



Our Best Always

Little Paxton Primary School Governing Body

**Minutes for the Meeting of the Resources Committee held on
Monday 21st June 2021 at 6.30pm**

Present:

Neil Donoghue Co-opted Governor
Richard Fairbairn (Chair) Co-opted Governor

Austin Willet Parent Governor
Paul Warmington LA Governor

In attendance:

Gemma Pearce Clerk
Alison Gatward School Business Managed (SBM)

1. Welcome and apologies for absence

Apologies received and accepted from

Gemma Manning Associate Member
Katie Delgado Staff Governor
Nickie Moore Head Teacher
Tim Gawler Parent Governor

No apologies received from

Christopher Muwanguzi Parent Governor

The meeting was quorate.

2. Declaration of Interests

No new interests were declared.

3. Governors' responsibilities:

The committee were reminded of governor responsibilities:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

4. Actions Update

2020/2021- 027 5	Produce report on TA deployment	SBM	On this agenda
2020/2021- 055	Include budget on agenda for FGB	Clerk/ Chair	Complete
2020/2021- 073	Invite Becky Webb to do a presentation at an FGB (Apr/May TBC)	HT/Chair	Complete
2020/2021- 074	School to investigate report in to roof and discuss at next RC meeting	SBM / HT	On this agenda
2020/2021- 075	Finalise 5-year maintenance plan for review at next RC meeting.	SBM	On this agenda
2020/2021- 076	Save all policies from this meeting	Clerk	Complete

5. Proposal to disband this committee and bring its remit within the FGB.

- The FGB has increased the number of meetings and the agenda has been reworked to include reports from governors responsible for certain areas. This has increased overlap between the Resources Committee and the FGB.
- The proposal is to add a standing resources line to the FGB agenda. From time to time a sub-committee may be required to address matters arising (e.g. reviewing large tenders, specific personal issues, building works, etc.).
- In September the committees are reconstituted and the terms of reference agreed, this gives an opportunity to make this change.

It was agreed that there is now a lot of repetition between this committee and the FGB so there is no need for extra committees. It was agreed it would be sensible to use working groups and sub-committees as required. Areas such as the roof may require a working group sub-committee in the future.

It was suggested that Neil resume as link governor for facilities, health and safety and bring reports to FGB along with other link governor reports to ensure the areas covered in RC are being monitored.

ACTION: Proposal to disband RC to be taken to FGB with model of how future structure would work.

ACTION: Link governor for facilities, health and safety to be included in September when link governor roles re-assigned.

6. Finance section

The recent Cost Centres Report was circulated prior to meeting

2 months in to the new financial year - £4k up on income and £5k down on expenditure so £9k better off than budgeted. Increases carry forward to £148k.

Changes to senior level staffing as discussed at FGB will put in better position financially.

The committee discussed the challenges of pay scale ceilings and how some staff are at the top of pay scales, and this becomes a challenge for retention and motivation. There are TLR's (additional bonuses) that school can award to people taking on additional responsibilities. There us trust in HT to manage the process. Pay scales are out of GB hands. It was appreciated that motivation comes from love of job not financial rewards but it is important people feel valued. It was noted that Governors did reset levels when school moved from one form to two form entry as pay scales based on school size.

ACTION: FGB to look at limitations of pay scale ceilings and understand staff motivation, retention and pathways for progression. Piece of work for 2021-22

QU: Will school be affected by the way government are basing free school meals on Oct not Feb census? No – there were not a significant increase in eligible pupils in LPPS

AW informed the committee he would arrange a visit with SBM before FGB to prepare his end of year report.

The budget for staff training and development was discussed as this is an area PW is working on in his link governor role. £20k is allocated for training with £6k of this allocated to SEND team. This is ~30% increase on last year as there was lots left over last year due to courses being cancelled due to COVID. Enhanced LA support that was provided as a RI school will be removed as they are satisfied with the changes seen but school have bought in to similar provision from the LA for next year.

7. Staff update

In 2019 a personnel committee suggested a visit to look at TA deployment following a TA resignation – this has been carried over as an action ever since. RC discussed looking at how TA hours are deployed. SBM prepared figures:

TA Summary

Role	No	Hours
Learning Support Assistants	26	609
HLTAs (Higher level teaching assistant)	6	132
LSA3 (Learning support assistant 3)	7	114
LSA (Learning support assistant)	7	90.5
Classroom support		344.5
EHCP Children	11	325
1:1 LSA	15	264.5(total – 310.5*)
*Unallocated hours 1:1		46

- Of 609 hours 344.5 are in classroom generally helping and 310.5 are 1-1.
- If didn't have 11 children with EHCPs wouldn't need the 264.5 hours.
- Number of EHCP children changes each year.
- Funded for 325 hours through EHCP.
- CLT balance number of hours funded with the practical life of the child in the classroom.
- In some cases the child benefits if their 1-1 support is not with them all the time to encourage independence.
- For some children they give them less 1-1 hours in class but have to supervise at lunch so that needs to be covered by someone (not paid for in EHCP).
- Some flexibility in how 1-1 are deployed eg at lunch time 2 children could be sat with 1 adult.
- Some children do not have EHCP but do not need additional help.
- Support staff about half in general position and half with a specific named child.
- HLTA and LSA-3 overlap. Only 1 FT HLTA, the others are PT HLTA and PT LSA-3. Restructure to manage supporting teachers without being over budget.
- Every morning each class has a LSA-3 in their classroom to support in core learning. In afternoon have one TA shared across the year group.

