

**Castle Vale Nursery School & Children's Centre  
Full Governing Body Meeting**

**Thursday 25<sup>th</sup> January 2018 @10.30am.**

**MINUTES**



**Present:**

Aimee Hartley (AH) – Chair of Governors  
Sally Leese (SL) – Head Teacher  
Mark Phillips (MP)  
Christina Meakin (CM)  
Lauren Hampshire (LH)  
Hassan Saleh (HS)  
Michelle Wilkins (MW)

**In Attendance:**

Debra Norman (DN) – Deputy Head Teacher  
Niamh McCorrison (NP) - Clerk  
Jackie McCorrison (JAMC) - Clerk

**Apologies**

Hayden Sheldon (HS)  
Sue Martin (SM)

The Apologies were accepted

**1) Welcome, Introductions & Apologies**

AH welcomed everyone and introductions were made around the table

**2) Declaration of Business Interests Forms (annual forms to be signed)**

SL reported that she has been appointed as a Governor at The Firs Academy.  
There were no other changes.

**3) Minutes of Last Meeting (12/10/2017)**

The Minutes were uploaded to the Portal which is being used by all Governors.

The minutes of the FGB meeting held on 12/10/2017 were discussed and approved.  
Proposed by MP seconded by SL.

**Action:- A copy of the Minutes to be signed by AH for the school records.**

**4) Matters Arising**

All will be addressed in the Meeting,

**5) Finance & Personnel Update, to include Audit Report.** – Mark Phillips

MP reported on the Committee meeting held earlier this morning when we discussed staffing and the school budget.

MP outlined the main areas of discussion:-

School have completed budget monitoring for the current financial year and we are expecting to be in line with the Budget Plan and should have a small surplus using all of the carry forward from last year.

This year income was £ 580,008 and the staff costs were £596,507 and  
Non staff costs are £130,000

We need the staff costs to be £450,000 and therefore need to save £146,000

SL said we have looked at how to make savings and looked at possibilities of any income we can generate. There has been a discussion with BCC on possible changes to the staffing structure and with these proposed changes and other efficiencies and other additional funding that we may be getting in, this could offset the shortfall.

SL reported that unless we make considerable changes, the school is due to set a deficit budget for 18/19. We are awaiting sign off from BCC to make changes to staffing. We are aiming to get sign off as soon as possible and it is highly likely that we will due to the budget constraints we are facing.

We need to form a redundancy committee with a provisional date for next week for if we receive sign off.

There was a discussion as to the membership of the Panel and MP, SL and AH agreed to be part of the Panel.

**Action:- Clerk to email terms of Reference for a Redundancy Panel to SL (Actioned 25/1/18)**

The Audit Report was discussed by the Finance Committee and also by the FGB. Please see Full Meeting Minutes for full discussion.

#### **Division of Duty.**

This had been distributed with slight amendments following on from the Audit Report. The Policy was formally approved by the Governing Board.

#### **Purchase Card Users and limits**

This had been distributed with slight amendments following on from the Audit Report. The Policy was formally approved by the Governing Board.

The Governing Board thanked SL for her feedback.

They acknowledged the content of the Audit report and asked for further feedback at the next Meeting before the recommendations are approved.

#### **6) Head Teacher's Report**

This had been distributed

SL reported that the Early Years Health and Wellbeing Service has been awarded to Birmingham Community Healthcare NHS Foundation Trust. Our district of Erdington is being led by Spurgeons and they have asked us to continue with the Children's Centre services for these areas.

They have offered us money for the staff and resources and want us to continue to run services, e.g. the universal stay and plays etc. It was felt that Castle Vale is unique and that Nursery has already formed a lot of different connections and work collaboratively. Spurgeons need to work within each community, and they feel they can learn from us and disseminate what they learn to other areas.

They also hope to base a district Speech and Language worker with us as we have expertise with regards early language.

SL discussed the reach area which will be approx 1949 children and there is an offer to fund the following:-

- 1 Children's Centre lead
- 1 Senior Family Support Worker.
- 3 x Family Support Workers
- 3 x Early Years Worker
- 1 x Reception Worker.

