

**MINUTES OF THE STRATEGIC LEADERSHIP AND MANAGEMENT COMMITTEE MEETING OF
EXCALIBUR PRIMARY SCHOOL**

WEDNESDAY 25th November 2015 – 5:30PM

PRESENT:

Lise Houldsworth	LH	Head Teacher
Vicky Alsop	VA	Chair
Yvonne Hilditch	YH	
Nikki Ratcliffe	NR	
Jonathon Riley	JR	
Juliet Tomkinson	JT	

Item	TOPIC / PURPOSE	Action
1	APOLOGIES FOR ABSENCE Apologies were received and accepted from Gill Burgess and David Townson. Samantha Allen has resigned her post as governor.	
2	DECLARATION OF INTEREST No pecuniary interests were declared.	
3	REVIEW THE MINUTES OF THE PREVIOUS MEETING The minutes of the meeting held on 1 st July 2015 were confirmed as a correct record and signed.	
4	MATTERS ARISING FROM THE MINUTES <ul style="list-style-type: none"> a. The skills matrix of the Clerical Assistant needs to be completed. The clerical assistant has completed a financial skills matrix for 2015/16 that was reviewed and discussed later in the meeting. b. The SLT need to complete a skills matrix. The summary of the SLT's completed skills matrix for 2015/16 was reviewed and discussed later in the meeting. 	
5	APPOINT A CLERK TO THE COMMITTEE Yvonne Hilditch was appointed as the clerk of this committee for 12 months.	
6	AGREE THE COMMITTEE TERMS OF REFERENCE It was decided to take out two terms in the terms of reference that link to school performance as below as these are being moved to the Teaching, Learning, Curriculum and Standards Committee. <ul style="list-style-type: none"> • To receive reports from the Head Teacher and other staff on the delivery of the National Curriculum, including testing and assessment arrangements, and to review the published information about school performance. • To monitor the termly assessment data. <p>The committee's remaining terms of reference was reviewed and agreed to be taken for approval to the full governors meeting on 16th December 2015. Once agreed they would be shown in the Governor Handbook and on the school website.</p>	FGM

7	<p>SCHOOL DEVELOPMENT PLAN PRIOTITIES FOR 2015/16 - Review the SSDP objectives for the Strategic Leadership and Management Committee and British Values in relation to Outcomes for Pupils and Leadership and Management.</p> <p>OUTCOMES FOR PUPILS</p> <p>Priority 1 – Writing in KS1 - To increase the percentage of children making better than expected progress in Writing in KS1</p> <ul style="list-style-type: none"> • The focus of the SIP visit today, 25th November 2015, was outcomes. The judgement by the SIP was that this was outstanding but the findings of the meeting will be further discussed in the Teaching and Learning meeting. • There has been an increase in the quantity of high quality training accessed for teachers in writing since the last meeting. All teachers went to Accelerated Progress in English for their specific year group run by Literacy first, the Reception and year 1 teachers went to Talk for Writing, the year 2 and 3 will be attending this training later this term and the English subject lead has attended the English Subject leader training. This means that the teaching and Learning in KS1 should now be more robust. • The KS1 writing APS, Average Point Score, from 2015 Raiseonline is higher than it has been for the last 5 years, the trend is upwards. 16.2 – 2015 (National 15.3) / 15.4 – 2014 (National 15.1) / 15.8 – 2013 (National 14.9) / 15.9 – 2012 (National 14.7) / 14.1 – 2011 (National 14.4) • The KS1 Raiseonline data shows that Level 3 writing has improved but it is still in line with national. 19% in 2015 - 18% nationally/ 13% in 2014 - 16% nationally. • The Good to Outstanding group, now REaCH, are starting a new project to look at developing more able writers. The year 1 and year 5 teachers from each school will be tasked to look into this area together by exploring the problem areas and coming up with an action plan for the whole group. <p>Priority 2 – Pupil Premium - To continue to close the gap between pupils entitled to pupil premium and those who are not.</p> <ul style="list-style-type: none"> • The raiseonline KS1 data for 2015 shows, for the first time, that the APS of the KS1 disadvantaged pupils are equal to or above other pupils nationally. Reading – disadvantaged pupils 19.0 / other pupils nationally – 17.1 Writing - disadvantaged pupils 16.2 / other pupils nationally – 15.8 Maths - disadvantaged pupils 17.0 / other pupils nationally – 16.9 • Raiseonline also shows show that we do not have an in school gap at KS1 in reading and writing. Reading – disadvantaged pupils 19.0 / other pupils in school – 18.2 Writing - disadvantaged pupils 16.2 / other pupils in school – 16.2 But, that we do have an in school gap in maths. Maths - disadvantaged pupils 17.0 / other pupils in school – 17.4 • The raiseonline KS2 data for 2015 shows that the disadvantaged pupil are making an exceeding expected progress and the Value Added of the KS2 disadvantaged pupils are equal to or above other pupils nationally. Reading – disadvantaged pupils 100.5 / other pupils nationally – 100.0 Writing - disadvantaged pupils 102.2 / other pupils nationally – 100.0 Maths - disadvantaged pupils 100.4 / other pupils nationally – 100.1 • Raiseonline also shows show that we do not have an in school gap at KS2 in writing. Writing - disadvantaged pupils 102.2 / other pupils in school – 101.5 But, that we do have an in school gap in reading and maths. 	
---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Reading – disadvantaged pupils 100.5 / other pupils in school – 100.7

