



LONDON BOROUGH OF NEWHAM

Minutes of the Governing Body of Southern Road Primary School

Meeting held on Tuesday 15th March 2016 at 6:30pm

- Present:** Mrs Bronwen Stuckey, Chair, (Co-opted Governor)
Ms Sonia Flores, Vice Chair, (Co-opted Governor)
Ms Stephanie Lachowycz (Head Teacher)
Mr Shakil Rahman (Parent Governor)
Mr Sozos Sozomenou (Parent Governor)
Mr Amirul Haque (Parent Governor)
Miss Bethany Watson (Staff Governor)
- Apologies:** Mr Muhammad Uddin (Co-opted Governor)
Miss Dena Lawrence (Non-Governor)
- In attendance:** Ms Helen Yearnshire (Assistant Head Teacher, Non-Governor)
Ms Anne Sundberg (NPW Clerk)

1333. Apologies for Absence

Apologies had been received from Mr Muhammad Uddin and Ms Dena Lawrence. Governors condoned these absences.

1334. Declarations of Interest

There were no declarations of interest declared for any items on the agenda.

1335. Constitution

a) Appointment of 3 Co-opted Governors

The Chair advised that Mr Sozos Sozomenou had tendered his resignation, with this meeting being his last as a governor. This resulted in a Parent Governor vacancy in addition to three Co-opted Governor vacancies. Governors agreed that the skill set of the Governing Body should be broadened to include such areas as finance and banking as there was already a lot of expertise in teaching and education amongst governors. Governors agreed they were happy for the Chair and Head Teacher to pursue with NPW the filling of these vacancies.

b) To note the vacancy of Authority Governor

Governors noted that there was also a vacancy for a Local Authority Governor and that this was in hand with NPW to pursue with the LA on behalf of the school.

Action: Chair and Head Teacher to pursue with NPW, the filling of governor vacancies.

1336. Minutes of the Meeting Held 26th January 2016

The governing body reviewed the Minutes for accuracy and noted the following minor amendments:

Attendees, page 1: Diane Greene should read Diana Green

Minute 1331, pages 6 & 7, Link Governor Visits: Mr Amirul Haque had also visited the school on 1st February.

Agreed: Noting these amendments, the Minutes of the meeting held on 26th January 2016 were agreed by the governors as a correct record and were signed by the Chair.

Matters and actions arising:

Minute 1324, page 4, Parental Questionnaire: the Head Teacher had circulated the results to governors prior to this meeting and noted one typographical error in line 11 where the Disagreed Response Percentage should read 3% not 23%.

Minute 1329, page 6, Complaints Policy: this was an agenda item at this meeting.

1337. Governors' Committees

a) Reports of committees

Both committees had met immediately prior to this FGB.

Teaching and Learning Committee

Governors noted the following key items discussed at this committee meeting:

- Home/School Agreement - the committee had considered and agreed the Home/School Agreement. The Head Teacher clarified that homework was set and marked, but not given back to pupils.
- Equality Policy – the committee was happy with this and agreed that it should be circulated for information to non-committee members.
- School website – the committee had reviewed this and noted that public sector duty documents were on the website.
- Summer 1 timetable – the committee had reviewed and was happy with this.

Finance and Premises Committee

Governors noted the following key items discussed at this committee meeting:

- School Finance Policy - some changes had been identified by the School Business Manager, committee members were happy with this policy.
- Purchasing Card
- Audit training at NPW

Benchmarking had been undertaken with other schools which were on a par with Southern Road Primary, one from within LB Newham and others from outside the borough, but all with similarities in terms of SEN and FSM.

Action: Head Teacher to provide details of schools that have a greater similarity with Southern Road Primary.

The School Financial Value Statement (SFVS) had been reviewed, and the document agreed with a couple of changes. The committee had also considered the new training course list, and asset management, and the Chair had signed off the SFVS.

The school's budget would be taken to the next committee meeting and Premises would be an agenda item at the next FGB.