There was a lengthy discussion with regards whether staff would be employed by Spurgeons or continue to be BCC staff, and about whether there will still be opportunities for staff to progress, the level of protection for existing staff and about the recruitment process.

***Governors asked if there is enough money allocated for the proposal?***

SL confirmed that there is if the staffing grades work out. We are in discussions with HR and Spurgeons.

***SL asked the Governors if they formally approve to continue to run Children's Centre services for the Tyburn Ward, subject to a favourable contract and due diligence being completed.***

All Governors confirmed that they formally approved and agreed to sign the letter of intent so that the proposal can move to the next stage.

SL reported that the rest of the staff are going to be informed at 3.30pm

***Greenhouse***

Work was completed to change the Community Room and Children's Centre offices into an additional Nursery School space. However, we have not signed off on the work as it is not finished.

21 new children have started this January across the two sections of Nursery.

***APPG***

SL attended an APPG on Tuesday 16th January. It well attended by MPs (17) and Nursery Schools (over 300). The Minister for Early Years, Nadhim Zahawi, and the Shadow Minister for Early Years both attended. SL has invited him to come to Birmingham

***School Energy Efficiency Programme***

SL reported that a new contractor has now been appointed to continue with the SEEP programme and there is a SEEP workshop on the 2nd February at 2.00 p.m. - 4.00 p.m.

***Peer Review***

We had a Peer Review in November. SL detailed the membership of the review team and she thanked the Governors who attended.

CM said she met with the EY leader from Paget School and reported on what we do with EYPP and they were impressed. There was a discussion about how we present the data and the comparisons made and we can show how we are narrowing the gap.

***Census Data was discussed and Governors noted we have 117 children put through on the last census, yet 24 (21%) are eligible for Pupil Premium – this seems lower than***

***previous years and the Governors asked for the reason – this will have an impact on funding.***

SL said that we have 24 children who have 2 working parents and also a number of children from families where 1 parent works. They are not entitled to 30 hours and not entitled to Pupil Premium.

We also have 31 2 year olds who will be entitled to Pupil Premium

***There was a discussion and Governors noted that Parents do not find that the additional funded hours enables them to return to work. In order to find employment there is a prior need to have childcare in place but the current system only supports parents who already work.***

SL reported that there is now no flexibility to offer full time places to vulnerable pupils whose circumstances may be improved by being in Nursery for longer hours. This means that LAC pupils, those with SEND, CP or safeguarding concerns or where their home language is other than English cannot attend beyond 15 hours.

***Governors are concerned with the removal of the full time places for vulnerable children.***

SL reported that Parents must re-apply termly for the funding and the school must undertake required checks termly.

If a parent works less hours and falls below the prescribed 16 hours, there is a period of grace allowing for new roles to be sought.

If a parent is unsuccessful in finding employment the place will be removed following the period of grace. We have some parents who may fall into this category.

***Nursery Schools***

There are 27 Nursery Schools in Birmingham and in September a number of the schools announced that they would become a federation. However, the structure was very top heavy and the leading schools could not guarantee or explain the cost savings the structure would produce.

15 schools have decided to explore working together in a Contractual collaboration. The name is BAMNS - Birmingham Association of Maintained Nursery Schools We are at the very start of exploring this.

SL referred to the document 'This year so Far' and all Governors commented that this was a useful document.

***They asked if there was a plan or a calendar of events for the next term?***

SL said she will send it prior to the next FGB meeting.

**Action:- SL to distribute the plan/ calendar of events prior to the next FGB meeting to be uploaded to the portal.**

**7) 2017/18 School Evaluation Form and School Development Plan update.**

The SEF and SDP was distributed and SL said the process has been very useful and enabled us to have a very clear SDP.

SL reported that each one of the priorities will be broken down and the areas of development have all been identified by staff and there will be an Action plan.

Governors made the following comments/suggestions.

