

BROADSTONE HALL SCHOOL GOVERNING BOARD MEETING

SPRING TERM 2021

Date: 16th March 2021

Time: 6:00pm

Venue: Microsoft Teams

GOVERNORS PRESENT

Mrs L Thomas (Chair), Mr S Langley (Headteacher), Ms F Bond, Mrs N Clifford, Mrs H Drury, Mr M Glynn, Ms S Newsam, Mrs C Norton, Cllr D Sedgwick, Mrs L Sinnott, Ms J Rogers, Mr D Underwood

IN ATTENDANCE

Mr A Bagguley Acting Deputy Headteacher
Mrs J Hill Clerk

1. **WELCOME AND APOLOGIES FOR ABSENCE**

Governors were welcomed to the meeting. Apologies for absence were received from Ms C Davis and Mrs C Fullalove, for early departure from Mr Glynn and Mrs Sinnott and for late arrival from Miss Bond and Mrs Newsam; these were accepted by the governing board.

Governors noted the end of term of office of the following Co-opted Governors:

- Mr P Ressel 13.03.21
- Mrs L Sinnott 13.03.21
- Ms J Rogers 13.03.21

Mrs Sinnott and Ms Rogers had indicated that they would like to be reappointed. An invitation to governors to comment on their possible reappointment had been circulated prior to the meeting, there were not any objections raised and positive comments were received. Governors were advised that Mr Ressel had indicated that he would be stepping down; the Chair read the note that he had written. This would leave a space for another Co-opted Governor and it was discussed that time should be taken to consider the diversity of the board as well as the skills needed when considering possible candidates.

Governors duly APPROVED the reappointment of Ms J Rogers and Mrs Sinnott as Co-opted Governors for a further term.

Miss Bond, Ms Rogers and Mrs Sinnott in attendance.

2. **DECLARATION OF BUSINESS INTERESTS**

Governors were asked to declare any business, financial or personal interests in any agenda items;

- Mrs Drury works in a local secondary school
- Ms Rogers works at Reddish Vale Nursery
- Mr Underwood manages the afterschool sports clubs at school

Governors were reminded that they should declare any interest which arose during the meeting.

3. **DECLARATION OF A.O.B.**

There had not been any matters put forward for consideration in item 13.

4. CHAIR'S ACTION

There were not any actions to report.

5. HEADTEACHER'S TERMLY REPORT

The Headteacher's Report had been circulated to the governors prior to the meeting and questions were invited:

The first page of the report shows the current numbers in school, the following page the Reception numbers for September.

- The published admission number (PAN) for Reception is 75; there are currently 64 in Reception, so the school is operating below capacity.
- Despite assurances from the local authority (LA) that they would offer more places, they offered 73 places; parents do not have to accept these places nor indicate that they will.
- Phone calls were made during lockdown and some parents had stated they wanted their child at a school closer to where they worked. By half term the numbers were looking closer to 58, with three of those with high needs so are likely to move to specialist provision. This is therefore 20 below the school's PAN.
- The numbers are low across the borough so most children will be allocated their first choices.
- There will be 125 children in Reception and Year 1 next year (not 120 as stated in the report) which means a fifth class will have to be provided for the additional five children.
- The school had written to School Admissions asking to review their PAN, but had heard nothing. Having chased it through Tom Gadsby, School Improvement Partner, they had a response from Chris Harland (School Places and Admissions Manager) apologising.
- To reduce the PAN formally it would need to be on the admissions consultation for the school years 2023/24.
- The Headteacher advised he was happy to discuss this with School Admissions, putting across the argument that the school will not meet the PAN of 75, but would be vulnerable to exceeding 30/60 in a class/year group meaning that the school would have to provide an additional class.
- Governors discussed the issues around the admissions process stating that if deadlines were given to parents, it would make it easier for a school to contact parents.
- The Headteacher advised that this impacted on the number of classes, a final decision would need to be made by Whit half term. There had been three very small classes last year, but this was not sustainable going forward. The Headteacher gave a staffing update highlighting the uncertainties with low class numbers going forward, the implications for staffing had been discussed with human resources. A governor commented felt that further clarification should be sought on this. The Headteacher advised that it was a difficult position, a decision needed to be made based on the number of pupils the school was expecting it would have, even though this was not necessarily known. ***Are you going to follow this up again?*** Yes, a further conversation would be held with Chris Harland the next day to explain the situation; it was difficult to plan forward although the budget was quite healthy. It was agreed that as this has been raised by the school on several occasions, it should be put in writing that the school was formally concerned about this and not receiving answers to questions in time. **ACTION**
- ***Will the exclusion numbers have reduced or are they still similar?*** They will have dropped for the spring term. The figures for autumn mostly relate to one pupil; the context was shared, a part-time timetable with a bespoke learning package had been in effect for most of the year, alternate provision was being considered. This makes the figures look like there has been a large rise; there have been a couple of other children whose behaviour has been poor around Covid issues, examples were shared.
- The Headteacher stated he would particularly like to thank the Acting Deputy Headteacher for putting a remote learning package together which was very impressive.

