

Tracey Quirk – Prevent

Kerri Treasure – Health and Safety

Mark Phillips/ Carli McCallin – Teaching and Learning (to liaise with Christina Meakin)

Action:- SL and MP to liaise to look at the best way for Governors to work with the Nursery and to feed back to the Governing Body.

3) Written Declaration of Business Interests Forms

It is important to establish a register of business and personal interests for Governors, and for all staff. This should include the details of any other educational establishments that they govern, and set out any relationships between school staff and members of the GB such as spouses or relatives.

Procedures are in place to enable annual declarations to be made, including nil returns and for in year changes of interests to be declared. The register is reviewed annually.

Action:- Pecuniary interest forms were given to Governors to fill out. The Clerk will provide the Local Authority with details of who sits on the Governing Body.

4) Minutes of Last Meeting

The Minutes of the last meeting held on 6th July 2021 have been uploaded to the Portal and were approved.

Matters Arising.

Increasing the PAN

At the last meeting the Governors spoke about the closure of Tiggy Winkles which will result in a big reduction of places on the Estate and they asked SL to follow up if it is possible to offer childcare without Ofsted registration and also to increase the PAN.

Childcare

SL reported that we cannot offer childcare and she asked about increasing the PAN but has been informed the request will be refused as there is enough sufficiency on the Estate because Kickstart has opened a nursery over Castle Vale Pool

Safeguarding Training

SL reported that Alison Sawyers can offer Governors Safeguarding training either in person or virtually, or school can buy into the NSPCC training and Governors can complete it in their own time.

Governors agreed they would prefer to do the NSPCC Training.

Action:- SL to send the information about how to access NSPCC training to the Governors.

Strategic Plan

This has been added to the portal and will be discussed as part of the meeting.

School Prospectus.

This is complete

Action:- SL to email the School Prospectus to the Governors.

Governor Visit.

Governors visited the school this morning to look round and observe in Nursery and/or meet with colleagues for their areas of responsibility.

5) Annual Approval of Policies

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*- This has not yet been completed

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.

The Governors agreed to adhere to the recommended model policies on the Birmingham HR Portal.

The following Policies have also been uploaded to the Portal and were approved

Safeguarding Policy.

The updated version of the school safeguarding policy has been added to the Portal. This has been updated in line with Keeping Children Safe in Education and is the LA recommended model.

The Safeguarding Policy was approved.

As a school we always approve the Safeguarding Policy on the Birmingham Safeguarding Children Board (BSCB) and historically, Governors agreed for the Chair of Governors and Safeguarding Governor to approve the Policy so it can be implemented immediately. They agreed that this will continue and also that if there are any subsequent changes required that the policy will be approved.

Governors also agreed the approval of any codicils recommended by the BCBB by the Chair and Safeguarding Lead. This means schools can avoid having to reprint and ratify the whole policy, the codicil insert that can be included in any existing policy.

The following policies were also added to the Portal and were approved:-

E Safety Policy

Freedom of information Policy

Governor Allowances

Data Protection Policy 2020

Support Staff Code of Conduct

Teachers Code of Conduct

Prevent Risk Assessment-2021

KCSIE 2021 September guidance

Prevent Duty – departmental advice v6

Working together to safeguard children inter agency guidance

6) Feedback from the Finance & Personnel Committee.

The Committee have just met and TQ gave a verbal update.

The following policies were recommended for approval:-

- Terms of Reference
- Delegation Statement for the Head teacher
- Charging and Remissions Policy
- Best Value Statement
- Freedom of Information Policy
- Whistleblowing and Serious Misconduct Policy
- Governor Expenses Policy
- Statement of internal Control
- Division of Duty
- Gifts and Hospitality Policy
- Whistleblowing
- Business Continuity

All of the above policies were uploaded to the portal and there are no major amendments.

The Governing Body approved the above policies.

The **Pay Policy** was discussed.

The DfE has produced a draft 2021 School Teachers' Pay and Conditions Document (STPCD).

