

Castle Hill School
Minutes of LGB Meeting
10th July 2018 at 5.30pm
Venue: Castle Hill School

Present:

Jayne Askew (Staff Governor)
Joan Haines (Chair of LGB)
Dughall McCormick (Co-opted Governor)
Antony Morris (Staff Governor)
Jean Parker (Co-opted Governor)
Steve Perren (Principal)
Kate Shepherd (Parent Governor)

In Attendance:

Lia Heaton (Clerk)
Howard Owen (Part of) (Business Manager)
Katrina Whale (Part of) (Enrichment Activities Facilitator)

1. Apologies for absence, consent and declaration of interest

- 1.1 No apologies were received.
- 1.2 Kate Shepherd would need to leave the meeting at 7pm.

2. Representation

RESOLVED: That the following matters of representation be noted:

Resignation

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Tracy Wheldon	Parent Governor (Vice Chair)	13.06.2018

Vacancy

1 Parent Governor

3. Notification of items to be brought up under Any Other Business

- 3.1 Governors thanking staff
- 3.2 Election of new Vice Chair
- 3.3 Staff Questionnaire
- 3.4 Governor Protocols
- 3.5 Allocation of Governor Roles

4. Minutes of the meeting held on 1st May 2018

The minutes of the meeting were approved and signed by the Chair as a correct account of the meeting's proceedings subject to the following amendment:

- Page 3, Item 7.3: correct spelling of Sally 'McFarlane' to be used.

5. Matters arising from the meeting held on 1st May 2018

- 5.1 Action 1 refers: Actions outstanding - Paper copy of 'declaration of interest' form to be sent to Jean Parker. To check that Dughall McCormick has submitted his.

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- 5.2 Action 2 refers: After the Chair's discussion with Ali Ley, it was agreed that an additional meeting for Governors who were unable to attend the 'monitoring progress meeting' would be unfeasible due to tight schedules. There is however a highlight report available from the Spring Term Progress Report which Governors should refer to.
- 5.3 Action 6 refers: The Castle Hill Improvement Plan (CHIP) has been updated and the latest version is always available on the school website.
- 5.4 Action 7 refers: As the Vice Chair has resigned it was noted that the list of training held needed to be transferred to the new Vice Chair when elected.
- 5.5 Action 10 refers: It was noted that the Governor Handbook had been included as a reference document with the parent Governor vacancy letter sent to parents to generate interest in the role. There were mixed views on the appropriateness of this document to encourage parents to the role. It was noted that ICAT Directors felt the letter sent by the Chair and Principal to encourage new parent governors to join was a good example of best practice and would be shared as a template for other ICAT schools.

6. Finance

Howard Owen was welcomed to the group for his Finance update.

Howard explained that his pre-circulated reports were split into the financial position year to date and forecasts for the next year both with accompanying notes.

Main points to note in the reports included:

- 6.1 Year to date figures were from 1st September 2017 up to the end of June 2018
- 6.2 Total income includes Teaching School Grants – the school had to include these although the money was ringfenced which distorted the positive variance figures to look in a far better position. Not all this ringfenced money had yet been paid out.
- 6.3 The Teaching Staff positive variance for year to date figures still had a proportion to come out of this pot following a severance package.
- 6.4 The Educational Support Staff budget had a positive variance of over £50k. This was built into the budget to cover ETA additional costs for staff absence cover.
Q: Is this for long term sick cover?
A: It will cover all sickness absence – long and short term.
- Q:** Would this have been covered by the sickness insurance policy if the school had bought into this?
A: The insurance premium would still need to have been purchased which would likely be high following high value claims the year prior to unsubscribing.
- 6.5 Depreciation of the building has been included as per academy regulations. This contributed a deficit of approximately £200k but does not affect balances available for school use.

- 6.6 The true surplus year to date with Teaching School Grants, depreciation, and known income/expenditure variations is £168k. This was shown on the accounts a deficit of approximately £11k. The Principal noted that for a school of our size this is not a massive surplus so care is still needed in managing the budget going forward.

Q: Does the surplus indicate that our students are not fully receiving their allocated allowances? Should the money not be spent on the pupils that it was meant for rather than being kept for future pupils?

A: There needs to be a balance with meeting the needs of current pupils, gaining value for money and maintaining a future contingency. Academies have greater financial vulnerability, which combined with high needs funding changes and the wider economic uncertainty, places a greater importance on contingencies.

- 6.7 The cumulative carry forward for the full year figure includes carry over from previous years.

Q: How many years carry over is included?

A: 12 years – since the school was formed.

Q: What was the surplus this time last year?

A: The figures are showing we are up year on year, year to date so we have a bigger surplus than this time last year.