- The school moved from two inset days before Christmas to returning into lockdown; the remote learning package was better and staff worked really well led by Acting Deputy Headteacher and Mrs Marshall who returned as IT support.
- The big challenge now is trying to collate the variable learning experiences children have had through January and February and into the beginning of March.
- There were far more children in school during this lockdown, usually 120-130 but at one point there was 160.
- Children received a full education from teachers, the remote learning provision was excellent and a great deal of hard work was put into the teacher feedback video which was recorded.
- The Headteacher stated he felt confident that children following the remote learning offer would not have got far behind, however not all children had that experience, some did not engage, some had difficulties getting on line, or some children whose parents did the work for the child.
- Assessment plans are in place to assess where the children are which will be inputted onto the system and analysed during the Easter holidays so that pupil progress meetings can be held in the summer term.
- Parents' evenings are currently being held.
- It had been pleasing to note that the Department for Education (DfE) had agreed that children need to catch up, so the full curriculum is not going to be used until September.
- Two catch up schemes are ongoing – the school has worked hard on using the catch up funding for groups of children to participate in booster classes, and there are some catch up schemes from the DfE. These are in place and underway and the data will be reviewed in the summer term meeting.
- Curriculum guidance for the summer term had been received from the DfE and had been passed to staff. Wellbeing information is also being put together which includes what has been carried out to support vulnerable children in lockdown and what numbers of children in school there were.

The Headteacher was thanked for his report and there not being any further questions, it was RESOLVED that the Headteacher's report be received.

6. WELLBEING

Children: The views of the children were collated in June and July 2020 during the partial opening and a book was introduced in September as the children returned to school. Teachers had contacted children during lockdown and the feedback was that it was a less isolating experience but that they were becoming fed up; the school has been mindful of this on their return.

Overall, behaviour has been better; a couple of children were anxious on the first day but soon settled down. Even problematic children were happy to return and socialise. A positive impact of Covid is that due to social distancing, playtimes are staggered so there are not 300 children in the playground. This has resulted in less incidents of children arguing and falling out, children are much calmer and happier. ***Are there any changes from Covid-19 that you think you will keep?*** The phased arrival has been successful and will probably be retained, rather than having children in the playground; there is less opportunity for them to argue and fall out meaning there is a calmer start to the day. Also reducing the number of children on the playground at lunch time, with separate upper and lower key stage (KS) 2 playtimes. Governors were advised that most issues around behaviour occur in the last ten minutes of playtime. Some children eat their lunch very quickly in order to have longer on the playground, whereas some struggle to eat their lunch during the 45-50 minutes allocated; parents preferred their children to be eating for 30 minutes rather than running round outside. Some aspects of the day to day routines that have been created will be kept as they will help with wellbeing.