The draft policy has gone for consultation to Unions and BCC will upload the document that schools can use once the policy has been approved.

Action:- Pay Policy to be emailed to Governors when available.

The Catering Contract was discussed and the Committee have recommended that consideration is given to bringing this in house, costs are currently being obtained. It was acknowledged that the cost may be more than the current option, but employing a cook directly and sourcing our own food will allow greater flexibility.

The Committee discussed the plans for the surplus balance and the Governing Body agreed the following:-

- Draft proposals for the surplus balance will depend on the outcome of different initiatives that are taking place.
- Governors agreed that funding will be needed to support some of the costs connected to these initiatives.
- There was plans for expenditure for a sensory unit, but it is likely this will be funded. Governors acknowledged that there will be costs associated with this (e.g. installing a canopy) – this will not be known until the unit is built.
- The sensory room will support children with high level needs and will need to be staffed and some of the carry forward will be used to cover salaries and training.
- There will be an increased use of the Forest School and therefore additional staff may be needed.
- The Governors agreed that there may be a need for additional expenditure on Speech and Language support, and also for the Educational Psychologist and CAT Team for the increase in children who have additional needs.

The Governors agreed to the expenditure as outlined above.

A cumulative surplus balance of £288,957 is now predicted to remain at the end of 2021/2022, this equates to 35.74% of the schools in-year funding.

The Minutes of the meeting detail the information that was presented relating to the budget.

Virements were discussed, there are none to report, only additions to funding.

Orders over £10,000 was reported as follows:- £ 16,959.61 - COOMBS CATERING PARTNERSHIP LTD

The Governors approved this expenditure.

The Strategic Financial report was discussed and is predicting the following:-

The school cannot set an in-year budget for 2022/2023 and 2023/2024. There is however a sufficient estimated carry forward balance to offset the in-year deficit resulting in the school significantly reducing the cumulative carry forward. At the end of the 2023/2024 financial year a surplus balance of £66,103 is estimated.

The Governors thanked TQ for her feedback and approved the recommendations from the Finance Committee.

7) Head Teachers report.

This has been added to the Portal and was discussed.

The draft strategic plan was discussed.

It is a 5 year plan and SL said that when this is approved, it will be reflected in the SDP and progressively, year by year we will move towards the goals.

The vision underpins everything – this is:- Making a difference. All of our children, all of the time.

The goals are:

- To prepare children well for the next stage in their education.
- To work with parents, partners and the community to ensure children and families access high quality provision, outreach and networks.
- To better support children under 5 with SEND.

The values need to be in place to achieve the vision. The values are to promote:

- Inclusion - Every child matters. Everyone matters.
- Resilience - Persisting in spite of difficulty or obstacles.
- Independence - "I can do it by myself" High expectations.
- Acceptance - A warm welcome, Love, whole family, every opportunity.
- Curiosity - Experiences, excitement, learning.
- Collaboration - Achieving, supporting, together.

The Governors agreed the plan reflects the conversations and what the school is trying to achieve and they approved the strategic plan.

Action:- It was agreed to refer to the Strategic Plan in each FGB meeting to see the progress.

It was agreed to have a review in the Summer Term to make sure that the priorities in the plan are still relevant.

Governors asked if the Strategic Plan will go to parents?

SL said it will be shared with parents and staff.

She explained as part of this process, school have commissioned a new website and the Strategic Plan will be added to the website when it is up and running.

Sensory Unit.

SL gave an update on this (as reflected in the HT Report).

School are working with ACIVICO to design a fully working sensory unit, the building work for this will take place in the new financial year as part of their corporate project with no cost to the school.

In the meantime staff stripped and redesigned the 'hub' room to support children that needed specialist provision during their sessions with us. 8 children are currently accessing our Buttercups provision and it is likely this will increase to 14 children.

TQ said she is accessing funding to provide a sensory room on the estate for older children as part of the Holiday Activity Fund provision. There are a high number of children who have additional needs and will welcome access to this, she will share the information when it is up and running.