Maths - disadvantaged pupils 100.4 / other pupils in school – 100.8

What is in house gap? LH – This is the difference between the results of the disadvantaged pupils in school in comparisons to the results of the other children in school. It is to show that the school does not have a gap between the attainment of pupils that are disadvantaged and those who are not. The reason that the school does have a gap is that the attainment of all the pupils is high.

- The nurture provision continues its strength within the school, but it is difficult to measure impact. Parents are positive about the provision.
- The school has taken part in the ACT My World project during the Autumn term. The project was piloted by Highfields Primary School last year as they have a high proportion of disadvantaged pupils. It is intended to help disadvantaged pupils gain extra skills, knowledge and introduce them to the world of work. The project was hosted by Tatton Park, Stoke City Football Club, and BAE systems with a high profile graduation ceremony at BAE systems at the end. The school's within ACT want this project to continue and the school would like it to be available to all pupils.
- Booster sessions led by teachers have continued this term with selected year 6 pupils. This has good impact and children have accelerated learning so the school will continue to use Pupil Premium funding to fund this intervention.
- ACT has formed a Pupil Premium working group this year and JT, the school's Pupil Premium Champion, is to attend the meetings.

Other Strengths

- There are positive attitudes to learning throughout the school through the whole school focus on the curriculum drives which are 'The Pit', 'WAGOLL's', consistent feedback and the 5 R's. The children's attitude to learning is now stronger as it is intrinsic motivation.

What is a WAGOLL? LH – A WAGOLL is what a good one looks like.

- Our literacy lead together with the Good to Outstanding Group led a project on spelling in 2014/15. The impact of this spelling work, and other work within school can be seen in the GAPS (Grammar, Punctuation and Spelling) results for 2015 on Raiseonline. APS for 2015 – 30.7 (National 29.1) / 2014 – 29.1 (National 28.6) / 2013 - 28.4 (National 28.0) and within school tracking data.

Other Opportunities

- In the spring term the school is to complete in-house moderation against ARE, Age Related Expectation, which is then to be extended to the schools within ACT. The format of the moderation has been agreed by the head teachers and staff.

How can the school do this in other years other than year 2 and year 6? LH - We are making a judgement on whether the child is going to achieve ARE, it is informative moderation.

- The school direct associate teacher who has been in school since September through the Chimney House Alliance has been allocated to year 4. She is doing really well with her training and is allowing some team teaching to take place within this year group which is very productive.

How long is she with us? LH – She is with us until February and then she returns for the Summer term. From February to March we have another schools direct associate teacher that will be in year 2.

How are they trained? LH - The training is provided by the Chimney House Alliance and is controlled by the schools.

Are we doing the same next year? LH - We are doing the same next year and are interviewing the candidates at the moment.