**Governors suggested that the priorities at the end need to reflect the fact that the Nursery is Outstanding, and that Leaders want to maintain and develop this judgement.**

**They suggested that the Priority needs to reflect that although we are an Outstanding setting, we are not complacent and always want to improve and move forward.**

**Governors spoke about Succession Planning and Sustainability and suggested that there needs to be a priority regarding the continuation of prudent measures and close scrutiny of the finances over the academic year to ensure that they and the Senior Leadership team minimise the risk of the predicted budget deficit in 2018/19**

**Governors asked once the plan has been changed that this be disseminated to them and added to the portal.**

**Action:- SL to ensure the SDP is added to the portal.**

### **8) Safeguarding Update**

This has been distributed and uploaded to the Portal

The report details the Key Roles the staff have for Child Protection. It also details the training staff have had including, DSP training, Whole Staff Training including in-house Safeguarding training, Safer Recruitment training and online PREVENT training.

Children's Centre staff continue to initiate Early Help Assessments when needed and lead or contribute to Family Plan's.

Karen Vincent is our Early Support Champion and continues to initiate Early Support plans to support children with additional needs.

The report contains the Child Protection and Safeguarding Statistical Data. Children's Centre figures are estimated at present as all cases are currently under review and being audited.

The S175 Safeguarding Audit is due to be completed by March 2018.

It was reported that we are speaking to MyConcern – we use this for recording any incidents. We want to know how to record incidents in a clearer way as we deliver Early Help in different ways, there is an Assessment / formal plan route and we also record instances of things staff do on a daily basis.

**The Data was discussed and the Governors noted that Attainment overall has shown a significant improvement from Entry to December assessments with excellent pupil progress diminishing the difference between expected levels and actual levels of ability**

The Governors thanked SL for her feedback

### **9. SEN Report**

This has been distributed and uploaded to the Portal

We have 30 children who are on the SEND register (Census January 2018)

**Governors noted there is a large number of children on the SEN register and they asked how many are likely to get an EHCP?**

DN said that there are 3 more children who may get EHCP's.

- We have submitted one EHCP to SENAR and are awaiting the decision. 1 child has an EHCP.
- We have ISEY funding to help support six children (which covers 7.5 hours a week.)
- We have 5 children with a diagnosis of ASD.
- We have 10 children (including three of the children with ASD) with speech, language and communication needs. Three children have had appointments with the paediatrician. All have been referred for multi-disciplinary assessment with a view to diagnosis.
- The remainder of the children on our speech, language and communication list are children that we have assessed using the Wellcomm screening tool
- 2 children have a physical disability. One child needs 1:1 support and has an Education and Health Care Plan (EHCP).
- 9 children are supported by Karen Vincent in the Children's Centre and have SEN and Early Support Plans in place.

The report details the agencies who continue to be involved with SEND

As we now have Health Visitors in the new model, this will support staff with Early Support Plans

It was noted that 2 of the children who will be getting EHC's submitted are due to start school in September and they may not have an EHC in place due to delays in accessing the CDC and getting a diagnosis. As they are summer born children it would be in their interests to stay with us for another year, however BCC do not like this as a plan and even though parents may choose for their children to remain, they need to go to a panel. We have sent letters and evidence to the panel and wait to hear back.

### **10) Early Years Pupil Premium.**

CM referred to the Early Years Pupil Premium Report Autumn 2017.

She explained the rationale and reported that EYPP children are no longer entitled to 30 hours and are part-time. Full time places are given to children from working families, who are non EYPP.

Eligibility for Early Years Pupil Premium Funding was discussed and Our Early Years Pupil Premium Children were discussed.

CM discussed the initial baseline, the children are entering much lower this year.

***Governors commented it is a concern that the PP children had a full time place last year and now they have part time provision, we have less time to narrow the gap and make sure there is an impact. Last year we did manage to narrow the gap which gave the most vulnerable children an excellent foundation for when they started statutory education.***

CM said she monitors the data and the expenditure.

CM referred to the Peer to Peer Review November 2017, as detailed in the report

MP and CM monitor the Early Years Pupil Premium funding and the impact.

Our EYPP children are only entitled to a part-time place. Last year, the governing body decided to keep our returning EYPP children who already had full time places, full time. These children are our 'vulnerable children'. Therefore we will have two different groups of EYPP children, those who are part-time and those who are full time. CM has separated the data for these two groups.

We have had a bigger intake of two year olds, who come with two year old funding. (Currently 21 without new starters). These children will be entitled to EYPP funding when they turn three. When we did the baseline assessments, these children had only just started, and were assessed a few weeks later in the prime areas. They are not included in the overall EYPP and non EYPP data comparison, but CM has included their baselines in a separate table.