- 6.8 Total staffing costs represent 80% of the school's total budget, with premises costs another 10%.

Q: HLTAs have been a fantastic support to the school which we heavily rely upon, are they remunerated accordingly?

A: 2 Learning Facilitator (LF) posts have been advertised which provides a career progression route for HLTAs. The school may seek to create more of these posts for larger classrooms as LF's can assist the teachers. Their goodwill is noted and appreciated by SLT and whilst they do not have the same benefits as teachers, the school does look to progress and support their career. The discussion led to covering item 3.1 for AOB. A Governor discussed a recent conversation she had with some HLTAs, where she expressed her thanks and appreciation for the work they do and how much the Governor's valued their role. She felt that they were surprised to hear such praise and felt a formal thank you would be appropriate.

ACTION: Thank you letter for HLTAs to be written on behalf of all Governors to be placed on the staff room notice board (Chair).

Q: Are unqualified LFs favoured as a means of reducing qualified teachers to save more money for the contingency pot?

A: LFs will be strategically used to assist teachers. This will not negatively affect qualified teacher positions but are certainly a part of the future.

- 6.9 The projected surplus for 2018/19 is £62 with a carry forward of £645k. £58k of RTS and PTS grants are still be allocated from this total.

- 6.10 2018/19 is difficult to forecast due to an unknown SEN figure which could vary due to the Kirklees High Needs funding review. This element of income is significant at

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55% of total income, and if it is reduced the school will need to depend on carry forward in the short term.

- 6.11 The budget has been affected with fewer students attending in the future than expected resulting in a few versions. There were time constraints by the Education and Skills Funding Agency (ESFA) which led to some subsequent changes following submission. Governors were urged to focus purely on forecasts for 2018-19 whilst 2019 – 2023 would be finalised by the next academic year.

Q: How many students do we have now?

A: 123 students with slightly more next year although less than originally forecast which will result in a lower income stream if not replaced. The budget figures depend on an additional 2 students joining in the next academic year.

- 6.12 It was noted that funding incomes have been largely static for the last 3.5 years but expenditure continues to rise with inflations which closes the gap.

Howard was thanked for his report and time.

7. Update on Katrina Whale/fundraising

Katrina introduced herself as an Enrichment Activities Facilitator focusing on creative projects, their fundraising, project and budget management and monitoring/evaluation. She explained she worked with a number of local schools including those involved in the Castle Community Hub. Her work plays an important part in linking the schools together so there are greater benefits from individual projects and community cohesion. Katrina also creates and builds links with local businesses.

Q: How is your time and salary split between all the schools?

A: Originally this was an even split between the 7 schools but this is not the case anymore. Castle Hill School do pay more than an equal share although they also receive more time. Projects have included the After School Club where the practical side was facilitated. Next year's club will be even more creative with collaboration with the music therapist.

Q: Can we demonstrate value for money for Katrina's salary to OFSTED?

A: Katrina brings in more money in fundraising for beneficial projects than the cost of her salary. The projects are focused on enrichment – social, moral, spiritual and cultural benefits. Katrina is vital in creating strong community links including with other schools. The residential and after school club could not operate without her input.

Kate Shepherd left the meeting at this point (7pm)

Katrina distributed a funding overview for Governors including types of projects, regular funders, projects in progress, projects awaiting a funding outcome and funding targets and actions for 2018-19.

Governors thanked Katrina for her creative work on motivational and inspirational projects.

8. LGB Review

- 8.1 The Principal explained that the External Review of Governance focused on the need for Governors to concentrate on allocating and understanding their roles along with associated protocols and procedures. This should lead to improved expectations and outcomes of school visits which can in turn inform improvement plan outcomes.
- 8.2 The Principal went on to explain that the new Staff Questionnaire would be distributed to all staff after the summer holidays.
- 8.3 The Principal and the Chair confirmed that the Review process was thorough and that Jane Lewis (NLG) had great insight and expertise. Feedback had been that all Governors engaged really well in the Review.
- 8.4 An action plan had been pre-circulated. It was felt that some timescales were tight but it was agreed that some of these can be flexible now the items had been identified.
- 8.5 **RESOLVED:** That the following Governor roles were agreed:

Role	Governor
Chair	Joan Haines
Governor Training	Dughall McCormick
Finance	Dughall McCormick
Health and Safety (Inc. building)	Anthony Morris (Dughall McCormick as second)
Vulnerable Groups (Inc, safeguarding CLA and Pupil Premium)	Kate Shepherd
Teaching, Learning and Outcomes (including hard to reach and most able)	Jayne Askew and Joan Haines
Support/Wellbeing/Behaviour	Jean Parker

- 8.6 **ACTION:** When the School's next Health and Safety Audit is due, to invite Anthony and Dughall to the process.
- 8.7 **ACTION:** Roles and protocols to be drafted over summer prior to distribution to Governors (Principal)
- 8.8 **ACTION:** NGA Skills audit template to be forwarded to all Governors to complete (Dughall McCormick).

