

# MINUTES OF THE COMMUNITY COMMITTEE MEETING OF EXCALIBUR PRIMARY SCHOOL

WEDNESDAY 18<sup>th</sup> January 2017 – 5.00PM

## PRESENT:

Mike Cross	MC	Chair
Lise Houldsworth	LH	Head Teacher
Vicky Alsop	VA	
Sarah Sproston	SSp	

Clerk: Yvonne Hilditch YH

Item	TOPIC / PURPOSE
1	<b>APOLOGIES FOR ABSENCE</b> Apologies were received Sakina Shulver (no childcare) but not accepted.
2	<b>DECLARATION OF INTEREST</b> Governors were reminded of the need to declare any interest in the items for discussion. There were no declarations of personal or business interest in relation to any item on the agenda.
3	<b>MINUTES</b> The minutes of the meeting held on Wednesday 5 <sup>th</sup> October 2016 were agreed as a true record and signed.
4	<b>MATTERS ARISING FROM THE PREVIOUS MINUTES</b> <ul style="list-style-type: none"> <li>Obtain quotes for chancel insurance (YH) – Insurance has not yet been purchased as land has not yet been transferred from the Local Authority.</li> <li>YH has ordered an Accessibility Audit and once this has been completed the plan will be updated and ready for review. (YH). YH has tasked the new site manager with the completion of the Accessibility Audit of the premises and once completed the Accessibility Plan can be updated ready for the Summer term meeting.</li> <li>YH is in contact with Ian Hales who is within the property management section of the local authority about the replacement of the school boilers. CEC have agreed to pay for the boilers but YH needs to liaise over timings (YH). The work on the boilers was completed in November and December 2016. The work is to be signed off in February 2017.</li> <li>VA agreed that she would review the Education White Paper Chapter 3 further and feedback to the relevant committees any consequences to that committee that had not been identified above (VA).</li> </ul> <p>VA presented her review of the main points to the committee.</p> <ol style="list-style-type: none"> <li>By the end of 2020, all state-funded schools will be academies or be in the process of becoming academies. Where schools are not academies or have not started the process by 2020, the Department for Education (DfE) will take steps to direct them to become academies. This decision has since been reversed. Excalibur governors are in the process of considering conversion to an Academy and it is being discussed under item 9</li> <li>The DfE expects most schools to form or join MATs and is establishing a MAT growth fund to create new MATs and support existing ones to expand. This growth fund has since been reduced. Excalibur governors have investigated the possibility of joining an existing MAT and is now investigating creating a MAT with another primary school under item 9.</li> </ol>

3. MATs will have new accountability measures, including performance tables that look at how well they are leading their schools. These will include showing the value added by the MAT.
4. The role of LAs in education will change and in the future their education duties will centre on: ensuring every child has a school place, ensuring the needs of every vulnerable child is met and acting as champions for all parents and families.
5. Qualified teacher status (QTS) is being replaced with a "stronger, more challenging" accreditation.
6. An independent expert group of teachers, leaders and academies are creating a new standard for teachers' professional development. This will set out a gold standard for effective CPD.

***What will the school do to reach this gold standard?***

JT – This will be reviewed by LH for the Summer term committee meeting.

7. Academy trusts will no longer be required to have elected parent trustees on governing boards.
8. The DfE will be creating stronger expectations on governing bodies to fill skills gaps, including through training. It is also planning to develop a "competency framework" for governance in different contexts. This new framework is to be discussed under item 12(1) – Competency Framework for Governance.

A national funding formula will be introduced to replace the current funding system. This is to be discussed under item 5.

- Governors were informed that they needed to review the new Schools' Causing Concern Statutory guidance (Item 3 on Director of Children's Services Report Summer 2016). YH will review and present a document at the next meeting. (YH)

YH presented a summary and the governors felt the following points were important for the school:

1. According to the DfE guidance a school that is causing concern and therefore eligible for intervention, be it a maintained school or academy, where it has: been judged 'inadequate' by Ofsted, been deemed to be 'coasting', or failed to comply with a warning notice from a local authority (LA) or RSC.
  2. The DfE guidance says that an LA or RSC may issue a warning notice to a maintained school where: the standards of performance of pupils at the school are unacceptably low and are likely to remain so, there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, standards of performance or the safety of pupils or staff at the school is threatened
  3. The DfE guidance says that LAs should discuss with RSCs when they judge that a warning notice is necessary. Once it has been decided that an LA or RSC will issue a warning notice, the notice must be given in writing to the school's governing body.
- The Extremism and Radicalisation self assessment tool has been sent to the Headteacher for completion. (LH). This has not been sent to schools and does not need to be completed at the moment.
  - Items that need to be updated on the website:

Pupil Premium Reports

1. The 2015/16 impact statement. This was uploaded to the school website on 21<sup>st</sup> October 2016.
2. The 2016/17 Action Plan. This was uploaded to the school website on 21<sup>st</sup> October 2016.