Other Threats

- A lot of time is needed to embed the Age Related Expectations within school as it takes time to build teachers confidence in measuring to new criteria.

LEADERSHIP AND MANAGEMENT

Priority 7 – Early Years Provision

- The early years learning environment has been enhanced by the purchasing of an interactive screen to replace the whiteboard during the summer. The screen can be moved up and down so that it can be used for whole class teaching and it can be used by groups or individual pupils to play touchscreen games and learning activities.
- Also 6 mini I-pads have been purchased for early years. These are for pupil use and children are using these for group work and individual interventions.
- 3 I-pads have been purchased for the staff in early years. This is to help with the recording of the early year goals and is to help to transfer the recording of the children's learning journey's from paper based to electronic over the next year for introduction in 2016/17.
- The outcomes of EYFS in 2015 will be reviewed fully in the Teaching, Learning, Curriculum and Standards Committee but the data review shows that the school is consistently above national data and local data. The trend shows that the outcomes are improving year on year, for example Children showing a consistently good level of development is 87% in 2015 (68% Local Authority – 72% EIP – 66% Nationally) compared to 80% in 2014 (61% Nationally).
- The Alsager Community Trust EYFS practitioners meet more regularly than other cohort teachers to provide networking for the teachers and moderation.
- The school has appointed a Modern Apprentice this term with early years, Rebecca Kirby. She is an asset to the early year and school team and is with the school until December 2016.

Do we receive funding for her? YH - We pay her through the Cheshire East payroll system and we have applied for £1,500 grant towards her pay.

Is she aspirational? YH – Yes is studying for a level 3 teaching assistant qualification until December 2016, she is then seeking to continue to Level 4 and then to a degree.

Is the recruitment as rigorous? LH – yes. The school puts together the advertisement, ensuring that it contained safer recruitment information. We received over 40 application forms and together we shortlisted 3 people. Reference were sought and three members of staff then interviewed the shortlisted candidates with a set of questions including safeguarding questions.

- The school has completed the new baseline assessment in EYFS in November 2015 using Early Excellence software. The headteacher and EYFS practitioner are to attend training later this term on how this data is to be reviewed, used and interpreted.

Priority 8 – Subject Leader impact on Non-core subjects

- The school has put in place one to one support in place to support subject leaders. The SLT received training by Nina Zizzler from Cheshire East HR in the Summer term and the rest of the staff at the start of the Autumn term, the SLT did not attend the second training session. Teachers and teaching assistants are to take ownership of their own appraisals.
- The school has a vibrant, engaging curriculum with cross curricular elements.

	<p>Other Strengths</p> <ul style="list-style-type: none"> • A lot of work has been completed over the Summer and Autumn term to ensure that the learning environment within each classroom is consistent throughout the school. During the November inset day the teaching and teaching assistant staff from all Alsager primary schools visited all the primary schools with their cohort. The feedback received from staff from other schools was very positive and they commented on the consistency that they could see within the classrooms. • The school has strong curriculum drivers that can now be seen in the teachers planning and within teaching and learning. • The school became a KiVa school in September 2015. KiVA is an anti-bullying prevention initiative from that was developed at the University of Turku in Finland. KiVa training had been completed by a member of the Senior Leadership Team and a Key Stage 2 Teaching Assistant in September, this training was funded through ACT. The training has been disseminated to all staff in a whole staff meeting on 16th November and it builds on what the school already does. KiVa an action area that can be included in the children's curriculum, such as the monthly KiVA lessons with the children in each class and the online games, and these look to prevent bullying. There are also actions that are used when a bullying case is identified. The focus of the initiative is to empower bystanders and supports the school drivers. <p>Other Threats</p> <ul style="list-style-type: none"> • The curriculum is overloaded and teachers have to find the time to fit everything into the school week and year. • The historic pension debt of £43,000 is now with the school's legal department who are chasing information on the school's behalf. They are awaiting a response from CoSocius. 	
8	<p>SCHOOL FINANCES</p> <ol style="list-style-type: none"> 1. Ensure financial deadlines have been met since 1st July 2015. <ol style="list-style-type: none"> a. The deadlines since 1st July 2015 are <ol style="list-style-type: none"> i. The Autumn census was completed on 1st October 2015 and uploaded to the COLLECT website on 1st October 2015 before the deadline of 8th October 2015. The pupil number collected on this return will inform the Local Authority funding for 2016/17. ii. The Autumn Workforce census was completed on 12th November 2015 and uploaded to the COLLECT website on 12th November 2015 before the deadline of 13th November 2015. iii. The Autumn term finance meeting with the local authority took place on 16th November 2015. The new budget and 3 year forecast will be presented later in this meeting. iv. The school's SFVS review for 31st March 2016 has been brought forward by Cheshire East Council Finance team to 31st December 2015. The review took place by GB and VA on 20th November 2015, its findings will be discussed later in this meeting. The agreed review will be sent for approval to the full governors on 16th December 2015 and will then be sent to the Local Authority by the deadline date. 2. Review and Approve the LMS virement report from the Summer Term finance meeting <ol style="list-style-type: none"> a. YH presented the virement report produced by the Cheshire East Finance 	