1338. Budget Monitoring

The Head Teacher reported on the Budget Monitoring report, highlighting the following key points:

- Generally, there had been a moratorium on spending due to the building work and the ensuing lack of space to store new purchases/equipment etc. As a result of this there would be no need for virements other than under Agency and Supply. The Head Teacher further clarified that supply teaching costs were not only to cover sickness leave but also to provide cover for staff to complete professional development.
- The school had 5 NQTs all on a 90% timetable which required some level of cover to be provided, therefore every Tuesday this was provided by 5 supply teachers. The Head Teacher acknowledged that this was expensive but stated that it was the easiest and most practical way to source cover required.
- There was no major overspend on any budget line except for non-teaching staff and catering. Non-teaching staff was due to additional LSAs and catering was due to employing extra Breakfast Club staff so that the club could open to approximately 40 children. This was limited to PP and CiN children as the school did not charge for this club.

Q: A governor asked if it would be possible to open the club to other children but charge those who did not meet the PP and CiN criteria.

A: It would be difficult to do this as it would generate questions amongst parents as to why some had to pay and some did not.

- Income Line 118 – additional Grants for Schools = £99531
- £88K was received for universal FSM
- Generally there was an underspend in most areas and no further income was expected at this time of year.
- £10.5K less than expected was received as nursery numbers fluctuated. The Head Teacher clarified that if all nursery places were filled in January then there would be no places left for summer birthday children, who could not start at nursery until aged three. Therefore, there were always vacancies in the spring term as July and August birthday children would start in September when turned three, but those turning five in the academic year would all move up to Reception in September.
- If everything in the budget was spent there would be a £243K underspend and the expected carry forward was £400K.
- Had building work gone to plan then Phase 1 would have been complete and money would have been spent on fixtures/furniture etc. but Phase 1 did not start until Dec 1st so would finish during the summer holidays. Next term the school would start looking at how far the classroom areas could be developed.
- Final figures for next year had not yet been received and the school was still awaiting Early Years funding and high needs funding.

The Head Teacher further explained that the school would likely suffer a loss as a result of changes to IDACI (income Deprivation Affected Children Index). This was allocated in various bands and allocated to schools based on how many children fell into each band. This year the funds per child per band were changed as follows:

- Band 3 = increase from £33 to £167
- Band 4 = down from £232 to £10
- Band 5 = down from £303 to zero
- Band 6 = down from £39 to zero

This reflected that funds for those with the highest need had gone up but all other bands had been cut. The boundaries had been adjusted by government and the majority of children in the area were not considered to be from low income families.

Q: A governor asked if there was information on how many children in school were in each band?

A: 168 children in Band 3, 10 children in Band 4.

Q: A governor asked what is used to determine how much a family earned?

A: The school did not have these details.

Q: A governor questioned if this was different from Pupil Premium?

A: The school did not have that detail but in terms of PP the school would run out of Ever 6 in about 3 years' time.

Q: A governor questioned if FSM was dropping because parents were not applying or were not eligible?

A: The Head Teacher explained that the number of applications and eligibility were factors in this. That all parents were encouraged to apply and that all were given a form they were required to complete for the Local Authority, which now only required a National Insurance number rather than the detail previously required.

The Head Teacher explained that the new banding meant that although Band 3 received more funding per child, there would be fewer children meeting this specific criterion. The school did not have children who would meet the new set of criteria for Band 4 (extreme needs) and the school was not expected to take them. The school was being asked to take more needy children but without funding, though the school would take them if it could meet their needs.

Q: A governor asked whose responsibility it was to inform the parent that the school might not be the right choice for their child?

A: The Head Teacher would speak with parents but many did not realise that they had a choice.

Although the school was likely to suffer this cut in funding, it was not possible to keep the carry forward again.

Recommendations: Governors were asked to:

- a) Note the financial monitoring information
- b) Agree the virement levels set out in section 2 with effect from 1 April 2016
- c) Note the estimated year end balance at section 5.

Agreed: Recommendations were agreed by governors.

The Head Teacher informed governors of a recent break-in at the school in which old laptops were stolen. The break-in involved a rock being thrown through a window. The police were aware of the identity of those involved who were filmed on CCTV and would be arrested when/if apprehended.

Q: A governor asked if it was possible to budget for more security.

A. The Head Teacher explained that school did currently have good security measures, lighting, and that the only real option would be to put bars on the windows which was not acceptable for the school.

Having the building plans on the school website was not thought to pose a significant risk.