The Acting Deputy Headteacher is piloting a programme for year 6 children on wellbeing and attitude to learning; it is completed on an iPad, the children are asked 40 multiple choice questions and a report is generated for each child around four areas. This can then show the

year group/class data to show teachers what areas to work on, for example resilience, and if there are any areas of concern. Additionally, parents can be contacted to help work on any relevant areas. Following the Year 6 trial, every KS2 class will complete it. This is also a good opportunity for pupil voice that the school often carries out.

Parents: support has been provided to parents by way of offering their child a place during lockdown if they were at desperation point or if the child was considered vulnerable; additionally, food packages that had been donated to school were sent out to help those in crisis. It was noted that the second lockdown was worse for parents; a governor commented that employers were more averse to letting staff be furloughed and the definition of a key worker was quite tightly defined. It was further commented that the economic impact of this has not yet happened yet some parents are already in crisis; the school needs to be mindful of the challenges to parents' financial situations. The online lessons were upscaled to make them like a live version to support parents at home, particularly those working from home who were also trying to home school their child(ren); the expectations of home learning had greatly increased from the first lockdown. Positive feedback was received during the second parents' evening with a new found respect for teachers.

Staff: During lockdown, two teams were set up, one team would be on home learning/phone home for one week, the following week they were in the classroom. This meant there was not a situation where staff were at home for long periods of time, and meaningful tasks could be given to those who were isolating. The issues for staff arose when they had additional concerns on top of their workload which they then found difficult and would struggle; the Headteacher advised he had been mindful of this and tried to ensure workloads were manageable. Teachers were not expected to teach all day and carry out remote learning work, but nor did the school want to have support staff in school and teachers conducting the remote learning. A governor commented that it was noticeable from online lessons that some teachers were working very late into the night. The Headteacher advised that teachers were told not to respond to any marking after 3.30pm, and to use this cut off time to make a decision whether the following days' plans needed to be adapted; it could depend however on what worked best for a teacher. A good deal of marking and providing feedback was passed to teaching assistants (TAs). The other issue was that some children only had online access in the evening as their parents were working online during the day; the ideal way for remote learning does not fit every family circumstance.

Have staff been asked to complete similar wellbeing surveys? Surveys will be completed over the summer to be reviewed in the autumn term. ***Appraisals have already been conducted, was wellbeing mentioned at all?*** It has been a focus in the past, perhaps not this time. A quick refocus of targets for remote learning had been needed; targets set in September had lost their relevance during lockdown. The Chair commented that wellbeing is also about looking forward for the next 5-10 years, not just a response to the current situation. The Headteacher advised that another school has had training on this so that staff can recognise when they are feeling stress, identify the triggers, be given strategies on how to deal with it, know to ask for help when needed and how to support their own wellbeing. ***Do you have any sense of there being any teachers at risk of burn out?*** The reactions from some staff may be different from normal when they are asked to do something; this may be an indicator. There is ongoing speculation about whether the school year or the school day is going to be extended, although to do this would involve additional pay as the teaching contract is for 1965 hours per year so it is unlikely to happen, but is an additional factor to cause concern. The Headteacher stated he is mindful to regularly thank the staff team for the work they are doing and making sure to pass on comments from governors or parents. The comments from parents during parents' evening have been rewarding for staff. The scrutiny teachers' work has been under is unprecedented; it has never been that open for parents to see and it has made them more appreciative of the efforts of staff. Overall, staff workloads are likely to increase as whilst standards and expectations have not changed, many children are behind, so burn out is a greater risk.

A governor commented that it is particularly useful for the governing board to know that school leaders have been operating without any level of strategic input as it has been a daily issue of not knowing if the whole school may have to be shut down, will any staff/children test positive;

it is a constant firefighting situation with all energy focussed on getting through. Staff are still expected to test and trace throughout the holidays, so that is an additional concern; this can be where the risk of burn out if from, not only children at risk, closing the gap but also what could each morning bring. Any plans made could all fall down due to a positive test. **How can the governing board support staff wellbeing?** The school has been quite lucky regarding bubbles and testing. The governing board already supports the school by giving their expertise, meeting with a couple of parents and Mrs Sinnott with her good financial skills; taking tasks away from staff/the Headteacher has helped to lighten the load.