Google Maps Link

This has been added to the website on the contact us page.

Translate Button

The governors did not want a translate button as they are not happy what the



translation will say. It is better to let people to translate the English on the website through their own translation software.

- Contraventions identified in the schools kitchen hygiene audit.
  1. Peeling paint on the ceiling of the walk in refrigerator. This was completed by the site manager in the Autumn half term break.
  2. Light cover broken in Chest Freezer 2. The broken cover was removed by the site manager.
- Quotes for replacement window and fire doors to be obtained (YH) This was completed by the site manager. The costs relating to the different areas are as follows: £10,494 Hall Area, £5,474 Year 5, £4,408 Year 4, £5,093 Year 3, £4,149 Year 6, £1,926 Key Stage 2 corridor and toilets, £3,299 Staff WC, £3,706 Year 1, £3,769 Reception Class, £5,101 Key Stage 1 corridor, £5,427 Store Room, £2,620 Kitchen. Total cost is £55,461. The quote was sent to Ian Hales, Cheshire East property Services, on 11<sup>th</sup> November 2016 but he replied that the priority of the Local Authority has changed to premises roofs.
- National Governors Association have created three new resources that need to be reviewed (VA).

VA presented a summary and the governors felt the following points were important for the school:

#### Framework for Governance

VA is happy that Excalibur's Governing Board adheres reasonably well to the new framework. Interestingly, the area where we don't stick so close to the Framework is around the chair! The three points under "Role of chair" state:

**1. Do we carry out a regular 360° review of the chair's performance and re-elect the chair each year?**

VA - Well, we re-elect the chair, but I don't think anyone's done a review of my performance. Perhaps this something we should introduce? Happy to send out anonymous feedback forms if people want to put their opinions in.

**2. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?**

VA - I think we engage in good succession planning regards the Governing Board chair and vice-chair, but not the committee chairs. I'm also not sure of the 'two terms of office' side, we have anyone in that position Do we have a policy which lays this out? I had a look for the Governing Body Terms of Reference on the school website but it is not mentioned.

**3. Does the chair carry out an annual review of each governor's contribution to the governing board's performance?**

VA - No, I don't. Nor do I think I could. I also have concerns about whether I should. There are some governors with whom I come into very little contact because they don't do the same committees that I do, but they seem to be very competent from what little I've seen of them at full governing board meetings. I didn't really see the chair role as that of 'performance manager' for the rest of the board and I think that kind of approach to unpaid volunteers who are doing their best would not go down well.

#### Growing Governance Resource Pack

This document provides guidance in the form of a full schools' strategy and development proforma. It gives advice on: how to achieve a vision, turning the vision into a strategy, determining the key priorities and monitoring the strategy.

#### Parental Engagement

YH had sent out the document with the committee agenda. The document states that it is important that there are opportunities for the governors to listen to parents and they advised on some tried and tested tools. The governors on reading the document