MP(EYPP governor lead) and CM met and talked about the EYPP children on the 11.1.17 and discussed the baseline data. All of our children have entered much lower this year, than previous years, with only few children being 'on track' for their age.

Few of our children start on track, so our aim is to narrow the gap for all children, particularly between our EYPP and non EYPP children, by them making more than 3 steps progress. To narrow the gap, EYPP children will need to make more steps progress, when we only have them part-time

Previous baselines were discussed and CM has included a three year comparison. Since 2016/2017, there are differences of 10-15% in the prime areas for our EYPP children.

Consideration was given to having further support for parents with outside agencies, so that they can support their part-time children's learning whilst they're at home. We will aim to have more parent workshops this year for a variety of different areas of learning, with the expectation of parents taking photographs to upload their own Tapestry stories. The quality of our Tapestry learning stories will be a priority this year, to ensure that the learning is explicit to parents

Both EYPP children and non EYPP children have entered very low, but especially EYPP children, with on average, only one or two children being on track in the prime areas. We have supported children in the prime areas, so they can succeed in all other areas of learning and use WELLCOMM ( a speech and language toolkit) to screen children's level of speech and language.

All children have had their Speech and Language screened through WELLCOMM (to highlight areas that children need further support or intervention, with either Catherine Steele (our Speech and Language therapist who comes once a week) or members of staff. Catherine has a case load of children who she is supporting with SEND or Speech and Language. She is supporting six SEND children (three of which are EYPP children) and four children with Speech and Language (three of which are EYPP). Deb and Helen are currently in the process of screening the children for a second time, which they have nearly finished.

We will see the impact in our Spring Assessment, when we can measure the amount of steps children have made since their baseline assessment.

Forest School was discussed and there is lots of evidence to show that Forest School helps children to develop their communication and social skills, self-esteem, independence and physical development, all of which form the prime areas of learning.

Gill and CM lead three of our Forest School sessions, the rest are led by Ben and supported by Clare. Clare supports all of our children, a large majority of which, she provides evidence of their learning through Tapestry by herself - potentially 30 children a day. It is impossible for all of these children to have a Tapestry learning story every week. So, the priority this year, is making sure the learning stories are of high quality and clearly explaining learning and progress over the term. CM will continue to support with the quality of her Tapestries, so that learning is explicit and it is linked to the statements from the EYFS. She is supporting with showing the differentiation of learning between different children.

#### Meaningful Interactions

Meaningful interactions is a process of monitoring which areas of learning all children have accessed on a weekly basis. We consider an interaction meaningful when a member of staff has supported a child in their learning and moved them on to their next step or provided support to aid them in achieving their next step in the near future.

#### Nurture Groups

Based on our initial baseline assessments and subsequent observations of how children interact and access Nursery, or any changes in family circumstances, especially our vulnerable children. We have continued to provide nurture groups for groups of children since September.

#### Differentiated learning groups

We differentiated learning groups according to children's scores in their WELLCOMM screening. Towards the end of Autumn Term Two, we introduced literacy and mathematics into our learning group sessions, differentiated according to each group. Our learning groups, which are 15 minutes at the beginning of each session, will remain a literacy or mathematic focus until the end of the year. These groups are very flexible and after our Spring Assessment and gaps skills analysis, the groups will change according to what children's next steps are.

***Governors asked if there is any way of tracking the progress of the children who accessed the Children's Centre and compare them with those who have not?***

**Action:- Further investigation to be undertaken.**

CM discussed the priorities for the Spring Term (as detailed in the report) this includes Quality of Interactions and In the Moment Planning

We had a staff training day on the first day back after Christmas, discussing the quality of interactions and 'in the moment planning'. AH attended as a Governor.

We plan to have meetings with parents to further increase our parent interactions with Tapestry and further enable parent's to understand why we do what we do, so they can support their children's learning at home.

***Governors asked if the parents attend these sessions?***

CM said that they are generally well attended but some parents are hard to reach - these are the ones we need to work with.