A governor commented that as a member of a different school's leadership team, she had just been offered Supervision; other colleagues have used it and it has been really useful to talk to someone separate from the school who helps you to work through things. Governors agreed that this is a really good idea and for safeguarding leads as they will encounter issues that they cannot discuss with anyone else. It was further commented that this was about a longer-term strategy for good mental health, not just a quick response. There is a presumption that because school leaders are paid more, they can deal with greater issues, but the leadership are there to look after staff and helping them with any problems they may have. The Headteacher agreed to investigate this and see what the LA can offer. **ACTION**

A governor commented that although this is not the right time to start it, there needs to be a strategic discussion around the School Development Plan; where the school has suffered with disruption, where resources need to be focussed, where children are further behind than they otherwise would have been. It may be that some plans need to be delayed so as to avoid adding further pressure to staff. It was suggested that maybe a Steering Committee meeting may help to take stock. The Headteacher advised that Tom Gadsby was due to visit the Headteacher and staff about refocussing the school, to move away from the firefighting to a more strategic viewpoint.

7. BUSINESS

a) Full Governing Board Minutes

It was RESOLVED that the minutes of the full governing board meeting held on **11th November 2020**, copies circulated previously, be approved and signed by the Chair and authorised for publication.

b) Review of Action Points from the Previous Meeting

The Headteacher had updated this action sheet and it was circulated to the board prior to the meeting.

ACTION	ACTION REQUIRED	ACTION FOR	UPDATE
1	Compile a letter to the LA regarding the school PAN.	Chair/VC/HT	Completed but will be followed up ACTION
2	Consider arranging a class online meeting once a week for bubbles that have closed.	HT	This had been superseded by lockdown
3	Consider repeating survey to parents regarding pupil's access to devices at home.	HT	Completed but this was superseded by pupils being given devices
4	Governors to share their safeguarding policy for live lessons for Headteacher to consider.	Govs	It was decided not to pursue live lessons
5	Headteacher to seek advice regarding live lessons and use of zoom.	HT	Having made phone calls, it was decided not to pursue live lessons

6	Board to consider succession planning for Chair roles from autumn 2021	FGB	Ongoing action, every year; governors were advised that the terms of office for the role of Chair and Vice-Chair can be changed to two years from the autumn term appointment. Agreeing the length of the term is a summer term agenda item ACTION
7	Query about equality impact assessments and guidance on board diversity	Clerk	Governors discussed the issue of board diversity and how the board does not reflect the diversity of the school and should be more representative. <i>When was the last time an application to join the board was made from someone with a more diverse background?</i> This was unknown, but with the current vacancy, there is an opportunity to address this
8	Review HR SLA	HT/Gov	The SLA had been received for review
9	Contact LA for advice on business continuity	HT	Completed
10	Speak to LA re residential trip refunds.	HT	Refunds had been received
11	Governors were invited to consider their own training and development needs and those of the whole governing board.	Govs	This is an ongoing action, there is a great deal of training available on GovernorHub
12	Governors noted the requirement to submit the SFVS to the local authority by 31.3.21	FGB	The deadline has been extended to May 2021
13	Governors noted the questions to support the understanding of EY work within their school.	FGB	Deferred to summer term due to lockdown; the EY leaders are carrying out important work and the Headteacher wants to look at this. Link governors advised they are still happy to meet up with the director and share practice ACTION
14	Update relevant policies with the guidance on ear piercing.	HT	This has been written; nothing further was

			heard after the letter response
15	Governor to share information on uniform policies.	Gov/HT	Miss Bond is updating this and it will be adapted
16	Review lettings policy	Resources committee	To be discussed under item 13

c) Pay Committee Recommendations

The Chair of Pay committee confirmed that pay recommendations had been received from the Headteacher and considered by the committee.

d) Policy Review

There were not any policies for approval at this stage.

e) Approval of Inset Dates

Following a discussion with the Chair, the proposed inset dates were discussed by the SLT. It was suggested that the inset proposed on 22nd December 2021 be moved to 1st November 2021 as staff were fresher after half term rather than just before Christmas. Governors were advised that the inset days needed to be approved so that they could be sent to the LA; additionally, parents need to be informed.

