



**Morley Memorial Primary School
Resources Committee meeting
Tuesday 11 July 2017 at 7 p.m.**

Minutes

Present: Phil Colligan (Chair), Nikki Brown, Jonathan Gorrie, Sarah Smalley, Matt Casey (to end of item 7)

1. **Apologies for absence** had been received from Rachel Williams, Caroline Louth, Dave Macpherson and Tim Fox. Sarah Seed had stepped down as a governor so the Resources Committee would need a new deputy chair. PC noted that this should be somebody who had completed at least the basic level of finance training.
2. **Notice of any other business.** Playground redevelopment decision and proposal for CPD programme with Osiris were added to the agenda.
3. **Declaration of interests.** Jonathan Gorrie was involved in work on teacher recruitment policy and would therefore need to step back from discussions on that issue.
4. The **minutes of the meeting held on 4 May 2017** had not yet been seen by governors.
ACTION: PC to circulate these minutes to Resources Committee members for amendment/agreement.

Matters arising: (RC 061009 (updated 9.3.17) - After School Club cancellation policy. NB reported that this had gone out to consultation. An update would be given under item 8.

RC0112-03. JG and CL had considered the systems audit within the finance link governor job description but had not yet completed their report on this.

RC0112-06. Friends of Morley priorities list. This had now been completed.

5. **Feedback from Committee Members on school visits and training.** JG had carried out a monitoring visit on SDP Priority 1. SS had attended the termly briefing for governors in May.
6. **Finance**

- a. **BCR report.** JG reported that he and CL had been through the BCR report but not yet done so with Tim Fox. Their only question was on curriculum development and whether the money allocated to this had been spent as planned. This would be addressed in September. TF had met with Liz Bowen (LA finance officer) and he and Isla Lunan had been through the BCR with her, with particular reference to coding. The loss of the deputy office manager had impacted on Isla's work and she had had less time than usual to track the BCR; there might therefore be some miscoding. The coding system is not very accessible in terms of tracking spending on the SDP and due to anticipated LA changes this will be even harder in the future. There was also the problem of the disjunction between the academic and financial years. A GB asked whether TF had discussed this with other schools to address this problem, and felt the system could work on a spreadsheet which need not be very complicated.
 - b. **Bad debts.** MC had set out the position in a paper made available before the meeting. RC members agreed to write off the small number of bad debts on which it had not been possible to secure payment. There were no bad debts on dinner money.
7. **Extended School Provision.** MC reported that at present this was going well. There had been a slight downturn in income but the new cancellation policy would address that. Staff wages had gone up as existing staff were more expensive than before and compared with the previous year the ASC had employed more staff for more of the time. They were losing the deputy leader and other members of staff and were currently recruiting for the deputy position. Training previously undertaken by current team meant they were able to step up in an acting role.

GB members asked questions as follows:

- *Was the drop in Breakfast Club take up a trend or a 'one off'?* MC said it was a small cohort and a few children could skew numbers. Income had gone up despite the drop in numbers.
- *Was it likely that the income would come out at around £150K at the end of the year, roughly the same as last year?* MC responded that he would expect it to go up slightly as the fees had increased.
- *What was the position about the survey on provision?* MC had only had a small response so far and would re-advertise and report back when more responses were available.
- *How was provision measured in terms of quality?* The LA had provided a checklist in 'Playwork beyond quality' which combined some of the Ofsted criteria re safeguarding and provision with other considerations drawn from the 'Every Child Matters' approach. The Spectrum team used that to self evaluate and come up with an action plan, taking child input into account as well. NB added that they had had support from an LA officer to work through the framework with MC to carry out self evaluation.
- *How could the school assess quality without any other form of feedback?* MC said demand was one criterion. There was no formal conversation when people left as this was usually related to changes in life circumstances. MC had never been aware of somebody leaving because of dissatisfaction.
- *Would the development and building work impact on provision?* Yes, but TF had been very good at keeping MC in touch with developments. The plan was to continue to offer the service on site but there might be limitations on the space (and therefore activities)

available. NB and TF had agreed to priorities Spectrum activities over other lettings for the space available so it was possible lettings income would go down. The intention post redevelopment was to consider the possibility of increasing provision, possibly by up to 25 more places but that would depend on staffing.