Quality of Interactions and Staff Observations were also discussed (as detailed in the report) and improving the quality of Tapestry Learning Stories will be a focus along with Tapestry Monitoring

The Governors thanked CM for her feedback

### **11) Approval of policies to include:-**

#### **Whistle Blowing and Serious Misconduct Policy, Teachers Pay Policy, Admission Arrangements, Fair Access Protocol, BCC Schools data sharing agreement, Confidentiality Policy for the Governing Body and Freedom of Information Publication Scheme, Gifts and Hospitality**

The Governing Board formally approved the following policies:-

Whistle Blowing and Serious Misconduct Policy

Teachers Pay Policy

Admission Arrangements

Fair Access Protocol

BCC Schools data sharing agreement

Confidentiality Policy for the Governing Body

Freedom of Information Publication Scheme

Gifts and Hospitality

### **Approval of the LA Staffing Policies on the HR Portal**

The School Staffing Regulations say that Governing Bodies must establish procedures for the regulation of the conduct and discipline of school staff. Governors are advised to adopt or re-adopt such procedures annually, so that a relatively recent minute of the GB is readily available as a record of the adoption.

The Birmingham HR Service for Schools has produced model policies and procedures that enable schools and Governing Bodies to discharge their responsibilities under general employment legislation. The model policies can be accessed through the Schools HR Portal.

Governing bodies considering the adoption of different policies or procedures or making changes to models recommended by the local authority must take responsibility for consulting the recognised unions on the contents of those policies and procedures.

The Birmingham model policies and procedures can be accessed through its Schools HR Portal, for which the main user in school is usually the Bursar or Office Manager

This includes policies such as:-

Pay policy for schools - *reviewed annually*-

Performance management/Appraisal policy for teachers

Disciplinary procedure

Grievance procedure

Capability procedure (teachers)

Competence procedure (support staff)

Managing Attendance Procedure

Procedure for dismissal for some other substantial reason

This list is not exhaustive and there are a number of other policies that can be obtained from the HR portal.

The procedures are updated from time to time. To ensure that our school is always using the most up to date versions, the Governors agreed to recommend adopt the personnel procedures approved by the LA on the schools HR Portal.

The version used will be that which is current on their website when the relevant procedure needs to be used. Where there is no separate procedure for non-teaching staff, the procedure for teachers will be used and in that procedure, where appropriate, the word 'teacher' will be read as 'member of staff'.

As the authority reviews its model policies on other HR matters from time to time Governors will need to check each year whether any new models have been recommended to schools during the previous twelve months.

It is also recommended that Governors agree to approve and accept the policies on the Birmingham Safeguarding Board Website.

***Motion:- To approve and accept all of the above policies. All Agreed.***

### **12) Chairs Action/ Correspondence**

Chairs Acton includes:-

- 28/9/17 - AH undertook a Governor Training Audit
- 17/10/17 - AH attended a RRSA Steering Group meeting
- 30/10/17 AH attended a Whole Staff Development Day Analysing and Using Baseline and Summer Assessment Planning SEF/ADP development points/targets Setting Performance Management Targets Planning the year
- 2/11/17 AH undertook a Governor Monitoring Visit, looked at Building Work Quotes and did Menu sampling.
- 7/11/17 AH attended the Nursery School Peer Review. The Review team included the Head Teacher, Featherstone NS, EY Lead Paget, EY Lead Birches Green. There was also a Governors Review
- 10/11/17 - AH attended a RRSA Steering Group.
- 30/11/17 AH attended a Governor Working Party on Financial Sustainability Mark, Sally and Michelle.

### **13) Clerks Update / Training.**

SL reported that there will be a training day to carry out a Gap Skills Analysis on our most recent assessment in order to plan our areas of learning, group time planning and targets for the rest of Spring and Summer term. Governors were invited to join in the morning to do this. The training day is: Monday 26th February 2018 @ 9:00 am

There is no Clerks Report - the Friday Update from Governor Support is sent to Governors on a fortnightly basis and this replaces the Clerks Report.

### **Date of Future Meetings**

Thursday 17<sup>th</sup> April 2018

9.30 – 10.30 – Finance & Personnel Committee Meeting

10.30 – 12.30 – Full Governing Body Meeting