	<p>decided:</p> <ol style="list-style-type: none"> <li>1. Regular Parent Surveys – These are distributed to all parents and carers on an annual basis in the Spring term.</li> <li>2. Parent View – This is advertised through the school website and annually on a school newsletter.</li> <li>3. Events – The school's Friends of Excalibur (FOE) committee run a tea and tissues event in September each year for all new reception parents. FOE run termly disco's and termly fairs. The school runs parent e-safety, literacy and maths evening during the year. The school has two parents evening consultations in the Autumn and Spring term which governors attend.</li> <li>4. Parent Teacher Association (PTA) - The school has this, Friends of Excalibur.</li> <li>5. Parent Council – There is no parent council at the moment but the governors feel that this is something that could be looked at with the parent voice governor (Sarah Choi).</li> </ol> <ul style="list-style-type: none"> <li>• Governor Database, Edubase, needs updating. YH has updated with all details that she has received. YH is to inform VA of the details of any missing details so that they can be chased.</li> <li>• Toot toot is to be reviewed by LH. LH reviewed this resource at eCAPH and felt that it was not appropriate to primary and was already being covered in school by KIVA.</li> <li>• The school safeguarding and child protection policy should refer to peer-to-peer abuse, additional challenges for those with SEN and honour based violence. YH checked and it does as it adapted from the Local Authorities proforma policy.</li> <li>• SSp had attended safeguarding training and had a number of safeguarding questions for the SLT. These questions were asked of YH/LH on 29<sup>th</sup> November 2016 and SSp felt that all safeguarding procedures were in place at Excalibur. She fed back to the Full Governing Board on 8<sup>th</sup> December 2016.</li> </ul> <p><b>Action points:</b></p> <ul style="list-style-type: none"> <li>• <b>Obtain quotes for chancel insurance once land has been transferred from the Local Authority (YH)</b></li> <li>• <b>Once accessibility audit has been completed the accessibility plan will be updated and presented to this committee for review (YH)</b></li> <li>• <b>Introduction of an annual review of the Chair's performance before re-election in the Summer term. (YH)</b></li> <li>• <b>Look at setting up a parent council (SC)</b> <ul style="list-style-type: none"> <li>• <b>Edubase, YH is to inform VA of the details of any missing details so that they can be chased. (YH/VA)</b></li> </ul> </li> </ul>
5	<p><b>SCHOOL DEVELOPMENT PLAN PRIORITIES 2016/17 – Review the SSDP objectives for the Community Committee together with the school's community cohesion events and British values.</b></p> <p>The responsibilities for the committee are within the Personal Development, Behaviour and Welfare section of the SSDP.</p> <p>LH presented her SWOT report on the school's progress on the SSDP objectives so far in 2016/17.</p> <p><b>Priority 5 - KiVa (research based anti-bullying programme)</b></p> <ul style="list-style-type: none"> <li>• LH has organised a meeting for Alsager Community Trust's (ACT) Board of Trustees with Jane Henry the Cheshire East KiVA lead. The meeting has been called to give the trustees a better insight into the working of KiVA.</li> </ul> <p><b>Priority 6 - Global Education</b></p> <ul style="list-style-type: none"> <li>• The school is linking with Pikemere school to complete Philosophy for Children which is</li> </ul>



	<p>linking the history in the curriculum with what is happening in the outside world today to teach the children empathy. Philosophy for Children training for all staff took place in November 2016. This training introduced the school staff to tools to develop areas of global learning into what is already being taught by identifying areas in planning and including an agreed minimum requirement. The training also provided lots of ideas for resources and support for teachers to help to deliver these global themes.</p> <ul style="list-style-type: none"> <li>Global learning assemblies will take place during the rest of the academic year on a Wednesday morning and led by LH/JT, the year 5 teacher and the global education lead.</li> </ul> <p><b>Other Strengths</b></p> <ul style="list-style-type: none"> <li>The NSPCC led assemblies on Monday 16th January as part of the NSPCC's 'Speak out. Stay safe.' programme. In the key stage 1 assembly the children were introduced to the NSPCC mascot Buddy in a friendly and age appropriate way and they talked to them about their rights: the right to speak out and be heard, the right to be safe and the right to get help when they need it. The children were then introduced to the terms 'Trusted grown ups' and Childline. In the key stage 2 assembly the children completed a 'Sack of Worries' exercise where they were introduced to the terms: emotional abuse, physical abuse, sexual abuse, neglect and bullying, and given the definitions of each.</li> <li>Following on from an assembly by representatives of the NSPCC, Year 5 and 6 took part in a workshop around their 'Speak up. Stay Safe' programme. This session reinforced important messages about what the NSPCC does; who it involves and how it can help children who are in vulnerable situations. Topics included all types of abuse and how to identify them. The key message to all children was that they should "Speak out and stay safe". Each child took home a 'Speak out. Stay safe' kit in which they can record the people places and things that make them feel happy and safe. The children were encouraged to keep their kits safe and use them as a reminder of what they can do if they feel sad, worried or unsafe.</li> </ul>
6	<p><b>REVIEW ANY ISSUES ARISING FROM THE ANNUAL HEALTH AND SAFETY REVIEW AND OTHER HEALTH AND SAFETY RISK ASSESSMENTS AND AUDITS.</b></p> <ul style="list-style-type: none"> <li>YH presented the Health and Safety Chess Update to the committee. The items highlighted included: <ol style="list-style-type: none"> <li>New Forum for site managers. Health and Safety are considered facilitating meetings on a 6 monthly bases and the school thinks that this would be a good idea.</li> <li>Contacts for school staff that has been put on the staff notice board</li> <li>Legislation update suggests that a signed and dated gritting plan is displayed on the front gate and a photograph be taken in situ that could help in an insurance claim. YH confirmed that the gritting plan is signed and dated and that a photograph had been taken and kept.</li> </ol> <p><b><i>Does the school ensure that school staff have the appropriate insurance to go on training and carry children in their cars?</i></b></p> <p>YH – On an annual basis and if other staff join through the year we obtain a copy of the member of staff's insurance document ensuring that they have business insurance, we also ensure that if the car is over three years old they have an MOT certificate. If they do not provide these documents they sign a declaration that they will not use their car for any school work and that if there is a need to travel they will use public transport.</p> </li> <li>YH presented the Cheshire East Catering Quality Audit Form produced from a visit on 14<sup>th</sup> November 2016. They identified areas where training for kitchen staff that is required: Level 2 Food Safety, Manual Handling and Allergen Awareness. YH to chase training has been completed.</li> <li>YH presented the Identified Risks Listing report of all the hazards identified by the school risk assessments and any other assessments and reviews both internally and by external contractors. It summarises all hazards identified within school together with any costs, the</li> </ul>