SL noted there is nothing in the HAF for under 5's, this is needed, especially for the younger children with SEND.

SL reported that the children accessing the Buttercups provision have high needs school will need to have more staff to support them.

SL gave an update on The Campaign (as detailed in the HT Report)

There was a virtual APPG in October which SL spoke at, there was then an actual March on Downing Street to hand in a petition.

There was a coach from the school and staff were able to join, the Governors had approved that the school could close and SL said that there was provision offered for working parents.

The Campaign was successful in securing supplementary funding for the period of the spending review (3 years), there is no detail as yet.

SL shared a link to a report in the newspaper from a parent called Anneka Anwar, the report details that she said her family were at breaking point and she how she wants Government to fund nurseries like Castle Vale to give more parents like her the help and hope they need.

SL reported that her 2 children have been with us since March, they are both accessing the provision in Buttercups for different reasons. Their mom said that the school really understand her children and the support has really changed her life, staff are giving suggestions as to how to cater for the boys needs, she said that the children are more settled, they are sleeping better and are much happier.

SL said that there are inequalities depending on which provision children attend. For example, children who attend PVI's have no access to a CAT worker, a SENCO or Speech and Language worker. It should not matter which setting a child goes to – they ought to have access to the same support. Some PVI's are businesses and some are not for profit. The money that each of the Early Years settings gets per child does not cover the costs. Without supplementary funding settings cannot even sustain the basic staffing structure. There has been an example of the impact on low funding on the Estate recently with Tiggys having to close.

Funding has not increased for Early Years despite the fact the other costs have increased. There are delays with the CDC is giving diagnoses for children and there is a long waiting list therefore many of the children with needs do not get the support they need.

Pupil Numbers were discussed and SL said that they are slightly lower than anticipated. However, there is another cohort starting in January and there have been a number of enquiries from parents asking for places.

SL said she is not concerned about numbers, they are strong particularly with the fact it is a low birth rate year and many schools across Birmingham are struggling for pupils.

Birmingham Early Years Networks and the Developing Local provision project. This is detailed in the HT report.

- School is still leading on the Early Years Networks for Erdington and Sutton districts. They happen each term.
- .The Developing Local Provision (DLP) initiative is based on Birmingham's new SEND strategy.

This initiative is now being rolled out to Early Years through each of the 10 districts. Each district can apply for up to £100,000 each year for 2 years. The deadline for applications for year one is now 22nd November and School have been asked to lead on the DLP project for both Erdington and Sutton districts.

SL said that we are looking at different proposals including:-
Providing Level 3 SENCO award training at a subsidised cost. The expectation would be that the Level 3 SENCO's are part of a team in each district to provide outreach support.

Implementing a district hub so that any child under 5 in the district with SEND can access support, with a project coordinator setting up a virtual hub with links to the different partners that provide support for EY SEND.

SL said that there may be a point where she will need to write an application for a DLP Project for Erdington and Sutton.

Governors noted that both are huge districts and this will involve a lot of work. Governors acknowledged that there needs to be better support for children under 5 with SEND to have earlier diagnosis and have EHCPs in place and they support SL with her work in these areas.

The New Curriculum

This was detailed in the Head Teachers Report.

Staff have all worked hard on a new curriculum for the academic year 2021/22. They have used all the released documents and compared the intent statements and staff have discussed what the children need to know and be able to do for the next stage in their education, whether it is moving from Nursery

Governors asked what will change for the children when the new curriculum is implemented?

SL said that their experiences can only get better because staff will be more focused and progression should be clearer.

The new curriculum will look at the journey for the child, it will identify where they are on their journey and what they need to do next. It is a progressional curriculum which identifies what they need to know and what experiences they need to have to allow them to achieve.

SL said that parental engagement is also key and leaders are also conscious of staff workload.

During the morning CM shared the detailed progression for all of the areas of Learning with MP which maps out the steps progress.

Action:- School to give more information to Governors about the progress and impact of the new curriculum and if any changes are needed.