1339. Governors' Visit Reports (including British Values)

Reports from Mr Amirul Haque and Mrs Bronwen Stuckey were circulated, and a verbal report provided on behalf of Mr Mohammad Uddin. The following key points were noted:

3rd February

Visit to Reception classes by Mrs Bronwen Stuckey, as Reception Link Governor

- The purpose of the visit was to see how the children used the outdoor space as part of their learning.
- Mrs Stuckey had discussed the visit in advance with AHT Helen Yearnshire.
- The focus for learning was the book Aliens Love Underpants.
- The class was split into one half outside at a time with the groups swapped halfway through the session.
- Of those outside, some were working with a member of staff while others worked on their own or in small groups.
- Activities on offer were scooters, toy cars and ramps, mud kitchen, painting on panels, bean bags into buckets, trays with pasta in and mini world things – alien landscapes and story writing/drawing on white boards.
- Inside activities included model making, counting, a reading corner with real underpants and an alien landscape.
- All the children were keen to share what they were doing and talk about aliens.
- One child was varying the length of a ramp used by his car to see how far a vehicle could fly.
- Inside the classroom as the children swapped sessions they sat down to a transition activity with their teacher and took it in turns to share their favourite activity while the others listened.
- Some children worked with a member of staff, while others were busy with activities of their choice.
- **British Values** – the children were learning to take turns, respecting others and making choices which would impact others. They all understood the class rules and were very polite.
- It would be good to visit again and see how the outdoor space was used in the summer time.

1st February

Visit to Year 4PJ and Year 4PM by Mr Amirul Haque, as Year 4 Link Governor

- The visit took place on Enabling Enterprise Challenge Day – “Moon Base”
- The theme of the day was to produce a new, innovative “Base on the Moon” as the earth had become too crowded and children were to design a city and creatures.
- Teachers were supported by a small team of members from Enabling Enterprise.
- The children were very creative with immense capability given the opportunity.
- They worked in small groups with a group leader and leadership was very good.
- They were encouraged to show care, respect and tolerance.
- **British Values** – the children worked as a team and the understanding and acceptance of others’ viewpoints, imparting knowledge and respect for each was very infectious.
- Teachers and support staff were on top of behavior and any intervention was met positively by the children.
- It was a fantastic day for all involved.

1st February

Mr Mohammad Uddin

Visit to Year 6

- There was the opportunity to engage and speak with children.
- Differing viewpoints were respected.
- The teacher did not impose their own views.
- Discussion was in small groups giving children the confidence to share and be involved.

Thanks were extended to all governors who had undertaken visits this term, more visits were planned for the summer term and the Head Teacher noted that it was good to see that the enthusiasm of the children was showing through.

Governors noted it was good to see British Values reflected well.

1340. Complaints Policy

The policy had been circulated to governors and the Head Teacher advised that it was based on the DfE toolkit and now included four stages of escalation if unresolved:

- 1) Informal – dealt with by appropriate member of staff
- 2) Formal – heard by Head Teacher
- 3) Formal – heard by Chair of Governors
- 4) Formal – heard by the Governing Body

The Head Teacher advised governors that these stages would only apply if new information was provided and that escalation would not take place just because a complainant was not satisfied with the outcome at any stage.

The policy was now on the school website and would be reviewed annually.

Agreed: Governors agreed the Complaints Policy.

1341. Prevent Duty Presentation

Ms Helen Yearnshire (AHT) updated governors on key points from the Prevent INSET held on 25th January 2016:

- Part of the duty in schools was to open the conversation surrounding radicalisation, over a “safe space” for discussion about terrorism.
- Susceptibility to radicalisation and factors that may have a bearing on a person’s vulnerability to it.
- Various indicators that may present themselves in schools: intolerance of certain groups, viewing violence as an option, stating/agreeing with things that don’t fit in with British Values, strong views on homosexuality.
- If staff had concerns, they knew how to raise them and further possible indicators (taken from the Chanel Duty Guidance) of when an individual may be engaged in a terrorist group had been shared.
- Information had been put up in the staff room.

Q: A governor asked if this training had been for the whole staff.

A: It was confirmed that it had been, and would be revisited in September.

Q: A governor asked if any staff member had been surprised by the content of the INSET.

A: Ms Yearnshire advised they had not, as there was already lots in place in school around this and staff were already very good at flagging up any concerns or issues.

1342. Chair’s Report

The Chair updated governors on a recent training she had attended on governance and future options, in light of requirements for all schools to achieve or be in the process of achieving academy status by 2022.

The Chair advised governors that collaboration was key and that the school needed to be looking at options now in order to have a choice to exercise in deciding which other schools to collaborate with as part of a multi-academy trust.