(MC left the meeting after this item)

NB noted that a next step would be to bring Spectrum into the same processes used for the rest of the school's work e.g. for action planning and addressing recruitment challenges.

8. **School Development Plan 2016-17.** NB gave an update on the extent to which money spent had corresponded to what had been planned. She had not yet been able to work through with the office manager the cost of time allocations for the various activities. At least some, and in most cases much, of the planned spending under all headings had taken place. There had been some difficulty related to the problems of coding, but the key point from the GB perspective was to know whether money had been spent or if there was underspending. With the current system it was hard to have an up to date handle on finance; it was likely to be 6 weeks behind.

A GB asked whether there was a training or capacity issue for TF in relation to this. NB responded that there were capacity issues in the office generally as well as training needs that impacted on efficiency. The next step needed was for TF to plan out for the admin team a core training package, with additional training on a needs basis for those with extra responsibilities. Development of the admin had been difficult because of the flux of finance officers. There needed to be a strategic development of the admin team, which TF line manages via Isla Lunan. NB has asked Isla to map out core aspects. Training is available. It needs to be done in harness with appraisal which the admin team don't have at the moment; however they are next in line to have this.

In general spending is on track against the SDP but there may be some underspend against teacher release.

9. **Pupil premium.** JG and Ruth Kershner had had a useful meeting with Beth McGreer, exploring how evenly money was used in relation to the pupils concerned. In general they were happy with the way things had operated, with BMG doing a lot of evaluation of impact. NB noted that there had been a change this year, looking at how people planned for PP and identifying specific barriers for certain groups. They would be able to approach this flexibly depending on the needs of a particular cohort. There was an area of underspend on after school and breakfast club; the opportunity had been offered but not taken up. A GB asked about the paper detailing the TLC programme and NB reported that it enabled the school to get more qualitative data by talking with pupils. They would also look at the impact in terms of quantitative data but attitudes had already visibly changed.

JG asked whether there might be any interest in 'Challenge Partners', putting BMG in touch with others working on similar issues and NB confirmed this would be useful. **ACTION:** JG to pass on details.

10. Personnel.

- a. **Update on staffing.** The deputy office manager post had apparently been filled and a verbal agreement made but the candidate then withdrew. It may be necessary to advertise the deputy office manager role as a part time job, separating off the finance aspect. The school would be paying some of the playworker staff to come in and do photocopying. There is a person possibly interested in the clerk to the governors role. Spectrum is losing its deputy leader as are two playworkers and the deputy lunchtime supervisor is also going.

All full time teaching posts have been filled. The school is interviewing for a part time one later this week. However the Early Years TA is leaving with late notice and another TA is subject to dismissal on grounds of ill health.

There had been three requests for flexible working to reduce hours. NB was minded to accept two of these: one was from a member of staff undertaking study relevant to her role, and another was on health grounds. For the third it was simply a case of preference but NB felt she would be unable to agree unless able to recruit someone to take on the extra time.

- b. **Sickness absence update.** NB was unable to give detail of data but said that anecdotally it seemed to be in order.

11. Premises.

- a. **Update on building redevelopment.** A presentation had been given to the full governing body the previous week. Decisions were: (i) they should seek advice on fire safety implications of the fencing arrangements; (ii) NO asked Morgan Sindall to resubmit the front cover of the document which didn't show the agreed total cost clearly. This had not yet been received. **ACTION:** PC would send an email to the FGB confirming that the school agreed to spend £85,000 on the playground redevelopment.
- b. **Play equipment.** There were still decisions to be made on play equipment in terms of choice and procurement. PC felt the school would struggle to find the capacity to do this. NB was meeting with the contractors on the 12th and could discuss this with them. **ACTION:** it was agreed that PC would email the FGB as above and ask Morgan Sindall to bundle in the procurement and installation of the play equipment. NB would need to tell the FGB what equipment was needed so that the spending could be agreed before the end of term. If Morgan Sindall were unable to take this on, there should be a clear plan on how to proceed.
- c. **Report from annual premises inspection.** The report was agreed to be fine, with no questions from GBs.