Governors duly APPROVED the following INSET days for the academic year 2021/22:

- 1st September 2021
- 1st November 2021
- 1st April 2022
- 27th and 28th July – school will close on the Tuesday rather than the Thursday; these will be taken as twilight sessions.

Mr Glynn withdrew from the meeting at 7.47pm.

8. TEACHING AND LEARNING

a) Standards and Curriculum Committee Minutes

The minutes from the previous meeting held on 22nd February 2021 were noted by the board.

- Engaging parents who are not engaged: Miss Bond had introduced structured conversations and the Acting Deputy Headteacher was to investigate further. There are a number of issues in Year 4 with parental engagement, so this would be a good class to start with.
- Year 2 have a national tutoring programme starting soon; a tutor was to visit the school the following day. Years 2, 4 and 6 are the focus as from their data, these are the year groups that are struggling.
- NELI intervention for Reception class is due to be trialled, the intervention is recommended by the DfE.
- Year 1 progress is a focus; the children who are behind are the ones who have not engaged.
- A large number of pupil premium girls in Year 5 are not making progress; pupil premium progress is something to focus on to ensure there is not for example a gender imbalance.
- Maths on the move had started that week for Year 5.

Do you have to submit Year 6 data to the DfE? Yes, teacher assessments have to be conducted. The school has been advised to use previous SATs results to gauge the assessments. This year group was further ahead than previous year groups before lockdown; 2019 was the school's highest combined reading, writing and maths score under the new framework, this year group were very close and it is a shame they will not be able to demonstrate it.

What is the issue with girls and maths? There has been an issue before, what is the school doing and what is the issue causing it? Having the confidence to speak up in front of boys is the issue; girls want to be right, and rather than having a go and getting it wrong, they will not try. ***Why is this just in Maths?*** Maths is either right or wrong whereas, for example, English is open to interpretation. Maths on the move is more interesting and children are trying more. This is a national trend, but is something that staff have picked up on; girls maths mornings are being held. Conversely boys respond better to maths as it is right or wrong, they are also more logical whereas girls are more creative. It was further commented that this is a common theme in maths. Year 6 have been working on the strategy of taking a risk and using different ways to get to the same answer and girls have ended up performing better. The school needs to ensure that it is levelling up not down. This improvement has been recognised at Reddish Vale High School so the impacts the girls maths groups are having can be seen.

Parental engagement: there has been a huge increase in anxieties from children and parental anxiety has risen; there are special courses for parents, the multi-agency approach for some families is crucial. There are some children who the school could not get in for learning and they are now back; it is a bespoke approach for some families, but it is working which is good to see.

b) Ratification of Policies

There were not any policies for ratification.

9. RESOURCES

a) Resources/Finance Committee Minutes

The minutes had not yet been produced, but there were a couple of action points from the previous meeting concerning the adequacy of dinner provision which has improved, and the impact of Covid-19 which is a recurring topic.

SFVS: this is an annual process that validates that the appropriate financial controls are in place. This had been covered in detail last year, with all controls effectively designed and in place. There had not been an audit over the last 12 months, this will be noted before submission. The other piece of data is the benchmarking cost and some management information on progress scores; this has not been refreshed from the previous year due to Covid-19; these issues are outside the school's own control. The last piece of information is currently awaited from the Finance Manager, prior to sending it to the Chair for approval and signature, then it can be submitted to the LA.