Department included in the revised Autumn term budget to the governors. She indicated that the virement column on the Summary Budget Report on the October 2015 accounts. This included:-

- A £1,000 decrease in teaching staff salaries due to a budget movement to Supply staff for pupil premium activities in the Autumn term.
- A £1,000 increase in supply staff costs due to a budget movement from teaching staff for pupil premium activities in the Autumn term.
- A £1,240 decrease in casual salaries due to a mis-posting of salaries that were journaled in August and therefore no need for a budget.
- A £4,630 increase in the teaching assistant salaries for the new modern apprentice post.
- A £750 decrease in the overtime budget as deemed not to be required in full.
- a £23,000 increase in the tenants maintenance budget £20,000 for new electrical gates and lighting down the school drive, £3,000 for the schools contribution to the new boilers
- a £300 decrease in the cleaning materials budget as the whole amount is not deemed to be needed.
- A £1,080 increase in the cleaning contract due to a recalculation of the holiday cleaning required to 31st March 2016.
- A £350 increase in curriculum furniture for extra cupboards in the reception area.
- A £1,200 increase in educational materials due to spend on assessment materials.
- A £1,500 decrease in copying and printing due to a recalculation of the new photocopier contract and usage rates.
- A £450 reduction in hygiene supplies as no more expenditure for this financial year.
- A £1,900 decrease in professional fees as not deemed to be required in full.
- A £1,000 increase in visiting lecturer fees to cover the new Art project commissioned for the school's 50th Birthday celebration.
- A £500 reduction in computer equipment admin as not further computer equipment is needed in this financial year.
- A £2,000 increase in educational visit due to an actual spend of £7,397 to date and 1 term left to fund.
- a £1,500 increase in LA income due to change in Pupil Premium funding.
- a £1,000 increase in the sale of meals due to a recalculation of expected meal income for the year.

3. Review the budget and 3 year forecast document prepared by the school finance officer from the Autumn Term finance meeting

YH presented the revised Autumn term budget and 3 year forecast to the committee. YH indicated the surplus carried forward at the end of each year would show as 2015/16 £19,070, 2016/17 £213 and 2017/18 -£14,573.

4. Review the LMS accounts to 31st October 2015

YH presented the revised accounts to 31st October 2015 which included a revised budget and 3 year forecast to the committee. YH indicated the surplus carried forward at the end of each year would show as 2015/16 £25,163, 2016/17 £5,264 and 2017/18 -£21,519.

Does the Pupil Premium Income, contained in other grants, from Stoke on Trent City Council come in readily? YH – yes once the Personal Education

