonymise data as much as possible, delete data when it is no longer needed, clear it off computers, and lock computers.

All devices have to be protected, including phones and iPads if they are used to access data, also pen drives. School is considering encryption.

Staff have to think paperless, clear desks, clear walls, lock files away if they need to hold them.

Q. Data that Governors have is usually anonymised? Do they still have to be careful?

Yes.

4. Pecuniary Interests

4.1 Completion of the 2018/19 Pecuniary Interests Register

Mike Dore signed the Register.

The 2018/19 Pecuniary Interests Register is now complete.

4.2 Declaration of any Pecuniary Interests in the items on this agenda

No Pecuniary Interests declared.

5. Minutes of the previous FGB Meeting, on 12th September

Minutes agreed and signed as a correct record.

5.1 Matters arising from the minutes

Item 4.5, Headteacher's Performance Management: John Janulewski and Alessandro Patti met with Paul Ford; they agreed that 3 objectives had been fully met, and one partly met. The new objectives are related to the School Improvement Plan.

Item 6, Governor links with SIP priorities: Dealt with under Item 9.

Item 8.1 Attendance Policy - recording of flexischooling absence: KC does not yet have an answer, has asked around but not yet received responses.

6. Headteacher's Report

Sent out with papers.

The format has been changed, it is more related to the SIP.

Autumn 2 data is now available. The SIP document is on the Google drive.

Attendance is a Key Priority so breakdown into groups has been given so Governors have more information, with the caution that some groups are small. KC will mark trends on future reports.

Persistent Absence data is reducing going on through the year, as expected. Letters were sent out at the end of last half term, and will be repeated at the end of term, then they will call parents in for meetings. The biggest issue is illness. There are Early Help Assessments in place where needed. Some children are PA because they are late, they are actually in School on most days but not until after 9.30am.

There has been one fixed term exclusion from Acorns.

There is work around QFLT as a shared Appraisal target.

Reading is high profile, they have had Guided Reading drop-in lessons and were pleased with the number of parents coming in.

There have been Lesson Observations for Maths, these will continue after Christmas.

There is a focus on gaps in Writing for boys and disadvantaged pupils, to find the reasons. The Lead is working on this and working with Teachers. She is due to start maternity leave in January, a cover Teacher has been appointed, also covering the Middle Leader role in English, and started on 3rd December for 2 terms.

7. Leadership Group notes

Leadership Group met on 15th November 2018

Notes sent out with papers, for information.

This is not an exclusive group, it is open to any Governor. There is more time for discussion.

8. Finance Issues

Clare Whiting

Report and financial documents sent out with papers.

The Savings Plan breaks down the detail of progress and why it is unlikely that the deficit will be repaid within this year. The School does have 2 years to do so. The LA have responded to Clare, they say they will look at the Savings Plan Report in detail.

Nursery funding is complex, they are having to offer part-time places, and have to look at a mix of ages. Three more children are starting in January, three are going full-time from part-time. This will be done on existing staffing.

There will be more clarity on targets in the new year.

Q. About the Nursery, there is a clear difference between where we are, and where we hoped to be?

Yes, the original budget was based on full-time places, not on funding of places. School now has 26 children receiving additional funding; some parents got codes too late to use them for this term. As not all the children are full-time, the staffing ratios have to be right on each day, this is complex. There are also some additional needs. School is learning how to better predict and plan for issues.

8.1 Period 6 Budget monitoring

Sent out with papers.

8.2 Deficit Recovery Plan update

Sent out with papers.

8.3 MCC Scheme of Financing

Sent out with papers.

This has to be formally adopted by the Governing Body, it cannot be changed.

Governors agreed to adopt the Scheme of Financing

8.4 MCC Finance Regulations

Sent out with papers.

These have to be formally adopted by the Governing Body, they cannot be changed.

Governors agreed to adopt the MCC Financing Regulations.

8.5 Scheme of Delegation

Sent out with papers.

This is an internal document.

Governors agreed to approve the Scheme of Delegation.

9. Monitoring of School Improvement Plan priorities**Priority 1, to raise outcomes for boys and disadvantaged children**

James Wilson and John Janulewski

Issues around discrepancy have been discussed, and a Home School Agreement drawn up. It needs to be clear that the School will do its part, and parents have a role as well, they need to engage.

The School has always had a Home School Agreement. They used what was good in the old one, and improved it; they need to make parents take their responsibility.

Q. *May this be just another document that parents sign and send back. Will it engage the parents whom the School needs to reach?*

Yes, this is a concern, but it cannot be just a piece of paper, it has to be referred to, brought to attention. They think it can work if everyone is committed to it.

It may be better to target specific groups of parents in a particular way. Many parents already engage. It was suggested that parents be given strategies, how they can help their child? Not workshops, but information to help them help their children in case they are not confident or do not know. The School cannot do more, Teachers are good and working hard, they have good resources; they can ask parents who do not, to do more.

Part of this is about feedback from parents about issues with the School, anything they see as an obstacle for their child. School could give suggestions to overcome barriers.

Priority 5, Absence/Attendance

Chris Pyle

CP met with KC to discuss enhancement of the system for monitoring and addressing absence. Attendance was 95.2%, it is now 95.9%. CP asked if there was previously an issue with recording, it used to be manual. There is now day-to-day monitoring, and more of a focus on analysing trends, for example parents taking children out on particular days. They have followed these up. There was a letter to parents which was quite harsh, some complained, but did contact the School.

