

THE GOVERNING BODY OF PURLWELL INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Full Governing Board held at 5:30pm at the school on Wednesday 12 February 2025.

PRESENT

Mrs S Palmer (Chair), Mrs S Gallivan (Deputy Head Teacher), Mrs D Halloran, Ms A Khan, Dr F McGregor, Mrs S Nazam (Head Teacher), Mr A Patel

In Attendance

Mrs V Moore (Minute Clerk)

The meeting opened at 5:37pm.

40. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Mrs T Rafique and Mrs H Cassamoali (with consent). There were no declarations of interest.

41. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS

The following items were notified to be raised under Any Other Business:

- a) Academisation paperwork
- b) Correspondence received from a parent

42. REPRESENTATION

42.1 The following matters of representation were noted:

End of term of office

| <u>Name</u> | <u>Category</u> | <u>With Effect From</u> |
|------------------|-----------------|-------------------------|
| Mrs Sarah Palmer | Co-opted | 16/05/2025 |

Appointments

| <u>Name</u> | <u>Category</u> | <u>With Effect From</u> |
|----------------------|-----------------|-------------------------|
| Mrs S Gallivan | Staff | 27/11/2024 |
| Mrs Deborah Halloran | Co-opted | 20/12/2024 |

42.2 Appointment of a Co-opted Governor

RESOLVED: That Mrs Sarah Palmer be re-appointed as a Co-opted Governor for a further term.

42.3 Governors noted the remaining vacancies including LA Governor but were not sure if this would still be required once they joined BMAT.

43. MINUTES OF THE MEETING HELD ON 20 NOVEMBER 2024

RESOLVED: That the minutes of the full Governing Board meeting held on 20 November

2024 be approved and signed by the Chair as a correct record.

44. MATTERS ARISING

The only matters arising were:

a) Governors responsibilities (minutes 7 and 28a refer)

ACTION: Governors with specific responsibilities to visit the NGA website to look at role profiles to help with their role.

This was ongoing.

b) Governor Training (minutes 19 and 28 refer)

This was ongoing. Mrs Halloran and Mrs Palmer had completed the training. Ms Khan said she was having technical difficulties accessing the online course.

ACTION: Governors who had not done any safeguarding training should complete it.

ACTION: School to send safeguarding quizzes to Governors.

Governors were told that training would be organised through BMAT once the school had Joined and there would be a new Terms of Reference for the Governing Board. It was also noted that school and governor email addresses would change.

45. HEAD TEACHER'S REPORT AND GOVERNORS' QUESTIONS

The Head Teacher had circulated her report to Governors before the meeting. Discussion and questions included the following:

a) Curriculum

Q. What are the current reviews taking place regarding the curriculum and what research is being used to help with planning?

A. We have done a safeguarding review and the EYFS review is next. Some programmes we use are underpinned by research and resources. For example we use Little Wandle for phonics and NELI Programme for speech and language. We keep up to date with EEF research and recommendations. We are working with parents to support their children's learning as collaboration has good impact.

Q. When we are part of BMAT how much will they have a say on curriculum?

A. Each school has its own curriculum in place but there will be the chance to share good practice from other schools and collaborate with ideas. The curriculum won't stay stagnant, it is always evolving. But each school is autonomous and don't have to all toe the same line.

b) Wellbeing

Q. How is the absence of the staff member on long term sick being managed?

A. It is not a full-time role and they have a long-term medical need, we have been able to cover internally and also trying to support them.

Q. Can this continue going forward?

A. Yes, we think it should be OK.

c) Safeguarding review

Q. It is great to see a lot of green RAG-rated areas but are there any key recommendations from the review?

A. The full report was shared with safeguarding governors. There was triangulation in the review, so feedback from leaders, staff and children was consistent and positive. There were a few actions but some are a quick fix, such as making sure support staff are all trained on CPOMs. BMAT has a rolling programme that DBS checks are done every 3 years so we will do that when we move across. In some areas we were asked to write case studies and share good practice across the trust. We need to get more expertise in monitoring/reporting – particularly filtering on CPOMs. They had seen the attendance impact from the school nurse supporting parents and again asked for case studies. They also suggested that we consider an electric system for signing in and add additional security in and around the main entrance and office e.g. using fob access. We want to still ensure children can visit the office but they might have to be buzzed through. Overall we were pleased with the safeguarding review as we had been more self-critical.

Q. Would it be useful for Governors to see CPOMs?

A. Perhaps we could show the safeguarding governors and they could feed back.

d) Attendance

Q. Why is persistent absenteeism higher in reception and how is this being managed?

A. We have had four extended leaves and if the children are not at statutory school age we can't take action. Younger children are more susceptible to bugs and sickness. We are keeping an eye on it and it has improved. Home visits have been making parents think twice about keeping children off for minor ailments or colds etc. It's about giving them the confidence.

Q. How are children rewarded for 100% attendance?

A. If they manage half a term they get a card, for a full term they will get a certificate and a pencil and if they manage the whole year with 100% they get a medal. Nursery children get a sticker if they are in for the whole week. It is very motivating for them.

e) SEN

Q. SEN numbers are lower for reception and nursery – what impact will this have on the school's budget?

A. We currently have 6 children with EHCPs but four are in Y2 so when they leave it will seriously impact on funding as we get a sum of money for each EHCP for support.