	<p>Plan and other paperwork for the children has been completed on the Stoke on Trent website then the money comes to the school automatically.</p> <p>5. Review the School Fund, including Friends of Excalibur, annual audit certificate to 31st March 2015 YH informed the committee that the school fund audit had been completed by two members of the Cheshire East finance team on 9th September 2015 but the audit certificate had not yet been received by the school.</p> <p>6. Review the School Fund Income and Expenditure Account to 31st May 2015 YH presented the School Fund accounts to 31st October 2015. The school fund had a balance of £9,340.26 and petty cash of £32.89. This was made up of £3,959 held in the holding account ready for transfer into the LMS accounts or external charities and £7,584 that is held on behalf of Friends of Excalibur.</p> <p>7. Review the Friends of Excalibur Accounts to 31st October 2015 YH presented the Friends of Excalibur Accounts to 31st October 2015. They have a balance of £7,584 being held in the school bank account and £50 held in the Britannia Building Society. They have raised £3,621 this year so far. Friends of Excalibur have committed to fund the Life Education van £860. How do we decide what to spend the money on? LH – FOE are current putting together a code of practice document on how decisions are made. The school presents the committee with a listing of activities that they could fund and they will then decide on which ones they would like to fund. But the priority for FOE is not the raising of money it is the community feel of the events that they organise and hold in and out of school.</p>	
9	<p>SCHOOLS FINANCIAL VALUE STANDARD (SFVS)</p> <p>1. Review of the schools 2015/16 SFVS review YH presented the assessment of the schools 2015/16 SFVS review to be submitted by 31st December 2015 completed by VA and GB on Friday 20th November. VA talked through the document and explained that there were two new questions this year that had been reviewed around pay decisions and performance management. VA expressed her thanks to YH, the school Business Manager, who provided the documentation and explanations when asked. The recommendations from the review are listed below and have been added to the schools risk listing:</p> <ul style="list-style-type: none"> a. Finance training for new Strategic Leadership and Management Committee members All b. Refresher SFVS training for all governors All c. Basic finance training to be added to the school induction meeting YH d. Completion of the finance module on Modern Governor to be added to the new governor induction YH e. Refresher finance training for the chair of the Strategic Leadership and Management Committee VA f. Refresher SFVS training for the chair of the Strategic Leadership and Management Committee VA g. The full governors and committees should record their approval of the SSDP in the Summer term meetings YH h. The school is to review and adopt the Cheshire East Scheme for Financing School 2015/16. YH i. The Business Continuity Plan needs to be reviewed in February 2016 YH 	

	<p>and needs to include scenario's to new processes in school and premises to be used in the event of the school building not being available.</p> <p>j. The Building Continuity Plan should be tested annually and the findings presented to the governors</p> <p>k. The EARS insurance cover needs to be reviewed by this committee.</p> <p>The document was agreed to be taken to the Full Governors meeting on 16th December 2016.</p> <p>2. Review the reports on all tenders and quotations between £5,000 and £50,000 since 1st July 2015</p> <p>The annual school heating maintenance review took place in September 2015. The engineers picked up that the boilers were rusted at the back next to the flue pipes and need replacing. The school has received an initial quote for the replacement of its two heating boilers for £21,000 from HMM Limited the school's heating contractors. YH has since contacted and had a site visit from Ian Hales from Cheshire East Property Services. He has stated that the responsibility for the repair of the boilers is with the school but if the boilers are at the end of their useful life then the school needs to obtain documentary evidence of this and the replacement will be the responsibility of the Local Authority with a 10% contribution from the school. YH has since commissioned a detailed report from HMM limited on the internal condition of the school's boilers and as soon as this is received it will be forwarded to Ian Hales.</p> <p>What happens if the boilers fail before they are replaced? YH – Ian Hales informed the school that if the boilers fail before they are repaired or replaced it will be up to the local authority to ensure that the school is up and running within 24hrs with external boilers.</p> <p>3. Review and items that are within £10,000 and £50,000 for approval by this committee.</p> <p>There are no quotes to be considered by the committee at this time.</p> <p>The school has disposed of a white board and projector from the EYFS classroom, The whiteboard was 10 years old and its original cost was £5,800. The governors approved the write off and the white board can now be disposed of for no profit as it is not working correctly and cannot be synced.</p> <p>4. Review the listing of school contracts 2014/15</p> <p>The listing of school contracts was presented as it was presented. YH explained that it was split into the schools main contractors with contract dates and value together with contact details. There is then an area where details of all insurance cover is shown to ensure that the school has adequate cover, an area for ICT contracts and area detailing the school's licences.</p> <p>The members of the committee discussed the contract listing and agreed when looking at the insurance cover that more details were required about the EARS (Educational All Risks Scheme) insurance through CHESS as no cover values were available on the CHESS website. YH was to investigate this before the next meeting.</p> <p>5. Review how the school has achieved best value since 1st July 2015</p> <ul style="list-style-type: none"> The school has refurbished its school kitchen in August 2015 at a cost of £49,950 and attracted a grant for £25,000 from the local authority to help to fund this. 	<p>YH</p> <p>YH</p> <p>FGM</p> <p>YH</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------

