

**Minutes of the Local Governing Body of  
Coppice Valley Primary School  
held via TEAMS  
on Tuesday 6<sup>th</sup> July 2021, commencing 16:00**

**Present:** Mr P Clayton (Chair), Miss T Coleman (Vice Chair), Mr M Chapman, Mrs L Payne, Mr R Selfridge, Ms B Rich, Mrs E Meadus (Headteacher), Mr D Cawte

**Also present:** Mrs C Bradbury (Minutes), Mr P Boreham and Mr C Foster (Finance Leads)

<b>Minute No.</b>		<b>Action</b>
LGB 1	<p>The meeting commenced at 16:05.</p> <p>The Chair welcomed the new Governor – Beth Rich to the meeting.</p> <p><b>1. Apologies</b></p> <p>There were no apologies for absence.</p>	
LGB 2	<p><b>2. Additional Declarations of Interest</b></p> <p>There were no additional Declarations of Interest.</p>	
LGB 3	<p><b>3. Minutes of the Last Meeting and Matters Arising</b></p> <p>The Minutes of the last meeting of 18<sup>th</sup> May 2021 were checked, there were no errors or omissions and were proposed and accepted as a true and accurate record.</p> <p><b>Matters Arising</b></p> <p>The action points had been addressed, and there were no further matters arising.</p>	
LGB 4	<p><b>4. Finance Update</b></p> <p>The Finance papers had been shared ahead of the meeting. The current year to date shows where the school is expected to finish compared to the May forecast. There was a deficit of £20,449 forecast in May, the actual is £2,106. Key reasons are due to the various spending in the budget. The areas which have not yet been put through are the fence, shed, classroom furniture and IT equipment which has not yet been bought. The re-forecast shows a small change to expect a deficit of £32,092. For the reserves a figure was brought forward of £79,000 which is in between the 4-8% Recommended figure from the Trust.</p>	

	<p><b>Budget for Approval</b></p> <p>The budget assumptions have been included for the next three years. The GAG funding for year 1 is a minimum of £4,180, for Coppice Valley this is slightly higher at £4,397. For years 2 and 3 a 2% inflation assumption has been put in to cover teacher salary costs with an overall increase of around 3% for teaching salary costs.</p> <p>Pupil numbers are showing as year 1 – 199, year 2 – 197 and year 3 – 196. The reason for this is two classes which have been low intake in previous years. On other income finance have been cautious, before and after school club generate income and have done very well prior to COVID so erred on the safe side and lowered the figure. Other area is staffing changes which have been implemented and sports funding. A PE Mentor has been used in previous years costing around £21,500 per annum, this will now be bought through professional services of around £18,000 so a saving of around £3,500. Another area is the increase in the GAG contribution to 5.5%, this reduced back down to 4.5% in years 2 and 3.</p> <p>From November 2021 catering will move from inhouse to outsourcing, the tender is being finalised. This will be based on price per meal, the school will be paying increased food costs, the changes will be seen in the reforecast, however once the price of meals is sorted out there will be a saving. The Head asked about preferred actions regarding raising costs, currently the price is £2.20 per meal, with the new supplier the average cost per meal would be around £2.70. Finance will do some modelling and discuss within the finance meeting to see the difference this would make over the year.</p> <p><i>Q: In year 3, there is nothing showing in direct revenue?</i> A: From the SCA plan budget, there is nothing in place to happen as yet for year 3. Year 1 work is being done this year i.e., roof and boiler. Looking at the comparison budgets, for years 1 and 2 and what is being spent on capital for the school to be in a surplus for a single form entry is positive. Year 3 is based mainly around assumptions.</p>	PB/CF
LGB 5	<p><b>5. Headteacher's Report</b></p> <p>The report was issued in advance of the meeting and questions received were:</p> <p><i>Q: Glad to hear the subject leads have benefited from teaching across all year groups - have you been able to get any feedback from the pupils on this?</i></p> <p>A: We have a pupil consultation in process for the next week, so we will get feedback there. Informal feedback is very positive.</p> <p><i>Q: In Andrew's report he mentions the trust moving to all pupils having an iPad "where leaders currently have reservations". Are these reservations from Coppice? What are the reservations?</i></p> <p>A: Yes, I have expressed reservations to Andrew and the Trust IT Team about being an iPad school. I understand that some other schools have reservations too. The concerns I have expressed are about 1. Funding - the parents purchase the iPad on payment schemes in HGS and Western. Based on experiences in lockdown with getting technology to families, I would not see this being a popular move in our community but obviously we would use a survey to find out for sure before going into anything. 2. Ethos - the school's main selling point is the outdoors and outdoor learning. When I show prospective families around the site they often ask if we "do iPads" and are pleased we don't. This would be something to overcome too. If iPads are the way the Trust are wanting us to go, it would take a lot of work to put a sustainable and "tempting" offer in place.</p>	