9. Castle Hill Improvement Plan (CHIP)

The CHIP had been pre-distributed to Governors. It was noted that the CHIP was a constantly evolving 'live' document which was always available on the school website. Governors were encouraged to read the document.

ACTION: To include this item as a standing agenda item for future meetings due to its constant updates.

The Chair praised the Principal for the great evolving document.

10. Behaviour Report, case study and data

The pre-distributed report involved the case study of a challenging student. There would be two parts to the report, the first one focuses on the background and actions, the second part would contain an evaluation of the actions following time for implementation.

Q: It's good that Sensory Interaction was utilised but there seemed a lack of intensive interaction?

A: This particular student gets agitated with Intensive Interaction.

Q: Should we focus on understanding why this might be?

A: Absolutely and the behaviour working party aim to this. The Support/Behaviour and Welfare Governor would strongly be encouraged to be involved in such cases and on the behaviour working group.

Q: It seems that the behaviour working group is very large and is it effective with so many different opinions?

A: The group communicates through an open and honest workshop style which generates great contribution to a variety of issues. Everyone involved is there in a voluntary capacity with a strong interest so would be difficult to reduce in size.

Governors were reminded that their role should focus on the strategic direction of the school and not to cross boundaries into operational voluntary roles.

11. Policies for ratification

11.1 Personal Safety

RESOLVED: That the policy be ratified.

11.2 Pupil Premium

RESOLVED : That the policy be ratified.

11.3 Staff Absence Procedures

RESOLVED: That the policy be ratified.

11.4 Online Safety

RESOLVED: That the policy be ratified.

11.5 Misuse of Electronic Communications

RESOLVED: That the policy be ratified.

Q: Having not yet reviewed a policy, can you please clarify if Governors write these or comment on drafts?

A: Comments and feedback are the role of a Governor. It is important to see if the policy is fit for purpose and thoughts and feedback on the drafts are submitted to the Principal.

Q: As a process, is this manageable for the Principal as there are often heavy workloads which he had to pull together?

A: It is essential work and we are now getting on top of the reviews. It is expected that Governors should review a maximum of 4 policies per meeting going forward.

12. Health and Safety

There had been one incident whereby a child placed 5 pieces of glass in his mouth. This was on a bus to the school whilst the student was accompanied by their one to one support assistant. The bus had previously had a shattered window which had been cleaned but some glass had been missed. It was thought that the pieces were all removed from the student's mouth by the carer. A hospital visit was required but x-rays can't detect glass. Later, the mother made an official complaint with cuts she claimed to be from the glass having made its way through the child's body following ingestion. It was difficult to know for certain this was a result from this incident.

Q: The Principal informs the Chair of such complaints, but should all Governors be made aware at the same time?

A: No. The school should deal with the complaints where possible, then if one is escalated the Chair or another Governor is still impartial to be part of a Panel.

ACTION: Circulate Academy Complaints Policy to all Governors as these are different to the Kirklees policy (Principal).

13. Any Other Business

13.1 Items 3.1, 3.3, 3.4 and 3.5 had been dealt with via the meeting's agenda items.

13.2 **ACTION:** Election of Vice Chair to be an item for the next meeting's agenda (Clerking Service).

14. Summary of actions

Action Number	Action	By Whom
1	Check Dughall McCormick's completion of the 'declaration of interest form'. Jean Parker to be sent a paper copy to sign as is unable to print the electronic version	Clerking Service
2	Thank you letter for HLTA's to be written on behalf of all Governors to be placed on the staff room wall	Chair
3	Invite Anthony and Dughall to the School's next H&S Audit	Principal
4	Governor roles and protocols to be drafted over summer prior to distribution to Governors	Principal
5	NGA Skills audit template to be forwarded to all Governors to complete	Dughall McCormick
6	To include the CHIP as a standing agenda item	Clerking Service
7	Circulate Academy Complaints Policy to all Governors	Principal

8	Election of Vice Chair to be an item for the next meeting's agenda	Clerking Service
9	Email Governors with the date of the next meeting	Chair

15. Dates of future meetings and possible agenda items

ACTION: That the Chair email Governors with the date of the next meetings.

16. Agenda, minutes and related papers – school copy

RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.

The meeting closed at 7.45pm.

Signed: _____
Chairperson

Date: _____