	<ul style="list-style-type: none"> • The school received quotes for the work in the kitchen in the spring term and accepted the cheapest quote. • The headteacher was seconded to another school in the Summer term. This allowed school staff professional development opportunities within this period and bought in extra net income to the school. • The school has appointed a modern apprentice teaching assistant in EYFS. • The school achieved a 15% discount on catalogue prices for their large summer order worth £1,775. • The school bid for free first aid training at the end of the summer term and were successful. All the children in the school have been first aid trained in October over 3 days for free. • The school has received a new donated football kits from AFC Alsager and a new donated sport kit from Santander. 	
	<p>6. Review the benchmarking data for 2014/15 The benchmarking data was not available for this meeting so would be presented in the Spring term by YH.</p>	YH
	<p>7. Review the financial skills matrix of the School's Office Staff The summary of the completed financial skills matrix for the office staff for 2015/16 was presented by YH. It was deemed that there was enough highly competent and competent coverage of all areas within school but that the governors need to ensure that this is completed on an annual basis to ensure that the lower scores of developing and not yet developed are moving from one year to the next.</p>	
	<p>8. Review the financial skills matrix of the SLT The summary of the completed financial skills matrix for the SLT for 2015/16 was presented by YH. It was deemed that there was enough highly competent and competent coverage of all areas within school and that there was movement in the skills of the SLT since 2014/15 due to the training provided by YH and the secondment of the headteacher in the Summer Term. The governors agreed that they need to ensure that this is completed on an annual basis to ensure that the lower scores of developing and not yet developed are moving from one year to the next as they have this year.</p>	
	<p>9. Review the skills matrix of the Governing Body The summary of the completed skills matrix for the Governing Body for 2015/16 was presented by YH. It was deemed that there was enough coverage of all areas within the skills matrix to ensure that the governing body and its committees work efficiently and are able to challenge the school and SLT. The area's that the governing body is weaker is around Legal and HR and the governors thought that this would be a good area to recruit the new co-opted governors. The governors agreed that they need to ensure that this is completed on an annual basis to ensure that the lower scores of developing and not yet developed are moving from one year to the next.</p>	All
	<p>10. Review the Schools Decision Planner for 2015/16 to be approved by Full Governors The School Decision Planner was approved to be taken to Full Governors on 16th December 2016.</p>	FGM

	<p>11. Review the Best Value Statement for 2015/16 to be approved by Full Governors The Best Value Statement was approved to be taken to Full Governors on 16th December 2016.</p> <p>12. Review the Financial Limits and Responsibilities for 2015/16 to be approved by Full Governors The Financial Limits and Responsibilities was approved to be taken to Full Governors on 16th December 2016.</p> <p>13. Review the Statement of Internal Controls for 2015/16 to be approved by Full Governors The School's Internal Controls were reviewed by VA and GB on 20th November 2015 and created the Statement. The Statement of Internal Controls was reviewed and approved by the committee to be taken to Full Governors on 16th December 2016.</p> <p>14. Identified Risk Listing The identified Risk listing was presented by YH to show governors of the risks identified in school, which were still outstanding and any monetary value that have been identified.</p>	FGM FGM FGM
11	<p>REVIEW THE ATTENDANCE PROCEDURES IN SCHOOL</p> <ol style="list-style-type: none"> 1. The attendance procedures remain the same as in the Summer term except that the absence report to HT now highlights children with less than 92% attendance as persistent absentee criteria has moved from 85% to 90% from September 2015 . 2. YH presented the Attendance web pages from the website for the committee to review. The website covers Updated attendance for 2014/15, updated attendance for the Summer term 2015, Individual Pupil attendance rates and there meanings, Rewards, Procedures if pupils are absent from school, Authorised absence, Unexplained absences, Lateness and Penalty Notices. It also contains the Attendance Policy and the Unauthorised Absence Letter sent out in September 2015 that can be downloaded. 3. YH presented the attendance report for 2014/15. The whole school attendance was at 96.57% (target 96.5%) with authorised absence at 2.98% and unauthorised absence at .45%. 4. YH presented the attendance report to 30th October 2015. The whole school attendance was at 97.1% (target 96.5%) with authorised absence at 1.9% and unauthorised absence at 1.0%. 15 fixed penalty notices had been issued. 	
12	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES SUMMER TERM 2015 FOR THIS COMMITTEE</p> <p>YH presented the items informing the governors of the following items of importance for this committee:-</p> <p>Item 1 – Governance and Liaison update</p> <ul style="list-style-type: none"> • The school governance regulations 2015 enables governing bodies to include associate members on their committees set up to deal with staffing issues, this does not include associates that are members of staff or pupils. Associate 	