Financial monitoring: the impact of Covid-19 had been reviewed, with expenditure to date, key projections both existing and new.

There will be a surplus to carry forward to the next year, which is higher than a school is allowed to carry forward. The school is asking the LA not to restrict the carry forward as there are some plans that need to be carried out such as work around the slippery tyre area. There have been some changes in income and expenditure, largely due to lower numbers in before and after school club, but also lockdown and Covid-19. ***Will before and after school be permanently affected with parents finding alternative ways of childcare?*** It is difficult to know until everything returns to normal. Overall, there is nothing of concern from the figures; more has been spent on cleaning, but additional funds had been received to cover this. The PAN was discussed and this is the largest unknown quantity and the greatest financial risk, whether to have three or two classes and what to do in the future. The Lettings Policy was discussed in detail.

Variance: The school business manager and the team have done very well managing the pressures. The final budget for 2021/22 has to be approved by 30th June; this will be signed off in the summer meeting. Governors will need to go through the new budget, the deadline for this to be submitted needs to be clarified; a separate meeting will be held for this with Chair of Resources, the Chair and the Headteacher.

ACTION

Is the new budget based on the PAN of 75? The new budget has not been seen but it is likely to be based on the PAN of 75, only the LA can change this. Each year group has less than 75 children in it, there is not any year group that is full. This is income that is missing; maximising pupil premium, managing the budget proactively and chasing for clarity on future pupil numbers will help with monitoring along with managing costs as tightly as possible. Expenditure that the school is choosing to make is in improving the teaching area and the playground; if the money was not spent it would be clawed back. Pupil premium was not counted at the January census, if the Headteacher feels there is a significant gap between recorded families and new families, contact should be made with Schools Finance at the LA. The financial implication of not having 75 children over the seven years of primary needs to be calculated and a business case needs to be presented highlighting this loss. The Headteacher announced he has some calculations and would know more the following day having spoken to Chris Harland.

b) Ratification of Policies

There were not any policies for ratification.

c) Budget Update

This was discussed in item 9a.

d) Approval of the Budget 2021/22

This was discussed in item 9a.

e) Approval of School Fund Audit Arrangements

This was not discussed.

ACTION

f) Changes to the Buyback of LA Services

This item was not discussed.

ACTION

g) SFVS

As highlighted in item 9a.

h) Scheme of Delegation 2020-21

This item was deferred until the next full governing board meeting.

ACTION

i) The Statement of Internal Controls, Best Value Statement and Scheme of Delegation form 2020-21 should be added to the Resources planner for the spring term in the future. **ACTION**

The Headteacher will clarify if there are any other budgetary deadlines that need to be added to the planner.

10. GOVERNOR DEVELOPMENT

- a) Vacancies and End of Term of Office
- b) Governing Board Development Plan, Induction, Training and Succession Planning

Governors noted that there is a vacancy on the board for a Co-opted governor. Governors discussed the vacancy along with Mr Underwood's and Mrs Newsam's terms of office which were due to end in the autumn term (19/09/21 for Mr Underwood, 14/11/21 for Mrs Newsam). ***In answer to a question, the clerk advised that there is an item on the summer term agenda for agreeing the length of the term of office of the Chair and Vice-Chair.*** Mrs Newsam advised that she would be happy to remain as a governor but if the board was looking for other skills, she would be happy to step down. It was commented that it was a risk and danger to rely on just one governor; an example of this is Mrs Sinnott and her excellent knowledge of Resources. The diversity of the board was raised again and why it was felt that parents were not willing to put themselves forward; was it due to the non-diverse board. Governors discussed how to encourage recruitment from a more diverse background, how to engage parents without sounding tokenistic; whoever is welcomed needs to feel valued and their views heard.

11. BRIEFING PAPERS FROM STOCKPORT LOCAL AUTHORITY

- Governance Update
- School Estates
- Safeguarding
- Equality Act
- Early Years
- Mid-term update

Governors noted the guidance within the reports.