	<p>actions to be taken and by whom, the target completion date and details of when the remedial action was completed and therefore the risk reduced.</p> <p><b>Action points:</b></p> <ul style="list-style-type: none"> <li>• <b>Identified areas where training for kitchen staff is required: Level 2 Food Safety, Manual Handling and Allergen Awareness. YH to chase training has been completed.</b></li> </ul>
7	<p><b>DISCUSS ANY CHANGES TO THE BUILDING MAINTENANCE 3 YEAR PLAN</b></p> <p>No changes although the school has obtained a quote for the replacement of all lights for LED lights and this has a cost of £24,000. At the moment the school is looking for a funding stream that will help with this cost.</p>
8	<p><b>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES AUTUMN TERM 2016 FOR THIS COMMITTEE</b></p> <p>YH presented the report informing the governors of the following items of importance for this committee:-</p> <p><b>Item 1 – Governance and Liaison Update</b></p> <ul style="list-style-type: none"> <li>• Cheshire East Governors' Conference on Friday 10th March 2017. This has been sent to all governors in the weekly bulletin to schools.</li> <li>• Spring Term Training Programme. This was sent to all governors at the start of the term.</li> <li>• New Publications on Governance             <ul style="list-style-type: none"> <li>• <u>A Competency Framework for Governance – January 2017</u>                  The Department for Education has introduced a brand new competency framework for governance based around the knowledge, skills and behaviours needed for effective governance in school, whether we are an foundation school or part of a MAT. It states that effective governance provides strategic direction, and control, creates robust accountability and is ambitious for all children to achieve their best outcomes. It sets out 16 competencies under 6 headings:                 <ol style="list-style-type: none"> <li>1. Strategic Leadership - This part of the competency framework deals with strategic leadership, and stresses the importance of governors' ability to 'set the tone from the top'                     <ul style="list-style-type: none"> <li>- Setting direction</li> <li>- Culture values and ethos</li> <li>- Decision making</li> <li>- Collaborative working</li> <li>- Risk management</li> </ul> </li> <li>2. Accountability - This part of the competency framework explores the ways in which governing bodies can do this effectively, and how schools as a whole are held accountable for their own performance.                     <ul style="list-style-type: none"> <li>- Educational Improvement</li> <li>- Rigorous analysis of data</li> <li>- Financial frameworks and accountability</li> <li>- Financial management and monitoring</li> <li>- Staffing and performance management</li> <li>- External accountability</li> </ul> </li> <li>3. People - In terms of the people on the board, the competency framework has placed emphasis on the importance of effective working relationships, and individuals' ability to learn from others and accept challenging conversation. For example, governors are expected to: Demonstrate professional ethics and sound judgement and be honest and self-critical about mistakes made. It also points to the importance of the role of the clerk in supporting the board.                     <ul style="list-style-type: none"> <li>- Building an effective team</li> </ul> </li> </ol> </li> </ul> </li> </ul>

4. Structures - The second part of this section looks at the roles and responsibilities of the governing body as a whole, and individual governors' understanding of how these structures influence the delegation of decisions.

- Roles and Responsibilities

5. Compliance - sets out the governing body's legal, financial and regulatory responsibilities. It stresses the importance of all members of the governing body understanding: the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply. For example, the framework refers to: The Prevent duty, Equality and health and safety legislation, The Ofsted inspection framework and The Data Protection Act. This part of the framework also requires governors to be able to 'speak out' when they have concerns that their governing body may be failing to meet certain requirements, or failing to take compliance seriously.