	<p>members can count towards the quorum for that committee.</p> <ul style="list-style-type: none"> • The statutory guidance for governors has been updated and governors need to look at the guidance on • Succession planning • Completion of a governor skills audit annually – this has been completed for 2015/16 and will be presented in the Strategic Leadership and Management Committee. • Publication of governor's details and Register of Interests - this has been added to the school website governor pages. • Responsibility to identify and secure Induction and ongoing training for all governors. • The governing training programme for the Autumn term – this had been distributed to all governors and was available on the governor only pages of the school website. • Information on governors that need to be included on the main pages of the website and not downloadable: • The structure and remit of the governing board and committees with the details of the chair of each – This is included in the governor pages of the school website. • For each governor who has served in the last 12 months: the full name, date of appointment, term of office, date they stepped down, who appointed them, relevant business and pecuniary interests – these are all available on the governor pages of the school website. • The attendance record at the governing board and committee meetings over the last academic year. • Early Years Pupil Premium is not applicable as it is for 3 and 4 year olds. • National Leaders in Governance are experienced chairs who support chairs in other schools and they are looking to recruit new NLG's and the criteria are listed in the report. • The latest version of the Ofsted Inspection Process has been published. This has been added to the governor only pages of the school website so that it can be reviewed by governors. <p>School are reminded if the schools are to consider a change in school category they need to inform the Local Authority with a copy of the agenda 7 days before the meeting is to take place.</p> <p>Item 6 – Extreme and Radicalisation Prevent Duty 1st July 2015</p> <ul style="list-style-type: none"> • All schools have a duty under section 26 of the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, The Prevent Duty. • Governors need to ensure that they have read and understood the guidance to the ensure that the school is fully compliant with the statutory Prevent Duty. • All staff and most governors have completed the PREVENT training module and found this interesting. <p>Item 9 – Virtual School for Cared for Children</p> <ul style="list-style-type: none"> • Progress reviews for all cared for children should be held termly and the Designated teacher should ensure SMART targets that are agreed in this meeting are implemented and evaluated. • Additional Pupil Premium is allocated to schools from the Virtual School to support these targets and should be linked to academic progress and if used for interventions they should be identified in the PEP. • Governors need to ensure that the Designated teacher is familiar with their role 	<p>All</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