Q. How will the other pot of SEN money work?

A. That is for the cluster. Originally, we thought it would replace EHCP funding but this is protected, so we will still get two lots of EHCP funding which is reassuring for those children and their families. The cluster has 8 local schools and the pot is for early intervention so ideally before an EHCP would be needed, to try and prevent the need. We meet every half term and we can ask for money for support in the short term. But we are still not sure how it will work. For nursery and reception children, there is also SENDIF but we are not sure if we would get that as a cluster as well. The amount of funding available would go down if there were more EHCPs. All ages get the same level of funding for an EHCP though younger children would probably need more one-to-one support than older children. Cluster money can be applied for individual pupils or training support.

Q. How is this likely to change in the Academy?

A. SEND is still managed by the local authority Kirklees as per the code of practice. The Trust might have some experts at approaching funding streams. They also have a SENCo and Business leads.

Q. The Government is talking about free breakfast clubs. Is that something we will be doing?

A. The problem is that they only provide free food – it wouldn't cover staff costs. Other schools had to close their breakfast club because it was too costly. We can look again though and speak to parents to see if there is a need for it.

46. SAFEGUARDING

This had already been covered under matters arising and in the Head Teacher's report.

47. FINANCIAL MANAGEMENT AND MONITORING

47.1 SFVS

The Head Teacher had sent Governors a copy of the SFVS before the meeting and also shared benchmarking information.

Governors noted that catering staff and supplies were high, but all children at Purlwell had school meals and other schools may not require as many staff if they had some children on packed lunches. Some of the other schools would also be primary schools and it was more likely there would be a higher number of pupils on packed lunches once they no longer received universal free school meals.

Heating costs were also high but the school was an old, listed building and therefore not as energy efficient as a more modern school building.

Governors asked how they would get money for works on the building once they joined BMAT. There is money allocated to building in the same way. A lot of large jobs had been carried out recently but the next job required was replacing the windows and BMAT were aware of this.

The school fund audit had been carried out and certificate sent to the local authority.

RESOLVED: That the SFVS be approved by the Governing Board and signed by the Chair.

47.2 Finalise next year's budget

The Head Teacher explained it was not possible to set next year's budget as they would be joining BMAT on 1st April and then this would be done as a Trust school, so they just needed to finalise to the year end.

Kirklees finance runs from April to the end of March, while the Trust financial year was from September to August.

She shared some bottom-line figures with Governors and said the finances were looking ok and there could be a small carry forward.

There was a £5k charge for converting to an Academy.

Governors noted nursery numbers were lower – there would be 5 new children starting after Easter which would bring numbers up to 45. Last year there were 52 children. This would mean there was a funding claw back which would need to be factored into the budgeting.

48. MONITOR SCHOOL IMPROVEMENT PLAN

Mrs Nazam reported school was making progress. One of the biggest success areas was that the stay and play sessions offering parental support were up and running and had been really well attended and supported. They had identified a gap in nursery of children not knowing enough vocabulary due to a lack of communication, possibly due to increased screen time at home.

Q. How many children don't speak English as a first language?

A. It is a case of whether the children are exposed to other languages in the house, it would probably be around 90%. But the lack of language acquisition is the same across the board regardless of whether English is their first language. The children are still struggling.

Parents had reported the sessions had given them the chance to have dedicated play time away from home but also ideas of activities to engage the children.

Governors agreed reading with children was a good way of helping with vocabulary and school was keen to have physical reading books rather than online books.

The reception area had been developed from 3 classrooms to two and the space was being used more effectively.

49. POLICIES FOR REVIEW BY FULL GOVERNING BODY

RESOLVED: Governors agreed to accept the following policies:

- Health and Safety Policy
- Data Protection Policy
- Charging and Remissions Policy
- Relationships and Health Education Policy
- Information Policy
- Teacher Appraisal Policy
- Kirklees Model Teacher Pay Policy

50. STAFF WELLBEING

Mrs Palmer had attended the TUPE session with staff with regard to moving to BMAT. She had spoken to staff to ensure they did not have any concerns but asked the Head Teacher if any feedback had been received since. She said they had a deadline of Friday to contact her but she had not had anything yet.

51. GOVERNOR TRAINING AND VISITS

Mrs Palmer had visited to look at the single central record (17/12/24). Mrs Rafique had done a SEN link visit.

52. SCHOOL SELF-EVALUATION 2024/25

School was continuing to update. Information from the Safeguarding and EYFS reviews would feed into the SEF.

53. ANY OTHER BUSINESS

The following items were discussed under any other business:

a) Academisation

The Head Teacher said that Governors would be required to review documents for the transfer completed by BMAT and Purlwell. An appointment would be arranged by the solicitor to go through the paperwork and as many Governors as available should attend.

b) Correspondence

Governors received a letter from a parent asking if school could open during half term to make up for the four days when it was closed at the start of term due to bad weather. Governors considered the request but agreed it would not be feasible to do this as it would impact on the wellbeing of staff and children and incur costs such as heating the building and staff pay. Mrs Palmer would draft a response to the parent explaining their decision.

ACTION: Chair to respond to correspondence with Governors' decision.

54. DATES OF FUTURE MEETINGS

RESOLVED: That meetings of the Full Governing Body be held at 5:30pm in school as follows:

Monday 21 May 2025

Monday 2 July 2025

55. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.

The meeting closed at 7:01pm.

ACTION LOG:

| Number | Action | By Whom |
|---------------|--|--|
| 44 (a) | Governors with specific responsibilities to visit the NGA website to look at role profiles to help with their role. | Governors with responsibilities |
| 44 (b) | Governors who had not done any safeguarding training must complete online training. Certificates to be provided to Head Teacher by anyone who has done the training. | All Governors |
| 44 (b) | School to send safeguarding quizzes to Governors. | School |
| 53 (b) | Chair to respond to correspondence received with Governors' decision. | Chair |