- Statutory and Contractual requirements

6. Evaluation - Governing bodies should be able to monitor how they themselves are carrying out their statutory functions, and ensure that individuals are contributing to the developing of the governing body as a whole. This part of the framework has split theme of evaluation into two parts: Conducting self-evaluation and reflection and monitoring the board's effectiveness

- Managing self review

- Managing and developing the boards effectiveness

The governing board should also fulfill their duties in line with the 7 principles of public life; Committed, Confident, Curious, Challenging, Collaborative, Critical and Creative. They should also be mindful of their responsibilities under equality legislation. The document then describes why each of the competencies are important and how the chair individually and the full board can ensure that they have the knowledge required and show they have the skills and effective behaviours. This would then be evidenced in meeting minutes, on visits to the school and in discussions with OfSTED.

The governors to look at the new skills audit's that match the new framework from The Key. It was agreed that the 4 skills audits should be sent out to all governors to complete this term so that the summary can be reviewed in the Summer term meeting.

• Governance Handbook 2017

The governors looked at the changes from the previous handbook and commented on the following:

1. Updated text at 4.1.2 to reflect the new requirement that all those involved in governance in maintained schools, as well as in academy trusts, must have a Disclosure and Barring Service (DBS) check.
2. A new explanation at 4.8 of the risks associated with close family relationships between those involved in governance or between them and senior employees
3. Details of the duty on boards to provide information about individuals involved in governance via Edubase at 4.8.

• The Governance Professionals' Competency Framework – February 2017

This provides non statutory guidance from the DfE around the role of the clerk, governance professional, in the school. It can be used as an audit tool and complement the clerks training development programme. The document informs the clerk of the importance of certain documents, how to provide high quality clerking and the competency framework of governors. At the back is a Knowledge and skills listing that clerks should assess themselves against.

YH presented the committee with her completed clerks skills audit and it was deemed by the governors that YH had sufficient skills to continue as the Clerk to governors without any immediate need for training.

• Ofsted's Improving Governance Report – December 2016

The document had been sent out to governors with the agenda for review. The



governors thought that the important points were:

1. The report focuses on governance in schools serving disadvantaged communities.
  2. The report sets out the three critical factors that made improvements in governance possible. These were: schools becoming aware of the weaknesses in their governance arrangements, governing bodies being able to develop their knowledge, understanding and insight and governors' roles and responsibilities becoming clear and lines of accountability were being clarified
  3. One of the report's key findings is that weak governance is going undetected in many schools and training needs are not identified. The report recommends that all governing bodies ensure that they have a robust self-evaluation process to make sure that they are operating effectively. This is completed at Excalibur by completing a governor skills audit annually.
  4. The report says that governors need better access to highly skilled people with educational expertise. Excalibur have this through the School Improvement Partner (SIP).
- Edubase. A reminder that all governor information needed to be included by 1st September 2016.
  - Recruiting new governors. Inspiring Governance is an online matchmaking service which matches skilled volunteers with schools.
  - Cheshire East Survey Results was presented to governors for review.

**Item 5 – Use of Personal Devices to take Pictures of Children in School**

- Guidance on staff use of mobile phones has been provided by Cheshire East Council and presented to the committee. This guidance has been provided to all staff and is included in the school's policy.

**Item 6 – Safeguarding Children and Young People affected by Domestic and Relationship Abuse**

- The governors were provided with the two documents: Children and Young People affected by abuse and Children and Young People affected by abuse – Children's Policy. Both documents have been provided to school staff.

**Item 7 - Neglect**

- The governors were provided with the document: Neglect – One Minute Guide. This has been provided to all staff. LH will present an overview of the number of children for who The Neglect Screening Tool has been used in her Headteacher report each term.

**Item 8 – Bully Free Cheshire East**

- As part of Cheshire East's commitment to tackle bullying a new online resource 'Bully Free Cheshire East'. This provides information for parents to support their child if they are experiencing bullying. The school is looking into this resource and see how it can be promoted to parents.

**Actions:**

- LH to present an overview of the number of children for who The Neglect Screening Tool has been used in her Headteacher report each term. (LH)
- The school is looking into the 'Bully Free Cheshire East' resource and see how it can be promoted to parents.(LH)



9	<b>REVIEW OF POLICY LISTING</b> The policy listing was reviewed and all policies are up to date.
10	<b>SAFEGUARDING ISSUES</b> <ul style="list-style-type: none"> <li>• Spotlight on Neglect reviewed in item 8.</li> <li>• Personal Mobile Devices document discussed in item 8.</li> </ul>
11	<b>REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS</b> None
12	<b>ANY OTHER BUSINESS</b> None

Part one of the meeting concluded at 6.15pm

The meeting was declared closed to parents, staff, the public & press

Minutes agreed and signed as a true record by .....  ..... (chair)

Date .....

No Part 2 meeting took place as there were no issues to discuss