	<p>and has systems in place to collect data.</p> <ul style="list-style-type: none"> Governors should be aware of training opportunities and ensure staff are able to attend and feedback to governors <p>Who is the Designated Teacher in School? LH – This is me and I have completed the training.</p> <p>What systems are in place? LH – The tracking systems in place are no different as for all children, we use School Pupil Tracker, and this is robust. I am able to produce special reports of individual or groups of children to ensure cared for children are monitored.</p> <p>Have these requirements changed? LH – No these requirements have been the same for the past few years.</p> <p>Item 10 – Implication for the School on the Living Wage</p> <ul style="list-style-type: none"> The council has made a commitment to adopt the Living Wage for directly employed staff and wants to encourage its adoption in schools. The Living wage is an hourly rate set independently and updated annually and is calculated according to the basic cost of living in the UK. The current UK Living Wage is £8.25 an hour, not £7.65 as per the Directors Report. This will take all staff up to a Scale Point 11 rate through the payment of a supplementary amount, they do not move grade. The school has 6 lunchtime assistants that are on Scale Points below 11. The extra amount payable by the school will be: <p>Monthly cost will rise from £1467.18 to £1608.87 - Difference £141.68 Annual extra cost - £1700.28</p> <ul style="list-style-type: none"> The school has a cleaner that is below Scale Point 11. The extra amount payable by the school will be: <p>Monthly cost £104.00 Annual extra cost - £1,248.00</p> <ul style="list-style-type: none"> Therefore the extra annual cost will be £2,948 per annum and this has been built into the budget from 1st April 2015. The governors agreed that the Living wage should be implemented from 1st April 2016 and that this decision should be taken to the Full Governors meeting on 16th December 2015 for approval <p>Item 11 – Model HR Policies for Schools</p> <ul style="list-style-type: none"> The following policies have been updated on the Cheshire East Intranet site and should be adopted by schools: <ul style="list-style-type: none"> Capability Policy for Support Staff – This has been used to produce the new school policy brought to this committee Parental Leave Policy - This has been used to produce the new school policy brought to this committee Model Leave and Time Off Policy - This has been used to produce the new school policy brought to this committee Model Pay Policy for Teaching Staff - This has been used to produce the new school policy brought to this committee Model Annual Leave Policy - This has been used to produce the new school policy brought to this committee Adoption Pay and Leave Policy - This has been used to produce the new 	FGM
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

	<p>school policy brought to this committee</p> <ul style="list-style-type: none"> o Domestic Abuse Policy and Procedure – This is not yet available on the website and will be reviewed by YH to be taken to the next committee meeting. <p>Item 12 – Education HR Safer Recruitment Training</p> <ul style="list-style-type: none"> • There are Safer Recruitment training courses available which reflect the content of Keeping Children Safe in Education. <p>Do I need to do this training even though I completed my Safer Recruitment training last year? LH – As long as you have completed the training then within the last year there is no need to redo the training at the moment.</p> <p>Item 14 – Consultation on Admission Arrangements 2017/18</p> <ul style="list-style-type: none"> • Governing Bodies who wish to change their admission arrangements for 2017/18 would need to consult between 1st October and 31st January 2016. • The school reviewed and consulted on its admission arrangement last year for 2016/17 and after reviewing them this year do not wish to make any changes for 2017/18. <p>Item 16 – Cheshire East Internal Audit – 14/15 School Audit Programme Findings</p> <ul style="list-style-type: none"> • Cheshire East Internal Audit have carried out an internal audit of the SFVS self-assessments and Keeping your balance audits. The findings were presented by YH to the Committee and to the two governors who completed the SFVS review during the review. • The two governors completing the SFVS audit have reviewed these common issues included any common issues that they feel the school does not complete in their recommendations for 2015/16. • The school has included these recommendations in their Risk Listing to ensure that they are addressed during this academic year. The recommendations are listed above under Section 9.1 <p>Item 17 – Salary Overpayment Audit Report and SFVS</p> <ul style="list-style-type: none"> • The governors need to ensure that the Scheme of Delegation includes limits for bad debt write off – The schools scheme does include an amount for bad debt write off and the school has not written off any debt in 2014/15 or 2015/16 so far. • The governors should ensure that the minutes record all bad debt write off that they approve • The governors should confirm arrangements for the completion of the SFVS I 2015/16 – this has been completed by governors and is awaiting approval of the full governors before it is sent to Cheshire East finance department. 	YH
13	<p>REVIEW THE POLICY LISTING DELEGATED TO THIS COMMITTEE</p> <p>The policy listing was reviewed and all due policies have been reviewed and presented to the committee.</p> <p>The following policies;</p> <ul style="list-style-type: none"> • Shared Parental Leave Policy • Leave and Time Off Policy • Annual Leave Policy • Adoption Pay and Leave Policy • Teacher Appraisal Policy • Flexible Working Policy 	