QU: How many LSA levels? LSA 1-3 then HLTA (like LSA-4). Have 6 LSA-3 who are the people who interviewed for this position. Have not had interviews for LSA-1 and LSA-2 as already employed. Some are new and some chose not to apply for LSA-3. Next September will look at LSA-2's

QU: How is it decided which class gets which level assistant? All year groups either have a HLTA or LSA-3. Phase leaders have a HLTA as they can take over from teacher when phase leaders need to leave the classroom.

QU: What difference does each LSA level make? LSA-3 are operating a bit more under own initiative, run groups, mentor etc. LSA-1 and LSA-2 are guided by teachers more. All LSA's have a grid showing what is expected at different levels and so they can demonstrate evidence if they feel they are working at a higher level as part of their performance management.

QU: Who does performance management? It was RJ this time last year. Need to confirm who will carry them out as due soon (VME, phase leaders?).

The committee discussed performance management for LSA's. It was noted that daily they are managed by their teachers but they wouldn't do their performance reviews as it would not be consistent between staff. There were concerns that performance management shouldn't be a yearly task but a regular conversation and how to empower curriculum and phase leads (middle management tier) to be involved eg. teachers should feed info on performance to phase lead who feeds to CLT. Curriculum leads should also have understanding of LSA's and how teacher is enabling them. It was discussed that the CLT need to ensure momentum from last years reviews and it was acknowledged that although it is hard to review against objects set last year as a lot of time has not been in school the process should not be forgotten. The committee discussed models of objective setting and regular review with end of year appraisal. The CLT were asked to prepare a plan for performance management over the next year as to who is responsible and how to make it a more dynamic process. It was discussed that it is important that LSA's also have an understanding of the SEF and SDP and this should fit in with their objectives and performance management. However it was noted that the LSA roles are only just changing so it will take some time for the new structure to embed. It was agreed that performance management is critical for quality first teaching to ensure staff are empowered and understanding SDP. The committee felt it was very positive that the CLT had identified the problem regarding TA's in past and have done good work to address this through the re-structuring to respond to the needs of the TA team. It was noted that it is important that school evidence the success of the changes that are being made and performance management reviews will be part of this in showing an improvement in LSA's understanding of role, their fit in the SDP and their satisfaction in role.

ACTION: PW and AW meet with CLT about performance management as part of SDP objective 1 monitoring.

8. Premises - Head's update and forecast of work

a. Update on roof (074).

- The SBM has been in contact with an independent expert who works for Kier on the state of the roof. She is due to meet him on-site and can provide further information following this.
- In general the roof has a few poor areas (mostly above HT office and corridor outside) which will need work to fix.
- There is another area but this relates to the new build area and so SBM to liaise with contractors as this will be under warranty.
- Further information will be provided after the meeting with the consultant has occurred.

b. Five-year maintenance plan (075) – update overview

- The SBM has budgeted for replacement of the Y1 and Y2 toilet blocks – one a year over the next 2 years as this is essential work
- The kitchen floor is being monitored as work that may be required soon. However it is not a H&S or hygiene issue at the moment so it is just being watched.
- The school will have a fire audit from LA this week and recently completed a visit with a fire officer from the fire service. Areas identified will be dealt with asap.

The committee discussed whether the SBM needs further support in the site management. The SBM will be dedicating around a day a week to this but she is aware this is not her area of expertise. The committee supported ensuring the SBM receives any training she feels is needed in this area and also discussed if school should consider paying for a H&S consultant to support SBM. There is an obligation for school to work with a site agency and they use Strictly Education. PW offered to provide SBM with a recommendation for a H&S consultant.

9. Safeguarding

There were no additional safeguarding issues noted from this meeting aside from the areas discussed relating to fire safety.

11. AOB

None

Date of next meeting of the Governing Body

Full Governing Body 12th July 2021

The meeting closed at 7.54pm

Actions carried forward from previous meeting

None

Actions arising from this meeting

2020/2021- 079	Review disbanding the Resources Committee	FGB	Next FGB
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2020/2021- 080	Re-instate link governor for facilities, health and safety role	FGB	Sept FGB
2020/2021- 081	FGB to look at limitations of pay scale ceilings and understand staff motivation, retention and pathways for progression. Piece of work for 2021-22	FGB	Autumn Term
2020/2021- 082	Meeting to discuss LSA performance management as part of SDP objective 1	CLT, PW, AW	ASAP