12. Policy reviews

- a. **Supporting children with medical needs and conditions.** There were no changes to the previous policy apart from the date. The policy was agreed.

- b. **Medicines in school.** There were no changes to the policy apart from the date. A GB asked about whether staff medicines were kept inaccessible to children. NB confirmed that handbags and therefore medication were kept in lockers with no child access. It was noted that the secure storage of medicines should be covered in the annual health and safety review, but might also come up in governor monitoring visits with a focus on SEN. A GB asked whether all the things covered in the policy were in fact being done. NB confirmed that they were. The school had considered whether it should buy a defibrillator but had felt they had not reached the point where they needed to spend money on it as there were greater medical priorities e.g. in relation to the use of epipens.
- c. **E-safety policy.** This had already been considered and approved by the FGB.

13. Communications.

- a. **Parent survey.** This would have the same questions as last year to enable comparability.
ACTION: PC would send NB a link and she would forward that by ParentMail.
- b. **Website review.** PC and a small team had been working on this; they would report on progress in September.

14. Any other business.

'Visible Learning' CPD programme. NB circulated information on this programme which is provided by Osiris Educational. She had already raised the matter of this programme at the FGB meeting on 6th July, but it had not been discussed in depth. She had considered current CPD provision for teachers and said there was pressure as a result of too many different areas of focus, which created workload issues as well as potential lack of sustainability. She was looking to overcome these problems by having a longer term CPD plan, in which all staff worked with a common purpose and in which the benefits of the coaching culture gave the most benefit to the school rather than to outside partners. She had looked at possible providers of such a programme and had found that Osiris could provide a CPD package over 3 years at a cost of c£1500 per teacher. The Visible Learning programme could be lined up with Morley's SDP priorities. NB had had previous experience of Osiris provision (though not on this specific programme) and it was of good quality using presenters with strong reputations in their field. She would also contact two schools which had taken on the programme and apparently had very good results.

This programme could be financed as follows. (1) NB had not signed up for the LA School Improvement Services this year which would result in a saving of £2700. (2) There was £10K allocated to training in the various strands of the SDP. (3) There was some money from Pupil Premium funding which could be taken up as the CPD would involve specific support for PP children. So the amount of money was more or less already factored in and there would still be a bit of leeway for paying for training tied to particular appraisal targets. The programme would be delivered in house so there would be no added travel costs for teachers.

A GB asked whether there was any let out clause, should the school be in more challenging financial circumstances before the end of the 3 year term. NB responded that there was not, but that recruiting and keeping staff was and would remain an urgent priority. If funding became even more limited, strategies for staff retention would be one of the very last things to be cut.

A GB asked how NB had evaluated the benefits of the programme. She had discussed it with the SLT and had their support. She also saw great benefits from the point of view of securing high quality CPD whilst also making teacher workload more manageable.

A GB asked what could endanger the programme's success – what could make it not work? NB responded that a failure to put it at the centre of the school's development might cause it to fail. But if the school did put it at the centre, alongside developing mastery teaching, these would be the main focus for the next four years.

It was agreed that NB had gone through the options for supporting the SDP through CPD; that the programme was offered through a lead provider she had worked with before; that she would seek references from the two schools she knew of (see above), and that she would ask Osiris for a meeting with the person who would be leading the training. A GB stressed that a lot would depend on the relationship between the individual and the school and that NB should ask to spend some time with their lead deliverer before signing anything.

DECISION: It was agreed that NB could in principle explore this further and if it appeared to be fully satisfactory, commit to the programme. This was subject to a reference being obtained from a school which had done the programme and also to meeting and getting on with the lead person who would be working with the school.

The meeting closed at 9.20 p.m.