The biggest barrier is illness, they need education of parents about when to keep children off. They have used the School Nurse in the past, so it is a message from a Health Professional, but they do not

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always have a School Nurse, and do not have one at present. They will run meetings, but without the Nurse.

Numbers of children are arriving after 9.30am, they are not actually absent.

CP thinks resources are now being more-effectively used to address the problems.

Priority 2 Foundation Subject Leaders

Ann Johnson

Ofsted criticised organisation. The Lead has gone back to units, using displays to show depth of enquiry, standardising and labelling work books to make separate subjects clearer. Lesson observation sheets have been changed to have mark-up of the various subjects. There will be Staff training. They are looking at a better way of structuring the units.

Parrs Wood will be running workshops for Foundation subjects so Teachers have networks. School has support from St Paul's, and from Aspire. **(Mike Dore left, 7.00pm)**

Priority 3 Reading for pleasure

Debbie Plowman

The Teacher said that the Library and coding of books was an issue. DP got a group of parents to spend some time putting on labels and the Teacher hopes to be ready after Christmas. They hope to move the Library over the Christmas holidays. It will be in the Early Years block, close to the playground, open before and after School and at lunchtimes.

£1000+ was raised at the Christmas Fair for Reading.

Priority 4, Website

Alessandro Patti

AP looked at the website following a set of rules from the DfE. He has not found any major issues, most information is there, there are some broken links, and some not updated. He asked the member of Staff in charge of the website to update it, they went through it together and it is now updated. Some review dates are missing, the member of Staff is working on this.

Minutes do not have to be up on the part of the website for Governors, the last on there are from 2016, but AP thinks parents like to see them.

He is still monitoring the website, and encouraged other Governors to have a look.

KC was disappointed that it is not updated often enough. Much work goes into the Newsletter; classes will be on a rota to work on the Newsletter, they can then put the photos up on the website.

AP liked the Cavendish website - when it is opened one can see immediately what the school is good at. Broad Ook now shows some of this. It is also easy to find key contacts. Their Nursery Application form is available to download. KC will see that this is done.

Governors' pen portraits need completing.

Action	Kevin Corteen	To have the Nursery Application form put on the website.
Action	Clerk	To send the Governors list to KC.

Priority 6, Mental Health and Wellbeing

Kim Burrell

KB has met with Sandy and Lisa; they have gone through the Policy and checked that it fits with actions taken. KB also met with Lisa Walker about Staff wellbeing, LW has held a first open meeting, which was well-attended.

They are also doing work about parents, they plan to have an event in Healthy Schools week, with a speaker and materials.

KB will be looking into accreditation by Leeds Beckett University around wellbeing and mental health.

(Kim Burrell left, 7.20pm)

10. Pay Committee**10.1 Report-back on review of Staff Appraisal pay awards**

Paperwork came to the Leadership meeting, with Pay Committee members present. The Pay Committee is happy with the process and the outcome.

10.2 Teachers' Pay Award

Information sent out with papers.

School is using the Manchester recommended approach, which gets salaries in line again in all schools.

Governors agreed to ratify the Pay Committee approval of the Appraisal process and the Teachers Pay Award.

11. Home-School Agreement

Sent out with papers.

Discussed above under Item 9, Priority 1.

A Parent Governor commented that there is a long list of points for parents; some, for example Social Media use, could be shared with the School, to cut numbers down from 14.

Q. What is meant by 'promoting British Values'?

These are a set of values from the Government which School will be promoting to parents in New Year. They are values all will share.

12. Calendar for the 2019/20 school year

Calendar handed out.

School is using the calendar sent out by the LA.

INSET days: 2nd September, 4th November, 6th January, 24th February, 20th July.

The 4th November day may be moved to spread over several twilight sessions and give Staff a Christmas shopping day.

Governors agreed the 2019/20 school year calendar.

13. Policy Review**13.1 Safeguarding and Child Protection Policy**

Sent out with papers.

This was amended from a Model Policy.

There was a request to put Broad Oak email addresses, not home addresses, for AJ and JJ.

Action	Kevin Corteen	To amend the Policy to show Broad Oak email addresses.
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There are a few changes to update the Policy to keep it compliant with Keeping Children Safe In Education; sexting and peer-on-peer abuse have been added.

Q. About statements in areas; is this standard? As the Model Policy comes out?

Yes.

Governors agreed to ratify the Safeguarding and Child Protection Policy, subject to the amendment above.

13.2 Behaviour Policy

Sent out with papers.

The only change is that the Policy has been updated to reflect what is happening in 'Good to be Gold' which was trialled with Year 6 last year and is now being used through the School.

Governors agreed to ratify the Behaviour Policy.

13.3 Nursery Admissions Policy

Sent out with papers.

This went to Leadership, they needed to update it when looking at the January intake, also to update the top-up fee information, and the timing of the school day.

Governors agreed to ratify the Nursery Admissions Policy.

14. Governing Body

14.1 Co-opted Governor vacancy

A letter has been sent out to parents, but there has been no response. They will circulate again in the New Year.

There is a finance emphasis, also encouragement of representation from minority communities. Governors maybe need to consider if any elements of the Parent Body feel they cannot put themselves forward. There could be workshops where a Parent Governor talks about his or her experience. This could come from parents, not from the school, maybe two at different times of day. This could be promoted at coffee morning.

14.2 Annual Report to Parents

next meeting: Wednesday 6th February 2019

Thursday 21st March

Tuesday 14th May

Wednesday 10th July