In terms of extended schools’ partnerships, such as the E13 schools, schools would become an academy trust with a tighter and more legal bond.

Academy trusts were structured with a Board of Members, under which sat the Board of Trustees. Schools could then have their own governing body or there could be one governing body of all schools in the MAT.

The Chair suggested that she, the Head Teacher and Mr Amirul Haque formed a working party to begin to consider possible options. Governors agreed approach.

Action: Chair, Head Teacher and Mr Haque to form a working party to consider academy conversion and to report back on initial ideas at the next FGB.

Governors noted other key factors in this:

- Deadline for conversion to be completed or underway was 2022.
- The school could not actually proceed until the LA had funded the re-build work.
- A lot of MATs were formed by companies coming in and taking over and this was not an approach the school favoured.
- Most staff do not see a significant change in becoming an academy, unless it was formed by a company.
- The LA is obliged to hand over the land.
- Funding was received straight from government.

- If the school did not wish to buy into LA HR services, they would be able to buy into NPW.

The Chair further explained that in MATs, governing bodies had less power than in schools. Academy groups were getting bigger and a DfE “stress check” on a 12 school chain indicated that it could go up to 27, therefore MATs were essentially “private” Local Authorities.

The school already worked closely in collaboration with other schools and the Head Teacher expressed her view that geographical links were best maintained in forming a MAT. Most academies do still use the LA for admissions processes.

Q: A governor asked if the school had as yet considered other schools to join with?

A: This had not been considered in detail as yet.

Q: A governor questioned that delaying in this would limit the school's choices?

A: The Head Teacher recognised this and the working party formed would begin to look at this.

Q: A governor asked if would only be primary schools joining together?

A: The Head Teacher advised that it could include secondary schools and the government was favouring “through schools” for the future, and that all brand new schools were now 3 – 19 schools.

The Chair advised that this discussion was to bring this matter to governors’ attention for now, and that further detail and discussion would be shared at future FGBs.

1343. Building Update

The Head Teacher provided governors with an update on the building work, noting key points:

- Updated photos were on the school’s website.
- Building work was running late as the original timeline was too tight.
- Bricklayers were now due to start which would result in rapid progress being seen.
- LB Newham had funding to replace the windows in the Year 6 area.
- The roof might not be strong enough for solar panels but alternative means of savings were identified.
- The existing crack in the KS1 hall would be repaired by the building company, it was thought that this had been caused by the foundations dropping, due to the drains, but the building company had stated they would be able to repair this, the walls repaired and a new floor would be laid during the summer holidays.

Q: A governor asked if there were any other problems with the buildings?

A: There were now some rodent problems due to the bushes being cut back. The Head Teacher advised that in general the building company was very good, keeping noise to a minimum during school hours, leafleting the neighbours although one neighbor had complained when building work started at 7:30am on once occasion rather than the agreed 8:00am.

1344. Governor Education and Training

Mr Amirul Haque advised that he had attended the training “Getting it right as a parent governor” training covering how to influence, the role and expertise, dealing with complaints as a parent governor and how to deal with this outside of school. Mr Haque noted that this training had been very useful.

He had also attended “Good to Outstanding” on what to do to get outstanding results, the Ofsted Framework signposts and that this also had been a very useful training.

Governors were requested to look at what training was available and to book any sessions that they felt would be useful for them.

1345. Future Meeting Dates

Governors agreed that in future all committee meetings would start at 5:30pm instead of 5pm.

No changes were requested to future planned dates of the FGB.

1346. Agenda Items for the Next Meeting

- School Budget
- Premises

The Chair requested that governors email her in advance of the next meeting, with any other items they may wish to add to the agenda of the next FGB on Tuesday 17th May 2016.

1347. Governor resignation

Mr Sozos Sozomenou would be standing down as a Parent Governor after this meeting. Governors thanked Mr Sozomenou for his commitment, hard work and contribution to the school as a governor.

There being no further business the meeting closed at 8:05pm.

SUMMARY ACTION LOG OF THIS MEETING

Minute	Action	Owner
1335	Chair and Head Teacher to pursue with NPW, the filling of governor vacancies.	Chair Head Teacher
1337	Head Teacher to provide details of schools that have a greater with similarity Southern Road Primary.	Head Teacher
1342	Chair, Head Teacher and Mr Haque to form a working party to consider academy conversion and to report back on initial ideas at the next FGB.	Chair Head Teacher Mr Haque

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