12. DATES

- a) Full Governing Board

The next governing board meeting was scheduled for Tuesday 29th June 2021, but the clerk advised that Mrs Camacho, Governor Support Officer, cannot make this date. It was agreed that 22nd June 2021 would be suitable. The clerk agreed to communicate this date to Mrs Camacho to check her availability.

ACTION

- b) Committee Meetings

Curriculum and Standards: Tuesday 11th May 2021 at 5.00pm

Resources/budget: Thursday 13th May 2021 at 1.00pm – 3.30pm; a separate date would be set for the new budget planning.

Steering: Saturday 17th April 2021 at 9.30am

13. ANY OTHER BUSINESS

An additional governor is required for a panel, ten working days' notice was needed to be given so it would be after 19th April 2021 onwards; Mrs Norton and Miss Bond were already on the panel. Mrs Drury offered to sit on the panel.

Mr Underwood withdrew from the meeting due to his declaration of interest.

Lettings policy: a discussion had been held during the Resources meeting about whether it would be appropriate to have a two-tier lettings profile, rather than one price for all. It was suggested that there could be more competitive interest and could improve income levels. Governors debated the issue, whether it is fairer to charge everyone the same, or should those that hire out more receive a better rate. ***Should the hiring purpose be better focussed for children in line with the school's ethos?*** This is something to consider. The Headteacher expressed concern that the prices were putting off some companies from hiring the school and that it would be better to be utilised at a cheaper rate than to be empty. The previous change to the rates had tried to make the school more competitive but had actually driven away some business and the school had been undercut by another school.

The minimum cost of hiring the school needs to be known to make a decision but also the prices that other schools are charging. It was noted that the site supervisor does not lock up the school, some of the users had previously locked up themselves; this may be an additional factor to look into. Other factors to take into account when agreeing a rate is how long a business is prepared to commit to plus frequency of usage. Governors agreed that a more flexible approach would be appropriate with different cost scales dependent on how many rooms were being hired or whether, for example, it was just the outside space. Consideration needs to be given to making it as simple as possible, particularly so that it is easy for the School Business Manager to manage.

School Business Manager would be asked to find out the minimum cost.

ACTION

With there not being any further business to discuss, the Chair thanked everyone for attending and the meeting closed at 8.57 pm.

**BROADSTONE HALL PRIMARY SCHOOL
 SPRING TERM 2021 GOVERNING BOARD
 MEETING ACTION POINTS**

MINUTE POINT	ACTION REQUIRED	ACTION FOR	DATE ACTION TO BE COMPLETED
5	Contact HR for further advice and Chris Harland.	Headteacher	Post meeting
8b (Action point 1)	Contact the LA regarding the PAN for the admissions consultation	Headteacher	Autumn term 2021
8b (Action point 6)	Consider length of term of office for Chair and Vice-Chair	Governors	Summer term meeting
8b (Action point 13)	Follow up on the understanding of the EY work taking place; link governors to make contact	Headteacher and link governors	Summer term
9a	Approval of the 2012/22 budget	Resources Chair, Headteacher, Chair of Governors	Summer term
9e	Approval of School Fund Audit Arrangements	Governors	Summer term meeting
9f	Consider changes to the buyback of LA services	Resources Committee/Governors	ASAP
9h	Approval of Scheme of Delegation Grid	Full governing board	Summer term meeting
9h	Add Statement of Internal Control, Best Value Statement and Scheme of Delegation Grid to Resources Planner	SBM/Resources Chair	Summer term
9h	Clarify if there are any other budgetary documents/deadlines needed to be complied with	Headteacher/SBM	Summer term
12	Clerk to advise GSO of new meeting date for summer term meeting	Clerk	Completed
13	Calculate minimum hourly rate possible for renting the school	SBM	Summer term
13	Review Lettings Policy to take account of different terms to be offered	Resources Committee	Summer term