	<p><i>Q: I completely understand, in fact I'm glad to hear, your reservations about being an iPad school but on the flip side I can envisage Coppice taking that and incorporating well-being life skills around why we need to self-regulate our screen time, pros and cons of technology, when to choose manual methods etc.</i></p> <p>A: I need to know a lot more about the benefits to have a proper, informed debate about it. I have talked to the Trust IT team about visiting schools who are using iPads.</p> <p><i>Q: Pupil premium: what is the second column of the table showing?</i></p> <p>A: It shows the % of non-pupil premium children achieving the expected standards, nationally. Sorry, I can see the text has got cut off in the column. I'll fix.</p> <p><i>Q: Also in the pupil premium, the tiered approach diagram has the largest slice for quality of teaching - is that representative of how the tiered approach works, that quality teaching should meet most of the need? or just an illustration?</i></p> <p>A: Yes, it is how the tiered approach works. The largest slice of the pie for High Quality teaching as it is the most effective lever we have at our disposal, for the most children. More info here - <a href="#">Support for School Improvement Planning – The Tiered Model   Education Endowment Foundation   EEF</a></p> <p><i>Q: My other question about the tiered approach for pupil premium was because of the amount being spent on each tier and I wondered whether there was scope to go further with the enhancements for quality of teaching as at the moment it costs the least to implement this compared with the other areas?</i></p> <p>A: The spend on teaching in the plan represents the "enhancements" spend. It could include the cost of teachers and teaching assistants - the most basic resource we need for high quality teaching - which would take it over £450K! Tracy and I went into this strategy in depth last week before it was released to governors - please feel free to contact Tracy for more information.</p> <p><i>Q: In the Data supplied, Year 4 did really well compared to the rest of the school, is that because it is a strong cohort, progress seems to be really strong from the KS1 2019 SATS?</i> A: This is an interesting cohort, KS1 data was around 70% for reading. They had 100% pass rate in Year 1 for Phonics. After investigation a lot of children are EAL, they are a strong cohort and are translating well.</p>	
LGB 6	<p><b>6. Chair of Governor's Report</b></p> <p>The Chair gave a verbal update. He confirmed he has had a lot of telephone calls with the Head and also very productive meetings. He attended the meeting to discuss the School Improvement Plan which was very productive. He then reflected on his time as a Governor and Chair at Coppice Valley over the last 10-11 years, as he is stepping down from the Board. He is very proud of where the school has come.</p> <p>The Chair was thanked for his time and everything he has done for the staff and the school.</p>	
LGB 7	<p><b>7. Link Governors</b></p> <p>The reports were shared ahead of the meeting. Mrs Payne explained to Governors about the Training and Governors Action Plan she has developed. As part of the training she is doing with the National Governors Association, she was asked to develop an individual action plan along with a Governance action plan for the Board. The three areas the plan is looking at is:</p> <ol style="list-style-type: none"> <li>1. Understanding the wider structures of the governing board relating to the Trust;</li> <li>2. LGB self-evaluation, assessing processes, creating actions for improvement;</li> <li>3. Reviewing the school, school visits, writing reports and giving feedback. Clear strategic conversation about vision.</li> </ol>	

LGB 8	<b>8. Safeguarding (Standing Item)</b>  This item had been covered within the Headteacher's report.	
LGB 9	<b>9. Risk Register (Standing Item)</b>  A new risk register has been completed and submitted to the CFO for review.	
LGB 10	<b>10. Policy Approval</b>  There were no Policies for approval.	
LGB 11	<b>11. Trust Update/Education Board Feedback</b>  At the recent Education Board meeting, there were discussions regarding the Budget and capital plans, the Aims and Values Consultation, COVID recovery plans, Education Transformation project, Teacher Assessed Grades for Secondary schools and the Teaching School Hub.	
LGB 12	<b>12. Correspondence</b>  There was no correspondence.	
LGB 13	<b>13. Any Other Business</b>  There was no further business and the meeting closed at 17:10.	

#### **ACTION POINTS**

<b>ITEM NO</b>	<b>ACTION</b>	<b>WHOM</b>
LGB 4	Modelling to be done regarding cost of meals	CF/PB