Assessment was discussed and information has been added to the Portal. There are no longer specific age ranges within each area of learning (birth to 11 months, 16-26 months, 22-36 months, 30-50 months and 40-60 months).

Ofsted state they will particularly consider:-

- The intent, implementation and impact of the school's early years curriculum.
- The impact that the quality of education has on children, particularly the most disadvantaged and those with SEND.
- The progress all children make in their learning.
- Their development relative to their starting points and their readiness for the next stage of their education.

Our curriculum reflects the progression in children's starting points and their readiness for the next stage of their education.

Many of our children come into Nursery way below their stage of education so we aim to narrow the gap as much as possible, children entering way below their stage of education will need significant support to be on track.

Autumn Baseline Headlines are:-

- The minority of children are on track for their stage of education.
- More children are on track in the prime areas: Personal, Social and Emotional Development and Communication and Language.
- September 2021 new starters need the most support to be on track for their stage of education.

During the morning session, when MP and CM met they discussed the four categories used in assessments. MP asked about the support for the children who in the past would have been identified as G&T or exceeding.

SL said that this will be looked into. Staff have very high expectations and some of the end goals are taken from what is expected of a child in Reception. Staff always look at how to stretch children who are exceeding and will give them problem-solving tasks.

Last year school signed up for maths champion research project and have been successful in accessing training. Ruby will be the maths champion and CM the deputy maths champion. There will be training available for this.

Governors commented that this will be an excellent research project to be involved with, they acknowledged that staff already have had Welcomm training for Speech and Language and this has proven to be successful.

Governors asked if there is a discrepancy in outcomes between the children who only attend the Nursery for one year and those who are here for longer.

The assessments show that overall, September 2021 returners are achieving better in all areas, and this shows that there is a greater impact the longer a child is in school. The majority of children who returned in September 2021 are on track in the prime areas: Personal, Social and Emotional Development and Communication and Language. This is significantly more than children who started in September 2021.

Governors asked whether the full-time children are achieving better than part-time children.

The outcomes show that full-time children do achieve better than part-time children. Overall, Full Time Funded and Full Time Vulnerable children are achieving significantly better than Part Time children, particularly in the prime areas. Disadvantaged part-time boys need the most support to be on track for their stage of education.

Governors commented it is a concern that this may mean that disadvantaged children do not achieve as well. They are only eligible for 15 hours of education whereas a child for a family where parents work are entitled to 30 hours.

SL said it is true that the part-time children often need more input. The outcome show that disadvantaged part-time boys are the ones who need the most support and they need to be an area of focus moving forward.

Governors asked if it would be possible to compare outcomes from previous years due to the change in the way that the curriculum will be assessed.

CM said there will be a way we can do this by looking at it differently and it should be possible to compare the amount of children who are on track.

Governors thanked SL for her report. They Governors commented that their morning visit and the feedback in the meeting has been excellent. There has clearly been a lot of work that has happened and it is positive to see that the whole staff have engaged and embrace the changes

8) Chairs Action/ Correspondence/ Training

The Chair of Governors reported that he has no Actions to report.

The Friday Update from Governor Support is sent to Governors on a fortnightly basis.

Training information continues to be disseminated.

9) Any Other Business

Model Code of Conduct.

This was added to the Portal and was discussed.

The model Code of Conduct is worded in such a way that it becomes a corporate code that is signed by the Governing Board and not individual governors. This enforces the principle that, first and foremost, responsibility for good governance rests with schools themselves.

The Governing Body agreed to adhere to the Model Code of Conduct.

Operation Encompass

CM reported that school have been given the opportunity to take part in a project that will run jointly between schools and the police in our area. Operation Encompass is the reporting of police attended domestic abuse incidents to schools, prior to the start of the next school day, where there are children in the home. Operation Encompass will ensure that a member of the school staff, (DSL) known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have experienced a domestic abuse incident.

School Financial Planning Efficiency checklist

These were discussed and the forms will be completed

10) Date of the next Meeting

Wednesday 9th February 2022 – 9.30am Finance
- 10.30am FGB